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## THE USE OF COMPUTER TESTING FOR FUTURE INTERPRETERS' SELF-ASSESSMENT OF ENGLISH LISTENING COMPETENCE

**Abstract.** The methodology of self-assessment of English listening competence for future interpreters is highlighted in the article. Computer exercises, heuristic discussion, listening tips and self-assessment checklists are offered to improve students' listening skills and abilities. Various computer exercises are used to check and evaluate lexical and grammatical skills, language and semantic anticipation, understanding of a gist, details and specific information of the text. The following types of computer exercises: multiple choice, multi-select, gap-filling, matching, crossword and jumbled words are elaborated at pre-listening, while-listening and post-listening stages. The model of the methodology of self-assessment for improving English listening competence is developed. The results of the suggested methodology are shown.

**Key words:** self-assessment; English listening competence; computer exercise; reflection; heuristic discussion; listening tips; self-assessment checklists.

### 1. INTRODUCTION

**Statement of the problem.** International cooperation in the spheres of education, culture, science and technology promotes training efficient translators who are able to hear, understand and interpret the information into the foreign language and vice versa; adapt to the English-speaking environment; facilitate the professional communication.

Therefore, while teaching future interpreters, it is necessary to pay special attention to listening comprehension. Moreover, students can check and assess their listening skills on their own with the help of a computer, a special software programme and their reflection. It is evident that even the first-year students have to use their self-assessment abilities or, in other words, reflection since it is an integrated part of a speech activity. We can easily observe how reflection works if we deal with the productive speech activities like speaking and writing. A person is able to control their own speech with the help of their thinking processes, listening abilities and speech apparatus. While writing a person can also control themselves with the help of mechanical movements of their hand as well as their sight. Listening comprehension is an inner process, which is difficult to follow or reflect. Nevertheless, we can adequately assess whether we understood everything we heard in detail, globally or partially. Therefore, reflection is the process of tracing one's own speech activities consciously. Moreover, students can be taught how to use their reflection skills with the help of self-assessing tools like computer tests, heuristic discussion, tips for listening and self-assessment checklists [1].

**Analysis of recent research and publications.** Various aspects of self-assessment and self-evaluation like elaborating different language portfolios are developed by the European Center for Modern Languages (ECML) of the Council of Europe, whose aims are to improve teaching and learning foreign languages. Besides, J. Van Ek and J. Trimm have studied self-assessment as an integral and essential part of learning [2]. A lot of portfolios for self-assessment have been worked out like European portfolio for student teachers of languages (D. Newby, R. Allan, A. Fenner, B. Jones, H. Komorowska, K. Soghikyan) [3]. Listening

competence has been studied by Ukrainian researchers such as Matsneva O. A., Sivachenko O. O. and foreign scholars like K. Morrow, J. Morley, D. Nunan, and many others.

**The purpose of the article.** The goal of the article is to highlight the methodology of using self-assessment tools like computer test tasks, tips for listening, heuristic discussion and self-assessment checklists for improving interpreters' listening competence; to identify the components of listening competence, which should be taught, checked and evaluated; to describe thoroughly different types of test tasks for assessing different components of English listening competence and to show the results of this methodology.

## 2. THE THEORETICAL BACKGROUNDS

According to L. S. Vyhotskyi's psychological research about the development of psychic (mental) functions, the external becomes the internal. It is called the process of internalization [4]. We can admit that all external abilities become constricted within the process of learning and after all, they become internal. The same about speech activities: the speech becomes more fluent, the understanding of a foreign language becomes faster and more profound because of learning on the one hand and because of the process of internalization on the other. Self-assessment is a means of reflection. We can teach how to reflect with the help of self-assessment tools like computer test tasks, self-assessment checklists, heuristic discussion and tips for listening. Therefore, we can improve students' listening skills by means of constant practicing and self-assessment.

