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**ENGLISH WRITING SKILLS ASSESSMENT OF FORM 9, 10 AND 11 LEARNERS:
EVIDENCE FROM TESTS AND QUESTIONNAIRES
Bachelor's Thesis**

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INTRODUCTION

In the 21st century teaching and developing English as a foreign language is highly necessary. Nowadays, knowledge of languages can be a key to intensive opportunities, better and easier careers, or the ability to create communication with international people around the world. In addition, not to be ignore the way or method of what is used in the language learning process. A language is acquired if all the four language skills are appropriately developed. These four skills are listening, reading, speaking and writing. Constant monitoring and assessing is significant in language learning. If we try to accomplish this with this advice we will know how we have developed sufficiently and how we need to improve our language skills.

A considerable amount of academic literature has been published on writing skills assessment. The dominant contribution to the field was made by Brindley (2001), Brown (2004) etc. The evidence from tests and questionnaires was studied by Dörnyei (2003), Gillham (2000) and others.

Writing is not an innate skill; it is a method that we need to master in order to be in full possession of a language. Acquiring writing skills is significant in order to be educated members of society. This is why it is crucial to explore the difficulties that students face in schooling so that we can remedy and develop them.

Exploring the problem of the topic of the thesis is substantial and expedient, because there will always be complications in the acquisition of writing skills among students, so it is remarkable to explore and examine the points that can cause them the most problems and hinder progress.

The thesis aims at examining how much students like writing development tasks and how important do they consider it to be to develop their writing skills. Furthermore, the research aims to explore how difficult students find writing development tasks. The mentioned two aim, which specifically analyze the writing skills, gained a third one due to this pandemic situation. It is a challenging situation for teachers, as well students, which affects them in both teaching and learning. During this time, its impact on students may also have affected their academic performance. The exploration is examined by the third goal, whether the attitude of students to learning changed or not, in this case English lessons, during distance learning.

The object of the present study is English writing skills assessment of Form 9, 10 and 11 learners: evidence from tests and questionnaires.

The subject of the thesis was to investigate the students' attitudes towards writing skills and the obstacles of writing assignments tasks.

The thesis has three hypotheses to focus on. The first hypothesis states that students are less fond of important writing development tasks. The second hypothesis students find the tasks complicated and difficult. According to the third hypothesis pupils' attitudes to learning during distance learning have changed.

In accordance with the purpose and hypotheses of the study set the following tasks: analyze the methodological literature on what it claims about the importance of writing assessment. What is the role of testing in writing skills; how questionnaires are evaluated; what is the difference between questionnaires and tests.

In order to get information on the topic, a questionnaire and interview was designed to be investigated. To make a survey of the students' writing skills the questionnaire and interview will be administered both to students and their teachers of two Hungarian Secondary Schools In Transcarpathian. The method of the questionnaire and interview was qualitative. The questionnaire included 9 open-ended questions, paying particular attention to how much students like writing skills assignments; how important they are considered; why they are considered important; how well they know about the opportunity of taking English exam. The interview was conducted with six students and two teachers. The interview questions were largely similar. They focused on: whether the students find complicated and difficult writing tasks or not; if they find them difficult why and what kind of tasks; gave an answer to the students' opinion about online education. Teachers responded to what they see as the impact of online education on learning and student development; how much students' attitude to learning has changed based on their traits.

The thesis has been divided into three parts. The theoretical part gives information on the topic of the thesis and it is based on theoretical background writing skills assessment and the evidence from tests and questionnaires based on academic literature. It deals with the concept and types of evaluation; the components of writing assessment are explored. Taxonomy of language knowledge; the importance of written testing; the difference between the questionnaire and the test.

The practical part of the thesis deals with writing tasks according to major categories of classroom writing performances. The set of assignments includes additional tasks that prepare students for the written part of the post-ninth and eleventh grade English language exam.

The third part of the present thesis is the research part. This part demonstrates the purpose of the research and describes the method of the research in details, along with the participants, materials and the method used to collect information. The aim of the research is to provide information about writing skills from different point of views: teachers and pupils. This part introduces on the first line the questions and hypotheses of the research, going on providing the background information as participants, instruments and an outline and results of the research.

The practical value of the study consists in developing useful instructional materials and in providing empirical evidence proving the English writing assessment of Form 9, 10 and 11 learners: evidence from tests and questionnaires. The present research provides a review of the obstacles of writing skills from the students' point of view. It additionally provides a range of advice from the perspective of students and teachers alike, on how would make a lesson more substantial and how would be develop the education, if it depended on them.

A further study with more focus on writing skills and the impact of online education on the students is therefore suggested. Furthermore, the subject of further research may be to gather the experiences and advice of the examined / graduated students as a guideline for teachers and students as well. This is an important issue for future research.

PART 1

CONCEPTUAL PART OF ENGLISH WRITING SKILLS ASSESSMENT OF FORM 9, 10 AND 11 LEARNERS: EVIDENCE FROM TESTS AND QUESTIONNAIRES

The first chapter of this paper will examine writing skills assessment and the evidence from tests and questionnaires based on academic literature. On the first stages, the concept and types of evaluation are summarized. As a second step, the components of writing skills assessment are explored. Taxonomy of language knowledge; The importance of written testing. The next step is to get to the role of the questionnaires. What 'questionnaires' are and what they measure; Why use questionnaires and why not; The advantages and disadvantages of them. The subject of the penultimate point to examine the difference between the questionnaire and the test. The last point of the first chapter examines a research conducted in Hungarian schools in Transcarpathia. The aim of the research: how to prepare for the writing task in Ukraine from English language on the independent exam with the most effective methods.

1.1 Theoretical overview of assessment

Assessment: Claimed by Brindley (2001 p.137), "The term Assessment refers to a variety of ways of collecting information on a learner's language ability or achievement."

On the other hand, to assess is not only to give a grade to students, it requires some principles that a test should follow to do a good test.

Assessment: assessment is that the method of documenting, sometimes in measurable terms, knowledge, skills, attitudes and beliefs, conjointly assessment will be centered on the individual learner, the training community like category, workshop, or different organized cluster of learners, because the establishment, or the tutorial system as a full.

Considering what Brown (2004) brings up, we can say that assessing is significant in our society, where English instructors do the assessment contemplating the presentation of their understudies, and what they react while assessing.

Considering the theory stated by Brindley (2001) and Brown (2004), we can say that nowadays, assessing does not have a complete relevance in our society, especially in high schools, because Brown (2008) says that there are five principles (which are practicality, reliability, validity, authenticity and washback) that must be included in the assessment principles that can be used by most of English teacher when they assess their students.

1.1.1 Formal and informal assessment

Defining Formal Assessment

Formal assessments are unit the systematic, observational tests that live what and therefore the means well the students have learned. Formal assessments verify the students' proficiency or mastery of the content, and could be used for comparisons against bound standards (W. James Popham, 2008).

Defining features of formative assessment will be the following:

- Formative assessment may be a process, not any particular test.
- It is employed not just by teachers but by both teachers and students.
- Formative assessment takes place during instruction.
- It provides assessment -based feedback to teachers and students.
- The function of this feedback is to assist teachers and students make adjustments that will improve students' achievement of intended curricular aims (W. James Popham, 2008, p.5).

Brown (2004) claims regarding formal assessment at intervals the subsequent way: Formal assessments are unit exercises or procedures specifically designed to faucet into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to offer teacher and student an appraisal of student achievement. To increase the tennis analogy, formal assessments are the tournament games the occur periodically within the course of a regimen of practise. Furthermore, raises the question that: Is formal assessment the identical as a test? Justify his answer as follows: We are able to say that each one tests are formal assessments, but not all formal assessment is testing. For instance, you might use a student's journal or portfolio of material as a formal assessment of the attainment of certain course objectives, but it is problematic to call those two procedure " tests". A systematic set of observations of a student's frequency of oral participation in school is certainly a formal assessment, bit it too is hardly what anyone would call a test. Tests are usually relatively time - constrained and draw on a limited sample of behavior (Brown, Douglas,2004).

Defining Informal Assessment

"Formal" and "informal" are not specialized psychometric terms, subsequently, there are no consistently acknowledged definitions. "Informal" is utilized here to show procedures that can undoubtedly be consolidated into classroom routines and learning exercises. Informal assessment strategies can be utilized at whenever without interfering with instructional time. Their results

are indicative of the student's performance on the talent or subject of interest. Unlike standardized tests, they're not meant to supply a comparison to a broader cluster on the far side of the scholars within the native project.

This is to not say that informal assessment is casual or lacking in rigor. Formal tests assume one set of expectations for all students and are available with prescribed criteria for evaluation and interpretation. Informal assessment, on the opposite hand, needs a transparent understanding of the degree of ability the scholars bring with them. solely then might assessment activities be designated that students will try fairly. Informal assessment seeks to spot the strengths and wishes of individual students while not relevancy grade or age norms (Navarrete, Cecilia W., 1990, 2-3 pp).

1.1.2 Types of assessment

According to Carter and Nuan (2001), there are different types of assessment, they are:

- Proficiency assessment:

Proficiency assessment refers to the assessing of general language talents non heritable by the learner freelance of a course of study.

- Assessment of achievement:

This type of assessment aims to establish what a student has learnt in relation to a particular course or curriculum (thus frequently carried out by the teacher). Achievement assessment could also be primarily based either on the precise content of the course or on the course objectives.

- Summative assessment:

Summative assessment is often carried out at the end of a course term or school -year, often for purposes of providing aggregated information on program outcomes to educational authorities.

- Formative assessment:

Formative assessment is carried out by teachers during the learning process with the aim of using the results to improve instruction (Carter, R. & Nunan, D., 2001). Conforming to Brown (Brown, G. T. L. 2008) this type of assessment refers to evaluated students in the process of forming with the goal of helping them to continue in the growth process.

Regarding these types of assessment we can say that in our context, the most common type developed by teachers is summative assessment, in this case students are frequently assessed at the end of the course.

1.2 Interpreting the components and evaluation of writing skills

Writing could be a necessary ability extremely valued as a potent means that of style in addition as a support for more learning. Gaining proficiency in writing will open up opportunities and empower students to need new roles as voters among the community. Whenever we have a tendency to discuss the need to develop a selected ability, teaching and assessment become imperative.

Writing well is not a naturally non heritable skill; it is a method that has to be tutored, practiced, and assessed. It is therefore of utmost importance that second and foreign language teaching institutions emphasize the teaching and assessment of writing in their language programs (Ana M., and others 2006)..

Ideally, effective tests have some characteristics. They are valid (providing helpful info regarding the ideas they were designed to test), reliable (allowing consistent activity and discriminating between totally different levels of performance), recognizable (instruction has ready students for the assessment), recognizable (concerning time and energy needed to finish the assignment) practical and objective. To realize these, the teacher should draw up a take a look at blueprint or set up of specifying the objectives, making ready table of specification, allocating the take a look at length as per cut-off date, and deciding the categories of items to be set (Riaz, MN. 2008), (Wiggins G. , 1998). It ought to embody details of check content within the specific course. Moreover, every content space ought to be weighted roughly in proportion to its judged importance. Usually, the weights are assigned per the relative stress placed upon every within the textbook. The median variety of pages on a given within the prescribed books is often thought-about as an associate index of its importance (Riaz, MN. 2008), (Wiggins G. , 1998).

The primary purpose of analysis is to form interpretations and choices regarding students' language ability. in sight of this, it's essential to define the construct "language ability or communicative competence." Construct definition is that the most significant thought once evaluated as a result of it determines what aspects of the power are to be measured and the way they're about to be measured (Ana M.,and others, 2006). Assessment is the solely methodology that tutors use to spot their students' weaknesses or strengths in writing. Tutors use assessment to spot orthography, descriptive linguistics and punctuation issues in writing (Graham, S., and others. ,2011 p.15).

The term ability was introduced by linguistic scientist (Chomsky, Noam, 1965). in his theory of transformational-generative descriptive linguistics whose aim was to explain language through a group of idealised abstractions within the mind of associate idealised speaker –listener

during a fully homogeneous community. Competence was the idealised speaker’s implicit or explicit knowledge of the system of the language as against his or her actual production and comprehension of language in specific instances of language use (proficiency).

The proposal for a theory of communicative ability was motivated by the popularity of how far short way of the mark linguistics came to account for people’s ability to know sentences and utterances during a communicative context, since such necessary aspects as appropriateness and social significance were being neglected (Campbell, R., R. Wales., 1970). So Joseph Campbell and Wales (1970) and Hymes (1972) introduced the thought of communicative ability that was later redefined by several authors. Hymes’ original plan was that speakers of a language should have quite “grammatical competence” (as they known as Chomsky’s view of competence) so as to be ready to communicate effectively during a language which they have to shrewdness a language is employed by members of a community to accomplish their functions. Excluding grammatical competence, communicative competence includes different parts that are concerned in communication like negotiation of meaning, context, communication ways, social rules, etc., that are given completely different names and are classified in numerous fashions by a variety of authors.

Hymes (1972), Canale and Swain (1980) and Bachman (1996) divide language data into 3 types: linguistic competence, discourse competence, and sociolinguistic competence. Linguistic competence refers to the knowledge of the fundamental structural parts of language. Discourse competence is that the knowledge of the principles of cohesion and coherence across sentences and utterances. It is the power to mix concepts so as to realize cohesion in kind and coherence in thought. Sociolinguistics competence is the sensitivity to, or management of the conventions of language use that are determined by the options of the specific language use in context.

Table 1 below presents a description of these competences which may be used when defining language constructs.

1.2.1 Table 1: Taxonomy of language knowledge (Grabe, W. and Kaplan, R.B., 1996, p. 220)

I. Linguistic competence
A. Knowledge of syntactic/structural patterns
B. Knowledge of vocabulary
C. Knowledge of the written code
1.Spelling
2.Punctuation

II.	Discourse competence
	A. Knowledge of cohesive devices B. Knowledge of organizational structures
III.	Sociolinguistic competence
	A. Knowledge of functional uses of written language B. Knowledge of register and situational parameters

Grammar and Vocabulary (linguistic competence)

The grammar and vocabulary domain addresses the control of grammar, vocabulary and syntax. It examines the suitable use of language structures, effectiveness and range of lexical choice, and also the appropriateness to context and to the strain of the task. It also covers the control of spelling and punctuation.

Coherence and Cohesion (discourse competence)

The coherence and cohesion domain addresses the logical development (organization) of the text that permits the reader to follow a thread through the event of the written piece. Cohesion measures the students' ability to link ideas by using cohesive devices like transitions and connectors. Such devices allow logical sequencing; establish time frames for actions and events, and build structure of that means by establishing main and supporting language units.

