REQUIREMENTS FOR LEXICAL COMPETENCE ASSESSMENT IN TEACHING ENGLISH

ORCID iD: 000-0003-0894-0374

Alina Kotkovets
National Technical University of Ukraine
«Igor Sikorsky Kyiv Polytechnic Institute»
UKRAINE

The knowledge of a foreign language, English in particular, is today a must for a specialist in any field. It provides opportunities for academic and professional mobility and development. The ability to communicate in English is ensured by the communicative competence, which includes lexical competence among other ones. The assessment is an integral part of the learning process and has its aims, approaches, and principles. An effective assessment is only possible if it is organised according to the number of requirements, also known as principles.

The choice of key principles of lexical competence assessment needs clarifying the main terms. As defined by Caro K. & Mendinueta N. R., lexical competence is the ability to understand and use vocabulary for communication including knowledge of form, meaning and use of a lexical item as well as abilities and skills applied by a person in various contexts [3]. Ukrainian scholars point out that lexical competence consists of lexical knowledge, lexical skills, and lexical awareness (based on self-reflection) [1]. Considering the specific vocabulary of future bachelors of applied mechanics, lexical competence of the students of the branch mentioned implies their ability to correctly understand and use lexical items (including terms) in communication. It is obviously vital to check whether the lexical items are understood and used correctly, the assessment is applied for this purpose. The assessment provides feedback on students’ learning a particular amount of lexical material. The obtained information then is used to improve and intensify the learning process. The effective assessment is ensured by a number of principles. According to Shchukin, principles are the regulations that define the main requirements to the educational process and its components [4]. The assessment principles aim to show how the assessment process needs to be organized and what qualities it should have. H. D. Brown identifies the following principles of assessment: practicality, reliability, validity, authenticity, and washback [2]. Such principles mostly refer to tests, although there are other kinds of assessments. These criteria can be compared to the assessment requirements offered by Ukrainian educators: purposefulness, representativeness, objectivity, systematic nature, differentiation [1]. Relying on these ideas, one can assume that the assessment of lexical competence should be purposeful and representable, meaning that it is aimed at checking particular lexical skills and knowledge comprising the lexical competence. For instance, tests, dictations, or project tasks should check how well the students have mastered the vocabulary on materials properties. It also needs to be reliable, or dependable, which includes its objectivity. Students’ vocabulary knowledge and skills are to be assessed without subjectivity and bias. To be effective, the assessment might need to be regular. A teacher can...
only make sure the students are making progress if their knowledge and skills are checked systematically. The lexical competence assessment should also use various forms depending on the aspect assessed. Thus, lexical knowledge (such as word’s synonyms etc) can be checked out of the context, lexical skills need to be checked in communication, lexical awareness might be noted by means of self-assessment cards.

To sum up, the lexical competence assessment in teaching English to future bachelors of applied mechanics should be purposeful, representable, reliable, objective and regular.

References: