

## Abstracts of presentations (April 25)

### PARALLEL SESSION I

14.10-14.40

<p><b>Room</b> <b>A</b></p>	<p><b>Testing reading competence of prospective translators.</b> <i>Tetiana Korol (Sharing experience+ overview of theory)</i> The given talk is devoted to planning and implementation of the efficient English reading competence testing system taking into account the peculiarities of interpreters' and translators' training at Ukrainian tertiary school and the role of reading in the translation / interpretation process. It outlines the main requirements to testing future philologists' English reading competence, determines testing stages, types and objects, and specifies relevant means of testing and testing techniques to be developed and applied. The talk also describes the main steps of modeling real life situations constructing communicative test tasks in reading for future translators and interpreters as an independent activity and as an analytical stage of translation process. It represents the criteria of test task difficulty evaluation as well as introduces the factors of test difficulty adaptation, adjustment and regulation. Finally, the role of reading testing in the process of translation product assessment at the lessons of Translation and Interpretation Practice is stressed and commented on.</p>	<p><b>Room</b> <b>D</b></p>	<p><b>Use of portfolio to evaluate students' teaching skills.</b> <i>Liudmyla Byrkun (Sharing experience)</i> Portfolio is known to be a meaningful alternative assessment tool applied in assessment of students' teaching skills. Our study is based on the examination of students' portfolios completed by two groups of learners such as 1) prospective tertiary school teachers of English, the portfolios collected within the last 12 years of the author's delivering a course 'Methods of teaching foreign languages', 2) prospective secondary school teachers of English, who were taught by the author in methods of teaching foreign languages for one recent semester. In both cases, portfolios contained all practical assignments completed by students, which allowed their scrutiny by the instructor. Analysis of the portfolios reveals the efficacy of this method of assessment in terms of diversifying evaluation of students' teaching skills that are developing in the context of communicative, multimodal and reflective educational tasks.</p>
<p><b>Room</b> <b>B</b></p>	<p><b>Evaluating writing to ensure academic integrity .</b> <i>Olga Polotska (Overview of theory+ sharing experience)</i> The issues of academic integrity are high on the agenda in today's higher education worldwide. It has become obvious that in order to support students in their learning development instructors should improve teaching, learning and assessment practices. The presenter will focus on how assessment strategies, methods and design might be used to address the issue of student plagiarism, collusion or 'cheating'. The theoretical input on the issue will be followed by offering practical tips on how to evade culture-specific plagiarising in the educational settings in the country. Multiple examples will provide food for thought; insights drawn will be useful from two perspectives: teaching</p>	<p><b>Room</b> <b>E</b></p>	<p><b>Peer- and self-assessment at ESP classes: case study.</b> <i>Yuliana Lavrysh (Sharing experience)</i> The traditional methods of assessment do not contribute to the development of students' reflective, judgment and critique skills in such scope as self-evaluation and peer evaluation do. The following presentation outlines and evaluates the implementation of peer- and self- assessment techniques in higher education, in ESP course for engineers. The rationale of the alternative type assessment system is examined, and the efficiency of these methods is evaluated and compared by the use of attitudinal questionnaires completed by the participating students and the lecturer's assessments and feedback. The case study was designed</p>

