Registered in Germany Europa Revue Journal
ISSN: 1862-6564 Vol. 6 No. 11 (2026) Published November 12, 2026

EXPLORING LINGUISTIC AND COGNITIVE INDICATORS IN THE ASSESSMENT OF UZBEK-ENGLISH BILINGUAL LEARNERS

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Abstract

The assessment of bilingual learners requires an approach that considers not only their grammatical accuracy but also their ability to understand, interpret and produce discourse in different communicative contexts. This article explores the relationship between linguistic and cognitive indicators in the assessment of Uzbek-English bilingual learners. Particular attention is given to discourse comprehension, analytical reasoning, interpretation of meaning and communicative performance. The article also discusses the potential of digital inquiry-based activities as a context for observing learners' language-related and cognitive abilities. A theoretical and analytical approach is employed to develop a multidimensional perspective on bilingual assessment.

Keywords

bilingualism, linguistic indicators, cognitive indicators, assessment, discourse competence, Uzbek-English bilingual learners.

Introduction

Bilingual education requires assessment procedures that reflect the complex nature of language use. Learners who use two languages may demonstrate different levels of proficiency depending on the communicative situation, linguistic task and type of interaction. Traditional assessment methods often emphasize vocabulary, grammar and pronunciation. Although these elements are important, they do not fully demonstrate a learner's ability to interpret information, identify relationships between ideas or construct coherent arguments.

Consequently, assessment should include both linguistic and cognitive indicators. This approach may provide a more comprehensive understanding of bilingual learners' communicative abilities.

Literature Review.

Research on bilingualism demonstrates that language proficiency is influenced by social, educational and cognitive factors. Cummins emphasizes the importance of distinguishing between different dimensions of language proficiency, particularly everyday communicative skills and academic language abilities.

From a discourse perspective, language competence involves the interpretation and production of meaningful texts. Learners need to understand how information is organized, how arguments are developed and how linguistic choices influence meaning.

The author's previous study, *"Veb-kvest diskursining lingvodiagnostik imkoniyatlari: xorijiy til kompetensiyasini baholash mezonlari"*, addresses the diagnostic potential of WebQuest discourse and the criteria for assessing foreign language competence (Jo'rayeva, n.d.-b). This work provides a conceptual basis for considering digital tasks as a context in which different aspects of language performance can be observed.

Methodology

This article is based on theoretical analysis and the conceptual organization of linguistic and cognitive assessment indicators. The proposed framework includes three main dimensions.

1. Linguistic indicators

- lexical range and appropriateness;
- grammatical accuracy;
- coherence and cohesion;
- discourse organization;
- ability to express ideas clearly.

2. Cognitive indicators

- identifying the main idea;
- comparing information;
- recognizing relationships between arguments;
- evaluating evidence;
- drawing logical conclusions.

3. Communicative indicators

- responding appropriately to questions;
- explaining and defending opinions;
- participating in discussion;
- adapting language to communicative situations.

These indicators are considered interconnected rather than isolated elements of assessment.

Results and discussion

The theoretical analysis suggests that bilingual learners' performance should be evaluated through tasks that reveal both their language resources and their ability to use those resources meaningfully.

For instance, a learner may be asked to read two short texts on the same topic, identify their central arguments and present a comparison. This task makes it possible to observe reading comprehension, vocabulary use, analytical reasoning and the ability to construct a coherent response. Digital inquiry activities can provide an additional context for such assessment. Learners may search for information, evaluate sources and prepare a short presentation based on the materials they have examined.

The diagnostic potential of this approach is consistent with the issues discussed in the author's earlier work on WebQuest discourse and foreign language competence assessment (Jo‘rayeva, n.d.-b).

A multidimensional assessment framework may therefore include the following criteria:

№	**Assessment dimension**	**Observable indicators**
1	Linguistic	Vocabulary, grammar, cohesion
2	Cognitive	Analysis, comparison, evaluation
3	Discourse	Text organization, argumentation
4	Communicative	Interaction, clarity, appropriateness

The proposed framework is conceptual and requires further empirical testing. Its practical application should take into account learners' age, educational background and language proficiency.

Pedagogical Implications

Teachers should use a combination of assessment methods, including analytical reading, oral presentations, collaborative tasks and written reflections. Assessment criteria should be communicated clearly to learners before the tasks begin.

It is also important to avoid interpreting every language error as evidence of limited cognitive ability. A learner may understand a complex idea but experience difficulty expressing it accurately in a second language. Therefore, linguistic and cognitive performance should be examined separately as well as together.

Conclusion

The assessment of Uzbek-English bilingual learners requires a comprehensive approach that combines linguistic, cognitive and communicative indicators. Digital inquiry-based activities may create useful conditions for observing these abilities in meaningful contexts. The proposed framework offers a theoretical basis for further research and the development of more comprehensive assessment procedures.

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