In our research, we offer computer testing for improving students' listening skills. We suppose the computer tests, which we have worked out, will help them understand the main idea of the text, the details and the specific information (explicit and implicit). The understanding of the main idea is assessed with the help of global listening (or in other words listening for gist) and a special set of computer test tasks concerning listening for gist. The understanding of relevant details is accessed via listening for details and a special set of computer test tasks. The comprehensive understanding of specific information is checked and assessed through the learner's identification of the communicative intention of the text which is delivered explicitly or implicitly and a special set of computer test tasks referring to listening for specific information.

For the reason mentioned above, we suggest using computer test tasks, which are supposed to estimate the learners' level of English as well as help them improve their listening skills. The *Hot Potatoes* software may be used by English teachers to create their own tests for assessing the learners' listening skills [5]. Besides, it is not necessary for language teachers to know the computer programming. The *Hot Potatoes* suite includes several applications, enabling teachers to create interactive multiple-choice, multi-select, jumbled sentences or words, crossword, matching and gap-filling exercises. *Hot Potatoes* is freeware, and teachers may use it for any purpose or project they like. While doing these exercises on a computer students improve their listening skills. They can see their progress and understand their drawbacks. Moreover, while listening to the text for the second time (the text is usually listened to twice) they can pay special attention to the details which they were not able to hear at first.

## 3. METHODS

We used theoretical research methods such as critical analysis of psychological, pedagogical and methodological literature on the study, the study of the requirements of the current curriculum of learning English for universities / institutions [6], the study of the requirements of the Common European Framework of Reference for Languages (concerning self-assessment) [7]. We also conducted the empirical research in which we found out the

level of using self-assessment and reflection methods in studying English by teachers and students and their attitude toward it before the experiment. Based on the survey conducted in 2010 among 30 teachers of Kiev National Linguistic University we concluded that reflection is not often used by students at lessons (60 % of students do not use it), a teacher's and a student's evaluations are different (80 % of responders agree with this). Students use their self-assessment skills mostly in writing (49 % of students) [1].

We also implemented the experimental verification of our methodology and a statistical analysis of the results of our experimental research at Kyiv National Linguistic University [1].

The methodology of using self-assessment of English listening competence for future philologists was also tested and approved at Alfred Nobel University, Dnipro (protocol number 1403 of 25/09/13), Ternopil Volodymyr Hnatyuk National Pedagogical University (protocol number 1085-33/03 of 09/09/2013), State University "Donbas State Pedagogical University" Ghorlivka Institute of Foreign Languages (protocol number 623/01 of 05/09/2012).

#### 4. FINDINGS

The methodology of self-assessment of listening competence for future philologists (interpreters) was thoroughly elaborated and tested. First of all, let us consider English listening competence in details.

After I. G. Kolosovska, listening comprehension is an implicit but quite active internal process which is carried out by the reception and processing of information and ends with the understanding of the semantic content or lack of its understanding [8, p. 5].

After S. Yu. Nikolayeva, we understand competence as the ability to successfully meet individual and social needs, act and perform various tasks. Each competence comprises knowledge, skills, personal attitude, values, emotions, and behavioral components. All of them can be mobilized for active actions [9, p. 11-12].

According to A. M. Shchukin, competence (from lat. *competentis* – able) is a set of knowledge, skills and abilities that are being formed in the process of studying a discipline, as well as the ability to perform a particular activity on the basis of acquired knowledge, skills and abilities [10, p. 118].

Based on these definitions, the English listening competence is a set of phonetic, lexical, grammatical knowledge; the receptive phonetic, lexical and grammatical skills; abilities to listen for gist, details and specific information, as well as personal attitude, emotions and behavioral components. Therefore, English listening competence is an individual's ability to correctly perceive, understand and react to the English native and non-native speakers' communication, which is based on a complex and dynamic interaction of relevant knowledge, skills, communicative abilities [1, p. 6].

