

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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ЯКІСНА МОВНА ОСВІТА
У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:
ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

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educational technology (EduTech) is giving both students and teachers more opportunities to network through the use of collaborative tools such as Google Docs, online calendars, and virtual workrooms. Plus, Skype, email, and even texting allow us to stay in touch with our students and meet other colleagues from around the world. As EduTech continues to grow and develop, students and educators alike are sure to reap the benefits as long as effective pedagogy remains at the center of education.

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PEER ASSESSMENT IN ESP

In order to develop the skills and competences required in a professional environment, university students have to reflect on their own role in the learning process. The traditional methods of assessment do not assess reflective thinking, critical thinking, and problem solving skills.

Taking into consideration the students training for their professional career, we have to accept the necessity to teach them the basics of measuring quality and providing incentives. From this point of view, the assessment turns into an act of informing critical judgement. There is a substantial evidence for this statement in surveys of scholars world-wide.

It is confirmed in Cheng's research who defines peer assessment as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners" [2].

Those educational practitioners who consider that alternative assessment methods cannot provide a teacher with an objective assessment result, often refer to student's lack of assessment skills as a negative factor for the implementation. According to Kaufmann and Schunn [4] the following activities can improve learners' attitude towards peer assessment: active engagement of students; maintaining enough training and support; well-defined peer assessment criteria. Peer assessment demonstrates the potential to influence the students' attitude towards the studying and feedback process. The student's involvement into assessment dialogue contributes to their:

- comprehension of self-learning goals;
- identification and analysis of own mistakes and difficulties;
- review of own learning goals and tasks;
- focus on own achievement.

Peer assessment implies students' feedback or grading to other students on the quality of learning tasks performance. Peer assessment enhances team or collaborative working skills, negotiating and judgment skills and adequate critique abilities. Peer assessment is a powerful tool for students to be in the role of an "assessor" and to take ownership over the assessment process and its results. It motivates students to demonstrate high quality learning of a subject as they have to assess the understanding of the subject rather than just knowledge of facts. Moreover, it is always better to study from other's mistakes as well as from success. Peer assessment allows developing such ability as "objective" assessment that is essential for fair critique. Peer assessment makes lessons more interactive and involves feedback discussions. In some cases students even get better and more full and relevant formative feedback from their peers than from their teachers. As the modern educational approaches require lessening the teacher involvement into the learning process, peer evaluation helps to overcome the prevailing of teachers' power and allows students to feel equality with a teacher as a partner in a learning process that promotes collaborative learning.

Considering the effective management of assessment procedures, it is advised to follow some principles:

- the objectives of the assessment should be clear for students;

- the results of such assessment will be more valuable if involved into summative assessment, but it is possible only if these procedures has been well tired;
- teacher's management and possibility to change the grades;
- the assessment should be fair without personal attitude impact;
- the feedback should be the same as tutor's assessment;
- appropriate and tested criteria;
- systematic integration of the peer and self- assessment into learning activities so that students consider it as a usual learning procedure;
- including the assessment skills acquisition into the learning outcomes as it recalls the development of employability and reflective skills.

Although, such type of assessment may evoke some complications. Since students are inexperienced assessors, the questions of validity and reliability may arise, and that can cause conflicts or inaccuracy in assessment. Consequently, there is a discussion whether the peer generated grades should be used as formative or summative assessment. We think that this technique is just one of the varieties of alternative assessment methods and its application should be in a frame of the subject and learning outcomes of the course or subject. However, if this method is familiar to students and they are aware of academic standards, criteria are clear and a teacher respects and trusts students, the results may even be better than expected.

Speaking about peer assessment, teachers should bear in mind that it is a rather time and resources consuming procedure and the effectiveness and validity come with practice. Such activities as feedback discussions, notes exchange and sharing the problems solution are considered as preparing activities for the peer assessment implementation. Another obstacle, which teachers face with, is a creation of the trustful environment in a class.

If students have never experienced peer assessment, it is recommended to start with simple activities such as feedback catchwords, PMI and spoof assessment.

Feedback Catchwords are usually short and simple peer feedback statements. For example: Today you did well on.....; The point you should improve is...; Next time try to.....

PMI stands for plus, minus and interesting. It is a useful tool to teach students to define strong and weak point of a peer's work. Students get a written sample or a peer's work and mark it with these letters PMI where it is necessary.

Spoof assessment is for identifying mistakes and correcting them. A teacher gives students pieces of writing with previously made mistakes. Students have to find them and correct if they can with the following discussion why it is wrong.

When students are familiarized with these activities and skills, they might be suggested more complicated activities as graphing progress and snowballing. These activities require systematic application as they develop more complicated skills. Graphing progress implies progress graphs charting with the data provided by a teacher from class achievements for a period of time. Students can share their graphs and discuss their progress, give helpful advice how their classmates can achieve success or improve. Snowballing involves the whole group or class as it develops collaborative and team skills. Students work in small groups and are given some tasks to perform, which they initially worked on individually at home. In a class students compare answers of all members of a group, choose the best one and try to explain why they chose that solution.

At a progressive level of peer assessment skills acquisition, students can perform peer editing, testing learning, peer essays and feedback strategies. Testing learning means the creation of students' own tests, quizzes or questionnaires with a marking scale on a learned issue. The tests are presented during a class and suggested to other students. The advantage of the activity is that students not only test their mates' knowledge but are able to suggest feedback on how to improve the knowledge or where to search for the information. The peer editing or feedback giving is a completely student-centred activity. Students are asked not to grade the works but to provide a feedback on the peer' performance as reviewers. So, students get an opportunity to respond to the assessment. Peer essays are pair activity in which students help each other with ideas for a writing task performing. At first, students work individually, then they are joined onto pair for a discussion. After that students can whether write together or finish the essay individually depending on the learning goal.

Having studied the approach, we have drawn the conclusions that the application of peer assessment method improves students' critical thinking skills, involves students into learning and assessment processes, keeps motivation up to study and provides them with a greater ownership of the whole learning and assessment process. Therefore peer assessment techniques could be effectively implemented in the course of ESP at universities.