Task completion (sociolinguistic competence)

The task completion domain addresses the students' ability to totally complete the given task. It examines students' ability to realize the required writing standards, through their data of practical uses of the language and additionally the acceptable register. After defining the construct, we want to plan carefully how we are visiting it. This involves the planning of the assessment tasks and also the scoring of the ultimate written piece (Ana M.,and others, 2006).

1.3 What is the importance of written testing?

What does it mean to test writing ability? A common-sense answer to this question is that „In the way to test people's writing ability is to get them to write” (Hughes, A. 1989, p. 75). If we agree with this statement, it follows that a test of writing involves at least two basic components: one or more writing tasks, or instructions that tell test takers what to write, and a means of evaluating the writing samples that test takers produce (W. James Popham, 2008).

A language is employed for several varieties of functions. Thus, it has several functions yet. Moreover, there are two macro skills of a language; they are receptive and productive skills. Writing ability is one in every of the productive skills that ought to be down pat in employing a language. It is as a result of writing ability that has significances in raising a communicative ability of learning the language. The definitions of writing are multifariously declared by some specialists.

The definitions of writing are diversely explicit by some specialists. According to Rivers, (1981,p. 294), writing is conveying information or expression of original ideas in a very consecutive way within the new language. Brown, (Brown, H. D.,2001. p. 336) also claimed that writing could be a thinking process. Furthermore, he states that writing is often planned and given with an infinite number of revisions before its release. In addition, Elbow (1973) in Brown (2001., p. 336) also declares that writing is a two-step process. The first process is deciding the meaning and also the second process is putting the meaning into language. Hughes 2003, p.93) states that writing tasks should be well defined that candidates should know just what is required for them (Hughes A., 2003, p.93. So, if the students are introduced regarding the outline or the educational goal of writing what they are expected to try and do, they had have an opportunity to realize the goal and at the tip ability to try and do thus. In addition, Weir (1990, p. 73) states that the writing component of any test should concentrate on controlled writing tasks where features of audience, medium, setting, and purpose is chosen appropriately including the scoring criteria and trained examiner. It will be terminated if she has a lack of data regarding assessing writing and writing elements and it strengthened by the very fact that the score is not clearly distinct from the bottom and highest achievements of students.

Writing represents what we think. It is because the writing method reflects things that keep within the mind. What is more, supported those definitions, it may be expressed that writing ability may be an advanced activity in manufacturing a certified writing. The advanced activity consists of stages because the steps in writing. to enhance students' writing ability, the teaching and learning method of writing must be done well with developed input and effective activities. As a result, lecturers have to be compelled to contemplate the teaching of writing ability well supported their student's desires, ability and capability.

Not many centuries ago, writing was an ability in the educational or religious institutions to be the exclusive area of scribes and scholars. Almost every aspect of every life for "common " people was carried out orally. Business transactions, records, legal documents, political and military conventions - all written by professionals whose job was to turn the language to the written word. Writing ability today has become an indispensable ability of our global literary

community. Writing skills, at least on a primitive level, are a necessary prerequisite for employment in many areas of life, and literary cultures are simply self-explanatory.

Experts argued, only half a century ago, that writing was primarily a convention to record speech and to strengthen the grammatical and lexical nature of the language. However, now we have already understood the uniqueness of writing skills with its own particular function and the difficulty of learning to write „well” in any language, even in our own native language. Brown (2004) and Rivers (1981, p.294) claimed that writing within the language becomes an advanced activity as a result of writing involving meaningful segments of language: words, sentence, grammar, and the way to transfer those segments into written forms.

1.4 The role of questionnaires in writing

Asking questions is one of the most normal methods of social affair data and, for sure, when children have dominated the essentials of their first language they dispatch into a persistent progression of inquiries, and continue going all through the remainder of their lives. A few people, for example, journalists really earn enough to pay the rent of this movement and overview/surveying associations can put together exceptionally fruitful organizations with respect to it.

One of the most well-known techniques for information assortment in second language (L2) research is to use questionnaires of different sorts. The recognition of questionnaires is thanks to the very fact that they're easy to construct, extremely versatile, and uniquely capable of gathering an outsized amount of data quickly during a form that is readily processable. Indeed, the frequency of use of self-completed questionnaires as a search tool within the L2 field is surpassed only by that of language proficiency tests.

In spite of the wide application of questionnaires within the L2 field, there does not seem to be sufficient awareness within the profession about the thought of questionnaire design and processing. The standard - and in most cases false - perception is that anybody with a touch of sense can construct an honest questionnaire. This example resembles somewhat the 'pre-scientific' phase of language testing (i. e., the period before the 1950s) when language tests were used without paying enough attention to their psychometric qualities, and every language teacher was, by definition, assumed to be capable of devising and grading tests and exams without any special training. It is my impression that a lot of questionnaire users are unaware of the very fact that there is considerable relevant knowledge and knowledge accumulated in various branches of the social sciences (e. g., psychometrics, psychology, sociology). This can be why it is only too common to seek out studies which start out with exciting research questions but are flawed by a

badly designed or inadequately processed questionnaire. (Dörnyei, Z., 2003). "The essential point is that good research cannot be built on poorly collected data..." (Gillham, B. 2000), p. 1)

1.4.1 What are 'questionnaires' and what do they measure?

"Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, J. D., 2001p.6)

Although the term 'questionnaire' is one that almost all people are aware of, it's not a simple task to supply an exact definition for it. to start out with, the term is partly a misnomer because many questionnaires don't contain any, or many, real questions that end with an issue mark. Indeed, questionnaires are often said under different names, like 'inventories, ' 'forms, ' 'opinionaires, ' 'tests, ' 'batteries, ' 'checklists, ' 'scales, ' 'surveys, ' 'schedules, ' 'studies, ' 'profiles, ' 'indexes/indicators, ' or even simply 'sheets' (Aiken, L., 1997).

Second, the overall rubric of 'questionnaire' has been utilized by researchers in a minimum of two broad senses:

- Interview schedules, just like the ones utilized in opinion polls, when someone actually conducts a live interview with the respondent, reading out a collection of fixed questions and marking the respondent's answers on a solution sheet.
- Self-administered pencil-and-paper questionnaires, just like the 'consumer surveys' that we regularly find in our mail box or the short forms we are asked to fill in when, as an example, testing of a hotel to gauge the services (Dörnyei, Z.2003).

What do questionnaires measure?

Broadly speaking, questionnaires can yield three types of data about the respondent: factual, behavioral, and attitudinal.

1.Factual questions (also called 'classification' questions or 'subject descriptors') are wont to determine who the respondents are. They typically cover demographic characteristics (e. g., age, gender, and race), residential location, marital and socioeconomic status, level of education, religion, occupation, moreover as the other background information that will be relevant to interpreting the findings of the survey. Such additional data in L2 studies often include facts about the learners' learning history, amount of your time spent in an L2 environment, level of parents' L2 proficiency, or the L2 coursebook used.

2. Behavioral questions are wont to know what the respondents do or have drained the past. They typically ask about people's actions, life-styles, habits, and private history. Perhaps

the foremost well-known questions of this kind in L2 studies are the things in acquisition strategy inventories that ask about the frequency one has used a selected strategy within the past.

3. Attitudinal questions are accustomed to discover what people think. This can be a broad category that concerns attitudes, opinions, beliefs, interests, and values. These five interrelated terms do not seem to be always distinguished or defined very clearly within the literature (Dörnyei, Z., 2003).

1.4.2 Why use questionnaires and why not?

1.4.2.1 Advantages

The main attraction of questionnaires is their unprecedented efficiency in terms of researcher time, researcher effort, and financial resources. By administering a questionnaire to a bunch of individuals, one will collect an enormous quantity of knowledge in but associate hour, and therefore the personal investment needed is a fraction of what would be required for, say, interviewing an equivalent variety of individuals. Furthermore, if the questionnaire is well made, processing the data may be quick and comparatively simple, particularly by mistreatment of some trendy laptop computer code. These cost benefit issues are important, significantly for all people who do analysis additionally to having a regular job (Gillham, B., 2000).

Cost-effectiveness is not the most advantage of questionnaires. They are in addition flexible, which means that they will be used effectively with an associate assortment of people in an assortment of circumstances that specialize in associate assortment of points. afterwards, far and away most of scientific research within the activity and social science embody at some stage gathering a kind of questionnaire data (Gillham, B., 2000).

1.4.2.2 Disadvantages

Questionnaires have some serious limitations, and a few of those have led bound researchers to assert that form knowledge are not reliable or valid. The writer does not trust this claim normally, however there is little question that it is terribly straightforward to provide unreliable and invalid knowledge by suggests that of ill-constructed questionnaires. In fact, as Gillham (2000, p.1) points out, in analysis methodology "no single method has been so much abused." Allow us to inspect the assorted downside sources.

-Simplicity and superficiality of answers

Because respondents are left to their own devices when filling in self completed questionnaires, the questions must be sufficiently simple and easy to be understood by everybody. Thus, this

method is unsuitable for probing deeply into a problem (Moser, C. A., & Kalton, G., 1971) and it leads to rather superficial data.

-Unreliable and unmotivated respondents

Most people are not terribly thorough during an analysis sense, and this can be all the a lot of true concerning managing questionnaires - an activity which usually they are not relishing or enjoy in any method. Thus, the results might vary greatly from one individual to a different, looking at the time and care they select or are ready to provide (Graham, S., and others, 2011), (Dörnyei, Z., 2003).

-Respondent literacy problems

Questionnaire analysis makes the inherent assumption that the respondents will scan and write well. Even within the industrialised world this can be not essentially the case with reference to population: Statistics of concerning 5%-7% are often quoted once estimating the proportion of individuals who have issue reading, and also the range of uncomfortable with writing is even larger. It is so graspable that for respondents with literacy problems, filling in a questionnaire can seem an daunting or overwhelming task.

-Little or no opportunity to correct the respondents' mistakes

Questionnaire things concentrate on info that the respondents understand best, and thus the man of science has very little chance to double- check the validity of the answers.

- Social desirability (or prestige) bias

The final huge downside with reference to questionnaires is that individuals do not continuously offer true answers concerning themselves; that is, the results represent what the respondents report back to feel or believe, instead of what they really feel or believe. There are many potential reasons for this, and also the most salient one is what is typically termed the social desirability or prestige bias.

-Fatigue effects

Finally, if a questionnaire is just too long or monotonous, respondents might begin to retort inaccurately as a result of temporary state or tedium. This result is named the fatigue result, and it is clearly possible to influence responses toward the tip of the questionnaire (Dörnyei, Z., 2003).

1.4.3 What the difference is between test and questionnaire

Tests do not seem to be questionnaires.

Written, self-completed (or self-report) questionnaires are unit essentially identical as written tests, nevertheless there is a vital distinction between them. A 'test' takes an associate degree example of the respondent's behavior/knowledge and, on the premise of this instance,

inferences are unit created regarding the amount of the development of the person's a lot of general underlying competence/ abilities/skills. During this method, a check quantifies however well someone will accomplish one thing. Conversely, questionnaires do not have positive or negative answers; they request information regarding the respondents (or 'informants') during a non-evaluative method, on faith their exhibition against a bunch of rules or against the presentation of a regular gathering. Thus, although some commercially accessible questionnaires are unit very referred to as 'tests, ' these do not seem to be tests during a similar sense as action or ability tests.

Consequently, a questionnaire could be a list of specific questions that are intended to yield the responses to the research questions you have got. Generally a questionnaire is employed for a summary and has explicit answer alternatives. Sometimes it likewise incorporates open ended questions with no preset responses to decide on. A sample of individuals from the populations you wish to check will answer it, and you utilize statistics to know how the underlying population thinks and feels. a listing of inquiries to be utilized in qualitative research is instead called a discussion guide or interview guide.

A test is generally done to understand the response to a research question also. However, for the foremost part you're testing something specific. In research this might be another item or advertisement. The test can be done employing a survey, focus groups, or test market, but it seeks to work out whether the merchandise should be dispatched, changed, or scrapped altogether (Quora,Inc , 2020).

1.5 Assessment of writing skills in Transcarpathian Hungarian Schools

In the following point, I am going to analyze a survey (Husztai I., Kacsur A., 2016),(Качур Аннама́рия , Густі Ілона, 2015) conducted in Hungarian schools in Transcarpathia. The survey was carried out by an English methodologist teacher at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education and a graduate student at Kossuth Lajos Secondary School of Beregszász. The aim of the research: how to prepare for test writing with the most effective methods. The issue was also examined by researchers from the perspective of students and teachers to be able to compare them. Furthermore, it was found particularly effective and profitable by myself that the researchers have compiled a list based on the results, which contains helpful practical advice for graduates.

The present analysing survey was chosen, because it focuses on essay writing at the independent testing in Ukraine. Essay writing belongs to a type of writing skills, that is the principle of my academic paper.

Theoretical background of the survey

The Ukrainian Ministry of Education and Science has introduced the upper level of the English language exam since 2007, at the end of grade 11 to be taken by secondary school students. It follows that every school leaver who intends to pass the exam will face this challenge. This, in turn, requires serious preparation for completing the exam, because the results of external independent testing are also counted as entrance examinations at higher educational establishments institutions.

Graduates often have to write some formal or informal letter on the advanced English graduation exam during the third, writing task. Another type of task is to write a summary of the text read. It can be directed or non-directed. At creating a directed summary, students are given a list of sentences that should be included in the summary. Writing a non-directed summary is based on a pre-compiled outline of the source text.

Research methods

Aims

One of the main purposes of the survey is to collect empirical data on the main topic of the work: how to most effectively prepare for the writing task in Ukraine from English language on the independent exam. The mentioned question was researched by observers from two perspectives. From the point of view of teacher and student, in order to be able to compare the result. Furthermore, it was found profitable and effective by myself that a list was made by the observers, that contained helpful practical advice for secondary school graduates that, as well students, as their preparation teachers can take into account when preparing for the exam.

Subjects of the research

The questionnaire was filled out by 34 educational studios from different different educational establishments studying the specialty "English language and literature". Researchers also considered it important for subjects to study English at a higher education institution in order to have an insight into the issue under study.

Thirteen of the 34 students also took extra lessons to prepare the private tutor for the exam. However, two students stated that they did not prepare for the exam at all. Being preparing for the exam took mostly one year, but there was someone who prepared only a half a year.

Research tools

Student questionnaire

The student questionnaire consisted of two parts that included ten questions. In the first five questions, they were asked about personal data such as: in which year did they pass the

English advanced level graduation exam, did they attend this special class. In the second part of the questionnaire form, questions were asked about the main topic of the study, such as: it is difficult or easy to write an essay in the English-language graduation exam; what they do to be well prepared; what is the best way to prepare someone for the task of taking the English advanced level examination; what useful dances they can give future graduates about the writing task.

