

МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ В УНІВЕРСИТЕТІ

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EXPERIMENTAL TRAINING OF PRE-SERVICE TEACHERS TO ASSESS CONTENT IN INTEGRATED LISTENING-INTO-WRITING

As part of a broader investigation into pre-service teachers' assessment literacy, this paper focuses on training undergraduates to assess content in integrated listening-into-writing. The article emphasises the importance of analysing the content of students' writing separately from other criteria, in particular, language accuracy. Grounded on the constructivist and action-oriented approaches to acquiring knowledge and skills, the findings and propositions are presented as scaffolded training activities. The experimental training sessions were conducted as workshops for 3rd-year students (n = 25) within the Testing and Assessment course at Taras Shevchenko National University of Kyiv. The improved quality of students' reflections on the ILW samples they assessed during the workshop reflected the positive outcome. The paper summarises the experience and outlines pedagogical challenges, learning outcomes, and potential opportunities in higher education.

Keywords: workshop, integrated listening-into-writing, pre-service teachers, language assessment literacy, assessment of content.

Introduction

Interest in developing language assessment literacy (LAL) in pre-service teachers has been increasing and is now underscored by many scholars from different educational environments (Grainger & Adie, 2014 (Australia); Flores et al., 2014 (Portugal); Lam, 2015 (Hong Kong); Giraldo & Murcia, 2018 (Colombia); Ukrainska, 2020, 2024 (Ukraine); Yildirim et al., 2023 (Sweden and Finland)). One critical subskill of LAL is assessing source-based writing, which, despite its authenticity and increasing popularity, appears to be particularly challenging to assess. Therefore, pre-service teachers must undergo sufficient training to conduct such assessments effectively.

Pre-service teachers face even more pronounced challenges when assessing integrated listening-into-writing (ILW) skills due to more complex test constructs, higher cognitive load, and the influence of the source text on the product (Westbrook, 2022). At the same time, raters are often expected to employ (and sometimes design their own) task-specific rating scales. Notably, although 56% of Ukrainian teachers prefer integrated tasks over non-

integrated ones, 41% of respondents still feel underprepared for assessing integrated skills (Kvasova & Kavytska, 2014). One significant obstacle to the widespread implementation of such training for pre-service language teachers is that ILT has been relatively poorly researched (Westbrook, 2022), resulting in a scarcity of academic and educational materials on the topic.

In our view, teacher training for assessing ILW should be focused on specific criteria, with each criterion being trained separately. In this paper, we delve into the criterion of content. According to Weigle et al. (2003), content is regarded as the most important criterion for raters in the writing pieces that receive the highest scores, while content and grammar as the most influential considerations for writing receiving low scores. Similar results are presented in the research done by Kvasova et al. (2019), where 80% of respondents selected content as a frequently used criterion.

The publication **aims to** 1) introduce *content* as a distinct criterion, separate from grammatical accuracy and lexis, in the assessment of integrated listening-into-writing tasks; 2) present scaffolded training activities aimed at developing assessment

literacy; and 3) reflect on the hardships and present the impact of the training on students' assessment skills.

Methodology

The study draws on the competence-based approach, which involves building specific professional competencies that ensure ability to perform professional responsibilities, and the principles of constructivism (Piaget, 1971), which enable students to construct new knowledge through cooperation, reflection on prior experiences, and the integration of previously accumulated skills.

At the initial stage of experimental training, students from two groups (a total of 25 students) assessed two integrated texts using either a holistic scale or an analytical scale and provided feedback. The second stage included three educational workshops held at the Department for Methodology of Teaching Ukrainian and Foreign Languages and Literatures at Taras Shevchenko National University of Kyiv. The sessions extended from December 2022 to December 2024 and were designed around a specifically modified version of Diaz-Maggioli's (2004) framework. The adjustments to the framework were made to meet specific objectives and accommodate the limited time available for the workshops. The final stage involved assessing and providing feedback on two more texts.

