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JUST-IN-TIME ASSESSMENT IN FOREIGN LANGUAGE ACQUISITION

Abstract

One of the most important aspects of language teaching and learning is assessment. Language learning assessment serves one of two purposes: either it measures learners' proficiency without reference to a language course or it measures the extent to which they have achieved the goals of a specific learning program. Teachers typically use assessments to monitor students' first or second language development as well as the quality of their day-to-day subject matter learning. Formative assessment provides teachers with a better understanding of their students' language and content understanding than standardized summative assessments, which typically do not account for an English language learner's (ELL) language proficiency level or the quality of his or her content. Unlike the types of assessment described above, there is one more grading type in the process of language acquisition. In the current article, the Just in time assessment and its functions, its importance, and its notion will be analyzed.

Keywords. ELL, Just in time. Concept, CLT, FL, JiTT.

Introduction.

Assessment is a four-part process that includes the following elements: 1) Assessing enhancement over time. 2) Motivating students to study. 3) Evaluating the teaching ways and means. 4) Classify the learners' competencies according to the whole group. The learners do not feel responsible for learning, without the assessment of their performance, which is analyzed by the teacher. Thus, one can

consider that assessment plays an essential role in effective instruction. The effectiveness of input can be reflected in the assessment. Assessment, according to its type is the initial part of either motivating students or making them feel demotivated.

"Just In-time" assessment is the form of grading according to the students' preparation time, not as planned by the teacher. Thus, this type of assessment is summative. However this type of assessment is not fully proven to be a confirmed official grading type, while searching information in the internet browser, one can meet the term "Just in time teaching", which is connected with blended learning. In the process of my research, I came across the data from the article of Silvia Martins; an associated professor of the Department of Epidemiology in Columbia University's Mailman School of Public Health had issues in her preliminary epidemiology course, "Principles of Epidemiology". She discovered that learners were challenged in practicing the weekly lecture material before attending the follow-up seminar sessions with teaching assistants (TAs).

This situation made me think about, helping students to overcome the pressure of time management and obtain the information and knowledge delivered by their instructors in-depth. "Just in time" assessment is to deal with this problem, lets the learners take more time to learn, and be graded when they feel they are ready. Maybe we as teachers are thinking about this problem in the wrong way too much is not appropriate for students', or teachers' belief, that the delivered standardized materials are sufficient in terms of time management to be contributed, analyzed, and produced by learners.

Literature Review.

Not a secret, that cognitive skills lodge a dynamic part in personal improvement, as when we refer to cognitive skills it is conserved to think about the brain's central functions such as thinking, reading, learning, retaining information, and paying attention. Consequently, they are used in problem-solving, task memorizing, and decision-making processes. If the evidence proves assessing cognitive skills is a core process on one hand, on the other hand, it claims that the "just in time" assessment helps more or less to identify what level the cognitive skills are, due to the results of the target assessment.

Economic development is the component of economic activity and economic output. It upsurges both productivity and competence of all dynamic properties and helps to increase the production volume as well. In the Economics spot here memory, and critical thinking skills stand in the first place to assess and act out accordingly. Before speaking about the ways of assessment, we have to consider the types of cognitive skills. Concepts of human memory consist of long-term and short-term memory. By their names, it is obvious that long-term memory represents the type of large amounts of information storage, while the other type is the retention scheme where small data quantities are stored (Cowan 2001; Miller 1956) for a short period (Dosher 2003). "Working memory" is the term name that has replaced the term "short term" to emphasize that this component of memory is responsible for the processing of information. The implication of working memory dimensions for cognitive functioning is obvious. Research has found that discrete working memory

concerts are associated with cognitive abilities and academic achievement (for an overview see Yuan et al. 2006).

"Cognitive load theory" has lately been the focus of censure concerning its abstract precision (Schnotz and Kürschner 2007) and practical tactics (Gerjets et al. 2009a). It discovers the limits of "cognitive load theory" by presenting various questions concerning its foundations, conferring specific issues, and investigating the values for instructional enterprise. The center of the reviewed literature consists of the 35 most frequently cited articles, with "cognitive load" as a descriptor, taken from the Web of Science areas "educational psychology" and "education and educational research". These have been supplemented with a selection of recent articles on cognitive load from major journals. The current article concludes by suggesting a role for cognitive load theory in educational theory, research, and design measured with the help of the Just in time assessment, providing the rank of its significance.

Issues and discussions

To achieve effective assessment results, there are several concerns to be measured. Supply deliberations are imperative and depend on the style of exam chosen to assess. Such types of testament as true false, multiple-choice, and stretched matching questions can be obvious repeatedly and may have a relatively low impact on academic time consuming, compared to the marking of MEQ and composition of questions. Based on resource considerations alone, MEQs may be considered an inferior form of assessment, but other issues must be considered.

