



example, low-level students can find one missed letter in the word, while high-achievers can find out the words from scrambled letters. Research conducted by Tomlinson in 2001 emphasizes the benefits of differentiated instruction for diverse learners, including young children, by promoting individualized learning experiences and improving academic performance. (5)

To conclude, the professional and pedagogical competence of EFL teachers is important to building a successful career and helping their students achieve high language proficiency, better engagement, and creating a positive learning environment. It prevents EFL teachers from getting burned out and demotivated in the process of teaching. Using creative teaching methods such as differentiated approach and effective classroom management strategies helps teachers cope with challenges in pre-school English teaching process and provides great results both for students and the teacher.

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ASSESSMENT TECHNOLOGY OF SPEAKING SKILLS BASED ON A COMMUNICATIVE APPROACH

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Abstract

The Communicative Approach, developed over fifty years ago, emphasizes interaction as its primary goal. However, in Uzbekistan, appropriate speaking assessments aligned with this approach are often lacking in high schools. Effective speaking assessments should align with the Communicative Approach's goals to yield solid results. Peer assessment is recommended as a valuable method for enhancing speaking skills, offering authentic communication, collaboration, and self-reflection opportunities. Peer assessment fosters a learner-centered environment, encouraging proficiency in real-world contexts. By integrating diverse speaking assessments, learners can develop crucial skills like fluency, accuracy, and sociolinguistic appropriateness.

Keywords: Communicative Approach, Speaking Assessment, Peer Assessment, Fluency, Accuracy, Pronunciation, Learner-Centered Environment

Communicative approach was created and formed more than a half century ago, however there are lackings in the terms of applying suitable speaking assessments that suits ultimate goal which is interaction of Communicative approach. Especially, in Uzbekistan this approach and speaking assessment in high schools are not used or not implemented appropriately. As the main purpose in this approach is interaction, assessment technology of speaking skills should also meet goal of Communicative approach for effective and solid results. Researcher recommends applying peer assessment of speaking skills in communicative approach as peer assessment serves as a valuable assessment technology for enhancing speaking skills within the communicative approach. By providing opportunities for authentic communication, collaboration, and self-reflection, peer assessment empowers students to become proficient communicators in real-world contexts.

Nunan (2003) defines speaking as a productive skill that involves articulating verbal meanings orally. It encompasses the ability to convey feelings, ideas, and information through words or sentences. To speak effectively, learners must possess knowledge of English sound, structure, vocabulary, and cultural systems. Speaking skills encompass four main aspects: fluency and accuracy being two key elements.

Fluency, a crucial aspect of language performance, is often vaguely defined but holds significant importance in connecting people across different regions and cultures. Brown and Lee (2015) note the increasing use of English as a tool for interaction among



nonnative speakers. The study of spoken fluency in English as a foreign language (EFL) has gained momentum in recent years, with researchers focusing on its connection with communicative ability and learner proficiency. Skehan (2003) identifies three key aspects of fluency: speed, breakdown, and repair.

Speed in speaking refers to the rate at which speech is produced, measured in words per minute or syllables per second. Breakdowns in fluency occur due to interruptions or disruptions in communication, such as hesitations and pauses, which signal uncertainty or difficulty in formulating thoughts. Repair strategies, including self-correction, are employed to address these breakdowns and restore fluency.

Pronunciation is another vital aspect of speaking, as learners with good pronunciation are more likely to be understood despite errors in other areas. Incorrect pronunciation can lead to misunderstandings and hinder effective communication. While English exhibits variations in pronunciation across different regions, learners should strive to acquire standard pronunciation, such as Received Pronunciation, to improve their communication skills.

English is widely spoken as both a first and second language, with variations in pronunciation observed globally. Despite these variations, acquiring correct pronunciation is essential for effective communication in English-speaking contexts. Given the wide variation in pronunciation and accent, adherence to a standard is crucial. One such standard accent is Received Pronunciation, which holds social prestige.

