



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00817.X

THE ENGLISH LANGUAGE SKILLS ASSESSMENT (ELSA)

Muminova Dilafruz Akramovna*; **Kholmurodova Dilnoza Kholmurodovna****

*Master Student,
 Faculty of Foreign Language and Literature,
 Samarkand State Institute of Foreign Languages,
 UZBEKISTAN
 Email id: azimbek.7979@mail.ru

**English Teacher of the chair of Methodology and Practice of the English,
 Language teaching, Faculty of the English Language,
 Samarkand State Institute of Foreign Languages,
 UZBEKISTAN
 Email id: dxolmurodova0320@mail.ru

ABSTRACT

This article is about language skill assessment that we can use to assess the progress our students are making in our classroom. We introduce the purposes and basic types of assessment, provide some guidelines for testing large, multilevel classes, and provide suggestions for evaluating listening, speaking, reading, and writing in large multilevel classes. This article includes recommendations for keeping records and suggestions for preparing students for major examinations. And finally, as we think about monitoring and assessment, we consider how we as teachers can assess and improve our own efforts in the classroom.

KEYWORDS: *Language, Assessment, Skills, Listening, Writing, Speaking, Reading, Test, Evaluate, Improve.*

INTRODUCTION

The English Language Skills Assessment (ELSA) is a group of tests designed to measure English language proficiency of subjects. The test is designed for non-native speakers, with different levels of testing available from beginners to advanced.^[1] The tests can be utilized to track progress among those studying English or to measure proficiency for employment or education where English language skills are required.^[1] The tests are intended for an international audience

and are available in British English or American English.^[2] The tests are utilized by such educational organizations as the Australian Council for Educational Research to help predict student success and are compulsory at The University of the South Pacific.^{[3][4]} It is used by international businesses such as BASF, Unilever and DaimlerChrysler.^[5] Its usage is mandatory in Germany and Poland as part of the re-training programs for unemployed. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The five skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills.

The main part:

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. Listening to and reading content in the language you are learning is a great way to develop your vocabulary and comprehension.

Developing your speaking skills will involve gaining fluency in spoken interactions with others, as well as practicing your pronunciation. To practice pronunciation try reading aloud or repeating after a recorded text, trying to reproduce the pronunciation and intonation of the original. As in your first language, your writing will be improved by becoming a critical *reader* - try to think actively about how texts are structured and what kinds of phrases or vocabulary are used for different purposes (e.g. introducing a topic, describing, comparing and contrasting, writing conclusions).

1-Listening

You should understand the main ideas of most speech in a standard dialect.

You should demonstrate an emerging awareness of culturally implied meanings beyond the surface meanings of the text.

2-Speaking

You should be understood without difficulty by natives, and converse in a clear and participatory fashion.

You should be able to initiate, sustain, and bring closure to a wide variety of communicative tasks.

You should be able to narrate and describe concrete and abstract topics using sustained, connected discourse.

3-Reading

You should easily follow the essential points of written text.

You should be able to understand parts of texts which are conceptually abstract and linguistically complex.