Results and discussion

As our research focuses on training pre-service teachers to assess ILT, analytical and holistic rating scales have been developed that align with the Ukrainian 12-point assessment system. The approach is informed by the descriptors of the ISE III Reading-into-writing rating scale (Trinity College London, 2015). The descriptors were organised into four specific criteria:

1. Content. Meeting the test task objective;
2. Quality of integrating the source material;
3. Text layout and coherence;
4. Lexical and grammatical accuracy.

In this study, *content* refers to (a) how well the produced text aligns with the test

task, (b) relevance and coherence of ideas, and (c) the depth of reasoning and critical analysis. In the preliminarily developed 12-point rating scale, *Content* is assessed by a maximum of 3 points and is represented by such descriptors:

3 points – The text fully meets the task requirements, i.e., content is relevant; arguments are critically analysed and well-justified;

2 points – The text generally meets the task requirements, i.e., arguments are presented, though some lack critical analysis or sufficient justification.

1 point – The text partially meets the task requirements, i.e., arguments are present but are not critically analysed or are not well-supported.

0 points – The text does not meet task requirements.

The first workshop was conducted as part of the Testing and Assessment course. Its overall length was 80 minutes.

The **primary objective** of the workshop was to instruct students on how to evaluate the content of authentic texts produced by eleventh-graders using both analytical and holistic scales. The **subsidiary aim** was to shape a basic understanding of and a positive attitude towards assessing integrated skills in general, as the presented workshop is the first one in the series.

The activities were divided into five consecutive steps: *Activation*, *Conceptualisation*, *Proceduralisation* (adopted from Anderson, 1993), *Performance*, and *Generalisation*. Next, we will dive deeper into each step and present some of the activities implemented during the workshops.

STEP 1. Activation (up to 10 minutes). The initial step aimed to provide students with a general understanding of ILW and its authenticity, thereby establishing its value in the educational process. At this step, we suggested the following tasks:

Task 1a. Consider real-life situations (personal or professional) where one must first listen and then write any source-based text. Provide at least three examples.

Task 1b. Discuss whether integrated listening-into-writing can be considered

authentic enough to include such writing in the educational process. (Students may need further clarification regarding the term 'authentic'.)

Having completed Task 1a, students create a bank of ideas that already forms a perception of ILW as a valuable asset by exemplifying real-life contexts in which the skill to produce ILW is required. At both stages, the teacher must play a facilitative role, asking guiding questions, providing cue statements, and, if required, clarifying the term 'authenticity' to ensure complete comprehension.

STEP 2: Conceptualisation (up to 30 minutes). The conceptualization step is aimed at forming an understanding of the content and coherence of the presented ideas in ILW. Here, the teacher is expected to present some input information, which, however, will stimulate students' thinking. Students analyze the quotes about source-based writing and compare independent and integrated writing scales. Distribution into 2 groups is randomized. It is essential to monitor and guide students towards correct answers by addressing any unclear points. Here we suggest the following activities:

Task 2. Watch the video *How to assess integrated skills* (British Council, 2022). Based on the acquired information, place the quotes connected to integrated, independent writing or both of them into the corresponding column.

integrated	both	independent

a) *"The processes include selection, organization, and integration"* (Spivey, 1997).

b) *"Writing is performed in a straightforward manner: a writer relies on their topic knowledge"* (Scardamalia & Bereiter, 1987).

c) *"Such tasks require more than just comprehension; authors are expected to select, construct, and transform the ideas"* (Chan & Yamashita, 2022).

d) *"Information from sources is used to create a new, coherent text"* (Scardamalia & Bereiter, 1987).

e) *"Actions that are essential for completing such tasks are: finding ideas, separating main ideas from supporting information, and combining ideas"* (Howells, 2011).

f) *"Such tasks are more realistic and involve genuine communication rather than just answering comprehension questions"* (British Council, 2022).

g) *"Assessment criteria should be guided by learning outcomes: the level of writing students are expected to achieve"* (British Council, 2022).