Teacher questionnaire

The teacher questionnaire was composed of six questions. The first two questions go back to gaining experience: how many years of teaching experience or employment do teachers have; how many years have students been preparing for the advanced English graduation exam. The main part of the questionnaire consisted of questions that focused on the following: how to prepare their students for the oral exam and exert analogous methods to write these different types of text; what they think about the best way for a graduate to prepare for the advanced English graduation exam writing task. Finally, teachers were asked by researchers to formulate some effective advice on the writing task for those who want to pass advanced English graduation exams in the future.

Answers to the student questionnaires

The first question: the writing task whether was easy or difficult. Most of them had no difficulty with the writing task. There were some who thought it was difficult, while some said it was a problem, but it wasn't too. One student explained his/her answer with a particularly understandable explanation. S/He thought the topic was easy, but there were unfamiliar words that made him/her unable to formulate his thoughts properly.

The following question occurs: what do they think is the most effective way to pass the exam. Most of them answered as many practices as possible. Such answers are what according to essential to develop and extend to word power. It was also thought that continuous learning was the key: " Learn, learn, and again just learn." The more English reading plays a significant role in the solution also emerged. One student even mentioned that to his/his mind the most useful strategy, if the graduate lives in a english native environment.

The last question in the student questionnaire dealt with what useful advice they would give to future students, who plan to take the EIT. At the top of the list are continuous learning based on the answers. Many students paid attention to that fact, the graduates not only start preparing for the exam at the last minute, even if they would do it diligently, because they do not think they would learn the material 1-2 months before English Independent Testing. Positive

attitudes are also expressed by the students. No need to worry! No need to worry because anyone who has studied is sure to take the exam! No need to worry, just prepare a lot and be sure everything will be fine! "Practice makes the English!" the statement also uttered to encourage and motivate students. One of the students also criticized printed excipient through his/her advice. The mentioned student advised for the testing students choosing attentively excipients because, as most of them were/are good enough to confuse the student with broken keys and typing errors.

Teacher questionnaire

The results of the survey indicate that teachers are very responsible for their work, that is, to prepare students for written assignments from English. Teachers were found to be preparing their students for essays in English using different methods.

Almost every teacher noted that systematic learning is an integral part of the preparation process for the exam. In our case, this means that the whole process of preparation has a certain structure that underlies mastery: learning English grammar and rich vocabulary. Only after that it is necessary to start applying the acquired knowledge in practice. Practical classes should begin by teaching students to properly understand the requirements of the tasks, because, on this basis, the student must make important planning decisions related to what type of task to choose style, what means of expression and the like. When the student completes the planning and decides according to the requirements of the tasks, then s/he can go to practical implementation, i.e writing different types of texts.

The finished writing should be analyzed by the student together with the teacher who will indicate that it is done correctly, that it is unnecessary, incorrect. The most effective method is when, after comments received from the teacher, the student performs again writing assignments that address and correct these errors. Teachers also suggested a timely start to preparation. Students were encouraged not to be afraid of the writing assignment, and there was a specific suggestion, such as: Read the assignment carefully before you start writing so that something is important to avoid your attention or always read and review what you wrote before copying it to the official answer sheet!

Analysis and interpretation of results

Questionnaire for students

The results show that systematic training and performance of exercises are the most important factors for successful passing of the exam. Eighty percent achievement is a testament to what it

is for a trained student is not a significant problem in completing a writing assignment and a set of EIT tests in English. For the vast majority of students, there were no difficulties in the course writing tasks, that is, when they needed to write a work of their own. Among those interviewed were those who believed that there was too little time to complete the task. It follows that you need to learn how to allocate all the time properly.

Questionnaire for teachers

The results of the survey indicate that teachers are very responsible for their work, that is, to prepare students for written testing from English. It turns out that teachers are preparing their students for EIT different methods, and are doing their best to ensure that students successfully overcome this obstacle, that is, they successfully completed the exam in English. Almost every teacher noted that systematic learning is an integral part of the preparation process for the exam. In our case, this means that the whole process of preparation has a certain structure that underlies mastery learn English grammar and rich vocabulary. Only after that it is necessary to start applying the acquired knowledge in practice. Practical classes should begin by teaching students to properly understand the requirements of the tasks, because, on this basis, the student must make important planning decisions related to what type of task to choose style, what means of expression and the like. When the student completes the planning and decides according to the requirements of the tasks, then he can go to practical implementation, ie writing different types of texts.

The finished writing should be analyzed by the student together with the teacher who will indicate that it is done correctly, that it is superfluous, incorrect. The most effective method is when, after comments received from the teacher, the student performs again writing assignments that address and correct these errors. With this method, we prepare for as long as the execution the writing task will not become a routine for the student and he will be able to write perfect works. (Husztı I., Kacsur A., 2016),(Качур Аннамаріа , Густі Ілона, 2015)

In the following, I would like to illustrate the table that the researchers compiled from the research results.

Table 2: Teachers and student suggestions in preparation for the ESZÉV writing assignment (Husztı & Kacsur, 2016, p. 230).

	Teachers advice		Students advice	
	Psychological	Methodological	Psychological	Methodological

1.	Start preparing in time!	Plan what you are going to write before you start the writing task!	Don't start preparing at the last minute!	Learn the most you can! Expand your vocabulary, this is the most important thing!
2.	Don't be afraid of the writing task.	Read the task carefully several times before you start writing so that something important does not escape your attention	No need to worry!	If you can, go to a special class because a private tutor can help you a lot, always give you good advice!
3.	Pay attention to the time schedule!	Get a good preparation book (e.g. Oxford Exam Excellence!)	Determination is key! If you really want to, you can succeed!	Practice constantly!
4.		Learn the words / phrases used in the type tasks and the rules for the tasks!		Read text in English!
5.		Learn grammatical structures due to use them easily when you need them!		Carefully select the excipients to be used. Use the official preparation books of the Ukrainian edition!
6.		Extend your word power!		Watch movies in English!
7.		After all this, start practicing the tasks!		Listen to a CD with English text!
8.		Try to write as many writing assignments as possible!		Don't waste your time checking the test on the exam! Write the wording first!
9.		Always read and check what you have written before copying it to the official answer sheet for the exam!		

The results obtained from the preliminary analysis are presented in Table 2. provides the following in a nutshell: From the side of teachers need to create calm, supportive and encouraging learning conditions so that graduates can overcome their fears and run the exam with confidence without anxiety. On the part of the students, those preparing for external independent testing have to learn to schedule the time available for solving the tasks well! Moreover, graduates can achieve good results if they are thoroughly prepared. To do this, they have to do everything they can, such as reading a lot in English, expanding their vocabulary, practicing a lot of type tasks. As the survey referred to the well-known proverb "Practice makes perfect!"

PART II

COLLECTION OF EXERCISES ON WRITING SKILLS ASSESSMENT OF FORM 9, 10 AND 11 LEARNERS.

This chapter discusses tasks related to writing skills. To be successful in writing, we could achieve the desired result through many practices. In the first point, written assignments are presented according to major categories of classroom writing performance. The next section provides students with a written collection of assignments for students 9,10 and11. These written assignments are used from Ukrainian textbooks and pages with resources that could be used to prepare for the English-language post-ninth (DPA) and the eleventh-class (ZNO). In addition to describing assignments, it provides a brief summary of the composition and course of the two English language exams. The last point of this chapter summarizes a study conducted last year, the results of which also examined writing skills among ninth-graders.

2.1 Writing tasks according to major categories of classroom writing performance

Writing is one such skill which has been tested heavily through the ages. Before the emergence of the Communicative approach, a language test meant testing ‘writing’, where other skills were either ignored or were given least importance. That is why we have an abundance of test varieties for ‘writing’, like Pre-Writing Tests, Guided Writing, and Free Writing Tests.

These tests consist of a variety of writing items ranging from formal to informal ones like literature writing, journalism, note taking, reporting to the personal writing. All these tests require different types of evaluation.

A writing test involves such aspects of writing as mechanics (spelling and punctuation), vocabulary, grammar, appropriate content, diction, rhetorical matters of various kinds (like organization, cohesion, unity, appropriateness, topic and occasion), as well as sophisticated concerns such as logic and style. In most of the ESL courses, literary writing, logic and style are generally avoided, because they are higher abilities which are achieved through continuous writing over the years (Madsen, Harold S., 1983).

Four classes of written performance that capture the vary of the written production area unit thought of here. Every class takes after the classifications defmed for the other three abilities, yet these classes, as usual, mirror the uniqueness of the expertise zone.

1. Imitative.

To produce written language, the learner should attain skills within the fundamental, basic tasks of writing letters, words, punctuation, and extremely brief sentences. This class includes the flexibility to spell properly and to understand phoneme-grapheme correspondences within the English orthography system. It's tier at that learners try to master the mechanics of

writing. At this stage, type is the primary if not exclusive focus, whereas context and that means area unit of secondary concern.

2. Intensive (controlled).

Past the basics of imitative composing are abilities in creating acceptable vocabulary among a context, collocations and idioms, and proper grammatical options up to the length of a sentence. Context area units of some importance in determinative correctness and appropriateness, however most assessment tasks are unit additional 'concerned with attention to kind, and are rather strictly controlled by the check style.

3. Responsive.

Here, assessment tasks need learners to perform at a restricted discourse level, connecting sentences into a paragraph and making a logically connected sequence of two or three paragraphs. Tasks reply to pedagogic directives, lists of criteria, outlines, and different tips. Genres of writing embrace temporary narratives and descriptions, short reports, research lab reports, summaries, temporary responses to reading, and interpretations of charts or graphs. underneath such that conditions, the author begins to 'exercise some freedom of alternative among different types of expression of ideas. The author has perfect the basics of sentence-level synchronic linguistics and is additionally targeted on the discourse conventions which will come through the objectives of the written language. Form-focused attention is usually at the discourse level, with a powerful stress on context and that meaning.

4. Extensive

Extensive writing implies winning management of all the processes and methods of writing for all functions, up to the length of an essay, a theme, a significant scientific research report, or perhaps a thesis. Writers concentrate on achieving a purpose, organizing and developing concepts logically, victimization details to support or illustrate concepts, demonstrating syntactical and lexical selection, and in several cases, partaking within the method of multiple drafts to realize a final product. Concentrate on grammatical kind is restricted to the occasional piece of writing or proofreading of a draft. (Brown, Douglas., 2004).

2.1.1 Assessment tasks: Imitative writing

Recently, it is tempting to assume that every English student knows how to write the Roman alphabet because of the emphasis on teaching English to young people. This statement is not entirely true. There are a number of beginner English learners, from small children to older adults, undergraduate and simulation assessment: the basics of creating letters, words and simple sentences. First we investigate at this level of writing.

Tasks in Hand or Writing Letters, Words, and Punctuation

Handwriting can become a lost art because even very young children are more likely to use the keyboard for writing. Handwriting continues to be the language of the greatest language and assessment. The limited diversity of tasks are commonly used to assess the ability of an individual to write letters and symbols. (Brown, 2004)

1. Copying:

This makes the learners attentive to such writing mechanics as spelling and punctuation. Handwriting letters, words, and punctuation marks.

2. Listening close selection task:

This combines dictation and therefore the close test of simple selected grammar items. The aim at this stage is not only to test spelling but to offer practise in writing. The test sheet provides a list of missing words from which the test-taker should choose. (Brown, 2004)

Spelling Tasks and Detecting Phoneme- Grapheme Correspondences

A number of task types are in popular use to assess the facility to spell words correctly and to process phoneme-grapheme correspondences. (Brown, 2004)

1. Spelling tests

In a traditionally, old-fashioned spelling test, the teacher dictates a straightforward list of words, one word at a time followed by the word during a sentence, repeated again, with a pause for test-takers to put in writing down the word. Scoring emphasizes correct spelling.

2. Picture-cued tasks

Pictures are displayed with the target of that specialise in familiar words whose spelling could even be unpredictable. Items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and words pairs: boot/book, read/reed, bit/bite, etc.

3. Multiple-choice techniques

Presenting words and phrases within the kind of a multiple choice task risks crossover into the domain of assessing reading, but the items have a follow-up writing component.

4. Matching phonetic symbols

If the test-takers are acquainted with the alphabet, they may be shown phonetic symbols and asked to put in writing down the correctly spelled word alphabetically.

Such a task risks confusing students who don't recognize the alphabet or use it in their daily routine. Opinion is mixed on the price of using phonetic symbols at the literacy level. Some claim it helps students to perceive the connection between phonemes and graphemes. Others caution against using yet another system of symbols when the alphabet already poses a

challenge, especially for adults for whom English is that the sole language they have learned to read or write. (Brown,2004).

2.1.2 Assessment tasks: Intensive (controlled) writing

This is a subsequent level of writing that the second-language teacher training manuals have for many years been called controlled writing. Form- focused writing, learning, or just guided writing could also be considered. The normal grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker's ability to combine or use words correctly. No new information is passed on from one person to the opposite. (Brown, 2004)

Dictation and Dicto-Comp

In Chapter 6, dictation was described as an assessment of the mixing of listening and writing, but it had been clear that the first skill being assessed is listening. Dictation is just the rendition in writing of what one hears aurally, so it might be classified as an imitative sort of writing, especially since a proportion of the test taker's performance centers on correct spelling.

A sort of controlled writing associated with dictation may be a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the simplest of their recollection. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, distributes a handout with key words from the paragraph, in sequence, as cues for the scholars. In either case, the dicto-comp is genuinely classified as an intensive, if not a responsive, writing task. Test-takers must internalize the content of the passage, remember a couple of phrases and lexical items as key words, then recreate the story in their own words. (Brown, 2004)

Grammatical transformation tasks

Even though it is an old technique in assessing writing, but it has positive side; grammatical transformation tasks are easy to administer and are therefore practical, quite high in score reliability, and arguably tap into knowledge of grammatical forms which will be performed through writing. Numerous versions of the task are possible:

- Change the tenses during a paragraph.
- Change full sorts of verbs to reduced forms (contractions).
- Change statements to yes/no or wh-questions.
- Change questions into statements.
- Combine two sentences into one relative pronoun.
- Change direct speech to indirect speech.
- Change from active to passive voice.

To this day, language teachers have also used this sort of technique as an assessment task, seemingly to live grammatical competence. (Brown, 2004)

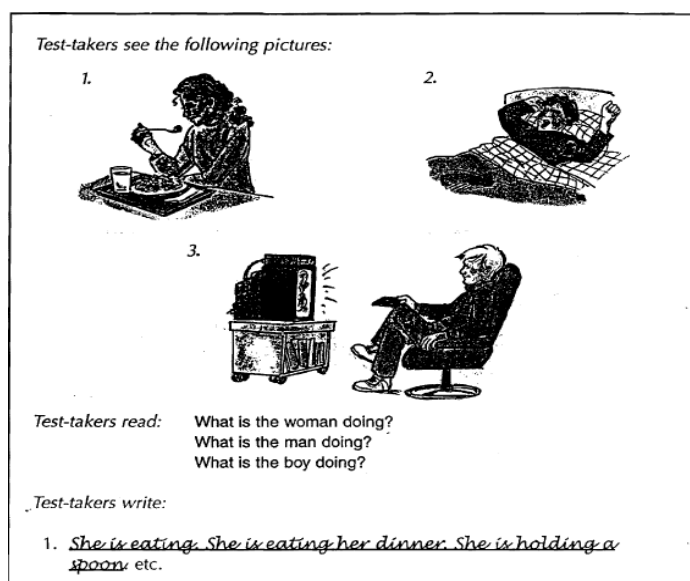
Picture- Cued Tasks

Many English-language classrooms are used for picture- cued tasks. The most advantage of this system is the separation of just about everywhere reading and writing, and therefore the offering of non-verbal tools to stimulate written responses. There are several sorts of task:

1. Short sentences.

It shows some simple action: the test- taker writes a quick sentence.

Picture-cued sentence writing (Brown,1999, p. 40)



2. Picture description

We can present a rather more complicated picture, for instance, an individual reading a couch, a cat under a table, books and pencils on the table, a chair round the table, a lamp next to the sofa and an image near the wall on the sofa. Testers should request the image by using four of the subsequent preliminary statements: a, on, over, under, around. As long because the preparations are properly used, the criterion is met.

3. Picture sequence description

A sequence of three to 6 pictures depicting a story line can provide an appropriate stimulus for written production. The picture must be simple and unambiguous because an open-ended task at the selective level would give test takers too many options. The time sequence within the following task is meant to offer writers some cues. (Brown, 2004)

Picture-cued story sequence. (Brown,1999, p. 43)

Test-takers see:

Test-takers read: Describe the man's morning routine in six sentences.

Test-takers write:

He gets up at seven o'clock.
He takes a shower at 7:05.
At 7:20, he gets dressed.
Then he eats breakfast.
About 7:50 he brushes his teeth.
He leaves the house at eight.

Vocabulary Assessment Tasks

Most vocabulary study is applied through reading. The major techniques want to assess vocabulary are (a) defining and (b) employing a word in a sentence. The latter is that the additional authentic, however even that task is affected by a contrived state of affairs during which the test-taker, typically in a very matter of seconds, should come back up with associate degree applicable sentence, that city manager might not indicate that the test-taker "knows" the word. Vocabulary assessment is clearly form-focused within the on top of tasks, however the procedures ar creatively coupled by suggests that of the target word, its collocations, and its morphological variants. (Brown,2004).

Vocabulary writing tasks (Read, 2000, p. 179)

Test-takers read:

- Write two sentences, A and B. In each sentence, use the two words given.
 - interpret, experiment* _____
 - interpret, language* _____
- Write three words that can fit in the blank.

To interpret a(n) _____

 - _____
 - _____
 - _____
- Write the correct ending for the word in each of the following sentences:

Someone who interprets is an interpret _____.

Something that can be interpreted is interpret _____.

Someone who interprets gives an interpret _____.

Vocabulary assessment in the above tasks is clearly form-centric, but procedures are creatively linked by the target word, its collocations, and morphological variations. At the responsive and extensive levels, where students are invited to create coherent paragraphs, performance

obviously becomes more authentic, and lexical choice is a possible component of the assessment of extensive writing. (Brown, 2004).

2.1.3. Assessment tasks: Responsive and Extensive Writing

Responsive writing creates the chance for test-takers to supply a spread of artistic responses among a pedagogic or assessment framework: test-takers are answering a command or assignment. releasing the strict management of intense writing, students have several opportunities to decide on vocabulary, synchronic linguistics and discourse, however with bound limitations and conditions.

The learner is answerable for accomplishing a purpose in writing, for developing a sequence of connected ideas and associate degree for empathizing with an audience.

The genres of text that are generally self-addressed here are:

- short reports (with structured formats and conventions);
- responses to the reading of a writing or story;
- summaries of articles or stories;
- brief narratives or descriptions; and
- interpretations of graphs, tables, and charts.

The extensive, or "free", writing that we have a tendency to discuss here includes written principles and pointers for respondents and puts them into practice in longer texts like full-length essays, term papers, project reports, theses and dissertations. In intensive writing, however, the author has been given even a lot of freedom to choose: topics, length, style, and maybe even conventions of information are less strained than within the typical responsive writing exercise. Both responsive and intensive writing tasks have a clearly completely different flavor from lower-end production of writing.

Paraphrasing

To grasp the paraphrasing this may be one in each of the more durable ideas for second language learners. The initial step in paraphrase education is to produce the learners with the coaching perceive the importance of paraphrase: say one thing in one his own words to avoid plagiarization of producing some expression. Paraphrasing is additionally an element of informal and formative assessment than of formal, summative assessment.

Guided Question and Answer

Another lower-order task throughout this type of writing, that has the pedagogic sensible factor concerning guiding question and answer format throughout that the check administrator raises a problem that basically is also a sketch of the written check that seems. Inside the writing of a narrative that the teacher has already coated in a class discussion, the subsequent types of queries is denote to stimulate a sequence of sentences.

Paragraph Construction Tasks

Assessment of paragraph development takes on kind of numerous forms:

1. Topic sentence writing.

Stating a topic sentence on the topic remains a certified technique for teaching the concept of a paragraph.

- specifying the writing of a subject matter sentence,
- marking points for its presence or absence, and
- marking and/or commenting on its effectiveness in stating the subject.

2. Topic development inside a paragraph.

Another stage of evaluation is to express an idea within the paragraph. Four criteria area unit usually applied to assess the standard of a paragraph:

- the clarity of expression of ideas
- the-logic-of the sequence and connections
- the cohesiveness or unity of the paragraph
- the effectiveness or impact of the paragraph as a full

3. Development of main and supporting ideas across paragraphs.

The writer makes an attempt to articulate a thesis or main plan with clearly explicit supporting ideas. These elements is additionally thought of in evaluating a multi-paragraph essay:

- addressing the subject, main idea, or principal purpose
- organizing and developing supporting ideas
- victimisation acceptable details to undergird supporting ideas
- showing facility and fluency inside the employment of language
- demonstrating grammar selection (Brown, 2004)

2.2. Task Collection of Form 9, 10 and 11 learners

Teaching writing for students of junior high school is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in junior high school is targeted to make the students reach the functional level, that is, to communicate written and orally in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative, and recount (Depdiknas, 2006).

2.2.1. State final examination in English language in 2021 (ДПА)

It is no secret that ninth-graders and eleventh-graders can get 12 points for the STA in English. If the school decides that the student still needs to take the state final certification in English in the 9th grade, or he himself chose this subject to take in the eleventh, there is still an alternative. We talk about the format of the STA and ways to improve the average score of the certificate, and how to do it as soon as possible.

The STA in English for 9th grade students consists of three parts:

- Listening;
- reading (Reading);
- use of language (Use of English).

Tasks for the final certification are usually prepared by the teacher. He also chooses the number of options depending on how many students will take the exam. However, the listening part is the same for everyone. The exam lasts 1 hour. The teacher then checks that all tasks have been completed correctly and evaluates the work.

The Written Task section tests how well a graduate has the writing skills needed to communicate in everyday life. For example, whether the student uses greetings and courtesies correctly (thanks, apologies, wishes of success, etc.), whether he can fill out simple forms, describe personal situation or state of affairs in the family, convey personal information in a letter or email, send simple messages, write about the event, personal plan for the future, etc.

The student should write the text based on written or visual cues. These can be messages, letters, ads, pictures, photos, diagrams or tables. For those who studied English at the profile level, the state final certification will be credited to the result of the tasks of the whole test. This result will be used during admission to higher educational institutions of Ukraine.

All tasks offered at the STA in English in 9th grade correspond to level A2 on the CEFR scale, if it is a regular school, and level B1 - if the exam is for all groups of classes with advanced study of English. (Available: <https://grade.ua/uk/blog/english-dpa-2021/>)

2.2.1.1 Sample practice tests on The State final examination in English language (ДПА)

In the following, a few sample practice tests will be presented that have been selected randomly from official sources.

Collection of the State final examination (2018) English language, 9th grade, Marchenko. (Алла Марченко, Наталія Лесишин., 2018).

TEST 2 (p.8)

Writing

You have just seen a new film. Write an email to your friend about it (at least 50 words). use the plan below and your own ideas:

- what kind of film it is;
- its short description;
- whether you enjoyed watching it.

TEST 13 (p.32)

Writing

Your English penfriend has asked you about shopping in your city/town. Write her/him an email about your recent shopping (at least 50 words). Use the plan and your own ideas:

- where you went and with whom;
- what you saw and bought;
- what you want to buy the next time.

Collection of the State final examination 2017 English language, 9th grade, Marchenko (Алла Марченко, Наталія Лесишин., 2017).

TEST 11 (p.26)

Writing

A teen magazine is running a competition about adults who inspire us. Write an article about the adult family member you admire (at least 50 words). Use the plan below and your own ideas:

- who the person you admire is;

- what kind of person he/she is;
- what you admire about him/her.

TEST 20 (p.20)

Writing

Write the rules you should obey in a library (at least 50 words). Use the plan below and your own ideas:

- what library you go to;
- what you should do there;
- what you shouldn't do there.

Collection of tasks for the STA in English 9th grade Kovalenko Chepurna Voron Shopulko (2014).

Examination Card No 16 (p.42)

Writing

Complete the sentences with someone, anyone, everyone, or no one.

1. When the Pilgrim Fathers arrived in America, there wasn't to meet them.
2. The next autumn said, 'Let's cook a special dinner with the fruit and vegetables from our farms!'
3. said 'Yes' - because they all wanted to have some fun.
4. At first, wanted to ask the Native Americans for dinner, because they were afraid of them.
5. Then..... said, 'We must ask them. This is their country, too.'
6. The dinner was great, and had a good time.

➤ Your pen friend has decided to visit you in Ukraine. Write him/ her an email (35 – 45 words). Include this information:

- what to prepare for this trip to Ukraine;
- what traditional Ukrainian dishes you will recommend him / her to try;
- what places of interest you are going to show him/ her in your town.

Examination Card No 79 (p.168)

Writing

Choose the correct item to complete the sentences.

1. I always have / do my lunch prepared by my father.
2. David had / made his new computer repaired (by a technician).
3. Don't worry, we'll have / make our beds made by the maid.
4. Mary couldn't / can't have her trip arranged last week.
5. I must / can't have the windows at the office cleaned.
6. I'm having / doing a new security system installed in my office.
7. Jenny is being / having her car serviced at the moment.
8. Richard has not had/ has not been the piano fixed yet.
9. I was having / was making the leak in the bathroom fixed when you phoned me.
10. Do you always have / get your clothes dry- cleaned?

➤ Write a greeting card (35-45 words) on the occasion of St. Valentine's Day.

Include this information:

- greeting and opening remarks;
- congratulation and wishes;
- the appropriate closing.

2.2.2 External Independent Testing (EIT/ ZNO) in English

Graduates of general secondary education institutions, as well as students (listeners, students) of vocational (vocational and technical) and higher education institutions, who in 2021 will complete general secondary education, can choose English to pass the state final certification in the form of external independent assessment.

The content of the certification work in English is determined by the Program of External Independent Evaluation in Foreign Languages, approved by the Ministry of Education and Science of Ukraine. The program is developed on the basis of current curricula in foreign languages for general secondary education (Сайт "ЗНО-ОНЛАЙН", 2007- 2021).

The test of external independent assessment in English in 2021 consists of tasks of five forms: tasks with the choice of one correct answer, tasks to determine the correctness / incorrectness of the statement, tasks to establish compliance, tasks to fill gaps in the text and open-ended tasks with expanded the answer. The total number of English test tasks is 59, for which participants will be given 150 minutes.

The examination task has four parts.

(Available: <https://dneprtest.dp.ua/cms/index.php/component/content/article?id=661>)

The section "Understanding language by ear (listening)" (Tasks 1-3) contains 16 tasks of various forms. The answers to these tasks should be indicated in the answer sheet A.

The "Reading" section (Tasks 4-7) contains 22 tasks of various forms. The answers to these tasks are indicated in the answer sheet A.

The "Using Language" section (Task 8 and Task 9) contains 20 tasks. The answers to these tasks are indicated in the answer sheet A.

The "Letter" part contains one open-ended task. The answer to this task is written in the answer sheet B.

The result of the tasks of the whole test will be credited as the state final certification in English (at the choice of the graduate) for students who studied the subject at the profile level, and will also be used during admission to higher educational institutions of Ukraine.

There are two levels in EIT: B1 - for the standard level, B2 - for the profile level. As we focus on writing skills, let's look at the expectations of the written part.

Profile level: B2. Reports news and teaches own opinion in writing, comparing it with the opinions of other people. Writes clear detailed texts on various topics within their field interests, synthesizing and information from a number of sources.

Standard level: B1. Writes personal letters and notes from requesting or providing downtime current information, explaining what he thinks important. Writes simple coherent texts on various familiar topics within its sphere of interests, combining a number of separate short elements in a linear sequence. (Available: <https://testportal.gov.ua/anglijska-mova-2021/>)

2.2.2.1. Collection of EIT (ZNO) tasks

In this subsection, the written part of the ZNO test tasks will be presented.

ZNO/ EIT has been introduced since 2008 as a new form of graduation and admission: EIT testing, in which students do not graduate in their own educational institutions, but in a designated collection center. The points earned here will also be their admission points when applying to a higher education institution.

I would like to introduce the first volume of EIT's written task. (Сайт "ЗНО-ОНЛАЙН", 2007-2021)

1. EIT online 2009 in English - the main session.

You've received a letter from your English pen-friend. He/she wrote that he/she had problems with the study of French at school and thought that French lessons were tiresome and not interesting. He/she likes Maths and History better than French. Write a letter to your pen-friend in which you write

- why studying foreign languages is important
- about the foreign language lessons in your school
- about your foreign language teacher/teachers
- advise him/her how to make the study of foreign languages easier and more interesting.

