

Types of Assessment in Foreign Language Teaching

Rustamova Adash Eshankulovna¹

¹ PhD., associate professor, Samarkand state institute of foreign languages

Abstract:

Traditional assessment refers to evaluations that primarily utilize pencil-and-paper tests. These assessments typically require students to read or listen to a passage and then respond to questions about it, or to select or generate the correct grammatical structure or vocabulary word, often assessing specific skills. Traditional assessments, which are the standard methods of testing, usually result in a written format, such as quizzes, exams, or research papers.

Traditional assessment is also referred to as standardized testing and often includes several types of questions—true/false, multiple-choice, matching, short answers, fill-in-the-blank, and essays. It can be described as evaluations that comprise both standardized tests and classroom achievement assessments with a predominance of closed-ended questions like true/false, multiple choice, and fill-in-the-blank (Belle, 1999).

Measuring student success through traditional methods generally focuses predominantly on the outcomes, rather than the educational process; therefore, there is an emphasis on short-answer tests and written or oral examinations. Consequently, Kihe et al. (2012, p.122) noted that “assessment and evaluation within a constructivist learning approach is part of the educational process and occurs at all significant points, not just at the beginning and the end of learning.”

2. Categories of Traditional Assessment

a) Multiple-Choice

Davis (2009) notes that multiple-choice questions can effectively assess both basic knowledge and more complex ideas. Since these questions can be answered quickly, they allow for the evaluation of many topics within a single-hour exam. Additionally, such items can be easily and reliably

scored. However, crafting high-quality multiple-choice questions can be challenging and requires guidelines to avoid issues such as misleading answer choices.

b) Essay

Essays are a common type of assessment, particularly used in writing classes. Furthermore, Rust (2002, p.3) points out that two risks associated with essays are the potential for plagiarism and the excessive importance placed on aspects such as writing style, handwriting, and notably, in language classes, the focus on grammar of the target language.

c) True-False Tests

Another category of traditional assessment is true-false tests. These tests tend to be less reliable than other forms of assessment, as random guessing can yield a correct answer approximately half the time. A variant of this test format involves adding an “explain” column, where students can provide one or two sentences justifying their answer. This adjustment transforms the questions from a strictly formal nature.

d) Matching Tests

The matching format serves as an effective method for assessing students’ understanding of relationships between words and definitions, historical events and their dates, categories and examples, among others.

e) Short-Answer Questions

Depending on the goals of the assessment, short-answer questions can require responses of one or two sentences or a more extended paragraph. Although short-answer tests are generally simpler to develop, they take more time to evaluate compared to multiple-choice tests. They also provide a limited opportunity to gauge how well students articulate their thoughts, although they are not as effective as longer essays for this purpose.

3. The Usage of Traditional Assessment

Generally, Frank (2012, p. 3) states that traditional assessment is “the most prevalent method for gauging achievement and proficiency in language learning.” Although there is an increasing trend towards alternative assessment methods, most educators still rely on this conventional approach. Even educators who excel in the classroom may require assistance in developing dependable test items. Standardized assessments compel educators to focus solely on those subjects included in the tests.

As a result, they dominate and shape the entire curriculum. At the educational level, they influence the teaching methodologies employed by instructors, leading them to adopt various exam preparation techniques, often at the expense of other instructional activities. Additionally, these tests gradually transform teaching tools into mere replicas of the final exam papers. They also encourage students to utilize surface-level learning approaches instead of more in-depth ones (Bailey, 1999; Newstead & Findlay, 1997; Shepard, 1991; Wall, 1996 as cited in Nasab, 2015).

4. The Issue with Traditional Assessment

The challenges associated with traditional assessment continue to concern teachers and lecturers today, despite this assessment type being the most commonly used for evaluating students. For example, the incorporation of multiple-choice tests into educational systems has faced criticism for failing to align with the objectives of higher education. Consequently, students often do not receive a complete, authentic experience from these assessments; this type of test may appear simple, yet many student remarks regarding assessments focus on the usefulness of feedback and comments on their work, which frequently do not meet their expectations (Mikre, 2010, p.106).

