

جمهورية العراق  
وزارة التربية

# كتاب الاختبارات

لطلبة فرع اللغة الانكليزية

في معاهد المعلمين ومعاهد اعداد المعلمين والمعلمات

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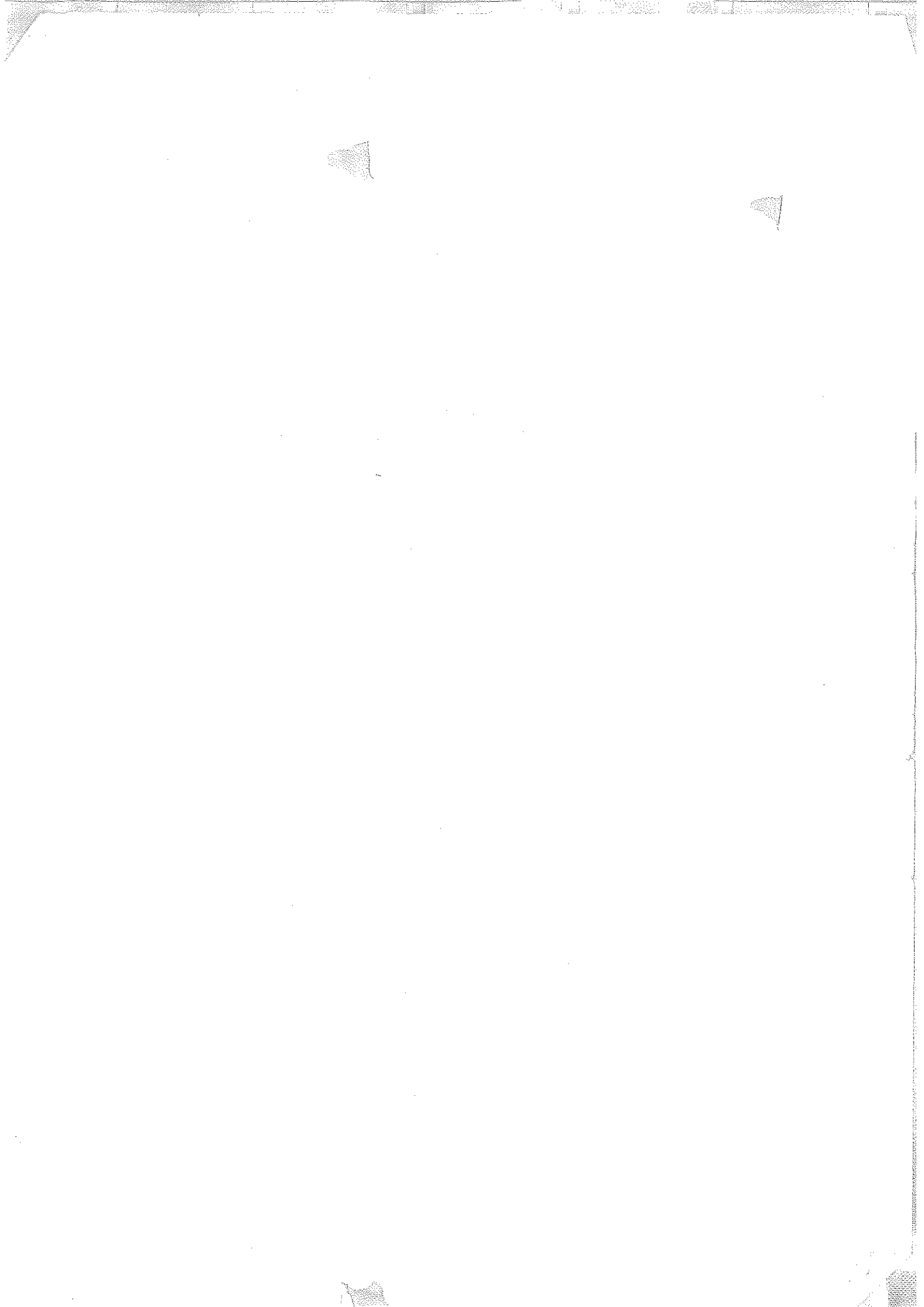
فارس سالم الجراح

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**Test Construction :** the process of producing a test. It includes planning the test, selecting the material, preparing the items and writing the instructions.

صياغة الاختبار

**Test Paper :** the question sheet of a test or an examination.

ورقة الاسئلة الامتحانية

**True / False items :** a type of objective test where the testee is required to write T when an item is true or F when an item is false.

اسئلة الخطأ والصواب

**Vocabulary :** all the words a person uses with understanding in his own speech or writing (active vocabulary) or the larger number of words he can understand in the speech or writing of others (passive vocabulary).

الترادفات

**Written Test :** a test which demands the use of paper and pencil.

اختبار مكتوب

**Sound Discrimination Test** : a test that attempts to measure the learner's ability in identifying sound differences.

اختبار تمييز الاصوات

**Subjective Test** : a subjective test is the one whose scoring depends on the personal judgement of the examiner.

اختبار ذاتي (غير موضوعي)

**Test** : any means by which the absence or presence or amount or nature of some quality or ability in a pupil can be observed and measured.

اختبار

**Test Administration** : the actual giving of a test. It includes selecting the room, giving instructions, timing the test, invigilating, etc.

ادارة الاختبار

**Test Battery** : a set of tests administered to gain a more rounded picture of an individual or a group of learners than could be obtained from one test used alone.

مجموعة اختبارات



**Multiple - choice Items** : a type of question common in objective tests in which the testee is asked to choose from among a number of possible answers. Normally only one answer is correct.

اسئلة ذات اختيارات متعددة

**Objective Test** : a test designed in such a way that all qualified examiners should agree on what score has been earned by the testee.

اختبار موضوعي

**Oral Test** : a test that assesses the learners' performance in the speaking and listening modes.

**Reading Comprehension Test** : a test that consists of a number of short passages of different types, each followed by a number of questions.

اختبار استيعاب ( فهم القراءة )

**School Examinations** : examinations that are constructed and administered by the teacher or teachers of the subject in a school.

امتحانات مدرسية

Evaluation : the process of judging the achievement of a group of learners in a given course of study

تقويم

Item Analysis : an analysis of test items based on the responses of testees in order to determine how efficient each item is.

تحليل الفقرات الاختبارية

Language : a major means by which people process information

لغة

Marking Scheme : the system suggested or specified for marking every item in a test

خطة التصحيح

Matching : a form of item in an objective test where the testee has to choose from a set of pictures or words the one that matches a given picture or word.

اسئلة المزاوجة

Ministry Examinations : examinations designed and administered by the Ministry of Education to test the achievement of learners at the end of each of the three academic stages.

امتحانات وزارية (عامة)

## Glossary \*

**Achievement Test** : a test used to indicate group or individual progress towards the instructional objectives of a specific study.

اختبار تحصيلي

**Analytic Scores** : scores that reflect pictures of the achievement of a learner or a group of learners in specific areas or in a specific period of time.

درجات تحليلية ( تفصيلية )

**Assessment** : the process whereby the examiner attempts to find out about the knowledge, attitudes or skills possessed by the learner

تقويم التحصيل ( العلمي )

**Baccalaureate** : see Ministry Examinations

امتحان بكالوريا

**Basic structures** : fundamental ways of building words or word groups in a given language

تراكيب اساسية

**Distractors** : incorrect answers to a multiple-choice question that will nevertheless seem plausible to pupils who do not know the correct answer

المشتتات

**Examination** : formal assessment of pupils' learning, used particularly at the end of a course.

امتحان (من مجموعة اختبارات)

**Exercise** : a task designed to encourage a learner to develop or apply a new concept or principle or to practise a new skill.

تمرين

\* AL - Hamash et al (1982) has been heavily used in the writing up of this section.

## Exercise (7)

### **Testing Guided Composition**

Design guided composition tests (question – and – answer technique) based on the following topics:

1. Days of the Week
2. My School
3. My Classroom
4. Seasons of the Year
5. Clothes

## Exercise (8)

Design a mid – year oral examination for sixth year primary classes.

## Exercise (9)

Design an end – of – year oral examination for fifth year primary classes.

## Exercise (10)

Design an end – of – year written examination for fifth year primary classes.

## Exercise (11)

Design an end – of – year written examination for sixth year primary classes.

## Passage (2)

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We went to the zoo yesterday morning. We were very early. The zoo wasn't open. It was closed. We waited in the street for fifteen minutes. A man came to the zoo. He opened the zoo and we went in. It was eleven o'clock.

In the zoo we saw many animals. We saw six monkeys jumping up and down. We saw three brown little bears. They were fat. We also saw a lion. It was a big old lion. It was hungry. Then we saw four big yellow tigers. They were eating meat. We came back home at half past twelve.

## Exercise (6)

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(A) Read the following passage carefully and then design

FOUR True / False items. Write clear instructions :

John is working hard today. He is going to have a history test tomorrow. He likes history but his sister Pam doesn't. She likes French. Their brother Steve is doing mathematics. His mother is helping him.

(B) Read the following passage carefully and then design FOUR multiple - choice items to test reading comprehension.

Thomas is working hard today. He is writing English. He is sitting at his desk in his room. His English book is open. His copybook is open, too. Jane, his cousin, is in the garden. She is watering the flowers.

### Exercise ( 4 )

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Design a vocabulary test using matching technique to test the opposite meaning of the following words.

- 1 - happy
- 2 - clean
- 3 - close
- 4 - eat
- 5 - black
- 6 - mend

### Exercise ( 5 )

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#### Testing Reading Comprehension

Here are two passages. Study them carefully and then design FIVE multiple - choice items to test the reading comprehension of each passage. Write clear instructions.

#### Passage (1)

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It is half past eight in the morning. Khalid is a pupil. He is twelve years old. He is not going to School. Today is Friday. It is the fifteenth of January. It is very cold in January. In April, it is very nice but in July it is usually very hot.

Today, it is cloudy. Khalid is not going out. He is staying at home. He wants to clean his room and arrange his books in his small library. His three brothers are going to help him.

8 -

a - three    b - one    c - two    d - four

9 -

a - pilot    b - soldier    c - doctor    d - butcher

10 -

a - sad    b - happy    c - clear    d - dirty

### Exercise ( 3 )

Design multiple - choice items to test the following :

- 1 - engineer ( vocabulary )
- 2 - seasons ( vocabulary )
- 3 - whose ( question word )
- 4 - is she ( question tag )
- 5 - sleep ( verb tense )
- 6 - teeth ( vocabulary )
- 7 - summer ( vocabulary )
- 8 - strong ( vocabulary )
- 9 - ing ( form )
- 10 - their ( possessive pronoun )

(B) Now write suitable stems for the following options so as to test the meaning of the underlined vocabulary items :

1 -

a - eyes    b - teeth    c - mouth    d - head

2 -

a - March    b - May    c - January    d - June

3 -

a - shop    b - court    c - hospital    d - school

4 -

a - girl    b - boy    c - man    d - woman

5 -

a - years    b - months    c - days    d - seasons

6 -

a - daughter    b - son    c - mother    d - father

7 -

a - baker    b - driver    c - lawyer    d - farmer



## Exercise ( 2 )

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### Testing Vocabulary Items

( A ) Write suitable options for the following stems so as to test vocabulary:

1 - Ali is studying medicine. He wants to be a  
\_\_\_\_\_

2 - A baker sells \_\_\_\_\_ .

3 - He went to the \_\_\_\_\_ because he had a bad tooth.

4 - \_\_\_\_\_ is the last month in a year.

5 - There are seven \_\_\_\_\_ in a week.

6 - Summer is \_\_\_\_\_ in Iraq.

7 - Mr. Green is David's father. David is Mr. Green's  
\_\_\_\_\_ .

8 - Lions eat \_\_\_\_\_ .

9 - He writes on the blackboard with a piece of  
\_\_\_\_\_ .

10 - It is very cold now, \_\_\_\_\_ the window, please.

3 -

a - sleep   b - sleeps   c - sleeping   d - slept

4 -

a - play   b - to play   c - played   d - playing

5 -

a - for   b - on   c - in   d - by

6 -

a - them   b - they   c - their   d - theirs

7 -

a - is   b - was   c - are   d - were

---

8 -

a - hers   b - mine   c - his   d - yours

9 -

a - Yes, he is   b - Yes, she is  
c - No, he isn't   d - No, she isn't

10 -

a - some   b - any   c - few   d - many

7 - Huda \_\_\_\_\_ her mother yesterday.

8 - Those pupils are listening \_\_\_\_\_ their teacher.

9 - These are our books. They're \_\_\_\_\_.

10 - \_\_\_\_\_ do you live? I live in Baghdad.

11 - I am \_\_\_\_\_ to the blackboard now.

12 - This book belongs to Laith. It is \_\_\_\_\_ book.

13 - Omar \_\_\_\_\_ in Mosul a few weeks ago.

14 - Mary said she wasn't feeling well, \_\_\_\_\_?

15 - "\_\_\_\_\_ was All late last week?"

He "Three times".

(B) Now supply suitable stems for the following options. The correct choice is underlined.

1 - \_\_\_\_\_

a - when    b - why    c - where    d - how

2 - \_\_\_\_\_

a - aren't you    b - aren't they  
c - isn't it    d - isn't he

## Chapter Nine

### Practical Work

Ample practice exercises have already been given while discussing each of the previous chapters of the book. Now, the exercises below are supplementary exercises intended for reinforcement. They contain stems that require options or options that require stems, others require the design of certain items.

#### Exercise ( 1 )

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##### Testing Grammatical Structures

(A) Supply suitable options for the following stems:

- 1 - Maha and Nada \_\_\_\_\_ doing their homework now.
- 2 - Tom is going to get up, \_\_\_\_\_ ? Yes, he is.
- 3 - \_\_\_\_\_ do you usually come to school ?
- 4 - This is her dress. It's \_\_\_\_\_ .
- 5 - A butcher sells meat, \_\_\_\_\_ ? Yes, he does.
- 6 - Samir isn't singing. \_\_\_\_\_ is Ali.

## Vocabulary

centralized	مركزي
mean	المعدل
expert	متخصص
item difficulty	درجة صعوبة الفقرة (الامتحانية)
accumulation	تجميع ، تراكم
range	مدى
tally	نقطة محزونة في عد اللباراة
frequency	تردد ، تكرار
arithmetical	حائي
average	معدل
attract	يجذب ، يجلب الانتباه
discrimination power	قوة التمييز (للاختبار او الفقرة في الاختبار)
functioning	عامل ، فعال
correlation coefficient	معامل ارتباط
standard deviation	الاغراف القياسي ، معدل الاغراف
computers	حسابات

The distractor (a) in item number one is a nonfunctioning distractor because it does not attract any examinee. Therefore, it should be discarded. The distractor (c) in item number two is good for it managed to attract seven examinees out of twenty and thus is proved itself to be a functioning distractor.

As we have noticed, the methods we described are very easy to do and they really yield some valuable information about the tests we design. There are other methods such as correlation coefficient, standard deviation, etc. These methods need experts and computers to get the required information. It is not necessary for the ordinary classroom teacher to concern himself / herself with such methods.