The reliability and validity of an assessment are vitally important. A reliable assessment will provide consistent results if applied to equivalent cohorts of students. MCQs benefit from high reliability when the set of questions is valid and there are sufficient numbers of questions, as do True-False questions [14]. MEQs and standard essay questions can have good reliability provided multiple markers are used. Validity of content should always be carried out regardless of the type of assessment tool used. At a minimum, this should include content validity and construct validity. Other measures of validity such as concurrent and predictive validity are also relevant but can be far more challenging to determine. The ability of assessments to discriminate effectively between good and poor candidates, as well as the fidelity of the assessment, are also important considerations in evaluating an assessment tool.

We have shown that in a standard mid-course multiple-choice examination paper a substantial component of that examination will focus on testing higher cognitive skills. Yet conversely and perversely, in an examination specifically designed as part of the exit assessment process a disproportionately high percentage of modified essay questions did little more than measure the candidates' ability to recall and write lists of facts. This may be inappropriate when it is considered that the next step for most of the examinees is a world where problem-solving skills are of paramount importance. The analysis has shown that it is possible to produce an MCQ paper that tests a broad spectrum of a curriculum, measures a range of cognitive skills, and does skills based on structurally sound questions. It is important to recognize that these results are from one institution only, and the processes used to design assessments may not be typical of other institutions. The generalizability of

the results is also worth considering. In this study, there were many authors involved in writing the questions. Although it was not possible to isolate individual authors, at least a dozen individuals were involved, and there was little variation in the overall Bloom categorization of the MEQs. This suggests that the findings of this study may be transferable to other schools.

Findings

We struggle that there are many benefits of utilizing the Just in time assessment in the advanced level of FL classes. Throughout this section, it will be shown how the target content can enable a learner-centered classroom and assist the FL students and instructors as well. Primarily, students have specified to us that the current type of assessment can help them to prepare for classes considering the feedback given by teachers. Since the course content is activated through participation in the learning process which is prior to class time, students already have in mind what they aim to share, either a particular topic or express their own ideas aptly in the FL. Students have to make sure to thoroughly formulate assignments and readings in order to complete the exercises. We believe that this preparation in both contents and FL expression helps decrease the anxiety that commonly convoys speaking in an FL at any level (Edwards et al., 2006; Krashen, 1982). As students practice and participate in task completion, this activity also helps to facilitate one of the vital features of a learner-centered classroom: being enthusiastically engaged in and outside of class (Mostrom & Blumberg, 2012, p. 399).

Conclusion

In the target article, it was obvious, that the Just in time assessment, followed by the feedback loop delivers a distinctive chance for those who instruct upper-division FL classes to familiarize to learners' needs by engaging in the "feedback loop" (Novak and Patterson, 2010) created with the help of technology use. By using the current assessment type and warm-ups and puzzles, the FL teacher can measure students' level of research and learning. In the FL classroom, warm-ups guarantee that learners have prepared whatever material they are targeted to cover for class, mostly reading tasks. Eventually, students will be aware of terminology during a lecture and are already well informed to engage in debates and enquire for any clarifications when in the learning stage. Puzzles, for instance, help the instructor to check that the students have not only understood the class material but also can talk about it appropriately in the FL. Just-in-time teaching is also an approach that can offer students systematic prospects to produce the FL at the "advanced" level, simplifies a learner-centered classroom, and gives itself well to succeeding cooperative tasks so that learners may work with the tasks correctly. Moreover, the current concept can be used to moderate what learners challenge to transition between lower-level language classes and upper-level content classes in FL (e.g., Mittman, 1999; Redmann, 2005). Admittedly, JiTT is meant to increase the productivity of the classroom and emphasize the importance of instruction. It is considered to be a tool for FL teachers to place in their catalogs of instructional methods and should be used deliberately, along with other tried-and-true pedagogical

techniques. To confirm the effective JiTT application, we would like to repeat some proposals already underlined in this article. First, we recommend that FL instructors read the readily available JiTT literature carefully, contact online materials, and refer to other practitioners of Just in time before using the technique for the first time. Second, we recommend that instructors clearly label to students the determination of JiTT, and how their input is crucial for achievement; it is ensured that using the assessment throughout the course will give better results rather than utilizing it only at the beginning. Learners should distinguish that JiTT is intended not only to help them with learning course content, but also with producing the FL at the advanced level and beyond.

To conclude, it is dangerous to monitor students' improvement with JiTT and make alterations depending on what works best for each class. Conceivable modifications could comprise growing or declining the number of JiTT tasks or permitting scholars to get ready for the tasks prior to the distinctive JiTT time edge (i.e., two to three hours before class), according to obligations outside of class. Negligible amendments can help students' interpretation of JiTT pedagogy as a strength, rather than a troublesome obligation.

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