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INDIVIDUAL AND GROUP ASSESSMENTS IN ENGLISH LANGUAGE LEARNING

This article examines individual and group assessment methods in English language education, emphasizing their significance in multilingual learning environments. Through comparative analysis, surveys, and qualitative research, the study evaluates the effectiveness of these assessment approaches based on O'Farrell's principles of fairness, reliability, and sufficiency.

Key findings indicate that individual assessments provide personalized feedback, identifying students' strengths and weaknesses, while group assessments foster collaboration, communication, and critical thinking through interactive tasks such as presentations and project-based learning. The study also highlights the role of innovative methods like self-assessment and peer evaluation in enhancing student engagement and motivation.

A survey conducted among English teachers reveals that while traditional assessment methods remain in use, educators increasingly adopt blended approaches that integrate both individual and group assessments. The findings suggest that this combination optimizes learning outcomes, improves motivation, and prepares students for real-world communication and teamwork.

The article advocates for a shift toward dynamic, student-centered assessment strategies that align with global educational standards while addressing the specific needs of multilingual learners. By incorporating diverse assessment techniques, educators can create a more inclusive and effective learning environment.

Keywords: Language education, individual assessment, group assessment, English learning, educational assessment, collaborative learning, personalized feedback.

Introduction

In the evolving landscape of English language education, the methodologies employed to assess learning outcomes play a pivotal role in shaping the educational journey of students. Individual and group assessments, as two cornerstone approaches, offer unique insights into the progress and capabilities of learners. This article delves into the essence of these assessment types, unraveling their significance, characteristics, advantages, and challenges within the context of learning English. Through a nuanced exploration, we aim to provide valuable perspectives on how these evaluative strategies can be effectively integrated to foster a robust and inclusive learning environment. Our discussion is not only a testament to the importance of assessment in educational practice but also an invitation to reconsider and innovate upon traditional and contemporary approaches for optimal learning outcomes in the realm of English language education.

The main research question that we focused on: How do individual and group assessment strategies impact academic performance, motivation, and classroom engagement in English language education within multilingual contexts, such as Kazakhstan?

As Kazakhstan embraces multilingual education, the significance of evaluating English language skills has grown substantially. Educators in the country are working to implement effective assessment techniques that address the varied linguistic requirements of students, acknowledging the need for customized and all-encompassing evaluation approaches. This focus on assessment aligns with Kazakhstan's broader educational objectives, which seek to equip students for worldwide opportunities and develop proficiency in several languages [1, p. 76]. A notable example of these efforts is the implementation of new assessment approaches introduced by Nazarbayev Intellectual Schools, which emphasize formative assessment as a means of ensuring fair and comprehensive evaluation of students' language proficiency [2].

Assessment diversity is recognized as a crucial element in global educational approaches to addressing varied learning requirements. Research across different educational contexts emphasizes the importance of utilizing both individual and collaborative assessment methods. Studies conducted in European and North American educational institutions demonstrate that group assessments play a vital role in enhancing teamwork and communication skills. Simultaneously, individual evaluations remain essential for providing tailored feedback and meeting specific

learner needs [3, p. 64]. Furthermore, research by Black and Wiliam highlights how formative assessment strategies improve student outcomes by fostering deeper engagement and reflection [4, p. 42].

Kazakhstan's focus on multilingual education demonstrates its dedication to equipping students for international opportunities [5, p. 14]. The evaluation of English language skills has become increasingly crucial as educators work to implement strategies addressing the varied linguistic and academic requirements of learners. Recent educational policy changes have advocated for a blend of individual and collaborative assessment methods, harmonizing local practices with worldwide benchmarks while acknowledging Kazakhstan's distinctive linguistic environment. The General Criteria for Assessing Student Achievements provides a structured framework for designing effective assessments, ensuring that they align with global best practices while remaining adaptable to the unique needs of multilingual classrooms [6].

In Kazakhstan, the implementation of O'Farrell's assessment principles demonstrates a combination of global best practices and local educational objectives. Educators in Kazakhstan utilize O'Farrell's concepts of fairness, sufficiency, and reliability to tailor both individual and group evaluations. Marzano emphasizes that effective assessment frameworks should be designed not only to measure academic progress but also to cultivate essential life skills such as problem-solving, critical thinking, and self-regulation [7, p. 73].

O'Farrell's principles provide a foundational framework for effective assessment practices [8, p. 21]. Key contributions include emphasizing fairness, sufficiency, and reliability in evaluation methods. These principles differentiate between testing and comprehensive assessment, advocating for a continuous process that identifies student progress, areas for improvement, and supports targeted feedback. In Kazakhstan, educators apply O'Farrell's principles to integrate global best practices with local educational goals, enhancing language proficiency, teamwork, and cross-cultural understanding among students. This alignment ensures assessments are both equitable and goal-oriented, fostering a more inclusive and dynamic learning environment.

