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**2.3. PERSPECTIVES ON STUDENT PEER PERFORMANCE
EVALUATION WITHIN THE PROCESS OF TEACHING ENGLISH
FOR OCCUPATIONAL PURPOSES
AT THE TERTIARY EDUCATIONAL LEVEL**

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Introduction

Currently, educators pay much attention to preparing university students for prolific graduate work in their spheres of study. This involves formation of a particular dynamic mindset of an expert who will not simply accept and fulfil instructions submissively, but will be a proactive, independent, flexible and mobile specialist who is prone to their further development as a language personality as well. Multi-competence takes into account the presence of both specialised and professional competences. Additionally, it requires integral or universal ones, which are in some way related to the future professional and social life of graduates. Furthermore, special attention should be drawn to the formation and development of a number of transferable social-psychological or soft skills, known as human skills that cover leadership and managerial skills, skills of effective communication, the ability to resolve conflict situations and others that should also serve as characteristic features of a language personality. Despite the conventional belief, it is possible to develop such competencies for the benefit of further professional activity of university graduates not only during the students' learning activity, but also in the process of evaluation of both the learning process and its outcomes. Being involved in peer performance evaluation, students develop new essential skills and competences promoting their further development as language personalities. Students' active participation increases their autonomy and engagement in the learning process. It as well enhances the degree of responsibility towards their own learning and that

of other peer students. The additional advantage of peer performance evaluation is that as a result, students will focus on the aspects of their work under evaluation, thereby improving its quality. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of their ability for critical analysis and critical way of thinking.

As a process, student peer performance evaluation is supposed to include the following components, such as articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will consequently serve a highly useful instrument for preparation of university students for their future successful and productive functioning as employees with a shaped proactive mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is usually placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens as well as properly developed language personalities.

§ 1. Modern tasks of teaching a foreign language and a foreign language for occupational purposes at the tertiary level in the context of the development of a language personality

At present, particular attention is paid to preparing university students for vigorous and effective work in their fields after graduation. This implies both the formation of students' specific knowledge and competencies, and the creation of a particular active mindset of an expert. University graduates must be ready to work productively in a team, be able to accept decisions of other group members, to appreciate and adequately evaluate the performance and end products of both their work and the work of other team members.

One of the goals of contemporary higher education in Ukraine is to focus on the production of qualified professionals of multiple competences who would be competitive in the European and world labour markets¹. Multi-competence considers both the specialised and professional competences, and integral or universal competences, related to the future professional and social life of graduates. Moreover, the formation and development of a number of social-psychological or soft skills, which are part of the universal competencies, covering leadership and managerial skills, skills of effective communication, ability to resolve conflict situations attract considerable attention². Regardless of the long-established view, it is achievable to build up such competencies not only during the students' learning activity, but also through the evaluation process of the learning process and its outcomes. Therefore, present-day student-centred approaches in education presuppose students' active involvement in classroom activities that means not just participation in the learning process, but also in the process of evaluation.

¹ Orlova N. Competence-Based Education: Context Analysis for the Subject Area of Philology / *Філологічна освіта в сучасному університеті – проектний підхід до організації роботи згідно з положеннями Європейських кваліфікаційних рамок (досвід Університету Данубіус)* : збірник тез науково-методичних доповідей. Сладковічево, 2017. С. 71–76.

² Орлова Н. Педагогічна доцільність впровадження паритетного формуального оцінювання ефективності навчальної діяльності студентів. *Фундаментальні та прикладні дослідження: сучасні науково-практичні рішення та підходи: Міждисциплінарні перспективи* : збірник матеріалів IV-ої Міжнародної науково-практичної конференції. Банська Бистриця – Баку – Ужгород – Херсон – Кривий Пир, 2019. С. 138–139.

The new demands for quality, goals and content of English for Occupational Purposes (hereinafter as EOP) teaching and learning are imposed by the current processes of globalisation. In this regard, it is essential for educators to consider learners' individual needs, and to ensure existing approaches and demands while planning a learning process. Furthermore, they should take into consideration personal, social, cultural and economic circumstances, which could cause issues and sometimes make fulfilment of an individual's potential in studying impossible. The process of learning EOP by students of non-linguistic study fields remains especially central during the most recent decades. Present-day professional requirements placed on prospective university graduates include the high level of profession-oriented knowledge and skills as well as a combination of willingness and ability to master their professional proficiency, to be a competitive and mobile specialist in our integrated world. Hence, these demands obligatory cover a good command of the English language both for specific and occupational purposes. Subsequently, besides the development of language personalities, the ultimate goal of the higher tertiary education is to train qualified and competitive specialists capable of meeting the employers' requests built upon certain competences of specific character with the secured place of EOP.

Today, teaching students the usage of the English language on a daily basis as well as the peculiarities of its application in profession-specific situations is integrated into the basic tasks of the EOP courses. The features of EOP teaching and learning organisation involve syllabus formation, creating EOP teaching courses, reasoning for timetable arrangements, appropriate amounts of contact study hours, availability and contents of learning and supporting materials. Regarding planning and organisation of EOP teaching and learning, they comprise of the process of development of EOP syllabuses as a product of interaction of several factors, starting from social and institutional policy aspects to the ways the culture of an educational process formed after the documents' implementation. A syllabus design is known to be a complicated process built around an initial analysis of students' needs and the contents of education, with the subsequent evaluation of the program effectiveness. The most well-known approach to the syllabuses' analysis is examining their content, that is, structures, situations, functions and notions, units they are divided into, genres and types of texts, procedures and tasks, language skills.

