

Modification In Writing Test With Principles And Practices

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Abstract: *This paper indicates research on a writing test modification to be much more concise to understand in order to meet the learner's need. This data collection is targeted a learner, studies in the lyceum, who has some deals with writing skill especially with unclear instructions and absence of guidelines. Relying on studies this article proves that it is essential to be instructed and guided correctly to be handfull for writers to go through in the content of the task.*

Keywords — Education, key, learning, modification, test, assessment, chirchik, features, Kazakh, writing, functions, origin, principles, task, learners, letter, practice, procedure, valid, reliable, implement, profile, critique, materials, teachers, practical, language, version, skills, knowledge, instruction, test forms.

Introduction:

In present education, assessment is regarded as a key tool to figure out vast majority of critical components of the language teaching. Needless to say, it has become totally effective procedure to identify student strengths and weaknesses as well as to meet requirements as it tends to be a broad incredibly vital aspect a of language teaching. As Jane Moon (2000, p.148) stated “Something that is most teachers spend a lot of time doing it. Because of information it provides, and the decisions that me taken based on that information”

As aforementioned notion the role of assessment has already become indispensable part in order to motivate learners as well as teachers. Particularly, the role of alternative assessment is widely accepted and has become part and parcel of teaching, additionally, it is considered as an ongoing process of gathering data. In most cases it is given CLT (communicative language teaching). In this given project you can face the assessment and test modification taken from study center which is situated in Tashkent region, Chirchik, called “Face to face”

Learner's assessment profile.

It is undeniable fact is that, a student is regarded as one the most significant actors of the learning language. According to Stern (Op cit. Cry, 1998) believes that “A good language learner needs primarily to develop a personal learning style and positive strategies. The learner seeks more enthusiastic and fruitful realizing language learning more willingly and consciously as well as he should be quite tolerant. With regard of choosing my learner profile I personally follow above mentioned opinions. In terms of my subject is Erlan Kurganbayev, who is a third-year student of Chirchik academic lyceum. Apart from it, he has been learning English at the language center and he is a student in one of the CEFR groups. He is a 18-year-old student, who is very zealous. He tends to be polyglot as he is Kazakh by his nation, on the other hand he is able to converse in Russian fluently as he studied at Russian specialized school. Moreover, his third language ability is Uzbek and it is a piece

of cake for him to make conversation in this language as well. At the lyceum, his major is exact subjects, namely, algebra, physics, math as well the English language. As he has been studying in our study center for 3 years thoroughly and this is mainly because he is considered as one the most brilliant students. For the time being, he tends to be B 1 level student and his main target is to apply for CEFR C1 this following season. This language study center which is called “Face to face” is mainly specialized for applicants whose main objectives to prepare for national and international universities for entrance exams. In terms of its orientation, it is situated in the bustling center of Chirchik and full of dynamic students. For this reason, most of the center learners' eagerness are dominant in all branches of the skills not only they are acquiring academic knowledge but also interpersonal skills as well through communication, making debates and presentations. When it comes to Erlan, he considers himself as an avid reader as books are his forte. Thus, he generally broadens his horizon and enhances his critical thinking. As it is widely accepted to apply for CEFR B2 level is regarded with the most challenging one. Actually, he always does his best in order to meet requirements of CEFR B2 criteria and learns all of the language strategies deliberately. I was highly impressed by his knowledge and outlook.

When I observed his group for the first time. He has been totally energetic, and quick learner. Mainly he tends to have mental agility and inborn talent for language learning. I realized that he is both kinesthetic as well as visual learner. Consequently, the teacher strived to utilize all of differentiated Instruction and blended learning with interactive skills of the English language. Additionally, he is pretty keen on social interaction modality as he is willing to have group work, presentations or debates. Apart from this, he has one his firm strategy is listening to BBC podcasts or scientific data in English in order to boost listening skill. In the foreseeable future he has a great desire to study abroad by acquiring scholarship.