The Communicative Approach in language education prioritizes real-life communication and interaction as the primary goal. Unlike traditional methods focusing on grammar and vocabulary memorization, this approach emphasizes the development of learners' communicative competence. Key features include a focus on communication, authentic language use, meaningful contexts, interactive learning, task-based activities, error correction, and cultural awareness. Through these principles, learners acquire the ability to communicate effectively in diverse social and cultural settings.



tor understands the student.

In a communicative approach to language learning, various types of speaking assessments play a pivotal role in evaluating learners' linguistic proficiency and communicative competence. These assessments, such as presentations, role-plays, interviews, and discussions, not only gauge learners' ability to produce language but also assess their capacity to convey meaning effectively in real-life situations. By engaging in these assessments, learners actively participate in authentic communication, enabling them to develop crucial skills like fluency, accuracy, and sociolinguistic appropriateness. Moreover, these assessments foster a learner-centered environment, encouraging learners to take ownership of their language learning journey and promoting meaningful interaction both inside and outside the classroom. Therefore, incorporating diverse types of speaking assessments is essential in the communicative approach as they not only evaluate learners' progress but also serve as powerful tools for enhancing their communicative abilities.

Peer assessment. According to Topping (1998), peer assessment involves learners taking on the role of assessors, providing feedback based on their observations and experiences. This participatory approach to assessment fosters a sense of ownership and responsibility among learners for their own learning and development. The use of peer assessment in education dates back to the latter half of the 20th century when educators began to explore alternative assessment approaches that promote learner autonomy, engagement, and reflective practice. As the field of education continues to evolve, peer assessment remains a valuable and widely used method for promoting active learner engagement, collaboration, and peer learning in various educational contexts. Associated terms are “peer feedback” or “peer review” or “peer response”, but these do not mean quite the same thing. An early definition of peer assessment was “an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners” (O'Donnell & Topping, 1998). Products to be assessed could include writing, oral presentations, portfolios, test performance, or other skilled behaviors.



Alternative assessment perspectives underscore the profound effects of evaluation methods on student learning. Engaging students in self-assessment and peer assessment fosters active participation and enhances learning outcomes (Boud & Falchikov, 2006). Tillema, Leenknecht, and Segers (2011) considered specific quality criteria relevant to peer assessment, highlighting its potential for authenticity and future learning applicability.

Research by Sung et al. (2005) indicated that students' peer assessments aligned with teachers' evaluations, and the quality of students' work on new websites improved after peer assessment activities. Similarly, Tseng and Tsai (2007) observed significant enhancements in projects among 184 tenth-grade students following successive rounds of peer assessment in a computer course. However, certain types of peer feedback, such as reinforcing and suggestive feedback, positively impacted project development, while didactic and corrective feedback showed negative correlations with student achievement.

Advocates of peer assessment draw on various theoretical perspectives, as outlined by Topping (2013), which contribute to its effectiveness. These perspectives encompass factors like organization, cognitive conflict, feedback, and self-regulation, emphasizing learners' autonomy and intrinsic motivation. Peer assessment benefits include empowerment, as learners take charge of their own learning and develop assertiveness through feedback exchange. Additionally, feedback fosters self-directed learning skills when received with a positive mindset and mindfulness. Furthermore, peer assessment cultivates a sense of accountability, promoting self-reflection, understanding of others, and the ability to recognize errors and devise strategies for improvement.

Alternative assessment approaches underscore the influence of evaluation methods on student learning. Involving students in self-assessment and peer assessment promotes active participation and enhances learning outcomes (Boud & Falchikov, 2006). Tillema, Leenknecht, and Segers (2011) found that peer assessment,



when aligned with educational criteria and involving student participation, offers benefits in authenticity and future learning applicability.

In conclusion, peer assessment serves as a valuable assessment technology for enhancing speaking skills within the communicative approach. By providing opportunities for authentic communication, collaboration, and self-reflection, peer assessment empowers students to become proficient communicators in real-world contexts.

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