AN ISSUE ON TESTING AND ASSESSMENT FROM THE PERSPECTIVE OF EFL CLASSROOM

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Abstract: This article explores key issues in testing and assessment within the EFL classroom context. It highlights the challenges teachers face in balancing formative and summative assessments to accurately measure students' language proficiency. The study emphasizes the importance of validity, reliability, and fairness in test design and implementation. Additionally, it discusses how assessment practices influence learners' motivation, classroom participation, and overall achievement. The article concludes by suggesting strategies for creating more learner-centered and authentic assessment approaches in EFL education.

Key words: EFL classroom, language assessment, formative and summative testing, validity and reliability, learner motivation, authentic assessment, language proficiency.

Annotatsiya: Ushbu maqola EFL (xorijiy til sifatida ingliz tili) sinfida test va baholash masalalarining asosiy jihatlarini o‘rganadi. Unda o‘qituvchilarning talabalar til kompetensiyasini aniq o‘lchash uchun formatif va summativ baholash turlarini muvozanatlashtirishda duch keladigan qiyinchiliklari yoritiladi. Tadqiqot testlarni tuzish va amalga oshirishda ishonchlilik, haqqoniylik va adolatlilik tamoyillarining ahamiyatini ta’kidlaydi. Shuningdek, maqolada baholash amaliyotining o‘quvchilarning motivatsiyasi, sinfdagi ishtiroki va umumiy yutuqlariga ta’siri muhokama qilinadi. Maqola yakunida EFL ta’limida o‘quvchiga yo‘naltirilgan va autentik baholash yondashuvlarini yaratish bo‘yicha strategiyalar taklif etiladi.

Kalit so‘zlar: EFL sinfi, tilni baholash, formatif va summativ testlar, ishonchlilik va haqqoniylik, o‘quvchi motivatsiyasi, autentik baholash, til kompetensiyasi.

The organization of effective communication among EFL students is a subject matter of all methodologies in language teaching. The use of Bloom‘s Taxonomy in the English classroom is an innovative way for EFL teachers to create educational materials for effective

planning and assessing EFL students‘ language skills. A psychologist investigating cognitive skills, Benjamin Bloom, in his works focused on aligning educational goals to promote higher forms of thinking [Nurmatova & Altun 2023, 382]. He described a systematic classification of learning objectives and their arrangement into six hierarchical levels each representing a different cognitive skill [4], comparing to the revised taxonomy that includes verbs and actions rather than nouns [Krathwohl 2002,213].

Krathwohl states that taxonomy is a hierarchy of levels and declaration of explicit educational objectives. Moreover, he adds that the successiveness of levels presupposes mastering of levels as they are approached by their complexity.

As an educational framework, Bloom‘s taxonomy is aimed at differentiating learning with the implementing levels of cognition. The integration of the ascending levels of complexity ensures EFL teachers to adapt the learning materials to the needs of their students.

Bloom‘s Taxonomy is divided into six levels

1. Remembering: Recalling basic facts like vocabulary and grammar rules.
2. Understanding: Comprehending the meaning of words, sentences, and texts.
3. Applying: Using language knowledge in real situations.
4. Analyzing: Breaking down language into smaller parts to understand how it works.
5. Evaluating: Making judgments about how language is used based on certain standards.
6. Creating: Producing original language through speaking or writing.

These levels help students gradually build from basic understanding to more advanced thinking. The revised version of Bloom‘s Taxonomy, by Anderson and Krathwohl (2001), focuses on active learning through actions like recalling, applying, and creating [1,p.395].

Language learning is a cognitive process that benefits from Bloom‘s structured approach. It supports the development of the four main language skills at every level of the taxonomy. According to Harmer (2007), learners develop from simple recall to more advanced, critical language use as they move through these stages [5].

1. Remembering: In the early stages, learners memorize basic vocabulary and grammar. Flashcards, quizzes, and repetition exercises help students remember the key building blocks of the language [10,p.51].

2. Understanding: Students then understand how words and grammar work together. Exercises on developing reading skills, listening skills enhancing activities, and discussions help students grasp meanings in context [6,p.180].

3. Applying: At this stage, learners start using their knowledge practically, such as in role-playing or writing activities. These exercises help them apply language to real-world situations [9,p.63].

4. Analyzing: Students analyze language structures to understand more complex texts or conversations. This helps them think critically about how language is used [Brown 2007,59].

5. Evaluating: At this level, learners evaluate language, such as by critiquing others‘ speeches or writing essays that require careful reasoning [2].

6. Creating: Students create original content like stories or presentations, which encourages them to experiment with language [5,p.98].

EFL teachers who practiced Bloom‘s Taxonomy in the classroom marked the activities that involved all six levels of learning based on the degree of difficulty. The results showed that the students of higher educational level admitted testing and assessment by the use of Bloom’s taxonomy were able to promote their individual growth while guiding the students from simple recall to more complex thinking, helping them build a well-rounded understanding of the language.

The analysis of students‘ performance based on Bloom‘s Taxonomy marked the following progress in the English language teaching and learning:

1. Structured learning: It provided a clear learning path from memorization to creative use of language in the English Language acquisition and experience [1,p.250].

2. Balanced skill development: It ensured that lessons cover all key language skills, listening, speaking, reading, and writing [9].

3. Active learning: By focusing on higher-order thinking, it encouraged students to participate actively, which helps them retain what they learn for the long term [3,p.491].

4. Critical thinking: It helped students develop critical thinking skills by analyzing and evaluating language [5,p.69],thus adapting the students to developing lifelong learning.

In conclusion, Bloom’s Taxonomy is a powerful tool for teaching languages and guiding students through different levels of learning from developing the critical and creative abilities to a deeper understanding of language and its confident use in real-world situations.

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