	<p>and assessing students' writing and self-evaluating teachers' own writing for publishing in academic journals.</p>		<p>to explore whether peer- or self-assessment techniques while ESP classes are effective tools for closing the gap between teachers' and students' feedback on learning outcomes and developing the employability skills. During the case study process, we evidenced students' concerns, which are usually noteless to teachers unless we imply an assessment dialogue. Both self and peer-assessment have the potential to influence the students' attitude towards the studying and feedback process.</p>
<p><b>Room</b> <b>С</b></p>	<p><b>Тактики латерального мислення: за межами традиційних форм контролю у лінгводидактиці.</b> (Lateral thinking techniques: an opportunity to go beyond the traditional assessment forms in language learning) <i>Олеся Любашенко (Практичне дослідження+теоретичний огляд проблеми)</i> Дослідження присвячене контролю та оцінюванню навчання мови, що є корисним інструментом безперервної мовної освіти. Ми розглядаємо оцінювання як проблему співробітництва і пропонуємо систему комунікативного стимулювання для її розв'язання. Висвітлено новий етап поточного дослідницького проекту, який зосереджено на стратегіях діалогу та програмі окремих тактик навчання, які повинні використовуватися в сучасному процесі вивчення мови в університеті. Результати показують, що латеральне мислення - це можливість вийти за межі традиційних форм оцінювання у вивченні мови. Основним завданням вчителя на етапі оцінювання є стимулювання латерального мислення та надання відповідних засобів учням для його усного вираження. Крім того, латеральне мислення допомагає перетворити оцінювання у лінгводидактиці на повноцінний діалогічний акт.</p>	<p><b>Room</b> <b>Е</b></p>	<p><b>Оцінювання якості усного перекладу галузевих текстів студентами.</b> <i>Леонід Миколайович Черноватий (Практичне дослідження+теоретичний огляд проблеми)</i> На рівні галузевого (що не відноситься до художньої літератури) тексту чи мікротексту оцінювання усного та письмового перекладу студентів відрізняється за його методикою й співвідношенням параметрів контролю. Зокрема, в обох видах перекладу оцінюється повнота передачі інформації тексту оригіналу в тексті перекладу, а також мовна правильність останнього. Однак, якщо в письмовому перекладі вимагається передача повного обсягу згаданої інформації, то в усному – може бути мінімально достатнім і збереження лише головної. Так само вимоги до оформлення тексту перекладу в письмовому його виді є набагато вищими (необхідна відповідність нормам мови перекладу на всіх рівнях мовної системи – лексичному, граматичному, орфографічному, жанровому, стилістичному тощо), тоді як в усному – можуть бути допустимими незначні відхилення від норми на згаданих рівнях, якщо вони не впливають на загальне розуміння змісту тексту перекладу. З іншого боку, деякі параметри, відсутні в письмовому перекладі (гучність мовлення, дикція тощо), впливають на оцінку усного перекладу його замовником, а тому повинні враховуватися під час навчання майбутніх тлумачів.</p>

**PARALLEL SESSION II**

**14.45-15.15**

<p><b><u>Room</u></b> <b><u>A</u></b></p>	<p><b>Training student teachers in assessment of listening skills.</b> <i>Olga Ukrainska (Overview of theory)</i> In order to be a good assessor not only experience is needed but also special training in doing it appropriately. Our strong belief is that such training must be pre-service. When basic preparation is provided for student teachers it will be easier for them to master assessment art in-service. A corresponding special course can be taught after the main course of Methods of Teaching. Assessing listening is one of the aspects to be taught. Taking into account the syllabi in linguistics tertiary school it may be training only in item writing. It should include such areas as: studying CEF descriptors of overall listening comprehension, choosing test formats in accordance with targeted listening skills, choosing audiotext types in accordance with targeted listening skills, choosing and writing rubrics to listening test tasks, considering various factors contributing to listening task level of difficulty, using visuals for assessing listening, analyzing test items, validating listening test tasks.</p>	<p><b><u>Room</u></b> <b><u>D</u></b></p>	<p><b>Self-assessment of writing using checklists.</b> <i>Olha Datskiv (Sharing experience)</i> Traditionally, summative assessment in tertiary institutions determined the level of achievement and established what has been learned. However, foreign language educators are increasingly incorporating formative assessment practices at universities to enable students' active learning based on their assessment experiences, and to engage them in the assessment culture in a more collaborative role with academic staff, which is of paramount importance for future teachers of foreign languages. This presentation is aimed at investigating the incorporation of self-assessment checklists in writing. A set of checklists for assessing writing at B2 level has been developed by the teacher, and used in the classroom and for the students' individual work at home. 12 students worked with the checklists during the editing process of different types of writing for one semester. The results showed improvement in the students' writing skill. The interviews with the students revealed their positive attitude towards self-assessment of writing using checklists.</p>
<p><b><u>Room</u></b> <b><u>B</u></b></p>	<p><b>Using Padlet in Peer, Self- and Teacher-Assessment to Develop Writing in EFL: Go beyond the Classroom!</b> <i>Galyna Miasoid (Sharing experience+research)</i> The paper aims at investigating how Padlet, the virtual bulletin board, can be used to organize formative peer- and teacher-assessment and error correction outside the classroom. It seeks to analyze if this tool is efficient in boosting writing skills in EFL. The research methods include qualitative analysis of Peer-, Self- and Teacher-Assessment practices, as well as observation and survey. First, students completed the assigned tasks in due time and posted their pieces of writing on the Padlet wall. Then, peer- and teacher-assessments were conducted using the assessment criteria. The study traces the changes in how rigorous the students are in their assessment. It also demonstrates that, as students have more practice in writing, editing and assessment,</p>	<p><b><u>Room</u></b> <b><u>E</u></b></p>	<p><b>Rubrics design for ESP assessment.</b> <i>Tetiana Maslova (Sharing experience)</i> Rubrics are known to be an assessment tool that consists of narrative descriptions divided into levels of standard performance and is commonly used to communicate learner's outcomes of fulfilling a given task. In the realm of ESP, rubrics are well suited for peer and self-assessment as well as continuous classroom assessment since ESP learners are expected to get prepared for performance of specific authentic tasks in the English speaking professional context and develop both language and soft skills. Providing a simple scale to measure the learner's performance against a range of relevant criteria, rubrics can help identify one's individual weaknesses and strengths and thus facilitate progress. This study concerns the basic principles of rubrics design,</p>