Various reference sources and researchers as a rule classify a syllabus in similar ways. Oxford Dictionary of Education defines it as a specification of the content of a course of study, when the teacher translates the contents of the syllabus into an appropriately sequenced series of lessons designed to enable learners to achieve the learning outcomes, which the syllabus sets out³. Richards and Rodgers mention that the term syllabus is used to refer to the form in which linguistic content is specified in a course or methods⁴. Hall suggests a syllabus to be generally understood as the content of a particular language programme (or subject area) or the systematic guide that sequences and structures content, specifying what is taught⁵.

The methods of teaching ESP generally entail overt or covert decisions made in the relation to the selection of language items or features to be used within a course or method. Concerning this, we will identify two forms of syllabuses employed: a “priori” syllabus and a “posteriori” syllabus⁶. Priori syllabuses are usually determined in advance of teaching and linked to specific approaches and methods. Educators have proposed a number of taxonomies of syllabus types in language teaching. Richards (2001) lists the following basic syllabus types – grammatical, lexical, functional, situational, topical or content-based, competency-based, skills-based, task-based, text-based, and integrated⁷. These types are used in accordance with the subsequent methods: Oral/Situational methods employ a situational type of syllabus, Audiolingual methods use a grammatical syllabus, Communicative Language Teaching makes use of a functional syllabus, and Task-based Language Teaching is oriented to the task-based type of syllabus. Whatever the type of syllabus, it usually consists of a list of grammatical items and constructions, together with a related list of vocabulary items, or may specify the certain communicative content of a course in terms of functions, notions, topics, grammar,

³ Wallace, S. (ed) (2009) *A Dictionary of Education*. Oxford: Oxford University Press.

⁴ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁵ Hall, G. (2011) *Exploring English Language Teaching: Language in Action*. Oxon : Routledge.

⁶ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁷ Richards, J.C., Rodgers, Th.S. (2001) (2nd ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

and vocabulary, or can be organised in terms of text-types activities such as reports, recounts, and narratives. However, posteriori syllabuses are usually determined after the lesson, from examining lesson protocols and result from interaction between teachers and students. This type of syllabuses is distinctive to process-based methods, such as Community Language Learning, known as Counselling Learning when learners select content for themselves by choosing topics they want to talk about⁸.

Considering the ways syllabuses may be organised, some researchers distinguish syllabuses by content, organisation and presentation⁹. Perhaps the most common way of describing syllabuses is in terms of their content, meaning, the nature of the units the syllabus is divided into, for example, structures, functions and notions, situations, genre and text-type, processes, procedures and tasks, or language skills. Structural syllabuses introduce learners to grammar items such as modal verbs, tenses, plural forms or sentence structures systematically. In such a context, functions, situations or tasks may also be introduced to facilitate the central focus on structures and forms of the target language. Yet despite the fact that the focus on forms and structures has been criticised for a long time, and the impact of communicative and task-based approaches and widespread understanding that meaning matters more than forms, most EOP course books are organised according to the structural type of syllabuses. Contrary, functions or 'the communicative purposes for which we use language' and notions as conceptual meanings such as 'time and duration' propose more meaning-focussed approach to syllabus design, where the basic units include 'asking for information', 'giving advice', etc¹⁰. Furthermore, a syllabus may be organised around situations such as 'at the Supermarket', 'at the Counsellor's', 'at the GP's' etc. Thus, currently, notional-functional syllabuses are rare in their pure form, since ESP courses cannot teach all the functions and structures of the English language. Moreover, they are often organised considering genre- and text-based aspects. Although different in their own ways,

⁸ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁹ Hall, G. (2011) *Exploring English Language Teaching: Language in Action*. Oxon : Routledge.

¹⁰ Nunan, D. (1988) *Syllabus Design*. Oxford : OUP.

structural, notional-functional and genre-based syllabuses focus on and categorise language. In contrast, procedural, process and task-based syllabuses prioritise principles of EOP teaching and learning and the routes or means of EOP teaching and learning more significantly. Thus, we can differentiate product-oriented and process-oriented syllabuses¹¹. Product-oriented syllabuses usually focus on what is to be learned and are organised according to the external (regarding the students' interests) factors. For example, the learning goals are determined and established by the institutional authority, the course content is selected by an certified expert, objectives are defined in advance, all decisions as for the lesson plans are made by teachers or academics, assessment is made according to the general demands of achievement or mastery. Process-oriented syllabus designs focus on how EOP is to be learned and are as a rule internal to learners as objectives are negotiated between learners and teachers and described afterwards, content is identified by learners and comprise of what learners bring and want, and assessment is made in relationship to the learners' criteria of success¹². Thus, in order not to go to extremes, the most common contemporary type of syllabus designs is the multidimensional or multi-layered syllabus, serving a hybrid type of syllabus that combines structural, functional and notional, task-based learning and skills development elements.

The subsequent aspects of the improvements within EOP teaching and learning involve organising, sequencing and grading the contents. There are numerous ways for contents to be sequenced in EOP syllabuses. The most broadly spread criterion is difficulty, or awareness of necessity to teach easier material before introducing learners to the more difficult items. However, similarly to contrasting external and internal factors influencing syllabus designs, here we might face certain issues in interpreting notions of 'easiness' and 'difficulty'. Moreover, linguistic forms can be of dual nature. The articles in the English language are simple in forms, but the peculiarities of their use are difficult to explain and learn. In addition, the existence of the learners' 'internal syllabuses' linked to 'in-built learning programmes'

¹¹ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

¹² White, R. (1988) *The ELT Curriculum: Design, Innovation and Management*. Oxford : Blackwell.

complicates perceptions of what language items learners are ready to learn and, therefore, which language they are likely to find difficult¹³. Usefulness, or urgency, constitutes another principle around which teachers plan EOP syllabuses. It focuses on learners' direct needs and is linked to frequency. On the other hand, the relationship between usefulness and frequency is not always obvious as in some particular contexts definite infrequent words may appear to be more useful than those of more frequency are. Traditions also play an important role in a syllabus design as learners and teachers expect certain items to be included. It draws attention to the principle of grouping items to be taught together, for example, some and any, will and going to and many others. Although syllabuses are often organised linearly, when language items are dealt with one after another and mastery is assumed before learners move on, content is mainly organised cyclically, through a spiral syllabus¹⁴. According to it, learners return to the same content area to explore it in more depth in various contexts. It is typical of this approach to start with learning the basic meaning of the notion, then, on the next stage, to introduce other meanings, steadily advancing learners' knowledge.

