
ESP teacher at Uzbek State World Languages University, Journalism Faculty

Nargiza Nayimova,

Tashkent, Uzbekistan. nargiz.nayimova93@gmail.com

Abstract

System of assessment lets us to find out how the process of realization of educational program is going on. Assessment is ongoing process which includes various kind of methodological techniques, as Mousavi (2009) stated that assessment is appraising the significance of person's some feature, so teacher gives appraisal to students' performance whenever they answer. In order to assess student's performance teacher uses different techniques or methods that are called test which measures test-takers' general or specific ability.

Key words; assessment, analysis, differentiated tasks, principles of assessment, validity, reliability, authenticity, practicality, wash back

Introduction

In pedagogy success of any educational program depends on integrating 3 main components of teaching, these are: curriculum, pedagogy and assessment. System of assessment lets us to find out how the process of realization of educational program is going on. Assessment is ongoing process which includes various kind of methodological techniques, as Mousavi (2009) stated that assessment is appraising the significance of person's some feature, so teacher gives appraisal to students' performance whenever they answer. In order to assess student's performance teacher uses different techniques or methods that are called test which measures test-takers' general or specific ability. Hence, the main aim of this paper is analyze and modify existing test according to learner's performance and results.

I. A learner Assessment profile

Although I am teaching currently at the educational center "Challengers education", I have observed one of my colleagues, Zavhar Abdullayev's classes for completion of the assessment on Language assessment and the object that I have chosen to observe is Samandar Tulanboyev who is 2nd year college student. Samandar is 17 years old who is studying at Bank college, second course student. His major is Financial affairs and the subjects he studies are such as

finance, economics, accounting rather than linguistics. As his major doesn't include intensive language courses where he could practice English sufficiently and at school they have been taught to German as a foreign language, currently he attends extra General English courses and now he has finished 3 month-level course beginner level A1. As Samandar says that from his school time he has had great interest in learning foreign languages and learned German till upper-intermediate level and passed German test on DAF which is internet based test that assesses students integrated language skills on German and provides with the certificate with students level of language proficiency according to CEFR standards – A2- C2 levels. Samandar got B2 from this test and he planned to go to study to Germany, but he has to change his plans due to his family problems that Samandar didn't want to share in details and then decided to learn English after entering college and take IELTS certificate. Although he hasn't been learning English long time, but he showed quite good result from final test that he passed. During the classes he is considered to be one of the active students, always try to answer the questions or do all homework. As he already knows foreign language although it is German, he says this helps him to make progress in his learning process as these two languages has lots of thing in common: structure, grammar. Their lessons are three times in a week and lasts 90 minutes in a group that consists of 8 students and lessons are conducted integrating all 4 skills and the textbook that is used is Headway for Beginner level. Samandar didn't take any placement test when he came to this center as he didn't have any background knowledge of English, he was placed in primary level class where he can learn English from beginner level. As it was mentioned above he has passed on DAF before that's why he doesn't have problems with learning integrating 4 skills of the language, but the only problem he has connected with pronunciation of English words that are started from 'th' or diphthongs as in German they pronounced words as they are written. At the end of the course, they were taken test on accomplishment of beginner level and assess student's performance and measure the level of their acquisition and time limit given to this test was 90 minutes. Samandar got 79 out of 100 ball and mistakes that he did in his test were in the task according to which words should be put into correct order in order to make sentences and out of 10 questions in this task he could do half of them 5 correct answers. Another task that was challenging for Samandar is matching nouns to the verbs where he also could do only 7 of them out of 14 questions. Besides that he had some spelling mistakes in his test which influenced on his overall performance ball. Although he always complained that he has poor listening skills while doing some tasks on that skill, but he did only 2 mistakes on listening task out of 13

questions. He was very anxious about his exam as his teacher said that he was afraid of failing it despite the fact he was one of the progressive and active students in classes. Even he said that I'll quit the course if I fail, however after getting his result he was satisfied with his result and intrinsically motivated to keep on the course. Furthermore, he was the first one who asked feedback on his performance as his teacher said and after tests teacher dedicated one lesson on giving feedback to test results and discuss mistakes of each student. Samandar stated that because of unclear instructions in tasks he made mistakes that caused confusion while doing them and he also found mistake in reading task 2 inappropriate information asked that is not included in the text and that's why most of them spent much more time to this test as they didn't know exactly what to do.