### Questions for Discussion

- 1 . What is meant by 'raw scores' ?
- 2 . Is it good to have an accumulation of low marks ? Why ?
- 3 . How is it possible to show the frequency distribution of the scores of a test ?
- 4 . What is the idea behind calculating the mean ?
- 5 . What is meant by item difficulty ?
- 6 . What do we call the distractor that does not discriminate among a group of testees ?

$$I.D = \frac{20}{25} = .80 \text{ or } 80\%$$

In this case, the item is easy since 80% of the pupils managed to answer it correctly.

### b. The effectiveness of distractors

The distractor which does not attract any examinee is a bad distractor because it lowers the discrimination power of its item by increasing the chance of getting that item right.

In order to know the effectiveness of any distractor, we only need to count the number of the examinees who have selected that distractor and then to compare it with the rest of the options in that item. Consider the following table.

Table 9. Effectiveness of Distractors

Choices	Item numbers				
	1	2	3	4	5
a	0	<u>10</u>	0	2	6
b	1	0	<u>18</u>	0	2
c	<u>17</u>	7	2	1	2
d	2	3	0	<u>17</u>	<u>10</u>

Correct choices are underlined.

## 2 . The Mean

The mean score of any test is the arithmetical average. In order to know the mean, we have to sum up the separate scores and to divide them by their number, e.g. let us say that we have fifteen pupils who have obtained the following scores out of 100: 63, 73, 57, 85, 46, 79, 37, 40, 41, 88, 55, 53, 38, 28, 61. If we add the 15 scores together, the total will be 894. When we divide 894 by 15, we get 59.6 which is the arithmetic mean.

The aim behind calculating the mean is to compare the score of each pupil with the average so as to determine how far above or below the average of each pupil's score is.

## 3. Item Analysis

In this section two aspects of item analysis are examined. They are :

- a. Item difficulty,
- b . The effectiveness of distractors.

### a . Item difficulty

The aim behind calculating item difficulty is to show how easy or difficult a particular item proved in a test. The index of difficulty is expressed as the percentage of the pupils who answered the item correctly. It can be calculated by using the following formula:

$$I. D. = \frac{\text{number of correct answers}}{\text{number of testees}}$$

Thus, if twenty out of twenty - five pupils obtained the correct answer, item difficulty will be :



The results of 'test C' are more reliable than the results in 'tests A and B' because there is a much greater range in the scores of 'test C' than in 'tests A and B'.

The frequency distribution of scores can be shown by listing all possible scores within the range of the highest and lowest scores achieved and then recording after each score the number of pupils who achieved it. Look at table 7 below

Table 8. Frequency Distribution of Scores of 64 Pupils on a Test of Twenty Items

Scores	Tallies	Frequency
20	—	0
19	I	1
18	II	2
17	II	2
16	III	3
15	IIII	5
14	IIIII	6
13	IIII IIII	9
12	IIII IIII	10
11	IIII IIII	8
10	IIII IIII	9
9	IIII	4
8	III	3
7	II	2

NO.64

and work out a percentage. The methods we are going to tackle are:

- 1 . Frequency Distribution
- 2 . The Mean
- 3 . Item Analysis
  - a . Item difficulty
  - b . The effectiveness of distractors

### 1 . Frequency Distribution

A good test should not have an accumulation of high or low marks because having an accumulation of high marks means that the test is too easy for the pupils . An accumulation of low marks shows that our test is too difficult for the pupils – Consider Table 6 below .

Table 7 : Scores of Twelve Pupils in Three Tests

pupil	Test A 100 items	Test B 100 items	Test C 100 items
1	97	67	90
2	92	58	82
3	95	51	75
4	87	50	67
5	85	46	65
6	85	41	64
7	83	36	60
8	78	33	58
9	78	25	57
10	77	18	46
11	76	17	43
12	60	12	33

**Table (6) : Distribution of Marks in the final Examination  
(Baccalaureate Examination)  
(Book Two)**

<b>Items</b>	<b>Marks</b>
1 . Structures	20
2 . Content Words	20
3 . Reading Comprehension	20
4 . Guided Composition	20
5 . Handwriting (cursive)	10
6 . Spelling	10
<b>Total</b>	<b>100</b>

### **Result Analysis**

Whenever there is a test, there are results. But these results are mere raw scores prior to analysis and investigation. These raw scores remain of very limited meaning and value unless they are analysed in one way or another. The way in which a test is analysed depends on the kind of information the teacher wants to get.

It is true that some ways of result interpretation can be very complex to the extent that only experts can perform the job. In this chapter, we are concerned with very easy but still valuable methods of result analysis that can be handled by any ordinary teacher who knows how to add up, subtract

Table (5): Distribution of Marks in Both Terms and in the Mid – Year Examination:

(Book Two)

Types of Tests	Marks
<b>A. Oral Tests</b>	
1 . Dialogue	10
2 . Pronunciation	10
3 . Reading Aloud	10
4 . General Questions	10
5 . Commands and Requests	10
<b>Total</b>	<b>50</b>
<b>B. Written Test</b>	
1 . Structures	10
2 . Content Words	5
3 . Reading Comprehension	10
4 . Guided Composition	10
5 . Handwriting (cursive)	10
6 . Spelling	5
<b>Total</b>	<b>50</b>
<b>Grand Total</b>	<b>100</b>

Table (4) : Distribution of Marks in the Second Term and the Final Examination:

(Book One)

Types of Tests	Marks
<b>A. Oral Tests</b>	
1 . Conversation	15
2 . Dialogue	15
3 . Commands	10
4 . Pronunciation and Reading Aloud	20
<b>Total</b>	<b>60</b>
<b>B. Written Test</b>	
1 . Handwriting (cursive)	15
2 . Spelling	10
3 . Structures and Content Words	15
<b>Total</b>	<b>40</b>
<b>Grand Total</b>	<b>100</b>

Table (2) : Distribution of Marks in the First Term Examination :  
(Book One)

Types of Tests	Marks
<b>A. Oral Tests</b>	
1. Conversation	20
2. Dialogue	20
3. Commands	10
4. Pronunciation and Reading Aloud	15
5. Structures and Content Words	15
<b>Total</b>	<b>80</b>
<b>B. Written Test</b>	
1. Handwriting (cursive)	20
<b>Grand Total</b>	<b>100</b>

Table (3) : Distribution of Marks in the Mid- year Examination :  
(Book One)

Types of Tests	Marks
<b>A. Oral Tests</b>	
1. Conversation (General Questions)	15
2. Dialogue	15
3. Commands	10
4. Structures and Vocabulary	15
5. Pronunciation and Reading Aloud	15
<b>Total</b>	<b>80</b>
<b>B. Written Test</b>	
1. Handwriting (cursive)	20
2. Spelling and Vocabulary	10
<b>Total</b>	<b>30</b>
<b>Grand Total</b>	<b>100</b>

## Chapter Eight

### Distribution of Marks & Result Analysis

#### Distribution of Marks

The Iraqi schools follow a centralized educational system which prescribes the type of textbooks the learners use, the type of tests and hence the way marks are distributed on the various items being tested. Distribution of marks is liable to change according to the methodology of teaching being adopted and the teaching – learning situation in the country. As these sometimes vary, a clear-cut distribution of marks cannot be prescribed.

However, at the very early stages of learning a foreign language, the bulk of marks is given on the oral side of the language. The written skills take less marks as these skills are usually much more demanding than the oral ones. As the learners move on to higher stages, the written skills start to acquire more emphasis in classroom activities; hence the bulk of marks starts to be given to the written side of the language being tested.

The following tables show the distribution of marks in English language tests in the primary stage.

- 5 - Write some examples for sentential exercises.  
 6 - Choose a picture or a series of pictures and then design a pictorial guided composition.

## Vocabulary

subject	خاضع او تابع
ambitious	طموح
coherent	متناسك
in this respect	في هذه الناحية
lengthy	مطول
confine to	يقصر على
communication	مواصلات / اتصال
consist of	يتألف من
scribbling exercises	تمارين الشخبطة
copying	استنساخ
legible	سهل القراءة ، واضح
insert	يضع ، يحشر
space	فراغ او مجال
alignment	استقامة الخط
base-line	السطر الاساسي (السطر الذي تركز عليه كافة الحروف)
punctuation	التنقيط
partial spelling	التهجئة الجزئية
consonant letters	الحروف الصحيحة
consonant sounds	الاصوات الساكنة
reinforce	يعزز، يرسخ (المادة في الذهن)
proficiency test	اختبار المهارة (اللغوية)
integrated	متكامل ، متناسك
isolated	منعزل ، منفصل
creative	ابداعي ، خلاق
economical	اقتصادي
sentential	جملي ، متعلق بالجملة
mechanical skill	المهارة الالية او الحركية
in advance	سلفاً ، مقدماً
substitutional drills	تمارين التعويض
pictorial	متعلق بالصورة ، صوري



## Questions for Discussion

- 1 - What two important elements are involved in the development of any skill ?
- 2 - What are the steps we have to follow in teaching writing at the primary stage ?
- 3 - What does writing at the primary stage consist of ?
- 4 - Why should we give our pupils training in hand movement ?
- 5 - What are the criteria used for handwriting evaluation ?
- 6 - Why should we score spelling tests and give the results quickly to our learners ?
- 7 - What are the types of dictation ?
- 8 - Why is partial dictation more economical of time and effort than full dictation ?
- 9 - What do we mean by mechanical skills ?
- 10 - What are the types of elementary guided compositions ?
- 11 - Why do we use sentential exercises ?
- 12 - What advantages do pictures have in pictorial guided compositions ?

## Practice Exercises

- 1 - Design :
  - a - a subjective punctuation test.
  - b - an objective punctuation test.
- 2 - State how you would teach and test partial spelling. Give examples of your own.
- 3 - Design an exercise for teaching and testing the spelling patterns for the sound / f /.
- 4 - State how you would teach and test dictation of single words.

Pupils should be trained to avoid using 'yes' and "no" in their answers. Instead, they should be told that yes / no questions are answered as affirmative or negative sentences. look at 'F' in the above example.

## 2 - Instructions :

Answer the following questions in full using the given information. Write your answers in one continuous paragraph.

- 1 - Why did you leave your house ?  
(To go for a walk in the fields.)
- 2 - How was the day ? ( Warm )
- 3 - Where did you sit down to rest ?  
(At the end of a road .)
- 4 - What did suddenly come out ?  
(A small cat)
- 5 - How was it ? ( Thirsty )
- 6 - What did you give it ?  
(Some water from a bottle I had )
- 7 - What did it do ?(Drink the water and walk away)
- 8 - How did you feel ? (Happy )

### Pupil's answer :

I left my house to go for a walk in the fields. The day was warm. I sat down at the end of a road. A small cat suddenly came out. It was thirsty. I gave it some water from a bottle I had. It drank the water and walked away. I felt happy.

When the pupil moves to the intermediate stage, he receives more training in guided and semi-guided types of composition before he moves at the secondary stage to freer-guided and free composition writing.

### C. Question - answer Items

Question-answer items are usually based on written cues in the target language. The usual procedure is to present the pupil with a set of seven or eight questions on one theme. The pupil has to answer these questions either in one continuous paragraph or as separate sentences. The chief aim of this type of guided composition is to give pupils enough training in thought organization. Consider the following examples.

#### 1 - Instructions :

Answer the following questions in full using the given information:

- a - How much money did your father give you ? ( Three dinars.)
- b - Where did you go ? ( Bookshop.)
- c - What did you buy ? ( Book.)
- d - How was it ? ( Interesting.)
- e - What was it about ? ( Wild animals.)
- f - Did you read the book ? ( Yes.)
- g - Where did you put it after that ? ( My book case )

#### Pupil's answer

- a - My father gave me three dinars.
- b - I went to a bookshop.
- c - I bought a book.
- d - It was an interesting book.
- e - It was about wild animals.
- f - I read that book.
- g - After that, I put it in my book case.

## B - Pictorial Guided Composition

Pictorial guided composition can be used at both elementary and intermediate levels for teaching and testing guided composition. Pictures have the advantage of providing realistic contexts for the vocabulary items and structural patterns being practised. Thus, we can avoid giving linguistic clues that help the testee to give suitable answers.

Before using pictorial guided composition as a technique for testing, the teacher should give the pupils adequate practice in writing such compositions as part of their class work. Consider the following example :

### Test:

- 1 - How many persons can you see in this picture ?
- 2 - What is he ?
- 3 - What is there on his head ?
- 4 - What is there on his shoulder ?
- 5 - What is he holding in his hand ?
- 6 - What is he doing ?



### Answer :

- 1 - I can see one person in this picture.
- 2 - He is a soldier.
- 3 - There is a cap on his head.
- 4 - There is a gun on his shoulder.
- 5 - He is holding a bottle of water in his hand.
- 6 - He is drinking some water.

3 – Turn the following statements into questions:

Teacher.

- a – Majid speaks English well.
- b – Tom and Pam are clever pupils.
- c – The girls visited their sick friend.
- d – Our soldiers fight bravely.
- e – Fatima is a nice girl.

Pupil

- a – Does Majid speak English well ?
  - b – Are Tom and Pam clever pupils ?
  - c – Did the girls visit their sick friend ?
  - d – Do our soldiers fight bravely ?
  - e – Is Fatima a nice girl ?
- 4 – The following exercise is going to practise question-word questions.

Teacher

**Instructions :**

Make questions for these answers.

- a – Henry came late last night.  
Who came late last night ?
- b – They sent him a postcard for the new year.
- c – My father travels abroad by sea.
- d – The boys go to the cinema once a week.
- e – John bought the grey car.

Pupil

- b – What did they send him for the new year ?
- c – How does your father travel abroad ?
- d – How often do the boys go to the cinema ?
- e – Which car did John buy ?

usually takes the form of substitution drills or transformation exercises. This type of elementary guided composition, whether in teaching or testing, may prove to be more valuable if it tests several aspects of grammatical points in each item. Consider the following examples :

1 - Teacher

---

- a - The boys want to go to the river.
- b - The girl \_\_\_\_\_ swim \_\_\_\_\_
- c - Salim \_\_\_\_\_ walk \_\_\_\_\_
- d - Tina \_\_\_\_\_ see \_\_\_\_\_ yesterday.

Pupil

---

- b - The girl wants to swim in the river.
- c - Salim wants to walk by the river.
- d - Tina wanted to see the river yesterday.

Six grammatical points are tested in this example. The teacher can include more points if he wants to.

2 - Teacher

---

- a - While I was reading, someone knocked at the door.
- b - we listen to teacher, headmaster come in
- c - my mother wash dishes, drop one
- d - she clean room, telephone ring

Pupil

---

- b - While we were listening to the teacher, the headmaster came in.
- c - While my mother was washing the dishes, she dropped one.
- d - While she was cleaning the room, the telephone rang.

## Composition Writing

Composition writing is not an easy process . It starts the minute the pupil holds his pen to draw his first letter and ends up with producing a good piece of coherent or perhaps creative writing . So far, we have looked at what is called "the mechanical skills": the ability to use correctly the conventions peculiar to the written language – e.g. punctuation, spelling, etc – what remains is how to write in a suitable way for a specific purpose in mind. The development of this requires a set of skills that begin with Elementary Guided Composition which should be presented at the primary stage. Here, we are going to confine ourselves only to this type of Guided Composition.

