

**ASSESSMENT IN THE PROCESS OF
TEACHING FOREIGN LANGUAGES
AT A TECHNICAL UNIVERSITY**

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Assessments prescribed by curriculum

1.1 Interim benchmark
control
1st and 2nd semesters

• Formative, summative
TA

2. Credit – end of 1st
semester

• Formative, Summative
TA

3. Final end-of-year
examination –
end of the 1st semester

• Summative
TA

Placement test

1. Multiple-choice test
(Grammar, vocabulary,
reading)

- **Diagnostic, formative TA**
+ quick, easy, clear ass.criteria,
comparable, time saving, objective,
measurable
- guessing probability reaches 25-
30%, competence are not checked,
sometimes ambiguous.

2. INTERVIEW
(speaking, listening
comprehension)

- Diagnostic, formative TA**
+spontaneous speech may be
Checked
- subjective, time-consuming,
difficult to measure

Grammar + vocabulary

1. Multiple-choice

2. Translation Ukr-E,
E-Ukr

3. Gaps filling

4. Matching

5. Proportions, e.g.

INNANE:UNNATURAL ::

SPONTANEOUS: _____

1. rehearsed
c.dangerous

b. new
d.friendly

12,4,5. **Formative TA**

2. +ability to switch languages, master their asymmetry, - Sts avoid difficulties, simplify language, difficult to measure

3. + can be adapted to any L level quick, **TA/SA**;- non communicative, when N of words exceeds gaps or words are not given it is difficult to check

4. +can be adapted to any L level

5. +easy, clear, quick, allows to increase number of words checked.

WRITING

- 1. Dictation (incl. term translation, text abstracts...)
 - 2. Writing an opinion essay
 - 3. Writing summary, synopsis, plan
 - 4. Writing CV, cover letter
 - 5. Writing a story/report/letter (formal/informal)
 - 6. Writing course/diploma papers
- 1. – 6. **TA/PA**
1.+checks literacy, clear, LOT skills - non communicative, passive L
2-5. + Sts acquire EASP skills, assessment skills, HOT skills are involved; - rather subjective criteria as for the range and choice of phraseology, linking words, ect., difficult to measure and compare

Reading

- | | |
|--|---|
| 1. Reading with a strip | 1. +simultaneous focus on L and content, - time consuming TA |
| 2. Matching | |
| 3. Rearranging scrambled paragraphs | 2,3. +quick, understanding information, - no relevance to real life skills TA/SA |
| 4. True/false statements | |
| 5. Qs-As | 4.5,7,9.+ quick, - limited T's knowledge of Sts' specialism |
| 6. Finish story | 4,5 TA ; 7,9 PA/TA |
| 7. Defining key-words in ESP text | |
| 8. On-line reading (multiple-choice, filling the gaps, ect.) | 8. +self-paced, immediate feedback, adaptable to Sts Llevel SA |
| 9. Looking for ESP information | 9. TA/PA/EMI TA |

Speaking

- 1. Qs-As
- 2. Acting out roles with the partner.
- 3. Monologue/dialogue (prepared and spontaneous)
- 4. Viewpoint substantiation
- 5. Discussion/debating
- 6. Delivering report
- 7. Making presentation

- 1 + Sts learn to use chunks and exponents, find necessary information. TA

2-7. +Sts learn to speak in public, use function language properly, acquire real life and interactive/communicative skills; - difficult to focus attention on various aspects of communication, measure word diversity, persuasiveness, ,difficult to assess contribution of each student, difficult to measure.

SA/PA/TA

Listening Comprehension

- 1. Filling the gaps
 - 2. Matching
 - 3. Qs-As
 - 4. True/False statements
 - 5. Giving short summary
- 1-5. + Sts. develops listening skills, get acquainted with native and foreign accents, get used to E speech in real life situations, job-related context; - low L level of Sts, necessity to listen to the audio tracks not one time...
 - 1-4 SA/TA; 5. PA/TA.

Interaction/ communicative skills

- To some extent overlaps with assessment of speaking activity, the Socializing module develop these skills
- 1. Socializing in different social discourses
- 2. Turn-talking and competitive overlapping
- 3. Debating
- 1-3 +develops communicative/ interaction skills, helps to overcome shyness, fear to speak, creative, evokes interest, - requires time, Sts with low L level can't react quickly in debating, difficult to measure
- **PA/SA/TA**

ESP

- 1. Fill the gaps
 - 2. Complete the sentences
 - 3. Qs-As
 - 4. Put the sentences in a right order
 - 5. Graphical presentation of technical data – diagrams, graphs, mindmaps, schemes...
 - 6. Role –play
- (Some assessments are mentioned in other learning activities)

- 1-3. +students are trained to implement speech patterns in the right way in the right place, chunks and exponents (opening remarks, clarifying, disagreeing, expressing doubt...), learn how to interact, self-paced and peer-assess, use subject matter information in their reports, presentations;
- - difficult to measure, weak students have too clichéd speech, reluctant to react to changing situations and tasks.

Concerns, considerations, propositions

- During the end-of-year exam, many instructors face a tricky dilemma: whether to strictly evaluate the language proficiency demonstrated by the student at the time of the assessment or evaluate the student's personal progress to date? Should diligent hard-working students be rewarded and encouraged even if their knowledge of E is somewhat lower than that of students, who, say, finished school specializing in E and have poor attendance and even attrition of their E proficiency ever since?

At the same time I agree with equity principle at the core of the standardized test. It is fair that standardized summative tests, such as External Independent Testing, should serve a different purpose compared to interim tests, quizzes, etc/

Should students be permitted to retake exams, tests...? In being lenient letting students to retake tests we place emphasis on the test score, rather than their overall ability and proficiency. Yet, real life and employment situation often don't give second chance.

Concerns, considerations, propositions

- Does anybody audit the External Independent Testing in Master's program and assess it from the viewpoint of conformity to University ESP standards?
- I think the Assessment agency should offer timely assistance to the Sts if they provide them with on-line probing tests, may be in abridged version, for monitoring their progress when there is still some time left to get

There is an enormous gap between the average Sts' language proficiency level and the level of the Master's program External Independent Testing. This is to be expected, since the initial proficiency level tends to be low, which is no sector. Wouldn't it be a good idea to make learning language at universities as mandatory as passing the Madster's level EIT?