*Table 1*

#### English listening competence

Knowledge	Language skills	Communicative skills	Personal skills
phonetic	phonetic	linguistic and semantic anticipation	attention
lexical	lexical	listening for gist	imagination
grammatical	grammatical	listening for details	readiness and willingness to listen
background knowledge		listening for specific information	
		compensatory skills	

For self-assessment of English listening competence, we have chosen test tasks because we consider they are objective in checking and assessing listening skills and abilities. Besides, each student can individually check, analyze, assess and evaluate his or her English listening competence. As far as we know, the evaluation problem may engender a conflict between a teacher and a student. Therefore, computer testing trains students to check and assess their listening skills on their own. Moreover, computer testing is interactive. As soon as a student enters an answer, they will receive an instant replay or points for the test and even comments like “Sorry. Try again” or “Excellent. Your score is 100”.

Furthermore, while working out computer tests we paid attention to face validity of the test. Face validity refers to the degree to which an assessment or test subjectively appears to measure the variable or construct that it is supposed to measure. In other words, face validity is when an assessment or test appears to do what it claims to do [11].

We have taken into consideration a lot of software programmes. Mainly all of them can be used to check and assess any knowledge or skills.

Among the variety of software programs, we can highlight *CyberTester* - a web-based application that allows teachers to create tests, exams, assignments and assign them to students to conduct online tests [12].

Online Quiz Creator is a multiple choice test maker, which offers six different multiple-choice tests including multiple-choice questions with pictures. It is also freeware [13].

We have chosen *Hot Potatoes* freeware because it contains a variety of tasks: a multiple choice exercise, a multi select exercise, a jumbled-word exercise, a crossword, a matching exercise and a gap-filling exercise. Moreover, an access to the Internet is not necessary. Students can do the tests offline either at university or at home. Any teacher can download the software from the Internet and then create tests offline [5].

We are going to consider the test tasks in details. The *multiple-choice* exercise is the task, which offers four possible answers and learners should choose the correct one. This type of tests is one of the most common. Such tests are difficult to work out, but the results are easily estimated. While creating the multiple-choice tests it is essential to avoid questions, which learners can answer without listening to the text. The disadvantage of this test is that a learner can simply guess a correct answer. If there are four alternatives, the probability of guessing the right answer is 25%, if three – 33%. The multiple-choice test tasks must meet the following requirements: 1) be understandable; 2) relate to one fact, which was mentioned in the text for listening; 3) we should develop the questions that have only one correct answer while the other questions are probable but not right. The multiple-choice exercises should be used to check the comprehensive understanding of the gist, the details and the specific information. They can also be useful for checking lexical, grammatical and background knowledge [1, pp. 56-57].

Example 1. *You are going to listen to a story about freshers' week at Great Britain's universities. For questions 1-2 decide which of the choices A, B, C or D is the correct answer.*

We can also offer the *multi-select* exercise in which learners should select a few correct answers out of the list of options, while in the multiple-choice exercise they choose only one. A multi-select exercise can be used to check the comprehensive understanding of the details or the specific information.

[Show questions one by one](#)

1. What month is usually the busiest one in the academic calendar?

A.  September

B.  October

C.  December

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2. The prospect of meeting lots of strangers in big halls can be:

A.  inspiring

B.  frightening

C.  nerve-wracking

D.  tremendous

*Figure 1. Fragment of a multiple choice exercise used for assessing a student's understanding of the gist while listening*

Example 2. Listen to the story about first year students' life at college and select the right answers. Remember, there should be more than one answer.

