

Звичайно, щоб провести таке заняття, викладач повинен до певної міри розбиратися в питанні або звернутися за допомогою до фахівців профільюючих кафедр. Тільки в цьому випадку можна стверджувати, що воно буде корисним для розвитку і професійної, і іншомовної комунікативної компетенції студентів.

Реалізувати фактичну, інформаційну інтенції в процесі професійного спілкування можна лише за допомогою різнорівневих мовних засобів, мовних умінь і комунікативних навичок, що визначаються нормою й етикою ділової комунікативної поведінки [3].

Отже, основним завданням для викладачів сучасних технічних вишів на сьогодні є пошук, дослідження та застосування актуальних методів викладання іноземних мов із метою підготовки висококваліфікованих фахівців.

### Література

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### ASSESSMENT OF SPEAKING IN LEGAL ENGLISH COURSE

Assessing students' oral performance is a challenging job mainly for two reasons. First, teachers have different teaching practices. Second, teachers often do not have enough time, proper logistics and adequate training to assess oral skills effectively. The most wide-spread problems with assessment are as follows: when ranking assessment criteria for speaking, teachers basically prioritise accuracy and to a certain extent neglect communicative aspect; the assessment procedures do not provide teachers with a comprehensive picture of students' growth and achievement nor do they offer informative feedback about the process of teaching and learning; teachers assign scores based on an impressionistic idea of their students' oral performance but not on clear criteria. The lack of understanding what exactly should be assessed and the lack of unified criteria or patterns in assessing student's oral performance may cause discrepancies between methodology and instructional practices.

English for Specific Purposes (ESP) National Curriculum for Universities [1] developed by the Ministry of Education and Science of Ukraine in collaboration with British Council specifies objectives for language proficiency levels B1, B2 and C1.

The ESP Curriculum describes language learning objectives in behavioural terms – what students should be able to do with their language skills. Thus, unlike in a traditional linguistic norm-referenced approach, assessment should be a matter of determining the extent to which students have mastered the behaviour in question. These objectives are compatible with those of the Common European Framework of Reference and those determined by Ukrainian Education Qualification Standards. Assessment of learning outcomes should be based on the specified Curriculum objectives, after they have been adapted to the specific academic and/or professional environments in the university/faculty/department which meet its own students' specific needs.

The Curriculum also suggests a set of assessment criteria for both receptive and productive skills. Speaking skills should be assessed according to the following criteria interpreted at their language proficiency level:

1. Task fulfilment: organising both what is said, and how it is said, with regard to quantity, quality, relevance and clarity of information;

2. Usage: accuracy and appropriateness of language use; range of vocabulary and grammatical structures as specified in the level descriptors;

3. Discourse management: the coherence, extent and relevance of learner's performance;

4. Pronunciation: the learner's ability to produce comprehensible utterances; the use of stress, rhythm, intonation;

5. Interactive communication: the learner's ability to take an active part in the development of discourse; turn-taking and sustaining interaction (initiating and responding appropriately).

The authors of the Curriculum recommend that teachers, when developing assessment instruments and procedures of various types and for different specialisms and levels, should use as a model internationally recognised English Proficiency Tests (Cambridge PET, FCE, CAE, IELTS, BEC, CELS, etc.)

Thus, according to the format of the International Legal English Certificate (ILEC) [2, p. 257–261], the summative assessment of speaking skills in the Legal English Course at a university may be carried out in the form of a test consisting of four parts.

In Part 1 (An Interview) the examiner who talks to two students leads a discussion in which they have to answer questions about themselves and about their legal studies and/or legal work experience, such as:

- What area of the law do you find the most interesting? (Why?)
- In your opinion, is studying law more difficult than studying other subjects?
- How do lawyers advertise their services in your country?

This part of the test takes about 2 minutes.

In Part 2 of the test (Long turn) each of the two students has to speak for 1 minute without interruption. The interlocutor gives them a choice of two law-related topics and the students have 1 minute to choose their topic and prepare their talk (for example, Contract Law: the most important points of a contract; what effect an oral contract has; what happens if a contract is broken). They may use the three prompts to help them structure their talk. The students are supposed to give information and/or express and justify opinions. They get different sets of topics to choose from, but each of them should pay attention to what his/her partner is saying because they are supposed to ask a question after the other has spoken.

Part 3 of the test (Collaborative task) measures the student's ability to take part in a discussion with his/her partner and work towards reaching a decision. The student has to work with his/her partner to carry out a task based on some verbal and written instructions which the examiner gives them. This part lasts 4 minutes and students have to talk with each other for about 3 minutes.

In Part 4 of the test (Discussion) the student has to take part in a discussion with his/her partner related to the topic of the task he/she did in Part 3. The examiner asks both of them some questions.

Concurrently with traditional testing ESP teachers should apply other assessment forms, namely classroom peer and self-assessment, assessment of students' group work, learning journals, reflective writing, etc.

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## **ШЛЯХИ ПІДВИЩЕННЯ РІВНЯ ВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ СУЧАСНИМИ ФАХІВЦЯМИ: ВЗАЄМОДІЯ ДЕРЖАВНИХ ТА СУСПІЛЬНИХ ІНСТИТУТІВ**

Проблематика підвищення якості мовної підготовки майбутніх фахівців є актуальним та значущим напрямом діяльності як безпосередньо самих вищих навчальних закладів як суб'єктів, які забезпечують виконання державного замовлення на підготовку конкурентоспроможних фахівців, науково-педагогічних та робітничих кадрів, так і органів державної влади. Під час роботи міжнародного науково-практичного семінару