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## PRINCIPLES OF LANGUAGE ASSESSMENT IN TEACHING FOREIGN LANGUAGE

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### Annotation

This topic of the article relates to methodology. The purpose of the article is to study the basic principles of assessment, as well as the importance of a credit-modular system. In this work, a desk study was used to study the principles of assessment, as well as a practical study of the use of authentic materials in the process of teaching English. The key results of this work are the opportunity to comprehend and understand the principles of assessment and further apply them in practice in the field of foreign language teaching.

### Introduction

The concepts of assessment, evaluation, test, measurement are very similar and interchangeable. However, the teacher must distinguish between each concept and be able to use them at the appropriate time.

Ajuonnma (2006) said that assessment can be defined as the process of collecting data and giving it an interpretable form for decision-making. This includes collecting data in order to make an objective judgment about the quality of a person, object, group or event.

Assessment is an integral part of any educational process. Without this, the process of acquiring knowledge is impossible.

There are two main types of assessment - formative and summative:

Formative assessment is an integral part of the learning process with updated educational content, regularly conducted by the teacher during the quarter. This ensures continuous feedback between the elementary school student and the teacher without scoring and grades. This allows the student to have the right to make a mistake and correct it. The formative assessment allows you to determine the abilities of students, identify difficulties, help in achieving the best results and adjust the learning process in a timely manner.



In the daily practice of formative assessment, a number of methods are used to measure the level of assimilation, the progress of students, such as: Quizzes, games, projects, presentations, group events.

The next type is summative assessment, conducted to provide teachers, students and their parents with information about the progress of the child at the end of sections / cross-cutting topics of curricula and a certain academic period (quarter/trimester, academic year) with scores and grades. This allows you to determine and record the level of assimilation of the content of the curriculum for a certain period.

Test is one of the most common methods of testing.

The pedagogical test today has become one of the most widespread innovative pedagogical tools for quality control of the educational process. One way or another, in their activities, teachers are faced with the need to develop a pedagogical test. The created test should be checked for its quality. Brown (2004) said there are five basic principles of assessment: practicality, reliability, validity, authenticity and washback. (pp.19-28)

To achieve maximum objectivity of assessment, it is necessary to use a variety of means and options for organizing control and evaluation activities, especially those that contribute to the orientation of the educational process to the formation of key competencies. Let us take a look at some of these tools.

Currently, the modular rating system for assessing the quality of knowledge is most often used as an innovative means of evaluating educational results.

The credit-modular system is a model of the organization of the educational process, which is based on a combination of modular learning technologies and credits.

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Adequate assessment is an important component of the credit-modular system of the educational process.

### **Theory/Literature review**

In this part of the article we will look at the works/opinions of scientists who have considered the topic of this article.

As mentioned above, Brown considered five basic evaluation principles, namely validity, reliability, practicality, authenticity, and washback. Several authors have expressed their views on these principles.

Avanesov (1999) in his article “Tests: History and theory” writes: “Validity characterizes the suitability of a test for measuring a certain value, but it is impossible to talk about validity without specifying its application.” (p.12)



Mayorov's scientific work "Theory and practice of creating tests for the education system" says: "Validity should determine how much a test can reflect what it should evaluate."

Validation of a test is nothing more than the process of accumulating confirmations to confirm its validity. In the theory of testing, there are several classifications of validity. Mayorov A. identifies three types of validity: constructive, criteria-based and meaningful. (Mayorov, 296)

Whereas according to Brown, there are five types of validity - Content validity; Criterion-related Validity; Construct validity; Sequential Validity; Face Validity.

According to Messick S., the washback refers to the extent to which the introduction or use of a test encourages both foreign language teachers and students to do things that they would not otherwise do (meaning: in the absence of a test), and that may contribute to or hinder language acquisition. (Messick, 241)

Heaton (1975) mentions this as a backwash effect, which is divided into macro and micro aspects. In the macro aspect, tests affect society and the education system, for example, the development of the curriculum. In the micro aspect, tests affect an individual student or teacher, for example, improving teaching and learning process. (pp.161-162)

The washback can also be negative and positive. It is easy to detect negative consequences, such as narrowing language competencies only for those who participate in the tests, and neglecting the rest. Although language is a means of communication, most students and teachers in language lessons focus only on the language competencies in the test. (Saehu, 2012, pp.124-127)

On the other hand, a test can be a positive result if it contributes to better teaching and learning. However, this is quite difficult to achieve. An example of a positive washback test is the National English Language Exam for University Admission in China. This led to the fact that after the test, the level of English proficiency of students for the actual or authentic use of the language improved.

Saehu believed that backwash could be strong or weak. An example of a strong test effect is the national exam; at the same time, a weak test effect is the influence of the formative test. (Saehu, 2012, pp. 122-123)

European linguodidactics claim that the term authentic learning has been widely known since the late 90s of the XX century. It is clear from the term itself that here we are talking about authenticity not as a property, but as a method. Authenticity is understood by them as a teaching method that provides trainees with the opportunity to participate in various educational and interpersonal interactions that are adequate



to the conditions and circumstances of real communication and have a clear meaning for the trainees themselves.

Shulgina (2013) notes such characteristics of “authentic education” as the relevance of educational tasks, compliance of tasks with the interests of trainees, interdisciplinary nature, direct connection with the real world, unlimited educational resources, evaluation of trainees by external experts and other trainees, and not only by the teacher. (pp. 59-63.)