### Elementary Guided Composition

According to Valette ( 1975 ), guided composition can not be considered as true communication simply because the pupils are told in advance what to write. However, it can be considered as the first step towards writing Free Composition. Elementary guided composition can be divided into three main types:

- A – Sentential Exercises
- B – Pictorial Guided Composition
- C – Question – answer Items

#### A. Sentential Exercises

Elementary guided composition at the sentential level has the advantage of training pupils in how to have full control over the grammatical structures of the target language. It

### **Instructions :**

You are going to hear the complete passage you have twice . Listen carefully first and when you hear it for the second time try to fill in the blanks with the missing words .

Partial dictation has the advantage of being practical because it is easy to prepare and fairly easy to administer and score . It is economical since it leaves out all the words the pupils handle accurately . Thus, it saves time for the teacher to perform other tasks .

### **c. Full Dictation**

Full dictation differs from partial dictation in that the pupil writes out an entire passage . This type of dictation is somewhat longer to administer and score than the partial dictation, ( Valette, 1975 ). Primary school pupils should practise the passage at home before they sit for the dictation test .

The usual procedure for dictation is the following :

- a. The whole passage should be read at normal speed while the pupils listen carefully .
- b. The passage is read one phrase at a time once or twice during which the pupils have to write down what they have heard .
- c. Finally, the whole passage is read again and the pupils are given some time for final revision .

Punctuation marks are indicated by the teacher as the pupils write the passage .



In a spelling test, the teacher reads the list of words that the pupils are to write down. Each word is read twice, e.g.

### Instructions :

You are going to hear each word twice. Listen carefully to each word and write it down the second time you hear it.

- a. kind – kind
- b. newspapers – newspapers
- c. eight – eight, etc.

### B. Partial Dictation

In partial dictation, pupils are given printed copies of a passage in which certain words have been deleted. As the teacher reads the passage, the pupils have to fill in the blanks. The passage should be suitable for the language ability of the pupils. It is important that the pupils are familiar with it so that no problem of comprehension exists. Consider the following example.

#### The passage :

##### a. Teacher's version

Last night I went to bed early. I was very tired because I worked for several hours during the day, so I forgot to shut the window. A thief came in. He wanted to steal my things. I got up at the right time and he ran away.

##### b. Pupils' version

Last night I \_\_\_\_\_ to bed early. I was very \_\_\_\_\_ because I worked for \_\_\_\_\_ hours during the day, so I forgot to \_\_\_\_\_ the \_\_\_\_\_. A \_\_\_\_\_ came in. He \_\_\_\_\_ to steal my \_\_\_\_\_. I got up at the \_\_\_\_\_ time and he ran \_\_\_\_\_.

chair, teacher, which, mechanic, school

c. 'th' = / ð / or / θ / as in :

that, brother, with, think, cloth

d. 'ght' = / t / as in :

light, night, eight, bought, caught

The usual method for teaching and testing these spelling patterns, is to present two or three exercises of the above type, to give them as homework and to conduct a spelling test the next day. To reinforce learning these spelling pattern tests should be corrected as quickly as possible to give the pupils the chance to look at their performance while the material is still fresh in their minds.

### 3. Dictation

Dictation could be a test of proficiency or a spelling test and this depends on the way in which the test is conducted . As a proficiency test, dictation is used to measure a complex range of integrated skills, so it should not be considered as a test of spelling . Oller ( 1973 ) has done a lot of research in this respect .

As a spelling test, dictation exercises can give pupils very good practice in associating the sounds of the new language with their written forms .

Three types of dictations can be used to test spelling . They are :

#### A. Dictation of Single Words

In this type of exercises, the teacher selects a certain number of isolated words, writes them on the blackboard and then asks the pupils to practise them at home . Next day, the pupils sit for a spelling test .

## 2. Spelling Patterns

When the teacher finishes teaching and testing partial spelling, he has to move to the teaching and testing of English spelling patterns. In English one letter may represent several sounds or one sound can be represented by several letters. Consider the following examples :

i. The letter ( a ) may represent the following sounds .

a. / a / as in :

and, at, apple, hat, back, rat

b. / ei / as in :

ace, age, came, face, hate

c. / o: / as in

all, call, ball, wall, tall

d. / a: / as in

after, bath, father, pass

ii. The sound / ei / can be represented by the following letters :

a. 'a' as in :

able, age, place, cake, wake

b. 'ai' as in :

aim, wait, plain

c. 'ay' as in :

play, way, stay, May

iii. Two consonant letters may represent one consonant sound, e.g.

a. 'ph' = / f / as in :

phone, photo, elephant, paragraph

b. 'ch' = / tʃ / or / k / as in :

ii. Add (- d) or (- ed) to the following words :

- a. wash, washed
- b. work, .....
- c. close, .....
- d. house, .....
- e. study, .....
- f. carry, .....
- g. stay, .....
- h. play, .....
- i. travel, .....
- j. beg, .....

iii. Add (- s) or (- es) to the following words :

- a. map, maps
- b. bed, .....
- c. bush, .....
- d. box, .....
- e. country, .....
- f. baby, .....
- g. boy, .....
- h. play, .....
- i. knife, .....
- j. half, .....

iv . Add (-er) to the following words :

- a. hard , harder
- b. clever , .....
- c. happy , .....
- d. pretty , .....
- e. big , .....
- f. fat , .....
- g. fine , .....
- h. close , .....
- i. thin, .....
- j. tall, .....

## Spelling

The English writing system, as we know, is not phonetic. This means that its spelling system is irregular; therefore, to know how to spell it well requires careful planning and continuous assessment on the part of the teacher and a lot of practice on the part of the learner.

In order to develop and test this skill at the primary stage teachers can follow these procedures.

### 1. Partial Spelling

We call it 'partial spelling' because pupils are not required to write the spelling of a complete word but what they need to do is to add a suffix like : (ing, ed, s, er, etc.). After presenting each suffix, teachers should give exercises of the following type as a short quiz or homework, e.g.

#### Instructions :

#### i. Add (-ing) to the following words :

a. clean, cleaning

b. watch, .....

c. begin, .....

d. stop, .....

e. die, .....

f. lie, .....

g. write, .....

h. have, .....

i. sit, .....

j. come, .....

### 1. Instructions :

Rewrite the following sentences on your answer paper (copybook) adding punctuation marks and using capital letters where necessary :

- a. the days of the week are sunday monday tuesday wednesday thursday friday and saturday
- b. did smith see john at school
- c. go to the blackboard and clean it

### 2. Instructions :

In this passage there is no punctuation . Rewrite the passage, putting in all the punctuation marks and capital letters where necessary .

nada is a clever girl she gets up at seven oclock in the morning and has her breakfast with her parents she dresses herself and combs her hair she packs her books and goes to school when she finishes her classes she goes home at home she has her lunch has some rest and does her homework

Multiple - choice technique can also be used to test the use of punctuation marks, e.g.

### 3. Instructions :

Write the number of the item and the letter of the most suitable punctuation mark in your copybook .

1. Did you see them ( )

a - , b - . c - ? d - :

2. He went to market and bought the following ( ) rice, meat and bread .

a - . b - ! c - : d - ,

3. We visited her at seven o( )clock .

a - , b - ' c - - d - :

only later will writing be treated as an end in itself - as a complex skill involving the simultaneous practice of a number of very different abilities, some of which are never fully achieved by many students, even in their native language.

Although the writing process has been analyzed in many different ways, most teachers would . . . . .”

(D. P. Harris, 1969 : 68 .)

### **3. Alignment**

Alignment means the ability to write straight following an imaginary or a real base - line .

### **4. Legibility**

Legible handwriting can be read easily because each letter is drawn clearly and carefully .

### **5. Cleanliness**

When the pupils write they should make sure that their handwriting is clean and tidy, i.e. it should be spotless .

## **Punctuation**

In a punctuation test, the pupil is asked to supply the missing punctuation marks and use capital letters where necessary . It can be carried out subjectively or objectively . We can present our pupils with a number of unpunctuated sentences or a short paragraph and ask them to add the punctuation marks and use the capital letters where necessary, e.g.

# Chapter Seven

## Testing Writing Skills

The development of any skill requires two important elements. First, knowledge of how to perform the skill and secondly, practice to perform that skill well. Writing, like any other skill is subject to these two elements. Therefore, it is wrong to be too ambitious about the learner's ability to write a coherent piece of writing before we give him enough guidance and training in this respect.

When testing writing at the primary stage, the teacher has to test the following areas; handwriting, spelling, punctuation and composition writing. The discussion of these areas is not going to be lengthy simply because it is limited to the primary stage.

### Handwriting

Tests of handwriting must measure the following aspects :

#### 1. Letter Size

In English letters are of different sizes. Some letters are one size each like ( a, c, e... ). Others are two sizes up or down, Such as :  
( h, l, g, y, ... ). "f" is three sizes up and down.

#### 2. Space

Proper spaces should be left between letters, words, sentences and paragraphs.

Look at the following extract and notice the spaces there in :

*"During the early stage of learning, written exercises will generally be used simply to reinforce the learning of specific grammatical points or lexical items."*



ambiguous  
interpretation  
social skill  
timid  
to a certain extent  
unfair  
to structure a test

paraphrase  
alternatives  
take a role  
conduct a test  
blind memorization  
aspect  
contextually  
provided that  
relevance  
require  
topics  
news readers

غامض  
تفسير  
مهارة اجتماعية  
خجول  
الى حد او مدى معين  
غير عادل  
يقولب الامتحان (وضعه في قالب خاص  
للسيطرة على مداه)  
يعيد صياغة (عبارة او كلمة) من جديد  
بدائل  
ياخذ دوراً (في حوار)  
يعطي، يدبر امتحان  
حفظ آلي او بينغائي  
ناحية  
من سياق الكلام، سياقياً  
شرط ان  
مناسبة او مطابقة (الجواب للسؤال مثلاً)  
يتطلب  
مواضيع  
المذيعون (قراء نشرات الاخبار)

## Vocabulary

reliable	موثوق به، يمكن الاعتماد عليه
valid	مشروع، صالح
spoken language	اللغة المحكية (الدارجة)
target language	اللغة المراد تعلمها
sound system	نظام صوتي (للغة ما)
situational context	سياق كلامي متعلق بموقف حياتي
in addition to	بالإضافة الى
pencil - and - paper test	اختبار تحريري (اختبار ورقة وقلم)
preparation	تحضير
fluency	طلاقة
affirm	يؤكد
sound discrimination	تمييز الاصوات
administer a test	يجري اختبار
read aloud	يقرأ بصوت مرتفع (قراءة جهريّة)
segments	اصوات لغوية (سواكن وحركات)
supersegments	نغمات صوتية (نبرة، ايقاع .... الخ)
procedure	طريقة او منح منظم للقيام بعمل ما
examiner's version	نسخة الممتحن
plus	زائداً ، مضافاً الى ، علامة ( + )
suggested	مقترحاً
ignore	يهمل، يتجاهل
visual aids	معينات مرئية
O.H transparnencies	ورق (نايلون شفاف) يستخدم للعارض فوق
possibilities	الرأس
applicable	إحتمالات
	يمكن تطبيقه او استعماله

## Questions for Discussion

1. What might happen if all tests are of the pencil-and-paper type ?
2. What is meant by 'visual aids' ?
3. Why are speaking tests sometimes considered to be 'unfair' ?
4. What does 'fluency' mean ?
5. Why is it necessary to structure speaking tests ?
6. What is meant by 'relevance' ?
7. Why should teachers ask questions that do not require the knowledge of a very specific subject when test conversation ?
8. Why should we not ask comprehension questions when we test reading aloud ?

## Practice Exercises

1. Write a pronunciation test to test pupils' ability to recognize the English sounds
2. Write items to test oral comprehension through using 'visual aids' .
3. State how you would test dialogues at the primary level . Give practical examples .
4. Prepare some interchanges between a teacher and an examinee about "Seasons of the Year" to test conversation using 'General Knowledge' questions.
5. Prepare an examiner's version to test pronunciation at the primary level .

testing of reading aloud is not a very complicated process .

It requires the examiner to select a passage which is suitable for the language ability of the testee .

The testee is usually given few minutes to go over his passage before he starts reading it aloud in front of the examiner .

It is necessary to remember that testees should not be asked comprehension questions about the passage .

They are supposed to read aloud. Evaluation of the testee's performance depends on :

1. Fluency
2. Pronunciation .

3. Write your name on the blackboard .
4. Thank you . Go back to your desk .

Or, he may ask his pupil to give commands such

**Teacher :**

Tell your friend to open his book on page 12 .

**Pupil to his friend :**

Open your book on page 12 , please .

**Teacher :**

Ask him to start reading .

**Pupil :**

Read, please .

It is recommended that such commands are based on the situations presented in class or chosen from real life situations which the primary school pupil may find himself in.

**B.** The teacher should ask his examinees some of these pre - prepared questions and commands.

**C.** Evaluation of the pupils' performances should be based on the following aspects :

- i. Relevance
- ii. Fluency
- iii. Pronunciation
- iv. Grammar .

### **Reading Aloud**

Reading aloud is only useful to few newsreaders and teachers . The majority of language learners will never be called on to read aloud as reading aloud makes them sacrifice their enjoyment of silent reading .

However, at the very early stages reading aloud should be taught and tested in language classes . The

**Teacher :**

What do girls wear ?

**Pupil :**

They wear dresses or shirts with skirts .

### **3. Personal Information, e.g.**

**Teacher :**

What is your name ?

**Pupil :**

My name is Nabeel .

**Teacher :**

How old are you, Nabeel ?

**Pupil :**

I am twelve years old, sir .

**Teacher :**

What's your father ?

**Pupil :**

He is a pilot .

**Teacher :**

What does your mother do ?

**Pupil :**

She's a housewife .

**Teacher :**

How many brothers and sisters do you have ?

**Pupil :**

I have two brothers and one sister .

### **4. Commands**

The teacher can ask his pupil to perform certain actions such as :

1. Walk to the blackboard .
2. Clean the blackboard with the duster .

**Teacher :**

What is the first day of the week in Iraq ?

**Pupil :**

Saturday is the first day .

**Teacher :**

What day is a holiday in Iraq ?

**Pupil :**

Friday is a holiday .

**Teacher :**

What day is a holiday in England ?

**Pupil :**

Sunday is a holiday in England .

## 2. Clothes, e.g.

**Teacher :**

What kind of clothes do you wear in summer ?

**Pupil :**

I wear light clothes in summer .

**Teacher :**

How about winter ?

**pupil :**

I wear heavy clothes in winter .

**Teacher :**

Do boys wear skirts in Iraq ?

**Pupil :**

No, they don't .

**Teacher :**

What do they wear, then ?

**Pupil :**

They wear shirts and trousers or suits .

## Everyday Life Activities

**Teacher :**

How do you come to school ?

**Pupil :**

I come by bus .

**Teacher :**

When do you usually go to bed ?

**Pupil :**

At ten o'clock .

**Teacher :**

How often do you brush your teeth ?

**Pupil :**

After each meal .

**Teacher :**

How often do you go to the public library ?

**Pupil :**

I go there once a week .

---

## General Knowledge

It should be made clear here that the questions the teacher asks have to be easy to answer and they should not require the knowledge of specific subjects . Teachers may include topics of the following type .

1. Days of the week, e.g.

**Teacher :**

How many days are there in a week ?

