

The Most Beautiful Letter



This should be a brief description of the work.

In fact, I did not intend to write this part, but since it was required in the propositions of the competition, it is not difficult for me to write a few more lines. I hope that my narrative abilities are at a high enough level so that I can briefly tell you what I wanted to do and why I did it, so now you spend on your precious time and read this text. Believe me, I'm not doing this because of the prize money that some of the labors get, nor for my director to praise me, who will not want to understand what I want to say anyway. I have already received my prize. There, among my students who always make me feel good and happy. So here, unwilling to be selfish, I share this feeling with you.

For a long time, I have been trying to find a way to help children more easily cope with the problems they encounter during schooling and learning. Sometimes I succeed in doing it, sometimes less, and there are such cases when my attempts were without anticipated success. This attempt, which I am writing now, was one of the more successful ones. He had to be. I worked according to a well-tried recipe. It is a good challenge to provoke someone to work more complicated tasks. And the mere mention of states such as Germany and Russia, you have to agree, leave no one indifferent. Although these are two renowned countries for which many things are already known, there is still plenty to say. In order not to repeat the already mentioned data, at least in a classical way, I left the students more space for research in the hope that perhaps I will learn something new from them. I was guided by that, folk, that more heads think better than one. And so, I spent several nights in the early hours of the morning, thinking and planning, because the teacher must think carefully and prepare all the activities that follow. Essay questions must first of all be well-formulated to give the results we have been expecting. Since I already had one case study on essay questions, I decided to change the experiment a bit.

I, as Prime Minister of
Germany ?!



Schedule of the Chancellor of Germany

1. Recognize the name Macedonia
2. Vote in the meetings for her to join the EU and NATO
3. Invest and make German banks in it
4. Help in construction
5. Trade with it
6. Show the Germans that it is a good country with many national treasures
7. Help also in other industries
8. Apply its policy to the right path
9. What can you get closer to Macedonia?
10. Vote for her on Eurovision
11. After you help with the things listed, drink a cup of coffee with the President of Macedonia (make friendship with him)
12. Refer the president to lead the country on the right path
13. Help the poor and the handicapped (be humane)
14. Propose to the President of the Republic of Macedonia to introduce a law for better protection of nature and animals
15. As you watch out for Macedonia, be careful not to disappoint Germany (they may be rebelling and will want to change you)
16. Show the Macedonians that the German people are not bad and that they are friendly
17. Bring forth the nations and make brothers
18. After the enrichment of Macedonia will be enriched and Germany (you have the natural wealth of RM and their price will grow)
19. Now invest in Germany so as not to lose power
20. Try to comply with the above RULES

Liubomir Sinadinovski VII-4.

The first two essays will be dedicated to Germany, and the second to Russia. The difference will be that in the second case, students will know in advance the criteria according to which they will be evaluated ie. they will have to review the evaluation lists. My goal was to check if students receive information about how they will be evaluated, they show better results than when they did not receive such information.

Because with my students thinking about the same frequency, they were not very surprised when I told them that we would work in a different way than usual. Already worked on a project, so performing activities, oral presentation, so there was also order for essays. They already had basic knowledge about this form of expression. It is not strange, are not my disciples anymore and must be for everything. No, I'm not immodest. They are really such, or at least I experience them so. They gladly accepted the challenge. There were also those who instead of essay questions chose to do classical testing, but for them on another occasion. After giving them headlines and basic instructions, I gave them a week's time to work. Indeed, I was curious myself that everything would be written by my young researchers. The seven days passed, the essays were in my hands, and I went to my home to look at them quickly and find out if I was on the right track. It did not take much time for me to realize that I did the right thing. It had great diversity in grades, from units to five. But that's how it should have been. In fact, it was not quite clear to them what they should do. How hard is it to be a disciple of teachers who do not have enough feelings about student concerns? I knew that from before, but I had to check.

The next hour, in order not to disappoint, I did not immediately announce the results to them, but first I explained to them how I evaluated them, who are the good sides and what they could do differently (if you prefer, I gave them oral feedback).

Then many things became clearer to them, so the few weaker grades did not take them as a failure. On the contrary, real euphoria occurred when I divided the lists with criteria for evaluating the new two essays, this time for Russia.



They were "sharpened" like the soldiers in Sparta, so they could hear comments like "Now I'll write 10 pages," "I got to get five" and the like. They did not even want to accept within a week, but we agreed that the essays would be ready for the next hour, ie. in two days. It was more than clear to me that I did the right thing and that the results would be brilliant. The laughing and cheering faces who welcomed me the next hour were another confirmation of my predictions. Since they already had the scoring lists, I gave them the task of exchanging their essays and evaluating them. In that way I made them feel more valuable and increased their self-esteem. They seriously approached this task and completed it by the middle of the hour. Then I took the essays and I talked less of the results with less restraint. I gave them only a brief comment with sincere praise for their efforts. I was not allowed to publicly express my satisfaction because the work had not yet been fully completed. But work self-assessment forms were a real relaxation after the hard task they had in the past ten days. Reading a few of their comments, we only had the time to agree that students can more than what is usually required of them. It only needs a good organization and attitude of the teacher that will stimulate them to perform more complex tasks.



In the end, before we split up, I said that what they did will not remain unnoticed and that thanks to their activities I will compete for the best example of an "unusual" class. Leaving the satisfied home I wanted to fulfill my promise. I hope that I will be even better when I need to announce the results.

Thank you for letting me make my students happy!

Sincerely, Sashko Stefanovski



FINDINGS AND CONCLUSIONS

- ✎ Most of the students did not have previous experience in writing essays;
- ✎ Students have more success in the production of closed-type essays, ie. with limited response;
- ✎ In the desire to leave a good impression, the students used much more information than they needed. When looking for feedback on why they do so, many responded, for each case,. It is evidence of increased responsibility for them and the presence of the so-called. positive vagina;
- ✎ Through the essay questions, we are better acquainted with the qualities of some students who were previously "in the shadow". they are more difficult to express orally, so they need more time to concentrate and express their knowledge;
- ✎ Many of the students are proud of the comment received by the teacher and the next task will work with increased self-esteem.
- ✎ Students must be familiar with the goals of the essay questions in a clear and unambiguous way;
- ✎ The basic guidelines are preferably given in writing;
- ✎ Make sure that students have experience in writing essays. If for the first time they encounter this form of writing, they are given simpler questions, and the instructions and goals are explained more thoroughly;
- ✎ The feedback from the teacher should be with a positive connotation and motivating to influence the student;
- ✎ All students showed better writing achievement when they knew in advance how they would be evaluated ie. they had scoring lists;
- ✎ In addition to the student self-evaluation form, to conduct discussion and discuss how to obtain relevant data on their relationship to the whole experiment;
- ✎ Meet other teachers with the experiment and ask for cooperation and understanding.