As most of the language centers this study center serves the lessons three times a week for 2 hours with a single group, which consists of about 12 students. Every fortnight

teachers organize mock exams as an achievement test, which is considered summative in most times. In our national university, learners are assessed both summative as well as formative by having achievement tests, diagnostic test, when it comes to new a learner certainly, he is given a placement test in order to identify and choose the right level group for his or her level. Besides, almost every other week students are engaged in having speaking exams by discussion or making presentations as it is called Extensive type of speaking test as well interactive one is applied namely arranged by maintaining social relationship accompanied by collocations, slang, humor, and others. As Brown (2010) mentions "Achievement tests are often summative because they are administered at the end of a lesson, unit, or a term of a study". Hence, it is incredibly significant to monitor students' knowledge and their learning process. By nature, Erlan is an introvert and dedicated student, he is able to pass the exams without any effort. However, writing is considered as Achilles' heel as he is dissatisfied with his writing, to be more precise, coherence and cohesion, writing formal letters. Previous year, he was informed to pass B 2 and the writing itself was challenging and others were manageable luckily. Overall score he got was 110. The highest was reading 27 while listening was 25. Speaking was followed with lexical-resource (22 and 21 respectively) and the least was writing with 15. As time goes by, he has been taught how to write informal letter, formal letters, making up narrative stories as well as being able to write opinion essays. All in all, in spite of the fact is that, he is encountering with burdensome on writing, but he is much competent from the others.

2. CRITIQUE OF AN EXISTING TEST AND ASSESSMENT.

Indeed, at academic lyceum Tashkent state University of Chemical, teachers are engaged in their lessons by utilizing various topics and themes which are determined in the curriculum of the exact subject's faculty. During each semester, students are obliged to have several exams, making presentations such as debates, group work, various types of essays: formal and informal essays, essays (at least 250 words during an hour formal academic advantages and disadvantages, opinion essay) narrative stories. In terms of reading, the texts are given according to the reading tasks which have been mentioned syllabus. Moreover, they are taught how to speak fluently and accurately which can meet the requirements of standardized exams as well as our national CEFR B1 speaking and listening exams. Since their major is exact subjects, students are mainly prepared for national CEFR B1 and B+ exam apart from standardized tests. However, there are some exam question requirements and questions which are proper for B2 level admittedly. Third year academic lyceum students' text book is called "Solution" for upper intermediate level that is suitable for those abovementioned tests and frameworks.

It is highly demanded to have five incredibly significant and major principles (practicality, reliability, validity, authenticity and washback) for the designing and

creating any modes of assessment criteria. Ultimate recognition those aforementioned principles can be used for all kind of assessments (Brown, 2010,p.25) "costs, the amount of time it takes to construct and to administer, ease of scoring and ease of interpreting| scoring the results" (Mousavi ,2009,p.518) First and foremost, practicality is not sufficient here even though, the work can face a budgetary limit and proper available human resources which requires a great deal of time to be checked the written essays as it is considered a heavily subjective.(somehow unpractical as well as unreliable). It can be seen an appropriate time because of the level difficulty questions which takes more than given time.

Additionally, there is another proof of having lack of reliability, it can be seen that students are given clear directions but there is not supplied a proper rubric how to mark their works.

There are other issues where you can confront with the inadequate validity mainly face validity thanks to not appropriate topic themes which have not mentioned in the curriculum or the syllabus. As it is mentioned "the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment" (Gronlund, 1998,p.226). Admittedly, the task, opinion essay and formal and informal letters have been taught how to write properly due to the principles during the class, on the other hand writing instruction how to write and prepare for the coming exams is not well described thoroughly and clearly which can face the absence of face validity. To put it in a nut shell, all aforementioned factors may influence the students work labor accompanied by their productivity owing to the insufficient comprehension which can result is not being able to get target scores. Consequently, it will definitely lead of having negative washback and loosing of enthusiasm of the learners.

It should be admitted that, every test has their strengths and weaknesses, this one is no exception as well. Initially, it can be seen from this one authenticity is highly dominant due to its correlation to the real-life facts and notions. The real-life authenticity is combined with relevant and meaningful topics which a student can support his or her idea with life examples. (the examples of advantages and disadvantage of studying abroad or a required letter applying for a job as a formal essay, writing a letter for your pen pal) all of essays may suit the real world and are able to convey their opinions without any effort if they aware of its structure with wider horizon. Additionally, during and before exam writing task has been isolated and regarded as the one mode skill of the language which should be needed somehow modification.

3. Modified Version of Chosen Test \ Assessment.

Due to Brown (2010) "when you consider assessing students' writing ability as usual you need to be clear about your objective and criterion" (p.260). Regarding this idea, the final writing assignment can be also enhanced by adding several sophisticated criteria and approaches which can be productive for students 'enhancement of their writing ability

basis and even in the foreseeable future career as well. As it is said a good teacher teaches her students not from the books a good teacher teaches her students by heart. To put it in a nutshell, I am going to thank to my instructor immensely as I comprehended the incredibly significance of the language assessment, principles and testing specification.

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- [9] Appendix.
- [10] The subject's achievement test results.