

## МЕТОДИ И ВЪЗПРИЕМАНЕ КОНТРОЛИРАТ НА НИВО НА ОБЛАСТ ЧУЖД ЕЗИК

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### ON THE USE OF ILR STANDARDS FOR TESTING OF KAZAKH LANGUAGE COMPETENCE IN READING COMPREHENSION

#### Introduction

Different countries are interested in the study of Kazakh language. There are Kazakh language and culture centers in numerous countries all over the world e.g. the Russian Federation, the United States, Germany, Turkey, China, etc. There are centers, chairs, and departments under the guidance of large universities in our country where foreign students (Chinese, Turkish, English etc.) study. All above mentioned centers teach Kazakh language and do their best to help foreigners master it.

The ILR standard system used in the USA evaluates the Kazakh language proficiency level of English-speaking students.

This article is devoted to the ILR and its usage possibilities for testing Kazakh language competence of English speakers (Reading Comprehension) in comparison with the state evaluation system of Kazakh language level proficiency (KAZTEST) which is used in the Republic of Kazakhstan.

#### National KAZTEST system

National center of state standards of education and testing of the Republic of Kazakhstan for realization of the «State program of the functionality and development of languages for 2001-2010» began its work on the creation of a domestic system, KAZTEST, to evaluate the level of Kazakh language proficiency in 2006.

In spite of the fact that KAZTEST system takes into account the international systems of evaluation of language mastery levels (TOEFL – Test of English as a Foreign Language, IELTS – International English Language Tests System, DALF – Diplôme Approfondi de Langue Française, DELF – Diplôme d'Études en Langue Française, TORFL – Test of Russian as a Foreign Language), it is primarily focused on evaluation of Kazakh language mastery as native language; additionally, test tasks are written in Kazakh language; finally, the evaluation of Kazakh language mastery is not evaluated on the basis of a thoroughly developed definition of each level.

#### DESCRIPTIONS of Proficiency Levels of ILR.

The following proficiency level descriptions characterize comprehension of the written language in ILR standards. Each of the six «base levels» implies control of

any previous «base level's» functions and accuracy. The «plus level» designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next «base level.» The «plus level» descriptions are therefore supplementary to the «base level» descriptions. Each of the ILR levels and sublevels, unlike in KAZTEST, is supplied by thoroughly developed criteria corresponding to ILR standards, for example the defining of language competence level at reading the following criteria are used:

Reading 0 (No Proficiency) No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

Reading 0+ (Memorized Proficiency) R-0+: Reading 0+ (Memorized Proficiency) Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose.

R-1: Reading 1 (Elementary Proficiency) Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts.

R-1+: Reading 1+ (Elementary Proficiency, Plus) Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.



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