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EVALUATION AND ASSESSMENT STRATEGIES IN ESP COURSE

This article aims to highlight the role of evaluation and assessment strategies in teaching ESP to engineering students. It discusses benefits and peculiarities of different evaluation strategies which can assist engineering students to improve their learning skills. There have been defined the variety of effective techniques applied in Engineering Course.

Keywords: *English for Specific Purposes (ESP), evaluation, assessment, strategies, engineering students, techniques.*

Assessment and evaluation are essential components of the educational system. Evaluation in teaching ESP is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs. Well-designed assessments allow students to use the knowledge and skills they have learnt and indicate their level of mastery. For teachers, «assessment» is the process of gathering information that accurately reflects how well a student is achieving the expectations of a particular course [1, p. 57]. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. Specific studies and suggestions were given by the number of researches about assessment and evaluation methods and the factors that affect them: Rea-Dickens P., Germaine K., Genesee F., Upshur J., O'Mally J. M. and Valdez-Pierce L. But there is not a unique

evaluation method that is suitable for all situations. The audiences have different expectations and standards. The evaluators have different styles, which in turn are more or less useful to different types of academic groups, i.e. groups of students with various levels of English. First of all, an evaluation should aim to help a student to have progress in learning English. Besides, another important function of an evaluative exercise is to make decisions about how to change the teaching approach in order to help a student acquire new skills.

The purpose of the paper is to study and suggest the most effective evaluation and assessment methods in ESP course.

According to the purposes we have defined the following tasks to analyze:

- clarifying the distinction between evaluation and assessment;
- identifying the problems associated with traditional evaluation and assessment for engineering students;
- analyzing and suggesting useful strategies and activities that are important in technical classroom.

First of all, it is important to clarify the distinction between evaluation and assessment. These terms are often used interchangeably, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning. The primary focus of assessment in teaching ESP has been language assessment and the role of tests in assessing students' language skills. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made by the results of alternative forms of assessment [3, p. 148].

Assessment itself has three roles:

- Providing students with feedback about their work (known as assessment for learning).
- Helping students to set learning goals and to monitor their own progress (known as assessment as learning).

– Evaluating and reporting of progress in the form of grades or marks (known as assessment of learning) [2, p. 59].

In the past, most of the attention was paid to marks/grades on student work. Today, there is increased focus on on-going, descriptive feedback that teachers give to students so that students can clearly understand what they need to do to improve. Educators recognize that individual students learn differently, and that regular feedback and «coaching» during the teaching-learning process can help each student to both improve the work and to grow as an independent, self-assessing learner.

Let us consider some of the common characteristics of classroom assessment and some techniques available to make ESP classes more vivid and interactive.

Characteristics of Classroom Assessment:

1) Learner-Centered: Classroom Assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching.

2) Teacher-Directed: Classroom Assessment respects the autonomy and academic freedom. The individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment.

3) Mutually Beneficial: Classroom Assessment requires the active participation of students. When students participate more actively, and feel more confident that they can succeed, they are likely to do better in their course work. As teachers work closely with students to assess learning, they improve their teaching skills and gain new insights.

4) Formative: Classroom Assessment is formative rather than summative. Summative assessments include tests and other graded evaluations. Classroom Assessments, on the other hand, are almost never graded and are almost always anonymous. Their aim is to provide with information on what, how much, and how well students are learning.

5) Context-Specific: Classroom Assessments need to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. Being Context-Specific means: what works in one class will not necessarily work in another [1, p. 148].

Classroom Assessment Techniques (CATs):

- Climate Surveys – Feedback of teaching/learning methods used, text, pace, format of class, etc.
- Minute Paper – Pose one to two questions in which students identify the most significant things they have learned from a given lecture, discussion, or assignment. Give students one to two minutes to write a response on an index card or paper. Their answers can help determine if they are successfully identifying what you view as most important.
- Pre Test and Post Test – Questions to show overview of course content; used for first day to show depth and breadth of topics covered and last day to show what learning has occurred.
- Documented Problem Solutions – Choose one to three problems and ask students to write down all of the steps they would take in solving them with an explanation of each step. Consider using this method as an assessment of problem-solving skills at the beginning of the course or as a regular part of the assigned homework.
- Reflection Paper – Student critical thought feedback over a learning unit, a learning experience, a field experience, etc.
- Student Portfolio of Work – Compilation of work, including drafts, over time to show growth and development of skills and knowledge.
- Classroom Feedback – Takes many formats; analyzing papers, tests for item analysis for research.
- Problem Recognition Tasks – Identify a set of problems that can be solved most effectively by only one of a few methods that you are teaching in the class. Ask students to identify by name which methods best fit which problems without actually solving the problems. This task works best when only one method can be used for each problem.
- Applications Cards – Identify a concept or principle your students are studying and ask students to come up with one to three applications of the principle from everyday experience, current news events, or their knowledge of particular organizations or systems discussed in the course [4, p. 112].

Teachers can create their own CATs to meet the specific needs of the course and students. Below are some strategies that can be used to do this.

- Identify a specific «assessable» question where the students' responses will influence your teaching and provide feedback to aid their learning.

- Complete the assessment task yourself to be sure that it is doable in the time you will allot for it.

- Plan how you will analyze students' responses, such as grouping them into the categories «good understanding», «some misunderstanding», or «significant misunderstanding».

- After using a CAT, communicate the results to the students so that they know you learned from the assessment and so that they can identify specific difficulties of their own.

In conclusion, it needs to be pointed out that effective assessment is a continuous process, it's not simply something that's done at the end of a unit or a lesson. Effective assessment and evaluation are integrated into all aspects of the curriculum, providing both teachers and students with relevant and useful data to gauge progress and determine the effectiveness of materials and procedures.

On the basis of the literary sources studied it should be noted that classroom assessment is the observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of classroom experiments that provide information on how students learn and how students respond to particular teaching approaches. Without effective evaluation strategies it is impossible to know whether teaching has been effective or how best to address student learning needs in ESP course.

References

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Основные методы оценивания у преподавании английского языка для специальных целей

Стаття має на меті підкреслити роль оцінювання у викладанні англійської мови для спеціальних цілей студентам технічних спеціальностей. Розглядаються переваги та особливості різних методів оцінювання, які можуть допомагати студентам удосконалювати навички володіння мовою. У статті визначені різноманітні ефективні прийоми, що застосовуються у курсі викладання технічної іноземної мови.

Ключові слова: англійська мова для спеціальних цілей, оцінювання, методи, студенти технічних спеціальностей, технічні прийоми.

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Основные методы оценивания в преподавании английского языка для специальных целей

Целью статьи является исследование методов оценивания в преподавании английского языка для специальных целей студентам технических специальностей. Рассматриваются преимущества и особенности различных методов оценивания, которые могут помочь студентам усовершенствовать языковые навыки. Описаны эффективные приемы, используемые в преподавании технического английского языка.

Ключевые слова: английский язык для специальных целей, оценивание, методы, студенты технических специальностей, технические приемы.