

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 11 Volume: 103

Published: 10.11.2021 <http://T-Science.org>

QR – Issue



QR – Article



Dildora Mirabitovna Normirzaeva
Tashkent State Transport University
English teacher
Department of Foreign Languages

Shohista Ismailovna Mansurova
Tashkent State Transport University
English teacher
Department of Foreign Languages

KNOWLEDGE ASSESSMENT AS ONE OF THE KEY ISSUES IN LANGUAGE ACQUISITION

Abstract: Assessment is one of the most important, may be a central issue of modern foreign languages teaching and learning. It plays a prominent role in achieving the expectations of the country educational Institutions, the language learners and their parents. It is well known that knowledge assessment has its own approaches, traditions, culture and even its own language.

Key words: language teaching, modern methods, techniques, expressiveness, communication, extralinguistics.

Language: English

Citation: Normirzaeva, D. M., & Mansurova, Sh. I. (2021). Knowledge assessment as one of the key issues in language acquisition. *ISJ Theoretical & Applied Science*, 11 (103), 414-417.

Soi: <http://s-o-i.org/1.1/TAS-11-103-37> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.11.103.37>

Scopus ASCC: 1203.

Introduction

In the epoch of increased globalization experienced teachers and teacher trainers are supposed to be able not only to explain the important characteristic features of language assessment, to be knowledgeable in the important features of it but also how to realize it in their everyday activities [5. p 52]. Assessment techniques are of great variety. Those present here know very well, that “Language is the mirror of ethnicity” while “Good assessment is the mirror of good, qualified teaching.”

Qualified assessment today requires a wide range of purposes like:

1. To generate information for students about their knowledge.
2. To ensure that learning objectives have been reached.
3. To further motivate the language learners.
4. To gather data for stake-holders to make them aware of the learners knowledge and to define their further obligation to improve the teaching situation.

5. To gather information for reporting to the parents about their children’s achievements.

6. To select language learners for grouping them according to their level of knowledge.

7. To identify the strong and weak points of language learners to undertake the necessary measures to improve their language acquisition.

8. To provide certification.

9. To find out the fulfillment of requirements of the State Educational Standards.

10. To evaluate the quality of the teaching material, to yield the diagnostic information to improve further teaching in achieving the communicative competence.

11. To support teaching and learning.

12. To provide necessary information about language learners.

13. To provide necessary information about teachers, their dedication to their field of profession and professional knowledge.

14. To assess objectively curriculum, State Educational Standards.

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

15. To evaluate the degree of continuity and succession of the materials in course-books being used.

16. To enhance the motivation of students to learning foreign languages which in its turn provides the enhancement of the teachers' prestige and the prestige of the educational Institution where foreign languages are taught.

There are certain obligations that are important to know for those who are involved in assessment: an experienced assessors or a teacher who is a qualified specialist in his/her field should:

- Know or understand properly the key principles of modern foreign languages knowledge assessment;
- Be familiar with the key assessment technology;
- Understand the various stages of the assessment process;
- The range of activities for knowledge assessment;
- To be aware of the purpose of internal and external assessment.

In teaching and learning foreign languages the linguodidactics or representatives of applied linguistics differentiate two types of skills: receptive and productive.

Listening and reading skills are said to be receptive while writing and speaking are productive [6. p 122]. Despite the difficulties associated with assessing the speaking skills i.e. one of the productive skills, there are convincing, I would even say persuasive reasons that speaking should receive as much attention as possible since in modern communicative language teaching, *speaking* is a prominent component of the language curriculum (False, 2006; Jones 2005). Besides this, everybody knows that English is a lingua-franca, i.e. global language. In the interests of promoting clear international communications, we'll have to recognize the importance of spoken English.

There is another reason for this: speaking is said to be a complex skill which requires the simultaneous use of pronunciation, grammar, vocabulary, fluency and comprehension including sociolinguistic aspects of speech, discourse and strategic competences, concerned with relationships beyond the sentence level, i.e. rules of cohesion and coherence, holding communication together in a meaningful way [7. p 166]. The strategic competence is "the way learners manipulate language in order to meet communicative goals" (Brown, H.D. 1994), i.e. the ability to know when to take the floor, how to keep a conversation going or end it, and how to resolve conversation or communication breakdowns.

Many specialists insist on equal focus on both of fluency and accuracy in designing speaking assessment in which 50% of students' grade would

come from aspects of fluency such as initiating and maintaining communication and 50% would be based on how accurately the student spoke.

SPEAKING SKILLS

Accuracy

Fluency

- grammar
- vocabulary
- pronunciation
- intonation
- stress

Ability to express ideas, i.e. content or ideas

Since now more than ever, speaking plays an important role on the knowledge assessment, we recommend K.S. Folse's rubric for this purpose. One can take a task of retelling stories after listening to an authentic tape-recorded text or after reading it. This speaking assessment consists of four categories: grammar, vocabulary, fluency and pronunciation. This assessment system is simple enough which can be easily introduced to the teaching process. Its guides are also simple enough to apply. It is easy to bring it into conformity with CEFR if it's important. The copyright agency allows to reproduce this table which is, you know, a very rare thing.

