

ASSESSING LANGUAGE SKILLS THROUGH ICT

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Annotation. This article examines the role of information and communication technologies in assessing language skills in teaching and learning English as a Foreign Language. It analyzes how digital tools influence the assessment of listening, reading, writing, speaking, vocabulary and grammar. The paper highlights the strengths and weaknesses of using ICT based assessment showing that they provide immediate feedback, objective scoring, learner autonomy and flexible access to various test formats. The study concludes that integrating ICT based assessment tools into regular English instruction significantly enhances the accuracy of skill evaluation and learner motivation.

Keywords: ICT, language assessment, digital tools, EFL, listening assessment, reading assessment, writing assessment, speaking assessment, automated feedback, learner autonomy.

Annotatsiya. Ushbu maqolada axborot kommunikatsiya texnologiyalarining ingliz tilini o'qitishda til ko'nikmalarini baholashdagi roli o'rganiladi. Raqamli vositalarning tinglash, o'qish, yozish, gapirish, so'z boyligi va grammatikani baholashga ta'siri tahlil qilinadi. Maqolada AKT asosidagi baholashning afzalliklari jumladan tezkor fikr bildirish, ob'ektiv baholash, o'quvchi mustaqilligi va turli test formatlariga keng kirish imkoniyati

yoritiladi. Tadqiqot natijalariga ko‘ra AKT asosidagi baholash vositalarini muntazam ingliz tili darslariga integratsiya qilish til ko‘nikmalarini baholash aniqligini va o‘quvchi motivatsiyasini sezilarli darajada oshiradi.

Kalit so‘zlar: AKT, til baholash, raqamli vositalar, EFL, tinglashni baholash, o‘qishni baholash, yozishni baholash, gapirishni baholash, avtomatlashtirilgan fikr bildirish, o‘quvchi mustaqilligi.

Introduction. The process of assessing language skills has evolved remarkably over the past few decades. In the past, traditional classroom assessment relied heavily on paper based tests and teacher corrected assignments which often limited the frequency and variety of evaluation. However the advent of information and communication technologies has introduced new assessment tools particularly online testing platforms automated scoring systems and mobile applications designed specifically for language evaluation. This shift became especially prominent with the widespread availability of computers tablets and high speed internet allowing teachers and learners to conduct and receive assessments anytime and anywhere. The question of which digital tools are more effective in assessing different language skills remains a topic of interest among educators and researchers. Each ICT tool has unique characteristics that influence assessment outcomes. This paper aims to explore the role of ICT in assessing language skills by examining their pedagogical features advantages challenges and their overall impact on evaluation accuracy and learner motivation.

ICT in Assessing Listening Skills. Digital technology has transformed listening assessment in significant ways. In traditional settings teachers played audio recordings once or twice and learners answered questions on paper. With ICT learners can complete listening assessments through online platforms such as Google Forms Moodle or dedicated language testing applications. These tools allow learners to listen to authentic audio materials including news broadcasts interviews and conversations multiple times if permitted by the test design. The greatest strength of ICT based listening assessment is the ability to provide immediate feedback. After answering multiple choice or true false questions learners receive their scores instantly which helps them identify their

weaknesses. Additionally digital platforms can randomize questions and answer choices reducing cheating during assessment. However limitations include technical issues such as poor audio quality or internet connectivity problems. Some learners may also feel anxious when assessed through unfamiliar digital interfaces. Despite these challenges ICT based listening assessment offers greater flexibility and objectivity compared to traditional methods particularly for large classes.

ICT in Assessing Reading Skills. Reading assessment through ICT includes online comprehension tests digital cloze exercises and interactive reading tasks. Learners read passages on screens and answer questions about main ideas details vocabulary in context and inferences. Many platforms automatically track reading speed and time spent on each question providing teachers with valuable data. The primary advantage of ICT based reading assessment is the availability of diverse authentic texts such as news articles blogs and academic papers that reflect real world reading. Learners can also use built in dictionaries or translation tools although teachers may choose to disable these features during formal assessment. Some advanced platforms use adaptive testing technology which adjusts text difficulty based on learner performance. If a learner answers correctly the next passage becomes more challenging and if incorrect the passage becomes easier. This adaptive approach provides a more accurate measure of reading proficiency. However on screen reading may cause eye strain and some learners prefer paper based reading for better concentration. Nevertheless ICT tools offer efficient and data rich reading assessment that traditional paper tests cannot easily provide.

ICT in Assessing Writing Skills. Assessing writing through ICT involves automated essay scoring systems grammar checkers and online writing portfolios. Platforms such as Grammarly Turnitin and Write & Improve analyze learner writing for grammar vocabulary spelling coherence and organization. Some advanced systems even evaluate content relevance and argument structure. The most significant benefit of ICT based writing assessment is immediate automated feedback. Learners can submit a paragraph or essay and receive suggestions for improvement within seconds. This instant feedback allows learners to revise their work multiple times gradually improving their writing accuracy and

style. Automated scoring also eliminates teacher bias ensuring that all learners are assessed by the same criteria. However automated systems have limitations. They may not accurately evaluate creativity tone or cultural appropriateness. For example a learner might write a perfectly grammatical but unnatural sentence and the system may still score it highly. Therefore many teachers combine automated feedback with human evaluation for high stakes writing assessment. Despite these limitations ICT tools greatly enhance the frequency and quality of writing assessment in EFL classrooms.

