

DOI <https://doi.org/10.51647/kelm.2020.7.2.7>

## OCENA KWALIFIKACYJNA POZIOMU KSZTAŁTOWANIA AUTONOMII DYDAKTYCZNEJ PRZYSZŁYCH NAUCZYCIELI JĘZYKA OBCEGO

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**Adnotacja.** W artykule omówiono kwestię kształtowania autonomii dydaktycznej przyszłych nauczycieli języka obcego. Badane są terminy „uczenie nauczanie skoncentrowane na studentach” i „autonomia dydaktyczna”. Wyróżnia się następujące poziomy autonomii: poziom zerowy, poziom grupowy i poziom indywidualny. Przedstawiono model kwalimetryczny kształtowania autonomii dydaktycznej studentów – przyszłych nauczycieli języków obcych. Uwzględniono czynniki wpływające na kształtowanie autonomii dydaktycznej, a także elementy składowe i podstawowe elementy modelu. Na podstawie zastosowania modelu kwalimetrycznego określa się poziomy autonomii dydaktycznej. Zaleca się stosowanie takiego modelu studentom i nauczycielom w celu skuteczniejszej organizacji procesu edukacyjnego. Zakłada się, że taki model może pomóc w przygotowaniu zawodowym przyszłych nauczycieli języków obcych. Dzięki modelowi kwalimetrycznemu student może kontrolować swoje nauczanie, analizować i dostosowywać indywidualną trajektorię, osiągać swoje cele edukacyjne. Przedstawiono wyniki ankiety przeprowadzonej na Charkowskim Narodowym Uniwersytecie Pedagogicznym imienia H.S. Skovorody wśród studentów 2 roku studiów na kierunku „Edukacja Średnia (Język i Literatura (Język Angielski))”.

**Słowa kluczowe.** Autonomia dydaktyczna, refleksja, samoocena, kwalimetria, motywacja, wyznaczanie celów, indywidualna trajektoria nauczania.

## QUALIMETRIC ASSESSMENT OF THE LEVEL OF FORMATION OF LEARNER AUTONOMY OF FUTURE FOREIGN LANGUAGE TEACHERS

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**Abstract.** The article deals with the question of fostering learner autonomy. The terms “student-centered learning” and “learner autonomy” are considered. The following levels of learner autonomy are distinguished: teacher-dependent level, group level, individual level. The qualimetric model of learner autonomy formation of future foreign language teachers is presented. It considers the factors which influence fostering learner autonomy, as well as its components and main elements. Both students and teachers are offered to use the model in the process of professional training. Further, the levels of learner autonomy are clarified based on the qualimetric model. It is assumed that such a model may help in the professional training of future teachers of a foreign language. With the help of the qualimetric model, students may monitor and control their own study, analyze and correct individual educational path, and achieve their educational goals. The results of a survey conducted at H.S. Skovoroda Kharkiv National Pedagogical University are presented. The results highlight the levels of learner autonomy among 2<sup>nd</sup> year students of the major Secondary Education (English Language and Literature).

**Key words:** Learner autonomy, reflection, self-assessment, qualimetry, personal educational pathway, motivation, goal-setting.

## КВАЛІМЕТРИЧНА ОЦІНКА РІВНЯ СФОРМОВАНOSTI НАВЧАЛЬНОЇ АВТОНОМІЇ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

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**Анотація.** У статті розглядається питання формування навчальної автономії майбутніх учителів іноземної мови. Досліджуються терміни «студентоцентроване навчання» та «навчальна автономія». Виділяються такі рівні автономії: нульовий рівень, груповий та індивідуальний рівні. Представлено кваліметричну модель формування навчальної автономії студентів – майбутніх учителів іноземних мов. Розглядаються фактори, що впливають на формування навчальної автономії, а також складники й основні елементи моделі. На основі використання кваліметричної моделі уточнюються рівні навчальної автономії. Використовувати таку моделі рекомендовано студентам і викладачам для більш ефективної організації освітнього процесу. Передбачається, що така модель може допомогти в професійній підготовці майбутніх учителів іноземної мови. За допомогою кваліметричної моделі студент може контролювати власне навчання, аналізувати та коригувати індивідуальну траєкторію, досягати власних освітніх цілей. Представлено результати опитування, проведеного в Харківському національному педагогічному університеті імені Г.С. Сковороди серед студентів 2 курсу, які навчаються за спеціальністю «Середня освіта (Мова і література (англійська))».

