

тате чего слабые учащиеся обретают уверенность в собственных силах, сильные помогают им усвоить учебный материал.

Специфика интерактивного обучения заключается и в том, что у учащихся формируется умение работать с различными источниками информации, находить и обрабатывать эту информацию, систематизировать ее, осмысливать и творчески применять. Это позволяет выработать навык самостоятельной учебно-исследовательской деятельности, который в дальнейшем окажется весьма полезным для учащихся.

ALTERNATIVE ASSESSMENT IN UNIVERSITY TEACHING CONTEXT

I.V. Blavachinskaya, Z.K. Madiyeva, B.N. Karabayeva,
senior teachers at al Farabi University's department of
foreign languages for natural sciences faculties

Testing and assessment students are part of every teacher's job. Testing, assessment and evaluation add to the complexity of teaching but are necessary activities for students, faculty and program success. To implement this job there are both conventional and alternative assessment. To alternative types of assessment belong different kinds of work which require students to perform language skills with higher level of thinking. The major advantage of them is those students demonstrate existing language competence. To keep the focus on learning we must carefully reconsider what we are measuring. It is important to teach and expect responsibility. But it is also crucial that we value and accurately measure academic achievements. So there exist several ways of measuring activities. Some of them are traditional, others are alternative. According to Brown \Brown&Abbeywickrama, 2010\ alternative assessment includes: Portfolio, Conference, Self and Peer Assessment. During teaching process and studying different ways of improving checking procedure we have tried to implement two of them – portfolio and conference.

Portfolio, as a means of self-assessment was suggested by the European Union at the end of 20 century. But the idea of creation of Portfolio was not a new one. It is traditionally used in teaching a foreign language in the USA as well as in France. But there Portfolio is used as a tool of control and monitoring of individual performance of home assignment which after some due date's student hand in to their teacher for checking. We suggested that Portfolio be included as preliminary work at the beginning of University course. So far we have already used this kind of assessment among the first-year students of Physics department. At the beginning of the course they were offered so called Self Assessment Grids to fill in. And they performed the same procedure at the end of the course. Thus it could be possible to establish which course objectives they had learnt and which they had not.

Another method of assessment is conference. Our teacher experience has showed the fact that we are already conducting this method of assessment not know-

ing its name. Conferences are defined as any assessment procedures that involve students visiting the teacher's office alone or in group for brief meeting. In such conferences the teacher can assess students' ability to perform particular language points and/or give students feedback on their work. Conference can be used widely as part of evaluation. They can include individual students, several students or the whole class; they can be conversations about completed work {as in the case of portfolio conference} or about work in progress (for example, during a reading or writing activity) and they often focus on activity the teacher has set up to observe and discuss. At the outset we will want to introduce and explain the purpose of the conference to the students. The purposes may include discussions of students' views of the learning processes, fostering their self-images, reviewing specific language skills and so on.

Conferences afford the teacher an opportunity to work with students on self-confidence and self-image issues when they are in the larger group of the classwork. From a language learning point of view conferences afford the teacher an opportunity to elicit and work on specific language skills. We may want to try to observe which students are having trouble with which language skills in class, then, elicit and work on those skills only with the students who need it. Or it may make more sense to check every one for the ability to perform certain skills during the conference and then work on it only for those students who need to improve that particular area.

Both procedures are not time consuming and allow all students being involved in the process of learning and assessing.

ON EFFECTIVENESS OF PEER ASSESSMENT IN SECOND LANGUAGE WRITING

Y. Bitsenko, CELTA KIMEP
University Almaty, Kazakhstan

Student academic writing is at the centre of teaching and learning at the KIMEP University. The Language Centre developed the Academic Reading and Writing course (ARW), which goal is to develop students' awareness of the academic conventions in writing and to practice various types of writing that they may encounter in their chosen fields.

One of the very important aspects of writing instruction is peer assessment (PA). In the past two decades it has been adopted as a learner-centered approach to L2 writing (Hyland and Hyland, 2006). Several empirical studies have been made using a comparative approach between peer and teacher feedback and showed that on the whole learners favor teacher feedback over peer feedback when doing revisions of their drafts. In some exploratory studies (Zhao, 2010), EFL learners who were exposed to different types of feedback including teacher, peer and self-feedback, tend to choose teacher feedback as more trustworthy and helpful than other types of feed-