



Olena ZHYHADLO

Candidate of Philological Sciences,
Associate Professor at Foreign Languages
Department,
Educational and Research Institute of Law of
Taras Shevchenko National University of Kyiv
<https://orcid.org/0000-0002-1605-7242>
Scopus ID: 57412914700

Ключові слова: оцінювання, самооцінювання, бланк самооцінювання, продуктивні уміння, юридична англійська мова.

У статті проаналізовано основні види оцінювання вмінь та навичок студентів. Особливу увагу приділено ролі самооцінювання як різновиду формульованого оцінювання, яке сприяє активному залученню студентів до процесу навчання, формуванню в них метакогнітивних навичок, що полягають в осмисленні результатів власної діяльності, а також самостійному знаходженню шляхів подолання труднощів. Установлено, що використання бланків

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USING SELF-ASSESSMENT CHECK LISTS FOR STUDENTS' PRODUCTIVE SKILLS DEVELOPMENT AT THE LESSONS OF LEGAL ENGLISH

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самооцінювання для розвитку усного та писемного мовлення на заняттях з юридичної англійської мови для студентів-правників сприяє більш ефективному формуванню продуктивних навичок студентів. У дослідженні розглянуто два шаблони бланків самооцінювання: для комунікативних вправ з підготовки та проведення інтерв'ю юриста з клієнтом і написання листа-поради. Авторкою запропоновано алгоритм роботи з бланками самооцінювання, підходи до створення критеріїв для бланків самооцінювання та описано основні функції, які можуть виконувати бланки самооцінювання на основі критеріїв під час різних етапів виконання продуктивних вправ.

Introduction. Assessment is an essential tool for teaching and learning, which includes “interactions among curriculum, assessment and instruction (key elements) and between teachers and students (key actors)” [11, p. 3]. In mainstream education in schools and universities, assessment is typically teacher-administered and aimed at estimating the extent to which students have learned a particular concept, skill or topic, and measuring student achievement. This information helps educators evaluate whether students are meeting the learning objectives or need further support. However, conventional assessment practices are targeted more at checking students’ current knowledge, but not at the process of students’ reflecting on and analyzing their own knowledge, thus such assessment does not prepare students “to learn in situations in which teachers and examinations are not present to focus their attention” [4, p. 5].

Nowadays, due to quick and easy access to information, students are expected to be active and independent participants of the educational process, which involves the development of life-long learning meta-cognitive skills among students, such as “setting their own learning goals, monitoring their progress toward learning goals, monitoring their thinking processes for accuracy and for clarity” [5, p. 3]. Thus, one of primary aims of educational assessment is to assist students in the process of developing into self-directed and motivated learners. The skills which are associated with life-time and independent learning may be achieved with the help of certain assessment practices which enhance student awareness and responsibility, increase their involvement in the process of learning and provide incentive for study.

Analysis of recent publications. The role of assessment in education has been extensively researched by Ukrainian and foreign scholars. Types of assessment (S. Nikolayeva, I. Zymnya, P. Black and D. William, R.J. Marzano, J.W. Pellegrino), the impact of formative assessment and feedback on

student learning (H. Andrade, A. Cullinane, J. Hattie), the correlation between assessment and mastery learning (B.S. Bloom) have been comprehensively described. In addition, the use of competency assessment methods in assessing student outcomes in foreign languages has been explored by a number of educators (M. Kovalenko, O. Pashkevych). Though the concept of self-assessment as a formative type of assessment has enjoyed ample attention in contemporary scholarly literature, application of certain self-assessment techniques as a tool for building and enhancing productive skills of law students at the lessons of English for specific purposes (ESP) requires a thorough exploration.

Therefore, **the purpose of the article** is to analyse different types of assessment, dominating in present-day educational process and to describe the specifics of self-assessment practice application and its effect on productive skills development during ESP lessons for law students.

Presentation of the main material. Nowadays, educators have three major types of assessment at their disposal: diagnostic, summative and formative. The choice between these types generally depends on several factors, including the purpose of the assessment, the stage of the learning process, the types of feedback that are most appropriate for promoting student learning, and the assessment tools that are available. By considering these factors, teachers can choose the most appropriate type of assessment to promote student learning and academic success.