**Ключові слова:** навчальна автономія, рефлексія, самооцінювання, кваліметрія, мотивація, постановка цілей, індивідуальна траєкторія навчання.

**Introduction.** As the modern system of education is being transformed, both teachers and students face a lot of problems connected with the pace and the quality of those changes. All the participants of the teaching and learning process are ready to move forward, but they may not know how to do it easily and efficiently. And, although, we are familiar with the term “student-centered learning” (Benson & Voller, 1993; Tarnopolsky, 2001; Ushioda et al., 2011), it does not mean it is always applied. As it is quite difficult for a teacher to let students choose and control what used to be non-discussable topics. But on the other hand, students sometimes are not ready to get that kind of responsibility and be actively involved in choosing the educational path. That is why both scholars and practicing teachers are now eager to know the ways to share the responsibility with the learners correctly and efficiently (Benson & Voller, 1993; Pemberton et al., 2008; Smith et al., 2018; Ternovykh, 2007; Yahelska, 2005).

The process of shifting to student-centeredness is vital in all the spheres, but one of the most essential ones is mastering foreign languages. Communicative skills are complex, require a lot of practice and patience from a student, as well as the willingness to achieve and the ability to plan. So, a foreign language learner has to be active and responsible, eager to discover and ready to reflect, able to assess their own learning process and outcomes. And educators have to help the students and teach them how to apply a set of skills and strategies for mastering a language, motivate them to use a target language outside the classroom. Thus, the efficiency of the teaching and learning process depends on the quality of educational services, which means we have to pay more attention to the training of pedagogical staff and forming the professional competence of a lecturer of a higher educational institution.

**Analysis of recent research and publications.** The problem of learner autonomy is discussed in the works of contemporary scholars (Benson & Voller, 1993; Carson, 2010; Karaieva, 2011; Lavrysh, 2020; Tarnopolsky, 2001; Tuchina et al., 2020; Ushioda et al., 2011; Zadorozhna, 2015). It is defined as the basic need of an individual (Little, n.d.) and the ability to take the responsibility for one’s own learning (Holec, 1981).

Scholars also distinguish the levels of autonomy: teacher-dependent level (when the teacher makes all the decisions about the learning process), the first or group autonomy level (when a group of students adapt to the new realia and start being responsible for the decisions about the educational process), and the second or the level of individual autonomy (when a learner plans and controls the learning process and receives the help from a teacher in case they need it) (Tarnopolsky & Kozhushko, 2004).

In connection with learner autonomy, it is vital to take into account the issues of responsibility (Mitchell & Ream, 2015; Pohorielova, 2020; Ponomarov & Chebotarov, 2012), study motivation (Maslova, 2019; Nikolaeva & Synekop, 2020; Okazaki, 2011), planning and goal setting (Chekhratova & Pohorielova, 2019; Fadlilmula, 2010; Little, n.d.), reflection (Deci et al., 1981; McCombs, 2003; Porto, 2007).

As a result, the following components of learner autonomy are defined: psychological, methodological and communicative (Moiseienko, 2016). They are all interconnected and are essential for achieving educational goals in a student-centered classroom.

Given these, **the purpose of the article** is to design a qualimetric model to assess the level of learner autonomy formation and to present the results of its implication with future foreign language teachers.

**Main part.** To design a qualimetric model, we consider that the process of learner autonomy formation consists of certain factors that can be quantitatively assessed. Each factor has its own weight, the sum of the factors equals 1. Each factor comprises a number of criteria, and their sum equals one as well. All calculations are performed according to the rules of qualimetry, which allows comparing all measurements with each other (Borova et al., 2019). Thus, the use of a qualimetric approach in assessing the level of learner autonomy allows not only to determine the level but also to analyze the primary results, see the dynamics of their changes, and give recommendations on how to improve the teaching and learning process.

To assess the level of formation of learner autonomy of future foreign language teachers we determine the main characteristics that have the greatest impact on the quality of education. In the given qualimetric model the absolute indicator (P) reflects the general level of formation of learner autonomy. This parameter consists of the sum of factors (F) multiplied by their weight (m), and is calculated by the formula  $P = F_1 * m^1 + F_2 * m^2 + \dots + F_n * m_n$ , where each factor is a verbal reflection of a certain process, and the weight is its numerical reflection. The designed model contains six factors.

