

## Monitoring Report

Institution and department:	<b>Vasyl Stefanyk Precarpathian National University</b>
Date of monitoring:	<b>October 2017-June 2018</b>
Monitoring teacher:	<b>Ihor Romanyshyn</b>

### Findings from students

- the new units of the methodology course are difficult but challenging (Working with Materials; Testing and Assessment);
- students find it inconvenient to use the printed resources in the library as there are limited copies of them; students use Internet resources suggested by methodology teachers; a Wikispaces group was created for sharing resources and session materials;
- teacher assistantship is important as ‘we can try out the theory learned in the real classroom and feel what it is to be a teacher through conducting parts of lessons’; ‘we get valuable advice from our school mentors’; they understood that the main role of a teacher is to teach learners how to learn;
- new language skills are developed (negotiating; persuading);
- English is viewed both as a means of international communication and as a means of getting new knowledge. Most of the students mentioned the importance of English for their future professional activity.

### Findings from methodology teachers

- our sessions became more interactive and students more engaged; the interactive format of sessions is still attractive for students; they like to reflect on their learning in the sessions, find it as a necessary component of developing their learning and teaching skills
- students find microteaching as a useful activity;
- we are invited to attend summer and winter professional development schools organised by the BC within the framework of the New Generation School Teacher project
- lack of time for preparation; the resources provided by the BC are still not available;
- teachers reflect on their methodology sessions, take feedback from students on their teaching on a regular basis; teacher group meetings take place in the form of informal discussions and peer observation is practised, though not on a regular basis;
- observation tasks are discussed in methodology sessions though there could have been more of them in Modules 3 and 4

### Findings from university authorities

- support in terms of convenient schedules; there is a separate day in the timetable for school experience; equipment (a big screen TV set installed in Room 210), Internet access; the possibility to use the Methodology course materials from the University distance learning platform;
- positive feedback from both methodology teachers and students are presented at international and national scientific and practical conferences and post-teaching practice meetings;
- dissemination process: other English Department teachers (English language teachers-philologists) willingly become involved in teaching methodology; the new Methodology Curriculum is used at the Departments of English and German Philology, speciality “Secondary Education” (2nd year-students)
- participation in the project is beneficial for the teachers’ and students’ professional growth; their language classes are more interactive and student focussed;

- the number of first-year students – future teachers of English – has increased by 10% as compared to the previous academic year due to the implementation of the new Methodology Curriculum
- our future graduates from the New Methodology Program are likely to be better practically trained than those from a Philology speciality; hence, they will have better employment chances as school teachers

#### **Findings from schools (mentors and principals)**

- mentors give advice and support student-teachers with material for teaching parts of lessons; have post teaching discussion with them; though some student-teachers are less willing to cooperate with their mentors

#### **Action points (recommendations for support and follow-up, areas of concern)**

- support from the Ministry to encourage the British Council Ukraine to launch the design of the new Methodology Curriculum for Master students;
- necessity of organising a self-access centre with a library at the Faculty of Foreign Languages;
- **to raise the issue before the Ministry to take into account the methodology teachers' participation in the BC Summer and Winter Professional Development Schools as a form of professional upgrading that can be used in their attestation**

#### **Notes on areas of good practice**

- students' feedback on the methodology units and their school experience (tools: Feedback Slip, Teacher Assistantship Practice Feedback)
- school mentors' feedback on the work of trainee teachers (tool: Trainee Teacher Evaluation Report)
- enthusiastic methodology teachers and some school mentors;
- support from the Vice Rector who is responsible for implementing the experimental program.

#### **Attachment:**

1. Observation report (2)