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FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH AND LITERATURE

LANGUAGE TESTING AND ASSESSMENT
COURSE 3

EDUCATIONAL-METHODICAL COMPLEX

NUKUS

НДПИ инглиз тили ва адабиёти кафедраси катта ўқитувчиси Т.Койшекенованинг "Тил бўйича билимларни баҳолаш турлари ва мезонлари" фанидан тайёрлаган ўқув-услубий мажмуасига

ТАҚРИЗ

Уқитувчи Т.Койшекенова "PRESETT" дастуридаги «Тил бўйича билимларни баҳолаш турлари ва мезонлари" (3 курс) фанидан ўқув-услубий мажмуа тайёрлашда замонавий тилшунос ва методистлар томонидан нашр этилган чет тилларни ўқитишнинг илғор методикасига доир адабиётлардан кенг ва самарадор фойдаланган.

Бу фаннинг асосий максади талабаларни тил бўйича эгалланган билимларни баҳолаш назарияси ва амалиёти билан таништириш, уларда баҳолаш мезонларининг мақсад ва вазифаларини аниқлаш кўникмаларини шакллантириш хисобланади.

Фаннинг асоси сифатида Д.Брауннинг "Language Testing and Assessment", "Teaching by Principles" ва б. каби адабиётлардан кенг фойдаланилган. Ўқув-услубий мажмуада унинг таркибий кисмлари булмиш маъруза матнлари, амалий машғулотлар топшириқлари, жорий, оралик ва якуний назорат топшириклари намуналари кабилар урин олган. Мазкур фан мажмуаси "Чет тили амалий курси" фанидан ишлаб чиқилган намунавий дастур талаблари буйича шакллантирилган.

Намунавий дастурда мулжалланган барча мавзулар ўқув-услубий мажмуада уз аксини топган. Ушбу мажмуа Узбекистон Республикаси Олий ва Урта Махсус Таълим Вазирлиги томонидан 2014 йил 25 августда тасдикланган намунавий дастур талабларига биноан тайёрланган.

Мен Т.Койшекенова томонидан тайёрланган ўқув-услубий мажмуага нисбатан ўз ижобий фикримни билдираман.

Тақризчи: НДПИ катта ўқитувчиси Рзаева Р.К.

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1. Teaching Materials
(Lectures and technological maps)

LECTURE 1. TESTING, ASSESSING AND TEACHING.

Plan:

1.1. What is a test?

1.2. Assessment and teaching.

1.3. Approaches to Language Testing: A Brief History.

Glossary: *test, method, measure, performance, testing, assessing, informal and formal assessment, formative and summative assessment, discrete-point tests, integrative test, communicative language testing, performance-based assessment.*

Introduction

During today's lecture we get some information about approaches to language testing, assessing and teaching process. We also give definitions to the terms or concepts "test", "method", "measure", "assessment".

If you hear the word *test* in any classroom setting, your thoughts are not likely to be positive, pleasant or affirming. The anticipation of a test is almost always accompanied by feelings of anxiety and self-doubt. Tests seem as unavoidable as tomorrow's sunrise in virtually every kind of educational setting. Courses of study in every discipline are marked by periodic tests-milestones of progress and you intensely wish for a miraculous exemption from these ordeals.

1.1. What is a test?

What is a test? A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. Let's look at the components of this definition. A test is first **a method**. It is an instrument - a set of techniques, procedures, or items – that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.

Second, a test must **measure**. Some tests measure *general ability*, while others focus on very specific competencies or objectives. A multi-skill proficiency test determines a general ability level; a quiz on recognizing correct use of definite articles measures specific knowledge. Some tests, such as a classroom-based short-answer essay test, may earn the test-taker a letter grade accompanied by the instructor's marginal comments. Others, particularly large-scale standardized tests, provide a total numerical score, a percentile rank, and perhaps some sub-scores.

Next, a test measures an *individual's ability, knowledge, or performance.* Testers need to understand who the test-takers are. What is their previous experience and background? Is the test appropriately matched to their abilities? How should test-takers interpret their scores?

A test measures *performance,* but the results imply the test-taker's ability, or, to use a concept common in the field of linguistics, competence. Most language tests measure one's ability to perform language, that is, to speak, write, read, or listen to a subset of language. On the other hand, it is not uncommon to find tests designed to tap into a test-taker's knowledge about language: defining a vocabulary item, reciting a grammatical rule, or identifying a rhetorical feature in written discourse.

A test of reading comprehension, for example, may consist of several short reading passages each followed by a limited number of comprehension questions - a small sample of a second language learner's total reading behavior. But from the results of that test, the examiner may infer a certain level of general reading ability.

1.2. Assessment and teaching.

Assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of **testing** and **assessing** as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

Assessment on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the student's performance. Written work is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases to assess students, whether those assessments are incidental or intended.

Tests are a subset of assessment; they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. But now, you might be thinking, if you make assessments every time you teach something in the classroom, does all teaching involve assessment? Are teachers constantly assessing students with no interaction that is assessment-free?

The answer depends on your perspective. For optimal learning to take place, students in the classroom must have the freedom to experiment, to try out their own hypotheses about language without feeling that their overall competence is being judged in terms of those trials and errors. Teaching sets up the practice games of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from the "coach" - and then recycle through the skills that they are trying to master. (A diagram of the relationship among testing, teaching, and assessment is found in Figure 1.)
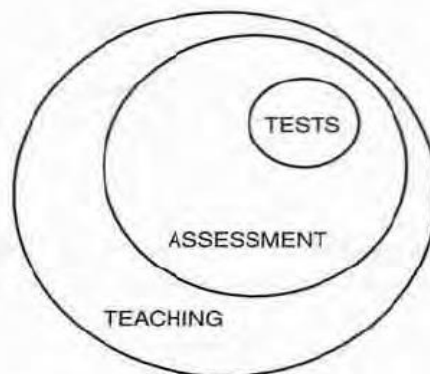

Figure 1.

Informal and Formal Assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying *'Nice job!' 'Good work!'* "Did you say *can* or *can't?"*

Informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence. Examples at this end of the continuum are marginal comments on papers, responding to a draft of all essay, advice about how to better pronounce a word, a suggestion for a strategy for compensating for a reading difficulty, and showing how to modify a student's note-taking to better remember the comment of a lecture.

On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

Formative and Summative Assessment

Another useful distinction to bear in mind is the function of an assessment. They are formative and summative assessment. Most of our classroom assessment is **formative assessment.** Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans. Such assessment can also be the basis for feedback to the students. Informal tests or quizzes may have a part to play in formative assessment but so will simple observation and the study of portfolios that students have made of their work.

Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. This assessment is used at the end of the term, semester or year in order to measure what has been achieved both by groups and by individuals. Final exams in a course and general proficiency exams are examples of summative assessment.

1.3. Approaches to Language Testing: A Brief History.

Now that you have a reasonably clear grasp of some common assessment terms, we now run to one of the primary concerns of this course: the creation and use of tests, particularly classroom tests. A brief history of language testing over the past half century will serve as a backdrop to an understanding of classroom-based testing. Historically, language-testing trends and practices have followed the shifting sands of teaching methodology.

Discrete-Point and Integrative Testing

This historical perspective underscores 2 major approaches to language testing that were debated in the 1970s and early 1980s. Those approaches still prevail today, even if in mutated form: the choice between discrete-point and integrative testing methods. **Discrete-point tests** are constructed on the assumption that language can be broken down into its component parts and that those parts can be tested successfully. These components are the skills of listening, speaking, reading, and writing, and various units of language (discrete points) of phonology graphology, morphology, lexicon, syntax, and discourse. Discrete point testing refers to the testing of one element at a time, item by item. This might, for example, take the form of a series of items, each testing a particular grammatical structure.

What does an **integrative test** look like? Two types of tests have historically been claimed to be examples of integrative tests: cloze tests and dictations. A <u>cloze test </u>is a reading passage (perhaps 150 to 300 words) in which roughly every sixth or seventh word has been deleted; the test-taker is required to supply words that fit into those blanks.

<u>Dictation</u> is a familiar language-teaching technique that evolved into a testing technique. Essentially, learners listen to a passage of 100 to 150 words read aloud by an administrator (or audiotape) and write what they bear, using correct spelling. The listening portion usually has three stages: an oral reading without pauses; an oral reading with, long pauses between every phrase (to give the learner time to write down what is heard); and a third reading at normal speed to give test-takers a chance to check what they wrote.

Communicative Language Testing

By the mid-1980s, the language-testing field had abandoned arguments about the unitary trait hypothesis and had begun to focus on designing **communicative language testing** tasks. Bachman and Palmer (1996, p. 9) include among "fundament" principles of language testing the need for a correspondence between language test performance and language use: "In order for a particular language test to be useful for its intended purposes, test performance must correspond in demonstrable ways to language use in non-test situations." This kind of testing measures the ability to take part in acts of communication.

Performance-Based Assessment

In language courses and programs around the world, test designers are now tackling this new and more student-centered agenda. Instead of just offering paper-and-pencil selective response

tests of a plethora of separate items, performance-based assessment of language typically involves oral production, written production, open-ended responses, integrated performance (across skill areas), group performance, and other interactive tasks.

The design of communicative, performance-based assessment rubrics continues to challenge both assessment experts and classroom teachers. Such efforts to improve various facets of classroom testing are accompanied by some stimulating issues, all of which are helping to shape our current understanding of effective assessment.

Suggested Literature:

McNamara, Tim (2000). Language Testing. Oxford: Oxford University Press.
N. Douglas Brown (2003). Language Assessment: Principles and classroom practices. Longman.

LECTURE 2. PRINCIPLES OF LANGUAGE ASSESSMENT

Plan:
2.1. Practicality;
2.2. Reliability;
2.3. Validity;
2.4. Authenticity;
2.5. Washback.

Glossary: *practicality, reliability, validity, content-related evidence, criterion-related evidence, construct-related evidence, authenticity, washback, test taking strategies.*

Introduction

This lecture explores how principles of language assessment can and should be applied to formal tests, but with the ultimate recognition that these principles also apply to assessments of all kinds. How do you know if a test is effective? For the most part that question can be answered by responding to such questions as:

Can it be given within appropriate administrative constraints?
Is it dependable?
Does it accurately measure what you want it to measure?

These and other questions help to identify 5 cardinal criteria for "testing a test": practicality, reliability, validity, authenticity and wash-back. We will look at each one.

2.1. Practicality.

An effective test is practical. This means that it:

- is not expensive;
- stays within appropriate time constraints;
- is easy to administer;
- has a scoring or evaluation procedure that is specific and time-efficient.

A test that is expensive is impractical. Practicality is determined by the teacher's and students' time constraints, costs, administrative details, and to some extent by what occurs before and after the test. To determine if a test practical for your needs, you may want to use the checklist below.

Practicality checklist

□ 1. Are administrative details clearly established before the test?
□ 2. Can students complete the test reasonably within the set time frame?
□ 3. Can the test be administered smoothly, without procedural "glitches"?
□ 4. Are all materials and equipment ready?
□ 5. Is the cost of the test within budgeted limits?
□ 6. Is the scoring/evaluation system feasible in the teacher's time frame?
□ 7. Are methods for reporting results determined in advance?

2.2. Reliability.

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. You should consider the following possibilities: fluctuations in the student, in scoring, in test administration and in the test itself.

Student-related reliability. The most common learner-related issue in reliability is caused by temporary illness, fatigue, a "bad day", anxiety, and other physical or psychological factors, which may make an "observed score" deviate from one's "true" score. Such factors as a test-taker's "test-wiseness" or strategies for efficient test taking are also included in this category.

Rater reliability. Human error, subjectivity and bias may enter into the scoring process. *Inter-rater reliability* occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience and inattention.

Intra-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students or simple carelessness. J.D.Brown mentioned: "The careful specification of an analytical scoring instrument can increase rater reliability".

Test administration reliability. Unreliability may result from the conditions in which the test is administered. Sometimes we witness the administration of a test of aural comprehension because of street noise outside the building, students sitting next to windows can't hear the tape accurately. Other sources of unreliability are found in photocopying variations, the amount of light in different parts of the room, variations in temperature and even the conditions of desks and chairs.

Test reliability. Sometimes the nature of the test itself can cause measurement errors. If a test is too long, test-takers may become fatigued by the time they reach the later items and respond incorrectly. Timed tests may discriminate against students who don't perform well on a test with a time limit. We all know people who "know" the material perfectly but who are adversely affected by the presence of a clock ticking away.

Thus, reliability applies to both the test and the teacher. Test and test administration reliability can be achieved by making sure that all students receive the same quality of input, whether written or auditory. Part of achieving test reliability depends on the physical context, that:
- every student has a cleanly photocopied test sheet;
- sound amplification is clearly audible to everyone in the room;
- video input is visible to all;
- lighting, temperature, noise and other conditions are equal for all students;
- objective scoring procedures leave little debate about correctness of an answer.

2.3. Validity.

The most complex criterion of an effective test and the most important principle is validity. It is the extent to which inferences made from assessment results are meaningful and useful in terms of the purpose of the assessment. We will look at 5 types of evidence below.

1. Content-related evidence. This form of evidence relates to the content of the test. If a test samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity. You can identify it if you can clearly define the achievement that you are measuring. Consider the following quiz on English articles for learners.

> *English articles quiz*
>
> *Directions: The purpose of this quiz is for you and me to find out how well you know and can apply the rules of article usage. Read the following passage and write a/an, the, or 0 (no article) in each blank.*
>
> *Last night, I had (1)_____ very strange dream. Actually, it was (2)_____ nightmare! You know how much I love (3)_____ zoos. Well, I dreamt that I went to (4)_____ San Francisco zoo with (5)_____ few friends. When we got there, it was very dark, but (6)_____ moon was out, so we weren't afraid. I wanted to see (7)_____ monkeys first, so we walked past (8)_____ merry-go-round and (9)_____ lions' cages to (10)_____ monkey section.*
>
> *(The story continues, with a total of 25 blanks to fill.)*

2. <u>Criterion-related evidence</u> is a second form of evidence of the test validity. It is the extent to which the "criterion" of the test has been reached. Classroom-based assessment with teacher-designed tests fits the concept of criterion-referenced assessment. In such tests, specified classroom objectives are measured, and implied predetermined levels of performance are expected to be reached.

3. <u>Construct-related evidence</u> is a third kind of evidence that support validity. A construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe of perceptions. "Proficiency" and "communicative competence" are linguistic constructs, "self-esteem" and "motivation" are psychological constructs. Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must adhere to the principle of practicality.

4. <u>Consequential validity</u> encompasses all the consequences of a test including such considerations as its accuracy in measuring intended criteria, its impact on the preparation of test-takers, its effect on the learner, and the social consequences of a test's interpretation and use.

5. <u>Face validity</u> means that the students perceive the test to be valid. Face validity will be high if learners encounter:

- a well-constructed, expected format with familiar tasks;
- a test that is clearly doable within the allotted time limit;
- items that are clear and uncomplicated;
- directions that are crystal clear;
- tasks that relate to their course work;
- a difficulty level that presents a reasonable challenge.

As already noted above, content-validity is a very important component in achieving face validity.

In evaluating a classroom test teachers should consider following test-taking strategies:

Before the Test

1. Give students all the information you can about the test: Exactly what will the test cover? Which topics will be the most important? What kind of items will be on it? How long will it be?
2. Encourage students to do a systematic review of material. For example, they should skim the textbook and other material, outline major points, write down examples.
3. Give them practice tests or exercises, if available.
4. Facilitate formation of a study group, if possible.
5. Caution students to get a good night's rest before the test.
6. Remind students to get to the classroom early.

During the Test

1. After the test is distributed, tell students to look over the whole test quickly in order to get a good grasp of its different parts.
2. Remind them to mentally figure out how much time they will need for each part.
3. Advise them to concentrate as carefully as possible.
4. Warn students a few minutes before the end of the class period so that they can finish on time, proofread their answers, and catch careless errors.

After the Test

1. When you return the test, include feedback on specific things the student did well, what he or she did not do well, and, if possible, the reasons for your comments.
2. Advise students to pay careful attention in class to whatever you say about the test results.
3. Encourage questions from students.
4. Advise students to pay special attention in the future to points on which they are weak.

2.4. Authenticity.

A fourth principle of language testing is authenticity, a concept that is a little slippery to define, especially within the art and science of evaluating and designing tests. Bachman and Palmer define authenticity as the degree of correspondence of the characteristics of a given language test task to the features of a target language task. 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 are meaningful for the learner.
- Some thematic organization to items is provided, such as through a story line or episode.
- Tasks represent real-world tasks.

The authenticity of test tasks in recent years has increased noticeably. Two or three decades ago, unconnected, boring, contrived items were accepted as a necessary component of testing. Things have changed. It was once assumed that large-scale testing could not include performance of the productive skills and stay within budgetary constraints, but now many such tests offer speaking and writing components. Reading passages are selected from real-life sources that test-takers are likely to have encountered or will encounter. Listening comprehension sections feature natural language with hesitations, white noise and interruptions. More and more tests offer items that are "episodic" in that they are sequenceв to form meaningful units, paragraphs or stories.

2.5. Washback

A facet of consequential validity, discussed above is the effect of testing on teaching and learning, otherwise known among language-testing specialists as washback. In large-scale assessment, washback refers to the effects, the tests have on instruction in terms of how students prepare for the test.

Another form of washback that occurs more in classroom assessment is the information that "washes back" to students in the form of useful diagnoses of strengths and weaknesses.

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Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment.

Finally, washback also implies that students have ready access to you to discuss the feedback and evaluation you have given. While you almost certainly have known teachers with whom you wouldn't dare argue about a grade, an interactive, cooperative and collaborative classroom can promote an atmosphere of dialogue between students and teachers regarding evaluate judgments. For learning to continue, students need to have a chance to feed back on your feedback, to seek clarification of any issues that are fuzzy, and to set new and appropriate goals for themselves for the days and weeks ahead.

Thus, the 5 principles of practicality, reliability, validity, authenticity and washback go a long way toward providing useful guidelines for both evaluating an existing assessment procedure and designing one on your own. Quizzes, tests, final exams and proficiency tests can all be scrutinized through these 5 lenses.

Suggested Literature:

1. Alderson, J. Charles (2002). Language Testing and assessment (Part 2). Language Teaching. p.79-113.
2. Hughes, Arthur (2003). Testing for language teachers. Second Edition. Cambridge University Press.

LECTURE 3. DESIGNING CLASSROOM LANGUAGE TESTS

Plan:

3.1. Test types.
3.2. Some practical steps to test construction.
3.3. Scoring, grading and giving feedback.

Glossary: *language aptitude tests, language proficiency tests, placement tests, diagnostic tests, achievement tests, test construction, test specification, scoring, grading, giving feedback, multiple-choice test items.*

In this lecture, you will draw on the foundations and tools to begin the process of designing tests or revising existing tests. To start that process, you need to ask some critical questions:
What is the purpose of the test?
What are the objectives of the test?
How will the test specifications reflect both the purpose and objectives?
How will the test tasks be selected and the separate items arranged?
What kind of scoring, grading and feedback is expected?
These 5 questions should form the basis of your approach to designing tests for your classroom.

3.1. Test types.

The first task you will face in designing a test for your students is to determine the purpose for the test. Defining your purpose will help you choose the right kind of test, and it will also help you to focus on the specific objectives of the test. We will look first at two test types that you will not have many opportunities to create as a classroom teacher – **language aptitude tests** and **language proficiency tests** – and three types that you will certainly need to create – **placement tests, diagnostic tests** and **achievement tests**.

Language Aptitude Tests. A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language. Two standardized aptitude tests have been used in the USA: the Modern Language Aptitude Test (MLAT-1958) and Pimsleur Language Aptitude Battery (PLAB-1966). Both are English

language tests and require students to perform a number of language-related tasks. Because of limitation LAP are seldom used today.

Proficiency Tests. A proficiency test tests overall ability. Proficiency Tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension and aural comprehension. Sometimes a sample of writing is added, and more recent tests also include oral production performance. A typical example of a proficiency test is the Test of English as a Foreign Language (TOEFL) produced by Educational Testing Service and IELTS (The International English language testing system). In the case of some proficiency tests, 'proficient' means having sufficient command of the language for the particular purpose.

Placement Tests. Placement tests are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities. Typically they are used to assign students to classes at different level. A placement test includes a sampling of the material to be covered in the various courses in a curriculum.

Diagnostic Tests. A diagnostic test is designed to diagnose specified aspects of a language. Such kind of tests are used to identify learners' strengths and weaknesses. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum. Usually, such tests offer a checklist of features for the administrator (often the teacher) to use in pinpointing difficulties. A writing diagnostic would elicit a writing sample from students that would allow the teacher to identify those rhetorical and linguistic features on which the course needed to focus special attention.

A typical diagnostic test of oral production was created by Clifford Prator (1972) to accompany a manual of English pronunciation. Test-takers are directed to read a 150-word passage while they are tape-recorded. The test administrator then refers to an inventory of phonological items for analyzing a learner's production. After multiple listening, the administrator produces a checklist of errors in five separate categories, each of which has several subcategories. The main categories include:

1. stress and rhythm;

2. intonation;

3. vowels,

4. consonants, and

5. other factors.

Achievement Tests. An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.

The specifications for an achievement test should be determined by:

• the objectives of the lesson, unit, or course being assessed;

• the relative importance (or weight) assigned to each objective;

• the tasks employed in classroom lessons during the unit of time;

• practicality issues, such as the time frame for the test and turnaround time;

• the extent to which the test structure lends itself to formative washback.

