

Testing in English language, kinds of tests

In this article it is described the testing in English language and different kinds of tests in English language which are mostly used nowadays.

knowledges, productive and receptive, vocabulary, grammar, pronunciation, reading, writing, listening.

Test performance not knowledge, tests in the TESOL class are performance tests. We do not aim at testing the students's knowledge of English grammar. We would like to test how students produce, understand, and use English in communicative contexts. We are not interested in testing how well the students remember the facts about English language. We are interested in testing how well the students actually use English in communicative contexts.

Kinds of tests. Achievement tests test the progress the students have made in reference to particular lessons. Students' level of achievement in terms of the structures and words taught through a lesson or a specific number of lessons is the focus of achievements tests. The drills and exercises given in a lesson gauge the progress of students even as these help him to understand, master, and use the content, structures, and words given in the lesson. Proficiency tests, on the other hand, focus on the overall mastery of the students in English irrespective of the lesson. It may be described as a cumulative test, taking into account all the structures and words that a student may have been exposed to so far: a sort of final exam, a comprehensive exam.

Productive and receptive tests, TESOL tests may be of a productive nature where students are asked to produce - speak, read aloud, write - utterances, or perform tasks. These may be of a receptive nature where students are asked to read silently and answer multiple choice questions, which demand correct recognition rather than the production of the answer. More often than not, most well-prepared and widely-used TESOL tests are in the form of answering multiple choice questions.

Vocabulary tests are of several kinds. Beginner's vocabulary skill is tested through questions which expect a yes or no answer, or by asking them to perform a simple task. In multiple choice questions, "a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence. A third type, multiple choice paraphrase, is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. A fourth kind of test, simple completion (words), has students write in the missing part of words that appear in sentences" (Madsen 1983:12). Synonyms and antonyms may also be elicited. Testing the knowledge and use of subtle shades of meanings reflected in words somewhat synonymous is another useful test. Asking the students to use words in appropriate sentences is another exercise which has been traditionally used in language textbooks.

Grammar tests, limited response questions which ask students to perform certain tasks, multiple choice completion, simple completion of sentences, and cloze test are some of the test forms used in the grammar section. The grammatical structures offer an endless list of test

items. We have listed a variety of exercises in the earlier chapters of this book. These exercises models can be used to test the students' mastery of structures.

Pronunciation tests focus on effective communication, not on perfect pronunciation. Pronunciation of individual sounds, phrases, or sentences is not any more highlighted. "One reason for this view is that even after much training, very few adolescents or adults ever achieve perfect pronunciation in their second language" (Madsen 1983:57). Oral repetition, multiple choice hearing identification, reading aloud, simple dialogues, and simple narrations are very useful forms to test the pronunciation skill.

Reading tests range from reading aloud to reading comprehension. Students in the beginning levels need to be tested as to their ability to "read" the words, phrases, and sentences with appropriate pronunciation and sentence melody. This requires the mastery of the letter-sound correspondence and other phonological rules such as vowel reduction, placement of stress, and use of appropriate syllabic pauses. The exercises we have dealt with in our chapter on reading will be found highly useful here. Reading comprehension, reading speed, and skimming techniques are other items of importance to be covered in reading tests.

Writing tests, sentence combining, sentence expansion, sentence reduction, copying, and dictation are often used in the beginning level tests in writing. Guided writing and changing the passage are so popular test forms.

Listening tests, picture cues have been found very effective in testing listening skill. Again we have given a number of exercises in our chapter on listening which can be profitably used to test the progress and proficiency in the listening skill. You should test your students only in forms that are familiar to them. Do not introduce new test forms during testing. However, you may combine several situations already familiar to your students and create new ones from out of the familiar contexts. Do not introduce new vocabulary or idioms or new structures in your tests. Keep your tests brief and focused upon specific language skills.

The list of literature

1. Allen, Virginia French. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
2. Bailey, Kathleen M., and Lance Savage, EDs. 1994. *New Ways in teaching Speaking*. Alexandria, Virginia: Teachers of English to Speakers of Other languages, Inc.
3. Baker, Ann, and Sharon Goldstein. 1990. *Pronunciation Pairs: Teacher's Manual*. Cambridge, England: Cambridge Press.
4. Bowen, J. Donald, Harold Madsen, and Ann Hilferty. 1985. *TESOL Techniques and Procedures*. Boston: Heinle and Heinle.
5. Bowen, J. Donald. 1979. Contextualizing Pronunciation Practice in the ESOL Classroom. In *Teaching English as a second or Foreign Language*. Marianne Celce-Murcia and Lois McIntosh. Eds. Rowley, MA: Newbury House Publishers, Inc.
6. Braverman, Judi. 1994. Toatal Physiical Response Vocabulary Practice. In *New Ways in teaching Vocabulary*. Ed. Paul Nation. Alexandria, Virginia: Teachers of English to Speakers of Other languages, Inc.

В статті описано тестування в англійській мові та різні види тестів в англійській мові.

В статье описано тестирование в английском языке и виды тестов в английском языке.