4-Writing

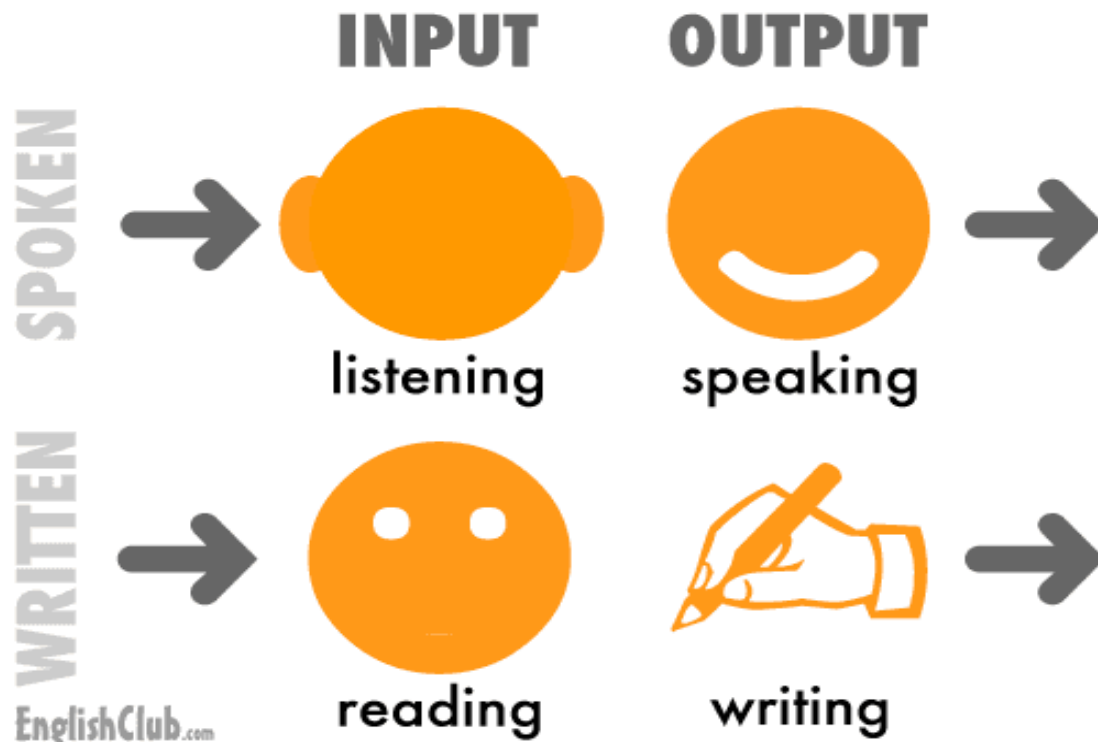
You should be able to address a variety of topics with significant precision and detail.

You should be able to write competently about topics relating to particular interests and write clearly about special fields of competence.

You should be able to organize writings with a sense of theoretical structure.

5-Cultural awareness

Someone's **cultural awareness** is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. ... programs to promote diversity and **cultural awareness** within the industry.



CONCLUSION

As we define assessment in this article, we are referring to activities which show whether or not each of your students has met specified learning objectives. Student assessment takes place when you are keeping a written record to document the progress that your individual students have made. As you think of the stages in a four-step lesson plan, assessment is the process that helps you to monitor the level of student comprehension and progress during motivation activities presentation or new information, and practice exercises. Throughout each of these stages, you observe class behavior and ask questions to determine whether or not most of the learners have mastered key concepts, vocabulary, and skills to respond. As a rule of thumb, if your assessment indicates that approximately 80% of your students are making satisfactory progress, you proceed

to the next stage. On the other hand, the purpose of student assessment is to document, in written form, what takes place following the application stage. Assessment can take the form of paper and pencil tests, teacher checklists and rating scales, or student self-assessment questionnaires. Through assessment, you are able to determine whether or not your students are able to apply what they have learned. Research indicates that the best way to assess students' ability to read and write is through reading and writing activities rather than multiple-choice tests. To determine at what level of proficiency your students are reading, you can design a fill-in-the-blank reading passage, called a cloze. Cloze tests are reading passages which measure a student's reading comprehension by his or her facility in filling in missing words. The assumption is that if the student understands the meaning of the passage, he or she will be able to supply appropriate words to fill in the blanks.

REFERENCES

1. Schmitt, Diane (May 2000). "English Language Skills Assessment (ELSA)". British Association of Lecturers in English for Academic Purposes (BALEAP). Archived from the original on 2009-12-07
2. Lednev V.S. The content of education: essence, structure, prospects. - M.: Higher school, 1991 .-- 224 p
3. "English Language Skills Assessment (ELSA)". Language Course Finder. 2008-12-10
4. "English Language Skills Assessment". Australian Council for Educational Research (ACER). 2008-10-16. Archived from the original on 2009-01-23. Retrieved 2008-12-10.
5. Jesson J., Matheson L., Lacey F.M. Doing your literature review: traditional and systematic techniques. Los Angeles & London: SAGE Publications; 2011
6. "What is the compulsory ELSA test?". University of the South Pacific. Retrieved 2008-12-10.
7. E.Gez, M.V. Lyakhovitsky, A.A. Mirolyubov. Methods of teaching foreign languages in high school. Moscow 1932.p. 363 – 371