3. Here are some top tips from past students on how to survive Freshers' Week:

a.  be hospitable

b.  be curious. It is the fastest way to find out everything around you.

c.  be sociable. The more active you are, the more likely you'll be to meet new people than if you're someone who never leaves their room

d.  ask the others about their private life

e.  bring a doorstep. Keep your door open when you're in

f.  help others with their homework

g.  blend in. Make sure you are aware of British social etiquette

*Figure 2. Fragment of a multi-select exercise used for assessing a student's understanding of the specific information while listening*

The *matching* or *ordering* exercise is another type of computer exercises, which can be used for assessing mainly the lexical or grammatical skills as well as the details or the specific information of the text. These exercises are used to match a word with its synonym, a word with an opposite one, a definition with a term, a phrase with its translation or image, an object with a part of the object, a person with his or her action, etc. We also used matching exercises for assessing linguistic or semantic anticipation.



Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

I know from personal experience that you always feel better after a good laugh – it just gives you  [?].

If we have a strong  [?] we are able to fight off illnesses and remain fit and healthy most of the time. Dr Gore Bredan Getaria believes that laughter can  [?] the immune system, it can act as an  [?], it's a good exercise, it's a muscle relaxant, it also  [?]. The idea of  [?] is that you laugh deliberately at silly and trivial things.

Our reporter says: "It's amazing, when you have a group of thirty or forty other people all looking you in the eye and laughing. And it's incredibly  [?]. Suddenly I'm just  [?]."

Figure 4. Fragment of an open gap-filling exercise used for assessing receptive lexical skills while listening

Another option of a gap-filling exercise is a *banked gap-filling* one. It means that this test task has a bank or a list of words out of which a student must choose the correct option and insert it in the right gap. This test task is used for checking and assessing the receptive lexical and grammatical skills as well as the understanding of details or specific information. The banked gap-filling exercise should be done after listening.

Example 5. Listen to the BBC program about laughter yoga and fill in the gaps with the words from the list after listening to the text.

a natural high    anesthetic    boost    burns off calories    contagious    convulsed in laughter    immune system    laughter yoga

I know from personal experience that you always feel better after a good laugh – it just gives you  [?].

If we have a strong  [?] we are able to fight off illnesses and remain fit and healthy most of the time. Dr Gore Bredan Getaria believes that laughter can  [?] the immune system, it can act as an  [?], it's a good exercise, it's a muscle relaxant, it also  [?]. The idea of  [?] is that you laugh deliberately at silly and trivial things.

Our reporter says: "It's amazing, when you have a group of thirty or forty other people all looking you in the eye and laughing. And it's incredibly  [?]. Suddenly I'm just  [?]."

Figure 5. Fragment of a banked gap-filling exercise used for assessing a student's receptive lexical skills after listening

The other type of exercises that can be used for estimating learners' listening skills is the *mixed- or jumbled-sentence* exercise. We mostly use it to assess grammatical knowledge as well as grammatical skills. The words in the sentences are jumbled and a listener must put them into the right order after listening. This type of exercises is also used for ordering the sentences into the correct chronological sequence according to the text they can hear. Therefore, we call it a jumble-text. The jumbled-text exercise is relevant for assessing the comprehensive understanding of the details.

Example 6. *Listen to the story and after listening put the words in the correct order according to the ideas of the text.*

<p style="font-size: small;">Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.</p>
<p> <input type="button" value="Check"/> <input type="button" value="Undo"/> <input type="button" value="Restart"/> <input type="button" value="Hint"/> </p> <p>we return to to roots . have our</p>
<p> <input type="button" value="Check"/> <input type="button" value="Undo"/> <input type="button" value="Restart"/> <input type="button" value="Hint"/> </p> <p>ceremony a a beach Pedro in Yak on Professor held Havana</p>
<p> <input type="button" value="Check"/> <input type="button" value="Undo"/> <input type="button" value="Restart"/> <input type="button" value="Hint"/> </p> <p>earth to the of living all . be is things the source considered</p>

Figure 6. *Fragment of a jumbled-sentence exercise used for assessing a student's grammatical skills after listening*

One more type of a computer exercise is a crossword. It is used for assessing receptive lexical skills, the understanding of details and specific information. The developer of such an exercise should write down the definitions of the words, which are supposed to be checked. Synonyms, antonyms or the Ukrainian equivalents can be used instead of definitions.

