



## The Language Assessment In Teaching-Learning English

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### Abstract

*Languages assesment is the process of determining an individual's degree of language ability by use of standardized tests and observations. It is a crucial component of English teaching and learning since it enables teachers and students to receive insightful feedback while also tracking the student's development over time. There are various kinds of language assessment which can be assist educators in adapting their instructional approaches to meet the needs of learners effectively. The objective of this research is to an overview language assessment and to find kinds of assessment. The method of this research used library research. Object of this research are books, journal and article. Based on the research data, language assessment is an essential component of both teaching and learning English, and kinds of language assessment consist of (1)informal and formal assessment, (2)formative and summative assessment, (3)perforanace-based assessment, (4)achievement assessment, (5)diagnostic assessment, (6)placement assessment, (7)proficiency assessment, and (8)aptitude assessment.*

## 1. INTRODUCTION

As a global language, English has a significant impact on employment and cross-cultural understanding, making it an essential part of any comprehensive educational program. Learners of English can use language assessments to monitor their progress in the language. Assessing students' language proficiency, guiding teachers' decisions, and providing standardized evidence of language abilities for academic, professional, and personal uses all have close ties to English education. Effective language assessment plays a crucial role in ensuring that students acquire the linguistic competence necessary for success in today's globally interconnected and culturally diverse world. Assessing a person's proficiency in a language involves using tests and observations to arrive at an objective score. Feedback is an essential part of teaching and learning English because it helps both instructors and students grow as language learners. The purpose of testing a student's language skills is to identify their strengths and weaknesses so that they can be better prepared for future lessons.

Assessment is important in language teaching because it allows teachers to see how well their students are grasping the concepts presented in class. Brown [6] argues that assessment is an ongoing process that covers a wide range of activities. Unconsciously, teachers assess students' progress whenever they respond to a question, offer an opinion, or experiment with a new concept or structure. The effectiveness of a learning process can be evaluated with the help of assessment, which is a crucial technique [28]. Teacher evaluation of classroom learning conditions is also based on assessment results (Msosa et al., 2021) [20].

It is clear from these definitions that assessment is a method used to evaluate the academic growth of students. There are opportunities for students to demonstrate their knowledge. The instructor needs to take into account good requirements evaluation while making varied and helpful assessments. The students need to be aware of the criteria for determining whether or not they have grasped the material. Therefore, researchers are keen to examine the language assessment in English language teaching and learning via a bibliographic approach. The study's goal is to survey the landscape of language testing and identify the various forms of language testing used in ESL education.

## 2. RESEARCH METHOD

Literature study, also known as library research, is the methodology employed in this investigation. According to George [17], primary data can be gathered through library research by reading and analyzing information from books, theories, journals, and papers that is directly relevant to the research question. One of the goals of this study was to identify the various forms of language assessment used in ESL classrooms. In this study, we employ a literature review approach to data collection by searching for, analyzing, reading, and investigating a variety of related journals, books, articles, and data sources.

## 3. FINDINGS AND DISCUSSION

"a systematic method of gathering, analyzing, and interpreting data about an individual's language proficiency" (McNamara, 2019)[19] is how most people define language assessment. A student's proficiency in a language is measured through the results of various exercises and projects. Assessment in learning does not serve to boost students' grades, but rather to provide them with information that can be applied to the completion of projects and tasks [5]. The goal is to gather data that can be used to tailor lessons and help the student improve his or her English proficiency. There are many different types of language tests, such as: assessment is typically characterized as "a systematic method of gathering, analyzing, and interpreting data about an individual's language proficiency" (McNamara, 2019)[19]. It is a method that involves assessing a student's performance on certain linguistic assignments and activities. Assessment in learning is not a tool to increase student scores, but equips students with knowledge that is used actively to solve problems or assignments [5]. The purpose is to collect information that can be utilized to inform instructional decisions and assist the student in making progress in learning English. There are many kind of language assessments, these include :

### **Informal and Formal Assessment**

Informal assessments start with students' natural responses, routines, and other forms of feedback. It could be as simple as drawing a happy face next to a homework assignment, or it could be as elaborate as writing, "Great job!" or "It was a nice idea!" However, rather than evaluating and scoring students' proficiency, the outcome of the classroom task is the primary focus of this assessment. Some examples include adjusting reading strategies, note-taking techniques, and pronunciation. Others include making marginal notes on papers and responding to draft essays. [8]

