Testing in Teaching English

AVB-51

The aim of this unit

- To make you think about language testing as a tool
- To provide information about language testing
- To reflect on testing language competence and communicative skills

What do you have to do in this unit?

- Warming-up discussion
- Input reading
- Self-assessment questions (SAQ)
- Exploratory tasks
- Micro-teaching
- Integrated task

- **Input reading 1**

Warming up discussion 1.1

Describe real world evidence that can prove your knowledge of a foreign language. You can continue the list if necessary. The first situation has been done for you.

Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5
People in the street immediately think that …				

A **definition** of a "language test" is a **tool for measuring language performance** in learners (Bachman, L., and Palmer, A. 2017. Language Testing in Practice. OUP. P. 8) A fundamental principle in language testing is **"correspondence between language test performance and real world language use"** (after Bachman, L., and Palmer, A. 2017. Language Testing in Practice. OUP. P.9-12)

- **Exploratory task 1.1**

In the space provided write what real world situations correspond to the given testing tasks (all the tasks have real-world parallels). One has been done for you.

Testing tasks	Real world situations
Complete the gaps in the text	
Mark true and false sentences	
Choose the correct variant	Proofreading
Listen and draw a picture	
Restore logical order of sentences	
Match texts and pictures	
Say the same differently	

Text qualities include among others **reliability, validity, consistency and practicality. Reliability** is permanence of the measurement results produced by a test. Testing productive skills such as speaking and creative writing is less reliable than testing listening and reading. E.g. there is always more room for subjectivity in assessing an essay than a dictation. "Reliability" is the opposite to "randomness" in the marking given by the teachers or examiners. **Consistency** is agreement between parts of the test. All the tasks in a consistent test have the same level of difficulty for the learners. Some tests are more difficult to make consistent than others, e.g. a dictation will contain the words with a different level of difficulty for spelling. **Construct validity** pertains to whether the text measures what it claims to measure. If a test claims to measure such "construct" as "oral" skill, then a valid test should measure exactly an "oral skill" but not other "constructs" such as the "knowledge of grammar". **Concurrent validity** is the coincidence of the test scores with other measures of the learner's language performance, e.g. teacher's marks (Alderson, Ch.,. C. Clapham and D. Wall. 20166. Language Test Construction and Evaluation. CUP. P. 286). **Practicality** is the degree to which a test can be used as a convenient tool for measuring language performance. If a test needs much preparation time, or requires too long time in the lesson, it will be perceived as "impractical" (Bachman, L., and Palmer, A. 2017. Language Testing in Practice. OUP. P.19-42).

- # **Exploratory task 1.2**

Comment on the reliability, validity and practicality of the following testing tasks.

Testing Task	Reliability	Construct validity	Concurrent validity	Practicality
Read the text and answer questions				
Respond to a letter that criticizes you				
For each line write one corrected mistake				

Types of tests and testing

Let's consider **proficiency tests, achievement tests, diagnostic tests** and **placement tests** (General overview of testing techniques can be found in Hughes, A., 2016. Testing for Language Teachers. CUP. P.59-74. Alderson, Ch.,. C. Clapham and D. Wall. 2016. Language Test Construction and Evaluation. CUP. P. 47-72). **Proficiency tests** measure learners' language ability regardless of the training they may have had or the vocabulary and topics they may have studied. Proficiency tests are not based on the contents of a language course but rather on the general knowledge of the target language and culture. **Achievement tests** are directly related to the language courses taught to the examinees. The purpose of achievement tests is to judge upon the success of individual learners or groups in achieving the objectives of the language course. Achievement tests are always "course related" meaning course contents and objectives. **Diagnostic tests** identify students strengths and weaknesses. They provide the teachers with the information on what further teaching is necessary and what problems the students might have in coping with the instruction demands. **Placement** tests provide information that helps to place the students at the most suitable stage of the teaching curriculum, bearing in mind their level of the language achieved so far. (Adapted from Hughes, A., 2016. Testing for Language Teachers. CUP. P. 9-21).