Example 7. *Listen to the text and after listening fill in the crossword with the words based on the given definitions.*


<input type="button" value="Check"/>
<div style="width: 45%;"> <p><b>Across:</b></p> <p>1. a substance which make your pain disappear</p> <p>3. a chemical naturally released in the brain which can reduce pain and make us feel relaxed or energetic.</p> <p>4. a unit of energy which is used as a measurement for the amount of energy which food provides</p> <p>5. improve, increase or make stronger</p> </div> <div style="width: 45%;"> <p><b>Down:</b></p> <p>2. usually describes a disease or condition that is easily spread to another person</p> </div>

Figure 7. *Fragment of a crossword exercise used for assessing a student's lexical skills after listening*

Each exercise had a communicative task and was used to check a certain component of the English listening competence on a particular segment of the experiment and tracked the dynamics of its development by comparing current results with the previous ones.



Self-assessment was done by students at three stages of listening during one lesson: pre-listening, while-listening and post-listening. At pre-listening stage students did a computer exercise for improving their language anticipation skills and semantic anticipation skills. Usually, it was a matching exercise. At while-listening stage students did computer exercises for improving mostly their lexical and grammatical skills and abilities of global listening. Mainly, it was a gap-filling exercise or a multiple choice or a multi-select exercise, sometimes a crossword. At post-listening stage students did a computer exercise for improving abilities of listening for details and specific information. Students did banked gap-filling exercises, jumbled words or sentences as well as crosswords.

The experimental studying was held at Kyiv National Linguistic University during one semester of the 2011-2012 academic year for the second-year students whose level of English was vantage B2.1. 54 sophomores took part who were trained to be translators (Speciality 7.030507 “Translation”). We had four experimental groups (EG): EG1 – 15 students, EG2 – 13 students, EG3 – 15 students, EG4 – 11 students. All four groups were experimental. Two groups were studying according to variant A. Two other groups were studying according to variant B.

The model of experiment was based on three cycles of studying during the semester: preparatory, main and concluding. The aim of these three cycles was to improve students’ self-assessment skills with the help of self-assessing tools like computer exercises, tips for listening, heuristic discussion and self-assessment checklists. At the end of the experiment students were supposed to adequately and accurately assess their level of English, see their progress and drawbacks and analyze both of them especially the latter one. The three cycles of study were held in the process of learning three topics during the semester according to the curriculum: *Mass Media, Theatre, Health and Medical Care*.

Table 2

**The Model of Experimental Studying**

<b>Topics</b> <b>Cycles</b>	<b>Mass Media</b>	<b>Theatre</b>	<b>Health and Medical Care</b>
<b>Preparatory</b>	Computer exercises, <i>tips for listening created by a teacher / or heuristic discussion</i>	Doing computer exercises	Doing computer exercises
<b>Main</b>		Creating one’s own tips for listening by students	Using tips for listening created by students
<b>Concluding</b>			Filling checklists for assessing one’s own level of English listening competence

**The purpose of the experiment** was to check the effectiveness of the methodology of using self-assessment of English listening competence as well as improving English listening competence itself. In addition, the purpose was to define the more optimal variant of the methodology.

**The hypothesis of the experiment** was the following: the effectiveness of the methodology will be higher if we use self-assessment tools including the heuristic discussion

for improving reflection during the preparatory cycle (instead of tips for listening created by a teacher).

Based on the defined hypothesis there was held basic, natural, vertical-horizontal experiment. Its vertical character made it possible to conclude about the general effectiveness of the given methodology of learning with the help of self-assessment tools. Its horizontal character was the comparison of the effectiveness of the two variants of the methodology. By contrasting horizontally different ways of using the methodology of organizing self-assessment, it was also necessary to identify under which conditions the development of English listening competence was more effective.