Achievement tests range from five- or ten-minute quizzes to three-hour final examinations, with an almost infinite variety of item types and formats. Here is the outline for a midterm examination offered at the high-intermediate level of an intensive English program in the United States.

```
Section A. Vocabulary
    Part 1 (5 items): match words and definitions
    Part 2 (5 items): use the word in a sentence

Section B. Grammar
    (10 sentences): error detection (underline or circle the error)

Section C. Reading comprehension
    (2 one-paragraph passages): four short-answer items for each

Section D. Writing
    respond to a two-paragraph article on Native American culture
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3.2. Some practical steps to test construction.

New and innovative testing formats take a lot of effort to design and a long time to refine through trial and error. Traditional testing techniques can conform to the spirit of an interactive, communicative language curriculum. Your best tack as a new teacher is to work within the guidelines of accepted, known, traditional testing techniques. Slowly, with experience, you can get bolder in your attempts. In that spirit, then, let us consider some practical steps in constructing classroom tests.

1. Assessing Clear, Unambiguous Objectives. In addition to knowing the purpose of the test you're creating, you need to know as specifically as possible what it is you want to test. You should begin by taking a careful look at everything that you think your students should "know" or be able to "do" based on the material that the students are responsible for. In other words, examine the **objectives** for the unit you are testing.

Selected objectives for a unit in a low-intermediate integrated-skills course

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Form-focused objectives (listening and speaking)
Students will
    1. recognize and produce tag questions, with the correct grammatical form
       and final intonation pattern, in simple social conversations.
    2. recognize and produce wh-information questions with correct final
       intonation pattern.
Communication skills (speaking)
Students will
    3. state completed actions and events in a social conversation.
    4. ask for confirmation in a social conversation.
    5. give opinions about an event in a social conversation.
    6. produce language with contextually appropriate intonation, stress, and
       rhythm.
Reading skills (simple essay or story)
Students will
    7. recognize irregular past tense of selected verbs in a story or essay.
Writing skills (simple essay or story)
Students will
    8. write a one-paragraph story about a simple event in the past.
    9. use conjunctions so and because in a statement of opinion.
```

2. Drawing Up Test Specifications. Test specifications for classroom use can be a simple and practical outline of your test.

```
Speaking (5 minutes per person, previous day)
    Format:    oral interview, T and S
    Task:      T asks questions of S (objectives 3, 5; emphasis on 6)
Listening (10 minutes)
    Format:    T makes audiotape in advance, with one other voice on it
    Tasks:     a. 5 minimal pair items, multiple-choice (objective 1)
               b. 5 interpretation items, multiple-choice (objective 2)
Reading (10 minutes)
    Format:    cloze test items (10 total) in a story line
    Tasks:     fill-in-the-blanks (objective 7)
Writing (10 minutes)
    Format:    prompt for a topic: why I liked/didn't like a recent TV sitcom
    Task:      writing a short opinion paragraph (objective 9)
```

These informal, classroom-oriented specifications give you an indication of:
• the topics (objectives) you will cover;
• the implied elicitation and response formats for items;
• the number of items in each section;
• the time to be allocated for each.

3. Devising Test Tasks. Your oral interview comes first, and so you draft questions to conform to the accepted pattern of oral interviews. You begin and end with non-scored items designed to set students at ease, and then sandwich between them items intended to test the objective *(level check)* and a little beyond *(probe).*

A.   **Warm-up:** questions and comments.
B.   **Level-check questions.**
1. Tell me about what you did last weekend.
2. Tell me about an interesting trip you took in the last year,
3. How did you like the TV show we saw this week?
C.   **Probe.**
1. What is your opinion about? (news event)
2. How do you feel about _____? (another news event)
D.   **Wind-down:** comments and reassurance

 In revising your draft, you will want to ask yourself some important questions:

1. Are the directions to each section absolutely clear?
2. Is there an example item for each section?
3.   Does each item measure a specified objective?
4. Is each item stated in clear, simple language?
5. Does each multiple-choice item have appropriate distractors: that is, are the wrong items clearly wrong and yet sufficiently "alluring" that they aren't ridiculously easy?
6. Is the difficulty of each item appropriate for your students?

4. Designing Multiple-Choice Test Items. Multiple-choice items are extremely difficult to design correctly. Hughes (2003, pp. 76-78) cautions against a number of weaknesses of multiple-choice items:

• The technique tests only recognition knowledge.
• Guessing may have a considerable effect on test scores.

- The technique severely restricts what can be tested.
- It is very difficult to write successful items.
- Washback may be harmful.
- Cheating may be facilitated.

3.3. Scoring, grading and giving feedback.

Scoring.

As you design a classroom test, you must consider how the test will be scored and graded. Your scoring plan reflects the relative weight that you place on each section and items in each section. How do you assign scoring to the various components of this test?

Because oral production is a driving force in your overall objectives, you decide to place more weight on the speaking (oral interview) section than on the other three sections. Five minutes is actually a long time to spend in a one-on-one situation with a student, and some significant information can be extracted from such a session. You therefore designate 40 percent of the grade to the oral interview. You consider the listening and reading sections to be equally important, but each of them, especially in this multiple-choice format, is of less consequence than the oral interview. So you give each of them a 20 percent weight. That leaves 20 percent for the writing section, which seems about right to you given the time and focus on writing in this unit of the course.

Your next task is to assign scoring for each item. This may take a little numerical common sense, but it doesn't require a degree in math. To make matters simple, you decide to have a 100-point test in which

- the listening and reading items are each worth 2 points.
- the oral interview will yield four scores ranging from 5 to 1, reflecting fluency, prosodic features, accuracy of the target grammatical objectives, and discourse appropriateness.
- the writing sample has two scores: one for grammar/mechanics and one for overall effectiveness of the message, each ranging from 5 to 1. Again, *to* achieve the correct weight for writing, you will double each score and add them, so the possible total is 20 points.

Here are your decisions about scoring your test:

	Percent of Total Grade		Possible Total Correct
Oral Interview	40%	4 scores, 5 to 1 range × 2 =	40
Listening	20%	10 items @ 2 points each =	20
Reading	20%	10 items @ 2 points each =	20
Writing	20%	2 scores, 5 to 1 range × 2 =	20
Total			100

Grading

Your first thought might be that assigning grades to student performance on this test would be easy: just give an "A" for 90-100 percent, a "B" for 80-89 percent, and so on. Not so fast! Grading is such a thorny issue. How you assign letter grades to this test is a product of

- the country, culture and context of this English classroom;
- institutional expectations (most of them unwritten).

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- explicit and implicit definitions of grades that you have set forth;
- the relationship you have established with thus class;
- student expectations that have been engendered in previous tests and quizzes in the class.

We will have full information about grading during LECTURE 9.

Giving Feedback

A lecture on scoring and grading would not be complete without some consideration of the forms in which you will offer feedback to your students, feedback that you want to become beneficial washback. You might choose to return the test to the student with one of, or a combination of, any of the possibilities below:

1.   a letter grade.
2.   a total score.
3.   four sub-scores (speaking, listening, reading, writing)
4.   for the listening and reading sections.
a.   an indication of correct/incorrect responses
b.   marginal comments
5.   for the oral interview.
a.   scores for each element being rated
b.   a checklist of areas needing work
c.   oral feedback after the interview
d.   a post-interview conference to go over the results
6.   on the essay.
a.   scores for each element being rated
b.   a checklist of areas needing work
c.   marginal and end-of-essay comments, suggestions
d.   a post-test conference to go over work
e.   a self-assessment
7.   on all or selected parts of the test, peer checking of results.
8.   a whole-class discussion of results of the test.
9.   individual conferences with each student to review the whole test.

In this lecture, guidelines and tools were provided to enable you to address the five questions posed at the outset: (1) how to determine the purpose or criterion of the test, (2) how to state objectives, (3) how to design specifications, (4) how to select and arrange test tasks, including evaluating those tasks with item indices, and (5) how to ensure appropriate washback to the student. This five-pan template can serve as a pattern as you design classroom tests.

SUGGESTED LITERATURE

1.   Carroll, John B. (1990). Cognitive abilities in foreign language aptitude: Then and now. In Thomas S. Parry & Cliarles W. Stansfield (Eds.), *Language aptitude reconsidered.* Englewood Cliffs, NJ: Prentice Hall Regents.
2.   Brown, James Dean. (1996). *Testing in language programs.* Upper Saddle River. NJ: Prentice Hall Regents.
3.   Gronlund, Norman E. (1998). *Assessment of student achievement.* Sixth Edition. Boston: Allyn and Bacon.

Plan:

4.1. Basic types of listening

4.2. Designing Assessment Tasks: Intensive Listening.

4.3. Designing Assessment Tasks: Responsive Listening.

4.4. Designing Assessment Tasks: Selective Listening.

4.5. Designing Assessment Tasks: Extensive Listening.

Glossary: *importance of listening, basic types of listening, designing assessment tasks, intensive listening, responsive listening, selective listening, extensive listening, note-taking, editing, retelling, interpretive tasks.*

Introduction. The Importance of Listening

Listening has often played second fiddle to its counterpart, speaking. In the standardized testing industry, a number of separate oral production tests are available, but it is rare to find just a listening test. One reason for this emphasis is that listening is often implied as a component of speaking. How could you speak a language without also listening? In addition, the overtly observable nature of speaking renders it more empirically measurable then listening.

Every teacher of language knows that one's oral production ability is only as good as one's listening comprehension ability.

We therefore need to pay close attention to listening as a mode of performance for assessment in the classroom. In this lecture, we will begin with basic principles and types of listening, then move to a survey of tasks that can be used to assess listening.

4.1. Basic types of listening

As with all effective tests, designing appropriate assessment tasks in listening begins with the specification of objectives, or criteria. Those objectives may be classified in terms of several types of listening performance. Think about what you do when you listen. Literally in nanoseconds, the following processes flash through your brain:

1. You recognize speech sounds and hold a temporary "imprint" of them in short-term memory.

2. You simultaneously determine the type of speech event (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who the speaker is, location, purpose) and the content of the message.

3. You use (bottom-up) linguistic decoding skills and/or (top-down) background schemata to bring a plausible interpretation to the message, and assign a *literal* and *intended meaning* to the utterance.

4. In most cases, you delete the exact linguistic form in which the message was originally received in favor of conceptually retaining important or relevant information in long-term memory.

Each of these stages represents a potential assessment objective:

• comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category.

• understanding of pragmatic context.

• determining meaning of auditory input.

• developing the gist, a global or comprehensive understanding.

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From these stages we can derive four commonly identified types of listening performance, each of which comprises a category within which to consider assessment tasks and procedures:

1.   *Intensive.* Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2.   *Responsive.* Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

3.   *Selective.* Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

4.   *Extensive.* Listening to develop a top-down, global understanding of spoken language. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

4.2. Designing Assessment Tasks: Intensive Listening.

Once you have determined objectives, your next step is to design the including making decisions about how you will elicit performance and how you expect the test-taker to respond. We will look at tasks that range from intensive listening performance, such as minimal phonemic pair recognition, to extensive comprehension of language in communicative contexts. The focus in this lecture is the micro-skills of intensive listening.

A typical form of intensive listening at this level is the assessment of recognition of phonological and morphological elements of language. A classic test task gives a spoken stimulus and asks test-taker to identify the stimulus from two or more choices, as in the following examples:

Phonemic pair, consonants

Test-takers hear:	He's from California.
Test-takers read:	(a) He's from California. (b) She's from California.

Phonemic pair, vowels

Test-takers hear:	Is he living?
Test-takers read:	(a) Is he leaving? (b) Is he living?

4.3. Designing Assessment Tasks: Responsive Listening.

A question-and-answer format can provide some interactivity in these lower-end listening tasks. The test-taker's response is the appropriate answer to a question.

Appropriate response to a question

Test-fakers hear:	How much time did you take to do your homework?
Test-takers read:	(a) In about an hour.
	(b) About an hour.
	(c) About $10.
	(d) Yes, I did.

The objective of this item is recognition of the *wh*-question *how much* and its appropriate response. Distractors are chosen to represent common learner errors: (a) responding to *how much* vs. *how much longer;*

(b) confusing *how much* in reference to time vs. the more frequent reference to money;

(c) confusing a *wh*-question with a *yes/no* question.

None of the tasks so far discussed have to be framed in a multiple-choice format. They can be offered in a more open-ended framework in which test-takers write or speak the response. The above item would then look like this:

Open-ended response to a question

Test-takers hear:	How much time did you take to do your homework?
Test-takers write or speak:	_____.

If open-ended response formats gain a small amount of authenticity and creativity, they of course suffer some in their practicality, as teachers must then read students' responses and judge their appropriateness, which takes time.

4.4. Designing Assessment Tasks: Selective Listening.

A third type of listening performance is **selective** listening, in which the test-taker listens to a limited quantify of aural input and must discern within it some specific information. A number of techniques have been used that require selective listening.

Listening Cloze. Listening cloze tasks (sometimes called *cloze dictations* or *partial dictations*) require the test-taker to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. In a listening cloze task, test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear.

Information Transfer. Selective listening can also be assessed through an information transfer technique in which aurally processed information must be transferred to a visual representation, such as labeling a diagram, identifying an element in a picture, completing a form, or showing routes on a map.

At the lower end of the scale of linguistic complexity, simple picture-cued items are sometimes efficient rubrics for assessing certain selected information. Consider the following item:

Test-takers hear:

Choose the correct picture. In my back yard I have a bird feeder. Yesterday, there were two birds and a squirrel fighting for the last few seeds in the bird feeder. The squirrel was on top of the bird feeder while the larger bird sat at the bottom of the feeder screeching at the squirrel. The smaller bird was flying around the squirrel, trying to scare it away.

Test-takers see:
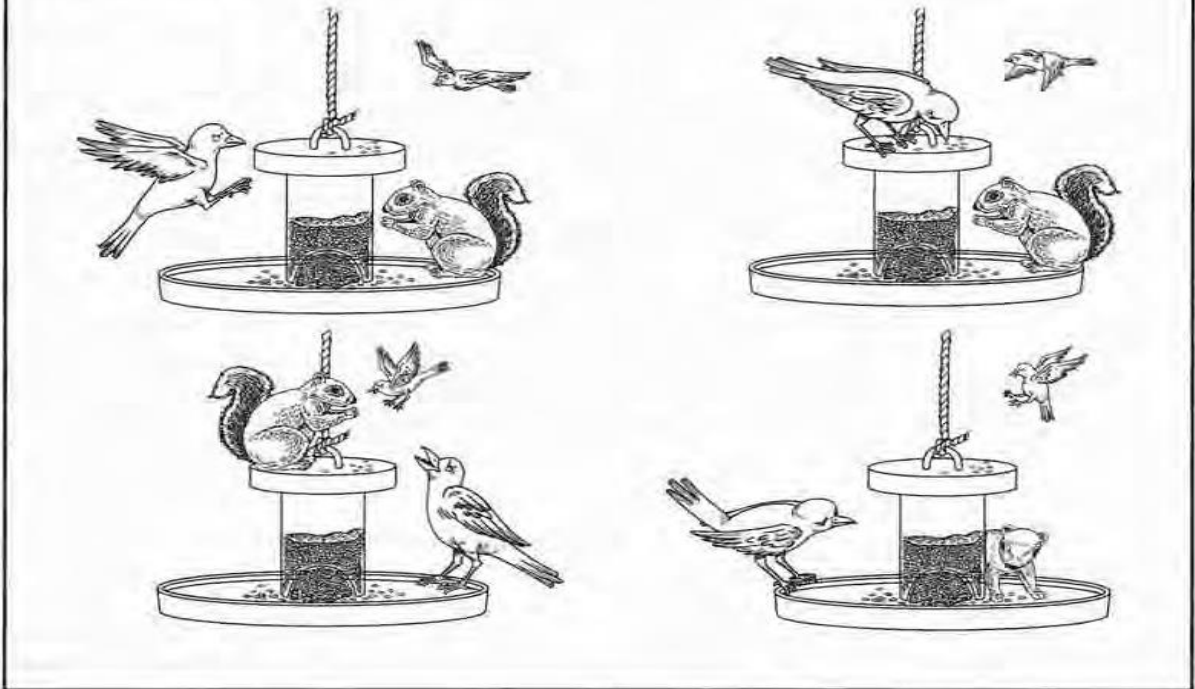
4.5. Designing Assessment Tasks: Extensive Listening.

Drawing a clear distinction between any two of the categories of listening referred to here is problematic, but perhaps the fuzziest division is between selective extensive listening. We will try to analyze a number of extensive listening comprehension tasks.

Dictation. Dictation is a widely researched genre of assessing listening comprehension. In a dictation, test-takers hear a passage, typically of 50 to 100 words, recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during which time test-takers write down what they have just heard; and finally, at normal speed once more so they can check their work and proofread. Here is a sample dictation at the intermediate level of English.

Dictation

> *First reading (natural speed, no pauses, test-takers listen for gist):*
>
> The state of California has many geographical areas. On the western side is the Pacific Ocean with its beaches and sea life. The central part of the state is a large fertile valley. The southeast has a hot desert, and north and west have beautiful mountains and forests. Southern California is a large urban area populated by millions of people.
>
> *Second reading (slowed speed, pause at each // break, test-takers write):*
>
> The state of California // has many geographical areas. // On the western side // is the Pacific Ocean // with its beaches and sea life. // The central part of the state // is a large fertile valley. // The southeast has a hot desert, // and north and west // have beautiful mountains and forests. // Southern California // is a large urban area // populated by millions of people.
>
> *Third reading (natural speed, test-takers check their work).*

Scoring is following. Depending on your context and purpose of a dictation, you will need to decide on scoring criteria for several possible kinds of errors:

• spelling error only, but the word appears to have been heard correctly;

• spelling and/or obvious misrepresentation of a word, illegible word;

• grammatical error;

• skipped word or phrase;

• permutation of words;

• additional words not in the original;

• replacement of a word with an appropriate synonym.

Communicative Stimulus-Response Tasks. Another—and more authentic—example of extensive listening is found in a genre of assessment task in which the test-taker is presented with a stimulus monologue or conversation and then is asked to respond to a set of comprehension questions. Such tasks are commonly used in commercially produced proficiency tests. The monologues, lectures, and brief conversations used in such tasks are sometimes a little contrived and certainly the subsequent multiple-choice questions don't mirror communicative, real-life situations. But with some care and creativity, one can create reasonably authentic stimuli, and in some rare cases the response mode actually approaches complete authenticity. Here is a typical example of such a task.

Dialogue and multiple-choice comprehension items

Test-takers hear:

Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation the second time, choose the correct answer for questions 11–15 below. Mark your answers on the answer sheet provided.

Doctor: Good morning, Lynn. What's the problem?
Lynn: Well, you see, I have a terrible headache, my nose is running, and I'm really dizzy.
Doctor: Okay. Anything else?
Lynn: I've been coughing, I think I have a fever, and my stomach aches.
Doctor: I see. When did this start?
Lynn: Well, let's see, I went to the lake last weekend, and after I returned home I started sneezing.
Doctor: Hmm. You must have the flu. You should get lots of rest, drink hot beverages, and stay warm. Do you follow me?
Lynn: Well, uh, yeah, but . . . shouldn't I take some medicine?
Doctor: Sleep and rest are as good as medicine when you have the flu.
Lynn: Okay, thanks, Dr. Brown.

Test-takers read:

11. What is Lynn's problem?
    (A) She feels horrible.
    (B) She ran too fast at the lake.
    (C) She's been drinking too many hot beverages.

12. When did Lynn's problem start?
    (A) When she saw her doctor.
    (B) Before she went to the lake.
    (C) After she came home from the lake.

13. The doctor said that Lynn _____.
    (A) flew to the lake last weekend
    (B) must not get the flu
    (C) probably has the flu

14. The doctor told Lynn _____.
    (A) to rest
    (B) to follow him
    (C) to take some medicine

15. According to Dr. Brown, sleep and rest are _____ medicine when you have the flu.
    (A) more effective than
    (B) as effective as
    (C) less effective than

Authentic Listening Tasks. Ideally, the language assessment field would have a stockpile of listening test types that are cognitively demanding, communicative, and authentic, not to mention into active by means of an integration with speaking. Here are some possibilities.

1. Note-taking. In the academic world, classroom lectures by professors are common features of a non-native English-user's experience. One form of a midterm examination at the American Language Institute at San Francisco State University (Kahn, 2002) uses a 15-minute lecture as a stimulus. One among several response formats includes note-taking by the test-takers. These notes are evaluated by the teacher on a 30-point system, as follows:

Scoring system for lecture notes

0–15 points
Visual representation: Are your notes clear and easy to read? Can you easily find and retrieve information from them? Do you use the space on the paper to visually represent ideas? Do you use indentation, headers, numbers, etc.?

0–10 points
Accuracy: Do you accurately indicate main ideas from lectures? Do you note important details and supporting information and examples? Do you leave out unimportant information and tangents?

0–5 points
Symbols and abbreviations: Do you use symbols and abbreviations as much as possible to save time? Do you avoid writing out whole words, and do you avoid writing down every single word the lecturer says?

2. Editing. Another authentic task provides both a written and a spoken stimulus, and requires the test-taker to listen for discrepancies. Scoring achieves relatively high reliability as there are usually a small number of specific differences that must be identified. Here is the way the task proceeds.

Editing a written version of an aural stimulus

Test-takers read: the written stimulus material (a news report, an email from a friend, notes from a lecture, or an editorial in a newspaper).

Test-takers hear: a spoken version of the stimulus that deviates, in a finite number of facts or opinions, from the original written form.

Test-takers mark: the written stimulus by circling any words, phrases, facts, or opinions that show a discrepancy between the two versions.

3. Interpretive tasks. One of the intensive listening tasks described above was paraphrasing a story or conversation. An interpretive task extends the stimulus material to a longer stretch of discourse and forces the test-taker to infer a response. Potential stimuli include:
- song lyrics;
- recited poetry;
- radio/television news reports;
- an oral account of an experience;

Test-takers are then directed to interpret the stimulus by answering a few questions (in open-ended form). Questions might be:
- "Why was the singer feeling sad?"
- "What events might have led up to the reciting of this poem?"
- "What do you think the political activists might do next, and why?"
- "What do you think the storyteller felt about the mysterious disappearance of her necklace?"

4. Retelling. In a related task, test-takers listen to a story or news event at simply retell it, or summarize it, either orally (on an audiotape) or in writing. Test-takers must identify the gist, main idea, purpose, supporting point and/or conclusion to show full comprehension. Scoring is partially predetermine by specifying a minimum number of elements that must appear in the retelling. Validity, cognitive processing, communicative ability and authenticity are all well incorporated into the task.