Typically, in traditional selected-response assessments, students are not required to produce any language. Thus, these tests are primarily utilized to evaluate receptive skills. They offer several benefits, including quick administration and scoring. Furthermore, scoring is relatively objective. However, the construction of high-quality tests is challenging, and these tests fail to assess students' productive language skills.

Mathies (2000) as cited in Nasab (2015) also highlights that traditional assessment emphasizes tests designed to demonstrate students' educational abilities. Research has highlighted the inability of traditional tests to capture the multi-dimensional aspects of students' learning. There is now a shift towards authentic assessment, concentrating on the need for holistic approaches to evaluate students' performances in an educational context. A criterion-based standard is another element that differentiates the two assessment types.

In contrast to traditional assessment, which compares students' performances against each other, criterion-referenced assessment evaluates students' performances against established standards (Tanner, 2001, as cited in Nasab, 2015). Authentic assessment extends well beyond rote memorization and encourages students to engage in tasks that involve some level of problem-solving. Authentic assessment proposes a variety of engaging tasks for students in either real-world situations or simulations of real-world scenarios.

D. Alternative Assessment

1. Definition of Alternative Assessment

Per Janisch et al. (2002, p.221), alternative assessment occurs within the classroom, where educators select the measures they employ, drawing from a constructivist perspective on learning that highlights the influence of the student, the material, and the context on educational outcomes. The term alternative assessment can also denote “almost” any assessment that differs from standardized testing (Brawley, 2009, p. 1).

In essence, alternative assessments represent any evaluation practices or tools that deviate from conventional methods, particularly in comparison to traditional paper-and-pencil tests (Custer, n.d.). The term alternative assessment encompasses a wide range of substitutes for standardized evaluations.

Given the nature of proficiency-oriented language education, a diverse array of assessment options is necessary to reflect the various instructional strategies applied in the classroom. Categories such as authentic assessment, performance-based evaluation, and portfolios fall under this umbrella. Alternative assessment gained popularity as the implications of testing on curriculum and instruction were recognized (Dietel et al., 1991 as cited in Nasab, 2015).

Moreover, Nasab (2015) references Lew & Eckes (1995), indicating that alternative assessment introduces innovative ways to engage and motivate learners to delve into and understand various aspects of themselves and their surroundings. Learning scientists argue that while it is straightforward to test recall of subject matter, evaluating critical thinking and creativity presents challenges. They assert that the emphasis should be on the long-term retention of knowledge and its application. Alternative assessment provides educators the opportunity to identify their students' strengths and weaknesses across different scenarios.

2. Types of Alternative Assessment

a) Computer-Based Test

Computer-Assisted Assessment serves as a quick and effective means to deliver immediate feedback to learners and reduces the time required for instructor grading. This type of assessment aids students in determining whether they have absorbed the material that the educator intended to

impart. Computer-Assisted Assessment is a broad category that encompasses the use of computers in evaluating student learning.

Other variations include Computer-Aided Assessment, Computerized Assessment, Computer-Based Assessment (CBA), and Computer-Based Testing. Online Computer-Based Assessment has been available for a considerable time using formats like Multiple Choice Questions (MCQs). Computer-Based Assessment is “typically executed directly on a computer, while Computer-Assisted Assessment supports or manages the assessment procedure” (O’Farrel, p. 14).

b) Portfolio

The portfolio assignment also has the beneficial aspect of being a genuine learning experience in itself. Depending on the educational setting and task requirements, portfolios can manifest as electronic texts, digital recordings, artistic works, clinical journals, or various other suitable media formats (Lombardi, 2008). O’Farrel notes that a compilation of evidence related to individual competencies, particularly in relation to learning standards, and samples of student work for portfolio assignments typically encompass tasks like projects, journals, exams, papers, presentations, and videos of speeches and performances. In other words, portfolio assignments as an integral part of formative assessment underscore the importance of knowledge construction for the final product through appropriate mechanisms.

