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**ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**  
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# Introduction

Uzbekistan is making its entry into the international arena. After its independence, the republic of Uzbekistan was faced with the necessity of creating national educational system with new realities that meets world standards and government coped with this task. Several decrees and laws are adopted by our government. Particularly, our President I.A. Karimov has told important and actual decisions about education system and its development in his books and speeches. He has mentioned many times that our young generation must be more educated, stronger, and happier than ancestors.<sup>1</sup> He supports the education of talented youth abroad which provides an opportunity through a grant to receive a Master degree in different fields of specialization at the most prestigious universities of Great Britain, Germany, and France.<sup>2</sup> President I.A. Karimov resolves to improve foreign language learning system. On December 10, 2012 he signed a new decree “On measures to further improvement foreign language learning system”.

As our country has started to have diplomatic relationships with other independent states, a great demand of knowing foreign languages rose. Our respectful President I.A. Karimov’s resolution on learning foreign languages harder and wider, especially the English language which has already become the world language in communication and diplomacy makes us to study new methods of teaching and learning this language.

Today Uzbekistan is going to begin teaching foreign languages with new teaching approaches which can meet CEFR. According to new methods teaching English is becoming funny, practical and interesting, full of different interactive methods which can let students be active, communicative, and creative during classes.

## General characteristics of the qualification paper

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<sup>1</sup> I. A Karimov “Yuksak ma’naviyat yengilmas kuch”, Toshkent, “Ma’naviyat”, 2010-yil.

<sup>2</sup> I. A Karimov “Bizdan Ozod va obod vatan qolsin”, Toshkent, “O’zbekiston”, 1996-yil.

**The actuality of the final qualification paper** is learning the usage of types of tests is more vital in language teaching as it verifies the way of assessing students' progress. If we focus on the world practice, nowadays we use TOEFL and IELTS tests to assess the language; and its reading and listening parts are based on closely to the test system. Based on this, the actuality of our work is to show how tests are necessary in language teaching.

**The aim of the final qualification paper.** The main aim of the work is to expose various types of test formats and ways of testing, to demonstrate for what purpose we will use them and show the evaluation of students or language learners' knowledge by comparing existing types of tests with each other and to find similarities and divergences of tests, in order to see how the theory is used and could be applied in practice.

**The following tasks** are put to be solved:

- To study types of tests
- To compare them and find similarities and differences
- To realize the mistakes while making tests (according to geographical and spiritual point of view)
- To find advantages and disadvantages of tests.
- To change students attitude towards tests.

**The novelty of the final qualification paper** is to develop the testing system that is currently acting in Uzbekistan. Because checking the grammar in entrance exams are not enough to evaluate students all four skills. Listening and speaking and writing skills also should be examined. For example, by asking to write essay in English language we can check their writing skills as well.

**Theoretical and practical value of the final qualification paper.** As the following Qualification paper contains the valuable information and models of tests about the issue it can be used by young or junior teachers while organizing a test to assess students' knowledge according to their lesson.

**The sources of the final qualification paper.** During research were taken the viewpoints of such specialists, as Diane Larsen-Freeman “*Techniques and Principles in language teaching*”, Brown, H. D “*Principles of Language Learning and Teaching*”, Hughes A “*Testing for Language Teachers*”, Alderson J. C and Banerjee J “*Language testing and assessment*”, Hoshimov, Yoqubov “*Ingliz tili o’qitish metodikasi*”, and others.

**The methods of scientific investigation:**

- Comparative methods
- Analytical and selective study of the theory available;
- Selecting and adapting appropriate tests types, to exemplify the theory.
- The rather-comparative analysis.
- Drawing conclusions.

**The structure of the work:** The following final Qualification paper consists of introduction, general characteristics of diploma work, two chapters; the chapters contains two parts, conclusion, glossary and the list of used literature, 61 pages.

## **CHAPTER I. VARIOUS VIEWPOINTS ABOUT ENGLISH LANGUAGE TEACHING.**

### **1.1. Periodical changes in English language teaching.**

Language teaching has changed around for many centuries, and over the centuries. Various influences have affected to language teaching. Reasons for learning language have been different in various periods. In some periods, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These divergences influenced how language was taught in different eras. Also, theories about the nature of language and the nature of learning have changed. However, many of the present issues in language teaching have been considered off and on throughout history.

The history of the consideration of foreign language teaching goes back at least to the ancient Greeks. They were interested in what they could learn about the mind and the will through language learning. The Romans were probably the first to study a foreign language formally. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of the Greeks.

In Europe before the 16th century, much of the language teaching involved teaching Latin to priests. In the sixteenth and seventeenth centuries, French was a lingua franca for speaking to foreigners.<sup>3</sup> Members of the court spoke French, of course, but it was also a necessary language for travelers, traders, and soldiers. French was fairly widely taught during this period, and a study of the theoretical books and language textbooks from this period indicate that many of the same questions that are being considered today by language teachers were being considered then. These included questions about practice versus learning rules and formal study versus informal use. The status of Latin changed during this

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<sup>3</sup> Hedge. T. *“Teaching and Learning in the Language Classroom”*, Oxford University Press 2000, p 128-165.

period from a living language that learners needed to be able to read, write in, and speak, to a dead language which was studied as an intellectual exercise. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17th and 19th centuries, a time when thought about language teaching crystallized in Europe. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The sentences that were translated or written by the students were examples of grammatical points and usually had little relationship to the real world. This method came to be known as the grammar-translation method. Though some people tried to challenge this type of language education, it was difficult to overcome the attitude that Classical Latin (and to a lesser extent Greek) was the most ideal language and the way it was taught was the model for the way language should be taught. When modern languages were taught as part of the curriculum, beginning in the 18th century, they were generally taught using the same method as Latin.

The grammar-translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s, and it continues to be widely used in some parts of the world, even today.<sup>4</sup> However, even as early as the mid-19th, theorists were beginning to question the principles behind the grammar-translation method. Changes were beginning to take place. There was a greater demand for ability to speak foreign languages, and various reformers began reconsidering the nature of language and of learning. Among these reformers were two Frenchmen, C. Marcel and F. Gouin, and an Englishman, T. Pendergast. Through their separate observations, they concluded that the way that children learned language was relevant to how adults should learn language. Marcel emphasized the importance of understanding meaning in language

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<sup>4</sup> Diane Larsen-Freeman “*Techniques and Principles in language teaching*”, Oxford Second Edition, p 12-15.

learning.<sup>5</sup> Pendergast proposed the first structural syllabus. He proposed arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions. He emphasized presenting each item in context and using gestures to supplement verbal meaning. Though the ideas of these and other reformers had some influence for a time, they did not become extensive or last long. They were outside of the established educational circles, and the networks of conferences and journals which exist today did not exist then to spread their ideas. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more common with the grammar of their native language and this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

However, in the late 1800s and early 1900s, linguists became interested in the problem of the best way to teach languages. These reformers, who included Henry Sweet of England, Wilhelm Viëtor of Germany, and Paul Passy of France, believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should, for the most part, be avoided. These ideas spread, and were consolidated in what became known as the Direct Method, the first of the "natural methods." The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools. As with the Grammar-Translation Method, the Direct method is not new. Its principles have been applied by language teachers for many years. It was revived

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<sup>5</sup> Brown, H. D. (2000) *Principles of Language Learning and Teaching*. New York: Longman, 2000, p 57-89

as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar-translation method was not very effective in preparing students to use the target language communicatively, the direct method became popular. The direct method has one very basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language. In his *The Art of Learning and Studying Foreign Languages (1880)*, Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning.<sup>6</sup> Living in Hamburg for one year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. He could not understand a word. After his failure, he decided to memorize the German roots, but with no success. He went so far as to memorize books, translate Goethe and Schiller, and learns by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For instance, *I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door.*

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<sup>6</sup> Francois Gouin "The Art of Learning and Studying Foreign Languages", Lon, 1880. P 88-89.

Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the direct method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the direct method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.<sup>7</sup> The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size.

Developments in other fields have had an effect on language teaching. In the field of psychology, behaviorism has had a great effect on language teaching. Various scientists in the early to mid-1900s did experiments with animals, trying to understand how animals learned, and through animals, how humans learned. One of the most famous of these scientists was Ivan Pavlov. His experiments showed that if he rang a bell before giving food to the dogs he was studying, when the dogs heard the bell, they would salivate, even before the food was presented to them. This is called a conditioned response. Pavlov believed that this indicated that this is how animals learned, even in the wild. Pavlov and other

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<sup>7</sup> A.P.R. Howatt with H.G. Widdowson, "A History of English language Teaching" Second Edition, Oxford

studying in fields of animal behavior (including John Watson and B.F. Skinner) came to believe that animal behavior was formed by a series of rewards or punishments. Skinner, in particular, promoted the idea that human behavior could be described using the same model. In applying his principles to language, Skinner theorized that parents or other caretakers hear a child say something that sounds like a word in their language; they reward the child with praise and attention. The child repeats words and combinations of words that are praised and thus learns language. Behaviorism, along with applied linguistics, which developed detailed descriptions of the differences between languages, had a great influence on language teaching. Theorists believed that languages were made up of a series of habits, and that if learners could develop all these habits, they would speak the language well. Also, they believed that a contrastive analysis of languages would be invaluable in teaching languages, because points in which the languages were similar would be easy for students, but points in which they were different would be difficult for students. The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the The Audio-Lingual Method.<sup>8</sup> The Audio-Lingual Method, like the Direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural developing the method, and for

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<sup>8</sup> Brown, H. D. (2000) *Principles of Language Learning and Teaching*. New York: Longman.

this reason, it has sometimes been referred to as the ‘Michigan Method’. Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated.<sup>9</sup> It was thought that the way to acquire the sentence patterns of the target language was through conditioning- helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native and form the new habits required to be target language speakers. The characteristics of the Audio-Lingual Method:

- *Dependence on mimicry and memorisation of set phrases*
- *Teaching structural patterns by means of repetitive drills*
- *No grammatical explanation*
- *Learning vocabulary in context*
- *Use of tapes and visual aids*
- *Focus on pronunciation*
- *Immediate reinforcement of correct responses*

But its popularity waned after 1964, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorisation and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious.