To draw upon a reservoir of skills and knowledge, formal assessment makes use of a battery of tests and other procedures. They are meant to provide a thorough evaluation of student learning via systematic, targeted sample procedures for both teachers and students. Matches played at tournaments that are part of a player's regular training schedule are rated more seriously. Some types of formal assessments are tests though. Formal evaluation of student progress toward course goals can be conducted in a variety of ways, including through the use of student journals and resource portfolios; however, it can be confusing to refer to either of these as "tests." A formal assessment is not necessarily a test, but rather a series of systematic observations of a student's level of oral participation in class. Most tests last no more than one or two hours and are based on a small subset of student performance over that time.[8]

### **Formative and Summative Assessment**

The purpose of formative assessment is to provide feedback on student performance while they are still "forming" a set of skills or competencies. The key to this kind of growth is for both the teacher and the student to reflect thoughtfully on performance feedback with an eye toward the future of the learner's formation. All forms of informal assessment should be treated as formative in practice. The development of the student's language skills is of utmost importance to them. Comments, suggestions, and corrections are all examples of feedback that can be used to help students better their command of the English language.[8]

At the conclusion of a lesson or unit, teachers use a technique called summative assessment to get a comprehensive picture of their students' learning. Though it may provide insight into the student's past performance, a review of their learning outcomes does not guarantee any future improvement. Summative assessment includes things like course finals and standardized tests of knowledge and skill. Evaluation (making a call) is a common part of summative assessment, though not always. The widespread belief that all tests (quizzes, periodic review' tests, midterm exams, etc.) should be treated as summative is one source of the widespread dissatisfaction with the testing system.[8]

### **Performance based assessment**

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Educators and educational reformers have been calling for the elimination of massive standardized tests in favor of more nuanced, conversational forms of assessment for at least the past two decades. The push for what has become known as performance-based assessment [22][27] is a branch of the broader educational reform movement that objects to the sole reliance on students' test scores to determine their educational progress. It was argued that in standardized settings, students' true abilities do not shine through. Writing a description of Earth as seen from space, working together with classmates to design a three-dimensional model of the solar system, presenting the project to the class, and taking notes on a video about space travel would not be assessed using standardized testing. A performance-based evaluation, on the other hand, calls for the aforementioned actions or theoretical samples to be carried out in front of a teacher and, perhaps, one's peers, who will then provide feedback on how effectively they were carried out.

Exam writers in the field of linguistics are up against an international trend toward a more student-centered approach in language classrooms and programs [2][3]. Performance-based language assessment typically consists of oral production, written production, open-ended responses, integrated performance (across skill areas), group performance, and other interactive tasks in place of traditional paper-and-pencil selective-response tests of a large number of discrete items. Assessments that evaluate students as they carry out realistic or simulated tasks take more time and resources to administer but give a more accurate picture of their abilities. You'll be given a grade that's good enough to pass. When it comes to the study of English It can be difficult to tell the difference between formal and informal assessments of performance here. Less rigid testing protocols and more consistent evaluations of student work as they complete different assignments would get us closer to the ideal of performance-based testing.

The presence of interactive tasks is a hallmark of many performance-based language tests. Therefore, such methods are also known as "task-based assessment." Rather than being a synonym for performance-based appraisal, as some might assume, JD Brown (2005) argues that it is a subset of it, where the appraisal is explicitly focused on "a particular task or type of task" within the curriculum. He argued that, given the current trend in educational methodology toward task-based education, it stands to reason that task-based assessment would also be most effective within this paradigm. This kind of assessment requires students to actively engage in the conversational, interrogative, and reflective processes you hope to quantify. Merge the processes of reading and writing with listening and talking. You won't get a result like that on a paper-and-pencil test. The oral interview is a time-honored example of a performance-based approach to evaluating linguistic competence. Candidates need to pay close attention to what others have to say and respond sensibly. The test was thoughtfully constructed so that students could freely draw and provide language that was both authentic and meaningful to them. Formative assessment practices in the classroom would greatly benefit from this type of grading because it is so useful in making connections between theoretical knowledge and practical application. due to the widespread assumption that there This is an example of assessment in the classroom. In this vein, there has been a push to have teachers routinely use rubrics in their classrooms, which are an essential part of any credible performance-based assessment program.[8]