Portfolios offer benefits in that they not only provide a genuine experience but also simulate processes that necessitate problem-solving strategies. This method of assessment demands increased responsibility from students and greater dedication from teachers (Bailey, 1998, as cited in Nasab, 2015).

c) Project

On the other hand, Dikli (2003) emphasizes that projects can be developed either individually or in groups. They can feature authenticity and concepts related to real life, as well as draw upon the learners' prior experiences. Any method that showcases what students know about a specific subject, including the development of plans, artwork, research proposals, and multimedia presentations, is considered a project. They can take various forms, such as multimedia presentations, role-playing, and written reports.

3. The Usage of Alternative Assessment

Alternative assessment has become an essential aspect of the evaluation system and offers fresh experiences for both teachers as assessors and students as test takers. In recent years, considerable attention has been given to alternative assessment methods. Whether we aim to incorporate student portfolios or web-based evaluations into our curricula, our primary focus should always be on collecting information that accurately reflects how well our students have grasped what we intended to teach them (Norris, 2000, as cited in Nasab, 2015).

Alternative assessment provides teachers with the means to document the successes or shortcomings of a curriculum, which aids in creating a better framework for organizing learners' achievements. Furthermore, several advantages are associated with this approach (Nasab, 173). Among its benefits are:

1. Assessing both the learning process and the outcome, along with other significant learning behaviors.
2. Evaluating and analyzing instructional methods.
3. Generating meaningful results for various stakeholders.
4. Establishing connections to cognitive psychology and related fields.

5. Promoting a collaborative learning environment.
6. Supporting students' psychological needs.
7. Encouraging independent learning.

4. The Problem on Alternative Assessment

Several issues have been raised regarding certain aspects of alternative assessment. First, it is contended that this type of assessment is more time-intensive and expensive for teachers who need to conduct thorough analyses of the tests to provide accurate feedback to students. Secondly, teachers must possess the necessary skills to effectively implement various alternative assessment methods (Brindley, 2001; Clark & Gipps, 2000; as cited in Nasab, 2015). Thirdly, learners require substantial guidance and supervision, which is often lacking when they are used to traditional assessment practices. Fourthly, this assessment style faces criticism regarding the psychometric aspects of validity, reliability, and practicality (Brown & Hudson, 1998, as cited in Nasab, 2015).

Above all, practitioners express concerns about the feasibility of genuinely applying this type of assessment in large classrooms. Authentic assessment is primarily realized in the contrast between production versus reproduction. It does not regard assessment as an end in itself but rather as a process that holds significance for the learner (Worthen, 1993, as cited in Nasab, 2015). In other words, authentic assessment becomes meaningless without appropriate attention to the learning process. Authentic assessment tools come in various forms such as: a) portfolios, b) group efforts, c) role-playing, d) reflective journals, and e) concept maps. Authentic assessment provides a measure of academic progress that is evaluated over time to capture the depth of student learning (Morris, 2001, as cited in Nasab 2015).

Reference

1. Eshankulovna, R. A. (2021). Modern technologies and mobile apps in developing speaking skill. *Linguistics and Culture Review*, 5(S2), 1216-1225.
2. ADASH ESHANKULOVNA, RUSTAMOVA, and JURABOYEVA SHERALI QIZI. "He Least Developed Zones in Tourism Field and the Basic Ways to Deprive Them of Resuming That Condition in Uzbekistan." *JournalNX* 6.12: 420-422.
3. Eshankulovna, Rustamova Adash, and Sidikova Nasiba Narzullayevna. "THE SOCIAL FACTORS IN TEACHING FOREIGN LANGUAGE PRONUNCIATION."
4. Eshankulovna R. A., Bahodirovna S. S. INNOVATIVE WAYS OF TEACHING ENGLISH PRONUNCIATION IN KINDERGARTENS //Zbiór artykułów naukowych recenzowanych. – C. 119.
5. Rustamova A. E. THE LISTENING COMPREHENSION STRATEGIES AND THE AURAL PROBLEMS IN EFL CLASSES //УЧЕБНЫЙ XXI BEKA. – C. 50.
6. Rustamova, A. E. "USE OF TECHNOLOGY IN LANGUAGE CLASSROOM." *УЧЕБНЫЙ XXI BEKA* 7-1 (2018): 8.
7. Eshankulovna, Rustamova Adash. "THE MAIN CONCEPTS OF TEACHING ENGLISH IN KINDERGARTENS." *European Journal of Research and Reflection in Educational Sciences* Vol 7.12 (2019).
8. Rustamova, A. E., and F. A. Hamrakulova. "The role of cognitive skill in pronunciation teaching." *Zbiór artykułów naukowych recenzowanych*. (2020): 62.