**The variation of the experiment** was a way of preparing students to the realization of self-assessment during the preparatory cycle while learning the topic "Mass Media": individual work with the tips for listening made by a teacher/ heuristic discussion (collective discussion) what students should do to improve their listening skills.

**Variation A** (EG-1, EG-2) - was realized through analyzing tips for listening created by a teacher and doing computer exercises at the preparatory cycle; creating one's own tips for listening and doing computer exercises at the main cycle; using one's own tips for listening, doing computer exercises and filling checklists for assessing one's own level of English listening competence at the concluding cycle.

**Variation B** (EG-3, EG-4) - was realized through heuristic discussion about the tips that can facilitate listening and understanding texts as well as doing computer exercises at the preparatory cycle; creating one's own tips for listening and doing computer exercises at the main cycle; using one's own tips for listening, doing computer exercises and filling checklists for assessing one's own level of English listening competence at the concluding cycle.

In order to achieve the goal of the experiment, firstly, we determined the initial level of English listening competence among students - the average coefficient of training in the four experimental groups in the pre-experimental section. The level was considered satisfactory if the obtained indicators were not lower than the coefficient of training 0,7 which was determined by V.P. Bepalko's formula [1]:

$$K = \frac{Q}{N} \quad (1)$$

where  $K$  - the coefficient of training;

$Q$  - total number of students' scored points according to all test criteria;

$N$  - the maximum number of points for a test, which in our case is 100.

If we consider the maximum possible number of points for 1 (100%), the lower boundary of the level of training is 0,7 (70%), that is, 70 points for a sufficient level of a student's English listening competence. Consequently, according to the given formula, 90-100 points (90-100%) corresponded to the assessment of "excellent", 80-89 points (80-89%), to the assessment of "good", 70-79 points (70-79%) – to the assessment of "satisfactory", 69 points and below (69% and below) was considered "unsatisfactory", that is, the inadequate level of a student's training. This evaluation system (according to V.P. Bepalko) is generally related to the European Credit Transfer and Accumulation System (ECTS).

The coefficient of the level of each component of each student's English listening competence was determined: language anticipation, lexical skills, grammatical skills, the ability to general, detailed and selective understanding of the audio text. The obtained data made it possible to determine the average coefficient of learning in each experimental group: EG1 - 0,62; EG2 - 0,61; EG3 - 0,57; EG4 - 0,57 (Table 3), which indicated an inadequate level of English listening competence and became the basis for the experiment.

Table 3

**Average indices of a pre-experimental level of English listening competence,  
in points**

Group	Components of English Listening Competence						Total score	
	Skills		Abilities					
	Criteria for evaluation						Total points	Average coefficient of learning
	Lexical	Grammatical	Language anticipation	Listening for gist	Listening for details	Listening for specific information		
EG1	6,6	6,2	12,7	12,6	11,4	12,6	62,1	0,62
EG2	6,7	6,1	12,3	12,4	11,5	12,2	61,2	0,61
EG3	7,5	5,8	10,3	11,5	10,9	11,2	57,2	0,57
EG4	6,8	6,2	10,4	11,8	10,4	11,5	57,1	0,57
	Maximum score							
	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>	<b>1</b>

The results of pre-experimental assessment proved there should be a special methodology which consisted of computer exercises as well as special tools like heuristic discussion, tips for listening and self-assessment checklists to teach students comprehend the language. The experiment lasted for one semester. The new methodology proved that based on the heuristic discussion students began to understand what was important to them for improving their English listening competence. They consciously created such tips for listening that helped them comprehend the language better during the main cycle. This is an example of one of a student's tips for listening whose results were finally much higher than at the beginning of the experiment (Table 4).

