



USING DIFFERENT TYPES OF ASSIGNMENTS IN FOREIGN LANGUAGE TEACHING

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***Annotation:** Effective language assessment goes beyond measuring proficiency; it plays a key role in guiding learning and improvement. A well-designed assessment should be clear, reliable, and practical, offering valuable feedback that helps learners develop their communication skills. When integrated effectively, it enhances both teaching strategies and student progress, making language learning more meaningful and goal-driven.*

***Key words:** assessment, interactive authenticity, learner autonomy, language retention, TBLT.*

Introduction. "Assessment is the process of gathering information about a learner's performance to make judgments about their language ability." [1] Assessment in language teaching refers to the systematic process of collecting and analyzing learners' language use to evaluate their proficiency, progress, or areas needing improvement. Bachman and Palmer emphasize that assessment is not just about testing but about understanding learners' strengths and weaknesses to guide effective teaching. They highlight that good assessment should be valid, reliable, and practical, ensuring that it genuinely reflects a student's communicative competence.

"Tell me and I forget, teach me and I may remember, involve me and I learn" [2]. It emphasizes the importance of active learning in language teaching. Involving students through different types of assignments—such as role-plays, problem-solving tasks, and collaborative projects—enhances their engagement and retention. Instead of passively receiving information, students who actively participate in communicative and interactive tasks develop stronger language skills, making learning more effective and meaningful.

1.Task-Based Language Teaching (TBLT) is an instructional approach that emphasizes meaningful communication over rote memorization of language structures. Instead of focusing on isolated grammar drills or vocabulary exercises, TBLT engages learners in real-life tasks that require them to use the target language effectively. This method enhances fluency, problem-solving skills, and learner autonomy.

Focus on Meaning: Learners complete a task using the language naturally rather than simply practicing grammar rules. **Authenticity:** Tasks mirror real-life situations, making the learning process more engaging and relevant. **Learner-Centered:** Students



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take an active role in completing the task rather than just following teacher-led instruction. Outcome-Oriented: Success is measured by how well students complete the task rather than their grammatical accuracy alone.

2. Project Based Learning

Project-Based Learning (PBL) is an instructional approach that engages students in extended projects where they explore real-world challenges while using the target language. Unlike traditional classroom activities, PBL focuses on long-term tasks that require research, collaboration, creativity, and problem-solving, making language learning more dynamic and meaningful. Key Features of Problem-Solving Activities in Language Learning.

1. Encourages Active Engagement: Students take an active role in discussions rather than passively memorizing vocabulary or grammar rules.

2. Develops Critical Thinking: Learners must analyze problems, brainstorm solutions, and evaluate outcomes. Promotes Authentic Communication: Students use language naturally, negotiating meaning and persuading others.

3. Fosters Collaboration & Social Skills: Many problem-solving tasks are done in pairs or groups, improving teamwork skills.

4. Enhances Language Retention: Using vocabulary and structures in meaningful contexts helps students remember them better.

The integration of problem-solving activities in foreign language teaching yielded significant improvements in students' language proficiency, engagement, and critical thinking skills. Based on observations and feedback, the following key outcomes were identified: Increased Fluency and Confidence: Students who participated in problem-solving tasks demonstrated greater fluency in spoken language. Engaging in real-world scenarios helped them overcome hesitation, allowing for more natural and spontaneous speech. Enhanced Critical Thinking and Decision-Making Skills: Tasks that required students to analyze situations and find solutions improved their ability to think logically and express opinions effectively. Ethical dilemmas and case studies encouraged deeper discussions and reasoning. Greater Motivation and Engagement: Students were more actively involved in lessons when assignments were interactive and related to real-life situations. Escape room challenges and survival scenarios were particularly popular due to their gamified elements.

Conclusion. In conclusion, assessment is more than just measuring language ability—it guides learning and improvement. As Bachman and Palmer (1996) emphasize, effective assessment should be valid, reliable, and practical, providing meaningful feedback to enhance communicative competence. When designed well, it



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supports both teaching and student progress, making language learning more effective and goal-oriented.

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2. Dewey, J. (1938). Experience and Education. New York: Macmillan Publishing Co.-86.