

AFFECTIVE TECHNIQUES AND IMPLEMENTATIONS OF ASSESSMENT FOR DIFFERENT SOCIAL GROUPS

Egamberganova Gulnoza Ulug'bek qizi

An English teacher in Lumos Mind International school

***Annotation:** In this article affective techniques and implementations of assessment for different social groups*

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Introduction. Sociolinguistics is a field that explores language use and its relation to social interactions. In this course, we will be examining how ethnicity, race, gender, and language background influence language use and attitudes towards different dialects. By acknowledging the complexities that influence our language use, we can begin to foster a more inclusive and equitable language environment for all. Norton & Toohey (2011) state that “The sociolinguistic profile of language learners should be taken into account in language instruction. This includes factors such as age, gender, ethnicity, social class, and cultural background, all of which can influence language use and learning” (p. 44). Accordingly, multilingual learners are entitled as a separate subgroup and they come from diverse cultural and ethnic backgrounds and may have unique understanding and appreciation of different cultures and identity. The classroom curriculum is designed to support students' English language acquisition while also valuing the linguistic diversity they bring to the classroom. Students are encouraged to share their personal narratives and cultural traditions through oral and written presentations, and non-standard varieties of English are respected and valued alongside standard English. To support students' language development, the classroom uses a variety of interactive and multimodal tools and technologies, including online language-learning platforms, language-

learning games, and multimedia presentations. The teacher also uses frequent formative assessments to track students' progress and adjust instruction as needed. Outside of the classroom, the education center has a strong commitment to community engagement and social justice. Students have opportunities to engage in service-learning projects that allow them to connect with members of the surrounding community and learn about issues of social inequality and justice. By leveraging a range of tools and technologies, formative assessments, and community engagement opportunities, this classroom seeks to ensure that all students have the opportunity to succeed and thrive.

Language assessment. It is important to note that there is no foolproof way of assessing social groups, and any assessment approach should be used with caution and sensitivity to the ethical and socio-lingual implications of the data. When assessing English language learners, it is important to consider both formative and summative approaches. Formative assessments are ongoing and provide teachers with insight into students' learning progress, while summative assessments are conducted at the end of a unit or course to evaluate student achievement. Assessment should align with the learning objectives and be tailored to the students' level of English proficiency. For instance, multiple-choice tests may not be suitable for learners who have not yet developed strong reading or writing skills in English. Instead, alternative assessment methods, such as writing short paragraphs or essays, or oral presentations, may be better suited for these learners. Assessment should also be fair and equitable, not only in terms of the content, but also in the format and administration. For example, learners who may have a disability that affects their ability to complete a written assessment may require a different form of assessment, such as an oral examination. Also, frequent informal assessments should be incorporated, so that areas of concern can be identified and addressed promptly. Preparing suitable materials and culturally appropriate tasks for different social groups plays a major role and demands more effort from teachers in evaluation process. Tests or assignments should be organized in a standardized English language which all members of group are able to understand and interpret easily. Also, it may be

necessary to adjust the standard scoring criteria in language assessments owing to avoid penalizing for not conforming language norms. I try to approach individuals and groups with respect and impartiality, focusing on their uniqueness and emphasizing their similarities and differences in a fair, non-judgmental, and non-stereotypical way. It is essential to acknowledge and appreciate cultural diversity while treating everyone with dignity and equality, regardless of their background. As for the gender reability, teachers should encourage female students to participate more in classroom discussions and actively check for gender-biased feedback and grading practices. Swann (2003) mentioned that “This area of language and gender is one that has a number of practical as well as theoretical implications: within education, for instance, there have been concerns about potential inequalities in classroom talk”. Both gender should be taken into consideration and tasks should be relevant to their needs and religion. Furthermore, assessment should focus on the student's attainment of communicative competencies rather than grammatical accuracy, which can disinterest male students from language learning. Because, not all students' aim is just to learn grammar but also most of them intend to improve oral skills and communicate with foreigners fluently. In this case, it is teachers' major role to consider alternative types of assessment methods such as oral presentations or group work that may be more engaging for both male and female learners. Students can be also easily assessed with their active participation, pronunciation and comprehension skills. These assessments may focus on evaluating a learner's language and communication skills, as well as their ability to adapt to different sociolinguistic situations, such as exchanging information with peers, engaging in debates, or delivering presentations. According to Black and Wiliam (1998), “Assessment should be used to empower learners and help them take ownership of their learning”. When assessing groups based on ethnicity and language background, there are different approaches you can use. Internal assessment involves assessing various linguistic factors within the group itself, such as language use, proficiency, and attitudes. External assessment involves using standardized tests or questionnaires to compare the group's linguistic ability or attitudes to those of

other groups. Both internal and external assessment approaches have their benefits and limitations, and which one to use depends on your research questions, goals, and resources. When it comes to ethical implications, it is important to consider several ethical implications while conducting assessments on students from different ethnic, religious, and language backgrounds. It's crucial to note that assessments based on these factors could potentially reinforce stereotypes and biases, leading to discriminatory practices. Also, fairness and inclusivity should be taken into consideration that assessments are fair and inclusive to all students, regardless of their ethnic, religious, and language backgrounds. To improve students' equity and fairness in classroom, linguistic diversity should be taken in to account when assessing two different groups in sociolinguistics. As Flores & Rosa (2015) point out that "An equitable sociolinguistics recognizes the marginalized and minoritized voices and perspectives that are often excluded from mainstream discourse, and works to amplify these voices and create a more inclusive and just linguistic landscape" (p. 10). Every individual from both groups should have the opportunity to demonstrate their language skills in the dialect or language variety that they are most comfortable with.

Conclusion. In conclusion, a language instructor in an urban educational center plays a critical role in advocating for the needs of specific subgroups, whether based on ethnicity or religious background knowledge. The instructor must make a concerted effort to understand the unique challenges faced by these groups in order to create an inclusive environment for all students. By doing so, the instructor can help foster a sense of belonging and acceptance among diverse student populations. Ultimately, this can have a profound impact on the success of individual students and the overall education community. Through active advocacy and support, language instructors can help level the playing field and provide opportunities for all students to reach their full potential. In addition to advocating for specific subgroups, the language instructor also plays an important role in promoting cultural awareness and sensitivity. By integrating diverse perspectives and experiences into course materials and discussions, the instructor can help students better understand and appreciate the

differences among them. This can lead to a more inclusive and supportive learning environment, where all students feel valued and respected. Additionally, the language instructor can work to create opportunities for students to learn more about their own cultural backgrounds and histories, as well as those of their peers. Overall, the language instructor has the power to shape the attitudes and behaviors of students, and by embracing diversity and promoting inclusivity, they can help cultivate a more just and equitable society. As a teacher, we have different learners and all of them have different learning intentions and preferences. So, in this case teachers should be ready to use all of their instructional tools and assessment criterias to make all learners achieve higher results. As a language instructor, I take great care to understand the specific needs and challenges of each of my learners. I believe that learning a new language requires patience, empathy, and a deep appreciation for cultural diversity. In my classroom, I prioritize the needs of learners from diverse linguistic, cultural, and socioeconomic backgrounds, and strive to create a safe and inclusive space for everyone. I also recognize that some learners may face additional challenges, such as language barriers or differing levels of prior education. To address these discrepancies, I tailor my teaching to the specific needs of each student, using a variety of strategies and materials to accommodate diverse learning styles.

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