Moving to other underlying approaches of categorising syllabuses, we will consider synthetic and analytic language presentations. Syllabuses may present language synthetically, when it is broken down into a series of constituent parts that are taught separately. Alternatively, language may be approached analytically, where a language is not perceived as a series of items to be progressively mastered and there is much less careful linguistic control within the learning environment. Synthetic approaches to syllabus design are directly related to structural syllabuses, and consequently to Grammar-Translation and Audiolingual language teaching methods. More analytical approaches to syllabus design are mainly linked to process-oriented syllabuses and underpin stronger forms of Communicative language teaching and Task-based language teaching. However, most contemporary syllabuses draw upon both approaches, being a combination of them.

¹³ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

¹⁴ Corder, S. (1973) *Introducing Applied Linguistics*. Harmondsworth : Penguin.

§ 2. Cooperative learning in the context of the implementation of modern principles of teaching foreign languages for occupational purposes

The use of fundamental principles of cooperative learning based on active cooperation and group work in the process of teaching EOP will help improve the quality of students' independent learning as well as activate their cognitive activity¹⁵. The inclusion of cooperative learning in the curriculum will promote awareness of the diversity of higher education students, active involvement in the learning process of all students, regardless of the level of their knowledge, personal differences and characteristics, their own pace of learning and competences formed¹⁶.

Within the multifaceted approach to the educational process at the tertiary level, special attention should be drawn not only to the formation of students' general, professional and universal competences, but also to the principles of multiculturalism, diversity and inclusivity, since they are crucial for a multifaceted nature of language personalities. In EOP teaching, there is an additional orientation on mastering social and psychological skills during active and complete involvement of students in the whole complex of the educational process¹⁷. Therefore, EOP learning should awaken students' curiosity, willingness for professional and personal growth, desire for effective interpersonal interaction, readiness to solve problematic or conflict situations, and at the same time, it should be dynamic and effective.

¹⁵ Orlova N. Teaching Foreign Languages for Occupational Purposes to University Students of Non-linguistic Study Fields: Concept's Multifaceted and Complex Nature. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych : Publishing House "Helvetica", 2019. Issue 23. Vol. 3, 2019. 188 p. (P. 93–99). DOI: <https://doi.org/10.24919/2308-4863.3/23.166379>

¹⁶ Orlova N. Student Peer Performance Evaluation: Importance of Implementation for Group Work Enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84). Issue: 207, 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

¹⁷ Orlova N. Student Peer Performance evaluation in the Context of Teaching Foreign Languages for Occupational Purposes. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych: Publishing House "Helvetica", 2019. № 25. P. 239–243. DOI: <https://doi.org/10.24919/2308-4863.0/25.179025>

During the completion of educational tasks in the context of cooperative EOP learning, students of higher education receive the opportunity to form and improve the qualities and skills necessary for effective performance, fulfilment of the assignments set, solving complex specialised psychological and social issues related to their future professional activities¹⁸. Among the skills and qualities developed in a cooperative context, the following are worth mentioning: leadership skills, ability to communicate effectively with colleagues, establish professional contacts and techniques for identifying and solving problems, willingness to make informed decisions, use the obtained knowledge and experience to set up productive work as a team and successful interpersonal interaction.

Cooperative EOP learning includes assistance, monitoring and evaluation by peers, i.e., students-members of the same group or team. This approach focuses on the development of critical thinking skills in students, which is one of the basic tasks of modern higher education institutions¹⁹. In addition, this approach builds on and at the same time aims to nurture, a commitment to collaborate and develop a communicative and competent component through socially structured interactive activities including group discussions, pair and group work that are carefully planned to maximise student interaction and facilitate students' contribution to each other's learning²⁰.

The implementation of a cooperative approach to EOP teaching and learning will help create a student's conscious mindset related to the awareness of the important implementation of a common task for the whole group or team. The forms of cooperative learning include brainstorming or idea generation, opinion exchange for problem-solving and/or decision-making, puzzle-type and jigsaw activities, creating group projects and presentations, and more.

¹⁸ Orlova N. Student Peer Performance Evaluation: Importance of Implementation for Group Work Enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84), Issue: 207, 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

¹⁹ Orlova N. Development of Transferable Skills through Student Peer Performance Evaluation Activities. *Scientific Achievements of Modern Society. Abstracts of V International Scientific and Practical Conference*. Cognum Publishing House, Liverpool, United Kingdom, 2020. P. 159–167. URL: <http://sci-conf.com.ua>

²⁰ Orlova N. The Methodology of Teaching Foreign Languages. Cherkasy : Chabanenko Ju. A., 2019. 122 p.

Additionally, the learning experience becomes more memorable when social and emotional memories are part of the learning activity. Thus, cooperative learning that involves and engages students' interdependence and collaboration, is a powerful enhancer of effective memorisation during EOP learning²¹. Furthermore, all types of competencies, including socially oriented ones, are formed and developed more successfully in a collaborative environment, while implementing group tasks and projects, the involvement in which is characteristic of the cooperative approach to EOP learning. Carefully selected and structured activities in the context of cooperative learning meet the current requirements related to differences within learning groups. Previously, learning groups were traditionally considered as homogeneous entities. Presently, group differences are linked not only to personality types and to temperament characteristics, levels of foreign language proficiency, educational, cultural and social backgrounds, but also to personal learning paces and styles, learning strategies and more²².

§ 3. Development of Soft or Transferable Skills through Student Peer Performance Evaluation Activities

Awareness of and preparedness for the forthcoming changes within the global employment system can hardly be underestimated these days. In present-day higher education, the trends are associated not only with preparing university students as language personalities to fulfil certain professional duties, to engage in specific profession-oriented activities, but also with providing them with the opportunities to build up and enhance a set of skills to be used in any field they will need to be productive, are constantly becoming more crucial. As Richard Riley has mentioned, we need to prepare students for 'jobs that do not exist yet, using technologies that have not been invented in order to solve problems we do not even know are problems yet'²³. That means that not the job title but the skill sets will be necessary for future employability. There are several employability frameworks that unite

²¹ Orlova N. Development of Transferable Skills through Student Peer Performance Evaluation Activities. *Scientific Achievements of Modern Society. Abstracts of V International Scientific and Practical Conference*. Cognum Publishing House, Liverpool, United Kingdom, 2020. P. 159–167. URL: <http://sci-conf.com.ua>

²² Ibid. P. 164–165.

²³ Gunderson, S., Jones, R. & Scanland, K. (2004). *The Job Revolution: Changing How America Works*. Chicago : Copywriters Inc.

areas as well as the competencies covered in each area. The Pearson Employability Framework, for example, is made up of four areas such as core academic competencies, occupational competencies, personal and social capabilities, career knowledge and transition skills²⁴. Core academic competencies cover literacy, numeracy and digital fluency. Occupational competencies include skills related to a specific job and are known as 'hard' skills. Personal and social capabilities as 'soft' skills or 21st Century skills encompass critical thinking, creativity, communication, collaboration, self-management, leadership and social responsibility. Career knowledge and transition skills include showcasing skills and qualifications, developing a presence on social media, interview skills and CV writing. Critical thinking can be manifested through the abilities to solve problems, make reasoned judgements, analyse and evaluate, reflect and make connections. It can be developed by means of categorising, choosing the best option, making predictions, making decisions supported by reasoning when given time to think. Creativity as an ability to produce novel and useful ideas can be built up by knowing idea creation techniques, through elaborating, analysing, refining and evaluating ideas, forming creative problem solving that are supported by the awareness of freedom to make mistakes. Communication is a social process in which information is exchanged in order to convey meaning and achieve desired outcomes. It can be fulfilled by developing abilities to identify desired outcomes, craft clear messages, model others' minds, adhere to conversations, account for social and cultural differences, listen actively, do in-depth reading and others. Collaboration is more than just 'group work'. However, it is also based on interpersonal communication, conflict resolution, task management, group formation, role assignment and peer evaluation. Self-management is the ability to deal with one's emotions, behaviour, effort and environment intentionally and strategically in the pursuit of goals that are fulfilled via planning, organising, persistence, progress monitoring, control and attention to details. Under present day conditions, leadership has shifted focus from managing and controlling to inspiring and motivating. As a skill, leadership challenges assumptions, establishes vision and possibilities for the future, fosters collaboration among followers, respects and acknowledges contributions, empowers followers and provides authority, maintains accountability,

²⁴ Pearson Employability Framework. Online resource. Retrieved from: https://www.pearson.com/uk/web/future-skills-for-employability.html?utm_source=twitter&utm_medium=social&utm_campaign=GBSEGS0819EPQEM

is open-minded to ideas and viewpoints, provides mentorship. Social responsibility is viewed as the ability to behave ethically and sensitively toward social, cultural, civic and environmental questions. This skill framework is interwoven with the essential transferable skills that are significant and helpful across different areas of life, especially when applying for a job or when thinking about a career change as these skills are highly sought by present-day employers. Moreover, these skills are a great way to show a person can fit for a position or a job, regardless of a person's previous experience, because they can be applied to a wide range of different jobs and industries.

Soft or transferable skills are highly valued by employers because of their ability to show what a person as a candidate brings to a position, and highlight what and to what extent a person has learnt from previous roles or experiences. As examples, we can mention leadership, time management, prioritisation, delegation, listening, communication, research and analysis. In case when several candidates are well qualified for a job, the one who demonstrates developed soft or transferable skills will have higher chances to win the job contract. As it is clear, this type of skills cannot be taught, however, may be enhanced through appropriate activities during an educational process. Moreover, these skills should be formed during studying at all educational levels and mastered at the tertiary educational level with the focus on their practical application in students' fields of study and areas of employability.

Teaching EOP can be valuable for the development of soft or transferable skills. Both modules as academic courses cover not just specific linguistic aspects, but at the same time, may involve certain activities beneficial in the context of fostering soft or transferable skills. Among the methods and approaches used in teaching EOP, cooperative learning is known to promote cognitive activity, increase the level of independence in students in the learning process and so on²⁵. The dynamic nature of the educational process within the framework of cooperative learning, awakening of students' natural curiosity,

²⁵ Orlova N. (2019). Teaching Foreign Languages for Occupational Purposes to University Students of Non-linguistic Study Fields: Concept's Multifaceted and Complex Nature. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych : Publishing House "Helvetica", 2019. Issue 23. Vol. 3, 2019. 188 p. (P. 93–99). DOI: <http://doi.org/10.24919/2308-4863.3/23.166379>

implementation of the approach of active involvement and the use of student-oriented tasks and activities make cooperative learning essential for addition to a university syllabus²⁶. Despite the lack of its application, cooperative learning is supposed to be a helpful perspective in teaching EOP because of cooperation and collaboration used in it. This approach to EOP learning is focused on the diversity of participants as well as direct involvement of all students in the learning process, regardless of their levels of knowledge and pace of study²⁷.