Table 4

**Example of tips for pre-listening**

<u>Pre-listening tips</u>
1. <i>Before listening to the text do the matching exercise on your computer that will help you avoid difficulties while listening.</i>
2. <i>Read the instruction carefully before you start doing the exercise. Be sure that you have understood it.</i>
3. <i>Pay special attention to the time given for this exercise.</i>
4. <i>Read the sentences with the unknown words written in italic.</i>
5. <i>Do the exercise on your computer: match the words with their definitions.</i>
6. <i>First, try to match the easier words, which you have understood from the context, and then the more difficult ones.</i>
7. <i>When you have matched the words to their definitions, have time to read them carefully again.</i>
8. <i>Push the "Check" button to get your result and score.</i>
9. <i>Find out which words were matched incorrectly. Match them in a right way.</i>
10. <i>Try to remember the new words.</i>
11. <i>Get ready for listening: take away the unnecessary things, turn off your mobile phone, get a notebook and a pen for taking notes.</i>

So, heuristic discussion was an inductive method that facilitated understanding the language at pre-listening, while-listening and post-listening stages.

Finally, we conducted an analysis of the results after the experiment. By the already known formula  $K = \frac{Q}{n}$  we have determined the coefficient of the level of each student's English listening competence for the six above-mentioned criteria. On the basis of the obtained data, the average coefficient of learning was determined in four experimental groups: EG1 - 0.79; EG2 - 0,80; EG3 - 0.86; EG4 - 0.85 (Table 5), which indicates an average sufficient level of English listening competence.

Table 5

**Average indices of a post-experimental level of English listening competence, in points**

Group	Components of English Listening Competence						Total score	
	Skills		Abilities					
	Criteria for evaluation						Total points	Average coefficient of learning
	Lexical	Grammatical	Language anticipation	Listening for gist	Listening for details	Listening for specific information		
EG1	8,9	7,1	16,2	15,7	15,6	15,3	78,8	0,79
EG2	9,1	7,3	16,5	16,2	15,2	15,4	79,7	0,80
EG3	9,7	8,6	17,7	17,6	16,5	16,2	86,3	0,86
EG4	9,8	8,7	17,8	16,3	16,6	15,9	85,1	0,85
	Maximum score							
	10	10	20	20	20	20	100	1

In order to confirm the effectiveness of the suggested methodology and determine the more effective variant of the methodology for self-assessment of English listening competence, we compared the average indicators of pre- and post-experimental assessments in both groups (Table 6) and came to the following conclusions:

- 1) since the average indicator of the English listening competence at six distinct criteria in all experimental groups exceeded the average coefficient of training (0.7 by V. P. Bepalko), the suggested variants A and B of self-assessment of English listening competence for future translators should be considered effective;
- 2) since the total increase and increase at six different criteria in EG3 and EG4 are higher than in EG1 and EG2 (EG1-0,79; EG2-0,80; EG3-0,86; EG4-0,85), variant B, which provided heuristic discussion at the preparatory cycle for self-assessment of English listening competence should be recognized as the most effective.

Table 6

**Comparative table of average indicators of pre- and post-experimental assessments of English listening competence**

Group number	The coefficient of training based on the results of pre-experimental section	The coefficient of training based on the results of the post-experimental section	Increase
EG1	0,62	0,79	0,17
EG2	0,61	0,80	0,19
EG3	0,57	0,86	0,29
EG4	0,57	0,85	0,28

## 5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

All types of exercises mentioned above can be used for learners' self-assessment in class as well as at home. Self-assessment of English listening competence with the help of computer testing should be conducted at all three stages of listening: pre-listening, while-listening and post-listening. They correlate with computer exercises for self-assessment. So, the exercises for checking and assessing the linguistic and semantic anticipation are done at pre-listening stage. At while-listening stage the exercises for assessing receptive lexical and grammatical skills should be done. The understanding of the gist, details and specific information can also be checked with the help of while-listening exercises at while-listening stage. At post-listening stage we can check and assess the lexical, grammatical skills and background knowledge with the help of special computer exercises. We can also assess the understanding of the gist, the details and the specific information at post-listening stage.