**Pupil :**

Seven days .

**Teacher :**

What are they ?

**Pupil :**

They are : Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday .



## II. Conversations

It is much better to reduce the tests of conversation at the primary stage to what is called 'Directed General Questions'.

Although in this type of test pupils are not free to choose their answers in a direct way, the test closely approximates real conversational situations. Therefore, the test is valid. To construct such a test, teachers are advised to follow these procedures :

A. They have to prepare a list of directed questions based on the following :

### Pictures

Here the teacher shows his pupil either a single picture or a set of pictures. Then he asks him questions related to those pictures, e.g.

**Teacher :**

How many persons do you see near the bus ?

**Pupil :**

Two persons .

**Teacher :**

Where are they ?

**Pupil :**

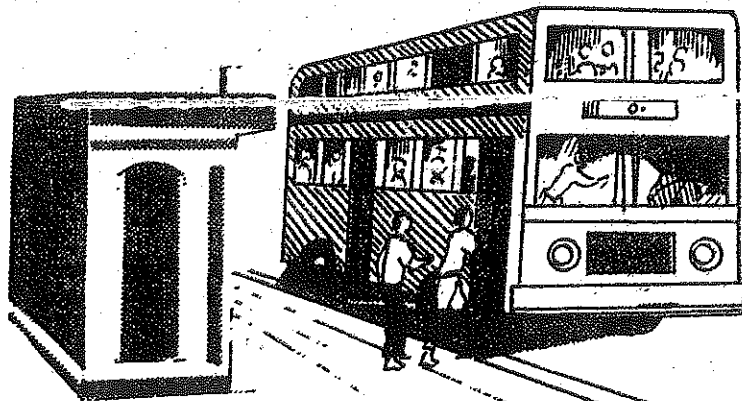
At the bus - stop .

**Teacher :**

What do they want to do ?

**Pupil :**

They want to get into the bus .



2. The examiner should encourage the examinee to give more responses by carrying on talking with him .

3. Evaluation of the examinee's performance has to be based on the following aspects :

a. **Relevance :**

Relevance means the examinee's ability to produce a response suitable for the situation, e.g.

Situation : You walk in a street and you meet a friend in the morning :

Relevant response : Good morning .

Encouraging talking : Good morning . It's a nice day, isn't it ?

Relevant response : Yes, it is .

b. **Fluency**

c. **Pronunciation**

d. **Grammar**

Consider the following example :

**Examiner :**

You want to buy a new suit . Ask about its price .

**Examinee :**

---

How much is this suit ?

**Examiner (encouraging the examinee to talk) :**

- Which one do you want ?

**Examinee :**

- The grey one .

**Examiner :**

- It's thirty - six dinars .

**Examinee :**

- Isn't it too much ?

**Examiner :**

- No, our prices are fixed . Do you want it ?

**Examinee :**

Yes, please .

## **B. Production Level**

### **1. Elementary Level**

This technique is very much used by many Iraqi teachers of English at the primary schools. To conduct this test, the teacher selects one of the dialogues which is taught previously inside the classroom and tells the pupil about it. After that he takes one role and asks the pupil to take the other role. This technique is usually criticised for it encourages blind memorization.

However, evaluation of pupils' performance depends on the following aspects

#### **1. Fluency :**

It means the ability of the testee to give his responses with very little or without hesitation.

#### **2. Pronunciation**

When the teacher evaluates the oral production of his pupils, he has to consider the way the pupils handle the production of sounds, stress, intonation and rhythm.

#### **3. Grammar**

Grammar means the pupil's ability to produce grammatically and contextually acceptable responses.

### **II – Advanced Level**

Teachers of English at the primary stage can modify and use this technique to test dialogues at the production level provided that they use substitution dialogues when they teach the dialogues included in the textbooks. To administer the test, teachers may follow the following procedure :

1. The examiner presents the examinee with a situation based on one of the situations presented in his textbook and asks him to give an appropriate response to that situation.

After a short pause you will hear three or four sentences .  
Select the one that gives the most suitable response and  
then write the number of the item and the letter of that re-  
sponse in your answer paper .

The examinee hears :

1. Well, what can I do for you ?

( pause )

- a. I want to play tennis .
- b. I want some sugar .
- c. I want to go out .
- d. I want to draw a picture .

Correct answer : 1.b.

2. How are you ?

( pause )

- a. Thank you very much .
- b. Not at all .
- c. Very well, Thank you .

Correct answer : 2. c.

3. How much is it ?

( pause )

- a. It is a nice pen .
- b. It is three dinars .
- c. It is very good .

Correct answer : 3. b.

a. In 'A', the boy is sitting under the tree .

Correct answer ; False.

b. In 'B', the boy is standing under the tree .

Correct answer : True .

Care should be taken in the selection of pictures in order to avoid any ambiguous interpretation .

### **3. Objects found in or brought to the examination hall.**

The same techniques that are applicable to pictures are also applicable here.

## **Dialogues and Conversations**

Speaking is a social skill . At the primary stage pupils vary in their ability to express themselves . Some are timid and nervous about speaking tests . Others can, to a certain extent, speak fluently . For these reasons, speaking tests are sometimes considered to be 'unfair' . Therefore, to be as fair as possible, it is necessary to structure the tests of dialogues and conversations . The following techniques can be used to test the recognition and production of oral language .

---

### **I. Dialogues**

#### **A. Recognition Level**

Here the teacher may present the pupils with a text based on the functions and notions presented in their textbooks . Then, he has to give three or four sentences one of which will paraphrase, explain or give an answer to that text . The examinee has to select the most suitable alternative, e.g.

**Instructions :** .

You will hear (on a tape or alive) a spoken sentence first.

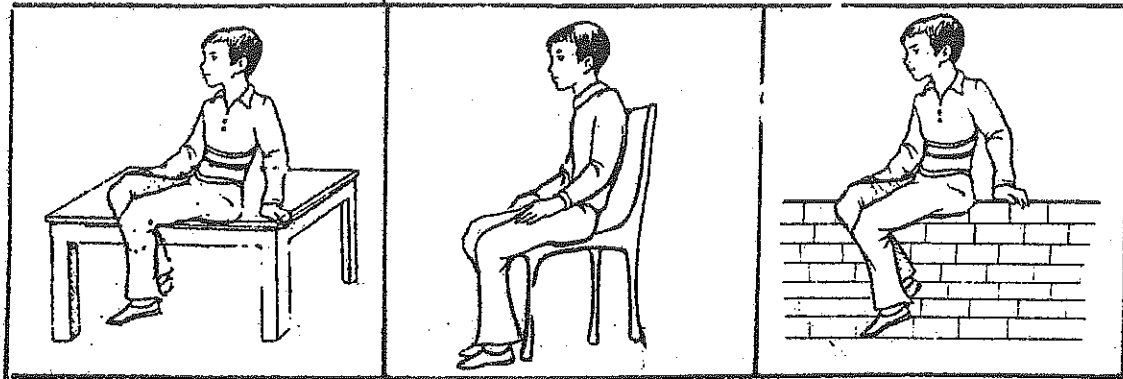
a. The boy is sitting on his chair .

Correct answer : B.

A

B

C



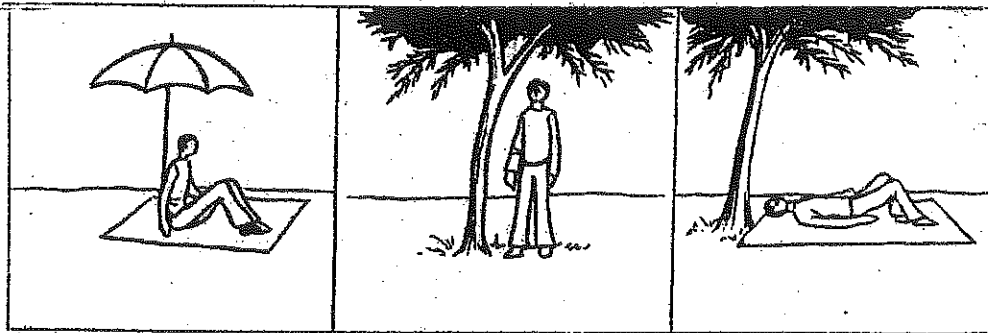
b. The boy is sitting on the table .

Correct answer : A.

True / False Technique

T / F technique can be used with a series of pictures .

The teacher may ask the pupils to mark the statement they hear as true or false, e.g.



A

B

C

Instructions :

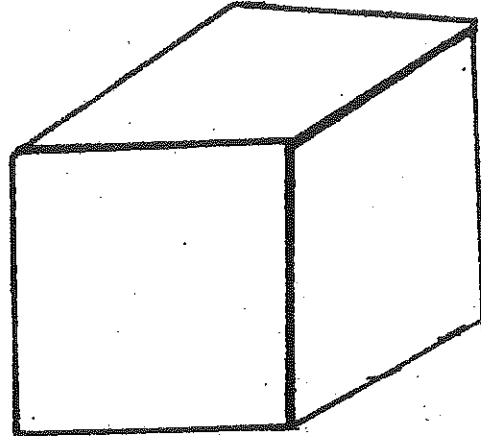
You will hear a series of statements about the above pictures . Decide whether each statement you hear is 'True' or 'False' according to the picture it refers to :

## 1. Single Pictures

**Instruction :**

Look at the pictures that I hold up . For each picture, indicate whether the statement you hear is true or false .

This is a box .

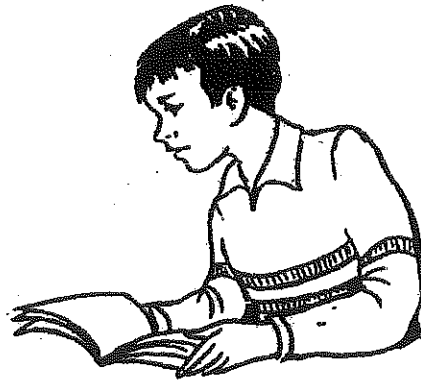


Correct answer : True .

Or, we may ask comprehension questions, e.g.

What is he doing ?

Correct answer : He's reading .



## 2. A Series of Pictures

In this type of test, several pictures are prepared for each test item, e.g.

**Instructions :**

Look at the pictures on the blackboard. Indicate which picture corresponds with the statement you hear .

Figure 4 A Suggested Examinee's Version

1. ton; pint; gas; paper; ink
2. speaker; examination; blackboard; fifteen; hospital
3. He is a soldier .  
Do you want to read ?
4. They fought bravely .  
Stop talking .  
Is your father upstairs ?
5. There is a book on the table .

2. The examiner should give the examinee his version and should give him some time to go through it before he starts the exam .

3. Then the examiner asks the examinee to read his own version .

4. The examiner should only evaluate the identified points and ignore all other aspects .

### Comprehension through Visual Aids

The test of comprehension through visual aids such as pictures, overhead transparencies, maps, etc., in language classes has not yet been commonly used in our schools . The possibilities of using visual aids for testing oral comprehension are many even for primary school pupils . We may present the testee with a single picture or a series of pictures and then ask him some comprehension questions , e.g.



Figure 3 : A Suggested Examiner's Version

1 . Segments :

/ʌ/ /ai/ /s/ /y/  
ton ; pint ; gas ; ink

2 . Word stress :

'speaker ; examination ;  
'blackboard , 'fifteen ; hospital

3 . Weak forms :

/hizə/  
He is a soldier .  
/du ju / / tu /  
Do you want to read ?

4 . Intonation :

They fought bravely .

Is your father upstairs?

5 . Rhythm :

There is a 'book / on the 'table .

## II. At the Production Level

When testing pronunciation, the teacher has to evaluate the production of segments and supersegments of the foreign language he is teaching . Here, it should be pointed out that in all foreign language courses the sound system of the target language has to be introduced in meaningful and situational contexts . Therefore, the production of segments and super segments is better evaluated while the examinee sits for the test of conversation or reading aloud . However, it can be done separately . Below is one of the procedures for testing sound production .

1. The examiner may prepare a test paper of two versions . One for the testee and another for himself . The examinee's version should only contain the items of the test while the examiner's version should contain the items of the test plus the identification of the specific points he wants to test . Look at figures 3 and 4 below .

e.g. Figure 1: A sample Test of Sound Discrimination with an Answer Sheet

The examinee listens to :	The examinee encircles [ S ] for same and [ D ] for different .
1. sleep      slip	1. S (D)
2. know      no	2. (S) D
3. hard      had	3. S (D)
4. house ( n. )      house ( v. )	4. S (D)
5. good      could	5. S (D)
6. cheap      cheap	6. (S) D
7. wet      yet	7. S (D)

As for stress and intonation, the examinee may listen to test items and he is asked to determine on an answer sheet whether what he hears is correct or wrong, e.g.

Figure 2. A Sample Test of Stress and Intonation with an Answer Sheet

The examinee listens to	The examinee encircles [ C ] for correct and [ R ] for wrong
1. animal	1. C (R)
2. engineer	2. (C) R
3. hospital	3. (C) R
4. <u>What are you doing</u> ?	4. C (R)
5. <u>Is she happy</u> ?	5. (C) R
6. <u>I gave</u> he... a <u>book</u> .	6. (C) R

## Chapter Six

### Oral Comprehension Tests

Oral comprehension tests are not easy to prepare . They take a lot of time and may be less reliable than written tests. In spite of that, oral tests are the only valid way of testing the ability to speak and understand spoken language. In addition, if all tests are of the pencil - and - paper type, the pupils will quickly realize that their preparation is better spent on reading and writing. Oral recognition and production tests at the end of each term will affirm the importance of the speaking skills.

### Pronunciation

#### 1. At the Recognition Level

The usual technique for testing pronunciation at the recognition level is by using sound discrimination tests . To conduct the test, the examiner reads aloud pairs of items and asks the examinee to indicate on an answer sheet whether the two items in each pair are the same or different,

## Vocabulary

reading comprehension	الاستيعاب عن طريق القراءة
exposure	تعريض
oral communication	التخاطب الشفهي
adequate	كاف / ملائم
medium	وسط، واسطة
distinguish	يميز
associate	يربط
enable	يُمكن
means	وسيلة
end	غاية
comprehend	يفهم
situations	مواقف
menu	قائمة بأسماء المأكولات (في مطعم أو كازينو)
instructions	تعليمات
draw conclusions	يستخلص استنتاجات
scan	فحص دقيق
critically	تقدياً
linguistic ability	قابلية لغوية
culture	ثقافة
relationships	علاقات
subordinate	ثانوي
pronoun interpretation	تفسير عائدية الضمير (في تعبير من التعابير)
syntactical	إعرابي (خاص ببناء الجملة وترتيبها)
inference	استنتاج
word matching	مطابقة الكلمات
mastery	التمكن أو التطلع (في موضوع أو علم)
identify	يعين، يشخص
modify	يحوّر
establish	ينشئ، يقيم
guessing factor	عنصر التخمين
sophisticated	معقد، متقدم

sandwiches . My uncle is hanging a picture on the wall . I am cleaning the windows .

5. Read the following passage carefully and then design **FOUR** matching items to test reading comprehension . Give clear instructions :

In Iraq there are four seasons in the year . The four seasons are spring, summer, autumn and winter . Children wear different clothes for every season of the year . In winter it is very cold . We wear thick sweaters and sometimes we wear heavy coats, too . In summer, we put on light clothes because it is very hot .