SUGGESTED LITERATURE

1. Buck, Gary. (2001). *Assessing listening.* Cambridge: Cambridge University Press.
2. Richards, Jack C. (1983) Listening comprehension: Approach, design, procedure. *TESOL Quarterly, 17,* 219-239.

<h1 align="center">LECTURE 5. ASSESSING SPEAKING</h1>

Plan:
5.1. Basic Types of Speaking
5.2. Designing Assessment Tasks: Imitative Speaking.
5.3. Designing Assessment Tasks: Intensive Speaking.
5.4. Designing Assessment Tasks: Responsive Speaking.
5.5. Designing Assessment Tasks: Interactive Speaking.
5.6. Designing Assessment Tasks: Extensive Speaking.

Glossary: *imitative speaking, intensive speaking, responsive speaking, interactive speaking, extensive speaking*

<h2 align="center">5.1. Basic Types of Speaking</h2>

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

During today's lecture we will cite four categories of speaking assessment tasks. They are:

Imitative Speaking. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

Intensive Speaking. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture). Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

Responsive Speaking. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

Interactive Speaking. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

Extensive Speaking. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

<h2 align="center">5.2. Designing Assessment Tasks: Imitative Speaking.</h2>

You may be surprised to see the inclusion of simple phonological imitation in a consideration of assessment of oral production. After all, endless repeating of words, phrases, and sentences was the province of the long-since-discarded Audio-Lingual Method, and in an era of communicative language teaching, many believe that non-meaningful imitation of sounds is fruitless. Such opinions have faded in recent years as we discovered that an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. And so we have been paying more attention to pronunciation, especially suprasegmentals, in an attempt to help learners be more comprehensible.

```
Word repetition task

┌─────────────────────────────────────────────────────────────────────────┐
│ Test-takers hear:      Repeat after me:                                   │
│                        beat [pause] bit [pause]                           │
│                        bat [pause] vat [pause]              etc.          │
│                        I bought a boat yesterday.                         │
│                        The glow of the candle is growing.   etc.          │
│                        When did they go on vacation?                      │
│                        Do you like coffee?                  etc.          │
│ Test-takers repeat the stimulus.                                          │
└─────────────────────────────────────────────────────────────────────────┘
```

```
Scoring scale for repetition tasks

┌─────────────────────────────────────────────────────────────────────────┐
│ 2        acceptable pronunciation                                         │
│ 1        comprehensible, partially correct pronunciation                  │
│ 0        silence, seriously incorrect pronunciation                       │
└─────────────────────────────────────────────────────────────────────────┘
```

5.3. Designing Assessment Tasks: Intensive Speaking.

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Many tasks are "cued" tasks in that they lead the test-taker into a narrow band of possibilities. Intensive tasks may also be described as **limited response tasks** (Madsen, 1983), or **mechanical tasks** (Underbill, 1987) or what classroom pedagogy would label as **controlled responses.**

Directed Response Tasks. In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

```
Directed response

┌─────────────────────────────────────────────────────────────────────────┐
│ Test-takers hear:      Tell me he went home.                              │
│                        Tell me that you like rock music.                  │
│                        Tell me that you aren't interested in tennis.      │
│                        Tell him to come to my office at noon.             │
│                        Remind him what time it is.                        │
└─────────────────────────────────────────────────────────────────────────┘
```

Read-Aloud Tasks. Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting a passage that incorporates test specs and by recording the test-taker's output; the scoring is relatively easy because all of the test-taker's oral production is controlled.

```
Read-aloud stimulus, paragraph length

┌─────────────────────────────────────────────────────────────────────────┐
│ Despite the decrease in size—and, some would say, quality—of our cultural │
│ world, there still remain strong differences between the usual British    │
│ and American writing styles. The question is, how do you get your message │
│ across? English prose conveys its most novel ideas as if they were        │
│ timeless truths, while American writing exaggerates; if you believe       │
│ half of what is said, that's enough. The former uses understatement; the  │
│ latter, overstatement. There are also disadvantages to each characteristic│
│ approach. Readers who are used to being screamed at may not listen when    │
│ someone chooses to whisper politely. At the same time, the individual who  │
│ is used to a quiet manner may reject a series of loud imperatives.        │
└─────────────────────────────────────────────────────────────────────────┘
```

The scoring scale for this passage provided a four-point scale for pronunciation, for fluency, as shown in the box below.

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Test of Spoken English scoring scale (1987, p. 10)

Pronunciation:

Points:	
0.0–0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5–1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
1.5–2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5–3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.

Fluency:

Points:	
0.0–0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
0.5–1.4	Numerous non-native pauses and/or a non-native flow that interferes with intelligibility.
1.5–2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
2.5–3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

Sentence/Dialogue Completion Tasks and Oral Questionnaires. Another technique for targeting intensive aspects of language requires test-takers to read dialogue in which one speaker's lines have been omitted. Test-takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then as the tape, teacher, or test administrator produces one part orally, the test-taker responds. Here's an example.
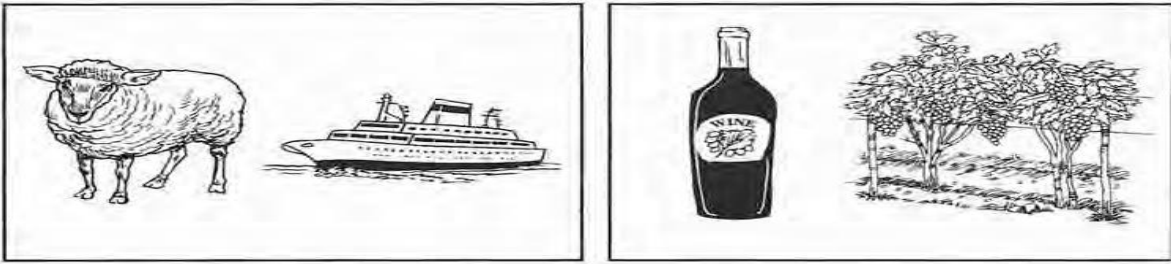
Dialogue completion task

Test-takers read (and then hear):

In a department store:

Salesperson:	May I help you?
Customer:	_____ .
Salesperson:	Okay, what size do you wear?
Customer:	_____ .
Salesperson:	Hmmm. How about this green sweater here?
Customer:	_____ .
Salesperson:	Oh. Well, if you don't like green, what color would you like?
Customer:	_____ .
Salesperson:	How about this one?
Customer:	_____ .
Salesperson:	Great!
Customer:	_____ .
Salesperson:	It's on sale today for $39.95.
Customer:	_____ .
Salesperson:	Sure, we take Visa, MasterCard, and American Express.
Customer:	_____ .

Test-takers respond with appropriate lines.

Picture-Cued Tasks. One of the more popular ways to elicit oral language performance at both intensive and extensive levels is a picture-cued stimulus that requires a description from the test-taker. Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incident. Here is an example of a picture-cued elicitation of the production of a simple minimal pair.

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Picture-cued elicitation of minimal pairs

Test-takers see:

Test-takers hear: [*test administrator points to each picture in succession*]
What's this?

The future tense is elicited with the following picture:

Picture-cued elicitation of future tense (Brown & Sahni, 1994, p. 145)

Test-takers see:

Test-takers hear: This family is at an airport going on their vacation.
1. [*point to the picture in general*] Where are they going for their vacation?
2. [*point to the father*] What will he do in Hawaii?
3. [*point to the mother*] What will she do there?
4. [*point to the girl*] What is she going to do there?
5. [*point to the boy*] What is he going to do in Hawaii?

Scoring responses on picture-cued intensive speaking tasks varies, depending on the expected performance criteria. The first task above that asked just for one-word or simple-sentence responses can be evaluated simply as "correct" or "incorrect." The second rubric may apply as well, with these modifications:

Scoring scale for intensive tasks

2	comprehensible; acceptable target form
1	comprehensible; partially correct target form
0	silence, or seriously incorrect target form

5.4. Designing Assessment Tasks: Responsive Speaking.

Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances.

Question and Answer. Question-and-answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. Responsive questions may take the following forms:

Questions eliciting open-ended responses

Test-takers hear:
1. What do you think about the weather today?
2. What do you like about the English language?
3. Why did you choose your academic major?
4. What kind of strategies have you used to help you learn English?
5.
   a. Have you ever been to the United States before?
   b. What other countries have you visited?
   c. Why did you go there? What did you like best about it?
   d. If you could go back, what would you like to do or see?
   e. What country would you like to visit next, and why?

Test-takers respond with a few sentences at most.

Giving Instructions and Directions. We are all called on in our daily routines to read instructions on how to operate an appliance, how to put a bookshelf together, or how to create a delicious clam chowder. The technique is simple: the administrator poses the problem, and the test-taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories. Here are some possibilities.

Eliciting instructions or directions

Test-takers hear:
- Describe how to make a typical dish from your country.
- What's a good recipe for making _____?
- How do you access email on a PC computer?
- How would I make a typical costume for a _____ celebration in your country?
- How do you program telephone numbers into a cell (mobile) phone?
- How do I get from _____ to _____ in your city?

Test-takers respond with appropriate instructions/directions.

Paraphrasing. Another type of assessment task that can be categorized as responsive asks the test-taker to read or hear a limited number of sentences (perhaps two to five) and produce a paraphrase of the sentence. For example:

Paraphrasing a story

Test-takers hear: Paraphrase the following little story in your own words.

My weekend in the mountains was fabulous. The first day we backpacked into the mountains and climbed about 2,000 feet. The hike was strenuous but exhilarating. By sunset we found these beautiful alpine lakes and made camp there. The sunset was amazingly beautiful. The next two days we just kicked back and did little day hikes, some rock climbing, bird watching, swimming, and fishing. The hike out on the next day was really easy—all downhill—and the scenery was incredible.

Test-takers respond with two or three sentences.

5.5. Designing Assessment Tasks: Interactive Speaking.

The final two categories of oral production assessment (interactive and extensive speaking) include tasks that involve relatively long stretches of interactive discourse (interviews, role plays, discussions, games) and tasks of equally long duration but that involve less interaction (speeches, telling longer stories, and extended explanations and translations). The obvious difference between the two sets of tasks is the degree of interaction with an interlocutor.

Interview. When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives.

The suggested set of content specifications for an oral interview (below) may serve as sample questions that can be adapted to individual situations.

Oral interview content specifications

Warm-up:
1. Small talk

Level check:

The test-taker . . .

2. answers *wh*-questions.
3. produces a narrative without interruptions.
4. reads a passage aloud.
5. tells how to make something or do something.
6. engages in a brief, controlled, guided role play.

Probe:

The test-taker . . .

7. responds to interviewer's questions about something the test-taker doesn't know and is planning to include in an article or paper.
8. talks about his or her own field of study or profession.
9. engages in a longer, more open-ended role play (for example, simulates a difficult or embarrassing circumstance) with the interviewer.
10. gives an impromptu presentation on some aspect of test-taker's field.

Wind-down:

11. Feelings about the interview, information on results, further questions

Here are some possible questions, probes, and comments that tit those specifications.

Sample questions for the four stages of an oral interview

1. **Warm-up:**

   How are you?
   What's your name?
   What country are you from? What [city, town]?
   Let me tell you about this interview.

2. **Level check:**

   How long have you been in this [country, city]?
   Tell me about your family.

What is your [academic major, professional interest, job]?
How long have you been working at your [degree, job]?
Describe your home [city, town] to me.
How do you like your home [city, town]?
What are your hobbies or interests? (What do you do in your spare time?)
Why do you like your [hobby, interest]?
Have you traveled to another country beside this one and your home
    country?
Tell me about that country.
Compare your home [city, town] to another [city, town].
What is your favorite food?
Tell me how to [make, do] something you know well.
What will you be doing ten years from now?
I'd like you to ask me some questions.
Tell me about an exciting or interesting experience you've had.
Read the following paragraph, please. *[test-taker reads aloud]*
Pretend that you are _____ and I am a _____. *[guided role play*
    follows]

3. Probe:

What are your goals for learning English in this program?
Describe your [academic field, job] to me. What do you like and dislike
    about it?
What is your opinion of [a recent headline news event]?
Describe someone you greatly respect, and tell me why you respect that
    person.
If you could redo your education all over again, what would you do
    differently?
How do eating habits and customs reflect the culture of the people of a
    country?
If you were [president, prime minister] of your country, what would you
    like to change about your country?
What career advice would you give to your younger friends?
Imagine you are writing an article on a topic you don't know very much
    about. Ask me some questions about that topic.
You are in a shop that sells expensive glassware. Accidentally you knock
    over an expensive vase, and it breaks. What will you say to the store
    owner? *[Interviewer role-plays the store owner]*

4. Wind-down:

Did you feel okay about this interview?
What are your plans for [the weekend, the rest of today, the future]?
You'll get your results from this interview [tomorrow, next week].
Do you have any questions you want to ask me?
It was interesting to talk with you. Best wishes.

Table 7.2. Oral proficiency scoring categories (Brown, 2001, pp. 406–407)

	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.

Fluency	Pronunciation	Task
(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

Table 7.3. Subcategories of oral proficiency scores

Level	Description
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

Role Play. Role playing is a popular pedagogical activity in communicative language-teaching classes. As an assessment device, role play opens some windows of opportunity for test-takers to use discourse that might otherwise be difficult to elicit.

Discussions and Conversations. As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide. Discussions may be especially appropriate tasks through which to elicit and observe such abilities as:

• topic nomination, maintenance, and termination;
• attention getting, interrupting, floor holding, control;
• clarifying, questioning, paraphrasing;
• comprehension signals (nodding, "uh-huh", "hmm," etc.);
• negotiating meaning;
• intonation patterns for pragmatic effect;
• kinesics, eye contact, body language;
• politeness, formality, and other sociolinguistic factors.

Games. Among informal assessment devices are a variety of games that directly involve language production. Consider the following types:

1. "Tinkertoy" game: A Tinkertoy (or Lego block) structure is built behind a screen. One or two learners are allowed to view the structure. In successive stages of construction, the learners tell "runners" (who can't observe the structure) how to re-create the structure. The runners then tell "builders" behind another screen how to build the structure. The builders may question or confirm as they proceed, but only through the two degrees of separation. Object: re-create the structure as accurately as possible.

2. Crossword puzzles are created in which the names of all members of a class are clued by obscure information about them. Each class member must ask questions of others to determine who matches the clues in the puzzle.

3. Information gap grids are created such that class members must conduct mini-interviews of other classmates to fill in boxes, e.g., "born in July," "plays the violin," "has a two-year-old child," etc.

4. City maps are distributed to class members. Predetermined map directions are given to one student who, with a city map in front of him or her, describes the route to a partner, who must then trace the route and get to the correct final destination.

Clearly, such tasks have wandered away from the traditional notion of an oral production test and may even be well beyond *assessments.* As assessments, the key is to specify a set of criteria and a reasonably practical and reliable scoring method. The benefit of such an informal assessment may not be as much in a summative evaluation as in its formative nature, with washback for the students.

5.6. Designing Assessment Tasks: Extensive Speaking.

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

Oral Presentations. In the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. For oral presentations, a checklist or grid is a common means of scoring or evaluation.

Evaluation of oral presentation

Assign a number to each box according to your assessment of the various aspects of the speaker's presentation.

3	Excellent
2	Good
1	Fair
0	Poor

Content:
☐ The purpose or objective of the presentation was accomplished.
☐ The introduction was lively and got my attention.
☐ The main idea or point was clearly stated toward the beginning.
☐ The supporting points were
    • clearly expressed
    • supported well by facts, argument
☐ The conclusion restated the main idea or purpose.

Delivery:
☐ The speaker used gestures and body language well.
☐ The speaker maintained eye contact with the audience.
☐ The speaker's language was natural and fluent.
☐ The speaker's volume of speech was appropriate.
☐ The speaker's rate of speech was appropriate.
☐ The speaker's pronunciation was clear and comprehensible.
☐ The speaker's grammar was correct and didn't prevent understanding.
☐ The speaker used visual aids, handouts, etc., effectively.
☐ The speaker showed enthusiasm and interest.
☐ [*If appropriate*] The speaker responded to audience questions well.

Picture-Cued Story-Telling. One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. We have already looked at this elicitation device for intensive tasks, but at this level we consider a picture or a series of pictures as a stimulus for a longer story or description. Consider the following set of pictures:

Picture-cued story-telling task (Brown, 1999, p. 29)

Test-takers see the following six-picture sequence:

Test-takers hear or read: Tell the story that these pictures describe.
Test-takers use the pictures as a sequence of cues to tell a story.

Retelling a Story, News Event. In this type of task, test-takers hear or read a story or news event that they are asked to retell. This differs from the paraphrasing task discussed above in that it is a longer stretch of discourse and a different genre. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse features (communicating sequences and relationships of events, stress and emphasis patterns, "expression" in the case of a dramatic story), fluency, and interaction with the hearer. Scoring should of course meet the intended criteria.

Translation (of Extended Prose). Translation of words, phrases, or short sentences was mentioned under the category of intensive speaking. Here, longer texts are presented for the test-taker to read in the native language and then translate into English. Those texts could come in many forms: dialogue, directions for assembly of a product, a synopsis of a story or play or movie, directions on how to find something on a map, and other genres. The advantage of translation is in the control of the content vocabulary, and, to some extent, the grammatical and discourse features. Criteria for scoring should therefore take into account not only the purpose in stimulating a translation but the possibility of errors that are unrelated to oral productive ability.

SUGGESTED LITERATURE

1.   Underbill, Nic. (1987) *Testing spoken language: A handbook of oral testing techniques.* Cambridge: Cambridge University Press.
2.   Brown, J.D. *(1998). New ways of classroom assessment.* Alexandria, VA: Teachers of English to Speakers of Other Languages.
3.   Celce-Murcia, Marianne, Brinton, Donna, and Goodwin, Janet. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* Cambridge: Cambridge University Press.

LECTURE 6. ASSESSING READING

Plan:
6.1. Types and Genres of Reading
6.2. Designing Assessment Tasks: Perceptive Reading.
6.3. Designing Assessment Tasks: Selective Reading.
6.4. Designing Assessment Tasks: Interactive Reading.
6.5. Designing Assessment Tasks: Extensive Reading.
Glossary: *perceptive reading, selective reading, interactive reading, extensive reading.*

6.1. Types (Genres) of Reading

In foreign language learning, reading is a skill that teachers simply expect learners to acquire. The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classroom assessments that are formative in nature.

Each type or **genre** of written text has its own set of governing rules and conventions. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessments of reading ability.

Genres of reading

1. Academic reading

general interest articles (in magazines, newspapers, etc.)
technical reports (e.g., lab reports), professional journal articles
reference material (dictionaries, etc.)
textbooks, theses
essays, papers
test directions
editorials and opinion writing

2. Job-related reading

messages (e.g., phone messages)
letters/emails
memos (e.g., interoffice)
reports (e.g., job evaluations, project reports)
schedules, labels, signs, announcements
forms, applications, questionnaires
financial documents (bills, invoices, etc.)
directories (telephone, office, etc.)
manuals, directions

3. Personal reading

newspapers and magazines
letters, emails, greeting cards, invitations
messages, notes, lists
schedules (train, bus, plane, etc.)
recipes, menus, maps, calendars
advertisements (commercials, want ads)
novels, short stories, jokes, drama, poetry
financial documents (e.g., checks, tax forms, loan applications)
forms, questionnaires, medical reports, immigration documents
comic strips, cartoons

In the previous lectures we saw that both listening and speaking could be subdivided into at least five different types of listening and speaking performance. In the case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

Perceptive. Perceptive reading tasks involve attending to the ***components of*** larger stretches of discourse, letters, words, punctuation, and other graphemic symbols.

Selective. This category is an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

Interactive. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.) The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" (увеличить масштаб) on small details.

6.2. Designing Assessment Tasks: Perceptive Reading.

Assessment of basic reading skills may be carried out in a number of different ways.

Reading Aloud. The test-taker sees separate letters, words, and short sentences and reads aloud, one by one, in the presence of an administrator. Since the assessment *reading* comprehension, any recognizable oral approximation of the response is considered correct.

Written Response. The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated.

Multiple-Choice. Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching. Here are some possibilities.

Minimal pair distinction

Test-takers read:*		Circle "S" for same or "D" for different.	
1. led	let	S	D
2. bit	bit	S	D
3. seat	set	S	D
4. too	to	S	D

*In the case of very low level learners, the teacher/administrator reads directions.
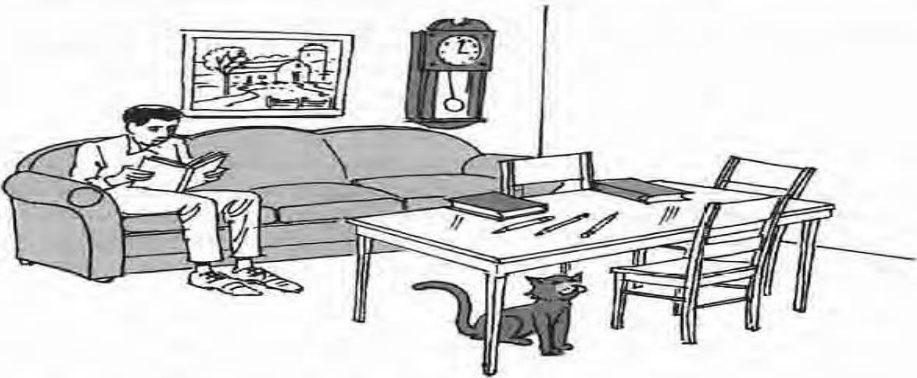
Grapheme recognition task

Test-takers read:*	Circle the "odd" item, the one that doesn't "belong."	
1. piece	peace	piece
2. book	book	boot

*In the case of very low level learners, the teacher/administrator reads directions.

Picture-Cued Items. Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

Picture-cued word identification (Brown & Sahni, 1994, p. 124)

Test-takers hear: Point to the word that you read here.

cat	clock	chair

Picture-cued sentence identification

Test-takers hear: Point to the part of the picture that you read about here.

Test-takers see the picture and read each sentence written on a separate card.