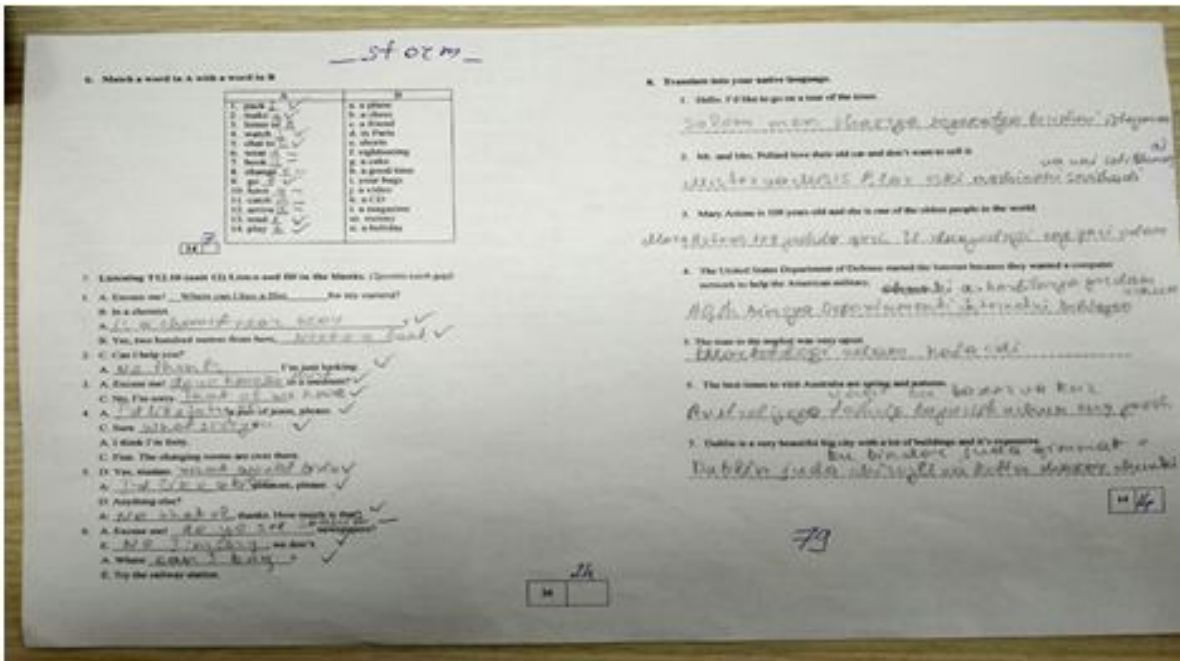
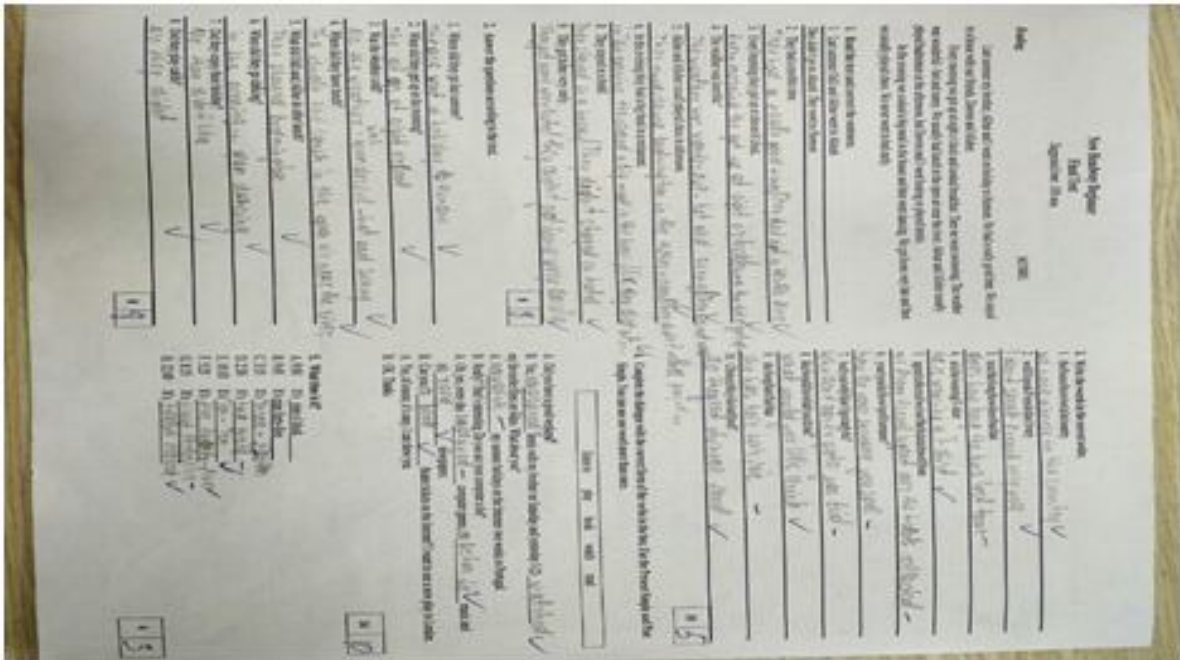
II. Critique of existing language test/ assessment