Diagnostic assessment can help to identify students’ current knowledge, establish any weaknesses or gaps that need special attention or uncover students’ strengths. This type of assessment is usually conducted prior to the process of teaching and learning. Types of diagnostic assessment may include pre-tests, identifying skills and competences, and interviews.

One of the primary functions of summative assessment or assessment of learning is

to evaluate the extent to which students have achieved the learning objectives or standards that have been set for a particular course or unit. This allows educators to determine how well students have learned the material and whether they are ready to move on to the next level. Summative assessment is most appropriate at the end of a specific period when students have completed their learning and are ready to be evaluated on their overall performance. Tasks used for summative purposes “provide ways of eliciting evidence of student achievement” [3, p. 9]. They are usually of a more formal nature, and include tests, quizzes, exams, term papers and projects. The results of summative assessment are primarily used to promote students, to provide certification or as a tool for selection of students for entry into educational establishments. Thus, this type of assessment is passive, making no immediate impact on student progress [12].

The ongoing process of interaction of teachers and students during lessons which aims to provide feedback in order to adjust instruction to students’ needs and achievements is referred to in pedagogy as formative assessment, also called classroom assessment or assessment for learning. Formative assessment is most effective during the learning process when students can benefit from immediate feedback to improve their understanding of the material. Formative assessment is typically focused on providing specific, targeted feedback to help students improve their knowledge of the material, understand what they are doing well and where they need to improve, which can help them make progress toward their learning goals. This property of formative assessment directly correlates with developing learning to learn competence of students and thus promotes lifelong learning which implies an increase in student achievement, motivation and greater equity of student outcomes [2].

However, assessment can be considered formative if it is employed continuously to influence the process of learning by means

of improving teachers’ instructional planning [10, p. 2] on the one hand, and empowering students “in taking ownership of their learning” [8, p. 1] on the other hand. Methods of formative assessment promote students’ active role in learning by means of making the results of learning explicit through effective feedback, enabling students to be regulators of their learning. This can only be achieved if assessment encourages student engagement in a process of developing meta-cognitive strategies, supports students in their efforts to think about their own thinking, develops learners’ understanding of the relationship between their previous and current performance, as well as clearly defined success criteria, thus making students the owners of their own learning [5].

In recent publications the role of the student as “the critical connector between assessment and learning” [9, p. 7], an active participator in the learning process has been emphasized. An approach within assessment for learning which stresses that assessment is not only a tool for measuring student achievement, but also a means of promoting student learning and a source of developing metacognition is referred to as assessment as learning [ibid, p. 7]. The key principles underlying assessment as learning are students’ self-directedness and responsibility for their learning, their involvement in the process of learning. Thus assessment as learning concerns the issues of learner’s self-managing, self-monitoring and self-modifying capabilities [6] vital for continuous learning.

The key component of assessment as learning approach is self-assessment. Self-assessment in education refers to the process by which students evaluate their own learning, skills, and performance. It is a form of formative assessment that encourages students to take an active role in their own learning and to develop the metacognitive skills that are necessary for lifelong learning. Metacognition refers to the ability to think about one’s own thinking, and to regulate one’s own learning. Through self-assessment, stu-

dents can develop these skills by reflecting on their own learning processes, identifying areas where they need to improve, and developing strategies for improving their performance [1]. Based on the assumption that the only assessment that can significantly impact on students' learning is the one that correlates with the students' own self-assessment, D. Boud [4, p. 8] argues that any type of assessment would be "sub-ordinate to learner self-assessment".

However, self-assessment may pose certain challenges. One of the main challenges is ensuring that students have the skills and knowledge necessary to assess their own learning effectively. To address this challenge, teachers may need to provide explicit instruction and support to help students develop the skills and knowledge they need to engage in effective self-assessment. To be able to make sound judgement about the quality of their work, to identify and analyze its strengths and weaknesses, students need to be equipped with a set of appropriate standards or criteria against which the quality of work can be measured. D. Sadler refers to these criteria as "reference level" aimed at by the students [12, p. 129].