> **The man is reading a book.**

> **The cat is under the table.**

Picture-cued true/false sentence identification

Test-takers read:

1. The pencils are under the table.   T   F
2. The cat is on the table.   T   F
3. The picture is over the couch.   T   F

6.3. Designing Assessment Tasks: Selective Reading.

Here are some of the possible tasks you can use to assess lexical and grammatical aspects of *reading* ability.

Multiple-Choice (for Form-Focused Criteria). By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

Multiple-choice vocabulary/grammar tasks

1. He's not married. He's _____.
   A. young
   B. single
   C. first
   D. a husband

2. If there's no doorbell, please _____ on the door.
   A. kneel
   B. type
   C. knock
   D. shout

3. The mouse is _____ the bed.
   A. under
   B. around
   C. between

4. The bank robbery occurred _____ I was in the restroom.
   A. that
   B. during
   C. while
   D. which

Multiple-choice cloze vocabulary/grammar task

I've lived in the United States (21) _____ three years. I (22) _____ live in Costa Rica. I (23) _____ speak any English. I used to (24) _____ homesick, but now I enjoy (25) _____ here. I have never (26) _____ back home (27) _____ I came to the United States, but I might (28) _____ to visit my family soon.

21. A. since
    B. for
    C. during
22. A. used to
    B. use to
    C. was
23. A. couldn't
    B. could
    C. can
24. A. been
    B. be
    C. being

25. A. live
    B. to live
    C. living
26. A. be
    B. been
    C. was
27. A. when
    B. while
    C. since
28. A. go
    B. will go
    C. going

Matching Tasks. At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary. Following is a typical format:

Vocabulary matching task

Write in the letter of the definition on the right that matches the word on the left.

_____ 1. exhausted
_____ 2. disappointed
_____ 3. enthusiastic
_____ 4. empathetic

a. unhappy
b. understanding of others
c. tired
d. excited

Selected response fill-in vocabulary task

1. At the end of the long race, the runners were totally _____.
2. My parents were _____ with my bad performance on the final exam.
3. Everyone in the office was _____ about the new salary raises.
4. The _____ listening of the counselor made Christina feel well understood.

Choose from among the following:
 disappointed
 empathetic
 exhausted
 enthusiastic

Matching tasks have the advantage of offering an alternative to traditional multiple-choice or fill-in-the-blank formats and are sometimes easier to construct than multiple-choice items, as long as the test designer has chosen the matches carefully.

Editing Tasks. Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many other tests employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages.

Multiple-choice grammar editing task (Phillips, 2001, p. 219)

> *Test-takers read:* Choose the letter of the underlined word that is not correct.
> 1. The <u>abrasively</u> action of the wind <u>wears</u> away <u>softer</u> <u>layers</u> of rock.
>   A   B   C   D
>
> 2. There are two <u>way</u> of <u>making</u> a gas <u>condense</u>: cooling it or <u>putting</u> it under
>   A   B   C   D
>
>   pressure.
>
> 3. Researchers have <u>discovered</u> that the <u>application</u> of bright light can sometimes
>   A   B
>
>   be <u>uses</u> to <u>overcome</u> jet lag.
>   C   D

Picture-Cued Tasks. In the previous lecture we looked at picture-cued tasks for perceptive recognition of symbols and words. Pictures and photographs may be equally well utilized for examining ability at the selective level. Several types of picture-cued methods are commonly used.
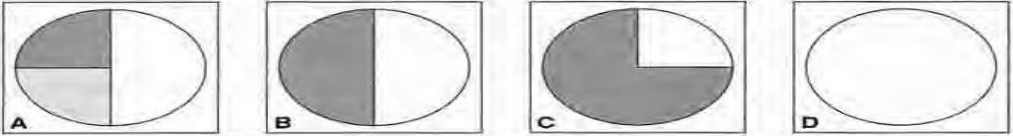
1. Test-takers read a sentence or passage and choose one of four pictures that is being described. The sentence (or sentences) at this level is more complex. A computer-based example follows:

Multiple-choice picture-cued response (Phillips, 2001, p. 276)

> Test-takers read a three-paragraph passage, one sentence of which is:
>
> During at least three quarters of the year, the Arctic is frozen.
>
> Click on the chart that shows the relative amount of time each year that water is available to plants in the Arctic.
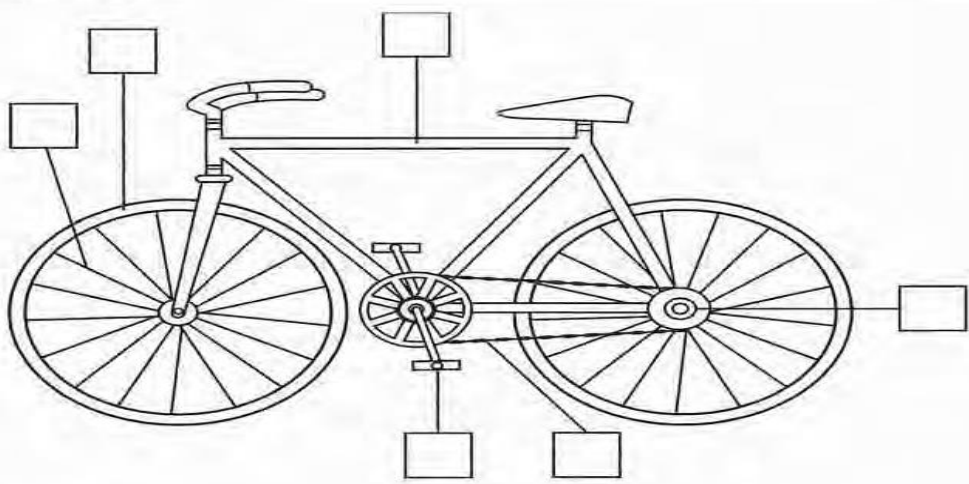>
> Test-takers see the following four pictures:

2. Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item. In the following diagram, test-takers do not necessarily know each term, but by reading the definition they are able to make an identification. For example:

Diagram-labeling task

Test-takers see:

Test-takers read:

Label the picture with the number of the corresponding item described below.

1. wire supports extending from the hub of a wheel to its perimeter
2. a long, narrow support pole between the seat and the handlebars
3. a small, geared wheel concentric with the rear wheel
4. a long, linked, flexible metal device that propels the vehicle
5. a small rectangular lever operated by the foot to propel the vehicle
6. a tough but somewhat flexible rubber item that circles each wheel

Gap-Filling Tasks. Many of the multiple-choice tasks described above can be convened into gap-filling or "fill-in-the-blank," items in which the test-taker's response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

Sentence completion tasks

Oscar:	Doctor, what should I do if I get sick?
Doctor:	It is best to stay home and _____.
	If you have a fever, _____.
	You should drink as much _____.
	The worst thing you can do is _____.
	You should also _____.

6.4. Designing Assessment Tasks: Interactive Reading.

Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format.

Cloze Tasks. One of the most popular types of reading assessment task is the cloze procedure. The word *cloze* was coined by educational psychologists to capture the Gestalt psychological concept of "closure", that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

Cloze procedure, rational deletion (prepositions and conjunctions)

> The recognition that one's feelings (**1**) _____ happiness (**2**) _____ unhappiness can coexist much like love and hate (**3**) _____ a close relationship may offer valuable clues (**4**) _____ how to lead a happier life. It suggests, (**5**) _____ example, that changing (**6**) _____ avoiding things that make you miserable may well make you less miserable (**7**) _____ probably no happier.

Short-Answer Tasks. Multiple-choice items are difficult to construct and validate, and classroom teachers rarely have time in their busy schedules to design such a test. A popular alternative to multiple-choice questions following reading passages is the age-old short-answer format.

Open-ended reading comprehension questions

> 1. What do you think the main idea of this passage is?
> 2. What would you infer from the passage about the future of air travel?
> 3. In line 6 the word *sensation* is used. From the context, what do you think this word means?
> 4. What two ideas did the writer suggest for increasing airline business?
> 5. Why do you think the airlines have recently experienced a decline?

Editing (Longer Texts). The previous part of today's lecture (on selective reading) described editing tasks, but there the discussion was limited to a list of unrelated sentences, each presented with an error to be detected by the test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words. Several advantages are gained in the longer formal.

Contextualized grammar editing tasks (Imao, 2001)

> (1) Ever since supermarkets first appeared, they have been take over the world.
>   A   B   C   D
>
> (2) Supermarkets have changed people's life styles, yet and at the same time,
>   A   B   C
>
> changes in people's life styles have encouraged the opening of supermarkets. (3) As
>   D
>
> a result this, many small stores have been forced out of business. (4) Moreover, some
>   A   B   C   D   B
>
> small stores will be able to survive this unfavorable situation.
>   A   C   D

Scanning. Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text and requiring rapid identification of relevant bits of information. Possible stimuli include:

- a one- to two-page news article;
- an essay;
- a chapter in a textbook;
- a technical report;
- a table or chart depicting some research findings;
- a menu;
- an application form.

6.5. Designing Assessment Tasks: Extensive Reading.

Extensive reading involves somewhat longer texts than we have been dealing with up to this point. Journal articles, technical reports, longer essays, short stories, and books fall into this category. The tasks that are unique to extensive reading: skimming, summarizing, responding to reading, and note-taking.

Skimming Tasks. Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty. Assessment of skimming strategies is usually straightforward: the test-taker skims a text and answers questions such as the following:

Skimming tasks

What is the main idea of this text?
What is the author's purpose in writing the text?
What kind of writing is this [newspaper article, manual, novel, etc.]?
What type of writing is this [expository, technical, narrative, etc.]?
How easy or difficult do you think this text will be?
What do you think you will learn from the text?
How useful will the text be for your [profession, academic needs, interests]?

Summarizing and Responding. One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded:

Directions for summarizing

Write a summary of the text. Your summary should be about one paragraph in length (100–150 words) and should include your understanding of the main idea and supporting ideas.

Criteria for assessing a summary (Imao, 2001, p. 184)

1. Expresses accurately the main idea and supporting ideas.
2. Is written in the student's own words; occasional vocabulary from the original text is acceptable.
3. Is logically organized.
4. Displays facility in the use of language to clearly express ideas in the text.

Holistic scoring scale for summarizing and responding to reading

3   Demonstrates clear, unambiguous comprehension of the main and supporting ideas.
2   Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas.
1   Demonstrates only a partial comprehension of the main and supporting ideas.
0   Demonstrates no comprehension of the main and supporting ideas.

Note-Taking and Outlining. Finally, a reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking or outlining. Because of the difficulty of controlling the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in

retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework. A teacher, perhaps in one-on-one conferences with students, can use student notes/outlines as indicators of the presence or absence of effective reading strategies, and thereby point the learners in positive directions.

<div align="center">SUGGESTED LITERATURE</div>

1.   Alderson. J. Charles. (2000). *Assessing reading.* Cambridge: Cambridge University Press.
2.   Read, John. (2000). *Assessing vocabulary.* Cambridge: Cambridge University Press.
3.   Nuttall, Christine. (1996). *Teaching reading skills in a foreign language.* Second Edition. Oxford: Heinemann.

<div align="center">LECTURE 7. ASSESSING WRITING</div>

Plan:
7.1. Genres and Types of Written Language.
7.2. Designing Assessment Tasks: Imitative Writing.
7.3. Designing Assessment Tasks: Intensive (Controlled) Writing.
7.4. Designing Assessment Tasks: Responsive Writing and Extensive Writing.

Glossary: *imitative writing, intensive (controlled) writing, responsive writing, extensive writing*

<div align="center">7.1. Genres and Types of Written Language.</div>

Before looking at specific tasks, we must scrutinize the different genres of written language and types of writing.

Genres of writing

> **1. Academic writing**
>   papers and general subject reports
>   essays, compositions
>   academically focused journals
>   short-answer test responses
>   technical reports (e.g., lab reports)
>   theses, dissertations
>
> **2. Job-related writing**
>   messages (e.g., phone messages)
>   letters/emails
>   memos (e.g., interoffice)
>   reports (e.g., job evaluations, project reports)
>   schedules, labels, signs
>   advertisements, announcements
>   manuals
>
> **3. Personal writing**
>   letters, emails, greeting cards, invitations
>   messages, notes
>   calendar entries, shopping lists, reminders
>   financial documents (e.g., checks, tax forms, loan applications)
>   forms, questionnaires, medical reports, immigration documents
>   diaries, personal journals
>   fiction (e.g., short stories, poetry)

Types of writing performance. Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1.   *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

2.   *Intensive (controlled).* Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

3.   *Responsive.* Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

4.   *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

7.2. Designing Assessment Tasks: Imitative Writing.

Many beginning-level English learners, from young children to older adults, need basic training in and assessment of imitative writing: the rudiments of forming letters, words and simple sentences. We examine this level of writing first.

 Tasks in Writing Letters, Words, and Punctuation. First, a comment should be made on the increasing use of personal and laptop computers and handheld instruments for creating written symbols. A limited variety of types of tasks are commonly used to assess a person's ability to produce written letters and symbols. A few of the more common types are described here.

1.   Copying.

2.   Listening cloze selection tasks.

3.   Picture-cued tasks.

4.   Form completion tasks.

5.   Converting numbers and abbreviations to words.

   Spelling Tasks and Detecting Phoneme-Grapheme Correspondences. A number of task types are in popular use to assess the ability to spell words correctly and to process phoneme-grapheme correspondences.

1. *Spelling tests.* The teacher dictates a simple list of words, one word at a time, followed by the word in a sentence repeated again, with a pause for test-takers to write the word. Scoring emphasizes correct spelling.

2. *Picture-cued tasks.* Pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable, items are chosen according to the objectives of the assessment, but this format is an opportunity to present some challenging words and word pairs: *boot/book, read/reed, bit/bite.* etc.

3. *Multiple-choice techniques.* Presenting words and phrases in the form of a multiple-choice task risks crossing over into the domain of assessing reading, but if the items have a follow-up writing component, they can serve as formative reinforcement of spelling conventions. They might be more challenging with the addition of homonyms. Here are some examples.

Multiple-choice reading-writing spelling tasks

Test-takers read:

Choose the word with the correct spelling to fit the sentence, then write the word in the space provided.

1. He washed his hands with _____.
   A. soap
   B. sope
   C. sop
   D. soup
2. I tried to stop the car, but the _____ didn't work.
   A. braicks
   B. brecks
   C. brakes
   D. bracks
3. The doorbell rang, but when I went to the door, no one was _____.
   A. their
   B. there
   C. they're
   D. thair

4. Matching phonetic symbols. If students have become familiar with the phonetic alphabet, they could be shown phonetic symbols and asked to write the correctly spelled word alphabetically. This works best with letters that do not have one-to-one correspondence with the phonetic symbol (e.g., [3] and a).

Converting phonetic symbols

Test-takers read:

In each of the following words, a letter or combination of letters has been written in a phonetic symbol. Write the word using the regular alphabet.

1. tea /tʃ/ er   _____   [teacher]
2. d /e/   _____   [day]
3. /ð/ is   _____   [this]
4. n /aʊ/   _____   [now]
5. l /aɪ/ /k/   _____   [like]
6. c /æ/ t   _____   [cat]

7.3. Designing Assessment Tasks: Intensive (Controlled) Writing.

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form-focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose.

Dictation and Dicto-Comp. Dictation is the rendition in writing of what one hears aurally, so it could be classified as a type of writing and also dictation can be classified as an intensive form of writing. A form of controlled writing related to dictation is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, distributes a handout with key words from the

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paragraph, in sequence, as cues for the students. In either case, the dicto-comp is genuinely classified as an intensive, if not a responsive, writing task. Test-takers must internalize the content of the passage, remember a few phrases and lexical items as key words, then recreate the story in their own words.

Grammatical Transformation Tasks. Language teachers use this technique as an assessment task, ostensibly to measure grammatical competence. Numerous versions of the task are possible:

• Change the tenses in a paragraph.
• Change full forms of verbs to reduced forms (contractions).
• Change statements to *yes/no* or *wh*-questions.
• Change questions into statements.
• Combine two sentences into one using a relative pronoun.
• Change direct speech to indirect speech.
• Change from active to passive voice and etc.

Picture-Cued Tasks. A variety of picture-cued controlled tasks have been used in English classroom around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. For example:
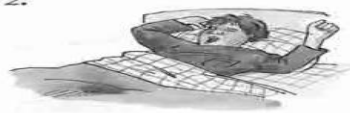

Picture-cued sentence writing (Brown, 1999, p. 40)

Test-takers see the following pictures:

1.   2.

3.

Test-takers read: What is the woman doing?
What is the man doing?
What is the boy doing?

Test-takers write:
1. *She is eating. She is eating her dinner. She is holding a spoon.* etc.

Scoring scale for controlled writing

2	Grammatically and lexically correct.
1	Either grammar or vocabulary is incorrect, but not both.
0	Both grammar and vocabulary are incorrect.

Vocabulary Assessment Tasks. Most vocabulary study is carried out through reading. The major techniques used to assess vocabulary are defining and using a word in a sentence (multiple choice techniques, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context).

Read (2000) suggested several types of items for assessment of basic knowledge of the meaning of a word, collocational possibilities, and derived morphological forms. His example centered on the word *interpret,* as follows:

Vocabulary writing tasks (Read, 2000, p. 179)

Test-takers read:

1. Write two sentences, A and B. In each sentence, use the two words given.
   A. *interpret, experiment* _____.
   B. *interpret, language* _____.

2. Write three words that can fit in the blank.
   To interpret a(n) _____
              i. _____
              ii. _____
              iii. _____

3. Write the correct ending for the word in each of the following sentences:
   Someone who interprets is an interpret _____.
   Something that can be interpreted is interpret _____.
   Someone who interprets gives an interpret _____.

Short-Answer and Sentence Completion Tasks. Such items range from very simple and predictable to somewhat more elaborate responses. Look at range of possibilities.

Limited response writing tasks

Test-takers see:

1. Alicia: Who's that?
   Tony: _____ Gina.
   Alicia: Where's she from?
   Tony: _____ Italy.

2. Jennifer: _____?
   Kathy: I'm studying English.

3. Restate the following sentences in your own words, using the underlined word. You may need to change the meaning of the sentence a little.
   3a. I never miss a day of school.   always
   3b. I'm pretty healthy most of the time.   seldom
   3c. I play tennis twice a week.   sometimes

4. You are in the kitchen helping your roommate cook. You need to ask questions about quantities. Ask a question using *how much* (#4a) and a question using *how many* (#4b), using nouns like *sugar, pounds, flour, onions, eggs, cups.*
   4a. _____.
   4b. _____.

5. Look at the schedule of Roberto's week. Write two sentences describing what Roberto does, using the words *before* (#5a) and *after* (#5b).
   5a. _____.
   5b. _____.

6. Write three sentences describing your preferences: #6a: a big, expensive car or a small, cheap car; #6b: a house in the country or an apartment in the city; #6c: money or good health.
   6a. _____.
   6b. _____.
   6c. _____.

7.4. Designing Assessment Tasks: Responsive Writing and Extensive Writing.

Responsive writing creates the opportunity for test-takers to offer an array of possible creative responses within a pedagogical or assessment framework: test-takers are "responding" to a prompt or assignment.

Extensive, or "free" writing takes all the principles and guidelines of responsive writing and puts them into practice in longer texts such as full-length essays, term papers, project reports, and theses and dissertations. In extensive writing, however, the writer has been given, even more freedom to choose: topics, length, style, and perhaps even conventions of formatting are less constrained than in the typical responsive writing exercise.

Let's consider responsive and extensive writing tasks:

Paraphrasing. One of the more difficult concepts for second language learners to grasp is paraphrasing. The initial step in teaching paraphrasing is to ensure that learners understand the importance of paraphrasing: to say something in one's own words, to avoid plagiarizing, to offer some variety in expression. With those possible motivations and purposes in mind, the test designer needs to elicit a paraphrase of a sentence or paragraph.

Scoring of the test-taker's response is a judgment call in which the criterion of conveying the same or similar message is primary, with secondary evaluations of discourse, grammar and vocabulary. Other components of analytic or holistic scales might be considered as criteria for an evaluation.

Guided Question and Answer. Another lower-order task in this type of writing, which has the pedagogical benefit of guiding a learner without dictating the form of the output, is a guided question-and-answer format in which the test administrator poses a series of questions that essentially serve as an outline of the emergent written text. In the writing of a narrative that the teacher has already covered in a class discussion, the following kinds of questions might be posed to stimulate a sequence of sentences.

1. Where did this story take place? [setting]
2. Who were the people in the story? [characters]
3. What happened first? and then? and then? [sequence of events]
4. Why did _____ do _____? [reasons, causes]
5. What did _____ think about _____? [opinion]
6. What happened at the end? [climax]
7. What is the moral of this story? [evaluation]

Paragraph Construction Tasks. The participation of reading performance is inevitable in writing effective paragraphs. To a great extent, writing is the art of emulating what one reads. You read an effective paragraph; you analyze the ingredients of its success; you emulate it. Assessment of paragraph development takes on a number of different forms:
1. Topic sentence writing.
2. Topic development within a paragraph.
3. Development of main and supporting ideas across paragraphs.

At responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: *holistic*, *primary trait* and *analytical*. In the first method, a single score is assigned to an essay, which represents a reader's general overall assessment. Primary trait scoring is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. Analytical scoring breaks a test-taker's written text down into a number of subcategories (organization, grammar, etc.) and gives a separate rating for each.

SUGGESTED LITERATURE

1. Weigle, Sara Gushing. (2002). *Assessing writing.* Cambridge: Cambridge University Press.
2. Raimes,Ann. (1998). Teaching writing. *Annual Review of Applied Linguistics, 18.* pp. 142-167.