This part of the work is dedicated to analyzing and criticizing Zavhar Abdullayev's existing test that Samandar has taken on completion of beginner level course a week ago. The test consists of 8 tasks according to which first two tasks are on reading where students should read text that consists of 116 words and first correct given 9 false sentences from the text and for each correct answer 1 point is given then answer to 8 questions from this text and for each correct answer also 1 point. Next two tasks are based on checking grammar according to which students should first put the words in the correct order and make 10 sentences and for each correct answer is also given 1 point and then next task complete the dialogue with the correct form of the given 5 verbs in 7 places that checks present and past simple tense usage but in this task 2 points for each correct answer. Then come two tasks for spelling and vocabulary, for spelling student should give written form of 6 types of time which are given in numbers and for each correct answer 1 point is given, for vocabulary match nouns to 14 verbs that turn into phrasal verbs and for each answer 1 point is given. Then task 7 is listening task where student should listen to 6 conversations and fill in 13 sentences with gaps and here for each correct answer 2 points is given, the next task for translation according which 7 sentences should be translated into native language and for each correct answer 2 points is given. Overall test-taker should get 71 at least out of 100 points in order to pass to another level and for this test is given 100 minutes for completion. This is traditional assessment where students work according to set standards and in limited time.

According to Brown (2009) well-constructed test is a tool that can measure accurately learner's ability within certain field and test can be considered as a well-constructed if it meets the needs of 5 main principles of assessment: validity, reliability, authenticity, practicality and washback. This test is not practical as the instruction given for each task is not clear and that's why test-takers spent much more time than needed on its accomplishment though tasks were not quite difficult, however scoring doesn't take much time as there are certain standardized keys to check the answers and give points for each correct or wrong answer. If it comes to reliability, student-related reliability didn't influence to the test performance as test-takers and test reliability also meets the needs as the points to each task is given according to difficulty of the task. Furthermore, as it is primary level students, so during the classes they mostly worked on developing grammar, reading, translation, listening and vocabulary, that's why the test also designed for checking and assessing these skills which show test's validity and the usage of contextualized items that are used and practiced during classes has provided authenticity of the test. As I mentioned above teacher gave washback to the each mistake after the test according to the performance results' of students.

III. Modified version of the test

As current test is very long to cover I have chosen only reading part of the test for modification. First of all, I'd like to mention that this is selective reading performance, according to which student's work within short stretch of language and some typical tasks can be used such as multiple choice, true and false and so on and mostly brief answers are intended. For reading there given two tasks that consists of according to which first 9 false sentences should be changed into right form and second one answer to 8 questions from the text. However, the questions were not correct even students' could find mistake from its organization and teacher admitting his mistake took those answers as correct one. So, I have modified these reading tasks by joining 2 differentiated tasks into true/false and gap filling and also give more detailed instructions for each task.