Write an informal letter of at least 100 words. Do not write any dates and addresses. (Сайт "ЗНО-ОНЛАЙН", 2007-2021)

2. EIT online 2014 in English - the main session

You have received a letter from your pen-friend in which he/she complains that his/ her parents want him/her to read classical authors, while he/she is fond of fantasy. Write a letter to your pen-friend in which you tell him/her

- whether your parents influence your choice of books to read
- what is your favorite literary genre and why
- where you usually get books you'd like to read

Write a letter of at least 100 words. Do not use any personal information (e. g., names, dates, addresses, etc.). Start your letter in an appropriate way. (Сайт "ЗНО-ОНЛАЙН", 2007-2021)

3. EIT online 2019 in English - the main session

You've read a book about a famous person. You've decided to share your impressions with a pen-friend. Write a letter to your English pen-friend in which you tell him/her

- who the book is about and what this person is famous for
- what area of activity you'd like to achieve success in and why
- what personal characteristics one should have to succeed in life.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way. (Сайт "ЗНО-ОНЛАЙН", 2007-2021)

2.3. Assessment research in Transcarpathia

The research was conducted in the spring of 2020 in a rural secondary school in Transcarpathia. (Szabó B., 2020)

At the heart of the study, as the subject of my present and last academic work, is writing skills. The aim of this research is on the one hand, to get an insight into the writing skills and the use of writing strategies of the learners, thus, on the other hand to find out some issues regarding the emerging insufficiencies of writing.

The study was completed in the 9th grade. The instrument chosen for the research is a questionnaire on writing, where as a task the students had to write a letter on a given topic.

A sample letter from the participant students.

Sample letter in Form 9 (Szabó B.,2020)

Task for 9th grade
Improving Informal letter Writing

Directions: Respond to the writing prompt given below.

Writing prompt :

- Next month you are going on an educational journey to London. Now you are writing to an English speaking friend, who lives in London, to tell him/her about your journey plans and make an arrangement to see her/him when you will be there.
- You have to name her/him (For example: Dear Kata!). Do not start like this: Dear friend.
- Finish your letter in an appropriate way (For instance: Lots of Love, Best Wishes Dorian).
- Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information.

Dear Mave!

I guess you know I'm going to London next month for an educational trip. Since you live in London, I thought I'd write to you about your plans, your arrival and we could meet sometime.

I'll start on Monday of the first week of next month. I'm going to land in London and book a hotel room there. On the first day I spend there, I take a rest. On the second day, which is about Wednesday - Thursday I go on a little tour to see where it is. I want you to go with me!

I'll be back home on Friday and I wish they could have some time with you as we've been talking for a long time.

Regards: Kata!

The letters were analysed according to the beloved table.

Table 3: Evaluation aspects of the research (Szabó B., 2020)

LANGUAGE		STYLE		COMMUNICATIVE EFFECTIVENESS	
Vocabulary		Cohesion		Content	
		linking words	cohesive devices	Relevant	Informed
Formal accuracy		Coherence		Writing conventions	
grammatical forms				Straightforward ideas	
Written accuracy					
Spelling	Punctuation				

The table is divided into three main sections, which have different sub-sections. The sub-aspects also include other evaluation aspects, which are classified into the main three. I executed the evaluations on the basis of the established criteria and drew conclusions.

The diagram below introduces a general picture of the evaluation of the written letters based on the table shown above.

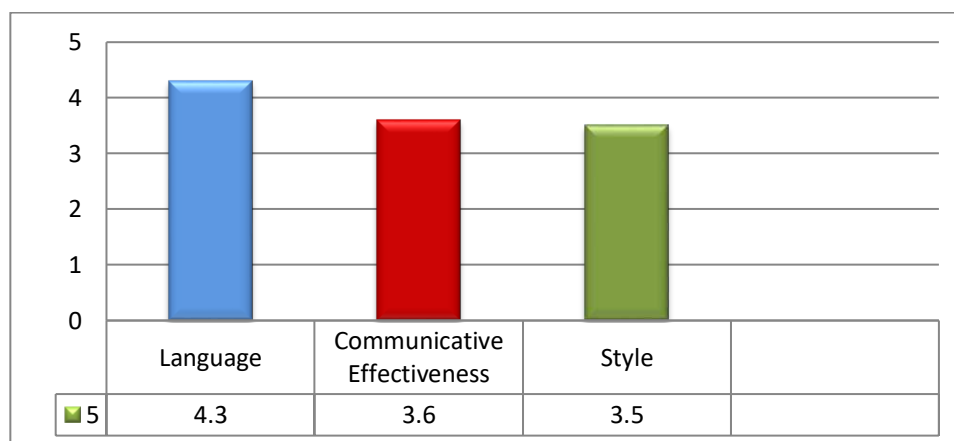


Diagram 1: The results of the research (Szabó B., 2020)

As we can survey, language use scored the most points according to a score of 5. On one hand, this does not cover the fact that there were no grammatical inaccuracies, but for the most part did not hinder the comprehension. On the other hand, this is a general result of the language, which included: vocabulary, grammatical forms, spelling, punctuation.

Communicative effectiveness and style achieved almost a result with a hair's breadth of difference. They were also influenced by various sub aspects, for instance, style involved the use

of coherence and various linking words, cohesive devices; communicative efficiency: the content of the letter, which is indicative of relevant pieces of information, and contains sufficient information to meet the requirements of writing conventions, straightforward ideas.

A range of everyday vocabulary was used that is appropriate to the topic. Students generally do not use less common expressions, but have a vocabulary appropriate to their level compared to what is described in the letters. In grammar, in its entirety, we can say that all the letters contained grammatical errors, but regardless of them, the interpretation of the letter was not impeded. Errors are non-impeding but are fairly frequent and some require effort on the part of the reader.

Continuing with the STYLE of the letters, it can generally be said that the content of letters were connected and coherent, but with a few lack of paragraphing. I have observed that students have enough linking words to be able to use, as opposed to cohesive devices. Less frequently, terms/expressions that can be classified as cohesive devices have appeared.

Communicative effectiveness is the outlier aspect that includes the content of the letter, the writing conventions and the straightforward ideas. More than half of the students use the conventions of a business letter and generally follow the appropriate features of the letter format. They begin the letter correctly with greetings and farewells according to the informal writing rules. However, I survey the lack of division of the sufficient paragraph. In several letters, a text without paragraphs can be observed.

The results showed that learners mostly have the necessary vocabulary, but there are repetitions of words, which are also stylistically negative. It is also shown that they have clashes with verb tenses in grammar. Furthermore, spelling errors have occurred frequently, either due to inattention or even a lack of reading, as reading greatly facilitates the acquisition of a correct description of words.

As far as letter writing roles are concerned, students do not use enough paragraphs and a letter should be an essential part of the correct addressing and greeting, the lack of which was noticeable, unfortunately. (Szabó B.,2020)

PART III

EMPIRICAL RESEARCH ON ENGLISH WRITING SKILLS ASSESSMENT

This part demonstrates the purpose of the research and describes the method of the research in details, along with the participants, materials and the method used to collect information. The aim of the research is to provide information about writing skills from different point of views: teachers and pupils.

This part introduces on the first line the questions and hypotheses of the research, going on providing the background information as participants, instruments and an outline and results of the research.

3.1 Research questions and hypotheses

The aim of the research was not only to approach writing skills as one of the main skills from a teacher's point of view, but also to find out students' attitudes towards writing skills. It made me wonder and curious what students determine about writing and judge also how teachers teach it. Unfortunately, due to the epidemic situation, I also had questions about the possible effects of distance education on students. How do students and the teacher judge this type of learning? From the teachers' perspective, I wanted to get to know the attitudes of the students before and after Covid.

The following research questions were used to lead the entire thesis:

Research Question One: How much do students like writing development tasks and how important do they consider it to be to develop their writing skills?

Research Question Two: How difficult do students find writing development tasks?

Research Question Three: Has the attitude of students to learning changed, in this case English lessons, during distance learning?

In order to answer the research questions of the thesis, three hypotheses were stated.

The three hypotheses were the following:

Hypothesis 1: Students are less fond of important writing development tasks.

Hypothesis 2: Pupils find the tasks complicated and difficult.

Hypothesis 3: Pupils' attitudes to learning during distance learning have changed.

The answers of the above research questions are analyzed connected to the research findings in Part 3 where a short synopsis is given about whether the hypotheses which guided the thesis were proven or disapproved.

3.2 Participants

The research was conducted in the form of questionnaires and interviews. The participants in this study were teachers and students of English as a foreign language. The questionnaire was distributed to two schools. A rural lyceum school and a village secondary school were chosen in order to accomplish the research.

As for the questionnaire, the number of learners who took part in the research was forty. The exact number of students cannot be determined by institution for the sake of anonymity of the questionnaire, but their final number for the participants is 40.

On the subject of the interview, the number of participants who participated in the interview was eight. Of the eight participants, two were teachers, one was a secondary school teacher and the other was a lyceum teacher. From both teachers were asked the same questions. The two teacher graduated from the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The other six participants were students. For each grade, two students were chosen from that two different institutes. Of the six participants, three were girls and three were boys. Two- two from each grade and different institution. For each grade (9,10 and 11) almost the same questions were asked with a few differences according to their grade.

3.3 Instruments

In order to conduct this research, where the aim was:

- to explore the pupils' opinion towards writing
- how they judge the education of writing skills
- how useful the pupils find the writing skills tasks what were completed in the classes
- the teachers' opinions about writing tasks based on students' achievement on classes within schools in Transcarpathia.
- Advantages and disadvantages of distance education and the views of students and teachers alike.
- Suggestions for improving writing level and education

Questionnaire and interview was used as the instrument. The questionnaire and interview was anonymous. The method of the questionnaire and interview was qualitative. The questionnaire was accompanied with the interview which provided detailed information of requested questions.

The questionnaire is for 9,10 and 11 grade students, which was anonymous. The questionnaire contained nine items. The items were closed and opened format. The questions in the questionnaire focused on:

- Students' opinions on writing skills
- practising in writing skills on classes from the pupils' viewpoint
- the importance of acquiring writing skills from the pupils' aspect
- Teachers' attitudes to the English independent testing from the students' perspective
- 5 basic statements to assess students' basic knowledge of writing skill.

The second instrument is an interview. The interview questions were supplementary questions that could provide us with more information about the given and researched topic. As I have already mentioned in the previous subsection, the conducted interview was with eight participants. Six students and two teachers from the two institutions participated.

A standardized, open-ended interview was chosen because it allowed all participants to express their views and provide a comprehensive explanation of the questions. They require a deeper and longer answer. The interview tool contained open-ended questions. However, the number of questions varied as measured by grade. Questions ranged from 11 to 14 for students and teachers as well. Ninth and tenth grades were asked 14 questions and eleventh were asked 11 and 12 from both teachers.

The main points of pupils' interview questions are the following:

- background about their English years
- opinions on writing assignments difficulties
- Teachers' encouragement towards the students in order to take English language exams after ninth and eleventh grade.
- Frequency of STA (ДПА) and EIT (ЗНО) examinations
- the most effective writing skills development tasks
- Issues related to online education
- Suggestions for improving education

Teacher' interview questions focused on the following:

- the attitude of students to writing skills before and after Covid
- the most useful writing tasks they employ
- the most effective tasks for developing writing skills
- their opinion on the written part of the English exam
- practising tasks in order to achieve good results on the exams
- the effectiveness of written assignments as feedback
- proportion of students taking exam at the end of 9th and 11th grade in English

- advantages and disadvantages of online education.
- the impact of online education on learners
- Suggestions for the promotion of education

3.4 Research finding

The research was planned during the end of the first semester, 2020 of December, with my supervisor. According to the original plan, we agreed on a questionnaire research that included a questionnaire with various questions and letter writing on a given topic. Unfortunately, after distributing the questionnaires online in February with the help of the teachers of the institutions, after a certain time I received fewer answers than expected, which was dissatisfied with the authentic analysis of the research. After consultation, an interview as the second tool of research was decided; this complements and further promotes the researched questions.

The research was conducted during February and March of the second semester of the academic year 2021. Thenceforward this research required the participation of teachers and learners. The teachers of the two institutions were asked to forward the questionnaire to the given grade with their encouragement. It was successfully forwarded and received sufficient response for analysis. The questionnaire ran on an online platform, was anonymous and did not have a time frame.

Interviewees were selected equally, three from in rural lyceum and 3 from rural secondary school. The teachers were asked for help in selecting the students, as unfortunately not knowing each of the classes' pupils.

The interviews were also conducted on an online platform because of quarantine. On the first step, the students were asked for their own consent to participate in the interview, explaining the reasons for the interview and research. All participants voluntarily participated without any coercion or persuasion.

As well as, the students 'teachers were inquired to participate so that I could not only take into account the students' perspectives, but also compare the researched questions with the opinions of their teachers. For the reason that, some of the questions were similar, so it could draw a parallel between them.

3.5 Discussion and interpretation of results

3.5.1. Questionnaire results

The first statement of the questionnaire asked students to indicate how much they like writing skills assignments within the given points. The results show that students do not have a bad opinion about writing skills assignments. None of the 40 students have chosen the "I don't like them at all" answer, although two chose "I do not want to answer this question". The results were the following:

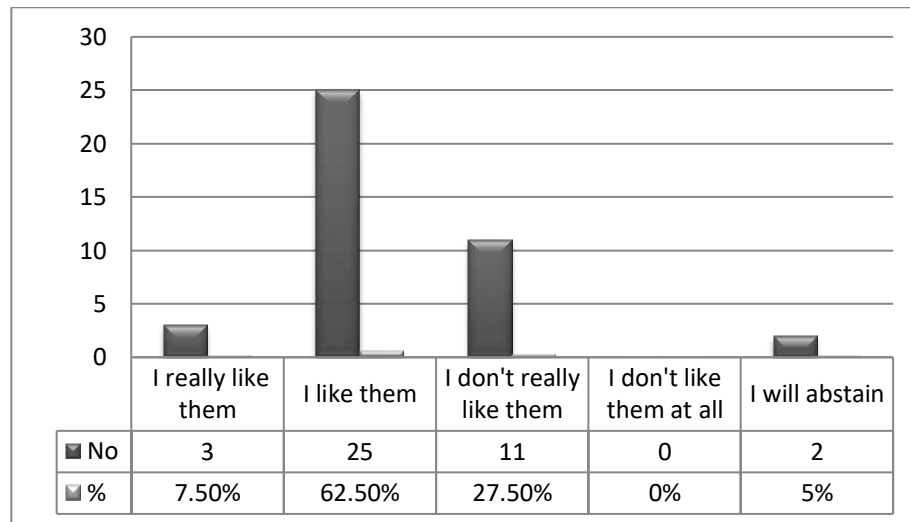


Diagram 2. Results of the answers to the question "Indicate how much you like English writing skills assignments!"