6. Read the following passage carefully and then write down **FIVE T / F** items to test reading comprehension . Give clear instruction :

My name is Tom . I am twelve years old . I live with my family in a beautiful house . I have two brothers and one sister . My brother William has a big shop . He usually goes to his shop by car at nine o'clock . I usually get up at seven and have breakfast with my mother . Mary, my sister, goes to school by bus . I go to school on my bike .

## Questions for Discussion

1. Why do you think that it is necessary to develop the learner's ability to read and understand ?
2. What does the learner need so as to be able to read and to understand a reading comprehension passage ?
3. What suggestions would you give for the selection of a reading comprehension passage ?
4. What suggestions would you give for the design of items that test a reading comprehension passage ?
5. What steps would you take in designing a reading comprehension test ?
6. Is it true that passages taken in classroom are unsuitable for reading comprehension tests ? Why ?
7. Why is the True / False technique less reliable for testing reading comprehension in the early stages ?
8. What do completion items measure ?

## Practice Exercises

1. Design a multiple - choice item so as to test inference.
2. Use a variety of cut - outs from magazines to design a reading comprehension test for beginners .
3. Choose a suitable passage to test reading comprehension of sixth year primary school children .
4. Read the following passage carefully and then design FIVE multiple - choice items to test reading comprehension .  
Give clear instructions :

Today is Friday . We are working in our house . My mother is washing the knives, the forks and the spoons . My sister is cleaning the floor . My father is cleaning the walls . My brother is closing the boxes . My aunt is making

#### 4. Completion Type

Completion items measure the learner's ability to identify the writer's purpose and central ideas . Therefore, it cannot be used for primary school pupils .

Marking of this type of reading comprehension test is very difficult unless we ensure that there is only one correct answer for each item we design.

This type of test can easily become a mere matching exercise unless the words and phrases required in the completion are determined after fully understanding and matching the whole item with the appropriate part of the text.

Consider the following passage and notice how the completion items are constructed below.

The year has twelve months . January is the first month in a year . The next month is February . It's cold in Iraq in February, but it isn't cold in March . December is the last month in a year . It is cold in Iraq during this month also . It isn't cold in Iraq in March, April, May, June, July, August, September and October.

Now complete the following items by writing one word or more in each blank .

1. January is after \_\_\_\_\_ .
2. February comes after \_\_\_\_\_ .
3. The last month in a year is \_\_\_\_\_ .
4. It's hot in Iraq in \_\_\_\_\_ .



1. What is Samir's father doing ?  
He is \_\_\_\_\_  
a. reading   b. writing   c. drawing   d. sleeping
2. Where is Samir's mother ?  
a. In her room   b. In Samir's room  
c. In the kitchen   d. Not at home
3. Zeki is Samir's \_\_\_\_\_  
a. brother   b. friend   c. father   d. teacher
4. There are \_\_\_\_\_ boys at home  
a. 3   b. 4   c. 5   d. 2
5. Samir is sitting in his room . So is \_\_\_\_\_  
a. his father   b. Zeki   c. Ahmed   d. his mother
6. What is Ahmed drawing ?  
He is drawing a \_\_\_\_\_  
a. newspaper   b. map   c. letter   d. dish

4/ Read the following passage carefully, then write down the number of the item and the letter of the correct choice.

It is Friday morning . Omar and his father and mother are going to have a picnic at Habaniya . Omar's mother is cooking chicken for lunch . Omar is buying some fruit from the greengrocer . His father is cleaning the car . They are going to have some fun .

1. Omar is not at school because \_\_\_\_\_  
a. it is morning  
b. it is a holiday  
c. he is buying some fruit  
d. he is going to have some fun
2. What is his mother doing ?  
She is \_\_\_\_\_  
a. cooking   b. working   c. cleaning   d. sleeping
3. Omar is \_\_\_\_\_  
a. at home   b. at the grocer's  
c. in the car   d. at Habaniya
4. His father is cleaning the \_\_\_\_\_  
a. house   b. dishes   c. fruit   d. car

2. / Read this passage carefully.

Last summer, John said good - bye to his mother, father and sister . He went away to stay with his uncle in the country . His uncle had a horse, a donkey, some sheep and a little bird . He gave John the little bird . It was small but it liked to swim under water and catch fish .

John was very happy with that bird . He played with it most of the time . He took it to a small river . The bird went down the water and then came with a fish in its mouth . John called the bird "Fisher" .

John went home after the holiday . He took the bird with him . He met his sister Janet first . She liked the bird very much .

Now write the number of the item and the letter of the most suitable choice in your copybook .

1. Last summer, John stayed with his \_\_\_\_\_ .  
a. mother   b. sister   c. father   d. uncle
2. John's uncle gave him a \_\_\_\_\_ .  
a. bird   b. horse   c. donkey   d. sheep
3. John called the bird "Fisher" because it liked to \_\_\_\_\_ .  
a. swim in the water   b. catch fish  
c. go under water   d. stay with him
4. "It liked to swim under water" .  
"It" here means the \_\_\_\_\_ .  
a. fish   b. bird   c. horse   d. sheep
5. John's \_\_\_\_\_ saw the bird first .  
a. father   b. mother   c. sister   d. brother

3. / Read the following passage carefully then write down the number of the item and the letter of the correct choice.

It is three o'clock in the afternoon . Samir's father, Mr Waleed, is at home . He is reading a newspaper . Samir's mother is at home, too . She is washing the dishes . Samir and his brother Ahmed are sitting in their room . Ahmed is drawing a map and Samir is writing a letter to his friend Zeki

### 3. Multiple - choice Items

This is a more sophisticated test of reading comprehension than the T / F test . Here, we can test both essential facts and inferences . Generally a passage followed by multiple - choice items is given to the testees . They are required to read it, understand it and then find the right choices among options .

Consider these reading comprehension passages ( 1 ) and examine the design of the multiple - choice items following each passage .

1. Read the following passage carefully, then write down the number of the item and the letter of the correct choice :

Mr Ahmed is a clerk in a small office . He is forty - two years old . Hani, his son, is twenty years old . He is studying Medicine in Mosul . His daughter, Bushra, is studying Engineering in Basrah . She is eighteen years old . Hani and Bushra work very hard . They are going to come home for the holiday .

1. Hani is going to be \_\_\_\_\_ .  
a. a clerk    b. a doctor    c. an engineer    d. a pupil
2. Bushra is \_\_\_\_\_ years old .  
a. 42    b. 20    c. 18    d. 24
3. Mr Ahmed has \_\_\_\_\_ .  
a. a son and a daughter    b. two sons  
c. a brother and a sister    d. two brothers
4. Bushra is Hani's \_\_\_\_\_ .  
a. brother    b. daughter    c. sister    d. son
5. Bushra and Hani \_\_\_\_\_ in the holiday .  
a. go to Mosul    b. go to Basrah  
c. come home    d. work hard

---

( 1 ) From Al - Jiboury, N. ( 1985 ) Testing. Reading comprehension at the primary stage , in Al - Mu'allim Al - Jadid . No . 4 .

be done easily and quickly, thus they allow the teacher more time to perform his other tasks .

In fact what the teacher needs to do is to present the testee with a number of items based on the reading passage and the testee has to decide whether each item is true or false .

Unimportant details of the reading passage should be ignored and items should tackle the main ideas presented in the passage . The items should be clearly right or wrong .

Consider the following passage and notice how the T / F items beneath test reading comprehension .

A bird once sat in a tree . She had a large piece of cheese in her mouth .

A fox came near the tree . He looked up and saw the bird . He also saw the cheese . He wanted the cheese .

“Can you sing ?,” asked the fox .

“Of course, I can sing,” said the bird .

She then opened her mouth and began to sing .

“Caw ! Caw ! Caw !” she sang .

When she opened her mouth, the cheese fell down and the fox took it and ate it.

These are True / False items . Write in your copybook T if the item is true and F if it is false according to the passage .

1. The bird ate the piece of cheese .
2. The fox began to sing .
3. The bird was clever .
4. The fox was clever .
5. The piece of cheese fell down from the bird .
6. The bird sat in a tree .
7. The piece of cheese was large .

Then, he looked under his bed . But he could not find the watch . He put it in his father's room, but he could not remember that the next day .

His mother saw the watch while she was cleaning his father's room . As a punishment, she kept the watch in her bag for five days before she gave it back to him .

Match the beginnings in List A with the proper endings in List B and then write the full sentences in your copybook.

**List A**

---

1. John lost his watch
2. He looked for his watch
3. He got his watch
4. John's mother put the watch

**List B**

---

- a. in his father's room .
- b. under his pillow and bed .
- c. as a birthday present .
- d. in her bag.
- e. as a punishment
- f. in his mother's room .

**2. True / False Items**

Though True / False ( T / F ) items are easy to write, they are reliable especially at the advanced stages of learning when they are well - constructed . They are considered less reliable at the early stages as they encourage guessing because the testee has a 50% chance of giving a correct answer for each item .

Since the guessing factor in T / F items is high, test writers should not use this technique unless :

- a. they write a lot of T / F items in each test paper they design.
- b. they make sure that the items are well - constructed.

However, the preparation and scoring of T/F items can

Matching as a technique for testing reading comprehension can be advanced. Here the examiner gives a passage followed by two lists of items. Each item from the first list should match one item from the second list. Test designers should try to avoid making the testee merely copy the full answers from the passage. Grammatical clues should also be avoided, therefore, each item from the first list should grammatically match more than one item the second list.

Consider this example .

**Read the following passage carefully**

Samir is working hard today . He is writing English . He is sitting at his desk . His English book is open . His copybook is open, too . His sister Suha, is in the kitchen . She is helping her mother to cook dinner .

**Match the beginnings in list A with the proper endings in list B and then write down the full sentences in your answer sheet :**

**List A**

**List B**

- |                       |                       |
|-----------------------|-----------------------|
| 1. Samir's book is    | a. at his desk        |
| 2. Samir's sister is  | b. open               |
| 3. The boy is sitting | c. dinner             |
|                       | d. helping her mother |

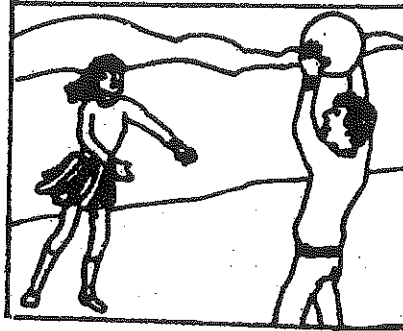
Here is a more advanced passage, read it carefully, examine how the matching items are constructed at the end and then try to answer the matching question that follows .

John got a watch for his birthday . One day John lost his watch somewhere in his house .He looked under his pillow .

Or, the testee looks at a picture and reads four sentences .  
Only one of which is about the picture . The testee is required  
to find the correct sentence .

Consider this example .

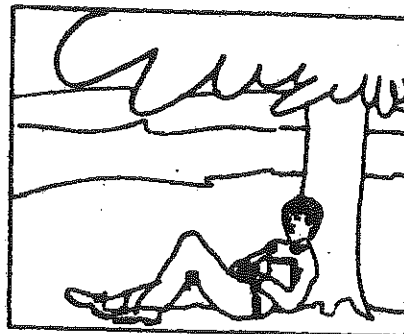
- A. Ann is throwing the ball to Peter.
- B. Peter is kicking the ball to Ann.
- C. Peter is throwing the ball to Ann.
- D. Ann is kicking the ball to Peter.



Correct answer : C

Here is another example taken from Heaton, 1975 .

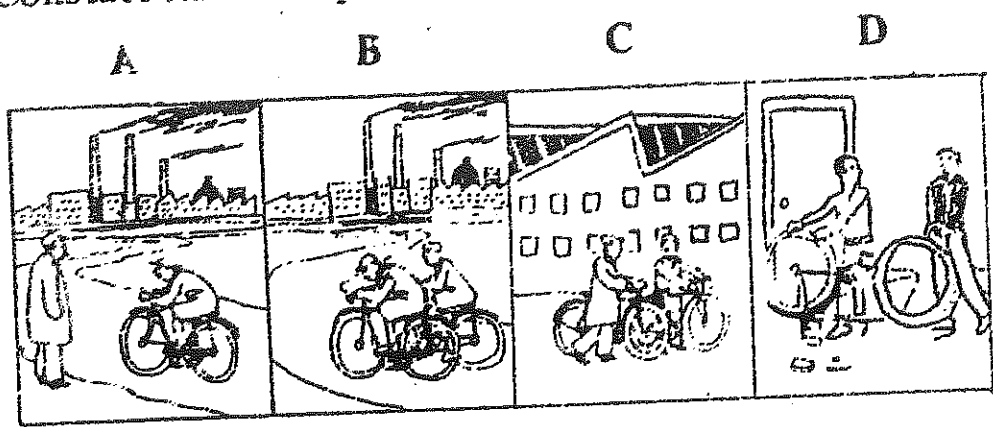
- A. The boy under the tree is reading his book.
- B. The boy resting under the tree is looking at his book.
- C. The boy with the book is sleeping under the tree.
- D. The boy carrying the book is going to sit down under the tree.



Correct answer : C

A more advanced reading comprehension test can be given in the form of a group of, say, four pictures. The testee reads a sentence about one of the pictures. He should be able to identify the correct picture.

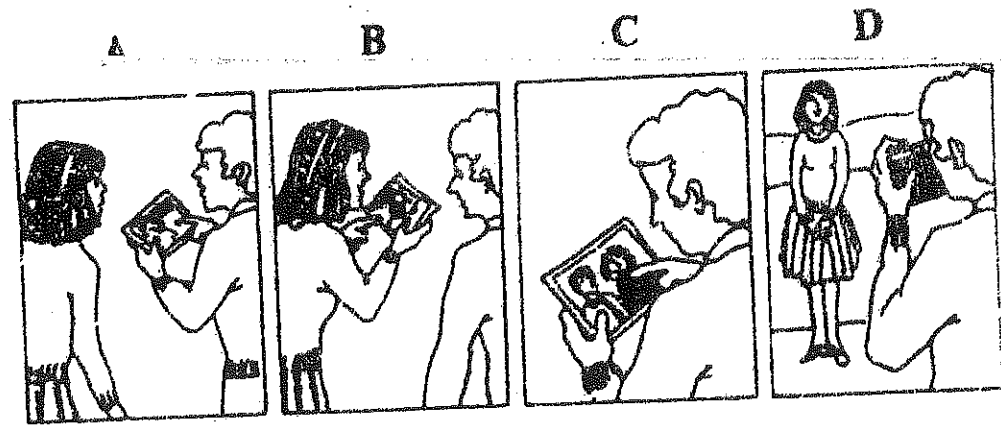
Consider this example.



They are cycling to work.

Correct answer : B

Here is another example.



He is showing her the photograph.

Correct answer : A



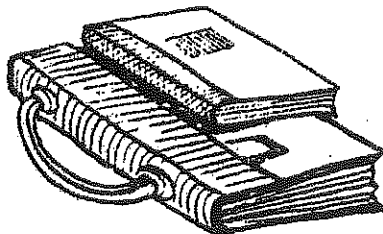
The testee has to choose the word that fits the picture  
Here is another example :



a. eating   b. writing   c. cleaning

Here is a more difficult example :

a. on the bag   b. in the bag   c. under the bag



## 1. Matching Tests

At the very early stages, the testee is given a picture followed by, say, two words describing the picture .

