THE IMPACT OF COMPUTER-AIDED ASSESSMENT IN LANGUAGE TEACHING AT THE UNIVERSITY

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Annotation: This is quite a narrow research objective that is focused on the benefits and challenges regarding the Computer-Aided Assessment, and how it impacts the students' knowledge at the University. The field of education is constantly changing, and it has come to a stage where technology has been incorporated into teaching. One of the most important changes is the development of the Computer Aided Assessment (CAA), which uses technology to assess the students 'learning. This article tries to study the effectiveness of CAA in language teaching and analyze its effects on students learning, educational practices, as well as the general participation of students in the educational process. Most of the foreign language classes taught at the Andijan branch of Kokand University in Uzbekistan were recorded for study purposes. A number of barriers concerning the use of modern technology in these lessons were discovered. Among such challenges were technical issues, insufficient computers or other devices, and the students' associated lack of knowledge. Some teachers who participated in the classroom technology integration were interviewed for the purpose of understanding the design challenges. The investigators made with the impression that the teachers, despite challenges in implementing technology into teaching in these classes, had an overall positive attitude toward technology integration.

Keywords: CAA, immediate feedback, grading mechanisms, multiple-choice questions, fill-in-the-blanks, technical problems.

Annotatsiya: Tadqiqot universitetda talabalar bilimini baholashda kompyuter yordamida baholashni o'tkazishning afzalliklari va muammolarini o'rganishga qaratilgan. Tez rivojlanayotgan ta'lim landshaftida texnologiya integratsiyasi an'anaviy o'qitish metodologiyasini o'zgartirdi. Muhim yutuqlardan biri bu o'quvchilarning o'qishini baholash uchun raqamli vositalar bo'lgan kompyuter yordamida baholash (KYB) ning paydo bo'lishidir. Maqolada til o'rgatishda kompyuter yordamida baholash samaradorligi o'rganiladi, uning ta'lim natijalariga, talabalarning faolligiga va umumiy ta'lim amaliyotiga ta'siri o'rganiladi. Tadqiqot Qo'qon universitetining O'zbekistondagi Andijon filialida bir qator chet tili darslarini kuzatish bilan yakunlandi. Tadqiqot ushbu guruhlarda kompyuterda baholashga to'sqinlik qiladigan ba'zi qiyinchiliklarni aniqladi. Bunday qiyinchiliklar texnik muammolar, kompyuter va boshqa qurilmalarning yetishmasligi va talabalarning texnik

bilimlarining yetishmasligi edi. Guruhda texnologiyani joriy etish bo'yicha va qiyinchiliklarning sabablarini so'rash maqsadida darsni kuzatgan o'qituvchilarning ayrimlari bilan suhbat o'tkazildi. Tadqiqot shuni ko'rsatdiki, qiyinchiliklarga qaramay, o'qituvchilar o'qitish jarayonini yengillashtirish uchun texnologiyadan foydalanish bo'yicha ijobiy fikrga ega.

Kalit so'zlar: kompyuter yordamida baholash, tezkor fikr-mulohazalar, baholash mexanizmlari, ko'p tanlovli savollar, bo'sh joylarni to'ldirish, texnik muammolar.

Computer-Aided Assessment, or CAA system, is being explored in the context of non-examination assessment approaches to teaching a foreign language in universities and presents an alternative or a complement to traditional forms of assessment therapy. Like with many other new technologies, CAA's efficiency and objectivity with regards to the technological benefits claimed for it are not adequately supported with evidence regarding student learning outcomes. This study focuses on the consequences of using CAA systems in a university setting on students' performance and perceptions in language classes with the intention of exploring its impact. We hope to contribute to understanding CAA's effectiveness on language learning and pertinent assessment in students' learning.

Language assessment practices based on traditional methods with a paper test, at best, and face-to-face interview, through multiple-choice questions administered without substantial examiner insight, suffer a great deal from various limitations. These problems include a drawn-out marking process, rater subjectivity, and narrow scope assessment where all the skills—including speaking and listening—cannot be captured. With CAA comes a technological solution to the marking machine problems through automated marking and objective scoring of certain tasks, as well as more flexible assessment approaches. Aside from CAA presentation as a solutions basket, there lies the potential problem of authenticity, technical problems, and the scope of pedagogical design required for CAA tasks. This study addresses these concerns by examining the real-world application and impact of CAA in a specific university setting.

The main purpose of this research is to evaluate the effectiveness of CAA in improving student performance on language proficiency tests compared to traditional assessment methods and investigate student perceptions and attitudes towards CAA in language learning. As well, identify factors that contribute to the success or failure of CAA implementation in a university language program.