Task 3. Group 1. Review the analytical scales for integrated writing and non-integrated writing (IELTS, 2023). What assessment criteria distinguish integrated writing from the scale for non-integrated writing? Add your ideas to the columns above in Task 2.

Group 2. Review the holistic scale for integrated writing and the one for non-integrated writing (Educational Testing Service, 2008). What assessment criteria distinguish integrated writing from the scale for non-integrated writing? Add your ideas to the columns in Task 2.

Task 4a. Tick the correct options:

Emphasis should be on the four important skills related to the content of a text and the task requirements:

- to state a thesis;
- to use complex language
- to develop and structure the paragraphs;
- to introduce new ideas in the conclusion;
- to summarise and conclude;
- to create a response that meets the task requirements within the specified limit of characters, words, or sentences in the test instructions.

Task 4b. Explain your choice. Discuss (if relevant).

STEP 3: Proceduralisation. The proceduralisation phase (approx. 20 minutes) is designed to initiate the transformation of theoretical knowledge into practical skills. At this step, students identify the aspects that should be considered when assessing ILW content. The tasks of this step include

comparing strong and weak topic sentences to examine their clarity, specificity, and arguability; matching topic sentences with supporting ones; and rewriting poorly constructed paragraphs to ensure logical idea development.

Task 5. Look at the tips about topic sentences presented in Table 1. Some sentences appear to be stronger than others. In pairs, decide which is/are better and explain how the weaker sentence(s) may be improved.

Table 1. Guidance on topic sentences (Adapted from Boylan, 2018)

Rule	Topic for writing	Sentences
<i>A topic sentence must be arguable, i.e., a claim, not just an observation.</i>	Analysis of George Orwell's 1984	<i>The novel reveals how social inequality affects the working class. The novel talks about poor people. In 1984, the government controls people. In 1984, Orwell warns about the dangers of government surveillance and loss of personal freedom.</i>
<i>A topic sentence has to be relevant (all words specific, ideas exact, verbs express action).</i>	Benefits of bilingual learning	<i>Bilingual education helps students develop better problem-solving skills. Some schools teach in two languages, but in my area, I don't have such schools.</i>
<i>A topic sentence must be supportable. Take a stand, don't just announce. (The thesis statement must contain a point of view that can be supported with evidence (reasons, facts, examples)).</i>	Online vs. traditional education	<i>Online education is more flexible than traditional learning and should be used more often. In this text, I will discuss online education.</i>
<i>A topic sentence must be specific, narrowed down to an argument, precise enough to allow for a coherent argument, and remain focused on the topic.</i>	Media consumption	<i>People do not read newspapers, magazines, and books much these days. Fewer people read newspapers today because online news is faster and free.</i>
<i>Specificity is crucial; the text must be filled with valuable information only</i>	Analysis of Shakespeare's Macbeth	<i>Lady Macbeth feels bad about what she did, and I feel really sorry for her. In Macbeth, Lady Macbeth's guilt is shown when she tries to wash imaginary blood off her hands.</i>

Task 6. Match the given topic sentence of the essay with the best supporting sentence. Discuss and justify your choice, explaining why the other sentences do not match. Rewrite one of the distractors to make it a better supporting sentence.

Topic sentence: Reading books improves critical thinking skills in young learners in a way that is engaging and enjoyable.

A. Many children prefer watching animated movies over reading books after school.

B. When children read stories, they analyse characters' motivations and predict outcomes, which strengthens their reasoning skills.

C. Physical activity is also crucial for a child's overall development and well-being.

D. Libraries offer a wide range of books on various topics, making reading accessible to children.

Task 7. Use the topic sentences below to decide which paragraph supporting sentences A-E belong in.

Body paragraph 1: Some Americans think that Chinese take-out and Mexican take-out food represent authentic food from China and Mexico.