The Silent Way rested on cognitive rather than affective arguments, and was characterised by a problem-solving approach to learning. Gattegno held that it is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency

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<sup>9</sup> Weir, C. (1993) *Understanding and Developing Language Tests*, Hemel Hempstead: Prentice Hall International. 1993, p 257-259.

to explain everything to them. Linguist Noam Chomsky argued that language acquisition could not possibly take place through habit formation since people create and understand utterances they have never heard before. Chomsky proposed instead that speakers have a knowledge of underlying abstract rules, which allow them to understand and create novel utterances. Thus, Chomsky reasoned, language must not be considered a product of habit formation, but rather of rule formation. Accordingly, language acquisition must be a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring. The emphasis on human cognition led to the establishment of the Cognitive Approach. Rather than simply being responsive to stimuli in the environment, learners were seen to be much more actively responsible for their own learning, engaged in formulating hypotheses. For a while in the early 1970s there was great interest in applying this new Cognitive Approach to language teaching and materials were developed with deductive (learners are given the rule and asked to apply it) and inductive (learners discover the rules from the examples and then practice it) grammar exercises. However, no language teaching method ever really developed directly from the Cognitive Approach; instead, number of 'innovative methods' emerged. Although Caleb Gattegno's Silent way did not stem directly from the Cognitive Approach, it shares certain principles with it.<sup>10</sup> For example, one of the basic principles of the Silent Way is that '*Teaching should be subordinated to learning.*' In other words, Gattegno believed that to teach means to serve the learning process rather than to dominate it. This principle is in keeping with the active search for rules ascribed to the learner in the Cognitive Approach. Gattegno looked at language learning from the perspective of the learner by studying the way babies and young children learn. He concluded that learning is a

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<sup>10</sup> Penny Ur "A Course in Language Teaching" Practice and Theory, r, Cambridge University Press 1991. P 17-25.

process which we initiate by ourselves by mobilizing our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to meet the challenge at hand. The goal of most methods we have looked so far is for students to learn to communicate in the target language. In the 1970s, though, educators began to question if they were going about meeting the goal in the right way. Some observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use the language. It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context. In short, being able to communicate required more than linguistic competence; it required communicative competence – knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative Approach. Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. What this looks like in the classroom may depend on how the tenets are interpreted and applied. Let us see the basic premises of this approach:

- Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques
- Using the language in unrehearsed contexts.

In the years following World War II, great changes took place, some of which would eventually influence language teaching and learning. Language

diversity greatly increased, so that there were more languages to learn. Expansion of schooling meant that language learning was no longer the prerogative of the elite but something that was necessary for a widening range of people. More opportunities for international travel and business and international social and cultural exchanges increased the need for language learning. As a result, renewed attempts were made in the 1950s and 1960s to 1) use new technology (e.g., tape recorders, radios, TV, and computers) effectively in language teaching, 2) explore new educational patterns (e.g., bilingual education, individualized instruction, and immersion programs), and 3) establish methodological innovations (e.g., the audio-lingual method). However, the hoped-for increase in the effectiveness of language education did not materialize, and some of the theoretical underpinnings of the developments were called into question. Beginning in the mid-1960s, there has been a variety of theoretical challenges to the audio-lingual method. Linguist Noam Chomsky challenged the behaviorist model of language learning. He proposed a theory called Transformational Generative Grammar, according to which learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again. For example, a sentence is changed from an affirmative to a negative sentence by adding not and the auxiliary verb to, i.e., *"I go to New York every week" would be changed to "I do not go to New York every week."* With a fairly limited number of these transformations, according to Chomsky, language users can form an unlimited number of sentences. Other theorists have also proposed ideas that have influenced language teaching. Stephen Krashen, for example, studied the way that children learn language and applied it to adult language learning. He proposed the Input Hypothesis, which states that language is acquired by using comprehensible input (the language that one hears in the environment) which is slightly beyond the learner's present proficiency. Learners use the comprehensible input to deduce rules. Krashen's views on language teaching have given rise to a number of changes in language teaching, including a de-emphasis on the teaching of grammatical rules and a greater emphasis on trying to teach language to adults in

the way that children learn language. While Krashen's theories are not universally accepted, they have had an influence. Developments in various directions have taken place since the early 1970s. There has been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicate, as opposed to merely linguistic, competence. Some "new methods," including the Silent Way, Suggestopedia, and Community Language Learning, have gained followings, and these reflect some of the above trends. In addition, there has been disillusionment with the whole methods debate, partly due to inconclusiveness of research on methods, and calls for a deeper understanding of the process of language learning itself. Finally, there has been a greater stress on authenticity in language learning, meaning that the activities involved in language learning reflect real-world uses of the language.

Over the centuries, many changes have taken place in language learning, and yet there is evidence that considerations related to language learning have come up again and again through history. No doubt the search for a greater understanding of language learning, and more effective language teaching, will continue.

### **1.2. Methods of the test and its influence on teaching. New tendencies**

There are various methods of tests in teaching language and each of them has its influence on teaching. In relation to testing grammar and vocabulary and the four language skills, there are two major categories of techniques plays an essential role on teaching. They are productive techniques that require productive language use and receptive techniques which merely require recognition.<sup>11</sup> Testing grammar focuses on testing tangible aspects of language knowledge: grammar and vocabulary. Why? Because it is □relatively easy to

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<sup>11</sup> Brown, H. D. *“Language Assessment: Principles and Classroom Practices”*2004.

show learners that they are making progress. However, by concentrating on these areas exclusively, at the expense of ignoring the assessment of the four major language skills, teachers may be sending a wrong message to their learners. They may think that performing well on tests of grammar and vocabulary equals overall progress in learning language. Testing grammar can be either on *sentence-level* or in *text-based* format. On sentence level we can include: multiple-choice (articles/pronouns/modals), 'spot-the-mistake' and underline it, 'spot-the-mistake', underline and correct it, sentence transformation, gap-filling with cue word given, gap-filling without cue word given, gap-filling with picture prompts, labeling pictures showing action, making sentences based on word prompts and others. On text-based format we can include techniques such as:

- \* Multiple-choice
- \* modified cloze with cue words given after gap
- \* modified cloze without cue words given
- \* banked cloze (gapped text with a box containing prompts and distracters).

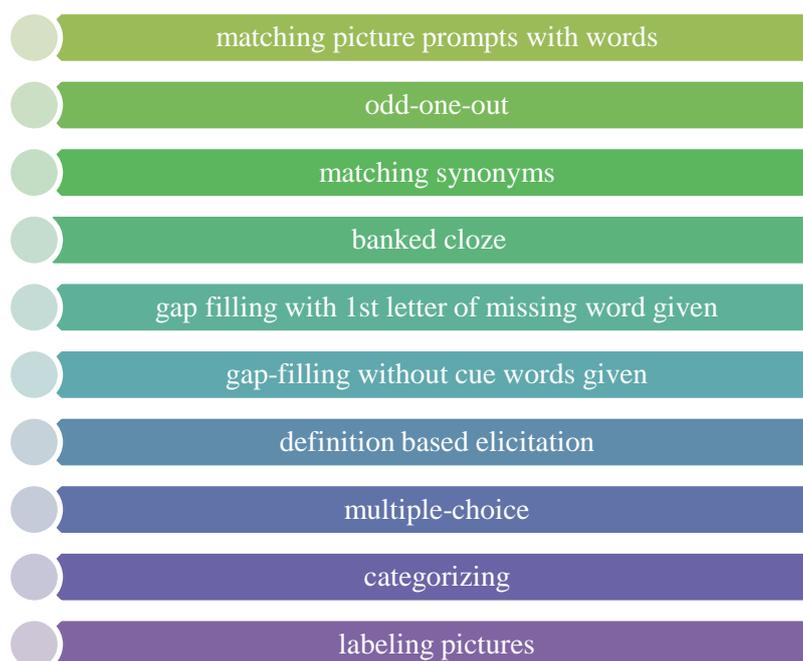
Testing communicative grammar tasks should be productive rather than receptive ones, and should be meaning-dependant as well as sufficiently contextualized.<sup>12</sup> That is, learners should be able to approach the test task as a communicative one. For this reason, the use of grammatical terms should preferably be avoided in the instructions. Testing vocabulary can be on sentence-level or in text-based format. It is recommended to use recognition techniques for assessing passive vocabulary, and productive methods for testing active vocabulary.<sup>13</sup> In communicative testing, vocabulary should be tested through meaningful and contextualized tasks. Vocabulary can also be tested

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<sup>12</sup> Houghton Mifflin Co., "*The Teacher's Assessment of Student Learning*." Chapter 14, 1997.