Modified version of the reading task.

1. Read the text given above and find True/False sentences . For True sentence circle (T) and for False circle (F). (1 point for each correct answer)

- | | | |
|--|---|---|
| 1. Odil and Akbar went to Humson last spring | T | F |
| 2. Each morning the got up before 9 oclock | T | F |
| 3. They had lunch in the open air | T | F |
| 4 Odil and Davron played badminton in the afternoon | T | F |
| 5. All friends went boating | T | F |
| 6. in the evening they enjoyed with a big meal at home | T | F |

2. Read the text above once more and fill in the gaps with the words from the text . Write NO MORE THAN TWO WORDS. (2 points for each correct answer)

1. My mother yesterday morning.
2. In weather people usually want to go
3. Summer is the period of picnics when most people want to eat in the
4. Last night I in my friend's home.
5. Thanks God I'm and having a rest after long working months.

Modified version of the test contains receptive skills in matching TRUE/FALSE answers and productive skills in gap filling task with much more clear instructions that do not let students to get confused while doing it that raises its validity and reliability. Hence modification of this test includes:

- 1) Clear instructions that raises its reliability
- 2) Requires the usage of productive and receptive skills
- 3) Practical both for teachers and test-takers
- 4) Measures critical thinking of students
- 5) Balanced questions and answers that can be done in a set time.

After this modification students have taken it once more and were pleased with clear instructions and task variation that checks both reading comprehension and vocabulary as well.

I have got quite useful experience from this project where I've learnt how the assessment plays vital role in teaching that it is not just giving marks to the students for just sitting in the

class, but designing and organizing tests that can truly measure students ability in certain field as well as teachers teaching progress. That while designing test 5 main principles of assessments should work as a base to our work.