9. Rustamova A. E., Safarboyeva L. U. THE ROLE OF SONGS IN THE DEVELOPMENT OF SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS //Экономика и социум. – 2021. – №. 12-1 (91). – С. 543-546.
10. Hakimova, M. S., and A. E. Rustamova. "IMPROVING SPEAKING COMPETENCE OF STUDENTS IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS IN TEACHING FL." *Экономика и социум* 11-1 (90) (2021): 217-221.
11. Eshankulovna, Rustamova Adash. "THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN THE TEACHING OF FOREIGN LANGUAGES IN PRIMARY SCHOOLS IN UZBEKISTAN." *Archive of Conferences*. 2021.
12. Eshankulovna, Rustamova Adash. "THE IMPORTANCE OF STUDENTS' PSYCHOLOGY IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS." *Archive of Conferences*. 2021.
13. Eshankulovna, Rustamova Adash, and Barakayeva Firuza Axtamovna. "THE IMPORTANCE OF ORAL SPEECH FORMATION IN FOREIGN LANGUAGE TEACHING IN PRIMARY SCHOOLS." *Archive of Conferences*. 2021.
14. Eshankulovna, Rustamova Adash. "THE TRADITIONAL AND INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS." *Archive of Conferences*. 2021.
15. Eshankulovna, Rustamova Adash. "Improving the speaking ability in English: The students' perspective." *ACADEMICIA: An International Multidisciplinary Research Journal* 12.1 (2022): 167-170.
16. Rustamova, Adash Eshankulovna. "IMPROVEMENT OF SPEAKING SKILL FOR BEGINNERS." *INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE*. Vol. 1. No. 4. 2022.
17. Eshankulovna, Rustamova Adash. "Teachers' Influence in Online Education." *Journal of Pedagogical Inventions and Practices* 15 (2022): 120-122.
18. Rustamova, Adash Eshankulovna, and Muslimabonu Shuxrat qizi Baxtiyorova. "IMPORTANCE OF TECHNOLOGIES IN EDUCATION." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.
19. Najmiddinova, Aziza Shuhratovna, and Adash Eshankulovna Rustamova. "POLYSEMY IN TEACHING NEW VOCABULARY UNITS." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.
20. Rustamova A. E., Eshankulova S. S. THE ROLE OF PSYCHOLOGY WHILE TEACHING ENGLISH IN PRIMARY SCHOOLS //INTERNATIONAL CONFERENCES. – 2023. – Т. 1. – №. 1. – С. 1099-1103.
21. Rustamova, Adash Eshankulovna, Ergasheva Mushtariy Ergashevna, and Dagarov Sodiq Murtoza O'g'li. "Theoretical and methodological foundations of online education in primary school foreign language teaching." *Journal of Pharmaceutical Negative Results* (2023): 1284-1297.
22. Rustamova, Adash Eshankulovna. "The importance of grammar in English language teaching." *Journal of Pedagogical Inventions and Practices* 17 (2023): 39-41.
23. Rustamova, Adash Eshankulovna. "SPEAKING IMPROVEMENTS OF SCHOOL PUPILS IN TEACHING ENGLISH." *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI* 3.2 (2023): 277-280.