	<p>they feel more confident about developing writing skills in L2. The author offers suggestions as to how to tackle the problem of organizing the effective learning environment and involving the students beyond the classroom.</p>		<p>discussing the main requirements for effective descriptors of skills/ language levels of mastery and evaluation criteria. Tips to avoid typical mistakes and examples of rubrics for assessing different tasks in ESP classes will be provided.</p>
<p><b>Room</b> <b>C</b></p>	<p><b>Скайп-конференція як альтернативна форма екзамену з японського академічного мовлення.</b> (Skype conference as an alternative form of exam of academic Japanese) <b>Оксана Асадчих (Практичне дослідження)</b> Презентація міститиме пропозиції щодо впровадження у навчальний процес форми альтернативного оцінювання сформованості япономовної академічної грамотності у студентів магістратури Інституту філології КНУ імені Тараса Шевченка. Будуть представлені результати практичного використання скап-конференції під час екзамену з японського академічного мовлення, критерії оцінювання сформованості япономовної академічної грамотності, а також теоретичні передумови концепції методичної системи інтегрованого навчання філологів японського академічного мовлення на засадах комунікативно-прагматичного підходу, на основі яких було розроблено відповідні критерії оцінювання. Буде подано аналіз значущих комунікативних ситуацій для навчання японського академічного мовлення, згруповано академічні мовленнєві жанри у базисних інтегративних компонентах методичної системи.</p>	<p><b>Room</b> <b>F</b></p>	<p><b>Assessing Consecutive Interpretation Skills and Abilities.</b> <b>Maria Pysanko (Overview of theory)</b> The presentation focuses on the process of consecutive interpretation (CI) undergoing three stages: perception of the source language message supported by interpreter’s note-taking; conversion into the “inner speech” and understanding of the sense; “unpacking” the information and choosing the option in the target language (TL). A short outlook of CI provides theoretical background for considering skills and abilities required for professional CI (the abilities to perceive and understand the message; to synchronise perception and writing, and speaking and reading; good memory skills; the abilities to do semantic analysis within time-limits; to anticipate further utterance; to render automatically set phrases, clichés, idioms, proper names, subject field terms etc.; to “switch” from one language to another; to construct coherent message in TL; to speak clearly, distinctly and loudly; to work under mental, moral pressure and stress), and developing specific criteria (linguistic, pragmatic, psychological) for their assessment. Assessment scale and scoring for assessing CI skills and abilities will be suggested.</p>