Each of the six factors comprises clearly defined criteria, each of which has its own weight, which can be measured by applying a certain procedure (interviews, tests, questionnaires, expert evaluation, etc.). This value can range from 0 to 1. Assessing the degree of satisfaction of needs, students and teachers give scores from 1 to 5, where 5 – “completely satisfied”, 4 – “partially satisfied”, 3 – “difficult to say”, 2 – “partially dissatisfied”, 1 – “completely dissatisfied”. The evaluation system was adapted from the common system with a measurement from 0 to 1 (Dmytrenko et al., 2016: 67) for the convenience of the students.

The following factors were identified as the main components of the qualimetric model of formation of learner autonomy of future foreign language teachers: diagnostic activity, planning and goal-setting, organizational and methodological support, the content of learner autonomy, managing the process of its formation, and the effectiveness.

The first factor describes diagnostic activity concerning learner autonomy formation. It characterizes the actions which are performed to prepare for the introduction of new ideas in the educational process, determines the levels of initial knowledge, skills and abilities. Here we are to evaluate the levels of students' readiness to take responsibility for their own learning and to the introduction of learner autonomy principles as these factors are connected with the motives of a learner. The next criteria are connected with the organization of self-study and the independence of a learner in an educational process. It is vital to know such data as a teacher has to understand whether the students mix the terms of “independence” and “learner autonomy” and what is to be done to clarify the terms and their components as they are similar but not synonymous concepts. The first helps show initiative, motivates to increase efficiency in learning, while the second independence, determines quality assessment criteria, helps to reflect, analyze, and adjust one's own educational activities.

Before implementing new educational ideas, it is also preferable to understand how many students possess internal study motivation, which is not only the basis for fostering learner autonomy but also one of the factors of successful language learning (Chambers, 1999; Chekhratova, 2018; Dörnyei, 2001). Here we also talk about self-esteem as a psychological characteristic of a student, their desire and ability to self-improvement, and making educational decisions. The higher the student's self-esteem, the easier and better they will adapt to the new realities of the educational process.

The second factor of the qualimetric model is planning and goal-setting in the educational process. This component highlights what a teacher needs to pay attention to when designing an educational path and the peculiarities of the creation of a positive educational environment for fostering learner autonomy. The student should be able to set their own goals based on the overall purpose of learning, which is determined in the dialogue between a teacher and other participants in the educational process. In learner autonomy, a student should follow their own educational pathway based on learning objectives; a learner has to possess the knowledge and be able to apply the basic principles of planning (setting the goals, analyzing, monitoring the achievements, and adjusting, if it is needed). To help the students deal with the organization part, we offer to introduce the system of SMART planning, which allows to optimally distribute the workload, helps in setting the goals and monitoring their achievements (Chekhratova & Pohorielova, 2019). And although SMART planning is a useful tool in any kind of profession, for a future teacher it is one of the key instruments for successful development and professional activity. As teachers themselves have to know and understand how to manage their workload. In case they have successfully acquired the skills, they will be able to teach and show their future students the advantages of applying this in life and studying. Students have to get used to the idea that a teacher, a dean, or an educational institution is not fully responsible for the teaching and learning process. When they make a plan or a curriculum, they can't take into account all the wishes and preferences of each particular student. That is why a student should be able to plan and control. Therefore, students have to clearly and efficiently distribute their own workload, adding or removing certain categories, additional classes, material, and so on.

Organizational and methodological support of the learner autonomy formation is connected with the need to provide specific materials to be implemented in the class content. When both teachers and learners are held accountable for the educational process, it is only natural that they both have to participate in choosing and adapting the learning content. And when for a lecturer this is quite a usual job, students have not been prepared for that, they make get lost or confused in the variety of educational sources and materials, find either too easy or too complicated

tasks, which will discourage the class from further developing the idea of participating in the organizational part of a lesson. In the model, we want to find out whether the students are ready to adapt the context of a discipline in general and choose relevant teaching and learning materials. This will help to organize the collaborative learning, when every participant of the educational process takes part in setting the goals, making a plan, and choosing the right tools for achieving the purpose. This leads to the next criterion of the factor, which is extremely important in the modern realia – the usage of an interactive educational environment, for instance, Google educational tools (Google Classroom, Google Docs, Google Forms, etc.). The platform allows to vary the teaching and learning process, offers the students a chance to feel responsibility for the organization and the content of the lesson, helps monitor the path to achieve the learning objectives, easily change and correct the learning path and purpose. Information and communication technologies introduce a wider range of possibilities and are not limited to a textbook or a topic.