### **Achievement Assessment**

The purpose of an achievement test is to measure not only how well a course is taught but also how much the students have learned over the course of the study. There may be a final exam at the end of the course in addition to one or two midterms, depending on the length of the course. This type of assessment is commonly used by educators to evaluate their students' grasp of the concepts covered in a given unit or course. Final examinations are tests given to students at the end of a course after those goals have been met [21]. Assessments of student achievement can be used not only to determine whether or not the course goals have been met and the appropriate knowledge and skills have been acquired by the end of a given period, but also as a diagnostic to indicate what a student needs to continue to do going forward. Summative evaluations of student performance are typically administered at the end of a curriculum module or semester. They also serve an important formative function by giving students feedback on how well they are doing in specific sections of the course or unit. A successful assessment takes into account the objectives of the lesson, unit, or course being assessed, the tasks students will complete as part of those lessons, the time they will have to complete those tasks, the due date for student assessments, and any feedback students will receive.[8]

### **Diagnostic Assessment**

The purpose of a diagnostic evaluation is to identify specific language competencies that students lack or should be taught. For example, a test of students' pronunciation could help teachers determine which phonetic aspects of the English language are the most challenging for their students. These tests typically

provide administrators (typically teachers) with a checklist of characteristics that can be used to identify issues. Teachers can learn more about the linguistic and rhetorical elements of the course by analyzing a sample of student writing from a written diagnostic. It can be tempting to blur the lines between a diagnostic evaluation and an overall performance evaluation. The purpose of diagnostic assessment is to elicit information about what students will need to do in the future, while achievement assessment analyzes the extent to which students acquire the language features taught. As a result, diagnostic testing typically yields more specific and granular data about the student. In a program that emphasizes grammatical form, for instance, a diagnostic evaluation might shed light on the student's proficiency with various grammatical elements, such as verb tenses, modal auxiliary verbs, articles, defining, relative clauses, and so on. The ability to generate stress and rhythmic patterns, intonation, and segmental phonemes can all be gauged by having students read aloud at the start of a speaking class.[21]

Diagnostics are used to zero in on information gaps and problem areas that need fixing. It is used productively to determine what students already know, cutting down on time spent teaching material that they already know. Therefore, diagnostic evaluation is crucial in needs assessment prior to and throughout the duration of a course. It is crucial that the diagnostic evaluation is both accurate and clear in terms of what should be done as a result, as the results are used to determine the course content. Placement exams, achievement tests, and proficiency examinations can all yield useful diagnostic information. However, tests for diagnosis have been created. One useful diagnostic instrument is the Vocabulary Levels Assessment (Schmitt et al., 2001)[24]. The test's results can guide teachers in deciding whether they should emphasize academic, high-frequency, or low-frequency vocabulary with their students. Because of the vast differences between teaching low-frequency and high-frequency words, this choice is crucial. Each word in a high-frequency vocabulary requires special attention for a variety of reasons. Helping students develop their own methods for tackling challenging words and learning new ones should be a top priority when teaching low-frequency words. Teacher attention is not warranted for learning low-frequency words per se, but rather for learning strategies like context-based guessing, word-part memorization, mnemonics, and decontextualized learning. Therefore, the outcomes of diagnostic tests may have significant implications for the organization of classes. Diagnostic methods come in a wide variety. Writing and reading compositions, as well as oral presentations and assessments of students' abilities in areas such as notetaking, conversation, and writing, are all fair game. Analyzing student writing samples can help generate valid, reliable, and cost-effective diagnosis using vocabulary profiles (Morris and Cobb, 2004)[18].

### **Placement Assessment**

A student's performance on a placement test is used to make decisions about their course enrollment (including which level to enroll in, which section to attend, and whether to enroll in the course at all). Time constraints are often present during placement evaluations. It's often needed right before classes begin. The findings need to be made available without delay. The students are mysterious and may be unsure of what they want to study. Students may perform poorly on a placement exam for a number of reasons, including not being familiar with some of the test forms, having their language skills become "rusty" from a lack of opportunity to utilize them, or being anxious about taking the exam. Students' preconceived notions of the course and its instructors may be altered by the assessment they take for it. Time for assessment could be a scarce resource. Changing students' groups after they've already committed can be a major hassle, so it's important that the evaluation be as accurate as possible. Placement tests, consequently, need to be warm and inviting, as well as brief enough to be easily marked and understood, and laser-focused on eliciting the most relevant information. Because of this, knowledge of language items is typically prioritized over actual proficiency on placement tests.[21]