**PARALLEL SESSION 3**

**15.20-15.50**

<p><b><u>Room A</u></b></p>	<p><b>Testing and assessment of the first year student teachers' pronunciation skills.</b>  <i>Vira Ponomariova</i></p> <p>The problem of Testing and assessment of the first year student teachers' pronunciation skills is a complicating one. The first question that arises in this connection is what we are measuring. Good pronunciation is not only production of the correct sounds. Current assessment of speech including the assessment of prosody is still largely auditory-perceptual though to some extent it can be automated. The obstacle for both methods consists of the multiple levels of prosodic variability when the teacher trainer faces the necessity to distinguish between what is norm and what is not. The elaborated test constrains to test and assess the would-be teachers speech prosodic features will help measuring their fluency and improving their pronunciation in general.</p>	<p><b><u>Room D</u></b></p>	<p><b>Self and peer assessment of speaking in ESL class.</b>  <i>Maryana Natsiuk, Liudmyla Babiy (Sharing experience)</i></p> <p>The aim of presentation is to share the experience of using peer and self-assessment in ESL class in tertiary education (namely foreign languages department). The theoretical aspect elucidates and generalizes the advantages of using alternative assessment in speaking tasks performed by first, second and third year students. The emphasis is put on students' involvement in peer assessment, which provides opportunity for learners to assess themselves and their peers. Moreover learners' help in developing and setting assessment criteria is stressed. The role of observers and the use of reflection are discussed. Using the experience of work with students of different years of study we discern differences in criteria of assessment suggested by students depending on their language skills. Focusing on the ability of students to learn from evaluation process, we point out that it enables students to develop both language and learning skills.</p>
<p><b><u>Room B</u></b></p>	<p><b>Beyond Contrastive Rhetoric: Justifying the NEED for the fourth generation of writing assessment.</b>  <i>Inna Livytska (Needs analysis + sharing experience)</i></p> <p>Attentive insight into the cognitive side of writing and cognitive behavior suggests minimizing the so-called "gap between declarative knowledge (i.e. theoretical) and procedural one (i.e. practical). Distinction between "declarative" and "procedural" knowledge, /re/confirmed by the analytic review of relevant research resulted in the following conclusions: 1) EFL/L2 students are generally not aware of the genre aspect of the L2 writing; instead they tend to consider their level of the English language grammatical and lexical competence (linguistic skill) as a prerequisite of their English writing ability; 2) L2/EFL students' performance of the written tasks demands higher order cognitive skills and rhetorical patterns, considerably different from their native language (L1), that causes considerable constrains in accessing "short-term working memory" information and leads to</p>	<p><b><u>Room E</u></b></p>	<p><b>Assessment in ESP: the WWW of Ukrainian perspective.</b>  <i>Liudmyla Hnapovska (Needs analysis+sharing experience)</i></p> <p>The talk focuses on assessment issues relevant for the Ukrainian ESP teaching settings – specifically, on analyzing to what extent university teachers are <i>consciously</i> aware of <b>WWW</b> of assessment:</p> <ul style="list-style-type: none"> <li>✓ <b>WHAT FOR &amp; WHY</b> they assesses their ESP learners</li> <li>✓ <b>WHAT</b> <ul style="list-style-type: none"> <li>• types of assessments they employ;</li> <li>• types of tests they use;</li> <li>• task types they most commonly utilize;</li> <li>• assessment criteria they normally implement</li> </ul> </li> <li>✓ <b>WHAT IMPACT &amp; IMPLICATIONS</b> the results of their assessments produce.</li> </ul> <p>Another area of concern is introduction of independent external entrance FL test at Masters' level, which has faced Ukrainian ESP community with even tougher <i>challenges</i>:</p>

	<p>writing as a “knowledge telling” process, prevents them from fully controlling their writing. These essential results may provide a viable explanation why students in L2 settings struggle with their writing and justify a need for effective corrective teacher’s feedback and assessment</p>		<ul style="list-style-type: none"> <li>• <i>test specification</i> (if any at all) is vague since it is related to secondary school standards;</li> <li>• <i>language proficiency</i> of most Bachelor graduates appears much lower than expected B2-level;</li> <li>• combination of these factors makes ESP teachers feel anxious and frustrated about bearing extremely high <i>responsibility</i> for their students’ performance at such a high-stakes test.</li> </ul> <p>The talk presents personal insights from coping with the problem areas mentioned above.</p>
<p><b>Room</b> <b>Room</b> <b>С</b></p>	<p><b>Дискусія як метод перевірки іспанської мовленнєвої компетентності учнів 10 класу.</b> (Discussion as an assessment technique to evaluate Spanish language competence in Grade 10 of secondary school)</p> <p><b>Олена Попова (практичне дослідження)</b></p> <p>На сучасному етапі культурного становлення й активного державотворення України особливої ваги набуває гуманітаризація середньої освіти, що передбачає удосконалення прогресивних технологій виховання молоді, диференціацію та інтеграцію навчання, оновлення науково обґрунтованої методики, спрямованої на підвищення рівня освіченості учня й удосконалення його мовно-комунікативної особистості. Тому одним із пріоритетних питань сьогодення стає формування мовної, дискурсивної й комунікативної компетенцій школяра, що включає цілу систему мовленнєвих умінь (уміння сприймати чужі думки, будувати усні та писемні, діалогічні й монологічні висловлювання різних видів, типів, стилів і жанрів, аргументувати й відстоювати власні твердження, уміти вести полеміку, демонструвати знання й досвід під час дискусії). Дискусія активно застосовується на уроках як рідної, так і іноземної мов. Ми розглядаємо дискусію як метод інтерактивного навчання і за допомогою цього методу перевірили учнів 10 класів (іспанської спеціалізованої школи). Переваги цього методу перевірки полягають в усвідомленні ролі діалогу в комунікації та збагаченні словникового запасу. Сьогодні актуальність перевірки методом дискусії не заперечується, однак викладачі визнають проблеми, які постають перед ними в організації навчального матеріалу.</p>	<p><b>Room</b> <b>Е</b></p>	<p><b>Врачування вимог галузевих нормативів при оцінюванні знань та вмінь студентів.</b></p> <p><b>Олексій Пелипенко (Обмін досвідом)</b></p> <p>В умовах посилення конкуренції навчальних закладів у боротьбі за абітурієнта важливу роль відіграє не тільки репутація професорсько-викладацького складу та якість навчання, але й об’єктивність оцінювання отриманих знань та їх відповідність вимогам ринку, які очікують майбутніх фахівців. Саме знання вимог, що висувуються роботодавцями, і готовність до їх виконання дозволить молодим спеціалістам уникнути розчарування при пошуку роботи.</p>