ICT in Assessing Speaking Skills. Speaking assessment through ICT includes voice recording tools pronunciation analysis software and interactive speaking tests. Learners record their responses to prompts using applications such as Vocaroo or built in tools in learning management systems. Advanced platforms analyze pronunciation intonation stress patterns and fluency providing immediate scores and visual feedback such as waveforms or pitch graphs. The greatest advantage of ICT based speaking assessment is that it allows learners to practice and assess their speaking privately without the anxiety of speaking in front of a teacher or classmates. Learners can record themselves multiple times until they are satisfied and submit their best attempt. This reduces speaking anxiety and encourages more frequent practice. Teachers can listen to recordings at any time using rubrics to provide consistent feedback. Some applications use speech recognition technology to assess specific sounds and words. However speech recognition struggles with different accents particularly non native accents and may occasionally misinterpret correct pronunciation as incorrect. Additionally assessing speaking requires careful test design to capture spontaneous speech rather than memorized responses. Despite these challenges ICT offers innovative solutions for assessing speaking skills which has historically been the most difficult skill to evaluate in large classes.

ICT in Assessing Vocabulary and Grammar. Vocabulary and grammar assessment have benefited greatly from ICT tools. Online flashcard systems such as Quizlet and Anki test vocabulary recognition and recall through matching multiple choice and typing exercises. Grammar assessment platforms generate thousands of unique exercise items allowing learners to practice and test themselves endlessly. The primary strength of ICT

based vocabulary and grammar assessment is the ability to use spaced repetition algorithms. These algorithms track which words or grammar rules a learner struggles with and present them more frequently until mastery is achieved. This personalized assessment approach is impossible with traditional paper tests. Learners also receive immediate feedback on each answer along with explanations for correct and incorrect responses. Many platforms gamify vocabulary and grammar assessment using points levels and leaderboards which increases learner motivation and engagement. However learners may memorize answers to specific exercise formats rather than truly acquiring the language. Teachers should therefore complement automated vocabulary and grammar assessment with open ended writing and speaking tasks where learners must use target structures naturally.

Comparative Analysis of ICT Assessment and Traditional Assessment. Both ICT based assessment and traditional paper based assessment have proven effective in evaluating language skills but they serve different purposes and suit different contexts. ICT assessment excels in providing immediate feedback objective scoring unlimited test attempts and detailed performance data. It is particularly suitable for formative assessment where learners need frequent low stakes opportunities to check their progress. Traditional assessment on the other hand is more suitable for summative high stakes examinations where reliability and security are paramount. Paper tests do not depend on electricity internet access or device availability. Research indicates that the most effective assessment framework combines both approaches. Teachers can use ICT tools for daily quizzes homework assignments and self assessment while reserving paper based tests for end of term examinations. For example a learner might complete daily grammar quizzes on an application then take a paper based writing test where they must apply those grammar structures in an essay. A study by Cambridge Assessment English found that learners who received regular ICT based feedback on their writing and speaking showed greater improvement in overall language proficiency compared to those who received only traditional teacher feedback.

Integrating ICT Assessment into English Teaching. Rather than replacing traditional assessment methods ICT tools should be integrated as complementary resources. Teachers can assign online listening and reading tests as homework asking learners to screenshot their scores and reflect on their errors. In class teachers can review common mistakes identified by automated systems and provide targeted instruction. Similarly writing and speaking assessment tools can be used for peer review activities where learners compare automated feedback with their own judgments. This develops learner autonomy and critical evaluation skills. Teachers can track individual and class progress through teacher dashboards provided by many platforms identifying learners who need additional support. This blended assessment approach encourages continuous learning beyond the classroom. Learners develop digital literacy skills learn to interpret automated feedback and take responsibility for their own progress. The flexibility of ICT assessment also accommodates different learning styles and schedules making English assessment more accessible less stressful and more motivating.

Conclusion. The effectiveness of language assessment in English language teaching depends not on the medium alone but on how thoughtfully assessment tools are integrated into the learning process. ICT based assessment provides immediate feedback objective scoring personalized difficulty and detailed performance data that traditional paper tests cannot easily provide. Traditional assessment offers security reliability and freedom from technical dependence. Rather than viewing these approaches as competing alternatives educators should regard them as complementary components of a modern assessment framework. By integrating ICT assessment tools for frequent low stakes evaluation and traditional methods for high stakes summative testing teachers can create a dynamic accurate and learner centered assessment environment that maximizes language skill development and learner motivation. In today's rapidly evolving digital age where technology continually transforms education adopting a blended assessment approach that combines the efficiency and data richness of ICT with the reliability and security of traditional methods stands out as the most effective strategy for assessing English language skills. Learners who regularly engage with both assessment approaches develop not only

stronger language abilities but also greater confidence autonomy and readiness for real world communication in English.

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