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DEVELOPİNG STUDENTS' WRİTİNG SKİLLS BY EVALUATİNG

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Ключевые слова: проверяющий, письменное задание, процесс оценки, учащиеся, преподаватели, отзыв, обоснованность, правомерность, анализ (оценивание)

Instructors frequently consider evaluation as an unpleasant assignment with the potential to ruin the relationship they have established with their trainees and the confidence trainees have acquired in their writing. But assessing student performance is an important factor of teaching, a formative process closely connected with planning, design, and instructing methods explored by many researchers and to the issues of instructor feedback. Evaluating is not simply a matter of setting exams and giving marks. Scores and assessment response contribute extremely to the learning of individual students and to the improvement of an efficient and reciprocal writing course. Consequently, comprehending evaluating processes is crucial to ensure that teaching is having the desirable influence and that learners are being evaluated in a just way. Without the information got from assessments, it would be hard to determine the gap between learners' current and goal performances and to assist them to improve.

Needs analysis, course design, materials choice and assessment are not separate, linearly related activities but produce phases that coincide and affect each other. Therefore, evaluation supplies information that can be used to demonstrate student improvement, determine shortages, offer instructional solutions, and assess course efficiency. It is explored the main practical issues that instructors run across when making decisions about assessing written work, in particular:

- Goals of evaluating
- Validity and reliability issues
- Building evaluating assignment
- Approaches to scoring
- Reducing student concern
- Portfolio assessment

Assessment is related to the variety of methods used to get data on a student's language skills or achievement. It is thus an umbrella term which includes various practices as single class tests, short essays, long project reports, writing portfolios, or large-scale standardized examinations. Although we focus on classroom tasks, it is worth shortly touching upon the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) exams because of their importance in the evaluating of English writing. TOEFL is a standardized exam of proficiency admitted in 180 and widely used for enrollment to US universities. It examines listening, reading, and structure using a multiple choice format and includes a half an hour written paper (Test of Written English) that requires examinees to provide a 250-word essay. Scripts are scored by two independent markers on a five-point scale. IELTS is taken by about one million applicants every year for immigration and professional purposes and university enrollments. All candidates do the same listening and speaking modules and choose either "general training" or "academic" reading and writing sections. The writing module consists of two essays (150 words and 250 words) in an hour period of time. The exam aims to provide a profile of an examinee's English language proficiency and each skill is evaluated by a nine-point band scale. More details of the test formats, sample questions, test venues, and preparation materials are available from different sources such as books, textbooks, websites, courses.

In the classroom, any evaluation can be formative – constructed to define a student's strengths and weaknesses to effect remedial action, or summative – regarded with "summing up" how much a student has learned at the end of a course. So while the results of the former response to instruction, the latter provide data on individual performance or program achievements. There are five main causes for assessing students:

1.Placement: To supply data that will help to place students to appropriate classes. Effectiveness in administering and marking is commonly given high importance as mistakes can usually be rectified later. These tests may also serve a diagnostic function.

2. Diagnostic: To determine learners' writing strengths and weaknesses. Typically used as part of a needs evaluation, this kind of exam can also determine areas where remedial action is required as a course progresses, helping instructors plan and arrange the course and inform students of their achievements.

3. Progress: To help learners to produce the writing progress they have made in their course. These assessments are based on a distinct signing of what they have gained, testing genres that have been the goal of the course. The results should show progress rather than failure and are often used to make decisions for course developments.

4.Performance: To give information about learners' skills to perform particular writing tasks, usually connected with known academic or workplace requirements. These use "real-life" performances as a measure and typically search to pattern non-test contexts. The extent to which these tests can approximate real-world setting depends on how far target performance can be clearly classified.

5. Proficiency: To estimate a learner's general level of competence, usually to produce certification for employment, university study, and etc. Unlike achievement tests, these are based on a particular writing course, nor

are they like performance tests in evaluating particular writing abilities. Instead they aim to give a general idea of skills frequently standardized for global use.(e.g. ,TOEFL or IELTS).

