

There pragmatic inferences are needed to interpret the meaning and reference of an utterance as a part of discourse and also its implicatures.

- the possibility to make conscious operations while learning new knowledge or extending already existing knowledge automatic by repeated use of the material, use of production rules.

There are kinds of exercises which are compiled by methodologists for studying and teaching languages. A bulk of these exercises is made on the basis of cognitive linguistics elaborations. Thus, possible variants are building semantic networks, describing and performing the standard situations, pole-play, etc. Exercises connected with text comprehension can include revealing propositions, analysis of linguistic and non-linguistic meaning of some parts of the text, study of metaphors and other figurative language. Language structures can be learned through the contexts, thus there are correspondent exercises which serve better language understanding.

THE IMPACT OF CLASSROOM-BASED ASSESSMENT ON EFL TEACHING AND LEARNING

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In modern world testing and assessing are more than accountability. They can also be a valid means of improving education. When assessment is correctly integrated with instruction, it informs teachers about many facts, among them are the following: which activities and assignments prove to be most useful; what level of teaching is most appropriate at this or that stage, with this or that audience; whether it is time to move on; when to ask more questions; whether students need to be given more examples, etc.

The importance of effective assessment in EFL teaching and learning has grown tremendously nowadays, when the emphasis of language teaching has shifted from the traditional way of transmitting knowledge to learners towards a different system of supplying students knowledge with which they will succeed in the real world. Very soon it was realized that traditional ways of evaluating learners' language abilities will not help to achieve this goal.

Traditionally many EFL instructors have evaluated their students' knowledge by giving examinations and papers in the middle and at the end of each term. As a result, instructors lecturing to a large class might not recognize for quite a lot of time that many students had trouble explaining or using a concept covered even at the very beginning of the class, or that some students consistently confuse some closely related ideas. Even if an EFL teacher sets weekly homework assignments, some students may be able to complete assignments without fully understanding the central concepts or developing skills which are part of the larger aim of the course. And even in a small class where students offer comments, discuss and ask questions, some crucial issues may have been misunderstood or overlooked by those who keep silent.

While using formative assessment teachers should explain their students why it is necessary to ask them for information, that students' learning will be assessed in order to help them improve and not to grade them. It is also necessary to teach students how to do the assessment before applying it; students should be necessarily provided with feedback – to let them know what teachers learn and what difference this information will make; how their instructor's teaching will change to respond the information they provided.

Students should understand that their active participation in the classroom assessment can have a positive impact on teaching and their learning. Indeed, the knowledge students gain from the assessment can be built into other class projects, so that students are encouraged to continue to monitor their intellectual development or their acquisition of specific skills.

Therefore, new forms of assessing students' learning have been developed to demonstrate what students are learning and what they can do with their knowledge. Classroom or classroom-based assessment is among these new forms.

J.H. McMillan considers classroom assessment “a separate and distinct field of study with an identifiable research base, a field that integrates three areas: what we know about measurement, student learning and motivation, and instruction.” [4, p.3] He also remarks that classroom assessment is “a broad and evolving conceptualization of a process that teachers and students use in collecting, evaluating, and using evidence of student learning for a variety of purposes, including diagnosing student strengths and weaknesses, monitoring student progress toward meeting desired levels of proficiency, assigning grades, and providing feedback to parents.” [4, p. 4]

The data faculty obtain from classroom assessment activities can be immensely useful for improving teaching and learning in a variety of ways. For example, such activities can help students learn how to study, encourage teachers to analyze objectively what transpires in the classroom, and guide students in a self-analysis of their own learning processes.

Classroom assessment involves a broad range of measures, including both formal structured techniques such as tests, papers, student self-assessment, reports, and portfolios, as well as informal ways of collecting evidence, including anecdotal observation and spontaneous questioning of students. Being more than mere measurement or quantification of student performance, classroom assessment connects learning targets to effective assessment practices teachers use in their classrooms to monitor and improve student learning. [4]

Classroom assessment focuses on the learner, and provides feedback to both the instructor and the students on the quality of learning and the effectiveness of teaching which takes place in the classroom. Classroom-based assessments are not summative and are not meant to classify students, they are often anonymous; their purpose is to inform teachers whether there are any gaps between what their students know and what teachers expect them to have understood.