According to M. Heidegger, authenticity in education ensures the formation of an authentic personality capable of fully realizing every moment of life and choosing a way to live this life moment, taking responsibility for the choice made. Within the framework of linguodidactic science, the concepts of “authenticity” and “authentic” also acquired a different shade of meaning, which allowed methodologists to classify authenticity. (Heidegger, 1991, p.289)

The creation of a credit system should facilitate the comparison of completed courses and contribute to the maximum expansion of student mobility.

In Uzbekistan, the credit-modular system began to be implemented in universities from 2020/2021. ([http://tstu.uz/?page\\_id=44090&lang=ru](http://tstu.uz/?page_id=44090&lang=ru))

The introduction of a credit-modular system is an important factor in stimulating the effective work of a teacher and a student.

According to the canons of the Bologna process, it is considered the norm to charge credits to students for internships, for preparing for exams. Indeed, this is a real educational work that has a certain labor intensity; it is important to determine its value as objectively as possible. Without a doubt, credits should be awarded for writing essays and term papers in which students study a significant number of sources, respectively, and the academic complexity of these types of work is very high.

Credits are awarded to a student only based on the results of successful completion of the final control form defined by the curriculum for this discipline (exam, test or final control work, etc.).

The module-rating system of knowledge assessment provides for a 100—point scale, that is, 100 points is the maximum number of points that a student can receive for academic success in the process of studying a significant module. The assessment of the student's knowledge in the content module takes into account the grades received for all types of classes conducted, for current and final testing (for example, for practical, laboratory classes, etc.), taking into account weight coefficients. ([http://tstu.uz/?page\\_id=44090&lang=ru](http://tstu.uz/?page_id=44090&lang=ru))



### **Research method/ process**

After studying the works of our distant colleagues, we decided to conduct our own research. This study was conducted in a public school from November to December. This study involved students in 10<sup>th</sup> grades, two classes were selected by the teacher. In the first group, classes were conducted strictly according to the textbook, in the second group, the teacher used not only a school textbook, but also authentic materials in teaching written and oral speech. The teacher asked herself a question. "How does the use of authentic materials (brochures, materials from the Internet, songs) improve the written and oral speech of students?". Moreover, we wanted to find out "which type of classes is more effective for students?"

The first lessons began immediately after the holidays, classes were held in each group three times a week. The first group was engaged in the book, which was issued by the school, the name of this book is "Prepare". The book is quite interesting and includes a variety of information. In this book, students can learn grammar, vocabulary, and the "CLIL" method is also present.

As mentioned above, the second group was trained not only according to a school textbook, but also according to additional materials. The teacher, depending on the topic of the lesson, can let pupils listen to a song, use dialogues, and also learn how to write stories using a fragment of a movie.

For example, one of the tasks was to listen to a Taylor Swift song on the topic of relationships and fill in the blanks. Next, according to the textbook, we explained to the students how to write a story correctly and what elements should be present. After completing the exercises according to the students' textbook, we gave an additional task. The method of this assignment was "SILENT VIEWING". This method is to turn on an excerpt from the movie without sound and pause it before the final event. After watching a fragment from the film, students had to describe the events taking place on the screen and try to predict the ending.

The students also had the topic "International Travel" and the students, having familiarized themselves with the vocabulary of this topic, had to assemble a dialogue and put it in the correct order. The students could perform this task in a group, as it was quite difficult and there was not enough time.

In the second group, formative assessment was applied throughout the study period. Students participated in various quizzes, contests, and also made presentations on the topics of the school textbook.

The results of this study will be described in the next chapter.



## **Results**

The teacher started a notebook for observations, in which she noted the problems and successes of the students at each lesson. We evaluated the work of students from two groups, we gave them grades in the first lesson to find out whether their results would improve or, conversely, worsen and “in which group will the result be higher?”

According to the results of our study, there was little progress in the second group, who were engaged in additional materials. Since most of the students were interested in additional materials, even if some tasks were difficult, the students always had a desire to find the answer.

However, we have encountered some problems. The first problem was time, the teacher needed to allocate time so that the pupils had time to go through not only additional materials. But first of all, to perform tasks according to a school textbook. The teacher didn't always have enough time.

The second problem was that the school textbook itself was made according to the Cambridge program. It is quite colorful, it contains tasks not only grammar, but also reading, listening, as well as vocabulary. Therefore, sometimes it was difficult for the teacher to find additional material.

As mentioned above, the result was slightly higher in the second group than in the first, who were engaged strictly according to the textbook. A summative assessment was not derived, since it is difficult to draw concrete conclusions on this study, it lasted a little more than a month, if it had been conducted for more than half a year, then perhaps the result of the first group would have been higher. This study will be continued.

## **Conclusion**

Assessment plays an important role in pedagogy. The teacher needs to know the principles of assessment in order to be able to adjust the educational process to improve the effectiveness of teaching.

This article discusses the main types of assessment: formative and summative. It was also told about the basic principles of evaluation and the statements of famous scientists were given. Moreover, it was described in detail about the new training system, namely the credit-modular system.

In the practical part, a study was conducted in two 10<sup>th</sup> grades studying at a state school. The question of this paper was “How does the use of authentic materials (brochures, materials from the Internet, songs) improve the written and oral speech



of students?”. According to the results of practical research, it was revealed that the use of authentic materials in teaching increases the interest of students in learning and improves their written and oral speech.

Teachers/practitioners will be interested in this article to improve their skills. The works of the scientists listed above will help teachers in further studying the principles of assessment in more detail.

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