Consider the following example :



a. reading

b. playing

## **How to Construct a Reading Comprehension Test**

In order to design a reading comprehension test primary school teachers are advised to follow the steps below :

1. Teachers have to select a passage suitable for the language ability of their pupils .
2. They should read the passage twice or more in order to have full mastery of all the information provided in that passage .
3. Then, they should identify the points they decide to include in their tests .
4. On a separate sheet of paper, the teacher should write down all the sentences that contain the identified points
5. To avoid items that test word matching, the teacher should modify the identified sentences and use them as stems .
6. Having written all the stems, teachers are required to provide options that are taken from the passage and they should not forget to write clear instructions.
7. Having established the final version of the test, teachers are advised to review it themselves first and then show it to at least one colleague .

### **Techniques for Testing**

Techniques used in testing reading comprehension vary in difficulty according to the stage of learning the pupils have attained . The following are techniques used in testing reading comprehension .

**Bad item :**

Text : 'John lost his watch yesterday.'

The item : John lost his ——— yesterday .

- a. bag   b. book   c. pen   d. watch

2. The teacher should exclude any item that can be answered without careful reading of the passage . Therefore, the teacher should avoid testing general knowledge and pure grammatical structures found in the passage .

**Bad items**

a. Text : 'There are seven days in a week.'

The item : A week has seven ——— .

- a. days   b. months   c. years   d. hours

b. Text; 'We do not have any oranges.'

The item : We do not have ——— oranges .

- a. some   b. a little   c. any   d. much

3. Teachers should make sure that all the options are found in the passage. However, inference items may contain an option from outside the passage .

4. The stem has to present the problem in a very clear way so that the testee can identify the kind of information he is asked to submit .

**Bad item :**

The girl ——— .

- a. was afraid of dogs  
c. saw the dogs

- b. fed the dogs  
d. hit the dogs

c. The manner in which the event takes place, e.g.

Text: 'Salim travelled to Mosul with his father. They travelled there by plane at seven a.m.

The item: Salim went to Mosul by ——— .  
a. car b. plane c. train d. bus

4. Pronoun interpretation: This is used to test the pupil's ability to understand syntactical relationships found in the passage e.g.

Text: 'Bushra, Layla, Muna and Nada are in the room. Nada is sitting on a chair. She is reading an interesting story.'

The item: "She is reading an interesting story."

'She' refers to ——— .  
a. Bushra                  b. Nada  
c. Layla                  d. Muna

5. Easy inference: This is to test the pupil's ability to draw correct conclusions and valid inference from what is given in the passage, e.g.

Text: 'Noori is a pupil. He is twelve years old now.'

The item: Noori is going to be ——— next year.  
a. 11    b. 14    c. 15    d. 13

### Suggestions for Item Writing

1. The examiner should avoid what is called 'word matching', i.e. selection of the correct answer should involve interpretation of the passage and not only matching the words in the item with the same words in the passage, e.g.

1. **Number recognition**, i.e., the ability to recognize that '9' is the same as 'nine' or the relationship between any number as a figure and a word, e.g.

**Text** : 'The three books I bought are on the table.'

**The item** : There are \_\_\_\_\_ books on the table.

- a. 4   b. 6   c. 3   d. 7

2. **Ideas** : Here the examiner tests the learner's ability to understand the main as well as the subordinate ideas found in the passage, e.g.

**Text** : 'Yesterday was Friday. We did not go to school. We went to the zoo instead.'

**The item** : Yesterday we did not go to school because it was \_\_\_\_\_.

- a. Friday   b. Monday  
c. Sunday   d. Tuesday

3. **Events** : The examiner can test the activities found in the passage such as playing tennis, swimming in a river, etc. We can as well test :

a. **The time** at which the event takes place, e.g.

**Text** : 'It was six o'clock when we played tennis.'

**The item** : We played tennis at \_\_\_\_\_ o'clock.

- a. four   b. five   c. seven   d. six

b. **The place** where the event takes place, e.g.

**Text** : 'The boys sat under a big tree to have their lunch.'

**The item** : The boys had their lunch \_\_\_\_\_.

- a. near the river   b. on the lawn  
c. in the car   d. under a big tree

In advanced levels, the learner is supposed to :

- a. scan and read for specific information,
- b. read critically, quickly and with ease .

In this chapter, we present the steps of constructing a reading comprehension test .

### **Selection of the Passage**

One of the important things in writing a reading comprehension test is the choice of the passage . Below are some suggestions for passage selection .

1. The passage should suit the language ability of the testee . It should not be too easy or too difficult . A passage with a large number of new words and complicated structures will be unsuitable .
2. It should suit the age as well as the culture of the testee .
3. It should be new to the testee . Passages already taken in classroom would be unsuitable as it would be a test of memory rather than a test of reading comprehension.
4. It should suit the time limit given by the examiner . Lengthy passages may require a longer time to answer .

### **Test Content**

At the primary stage, the test of reading comprehension may include the following points .

## Chapter Five

### Testing Reading Comprehension

The development of reading and reading comprehension skills should be the chief aim of our foreign language teaching courses for a variety of reasons. First, since our students' exposure to oral communication is not adequate, so reading can serve as a good medium for language practice. Second, one of the aims of foreign language teaching in Iraq is to enable our students to read and understand a variety of texts written in the foreign language; therefore, reading comprehension is a means and an end in itself. Also, students may find themselves in situations where it is useful to be able to read and understand road signs, menus and instructions for taking medicine or doing something else.

Testing reading comprehension means testing the ability of the learner to read and understand a group of sentences, a paragraph or a group of paragraphs dealing with a certain topic.

In order to read a passage and to understand it, the learner needs to be able to :

1. distinguish between letters .
2. recognize words and word groups .
3. understand the meaning of words .
4. associate the meaning of words in context .
5. comprehend structural clues .
6. comprehend paragraphs .
7. draw conclusions .



2. Design a vocabulary test of seven items using matching (collocations) technique.

## Vocabulary

inclusion

active vocabulary

passive vocabulary

visual cues

synonyms

antonyms

collocations

illustrate

تضمين ، ادخال

المفردات الفعالة (للكلام والكتابة)

المفردات الحاملة (للاصغاء والقراءة)

دلائل مرئية

مرادفات

معاكسات (متضادات)

منتظمات (كلمات مترابطة في المعنى)

يوضح

### Example 3 .

Instructions : Write the number of the word in list A and the letter of the word in list B that best collocates with it .

#### List A

1. doctor
2. pupil
3. farmer

#### List B

- a. garden
- b. post office
- c. station
- d. hospital
- e. bank
- f. school

### Questions for Discussion

1. What is meant by 'Active Vocabulary' ?
2. Where do we use 'Passive Vocabulary' ?
3. Why is the selection of a vocabulary test item not very difficult at the primary level ?
4. What are the techniques used in testing vocabulary items ?
5. What is meant by 'visual cues' ?
6. Why is it necessary to include more items in list B than in list A when designing matching tests ?

### Practice Exercises

1. Design nine items to test the meaning of the following vocabulary items using multiple - choice (opposites) technique :  
1. new   2. dirty   3. dark  
4. clean   5. sick   6. wide  
7. rich   8. fat   9. black

number of items in list 'B' should be more than the number of items in list 'A' so as to leave more choices for the last item in list 'A'.

Matching items can be based on synonyms ( meanings ), antonyms ( opposites ) or collocations ( coming together of words i.e. school collocates with "teacher" ). The following three examples will illustrate the major types of matching items.

### Example 1 .

**Instructions :** Write the number of the word in list 'A' and the letter of the word in list 'B' that gives its meaning .

#### List A

1. ancient
2. thick
3. close

#### List B

- a. happy
- b. shut
- c. old
- d. dark
- e. heavy
- f. clean

### Example 2 .

**Instructions :** Write the number of the word in list 'A' and the letter of the word in list 'B' that gives its opposite meaning .

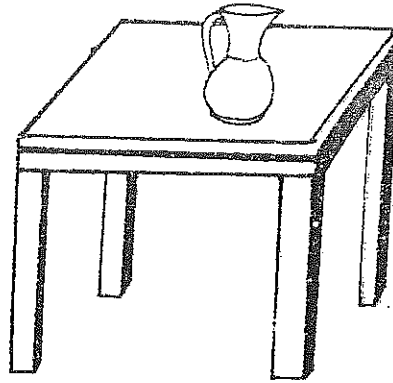
#### List A

1. tall
2. happy
3. narrow

#### List B

- a. wide
- b. weak
- c. light
- d. short
- e. clever
- f. sad

T: What is there on it?  
P: There is a jug on it.



## 2/ Multiple - choice Items

It is useful to distinguish the following types of multiple-choice vocabulary items.

**Type - a.** Complete the following by writing the number of the item and the letter of the most suitable choice in your copybook.

A lion usually eats \_\_\_\_\_.

- a. grass   b. bread   c. meat   d. fruit

**Type - b.** Write the number of the item and the letter of the word which is nearest in meaning to the underlined word.

People wear thick clothes in winter.

- a. thin   b. heavy   c. old   d. nice

**Type - c.** Write the number of the item and letter of the word that gives the opposite meaning to the underlined word.

It is usually light during the day.

- a. dark   b. hot   c. cold   d. warm

## 3/ Matching

When designing matching tests, the teacher should prepare two lists of items, namely list 'A' and list 'B'. The

## Chapter Four

### Testing Vocabulary

Learning vocabulary is an important aspect of the speaking, reading and writing skills . Its development requires constant practice on the part of the learner and continuous assessment on the part of the teacher . A careful selection of the vocabulary items for inclusion in a test is not a very easy matter . However, primary school teachers do not have very big problems when they select test items because they can draw the vocabulary items directly from the textbooks they use in class . In fact, what they should do is : first to determine how many items they are going to include in their tests, and second to decide whether they have to test active or passive vocabulary of their learners . By active vocabulary, we mean the vocabulary items the learners need when they speak or write . Passive vocabulary are the vocabulary items the learners need when they read, listen to or understand the foreign language .

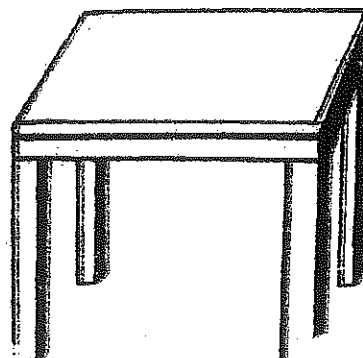
### Techniques for Testing

#### 1 / Visual Cues

Visual cues include pictures, objects, cards, etc. Such cues are very helpful devices in testing vocabulary, especially at the primary level . In this type of test, the teacher presents a visual cue followed by direct questions whose answers will demand the use of the vocabulary items the teacher wants to test, e.g.

T : What is this ?

P : It's a table .



sister and his grandfather .

Peter lives in a small house . He belongs to a small family .  
He lives with his parents and one sister .

3. Construct a test of grammatical structures using transformation items .

4. Write five items to test the following grammatical points using completion . (supply type) ;:

1. he (pronoun)

2. play (past simple tense)

3. brush (3rd person singular ( s )

4. be (present simple tense – singular)

5. have (present simple tense – plural)

### Vocabulary

recognize

patterns

identify

unless

scrambled sentences

jumbled words

omitted

phrase

concentrating

advantages

word order

imply

practical

delete

cloze test

modified cloze test

acceptable

compose

يميز

نماذج لغوية

يشخص ، يعين

مالم

جمل تكون فيها الكلمات غير مرتبة وفق

السياق النسوي للجملة

كلمات مخلوطة مع بعضها بدون نظام

محذوف

شبه جملة

تركيز

محاسن

انتظام الكلمات في الجملة وفق السياق

اللغوي

يدل ، يعني ضمناً

عملي

يشطب (كلمة مكتوبة او مطبوعة)

اختبار غلق

اختبار غلق محور (معدل)

مقبول

ينشئ ، يكون

ii. Change the following sentences into plural .

1. There is a book on the table .  
\_\_\_\_\_

2. The boy has a brown bag .  
\_\_\_\_\_

3. An apple grows on a tree .  
\_\_\_\_\_

iii. Rewrite the following sentences using the past simple tense of the verbs . Change words where necessary .

1. I see her twice a week .  
\_\_\_\_\_

2. The girl cleans her room every Friday .  
\_\_\_\_\_

3. The boy is at school now .  
\_\_\_\_\_

### Practical Exercises

1. Design a grammar test to test the following items using the multiple - choice technique . Write clear instructions .

a. an (indefinite article)

b. his (pronoun reference)

c. close (bare infinitive)

d. tail questions

e. write (present simple tense)

f. many (a quantifier)

g. what (a question - word)

2. Design a modified cloze test based on the following passage :

Tom and Peter are good friends . Their houses are close together . Tom lives in a big house . He belongs to a large family . With Tom, there are his parents, his two brothers, a

When I finish shopping, I sit — a coffee – shop and have some coffee — tea . I usually arrive home before twelve o'clock in the morning .

B. When we — at school, we often had — homework to do — the evening . — father usually told — how to do the exercises, but — did not do — himself . As a result, we learned how to do the exercises very well .

### V. Transformation Items :

This technique of testing grammatical structures has the advantages of both subjective and objective tests . It provides the examinee with the chance to compose his own answers but in a guided way . The examinee might be asked to change a statement into a question, singular into plural, present simple into past simple, etc. The following are examples .

#### Instructions :

i. ~~Change the following statements into questions :~~

1. The story was very interesting .

\_\_\_\_\_ ?

2. Smith asks clever questions .

\_\_\_\_\_ ?

3. My mother bought a nice watch .

\_\_\_\_\_ ?

4. We go to the theatre on Thursdays .

Where \_\_\_\_\_ ?

5. There is a date – palm in my garden .

What \_\_\_\_\_ ?



### III. Completion ( supply type )

In this type of test, the testee is provided with one form of a word and he has to supply the suitable form of that word according to a given stem. Such items are much easier to prepare than multiple - choice items and they require a certain amount of production on the part of the testee, e.g.

**Instructions :** Complete the following sentences by writing the suitable form of the word given between brackets

- a. John ——— here an hour ago . ( be )
- b. My father sent ——— a letter last week . ( I )
- c. He always ——— his teeth before going to bed . ( brush )
- d. That grey car belongs to ——— . ( we )

### IV. Modified cloze Test

This type of test could be used to monitor the progress of a class of learners by concentrating on relevant items of grammar . It is practical to use because it would not take a lot of time to prepare . ~~The results we get are easier to interpret than those of the standard cloze test .~~

In order to prepare the modified cloze test, we simply need to select a suitable passage and then to delete the grammatical points we want to test, e.g.

**Instructions :**

\_\_\_\_\_

Fill in the blanks with the suitable words . Each blank is filled with only one word .

A. I live ——— a small village near ——— big town .  
— go to the town for shopping . I usually go there — bus  
or — a bike . Sometimes, I go there — myself and  
— with a friend .

