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***Assessment Literacy as a Core Requirement for EFL Teachers in
Uzbekistan: A Modern Perspective on English Language Skills Evaluation***

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Abstract: This article examines assessment literacy as a key professional requirement for EFL teachers in Uzbekistan. In modern English language education, assessment is not only about grading students but also about improving learning through feedback, communication-based evaluation, and continuous monitoring of student progress. However, in many EFL classrooms, traditional testing methods still dominate, focusing mainly on grammar accuracy and written exams. This study analyzes modern approaches to language assessment, including formative assessment, performance-based evaluation, and communicative testing. The findings show that teachers with strong assessment literacy can better support students’ development in speaking, listening, reading, and writing skills, especially in communicative competence.

Keywords: assessment literacy, EFL teachers, Uzbekistan, language assessment, formative assessment, communicative competence

Introduction. Assessment plays a central role in English language teaching because it determines how students’ progress is measured and how learning is improved. In Uzbekistan, English is taught at schools, colleges, and universities, but assessment practices are still often based on traditional written tests. These tests usually focus on grammar rules, vocabulary memorization, and reading comprehension, while speaking and listening are not always assessed properly.

This creates a problem in language learning because students may know grammar rules but cannot use English in real communication. In modern education, the main goal



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of English teaching is communicative competence, which includes the ability to use language in real-life situations.

According to H. Douglas Brown, effective language assessment should reflect real communication ability, not only knowledge of grammar structures. This means teachers must assess how well students can use English in speaking, listening, and interaction tasks. Therefore, assessment literacy has become an essential professional skill for EFL teachers. It helps teachers design better tests, give meaningful feedback, and support students’ language development.

Methods. This article uses a qualitative research approach based on document analysis. It reviews international books, peer-reviewed journal articles, and applied linguistics research related to language assessment and English language teaching.

The study focuses on five main areas of assessment literacy:

Understanding assessment principles

Formative assessment practices

Performance-based evaluation

Communicative language testing

Feedback and learner improvement

The analysis also considers classroom assessment practices in EFL contexts in Uzbekistan universities. The purpose is to identify how modern assessment methods can improve students’ English language skills, especially communicative competence.

Results and Discussion

Understanding Assessment Literacy

Assessment literacy refers to the teacher’s ability to design, use, interpret, and evaluate assessment tools effectively. It also includes the ability to give constructive feedback that supports student learning.



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According to Lyle Bachman, language assessment should measure communicative language ability in real-life contexts rather than only grammatical knowledge.

In Uzbekistan, many teachers still rely on traditional exams. These exams usually test memorization rather than communication. As a result, students may perform well in written tests but struggle in speaking and listening tasks.

Developing assessment literacy helps teachers understand that assessment is not only about grading but also about improving learning outcomes.

Formative Assessment in EFL Classrooms. Formative assessment is a continuous process of evaluating student learning during instruction. It helps teachers understand students’ strengths and weaknesses and adjust teaching accordingly.

Common examples include:

- *classroom observation*
- *speaking practice activities*
- *short quizzes*
- *peer and self-assessment*
- *oral questioning*

Dylan Wiliam explains that formative assessment has a strong positive effect on student achievement because it provides ongoing feedback and supports learning improvement.

In EFL classrooms, formative assessment is especially important for speaking and listening skills because these skills require continuous practice and correction.

When teachers use formative assessment regularly, students become more active learners and less dependent on final exams.

Performance-Based Assessment. Performance-based assessment evaluates students’ ability to use English in real communication tasks. Instead of answering



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multiple-choice questions, students are asked to perform tasks such as:

- *giving presentations*
- *participating in group discussions*
- *role-playing real-life situations*
- *conducting interviews*
- *summarizing spoken or written texts*

David Nunan states that language should be assessed through meaningful tasks that reflect real communication.

In Uzbekistan universities, performance-based assessment is still developing, but it is highly effective in improving speaking confidence and fluency. Students become more motivated when they see that their ability to communicate is being evaluated, not just their grammar knowledge.

This type of assessment also prepares students for real academic and professional communication.

Communicative Language Testing

Communicative language testing focuses on evaluating students’ ability to use English in real communication contexts. It includes listening to authentic materials, responding to questions, and interacting with others.

Unlike traditional tests, communicative tests evaluate:

- ✓ fluency
- ✓ interaction ability
- ✓ clarity of meaning
- ✓ appropriateness of language use

Jeremy Harmer explains that language testing should reflect real-life communication as closely as possible.



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In modern EFL classrooms, communicative testing is important because it helps students develop confidence and reduces fear of speaking.

Role of Feedback in Language Development

Feedback is one of the most important parts of assessment. It helps students understand their mistakes and improve their language skills.

Effective feedback should be:

- ✓ clear and simple
- ✓ supportive and encouraging
- ✓ focused on improvement
- ✓ given regularly

Teachers should avoid only giving scores. Instead, they should explain what students did well and what they need to improve.

According to Harmer, feedback is a key factor in motivating learners and helping them develop confidence in using English.

In Uzbekistan EFL classrooms, feedback is especially important for speaking skills, where students often feel shy or afraid of making mistakes.

Challenges in Uzbekistan Context

Although modern assessment methods are effective, several challenges exist in Uzbekistan:

- ✓ *traditional exam-based education system*
- ✓ *focus on grammar and written tests*
- ✓ *limited training in assessment literacy for teachers*
- ✓ *large class sizes*
- ✓ *lack of time for speaking assessment*



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These challenges make it difficult to fully implement modern assessment approaches. However, gradual changes and teacher training can improve the situation.

Conclusion. In conclusion, assessment literacy is a fundamental requirement for EFL teachers in Uzbekistan. Modern language education requires teachers to go beyond traditional testing and focus on communicative competence, continuous feedback, and performance-based evaluation.

The study shows that teachers who understand assessment literacy can better support students’ development in all four language skills. Formative assessment helps improve learning during the process, while performance-based and communicative assessments develop real-life communication skills.

However, challenges such as exam-oriented systems and lack of training still exist. Therefore, improving teacher education and professional development is necessary.

Overall, assessment literacy is not only a technical skill but also a key professional competence that directly influences the quality of English language teaching in Uzbekistan universities.

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