Cooperative learning is considered an instrument that provides university students with opportunities to engage in learning actively, be involved in sharing ideas, problem-solving, and decision-making in order to complete academic tasks promoting improvement in students' performance. Beneficial roles of cooperative learning in the context of soft or transferable skills development can be explained by the reliance of this approach upon the similar competencies: individual accountability, personal responsibility for reaching individual and group goals, systematic group processing and reflection²⁸. In the context of cooperative learning, development of soft or transferable skills takes place during student-oriented and student-driven activities, promoting not only comprehensive learning, but also the skills necessary for future employment in the flexible global labour market. Soft skills are likely to be enhanced in the collaborative and cooperative learning environment, as students are required to exercise their leadership, communication, conflict resolution skills etc, so they can function efficiently and effectively in future. The cooperative and collaborative learning activities include such forms as think-pair-share, three-step interviews, round-table discussions, structured problem-solving, jigsaw activities and others. Whatever the title, collaborative learning, cooperative learning, group-based learning, the focus in all these cases is placed on student involvement in active learning and development of social skills,

²⁶ Orlova N. Methods of Increasing Motivation for Learning Foreign Languages for Occupational Purposes. *Cherkasy University Bulletin, Pedagogical Sciences Series*. Cherkasy, 2016. № 3. P. 89–95.

²⁷ Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84). Issue: 207. 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

²⁸ Slavin, R. E. (1990). *Cooperative learning: theory, research, and practice*. Upper Saddle River: Prentice Hall

allowing for a greater degree of student autonomy in an educational process. The use of the underlying principles of cooperative and collaborative learning based upon collaboration and group work will promote the quality of independent learning and activate curiosity, readiness to grow personally and professionally²⁹. At the time of working on the group tasks during EOP lessons, students develop language skills, profession-oriented competencies and transferable skills significant for future employment. They learn how to communicate with other group-members effectively, and how to convey information and formulate assignments. Students discover how to solve problems either at workplace or in relationships and how to establish and develop professional contacts and relations. Moreover, learners study the ways to identify and resolve conflicts, be ready to make reasonable decisions, accept feedback, evaluate the process and come to relevant conclusions in order to improve the quality of work or study both at the personal and group levels.

Soft or transferable skills are possible to be developed not only during students' learning activities, but also in the process of evaluation of both the learning process and its outcomes. Involvement in peer performance evaluation helps students develop and enhance soft or transferable skills³⁰, since a process of student peer performance evaluation (hereinafter as SPPE) is supposed to encompass such constructs as revealing and collecting valuable information, analysis and interpretation of information amassed, summarising the data and informed decision-making. These elements will then foster communicative and collaborative skills, critical thinking skills, teamwork skills; develop social intelligence, higher order thinking, leadership and managerial skills that will serve a significantly helpful instrument in preparing university students for functioning as flexible and open-to-development employees. Being oriented towards production of non-judgemental evaluating reports, SPPE is a kind

²⁹ Orlova N. Cooperative Learning in the Context of Fulfilment of Present-day Principles of Organisation of Teaching English for Occupational Purposes. *Overcoming Language and Communication Barriers: Education, Science, Culture: Proceedings of International Scientific and Practical Conference*. K. : NAU, 2019. 628 p. (P. 412–416).

³⁰ Orlova N. Peer Performance Evaluation as a Tool Promoting Development of Students' Interdisciplinary Soft Skills. *EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood: Workshop Proceedings*. Cherkasy, 2019. 76 p. (P. 36–39).

of feedback practices associated with current and forthcoming developments in university students³¹.

All activities within the process of SPPE can be directed towards development and mastering certain soft or transferable skills. From the subdivision of communication skills, SPPE will be beneficial to building capabilities to report information, provide appropriate feedback, and respond to both positive and negative feedback appropriately. The skills from the subdivision of planning/research/investigation developed through practicing SPPE in the context of cooperative learning include abilities to identify problems, imagine alternatives, gather information and extract important information, develop evaluation strategies, define needs and make conclusions. Important skills from those of the work survival subgroup that may be fostered during cooperative learning and SPPE activities encompass accepting responsibility, making decisions, attending to detail, evaluating personal and professional strengths and weaknesses. To build up the organisational skills together with leadership and management while completing group tasks, students are required to master abilities to handle details, promote changes, analyse and prioritise tasks, follow up with others to evaluate progress, give praise and credit to others for a job well-done, identify people who can contribute to solutions of problems or tasks, take responsibility for decisions.

When being involved into SPPE activities during and after completing group-based tasks and projects, students are likely to build up such abilities as to define problems and identify possible causes, identify possible solutions and select the most appropriate one; develop plans to implement solutions, involve group members to evaluate solutions etc.