## 7. Tail - questions, e.g.

---

- a. It's a beautiful garden, isn't it? \_\_\_\_\_ .  
a. No, it isn't b. Yes, it is c. No, it hasn't d. Yes, it has
- b. She doesn't like smoking, \_\_\_\_\_ she?  
a. doesn't b. is c. does d. isn't

## 8. Question - words

---

- a. \_\_\_\_\_ bag is that? It's mine .  
a. Who b. How many c. Whose d. How much
- b. \_\_\_\_\_ did the man leave the town? At 7 .  
a. Where b. When c. How d. What

## II. Scrambled sentences

For testing sentence word order, the teacher may use the device of scrambled sentences in which the pupil has to rearrange a jumbled series of words in order to form a grammatical and acceptable sentence, e.g.

**Instructions :** Re - arrange the following words so as to make complete meaningful sentences .

1. What \_\_\_\_\_ ?  
a. drink b. you c. do d. to e. want
2. Salim \_\_\_\_\_ .  
a. brave b. soldier c. is d. a
3. Did \_\_\_\_\_ ?  
a. the b. send c. letter d. Noori
4. \_\_\_\_\_, please .  
a. me b. your c. homework d. show

1. They gave \_\_\_\_\_ a nice present .  
a. I b. me c. my d. mine
2. The boys are happy because \_\_\_\_\_ passed the exam.  
a. they b. them c. their d. theirs

b. Reference, e.g.

1. Ali bought two books and put \_\_\_\_\_ in his bag .  
a. it b. them c. him d. her
2. This is Nada's watch . It belongs to \_\_\_\_\_ .  
a. it b. them c. him d. her

5. Quantifiers

(few), e.g.

I usually put --- books in my bag.

- a. much e.g. b. a little c. few d. any

(some)

b. Add----milk to my cup of tea, please.

- a. many b. few c. some d. any

(any) e.g.

Is there---- water in the jug.

- a. some b. few c. many d. any

6. Adverbs of time, e.g.

- a. Huda is going to buy a new dress \_\_\_\_\_ .  
a. last night b. a minute ago  
b. tomorrow d. yesterday
- b. The worker goes to work \_\_\_\_\_ .  
a. every day b. last week  
c. now d. tomorrow

1. Past simple tense, e.g.

- 
- a. Smith ——— his aunt yesterday .  
a. visit b. visited c. is visiting d. visits
- b. Noori ——— here five minutes ago .  
a. is b. am c. was d. were
- c. I ——— supper with Mary last night .  
a. had b. have c. has d. am having

2. Prepositions, e.g.

- 
- a. Majid does his homework ——— the afternoon .  
a. at b. of c. to d. in
- b. Tina cut the cake ——— a nice knife .  
a. at b. with c. on d. from
- c. Where is the blackboard ? ——— the wall .  
a. On b. In c. To d. Off

3. Verb form :

---

a. Present participle, e.g.

---

The girls are ——— in the garden now .  
a. sit b. to sit c. sitting d. sat

b. Infinitive with 'to', e.g.

John wanted ——— your football boots .

- a. borrow b. to borrow  
c. borrowing d. borrowed

c. Bare infinitive, e.g.

Let Linda ——— first, please .

- a. speak b. to speak c. speaking d. spoken

4. Pronouns :

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a. Case, e.g.

---

## Chapter Three

### Testing Grammar ( Usage )

In order to understand and use a foreign language, students must be able to recognize and produce the patterns of that language. Although the ability to identify the grammatical structures of a language does not by itself imply the ability to use these structures in actual writing or speaking. It is, however, true that unless the students can recognize these structures, they will not be able to use them accurately.

In beginner classes, it is essential to test the pupils' ability to recognize the basic grammatical patterns of the foreign language. Only later should they be tested for real production.

### Techniques for Testing

#### 1. Multiple - choice Items ( Completion ) :

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One of the commonest techniques of testing grammatical structures at the elementary stage is the multiple -choice technique. The test item usually presents a statement or a question followed by four or more choices. The examinee has to select the correct choice, e.g.

Instructions : Encircle the letter of the most suitable choice.

accurately  
typical  
space  
gap  
distractors

correct choice  
options  
excluding  
inadequate  
beginners  
advanced students  
alternatives  
at his disposal  
economical  
repetition  
incorrect  
existence  
on equal footing  
plausible  
professions  
grammatically  
semantic  
ambiguity

بدقة  
نمطي ، نموذجي  
فراغ  
مجال ، فجوة  
المشتتات ، الاختيارات غير الصحيحة ،  
الموهات  
الاختيار الصحيح  
الاختيارات  
فيما عدا  
غير وافي  
المبتدئون  
الطلبة المتقدمون (في مراحل الدراسة)  
البدائل  
تحت تصرفه  
اقتصادي  
تكرار  
غير صحيح  
وجود  
بالتساوي (على قدم المساواة)  
مقبول  
مهن  
نمويًا ، قواعدياً  
متعلق بعلم الدلالة ، دلالي  
غموض

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

a. after b. between c. before d. beside

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

a. is b. are c. was d. were

### Vocabulary

refer to	يشير الى ، يعني
constant	ثابت
techniques	طرق، وسائل
rearrangement	اعادة ترتيب
trans formation	تحويل
specific	محدد ، معين
skill	مهارة
culture	ثقافة
coherence	ترابط ، تماسك
creativity	القابلية على الخلق ( الابداع )
training	تدريب
final score	الدرجة النهائية
prejudice	انحياز
entirely	تماماً ، بصورة كاملة
dependent	معتمد
objectivity	الموضوعية
validity	الصلاحية المشروعة
discipline	ضبط النظام
time factor	عامل الوقت
examination hall	قاعة الامتحان
neatness	اناقة ، نظافة ، ترتيب
expressions	تعايير
rapidly	بسرعة

**Exercise ( 2 )**

Write suitable options for these stems :

1. This girl is clean,.....?

- a.            b.
- c.            d.

2. .... book is that? It is Maha's .

- a.            b.
- c.            d.

3. This desk is low . It isn't..... .

- a.            b.
- c.            d.

4. I ..... twelve years old .

- a.            b.
- c.            d.

5. She is studying medicine . She wants to be a ..... .

- a.            b.            c.            d.

---

**Exercise ( 3 )**

Write stems for these options. The correct choices are underlined .

1. \_\_\_\_\_ ?

a . didn't they

b . did they

c . didn't we

d . did we

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

a . went

b . go

c . goes

d . is going

3. \_\_\_\_\_ ?

a . where

b . what

c . when

d . whose



11. How can we remedy the weaknesses of objective tests ?
12. What does the beauty of the pupil's expressions influence ?
13. How is the scoring of objective tests carried out ? Why ?
14. What does a multiple - choice item include ?
15. How many options would you write while setting items that test structures ?
16. What are the points you should consider when you design multiple - choice items ?

### Practice Exercises

#### Exercise ( 1 )

Notice the arrangement of the options in the following .  
Write "C" if you find the arrangement correct and write "I" if you find it incorrect . Say why .

1. They are ..... the room .  
a. .... b. .... c. .... d. ....
2. They are ..... the room .  
a. ....  
b. .... c. .... d. ....
3. They are ..... the room .  
a. .... b. ....  
c. .... d. ....
4. They are ..... the room .  
a. .... b. ....c. ....  
d. ....
5. They are ..... the room . a. ....  
b. .... c. .... d. ....
6. They are ..... the room .  
a. ....  
b. ....  
c. ....  
d. ....

## Test Instructions

It is a matter of great importance to write instructions that are brief, easy to understand and free from any possible ambiguity. The aim is to allow all examinees to begin the problems on equal footing. A multiple-choice test would require instructions such as the following:

1. (When the testee is required to write the answer in a copybook or an answer paper):

Write in your copybook (answer paper) the number of the item and the letter of the most suitable choice.

2. (When the testee is required to write the answer on a test paper or an answer sheet):

Study the following items and then encircle the letter of the most suitable choice for each item.

## Questions for Discussion :

1. What are the techniques adopted in subjective tests ?
2. What are the techniques adopted in objective tests ?
3. What are the differences between objective tests and subjective tests ?
4. Why do objective tests need more time to prepare than subjective tests ?
5. Why are objective tests more reliable than subjective tests ?
6. When would you suggest the use of subjective tests ?
7. When would you suggest the use of objective tests ?
8. Why would you suggest using the scores of two scorers or more to evaluate oral achievement of learners ?
9. When can the score be entirely dependent on the achievement of the testee ?
10. What two criticisms are stated against objective tests ?

“doctor” is the only correct choice that can suit the stem .

Multiple – choice items can take different forms . Here are some more advanced examples :

A – To test spelling :

e.g. Which of the following words is spelt correctly ?

- a. daughter
- b. dautgher
- c. daghuter
- d. duaghter

B – To test vocabulary :

e.g. Who flies an aeroplane ?

- a. a butcher
- b. a lawyer
- c. a dentist
- d. a pilot

e.g. “Take the medicine now” .

Who would you usually expect to say the above sentence ?

- a. an officer
- b. a judge
- c. an engineer
- d. a doctor

e.g. “This acid is dangerous” .

Where would you usually expect to hear the above sentence ?

- a. laboratory
- b. court
- c. office
- d. airport

Option "a", "b" and "d" do not suit the stem grammatically because they are singular nouns and the stem requires a plural noun. Option "c" could be an easy clue, and what we started with as a test of vocabulary ended up with a grammatically correct clue to fill in the space. To retain the semantic element of the test item, we can rewrite it as follows:

He is wearing a pair of \_\_\_\_\_.

a. coats   b. shirts   c. trousers   d. jackets

The most logical answer is "c" as the option "a", "b" and "d" are very unnatural in real life situations. The stem should not include a grammatical clue to a vocabulary item. Now, consider this item:

Smith bought an \_\_\_\_\_ from a green-grocer

a. apple   b. book   c. stamp   d. bag

We notice that options "b", "c" and "d" do not suit the stem grammatically as they start with a consonant and not a vowel. To remedy this, the test item should read as follows:

Smith buys \_\_\_\_\_ from the green-grocer.

a. apples   b. books   c. stamps   d. bags

#### 10. Avoid writing weak stems

The gaps of some stems can be filled in with a variety of options. Consider the following item:

He works in a hospital. He's a \_\_\_\_\_.

a. doctor   b. cook   c. clerk   d. policeman

All the above options are correct as all the people of the above-mentioned professions can find a job in a hospital. The improved stem would be as follows:

John is studying medicine. He wants to be a \_\_\_\_\_.

a. doctor   b. cook   c. clerk   d. policeman

The above example shows that all the options are correct. Therefore, the test item is weak or incorrect. In order to avoid the existence of more than one correct choice, the item should read as follows:

Mike ——— tennis very well now.

a. plays   b. is playing   c. played   d. was playing

6. The correct choice should not keep the same place in the order of options, i.e. it should not always be "a" or "b", etc. Test designers should try to change the order of the correct choice. Sometimes the testee finds a clue that helps him find the correct option when care is not taken as to write items whose correct choices follow a specific and fixed order. For, by time, the testees will be able to identify this order if it is repeated over a number of tests.

7. Try to make all the options plausible to the testee who lacks the correct information. Consider this example:

The seventh month of the year is ———.

a. May   b. April   c. July   d. October

The above example is provided with four options showing months of the year that look plausible to the testee who does not know the order of the months of the year.

8. Try to exclude items whose answers can be found somewhere else in the same test paper.

9. When you test vocabulary, try to choose options that are grammatically suitable for the stem.

Consider the following item:

He is wearing a pair of ———.

a. coat   b. shirt   c. trousers   d. jacket

An improved item should be as follows :

Lions eat \_\_\_\_\_ .

a. grass   b. meat   c. bread   d. fruit

4. The options have to be arranged clearly .

All the options should be arranged on the same line, distributed equally among two lines, or one line for each option ( especially if the options are long ) .

Type 1 : The options are arranged horizontally on one line .

a. \_\_\_\_\_   b. \_\_\_\_\_   c. \_\_\_\_\_   d. \_\_\_\_\_

Type 2 : The options are distributed equally among two lines .

a. \_\_\_\_\_   b. \_\_\_\_\_

c. \_\_\_\_\_   d. \_\_\_\_\_

Type 3 : One line for each option .

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

The following types are incorrect :

Type 4 :

a. \_\_\_\_\_   b. \_\_\_\_\_   c. \_\_\_\_\_

d. \_\_\_\_\_

Type 5 :

a. \_\_\_\_\_

b. \_\_\_\_\_   c. \_\_\_\_\_   d. \_\_\_\_\_

5. Make sure that the item contains only one correct choice .

Consider the following example :

Mike \_\_\_\_\_ tennis very well .

a. plays   b. is playing   c. played   d. was playing

Consider the following example :

If you have a bad tooth, you'll go to a \_\_\_\_\_ to have it pulled out .

a. pilot   b. lawyer   c. dentist   d. typist

The above test item is not suitable for beginners as the stem will not be clear for them due to its length . One way of shortening the item is the following :

I go to a \_\_\_\_\_ when I have a bad tooth .

a. pilot   b. lawyer   c. dentist   d. typist

## 2. Make the item economical .

Words that are repeated in every option should be written in the stem so as to avoid repetition and waste of time and effort on the part of the testees as well as test designers .

Consider the following item :

There are twelve \_\_\_\_\_ .

a. days in a year   b. seasons in a year  
c. months in a year   d. weeks in a year

The above item should be improved as follows :

There are twelve \_\_\_\_\_ in a year .

a. days   b. months   c. seasons   d. weeks

## 3. The options should be related to each other, i.e. they should be of the same grammatical group . Consider this example :

Lions eat \_\_\_\_\_ .

a. grass   b. meat   c. with   d. for

The options of the above example are not well related to each other because they belong to two different groups .

'A' and 'B' are nouns; whereas 'C' and 'D' are prepositions .

He----- here a minute ago.

a. was b. is c. will be d. is going to be

## 2. The Correct Choice :

The answer can be a word or a group of words . In ( a ) above the correct choice is one word, namely, "heavy" ; whereas in (c) the correct answer is a group of words "in the morning".

## 3. The Distractors :

The distractors can be two, three, or four options. They are the options which surround the answer so that the pupil with inadequate knowledge cannot find the answer . In ( a ) above the distractors are :

a. nice b. light c. old

It should be noted that :

1. All the answers given in one item are called the options .
2. The number of options given depends on the stage of the learner and the kind of material being tested . Beginners are usually given fewer options than advanced students. Items that test vocabulary may include four or five options; whereas items that test structures may include fewer options at the early stages . This is due to the fact that it is possible to find a large number of vocabulary items at a time; whereas with structural items the examiner has fewer alternatives at his disposal .

Points to consider when writing multiple - choice items while designing the English language test paper are :

1. Make the item clear and short .



language . A question or an item, in a multiple - choice test sets the pupil a problem for which three or four answers are given . Only one of these answers is correct .

Such a test is objective as the examiner is not influenced by the neatness of the pupil's handwriting or the beauty of his expression . The answers are scored rapidly and accurately by the examiner .

### **The Multiple - choice Item :**

The multiple - choice item is usually divided into three parts :

#### **I. The Stem**

The stem includes the question excluding the options . It can be a complete statement, an incomplete statement or a question .

Consider the following types of stems :

#### **a. Complete statement**

People wear thick clothes in winter.

- a. nice    b. light  
c. old    d. heavy

#### **b. Incomplete statement**

The children ——— here yesterday .