Theme 1: Introduction. Testing, assessing and teaching
Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	1. Assessment and teaching. 2. Approaches to language testing
Aim of the lesson:	to introduce students with the main aim and the content of the lesson, to explain the new terms;
Pedagogical features: Giving general information about testing, assessing and teaching, explaining differences between these terms and etc. Evaluating students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to define new terms. Students will be able to get information about main approaches to language testing. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, and handouts.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipment
Monitoring and assessment:	Orally, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm – up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about teaching process, testing and assessing);	Listening and making notes	Method "Brainstorming"
II. Main activities (60 min)	1. T will explain new material (Giving a general information about new lecture). 2. T will use PowerPoint Presentation to explain the importance of testing and assessing in teaching process, to give a general information about approaches to language testing, how to construct tests and assess learners' knowledge. 3. T will consolidate new material by asking questions.	Listening Making notes Doing tests Answer the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson 2. Evaluation and assessing the students. (Motivating active students). 3. Home task.	Whole-Class work To get home assignment	

Theme 2: Principles of Language Assessment
Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	Approaches to Language Testing. Reliability; Practicality; Validity; Authenticity.
Aim of the lesson:	to introduce the students with theoretical and methodological bases of teaching foreign languages, main principles of language assessment;
Pedagogical features: Giving general explanation of principles of language assessment. Doing different activities and tasks. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to understand the meaning of new theme, to get information about basic principles of language assessment. Students will be able to do exercises by themselves. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts, marker, sticker organizer.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about given topic).	Giving ideas on the theme.	Using a graphic organizer "Cluster"
II. Main activities (60 min)	1. T will explain new material. 2. T will use PowerPoint Presentation. 3. T will consolidate by asking questions.	Listening Making notes Answering the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson. 2. Evaluation and assessing the students. (Motivating active students); 3. Home task.	Discussion To get home assignment	

Theme 3: Designing Classroom Language Tests

Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	Lecture
Plan of the lesson:	Test types (proficiency, achievement, progress, etc.). Some Practical Steps to Test Construction. Scoring, Grading, and Giving Feedback.
Aim of the lesson:	to give information about classroom language tests; to give instructions how to construct and design language tests, score, grade and give feedback.
Pedagogical features: Giving general explanation of new lecture. Doing exercises and giving different tasks. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to have information about test types (language aptitude tests, language proficiency tests, placement tests, diagnostic tests and achievement tests), design language tests. Students will be able to do exercises by themselves. Students will be able to answer the questions
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts, marker, sticker organizer.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about designing classroom language tests)	Expressing opinions about language tests	Brainstorming
II. Main activities (60 min)	1. T will explain new material. 2. T will use PowerPoint Presentation. 3. T will consolidate new material by organizing discussion.	Listening Making notes Discussion	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson. 2. Evaluation and assessing the students. (Test work); 3. Home task.	Group work Individual work To get home assignment	Answer Sheet

Theme 4: Assessing Listening
Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	The Importance of Listening. Basic types of Listening.
Aim of the lesson:	• to explain the importance of listening; • to give a general information about basic types of listening (intensive, responsive, selective and extensive listening);
Pedagogical features: Giving general explanation of basic types of listening. Designing assessment tasks on listening. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to have information about basic types of listening, to design assessment tasks on each type of listening. Students will be able to do listening tests by themselves. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts, listening track.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about designing listening tasks);	Listening and expressing ideas	Listening a Track
II. Main activities (60 min)	1. T will explain new material (Giving a general information about basic types of listening and how to design listening tasks). 2. T will use PowerPoint Presentation to explain the importance of listening, to give a general information about its basic types, how to construct tests and assess learners' knowledge. 3. T will consolidate new material by asking questions.	Listening Making notes Doing tests Answer the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson 2. Evaluation and assessing the students. (Motivating active students). 3. Home task.	Group work To get home assignment	

Theme 5: Assessing Speaking
Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	The Importance of Speaking. Basic types of Speaking.
Aim of the lesson:	• to explain the importance of speaking; • to give a general information about basic types of speaking (imitative, intensive, responsive, interactive and extensive speaking);
Pedagogical features: Giving general explanation of basic types of speaking. Designing assessment tasks on speaking. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to have information about basic types of speaking, to design assessment tasks on each type of speaking. Students will be able to do speaking tests by themselves. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts, marker, sticker organizer.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about designing speaking tasks);	Listening and expressing ideas	Brainstorming
II. Main activities (60 min)	1. T will explain new material (Giving a general information about basic types of speaking). 2. T will use PowerPoint Presentation to explain the importance of speaking, to give a general information about its basic types, how to construct tests and assess learners' knowledge. 3. T will consolidate new material by asking questions.	Listening Making notes Doing tests Answer the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson 2. Evaluation and assessing the students. (Motivating active students). 3. Home task.	Whole-class work To get home assignment	

Theme 6: Assessing Reading

Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	Types (Genres) of Reading. Designing Assessment Tasks: Perceptive Reading, Selective Reading, Interactive Reading and Extensive Reading.
Aim of the lesson:	• to explain the importance of reading; • to give a general information about basic types of reading;
Pedagogical features: Giving general explanation of basic types of reading. Designing assessment tasks on reading. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to design assessment tasks on reading. Students will be able to do reading tests by themselves. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about designing reading tasks);	Listening and expressing ideas	Brainstorming
II. Main activities (60 min)	1. T will explain new material (Giving a general information about new lecture). 2. T will use PowerPoint Presentation to explain the importance of reading, to give a general information about its basic types, how to construct tests and assess learners' knowledge. 3. T will consolidate new material by asking questions.	Listening Making notes Doing tests Answer the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson 2. Evaluation and assessing the students. (Motivating active students). 3. Home task.	Group work To get home assignment	

Theme 7: Assessing Writing
Educational technology of the lesson

Hours of the lesson: 2 hours	Number of students: 120
Form of the lesson:	**Lecture**
Plan of the lesson:	Genres of Written Language. Designing Assessment Tasks: Imitative Writing, Intensive Writing, Responsive and Extensive Writing.
Aim of the lesson:	• to explain the importance of writing; • to give a general information about basic types of writing (imitative, intensive, responsive and extensive speaking);
Pedagogical features: Giving general explanation of basic types of writing. Designing assessment tasks on writing. Evaluate students' knowledge in learning the lesson. Ask follow-up questions.	Outcomes: Students will be able to have information about basic types of writing, to design assessment tasks on each type of writing. Students will be able to do writing tests by themselves. Students will be able to answer the questions.
Methods of teaching:	Type of practice. Students will do the given tasks and do exercises by themselves.
Equipments:	PowerPoint Presentation, Internet resources, handouts, marker, sticker organizer.
Form of teaching:	Frontal, group work, individual work and pair work.
Conveniences of teaching:	Classroom with equipments
Monitoring and assessment:	Oral, follow-up questions, assessment specification.

Technological map of the lesson

Activities	Procedure of the lesson		
	Teacher	Student	Sources
I. Warm –up (10 min)	1. T will introduce the theme of the lesson. 2. T will ask questions on the theme (Eliciting ideas about designing writing tasks);	Listening and expressing ideas	Brainstorming
II. Main activities (60 min)	1. T will explain new material (Giving a general information about new lecture). 2. T will use PowerPoint Presentation to explain the importance of writing, to give a general information about its basic types, how to construct tests and assess learners' knowledge. 3. T will consolidate new material by asking questions.	Listening Making notes Doing tests Answer the questions	PowerPoint Presentation Handouts
III. Final part (10 min)	1. Analyzing of the lesson 2. Evaluation and assessing the students. (Motivating active students). 3. Home task.	Discussion To get home assignment	

2. Materials for Self-Study Work

Self-Study Work and Instructions

№	Type of Activity	Instructions and Tasks	Hours
1	Analytical Report on analyzed test	Students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.	4
2	Developing assessment criteria	Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc. for completing this task.	4
3	Designing Assessment Tasks	Students, in groups of 4 people, develop a progress test with assessment criteria to assess (including at least 2 test methods: multiple choice, banked/gap filling, multiple matching): - Group 1 – grammar + vocabulary - Group 2 – reading - Group 3 – listening - Group 4 – writing - Group 5 – speaking	2 4 4 4 4 4
	TOTALLY:		**30**

3. GLOSSARY

Lectures 1-2.

Glossary: *practicality, reliability, validity, content-related evidence, criterion-related evidence, construct-related evidence, authenticity, washback, test taking strategies.*

Practicality. An effective test is practical. This means that it:
- is not expensive;
- stays within appropriate time constraints;
- is easy to administer;
- has a scoring or evaluation procedure that is specific and time-efficient.

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results.

The most complex criterion of an effective test and the most important principle is **validity**. It is the extent to which inferences made from assessment results are meaningful and useful in terms of the purpose of the assessment.

Content-related evidence. This form of evidence relates to the content of the test. If a test samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity.

Criterion-related evidence is a second form of evidence of the test validity. It is the extent to which the "criterion" of the test has been reached. Classroom-based assessment with teacher-designed tests fits the concept of criterion-referenced assessment. In such tests, specified classroom objectives are measured, and implied predetermined levels of performance are expected to be reached.

Construct-related evidence is a third kind of evidence that support validity. A construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe of perceptions. "Proficiency" and "communicative competence" are linguistic constructs, "self-esteem" and "motivation" are psychological constructs. Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must adhere to the principle of practicality.

A fourth principle of language testing is **authenticity**, a concept that is a little slippery to define, especially within the art and science of evaluating and designing tests. Bachman and Palmer define authenticity as the degree of correspondence of the characteristics of a given language test task to the features of a target language task.

Lectures 3-4

Glossary: *language aptitude tests, language proficiency tests, placement tests, diagnostic tests, achievement tests, test construction, test specification, scoring, grading, giving feedback, multiple-choice test items.*

Language Aptitude Tests. A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language.

Proficiency Tests. A proficiency test tests overall ability. Proficiency Tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension and aural comprehension. Sometimes a sample of writing is added, and more recent tests also include oral production performance. A typical example of a proficiency test is the Test of English as a Foreign Language (TOEFL) produced by Educational Testing Service and IELTS (The International English language testing system).

Placement Tests. Placement tests are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities. Typically they are used to assign students to classes at different level. A placement test includes a sampling of the material to be covered in the various courses in a curriculum.

Diagnostic Tests. A diagnostic test is designed to diagnose specified aspects of a language. Such kind of tests are used to identify learners' strengths and weaknesses. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum. Usually, such tests offer a checklist of features for the administrator (often the teacher) to use in pinpointing difficulties.

Achievement Tests. An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.

Lecture 5

Glossary: *importance of listening, basic types of listening, designing assessment tasks, intensive listening, responsive listening, selective listening, extensive listening, note-taking, editing, retelling, interpretive tasks, imitative speaking, intensive speaking, responsive speaking, interactive speaking, extensive speaking*

Listening has often played second fiddle to its counterpart, speaking. In the standardized testing industry, a number of separate oral production tests are available, but it is rare to find just a listening test. One reason for this emphasis is that listening is often implied as a component of speaking.

Intensive. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

Responsive. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

Selective. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

Extensive. Listening to develop a top-down, global understanding of spoken language. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Imitative Speaking. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

Intensive Speaking. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture). Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

Responsive Speaking. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

Interactive Speaking. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

Extensive Speaking. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Lecture 6

Glossary: *perceptive reading, selective reading, interactive reading, extensive reading.*

Perceptive. Perceptive reading tasks involve attending to the ***components of*** larger stretches of discourse, letters, words, punctuation, and other graphemic symbols.

Selective. This category is an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

Interactive. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

Extensive. Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.)

The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.

Lecture 7

Glossary: *imitative writing, intensive (controlled) writing, responsive writing, extensive writing*

Types of writing performance. Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness.

Responsive. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

4. Appendices
a) Standard Curriculum

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

Рўйхатга олинди:

№ *БД-5114-3.04*

2014 йил "*13*" *ноябрь*

Олий ва ўрта махсус таълим вазирлигининг 2014 йил "*13*"
ноябр даги "*430*" – сонли буйруғи билан тасдиқланган

ЧЕТ ТИЛ АМАЛИЙ КУРСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000 -	Гуманитар соҳа
Таълим соҳаси:	110 000 -	Педагогика
Таълим йўналиши:	5111400 -	Хорижий тил ва адабиёти (роман-герман филологияси)

Тошкент – 2014

Фаннинг ўкув дастури Олий ва ўрта махсус, каб-ҳунар таълими йўналишлари бўйича ўкув-услубий бирлашмалар фаолиятини мувофиклаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъкулланган.

Фаннинг ўкув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чикилди.

Тузувчилар:

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Род Болайто   –Буюк Британия, Норич тил ўкитиш институти

Такризчилар:

Вест Р.   –   Буюк Британия, мустакил эксперт

Ирискулов М.   –   ЎзДЖТУ профессори, ф.ф.н.

Фаннинг ўкув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чикилган ва тавсия килинган (2013 йил 27 июндаги 11-сонли баённома.)

КИРИШ

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Амалдаги Давлат таълим стандартлари, ўкув режа ва фан дастурларини такомиллаштириш эҳтиёжи ҳам ана шу ислоҳотлар натижасида юзага келди. Хусусан, Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида "Олий таълим муассасаларида чет тилларни ўкитиш тизимини янада такомиллаштириш чора-тадбирлар дастури" ишлаб чиқилган бўлиб, унда чет тиллар бўйича Давлат таълим стандартлари, ўкув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўкув жараёнига татбиқ этиш устувор вазифалардан бири сифатида белгиланган.

 Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўкитиш ва баҳолаш" тўғрисидаги ҳужжатида тил эгаллашга қўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари бўйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарори билан тасдиқланди.

 Мазкур дастурни ишлаб чиқишда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўкитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда **чет тилини ўкитишга ихтисослашган таълим йўналишлари битирувчилари** олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича C1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, такомиллаштирилган Давлат таълим стандартларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатга олинди.

Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларга касбий йўналиш доирасида тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг **асосий вазифаси** умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини C1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига

қўйиладиган талаблар

Мазкур дастур бўйича таълим олган талабанинг:

◆ чет тилини эгаллаш Умум Европа стандартларига кўра C1 даражасида (даражалар тавсифи иловада келтирилган) ўрганилаётган чет тилида ўкиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларига эга бўлиши;

- ♦ ўрганилаётган чет тилининг халқаро мулоқотдаги роли;
- ♦ тил ўрганиш жараёнлари ҳамда уларнинг тил ўрганишдаги роли ва аҳамияти;
- ♦ ўқув материалларини танқидий таҳлил қилиш, баҳолаш, маҳаллий шароитга мослаштириш ва янгиларини ярата олиш;
- ♦ дарсни режалаштиришда изчилликни таъминлаш ҳамда машғулот олиб бориш;
- ♦ чет тилини ўқитишнинг турли услублари ва тил ўқитишдаги турли ёндашувлар;
- ♦ тил ўқитилаётган гуруҳ ва шароитга мос равишда ўқитиш услубларини танлаш ва тўғри қўллай олиш;
- ♦ таълим олувчилар билимини баҳолашнинг турли шакл ва методлари;
- ♦ эгаллаган билимлардан касбий ва илмий фаолиятда унумли фойдаланиш бўйича билим, малака ва кўникмаларга эга бўлиши талаб этилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Чет тил амалий курси (немис, француз, испан тиллари) фани мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Мазкур фан умумкасбий фан ҳисобланади ва тўрт йил давомида модулларга ажратилган ҳолда ўргатилади. Ўқув режанинг адабиётшуносликка, методикага, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг ишлаб чиқаришдаги ўрни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан филология ва тилларни ўқитиш таълим йўналишининг асосий ихтисослик фани ҳисобланади. Олий таълим муассасасини ушбу таълим йўналиши бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Фан бўйича талабалар билимини баҳолаш

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани бўйича талабалар билими рейтинг тизими асосида баҳоланади. Дастурда модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

Чет тил амалий курси (инглиз, немис, француз, испан тиллари) фани икки асосий – лингвистик ва методик курсга бўлинади.

Лингвистик курс қуйидаги модулларни ўз ичига олади:

- интеграллашган тил кўникмалари;
- оғзаки нутқ амалиёти (тинглаш ва гапириш);
- ўқиш;
- ёзма нутқ амалиёти;
- коммуникатив грамматика;
- коммуникатив лексика (сўз бойлигини ошириш);
- дискурс (матн) таҳлили;
- ўрганилаётган чет тили халқаро мулоқот тили сифатида;
- мустақил таълим кўникмалари;
- аудиторияда ўқитувчи нутқи.

Методик курс қуйидаги модуллардан таркиб топади:
- ☑ чет тилини ўрганиш жараёнлари;
- ☑ чет тилини ўқитиш тамойиллари ва ёндашувлар;
- ☑ тил кўникмаларини интеграллашган ҳолда ўқитиш;
- ☑ тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув;
- ☑ тил бўйича билимларни баҳолаш турлари ва мезонлари;
- ☑ ўқув материалларини танлаш ва янгиларини яратиш;
- ☑ махсус йўналиш (соҳа) ларда чет тилини ўқитиш;
- ☑ дарсни режалаштириш;
- ☑ аудиторияни ўрганиш (тадқиқ) этиш;
- ☑ маданиятлараро мулоқот компетенциясини ривожлантириш;
- ☑ турли ёшдагиларга чет тилини ўқитиш.

◆ **Методик курс: тил бўйича билимларни баҳолаш турлари ва мезонлари**
Курснинг мақсади
- талабаларни тил бўйича эгалланган билимларни баҳолаш назарияси ва амалиёти билан таништириш;
- баҳолаш мезонларининг мақсад ва вазифаларини аниқлаш кўникмаларини шакллантириш.

Курс якунида талабалар:
- билимни ва кўникмаларни баҳолашнинг асосий принциплари;
- тест турлари (психологик, педагогик, муваффақият тестлари);
- турли таълим йўналишлари хусусиятларига мос альтернатив баҳолаш турларини таҳлил қилиш;
- назорат турлари ва шаклларининг миллий ва халқаро тизимлари;
- билимни баҳолаш учун мезон белгилай олиш ва баҳолаш жараёнини тўғри режалаштириш бўйича билимларни ўзлаштирадилар. Шунингдек, баҳолаш мезонларини танқидий таҳлил қилиш ва баҳолаш мезонларини яратиш малакаларини эгаллайдилар.

Курс мазмуни
- баҳолаш турлари:
  o умумлаштирувчи (summative); шакллантирувчи (formative);
- тест:
  o тестнинг валидлиги (validity)– тест шакли ва мазмунининг уни тузувчилар фикри бўйича тест баҳолаши ёки аниқлаши зарур бўлган нарсага мувофиқ келиши, ишончлилиги (reliability), ихчам ва амалийлиги (practicality);
  o мезонлар мутаносиблиги (Criterion referencing); меъёр мутаносиблиги (norm referencing)
  o таснифлаш;

- o тест турлари: маҳорат (proficiency), муваффақият (achievement), юксалиш (progress), etc.)
- CEFR (Common European Framework of Reference)
- тест методлари (mcq., мувофиқлик (multiple matching, etc.); тест тузишнинг илк босқичлари (инструкциялар, жавоб вариантлари ва ҳ.к.)
- Тил аспектларини баҳолаш усуллари ва мезонлари
  - o ёзма нутқ;
  - o ўқиш;
  - o тинглаб тушуниш;
  - o гапириш
  - o тил кўникмаларини интеграллаштириш;
  - o сўз бойлиги;
  - o грамматика
- альтернатив баҳолаш турлари (портфолиони баҳолаш, ўз-ўзини баҳолаш, лойиҳа ишлари, logs, reflection tools, etc.)
- баҳолашни режалаштириш;
- танқидий таҳлил (баҳолашнинг ўқитишга таъсири)

Тест топшириқларини тузиш принциплари:
- илмийлик;
- изчиллик;
- ихчамлик ва аниқлик;
- формал эмаслик;
- мантиқий кетма-кетлик;
- тизимлилик:
- умумийлик ва хусусийлик;
- оддийлик ёки мураккаблик;
- кўргазмалилик;
- нзария билан амалиётнинг боғлиқлиги;
- тафаккурни ривожлантириш;
- ижодийлик;
- мустақиллик ва онглилик;
- тил ўрганувчиларнинг индивидуал хусусиятларини ҳисобга олиш;
- тарбиявийлик;
- ўқув дастурига мослик;
- вақт жиҳатдан объективлик;
- қўллаш имконияти.

Дастурнинг информацион-методик таъминоти
- мини лекциялар;
- ўкув-амалий семинарлар;
- мустақил таълим;
- кейс-стади;
- баҳолаш мезонларини таҳлил қилиш

Баҳолаш турлари ва шакллари

Жорий назорат - талабанинг дарсдаги иштироки, таҳлил қилинган тест ёки баҳолашнинг бошқа шакллари юзасидан таҳлилий ҳисобот;

Оралиқ назорат - баҳолаш шакллари ва мезонларини яратиш;

Якуний назорат - лойиҳа иши

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўкув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўкув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

"Чет тил амалий курси" таркибидан талабаларни мустақил таълим олишга ўргатувчи махсус модул (мустақил таълим кўникмалари) ўрин олган бўлиб, талабалар биринчи курсдан бошлаб мазкур фанни ўрганадилар. Шунингдек, ҳар бир ишчи ўкув дастурида талабанинг мустақил ўкиб ўрганишига вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намойиш қила олиши ва бошқаларга ўргата олиши талаб этилади.

Тавсия этилаётган мустақил ишларнинг мавзулари

Мустақил иш мавзулари фан ўқитувчиси ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Бунда:

- сенсор таълим услублари (визуал, аудио, кинестет, тактил);
- таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлектор, прагматик);
- интроверт ва экстроверт;
- яхши билим олиш учун таълимнинг самарали услубларидан оқилона фойдаланишга асосий эътибор қаратилади.

Ўз- ўзини баҳолашда:

✓ ўзининг тил билиш даражасини умумэътироф этилган халқаро меъёрлар (CEFR) га мувофиқ баҳолаш;

Мақсадларни тўғри қўйишда:

✓ СМАРТ мақсадлар;

✓ чет тилини ўрганишдан мақсадни тўғри белгилаш

Рефлексия:

✓ таълим муассасаси ва ундан ташқарида вақтдан унумли фойдаланиш;

✓ стресс (руҳий зўриқиш) га қарши курашиш;

Вазифалар устида ишлаш жараёнида:

✓ вазифаларни аниқлаш ва персонализация қилиш;

✓ кутубхоналардан унумли фойдаланиш;

✓ интернетдан мақсадли ва самарали фойдаланиш;

✓ плагиат (кўчирмакашлик) га йўл қўймаслик;

✓ хотирани яхшилаш;

✓ имтиҳон ва тестга тайёргарлик кўриш;

✓ таълим кўникмаларини босқичма-босқич эгаллаб бориш;

✓ амалий вазифаларни бажариш;

✓ мустақил ўкиш;

✓ долзарб мавзулар муҳокамаси;

✓ матнлар /мақолалар/видео материалларни танқидий муҳокама қилиш;

✓ талаба портфолиосига алоҳида аҳамият берилади.