**PARALLEL SESSION 4**

**15.55-16.25**

<p><b>Room</b> <b>A</b></p>	<p><b>Self - and peer -evaluation in teaching EAP.</b> <i>Olha Vakhovska (Sharing experience)</i> This presentation will summarize my experience of teaching EAP to Bachelor and Master students in Linguistics (Bohdan Khmelnytsky National University, Ukraine, 2012–2015; Kyiv National Linguistic University, Ukraine, 2017–2018), on the one hand, and my experience of being taught and learning EAP as an international student on the Master program in Cognitive Science (Osnabrück University, Germany, 2015–2017). A methodology for teaching authentic academic English will be proposed that draws from trend-setting West and East European approaches to EAP and customizes these to the Ukrainian language classroom. Emphasis on the vehicles of instruction at each of the stages involved in learning will be made, with a statement for instructor’s moderation/control in class and a specification of possible assessment criteria for students’ performance. The methodology will be shown transferable to ESP teaching. A tentative proposal for the structure of an advanced course in EAP will conclude the presentation. Priorities will ultimately be assigned to the authenticity requirement for EAP.</p>	<p><b>Room</b> <b>D</b></p>	<p><b>Evaluation of sociocultural competence in student-created video films: findings from a project.</b> <i>Yuliia Trykashna (Research)</i> The talk highlights the issues of assessing prospective philologists’ sociocultural competence (SCC) built within a long-term project utilizing British feature films. We propose to evaluate SCC in respect to its components (sociocultural knowledge, skills and attitudes) with the help of specially devised assessment instruments. The project involved students in creating video films to elicit visual demonstration of students’ acquisition and use of culture-specific verbal and non-verbal behaviour. Formative assessment of SCC was carried out during the entire period of the project work; summative assessment took place at the final stage, based on two rating scales developed to: 1) evaluate the video films as an outcome of team project work, 2) evaluate individual achievements in sociocultural competence explicated in oral speech. Selected fragments of student-created video films will be offered to participants to illustrate the use of the two rating scales.</p>
<p><b>Room</b> <b>B</b></p>	<p><b>Reflective Written Response as a Form of Assessment.</b> <i>Iryna Oliylyk (Sharing experience)</i> The process of reflection helps teachers monitor students’ progress and note the details of their language development. There are two types of reflection – reflection in action and reflection on action – that are used to think about the way learning and teaching work. Reflective written response (RWR) is a form of reflection on action and is used for evaluating students’ writing. RWR is a short comment, a response that a teacher provides while assessing students papers, like essays, reviews, reports, etc. to give them feedback. RWR includes teacher’s comments on task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy, but not limited to these only. RWRs are about developing thinking on <i>what</i> and <i>how</i> students write and intend to show them interest in their writing. RWRs serve as</p>	<p><b>Room</b> <b>E</b></p>	<p><b>Peer Assessment in ESP Classroom: a comparative case study.</b> <i>Olha Pavlenko, Anastasiia Syzenko (Sharing experience)</i> Peer assessment together with other alternative types of formative assessment is gaining momentum in ESP classroom as its benefits include increased motivation and quality of learning, fostered critical abilities and the development of learner autonomy. Moreover, peer assessment contributes to the development of life-long learning skills. Dudley-Evans and St John (1998) state that peer assessment is effective as a learning aid which is particularly beneficial in large classes and Topping (1998) suggests its positive impact on institutional assessment quality. This paper presents a case study that explores two approaches to incorporating peer-assessment into the ESP classroom at two leading Ukrainian</p>

