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Гладкая И. А. Обучение будущих учителей английского языка лексическому материалу на основе корпусов параллельных текстов.

В статье обозначены основные проблемы определения понятия "корпус текстов"; рассматриваются возможности применения достижений корпусной лингвистики в иноязычной обучении будущими педагогами; освещены их основные достижения, преимущества. Проблемы определения корпуса текстов связаны с активным внедрением корпусного подхода в современной лингвистике. Это требует решения ряда философских и теоретико-методологических вопросов теории корпуса, и прежде всего требует определения фундаментального понятие корпусной лингвистики – корпус текстов. Дискуссии по определению корпуса проявляют сосуществования различных концепций в современной корпусной лингвистике, обусловливающие теоретические принципы планирования и практические основы использования корпусов. В частности наличие узкого и широкого понимания термина "корпус текстов" является причиной существования двух основных подходов к установлению периодизации, предпосылок формирования и определения статуса корпусной лингвистики в современном языкознании, английском, украинском языках.

Ключевые слова: корпус текстов, корпусная лингвистика, методика преподавания иностранных языков, лингводидактика, фрейм.

Gladka I. A Training of future English teachers in lexical material based on parallel texts corpus.

The article is to outline the main problems of the defining a term "textcorpus"; suggests theoretical and practical perspectives and directions for using Corpus Linguistics achievements in teaching languages; outlines its main achievements, strengths. The problems of determining the body of texts associated with the active implementation of the housing approach in modern linguistics. This requires the resolution of a number of philosophical and theoretical and methodological issues of the theory of the corps, and above all, requires the definition of the fundamental notion of case linguistics – the body of texts. Discussions about the definition of the corps reveal the coexistence of different concepts in modern case linguistics, which determine the theoretical principles of planning and practical principles of the use of buildings. In particular, the existence of a narrow and broad understanding of the term "body of texts" is the reason for the existence of two main approaches to the establishment of periodization, the preconditions for the formation and definition of the status of case linguistics in modern linguistics, English and Ukrainian speech.

Keywords: corpus of texts, corpus linguistics, methodology of teaching foreign languages, linguodidactics, frame.

Kavytska T., Osidak V.

SELF-ASSESSMENT IN TEACHING GRAMMAR:
RAISING GRAMMATICAL AWARENESS OF PHILOLOGY MAJORS

This paper suggests an updated look at self and peer assessment in fostering grammar acquisition. It describes an explicit model of grammar teaching which aims at raising grammatical awareness in students majoring in Philology. The authors advocate self and peer assessment practices that furnish

students with the strategies to make observations of grammar phenomena, work out the rules and apply them for effective communication. The authors claim that besides grammatical abilities in four speech skills, it is essential to recognize grammatical knowledge as an effective means of foreign language learning, especially when it comes to adult learners. Based on this rationale, they offer sample activities for explicit grammar teaching through utilizing self and peer assessment.

Keywords: *explicit grammar teaching, grammatical knowledge and abilities, raising grammatical awareness, self and peer assessment.*

The importance of grammar in building foreign languages competence is indisputable [Gao, 2001; Swan, 2006]. Moreover, its significance increases as the learners advance in proficiency, since it is the grammatical sub-competence that acts to promote accuracy and fluency leading to effective communication [Gao, 2001; Swan, 2006]. At the same time, how grammar is best acquired and taught has been a long-standing discussion among the teachers of EFL. The discussion has also become a stumbling block in designing language syllabi at some universities: many experts disagree about the place and role of grammar in foreign language acquisition. An unfavourable situation for grammar is even more aggravated by the current tertiary education reform in Ukraine which brought the reduction of classroom contact hours to language learning. As a result, it is essential to adapt some relevant approach in grammar teaching to a new learning paradigm that will enhance a foreign language acquisition.

The shift to this paradigm makes educators recognize that "a teacher must not explain or teach everything" [Duncan]. Instead, he or she must help the students to form their own concepts [Boud, Falchicov, 2006]. So, the enhancing of critical thinking skills among learners is crucial. The result of such teaching lies in the acceptance of self-assessment as a means to provide opportunities for feedback improvement through reflection on how to proceed with a grammatical task, monitor one's own performance on an ongoing basis, and self-evaluate task completion.