Body paragraph 2: Both Chinese take-out and Mexican take-out food are typically made with American ingredients instead of authentic ingredients and appeal to American consumers.

A. Authentic Mexican food often uses ingredients unique to Mexico, rather than substitutes commonly used in Mexican take-out.

B. Many Americans will tell you they've eaten real Chinese food, even though they have only gone to Panda Express in the U.S.

C. Many Americans think fortune cookies are customary at the end of a meal in China, but they were created for Chinese take-out restaurants in America.

D. Beef and Broccoli are both popular ingredients in many Chinese take-out restaurants because Americans enjoy their taste, even though these ingredients are not typically found in a typical Chinese diet.

E. Nachos, burritos, and hard-shell tacos are all foods that many Americans think come from Mexico because they have eaten them in a "Mexican" restaurant in the U.S (Stephens, n.d.).

Task 8. *The excerpts below lack cohesion and coherence. In pairs, identify which sentences disrupt the logical flow of ideas. Is there anything else that may be done to improve the paragraph?*

...By undertaking part-time jobs, such as a Saturday job in a shop, young people have the chance to learn new skills and abilities practically. However, many young people enjoy playing video games in their free time, so they are not interested in spending the whole Saturday working. For example, when interacting with a diverse range of people, including employers, colleagues, and members of the public, a young person develops the ability and confidence to communicate effectively. Dog-walking and babysitting are also common jobs for young teens. These types of jobs require a degree of responsibility in caring for another living thing and can nurture a sense of maturity. In addition, any sort of paid work helps children learn to manage time and income. These skills are essential for young people's futures and complement their education.

Task 9. *Revise the body paragraph for unity. Write suggested changes on a separate sheet of paper. Ignore any other inconsistencies.*

Corn and wheat are the most important base ingredients in Mexican and American food, respectively, which distinguishes these two types of food. Wheat is used in many popular American dishes. For example, many kinds of sandwiches are popular (e.g., subs, hamburgers, croissant breakfast sandwiches, etc.), and pastas are made from wheat flour. The best example is the hamburger; however, it has other ingredients like tomatoes, lettuce, and mayonnaise. These vegetables are an essential part of the American diet. On the other hand, corn is the most important ingredient in Mexican food. Corn is used to make traditional foods like tamales, sopes, and tortillas. American and Mexican food are different due to the principal ingredients used in each (Stephens, n.d.).

Task 10a. *Read the task, highlight its key words: "Write an opinion essay discussing the issue raised in it. Comment on the impact of genetics and environment on longevity (up to 10 sentences)".*

Task 10b. *Watch The key to living a longer life | Breakthrough (National Geographic, 2016). Define its main ideas.*

Task 10c. *Highlight the main ideas of the video in the given transcript.*

STEP 4: Performance (up to 20 minutes). Here, students are expected to apply their knowledge while assessing two authentic ILW texts using an analytical (Group A) or a holistic (Group B) rating scale. The teacher's role at this step is to ensure that students focus solely on assessing content, and their judgment is not affected by an impression about language and text layout. Group discussions allow students to compare their assessment results and review disparities, which trains students to yield justifiable scores.

Task 11. *Analyze the content of the text (App. A), assess it using the provided analytical scale (Group A) / holistic scale (Group B).*

Task 12. *Provide constructive feedback on the student's work and justify the assigned grade.*

Task 13. Compare your scores and feedback with your partner's. Are they similar? If they differ, explain why.

STEP 5: Generalization (approx. 5 minutes). To finalize their experience, participants complete a reflexive journal, where they are asked to address 4 out of 12

questions (See Figure 1). In the final reflection, students need to identify why and how they can apply these competencies in their future teaching practices.

