

There are four specific purposes of grading (Hills, 1981; Simon and Belanca, 1976):

- 1) administrative: to determine a student's rank in class;
- 2) informational: to inform parents, students about student's subject matter learning;
- 3) motivational: to motivate students to study;
- 4) guidance: grades help to choose appropriate courses and course level.

When grading the teacher is under the pressure because he must provide an accurate report on student's performance and minimize the negative consequences of the grades. The teacher should not take into account personal information.

Grades should not be used to punish students, the teacher dislikes or who are discipline problems. The teacher must be objective and fair to all students in assigning grades. Achievement of about the same quality ought to receive the same grade.

There are two primary approaches to grading:

- norm-referenced: a student's performance is compared to the performance of other students to determine a grade.

- criterion-referenced: a student's performance is compared to a predetermined performance standard to determine a grade.

Whatever system of grading a teacher decides to use ought to be the same for all students in the class. That is the only way that grades can have a consistent, understandable message.

Grades are only as good as the assessment information they are based on. Care should be taken to ensure that the tests, homework, quizzes and projects that grades are based on are well constructed. The grades will be valid and reliable if the student's performance is scored objectively.

It is important to remember that student behaviour is influenced by the rewards of the grading system.

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#### **Interdiscourse Professional Communication**

A very large segment of day-to-day professional communication takes place in the international language, English. As a result the use of English carries with it an almost inevitable load of interdiscourse or intercultural communication.

Language is ambiguous. This means that we can never be certain what the other person means - whether in speaking or writing. To put it

another way, language can never fully express our meanings. What does this mean for intercultural professional communication?

In the first place it should be clear that communication works better the more the participants share assumptions and knowledge about the world. Where two people have very similar histories, backgrounds, and experience, their communication works fairly easily because the inferences each makes about what the other means will be based on common experience and knowledge.

The ambiguous nature of language is one major source of difficulties in interdiscourse communication. Where any two people differ in group membership because they are of different genders, ages, ethnic or cultural groups, different educations, different income or occupational groups, or with very different personal histories, each will find it more difficult to draw inferences about what the other person means.

In the contemporary world of international and intercultural professional communication, the differences between people are considerable. People are in daily contact with members of cultures and other groups from all around the world. Successful communication is based on sharing as much as possible the assumptions we make about what others mean. When we are communicating with people who are very different from us, it is very difficult to know how to draw inferences about what they mean, and so it is impossible to depend on shared knowledge and background for confidence in our interpretations.

There are two approaches to improving professional communication between members of different discourse systems. The first approach is based on knowing as much as possible about the people with whom one is communicating. This approach might be called the approach of increasing shared knowledge. The second approach is based on making the assumption that misunderstandings are the only thing certain about interdiscourse professional communication. This approach might be called dealing with miscommunication.

Effective communication requires study of cultural and discourse differences on the one hand, but also requires recognition of one's own limitations.

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Human life seems always to come back to the question of speech, the medium through which people communicate, therefore, it comes to the question of human relations, which are made possible, are registered and

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