The next factor of the model is defined as the content of learner autonomy formation which consists of three components: psychological, methodological, and communicative. The psychological component reveals the ability of a student to find the motives for studying, to reflect, control, and correct the learning process. The methodological component describes the ways and techniques of how to achieve learner autonomy in language learning. The communicative one explains the possibility of a learner to discuss their educational problems with a teacher or the peers. All of the components are interconnected and can't exist without each other, as the first is the basis for learner autonomy formation, the second provides the tools for its fostering and the third one allows to practice the language in and outside the classroom.

The factor of managing the process of learner autonomy formation includes elements of control and monitoring. Yet again much attention is paid to the personal educational pathway (Tuchina et al., 2020), but the emphasis shifts. Even though we assume that students are able to control their own educational process, evaluate it and influence the choice of content and materials, we need to know the level of such ability in order to apply appropriate learning tools into the educational process. Moreover, we know, that for successful language learning it is vital to pay attention to the students' educational and psychological interests and needs, their study objectives. For a teacher, who is now not just a supervisor, but a mentor (Han, 2014; Lamb & Reinders, 2008; Yang, 1998), the main task at the current stage of formation of learner autonomy is encouragement, and establishment of a positive microclimate of the educational process.

The last factor of the qualimetric model is the effectiveness of learner autonomy formation. It characterizes the efficiency of the educational process while fostering learner autonomy. Apart from the ability to analyze and evaluate their own activities, students are to be able to forecast their educational results and problems. Such predictions can positively affect the teaching and learning process in general, as, if a student foresees a problem connected with certain educational elements, it can be easily eliminated before it actually appears. Another element here is the level of students' academic achievements. We assume that the higher the level of autonomy is, the better academic results a student gets. As an autonomous learner is more motivated and is better at setting achievable learning goals, it means that the whole educational process should become easier and more interesting, thus, the levels of academic achievements will raise. It is vital to remember here, that we are analyzing the model working with one subject. If a student is willing to use the self-assessment model while studying other disciplines, the models may have to be adapted to the discipline objectives and purposes. It is connected with the fact, that a student can be autonomous in one subject and non-autonomous in another, and the model has to be based on the peculiarities of a certain course.

Another important element here is the willingness to risk while using a target language outside the classroom. It may seem obvious, but for many students with quite a high level of communicative competence, the question of using the language outside the classroom becomes a real problem. The risk to make mistakes and, therefore, not being understood, makes learners terminate practicing the communicative skills outside the university walls. In this case, learner autonomy boosts confidence, encourages to act, and helps prove that mistakes may happen as they are an essential part of mastering the language. We also assume that an autonomous learner has to possess the ability to analyze and evaluate their own educational activities which help in choosing the correct educational path and learning tools.

The factor of effectiveness also contains the element of reflection as it is one of the main components of learner autonomy and is extremely important for future teachers. Reflecting on your study process or professional activities makes the process of self-correction easier. And as we are talking about learning a foreign language, we add to the model the element of assessment of students' own linguistic activity and choice of communication strategies. A learner needs these skills to reach communicative goals. With time and practice, students become more proficient in the target language, but if they are autonomous, it happens faster and with better results.

Implementing the qualimetric model, we clarified the characteristics of the levels of learner autonomy which were described above.

Thus, in a teacher-dependent level ( $\leq 0.35$ ) a student does not fully understand the concept of "learner autonomy", has no idea about its content and components; does not use its principles in the planning, organization, and control of their own studying. The skills and abilities of goal setting, planning, self-control, and self-assessment are almost completely absent. Educational activities depend entirely on a teacher and are aimed at developing knowledge, skills, and abilities in the subject, but do not ensure the development of professional skills of a future foreign language teacher. The learner doesn't possess internal motivation; the external one prevails. The student doesn't reflect on the teaching and learning process which may lead to low academic achievements in the subject. The learner is completely uninterested in matters of responsibility.

The level of group autonomy (0.36–0.69) characterizes a student as a person who generally understands the term “learner autonomy”, its content, and components. They partially use its principles in planning, organization, and control of their own learning. The learner is starting to set goals, plan the educational activities for the group (an academic one or a group organized for completing a specific project), may share the responsibility to control the process with the members of the team. Educational activities depend partially on the teacher but are not only aimed at the subject learning, but also at developing the professional skills of a future teacher. The students analyze more, can reflect on some educational issues, and correct the chosen path; they possess a sufficient level of internal motivation as they are willing to be active participants in all the stages of the teaching and learning process. The improvement of academic performance may be observed.

