

IMPROVING LANGUAGE LEARNING AND TEACHING THROUGH ASSESSMENT

Міщенко В.Я. (м. Харків, Україна)

The connections between assessment and learning are considered. Fully comprehensive assessment of the four skills is deemed to be crucial. A single measure cannot serve as a sufficient proxy for a test taker's overall proficiency in all modes of communication.

Key words: *assessment, washback, test taker, language proficiency, performance*

Since every EFL teacher seeks to promote learning and performance, he/she should be aware of the great influence that assessment is likely to have on teaching and learning. This phenomenon is referred to as washback [1]. It has been alternatively defined as "the connections between testing and learning" [3, p. 298]

What is tested will most probably affect not only what teachers teach (and what students learn) but also how it is taught and learned - the rate and sequence, and the degree and depth, for example.

In some regions of the world, where language proficiency tests like the TOEFL test and the TOEIC test have been introduced, higher performance has been achieved over the years as a result of instructional emphasis on the language skills that are being tested.

Originally, the TOEIC test program included a multiple-choice test of listening and reading skills. That was accounted for by a number of practical reasons. Educational Testing Service (ETS) introduced the TOEIC Speaking and Writing tests in 2006. Similarly, until 2005, the TOEFL test offered only listening, writing, and reading components. The strongest argument in favor of adding a speaking component to the current TOEFL battery was criticism that, although students scored high on the original TOEFL Listening and Reading test, some could not communicate orally in academic situations.

It has become clear that, although listening and reading tests can indirectly indicate (speaking and writing ability, they provide no comprehensive assessment of communicative ability.

Still, we must admit that choosing to test only speaking at the expense of other language skills risks neglecting to a certain extent writing, listening, and reading, which may eventually result in lower skill levels in these areas[4].

The question of whether language ability is a single, unitary trait or whether it is divisible into distinct, components has been of interest to applied linguists for decades. As a result of recent studies, researchers [2] have concluded that there are multiple components to language skills, and that the so-called factors represent both a prominent general language ability that is common to all domains, as well as specific abilities that are unique to each of the four domains.

Despite the fact that the four skills are strongly correlated, a measure of one cannot serve as a sufficient proxy for a test taker's overall proficiency in all modes of communication in English, including listening, reading, writing, and speaking. The

distinctions, both logical and empirical, are great enough for them to be measured separately. Therefore, failing to measure all of these significant aspects of proficiency may leave undesirable gaps in a test taker's language proficiency profile.

REFERENCES: 1. Bailey K. M. Washback in language testing (ETS Research Memorandum No RM-99-04) /K. M. Bailey. - Princeton, NJ: Educational Testing Service, 1999. - 247p. 2. Kunnan A. Test taker characteristics and test performance: A structural equation modeling approach /Kunnan A. - Cambridge, UK: Cambridge University Press, 1995. - 184 p. 3. Shohamy E. Test impact revisited: Washback effect over time /E. Shohamy, S. Donitsa-Schmidt, I. Ferman // Language Testing. - 1996. - # 13, P. 298-317. 4. Stoyhoff S. Recent developments in language assessment and the ease of four large-scale tests of ESOL ability / S Stoyhoff / Language Teaching. -- 2009, #42, P.1-40.

УДК 81.2

WAYS OF MOTIVATING STUDENTS IN THE CLASSROOM

Moldabayeva MLK: (г. Алматы, Казахстан)

The methods and techniques for improving the students' motivation to learn foreign language are discussed

The key words: student, motivation, work, skills, knowledge.

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour. Actually, it is often used to describe certain sorts of behaviour. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on behaviour.

Now, let me to discuss some ways of motivating students; which I try to use in my teaching carrier.

"Pair Work" or "Group work": One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group-work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc... -.

As far as we know learners have differences in mastering skills. While one student is good at drawing, another can be good at expressing ideas; a third other student can be good at role play and imitation. Some students find it less stressful, more comfortable to learn certain rules or usages of language from their groupmates than from their teacher. Finally,