Дастурнинг информацион – методик таъминоти

Мазкур дастурда ҳар бир модул мазмунидан сўнг машғулотларни самарали ташкил этиш ва мавзуларни ўкитиш технологиялари келтирилган. Амалий машғулотларда ақлий

ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади.

Фойдаланиладиган адабиётлар рўйхати
Инглиз тили бўйича тавсия этиладиган асосий адабиётлар:

1.   Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2.   Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback]
3.   Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback]
4.   The writer's workplace with readings (6th ed.). Student edition
5.   Diana L. Fried-Booth. Project work.
6.   Exploring Grammar in Context. CUP 2000
7.   Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8.   English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback]
9.   English Vocabulary in Use – Cambridge University Press
10.   Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004
11.   Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - Т.: Филолог, 2004
12.   Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -Т.: Филолог, 2005.
13.   Бакиева Г.Х., Ирискулов М.Т. Touch the Future. Т.: Филолог, 2005.
14.   Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]

Қўшимча адабиётлар

1.   Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)
2.   Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3.   Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman
4.   *Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave
5.   *ELA Guide (2009) Tashkent: British Council
6.   Thornbury, S. (1999) *How to teach grammar*. Longman Pearson
7.   Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson.
8.   Ur, P. (1996) *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP

Интернет сайтлари:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. http://www.learnenglish.org.uk/
9. www.educationuk.org
10. http://www.bbc.co.uk\worldservice\learningenglish/
11. http://www.channel4.com\learning\
12. http://www.better-english.com\exerciselist.html
13. http://www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. http://www.englishclub.com\index.htm
15. http://www.bbc.co.uk\schools\teachers
16. http://education.leeds.ac.uk\edu-mwe/eltwww.htm
17. www.Grammarly.com/Grammar

B) *SUBJECT SYLLABUS*

O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

AJINIYOZ NOMIDAGI NUKUS DAVLAT PEDAGOGIKA INSTITUTI

Ro'yxatga olindi

№ 17 – 08 - 156

2017 y. « 27 » sentyabr

«Tasdiqlayman»
o'quv ishlari bo'yicha prorektor
v.v.b. _____ U. Seytjanova

TIL BO'YICHA BILIMLARNI BAHOLASH
TURLARI VA MEZONLARI
FANINING

ISHCHI FAN DASTURI

Bilim sohasi: 100000 − Gumanitar

Ta'lim sohasi: 110000 − Pedagogika

Ta'lim yu'nalishi: 5111400 − Horijiy til va adabiyoti

(Ingliz tili va adabiyoti)

Nukus − 2017

Fanning ishchi o'quv dasturi o'quv, ishchi o'quv reja va o'quv dasturiga muvofiq ishlab chiqildi.

Тузувчи:
Koyshekenova T.K. - «Ingliz tili va adabiyoti» kafedrasi katta o'qituvchisi

Тақризчи:
Rzaeva R.K. - «Ingliz tili va adabiyoti» kafedrasi katta o'qituvchisi

Fanning ishchi o'quv dasturi "Ingliz tili va adabiyoti" kafedrasining 2017 yil
" 19 " iyundagi "11" - son yig'ilishida muxokamadan o'tgan va fakultet kengashida muxokama qilish uchun tavsiya etilgan.
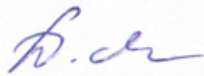
Kafedra mudiri: ___ _____ **Babajanova K.I.**

Fanning ishchi o'quv dasturi "Chet tillari" fakulteti kengashida muxokama etilgan va foydalanishga tavsiya qilingan (2017 yil "20" iyundagi 11-sonli bayonnama)

Fakultet kengashi raisi: _____ ____ **Mamirbaeva D.**

Kelishildi: O'quv uslubiy bo'limi boshlig'i: _____ **Eshmuratov R.**

НДПИ инглиз тили ва адабиёти кафедраси катта ўқитувчиси Т.Койшекенованинг "Тил бўйича билимларни баҳолаш турлари ва мезонлари" фанидан тайёрлаган ишчи фан дастурига

ТАҚРИЗ

Укитувчи Т.Койшекенова "PRESETT" дастуридаги «Тил бўйича билимларни баҳолаш турлари ва мезонлари" (3 курс) фанидан ишчи дастур тайёрлашда замонавий тилшунос ва методистлар томонидан нашр этилган чет тилларни укитишнинг илғор методикасига доир адабиётлардан кенг фойдаланган.

Бу фаннинг асосий максади талабаларни тил бўйича эгалланган билимларни баҳолаш назарияси ва амалиёти билан таништириш, уларда баҳолаш мезонларининг мақсад ва вазифаларини аниқлаш кўникмаларини шакллантириш хисобланади.

Фаннинг асоси сифатида Д.Брауннинг "Language Testing and Assessment", "Teaching by Principles" ва б. каби адабиётлардан кенг фойдаланилган. Фан дастурида унинг таркибий кисмлари булмиш маъруза матнлари, амалий машғулотлар топшириқлари, жорий, оралик ва якуний назорат топшириклари намуналари кабилар урин олган. Мазкур фан дастури "Чет тили амалий курси" фанидан ишлаб чиқилган намунавий дастур талаблари буйича шакллантирилган.

Намунавий дастурда мулжалланган барча мавзулар ишчи дастурда уз аксини топган. Ушбу дастур Узбекистон Республикаси Олий ва Урта Махсус Таълим Вазирлиги томонидан 2014 йил 25 августда тасдикланган намунавий дастур талабларига биноан тайёрланган.

Мен Т.Койшекенова томонидан тайёрланган ушбу фан дастурига нисбатан ўз ижобий фикримни билдираман.

Такризчи: НДПИ катта ўқитувчиси Рзаева Р.К.

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Kirish

Fan, texnika va texnologiyalar yutuqlari asosida ta'lim tizimini isloh qilishda davr sinovlaridan o'tgan ilg'or tajribalarni o'rganish hamda milliy va umuminsoniy qadriyatlarni e'tiborga olgan holda ularning joriy etilishini ta'minlash raqobatbardosh kadrlar tayyorlashning muhim omili sanaladi. "Til bo'yicha bilimlarni baholash turlari va mezonlari" fani chet tillar bo'yicha Davlat ta'lim standartlari, o'quv reja va fan dasturlari asosida ishlab chiqildi va bakalavr talabalarida o'rta umumta'lim maktablari, akademik litsey va kasb-xunar kolledjlarida amaliy mashg'ulotlar olib borish ko'nikma va malakalarini shakllantirish uchun xizmat qiladi.

Fanning maqsad va vazifalari

- talabalarni til bo'yicha egallangan bilimlarni baholash nazariyasi va amaliyoti bilan tanishtirish;
- baholash mezonlarining maqsad va vazifalarini aniqlash ko'nikmalarini shakllantirish.

Fanni o'qitish jarayonini tashkil etish bo'yicha tavsiyalar

"Til bo'yicha bilimlarni baholash turlari va mezonlari" kursini o'qitish ma'ruza va seminar dars shakllarida olib boriladi. Amaliy mashg'ulotlar modulli, suxbat, diskussiya va boshqa texnologiyalardan foydalanilgan holda o'tkaziladi. O'qitishda qo'yidagi metodlar qo'llaniladi: og'zaki, ma'ruza, tushuntirish, muammoli ta'lim va b.

Fan bo'yicha talabalarning bilim, ko'nikma va malakalariga qo'yiladigan talablar

Kurs yakunida talabalar:
- bilimni va ko'nikmalarni baholashning asosiy printsiplari;
- test turlari (psixologik, pedagogik, muvaffaqiyat testlari);
- turli ta`lim yo'nalishlari xususiyatlariga mos al`ternativ baholash turlarini tahlil qilish;
- nazorat turlari va shakllarining milliy va xalqaro tizimlari;
- bilimni baholash uchun mezon belgilay olish va baholash jarayonini to'g`ri rejalashtirish bo'yicha bilimlarni o'zlashtiradilar. Shuningdek, baholash mezonlarini tanqidiy tahlil qilish va baholash mezonlarini yaratish malakalarini egallaydilar.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviyligi

Ushbu fan mazkur ta'lim yo'nalishi o'quv rejasidagi boshqa ixtisoslik fanlari bilan o'zaro bog'liq bo'lib, modullar ketma-ketligi va mazmuniga mos ravishda VI semestrda o'qitiladi.

Fanning ta'limdagi va ishlab chiqarishdagi o'rni

"Til bo'yicha bilimlarni baholash turlari va mezonlari" fani ishlab chiqarish jarayoni bilan bevosita bog'lanmagan. Ushbu fan filologiya va tillarni o'qitish ta'lim yo'nalishining asosiy ixtisoslik fani hisoblanadi. Oliy ta'lim muassasasini ushbu ta'lim yo'nalishi bo'yicha tamomlagan bakalavrlar Respublikamiz uzluksiz ta'lim tizimida o'qituvchilik faoliyati bilan shug'ullanadilar. SHuningdek, xorijiy qo'shma korxonalar, xalqaro tashkilotlar va ularning respublikamizdagi bo'limlari, elchixona va konsulliklar, sayyohlik agentliklari, nashriyot va tahririyatlar, notarial idoralar, tarjimonlik byurolarida kasbiy faoliyat olib boradilar.

Fanni o'qitishda zamonaviy axborot va pedagogik texnologiyalar

Fanni o'qitishda shaxsga yo'naltirilgan ta'lim metodi va chet tilini o'qitishga kommunikativ yondashuvdan maksimal darajada foydalanish talab etiladi. Dasturning informatsion-metodik ta`minoti qo'yidagilardan iborat:

- mini lektsiyalar;
- o'quv-amaliy seminarlar;
- mustaqil ta`lim;
- keys-stadi;
- baholash mezonlarini tahlil qilish.

Fanning xajmi

№	Mashg'ulot turi	Ajratilgan soat	Semestr
1	Nazariy	14	VI
2	Seminar	20	VI
3	Mustaqil ish	30	VI
4	Kurs ishi	-	-
5	Nazoratlar	ЖН, ОН, ЯН	VI
	Jami	**64**	

Mustaqil ishlarni bajarish va o'ning mazmuni

№	Mustaqil ish mavzulari	Bajariladigan ish turi va topshiriqlar	Soatlar
1	Analytical Report on analyzed test	Students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.	4
2	Developing assessment criteria	Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc for completing this task.	4
3	Designing Assessment Tasks	Students, in groups of 4 people, develop a progress test with assessment criteria to assess (including at least 2 test methods: multiple choice, banked/gap filling, multiple matching):	2
		- Group 1 – grammar + vocabulary	4
		- Group 2 – reading	4
		- Group 3 – listening	4
		- Group 4 – writing	4
		- Group 5 – speaking	4
	TOTALLY:		**30**

Ma'ruza mashg'ulotlarning mavzulari, maqsadi va o'larga ajratilgan soat
(Jami 14 soat)

№	Mavzular mazmuni	Mashg'ulotlar maqsadi	Ajratilgan soat
1	Introduction. Testing, assessing and teaching.	Assessment and teaching. Approaches to language testing	2
2	Principles of Language Assessment	Reliability; Practicality; Validity; Authenticity.	2
3	Designing Classroom Language Tests	Test types (proficiency, achievement, progress, etc.). Some Practical Steps to Test Construction. Scoring, Grading, and Giving Feedback.	2
4	Mid-Course Assessment 1	Revision test	
5	Assessing Listening	The Importance of Listening. Designing assessment tasks: Intensive Listening, Responsive Listening, Selective and Extensive Listening.	2
6	Assessing Speaking	Basic types of speaking. Designing assessment tasks for developing speaking skills.	2
7	Assessing Reading	Types (Genres) of Reading. Designing Assessment Tasks: Perceptive Reading, Selective Reading, Interactive Reading and Extensive Reading.	2
8	Assessing Writing	Genres of Written Language. Designing Assessment Tasks: Intensive (Controlled) Writing, Responsive and Extensive Writing.	2
9	Mid-Course Assessment 2	Revision test	
	TOTALLY:		**14**

Seminar mashg'ulotlarning mavzulari, maqsadi va o'larga ajratilgan soat
(Jami 20 soat)

№	Mavzular mazmuni	Mashg'ulotlar maqsadi	Ajratilgan soat
1	Theories and practices in Language testing	CEFR (Common European Framework of Reference)	2
2	Testing, Assessing and Teaching	Assessment and teaching. Approaches to Language Testing.	2
3	Principles of Language Assessment	Reliability; Practicality; Validity; Authenticity.	2

4	Designing Classroom Language Tests	Test types (proficiency, achievement, progress, etc.). Some Practical Steps to Test Construction. Scoring, Grading, and Giving Feedback.	2
5	Assessing Listening	The Importance of Listening. Designing Assessment Tasks: Intensive Listening, Responsive Listening, Selective Listening, Extensive Listening.	2
6	Assessing Speaking	Basic Types of Speaking. Designing Assessment Tasks: Imitative Speaking, Intensive Speaking, Responsive Speaking, Interactive Speaking and Extensive Speaking.	2
7	Assessing Reading	Types (Genres) of Reading. Designing Assessment Tasks: Perceptive Reading, Selective Reading, Interactive Reading and Extensive Reading.	2
8	Assessing Writing	Genres of Written Language. Designing Assessment Tasks: Intensive (Controlled) Writing, Responsive and Extensive Writing.	2
9	Alternatives in Assessment	Characteristics of alternatives in assessment. Types of alternatives in assessment: performance-based assessment, portfolios, conferences and interviews, observations, self- and peer-assessments.	2
10	Grading and Student Evaluation	Philosophy of Grading: What Should Grades Reflect? Some Principles and Guidelines for Grading and Evaluation.	2
	TOTALLY:		**20**

"Til bo'yicha bilimlarni baholash turlari va mezonlar" fani bo'yicha kalendar-tematik reja

№	Mavzular va baholash turlari	Ajratilgan soat	Baholash uchun ajratilgan ball	Eslatma
	Ma'ruza mashg'ulot mavzulari			
1.	Theories and practices in Language testing	2	5	
2.	Testing, Assessing and Teaching	2	5	
3.	Principles of Language Assessment	2	5	
	I oraliq baholash	*Turi*	*Maks. ball*	*Saralash ball*
		og'zaki	*15*	*9*
	Jami:	*6*	*15*	*9*
№	*Ma'ruza mashg'ulot mavzulari*			
4.	Assessing Listening	2	4	
5.	Assessing Speaking	2	4	

6.	Assessing Reading	2	4	
7.	Assessing Writing	2	3	
	II oraliq baholash	***Turi***	***Maks. ball***	***Saralash ball***
		test	***15***	***9***
	Jami	***8***	***15***	***9***
1.	Theories and practices in Language testing	2	4	
2.	Testing, Assessing and Teaching	2	4	
3.	Principles of Language Assessment	2	5	
	I joriy baholash	***6***	***13***	***7***
4.	Designing Classroom Language Tests	2	4	
5.	Assessing Listening	2	4	
6.	Assessing Speaking	2	5	
	II joriy baholash	***6***	***13***	***7***
7.	Assessing Reading	2	4	
8.	Assessing Writing	2	4	
9.	Alternatives in Assessment	2	3	
10.	Grading and Student Evaluation	2	3	
	III joriy baholash	***8***	***14***	***8***
	Yakuniy baholash (Project work)	***Turi***	***Maks. ball***	***Saralash ball***
		yozma	***30 ball***	***17 ball***

O'quv-uslubiy va elektron ta'lim resurslari ro'yxati
Asosiy adabiyotlar va darsliklar

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD:Level 2

2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2

3. Cambridge English Skills Real Reading 2 with answers: Level 2

4. The writer's workplace with readings (6th ed.). Student edition

5. Diana L. Fried-Booth. Project work.

6. Exploring Grammar in Context. CUP 2000

7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.

8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs

9. English Vocabulary in Use – Cambridge University Press

10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004

11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - Т.: Филолог, 2004

12. Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -Т.: Филолог, 2005.

13. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. Т.: Филолог, 2005.

14. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics)

Qo'shimcha adabiyotlar

1. Materials Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)

2. Woodward, T. (2001). Planning Lessons and Courses**.** Cambridge, CUP

3. Tanner, R & C.Green (1998). Tasks for Teacher Education: a Reflective Approach**.** Longman.

4. Cottrell, S. (1999) The Study Skills Handbook**.** Hampshire: Palgrave

5. ELA Guide (2009) Tashkent: British Council

6. Thornbury, S. (1999) How to teach grammar**.** Longman Pearson

7. Thornbury, S. (2002) How to teach vocabulary**.** Longman Pearson.

8. Ur, P. (1996) A Course in Language Teaching: Practice and Theory. Cambridge: CUP

9. Council of Europe. (2001) *Common European Framework of Reference for languages: Learning, teaching, assessment. Cambridge University Press***.**

10. Hughes, A. (2003) *Testing for Language Teaching.* Cambridge: Cambridge University Press.

11. Paul, J.Black (1998) *Testing: Friend or Foe? The Theory and Practice of Assessment and Testing*. Routledge Falmer: London and NY Tylor and Francis Group.

Ta'lim resurslari:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org
6. www.tefl.com
7. www.teachertrainingvideos.com
8. www.learnenglish.org.uk
9. www.educationuk.org
10. www.bbc.co.uk\worldservice\learningenglish/
11. www.channel4.com\learning\
12. www.better-english.com\exerciselist.html
13. www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. www.englishclub.com\index.htm
15.education.leeds.ac.uk\edu-mwe/eltwww.htm
16. www.Grammarly.com/Grammar
17. www.macmillanenglish.com/readers

C) HANDOUTS

LISTENING   TEST

2 Listening Comprehension (Part 1a)

You will hear eight people. You will hear each person twice. While listening the first time decide which statement a, b or c matches what the speaker says.

Mark your answers on the Answer Sheet S30 items 68–75.

You will now have half a minute to read the task.

Budget Travel

The speaker is

a   in favour of budget travel

b   not interested in budget travel

c   not in favour of budget travel

2 Listening Comprehension (Part 1b)

You will now hear the eight people a second time. While listening decide which statement a–j matches what the speaker says. You will only need eight of the possible statements.

Mark your answers on the Answer Sheet S30 items 76–83.

You will now have one minute to read the statements.

a   Budget travel distracts from the beauty on our doorstep.

b   Budget travel is a disturbing development in a competitive world.

c   Budget travel is merely an evil necessity.

d   Budget travel will flourish because it is what people want.

e   Human health can be affected by budget travel as well as the environment.

f   I benefit from budget travel but the planet may suffer.

g   More opportunities are made available by budget travel.

h   Other forms of domestic public transport are severely threatened by budget travel.

i   There are no really positive features of budget travel.

j   There are obvious financial advantages to budget travel in a competitive world.

Developing reading skills

Lead-in

1 Match the names of the sports equipment in the box with the pictures.
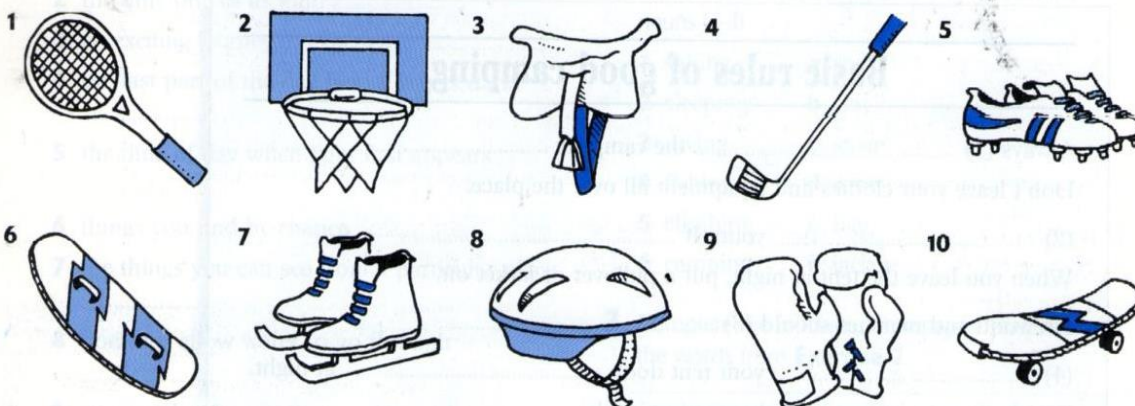
| basket | boxing gloves | crash helmet | football boots | golf club |
| ice skates | saddle | skateboard | snowboard | tennis racket |

2 Write the names of the sports in the box with the correct verb.

| basketball | football | gymnastics | handball | karate | motorcycle racing |
| skateboarding | snowboarding | tennis | weightlifting |

do: ....

play: ....

go: ....

3 Match what some sportspeople have said in interviews (1–3) with extracts from written articles about these same people (a–c).

1
A few years ago, I decided I was too old to compete any more, but I was really lucky because straightaway I was offered the job of coaching the national team.

a
Jill Green should have been an Olympic champion. She was three quarters of the way through the Marathon and well out in front when she broke down. She failed to finish. It was a personal tragedy for her.

2
It was the biggest disappointment of my life. With just five miles to go, I was leading the race. It was as if the gold was already mine, and then I got a terrible pain in my stomach, and I just couldn't finish the race.

b
Nick Davis retired from active competition in 1996 but he was immediately put in charge of the national programme, training the next generation of tennis stars.

3
I had lots of setbacks. The worst was when I got sick just before the biggest event in my career, but I didn't give up hope and I recovered in time to go out and win.

c
Kenny Maclish had lots of bad luck as a gymnast. He was struck by a terrible virus two weeks before the national finals, but he refused to be beaten by it and he got up from his sick bed to come out and take the title.

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Reading task: Multiple choice

Strategy: Looking for words and phrases of similar meaning

1a Read the first two paragraphs of a text about a young swimmer.