Douglas Chalmers and Dr. W. D. M. McAusland state that, "computer-assisted assessment (CAA) is concerned with the use of computers for the assessment of students progress." Chalmers goes on to explain that, "the assessment may take one

of two forms: there may be a printed paper test where students indicate their answers which are then automatically processed by an optical mark reader, or students may enter their answers directly into a computer terminal"[1]. There are numerous arguments that can be put forward regarding the significance of computer-assisted assessment in considering tests, including serving the students through formative assessments, grading students through summative assessments, conducting regular evaluations, and monitoring the effectiveness of the current teaching and learning strategies. In the words of Ruslan Suvorov and Volker Hegelheimer, "computer-assisted language testing is an assessment category dealing with technology and computer application in the construction, administration, scoring, prompting, and evaluation of performance in a second language test."[2]

Unlike the traditional classroom, the computer-assisted classroom context allows innovation when assessing students' language proficiency skills. As Bahari states, the following assessment types are applicable within the context of computer-assisted language learning:

Game-based assessment: This assessment involves an assessment in motion using in-game activities. Using game-based assessment enables us to draw conclusions about certain skills.

The computer-assisted diagnostic assessment offers the tester adequate time within the test session to be provided with feedback while the items are still fresh. [3]

Peer assessment engages learners by enabling them to assess and give feedback on the competence, participation, and performance of peers. Peer assessment is of value to the learner as well as the peer, thus promoting the use of constructive feedback during the learning process [4].

Involvement of learners in decision making regarding the assessment of their competence, participation and performance results to self-assessment. Self-assessment facilitates the relationship between the teacher and learner by allowing the teacher to control the learning process through the feedback given by the learner [5]. In this regard, self-assessment helps the learners to understand the conditions and criteria that must be fulfilled to demonstrate competent mastery of some aspects of language.

This research will utilize key theories related to assessment and the integration of technology in education. It will particularly focus on formative assessment, which involves using assessment data to guide teaching and support student learning, and the Technology Acceptance Model (TAM), which explores what influences individuals to accept and use new technologies. These theoretical foundations will help interpret data on student achievement and perceptions of computer-assisted assessment (CAA). The use of CAA in language learning also

reflects major educational theories. According to constructivism, learners build knowledge through experience and interaction, which CAA supports through dynamic and engaging assessments. Furthermore, behaviorist theory, which highlights the role of reinforcement in learning, is evident in CAA's immediate feedback that encourages correct answers and helps address learning gaps.

This study adopts a mixed-methods approach, integrating both quantitative and qualitative research methods. On the quantitative side, the researcher compares the academic performance of two groups of KUAF university students: one evaluated through Computer-Aided Assessment (CAA) and the other through traditional assessment techniques. Statistical analysis will be used to identify any significant differences between the two groups. For the qualitative part, interviews are conducted with university instructors to gain deeper insights into their experiences with CAA. For instance, semi-structured interviews explore how CAA tools have influenced their teaching practices and reveal various challenges. By combining these two methods, the research aims to provide a well-rounded and detailed understanding of CAA. The qualitative component also includes student surveys and focus groups to capture their views and experiences with CAA, enriching the analysis of its effects on both teaching

Implementing an effective CAA system in classrooms can offer numerous advantages. One of the main benefits is the ability to evaluate a wide range of topics efficiently, significantly reducing the time instructors spend on grading. Unlike traditional methods where assessments are evaluated after a fixed period, CAA streamlines this process and saves both time and resources. It also enables more frequent assessments, allowing teachers to monitor student progress more regularly and provide timely support. Tools like Google Forms can be especially useful when other learning platforms are unavailable.

For students, CAA offers the advantage of immediate feedback following formative assessments promoting self-paced learning and helping them track their own progress. Additionally, this method may positively shift students' perceptions of assessment, potentially enhancing their learning outcomes as they engage more meaningfully with external feedback. According to G. Brown, J. Bull, and M. Pendlebury, effective feedback should be clear, timely, specific, and actionable to foster improvement. Moreover, using CAA with larger student groups helps save time and reduces printing costs, especially when updates are made to the assessments. Automated statistical analysis also speeds up the evaluation process. Integration with existing university management and information systems further enhances efficiency.

Despite its advantages, CAA comes with certain limitations. Developing high-quality objective tests requires trained staff and a significant initial time investment. Poorly designed questions may result in surface-level learning. Although

it's possible to assess higher-order thinking through CAA, doing so demands more time and careful planning to ensure quality.

Another challenge is the limited availability of computer labs, particularly in rural or under-resourced areas. Power outages and internet disruptions can also interrupt assessments, causing additional stress. Students accustomed to traditional paper-based exams may feel anxious or uncomfortable with computer-based formats. Douglas Chalmers advises having backup machines available during CAA sessions under exam conditions. If a student's computer crashes within 15 minutes, they should be moved to a spare device. If the issue persists beyond that, offering a paper version of the assessment is recommended.

In conclusion, the influence of computer-based assessment is a key topic in the 21st-century digital era. This is due to the ongoing shift toward digital systems in education, mirroring trends in other sectors. For instance, platforms like Hemis are used in higher education institutions for managing academic records, while Kundalik.com is widely used in secondary schools. The implementation of computer-aided assessments enhances educational outcomes and offers significant advantages. As such, computer-based assessment is viewed as a promising direction for the future of education. As previously discussed, the research draws on relevant theories related to assessment and the integration of technology in education, particularly focusing on formative and summative approaches that use assessment data to guide instruction and support student learning.

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