Besides, there appear many other questions to consider when teaching Grammar. What are grammatical objectives in tertiary school? What types of knowledge and skills do learners of a foreign language view as necessary to acquire while studying grammar? Does conscious knowledge help learners improve their language skills? Is grammar taught in a holistic way or item by item? What are the possible ways to enhance grammar acquisition?

To have these questions at least partially answered, we will analyze the researches in teaching grammar and focus particularly on how self-assessment affects teaching and learning. Thus, the *goal* of this paper is to consider benefits of self and peer assessment in teaching/ learning grammar, specify the objectives of teaching grammar as well as give insight into consciousness-raising to a language form. The latter affects the learners' capacity to learn and is a key to a successful FL grammar acquisition by adult learners.

Objectives of teaching grammar in tertiary school

It is quite obvious that the objective of teaching grammar varies 'accordingly to whether the user of a reference grammar is a student of linguistics or a FL learner [Newby, 2003]. Grammatical sub-competence as one of four areas of the communicative competence theory focuses on command of the language code, including such things as the knowledge of the language code (the rules of word and sentence formation, meaning, spelling and pronunciation) [Gao, 2001; Celce-Murcia, D'rneyi & Turrel, 1995]. Swan points out that grammar is commonly presented as a set of rules for combining words into sentences [Swan, 2006]. Also, he argues that this statement is incomplete as it does not explicitly explain the functions of the rules in the sentence and the reasons for people to use the rules in speech.

Many experts though view competence not only as a matter of knowledge [Celce-Murcia, D'rneyi & Turrel, 1995, p. 6]. The linguists like Chomsky, Taylor and Kasper make distinction between "competence" as rather static knowledge, "the *ability* to make use of the competence" and "*performance* that occurs when proficiency is put to use". However, Celce-Murcia, D'rneyi

& Turrel (1995) stress that certain competences – linguistic, for example – are more static while others are more dynamic (strategic competence).

Knowledge, as many applied linguists state (M. Swan, M. Celce-Murcia, D. Larsen-Freeman and others), provides the fastest and the most efficient way of language acquisition, particularly with adult learners. Apart from the fact that language knowledge enhances language learning, it is an integral component of any professional development. Thus, grammatical knowledge is an objective of grammar learning for students of Linguistics.

Grammatical knowledge can be defined as the system of rules of the language that provides some general and systematic guidance on the structure and syntax. Klein (1986) outlines the two kinds of knowledge that are necessary to gain proficiency in second language learning [cited from Widodo, 2006]. These are explicit and implicit knowledge.

Explicit knowledge is "conscious knowledge of grammatical rules", which gives a learner "ability to articulate the facts about the language in some way", as well as "to apply it" [Brown, 2000; Widodo, 2006]. "Explicit knowledge is learnable" when given through practice item by item [Widodo, 2006].

Thus, explicit knowledge can furnish students with rules for example, of:
– grammatical units, e.g., morphemes, affixes etc.;
– grammatical categories, e.g., the category of number and case; the active and the passive voice, etc.;
– word-building patterns;
– parts of the sentence; position of the parts of the sentence in a sentence;
– the structure of the different types of the sentence etc.

The implicit knowledge is "unconscious, internalized knowledge of language that is gained in the natural language learning process. There are strong facts against the possibility that adult learners can acquire implicit knowledge [Cook, 2001, Swan, 2006]. Adults learn a second language at a much later time, a time when "the bioprogram" has advanced past the stage of acquiring language naturally and the acquisition of a second language takes place in the artificial language environment when rules of language and conscious attention to a language form may be necessary [Cook, 2001; Larsen-Freeman, Swan, 2006].

Larsen-Freeman (2001) acknowledges that "*understanding of the grammatical facts of the language we are teaching is not these facts that we wish our students to learn. Instead, what we do hope to do is to have students be able to use grammatical structures accurately, meaningfully, and appropriately. In other words, grammar teaching is not so much knowledge transmission as it is skill development*". Accordingly, a learner is expected not only to know rules about language and be able to explain any grammatical phenomenon, but he is also to be aware of the function a certain grammatical form performs and can operate a necessary rule in a context. For example, a learner can decide on the form which can help him express his arranged plans for the weekend, or a learner can justify his choice of one of the forms to express future action. In short, *grammatical ability* is another objective of grammar teaching.