> **Aiming for gold**
>
> Jamie is fourteen years old. He is a champion swimmer in his age group and his coach believes that one day he could win an Olympic medal. This is Jamie's dream.
>
> It's not going to be easy to make that dream come true, however, and Jamie already has a tough weekly routine. He puts in two solid hours of training before school, and in the evenings, he is back in the pool or the weights room. Then there are the weekend sessions as well when he also has his homework to catch up on.

b Look back at the first paragraph and find a phrase that has a similar meaning to one of the multiple-choice answers below. Then choose the best answer (**A**, **B**, **C** or **D**).

1 Jamie has

   A won a lot of swimming races.

   B won competitions against people older than him.

   C not taken part in competitions yet.

   D won competitions against people the same age as him.

c Underline the key phrase in the first paragraph that showed you which answer was the best one.

> **tip**
>
> When looking for answers to multiple-choice questions, read the text carefully so that you don't miss key phrases that show you the correct answer.

d Look back at the second paragraph of the text and find a phrase that has a similar meaning to one of the multiple-choice answers below. Then choose the best answer (**A**, **B**, **C** or **D**).

2 Jamie

   A is able to relax at the weekends.

   B is very busy seven days a week.

   C does swimming as his only form of training.

   D gets less schoolwork than other boys of his age.

2 Read the rest of the text and underline phrases which have a similar meaning to the following sentences.

   1 Jamie has to be able to swim fast and have the ability to keep going.

   2 Successful athletes use their bodies and their minds.

   3 An athlete's routine can be boring.

   4 Olympic medal winners get plenty of money and they become famous.

> Jamie's coach explained that to do well at the top level in competitive swimming, he will have to have speed and stamina, and Jamie's training programme has been set up to develop these two qualities. However, that is not all, because to become a champion, you need not only to be in superb physical condition but you need to be mentally tough as well. That in itself is a justification for the demanding training schedule that Jamie already has to undergo.
>
> Jamie knows very well that he has years of constant training in front of him. His coach tries to make his training as varied as possible with several different kinds of exercises that they go through in the pool, but the unavoidable truth is that a certain amount of repetition and monotony is inevitable.
>
> On the other hand, Jamie is very aware that if he becomes an Olympic champion, his financial future will be assured and he will become a household name. Above all, he will have proved to himself that he is good enough to be the best in the sport that he has chosen to pursue.

Exam practice: Part 2

You are going to read a magazine article about a girl footballer. For Questions **1–7**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Key parts of the text are in *italics* to help you with some of the questions.

Remember!

Remember to look for phrases in the text with similar meanings to the words used in the multiple-choice answers. You will also need to use other strategies.

I was about seven when I first started kicking a ball around with my brother. I was the only girl I knew who was keen on the game but I didn't care. Most of my friends were boys and *I enjoyed spending time with them* and that meant playing a game of football. It was my dad who noticed I had the skills to become a good player.

I loved football and it got on my nerves that I could only stand and watch when the boys were playing in real games in the local park. Whenever the ball came off the pitch, I'd kick it back in or do tricks with it. I just wanted to show them that I could do things with a football, too. Eventually, they got the message and I was thrilled when they gave me the chance to play. At last, I could play in a real team, but it did *seem funny that they were shocked that a girl could be a skilful player.*

In the competition matches, *no one expected to be competing with a girl and I had short hair so I looked like a boy.* We didn't hide anything from them and I never thought it would be a problem. As for the boys I played with, they just treated me like one of them. They didn't care if I was a girl, a boy or an alien as long as I kept scoring goals. Then one day, someone who was cheering me on shouted, 'Go, Kelly!'

After the match, the manager of the other team, who'd lost to us, came storming over to our manager. 'We're not going to play your team again unless you get rid of Kelly!' he shouted.

Then, in another game, when someone shouted, 'Go, Kelly!' again, one of the opposition supporters went to report it to their manager. For the rest of the game, I got lots of abuse from the players. *But the really horrible thing was when the parents started joining in.* I don't know what their problem was, but I can't help thinking it was because the fathers couldn't stand seeing their sons beaten by a girl.

It was hard not to let such hostility get to me but I made up my mind that I wouldn't let them see I was upset. 'Who are these people to stop me?' I said to myself, and I did manage to carry on playing through another seven games.

Meanwhile, word was getting around about the girl playing in one of the teams in our league. *More and more teams refused to play us* and eventually our manager decided he would have to have a word with my dad. The manager made it clear that if I didn't leave, the team would have to withdraw from the competition, so that was it. I had no choice but to leave.

After that, I gave up playing in boys' teams. I wondered if the standard would be as good in girls' teams, but the new all-girl team I joined was great. At first, I resented having to change teams like that, but after a while I really didn't miss the boys' league. I was still playing the game I loved and we won most of our matches that season.

Last year, our manager recommended me for a place in the England women's team, and I was selected! In my first match, I was the youngest player in the team and I was terrified when I first walked out. But hearing the crowd cheer and the national anthem, I was proud of how far I'd come. *I now know I would never have got so far if I'd stayed in the boys' league.*

I know plenty of people still see football as a boys' game, but my advice to them is go and watch some girls on the pitch. You will be surprised at the standard you see. *My advice to girls is,* 'Don't let what other people say put you off. Get involved in the game,' *and my advice to boys is,* 'Don't think you're the only ones who can play!'

1 Why did Kelly start playing football?

  A She liked being with boys.

  B Her father realised she was good.

  C Her brother played in the same team.

  D The boys saw she was skilful.

2 How did Kelly feel when the boys were surprised she could play well?

  A pleased

  B amused

  C annoyed

  D excited

3 At first, other teams

  A didn't mind playing against a girl.

  B objected to Kelly playing.

  C thought Kelly was a boy.

  D made Kelly feel uncomfortable.

4 What upset Kelly the most?

  A the behaviour of some supporters

  B the behaviour of her manager

  C the behaviour of players in her team

  D the behaviour of players in other teams

5 Kelly left the boys' team because

  A her manager thought she was a bad player.

  B she chose to give up football.

  C her father decided she ought to leave the team.

  D some teams didn't want to compete against her team.

6 How does Kelly now feel about leaving the boys' team?

  A She is glad she moved to another team.

  B She is angry that she had to leave.

  C She is sad that she was made to leave.

  D She thinks the girls' league is far easier.

7 Who was this article written for?

  A footballers

  B teenagers

  C parents

  D football supporters

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Language development

Word attack

1 Look back at the text on p.12. Find the words and expressions that mean the same as the following definitions.

    1 had a strong interest in ....

    2 annoyed me ....

    3 make somebody leave ....

    4 didn't like something at all ....

    5 became very determined to do something ....

    6 have a short, private conversation with someone ....

    7 expressed the facts strongly ....

    8 make you not want to do something ....

2 Complete the following dialogues, using the words from **Exercise 1**. Make any necessary changes.

    1 A We've got a long-distance run in training today.

       B Oh, no! I .... those long runs.

    2 A Can't we persuade you to stay with the club for another season?

       B No. I .... to move to a bigger club.

    3 A What's the matter with the manager today?

       B The club .... to him that there's no money to buy new players with.

    4 A I wish he wouldn't keep criticising other players all the time.

       B Yes, he's the only player in this team who ....

    5 A Wouldn't you like to be a professional player?

       B Not really. All the training professionals have to do every day .... the idea.

    6 A He's been saying to everyone that he's going to be the new team captain.

       B I know the manager .... this morning. He must have told him then.

    7 A I'm sick of playing with her. She just doesn't try.

       B She's been told to try harder. Otherwise, the club .... her.

    8 A You weren't always a footballer, were you?

       B No. When I was younger I .... basketball but then I got interested in football.

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Win, beat, lose, miss

1 Look at the example from the text on p.12.

*I really didn't **miss** the boys' league. I was still playing the game I loved and we **won** most of our matches that season.*

2 Complete this local newspaper article, using the correct form of *win*, *beat*, *lose* or *miss*.

Weston take title

Weston United are the new champions. They (1) .... the league title yesterday when they (2) .... Bartford Town by 2 goals to 1. Highbridge Rovers (3) .... their chance to (4) .... Weston to the title when they (5) .... their last game of the season by 1 goal to 0. They obviously (6) .... their top striker, Danny Smith, who wasn't playing and his replacement, the 18-year-old Dean Jones (7) .... a penalty in the 89th minute. So Highbridge (8) .... even the 1 point they would have had from a draw in their last game and they finish the season in second place, just 1 point behind Weston.

At the other end of the table, poor Norton Rovers (9) .... by Eastwich in their last match of the season. This really came as no surprise to anyone because if they (10) .... yesterday, it would have been only their fourth victory of the whole season. This really has been a disastrous year for Norton.

Use of English

Read this extract from a leisure centre brochure and decide which answer **A**, **B**, **C** or **D** best fits each space.

The Burnham Leisure Centre has an impressive range of sports and fitness facilities which are all available to the public at a reasonable price.

Bring the family and enjoy the Olympic-size swimming pool or, if you're a serious athlete, you can **(1)** .... throughout the year on the all-weather running **(2)** .... You can even **(3)** .... snowboarding or skiing on the specially-constructed artificial ski slope.

If your game is tennis, you will find there are indoor and outdoor **(4)** .... to choose from. For team games, we have three five-a-side football **(5)** .... which you will probably have to book in advance because they tend to be very popular. Two basketball teams play at the centre, so you can always come along with the kids and **(6)** .... a match.

If you're just looking for the chance to get fit, why not take advantage of our superb **(7)** .... where you will find all the latest exercise equipment. We also run aerobics classes several times a week which provide low-stress **(8)** .... for people of all ages. After your workout, you can relax by taking a sauna.

1	A exercise	B practice	C train	D work
2	A ring	B track	C court	D pitch
3	A go	B play	C do	D make
4	A pitches	B fields	C rings	D courts
5	A pitches	B fields	C halls	D courts
6	A watch	B view	C attend	D see
7	A court	B gym	C hall	D room
8	A training	B running	C practice	D exercise

GROUP: _____   __ NAME: _____

PASSAGE 1. READING

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in far away places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

1. Which best expresses the main idea of the second paragraph?
a. Reading is exciting.   b. Reading strengthens your mind.
c. Age affects the body in many ways.   d. Working out keeps your body in shape.

2. Why does the author think that you should read books that are boring?
a. You will eventually grow to love them if you read them enough.
b. You will get better grades in reading class.
c. You will make your teacher very happy.
d. You will learn new words.

3. Which best expresses the main idea of the third paragraph?
a. Reading can benefit you.
b. You can learn to program video games or design clothing by reading.
c. You can learn amazing things and become a better person by reading.
d. Knowledge is power.

4. Which is **not** a reason given by the author why students fail to complete reading assignments?
a. Students may be bored.   b. Students may be distracted.
c. Students may be unwilling to focus.   d. Students may be tired.

5. Which best expresses the author's main purpose in writing this text?
a. He is trying to persuade students to do their reading work.
b. He is teaching people how to become better readers.
c. He is explaining why people don't do their reading work.
d. He is entertaining readers with facts about the mind and body.

6. Which best describes the author's tone in the first three sentences?
a. Surprised   b. Sarcastic
c. Informative   d. Irate

7. Which of the following is **not** one of the author's main points?
a. Reading broadens your perspective and makes you a better person.
b. Reading is a relaxing activity with positive mental side effects.
c. Reading helps you perform on tests and get into selective schools.
d. Reading keeps your mind in shape and prevents losses due to age.

8. Which is **not** one of the author's arguments in the fifth paragraph?
a. Reading gives you a broader perspective on the world.
b. Reading changes the way that you understand the world.
c. Reading helps prepare you for your job in the real world.
d. Reading teaches you about distant lands and cultures.

9. Why does the author believe that reading is good for your mind state?
a. It has a calming effect.　　　　b. It can lower your stress levels.
c. It can help you relax.　　　　　d. All of these

10. Which title best expresses the main idea of this text?
a. *Reading: Good for the Mind in Many Ways*
b. *Reading: The Key to a Successful Academic Future*
c. *Reading: Improve Your Vocabulary While Being Entertained*
d. *Reading: The Best Way to Improve Your Writing Skills*

PASSAGE 2. MONGOOSES

If you plan on going to Hawaii, don't bring any pets. Hawaiians are wary of letting in foreign animals. Your beloved Rex or Fi-fi could spend up to 120 days in quarantine. They have strict rules for importing animals. They carefully screen all incoming pets. Who could blame them? They've had problems with new animals in the past.

The black rat was introduced to Hawaii in the 1780s. These ugly suckers *originated* in Asia, but they migrated to Europe in the 1st century. Since then they've snuck on European ships and voyaged the world with them. These rats carry many diseases including the plague. They are also good at surviving and tend to displace native species. That means that after they infest an area, there will be fewer birds and more black rats. Most people prefer living around birds.

Since their arrival in Hawaii, black rats have been pests. They've feasted on sea turtle eggs. They've eaten tree saplings, preventing trees from being reforested. And they've been a leading cause in the extinction of more than 70 species of Hawaiian birds. They love to climb trees to eat bird eggs. They also compete with forest birds for food, such as snails, insects, and seeds.

Perhaps more troubling, black rats threaten humans. They spread germs and incubate disease.They are a vector for more than 40 deadly illnesses. Some think that rat-borne diseases have killed more people than war in the last 1,000 years. Rats also eat our food. They eat more than 20% of the world's farmed food. And that's why the mongoose was brought to Hawaii.

During the mid 1800s, the Hawaiian sugar industry was thriving. Americans were just realizing that they loved sugar. Hawaii was pretty much the only place in America where one could grow sugarcane. But those filthy vermin were tearing up the fields. Black rats were destroying entire crops. What's a plantation owner to do? The answer is simple. Import an animal known to kill rats. What could go wrong with that? In 1883 plantation owners imported 72 mongooses and began breeding them.

People *revere* the mongoose in its homeland of India. They are often kept tame in Indian households. Mongooses feed on snakes, rats, and lizards, creatures that most people dislike. They are also cute and furry. And they kill deadly cobras. What's not to love? Sadly, India is a much different place than Hawaii.

When the mongooses got to Hawaii, they did not wipe out the rats as plantation owners hoped. Instead, they joined them in ravaging the birds, lizards, and small plants that were native to Hawaii. It's not that the mongooses became friends with the rats. They still ate a bunch of them. But mongooses are not too different from most other animals: they go for the easy meal. In Hawaii they had a choice. Pursue the elusive black rat or munch on turtle eggs while tanning on the beach. Most took the easy route.

Now Hawaii has two unwanted guests defacing the natural beauty. The Hawaiians have learned their lesson. Talks of bringing in mongoose-eating gorillas have been tabled. So don't get uptight when they don't welcome your cat Mittens with open arms. They're trying to maintain a delicate ecosystem here.

11. Based on the text, which best explains how black rats were introduced to Hawaii?
a. The native Hawaiians imported them to solve a problem with their crops.
b. The Asians brought them to Hawaii when they first arrived.
c. The Europeans brought them on their ships.
d. The rats were able to swim to Hawaii from Asia.

12. Which best defines the word *originate* as it was used in the **second** paragraph?
a. To come from a place　　　　　b. To go to a place
c. To become independent　　　　　d. To wander the world

13. Which event happened **first**?
a. The mongoose was introduced to Hawaii
b. The black rat was introduced to Hawaii

c. The black rat migrated to Europe

d. Plantation owners bred mongooses

14. Which statement would the author most likely **disagree** with?

a. Black rats threaten many creatures native to Hawaii.

b. Mongooses threaten many creatures native to Hawaii.

c. Mongooses were brought to Hawaii intentionally.

d. The only reason people dislike rats is because they are ugly.

15. Which best express the author's main purpose in writing this text?

a. To persuade readers to protect the endangered mongoose

b. To describe the habits and hazards of the black rat

c. To inform readers about species that have invaded Hawaii

d. To entertain readers with tales of a mongoose's adventures

16. Which best expresses the main idea of the **sixth** paragraph?

a. This paragraph is about Indian culture and wildlife.

b. This paragraph is about the mongoose's role in Indian society.

c. This paragraph is about the lifecycle of the mongoose.

d. This paragraph is about how mongooses migrated to India.

17. Which statement is **false** according to information in the text?

a. Rats eat lots of vegetation and crops.   b. Mongooses eat sea turtle eggs.

c. Rats climb trees and eat bird eggs.   d. Mongooses have spread more than 40 diseases.

18. Which best explains why plantation owners imported mongooses to Hawaii?

a. Mongooses eat rats.   b. Mongooses are fuzzy and adorable.

c. Mongooses make great household pets.   d. Mongooses kill deadly cobras.

19. Which best defines the word *revere* as it is used in the sixth paragraph?

a. To dislike someone or something   b. To respect someone or something

c. To hunt someone or something   d. To get rid of someone or something

20. Which title best expresses the main idea of this text?

a. *Travel Procedures: Getting in and out of Hawaii with Pets*

b. *Unwanted: The Journey of the Black Rat to Hawaii*

c. *Uncovered: What the Real Rikki-Tikki-Tavi is Like*

d. *Backfired: Solving Problems with Problems in Hawaii*

PASSAGE 3. GOOGLE

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy," as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search." Now everyone and their grandma knows what it means to Google it.

Unlike Xerox, Google wasn't the first company to invent their product, not by a long shot. Lycos released their search engine in 1993. Yahoo! came out in 1994. AltaVista began serving results in 1995. Google did not come out until years later, in 1998. Though a few years difference may not seem like much, this is a major head start in the fast moving world of tech. So how did Google do it? How did they overtake their competitors who had such huge leads in time and money? Maybe one good idea made all the difference.

There are millions and millions of sites on the internet. How does a search engine know which ones are relevant to your search? This is a question that great minds have been working on for decades. To understand how Google changed the game, you need to know how search engines worked in 1998. Back then most websites looked at the words in your query. They counted how many times those words appeared on each page. Then they might return pages where the words in your query appeared the most. This system did not work well and people often had to click through pages and pages of results to find what they wanted.

Google was the first search engine that began considering links. Links are those blue underlined words that take you to other pages when you click on them. Larry Page, cofounder of Google, believed that meaningful data could be drawn from how those links connect. Page figured that websites with many links pointing at them were more important than those that had few. He was right. Google's search results were much better than their rivals. They would soon become the world's most used search engine.

It wasn't just the great search results that led to Google becoming so well liked. It also had to do with the way that they presented their product. Most of the other search engines were cluttered. Their home pages were filled with

everything from news stories to stock quotes. But Google's homepage was, and still is, clean. There's nothing on it but the logo, the search box, and a few links. It almost appears empty. In fact, when they were first testing it, users would wait at the home page and not do anything. When asked why, they said that they were, "waiting for the rest of the page to load." People couldn't imagine such a clean and open page as being complete. But the fresh design grew on people once they got used to it.

These days Google has its hands in everything from self-driving cars to helping humans live longer. Though they have many other popular products, they will always be best known for their search engine. The Google search engine has changed our lives and our language. Not only is it a fantastic product, it is a standing example that one good idea (and a lot of hard work) can change the world.

21. Which event happened last?
a. Lycos released their search engine.   b. Yahoo! released their search engine.
c. Google released their search engine.   d. Xerox released their copy machine.

22. Which statement would the author of this text most likely **disagree** with?
a. Part of Google's success is due to the design of their homepage.
b. Google succeeded by following examples of others in their field.
c. Google wasn't the first search engine, but it was the best.
d. Google's success may not have been possible without Larry Page.

23. Which best expresses the main idea of the third paragraph?
a. There are lots and lots of websites connected to the internet.
b. Google created a better way to organize search results.
c. Many smart people have worked on search engines over the years.
d. Older search engines used unreliable methods to order results.

24. What is the author's main purpose in writing this article?
a. To explain how Google overtook its rivals
b. To compare and contrast Google and Xerox
c. To persuade readers to use Google for internet searches
d. To discuss how companies can influence language over time

25. Which statement would the author most likely **agree** with?
a. Google became successful because its founders were well-connected.
b. Google was the world's first and best search engine.
c. Google changed the world by solving an old problem in a new way.
d. Google's other products are now more important to its success than search.

26. Which best expresses the main idea of the fourth paragraph?
a. Links allow people to surf from one website to the next.
b. Larry Page's ideas about links helped Google get to the top.
c. Larry Page contributed to the internet by inventing the link.
d. Google is a website that serves important links to users.

27. Which best explains why the author discusses Xerox in this text?
a. He is discussing big companies that came before Google.
b. He is explaining how companies must change with the times.
c. He is showing how companies can affect our language.
d. He is comparing and contrasting Google and Xerox.

28. How did Google improve search quality in 1998?
a. They counted how many times queries appeared on each page.
b. They looked more closely at the words in search queries.
c. They linked to more pages.
d. They studied the relationships of links.

29. Which was cited as a reason why Google became so popular?
a. Google's homepage was clean.
b. Google provided catchy news stories on their homepage.
c. Google homepage loaded quickly.
d. Google provided useful stock quotes on their homepage.

30. Which title best expresses the author's main purpose in writing this text?
a. *Xerox Vs. Google: Battle of the Titans*
b. *Search Engines: How They Work and Why They're Important*
c. *A Better Way: How Google Rose to the Top*
d. *Search Engines: A Short History of Important Tools*

VARIANT 2

GROUP: _____   _   NAME: _____

PASSAGE 1. TELEVISION

Televisions show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

 The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcastswere not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black and white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.   By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?

1. When did color TVs come out?
a. 1925
b. 1953
c. 1939
d. 1965

2. Which was **not** true about the first TV?
a. It could only show one color.
 b. It only had 30 lines.
c. It did not have sound.
d. It did not work well.

3. When did networks start showing programs in color?
a. 1948
b. 1953
c. 1965
d. 1939

4. Why did the first TV station only show Felix the Cat for two hours a day?
a. They were running tests.
b. Felix the Cat was really popular.
c. Felix the Cat had been a big radio star.
d. Felix the Cat was the only show that they had.