While these wide classifications represent the major factors for fulfilling evaluation, instructors use evaluations to stimulate their students to work more diligently or to feel motivated about their progress, to provide practice for local and international tests, to collect information about what to instruct next, and to assess the achievements of their methods, assignments, or materials. "Writing evaluation therefore has clear pedagogic objectives as it can directly have an impact on teaching and promote student achievement, while informing teachers of their own effectiveness and the influence of their courses. This effect is usually called washback: "the effect a test has on the teaching environment which has preceded it"(Hamp-Lyons, 1991).

The characteristics that most influence the importance of an evaluation measure are validity and reliability, that is, an exam should do what it is meant to do and it should do consistently.

A writing evaluation assessment is regarded reliable if it measures consistently, both in terms of the same learner on various occasions and the same assignment across different raters. It thus involves minimizing variants in scores caused by factors unrelated to the exam. Many factors can affect a writer's task implementing. These include the conditions under which exams are taken, the instructions given to learners , the genre, the time of day, and so on. Writing is a complex activity in which the writer uses a range of knowledge and abilities and this complexity makes it different that the same individual will do equally well on different occasions and assignments. So while differences in the same person's grades might reveal specific strengths and weaknesses, there is a need to restrict statements about a learner's writing skills to what has actually been evaluated. Hughes states that reliability of performance can be achieved through producing a necessary amount of samples, restricting the candidate's selection of topics and genres, giving clear assignment instructions, and providing students are familiar with the evaluation format.

The second factor of reliability concerns the consistency with which learner writing is evaluated and this is potentially full of problems as evaluation involve subjective judgments.

This typically means two main issues:
- All evaluators should accept the rating of the same learner implementation
- Each evaluator should evaluate the same task in the same way on different occasions

Instructors are often the only assessors of their learner's writing and so they wish to feel confident that they are feedbacking consistently across learner scripts and that other instructors would assess the performance in the same way. Luckily, nevertheless, evaluators may be influenced as much by their own cultural contexts and experiences as by diversities in writing quality. Even where texts are double assessed, studies have discovered that assessors can distinguish in what they search in writing and the standards they appeal to the similar text. Novice assessors, for example, tend to concentrate much more on grammatical accuracy and local mistakes which are considered to be highly visible.

To sum up , the most efficient evaluations will:
- Demand multiple writing samples of topics and genres from the course(performance reliability).
- Have mechanisms for distinct and consistent grading across text and raters (grading reliability)
- Provide chances for writing which are as much like the real skill required as possible by reflecting the originality of target contexts (face and content validities)
- Produce results that widely match learners' implementations in other exams (criterion validity)
- Only evaluation abilities that are part of the concentration ability/skill (construct validity)
- Guarantee that effects are used ethically in the treatment of learners/instructors (consequential validity)

Развитие навыков письма студентов с помощью оценивания
Резюме

Развитие навыков письма является одним из основных аспектов при теста на получение сертификата, подтверждающего уровень знания языка для прохождения обучения за рубежом (IELTS, TOEFL). Таким образом, при развитии навыков письма у учащихся преподавателю следует тщательно обдумать оценочную систему, так как неправильный подход и оценивание работы могут повлиять на отношение учащихся к урокам ,и , более того, мотивации , а также эффективности данных занятий. Каждый преподаватель может разработать свою систему оценивания исходя из индивидуальных способностей своих учащихся. В статье приводятся образцы оценивания эссе.

Qiymətləndirmə yolu ilə tələbələrin yazı bacarıqlarının inkişafı
Xülasə

Yazı vərdişlərinin inkişafı dil öyrənilməsində, həmçinin ingilis dilinin öyrənilməsində əsas aspektlərdəndir. Bundan əlavə yazılı şəkildə öz fikirlərini ifadə etmək qabiliyyətinin yoxlanılması xaricdə dil təhsili haqda sertifak üçün verilən imtahanın (IELTS, TOEFL) vacib mərhələsini təşkil edir. Bu səbəbədən müəllim qiymətləndirməni çox dəqiq aparmalıdır. Çünki bu amil güclü motivasiya olaraq dil öyrənənlərin sonrakı mərhələlərdə tədrisə yanaşmasına ciddi təsir göstərir. Hər bir müəllim tələbələrin fərdi imkanlarını nəzərə alaraq öz qiymətləndirmə sisitemini yarada bilər