Passov Yu. defines grammatical ability as an automatic choice of the grammatical pattern which is correct in the form of spoken or written language and relevant to the context [Passov, 1991, p. 150-151]. As there are four speech skills universally recognized, we can distinguish between grammatical abilities in speaking, listening, writing and reading. The developed grammatical abilities in speaking and writing is a prerequisite to express one's thought and the developed grammatical abilities in listening and reading – to understand other people's thoughts.

In regard of this, we view grammatical competence as the ability to use knowledge of the language code to successfully and accurate communicate the meaning both orally and in writing. Thus, grammar teaching aim purposefully at: 1) knowledge of the language code and 2) the abilities to use this knowledge.

Approaches to teaching grammar in tertiary school

Traditionally, there are two prevailing approaches to teaching grammar – explicit and

implicit. The former focuses on analyzing grammar rules and learning the elements of the language while the latter focuses on the use of a target language and encourages students to communicate from the start. Today, the aim of FL acquisition is to use a FL as a medium to resolve personal and professional communicative tasks [Hudyma, 1991]. Thus, *Krashen*'s hypothesis shared by many applied linguists is that "*Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill* [cited from Widodo, 2006, p. 125]. As a result, the teaching of grammar suggests that "learners acquire grammar through understanding the scope of language forms in an unconscious way rather than explicit learning process" [Swan, 2006; Hu, 2012]. A recent example of such approach is an attempt to exclude grammar teaching overall even from the curriculum designed for Linguistics students.

At the same time, the literature analysis as to the effects of explicit and implicit instruction in grammar teaching shows that "young children rely more on memory-based processes, whereas adults are more characterized by rule-based learning" [M. Nikolov and J. M. Djigunović]. This view relies on empirical researches proving that many explicit methods appeared much more effective in comparison to implicit methods when it comes to adult teaching [Hu, 2012].

Among other factors in favour of explicit teaching grammar, Michal Swan also brings out complicated structural patterns that are and hard to learn and minimal out-of-class exposure to language practice. Thus, explicit teaching and systematic practice will help learners understand these patterns, master and use them adequately, as it can overcome age-related weaknesses in implicit learning [Schmidt, 2010; Swan, 2006].

Despite a strong evidence of the benefits of explicit grammar teaching in a FL classroom, we are also aware of the criticism of university students of a rule-based approach to teaching grammar. The main disadvantage of this approach, according to students, is that the same grammatical rules and forms have been taught for years, though there is no noticeable improvement in language acquisition and accuracy. As a result, students keep making mistakes in using tenses, articles, modal verbs etc.

Since our goal is to achieve a better fit between grammar, accuracy and communication, it may be helpful to consider a contemporary look at explicit teaching that adopts modern data and the findings of psychological researches on conscious vs. unconscious learning/teaching grammar.

Consciousness-raising approach equips learners with understanding of a specific grammatical phenomenon and develops declarative rather than procedural knowledge of it [Ellis, 2002 as cited from Widodo, 2006]. In other words, the main point of this approach is to make learners make observations of linguistic forms of the input that they are exposed to if those forms are to become intake for learning [Schmidt, 2010]. In our understanding, this suggests that attention is directed to the shift from teacher-centered to learner-centered grammar teaching, which results in active engagement of students in independent learning, learner responsibility and autonomy.

Self-assessment as a means for consciousness-raising

In our attempt to equip students with an effective strategy of consciousness-raising in teaching grammar we turned to alternative assessment, particularly to self-assessment, whose beneficial impact has long been recognized, specifically, in promoting students' independence in language acquisition [The impact, 2004]. Using self-assessment in educational contexts in terms of consciousness-raising provides students with explicit goals, increases student responsibility and autonomy; raises awareness; strives for a more advanced and deeper understanding of the subject matter, skills and processes; lifts the role and status of the student from passive learner to active leaner and assessor (this also encourages a deeper approach to learning); involves students in critical reflection [Boud, 1995; Spiller, 2012].

Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect

explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly [Andrade and Du 2007, p. 160 as cited from Spiller]. In other words, self-assessment widely supports the idea of modern tertiary education which lies in promoting lifelong learning, and is called to furnish students with the strategies that will make them independent from the opinion of others.

The concept of self-assessment in the teaching/ learning process may be considered from two points of view [Hudyma, 1981, p. 12]: 1) self-assessment as a psycholinguistic phenomenon (inner self-assessment) which includes mental operations related to monitoring personal progress in language acquisition; and 2) formal self-assessment as a learning activity that is based on specially developed student's learning skills to evaluate the results of their progress according to developed criteria.

Formal self-assessment is conducted on the basis of final results of the language product; inner self-assessment is a continual process and takes place throughout and beyond the instructional programme [Hudyma, 1981, p. 12]. Inner and formal self-assessments do not substitute but complement one another. Though formal self-assessment can be replaced by the assessment of students by teachers and vice versa, the assessment of students by teachers cannot serve as a substitute for inner self-assessment.

A similar point is also shared by Boud, who states that any assessment has two key elements. The first is the result of the development of knowledge of the appropriate standards or criteria that are used to meet the standards of any given work. The second is the capacity to make judgments about the quality of the work and whether the work meets or doesn't meet these standards [Duncan, Boud & Falchicov, 2006].

It is only natural that all learning efforts of assessment should encourage the development of inner self-assessment, as a guarantee and support of lifelong learning [Hudyma, 1981; Boud& Falchicov, 2006]. In this regard Boud argues "*that it is the responsibility of university educators to help students to develop the skills they will need to be effective beyond their university life*" [Boud & Falchicov, 2006]. Also, he points out that self-assessment is s a complex skill, as normally students lack "the ability to look at their work and know of what's good and what needs to be improved" [Boud & Falchicov, 2006]. Thus, there is no doubt that teacher involvement can be high initially, and careful planning is needed to promote students' self-assessment. Self-assessment skills are developed through formal assessment in conjunction with peer and teacher assessment [Hudyma, 1981].

According to the extensive research findings, the role of peer-assessment in developing self-assessment skills can be hardly overestimated [Boud & Falchicov, 2006, Duncan]. Duncan claims that peer-assessment is "*a precursor and an aid to developing self-assessment*" and recommends teachers never to treat peer and self-assessment separately, but rather view it as "*mutually supportive components of a scholarly professional community*". In his work, Boud insists that those students, who are involved in judgments of others, may not actually need any other set of skills and strategies that will enable students to judge and evaluate their own works [Boud & Falchikov, 2006, p.403]. Thus, it is important to encourage students to work collaboratively involving pair and group assessment, which, apart from making judgments, will motivate learners to construct their own knowledge, focus on producing rather than reproducing, and offer a constructive feedback.

It is also important to develop students' understanding of criteria and standards used in judging their work. As many scholars admit, 'weak students tend to overestimate their work, while strong students usually underestimate themselves' [Boud, 1995]. Yet, those students, who can judge their progress accurately, are more motivated and their engagement in learning is higher. In this case, it is usually expected that the grade of a teacher and a student agrees. To ensure this agreement, as Boud and Duncan highlight in their work, "it is fundamentally important that in all cases the objective is to ensure that students are helped to gain a clear understanding of criteria and standard which relate to their work" [Duncan].

How to implement self-assessment in grammar teaching

In implementing self and peer-assessment as a means of consciousness-raising promotion in grammar teaching, we rely on the guidelines borrowed from the literature discussion presented above:

