ANALYZING SOME WAYS OF ASSESSING VOCABULARY

Kholmatova Nilufar
English Teacher Pedagogical institute of Termez State University
Contact number: +998 93 794 87 47

Abstract

Assessment has been widely used in education at tertiary level. The key features of vocabulary assessment are active participation of learners in evaluation of their own performance and the development of reflective thinking. Success of vocabulary assessment depends on performance that demonstrates what learners can do with language in communicative classrooms. Active participation of learners in evaluating themselves and one another is part of vocabulary assessment which is normally presented in the form of reflection son one's performance. The research aimed at investigating the challenges of vocabulary assessment in linguistic development of learners in English for Specific Purposes. The study employed a students' questionnaire on utility of various activities, and in-course and post-course written reflections on learners' performance and linguistic development. Portfolios were used for vocabulary assessment of students' work throughout the academic year. The portfolio items included written materials like summaries, tests, definitions of vocabulary items, essays, Power Point Presentations, etc. Impact of either creative activities or contributions to portfolio on learning was analyzed. Data obtained from three streams of respondents are compared. The findings were processed using software Statistical Package for the Social Sciences (SPSS). The findings demonstrated that vocabulary assessment is a helpful means for learner linguistic development. Learners' likes or dislikes to various creative or routine activities are affected by success or failure in them

Introduction

performance. Learners' reflections on usefulness of various tasks and quality of their performance in different activities help teachers develop ways of dealing with difficulties and promote linguistic development.

Lately vocabulary assessment has become important part of learning and teaching foreign languages. Methods of vocabulary assessment are based on learners' evaluation of their own learning and allow students to reflect on their linguistic development. The importance and relevance of vocabulary assessment is demonstrated by a multitude of publications in this area. Portfolio assessment one

of the ways of vocabulary assessment has become widely used in educational settings. The key features of portfolio are: a vocabulary to traditional testing, ways to self-assess one's knowledge and skills, active participation of learners in the evaluation and development of reflective thinking. Learners' perception of usefulness of various class activities has not been sufficiently explored

so far. There seems to be a discrepancy between teachers' and learners' views on usefulness – often currently unpopular activities among teachers perceived by learners as beneficial to learning. The aim of the research: to investigate learners' perceptions of the usefulness of various class activities, to introduce vocabulary assessment of performance, and analyze learners' reflections on their learning.

The methods used: a questionnaire on usefulness of class activities, statistical treatment of the responses, and learners' written reflections on learning. Class activities included computer tasks, creative assignments, discussions, Power Point Presentations, summary writing, etc. Traditional testing of learner performance in class activities was replaced by vocabulary assessment. Student self-evaluation

And peer-evaluation of performance was submitted either in anonymous or signed form. There has not been extensive research into the usefulness of class activities at tertiary level although this issue is important in view of learners' success in learning. Vocabulary assessment has been widely used in assessing the effectiveness of education at tertiary level. The key features of vocabulary assessment are active participation of learners in evaluation of their own performance and the development of reflective thinking. Success of vocabulary assessment depends on performance tasks that demonstrate what learners can do with language in communicative classrooms. Evaluating oneself is important part of vocabulary assessment which is normally presented in the form of reflections on one's performance. Vocabulary assessments can include essays, performance assessment, oral presentations, demonstrations, and portfolios. Vocabulary assessment is often understood as the utilization of non-traditional approaches in judging students' performance.

Differences between the traditional and vocabulary assessment are highlighted in and cited below:

"Traditional Assessment	Vocabulary Assessment
One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test item	Contextualized communicative tasks
Scores suffice for feedback	Individualized feedback and wash back
Norm-referenced scores	Criterion-referenced scores
Focus on the 'right' answer	Open-ended, creative answers

Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation ".

It should be noted, however, that many forms of assessment fall in between the two, and some combine the best of both.

The portfolio, as an element of authentic assessment, has captured the interest of many instructors who want a more comprehensive way to assess their students' knowledge and skills, to have students actively participate in the evaluation process, and to simultaneously develop students' skills of reflective thinking. Five key characteristics of portfolio are: a vocabulary to traditional testing, comprehensive ways to assess students' knowledge and skills, authenticity of assessment, students' active participation in the evaluation process, simultaneous development of students' reflective thinking. A range of definitions of the portfolio has been developed, illustrating the growth and diversity of its use. For some teachers, the portfolio is part of a vocabulary assessment program, and it can

either include a record of students' achievements or simply document their best work. For other teachers, the portfolio documents the students' learning process, and can be used as a means of promoting learner reflection. The definition of the portfolio can shift from product to process according to the context and design of its development. The European Language Portfolio was developed and piloted by the Modern Languages Division of the Council of Europe and was launched during the European Year of Languages 2001 as 'a tool to support the development of Plurilingualism and Pluriculturalism. It is a document in which learners can record their language learning and cultural experiences. The portfolio has pedagogic and reporting functions and contains three parts – Language Passport, Language Biography and Dossier'. Portfolios can consist of a wide variety of materials: teacher notes, teacher-completed checklists, students' self-reflections, written summaries, reading logs, audiotapes of student talks, etc. An important dimension of portfolio assessment is active student involvement in the process of assessment. Portfolios provide teachers with a wealth of information upon which to base instructional decisions and to evaluate student progress. Portfolios can serve to motivate students and promote student's self-assessment and self-understanding. Portfolios display a variety of students' work produced under diverse conditions and collected during a specified period of time.