Task 14. Fill in the reflexive journal by answering 4 questions of your choice (Fig. 1):

Figure 1
Reflexive journal

Reflexive journal		Student Name: _____	Date: _____
1		Your expectations before the workshop were...	What challenges did you face?
2		What areas need improvement?	Did you manage to overcome challenges?
3		What tools, tasks or resources were most helpful?	What aspects of your work were the weakest?
4		Any additional thoughts or reflections?	Which did you enjoy more: pair work or group work?
		What new skill or concept did you apply for the first time?	What aspects of your work were the strongest?
		What would you do differently if you had to redo the tasks?	I will use the skills I gained for...

Note. Image generated using Canva.

Among **anticipated problems** and **possible solutions**, we have identified the following:

1) We assume that students have prior knowledge of assessment fundamentals, particularly types of scales and the basics of assessing non-integrated listening and writing. Yet they might lack some prior assessment knowledge or possess varying levels of assessment knowledge. A possible solution may lie in providing a brief refresher on missing points or placing students in mixed pairs (groups) based on their level (stronger student & weaker student). However, while pairing students up, we need to ensure equal involvement of both.

2) Students might demonstrate subjectivity in scoring after the proceduralisation and performance steps. In such a case, a possible solution could be extending discussion sessions.

After the training, the students assessed two more texts and submitted their justification in the form of feedback. A total of 13 students used the analytical scale to provide feedback (26 responses), while 12 students used the holistic scale (24 responses). Afterwards, students' feedback was analysed according to the following criteria:

High proficiency. Feedback demonstrates a student's proficiency in critically analyzing content using a designated rating scale. Well-reasoned justifications and explanations of the specific weaknesses are presented.

Medium proficiency. A rationale for the assigned score is provided. However, a student may misinterpret or confuse content with other criteria, leading to inaccurate grades. Additionally, justifications lack clarity and do not include examples from the

text to support the claims. This impacts the overall score.

Low proficiency. A rationale for the assigned score is provided, but it either inadequately addresses content or misinterprets it as a concept. Justifications lack clarity or do not include concrete

examples from the text. Errors in interpreting content considerably impact the score.

The number and percentage of comments categorized as high-, mid-, and low-level responses are shown below in Table 2.

Table 2. Pre-test and post-test results

	Holistic (number of responses, %)			Analytical (number of responses, %)		
	high-level feedback	mid-level feedback	low-level feedback / no feedback	high-level feedback	mid-level feedback	low-level feedback / no feedback
Pretest	2 (8,33%)	8 (33,33%)	14 (58,33%)	4 (15,38%)	10 (38,46%)	12 (46,15%)
Posttest	6 (25,00%)	11 (45,83%)	7 (29,17%)	10 (38,46%)	12 (46,15%)	4 (15,38%)

The results obtained allow us to draw the following conclusions:

1. The number of low-level feedback instances (as well as their complete absence) decreased in both groups. It is important to note that missing feedback itself does not necessarily indicate inability to assess efficiently, however, the students had been informed of this requirement.

2. After the training, more students demonstrated high proficiency in providing feedback. Students more often exemplified their decisions and justified their assessment decisions. In many cases, feedback evolved from mechanical reproduction of scale descriptors to meaningful reflection.

3. The percentage of works with no feedback lowered from 42% in the pretest to 17% in the posttest for those who used the holistic scale. The improvement can also be observed in the group that used the analytical scale: from 31% of works without feedback in the pretest to 4% in the posttest. This reveals a positive impact of training in general and a higher influence of analytical scales on students' ability to give meaningful feedback in particular.

Conclusion

This paper is part of a broader research project focused on developing pre-service teachers' skills in assessing ILW tasks as a component of assessment literacy. It presents training materials and illustrates

the impact of the workshop on students' ability to provide meaningful, content-focused feedback.

The findings indicate that constructivist training, particularly when supported by analytical rating scales, significantly enhances students' capacity to assess ILW and to formulate constructive, well-supported comments. Although challenges remain, both in assessing ILW and in applying holistic scales, the global trend highlights the growing importance of source-based writing assessment as an essential professional skill.