Involvement in SPPE allows students to analyse and evaluate the skills within such groups as an academic field, an organisational side, productivity and social factors. The academic aspects to be evaluated cover awareness and ease with material under discussion, enthusiasm and interest in the project contents, intellectual contributions made to the team project discussion etc. The following statements will represent the organisational side: regular and punctual attendance of group

³¹ Orlova N. Peer Performance Evaluation as a Tool Promoting Development of Students' Interdisciplinary Soft Skills. *EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood: Workshop Proceedings*. Cherkasy, 2019. 76 p. (P. 36–39).

meetings, prompt completion of the assigned tasks, qualitative preparation of the tasks assigned, accuracy in task completion, participation in developing ideas and planning project work, participation in leading or facilitating group work or discussion, reliability in terms of attending group meetings. Students' effectiveness and productivity may be evaluated through the following assertions: the amount of work done, the quantitative value of the useful ideas brought in, willingness and readiness to accept and fulfil the tasks given, accurate and complete completion of the assigned tasks. Among the social skills, we should distinguish between demonstration of cooperation and support with other members of the group, willingness to cooperate with individual members of the group in successive project work, the degree of contribution of each group member to the collective project work, willingness to discuss the ideas of others. In addition, social skills include assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member³².

§ 4. Student peer performance evaluation: ways of implementation at the tertiary educational level for the benefits of language personalities' development

Present-day student-centred approaches in education presuppose students' active involvement in classroom activities that means not just participation in the learning process, but also in the process of evaluation. In this context, it is required to distinguish between assessment and evaluation. In general, all types of assessment and evaluation are meant to measure the effectiveness of learning³³ and can be based upon either qualitative evidence, or a quantitative assessment. According to Wallace, evaluation should be differentiated from

³² Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84), Issue: 207, 2019. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

³³ Куліш І. М. До проблеми оцінювання навчальної діяльності здобувачів вищої освіти з іноземної мови професійного спрямування. *Проблеми мовної особистості: лінгвістика та лінгводидактика* : матеріали IV Міжнародної науково-практичної конференції. Черкаси, 2018. С. 171–176.

assessment because only students' levels of attainment may be assessed, whereas the effectiveness of the learning process should be evaluated³⁴. That is, as mentioned by Frank, assessment is a summative form of measuring students' attainment focussing on learning outcomes, while evaluation represents a formative type of assessment focussing on learning as a process³⁵. In other words, evaluation is the assessment for learning which aims to facilitate the development of necessary competencies in students.

However, it is important to emphasise that peer evaluation plays a significant role in the process of evaluation as a multifaceted concept. This type of evaluation involves peer students who provide evaluation of certain aspects linked to their own and other students' level of participation in the learning process³⁶. Being involved in peer performance evaluation, students develop new essential skills and competences. Moreover, students' active participation will increase their autonomy and engagement in the learning process. It will as well enhance the degree of responsibility towards students' own learning and that of other peer students³⁷. The additional advantage of peer performance evaluation, as stated by Farrell and Jacobs, is that ultimately, students will focus on the aspects of their work under evaluation, thereby improving the quality of that work³⁸. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of ability for critical analysis and critical way of thinking.

As a process, SPPE presupposes incorporation of the following components, including articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information

³⁴ Wallace, Susan. (Ed.). (2009). *A Dictionary of Education*. New York : Oxford University Press. 335 p.

³⁵ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. P. 32.

³⁶ Hall, Graham. (2011). *Exploring English Language Teaching: Language in Action*. New York : Routledge. 282 p.

³⁷ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. P. 32.

³⁸ Farrell T. S. C., Jacobs, G. M. (2010). *Essentials for Successful English Language Teaching*. London : Continuum International Publishing Group, 142 p.

amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Students' participation in the process of evaluation will widen their understanding of learning requirements and learning outcomes expected. Thus, it will improve both of them, meaning the process and product of learning. Since the process of peer performance evaluation does not entail pure peer judgement and grading, it focuses on the ongoing learning process, consequently, providing student participants with the possibility to influence it while assisting others and correcting their performance. So, students become more actively involved in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will serve a highly useful instrument to prepare university students for their future successful and productive functioning as employees with a shaped proactive mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

SPPE in the context of cooperative learning can be a useful tool that will improve both the learning process and its outcomes, but it also prepares students for engaging in and accomplishing group tasks in their future professional fields as successful and productive industry professionals who work together to achieve common goals. Cooperative or group-based learning is highly dependable on various socio-psychological factors. The most influential group-work phenomena include social facilitation and social loafing. The latter is an example of social inhibition as a general effect where the presence of others interferes with or inhibits the carrying out of actions³⁹. According to Colman (2009), social loafing as a tendency to reduce the effort toward a task as part of a cooperative group, tends to occur when

³⁹ Reber, A. S., Allen, Rh., & Reber, E. S. (Ed.). (2009). *The Penguin Dictionary of Psychology* (4th Ed). London : Penguin Books.

individuals contribute to a group product⁴⁰. In academic, cooperative settings, the effect of social loafing can be noticeable as students put less effort into solving academic or applied cognitively complex problems when these tasks are carried out in a group. As been mentioned by Zajonc (1965), a reason for social loafing to occur can be the presence of other people that can make individuals feel relaxed and anonymous⁴¹. Another cause of group pathologies including social loafing described in a recent comprehensive review on group behaviour by Baumeister et al (2015) linked their occurrence to submerging of the individual self in the group⁴². Thus, social loafing can be reduced by making individual contributions identifiable within the group evaluated adequately. It means that group members' efforts can be enhanced when the group is subject to student peer performance evaluation. SPPE can improve reciprocal communication within the group; consequently, better communication quality will promote the reduction of social loafing.

As stated by Hall (2011), assessment as the general process of monitoring or keeping track of the learners' progress can fulfil both a formative and summative role⁴³. Jerrold Frank suggested that student peer evaluation can serve an effective alternative form of formative assessment involving students who themselves evaluate each other's levels of participation, engagement, behavioural and organisational aspects⁴⁴.

In higher education in Ukraine, summative assessment focusing on results of learning, in other words, on learning as an end product, is traditionally used to grade students who are exceptionally passive in the process of assessment. Formative assessment, or evaluation aims to facilitate the development of content and competences through

⁴⁰ Colman, A. M. (Ed.). (2009). *A Dictionary of Psychology* (3d Ed.). Oxford and New York : Oxford University Press.