<sup>13</sup> Cangelosi, J. "*Designing Tests for Evaluating Student Achievement*." NY: Addison-Wesley.1990.

interactively in listening, reading and speaking tests. There are several ways of vocabulary testing techniques:



We can identify macro- and micro skills for both reading and listening. (Reading: *skimming, scanning, using context to guess meaning of unfamiliar words, understanding relations* between parts of text by recognizing indicators in discourse, Listening: *listening for gist, for specific info, recognizing stylistic characteristics, recognizing the relationship between speakers, inferring meaning from context*, etc) □ These are important to specify, as our purpose of testing reading and listening ability at different levels and in different genres may require the use of different sub skills. There are given testing techniques for testing reading and listening skills:

1. multiple-choice questions
2. short-answer questions
3. information-transfer (transferring specific information from text to a table)
4. true / false statements

Before testing speaking first of all let's identify a question Why do oral tests? Oral communication is more common than written. Learners usually recite a text learnt by heart. But in communicative testing, learners' ability to

communicate cannot base on their performance that derives from rote-learning. In oral testing, learners should demonstrate ability to perform a variety of language functions in a number of realistic conversational settings. Such a performance characterized by extemporization or unplanned, and spontaneity as well as creativity. Furthermore, in a communicative exchange there are at least two parties interacting with each other. This means that learners' ability to interact, build coherent spoken discourse should also be assessed. For assessing learners' speaking ability we can give several activity types:

- ❖ Interviews (between T-S as well as S-S)
- ❖ Role-plays
- ❖ Story-telling
- ❖ Descriptions of newspaper articles / pictures / books, etc.
- ❖ Discussions (real / simulated)

Some of these tasks can be set up in class with all the students participating, although the teacher can assess only one pair / group of students (maximum 3 or 4) at any one time. Teachers should work out their own assessment criteria before giving a grade. This should be done for two reasons: both the validity and reliability of the marking can be increased. Learners are also more contented if they know what grounds they get certain grades. For example, speaking assessment criteria may include:

- ❖ Grammar (control and variety of structures)
- ❖ Vocabulary (resourcefulness, range and appropriacy)
- ❖ Pronunciation (accent, stress, intonation)
- ❖ Interactional skill (sensitivity to turn-taking, maintaining flow of conversation)
- ❖ Discourse management (coherence, range of linguistic resources to deal effectively with task)
- ❖ Task achievement (effectiveness of approach to task)

Communicative assessment of learners' writing skills should be based on the view that learners be able to perform real-world writing tasks which are

interactive and purposive and in which they write texts to specific readers. A communicative writing task should specify the following:

- ❖ Intended audience
- ❖ Purpose for which the text is written
- ❖ Topic about which the text is written
- ❖ Relationship between writer and reader

These factors influence to genre, style and register of the piece of writing. Writing tasks can be informal and formal letters, filling in forms, postcards, messages, articles for magazines, applications, autobiographies or CVs, letters to magazines and etc.,

There are many standardized tests to assess the English ability of university candidates.<sup>14</sup> Increasingly, in a global market, employers and university administrators often have to evaluate the suitability of candidates based not only on skills, experience and education, but also English language ability. Fortunately, there are numerous standardized tests to indicate the English level of candidates. In addition, there are a few interview and resume tricks that can quickly ascertain the language proficiency of potential students or employees. One of them is Cambridge Main Suite exam. It is one of the most familiar ESOL (English for Speakers of Other Languages) qualifications in the world. Because of the range of activities in the four key skill areas, it is an excellent way to determine language competency in English. The tests range from an evaluation of basic English to complete fluency. The Preliminary English Test (PET) evaluates the student's ability to communicate and understand simple English. A student who can pass the PET will be comfortable with simple letter writing, note-taking, reading simple magazine or newspaper articles and dealing with

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<sup>14</sup> Houghton Mifflin Co., "*Basic Concepts in Assessment and the Interpretation of Standardized Testing*," Chapter 13, 1997.

everyday situations in an English-speaking country. The tests increase in difficulty; next is the First Certificate in English (FCE), then the Certificate in Advanced English (CAE) which is the accepted level for undergraduate students at British and Australian universities. Finally, The Cambridge Exam for Proficiency in English (CPE) examination is necessary for upper-management in English-speaking firms, or post-graduate study at English-speaking universities. The student will have essentially mastered the language, is able to understand complex colloquialisms and communicate opinions on almost every subject.

Another one is the TOEFL. Test of English as a Foreign Language is the standard test for entry into U.S. undergraduate courses, and is the most widely accepted test of English for firms and universities around the world.<sup>15</sup> To successfully pass the TOEFL exam students must not only communicate and understand English effectively, but they must possess a range of vocabulary wide enough to expertly argue a case in a seminar or office environment. The student will be able to read complex articles and textbooks, to communicate on a wide range of topics, to argue and reason in the language and write in a clear, concise and comprehensive manner. The TOEFL iBT, exam is taken remotely over the internet, however, it suffers from a high level of fraud so cannot, on its own, constitute evidence of English competency. The peculiarity of the TOEFL Test in comparison to other language proficiency tests is that the content of the former is completely academic, which means that every section of the TOEFL test – Reading, Listening, Speaking and Writing – is relevant and similar to the academic studying. The basic purpose of TOEFL is to assess a candidate's ability to comprehend and manage Standard English at the level of higher education. Moreover, Speaking section at the TOEFL test contains 6 tasks which aim at measuring students' speaking skills. Test takers have to converse on the

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<sup>15</sup> Gear “*Cambridge Preparation for the TOEFL Test*”.1996, Cambridge University

topics of course work, campus life and familiar topics, all of which relate in some way to the academic life and settings. Therefore, such tasks address all aspects of the academic experience, and the interview itself comprises more than one conversation. Since the TOEFL test scores are most widely used in the academics settings – as a university, college admission criteria or course level determination – there had been numerous assessment tests carried out in the academics classroom setting before the TOEFL test with present formats and content was designed. The constant development and improvement process is applied to the TOEFL test design, which ensures the highest test quality and the best accuracy in testing the students' level of proficiency of English. Higher educational institutions in English speaking countries use this prestigious test, to choose the candidates who can comprehend and communicate in English. Besides educational institutions other institutions like immigration agencies, business groups, medical agencies, licensing agencies, scholarship programs etc. also accept TOEFL scores. TOEFL test is administered in two formats – Paper Based Test or PBT and Internet Based Test or iBT. In keeping with its global standards TOEFL is administered in 165 countries in about 4,500 locations having over 30-40 test dates. The test scores are valid for two years. And the key skills required to succeed in this test are – grammatical skills, good gamut of vocabulary, critical reasoning skills, listening skills, logical thinking abilities, and ability to organize ideas and communicate views.

The next type is IELTS exam. The International English Language Testing System is the world's proven English test that measures ability to communicate in English across all four language skills - listening, reading, writing and speaking. More than 1.4 million candidates take the test each year to start their journeys in international education and employment. The test is available in 120 countries and recognized by more than 6,000 education institutions, government agencies and professional organizations. The British Council, IDP Education Australia and University of Cambridge ESOL Examinations (Cambridge ESOL)

jointly manage IELTS. There are two types of IELTS test: Academic or General Training, depending on whether you want to study, work or migrate. Both modules are made up of four parts – Listening, Reading, Writing and Speaking. IELTS results are graded on the unique IELTS 9-band scale.<sup>16</sup> The Academic format is, broadly speaking, for those who want to study or train in an English-speaking university or Institutions of Higher and Further Education. Admission to undergraduate and postgraduate courses is based on the results of the Academic test. The General Training format focuses on basic survival skills in broad social and workplace contexts. It is typically for those who are going to English-speaking countries to do secondary education, work experience or training programs. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules. The Listening, Reading and Writing modules must be completed in one day. The Speaking module may be taken, at the discretion of the test centre, in the period seven days before or after the other modules. Research shows that IELTS motivates test-takers to develop real and well-rounded English rather than learning by rote. This means your understanding of English is improved and valid for real life in an English speaking country – that is why it's the first choice for candidates wishing to study or migrate overseas. Here given the test format of IELTS test:

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<sup>16</sup> [www.britishcouncil.org](http://www.britishcouncil.org).



In addition to there is the First Certificate in English (FCE) test. It is one of the examinations available from University of Cambridge ESOL Examinations in England. Its possession proves one's adequacy in the English language, and its successful completion means that one is able to interact socially efficiently. The FCE examination falls in the grade A2, B1, B2 and C1. Its advantage is that its expiration date is throughout life. The test consists of five sections:<sup>17</sup>

- Reading
- Writing
- Use of English
- Listening

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<sup>17</sup> [www.cambridge-efl.org](http://www.cambridge-efl.org)

- Speaking

In the reading section, the candidate is expected to answer a set of questions based on the context of three texts, which are approximately 350-700 words in length each. Types of questions include multiple choice, multiple matching or gap filling. This part of the exam lasts 60 minutes. The Writing section consists of two parts. One is a mandatory task and the other is chosen from a set of five optional tasks. This part of the exam lasts for 80 minutes. The Use of English section includes four tasks, whose types vary, including multiple choice filling, open gap filling, word formation and key word transformation. The error correction task from previous years was removed for the 2008 syllabus. This part of the exam lasts for 45 minutes. The Listening section consists of a set of questions based on four spoken texts. The texts vary from news announcements to speeches and dialogues. This section lasts approximately 40 minutes.

