THE IMPORTANCE OF ASSESSMENT IN TEACHING PROCESS AND ITS TYPES

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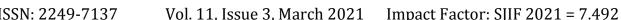Uzbek State World Languages University,
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ABSTRACT

This article focuses on the study of types of assessment and their importance in teaching process. Assessment is the process of documenting in measurable terms, knowledge, skills, attitudes and beliefs. The term assessment is generally used to refer to all activities of the learners. Moreover this article deals with the results of pre and post-testing results of language learning classes. Well-designed assessment has numerous benefits aside from the obvious one of providing a measure of students' progress as it can be a means to engage students with their learning. Ideally then, you should aim to support active learning rather than assessment of learning to ensure that the assessment process is an integral part of students' education.

INTRODUCTION

Assessment for learning focuses on the opportunities to develop students' ability to evaluate themselves, to make judgments about their own performance and improve upon it. It makes use of authentic assessment methods and offers lots of opportunities for students to develop their skills through formative assessment using summative assessment sparingly.

This investigation explores the interplay between teachers' beliefs and practices in understanding and implementing assessment and feedback to enhance student learning. Particularly, it explores teachers' conceptions of effective formative feedback strategies, and the role they should play in their classroom practice.

It is not a secret that every person spends most time of his priceless life for not only studying, but also for gaining valuable knowledge that could give an opportunity to be the best on his/her field in the future. Furthermore, it is important to assess and to give feedback in order to identify whether a proper study was effective or not.

The main purpose of the article is finding out the most effective ways of giving feedback for assessing the learners, detecting mistakes and lacks of the learners, to establish the right time and duration of feedback in language learning class (Alderson, J. C. 1986. 162).

The goal of the article is to prove that giving feedback raises the effectiveness of learning language. There are many reasons why we assess language learners and many ways that we can assess them. Too often, however, we focus on assessment "of learning," on how much our learners have achieved, using traditional, formal tests. We tend to forget the important role of assessment "for learning," using alternative or informal assessments that monitor students' progress and help us to identify students who need extra support or things that we need to spend more time on in the classroom to improve student learning.

Much of the research literature around assessment points to the importance of feedback to students as part of the learning process. Abdrabou, A argues that formative assessment is "specifically intended to provide feedback on performance to improve and accelerate learning." Proving a student with a grade or mark in response to a piece of assessable work is not, except in the broadest sense, giving feedback. Similarly, making comments on student work is not, of itself, providing feedback. Feedback is a term that requires careful definition for it to represent a useful contribution to learning. (Abdrabou, A. 1984. 29-36)

Another factor that may influence the effectiveness of feedback is whether it is provided continuously or differentially. When continuous feedback is employed, students receive feedback each time they perform a given task, whereas differential feedback is only provided when a student performs better on the task. One advantage that differential feedback offers over continuous feedback is that it emphasizes improvement rather than a student's absolute level of achievement. Hence, all students have a near equal chance of obtaining recognition. When feedback is geared to the absolute level of performance, recognition is only given to the best students. Therefore, it is generally good to give students feedback when they show improvement.

Woodford, P. Is the first scholar who tried to differentiate formative and summative assessment in context of program? Woodford, P. Mentioned that summative evaluation helps to judge overall value of educational program, while formative evaluation mainly focused on continuously program improvement. (Woodford, P. 1982. 152)

On the other hand, educators and researches claimed that formative assessment is process, but not a test. Applebaum S agreed with this opinion and mentioned that in this view, the process produces not so much scores as a qualitative insight into student understanding (Applebaum S. 1988. 207-223). He claimed that 'Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes'. A common simplification of this position is that as long as the results are used to change instruction, any instrument may be used formatively, regardless of its original intended purpose.

Anastasi, A pointed out the following features of formative assessment:

•It can be used in order to check students' progress;

•It helpful in guiding the next steps in instruction and effective in considering the further additional learning opportunities needed to ensure success;

Moreover, the following types of formative assessment are found as effective ones by Anastasi, A:

-Projects and performances;

-Writing assignments;

-Tests and quizzes;

-Asking questions;

There are some features of summative assessment as well:

-Summative assessment provides both a teacher and students with information about attainment of knowledge;

-Often result in a grade which means they have a high point value (ie, they "count a lot");

-The goal is to evaluate student learning at the end of an instructional unit by comparing it against some sort of standard or benchmark;

According to Anastasi, A, there following types of summative assessment that can be used during the process of teaching (Anastasi, A. 1966. 88-95):

-A senior recital;

-A final project;

-A midterm paper;

-A midterm exam;

-A paper;

As above mentioned this article carried out the results of assessment and feedbacks given while teaching. Among sources of data, experimenting target classes was found most productive and effective. The process of acquiring helpful information started before beginning the sessions. Two classes were observed in order to get the full image of the groups. We could gain necessary information about students' level, physical and social environment in the classes and students' attitude towards the language learning classes.