1) Self-assessment **is a continual process** and can be integrated into most learning activities by regularly providing opportunities for students to identify or reflect on their progress in relation to particular learning outcomes. The process of grammar acquisition mentioned by Richards (2002) includes four stages – noticing, discovering rules, accommodation and restructuring, experimentation [Richards, 2002, p. 42-43 cited from Hu, 2012]. Within the given stages teaching/ learning objectives are grammatical rules and grammatical abilities in four speech skills. Accordingly, self-assessment is part of every stage and is aimed at every objective through effective monitoring and improvement of performance through on-going self-assessment.
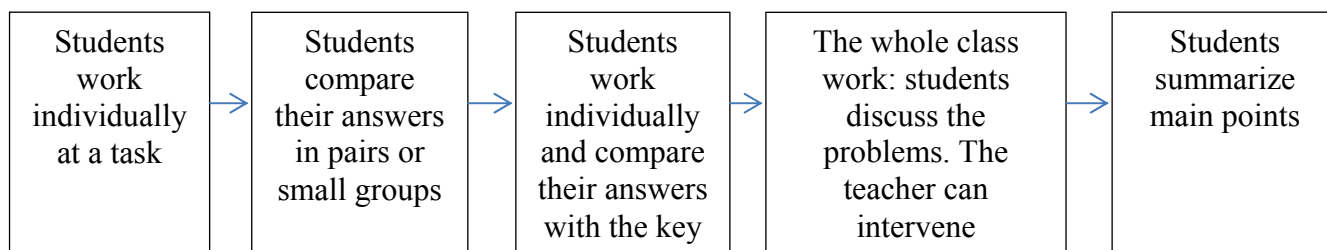
2) Students need **clear criteria** in support of the development of accurate self-assessment abilities. Plentiful researches state that in order to ensure accurate self-assessment opportunities it is important to provide students with the key and scoring grades to every self-assessment learning task. The criteria help students to locate their problems in progress and choose a way to make a necessary improvement. Self-assessment in teaching grammar is usually based on objective assessment which can be easily organized by providing students with the key. Though, even apparently 'obvious' answers can generate useful debate.

3) To avoid misunderstanding in interpreting self-assessment data students can benefit from teacher-involvement in self-assessment processes. This will help to avoid inadequate use of self-assessment feedback, on the one hand, and will support improvement in student learning, on the other.

4) To encourage a greater sense of involvement and responsibility **a peer rating format** is widely used. Peer-assessment assists in establishing a clearer framework and promotion of excellence, draws direct attention to skills and learning tasks and provides increased feedback [Boud & Falchicov, 2006]. Peer assessment can generally solve a variety of class-room problems connected with the lack of an individual student's involvement and responsibility; it encourages students to reflect on their role and contribution to the process of the group work, raises students' interest and learning motivation, teaches how to collaborate and support each other's learning.

A practical implementation of self and peer-assessment in teaching grammar is achieved through the following task completion format.

Step 1 Step 2 Step 3 Step 4 Step 5

| Students work individually at a task | → | Students compare their answers in pairs or small groups | → | Students work individually and compare their answers with the key | → | The whole class work: students discuss the problems. The teacher can intervene | → | Students summarize main points |

A teacher selects the tasks relevant to the four stages of grammar acquisition. At completing each task individually, students are asked to compare their results and discuss the differences in answers if any. It gives students the opportunity to locate grammatical issues in a context through consolidating their background knowledge, construct the rules of usage, and then to reflect on language facts while supporting their points of view in cooperative work. Later, the key is offered for self-assessment. At this stage, students are involved in giving and receiving

feedback while discussing discrepancies with the key, if any. The teacher encourages students to share their points of view rather than give his/her answer. This provides practice in identifying critical aspects of grammatical issues and consolidates knowledge to address them. If students misunderstand or partly understand a grammatical issue, the teacher clarifies the rule. If there are no problems in understanding, and students' results coincide with the key, the teacher asks students to summarize main points as to the usage of a definite grammatical structure and illustrate it with examples.

Sample activities

Sample activities are a direct application of the consciousness-raising approach to explicit grammar teaching by means of self and peer-assessment. The objective of this session is "*Empty and emphatic subjects*". It is important to remember that a five-step format is a part of every task. The number of activities can vary from stage to stage depending on the grammatical issue taught.

<u>Stage 1 – noticing</u> aims at noticing a grammatical item taught in a context. Leading questions are part of this stage, as they help to isolate a specific linguistic feature.

Task 1. Read the paragraph and point out the subjects.

(1) It appears that one of the most noticeable changes has been in our marriage customs. (2) It was only a hundred years ago, when marriages were arranged by a matchmaker and a couple's parents. (3) Besides, the first meeting between a bride and a groom often took place on their wedding day. (4) Moreover, it was not uncommon for a man to have more than one wife, if he had enough money. (5) Today, however, it is 'love marriages' that have become much more common, and polygamy is no longer practiced. (6) More than that, it is hardly tolerated in most communities.