⁴¹ Zajonc, R. B. (1965). Social Facilitation. *Science, New Series*. Vol. 149. № 3681. Jul. 16, 1965. P. 269-274.

⁴² Baumeister, R., Ainsworth, S. & Vohs, K. (2015). Are Groups More or Less than the Sum of their Members? The Moderating Role of Individual Identification. *The Behavioral and brain sciences*. 2015, May 1. Pp. 1-38. DOI: 10.1017/S0140525X15000618

⁴³ Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. New York : Routledge.

⁴⁴ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. C. 32. Available at: <https://files.eric.ed.gov/fulltext/EJ997527.pdf>

evaluation of students' own activity and that of their peers', members of the same group, activity. In this case, students play an active role and are highly involved in the teaching-learning process as its valuable part. Although this form of evaluation is not widespread in the system of higher education in Ukraine, it is significant to promote and implement SPPE in the tertiary educational level in Ukraine, as it is supposed to be beneficial for both learning as a process of gaining new knowledge, skills and competences, and learning outcomes as a final product to be assessed summatively by a tutor. Due to its features, SPPE helps students develop essential skills, increases students' autonomy and engagement as well as enhances the degree of responsibility towards their own learning and that of other students. SPPE is usually associated with group/team work with each group/team member's contribution to the process and final product being significant. The levels of group/teamwork competencies and skills can hardly be assessed by teachers or tutors solely. As a rule, group members have more opportunities to amass the information required for a sufficient evaluation. Thus, SPPE can be considered as an effective tool for tutors aiding them in group-work evaluation. However, it is crucial to point out the weaknesses SPPE has. Information about students obtained from students, peer group members, is definitely influenced by social acceptance within a group, students' relationships and attitudes towards other group members. Depending on relationships within a group, or personality traits of individual students, group members can either express unwillingness to criticise other students as their friends or be overwhelmed by a wish to over-criticise those they have bad relations with or negative attitudes to. As the subjectivity seems to be the main weakness influencing the effectiveness of SPPE, the thorough evaluating instruments should be developed to solve the issue. The students need explanation, demonstration, preparation and training. As stated by Hains-Wesson (2013), the teaching staff should inform students and discuss aspects linked to SPPE, starting with its objectives, procedure and expectations⁴⁵.

Since SPPE is not incorporated into the system of higher education in Ukraine, its implementation in the context of teaching EOP requires

⁴⁵ Hains-Wesson, R. (2013). Peer and Self Assessment. Available at: https://www.deakin.edu.au/_data/assets/pdf_file/0020/53462/peer-and-self-assessment.pdf

substantial preparation. It should include preliminary studies on students' perspectives on possibilities of involvement into SPPE, design and development of questionnaires, experiment verification of the influence SPPE has on the progress of both individual students and team/group work, and subsequent implementation of SPPE into the learning progress. Thus, effective SPPE implementation requires development of SPPE tasks with clear, unambiguous, and understandable criteria and standards, engagement in training and practicing SPPE activities before actual employment of SPPE. In case of evaluating students' contribution to group work or project, it should be clearly stated what degree, content and extent of a student's contribution will be evaluated. Therefore, it is vital for students' explicit encouragement to provide them with adequate instruments to practice SPPE effectively. In this context, it is necessary to know students' views of the form and contents of SPPE questionnaires, as well as their attitudes towards SPPE as a prospective form of evaluation during EOP teaching and learning. To develop effective SPPE instruments to examine students' views on SPPE for learning and improvement of the learning process and learning outcomes with regard to group/team work, it is necessary to distinguish students' key skills and activities to be evaluated by their peers. As mentioned by Peng (2010), the core skills revealed during students' group work to be evaluated encompass participation in group meetings and discussions, degree of preparation for meetings and discussions, communication with other group members, effective contribution to group work and fulfilment of allocated responsibilities⁴⁶. It is assumed that these five skills are definitely associated with group/team work and should be included into questionnaires. However, some skills are more complicated. Consequently, they need formulation that is more detailed. To amass required data concerning students' personal attitudes and considerations as for SPPE and its implementation, it is essential to design a questionnaire for conducting a semi-structured interview. Since collaborative group/team work presupposes that not only academic factors will be involved, it is necessary to add evaluating statements concerning social aspects, productivity and organisational constructs.

⁴⁶ Peng, Jui-ching. (2010). Peer Assessment in an EFL Context: Attitudes and Correlations. *Selected Proceedings of the 2008 Second Language Research Forum*, ed. Mathew T. Prior et al. 89–107. Somerville, MA: Cascadilla Proceedings Project.

Consequently, the questions for a semi-structured interview are supposed to clear up the following: (a) *Have you ever experienced SPPE?* (b) *Do you think your personal relationships can influence the objectivity of your evaluation?* (c) *How will your personal relationships influence your evaluation of other group members?* (d) *Can SPPE influence the quality of the whole group/team work? (If Yes – explain how)* (e) *Can SPPE influence productivity of work of individual group members? (If Yes – explain how)* (f) *Can SPPE be used as a means to influence group members?* (g) *Is there a possibility that the prospective implementation of SPPE will improve the quality of preparation and learning outcomes of group/team work?* (h) *Will SPPE implementation influence group/team work dynamics? (If Yes – explain how)* (i) *Do you consider it necessary to implement SPPE in the system of higher education in Ukraine?*

The Likert-like scale questionnaire statements can be divided into four skill groups: an academic field, an organisational side, productivity and social factors. The academic aspects to be evaluated cover awareness and ease with material under discussion, enthusiasm and interest in the project contents, intellectual contributions made to the group/team project discussion etc. The organisational side will be represented by the following statements: regular and punctual attendance of group meetings, prompt completion of the assigned tasks, qualitative preparation of the tasks assigned, accuracy in task completion, participation in developing ideas and planning project work, participation in leading or facilitating group/team work or discussion, reliability in terms of attending group/team work meetings. Students' effectiveness and productivity may be evaluated through the following assertions: the amount of work done, the quantitative value of the useful ideas brought in, willingness and readiness to accept and fulfil the tasks given, accurate and complete completion of the assigned tasks. Among social skills, we should distinguish demonstration of cooperation and support with other members of the group, willingness to cooperate with individual members of the group in successive project work, the degree of contribution of each group member to the collective project work, willingness to discuss the ideas of others, assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member.

