

REVISITING PREDICTIVE POWER ANALYSES OF UZBEKISTAN MOD FOREIGN LANGUAGE APTITUDE TEST IN TERMS OF INTENSIVE ENGLISH LANGUAGE TRAINING SUCCESS

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ABSTRACT

Foreign language teaching and foreign language learning have been an integral part of civilizational development since the very dawn of humanity. There is, however, a widely attested difference in the amount of effort required by language learners being taught in identical conditions for the actual progress in their foreign language studies. The difference in question is usually conceptualized as the difference in learners' foreign language aptitude. Uzbekistan Ministry of Defense measures foreign language aptitude for the purposes of candidate selection for its intensive foreign language courses by means of a specialized test battery. In one of our previous studies, we have demonstrated the lack of predictive power for the results obtained in three of the four subtests comprising the test battery based on the data from 39 intensive English language course students. The principal aim of the present study is to consider another variable, the total score obtained by a candidate in Uzbekistan MoD Test battery, in terms of its predictive power for intensive English language training success. The pool of the study participants has also been increased up to 64 individuals.

Keywords: Uzbekistan Ministry of Defense, foreign language aptitude, foreign language aptitude test battery, predictive power