## **CHAPTER 2. TESTS ARE AS ONE OF THE ASSESSMENT TOOL.**

### **2.1 Advantages and disadvantages of testing students' knowledge.**

Different scholars, Alderson, Heaton, Underhill, in their researches ask the similar question – why test, do the teachers really need them and for what purpose. Further, they all agree that test is not the teacher's desire to catch the students unprepared with what they are not acquainted; it is also not the motivating factor for the students to study. In fact, the test is a request for information and possibility to learn what the teachers did not know about their students before. We can add here that the test is important for the students, too. The test is supposed to display not only the students' weak points, but also their strong sides. It could act as an indicator of progress the student is gradually making learning the language. Moreover, we can cite the idea of Hughes who emphasizes that we can check the progress, general or specific knowledge of the students, etc.<sup>18</sup> This claim will directly lead us to the statement that for each of these purposes there is a special type of testing. *Tests* are commonly used in association with cognitive goals, to review students' achievement with respect to a common body of knowledge associated with a discipline or practice. There are several reasons for testing. Tests may be used as a means to:

1. give the teacher information about where the students are at the moment, to help decide what to teach next;
2. give the students information about what they know, so that they also have an awareness of what they need to learn or review;
3. assess for some purpose external to current teaching (a final grade for the course, selection);
4. motivate students to learn or review specific material;
5. get a noisy class to keep quite and concentrate;
6. provide a clear indication that the class has reached a 'station' in learning such as the end of a unit, thus contributing to a sense of structure in the

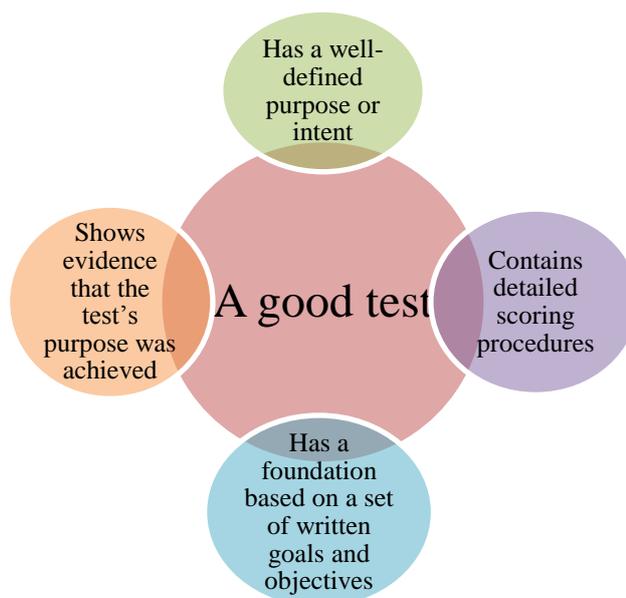
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<sup>18</sup> Hughes, A. *Testing for Language Teachers*. Cambridge University 1989.

course as a whole;

7. give students tasks which themselves may actually provide useful review or practice, as well as testing;

8. provide students with a sense of achievement and progress in their learning. We should not use the tests when there is disagreement about the choice, design, or content of the test to be used, the scoring of the test is not reliable or valid, the content of the test does not match the goals of the department and the number of participants is small. If we use tests in these ways our tests will not be reliable and valid. Good tests are those that do the job they are designed to do and which convince the people taking and marking them that they work.<sup>19</sup> Good tests also have a positive rather than a negative effect on both students and teachers. The features of a good test are:



We have five basic principles for designing effective tests and assessments in our classroom: Practicality, reliability, validity (content, face, and construct), authenticity and washback. The test should be practical, or in other words, efficient. It should be easily understood by the examinee, ease scored and

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<sup>19</sup> Penny Ur “*A Course in Language Teaching*” Practice and Theory, r, Cambridge University Press 1991. P 33-42.

administered. It should not last for eternity, for both examiner and examinee could become tired during five hours non-stop testing process. Moreover, the test should be a friend, not an enemy. Thus, the issue of validity and reliability is very essential in creating a good test. The test should measure what it is supposed to measure, but not the knowledge beyond the students' abilities. Reliability shows that the test's results will be similar and will not change if one and the same test will be given on various days. A reliable test will contain well-formulated tasks and not indefinite questions, the student will know what exactly should be done. Every test should be reliable as well as valid. Both notions are very crucial elements of testing.

Validity deals with what is tested and degree to which a test measures what is supposed to measure. For example, *if we test the students writing skills giving them a composition test on Ways of Cooking, we cannot denote such test as valid, for it can be argued that it tests not our abilities to write, but the knowledge of cooking as a skill.* There are three types of validity: content validity, face validity, and construct validity. If a test actually samples the subject matter about which conclusions are to be drawn, if it requires the test-taker to perform the behavior that is being measured, it can claim content validity. A concept that is very closely related to content validity is face validity. If the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived. A third category of validity that teachers must be aware of in considering language tests is construct validity. One way to look at construct validity is to ask the question "Does this test actually tap into the theoretical construct as it has been defined?" "Proficiency" is a construct. "Communicative competence" is a construct. "Self-esteem" is a construct. Virtually every issue in language learning and teaching involves theoretical constructs.<sup>20</sup> A fourth major principle of language testing is authenticity. Bachman and Palmer define

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<sup>20</sup> Jeremy Harmer "How to teach English" new edition, Pearson Education Limited 2007, England, p 166-170.

authenticity as "the degree of correspondence of the characteristics of a given language test task to the features of a target language task," and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items. In a test, authenticity may be present in the following ways: the language in the test is as natural as possible, items are contextualized rather than isolated, topics and situations are interesting, enjoyable, and humorous, some thematic organization to items is provided, such as through a story line or episode, and tasks represented.

When students take a test, ideally they will receive information (feedback) about their competence, based on their performance. That feedback should "wash back" to them in the form of useful diagnoses of strengths and weaknesses. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself. If in our language teaching we can attend to these principles in evaluating or adapting existing procedures, or in designing new ones on our own, then we are well on the way to making accurate judgments about the competence of the learners with whom we are working.

There are several elicitation techniques of a test and we want to introduce some of them as it is important in planning or designing the tests. They are:

1. Questions and answers. *What is the (family) relationship between David Coppertfield and Mr Murdstone?* These can be used to test almost anything. The more 'closed' the question is the easier the item will be to mark.

2. True/false. A statement is given which is to be marked true or false. This may also be given as a question, in which case the answer is *yes or no*<sup>21</sup>.

*Addis Ababa is the capital of Egypt? Is Addis Ababa the capital of Egypt?* It may be used to test aspects of language such as vocabulary, grammar,

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<sup>21</sup> Toppino, T. C., and Brochin, H. A. "Learning from tests: The case of true–false examinations." *Journal of Educational Research*, 83, 1989, p119–124.

content of a reading or listening passage. It is fairly easy to design and administer whether orally or in writing, and to mark.

3. Multiple-choice. The question consists of a stem and a number of options (usually four), from which the testee has to select the right one. *A person who writes books is called*

a) *a booker.*      b) *an editor.*      c) *an author.*      d) *a publisher.* This may be used for the same testing purposes as true/false items; it is obviously very easy to mark. It is administered more conveniently through writing.

4. Gap-filling and completion. The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash; the word to be inserted may or may not be given or hinted at.

*They (go) to Australia in 1980. Or They \_\_\_\_\_ Australia in 1980. (go) Or A \_\_\_\_\_ is someone who writes books. Or I have seen that film. (never)*

This usually tests grammar or vocabulary, as in the examples. It is tedious to compose, though not so difficult as multiple-choice. It is more easily administered in writing than in speech and the marking is usually simple.

5. Matching. The testee is faced with two group of words, phrases or sentences; each item in the first group has to be linked to a different item in the second. *Large*                      *small*

*Unhappy*                      *many*

*A lot*                          *big*

*Little*                        *sad*

This usually tests vocabulary. Items can be time-consuming and difficult to compose, and answers are fairly easily checked.

6. Dictation. It usually tests spelling, perhaps punctuation and listening comprehension: people can only usually write words down accurately from dictation if they understand them. It may supply some information on testees' passive knowledge of pronunciation, grammar and vocabulary. It is very easy to administer and simple to mark.

7. Cloze. Words are omitted from a passage at regular intervals (for example, every seventh word). Usually the first two or three lines are given with no gaps.

*The family is all fine, though Leo had a bad bout of flu last week. He spent most of it lying on the sofa watching \_\_\_\_\_ when he wasn't sleeping!*

*His exams \_\_\_\_\_ in two weeks, so he is \_\_\_\_\_ about missing school, but has managed to \_\_\_\_\_ quite a lot in spite \_\_\_\_\_ feeling ill.*

It tests intensive reading, spelling, and to some extent knowledge of vocabulary and grammar. It is easy to prepare and administer.

8. Transformation. A sentence is given and the testee has to change it according to some given instruction.

*Put into the past tense:*

*I go to school by bus.*

This item is relatively easy to design, administer and mark, but its validity may be suspect. It tests the ability of the testee to transform grammatical structures, which is not the same as testing grammar: a testee may perform well on transformation items without knowing the meaning of the target structure or how to use it in context. Marking is fairly straightforward.

9. Rewriting. A sentence is given so the testee rewrites it, incorporating a given change of expression, but preserving the basic meaning.

*He came to the meeting in spite of his illness. Although.....*

It involves paraphrasing the entire meaning of a sentence rather than transforming a particular item. It is, however difficult to compose.

10. Translation. The testee is asked to translate expressions, sentences or entire passages to or from the target language. Marking may sometimes be more difficult, but not prohibitively so.