Typically, but not always, a placement exam will cover some of the same ground as the first few lessons of the program's sequence. The student's test scores should reveal how much of a challenge the material will present without being too easy or too difficult. Some people think a diagnostic component is necessary for a good placement test. A test designed to place students in one of the many possible levels of the program has the added benefit of allowing the institution to assess each individual student's strengths and weaknesses[21]. Correct and incorrect responses can be organized by curriculum unit, giving instructors insight into which topics may need more or less attention in the coming weeks. As such, a placement test takes on a formative function. There is a wide variety of reading and writing tasks, oral presentations, limited and open-ended answers, and choice formats (such as multiple choice and fill in the blanks) used in placement tests. Because of their obvious benefits in terms of cost, speed of grading, and effective communication of results, some programs simply use preexisting standardized aptitude assessment. Some academic settings favor diagnostic tools that are also course-specific assessments. Although the primary purpose of a placement assessment is to correctly place a student in a course or level, the diagnostic

information about student achievement that it provides is also very helpful in getting teachers off to a good start in evaluating students' abilities.[8]

### **Proficiency Assessment**

Elements from the entire language, rather than just what was covered in class, are used to determine a student's level of mastery. It makes an effort to evaluate a student's grasp of a language in relation to that of other students who may have taken a different course or to specific domains of linguistic expertise determined by an analysis of the language itself. The point of a proficiency test is to gauge the level of a learner's linguistic development. Two of the most well-known exams are the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). These examinations are typically provided for a fee all over the world. Assessing linguistic competence requires a discussion of how linguistic competence is structured. A structure is any explanation for the world around us, whether it be a theory, hypothesis, or model. Candidates will need to complete exercises that demonstrate their ability to use English appropriately in a set situation. It takes a lot of time and money to come up with these missions and then verify them through research.[21]

Teachers of foreign languages should not try to create their own global competency assessment. It is much more practical to select a test of abilities from among the many that are commercially available. Proficiency tests are useful because they can be used as a data point in program evaluation. They are an objective standard for evaluating the usefulness and effectiveness of a language program. Data on how much an IELTS score can change due to participation in an intensive English program is presented by Elder and O'Loughlin (2003)[12]. The course and its graduates fare better on achievement measures. However, even if everything is done correctly, the course may not truly reflect what it is like to be fluent in the language. One method of checking this is by using a reliable measure of competence.

### **Aptitude Assessment**

This form of evaluation is losing popularity. Assessment of a student's language learning potential and general preparedness prior to enrollment. It appears that all languages taught in the classroom will be taken into account on standardized language exams. Standardized aptitude tests have been used in the United States, with two prominent examples being the Modern Language Aptitude Test (MLAT; Carroll & Sapon, 2002)[10] and the Pimsleur Language Aptitude Test (PLAB; Pimsleur, 1966)[23]. Both are measures of English competence; students take them in order to show how well they can handle a wide range of linguistic tasks (Carroll, 1981[11]).

However, these connections assume that you're taking a language course where you'll be graded on how well you imitate native speakers, how well you memorize information, and how well you solve puzzles. Especially in the context of tutored language acquisition, no studies have shown any consistency between these tasks and effective linguistic communication. This limitation has led to the widespread abandonment of standardized aptitude tests in favor of more nuanced methods (with the possible exception of detecting language learning difficulties [25]; Stansfield & Reed, 2004). However, initiatives to assess language skills more frequently provide students with information about their preferred learning style, potential strengths and weaknesses, and subsequent strategies to capitalize on them. To make up for your flaws, maximize your strengths.

## **4. CONCLUSION**

This study's primary objective is to provide a broad overview of language assessment and to identify the various forms of language assessment used in English language teaching and learning. There are many different types of language assessments, including informal and formal assessments, formative and summative assessments, assessments based on performance, assessments of achievement, diagnostic and placement tests, tests of proficiency and tests of aptitude. Teachers can adjust their methods to better meet the needs of their students if they have a firm grasp on the goals of the various forms of language assessment. Teachers can foster a positive classroom climate, facilitate their students' language development, and enhance language learning outcomes by using appropriate assessment strategies. A comprehensive approach to language assessment ensures that students acquire the linguistic proficiency necessary to succeed in today's increasingly interdependent and globalized world.

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