

Assessment Tools Should Work for The Benefits of Language Learners

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Abstract

This article discusses the role of assessment in teaching language learners as a second or foreign language and how to administer tech tools during the lesson in order to evaluate learners' output.

Keywords: **Assessment, input, output, oral performance, practicality, Role –playing, an assessment tool, note-taking, activities, approaches.**

Introduction

Assessment is an indispensable part in teaching process, as it helps to figure out students' input and output, in other words their progress. Holmes and Habke (2017) (in Brown, D. H (2010)) pointed out that in order to assess students' performance teachers should develop assessment tools that give learners relevant and motivating opportunities to display their comprehension. Assessment tools should work for the benefit of the students, and choosing them effectively is one of the crucial aspects in teaching. As teachers, we can select different ways in assessing students, and I have been administrating many of them during my classes. In this term, we need to look through theoretical part of the assessment, its principles before administrating them. Based on principles and practices of language testing, we will look through description, interpretation and outcomes one of the assessment tools.

Description of the assessment tool

The assessment tool which is called "Role Play" is very effective particularly for beginner learners of the language. In addition, this very tool is one of the effective ways of assessing productive skills, as learners are required to use their oral performance in the administration of the tool. He and Young (1998. p.1) pointed out that in order to assess students' speaking ability, teachers make them speak. In this way, Role Play can be the best choice. In many course books, we usually have topics about the situations in a post office, in clothes shop, in a café and etc.. Firstly, they listened to conversations between two people in order to have some ideas. Then they are provided some time to get prepared with their pairs, after dividing topics to each pair. Learners need to use the

phrases and some expressions in the dialogues which they listen to before performing them. Also, they are allowed to use other sources to give them more opportunity.

Interpretation

According to Fulcher (2003), the designers of assessment namely teachers as I have understood should decide themselves how the best to take into account when they administrating them in their classes. What I noticed that applying one assessment tool without any purpose results in failure of that very tool. The most significant feature of this tool is that when we administer that task to learners, they are usually eager to do it and start being engaged with one another. We always try to assess our learners' progress after each new thing, this always helps us to identify their comprehension. At first, we may think that role playing is difficult for beginner level learners, as some topics are a little bit challenging. In addition, it seems us learners cannot not manage to speak and play their roles without using any notes. The main reason can be that we are first encountering beginner level learners, and so far we may have been working with upper levels. For this reason, we usually put more demand on our learners. This is the reason about our worries on the completion of the task.

Learners can understand the task very well and they are definitely deeply involved in doing it, which makes us be satisfied. The main reason can be a good interpretation of the task. Furthermore, in terms of practicality, they may be provided with adequate amount of time to finish. Also, giving them clear instructions with examples is one way to provide learners with some help, besides pre-speaking tasks. In addition to practicality, it stays at budgetary limits for learners that they do not have to spend any money for the completion of the task. Nevertheless, not everything may go well, since some learners may read their notes instead of performing them. Principle reason might be their level that their productive skills namely speaking skills are at the beginning of development. In this case, we should give more opportunities to learners, in order to make them speak. For instance, allowing them to read their notes while performing is not sometimes adverse. After several times of reading notes, they will definitely start speaking. In terms of role playing learners use good intonation, actions towards the situations and the only thing may be their notes that is not so scaring. Beginner learners should be given more facilities otherwise they may give up learning the language.

Outcomes

After administrating this tool in my class, I realized that I should seek other tools which help my learners to improve their performance in speaking. Undoubtedly, it showed its effect on my teaching process, style that I should create opportunities to make my learners speak rather than putting them on pressure by giving difficult tasks. I have also altered way of giving instructions and explanations of assessment tools, in other words I have started giving very rigorous guidelines with examples before applying them to the learners. In addition to this, I explore some questions related to giving speaking tasks that: How do teachers play a role as facilitators to make their learners speak in target language in which learners are involved in?

What can teachers assess their learners' different skills namely productive within receptive skills in one assessment tool?

What kinds of paths do teachers pass in order to give the same attention and control to each student when assessing them?

CONCLUSION

As a language teacher, we should always seek best ways to assess learners' output. We should discover to make the theories in testing into practice in lessons. We should learn how to apply assessment tools into classrooms, how to choose, analyze and synthesize them before applying. I can add that the role principles and practice of language testing is crucial in terms of broadening our experience in teaching. Furthermore, we should discover the ways of starting lessons with different kinds of activities and for evaluating parts of the learners, we should administer many approaches to assess learners effectively. For this creating rubric for assessment, using peer-evaluation, self-assessment is useful ways of assessing their performance.

References

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