The literature review on the given article suggests a confluence of Kazakh, Russian, and foreign scholarly perspectives, each enriching the understanding of assessment in the English language learning process. These sources collectively advocate for an assessment paradigm that is dynamic, student-centered, and reflective of both individual and collective educational journeys.

Assessment forms the basis for understanding student learning, involving the evaluation of levels, quality, or significance of outcomes. O'Farrel [8, p. 23] defines it as a continuous, systematic process of collecting and analyzing data to

enhance learning, focusing on knowledge, understanding, and skill acquisition. Unlike testing, assessment employs broader methods to measure progress. Key principles for effective assessment include ethics, fairness, sufficiency, currency, authenticity, reliability, validity, and learning domains [9, p. 62]. This perspective is further supported by research on general assessment criteria, which emphasize that effective evaluation should integrate both quantitative and qualitative measures to ensure a holistic understanding of student progress [10, p. 62].

O'Farrel [8, p. 3] outlines the purposes of assessment as follows:

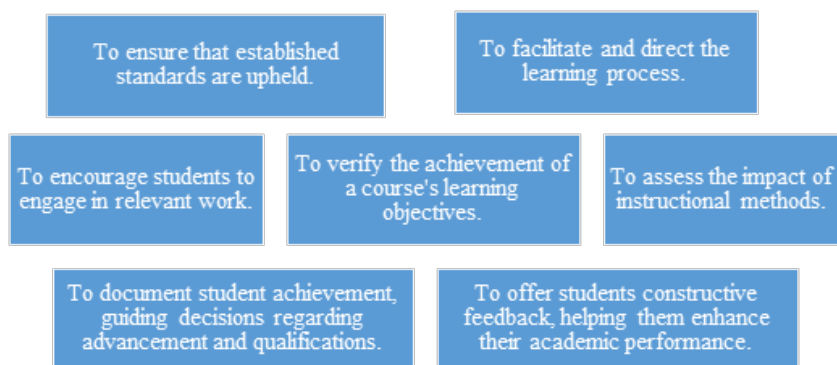


Figure 1 – Purposes of assessment outlined by O'Farrell

Materials and methods

In order to find out how English teachers use individual and group assessment in their practice, which methods they consider the most effective, what difficulties they face and how these approaches affect students' motivation and academic performance, we conducted a survey.

This investigation employs survey to examine the influence of individual and collaborative assessments on English language acquisition. An analysis explores disparities in academic performance, student motivation, and classroom engagement between learners assessed individually and those evaluated in groups.

The survey focused on the choice of methods, their frequency of use, the difficulties identified and the impact on student motivation. We assumed that the data obtained would help identify trends and preferences in the use of these approaches, as well as identify areas that require further study and improvement.

The survey, conducted between May and August 2024, involved 24 English teachers from various educational institutions across the Kyzylorda region. The

participants, representing a diverse group, were asked 10 questions covering key aspects of individual and group assessment.

The survey involved teachers from various educational institutions, representing a diverse group in terms of gender, language of instruction, and teaching experience. Among the participants, 5 were male and 19 were female, reflecting a predominance of women in the teaching profession. The teachers ranged in age from 23 to 49, representing a diverse spectrum of experience and perspectives in English language education.

The teachers represent urban public schools. They work with students of 5-8th grade middle school, all teach in Kazakh language.

The survey provided valuable information about the use of individual and group assessment in English teaching, their perception and impact on the learning process. The data obtained became the basis for identifying current trends, preferences and problems, as well as for developing recommendations aimed at improving the effectiveness of the educational process.

Discussion and results

The questions were designed to cover key aspects of individual and group assessment, as well as to understand how they are used in practice and what changes can improve the educational process.

The first question was about understanding the concept of individual assessment, as it was important to find out how teachers interpret and apply this approach in their practice. Individual assessment involves a deep personalization of the educational process, but its implementation can vary significantly. The answers to this question helped determine which teachers focus on testing, comparison with the group norm, individual assignments, or other assessment methods.

Frequency of Individual Assessment. Around 40 % of teachers frequently use individual assessment, while approximately 60 % use it occasionally or rarely.

“Ladder of Success” Technique. About a third of respondents use this technique regularly, around 50 % use it occasionally, and roughly 15 % do not use it at all. Among those who use it, over 60 % found it effective for encouraging self-reflection and identifying improvement areas.