We decided to make a survey for clarifying learners' attitudes toward the giving feedbacks. 20 students participated in this questionnaire. In order to identify their experience in terms of assessing them by the teachers and taking tests, students were asked to mark their best answer.

Here you can see results from questionnaire.

Actually, grading students' knowledge and providing them with feedback differ from each other. According to the results, 70 % of students prefer to be provided with feedback, while 25% of

them stated that it is better to mark. Just one student said that it is not necessary to assess him, because he can identify himself whether he answered/performed well or not.

The second issue (question) was dedicated to the problem of frequency of assessment. 65% of students claimed that they want to be assessed in each class. Other 35% of learners argued that there is no need to assess their performance in each lesson and it is quite enough to take mid-term and final works. On the one hand, students think that it is important to know about their mistakes in every single lesson. On the other hand, it was considered as wasting the time as they can find out their errors themselves.

In addition, students shared with their opinions about the techniques used by the teacher during the sessions. Students mostly want to work in groups (80%), however, some students prefer to work in pairs (10%) and do self-study (10%). To cope with the heterogeneous class the students found it preferably to use group works.

Most students (75%) argued that teachers criticize and give only negative feedback, while others (25%) claim that their teachers have never criticized them. It is also suggested by the scholars to give corrective feedback, not negative one in order not to lose learner's enthusiasm towards your classes.

Right Time to Give Feedback and Duration

One the major questions were dedicated to the duration and right time to give feedback. Respondents tried to identify the right time for receiving feedback and duration of it. From their own experience a large number of learners (90%) claimed that it is better to give feedback as immediately before each completed task as possible and it should not take so much time (100%) so that learner become to lose attention and interest from receiving feedback. Eventually, time would be wasted with no profit for both teacher and student. Others affirmed that feedback should be given at the end of the class (10%). The reason was that student could become upset from received feedback and be out of class ultimately.

Moreover we did additional survey with teachers in order to collect their thoughts toward the giving feedback to the learners.

Providing Students' Performance with Feedback

A minor number of teachers (12%) claimed that it is one of the effective ways to assess students' knowledge and make the students to feel and correct their mistakes themselves. Others (88%) stated that in terms of objectivity of the assessment feedback could be omitted and marking the students' knowledge can fully show their progress or regress. However, the researcher beliefs that giving feedback should be omitted with multi-level student class and could rise up the proficiency of the students as they become to recognize their own and peers' errors. Furthermore, they try to correct themselves and outline the mistakes of their classmates.

Problems with Giving Feedback

As it was mentioned above, the rest of teachers do not provide students' performance with feedback. They considered that students will not follow their instructions (60%), they have many documentations and this is an extra work for them (30%), they believe that giving feedback would not help to rise up the proficiency of the learners'(10%). To make it short, the teachers

found out that providing the students' performance with feedback is useless and wasting of time. Nevertheless, the researcher totally disagree the above-mentioned opinions and has proved that feedback must be given and students will follow the instructions certainly.

The Most Effective Strategy for Classes

The most number of teachers suggested grouping strategy as the best one (80%). Other teachers mentioned that it depends on activities (10%) chosen by the teacher for the target class, while some of them claimed that it is challenging to teach such kind of class and it is better to hold classes according to the lesson/course plan (10% and students with below-level need an extra lessons). However, the last group of teachers does not take into consideration above-level student, which can be bored and disappointed from the lesson.

At the beginning, the hypothesis was proving that conducting assessment and giving feedback to the students' performance are helpful for learners. At the end of course, we discovered that his hypothesis was right.

The results of the learners' questionnaire showed that teacher should choose right time to give a feedback. As we mentioned before there are two types of assessment- formative and summative. Formative assessment is mostly used to improve weak points of the learners' and summative assessment is used for assessing the knowledge of the learners. Mostly teachers use feedback for formative assessment during the lessons. In this research we tried to find out teachers who conduct formative assessment and give feedback to students. To make it short, the teachers found out that providing the students' performance with feedback is useless and wasting of time. Nevertheless, the researcher totally disagree the above-mentioned opinions and has proved that feedback must be given and students will follow the instructions certainly.

According to the learners' opinion, feedback should be given at the end of their presentation. Because, giving feedback as an assessment during the presentation may confuse the learners. Moreover they mentioned that, they would like to receive feedback at the end of each lesson for working and improving their weak points.

Overall, we gathered valuable data to deal with class in terms of creating a well-managed environment, assessing students' knowledge and implementing formative assessment.

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