11. Monologue. The testee is given a topic or question and asked to speak about it for a minute or two. It tests oral fluency and overall knowledge of

pronunciation, grammar and vocabulary. To choose a topic is not so difficult but to assess it is very difficult.

There are four traditional categories of types of tests according to some scholars (Thompson, Hughes, Alderson, Heaton, and Underhill): diagnostic tests, proficiency tests, achievement tests, and placement tests.<sup>22</sup> Based on their opinion now we will discuss each type of these tests and analyze them. Let's begin our discussion on diagnostic tests. As they mentioned, every year the administration of the school or lyceum had stemmed a special plan where every teacher was supposed to write when and how they were going to test their students. Moreover, the teachers were supposed to analyze the diagnostic tests, complete special documents and provide diagrams with the results of each class or group if a class was divided. Then, at the end of the study year the teachers were demanded to compare the results of them with the final, achievement test. According to Longman Dictionary of LTAL, diagnostic tests are a test that is meant to display what the student knows and what s/he does not know.<sup>23</sup> Professor Hughes adds that diagnostic tests are supposed to spot the students' weak and strong points. Heaton compares such type of test with a diagnosis of a patient, and the teacher with a doctor who states the diagnosis. Professor Underhill adds that a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know.<sup>24</sup> It is true that this type of test checks the students' knowledge before starting a particular course. The diagnostic test displays the teacher a situation of the students' current knowledge. We think this is very essential especially when the students return from their summer holidays or if the students start a new course and the teacher is completely unfamiliar with the level of the group. To conclude, we can conceive that interpreting the results of diagnostic tests the teachers apart from predicting why the student has done the

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<sup>22</sup> Thompson, M. 2001. *Putting students to the test*. Issue Twenty. Forum. July

<sup>23</sup> Longman Dictionary of LTAL p. 279-280

<sup>24</sup> Underhill, N. 1987. *Testing Spoken Language*. Cambridge University

exercises the way s/he has, but not the other, will receive a significant information about his/her group s/he is going to work with and later use the information as a basis for the forming syllabus.

Another type of test we are intended to discuss is a placement test. Concerning Longman Dictionary of LTAL again we can see that a placement test is a test that places the students at an appropriate level in a programme or a course. This term does not refer to the system and construction of the test, but to its usage purpose. According to Hughes, this type of test is also used to decide which group or class the learner could be joined to. The placement test typically could be represented in the form of dictations, interviews, grammar tests, etc. Moreover, according to professor Heaton, the placement test should deal exactly with the language skills relevant to those that will be taught during a particular course.<sup>25</sup> If our course includes development of writing skills required for politics, it is not appropriate to study writing required for medical purposes. At this point we can attempt to compare a placement test and diagnostic one. From the first sight these both types of tests could look similar. They both are given at the beginning of the study year and both are meant for distinguishing the students' level of the current knowledge. Indeed, they are both used for teacher's planning of the course their functions differ.

Having discussed two types of tests, we can approach the test typically employed during the study year to check the students' development. We will speak about a progress test. According to professor Alderson, progress test will show the teacher whether the students have learnt the recently taught material successfully.<sup>26</sup> Basically, the teacher intends to check certain items, not general

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<sup>25</sup> Heaton, J. "*Classroom Testing*", Longman, 1990, p 152.

<sup>26</sup> Alderson, J. C, & Banerjee, J. Language testing and assessment (PartI). *Language Teaching*,2001. p 213-236.

topics covered during the study year. It will display the teacher whether the material has been successfully acquired or the students need additional practice instead of starting a new material. The students preparing for the test look through the material again and there is a chance it can be transferred to their long-term memory. In case, there will be two or three students whose scores are rather low, the teacher should encourage them by providing support in future and imply the idea that studying hard will allow them to become equal with the rest of the students sooner or later. Basing on our pedagogical practice we agree with the statement, for we had noticed that weaker students when they had managed to write their test successfully became proud of their achievement and started working better. However, if the majority of the class scores a rather low grade, the teacher should be cautious. This could be a signal that there is either something wrong with the teaching or the students are low motivated or lazy.

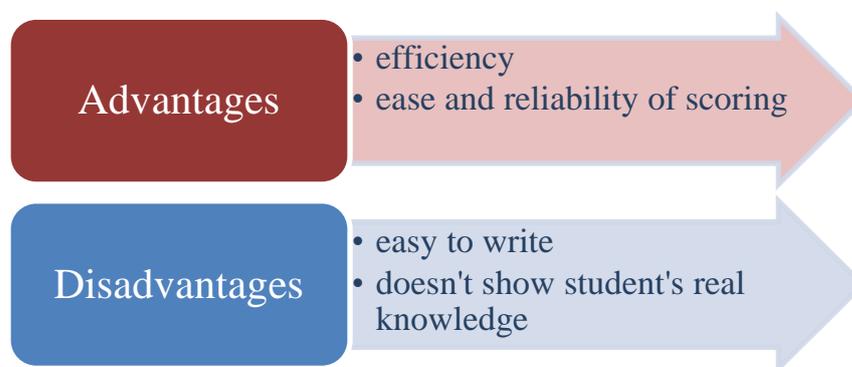
Apart from a progress test there is another type – achievement test. According to dictionary, it is a test, which measures a language someone has learned during a specific course, study or program. We basically use an achievement test at the end of the course to check the acquisition of the material covered during the study year.<sup>27</sup> This test could be described as a fair test, for it focuses mainly on the detailed material that the students are supposed to have studied. Furthermore, we should mention that the students have to know the criteria according to which they are going to be evaluated. The last type of test to be discussed is a proficiency test. Regarding Longman Dictionary, proficiency test is a test, which measures how much of a language a person knows or has learnt. It is not bound to any curriculum or syllabus, but is intended to check the learners' language competence. The examples of such tests could be the American Testing of English as Foreign Language test,

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<sup>27</sup> Gronlund, N. *"How to make achievement tests and assessments,"* 5th edition, NY: Allyn and Bacon.1993.

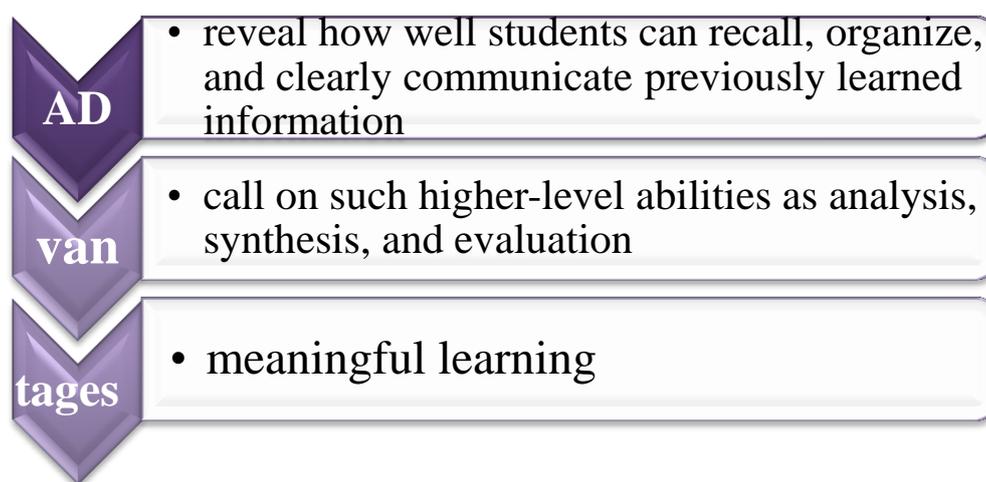
Cambridge First Certificate test that has almost the same aim as TOEFL. Hughes gives the similar definition of proficiency tests stressing that training is not the thing that is emphasized, but the language. He adds that ‘proficient’ in the case of proficiency tests means possessing a certain ability of using the language according to an appropriate purpose. It denotes that the learner’s language ability could be tested in various fields or subjects (art, science, medicine, etc.) in order to check whether the learner could suit the demands of a specific field or not.