The second question was focused on according to the students' opinion: whether they practice writing skills development tasks on English classes or not. The current study found that: 75% of students answer they are doing these types of tasks in class.

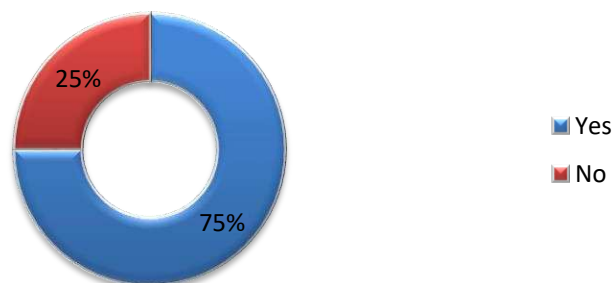


Diagram 3. Results of the answers to the question "Do you practice writing skills development tasks on English classes?"

The third point of the questionnaire contains an open-ended question related to the previous question. However, this question was answered by students who answered 'yes' to the

previous question. I was eager to know what type of writing assignments they do in classes. Subtracting from the students' answers, the teacher tries to incorporate written assignments into the lessons as well. The following tasks were classified by the students: dictation, putting words into past-present tense, spelling exercises, pairing endings, true-false, multiple choice, word test, written assignments related to graduation. However, I also received a response from someone who said they do not really work with writing tasks, although it would be necessary.

In the next question, I was curious to find out if the teacher used to refer to the External Independent Testing for the written part of the English language. According to the response rates, even half of the students could not sign the 'yes' answer. 35% chose the 'maybe' answer perhaps for reasons of uncertainty or not to remember and 8 % chose the 'not' answer. From this we can deduce that roughly half of the respondents said that the teacher does not ignore the mention of independent testing. From this, it can be assumed that they also should do exercises, which some students also sustained in the open-ended question previously. The results were the following:

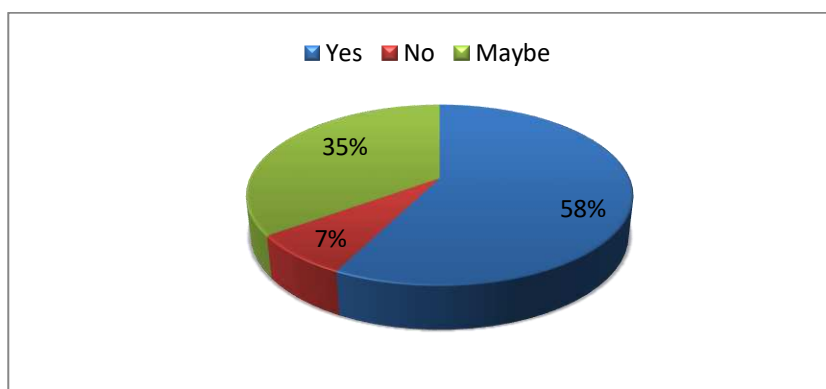


Diagram 4. Results of the answers to the question “Does the teacher refer to External Independent Testing (ZNO) for the written part of the English language?”

Going further with the analysis of the questionnaire, the fifth question seeks to answer how students feel the tasks that are solved in class are prepared for the written part of the External Independent Testing. Are they preparing them or not? It had to be marked according to the given statements. The answers were the following:

■ They don't prepare at all.
 ■ They don't really prepare.
 ■ They prepares less.
 ■ Maybe they'll prepare.
 ■ Prepare.
 ■ They prepare much

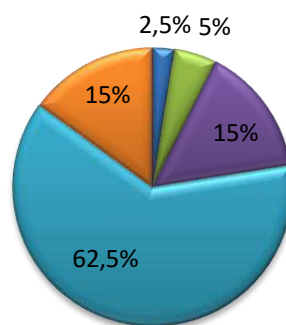


Diagram 5. Results of the answers to the question “To what extent do you think the types of written assignments that were completed in class prepare you for the written assignments of the External Independent Testing (ZNO)?”

In the following, I wondered what book the students were learning from. Presently, the research was conducted in two different institutions, so they had to mention two types of books. I was curious about their answers. Twelve students answered Oksana Karpiuk English 9 book and fifteen students have answered Third Headway pre-int Student’s and Workbook. Anyway it doesn't represent forty answers, by reason some of them also gave different answers. Some responding students did not give the exact name of the book but, for example, "I don't have a book", "I don't know by heart" or "English". The question, however, was answered. It got the aim: the titles and authors of the two books. Unfortunately, not all students know what book they are learning from, but based on the data, 90% of students are aware of what source they are learning from in class.

The next point investigated students 'opinions on how important it is for them to have developed writing skills, by way of explanation, to be able to write and explain accurately. They were asked to choose from the statements provided that fit them personally. The overall response to this question was very positive. From the graph above we can see that: it is important for the majority of students to have advanced writing skills. It is important that they write and formulate correctly. No student has chosen the ' It doesn't important at all' option. The diagram shows the results:

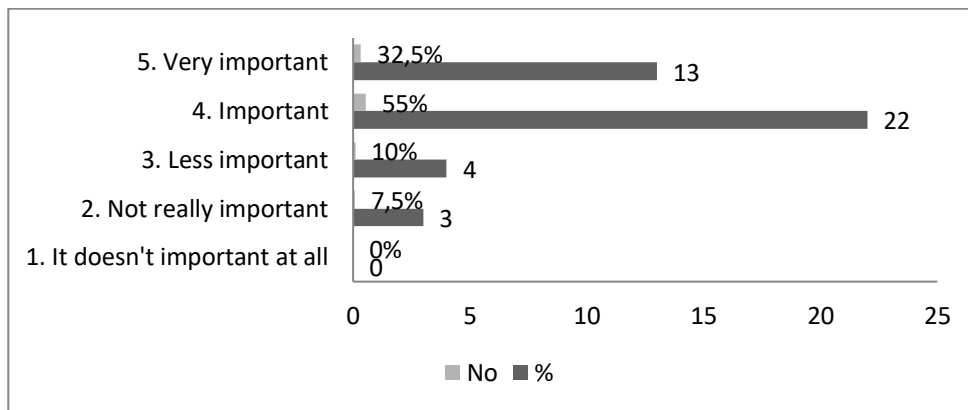


Diagram 6. Results of the answers to the question “How important is it for you to have advanced English writing skills / to be able to write and formulate well and accurately in English? Mark an answer on a scale of 1 to 5, where..’

This question revealed why they have marked that answer in the previous question, thus this question is an explanation of the previous statement of what were chosen. In this question, students were asked to explain why they chose that particular statement. Therefore, distinctive answers were arrived at, as it is an open question. The eighth question was as follows: „Explain why you marked that particular answer in the previous question.”

Respondents gave a variety of answers. Most of the answers for which advanced writing skills are considered important can be classified into the following categories:

- because English is a World language due to communication
- because of job search
- because of correct spelling is important
- because of learning, correct wording

By way of illustration, let me display a few literal answers associated with the specified categories above.

Connected to communication. *“Because it’s good, if a person can speak in English.” “Because in most places I can speak English and understand.” “Because English is a world language and the internet uses English.” “It is important because if I go to an English community or have to write a letter then it is necessary to spell correctly.” “Because knowledge of English comes in handy abroad.” “Since English is a World language and can be used anywhere, it is important to be able to spell it correctly in English.” “Because once I’m in England I can communicate with people.”*

Related to job search. *“Because English is that language with which you can find your place and position in almost every country”. “Because I want to be located in the big world.” “I can find myself in the workplace and find my place in life.”*

According to the following students, writing skills are important for correct spelling, wording and learning. *“Important in order to speak proper English.” “It is important because if I go to an English community or have to write a letter then it is necessary to spell correctly.” “Because English is an acknowledged language everywhere.” “Because it’s important to be able to write correctly in English and understand what I’m writing.” “Required for basic education.”” “Because it is important for me to be so modern that I can write correctly from those languages what I am learning.”*

Other responses to this question included slightly different answers from the categories above. So, in a straightforward sense, the respondents did not mention either category in his/her response, we could only infer it or either not. These were the answers: *“I don’t really use English, nor will I make a ZNO out of it, but I think it’s important that if I write, I don’t do it wrong anymore.”* In this answer, the respondent does not specifically mention why, although the answer thus suggests that S/he considers it important because of the spelling, even though the respondent does not use English language. Along with the more uncategorized answers: *“Because English is an acknowledge language everywhere.” “Because I want to learn English correctly because for me it is a huge treasure.” “ You may need the English later in life.” “Somebody has not yet known why s/he chose that one.” “It’s very important to me in my native language and in the same way I want to be precise in English too.”*

In the last point of the questionnaire, students were asked to choose which they thought was true and which was false. Five statements that belong to the basic knowledge of writing skills. The results are given in the chart below, where the students who completed it were largely aware of the correct answers, as this was a test-like question. Based on the diagram, we can see the strengths and weaknesses of the garde 9, 10 and 11 in broad outlines. For two questions, the number of bad answers exceeded the number of good ones. Based on the results, the third and fourth questions caused problems for the students. A possible explanation for this might be that in the third question has a twist, which is the last word. Thus, we can assume that the students were inattentive and did not read the question carefully throughout, for this reason they marked the incorrect answer. In the fourth question, the possible reason for the wrong answer is that the majority of the responding students are not aware of the formal vs informal style cues. Another

possible explanation for this is that they are not organized in their mind about the writing styles, so they either did not know or they were confused. The following results can be drawn:

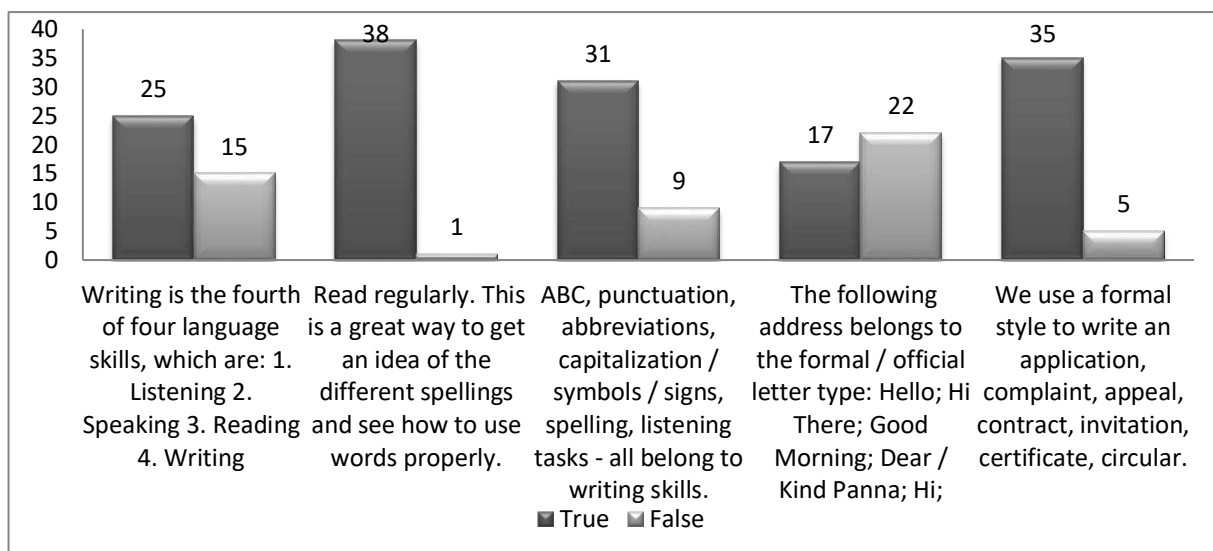


Diagram 7. Results of the answers to the question “Choose which is true and which is false.”

This experiment did not detect any evidence that students did not like writing development tasks and did not consider its development important. The current study found that the majority of students like writing development tasks. Furthermore, 75% of students considered that writing skills are ground in their classroom lessons. According to the students the following tasks were classified by: dictation, putting words into past-present tense, spelling exercises, pairing endings, true-false, multiple choice, word test, written assignments related to graduation.. Subtracting from the students 'answers, the teacher tries to incorporate written assignments into the lessons and also draws students 'attention to the EIT from English in classes.

Furthermore, what was an important aspect of the research is that the questionnaire's result proved that students consider advanced writing skills to be very important, which they also justified with their own answers, as we could read about it in the above analysis.

3.5.2. Interview results

The results of the interviews below provided a closer and more detailed picture of the views of students and teachers in relation to the writing issue. As the questionnaires, interviews were conducted with students from a rural lyceum and a rural secondary school. In addition to these, the two teachers of the institution also gave interviews. In the following I am going to analyze

the interviews of six students and two teachers below. I interviewed two students in each grade: one from lyceum and one from secondary school.

3.5.2.1. Student interview

On the first stage, the students' interviews will be analysed.

Most of the questions were similar across grades. The first questions provided answers to general questions, but there were some that were tailored to the particular grade, such as the post-ninth exam. The interview also focused on feedback from online education. All students were asked to comment on it and give suggestions on what would be a good idea for them to improve their education.

The interviewed students have been studying English for an average of 6 years (among them is someone who 10 is and who is 2 years).

In the second question all students were asked that, all the teachers put the same emphasis on it, or there was one who did less. The answers were different. According to one student, all teachers placed equal emphasis on English as a foreign language. However, there were those who refuted this. According to one student, each teacher put the emphasis into different details, but all considered their development important. Including one of the ninth-graders said the following: *"It really depended on the class and our attitude. Because I don't think any teacher likes to teach students who don't care about the topic. I would add that, in most cases, all teachers have a strong emphasis on teaching in the beginning, and the rest are more class-dependent."*

In the third and fourth questions students answered which of the four skills is considered the most important. The vast majority of students put speaking skills first. It was stated that speaking does not require writing skills and in vain we can write correctly and our listening skills is excellent if we cannot speak English, because it is the most important. A tenth and eleventh grade student were answered the following: *"Speaking, but it is also important to improve your writing skills because it can come in handy in certain situations."* *"As for me, the writing is the most important thing because all the important things in writing are captured and it doesn't matter electronically or not, but it's important to write correctly, so it's important to develop your writing skills. Also, those who do not have the other three skills, such as the hearing impaired, are able to write. And of course, the word flies away, the writing remains."*

I asked the participants how they find difficult and complex the writing assignments and what the most difficult tasks are. The answers were surprising. Students did not find writing skill difficult in them, but they said it required practice and attention from teachers. Answer from a ninth-grader who has been studying English as a foreign language for nine years: *“If English had been taught properly over the years, it would not have been difficult. The teacher should put more emphasis on developing writing skills, with various tasks, giving examples, explaining the correct conjugation of words, and so on.”* A response from a tenth grader: *“Writing skills are complex but not difficult, you just have to understand, after a good explanation there are no difficult tasks.”* Students find spelling difficult. There were those who also mentioned it, especially when it comes to ancient names. They think the most effective way is to practice as much as possible, by checking their mistakes and of course the teacher’s explanation.

In the following questions, I turned to the English exams that students can take after grades 9 and 11.

The interviewed students did not take the exam after nine grade. Due to distance learning, last year's and this year's exams were also missed, which is why two grades could not take the exam, but the two ninth and tenth students said they would have intended to take the exam if they had not missed out. The interviewed students intend to take an exam in English after eleventh level. According to some students, teachers do not draw their attention to the possibility of taking an exam: *“S/he makes mention of it sometimes, but prefers grades 10-11 to call attention to these things.”*

Next we also discussed with the students how they prepare for the External Independent Testing and what tasks mostly they practise and what tasks get emphasis. There are plenty of ways to prepare students for the exam. Everyone asks their own teacher for help with more difficult tasks, they attend special classes, there are preparatory consultations in the school, and they take part in them. Some have prepared for various English competitions, so s/he attended private preparation, where s/he focused on written assignments, so s/he is not particularly prepared for the exam, but develops her/himself individually.

The next question focused on how much or do teachers encourage them to take the exam at all according to their opinion. The following answers were given: *“Up to some level, but I also considered it.”*, *“My current teacher does not really do.”*, *“Not at all.”*, *“Yes, they do, but now mainly for the 11th after the 9th is behind.”*

In the next question, I wanted to know how people think in their environment, in their family of English as a world language. Is there anyone who encourages them to learn? The interviewed students gave joyful answers. Each student's family is positive about English as a foreign language and encourages students to learn the language. A part of answers given by respondent: "Unfortunately, my family doesn't understand English like I do, but they still encourage me to learn as much as I can because they know I'm good at it.", "Of course, both my parents and siblings encourage me because they are aware of its importance and that I can take advantage of it anywhere."

The last two questions of the interview answer the impact that online education has on students, what difficulties have to be overcome for learners and teachers as well, and if they could do what they would change about traditional and online education. In the following, the students' responses will be illustrated, as it is in this light that we can see their opinions and draw conclusions.

Students' views on online education: "*I think online education is a bad thing, although it is better than a complete lack of education, there are very many difficulties because education can now be easily solved online, it definitely has a bad effect on student progress and teachers have more to do with materials.*"

"I think it's liberating, but it's a complication that sometimes you have to fall behind completely because of things that you don't have control over (eg a power outage). Students do not learn as much as they do with traditional education, because this makes it much easier for them to find mice paths (cheats) and therefore they find it unnecessary to learn so much. According to teachers, this is a relief if we look at the technical achievements. Sometimes the noise is still great. In online education, things go more calmly."

"I think it depends a lot on the school and the particular class. Because younger children have a greater need for the teacher to explain the topic. And it's still about mastering the basics, where a competent teacher is sorely needed. Larger students can now learn their own. For example, for my sister it is better, who is already studying for their graduation or preparing for higher education can study at home on a scheduled basis. Because she has every minute off is very scheduled in the lyceum where she is studying."

"Online education is not good. The difficulties are loss of personal contact, discipline and attention in the background due to other means. Progress has been delayed as they are not controlled to be homeless as offline and it is more difficult to talk about topics to take over this

way. Teachers were able to adapt when they were young and a little harder when they were older, but teachers still had to prepare for the lesson, and so on.”

“I think and so do my classmates that it’s better to be able to study at school rather than online. Because we are better encouraged in different ways and learn more. I think our teachers are also more attached to school lessons because they make it simpler and better able to pay attention to every student. ”

“It’s much harder to learn online because we don’t pay attention, we are distracted by the warning we can’t concentrate, we don’t understand the material. I don’t think it has a good effect on anyone, it just results in deterioration in learning, nothing half progress, respect the exceptions because there are 1-2 sample students who are even learning. 50-60% of the teachers do their best to make the given material and topic understandable to us, I don't think it has a bad effect on them or a good effect.”

The last question deals with how would they change the (traditional and online) education. Students approached the response from several perspectives. The following suggestions were given for the advancement of students:

- would give every student a trip to England if they knew and studied there for a while
- if teachers take classes more seriously
- at the online platform: the oral answer, tasks with closed eyes and shortening the lesson for 35 minutes for the eyes would be so much.
- if teachers give more meaningful lessons
- there should be a better focus on speaking skills
- delete unnecessary subjects and what really interests students is to expand the curriculum with ones
- shorter classes, more/longer breaks
- *“In online education, I wouldn't give so much homework, I would rather just focus on mastering the curriculum. Almost nothing on the other education, I would not show favour toward students.”*

3.5.2.1. Teacher interview

In the second stage, the interview given by teachers will be analyzed.

The results of the interview provide insight into the experiences of teacher life.

- which are considered to be useful writing skills development tasks; - what they think about the written part of the exams; - whether encouragement makes sense; - the proportion of students taking the exam; - advantages and disadvantages of online education; - the impact of online learning on students; - suggestions that could facilitate education.

In the first two questions, teachers were asked about the attitude of the students' forward writing skill before and after the pandemic time and whether their attitudes have changed or not based on their grades.

First and foremost, teachers considered writing skills important, but difficult to develop. According to teacher 'A', *"this is the skill that is most difficult to develop in schools."* Even the best students find it difficult to motivate them to write some essays and weaker students prefer to copy something from the internet to just have a home, but in very many cases they prefer not to write anything. *"I have to say that the epidemic and the distance learning introduced because of it only made the situation worse. Of course there are conscientious students, but unfortunately very few."* According to the 'B' teacher's current experience, a student who wants to learn further and considers learning English important will be happy to complete writing skills. The Covid 19 pandemic is making life very difficult for both teachers and students, because it is much more difficult to evaluate students, there are students who get a better mark in online education than in school, but there are also those who have deteriorated their achievement so far. It is difficult to make a fair decision without seeing the student face to face.

According to the interviewed teachers vary which age group prefers which written assignment. As reported by Teacher 'A', in general, it can be said favorite task types include pairing, crossword, true / false, multiple choice. So which is more of a test. However, Teacher 'B' replied that, primarily dominated by text types found in students books and friendly letter writing dominate, complete with emails, essays, and possible exam assignments. As stated in both teachers, how active they are depends on age. The practice of writing skills tasks in grade 11 is the most intensive as more students do English EIT. The majority of graduate students therefore take these assignments seriously. The attitudes of the 9th and 10th grade students are divided, some people like to write wording e.g. about your favorite movie, but there are also those who don't send the written homework despite repeated warnings or in many cases they copied them. But in class, everyone gets involved, only someone needs to be goading more times

Most effective tasks for developing writing skills according to teacher 'B': E-mail, letter writing (friendly and formal), essay writing, reasoning essay. According to Teacher 'A', this is also age dependent, whereas a lot of sample text has to be given in the lower classes, which only

needs to be replaced, e.g. during the homework on the things that are characteristic of them. These are also made with greater enthusiasm in the upper classes. But very few people like opinion-expressing essays.

In the next question, we discussed how important it is for each English exam to include a written section and why they assume this. Additionally, we also talked about what they consider is the best way for students to prepare for exams. Both teachers declared that a written assignment is needed as a part of the exam, but their views are somewhat divergent. In line with teacher 'B' *"Developing all 4 skills is essential for learning a foreign language. Students need to have a writing culture, not just be able to express themselves orally, in writing. It is important to learn the right terms and present patterns, as well as lots and lots of practice."* According to the other teacher, the task of writing skills is important, because if only the tasks were tested, it would be possible to guess. However, she considered *"if e.g. it's about writing a letter, then I'm saying it's not sure it should be so forced."* She explained, because even most children don't like to put it in their own mother tongue, in fact, not everyone knows on the same level. She would say that shorter assignments should be given to assess literacy. E.G. sentence editing, answering questions, etc.

The next question discusses the outcome of the encouragement. It is an important pedagogical activity for teachers to arouse students' interest. However, it also depends on the attitude of the student toward the subject, as one teacher put it in her response: *"For pupils who understand the importance of a foreign language and the fact that it opens up the whole world in front of them, it is very easy to just be reminded of how much it benefits them in life. However, for children who do not really like to learn, it is very difficult to apply any kind of motivation. It may be effective for only a short time and only partially."*

With the next question, we discussed whether the ratio of students after nine and eleven intent to taking the English exam is poor and variable. In hungarian-language schools, there is not an exam after ninth grade in all places. Instead, students can take an exam in Hungarian. And after eleventh grade, few choose English and usually only when it is necessary for admission.

As the final questions of the interview, teachers were asked to express their personal views on online education and what impact they felt it had on students. As finishing, if they could change what they would act in order to advance education. Teachers are unanimous, but both are negative about online education and its implications. In their opinion, it makes the educational process completely difficult. One teacher said *"Online education? It's more coercion than education!"* They believe it has a bad impact on students, as those who are less willing to

study at school will drop out altogether because they are either not there for class or do not send homework. Homeschooling is not disciplined but, on the contrary, tends to relax students. Some students don't even attend class, citing a "weak internet connection". It affects everyone. Everyone is struggling, teacher, student, parent. According to the teachers, it has an impact on the health of the students either: *"It is not good for their health either. The child sits in front of the monitor all day, does not move, his/her eyes deteriorate. We could list."* *"It is becoming increasingly difficult for children to withstand confinement."* What are the benefits of distance learning according to teachers? They can not see much benefit in it, unfortunately. One benefit for students is that they learn to better manage technical tools and use it for learning, not just for fun. As for teachers, the advantage may be that distance learning draws the attention of teachers to opportunities that have not been used so much in education so far.

In the last point, teachers gave suggestions that could promote online education

According to Teacher 'A': *"The technical background should be developed in the first place. We are still in its infancy in the field of online education. We don't have the right toolbar for it, and let's face it, even though we work on a computer almost every day, it's completely different. Even younger teachers have to learn in this field.. Then the elders? It would also be a great help if e.g. in computer science lessons, children would learn to use and develop the skills that are essential here. E.G. how to search for and download the textbook from the internet, how to log in to certain platforms. At the beginning of distance education, this also went hard. Many children cannot use a word processor either... In fact, personal relationships and classroom instruction cannot be replaced by any online form."* According to Teacher 'B': *"I don't know, I haven't thought about that yet. I try to make my classes more colorful with the possibilities offered by modern technology."*

3.6 Conclusions and pedagogical implications

The research was conducted in the form of questionnaires and interviews. The participants in this study were secondary school teachers and students of English as a foreign language. The questionnaire was distributed to two schools. A rural lyceum school and a village secondary school were chosen in order to accomplish the research.

Three hypotheses were put forward for the research. The answers to the first hypothesis were found in the questionnaires. The results refuted the first statement that students prefer writing skills assignments. According to students' answers, teachers regularly practice standard tasks with them, through word tests, letter writing, essay writing, and dictation.

Students have to take exams after ninth and eleventh grades. This also implies the possibility of an English language exam, which includes a written part. However, the problem here was that teachers place less emphasis on the possibility of an English exam, especially after ninth grade. Based on the responses from questionnaires and interviews that were conducted with the students, there is a lack of warning from teachers about the possibilities of the DPA exam. According to the majority of students, teachers emphasize only the ZNO exam.

The questionnaire and interview that was conducted with the students provides an answer to it and at the same time refutes the first hypothesis, that the students consider the acquisition of writing skills to be very important. They think writing skills are important, if someone is trying their luck abroad and has to write an official letter, they shouldn't have a hard time. Another student thought spelling was important if someone wanted to know the languages properly. One pupil considers that writing skills are important because: „Required for basic education.”

The second hypothesis of the research was again refuted. Interviews with students revealed that students do not find writing development tasks so difficult. However, they said it required practice and attention from teachers. This question revealed that students have a great need for explanations from teachers. Teachers' explanations have a big impact on student progress. If they get an understandable explanation then none of the tasks should be difficult. Students find spelling difficult. There were those who also mentioned it, especially when it comes to ancient names. They think the most effective way is to practice as much as possible, by checking their mistakes and of course the teacher's explanation.

The last question of the interview provided the answer that students do not like online education. It is considered a bad thing because it is believed to make life difficult for both students and teachers. Students learn less than under traditional education. They can cheat better, which leads them to take learning more easily.

The third hypothesis, on the other hand, was fully confirmed, to which the teachers responded within the framework of the interview. Writing skills are one of the most difficult skills to develop in school, according to one teacher. Many students just copy the homework even in traditional education. However, the situation caused by the pandemic makes it even more difficult for students and teachers alike.

It is more difficult for teachers to give a fair assessment to students. Some have better grades than classroom instruction, but there are those who do the opposite. . It is difficult to make a fair decision without seeing the student face to face.

Pupils' attitudes towards education have changed. Many students are not serious about teaching. Teachers claimed online education has a bad effect on them. Many students do not try to do classroom instruction either, so a lot of things can take their attention away at home. According to their opinion parents should also be more attentive to students and help teachers with what they cannot do because of distance.

Students can be advised to improve education so that teachers do not give up so much homework and instead focus on learning the curriculum itself. Greater emphasis should be placed on speech and less necessary subjects should be deleted. In terms of responses, students should close their eyes when they respond on the lesson. They would improve online learning with shorter classes and longer breaks.

Teachers' advice: they need to develop the technical background first. Not everyone has as many electronic devices at home as they should. Furthermore, neither students nor parents have acquired the knowledge necessary to seamlessly manage these online platforms on which education takes place. Many times, teachers also run into obstacles, let alone parents at home. It can be solve this problem with some computer science lessons, which would introduce the more important information. For example, how to download a textbook from the Internet or to log in to one online site.

Conclusions

The purpose of the current study was to determine English writing skills assessment of Form 9, 10 and 11 learners: evidence from tests and questionnaires.

The bachelor thesis has been organised in the following way. This paper first gave a brief overview of theoretical overview of assessment: types of assessment. The next subsection discussed interpreting the components and evaluation of writing skills according to different academic literature. This subsection segmented what characteristics the tests have to own, as a method of evaluation, due to convey a credible result about students' results. In the following, an overview was expounding of the questionnaires: what their role is, what we use it for. The advantages and disadvantages of the questionnaires were discussed. Finally, what is the difference between tests and questionnaires. The last point of the first chapter examined a research conducted in Hungarian schools in Transcarpathia.