The results emphasize the necessity of incorporating dedicated assessment courses into Ukrainian teacher education programmes and of training students to evaluate each assessment criterion separately.

Future research may investigate approaches to preparing pre-service teachers to assess additional integrated skills, including reading-into-writing, reading-into-speaking, and listening-into-speaking.

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Appendix

A sample of ILW used for assessment

Good health and environment plays an important role in reaching centenarian status as it lowers our possibilities to have active social life and support from other people. Genetics, however, might not be that important to compare with isolation and loneliness.

For instance, if the person genetically gets such a disease as diabetes, the consequences is there is a chance of some health issues that may lead to a shorter lifetime. Likewise, the same person can become a centenarian if he starts joining some social communities, especially sports clubs or any other connected with a healthy lifestyle. Furthermore, genetics play a role in person's development and temper. Some people might have a higher tendency to psychological diseases like depression, which cause social isolation in their lifespans. There is a fact that high neuroticism and low agreeableness are associated with high loneliness.

After analysis, there appears to be no conclusive link between an active social environment and the impact of genetics on centenarian status. Evidence illustrates that lonely and isolated people have much lower chances of achieving longevity. Either those people are deprived of defense and social cohesion, which has a crucial affect on surviving in this world and on building biological forces against diseases.

That implies one of the previously mentioned facts about genetics and an easier way to be treated. As they say, "Healed people heal people".

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ЕКСПЕРИМЕНТАЛЬНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ОЦІНЮВАННЯ ЗМІСТОВОГО НАПОВНЕННЯ ІНТЕГРОВАНОГО АУДІЮВАННЯ ТА ПИСЬМА

Постановка проблеми. *Суспільні процеси, пов'язані з інтернаціоналізацією та стрімким розвитком технологій штучного інтелекту, які здатні забезпечувати базове оброблення та передавання інформації, спонукають освіту до реагування та модернізації підходів до навчання школярів та студентів. Деякі з обов'язків працівників, наприклад, пошук інформації та створення текстів, тепер можуть бути виконані роботизованими системами. Тому оновлення мовної освіти, відображене, зокрема, в імплементації інтегрованих умінь в середній та вищій школах, набуває особливої актуальності. Навчання та оцінювання інтегрованого аудіювання і письма своєю чергою потребує підготовки кваліфікованих педагогічних кадрів в університетському середовищі.*

Мета статті полягає у висвітленні перебігу та результатів експериментального навчання студентів А4.01 Теорія та методика навчання української мови і літератури, іноземної мови в основній школі Київського національного університету імені Тараса Шевченка.

Методологія дослідження. Експериментальне навчання ґрунтувалося на підвалинах конструктивістського підходу до навчання. Формою проведення навчання було обрано воркшоп, який дозволив забезпечити активність та співпрацю студентів у конструюванні знань, а також ущільнити навчальний матеріал відповідно до програми дисципліни "Контроль і оцінювання результатів навчання". Воркшопи були розроблені на основі моделі Діас-Маджолі (Díaz-Maggioli, 2004) та адаптовані відповідно до навчального контексту. В експериментальних воркшопах, які тривали з грудня 2022 року по грудень 2024 року, взяли участь 25 студентів.

Результати. На основі обраних підходів та проаналізованої літератури були розроблені матеріали для експериментального навчання майбутніх учителів оцінювання змістового наповнення інтегрованого аудіювання і письма: шкали оцінювання, завдання для навчального воркшопу та матеріали для перед- та післяекспериментального зрізів. Визначено, що проведення спеціалізованих воркшопів сприяло розвитку здатності студентів педагогічних спеціальностей надавати якісний зворотний зв'язок.

Ключові слова: воркшоп, інтегроване аудіювання і письмо, майбутні вчителі, контроль-оцінювальна компетентність, оцінювання змістового наповнення.

BIOS

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