Central to the purposes of portfolios are the reflections or commentaries on the entries. Through reflections, students 1) can develop metacognitive awareness of texts and situations, 2) can develop their strategies when approaching various texts or tasks, 3) may judge their own work and compare performance in different tasks. Generally speaking, portfolios capitalize on students' natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve future work. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts and in applying the criteria to their own work. The key drawback of portfolios is that they place additional demands on teachers and students. Teachers need additional time for planning, developing strategies and materials, meeting with individual students and small groups, and reviewing and commenting on student work. Portfolios have been characterized by some teachers as a worthwhile burden with tangible results in instruction and student motivation.

Pros and cons of portfolios assessment are described in. The key pros are: "allow the teacher to see the student as an individual, each with his or her own unique set of characteristics, needs, and strengths; transform the role of the teacher away from generating comparative rankings of achievement and toward improving student achievement through evaluative feedback and self-reflection; help teachers standardize and evaluate the skills and knowledge students acquire without limiting creativity in the classroom; help students be more accountable for the work they do in class and the skills and knowledge they acquire; involve students in the assessment process, thus giving them a more meaningful role in improving achievement; invite students to reflect upon their growth and performance as learners". The key cons are: "may be less reliable or fair than more quantitative

or standardized evaluations such as test scores; can be time consuming for teachers and staff, especially if portfolios are done in addition to traditional testing and grading; teachers must develop their own individualized criteria, which can be initially difficult or unfamiliar; data from portfolio assessments can be difficult to analyze or aggregate, particularly over long periods of time". Portfolio assessment is closely linked to instruction – teacher measures what he taught. Portfolios

reveal weaknesses in instructional processes. Student assessment portfolios promote positive student involvement. Portfolios offer the teacher an in-depth knowledge of the student as a learner. It allows individualizing instruction for the student. Researchers emphasize that one of the main benefits of portfolio assessment is the promotion of learner reflection. Without reflection, the portfolio remains a folder of the papers. The most common areas of student reflections: syllabus (7%), instruction

(36%), learning (43%), and assessment (14%). The students' experiences using the portfolio framework were investigated by examining learners' written reflections (Beckett & Slater, 2005). The data source for the study included various things such as learners' weekly portfolios of their research projects, end-of-term reflections, and interviews. It was found that fewer than one fifth of the 73 participants enjoyed project work; one quarter had mixed

feelings, and 57% perceived it negatively. The high drop-out rate existed because some students found the course too difficult or believed ESL classes should be limited to the study of language and resented being asked to accomplish non-linguistic tasks. Learners did not see the value in the tasks. It has been claimed that the challenges of assessment portfolios to language learners include Mosley durbar

lower comparability and reliability and difficulty ensuring standardized testing conditions. They also pose a scoring problem because criteria require staff training and is more time consuming than scoring a single norm-referenced test.

Usefulness of various activities in English classes poses debates among interested parties. According to D. Nunan there is "the considerable extent of the mismatch between teacher and learner perceptions of the usefulness of different activities. Learners rated grammar exercises, pronunciation, and error correction more highly that their teachers did, who were more likely to feel comfortable with pair / group work and communication tasks ". Interestingly, a study was conducted to compare learners' preferred activities with teachers' perceptions of what those preferences were, and only a roughly 50% correlation was found. According to another researcher, "listening to tapes and course book dialogues was particularly disliked ". Moreover, "the data

show that many activities that are currently unpopular in the broadly communicative ethos of ELT –grammar exercises, reading aloud, translation, and so on – are in fact perceived by learners to be conductive to learning ".

Used Literature

1. Каримов И.А. Наша высшая цель – независимость и процветание Родины, свобода и благополучия народа. – Ташкент, 2000 – С.65.
2. Karimov, I.A. «There is no future without history» Tashkent. 1997, p.47.
3. Qurbonova Gulnoza Abdukhalik qizi. № 17 (255) / 2019 The notions of "knowledge", "action" and "learning" p217 Молодой ученый Международный научный журнал
4. Qurbonova Gulnoza Abduholiqovna. (2021). EPISTEMOLOGICAL APPROACHES AND THE PSYCHOLOGY OF KNOWLEDGE. Emergent: Journal of Educational

Discoveries and Lifelong Learning (EJEDL), 2(04), 50–53. Retrieved from https://ejedl.academiascience.org/index.php/ejedl/article/view/23

5. Qurbonova Gulnoza Abduholiqovna. (2021). DEVELOPMENT OF THE CONCEPT "KNOWLEDGE" IN ENGLISH. Academicia Globe: Inderscience Research, 2(04), 91–94. Retrieved from https://agir.academiascience.org/index.php/agir/article/view/59

6. Qurbonova Gulnoza Abduholiqovna, & Toshtemirova Dinora Qurbonazarovna. (2021). DIFFICULTIES OF LEARNING ENGLISH. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, *7*(10), 128–131. https://doi.org/10.17605/OSF.IO/HQX67