Developing students' productive skills, i.e. the skills which involve the production of the language in spoken or written forms, constitutes a challenging task in teaching and learning a foreign language. However, mastering a foreign language includes its use as a functional system to fulfil communicative purposes. Moreover, effective communication both orally and in writing is an essential component of the legal profession as lawyers must be able to speak clearly and confidently, presenting legal arguments and persuading judges, juries, and other parties to accept their position, negotiate effectively, finding common ground with opposing counsel and reaching agreements that benefit their clients. Legal professionals are also expected to draft clear and concise legal documents, such as legal letters and contracts. That is why building and honing communication skills

constitutes an important aspect of legal education, making the development of productive skills a crucial task of an ESP course as through teaching speaking and writing skills it is possible to reinforce professional vocabulary, explain and practise certain grammar structures, and encourage reading professional texts and watching job-related videos and films, which in its turn enhances students' receptive skills.

In this study, we would like to focus on two assignments, one oral and one written, which are extensively used at the lessons of Legal English, because they seem essential for lawyers in their day-to-day activities.

Interviewing skills are crucial for lawyers' success as they are directly related to effective representation of clients. One of the primary roles of a lawyer is information gathering hence, effective planning and conducting a lawyer-client interview is necessary to get the required information from clients, witnesses, and other parties in the case. Participating in a lawyer-client interview involves asking different types of questions including open-ended questions and closed questions, listening actively, and probing for additional details to get a clear understanding of the case. In addition, effective interviewing skills help lawyers build trust and rapport with their clients.

To facilitate the process of gathering information and to make sure that nothing is left out, the WASP approach to planning, preparing and carrying out an interview is recommended as a framework for an effective interview with clients. The approach is named after the four phases or stages that it comprises: Welcome, Acquire Information, Supply Information and Advice, and Part [7, p. 35].

The first stage of the WASP approach is to welcome the client and make them feel comfortable. This can involve introducing yourself, offering the client a drink, and making small talk to establish a rapport. The purpose of this stage is to build trust with the client and create an environment in which they feel comfortable sharing information.

At this stage it is also necessary to establish the agenda for the interview, which involves explaining the purpose of the interview, outlining the topics that will be covered, and asking the client if they have any questions or concerns. The second stage of the WASP approach is to listen to the client's story. This involves asking open-ended questions to encourage the client to share information about their situation, concerns, and goals. The lawyer should listen actively, taking notes and clarifying information as necessary. The goal of this stage is to gather all the relevant information from the client. The third stage of the WASP approach is to develop a plan of action based on the information gathered in the previous stages. This can involve explaining the legal options available to the client, outlining the steps that will be taken to pursue the case, and discussing the likely outcomes. The lawyer should also answer any questions that the client may have and provide guidance on what the client should do next. At the final stage of the lawyer-client interview it is recommended to elicit whether the client wishes to continue cooperation with the lawyer, whether the client understands the costs and risks involved, and to promise to write to the client summarizing the issues that have been discussed during the interview.

To maximize students' performance of this task, a self-assessment technique of developing and using self-assessment check lists proved to be effective for increasing students' responsibility and involvement in the process as well as their awareness of potential errors. In addition, if formulated effectively and precisely, these check lists provide learners not only with the assessment criteria, but also with a set of guidelines to approach the tasks.

This self-assessment practice includes the following three steps. Step 1 consists in creating the criteria for the checklist. These criteria may be developed by the teacher and given to students prior to the lesson. Alternatively they can be worked out in class, with the teacher scaffolding the task

by means of prompting requirements to the structure, style, content and manner set for this communicative task. The criteria in the check list may be laid out in the form of statements or questions.

During Step 2 students are supposed to create the first draft of their assignment. Then they evaluate their work by means of comparing what they have created to the criteria laid out in the check list. Technically students should put a tick in the box next to each criterion if they think their performance meets it and a cross if the requirement has not been fulfilled.

