**Testing in Teaching English**

## 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

1. Input reading
2. Self-assessment questions (SAQ)
3. Exploratory tasks
4. Micro-teaching
5. Integrated task

## 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

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| **Testing tasks** | **Real world situations** |
| 1. **Complete the gaps in the text** |  |
| 1. **Mark true and false sentences** |  |
| 1. **Choose the correct variant** | Proofreading |
| 1. **Listen and draw a picture** |  |
| 1. **Restore logical order of sentences** |  |
| 1. **Match texts and pictures** |  |
| 1. **Say the same differently** |  |

## Exploratory task 1.2

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

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| **Testing**  **Task** | **Reliability** | **Construct validity** | **Concurrent validity** | **Practicality** |
| 1. **Read the text and answer questions** |  |  |  |  |
| 1. **Respond to a letter that criticizes you** |  |  |  |  |
| 1. **For each line write one corrected mistake** |  |  |  |  |

## SAQ 1.1

##### Match the types of tests with the testing situations

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| **Test types** | **Testing situations** |
| 1. **Proficiency tests** | 1. **Students have arrived for a summer intensive English course** |
| 1. **Achievement tests** | 1. **An applicant is seeking admission to a University in the UK** |
| 1. **Diagnostic tests** | 1. **An English language course has been completed** |
| 1. **Placement tests** | 1. **Students show signs of de-motivation in the lessons** |

## Exploratory task 1.3

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

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| * ***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*** |

## Exploratory task 1.4

##### Complete the gaps in the text and comment on your difficulties

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

## Exploratory task 1.5

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

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| ***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.*** |

**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)

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| **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*** | ***That I (should) do it***  1. ***Me (not) to do it*** 2. ***Doing it*** 3. ***To do it*** |

## 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. 1996. Testing for Language Teachers. CUP. P. 138)

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| ***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.*** |

Draw your sketch map here:

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| **The main road** |

## 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”.

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| ***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.”*** |

## Exploratory task 1.9

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

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| 1. ***In the U.K. over 350,000 children under 12 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.*** |  |

## 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

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

* 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 I\_\_ \_\_ I \_\_ \_\_ I \_\_ \_\_I**

**Signature**

## 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?

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| 1. ***Driving on an icy road.*** 2. ***An accident on the road.*** 3. ***A jam on the road.*** 4. ***A terrible fog.*** 5. ***Your old car.*** 6. ***Coming to help.*** |

**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.

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| * **Accuracy** * **Appropriacy** * **Range** * **Flexibility** * **Size** | **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.** |

**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

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| * ***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.*** |