Special attention was paid to the issues of group assessment. Teachers were invited to share their views on the goals of this approach. For example, whether they see it as a tool for developing communication skills, creating a competitive environment, or reducing the burden on the teacher. This helped to identify which aspects of group assessment are most appreciated in practice and what advantages teachers see in using it.

– Frequency of Group Assessment. Close to 45 % reported regular use of group assessment, with about 55 % applying it less often.

– “BLOB’s Tree” Technique. Approximately 25 % of teachers frequently use this technique, 40% use it occasionally, and about 35 % rarely or never use it. Nearly 45 % recognized its primary benefit as promoting critical thinking and self-awareness.

– Peer Assessment. Around 40 % of respondents incorporate peer assessment regularly, approximately 35 % use it occasionally, and about 25 % do not use it at all. Half of the teachers valued peer assessment for fostering constructive feedback and developing communication skills.

For a deeper analysis, teachers were asked to indicate the methods that they most often use in both individual and group assessment. In particular, the list of individual assessment methods included tests, oral surveys, portfolios, projects and essays, and also allowed it to be supplemented with other options. Similarly, when discussing group assessment, the popularity of methods such as peer review, collaborative projects, discussions, debates, and role-playing games was analyzed. These data made it possible to identify both frequently used and insufficiently used methods, as well as compare them with their effectiveness.

– Effectiveness of Assessment Types. Nearly 60 % of teachers believe that combining individual and group assessments is the most effective approach. Around 25 % favor individual assessment exclusively, while roughly 15 % prefer group assessment.

Among the important topics was the frequency of using group assessment. Teachers were asked to rate how actively they apply this approach: constantly, from time to time, or rarely. This allowed us to identify patterns and understand the conditions under which teachers see the need for group assessments. In addition, the question of the advantages and disadvantages of individual and group assessment was considered. The teachers evaluated which of them best reflected the students’ level of knowledge and promoted the development of cooperation skills.

– Group Assessment Techniques. Group presentations were commonly used by about 45 % of respondents, and project-based learning was noted by roughly 40 %.

– Impact of Group Assessments. Around 60 % emphasized the role of group assessments in enhancing teamwork and communication skills, while nearly 40 % highlighted their importance in promoting critical thinking and mutual accountability.

Self-assessment was also included in the survey as one of the promising elements of the educational process. Teachers shared their experience in using self-assessment and its regularity, which helped determine how well this tool is accepted and appreciated in teaching practice.

– Integration of Self-Assessment Tools. Nearly 60 % of teachers use self-assessment tools, with approximately 35 % favoring rubrics and around 30 % using success scales like the “Ladder of Success”.

One of the key topics of the survey concerned the difficulties faced by teachers in conducting individual assessments. Among the most common problems, subjectivity of assessments, high workload, and difficulties in accounting for all aspects of language skills were considered. These data provide a deeper understanding of which aspects of the methodology need to be improved and supported.

– Individual Assessment Challenges. Time constraints were cited by close to 40 % of respondents, while roughly 30 % mentioned ensuring objectivity, and another 30 % highlighted tailoring feedback to diverse student needs.

Finally, teachers shared their opinions on how group assessments affect students' motivation. The analysis of the responses showed that the perception of this influence can be positive, neutral or negative, depending on the conditions and approaches to its implementation.

– Group Assessment Challenges. Managing group dynamics was a challenge for around 40 %, with about 30 % identifying difficulties in ensuring equal participation.

The survey results show that teachers actively use both individual and group assessment, adapting them to educational needs. Individual assessment is valued for accuracy, and group assessment is valued for the development of soft skills. However, there are difficulties associated with time costs and subjectivity. The inclusion of professional training and the increased use of self-assessment and peer review can significantly improve the effectiveness of assessment processes.

The discussion highlights the transformative potential of well-designed assessment strategies, emphasizing their role in shaping not only academic success but also the overall growth and development of learners. This balanced approach to evaluation ensures that education remains student-centered, equitable, and future-focused [6, p. 47].

Conclusion

Assessment serves as a cornerstone of effective language education, providing structure, opportunities for reflection, and a pathway to sustained student growth [11, p. 36]. The survey conducted among English language teachers revealed valuable insights into the application of individual and group assessments, highlighting their complementary roles in fostering student progress and motivation.

The data showed that regular assessment practices remain fundamental, with 42 % of respondents emphasizing their role in structuring learning and promoting self-reflection. Among the methods explored, personalized assessment approaches stood out, being preferred by 25 % of teachers. These methods, such as individualized assignments and tailored feedback, allow educators to address diverse learning styles and paces, enhancing engagement and ensuring that students receive meaningful, constructive input on their progress.