Step 3 involves the analysis of omissions and drawbacks by students with the help of the tick and cross symbols they have inserted in their check list, and improvement of the assignment draft. The fulfilment of the final stage is essential for the students to be sure that their work meets the requirements of the task.

As an illustration, a criteria-based self-assessment check list designed for the assignment of a lawyer-client interview within the course of Legal English for undergraduate law students has been selected. The legal issue in this task is to discuss benefits and drawbacks of various business entities (table 1).

The criteria focus on describing advantages and disadvantages of business entities as well as the use of relevant legal terminology (content), the application of the WASP approach (structure) and prosody (manner).

As a rule, a lawyer-client interview is followed up by a letter or email of advice to the client. Similarly to the procedure of self-assessment check list design described for the oral task, at the preparatory stage at the lesson students may be involved in the development of the self-assessment check list for the writing task set for homework. In the sample of the criteria-based self-assessment check list below, the criteria include general requirements to the style of legal writing and the specifics of this type of legal correspondence such as the outline, functions of each paragraph and its content (table 2).

Table 1

Sample of Self-Assessment Check List for Lawyer-Client Interview

1	The content correlates with the task.	
2	There are 4 phases, and the interview is based on the WASP approach.	
3	During the 1st phase, the introductions are done and the purpose is explained.	
4	During the 2nd phase, different types of questions are asked and relevant answers are provided to reveal the facts of the case. Active listening techniques are used and summarizing of the facts is done.	
5	During the 3rd phase, advantages and drawbacks of various types of business entity are supplied; advice is provided.	
6	During the 4th phase, confirmation of further actions, costs and risks is asked for and provided.	
7	Correct and relevant legal terminology is used.	
8	I have spoken fluently, with natural pauses, intonation and correct pronunciation.	

Table 2

Sample of Self-Assessment Check List for Email of Advice

1	I have started with a polite greeting appropriate to the gender and marital status of the client I am writing to.	
2	I have mentioned the date of the interview and the purpose of writing in the first paragraph.	
3	I have outlined the facts of the case in the second paragraph.	
4	I have described the legal issue and referred to the relevant legislation in the third paragraph.	
5	I have informed the client of the options s/he is entitled to/ recommended actions to be taken in the fourth paragraph.	
6	I have outlined actions I as a lawyer need to undertake in the last paragraph.	
7	I have only used formal language and have avoided contractions (e.g. I'd).	
8	I have completed my letter with an appropriate ending and sign-off.	
9	I have checked my spelling and punctuation.	

The samples show that both in the check list for the speaking assignment and that for the writing assignment the criteria comprise the structure (the layout) of a piece of oral or written assignment, the content and manner to ensure effective performance of the task. In our opinion, the number of criteria in a self-assessment check list should not be restricted, enabling both the teacher and students to include as many issues to take into account while planning and performing a task as possible. The more detailed the

wording of the criteria in a check list is, the more possibilities arise to draw students' attention to key requirements set for the activity and to tackle weaknesses. Following the three-step process of criteria-based self-assessment check lists application to speaking and writing tasks enables students to revise the requirements and facilitate planning, make sure they have fulfilled the task properly, and identify and correct mistakes, which bolsters the development of students' productive skills.

Conclusions. Criteria-based self-assessment check lists for speaking and writing assignments at the lessons of Legal English proved to be effective in a number of ways. Firstly, creating self-assessment check lists when approaching the task and using them at the proofreading stage appeared to boost students' responsibility and involvement in performing both speaking and writing assignments, which require a high degree of concentration and accuracy. Another benefit of the criteria-based check list as a self-assessment practice is that it can be used to scaffold and facilitate comprehension of the task as well as reveal weaknesses, and offer methods for addressing further job-related tasks more effectively, thus providing

students with valuable feedback about their learning. This feedback can be used to guide further learning and help students set goals for the future. The described self-assessment practice increases student engagement and shapes a more conscious attitude to task planning and performance, which results in the positive relationship between criteria-based self-assessment and the development of students' productive skills.

Further research may involve possibilities of check lists application for peer assessment, which among other things will require the development of an algorithm for creating detailed rubrics and instructing students as to their role in assessment practice, quality and fairness of evaluation.

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