Task 2. Answer the following questions:

– What are functions of the subjects?

– Are functions of "It-subjects" in sentences 1, 2, 4, 5 and 6 similar or different?

<u>Stage 2 – discovering rules</u> – aims to elicit rules of the grammatical item in use. At this stage students are furnished with a clear description of the language focus. This stage is the reinforcement of the leading questions of what students have guessed in stage 1. To avoid students' wrong conclusions and familiarize them with grammatical terms and rules, any teaching media can be used.

Task 3. Answer the questions and discuss them with your partner.

– Into how many groups can you subdivide 'it-subjects'?

– Which sentences illustrate the usage of impersonal/ introductory/ emphatic subjects?

Task 4. Study the information in Table 1. Tick the information in the table that is new for you. Compare you results with your partner.

T a b l e 1

IMPERSONAL	INTRODUCTORY – IT	EMPHATIC –IT
IT introduces information about the following topics: *a) weather/ environment* It was damp and foggy in London that autumn. *b) time/ dates* It is eight o'clock. *c) distance* It's quite a long way to the nearest town. *d) conditions/ situations* It's so quiet and peaceful here. *e) impressions*	**IT describes our attitudes, feelings and opinions without mentioning the speaker directly. This is less direct way than sentences I think /feel/ believe to present impersonal general feelings.** It isn't surprising that she left you. It is difficult to translate this article.	**IT brings the focus on the final element of the it-clause.** It was an elderly lady who had this house.

It looks as if I know you.		

Task 5. Complete the following rules.

a)   Impersonal IT introduces information about_____

b)   Introductory IT describes _____

c)   Emphatic IT draws _____

Stage 3 – accommodation and restructuring – focuses on familiarizing students with the usage of grammatical items. At this stage, students do some exercises to check comprehension

Task 6. Identify the type of IT subject.

Example	Type
So it was in March that you left.	
It's raining.	
It's no use going there so early.	
It thrilled her to be invited there.	
It's all over with the reconstruction of the sight.	
Dick came home late. It provoked his father.	

Task 7. Complete the text with suitable subjects. Identify their functions.

When (1) is winter, frogs stay in a dormant state at the bottom of ponds or holes where (2) is wet. In spring (3) is important for the frogs to reproduce, and there is the place they know they return to lay their eggs. (4) may be necessary for them to travel a long distance, and (5) is not unusual for frogs to take risks. When they arrive, they call to each other. Each species of frog has a particular set of sounds, because (6) is important that frogs of the same species find each other. The frogs mate in the water and the fertilized eggs live in a layer of jelly in the water. There are large numbers of eggs, because (7) is likely that predators will eat most of them. (8) takes about ten days before the tadpoles leave the egg.

Task 8. Rewrite the sentences using "it" subjects.

1. Getting a visa won't be difficult. _____

2. She may well marry him. _____

3. Exactly Mary wrote a thriller with all the traditional ingredients. _____

4. Everyone seems to enjoy watching a new film. _____

5. You have to walk two kilometers to get to the cafe. _____

Stage 4 – experimentation – is editing, construction or composition. Students are encouraged to practise rules and functions exposure, thus trying to apply rules in a communicative exercise.

Task 9. The text can be improved by rewriting some sentences from the paragraph with impersonal/ introductory/ emphatic "it". Underline the sentences that can be improved and rewrite them.

This four-stage procedure of grammar teaching involves students in rule discovery through self and peer assessment. The result of such a teaching format is students' consciousness-raising, which can enhance their autonomy and motivation to learning.