As for the individual level of autonomy ( $\geq 0.7$ ), here a student understands the concept of “learner autonomy”, its content and components, why they need it, and how to apply the acquired knowledge into practice. The learner is good at planning, organization, and controlling of their own learning; they set clear, measurable and achievable goals, follow the plan and analyze the progress at every stage so that to correct anything if needed. Such students can evaluate their linguistic activity, choose study materials and control the process of achieving the results. Educational activities still partially depend on the teacher but the learner takes more responsibility and ensures the development of professional skills of a future teacher as well as mastering a foreign language. The student is internally motivated for learning, self-education, self-development, reflection. They generally possess a higher level of academic achievements, have the ability to generate ideas, risks in using the target language outside the classroom, and participates in all the offered activities.

Using the above-mentioned model of learner autonomy formation, we have conducted a research among 82 students at H.S. Skovoroda Kharkiv National Pedagogical University whose major is Secondary Education (The English Language and Literature).

The students were asked to fill in the model in order to assess the level of their learner autonomy. The results are presented in the table below.

Table 1

**The results of the survey conducted among 2<sup>nd</sup> year students at H.S. Skovoroda Kharkiv National Pedagogical University**

Learner autonomy level	The number of students (%)	Max point	Min point	Average
Teacher-dependent	47 (57.3%)	0.35	0.14	0.38
Group	30 (36.6%)	0.67	0.37	
Individual	5 (6.1%)	0.74	0.71	

The results show that the average level of learner autonomy is 0.38 which corresponds to the group level of autonomy. Although this is quite a positive result, it still indicates the group level at almost the minimal point of it. Moreover, the number of students with teacher-dependent levels exceeds half (57.3%), which proves that students lack the skills of analyzing, controlling, and reflecting; they are not responsible for their learning and we need to introduce a special program to foster it. On the other hand, the students' results with individual level of autonomy are quite satisfying as 2<sup>nd</sup> year students can't be fully autonomous (Zadorozhna, 2015).

Given the results of the survey, we offer to implement a special educational program for fostering learner autonomy among students-future teachers of a foreign language. Applying specially designed educational tasks we expect to get more students with group level of autonomy and to raise the average indicator at least up to 0.55.

**Conclusions.** The use of the model of formation learner autonomy, which has a diagnostic, motivational, organizational, and efficient character, promotes the increase of academic achievements of students, the development of their creative and linguistic potential, improves and diversifies the work of a teacher. It is recommended to be used by both students and teachers as a form of feedback while studying a particular subject and mastering a foreign language. Qualimetric analysis makes it possible to objectively assess the qualitative indicators of the effectiveness of learner autonomy formation.

Using the qualimetric model, future teachers describe the sequence of their own actions and can compare their results at different stages, analyze them and draw conclusions about the educational process, achieve their own learning goals, adjust their educational pathway. Thus, the student can constantly monitor and improve the educational process, achieve learning outcomes.

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DOI <https://doi.org/10.51647/kelm.2020.7.2.8>

## TREŚCI NAUCZANIA JĘZYKA ANGIELSKIEGO W NOWEJ SZKOLE UKRAIŃSKIEJ

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**Adnotacja.** W artykule przeanalizowano rosnący wpływ języka angielskiego w przestrzeni edukacyjnej, koncepcyjno-prawne podstawy kształtowania i wdrażania polityki edukacyjnej w zakresie „Języków obcych” na początkowym etapie studiów. Podkreślono i zbadano zasady nowej ukraińskiej szkoły oparte na „Zaleceniach Rady Europy w sprawie kompetencji kluczowych w procesie uczenia się przez całe życie”. Przedstawiono potencjał kompetencyjny branży edukacyjnej: umiejętność porozumiewania się w językach obcych, kompetencje matematyczne, kompetencje w dziedzinie nauk przyrodniczych, inżynierii i technologii, innowacyjność, kompetencje środowiskowe, kompetencje informacyjne i komunikacyjne, uczenie się przez całe życie, kompetencje obywatelskie i społeczne, kompetencje kulturowe, przedsiębiorczość i znajomość finansów. Przeprowadzono analizę porównawczą typowych programów edukacyjnych w językach obcych dla klas 1-4 ogólnego wykształcenia średniego. Podkreślono korzyści płynące z zastosowania zintegrowanego podejścia do nauki języka.

**Słowa kluczowe:** treści nauczania, języki obce, integracja, kompetencje kluczowe, szkoła podstawowa.