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THE IMPORTANCE OF EXAMINATION IN LEARNING OF FOREIGN LANGUAGE

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ABSTRACT - The paper aims to demonstrate the significance of language learning assessment and its impact on learning improvement. The issue deals with significance of examinations, their types, impact on progress and marking criteria. Exam gives all students an equal opportunity to demonstrate their learning ability. It motivates enabling student progression and improvement.

Key words: examination, motivation, transparent marking criteria, level exams, multiple question types, marking scheme.

Examination helps to evaluate and grade students and they go hand in hand. It provides a controlled environment for independent work and so is often used to verify students' learning. At the same time it motivates students to study. Students tend to open their books more frequently when an evaluation is coming up. That is the main reason why exams can be great motivators. Evaluations add variety to student learning. Exams are one form of learning activity. They can enable students to see the material from a different perspective. They provide feedback as well that students can then use to improve their understanding. It helps to identify weaknesses and correct them. Exams enable both students and instructors to clarify which areas of the material students do not understand. This allows students to look for help, and instructors to address areas that may need more attention, thus enabling student progression and improvement.

Sometimes it is necessary for teachers to obtain feedback on their teaching. You can use exams to assess your own teaching ability. Students' performance on the exam will pinpoint areas where you should pay more attention or change your current approach. Meanwhile exams may provide statistics for the course or institution. Institutions often want information on how students are doing. How many are passing and failing, and what is the average achievement in class? Exams can provide this information.

What are the qualities of a good exam?

A good exam gives all students an equal opportunity to demonstrate their learning. With this in mind, you can reflect on the nature and parameters of your exam. For instance, could the exam be administered as a take-home exam? Two students might know the material equally well, but one of them might not perform well under the pressure of a people around or in-class testing situation. In this case, what is it that

you really want to evaluate: how well each student knows the material, or how well each performs under pressure? Moreover, it might be appropriate to allow students to bring memory aids to an exam. Again, what is it that you want to assess: their ability to memorize vocabulary or their ability to use and grammar formula?

It is significant to follow the consistency. If you give the same level exam twice to the same students, they should get a similar grade each time. Take in to account validity. Make sure your questions address what you want to evaluate. Your exam should include questions that match the average level of student's ability. It should also be possible to answer to all questions in the time allowed. To check the exam, ask a teaching assistant to take the test – if they can't complete it in well under the time permitted then the exam needs to be revised.

It might be efficient to use multiple question types. Different students are better at a variety of types of questions. In order to allow all students to illustrate their abilities, exams should include different types of questions. You can offer multiple ways to obtain full marks. Exams can be quite stressful and artificial ways to demonstrate knowledge. In recognition of this, you may want to provide questions that allow multiple ways to obtain full marks. For example, ask students to list five of the seven benefits of multiple-choice questions.

Try to be free of bias. Your students may differ in many ways including language proficiency, socio-economic background, physical disabilities, etc. When constructing an exam, you should keep student differences in mind to watch for ways that the exams could create obstacles for some students. An exam does not need to be the unique opportunity to obtain marks. Assignments and midterms allow students to practice responding to your types of questions and adapt to your expectations. An exam that is too easy does not accurately evaluate students' understanding of the material.

Transparent marking criteria plays a significant role. Students need to be informed what is expected of them. They should be able to identify the characteristics of a satisfactory answer and understand the importance of those characteristics. This can be achieved in many ways; you can give feedback on assignments, describe your expectations in class, or post model answers. Take exams out over the semester. Giving two exams one week apart doesn't give students enough time to receive and respond to the feedback

given by the first exam. When possible, plan the exams to fit logically within the flow of the course material. It might be helpful to take tests at the end of essential learning units rather than simply give a midterm halfway through the semester. For students with disabilities, exams must be amenable to adaptive technologies such as screen-readers or screen magnifiers.

Preparing a marking scheme ahead of will allow you to review your questions, to verify that they are really testing the material you want to test, and to think about possible alternative answers that might come up.

You can have a look at what others have done. Chances are that you are not the only person who teaches this course is high. Look at how others choose the scheme of making. Or you can make a marking scheme usable by non-experts. Write a model response and use this as the basis for a marking scheme usable by non-experts. This ensures that your assistants and your students can easily understand your marking scheme. It also allows you to have an external examiner mark the response, if need be. A rubric can be an effective tool to help you or your teaching assistants assess student work quickly and accurately. Sharing the rubric with your students as they begin to study for the exam is good idea. You should give them consequential marks. Generally, marking schemes should not penalize the same mistake repeatedly. If an error is made early but carried through the answer, you should only penalize it once if the rest of the response is sound. You should review the marking scheme after the exam. Once the exam has been written, read a few answers and review your key. You may sometimes find that students have interpreted your question in a way that is different from what you had intended. Students may come up with excellent answers that may be slightly outside of what was asked. Consider giving these students partial marks. While marking, make notes on exams. These notes should make it clear why you gave a particular score. If exams are returned to the students, your notes will helpful to them understand their mistakes and correct them. They will also help you to understand, should students want to review their exam long after it has been given, or if they appeal their grade.

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