

## Types of Used in Teaching English Language and Their Role in Assessment

**Nurniyazov Nursultan Jalgasovich**

Nukus State Pedagogical Institute named after Ajiniyaz

**Abstract:** To a considerable extent, how assessment techniques are planned, implemented, monitored, and assessed determines whether or not curriculum goals and objectives are accomplished. In Bangladesh, English language learning has failed terribly, and inadequate assessment systems are partly to blame. In regard to English language learning as a curricular reform and the country's education strategy, this study seeks to examine many aspects and difficulties of English language evaluation in Uzbekistan. Instructors need to build assessment literacy through teacher education programs, according to the review, which are critical in helping teachers acquire knowledge, skills, professionalism, and assessment competence.

**Keywords:** English, teaching, linguistic skill, assessment, tests, process, education system.

In any field of education, assessment is crucial to the learning and teaching process. In terms of English language proficiency, it is possible to say that proficiency develops gradually, and that this gradual process is aided to a significant extent by the adoption and implementation of proper assessment methods and their effective implementation. The language curriculum goals and objectives govern assessment plans. As a result, it is critical to ensure a proper alignment between assessment method design and curriculum goals and objectives. Most critically, an educational system must determine whether it has adequate infrastructure to conduct the intended English language assessment scheme and meet the English language curriculum's goals.

Although the terms "test" and "assessment" are frequently used interchangeably in language measuring literature, there are differences between them (Brown & Lee, 2015). Brown and Lee define "test" as a properly constructed tool with rating scales that systematically examines a person's knowledge or aptitude in a specific learning domain through performance. However, "assessment" as a broad phrase refers to a continuous process that use a variety of instruments to determine if pupils are making progress in their studies. Assessment improves learning by providing feedback, and using feedback assessment procedures facilitate constructive interactions between students and instructors, as well as among students; such interactions engage students in learning about their strengths and weaknesses, as well as assisting them in adopting appropriate learning strategies, or strategies.

English has now surpassed all other languages as the most influential language for human capital development around the world; in fact, successful exposure to the global market appears to be impossible without at least a basic command of the English language. The essential component in the recipe for twenty-first-century employability is communicative proficiency in English, which is popular in today's industry conversation. This attitude toward English is also prevalent in other parts of the world. At colleges and universities, English was also chosen as the language of instruction for business and engineering classes.

The higher secondary English curriculum emphasizes the teaching and learning of English as a skill-based topic, allowing students to gain proficiency in the language and communicate effectively in real-life circumstances. As a result, in the higher secondary English curriculum, learner-centered approaches to developing students' communicative competence were prioritized, and efforts were made to integrate all four English language skills: listening, speaking, reading, and writing, as well as the other components of language: grammar and vocabulary.

Assessment in tertiary public sector English foundation courses has likewise been enslaved by a rigid system. There is also a set method for assessing trainees' English competency, similar to pre-university traditions. In private universities, however, the approach is slightly different. As English language instructors at two pioneering private colleges in Bangladesh, we would claim that English language evaluation in private universities has largely been released, and instructors have more autonomy. Teachers in private universities adopt several formative classroom assessment approaches as a result.

In particular, it is sad to notice that assessment literacy as a significant teacher education construct has not been wisely and professionally integrated into teacher education programs. As a result, the teachers here are inefficient in assessing students' English proficiency. Although the country has taken several English language education reform initiatives, nothing significant has happened in English language assessment. The failure may be attributed to teachers' struggles to understand and carry out communicative language assessment, which requires advanced level English language proficiency.

This article's comprehensive evaluation and analysis of the numerous components of English language assessment promises to increase the stakeholders' knowledge and understanding. A country with a jumbled English language policy and planning has struggled to find a consistent assessment policy that aligns with the curriculum's aims and objectives. Because evaluation impacts learning, students' success in learning English has always been hampered by the English language assessment policy's unresolved difficulties. There was always a disconnect between the assessment ideas inherent in the curriculum and actual assessment methods.

**In conclusion**, teacher education programs are critical in assisting teachers in acquiring knowledge, skills, professionalism, and expertise. Although teacher educators used to focus on passing on knowledge and information to teachers, the current paradigm for teacher educators is to act as transformative agents, as the ELT profession is currently dealing with a variety of critical, socio-political, economic, and cultural concerns. As a result, teacher educators will educate teachers on the idea that teachers will not only help students enhance their communicative competence in English, but will also provide platforms for students to utilize the language to question and criticize current events.

## REFERENCES:

1. Al Amin, M., & Greenwood, J. (2018a). The examination system in Bangladesh and its impact: On curriculum, students, teachers and society. *Language Testing in Asia*, 8(1), 1–8 <https://doi.org/10.1186/s40468-018-0060-9>.
2. Ali, M. (2016). Assessment of English language skills at the secondary level in Bangladesh. *The Journal of EFL Education and Research*, 1(1), 1–7.
3. Ali, M. M., & Hamid, M. O. (2020). Teaching English to the test: Why does negative washback exist within secondary education in Bangladesh? *Language Assessment Quarterly*, 17(2), 129–146 <https://doi.org/10.1080/15434303.2020.1717495>.
4. Anwaruddin, S. M. (2016). ICT and language teacher development in the global south: A new materialist discourse analysis. *Educational Studies*.
5. Barley, K. M. (1996). Working for washback: A review of the washback concept in language testing. *Language Testing*, 13(3), 257–279.