Teaching grammar to adult learners is an essential tool to provide some clear guidelines as to the language structure and syntax. In mastering a foreign language adult learners are dependent on understanding how language works in order to be able to adopt these rules in speech and writing. Thus, the objectives of grammar teaching in tertiary school are explicit and implicit grammatical knowledge, and the grammatical ability in four speech skill. Though many language applied linguists argue against explicit knowledge teaching, there is strong evidence that supports the role of explicit knowledge in enhancing general language acquisition. Also extensive literature analysis proved the advantages of explicit methods to grammar teaching over implicit. The main reason stated to support explicit grammar teaching is that adult learner acquires a second language differently from the way they learn their mother tongue, as adults

make progress better if they can understand the rule of the peculiarities of the target language. Consciousness-raising approach can benefit students in coping with grammatical peculiarities of the target language as it encourages students' involvement in inferring rules from examples, comparing differences of expressing one and the same idea etc., thus making student responsible for their own progress. An effective tool in consciousness-raising promotion is self-assessment, whose principal benefit is to support learning though systemic monitoring and improvement of one's progress. In terms of enhancing grammar teaching, self-assessment should be provided on the basis of the four guidelines: 1) self-assessment should be integrated in the four-stage process of grammar acquisition; 2) students self-assessment should be supported with the key; 3) teacher-involvement is highly recommended; 4) self-assessment always incorporates peer assessment.

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Кавицька Т. І., Осідак В. В. Самооцінювання у навчанні граматики: підвищення граматичної обізнаності студентів-філологів.

У статті пропонується перегляд ролі самооцінювання та взаємооцінювання у вивченні граматики студентами мовних спеціальностей. Описано експліцитну модель викладання граматики, яка спрямована на підвищення граматичної обізнаності студентів за рахунок розвитку умінь критичного осмислення граматичних явищ та свідомого застосування їх у спілкуванні. Обґрунтована практика самооцінювання й взаємооцінювання відповідає цілям викладання граматики у вищій школі та спирається на чотириетапний процес формування граматичної компетенції. Автори розглядають граматичні знання як ефективний засіб свідомого вивчення іноземної мови та пропонують завдання на підвищення граматичної обізнаності студентів із залученням самооцінювання та взаємооцінювання.

Ключові слова: самооцінювання та взаємооцінювання, експліцитне викладання граматики, граматичні знання та навички, розвитку умінь критичного осмислення граматичних явищ.

Кавицкая Т. И., Осидак В. В. Самооценивание в обучении грамматики: повышение грамматической осознанности студентов-филологов.

В статье пересматривается роль самооценивания и взаимооценивания в изучении грамматики студентами языковых специальностей в рамках эксплицитной модели преподавания грамматики. Указанная модель нацелена на повышение грамматической осознанности студентов за счет развития умений критического осмысления грамматических явлений и сознательного применения их в речи. Авторы рассматривают грамматические знания как эффективное средство сознательного изучения иностранного языка и предлагают задания на повышение грамматической осознанности студентов с привлечением практики самооценивания и взаимооценивания.

Ключевые слова: самооценивание и взаимооценивание, эксплицитное преподавания грамматики, грамматические знания и навыки, развитие умений критического осмысления грамматических явлений.

Kvasova O. G.

AN INSET COURSE ON LANGUAGE ASSESSMENT
FOR UNIVERSITY TEACHERS IN UKRAINE

The paper considers the needs in teacher training in language testing and assessment prompted by the increased role of assessment for accountability at universities in Ukraine. The issues of language testing literacy have been focused on by outstanding theoreticians and practitioners working in the field for two decades now. The concept of language assessment literacy is crucial to defining the content area of the in-service course for teachers who are required to implement assessments properly. Traditional courses have included core topics such as validity, reliability, measurement control that tend overlook the recent developments in language assessment (portfolio, self-assessment). Such courses do not consider the immediate needs of classroom assessment providing theoretical basis mostly for standardized testing. Classroom assessment calls for a certain reconceprualisation of key notions and bridging the gap between "knowledge and skills" training models towards more teacher-oriented practice of learning to develop tests. The ideas of training teachers to collegially plan, review and improve self-constructed tests upon proper reflection based on evidence help reorient teacher training courses towards nurturing team work, focusing on examination of test quality, considering feedback from colleagues and from students. The paper presents a curriculum of a course targeted at Ukrainian university teachers and provides the data of piloting one of its six modules. The course is comprised of traditional, core topics of language testing complemented by a module on alternative assessment. The training model envisages a variety of work modes such as contact, independent, team, and individual, includes versatile activities (readings, discussions, tasks to do). The module was piloted in several universities in Ukraine, with its effectiveness established with the help of several specially developed tools of measurement (a test of assessment