

A COMPARATIVE ANALYSIS OF INTERNATIONAL ENGLISH LANGUAGE EXAMS AND THEIR IMPACT ON ENGLISH LANGUAGE TEACHING

Tilavova Malika Mamaraimovna

Teacher of English

Language Theory and Practice Department,
Jizzakh State Pedagogical University

ABSTRACT

In this scientific article provides an overview and comparative analysis of the types of international English language tests and their impact on English language teaching. International English language tests such as TOEFL, IELTS and Cambridge English Language Tests have a significant impact on English language teaching, as highlighted in this article. The fact that these exams serve as a standardized assessment of students' language proficiency and are widely accepted by educational institutions, employers, and immigration authorities around the world is detailed in this article.

Keywords: International exams, TOEFL, IELTS, Cambridge English exams, Educational Testing Service (ETS), British Council, IDP, (PET), Cambridge English, FCE, CAE, CPE, PET, test-specific skills, curriculum.

International English language proficiency exams have become an integral part of English language teaching programs worldwide. These exams not only provide a standardized assessment of learners' language skills but also influence teaching practices and curriculum development. This thesis aims to explore the impact of international exams on English language teaching, focusing on their influence on curriculum design, teaching methodologies, and learner motivation. International exams, such as the TOEFL, IELTS, and Cambridge English exams, often serve as a benchmark for curriculum design in English language teaching programs. These exams provide a clear set of language proficiency standards that guide educators in selecting appropriate learning objectives and materials. Curriculum designers often align their programs with the exam requirements, ensuring that learners are adequately prepared to meet the assessment criteria.

International English language exams play a crucial role in assessing learners' English language proficiency and are widely recognized and accepted by educational institutions, employers, and immigration authorities worldwide. This thesis aims to provide a comprehensive analysis of three prominent international English language

exams: TOEFL, IELTS, and Cambridge English Exams. By examining their format, content, scoring systems, and purposes, this study seeks to shed light on the similarities and differences between these exams and their implications for test takers.

1. The TOEFL (Test of English as a Foreign Language):

The TOEFL is administered by the Educational Testing Service (ETS) and is primarily used for academic purposes, such as admission to English-speaking universities. It assesses the test takers' ability to understand and use English in an academic context. The exam consists of four sections: Reading, Listening, Speaking, and Writing. It is conducted entirely online and uses computerized adaptive testing for the Reading and Listening sections. The TOEFL is scored on a scale of 0-120.

2. The IELTS (International English Language Testing System):

The IELTS, jointly managed by the British Council, IDP: IELTS Australia, and Cambridge Assessment English, is accepted by academic institutions, employers, and immigration authorities. It assesses the test takers' ability to communicate effectively in English across all four language skills: Listening, Reading, Writing, and Speaking. The IELTS offers two versions: Academic and General Training. The Academic version is primarily for university admission, while the General Training version is for immigration and work purposes. The IELTS is scored on a 9-band scale.

3. The Cambridge English Exams:

The Cambridge English Exams, developed by Cambridge Assessment English, include a range of exams catering to different proficiency levels and purposes. The most well-known exams are the Cambridge English: Preliminary (PET), Cambridge English: First (FCE), Cambridge English: Advanced (CAE), and Cambridge English: Proficiency (CPE). These exams assess the test takers' language skills across all four areas: Reading, Writing, Listening, and Speaking. They are widely recognized by educational institutions and employers globally. The exams are scored on a scale from A to C, with C indicating the highest level of proficiency.

While all three exams assess English language proficiency, there are notable differences in their format, content, and scoring systems. The TOEFL and IELTS are more focused on academic contexts, whereas the Cambridge English Exams cover a broader range of proficiency levels and purposes. The TOEFL employs computerized adaptive testing, while the IELTS and Cambridge exams are conducted in a traditional pen-and-paper format. Additionally, each exam has its own scoring system, which may vary in terms of band levels or numerical scores.

International exams have a significant impact on teaching methodologies employed in English language classrooms. Educators often incorporate exam-oriented activities and strategies to familiarize learners with the exam format and requirements. This includes teaching specific test-taking skills, such as time management, effective

reading strategies, and writing techniques. While this exam-focused approach can enhance learners' performance on the exams, it is crucial to strike a balance between exam preparation and the development of broader language skills.

The influence of international exams on English language teaching has both positive and negative implications. On the one hand, these exams provide a standardized assessment and promote a global understanding of language proficiency. They also foster a sense of competitiveness and accountability among learners. On the other hand, the exam-driven approach may limit the scope of language learning, as it often prioritizes test-specific skills over real-life communication and creativity.

The TOEFL, IELTS, and Cambridge English Exams are internationally recognized assessments of English language proficiency. Understanding the similarities and differences between these exams is crucial for test takers, educational institutions, and employers. By considering the format, content, scoring systems, and purposes of these exams, stakeholders can make informed decisions regarding which exam best suits their needs and goals. These proficiency exams significantly impact English language teaching, influencing curriculum design, teaching methodologies, and learner motivation. While these exams provide a standardized assessment and clear language proficiency standards, it is essential to strike a balance between exam preparation and the broader goals of language learning. Educators should consider the positive aspects of these exams while also promoting a comprehensive and communicative approach to English language teaching.