Group assessments, utilized frequently by 50 % of the respondents, emerged as an effective tool for developing essential soft skills such as teamwork and communication. Techniques such as collaborative projects, discussions, and role-playing activities were noted for their ability to foster a sense of shared responsibility and deepen understanding of the subject matter. However, the survey also uncovered challenges in this area: 38 % of teachers identified difficulties in managing group dynamics and ensuring equitable participation, pointing to a need for strategies that balance collaboration with individual accountability.

While traditional methods, such as standardized tests, remain in use, their limitations in addressing the diverse needs of contemporary learners were evident. A notable 58 % of respondents favored combining individual and group assessments, reflecting a broader shift toward dynamic, student-centered practices. This integrated approach not only allows for a more inclusive learning experience but also supports the development of critical thinking and problem-solving skills.

The survey also identified key areas for professional development. Teachers highlighted the importance of exploring innovative tools, such as peer and self-assessment techniques, to address persistent challenges like time constraints and feedback accuracy. By equipping educators with strategies to implement these methods effectively, professional development programs can enhance both the quality and efficiency of assessment practices.

In conclusion, the survey results underscore the importance of embracing diverse and adaptive assessment methods in English language education. Personalized and collaborative approaches are essential for meeting the evolving demands of the educational landscape, enabling educators to foster academic achievement while supporting the holistic development of their students. By integrating these strategies into everyday practice, schools can create a more inclusive, motivating, and effective learning environment.

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АҒЫЛШЫН ТІЛІН ҮЙРЕНУ КЕЗІНДЕГІ ЖЕКЕ ЖӘНЕ ТОПТЫҚ БАҒАЛАУ

Мақалада ағылшын тілін оқытудағы жеке және топтық бағалау зерттеледі, олардың көптілді білім беру мен қазіргі стандарттар контекстіндегі өзектілігі атап өтіледі. Салыстырмалы талдауды, бақылауларды және сапа көрсеткіштерін пайдалана отырып, зерттеу авторлары О'Фарреллдің әділеттілік, сенімділік және жеткіліктілік принциптерін басшылыққа ала отырып, дәстүрлі бағалауды жеке және бірлескен тәсілдермен салыстырады.

Негізгі тұжырымдар әртүрлі бағалау әдістерінің артықшылықтарын көрсетеді. Жеке бағалау жеке кері байланысты ұсына отырып, оқушылардың күшті және әлсіз жақтарын анықтайды, ал топтық бағалау презентация, бірлескен мәтін жазу және жобалық тапсырмалар сияқты іс-шаралар арқылы қарым-қатынасты, топтық жұмысты және сыни ойлауды дамытады. Өзін-өзі бағалау және әріптестердің бағалауы сияқты инновациялық әдістер белсенділік пен белсенді қатысуды одан әрі нығайтады.

Мақалада дәстүрлі тәсілдерді жаһандану жағдайында мотивацияны арттыратын, нәтижелерді жақсартатын және қажетті өмірлік дағдыларды дамытатын динамикалық, оқушыға бағытталған әдістермен ауыстыру ұсынылады.

Кілтті сөздер: тілдік білім, жеке бағалау, топтық бағалау, ағылшын тілін үйрену, білім беруді бағалау, бірлескен оқыту, жеке кері байланыс.

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ИНДИВИДУАЛЬНЫЕ И ГРУППОВЫЕ ОЦЕНКИ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

В статье исследуются индивидуальные и групповые оценки в обучении английскому языку, подчеркивается их актуальность в контексте многоязычного образования и современных стандартов. Используя сравнительный анализ, наблюдения и качественные показатели, авторы исследования сравнивают традиционную оценку с индивидуальными и совместными подходами, руководствуясь принципами справедливости, надежности и достаточности О'Фаррелла.

Ключевые выводы подчеркивают преимущества различных методов оценки. Индивидуальная оценка выявляет сильные и слабые стороны учащихся, предлагая индивидуальную обратную связь, в то время как групповая оценка развивает коммуникацию, командную работу и критическое мышление с помощью таких мероприятий, как презентации, совместное написание текстов и проектные задания. Инновационные методы, такие как самооценка и оценка со стороны коллег, еще больше укрепляют вовлеченность и активное участие.

В статье предлагается заменить традиционные подходы динамичными, ориентированными на учащихся методами, которые повышают мотивацию, улучшают результаты и развивают необходимые жизненные навыки в условиях глобализации.

Ключевые слова: языковое образование, индивидуальная оценка, групповая оценка, изучение английского языка, оценка образования, совместное обучение, персонализированная обратная связь.

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