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## **DEVELOPING SELF-EVALUATION SKILLS AS KEY FACTORS IN PROMOTING PROSPECTIVE FL TEACHER'S AUTONOMY**

Learner autonomy has become one of the central concerns of modern language teaching. The problem has been studied by a number of scientists (P. Benson, L. Dam, L. Dickinson, H. Holec, T. Lamb and H. Reinders, D. Little, W. Littlewood, D. Nunan, L. Murphy, R. Smith etc.). However, it needs further investigation as even future foreign language teachers demonstrate inability to take responsibility for their own language learning, define goals etc. and reach them without teachers management.

Autonomy is highly desirable as it can be regarded as vital for effective functioning in modern society which develops rapidly and maximises people's choices. Autonomy is an ability to determine the objectives, define the contents and progressions, select methods and techniques to be used, monitor the procedures of acquisition and evaluate what has been acquired [7, p. 3].

In other words autonomous language learners can take responsibility for their own language learning as they are aware of the learning process, know their weaknesses and strengths, are able to define objectives, know effective methods and techniques, can evaluate the results and are well motivated to learn.

The aim of the article is to determine ways of developing self-evaluation skills with the aim of promoting prospective FL teachers' autonomy

To promote learners' autonomy it is necessary to create a classroom culture where autonomy is accepted and encouraged by delegating students more responsibilities in decision taking and self-evaluation. Such development should be done gradually by implementing in a higher education institution conditions for:

- partial autonomy which is characterised by strict teacher's management (teacher defines objectives, contents, methods, techniques and aids used; controls students' work and evaluates the results);

- semi-autonomy with relatively strict teacher's management (students' define their learning objectives in collaboration with the teacher, select methods, techniques and aids to be used; teacher defines the contents and controls students work and evaluates the results);

- partially dependent autonomy with relatively flexible teacher's management (students define their learning objectives in collaboration with the teacher, select methods, techniques and aids to be used; teacher defines the contents; students are provided with opportunities to choose or select materials, evaluate the results; teacher evaluates the results);

- relatively full autonomy which presupposes defining individual learning objectives on the basis of the demands of the program and individual needs (students may consult with a teachers if necessary), ways how to achieve them, self-control, self-evaluation, self-correction [1, c. 368].

Language teachers play a crucial role in fostering learner autonomy. However, it is difficult for teachers to create an appropriate classroom culture for promoting learner autonomy if they themselves do not know what it is to be an autonomous learner. So it is very important for an autonomous learner to be able to define individual learning objectives based on the reflective analysis of own achievements and demands of the program. With this aim it is useful to ask students to fill in self-assessment checklist (which is a part of a project of Language portfolio for philologists collaborated by the author on the basis of modern documents [2; 8]).

Here is a fragment of a self-assessment checklist [1, p. 570]. In column 1 students should mark what they already can do (V – if they can do it in typical situations, VV – if they can do it easily). In column 2 students skills are assessed by the teacher (V – In his/her opinion, the student can do it in typical situations, VV – in his/her opinion, the student can do it easily). In column 3 students define what they cannot do yet, but what is important for them, in other words they set their goals (! – It's my goal).

Using self-assessment checklist encourages students to reflect on the results of their learning, set goals and track progress in achieving them. What is more

important, students have an opportunity to compare the results of self evaluation with the way teacher assessed them which is also a ground for reflection.

Рівень C1 – Автономного користувача <i>C1 – Effective Operational Proficiency</i>	дата <i>date</i>			дата <i>date</i>			дата <i>date</i>		
	1	2	3	1	2	3	1	2	3
<b>Аудіювання</b> <b><i>Listening</i></b>									
Я розумію тривале, нечітко структуроване, не достатньо зв'язне мовлення. <i>I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>									
Я можу зрозуміти тривале мовлення на складні абстрактні теми, які знаходяться у сфері моїх академічних та професійних інтересів, хоча можу відчувати потребу в підтвердженні окремих деталей, особливо якщо мовець говорить із незнайомим акцентом. <i>I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though I may need to confirm occasional details, especially if the accent is unfamiliar.</i>									
Я можу повністю зрозуміти презентації, лекції, промови та доповіді, які безпосередньо й опосередковано стосуються сфери моїх академічних та професійних інтересів. <i>I can understand presentations, lectures, talks and reports which directly or indirectly relate to my academic and vocational field without difficulty.</i>									

Scientists [3; 4; 5; 6] usually emphasise the role of self-assessment as it raises students' awareness and encourages them to think critically and reflect on their own competence which will make them more deeply engaged in their learning processes.

All in all, autonomy presupposes learners' desire and ability to take responsibility for their own language learning by defining objectives, using effective methods and techniques, evaluating the results which can be developed by creating a classroom culture where autonomy is accepted and encouraged by delegating students more responsibilities in decision taking and self-evaluation. Such development should be done gradually by implementing in a higher education institution conditions for partial autonomy, semi-autonomy, partially dependent autonomy, relatively full autonomy.

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