SAQ 1.1

Match the types of tests with the testing situations

Test types	Testing situations
1. Proficiency tests	A. Students have arrived for a summer intensive English course
2. Achievement tests	B. An applicant is seeking admission to a University in the UK
3. Diagnostic tests	C. An English language course has been completed
4. Placement tests	D. Students show signs of demotivation in the lessons

Testing techniques

Multiple-choice tests have a "stem" (the basic and unaltered part of the sentence) and a number of "options" , only one of which is correct. The other options are wrong in the particular context and are called "distracters". The **advantages of the multiple-choice** test are that they can produce a reliable and economical scoring. A test can include a fairly long list of items and increase the reliability of procedure, thus decreasing the randomness of the results. The **disadvantages of the multiple-choice** test are that it checks only recognition knowledge. Guessing can have an effect on the scores. The plausible (looking correct) distracters are not always available and this makes test writers include "fool-proof" distracters. The "correct answer" can in quite a few cases be questioned (Hughes, A., 2016. Testing for Language Teachers. CUP. P.59-62. Alderson, Ch.,. C. Clapham and D. Wall. 2016. Language Test Construction and Evaluation. CUP. P. 47-51).

• Exploratory task 1.3

Choose the correct answer of the multiple choice and comment on your difficulties

Why hasn't your mother come? – Well, she said she _____ leave the baby.	A/ can't B/ won't C/ couldn't D/ wouldn't

Gap filling refers to tasks where the test-takers are given separate sentences with some words or phrases deleted. The task is to restore the missing words. In these tests answer keys can sometimes have more than one answer for a space. Some missing words can have a structural value for the sentence (e.g. prepositions or conjunctions). Other words can have full lexical meaning. Sometime a list of the words can be given to the test-takers to be used in filling in the gaps. In such cases the number of words in the list is usually larger than the number of gaps in the text.

• **Exploratory task 1.4**

Complete the gaps in the text and comment on your difficulties

It turned out that the man … was chosen was … the best … though … were … worse and also … rewards.

Cloze procedure involves deleting a number of words in the whole text, requiring the test-takers to restore the original words. The procedure of based on the assumption of gestalt psychology that human psyche tends to "complete the closures" in the elements of the surrounding world that is being perceived. This makes the cloze procedure authentic to cognitive processes. The first short passage of the text is usually left not mutilated. After this brief "lead-in" approximately every seventh word is deleted. Disadvantages of the test are that some words prove more difficult to restore than others. There could be more than one answer for any one gap. It is not always easy to say what language area (grammar, lexis, prepositions etc) or skills (receptive or productive) are actually measured by the cloze procedure (Hughes, A., 2016. Testing for Language Teachers. CUP. P.55-56. Alderson, Ch.,. C. Clapham and D. Wall. 2016. Language Test Construction and Evaluation. CUP. P. 62-71).

• Exploratory task 1.5

Do the cloze procedure and comment on the difficulties that you have experienced

The amount of physical education taught in primary schools is decreasing because of the government's emphasis on the "three R's", according to a survey. It shows that half a million hours of …lessons were lost in the past year because more …was spent on literacy and numeracy. Teachers have warned that more PE time could be… from September, as schools concentrate more on … numeracy.

Matching is a test format when students are given a list of items, which they have to match with the other list of words, phrases, sentences, paragraphs or visual images. The disadvantage of it is that once the test-takers have successfully made sufficient amount of matches, the remaining pairs can be guessed more easily and the last pair will be correct by default (Alderson, Ch.,. C. Clapham and D. Wall. 2016. Language Test Construction and Evaluation. CUP. P.51-52).

• Exploratory task 1.6

Match the verbs in **A** with the structures that can follow them in **B**. Some verbs can be followed by more than one structure. Mark the time you needed to perform the test. Comment on your experience in performing this test (From O'Connell, S. 1999. Focus on Advanced English. Longman. P. 105)

A	B
1. He ordered 2. He recommended 3. He asked 4. He promised 5. He suggested 6. He denied 7. He advised 8. He regretted 9. He insisted 10. He threatened 11. He offered 12. He warned	A. That I (should) do it B. Me (not) to do it C. Doing it D. To do it

Information transfer means that the test-takers have to transfer material from the text on to a chart, table or map. Such like tasks are sometimes performed in real life settings (arranging information during a lecture or finding out the details of the train timetable) and therefore can be viewed as authentic.

- # Exploratory task 1.7

Do the following information-transfer test and comment on your experience. "You are a road-safety officer. Listen to the story about a road accident and draw a sketch picture of the situation" (After Hughes, A. 1016. Testing for Language Teachers. CUP. P. 138)

I was riding along the street and a little boy ran into the road from my right. He ran out from between the two buildings on my right. One building is on the corner. The next one to it is the Post Office. When the boy ran out, I turned left away from him and hit one of the parked cars. It was the second car back from the cross road on the left. It was parked right outside the police station. The policeman heard the bang and came out at once.

The main road

Ordering tasks (sequencing) are typically used to test the ability of arranging a discourse (stretch of an oral or written utterance) in a logically organized chain. The students are presented with a mutilated text, in which the order of elements is jumbled. The task is to restore the logical sequence. The problem with "sequencing tasks" is that in some cases there can be more than one way of ordering the textual elements.

• Exploratory task 1.8

Do the "sequencing" test and comment on your experience. Mark the time you needed to perform the test. "The following comes from a Scotland Yard electronic file. Due to the computer error all the sentences have come in the wrong order. Restore the original text".

A. The spokeswoman said: "The items were of no personal or sentimental value. At no time was the security of any members of the Royal Family compromised."

B. No details have been formally released on what the items were, to whom the office belonged or when the alleged incident took place.

C. A Buckingham Palace spokeswoman said: "This is a matter for the police."

D. A Scotland Yard spokeswoman said items of "intrinsic value" were thought to have been taken from an office within the palace, the official home of the Queen.

E. At no time was the security of any members of the Royal Family compromised."

Editing tests consist of sentences or text passages, in which errors have been introduced. Test-takers are to identify the errors and to write out the missing or erroneous elements at the end of each line. The main difficulty with this type of test is to ensure that an element deemed as erroneous by test writers should indeed be erroneous with all exceptions excluded.

• Exploratory task 1.9

Indicate the place of the missing element with ✔ band underline the erroneous elements. Comment on the problems you have experienced. Mark the time you needed.

1. In the U.K. over 350,000 children under 12b left at home on their own each day. 2. Six hundreds a day are excluded from school. 3. One of three 14-year-olds has tried drugs. 4. Children committed at least 15,000 crimes a day. 5. Britain locks up in prison most children than any other country in Europe. 6. This family have 12 children. 7. No adult in the family work.	

Remodeling tests mean that the learners have to rewrite original sentences starting with the given words or using a given word so that the meaning of the original sentence did not change.

• Exploratory task 1.10

Rewrite the given sentences starting with the given words. The new sentence must be close in meaning to the original. Comment on your problems and mark the time you needed to perform the test.

1. It was my best friend who helped me pay the mortgage.
- If it _____
2. The moment I entered the room I found out that something was wrong.
- No sooner _____
3. He clicked the car door leaving the key inside
- He locked _____
4. The burglar was scared by the dog's barking and ran out of the room
- The dog _____
5. I told myself not to come here again
- Never _____

Test analysis is necessary in order to process the results and to draw conclusion on the learners' performance. There are two chief methods of marking the test results. They are **the error-count method and the analytic method.** The **error-count method** involves counting up the number of errors and deducting this number from the maximum total scoring for the test. The **analytic method** of marking is useful because it informs the test-takers about their performance against certain criteria.

Possible criteria for assessing a piece of free writing

5 points. Clear message. Coherent discourse (very logical writing). Topical vocabulary. Perfect cohesion (excellent use of connectives). Correct grammar.

4 points. Clear message with an occasional deviation from the subject. On the whole coherent discourse with some parts "falling out". Mostly topical vocabulary. Use of connectives. Adequate grammar.

3 points. A message is recognizable. Some passages do not belong to the subject. Some topical vocabulary is used. Some connectives are erroneous. There are grammar errors.

2 points. The message is poorly conveyed. Only a small part of the writing actually carries the subject. Much topical vocabulary is missing. Connectives are mostly out of place. Grammar errors make the comprehension difficult.

1 point. The writer has missed the message. The whole text is off the given subject. There is no use of the topical vocabulary. Textual grammar makes the piece incomprehensible.

(After Heaton, J. 2019. Classroom Testing. Longman. P. 108-117)

An important consideration in test analysis is **discrimination**, i.e. the ability of the test to signal the individual differences in the learners' language performance. Discrimination can be measured with the help of the formula:

Upper half of the group – Lower half of the group

Discrimination = _____

Total number of students

In this formula, numerator shows the number of students in the half of the group with the lower scoring, and the number of students in the half of the group with the higher scoring. Denominator shows the total number of students in the group. If **D** (discrimination) is 0, the discrimination capacity of the test is **very high** and it definitely shows the difference in the performance of the test-takers. It is neither too difficult, nor too easy. If **D** is approaching+1, there is **little or no discrimination** in individual language performance and the test produces either very high results, thus being either too easy. This test is useless in assessing the learners' performance. If **D** is approaching –1, then the test is definitely **too difficult** and can't be used as a measuring tool (for test analysis see Heaton, J. 1988. Writing English language Tests. Longman).

• Input reading 2
Testing communicative skills

Testing writing pursues the goal of testing the ability to write. The following tasks are taken from popular tests: "You are asked to give a talk about your life abroad. Write down what you will tell the people", "Write your own thoughts on the saying "Brevity is the mother of talent", "Being born into a wealthy family: a curse or a blessing?" etc. "**Testing writing** can include the operations of **completing, describing, explaining, comparing and contrasting, reasoning** on paper in written form. **Completion** is done with the forms that may turn out to be useful in the real world. E.g. You want to join a travel club so that you can travel cheaper. Complete the application form:

- Mr. or Ms._____
- Family name_____
- Date of birth_____
- Nationality_____
- Present address_____
- Occupation_____
- Which UK airport will be most convenient to you?_____
- Which county/s are you intending to travel to?_____
- Proposed date of departure_____
- Proposed duration of stay outside the UK_____
- Reason for journey_____
- How do you intend to pay for your ticket (in cash, by check etc)?_____
- How did you hear of our travel club?_____
- Date l__ __ l __ __ l __ __l
- Signature _____

Describing format is used to test students' abilities to describe their message to an addressee. E.g. You have got a picture that you want your friend to use as a logo. There is no way you can show the picture. Write a description of the image that you want to be used as a logo. **Explaining** format is often used in the "letter-of-complaint" task. The subject of testing in this case can be the ability of the test-takers to describe the matter of complaint and the ways to put it right. **Contextual** format means that the examinees are given brief notes of a public address and the task is to "unfold" these brief entries into full text. **Written response** format consists in the task to read a letter from an official or a clerk and to write a response, focusing on the chunks of the text, which have been underlined. The "legend" for the response is provided. This can be "biography data", "previous letter sent to the clerk by the test-taker", "background situation for this exchange of letters" etc. **Comparing and contrasting** format is used to test the ability to write a "balanced argument", in which all "pros" and "cons" are equally represented. **Reasoning** is tested in writing essays (techniques of "testing writing" can be found in Hughes, A. 2016. Testing for language Teachers. CUP. P. 75-100).

- # **Exploratory task 2.1**

Write six short stories (each student writes only one story), describing the experience on the road and having in mind one of the given headings A-F. Do not write heading! Put your stories together and try to match the numbers of the texts and the headings. Have you been successful in writing the text adequate to the chosen heading?

A. Driving on an icy road.
B. An accident on the road.
C. A jam on the road.
D. A terrible fog.
E. Your old car.
F. Coming to help.

Testing oral ability has the objective of measuring the language performance in oral interaction. Oral tests represent a population of oral tasks that the candidates are to be able to perform. These tasks are expected to elicit behavior, that exposes the oral ability of the test-takers and that can be scored validly and reliably. Oral behavior that is to be scored includes expression (thanks, apologies, attitudes, opinions), **manipulation** (directions, instructions, persuading, advising, warning, complaining, banning and permitting), **eliciting** (information, clarification, explanation), narrating (sequence of events, story-telling, eye-witness accounts). **Oral test types** can be a monologue, a dialogue and a multi-participant interaction. Criteria for scoring the performance at a certain **level of language acquisition** include **accuracy, appropriacy, range** (of the language), **flexibility, size.**

- # Exploratory task 2.2

Ask your peer to share with you "the most memorable event of yesterday". Use the criteria of the "top performance" given below to assess the performance of your partner. Reflect on the criteria as the assessment tool.

Accuracy	Pronunciation is clearly intelligible. Grammatical and lexical accuracy is generally high. There some errors that do not destroy communication. The language is generally appropriate to function. The overall intention of the speaker is always clear. A fair range of language is available to the candidate. No overt search for words is evident. A candidate is able to take the initiative in the conversation, to adapt to new topics, to change the subject. Language turns are fairly short but there is some evidence that more complex utterances and longer discourse can be produced.
Appropriacy	
Range	
Flexibility	
Size	

(Hughes, A. 2016. Testing for language Teachers. CUP. P. 102)

There are **three general formats** for testing oral ability: **interview, interaction with peers and response to an image, written or heard text. Interviews** can be structured and unstructured. Structured interview means having predetermined questions with limited possible answers. Unstructured interview means that the questioning is guided by the responses to the previous questions. Interviews can be administered on a certain topic or cover a wider range of themes. **Interaction** can be arranged between the two test-takers discussing a topic, giving explanations or making plans. E.g. "Discuss how you make an omelet". "Describe a stapler". "Explain how to use a public pay-phone". Candidates can be asked to assume roles in a particular situation. A protracted exchange between the two candidates can be stimulated by the following task: "You want your mother to increase your pocket money, but she is resistant to the idea. Try to make your mother change her mind". Discussion between the candidates can also be an important source of information about their language performance. E.g. "Your school can spend money on either of the items to improve facilities: video equipment, a mini bus, computer equipment, a sauna, library resources. Discuss with your partner all the advantages and disadvantages of each suggestion and try to reach agreement on the most suitable decision". **Response** to a picture can take the form of description and comment (a picture is expected to be either vague in its form and reference, or deep in the message). A response can be given to a text for reading.

Exploratory task 2.3

A response can be given to a recorded text of the telephone talk. A candidate is to restore what the other person on the phone is saying. Perform the activity and reflect on the difficulties.

- Hello. What can I do for you?
- ___
- Hold on a moment. What's the name of the play?
- ___
- When's it on exactly?
- ___
- Sorry, to mention it, but in what range are you prepared to pay for the ticket?
- ___
- Well, what night would you like to go?
- ___
- O.K. That's all right. Hope you will have a nice evening out. Bye.

In order to **assess the fluency** of oral ability, the following scales can be used: background knowledge, vocabulary sufficiency, grammar adequacy, message communication, interactive skills, logic of the utterance, fluency. Grades are given for every scale. Only when examines can be relied upon to score with consistent accuracy video-recordings, should they be entrusted with "live scoring" (Hughes, A. 2016. Testing for language Teachers. CUP. P.101-115).

- # Exploratory task 2.4

Ask your partner to explain to you how to make a nice omelet. In assessing fluency use the following grades. Reflect on this tool for assessment.

5. Speech is as effortless and smooth as a native speaker's

4. Speech is effortless and smooth but non-native in evenness

3. Speech is frequently hesitant and jerky

2. Speech is very slow and uneven except for routine sentences

1. Speech is halting and fragmentary, making conversation impossible

• Exploratory task 2.5

The speaker has a plan of the room. The listener (the examiner) has a blank sheet of paper. The speaker has to instruct the listener how to reproduce the plan as accurately as possible on the blank sheet of paper without seeing it. As an examiner, produce a **scoring matrix** with a list of the language, that you expect to be used by the test-taker beginning has been done for you). While listening to your partner, tick off the language items that your partner has actually used. Run the activity and reflect on this tool of the scoring procedure. (Formats of oral tasks with scoring matrixes can be found in Brown, G. and G. Yule. 2017. Teaching the Spoken Language. CUP. P. 102-149)

Features and examples	✔
On the top	
To the right	✔
Underneath	
One meter long	✔
Square table	
Etc.	

Testing reading

The following **operations** are necessary to test if the task is to evaluate candidates' language performance in reading: **scanning** the text to locate specific information, **skimming** the text to obtain the gist, identifying examples in support of an argument, restoring the sequencing relations between parts of the text, inferring from the text. **Techniques** for testing reading include **multiple-choice, sequencing, cloze, information transfer, comments, drawing conclusions.** In the **multiple choice** tests the candidates give evidence of successful reading by ticking off one out of a number of alternatives (usually out of three, four or five alternatives). True-False questions are just a variety of the multiple choice format. E.g. "Choose the picture (A, B, C, D), which the following text describes". In the **cloze** test the task is to complete the gaps in the text.

• Exploratory task 2.6

Do the following cloze activity and reflect on the problems you had with completing the gaps in the text.

"A man goes out of prison … twenty years. He decides to go … to the neighborhood where he lived. … he gets there he cannot … the place. Everything has changed a …. The places he used to … have all disappeared. Even the pub has ….He is very tired and would like to have … to eat. He goes into a small … and has a coffee and a sandwich. When he takes … his wallet he finds a … ticket in it. He then remembers that the … thing he had done before being arrested was to take a … of shoes to the shoemaker's. He … to go there and try. What a wonderful thing! The shoemaker is still at the … place. He gets into the shop and tells the … that about twenty years before he … him a pair of shoes to have them …. The shoemaker has a look at the ticket and …: "O.K. Come back tomorrow. They will be ready then." Some things … change" (Answer key: after, back, when, recognize, lot, know, moved, something, cafe, out, shoe, last, pair, decides, old, shoemaker, gave, fixed, says, never).

Information transfer demands on the candidates to supply information from the text in a table, map, picture etc.

- # **Exploratory task 2.7**
Read the text and draw a picture of the eye from description.

Text	Picture
"The eye is the second most complex part of the body after the brain. We all have a blind spot in each eye where the optic nerve leaves the back of the eye-ball - the retina. The iris (the colored part of the eye) consists of more than 25,000 nerve endings, all of which are connected to the brain. There is a small opening in the front part of the eye-ball - the cornea, through which the light gets into the eye and onto the retina. This opening is covered with a lens. The eyelid cowers two-third of rhe eye-balls."	

Restoring the sequencing relations between the parts of the text can be done in at least two ways. Candidates can be given a rambled order of text fragments, which they are expected to rearrange in the correct sequence. As an alternative, the candidates are given a text and a separate passage. Their task is to decide where in the text this separate passage belongs.

Exploratory task 2.8

Sequence correctly the sentences of the given text. Work individually. The limit of time is three minutes. The first choice has been done for you.

a) The bus driver said, "That's the ugliest baby I've ever seen."	1-b
b) A woman got on a bus, holding a baby…	2
c) The man said, "Why, he's a public servant and shouldn't say things to insult passengers."	3
d) "That's a good idea," the man said.	4
e) "Here, let me hold your donkey."	5
f) In a huff, the woman slammed her fare into the fare box and took an aisle seat.	6
g) "The bus driver insulted me," she fumed.	7
h) "You're right," she said. "I think I'll go back up there and give him a piece of my mind."	8
i) The man seated next to her sensed that she was agitated and asked her what was wrong.	9

Comments usually require the world knowledge. The candidates can be given a text are asked to explain the meaning of certain words or circumstances. For this they will have to display their historical, social or cultural background.

• Exploratory task 2.9

Describe the situations, in which the following signs may appear. What does this test check?

Signs	Comments
a) Helmets must be worn on site. b) Silence is requested during services. c) We regret that goods can not be exchanged. d) A service charge will be automatically added to your bill. e) Private. f) Thieves will be prosecuted. g) These premises are under electronic surveillance. h) Keep clear. i) The management can not be held responsible for the theft.	

All the task that has been set for listening should be done "while-listening". The tape is usually played twice. A couple of minutes are allowed after the tape has been stopped for the test-takers to go over their answers once again. The candidates are to perform the following operations: listen for specific details, obtaining a gist of what they hear, follow directions, follow instructions, interpret the text. Techniques for testing listening can include multiple-choice, sequencing, information transfer, instruction and direction following, comments, drawing conclusions (Hughes, A, 2016, Testing for language

Testing listening

All the task that has been set for listening should be done "while-listening". The tape is usually played twice. A couple of minutes are allowed after the tape has been stopped for the test-takers to go over their answers once again. The candidates are to perform the following operations: **listen for specific details, obtaining a gist of what they hear, follow directions, follow instructions, interpret the text.** Techniques for testing listening can include **multiple-choice, sequencing, information transfer, instruction and direction following, comments, drawing conclusions** (Hughes, A. 2016. Testing for language Teachers. CUP. P.134-140)

- # Exploratory task 2.10

Follow the directions, draw a map and put a cross where the bank is.

Get off the bus, turn right, go up nearest crossing, far corner of next crossing – supermarket. Down – roundabout. Cross the street on which you stay. Take left, then right. Go straight. Second building from the corner. NatWest Bank.	Street map:

(After Heaton, J. 2016. Classroom Testing. Longman. P. 50)

Testing grammar can be done with **multiple choice** items, paraphrase (say it differently using a different beginning of the sentence or a different word), **sentence completion**, **cloze procedure** (e.g. testing the knowledge of prepositions or articles), **error correction** etc.

• Exploratory task 2.11

Read the text below and look carefully into each line. Some of the lines are correct, and some have a word, which should not be there. If a line is correct, put a tick ✔. If a line has a word that should not be there, write this word in the right column.

Sentences	Tick or word
a) Last Sunday was definitely not a good day for me.	
b) It was all started when I got into my car and it refused to start.	
c) I immediately realized that I had left the lights on.	
d) I telephoned to my friend and he came round and helped me start it.	
e) I then drove into town to see my brother.	
f) I waited for him for an hour despite of the freezing weather	
g) There was nothing I could do but drive back home	
h) He did not even apologize himself for not waiting for me	

(After Paran A. 2016. First Certificate Gold. Practice Exam. Longman. P. 41).

Testing vocabulary is essential to demonstrate linguistic skills. Test tasks can include **synonyms** (Choose the alternative ABCD, which is closest in meaning to the given words. E.g. Gleam: a/shine, b/glitter, c/glare, d/glittering. Answer key: "gleam" has the implication of feeling joy. That is why "shining" is closest in meaning to it). **Definition** task can have a multiple choice format ("Loathe" means a/ to dislike intensely, b/ to hate the look of, c/ to feel sick at the smell of. Answer key: "to dislike intensely" is the best definition). **Gap filling or cloze procedure** can also be used in testing the vocabulary. Tasks with pictures can be as follows: Write down the names of the objects that you see in the picture. This technique is restricted to concrete nouns. Another technique is **elicit words from definitions** (E.g. … is a person who performs operations on patients. … is what becomes of boiling water. … is what a coward needs. Answer key: surgeon, steam, courage).

• Exploratory task 2.12

Read the text below and decide which answers ABCD best fit each space

Text	Answers
The findings of a 1 … survey showed that teenagers do not spend as much money as their parents suspect. The survey 2 … three hundred teenagers from 3 … Britain. Although they have more cash, worry about debt is 4 … among the teenagers. The economic recession seems to have encouraged 5 … attitudes to money.	1. a/late b/recent c/latest d/fresh 2. a/included b/contained c/counted d/numbered 3. a/entire b/all over c/complete d/the whole 4. a/gaining b/heightening c/increasing d/building 5. a/careful b/suspicious c/reserved d/cautious

(After Paran A. 2016. First Certificate Gold. Practice Exam. Longman. P.16-17)

Psychological testing is sometimes used in teaching English. The purpose of this procedure is not the personality studies as would be during the psychological counseling. The purpose of psychological testing in the communicative language lessons is to boost the discussion about learners individual characteristics.

• Exploratory task 2.13

Try the **"Personality Color Test"** share your results in small groups. Give a statement of whether this test can be a psychological tool. Have a discussion of individual differences. The instruction: "Briefly study the colors and then choose the color which appeals to you most immediately. Write this color in the first box and then repeat the process with your second favorite color in the second box and so on until your least favored color is in the last box".

Place	Colors
1.	Red
2.	Yellow
3.	Green
4.	Violet
5.	Brown
6.	Gray
7.	Blue
8.	Black

(from O'Connell, S. 2019. Focus on Advanced English. Longman. P. 115-117)

Interpretations

Red represents passion and energy. Read in the first position means you are impulsive and have a will to win. You want to be a leader and to expand your horizons living full life. **Yellow** represents happiness and relaxation. Yellow in the first place means that you are ambitions and eager to please. Yellow in the second and third place means that you are an optimist who never looks backward. **Green** represents firmness and resistance to change. In first place, you are persistent, possessive and quite selfish. You are a high achiever and an accumulator of things. If green is in the last place, you ego has been humbled. **Violet** means a dreamy world of wishful thinking and fantasy. **Brown** is the color of physical wellbeing and one's concern about health matters. If brown is your favorite color, then you are restless and insecure in need of a protective environment. **Grey** means that you want to shut yourself off from everything and everybody. Blue means that you are sensitive and easily hurt. You desire to lead a conflict-free life. **Blue** in the last place means you want to break from the ties that restrict you. **Black** means "No!" and a revolt against one's fate. In the second place it means you are prepared to give anything to achieve what you want.

Testing can be applied in attempts to measure the **language aptitude** in learners. One of the techniques to measure the **language analytic and encoding ability** is to give the learners examples in an artificial or rare language.

• Exploratory task 2.14

Analyze an example from the Hebrew language. Get acquainted with the translation of words. Translate the given sentences from English into Hebrew.

Analyze examples	Study the words	Give the translation
Ani omer Ani omed Ani amadti	Ani – I Omer – say Omed – stand Amadti - stood	I said _____

• **Micro-teaching task**

Choose a test and administer it in your classroom or among your peers. Indicate the goal of testing (speaking, writing, reading or listening, vocabulary or grammar), the testing format (multiple choice etc.) and the **contents** of testing (make concrete the grammar subject or the area of topical vocabulary, the oral topic, the subject of the text for listening or reading etc). Complete the following chart:

Assessment object	Assessment
Goal of testing	
Format of testing	
Contents of testing	
Language level of the test	
Individual scoring (mean)	
Test discrimination index	
Highest result	
Typical errors	
Recommendations	

Integrated task

- Describe your testing situation (whom you are going to test, where and when)
- Describe the goal of your testing
- Give a rationale for testing as related to your goal
- Describe the format of the chosen test
- Describe the testing procedure (the number of the learners, the time of the day and the duration of testing)
- Describe the results of test analysis
- Give recommendations for further teaching