 5. Which of these events slowed the spread of TVs?
a. The World's Fair of 1939
b. The Civil War
c. The election of the U.S. President.
d. World War II

6. What is the author's main purpose in writing this?
a. He is trying to explain how a TV works.
b. He is telling readers how TVs became popular.
c. He is describing the history of the TV.
d. He is trying to get people to watch more TV.

7. Why did many families switch to color TVs in 1965?
a. Color TVs cost a lot of money.
b. Many shows were only shown in color.
c. Color TVs came out in 1965.
d. World War II ended and troops returned home.

8. Why was 1939 an important year for TV?
a. Many Americans were introduced to TV.
b. The first color TV was released.
c. The first TV station began broadcasting.
d. John Baird created the first TV.

9. How many lines does a 4K TV have?
a. 30
b. 1,080
c. 4,000
d. 3,840

10. Which happened first?

a. The 1939 World's Fair
b. The release of high-def TVs
c. The end of World War II
d. The release of color TVs

PASSAGE 2. KOKO

Did you know that humans aren't the only species that use language? Bees communicate by dancing. Whales talk to each other by singing. And some apes talk to humans by using American Sign Language.

Meet Koko: a female gorilla born at the San Francisco Zoo on July 4th, 1971. Koko learned sign language from her trainer, Dr. Penny Patterson. Patterson began teaching sign language to Koko in 1972, when Koko was one year old. Koko must have been a good student, because two years later she moved onto the Stanford University campus with Dr. Patterson. Koko continued to learn on the campus until 1976. That's when she began living full-time with Patterson's group, the Gorilla Foundation. Patterson and Koko's relationship has blossomed ever since.

Dr. Patterson says that Koko has mastered sign language. She says that Koko knows over 1,000 words, and that Koko makes up new words. For example, Koko didn't know the sign for *ring*, so she signed the words *finger* and *bracelet*. Dr. Patterson thinks that this shows meaningful and constructive use of language.

Not everyone agrees with Dr. Patterson. Some argue that apes like Koko do not understand the meaning of what they are doing. Skeptics say that these apes are just performing complex tricks. For example, if Koko points to an apple and signs *red* or *apple*, Dr. Patterson will give her an apple. They argue that Koko does not really know *what* the sign apple means. She only knows that that if she makes the right motion, one which Dr. Patterson has shown her, then she gets an apple. The debate is unresolved, but one thing is for certain: Koko is an extraordinary ape. Sign language isn't the only unusual thing about Koko. She's also been a pet-owner. In 1983, at the age of 12, researchers said that Koko asked for a cat for Christmas. They gave Koko a stuffed cat. Koko was not happy. She did not play with it, and she continued to sign *sad*. So for her birthday in 1984, they let her pick a cat out of an abandoned liter. Koko picked a gray cat and named him "All Ball." Dr. Patterson said that Koko loved and nurtured All Ball as though he were a baby gorilla. Sadly, All Ball got out of Koko's cage and was hit by a car. Patterson reported that Koko signed "Bad, sad, bad" and "Frown, cry, frown, sad" when she broke the news to her.

It seems like Patterson and Koko have a good relationship, but not everyone agrees with it. Some critics believe that Patterson is *humanizing* the ape. They believe that apes should be left in the most natural state possible. Even Dr. Patterson struggles with these feelings. When asked if her findings could be *duplicated* by another group of scientists, she said, "We don't think that it would be ethical to do again." She went on to argue that animals should not be kept in such unnatural circumstances. Nonetheless, Koko lives in her foundation today.

As for the future, Dr. Patterson and the Gorilla Foundation would love to get Koko to an ape preserve in Maui, but they are having trouble securing the land. So unless you have a few million dollars to spare, Koko's going to be spending her time in Woodland, California with Dr. Patterson. Koko probably doesn't mind that. If she moved to Hawaii, she'd have to give up her Facebook page and Twitter feed, and she's got like 50 thousand "likes." Some may deny that she knows sign language, but nobody says that she doesn't know social networking.

11. Which best expresses the main idea of this article?
a. Bees, whales, and apes like Koko all use language to communicate.
b. Koko uses sign language but some think it's just a trick.
c. It is natural for gorillas and house cats to live together.
d. If you want a lot of "likes" on Facebook, get a talking gorilla.

12. Which best describes how the second paragraph is organized?
a. Chronological order
b. Cause and effect
c. Compare and contrast
d. Problem and solution

13. Which best expresses the author's purpose in writing the second paragraph?
a. The author is describing the environment in which Koko lives.
b. The author is informing readers how Dr. Patterson developed her skills.
c. The author is persuading readers that Koko should be freed.
d. The author is telling readers about Koko and Dr. Patterson's background.

14. Which happened **last**?
a. Koko got a stuffed cat for Christmas.
b. Koko lost All Ball.
c. Koko began living with the Gorilla Foundation.
d. Dr. Patterson began teaching Koko to sign.

15. Which statement would the author most likely **agree** with?

a. Koko has mastered sign language without a doubt.
b. Everybody likes how Dr. Patterson has raised Koko.
c. Koko doesn't really know sign language.
d. Some people are troubled by how Koko was raised.

16. Which best defines the word *duplicated* as it is used in the sixth paragraph?
a. To dispute a fact or disagree with someone
b. To lie to someone or to fool them
c. To copy or recreate something
d. To be disproven through debate

17. Which event happened **first**?
a. Koko moved onto the Stanford University campus.
b. Koko picked All Ball out for her birthday.
c. Koko began living with the Gorilla Foundation.
d. Koko got a stuffed cat for Christmas.

18. Which best describes the main idea of the **sixth** paragraph?
a. Dr. Patterson has treated Koko very cruelly.
b. Dr. Patterson and Koko have a beautiful, pure, and unconflicted relationship.
c. Some people think that Koko should not have been treated like a human.
d. Some people are working very hard to prove that Dr. Patterson is wrong.

19. Which statement would the author most likely **disagree** with?
a. Dr. Patterson has worked hard to teach Koko sign language.
b. Some people think that Koko only signs to get food.
c. The Gorilla Foundation would like to move Koko to an ape preserve.
d. Dr. Patterson has no regrets about working with Koko.

20. If a book were being written about Koko and All Ball, which title would best summarize their story?
a. *Long Wanted, Short Lived: A Tale of Strong Loves Lost*
b. *Happy Ending: The Gorilla Who Got What She Wanted*
c. *A Tale of Two Kitties: A Stuffed Cat Versus a Real One*
d. *Plushy Love: How A Gorilla Fell in Love with a Stuffed Cat*

PASSAGE 3. ASIAN CARP

The United States has a lengthy history of going to war. It is a nation born from war. Pick any year since 1776, and the odds of America being involved in at least one war is over 90%. Every US President has faced war. Still, it may surprise you to hear that the US government is at war with a fish.

Asian carp were introduced to American waters during the 1970s. Southern fish farmers began importing them to help clean their ponds. Asian carp are phenomenal cleaners. Unfortunately, it didn't take too long for them to escape from these ponds, perhaps from flooding, and get into the Mississippi River. From there they have followed their natural tendency to swim upstream. This tendency may lead them into the Great Lakes and Canada, a nightmare scenario for fisherman.

Asian carp are large fish. One species, the silver carp, can grow to be 100 pounds. But despite their size, they feed from the bottom of the food chain. That means that they eat plankton and algae. A one hundred pound fish can eat an awful lot of sea scum, and some of it is toxic. The carp are *resistant* to the toxins, but we aren't. Some Asian carp are hazardous to eat because they have so many algal toxins in their systems. They also have lots of tiny bones in their meat, which makes them difficult to prepare. Asian carp is not a popular delicacy.

Introducing the Asian carp into waters that have not known them can be devastating. Beneath the surface of the water is a unique ecosystem. This system rests delicately on a balance that has evolved over millions of years. Then along come these big, hungry bottom feeders to mess up everything. They breed rapidly and densely populate the waters. Worse still, they compete with the native bottom feeders. The native bottom feeders are smaller. Larger, tastier fish like salmon eat them. The native bottom feeders are an important part of the ecosystem. When the Asian carp outperform them, the whole food chain suffers, all the way up to the people.

Not only do Asian carp mess up the food chain, they mess up people. Seriously. An Asian carp will bust you in head. Remember that silver carp can be 100 pounds. There is a reason why they are also known as "flying carp." This particular species of Asian carp has a tendency to jump when frightened. They can jump up to ten feet in the air, and the sound of boat motors frightens them. Watch outwatersportists! In 2003 a woman jetskier collided with one and broke her nose and a vertebra. She almost drowned. In 2008 a teenager broke his jaw on one while tubing.Many others have been injured by these flying logs. Asian carp pose a serious threat to water skiers and boaters.

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In 2007 the U.S. Department of the Interior declared all silver carp to be an injurious species. In 2010, the State of Michigan passed the $30 million CARPACT. In 2012 Congress approved the "Stop Invasive Species" act, legislation written solely to protect the Great Lakes from Asian carp. The government has been on the offensive against these large-bellied invaders.

But Asian carp are difficult to catch. Since they eat from the bottom, they do not go for lures or baits like most large fish. The best way to stop them is to keep them out. The Great Lakes are connected to the Mississippi River through the 28-mile Chicago Sanitary and Ship Canal. For Chicagoans, it is the final point of resistance.

A series of multimillion-dollar electrical barriers have been built along the canal. The barriers are effective at keeping adult carp at bay, but some fear that baby carp may pass through. The United States Army Corps of Engineers has been deployed along with EPA. In 2009 they poisoned the entire canal with rotenone, a chemical that kills fish. The $3 million operation netted over 90 tons of dead fish, and a single carp.

Some think that Great Lakes must be cut off from the Mississippi River. The Michigan Attorney General sued to have the canal closed. The Ontario government and some Great Lake states have also taken legal action. But the courts have been persuaded by the value of the canal as a shipping conduit thus far. In the meantime, the barriers continue to hold, but how long can they? The carp have the Great Lakes under siege. Is this a war that we are destined to lose?

21. Which statement best expresses the main idea of the second paragraph?
a. Asian carp were brought to America during the 1970s to assist Southern fish farmers.
b. Asian carp are remarkable cleaners, which makes them highly desirable fish to have.
c. Asian carp were supposed to clean ponds but they escaped and are headed north.
d. Asian carp are excellent at swimming upstream and cleaning up plankton.

22. Which is **not** a reason why Asian carp is an unpopular menu item?
a. It is hard to prepare because of all the little bones.
b. They are a very fattening fish.
c. Some of them are toxic and unsafe to eat.
d. They are bottom feeders.

23. Which statement would the author most likely **disagree** with?
a. Asian carp outperform many native bottom feeders.
b. Asian carp could disrupt the ecosystem in Lake Michigan.
c. One species of Asian carp is the silver carp.
d. Asian carp are disliked because they eat salmon.

24. Which best describes the text structure of the fourth paragraph?
a. Chronological order
 b. Cause and effect
c. Compare and contrast
d. Problem and solution

25. Which person would be most threatened by silver carp in a local water source?
a. A waterskier
b. A chicken farmer
c. A bungee jumper
d. A beachgoer

26. Which best describes the word *resistant* as it is used in the third paragraph?
a. To be allergic to something
b. To be unaware of something
c. To be unaffected by something
d. To be attracted or drawn to something

27. According to information in the article, which event happened **last**?
a. Asian carp escaped from southern fish farms.
b. The Chicago Sanitary and Ship Canal was poisoned with rotenone.
c. A teenager broke his jaw on a silver carp while tubing.
d. Congress approved the "Stop Invasive Species" act.

28. Which of the following statements is **false**?
a. Silver carp have been declared an "injurious species" by the government.
b. Silver carp are also known as "flying carp."
c. Silver carp can grow to be 100 lbs.

d. Silver carp can jump up to twenty feet in the air.

29. Which statement would the author most likely **agree** with?
a. It would be best for the fishing industry if the canal were closed permanently.
b. The electric barriers will keep the Asian carp out of the Great Lakes forever.
c. The Great Lake states agree fully on a solution to the Asian carp problem.
d. Closing the Chicago Sanitary and Ship canal would have little economic impact.

30. Which title best represents the author's main purpose in writing this text?
a. *America: A Nation at War*
b. *Asian Carp: Threatening the Great Lakes*
c. Asian Carp: *A Beautiful and Powerful Fish*
d. *Misunderstood: Protect and Defend the Asian Carp*

ANSWER SHEET

QUESTIONS		ANSWERS (A,B,C,D)
Passage 1	**Question 1**	
	Question 2	
	Question 3	
	Question 4	
	Question 5	
	Question 6	
	Question 7	
	Question 8	
	Question 9	
	Question 10	
Passage 2	**Question 11**	
	Question 12	
	Question 13	
	Question 14	
	Question 15	
	Question 16	
	Question 17	
	Question 18	
	Question 19	
	Question 20	
Passage 3	**Question 21**	
	Question 22	
	Question 23	
	Question 24	
	Question 25	
	Question 26	
	Question 27	
	Question 28	
	Question 29	
	Question 30	
TOTAL POINT		

d) TESTS

TESTS ON THE DISCIPLINE "LANGUAGE TESTING AND ASSESSMENT"
FOR THE 3RD YEAR STUDENTS

№	Questions	Right answer	Alternative answer	Alternative answer	Alternative answer
1.	What is a test?	* a method of measuring a person's ability and knowledge	a set of techniques, procedures or items	a method	a measure
2.	A test is a……………	* method of measuring a person's ability and knowledge	set of techniques, procedures or items	method	measure
3.	What is an assessment?	*an ongoing process that encompasses a much wider domain	performance that ultimately is assessed by self, teacher and other students	performance that the teacher implicitly judges	requires some sort of productive performance
4.	Assessment is ………	*an ongoing process that encompasses a much wider domain	a performance that ultimately is assessed by self, teacher and other students	a performance that the teacher implicitly judges	requires some sort of productive performance
5.	What is informal assessment?	* it takes a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student;	they are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.	they are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement	they are marginal comments on papers, responding to a draft of all essay
6.	What is formal assessment?	* are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.	takes a number of forms, starting with incidental, unplanned comments	are systematic, planned sampling techniques constructed to give	marginal comments on papers, responding to a draft of all essay

			and responses, along with coaching and other impromptu feedback to the student;	teacher and student an appraisal of student achieveme nt	
7.	What are principles of language assessment?	* All answers are right	Practicality and reliability;	Validity and authentici ty;	Washback.
8.	Informal assessment ………….	* takes a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student;	are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.	are systematic , planned sampling techniques constructe d to give teacher and student an appraisal of student achieveme nt	are marginal comments on papers, responding to a draft of all essay
9.	Formal assessment ………	* are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.	takes a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student;	are systematic , planned sampling techniques constructe d to give teacher and student an appraisal of student achieveme nt	marginal comments on papers, responding to a draft of all essay
10.	Basic principles of language assessment: ………………	* All answers are right	Practicality and reliability;	Validity and authentici ty;	Washback.
11.	Practicality means that it………….	*All answers are right	is not expensive;	stays within appropriat	has a scoring or evaluation

				e time constraints ;	procedure that is specific and time-efficient.
12.	What is a fourth principle of language testing?	*Authenticity;	Practicality;	Reliability ;	Validity;
13.	How many types of test are there?	*5	2	3	4
14.	There are …….types of test.	*5	2	3	4
15.	What type of tests are designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking?	*language aptitude tests	language proficiency tests	placement tests	diagnostic tests
16.	……….. tests are designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking.	*language aptitude	language proficiency	placement	diagnostic
17.	What type of tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension and aural comprehension?	*language proficiency tests	language aptitude tests	placement tests	diagnostic tests
18.	……..tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension and aural comprehension.	*language proficiency	language aptitude	placement	diagnostic
19.	What type of tests have the purpose to place a student into a particular	*placement tests	language aptitude tests	language proficienc	diagnostic tests

	level or section of a language curriculum or school?			y tests	
20.	……tests have the purpose to place a student into a particular level or section of a language curriculum or school.	*placement	language aptitude	language proficiency	diagnostic
21.	What type of tests are designed to diagnose specified aspects of a language?	*diagnostic tests	language aptitude tests	language proficiency tests	placement tests
22.	…….tests are designed to diagnose specified aspects of a language.	*diagnostic	language aptitude	language proficiency	placement
23.	What type of tests are related directly to classroom lessons, units, or even a total curriculum?	*achievement tests	language aptitude tests	language proficiency tests	placement tests
24.	….. tests are related directly to classroom lessons, units, or even a total curriculum.	*achievement tests	language aptitude tests	language proficiency tests	placement tests
25.	Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. What type of listening is it?	*Intensive.	Responsive.	Selective.	Extensive.
26.	Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. What type of listening is it?	Responsive.	Intensive.	Selective.	Extensive.
27.	Processing stretches of	*Selective.	Intensive.	Responsiv	Extensive.

					e.	
	discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). What type of listening is it?					
28.	Listening to develop a top-down, global understanding of spoken language. Listening for the gist, for the main idea, and making inferences are all part of extensive listening. What type of listening is it?	*Extensive.	Intensive.	Responsive.	Selective.	
29.	A type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. What type of speaking is it?	*Imitative Speaking.	Intensive Speaking.	Responsive Speaking	Interactive Speaking and Extensive Speaking	
30.	A type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow	*Intensive Speaking.	Imitative Speaking.	Responsive Speaking	Interactive Speaking and Extensive Speaking	

	band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture). What type of speaking is it?				
31.	A type of speaking which tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. What type of speaking is it?	*Responsive Speaking	Imitative Speaking.	Intensive Speaking.	Interactive Speaking and Extensive Speaking
32.	Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social rela-tionships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. What type of speaking is it?	*Interactive Speaking	Intensive Speaking.	Responsive Speaking	Extensive Speaking
33.	Oral production tasks include speeches, oral	*Extensive Speaking	Intensive Speaking	Responsive Speaking	Interactive Speaking

	presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. What type of speaking is it?				
34.	………. is a strategy used by all readers to find relevant information in a text.	*Skimming	Scanning	Summarizing	Responding
35.	Skimming is a strategy ……..	*used by all readers to find relevant information in a text.	of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text.	note-taking and outlining.	it is a prediction strategy used to give a reader a sense of the topic
36.	……….. is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text.	*Scanning	Skimming	Summarizing	Responding
37.	Scanning is the process of rapid coverage ……..	*of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and	used by all readers to find relevant information in a text.	note-taking and outlining.	it is a prediction strategy used to give a reader a sense of the topic

		purpose of a text, the organization of the text.			
38.	What is summarizing and responding?	*One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text.	It is a strategy used by all readers to find relevant information in a text.	It is the process of rapid coverage of reading matter to determine its gist or main idea.	It is note-taking and outlining.
39.	How many types of written performance are there?	*4	5	3	6
40.	There are…….. types of written performance.	*4	5	3	6
41.	What kind of tasks combine dictation with a writing script that has a relatively frequent deletion ratio?	*Listening cloze selection tasks.	Copying.	Picture-cued tasks	Form completion tasks
42.	………tasks combine dictation with a writing script that has a relatively frequent deletion ratio.	*Listening cloze selection	Copying.	Picture-cued	Form completion
43.	A variation on pictures is the use of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data.	*Form completion tasks	Listening cloze selection tasks.	Copying.	Picture-cued tasks.
44.	……. are a variation on pictures which are used of a simple form (registration, application, etc.) that asks for name, address, phone number, and other data.	*Form completion tasks	Listening cloze selection tasks.	Copying.	Picture-cued tasks.
45.	What type of writing creates the opportunity for test-takers to offer an array of possible creative responses within a pedagogical or assessment framework: test-takers are "responding" to a	*Responsive writing	Intensive	Imitative	Extensive

	prompt or assignment.				
46.	…………. creates the opportunity for test-takers to offer an array of possible creative responses within a pedagogical or assessment framework: test-takers are "responding" to a prompt or assignment.	*Responsive writing	Intensive	Imitative	Extensive
47.	What kind of tests check only writing ability?	*TWE	TOEFL	IELTS	CEFR
48.	Who defined characteristics of the various alternatives in assessment?	*Brown and Hudson	Brown	Oller	West
49.	…… defined characteristics of the various alternatives in assessment?	*Brown and Hudson	Brown	Oller	West
50.	What is portfolio?	*a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas	essays and compositions in draft and final forms;	reports, project outlines;	poetry and creative prose:
51.	Portfolio is a …………..	*purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas	essays and compositions in draft and final forms;	reports, project outlines;	poetry and creative prose:
52.	………………. is a log (or "account") of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness	*journal	portfolio	assessment	activity
53.	What is a journal?	*log of one's thoughts, feelings,	portfolio	assessment types	set of activities

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		reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness.			
54.	What kinds of student performance can be usefully observed?	*All answers are right	sentence-level oral production skills	discourse-level skills	interaction with classmates
55.	Which one of these performances be observed?	*All answers are right	sentence-level oral production skills	discourse-level skills	interaction with classmates

e) Assessment Specifications

LANGUAGE TESTING AND ASSESSMENT

Continuous Assessment	40%
● Participation	10%
● Analytical Report on Analysed Test	30%
Mid course assessment ● Developing assessment criteria	30%
Final assessment ● Project work	30%

Analytical Report on analysed test

Students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.

Assessment criteria

Task fulfillment	10%
Awareness of principles for analysing the given aspects	10%
Awareness of basics of test development	10%
Total	30%

Developing assessment criteria

Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc for completing this task.

Assessment criteria

Task fulfillment	10%
Appropriateness of criteria	10%
Appropriateness of assessment tools (does he/she choose appropriate tool to create criteria)	10%
Total	30%

Project work specification

Students, in groups of 4 people, develop a progress test with assessment criteria to assess (including at least 2 test methods: multiple choice, banked/gap filling, multiple matching):

- Group 1 – grammar + vocabulary
- Group 2 – reading
- Group 3 – listening
- Group 4 – writing
- Group 5 – speaking

Test specification also should be provided by each group. (Note: Ss may use textbooks that are available at the secondary schools/colleges, and choose a unit)

Assessment criteria

Task fulfillment	6%
Coverage of the focus (language skill/language area)	6%
Appropriate use of different test methods	6%
Design, layout, and instruction of the test	6%
Appropriateness of assessment criteria and Specification	6%
Total	30%