Chapter 2 begun by laying out the collection of exercises on writing skills assessment of form 9, 10 and 11 learners. This chapter discussed tasks related to writing skills. To be successful in writing, we could achieve the desired result through many practices. In the first point, written assignments were presented according to major categories of classroom writing performance. The next section provided students with a written collection of assignments for students 9,10 and 11. These written assignments were used from Ukrainian textbooks and pages with resources that could be used to prepare for the English-language post-ninth (DPA) and the eleventh-class (ZNO). In addition to describing assignments, it provided a brief summary of the composition and course of the two English language exams. The last point of this chapter summarized a study conducted last year, the results of which also examined writing skills among ninth-graders.

Chapter 3 presented a practical piece of research. This part demonstrated the purpose of the research and described the method of the research in details, along with the participants, materials and the method used to collect information. The aim of the research was to provide information about writing skills from different point of views: teachers and pupils.

On the whole, the following questions had to be answered based on the research:

- How much did students like writing development tasks and how important did they consider it to be to develop their writing skills?

- How difficult did students find writing development tasks?

- Has the attitude of students to learning changed, in this case English lessons, during distance learning?

The research answered all three questions. The results of this investigation conveyed that the students consider the acquisition of writing skills to be very important. They think writing skills are important, if someone is trying their luck abroad and has to write an official letter, they shouldn't have a hard time. Another student thought spelling was important if someone wanted to know the languages properly. One pupil considers that writing skills are important because: „Required for basic education.” Along the way, the majority of students prefer writing development tasks. From the results of what were achieved with the interviews, it draws that according to them the tasks are not difficult, only a good explanation is needed. This question revealed that students have a great need for explanations from teachers. Teachers' explanations have a big impact on student progress. If they get an understandable explanation then none of the tasks should be difficult.

The third question has been answered from interviews with teachers. The most obvious finding to emerge from this question, that the teachers confirmed that pupils' attitudes towards education have changed. This distance education easily impairs students' development. Many students just copy the homework even in traditional education. However, the situation caused by the pandemic makes it even more difficult for students and teachers alike. Teachers claimed online education has a bad effect on them. Many students do not try to do classroom instruction either, so a lot of things can take their attention away at home. Furthermore, it is more difficult for teachers to give a fair assessment to students. Some have better grades than classroom instruction, but there are those who do the opposite. . It is difficult to make a fair decision without seeing the student face to face.

The second major finding was that students do not like online education. One of his biggest problems is to deprive them from classroom instruction; from personal relationships with their classmates and teachers.

The following conclusions can be drawn from the present study, that there is a future for doing written assignments in class, not in vain. Students, despite not being voiced, require the teacher's attention to every task, the teacher's explanation is a necessary and indispensable resource for student advancement. Furthermore, it was revealed that teachers need help to be able to study sufficiently with students on an online platform. Requires parents to pay more attention to students while this current situation can be exist.

Further experimental investigations are needed to estimate the impact of online education on learners after a pandemic situation. If education will return to its traditional framework, it demands further research to assess the backlog of students and to develop a method to make up for their backwardness.

All future and current English teachers can benefit from the present research due to a perspective on students' necessity to teachers and points out some difficulties in writing development tasks.

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РЕЗЮМЕ

У наш час знання мов може бути ключем до широких можливостей, кращої та легшої кар'єри або здатності налагоджувати спілкування з людьми на міжнародному рівні по всьому світу. Крім того, не слід ігнорувати спосіб чи метод, що використовується в процесі вивчення мови. Мова набувається, якщо всі чотири мовні навички піддаються належному розвитку. Ці чотири навички - це слухання, читання, говоріння та письмо. Постійний моніторинг та оцінювання даних навичок є важливим аспектом для вивчення мови. Якщо ми спробуємо досягти цього за допомогою даної поради, то знатимемо, чи було досягнуто розвитку в достатній мірі і яким чином нам слід вдосконалити свої мовні навички.

Метою даного дослідження було визначити оцінювання навичок письма з англійської мови учнів 9, 10 та 11 класів, зокрема докази, отримані з тестів та анкет.

Стосовно теми оцінки навичок письма було опубліковано значну кількість академічної літератури. Домінуючий внесок у цю сферу зробили такі автори як Бріндлі (2001), Браун (2004) та ін., тоді як докази з тестів та анкет вивчали Дерні (2003), Гілхем (2000) та інші.

Дослідження проблеми теми даної дипломної роботи є суттєвим та доцільним, оскільки при набутті навичок письма серед студентів вони завжди стикатимуться з труднощами, тому надзвичайно важливо дослідити та вивчити ті моменти, які можуть викликати у них найбільше проблем та перешкоджати прогресу в навчанні.

Дипломна робота спрямована на вивчення того, наскільки студентам подобаються завдання та вправи з розвитку письма та наскільки важливим вони вважають їх для розвитку своїх навичок. Крім того, дослідження має на меті дослідити, наскільки важкими для учнів є завдання на розвиток письма. Також в даній роботі згадані дві цілі, котрі конкретно аналізують навички письма, а також третя, яка була додана через ситуацію з пандемією, що є серйозним викликом для вчителів, а також і для учнів, оскільки вона безпосередньо впливає на них як з точки зору викладання, так і з точки зору навчання. За цей час вплив пандемії міг також позначитись на успішності студентів. Третя мета дослідження вивчає чи змінилося ставлення учнів до навчання за цей період, в даному випадку на уроках англійської мови в режимі дистанційного навчання.

Об'єктом цього дослідження є оцінка навичок письма з англійської мови для учнів 9, 10 та 11 класів, зокрема доказів отриманих з тестів та анкет.

Предметом дипломної роботи було дослідити ставлення студентів до навичок письма та перешкод при виконанні завдань та вправ.

Дана дипломна робота має три гіпотези, на яких я і зосередилась під час її написання.

- Гіпотеза №1: Учням менше подобаються завдання, важливі з точки зору розвитку письма.
- Гіпотеза №2: Учні вважають ці завдання складними та заплутаними.
- Гіпотеза № 3: Ставлення учнів до освіти під час дистанційного навчання змінилося.

Відповідно до мети та гіпотез дослідження я поставила перед собою наступні завдання: проаналізувати методичну літературу на рахунок тверджень про важливість оцінки навичок письма. Якою є роль тестування при оцінці навичок письма; як оцінюються анкети; у чому різниця між анкетами та тестами.

Бакалаврська робота була організована наступним чином: перший розділ містить короткий огляд теоретичного визначення оцінювання навичок письма: типи вправ та завдань - інтерпретація компонентів та власне оцінювання навичок письма відповідно до різної академічної літератури. Наступний підрозділ сегментував, які характеристики мають включати в себе тести, як метод оцінювання, щоб забезпечити достовірні результати про знання та успішність учнів. Наступним кроком було визначення ролі анкет. Що таке "анкети" і що вони вимірюють; для чого їх слід використовувати; переваги та недоліки анкетування. Суб'єкт передостаннього пункту досліджував різницю між анкетною та тестом. В останньому пункті першого розділу було розглянуто дослідження, проведене в угорських школах Закарпаття.

Другий розділ нашої курсової роботи являє собою добірку вправ з оцінювання навичок письма учнів 9, 10 та 11 класів. Крім того, у цьому розділі подано завдання, пов'язані з перевіркою навичок письма та їх аналіз. Згадані письмові завдання були взяті з українських підручників та інтернет-сторінок, які зазвичай використовуються для підготовки до іспиту з англійської мови після дев'ятого (ДПА) та одинадцятого класу (ЗНО).

Третій розділ містить практичне дослідження. Для отримання інформації по темі було розроблено анкету та інтерв'ю для проведення опитування. Питання зосереджувались на таких питаннях: чи вважають учні письмові завдання складними та заплутаними; чи важко їм їх виконувати та чому, якщо так, то саме які завдання; думки

учнів щодо онлайн-освіти. Вчителі у свою чергу відповідали на питання яким вони бачать вплив онлайн-освіти на навчання та розвиток учнів; наскільки змінилося ставлення учнів до навчання залежно від їх рис характеру.

Результати цього дослідження показали, що студенти вважають набуття навичок письма дуже важливим. Вони вважають, що навички письма важливі, особливо якщо хтось шукає кращого майбутнього за кордоном і вимушений писати офіційні листи. Деякі учні вважають правопис важливим, для того щоб володіти мовою належним чином. Крім того, результати вказали на той факт, що пояснення вчителів мають великий вплив на успішність учнів. Якщо учні отримують зрозуміле пояснення, то жодне із завдань не повинно бути для них складним.

APPENDIX A

Questionnaire: Measurement and assessment of writing skills in English

Dear Class 9, 10 and 11 student,

I am Bianka Szabó, a Year IV English major philologist at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The topic of my thesis is related to the details of writing skills (Form 9-11 learners: evidence from tests and questionnaires), for which I would need your help. I ask you to take some game time and help the success of my thesis. The questionnaire is anonymous. Thank you in advance for your help.

1. Indicate how much you like English writing skills assignments.
 - I really like them
 - I like them
 - I don't really like them
 - I don't like them at all
 - I do not want to answer this question

2. Do you practice writing skills development tasks in English lessons?
 - Yes
 - No

3. If so, what tasks do you do?

4. Does the teacher refer to External Independent Testing (ZNO) for the written part of the English language?
 - Yes
 - No
 - Maybe

5. To what extent do you think the types of written assignments that were completed in class prepare you for the written assignments of the External Independent Testing (ZNO)?
 - They don't prepare at all
 - They don't really prepare
 - They prepare less
 - Maybe they'll prepare
 - Prepare
 - They prepare much

6. What textbook do you learn from (author, title)?

7. How important is it for you to have advanced English writing skills / to be able to write and formulate your thoughts well and accurately in English? Mark an answer on a scale of 1 to 5, where:
1. It isn't important at all
 2. Not really important
 3. Less important
 4. Important
 5. Very important
8. Explain why you marked that particular answer in the previous question.
9. Choose which is true and which is false.
- Writing is the fourth of four language skills, which are: 1. Listening 2. Speaking 3. Reading 4. Writing
 - Read regularly. This is a great way to get an idea of the different spellings and see how to use words properly.
 - ABC, punctuation, abbreviations, capitalization / symbols / signs, spelling, listening tasks - all belong to writing skills.
 - The following address belongs to the formal / official letter type: Hello; Hi There; Good Morning; Dear / Kind Panna; Hi;
 - We use a formal style to write an application, complaint, appeal, contract, invitation, certificate, circular.

APPENDIX B

INTERVIEW QUESTIONS

Students

9. CLASS

1. How many years have you been studying English?
2. During your years of learning English as a foreign language, did all the teachers put the same emphasis on it, or was there one who did less?
3. Which of the four skills (speaking, reading, listening, writing) would you put first?
4. Do you think it is important to improve your writing skills? If so, why?
5. How difficult and complex do you find it? What are the more difficult tasks?
6. What causes difficulty in it? According to you, what is the most effective way to improve your writing skills?
7. Does the teacher usually refer to the ДПА final exam? Or do you hear ZNO testing more than once in class?
8. Do you want to make an examination of it after the ninth? Is it compulsory for you?
9. If you want to take the DPA/ZNO, how do you get ready for it? What tasks do you prefer to practice? Do you attend special preparation classes?
10. Are you encouraged or not really to take the exam?
11. How do people in your environment, in your family, think of English as a world language? Is there anyone who encourages you to learn?
12. Do you want to take an English test at the end of 11th grade? Or haven't you thought about it yet?
13. What do you think about online education? What are the difficulties in it? In your opinion, what impact does online education have on student progress / learning? Furthermore, what impact does it have on the work of teachers?
14. If you could, how would you change your (traditional and online) education?

10. CLASS

1. How many years have you been studying English?
2. During your years of learning English as a foreign language, did all the teachers put the same emphasis on it, or was there one who did less?
3. Which of the four skills (speaking, reading, listening, writing) would you put first?
4. Do you think it is important to improve your writing skills? If so, why?
5. How difficult and complex do you find it? What are the more difficult tasks?
6. What causes difficulty in it? According to you, what is the most effective way to improve your writing skills?
7. Did you take the English exam last year (ДПА)? If so, what tasks did you practise? How were you prepared for it? Have you ever attended private preparation classes? Was it mandatory for you? What tasks were made up the exam?
8. Are you encouraged or not really to take the exam?
9. You have to take that exam next year. Would you like to take an exam in English as well?

10. Do you want to take an English test at the end of 11th grade? Or haven't you thought about it yet?
11. How do people in your environment, in your family, think of English as a world language? Is there anyone who encourages you to learn?
12. What do you think about online education? What are the difficulties in it? In your opinion, what impact does online education have on student progress / learning? Furthermore, what impact does it have on the work of teachers?
13. If you could, how would you change your (traditional and online) education?

11. CLASS

1. How many years have you been studying English?
2. During your years of learning English as a foreign language, did all the teachers put the same emphasis on it, or was there one who did less?
3. Which of the four skills (speaking, reading, listening, writing) would you put first?
4. Do you think it is important to improve your writing skills? If so, why?
5. How difficult and complex do you find it? What are the more difficult tasks?
6. What causes difficulty in it? According to you, what is the most effective way to improve your writing skills?
7. Did you take the exam in English after the ninth (ДПА)? If so, what tasks did they consist of?
8. Would you want to take an English test at the end of 11th grade? Or haven't you thought about it yet?
9. How do people in your environment, in your family, think of English as a world language? Is there anyone who encourages you to learn?
10. What do you think about online education? What are the difficulties in it? In your opinion, what impact does online education have on student progress / learning? Furthermore, what impact does it have on the work of teachers?
11. If you could, how would you change your (traditional and online) education?

Teachers

1. What is the attitude of students facing writing skill in recent years? Before and after COVID.
2. Have the attitudes of the students changed based on their grades and results?
3. What tasks do you prefer during teaching English? Are the tasks on lessons and homework done with the same attitude?
4. In your opinion, what are the most effective tasks for developing writing skills?
5. In your experience, do you consider it important that each English language exam (final exams 9 and 11) includes a written part? Why?
6. In what way, what tasks can be used to prepare students for these exam tasks to achieve good results?
7. How much do you consider an authoritative source of feedback for your written assignments (either for a module or independent work)?
8. How effective is your encouragement to learn English for the students?

9. What proportion of students take an exam at the end of 9th and 11th grade in English?
10. What do you think about online education? (Advantages and disadvantages)
11. What impact do you think students have?
12. What would you change if you could? What would you add that could promote education?

NYILATKOZAT

Alulírott, Szabó Bianka angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.