Black & William (1998) emphasized that classroom-based assessment is viewed as an effective aspect of teaching and learning, an integral part of the teaching

and learning processes. [2] According to Brooks & Brooks (1999), classroom assessment can be compared with “assessment for learning” which is likely to improve students’ achievement. [3]

As Angelo & Cross (1993) put it, classroom assessment is a major component of classroom research, which involves teachers in the continuous monitoring of students learning. [1] Traditional methods of evaluating student learning (summative assessment) usually occur at the end of the term, when it is often too late to make any changes. They may also be very threatening to students because they are graded and this may affect students’ success in the course. Thus, we can say that traditional assessment is content-centered, passive, and content-specific.

Classroom Assessment Techniques (CATs), on the other hand, are non-threatening ways of evaluating students’ learning and their reaction to their instructor’s teaching methods. The purpose of Classroom Assessment Techniques is to enable both instructors and students to mutually improve learning.

It usually takes some hard thinking before teachers can articulate the specific skills and competencies they hope to teach through the course content – what is most important to teach and what students should really learn. Classroom Assessment Techniques give faculty feedback on how well they are achieving their teaching goals. In their book Angelo & Cross (1993) describe 50 tested CATs and emphasize that their “aim in presenting the fifty different Classroom Assessment Techniques <...> is to provide college teachers - from various disciplinary specialties and backgrounds - with a compendium of good ideas developed by their colleagues for assessing and improving student learning.” [1, p.105]

Angelo & Cross (1993) also draw attention to seven characteristics of Classroom Assessment Techniques. First of all, they are *learner-centered* as focus the primary attention of instructors and students on observing and improving learning rather than instruction itself. These techniques are *instructor-directed*, because it is up to the teacher to decide what and how to assess. CATs benefit students by promoting their active participation in the instructional process, therefore, using them is *mutually beneficial* for students and their instructors. In addition to that, CATs are *formative* as their purpose is to improve learning, not to evaluate instructors or students. Each technique is *content-specific* and has particular uses and contexts for which it is best suited, which should be taken into account when using CATs in classroom. Furthermore, as a part of a formative assessment, classroom-based evaluation is an *ongoing* process, so CATs are meant to be integrated into regular classroom activity. Finally, CATs are *based on instructional best practices* by making the assessment of student learning more systematic, flexible and regular. [1] Therefore, we can state that classroom assessment, which is done with CATs, is student-centered, active, context and content specific.

As teaching without learning is just talking, classroom-based assessment is widely used to help EFL teachers find out *what* their students are learning in the classroom and *how well* they are learning it. To achieve their teaching goals and get timely feedback, in addition to summative and formative assessment, EFL instructors

successfully use classroom-based assessment and widely include into the teaching and learning process ungraded activities called Classroom Assessment Techniques.

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MOBILE LEARNING

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Blended approach is a new step in the teaching-learning process. Combining traditional and innovative at the same lesson makes the process updated as modern students being “digital natives” get a lot of information in every-day life through modern devices. Using Information and Communication Technologies or Learning Technologies (LTs) in class makes the process more interesting and productive. Enumerating Lts we focus on some of them: Learning Technologies such as CALL (Computer Assistant Language Learning), office applications (Word, Power Point), CD-ROMs (+ course books), interactive whiteboards, DVD players, mobile phones. One of their advantages is the fact that they involve all the students at the same time, making the process both interesting and entertaining. Also among the benefits are the following features: both teachers and students need specific IT skills trained and developed. It is one of the key-points of using LTs in class. Blended learning creates opportunity to share experience; also it is time-saving. Teachers can use the same material changing the tasks every time and/or sharing it with the colleagues. Obviously, it promotes students’ motivation and is supportive for primary and sub-skills development. And the role of learning technologies in class is “to support students teaching themselves with their teachers’ guidance.”[2]

Innovative methods in teaching English provide a number of opportunities to teach and learn effectively. One of the ways to improve English is to take part in secondary and high school links projects. Participating in the projects students become more aware about possible ways of improving language. One of them is communication in real-life format: real language application stimulates students' progress. This is a good way how to communicate in English when you are not in an English-speaking country. Secondary and high school links projects raise students' motivation to learn. Doing researches students read more and learn how to explain some realia, express their opinion, discuss and negotiate the ideas which are important for them. Shared experience got through links projects gives students better