Everything has its advantages and disadvantages. So as there are several types of tests we want to mention advantages and disadvantages of some of them. *For example:* Selected-response tests in which the student reads a relatively brief opening statement (called a *stem*) and selects one of the provided alternatives as the correct answer. They are typically made up of multiple-choice, true-false, or matching items. Quite often all three item types are used in a single test. The advantages and disadvantages of this test are:



Now we can shift to another notion discrete point and Integrative testing. Discrete point test is a language test that is meant to test a particular language item, e.g. *tenses*. The basis of that type of tests is that we can test components of the language (grammar, vocabulary, pronunciation, and spelling) and language skills (listening, reading, speaking, and writing) separately. Having studied a grammar topic or new vocabulary, having practiced it a great deal, the teacher basically gives a test based on the covered material. This test usually includes the

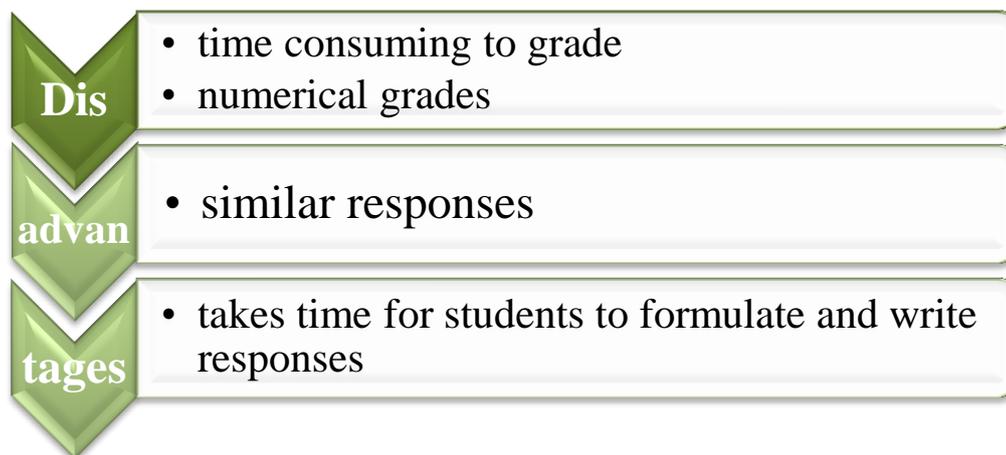
items that were studied and will never display anything else from a far different field. The same will concern the language skills; if the teacher's aim is to check reading skills; the other skills will be neglected. Nevertheless, according to Bynom there is a certain drawback of discrete point testing, for it tests only separated parts, but does not show us the whole language.<sup>28</sup> It is true, if our aim is to incorporate the whole language. Though, if we are to check the exact material the students were supposed to learn, then why not use it. The Integrative test intends to check several language skills and language components together or simultaneously. The integrative tests display the learners' knowledge of grammar, vocabulary, spelling together, but not as separate skills or items. We found integrative testing very useful, though more habitual one. The teacher should incorporate both types of testing for effective evaluation of the students' true language abilities. Essay test in which the student is given a somewhat general directive to discuss one or more related ideas according to certain criteria.<sup>29</sup> One example of an essay question is "*Compare operant conditioning theory and information-processing theory in terms of basic assumptions, typical research findings, and classroom applications.*"



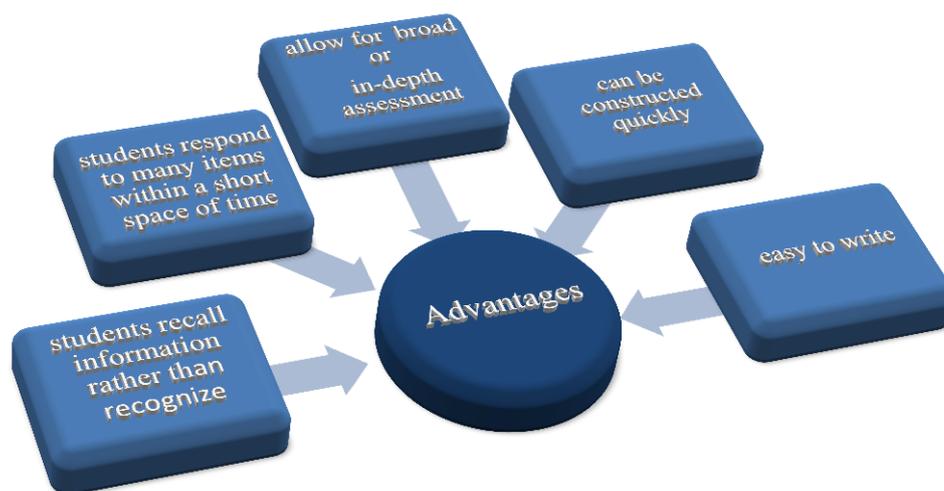

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<sup>28</sup> Bynom, A. 2001. *Testing terms*. English Teaching professional. Forum. July. Issue Twenty

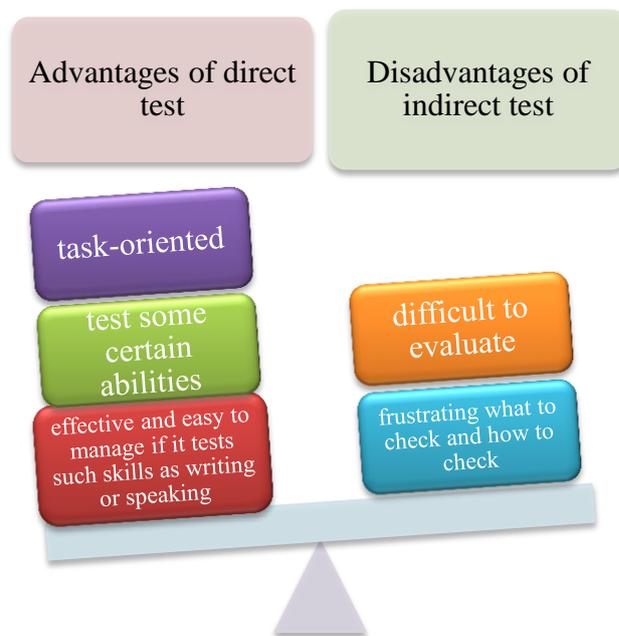
<sup>29</sup> Diane Larsen-Freeman "*Techniques and Principles in language teaching*", Oxford Second Edition p 62-85



Instead of selecting from one or more alternatives, the student is asked to supply a brief answer consisting of a name, word, phrase, or symbol. Short-answer tests can be scored quickly and accurately. This item type has the same basic disadvantages as the selected-response items. It does not provide information about how well students can use what they have learnt and asks only for short verbatim answers.



Another type of tests to be introduced is direct and indirect tests. Direct testing means the involvement of a skill that is supposed to be tested. It means that when applying the direct testing the teacher will be interested in testing a particular skill, *e.g. if the aim of the test is to check listening comprehension, the students will be given a test that will check their listening skills, such as listening to the tape and doing the accompanying tasks.*



Indirect testing differs from direct one in the way that it measures a skill through some other skill. It could mean the incorporation of various skills that are connected with each other, e.g. *listening and speaking skills*. Indirect testing, tests the usage of the language in real-life situation. The last type of test to be discussed is communicative language testing. This type of testing has become popular since 1970-80s. It involves the knowledge of grammar and how it could be applied in written and oral language and the knowledge when to speak and what to say in an appropriate situation. Moreover, communicative language testing helps the learners feel themselves in real-life situation and acquire the relevant language. It is required in order to help the student feel herself in the natural environment. The tasks used in the communicative language testing should be authentic and ‘direct’ in order the student will be able to perform as it is done in everyday life.<sup>30</sup> The students have to be able to overcome difficulties met in the natural environment.

To summarize we can claim that there are different types of tests that serve for different purposes. Teachers should know how and when to use various types of tests as they all are necessary for the teacher’s work.

<sup>30</sup> Weir C. *Communicative Language Testing*. Prentice Hall, 1990

## **2.2. Samples of tests and their effects on enhancing teaching English.**

As we have mentioned above before making a test we should pay attention to students average, check the validity that our items really do test what they are mean to, the instructions for each item should be clear. In addition to, the test should be quite do-able: not too difficult, without trick questions, we should decide exactly how we will assess each section of the test, and how much weighting (percentage of the total grade) we will give it. We should make the marking system as simple as we can, and inform the testees what it is: should write in the number of points selected after the instructions for each question.

Moreover, we should take into consideration the interest of students and try to go for interesting content and tasks, in order to make the test more motivating for the learners. The test should be heterogeneity that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know. So we should include both easy and difficult items, and make one or more of the difficult ones optional.

Furthermore, tests should be according to the themes which they had, not according to the themes which are new for them. It can lead to bad results. We came across with this kind of situation when we were in pedagogical practice in lyceum number 1. We taught the English lessons to the group 104. They had books which were special only for first year students for learning English. There was progressive test after each unit in teacher's book and we should take this test. When we looked through the test it was not about the themes which we had with the group 104. We had the themes Unit 8 Identifying your skills, Monitoring skills development, introducing the usage of need to do and need doing; Skills and qualities you have now, using modifying adverbs; Personal profiles, introducing the prefixes *un-*, *in-*, *il-*, *ir-*, and *dis-*, but some of the activities of the test were not fully correspond to the themes and during our research work we have analyzed it.<sup>31</sup> Students had difficulty while doing the

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<sup>31</sup> Appendix 1 on page 50

tasks. Even they didn't understand what is "emotional intelligence" itself. Anyway, they tried to find the synonyms of the words and to do true or false activity according to the text. Moreover, vocabulary part is not bad but again they should find the synonyms of the words as the first exercise. It would be better if there were another type of vocabulary activity. For example, matching the words with their definitions or giving the definitions to the given words and etc,. Furthermore, finding 5 words from mixed letters is too easy for the first year lyceum students. Without any difficulty they can find the words. Instead of it we can suggest to put listening activity. It helps to know student's listening ability. In addition to this, we did not like the grammar part because during the month we had three grammar themes with them but in this test only one theme prefixes with negative meaning was checked, the other two were not. And, in writing part it was asked to write about their emotional intelligence which was not familiar for them. Students hardly answered to the given questions. Instead of speaking activity we can show students a picture refer to the theme and ask them speak about it or we can ask them to choose one topic which was given and be ready to speak or we can give different situations to motivate them to speak. By these ways we can check students' progress in both speaking and grammar skills.

Overcome the misunderstandings in the test which was from the Teachers' book we prepared extra grammar activities. First of all we gave the test from teachers' book according to the curriculum afterwards we distributed extra grammar activities to check students' grammar skills<sup>32</sup>. These exercises helped me to assess students' grammar knowledge. By these activities I checked how they have learnt the grammar theme gerund and Infinitive. In addition to, the test was planned for 80 minutes according to the curriculum. But students did it in 50 and 60 minutes. Some of them couldn't do it in 80 minutes. It means that test was not practical and valid. Teacher should be careful while preparing test. She

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<sup>32</sup> You can see activities in Appendix 2 on page 52.

should guess the difficulties or challenges that she will face during the lesson. Everything should be taken into consideration while preparing the test.