	<p>language models for students and may contain reaction to what has been written, questions to inspire more reflection, comments on the progress and, occasionally, correction symbols. These responses are viewed as encouraging notes for further development rather than critical comments.</p>		<p>universities. It focuses both on a variety of peer assessment practices used in classrooms and its impact on the quality of learning. The case study also looks at the students' feedback on using peer assessment and discusses their attitudes to this assessment technique and its perceived benefits for the learners.</p>
<p><b>Room</b> <b>С</b></p>	<p><b>Альтернативні прийоми оцінювання письмового мовлення у процесі навчання на уроках англійської мови.</b> (Alternative evaluation of English language writing in secondary school)</p> <p><i>Олена Сухенко (Практичне дослідження)</i></p> <p>Кожний вид діяльності у процесі навчання потребує контролю вчителя чи самоконтролю учня, але не кожний вид роботи можливо відобразити кількісною шкалою, балами, адже поточний контроль, насамперед, ставить за мету процес навчання.</p> <p>У дослідженні автор тлумачить поняття поточного контролю як серію комунікативних етапів. Для реалізації цих етапів автор пропонує такі альтернативні прийоми оцінювання як коментар, порада, відгук. Результати дослідження демонструють позитивну прогресію учнів, а також запропоновані прийоми є ефективним способом перевірки навчальних досягнень.</p>	<p><b>Room</b> <b>Е</b></p>	<p><b>Contemporary approaches to assessing scientific and technical translation.</b></p> <p><i>Valentyna Strilets (Overview of theory)</i></p> <p>Serving as a means of cross-cultural communication between experts of a particular field, scientific and technical translation must feature faithfulness and equivalence, which requires the development of a balanced, comprehensive assessment system. The analysis of contemporary approaches to assessing scientific and technical translation has revealed both quantitative and qualitative differences. Researchers suggest using from 4 to 10 assessment criteria, traditionally highlighting content equivalence, language (lexical, morphological and syntactic) faithfulness as well as genre and style appropriateness. Representatives of a more comprehensive approach to translation assessment recommend completing them with such criteria as translation strategy, functional equivalence and proper use of terminology. The necessity to localize the target text, i.e. adjust it to the target audience in terms of content, language variant, style and register, raises the profile of such parameters as textuality (cohesion, coherence, intentionality, acceptability, informativity, intertextuality) and discursivity (openness to a discourse meta-system as a collection of homogeneous texts).</p>