Speaking Assessment

Name _____

Date	Category	Your score
	Grammar	25 points
	Vocabulary	20 points

Guide

24-25. Excellent. Few errors; communication of ideas is clear.

22-23. Very good. One or two errors, but communication is mostly clear.

Very good. One or two errors, but communication is mostly clear.

20-21. Good. Several errors in syntax, but main ideas are mostly clear.

18-19. Fair. Noticeable errors that occasionally confuse meaning.

12-17. Weak. Language is marked by errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken.

0-11 Unacceptable. Communication is impeded. Too many errors in this task for a student at this level.

20 Excellent. Correct selection of words and idioms. Variety of vocabulary.

18-19 Very good. Correct selection of words and idioms. Some variety of vocabulary.

16-17 Good. Mostly correct choice of vocabulary. Meaning is clear.

Fluency 30 points

Pronunciation 25 points

14-15 Fair. Noticeable vocabulary errors that

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

occasionally confuse meaning. Reliance on simple vocabulary to communicate.

12-13 Weak. Many vocabulary errors. Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear or broken.

0-11 Unacceptable. Too many errors in this task for a student at this level. Communication is impeded.

29-30 Excellent. No hesitations at all.

27-28 Very good. Hesitations in one or two places but immediately continued.

24-26 Good. Occasional hesitations but recovered well.

21-23 Fair. Noticeable gaps that catch listeners' attention usually followed by recovery.

12-20 Weak. Several short periods of silence. Several gaps that disrupt the flow of information. Listeners' attention is diverted to the gaps rather than the message

0-11 Unacceptable. Periods of silence. Gaps without good recovery.

24-25 Excellent. Few errors; native-like pronunciation.

22-23 Very good. One or two errors, but communication is mostly clear.

20-21 Good. Several pronunciation errors, but main ideas are understood without problem.

18-19 Fair. Noticeable pronunciation errors that occasionally confuse meaning.

12-17 Weak. Language is marked by pronunciation errors.

Listeners' attention is diverted to the errors rather than the message. Meaning is often unclear.

11. Unacceptable. Too many errors in this task for a student at this level. Communication is impeded.

It is important to mention that for effective language learning the student's attendance of language classes is important. They need to come to class on a regular basis. It is not surprising that poor attendance correlates highly with poor knowledge and poor test results [8. p 41]. Regular attendance provides positive results in acquisition expected communicative competence.

Our goal in this presentation was to obtain sufficient background and an overview on the second language acquisition and to work out certain measures

to assess learners' knowledge.

One cannot but agree with H.H. Stern (1986) when he writes that the problem is to study language learning behavior of language learners i.e. what do learners do to learn a language in the classroom or in a free learning situations? The answer is:

- To tap the insights of the learners themselves:
- To inquire into their objectives, strategies, and techniques, their thoughts and feelings about language learning as well as steps and stages perceived by them as necessary to master the language.
- To make experimental, observational, or introspective studies of cognitive processes involved in language learning, such as: attending, imitating, memorizing, rehearsing, probing, matching, guessing, comparing, inferring, forming hypotheses, generalizing, verifying and planning. It would also be valuable to explore by observation, experiment, or introspect the motivational and affective concomitants of the learning process, for example, persistence, elation, frustration, humour and so on. At present, we are still at the beginning of the direct study of second language learning behavior.

The overall aim of testing learners is assurance of quality and gaining public confidence. Testing is logistically complex and there are many points at which human error can occur. When it does, there is an understandable outcry. Trust is the system that may be undermined. Therefore, our examination or testing boards need to adopt sophisticated approaches to assure quality, reduce risks and eliminate errors. The knowledge assessment involves test-setters, markers, and supervisors. If we create trustworthy culture to provide quality, establish an effective system of internal control, eliminate human error, implement fair and transparent results and appeal processes, we may achieve the goal foreseen.

If we start teaching foreign languages taking into account the instructions mentioned above it will provide supportive environment for language learners, our classes will achieve the goals foreseen by State Educational Standards. The exposure of the target language in its natural setting will further improve the expected results in our educational Institutions.

References:

1. Folse, K.S. (2006). *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classrooms*. Ann Arbor: University of Michigan Press.
2. Jones, W. (2005). *Assessing Students' Oral Proficiency*. Dubai: TESOL Arabia Publications.
3. Brown, H.D. (1994). *Principles of language Learning and Teaching*. Prentice Hall.

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	PIHII (Russia) = 3.939	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

4. Stern, H.H. (1986) *Fundamental Concepts of Language Teaching*. Oxford University Press.
5. Kuriaeva, R.I. (2015). The Principle of Inherent Complication of the English Predicate. *Journal of Siberian Federal University. Humanities & Social Sciences*, 11, 8.
6. Kuriaeva, R.I. (2016). *Anglijskij yazyk. Leksikogrammaticheskoe posobie*. Ch. 1. Moscow: Yurajt.
7. Crystal, D. (2007). *English as a Global Language*. Second edition. The United States: Cambridge University Press.
8. Graddol, D. (2007). *English Next: Why global English may mean the end of 'English as a Foreign Language'*. The United Kingdom: The English Company LTD.
9. Hillocks, G. (1999). *Ways of thinking, ways of teaching*. – New York: Teachers College Press.
10. Pollard, L. (2008). *Introduction to Teaching-English*.