There are several types of tests and they can be used in various times. We can use one test in different situations it means one test can be diagnostic, placement or progressive. For example: there are given a test which can be used as diagnostic test, placement test and achievement one. How? At the beginning of the year teachers can take this test form from students to check their knowledge, to find their level and during the year students tries to improve their lacks, to fulfill their knowledge. Teachers also give new information in each lesson to get good results at the end of the year. At this time it can be diagnostic and placement test. So, at the end of the year we can again use this test to check students' progress during the year. Then it will be achievement one.<sup>33</sup>

Furthermore, there are tests which can be useful for learners to know the scores and characteristics about their abilities and to take some advice for it. As an example we can take *Creativity Personality Test*<sup>34</sup>. In this tests there are given several questions with scores from one till five. Students should read the sentence and circle one of the scores. At the end they will add all marks and read the appropriate answer. Mostly we take this kind of test at the beginning of the year as a diagnostic test. In this way, we can know the ability of the students', in what level they belong to or what they know and what they don't know and according to these teachers will make their future plans. But we can use it also as a progressive test to know students' progress.<sup>35</sup>

At the beginning of this studying year when we were in the first part of our pedagogical practice we didn't have special books so we prepared my own lesson plans and activities ourselves. At that time we had review and we had prepared several tasks for them. Before making test we looked through all the themes which we had with them and we decided to do two variants. Because it is the best way of not copying from each other and cheating. Moreover we chose

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<sup>33</sup> See appendix 3 on page 53

<sup>34</sup> Philip Carter "The complete book of intelligence tests" The IQ Workout Series 2006, p 88- 90.

<sup>35</sup> See appendix 4 on page 56

the words which they have learned during the lesson to prevent misunderstanding. It was planned for 30 minutes. Then I prepared several topics and one by one asked students to come to the board and choose one of them and to be ready to speak about the topic for 3 minutes. These two variants were prepared according to the grammar themes Noun, Degrees of adjective, Article, and Fractional numbers.<sup>36</sup>

It is very necessary to choose appropriate tests while assessing students' gained knowledge. With the careful reflection, any teacher can organize a test. As a consequence, all students will have the opportunity to check their knowledge with different activities integrating the language skills increasing their concentration.

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<sup>36</sup> See appendix 5 on page 59

## **Conclusion**

We have worked at the theme “Types of tests in English language teaching” and came to the following conclusions:

First of all we should state the fact that the role of tests is very useful and important, especially in English language teaching, for they indicate how much the teachers have taught during a course, as well as display the strength and weaknesses of the teaching process and help the teacher improve it. The tests can facilitate the students’ acquisition process and function as a tool to increase their motivation. However, too much of testing could be disastrous changing entirely the students’ attitude towards learning the language, especially if the results are usually dissatisfying.

The present research attempted to investigate the essence of types of tests and has achieved the initially set goals and objectives. We have

1. analyzed the different reasons that students take tests, and detailed the differences between placement tests, progress tests, achievement tests, public examinations, proficiency tests and many others.

2. studied types of tests and analyzed them and found similarities and divergences between them.

3. looked through more than 25 books and analyzed different scholars’ opinion about testing students and its various types.

4. dealt with the basic data about testing, where we had displayed the ideas what was the essence of tests, why the students should be tested, what consequences could tests produce and whom they would mostly influence.

5. presented the definitions of the types of tests offered in Longman dictionary of LTAL and then had compared them with the definitions given by various authors.

6. talked about washback effect which can sometimes persuade teachers to work only on exam preparation with their students while ignoring

general language development. We have said this is not usually a good thing. We talked about the effect of success or failure in tests on students' motivation.

7. looked at examples of different test types and items including discrete test items (one thing at a time) and integrative test items (where students use variety of language and skills); direct test items (where students asked to do things with the language – e.g. writing a report) and indirect test items (where they are tested about the language – e.g. grammar tests).

8. questioned 30 teachers and knew that most of the young or junior teachers do not know types of tests and how and when to use them. According to this we tried to give clear explanation for several types of tests and strengthened them with examples.

## GLOSSARY

1.	Test	to review students' achievement with respect to a common body of knowledge associated with a discipline or practice.
2.	Achievement test	measures what learners have learnt on a language course.
3.	Placement test	used before the beginning of courses to place the Ss according to their level.
4.	Proficiency test	measures language ability and based on what is needed for a particular purpose.
5.	Progress test	measures learners' progress during a language course.
6.	Diagnostic test	highlights the strong and weak points that a learner may have in a particular area.
7.	The integrative test	intends to check several language skills and language components together or simultaneously. The integrative tests display the learners' knowledge of grammar, vocabulary, spelling together, but not as separate skills or items.
8.	Subjective test	contrasts with the objective test because the examiner judges learners' answers.
9.	Indirect testing	measures a skill through some other skill.
10.	Communicative language testing	involves the learner's ability to operate with the language s/he knows and apply it in a certain situation s/he is placed in.
11.	Discrete point test	a language test that is meant to test a particular language item, e.g. tenses. The basis of that type of tests is that we can test components of the language (grammar, vocabulary, pronunciation, and spelling)

		and language skills (listening, reading, speaking, and writing) separately.
12.	Direct testing	means the involvement of a skill that is supposed to be tested.
13.	Objective test	scored according to “right” or “wrong” answers, i.e., it is non-judgmental on part of examiners.
14.	Norm-referenced test	that measures the knowledge of the learner and compares it with the knowledge of another member of his/her group.
15.	Criterion-referenced test	measures the knowledge of the students according to set standards or criteria.
16.	The integrative test	intends to check several language skills and language components together or simultaneously.
17.	Indirect testing	measures a skill through some other skill.
18.	Communicative language testing	involves the learner’s ability to operate with the language s/he knows and apply it in a certain situation s/he is placed in.
19.	Validity	deals with what is tested and degree to which a test measures what is supposed to measure.
20.	Reliability	Shows that the test’s results will be similar and will not change if one and the same test will be given on various days
21.	Subjective test	contrasts with the objective test because the examiner judges learners’ answers.
22.	Practicality	test should be easily understood by the examinee, ease scored and administered.
23.	Washback	the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment.

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## Appendix

### Appendix 1. REVIEW 8. IDENTIFYING YOUR SKILLS.

#### Reading

What is emotional intelligence?

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

*I. Find the synonyms of the given words. Use dictionary if you need.*

1. relieve
2. conflict
3. empathize
4. emotional state
5. intelligence

Mark / 5

*II. Tick if the following statements are True or False.*

1. Emotional intelligence is the skill which helps us to manage , use and understand our emotions. \_\_\_

2. It doesn't impact on your daily life \_\_\_\_\_

3. If you have high emotional intelligence you can recognize your own emotional state. \_\_\_

4. Emotional intelligence helps you to identify your emotional state \_\_\_\_\_

5. Achieving success depends on the high emotional intelligence \_\_\_\_\_

Mark / 5

Vocabulary

*I. Here is a short list of transferable skills. Replace the synonyms of the underlined words.*

1. Plan and arrange events and activities.
2. Assess and evaluate your own work.
3. Deal with obstacles and crises.
4. Manage your time.
5. Keep records.

Mark /5

*II. Find the 5 words.*

*Analyze customer research decision organize*

Mark / 5

Grammar

*I. Prefixes - which are common combinations. Some shown are not possible.*

1. in considerate / dispensable / mature.
2. il legal / literate / loyal / logical.
3. un do/equal /opposite/usual.
4. ir rational/regular/perfect/
5. dis comfort/lead/like/organize

Mark / 5

Writing.

Write about your emotional intelligence.

You should write:

- . How you manage it ?
- . What helps you to keep it?
- . Who helps you overcome challenges?

Write five sentences.

Mark / 5

## Listening

*Evaluate your listening skills according to the statements below in the 5 point scale :*

5. I can listen to and easily understand everything related to identifying own skills .
4. I can listen to and understand most things.
3. I can listen to and understand some things
2. I can understand a few things.
1. I cannot understand anything.

Mark / 5

## Speaking

*Evaluate your speaking skills according to the statements below in the 5 point scale:*

5. I can confidently speak about everything related to portfolio .
4. I can confidently speak about most things.
3. I can confidently speak about some things
2. I can confidently speak about a few things
1. I cannot confidently speak about anything.

Mark / 5

## **Appendix 2.**

1. Complete the sentences as shown:

1. Let's wait here. It's too cold *to wait here*.
2. Let's play tennis. It's too warm \_\_\_\_\_.
3. Let's take photos. It's too dark \_\_\_\_\_.
4. Let's sit in the garden. It's too windy \_\_\_\_\_.

1.2. The ladder is so heavy that we can't carry it. The ladder is *too heavy to carry*.

2. The shelf is very high. We can't reach it. The shelf \_\_\_\_\_.

3. The wardrobe is so heavy that we can't move it. The wardrobe\_\_\_\_\_.

4. The paint is so thick that we can't use it. The paint\_\_\_\_\_.

1.3. Tom and Bill are mountaineers. Tom is braver than Bill. Use the correct form of the verb in brackets.

2. Tom: I mean *to climb* (climb) the mountain.

Bill: that means *starting* (*start*) at 5 a.m.