For self-assessment of English listening competence we use the selected texts for listening. It is appropriate to use different types of texts mainly of informative nature (narrations, announcements, news, reports, and interviews), specialist texts (conversations and discussions on professional / scientific theme) and colloquial discourse (informal conversation). Such texts should be authentic on the one hand and meet the interests and professional needs of students, future translators on the other hand.

It is not necessary to be connected to the Internet while doing these computer tests. You need to have one of the web browsers on your computer like Internet Explorer, Firefox, Opera, Mozilla or others. Each computer exercise has an instruction, an example and assesses only one listening skill or ability. After doing a computer exercise each student can get their results and score. If the results are poor, one can correct oneself by downloading and doing the exercise one more time. The advantage of such computer tests is that they are interactive: students can get instant results.

We can use such a self-assessing tool as computer tests not only for checking English listening comprehension but also for checking and assessing reading comprehension, vocabulary and grammar comprehension. We can also use it for checking some writing skills. Self-assessment with the help of computer tests is a good tool for practicing any language's communicative skills and abilities.

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## **ВИКОРИСТАННЯ КОМП'ЮТЕРНОГО ТЕСТУВАННЯ ДЛЯ САМОКОНТРОЛЮ КОМПЕТЕНТНОСТІ В АНГЛОМОВНОМУ АУДІОВАННІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ**

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**Анотація.** У статті висвітлено методику організації самоконтролю рівня сформованості англomовної компетентності в аудіюванні у майбутніх перекладачів. Запропоновано досвід комп'ютерного тестування, евристичної бесіди, пам'яток-порад, контрольних листів для самооцінювання для удосконалення аудитивних навичок і вмінь студентів. Різноманітні комп'ютерні тестові завдання використовуються для контролю й оцінки лексичних і граматичних навичок аудіювання, мовної та смислової антиципації, розуміння загального, детального та вибіркового змісту аудіотексту. Розроблено такі типи тестових завдань як множинний вибір, заповнення пропусків, встановлення відповідностей, кросворд, впорядкування слів у реченні для дотекстового, текстового та післятекстового етапів. Розроблено модель методики організації самоконтролю для вдосконалення англomовної компетентності в аудіюванні. Надані результати запропонованої методики.

**Ключові слова:** самоконтроль; тестові завдання; компетентність в англomовному аудіюванні; рефлексія; евристична бесіда; пам'ятки-поради для аудіювання; контрольні листи для самооцінювання.

## **ИСПОЛЬЗОВАНИЕ КОМПЬЮТЕРНОГО ТЕСТИРОВАНИЯ ДЛЯ САМОКОНТРОЛЯ КОМПЕТЕНТНОСТИ В АНГЛОЯЗЫЧНОМ АУДИРОВАНИИ БУДУЩИХ ПЕРЕВОДЧИКОВ**

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**Аннотация.** В статье освещено методику организации самоконтроля уровня сформированности англоязычной компетентности в аудировании у будущих переводчиков. Предложено опыт компьютерного тестирования, эвристической беседы, памяток-советов, контрольных листов для самооценки для совершенствования навыков и умений аудирования у студентов. Различные компьютерные тестовые задания используются для контроля и оценки лексических и грамматических навыков аудирования, языковой и смысловой антиципации, понимания общего, детального и выборочного содержания аудиотекста. Разработаны такие типы тестовых заданий как множественный выбор, заполнение пропусков, установление соответствий, кроссворд, упорядочение слов в предложении на дотекстовом, текстовом и послетекстовом этапах. Разработана модель методики организации самоконтроля для усовершенствования англоязычной компетентности в аудировании. Предоставлены результаты предложенной методики.

**Ключевые слова:** самоконтроль; тестовые задания; компетентность в англоязычном аудировании; рефлексия; эвристическая беседа; памятки-советы для аудирования; контрольные анкеты для самооценивания.