**PARALLEL SESSION 5**

**16.30-17.00**

<p><b><u>Room A</u></b></p>	<p><b>Developing rating scales to assess students' oral production.</b>  <i>Olga Kvasova, Victoria Drobotun</i>                  The paper highlights the role of speaking skills and the clearly perceived need in developing the tools to measure them. The authors initially define the construct of speaking test intended for students majoring in oriental languages based on CEFR descriptors for level B2 and further formulate them as 'can-do statements' in relevance to a particular teaching/learning setting; an analytic rating scale to assess oral production is offered. Participants will have a hands-on experience of assessing recorded performance on speaking test tasks of several students and discuss the scores. It is expected that some important implications for development of own, context-tailored speaking rating scales will be voiced by the participants.</p>	<p><b><u>Room D</u></b></p>	<p><b>Diagnosing problems for better learning of grammar at tertiary level.</b>  <i>Viktoriia Osidak, Olha Drahinda (Research+sharing experience)</i>                  The importance of grammar in building FL competence is indisputable, especially as learners advance in proficiency. In terms of teaching grammar, as Larsen-Freeman suggests, it is less about polishing grammar ability and skills but more about localizing a grammar problem. Therefore, many researchers insist that it is assessment that can provide feedback about students' progress and problems and make a strong contribution to the improvement of grammar progress through feedback analysis. Assessment is viewed in this case as a tool of managing, revisiting and redesigning the FL training. The presentation will discuss the empirical research into revealing gaps in English grammar acquisition and demonstrate how interaction between assessment and teaching grammar to tertiary students can yield substantial learning improvements.</p>
<p><b><u>Room B</u></b></p>	<p><b>Types of teacher's feedback on students' written assignment in pre-service teacher training.</b>  <i>Olena Moskalets (research)</i>                  The innovative course of pre-service English teacher training, developed and piloted by the British Council Ukraine and a number of Ukrainian universities, implies teaching students to produce professionally-oriented pieces of academic writing. The objective of the assignments is to encourage trainees' reflective analysis and to provide the basis for further professional activities. To motivate students to work at their assignments regularly and mindfully, and to provide necessary support for individual writing, the teacher can use different forms of feedback, including comment in the body of the paper in the Review mode or independent written feedback. The students' progress analysis, alongside with the survey on their opinions, prove the expediency of complex regular feedback.</p>	<p><b><u>Room E</u></b></p>	<p><b>English for Specific Purposes Final Exam as Assessment of the Basic Language Skills of IT Students</b>  <i>Maryna Rebenko (research)</i>                  Over the period of five academic years (from fall 2013 to spring 2018) the language competence development of the undergraduates of the Computer Science and Cybernetics Faculty of the Taras Shevchenko National University of Kyiv has been researched. The findings show that although the students study the English for Specific Purposes Course for 144 academic hours in the 7<sup>th</sup> and 8<sup>th</sup> terms (4 credits ECTS), the Final Exam results in listening and writing proficiency are objectively poorer than those results obtained in the reading and speaking comprehension exam sections. Hence, new training methods for improving the students' listening and writing skills have been implemented in class for them to acquire higher exam results and enhance the undergraduates' English skill development and professional</p>

<p><b>Room</b> <b>С</b></p>	<p><b>Інтегроване оцінювання навчальних досягнень студентів у експерієнційній методиці.</b> (Integrated assessment of students' progress in experiential teaching). <i>Зоя Корнєва (Теоретичний огляд проблеми)</i> За останні двадцять років у методиці викладання іноземних мов створено, впроваджено і вдосконалено різні моделі експерієнційної методики. Але досі відкритим залишається питання оцінювання досягнень студентів, оскільки ні традиційне лінгводидактичне тестування, ні тести, що оцінюють рівень оволодіння спеціальної дисципліною, не є адекватним і вичерпним інструментом оцінювання. Основна проблема полягає в тому, що мовний і змістовний компоненти навчання оцінюються ізольовано, а це суперечить самій суті експерієнційної методики, в якій навчання іноземної мови та спеціальної дисципліни не тільки тісно переплетені, а й взаємозалежні. D.J.Short в якості об'єктів оцінювання в експерієнційній методиці навчання виділила такі: особливості прийняття студентами навчальних рішень, предметна компетентність, володіння понятійної базою дисципліни, викладання якої здійснюється експерієнційно, мовна і мовленнєва компетентності; оцінюються особливості індивідуального стилю роботи студентів, а також їхні навички і вміння роботи в команді, ставлення до предмету вивчення. Можливими інструментами оцінювання перерахованих об'єктів, в свою чергу, виступають: контрольні питання, спостереження викладача за окремими аспектами роботи студентів, самооцінювання студентів, портфоліо студентів, управління навчальною діяльністю студентів, виконання письмових робіт, усні презентації, опитування студентів.</p>	<p><b>Room</b> <b>Е</b></p>	<p>success.</p> <p><b>Assessing skills of translation of academic texts into L2.</b> <i>Tamara Kavytska, Andrej Kawicki (research)</i> Assessing translation competence or its components is one of highly debatable issues of translation pedagogy, particularly in the Ukrainian context. As a result, conventional error-based assessment schemes prevail in most national translation training environments. Thus, the goal of this presentation is to reconsider this approach towards translation quality assessment and suggest valid and reliable instruments to measure the skills of academic translation from Ukrainian into English. With this purpose we intend to specify the skills in translation from Ukrainian into English, then discuss approaches towards their assessment and, finally, describe the development of measuring instruments. The research results have indicated that the developed instruments are effective in measuring the skills of academic translation in the classroom focused on translation as a process rather than a product. The assessment procedure, however, has demonstrated the lack of testing and assessment literacy in translation trainers, which urges that changes should be introduced into the system of training translator educators.</p>
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