3. Tom: I mean \_\_\_\_\_ (take) the northern route.

4. Bill: that means \_\_\_\_\_(cross) the glacier.

5. Tom: I mean \_\_\_\_\_(camp) on the top.

6. Bill: .That means \_\_\_\_\_(carry) a tent.

7. Bill: Going alone means \_\_\_\_\_(risk) your life.

**Appendix 3.** Circle the letter that corresponds to the correct answer for the sentences that are given.

1. Both doors closed.

a) *is* b) *were* c) *was* a b c

2. John sat down and \_\_\_\_\_his books on the table.

a) *put* b) *puts* c) *is putting* a b c

3. After leaving the office, he home.

a) *has gone* b) *went* c) *was gone* a b c

4. They arrived New Orleans last night.

a) *at* b) *in* c) *for* a b c

5. Beware the dog!

a) *for* b) *to* c) *of* a b c

6. He is very interested old musical instruments.

a) *of* b) *by* c) *in* a b c

7. Must the Smiths go out today? Yes,

- a) *she must b) we must c) they must* a b c
8. Is the Taurus a good car? Yes,  
a) *that is. b) it is. c) she is.* a b c
9. Am I disturbing you?  
a) *No, here you are. b) No, I hope not. c) No, not at all.* a b c
10. Will you please come this way?  
a) *Of course. b) Really! c) You're right.* a b c
11. May I come in?  
a) *Please do. b) Very well, thank you. c) Yes, thank you.* a b c
12. Thank you for helping me!  
a) *You're welcome. b) Thanks. c) Excuse me.* a b c
13. Helen didn't want to go \_\_\_\_\_.  
a) *also b) neither c) either* a b c
14. He spends time on his homework.  
a) *much b) many c) often* a b c
15. Do you like for breakfast?  
a) *tea b) the tea c) a tea* a b c
16. Didn't he tell you \_\_\_\_\_?  
a) *where was the key*  
b) *b) where the key was*  
c) *the key was where* a b c
17. We have been here three months.  
a) *for b) during c) since* a b c
18. Henry is taller George.  
a) *from b) as c) than* a b c
19. George is coming to the party,  
a) *does he? b) won't he? c) isn't he?* a b c
20. I not come to this class yesterday.  
a) *can b) could c) should* a b c
21. \_\_\_\_\_pass me the salt, please? Ok, here you are.

- a) *You will* b) *Can you* c) *You can* a b c
22. Richard \_\_\_\_\_ to a girl when I saw him.  
a) *talked* b) *was talking* c) *did talk* a b c
23. Right away means  
a) *later* b) *immediately* c) *to the right* a b c
24. To pick out something is to  
a) *need it* b) *want it* c) *choose it* a b c
25. When you are cautious, you are  
a) *careful* b) *brave* c) *happy* a b c
26. To make up one's mind is to  
a) *remember something*  
b) *decide something*  
c) *to invent something* a b c
27. When a person attends class, he  
a) *listens to*  
b) *assists*  
c) *goes to* a b c
28. When you pay a huge sum of money, you pay  
a) *an enormous*  
b) *a modest*  
c) *a tiny amount* of money. a b c
29. If the Joneses purchase a house, they  
a) *buy* b) *enlarge* c) *rent* a b c
30. If Jill blushed, she \_\_\_\_\_  
a) *reddened* b) *sighed* c) *yawned* a b c
31. Hence is used to mean a b c  
a) *however* b) *meanwhile* c) *therefore*

#### **Appendix 4. Creativity personality test**

In each of the following, choose from a scale of 1<sup>5</sup> which of these statements you most agree with or is most applicable to yourself. Choose just one of the numbers 1<sup>5</sup> in each of the 25 statements. Choose 5 for most agree=most applicable option, down to 1 for least agree=least applicable:

1. I find it very difficult to concentrate on just one subject or project for a long period without breaking off to do other things.

5 4 3 2 1

2. I am more of a visionary, rather than someone who is down to earth and businesslike.

5 4 3 2 1

3. I often have the urge to try out a new hobby, such as painting or playing a musical instrument.

5 4 3 2 1

4. I am not afraid to voice unpopular opinions.

5 4 3 2 1

5. I like to retire into my own thoughts uninterrupted for a thinking session.

5 4 3 2 1

6. I would describe myself as more disordered than methodical.

5 4 3 2 1

7. The greatest teacher of all is experience.

5 4 3 2 1

8. I am more sensitive than the average person when it comes to environmental issues.

5 4 3 2 1

9 I have more of an interest and=or curiosity in modern art than a 'dismissing it as rubbish' attitude.

5 4 3 2 1

10 I often have the urge to take things apart to see how they work.

5 4 3 2 1

11. I have a very overactive mind, to the extent that I sometimes find it difficult to get to sleep at night.

5 4 3 2 1

12. I enjoy being unconventional.

5 4 3 2 1

13. I am more of an intuitive person than an intellectual.

5 4 3 2 1

14. When attending a talk or lecture, I often find myself drifting off and thinking of other things.

5 4 3 2 1

15. I sometimes get very frustrated with myself if I cannot do something as well as I would like to.

5 4 3 2 1

16. I prefer solitude and scenery to lively social gatherings.

5 4 3 2 1

17. I often find myself irritated by petty rules and regulations.

5 4 3 2 1

18. I have a very lively imagination.

5 4 3 2 1

19. I am often very impatient to learn new things.

5 4 3 2 1

20. I more than occasionally have dreams that I am unable to explain.

5 4 3 2 1

21. I am very independent minded.

5 4 3 2 1

22. Anytime I get a flash of inspiration or a new idea, my mind cannot rest until I have tried to put it into practice.

5 4 3 2 1

23. I enjoy spending time on my own.

5 4 3 2 1

24. I revel in being different to others.

5 4 3 2 1

25. When hanging onto the phone, with a pencil in my hand and a piece of paper in front of me, the probability is that I will start to doodle.

5 4 3 2 1

Assessment

Total score 90–125

This score indicates a high degree of creativity and means that the right, creative, side of your brain appears to be extremely active. It is suggested that people who have achieved a high score on this test, but who have not yet experimented with creative pursuits such as painting, garden or interior design or music, should follow their intuition and do so now, whatever their age, since they appear to have the necessary qualities, which possibly have been lying dormant, to achieve success and fulfillment in some sort of creative pursuit.

Total score 65–89

This score indicates an average degree of creativity. Although you may exhibit creative tendencies, a score at the lower end of this group suggests it is possible you may have neither the time nor the confidence to try out new creative pursuits. In order to become more creative it may be necessary to develop more confidence and be more relaxed about taking intellectual risks, such as sitting down and doing some drawing or painting, or making a start on writing the novel you always felt was inside you.

Total score less than 65

Although this score indicates a lower than average degree of creative talents there may be many reasons for this, e.g. while you may possess a rich storehouse of ideas, it may be that you feel more comfortable when guided by set principles and traditional conventions. It is quite likely that your skill outlets have been channeled into one particular area in order to develop a career, and as such you are a specialist who has little time to explore other avenues.

## Appendix 5.

### Variant I

1. *Write plurals of these words.*

1. family \_\_\_\_\_

2. mouse \_\_\_\_\_

3. sheep \_\_\_\_\_

4. knife \_\_\_\_\_

5. watch \_\_\_\_\_

This exercise checks students' knowledge on the theme plurality of the nouns.

2. *Write the comparative forms of the adjectives.*

Adjective

Comparative

hot \_\_\_\_\_

funny \_\_\_\_\_

bad \_\_\_\_\_

exciting \_\_\_\_\_

valuable \_\_\_\_\_

This activity checks students' knowledge on adjective.

3. *Fill the empty blanks with a/ an or the.*

1. He is \_\_\_\_ dentist.

2. Lucy works in \_\_\_\_\_ office.

3. I have \_\_\_\_ toothache.

4. Britain is \_\_\_\_\_ island.

5. Please close \_\_\_\_\_ window.

4. *Put in as or than.*

1. I don't play chess as much \_\_\_\_\_ you.
2. Athens is older \_\_\_\_\_ Rome.
3. Tennis isn't as popular \_\_\_\_\_ football.
4. I feel better \_\_\_\_\_ I felt yesterday.
5. Ben is a good dancer \_\_\_\_\_ Liz.

### Variant II

1. *Write plurals of these words.*

1. holiday \_\_\_\_\_
2. man \_\_\_\_\_
3. person \_\_\_\_\_
4. foot \_\_\_\_\_
5. wife \_\_\_\_\_

2. *Write the superlative forms of the adjectives.*

- far \_\_\_\_\_
- late \_\_\_\_\_
- good \_\_\_\_\_
- expensive \_\_\_\_\_
- many \_\_\_\_\_

3. *Fill the empty blanks with a/an or the.*

1. Beethoven was \_\_\_\_\_ composer.

2. They live in \_\_\_\_\_ old house.
3. Please turn on \_\_\_\_\_ radio.
4. Alice works in \_\_\_\_\_ bank.
5. Britain is \_\_\_\_\_ industrial country.

3. *Put in as or than.*

1. My room is smaller \_\_\_\_\_ yours.
2. Brazil isn't as big \_\_\_\_\_ Canada.
3. Jane isn't as clever \_\_\_\_\_ she thinks.
4. The weather is colder \_\_\_\_\_ yesterday.
5. Football is more popular \_\_\_\_\_ tennis.