REFERENCES:

1. Tilavova, M. (2021). The Impact Of Motivation In Learning Foreign Languages. Журнал иностранных языков и лингвистики, 4(9).
2. Tilavova, M. M. (2022). THEORETICAL GRAMMAR OF ENGLISH AND THE MAIN DOMAINS OF LANGUAGE IN IT. Mental Enlightenment Scientific-Methodological Journal, 2022(1), 320-330.
3. Tilavova, M. (2021). РОЛЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ЖИЗНИ ЧЕЛОВЕКА. Журнал иностранных языков и лингвистики, 4(9).
4. Tilavova, M. (2021). Variability Of Phraseological Units In English And Semantic Problems In Translation. Журнал иностранных языков и лингвистики, 4(9).
5. Tilavova, M. (2021). The importance of learning a second language and its benefits for the individual. Журнал иностранных языков и лингвистики, 4(9).
6. Tilavova, M. (2021). INVERSION IS A BRIDGE TO THE WONDERS OF THE LANGUAGE WORLD. Журнал иностранных языков и лингвистики, 2(3).
7. Tilavova, M. (2020). Language is a bridge to the wonders of the world. Журнал дошкольного образования, (1).

8. Mamaraimovna, T. M. (2022, January). THE ROLE OF MODERN UZBEK WOMEN IN THE PROSPERITY OF THE MOTHERLAND. In Conference Zone (pp. 226-230).
9. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). THE STRUCTURAL FEATURES OF WORDS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES. O‘ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(14), 123-128.
10. Saporbayevich, A. O., & Mamaraimovna, T. M., Abdug‘appor o‘g‘li, A.N. (2022). [THE USE OF LEXICAL UNITS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES](#). JOURNAL OF NORTHEASTERN UNIVERSITY, 25(04), 1383-1397.
11. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [NEOLOGISMS AS A LINGUISTIC UNIT AND THE INTERPRETATION OF SUCH WORDS THAT ENTERED THE UZBEK LANGUAGE](#). Xorijiy tilni ikkinchi til sifatida o‘qitish va o‘rganishdagi muammo va yechimlar , 230-233.
12. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [THE ROLE OF THE VOCABULARY MAGNITUDE OF THE LANGUAGE IN THE STUDY OF EDUCATIONAL LEXICAL UNITS IN UZBEK AND ENGLISH](#). Xorijiy tilni ikkinchi til sifatida o‘qitish va o‘rganishdagi muammo va yechimlar , 227-229.
13. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [Using educational idioms in English and they are a bright way to get to know the lives of native speakers](#). NAMANGAN INSTITUTE OF ENGINEERING AND TECHNOLOGY, 17-20
14. Tilavova, M. (2021). THE USE OF THE INVERSION IN THE LITERARY CONTEXT. Turkish Journal of Physiotherapy and Rehabilitation, 32(3), 35460-35471.
15. Tilavova, M. M. (2022). [EFFECTIVENESS OF STATE YOUTH POLICY IN OUR COUNTRY](#). Mental Enlightenment Scientific-Methodological Journal, 2022(1), 277-286.
16. Tilavova, M. M. (2022). [NATURE OF SEMANTIC CHANGE: LINGUISTIC METAPHOR AND LINGUISTIC METONYMY](#). INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE THE 3RD INTERNATIONAL CONFERENCE ON XXI CENTURY SKILLS IN LANGUAGE TEACHING AND LEARNING, 131-133.
17. Tilavova, M. M. (2022). [LEXICOGRAPHY IS AS A BASIS OF LINGUISTIC INTERPRETATION](#). INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE THE 3RD INTERNATIONAL CONFERENCE ON XXI CENTURY SKILLS IN LANGUAGE TEACHING AND LEARNING, 153-155.
18. Tilavova, M. (2021). [Innovative Technologies Are the Demand of the Modern Era and the Path to the Door of Success](#). International Journal of Trend in Scientific Research and Development, 6(1), 1410-1412.

19. Tilavova, M. (2021). [ZAMONAVIY INGLIZ TILIDA SIFAT SO‘Z TURKUMI](#). INTERNATIONAL SCIENTIFIC – ONLINE CONFERENCE ON INNOVATION IN THE MODERN EDUCATION SYSTEM, 10(11), 60-62.
20. Tilavova, M. (2020). The Power Of The Mysterious Inversion In Literary Books. THE AMERICAN JOURNAL OF SOCIAL SCIENCE AND EDUCATION INNOVATIONS, 2(11) 592-598.
21. Saporbayevich, A. O., & Mamaraimovna, T. M. (2023). SEMASIOLOGY IS THE WORLD OF MEANING OF WORDS AND PHRASES. MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INOVATIVE RESEARCH, 1(11), 81-85.
22. Xolmurod o‘g‘li, M. A., & Mamaraimovna, T. M. (2022). THE ROLE AND DISTINCTIVE FEATURES OF UZBEK TERMINOLOGY IN LINGUISTICS. O‘ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 3(14), 120-127.
23. Tilavova, M. (2020). TIL- DUNYO MO‘JIZALARINI O‘RGANISHGA ELTUVCHI KO‘PRIK. НАУКА И ОБРАЗОВАНИЕ В СОВРЕМЕННОМ МИРЕ: ВЫЗОВЫ XXI ВЕКА, 11(4), 71-75.
24. Tilavova, M. (2021). HOW TO AVOID PLAGIARISM. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ, 19(3), 1044-1048.
25. Pulatova, H. (2023). COMMUNICATIVE APPROACH IN LANGUAGE TEACHING. JOURNAL OF LANGUAGE AND LINGUISTICS, 6(5).
26. Pulatova, H. (2023). COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING. Innovative Development in Educational Activities, 2(23).
27. Pulatova, H. (2023). A COMMUNICATIVE TEACHING APPROACH FOR LANGUAGE. PEDAGOG, 6(12).
28. Pulatova, H. (2022). THEORETICAL-PEDAGOGICAL FOUNDATIONS OF INFORMATION-COMMUNICATIVE COMPETENCE DEVELOPMENT IN FUTURE ENGLISH LANGUAGE TEACHERS. Журнал иностранных языков и лингвистики, 6(6).