24. Rustamova, Adash Eshankulovna. "USE OF SPEAKING ACTIVITIES AND HOW TEACHERS CONDUCT IN THE CLASS." *IJTIMOY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI* 3.2 (2023): 101-102.
25. Rustamova, Adash Eshankulovna. "THE IMPORTANCE OF PLAYING INTELLECTUAL GAMES." *IJTIMOY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI* 3.2 (2023): 139-140.
26. Rustamova, Adash Eshankulovna. "THE IMPROVEMENT OF LISTENING SKILL IN THE MIDDLE CLASS STUDENTS." *INNOVATION IN THE MODERN EDUCATION SYSTEM* 3.27 (2023): 300-302.
27. Rustamova, Adash Eshankulovna, and Kubaymuradova Shakhruzoda Qakhramanovna. "SPECIFIC SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF PRESCHOOL EDUCATIONAL INSTITUTIONS." *INNOVATION IN THE MODERN EDUCATION SYSTEM* 3.27 (2023): 521-524.
28. Rustamova, Adash Eshankulovna. "ONLAYN TA'LIMDA O'ZARO HAMKORLIKNI MUHIM AHAMIYATI." *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI* 3.2 (2023): 302-304.
29. Rustamova, Adash Eshankulovna. "DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN PRIMARY EDUCATION BASED ON AUTHENTIC MATERIALS." *Scientific Impulse* 1.9 (2023): 1477-1478.
30. Eshankulovna, Adash Rustamova. "FOREIGN LANGUAGE TEACHING IN PHILOLOGICAL HIGHER EDUCATION SYSTEMS AND PEDAGOGICAL DIAGNOSTICS." (2023).
31. Eshankulovna, Adash Rustamova. "THEORETICAL FOUNDATIONS OF PEDAGOGICAL DIAGNOSTIC METHODOLOGY IN THE TRAINING OF FUTURE ENGLISH LANGUAGE TEACHERS." (2023).
32. Eshankulovna, Adash Rustamova. "PEDAGOGICAL DIAGNOSTICS IN THE CONTEXT OF PEDAGOGY." *World Bulletin of Management and Law* 26 (2023): 51-52.
33. Eshankulovna, Adash Rustamova. "THE IMPORTANCE OF DIAGNOSTIC APPROACHES IN THE MODERN ERA." *World Bulletin of Management and Law* 26 (2023): 53-55.
34. Eshankulovna, Rustamova Adash, and Axtamova Durdon Alisherovna. "Teaching English through computer-based learning technology in preschool educational institutions." *Journal of Pedagogical Inventions and Practices* 26 (2023): 47-52.
35. Eshankulovna, Rustamova Adash. "The use of educational technology in teaching foreign language speaking skill in primary school students." *Journal of Pedagogical Inventions and Practices* 3 (2021): 18-25.
36. Rustamova, Adash Eshankulovna, and Sevinch Navruzjonovna Rakhmatullaeva. "HOW TO IMPROVE SPEAKING SKILL WITH THE HELP OF INNOVATIVE TECHNOLOGY." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.
37. Rustamova, Adash Eshankulovna. "Modern Apps as online English-learning resources." *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI* 3.2 (2023): 382-384.
38. Hisomovna, B. G., and R. A. Eshankulovna. "Exploring English pronunciation teaching in Uzbekistan." *International Journal of Scientific and Technology Research* 9.2 (2020): 1208-1219.

39. Eshankulovna, Rustamova Adash, and Raxmatova Sharifa Alisherovna. "The role of cartoons in foreign language teaching in preschool education." *Archive of Conferences*. 2021.
40. Eshankulovna, Rustamova Adash. "Modern technologies and mobile apps in developing speaking skill." *Linguistics and Culture Review* 5.S2 (2021): 1216-1225.
41. Rustamova, Adash Eshankulovna. "HOW STUDENTS CAN CONCENTRATE THEIR ATTENTION ON STUDIES?." *MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH* 2.18 (2022): 337-338.