Reference

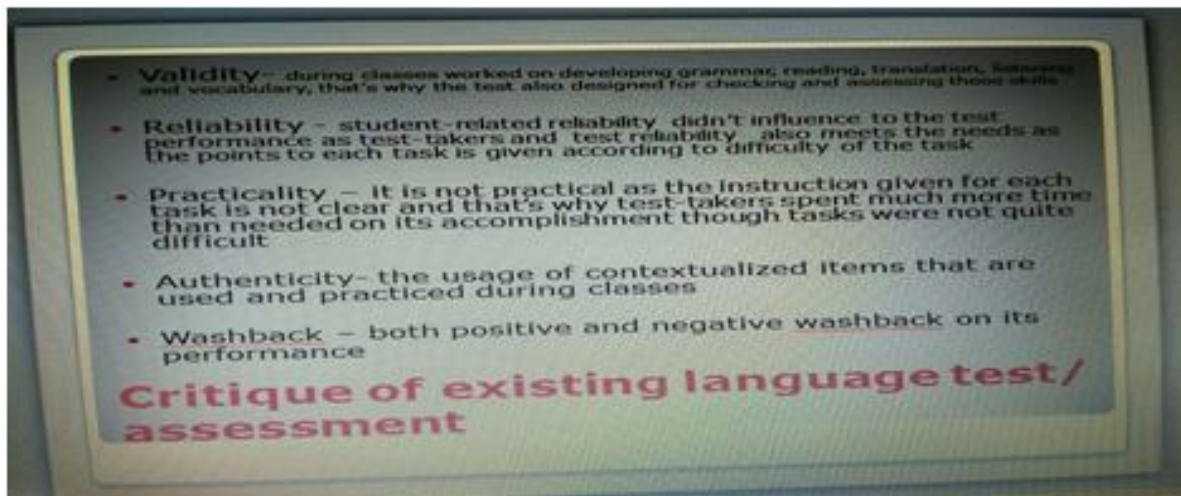
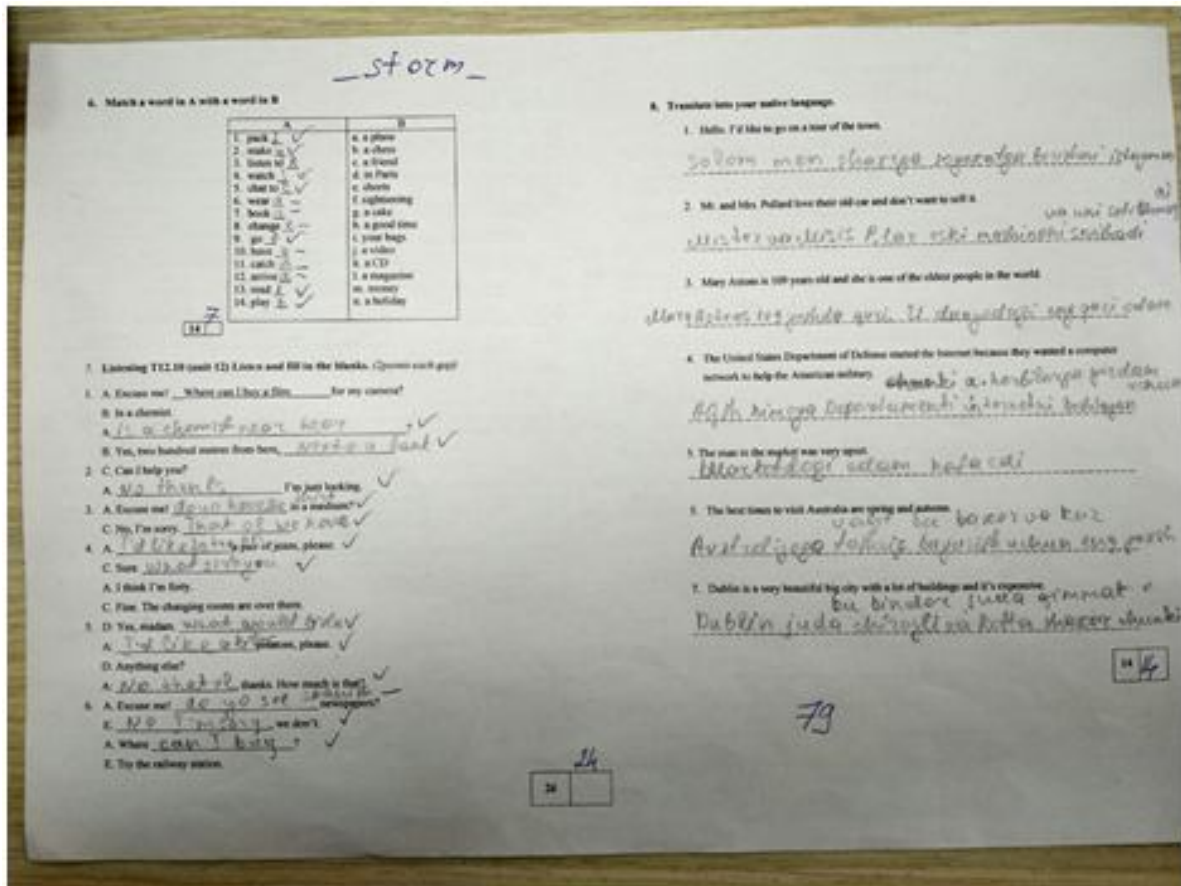
Amanda (2017) 'What is the importance of assessment in teaching learning processes?' George Lucas educational foundation. Florida Press.

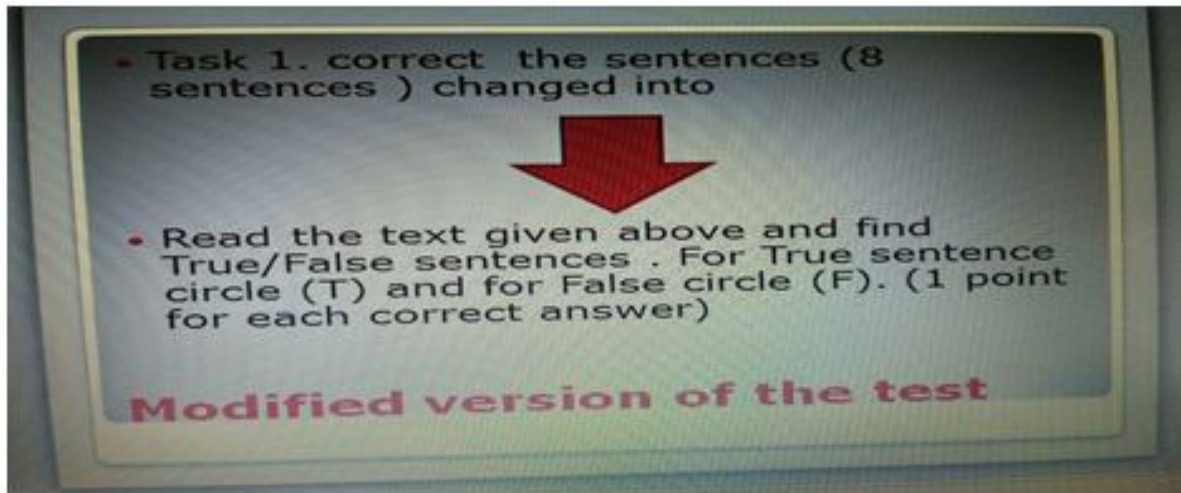
Brown, H. & Abeywickrama, P. (2010). *Language assessment, principles and classroom practices*. New York, NY: Pearson Education.

Genesee, F. and J. Upshur (1996). *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press.


Jack C. Richards (2001). *Curriculum Developing in Language Teaching*. Cambridge University Press.

Scott Shwertly (2012) 'Choosing appropriate vocabulary in texts'. Cambridge University. Cambridge press.



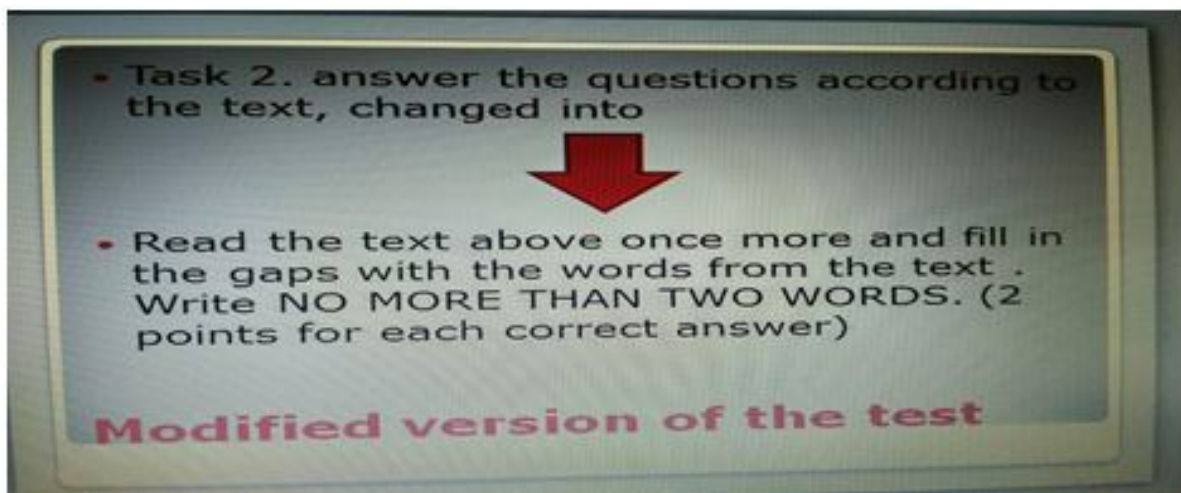


• Task 1. correct the sentences (8 sentences) changed into




• Read the text given above and find True/False sentences . For True sentence circle (T) and for False circle (F). (1 point for each correct answer)

Modified version of the test



• Task 2. answer the questions according to the text, changed into



• Read the text above once more and fill in the gaps with the words from the text . Write NO MORE THAN TWO WORDS. (2 points for each correct answer)

Modified version of the test