Conclusions

To summarise, it should be stated that in the process of the development of a language personality through the SPPE during teaching a foreign language and a foreign language for occupational purposes at the tertiary educational level, academics are to take such aspects as syllabus types and designs, principles and components of cooperative learning, and organisational peculiarities of SPPE and its ways of implementation into consideration.

Thus, it is significant to mention that EOP syllabus designs involve certain decisions about language content, organisation and presentation. Syllabuses provide transparency, clarifying learning objectives for teachers, learners and other interested parts including parents and policy-makers. They also regularise and guide teaching and learning; specifying what content is taught and how it should be organised. Yet the main attempts in a syllabus design are to ensure uniformity, it is highly problematic to identify clearly what can be learned easily and quickly, as well as to predict EOP learning outcomes through individual characteristics, which involve 'hidden syllabuses'⁴⁷. 'Hidden' syllabuses may be typical not only of learners. Here we can speak about teachers' 'hidden' syllabuses since their beliefs about the EOP learning content and its organisation differ from the 'official' syllabus. Indeed, all interested parties including learners, teachers, parents, institutional authorities and policy-makers may have their own 'hidden syllabuses' that may cause mismatches between the 'official' syllabus and actual practice⁴⁸. Finally, it is significant to state that in order to enhance EOP learning organisation it is necessary to remember that syllabuses should act as a guide for teaching and learning, however they are not to be too prescriptive or overly comprehensive, since they may be viewed by teachers as controlling and disempowering documents that impose both content and classroom methodologies. Consequently, syllabuses need to be designed in close connection between teachers, learners and administrators and leave scope for individual interpretation. There is a pressing need for a more modern and flexible syllabus in EOP at

⁴⁷ Johnson, R. K. (1989) 'A Decision-making Framework for the Coherent Language Curriculum'. In R.K. Johnson, (ed.) *The Second Language Curriculum*. Cambridge : CUP. P. 1–23.

⁴⁸ Nunan D. (1989) 'Hidden Agendas: The Role of the Learner in Programme Implementation'. In R.K. Johnson, (ed.) *The Second Language Curriculum*. Cambridge : CUP. P. 176–186.

university level⁴⁹. Besides, following the recommendations given by Bolitho and West, contemporary versions of EOP syllabuses designed in Ukraine should be organised in accordance to the current approaches and correspond to the worldwide standards⁵⁰. Since there exists an urgent requirement for contemporary teaching and supporting EOP materials, a more modern and flexible syllabus for English at university level, the Ministry of Education and Science of Ukraine should ensure that international EOP materials are used with the accompanying technological support and aids. Furthermore, a contemporary, communicative EOP syllabuses that meet international standards is being developed, and EOP courses are taught correctly in accordance with the number of contact hours recommended for the entire study period (of four years) to achieve required CEFR standards in language learning⁵¹.

Thus, cooperative EOP learning is oriented towards the formation of the necessary competences in contemporary graduates that is an important condition for their present successful learning and further productive activity in the field of their chosen field.

Moreover, taking into account the content and the specific components of the cooperative learning and SPPE, it becomes evident that they both serve a setting that will facilitate the effective development and improvement of soft or transferable skills in almost all subdivisions. The value of a wider use of cooperative learning during EOP lessons and SPPE implementation at the tertiary educational level will promote desired productive changes in the progression in the development soft or transferable skills and their enhancement for the benefit of students' academic and employment success and progression in their academic activities and future employment. SPPE is supposed to be very useful in order to prevent social loafing, since it can help distinguish individual contribution from group products⁵².

⁴⁹ Bolitho R. & West R. (2017) The internationalisation of Ukrainian universities: the English language dimension. British Council, Ukraine : English for Universities Project / Інтернаціоналізація українських університетів у розрізі англійської мови. Проект «Англійська мова для університетів» / Род Болайто та Річард Вест. К. : Видавництво «Сталь». 2017. С. 82.

⁵⁰ Ibid. P. 95.

⁵¹ Ibid. P. 96.

⁵² Peng, Jui-ching. (2010). Peer Assessment in an EFL Context: Attitudes and Correlations. *Selected Proceedings of the 2008 Second Language Research Forum*, ed. Mathew T. Prior et al. 89–107. Somerville, MA: Cascadilla Proceedings Project.

However, to become actively engaged in SPPE, students should be aware of its benefits, know how to learn from it, not just simply judge others and be judged by others. The non-directive nature of SPPE promotes its positive association with forthcoming improvements and developments in students' current learning process as well as their future career.

Thus, implementation of SPPE in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens. In order to implement SPPE effectively, we should consider students as significant stakeholders with their individual and different from those of teaching staff's perspectives on SPPE in general and within EOP context in university settings. Subsequently, the implementation of SPPE will serve a functional construct of the process of teaching students whilst developing their language personalities at the tertiary educational level in Ukraine.

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