



DIFFERENT ASSESSMENT TOOLS FOR EVALUATION OF READING AND LISTENING SKILLS

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Abstract

This article is devoted to review and analyzing of Assessment and types of computer-based assessment tools for evaluation of language learners' proficiency.

Keywords: Assessment, assessment tools, online tests, computer-based assessment, evaluation, teaching process.

Language: English

Introduction

At present, as a number of English learners are growing up, different language teaching methods have been experimented to observe the effectiveness of English language teaching process. The President of Uzbekistan SH.M. Mirziyoyev, pays special attention to the teaching and learning foreign languages, which has a significant role in ensuring the future of the country and its development. In the Decree of President of Uzbekistan “On Uzbekistan’s development Strategy” is mentioned about achieving major improvement in quality of general secondary education, facilitating in-depth study of foreign languages, computer science, and other important and popular disciplines.

Literature Review

Assessment is one of the main parts of the lesson and it has a crucial role in the teaching process. It will be accurate to look through some definitions to the term “**Assessment**” given by the scientists. Professor J.J. Jalolov, G.T. Makhkamova and Sh.S. Ashurov [3] stated that «Assessment» is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. In general, assessment is collecting data for revealing the level of students' language proficiency achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools.





Language teachers are often faced with the responsibility of selecting or developing language tests for their classrooms and programs. However, deciding which testing alternatives are the most appropriate for a particular language education context can be daunting, especially given the increasing variety of instruments, procedures, and practices available for language testing. Such alternatives include not only test types with long traditions of use—such as multiple choice, matching, true-false, and fill-in-the-blank tests; cloze and dictation procedures; essay exams; and oral interviews—but also tests differing in scope and structure from these well-known options. Foreign scientists Brown, Dunkel and Yao et al have mentioned that technological developments have led to a number of new language testing formats, including computer-based and computer-adaptive tests [1,2,8], audiotape-based oral proficiency interviews [4,7], and web-based testing [6].

In the classroom, teachers are the primary assessors of students. Teachers design assessment tools with two broad purposes: to collect information that will inform classroom instruction, and to monitor students' progress towards achieving year-end learning outcomes. Teachers also assist students in developing self-monitoring and self-assessment skills and strategies. To do this effectively, teachers must ensure that students are involved in setting learning goals, developing action plans, and using assessment processes to monitor their achievement of goals[5]. The different tools and techniques used in classroom assessment are the following: Observation, Self-Reporting, Testing; Anecdotal Records, Check Lists, Rating Scales and rubrics; Portfolios, Interviews; Projects and presentations; Quizzes and Examinations. These tools can be used in both summative and formative assessment in the classroom.

Based on the assumptions above mentioned by researches, the following computer-based assessment tools can be effective in measuring the students' language performance in Uzbekistan as well:

1. Google Forms: These are used to create forms with hyperlinks, images, and videos. They are mainly used for surveying such as pre/post-course survey and for quizzes.

2. Socrative.com: A free web-based service that lets the students to access with prepared activities or on-the-fly questions to get immediate insight into understanding. It is Powerful and easy-to-use student-response system has the potential to support responsive teaching.





3. Nearpod: Nearpod works in the browser of any device to let you create or upload a slideshow, to which you then add your own questions. Interactive slideshow tool engages students, promotes collaboration

4. Padlet: A free website for collecting and sharing text, images, videos, and files. It acts as an online bulletin board where users place “digital sticky notes”. These digital stickies can contain text, web links, uploaded files, photos, and even video!

5 Kahoot: This is a popular free game based learning .It is used in educational technology in schools and other educational institutions. “Kahoot” is multiple-choice quizzes that allows user generation and can be accessed via a web browser.

6. Quizlet: Quizlet is mainly used for students to learn or revised the topics by studying with flashcards, games and more. The Students who participates in it, a rank is generated based on their responses in less time.

In conclusion it might be noticed that assessment tools are used for the collection of information, to find out the progress of students, to what extent they reached the desired learning outcomes. It is used to measure a student’s expertise or knowledge of a given subject. The tools help the students for recalibrating and give insights to differentiate instruction. It also allows the students to revise and reflect on formative assessments.

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