- a. were    b. are    c. is    d. am

#### **c. Question**

When do you usually have breakfast ?

- a. in the evening    b. at noon  
c. in the morning    d. at night

**d. Sometimes we do not have stems** we merely have options . Consider the following item

- a. Layla studies English every day  
b. Studies Layla English every day.  
c. Every day studies Layla English.  
d. English studies Layla every day.

## B. Objective Tests

Tests are objective when personal feelings and prejudice are not considered in the scoring process. The technique used in objective tests make scoring entirely dependent on the achievement of the testee. Objectivity by itself does not make the test valid and validity is an important feature for any test. For the test to be valid, it should first test precisely what it is intended to test and second should test that very well.

Two serious criticisms are often directed against objective tests. It is stated that they :

- a. are simpler to answer than subjective tests,
- b. and that they encourage guessing.

In order to remedy such weaknesses, we have to increase the number of items in each test paper. We ask the pupils to answer the test within a specific time limit, and test some language features subjectively.

It should be noted that the concept of giving twenty or thirty items to be answered by the testee within a period of, say, three hours ( which is the conventional time allotted for answering a test paper in the public examinations ) is not practical because :

1. The factor of time is neglected. A reliable test paper should make the testees go through a large number of items within a short time.
2. Confusion occurs when some testees start to change their minds about some options.
3. It encourages lack of discipline in the examination hall.
4. Few test items cannot make the test reliable as they do not cover the whole material presented in the textbook throughout the year.

### **Multiple - Choice Tests**

It has been found that multiple - choice tests are among the most useful types for testing English as a foreign-

Objective tests need much time and effort to write since the examiner has to provide the answers as well as the questions. To prepare a subjective test the examiner needs to write few questions without their answers.

An objective test is reliable in that it gives stable scores. A subjective test is not reliable in that its scoring is highly subjective. Rarely can two scorers agree on a mark for a subjective item.

However, the writing up of both types of tests is subjective because the choice of items in both types depends on the knowledge, skill and personal judgement of the teacher.

It should be noted that subjective tests are used to test ideas, culture, coherence and creativity while objective tests are used to test structures, vocabulary, reading comprehension and sound discrimination. Therefore, in language testing :

1. Both objective and subjective tests are to be given according to the situation.
2. Examiners should be provided with opportunities for continuous training in the writing up and scoring of both types.
3. In oral tests, we need two or more scorers whose scores are then to be used in deciding the final score obtained by the pupil.

#### **A. Subjective Tests :**

As has been mentioned earlier, scoring a subjective test is not as accurate as scoring an objective test. However, subjective tests are indispensable in decisions concerning knowing the testee's ability to use language in its oral and written forms making use of his own words and expressions. In fact, there is no escape from subjective scoring in the interpretation of normal expressions in a natural language.

Full discussion of the subjective tests and their techniques is not of great use for the primary school teacher because most of the written tests at the primary stage are objective. As for oral tests and guided compositions, they will be fully discussed in chapters six and seven.

The following table sums up the differences between objective and subjective tests .

Table 1: A comparison between objective and subjective tests :

Objective tests	Subjective test
<ol style="list-style-type: none"> <li>1. Difficult to write</li> <li>2. Easy to score</li> <li>3. Suit a large number of testees</li> <li>4. Can be scored by a machine</li> <li>5. Can be used to test specific areas of language</li> <li>6. Require selection of the correct answers</li> </ol>	<ol style="list-style-type: none"> <li>1. Easy to write .</li> <li>2. Difficult to score</li> <li>3. Suit a small number of testees</li> <li>4. Cannot be scored by a machine</li> <li>5. Can be used to evaluate overall achievement</li> <li>6. Require extended answers and self - expression on the part of the testee</li> </ol>
<ol style="list-style-type: none"> <li>7. Require recognition more than production</li> </ol>	<ol style="list-style-type: none"> <li>7. Require production as well as recognition</li> </ol>

# Chapter Two

## Subjective and Objective Testing

Subjective and objective are terms used to refer to the scoring of tests and the way the testee answers them. As has been stated in Chapter One, scoring a subjective test depends on the personal judgement of the scorer, while scoring an objective test cannot be affected by the personal judgement of the scorer. To answer a subjective test, the testee has to plan and write his own answer using his own words and expressions, while to answer an objective test, the testee has to select his answer from two, three, four or even more alternatives.

### Techniques used in subjective tests include :

1. Composition writing
2. Essay writing
3. Answer – these – questions type
4. Completion type

### Techniques used in objective tests include :

1. Multiple – choice items
2. Matching items
3. True / False items
4. Rearrangement items, e.g. ,  
bought / an / I / apple
5. Completion items, e.g. ,  
I go to school ——— the morning .
6. Transformation items, e.g. ,  
Sami is a good pilot .  
\_\_\_\_\_ ?

bears relation to  
mathematical problems  
beyond  
confess  
justifications  
mathematician  
counting  
adding up  
subtracting  
percentage  
work out

ترتبط بـ  
مسائل ، عمليات رياضية  
خارج نطاق  
يعترف  
تبريرات  
شخص ضليع بعلم الرياضيات  
العدد  
الجمع  
الطرح  
النسبة المئوية  
يستخرج

reliable	يعتمد عليه ، موثوق به
review	مراجعة
score ( n. )	درجة
criterion	معيار
criteria (pl)	معايير
attendance	حضور ( الدرس )
participation	مشاركة ، مساهمة
administered	تعطى ، تُدار
objectives	اهداف
source	مصدر
invigilate	يراقب ( في الامتحان )
design	تصميم ( اختبار )
require	يتطلب
score ( v. )	يصحح
communicate	يتصل ، يتواصل
graphic symbols	رموز كتابية
involve	تشمل
designated	تسمى ، تُصنف
phoneme discrimination	تمييز الاصوات اللغوية ( الاصلية )
create	يخلق
confusion	ارتباك
advocates	دعاة
objective tests	اختبارات موضوعية
subjective tests	اختبارات ذاتية
monitoring	مراقبة ، متابعة
remedy	يعالج
remedial exercises	تمارين علاجية
evaluative	تقويمي
raw scores	درجات خام
means	وسيلة
end	هدف
invest	يستمِر ، يوظف
interpreting ( v. )	يقصر
interpretation ( n. )	تفسير
promote	يرفع ، ينقل الى درجة اعلى
admission	قبول

## Vocabulary

test (v. n.)	يختبر ، اختبار
testing	عملية الاختبار
instrument	أداة
inevitable	لا مفر منه
process	عملية
motivate	يحفز
reinforce	يعزز ، يرسخ
achievement test	اختبار تحصيل
progress	تقدم
especially	بشكل خاص - خصوصاً
weaknesses	مناطق الضعف
confidence	ثقة
linguistic	متعلق باللغة ، لغوي
consider	يعتبر
assess	يعين قيمة
public examinations	امتحانات عامة ( وزارية )
influence	يؤثر على
gear	يوجه
approach	طريقة ، مدخل ، أسلوب
measure	يقيس
evaluation	تقويم
individual performance	الاداء الفردي ( لمتعلم واحد )
group performance	الاداء الجماعي ( لمجموعة من المتعلمين )
identify	يعين
drill ( v. )	يدرب
expressing	معبّر عن
errors	هفوات ، اخطاء
device	وسيلة
stage	مرحلة دراسية
upgrade	يرحل ( من مرحلة اقل الى مرحلة اعلى )
vary	يختلف ، يتباين
accuracy	دقة
sharpness	دقة ووضوح
valid	صالح ، مشروع



## Questions for Discussion :

1. Why do we use English language tests in our schools ?
2. In what way can "discovering the learners' weaknesses" help the foreign language teacher ?
3. How can the English language test be a teaching device ?
4. How do public examinations influence teaching ?
5. How can teaching influence testing ?
6. What does the term "individual performance" refer to ?
7. What does the term "group performance" refer to ?
8. What can evaluation of the learners' achievement help the language teacher do ?
9. What is a test ?
10. What is the significance of "quizes" in English language teaching ?
11. Is testing the only criterion available for evaluation of pupils ? Discuss briefly .
12. What is the difference between school tests and public tests ?
13. How would you classify English language tests according to their design ?
14. How would you test listening comprehension among a group of testees ?
15. How would you classify the ~~types of language tests~~ according to scoring ?
16. Why are some language tests called objective ?
17. Why are some language tests called subjective ?
18. Why is it necessary for the language teacher to constantly monitor and measure his pupils' achievement ?
19. What is evaluation ?
20. Does evaluation necessarily require very difficult mathematical problems ?
21. What are the mathematical activities required for the evaluation of test results ?
22. Why do teachers have to analyse and interpret the results of the tests they give to their pupils ?

## Evaluation and Testing

To learn a foreign language is not a very easy task on the part of the learner. It requires careful monitoring and constant measurement of learners' achievement on the part of the teacher in order to remedy any lack of progress. Therefore, we expect to see foreign language teachers engaged in some evaluative work on the results they get out of any test they give to their learners. Unfortunately, many teachers of English think that any test is finished once raw scores\* are obtained and results appear. In fact, getting the raw scores is only a means to a very important end and teachers can only get as much out of the results of their tests as they invest in analysis.

The process of interpreting test results and passing judgement on learners is called evaluation. Through evaluation, we can determine whether our pupils are to be promoted from one level to another and whether they are to be certified as being ready for admission to a higher school of learning or not.

Some teachers think that evaluation bears very little ~~relation to practical problems of actual classroom teaching~~ and that it involves some difficult mathematical problems that are beyond the comprehension of ordinary language teachers. We must admit here that there can be some justification for such views since many of the published works about the theory and practice of how to analyse and interpret test results, are written in a very difficult language. However, the general principles are not difficult to understand and it is not necessary for the classroom teacher to be a mathematician in order to evaluate the performances of his pupils. The only mathematical activities he needs, are counting, adding up and subtracting, plus the ability to work out a percentage. In Chapter Eight we shall see how the teacher can analyse the results of his tests.

\*raw scores : the results of a test before analysis and interpretation.

Tests can also be classified according to their content, i.e. 'what they really test'. Accordingly, they are designated as 'vocabulary' tests, 'structure' tests, 'phoneme discrimination' tests, etc.

According to the "Structural Approach" a structures' test should tackle structures only and should not include vocabulary items alongside as this usually creates confusion on the part of the testee. The advocates of this approach think that a good examiner should test one language point or element at a time.

Scoring or marking divides tests into two types :

### 1. Objective Tests

They are called objective because their scoring does not depend on the personal opinion of the scorer. Since objective tests have definite correct answers, marks are given or deduced as to the correct or wrong answers chosen by the testee. Examples of these tests are multiple - choice, matching, fill - in - the - blanks -type, etc.

### 2. Subjective Tests

They are called subjective because their scoring is highly affected by the personal judgement of the scorer. They include compositions, essays, letter writing, open - ended questions, reading aloud, etc.

order to upgrade the testees to the next stage . These tests are carried out on a nation - wide level and they require a lot of time, effort and money to administer, invigilate and score .

Concerning design tests can be :

### 1. Oral Tests :

These tests are used to test the pupil's ability to communicate in the foreign language using the spoken forms . They test pronunciation, reading aloud, conversation, role play, etc .

### 2. Written Tests :

These are used to test the pupil's ability to communicate in the foreign language using the graphic symbols . Written tests include tests of vocabulary, structure, composition, reading comprehension, letter writing, etc .

### 3. Oral and Written Tests :

These tests involve ~~the oral and the written aspects of the~~ foreign language. Such tests include dictation and listening comprehension tests.

In dictation both the aural and the muscular skills participate in transforming the sound heard by the testees into graphic symbols produced on paper . In listening comprehension tests a group of testees listens to a passage recorded on tape or read by the teacher followed by short questions that require short answers on the part of the testees .

Yes/no questions and / or alternative questions are recommended to test listening comprehension for beginners .

3. Correct the test papers and return them the next lesson, if possible .
4. Discuss areas of difficulty .

From what has been said so far in this chapter, we can see how important testing is in teaching a foreign language in particular and languages in general . However, testing is only one criterion of learners' evaluation . Other criteria for the evaluation of learners at a certain stage are attendance, reports, production of practical work and participation in classroom activities .

### Types of Tests :

Tests administered to learners of English as a foreign language differ in their objectives and structure . Generally speaking, language achievement tests vary according to source, design, content and scoring .

According to source, there are two types of language tests :

#### 1. School Tests :

School tests are set by the teacher at school for the purpose of assessing the progress or achievement of his pupils . Examples of tests are daily, weekly, monthly, end - of - term tests and final examinations .

#### 2. Public Tests

Public tests are set by an examining body nominated by the Ministry of Education (or by the directorates of education in the governorates for the primary stage) . They are set so as to test the achievement of pupils at the end of each of the three stages (i.e. primary, intermediate and secondary) in

knowledge of the subject and « b » an estimate of the pupil's ability to learn. This information can be obtained by the use of achievement tests.

Evaluation of the learners' achievement helps the language teacher to :

1. identify the problematic areas that need to be re - explained or drilled,
2. enable the learner to realize his ability in expressing himself using correct forms of the language he is learning,
3. enable the learner to identify his errors and learn from them, i.e., the test can serve as an excellent teaching device,
4. discover his learners' errors and prepare the necessary remedial exercises,
5. upgrade his learners to a higher stage (i.e level) when he finds that possible .

Like other instruments, tests can be of great use or of little use . Tests vary in aim, accuracy, sharpness or length . A language teacher is supposed to know how to set valid and reliable test papers.

~~Full period tests can be used to evaluate the learners' achievement at the end of a unit or a set of units .~~ However, ten - minute tests (i.e., quizzes) consisting of a few items of the short - answer type, based on vocabulary, structures or reading comprehension items taught in a previous lesson can be used as :

1. a review of the material given earlier,
2. a basis for a new material to be given .

A perfect or a near perfect score on a "daily quiz" gives the learner confidence and motivation to learn the foreign language . The following points are suggested when giving a daily quiz :

1. Base the quiz on what you have taught the lesson before .
2. Tell the learners exactly what you want them to do .

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The process of giving the right answer during a test is considered a learning activity by itself.

A good test enables the teacher to assess the learners' achievement within a specific course of study or a training programme. Short monthly tests and long mid-year or final examinations enable the teacher to have a clear view of how the learning process is going on in the foreign language he is teaching. It will also enable him to assess learners' achievement in view of the other learners' results after taking and analysing the results of similar tests in other schools.

Public examinations (i.e. those given by the Directorates of Education or the Ministry of Education) influence actual teaching in the classroom since teachers will train their pupils to pass those examinations. Thus, teaching is geared to testing.

However, teaching influences testing. The approach adopted in language teaching, the type of textbook we have and the type of teachers available direct the approach to language testing and the techniques used to measure the different elements of language.

### Importance of Testing

English language tests used at school aim at evaluating :

1. individual performance,
2. group performance,
3. and teacher performance (or teaching effectiveness)

By individual performance we mean the achievement of one learner over a period of time, say, a month, a term, or an academic year in connection with a specific course of study. By group performance, we mean the achievement of all the learners we have in the course compared with one another or even compared with another group of learners at the end of a month, a term or an academic year.

As for teaching effectiveness, it can be said that there is only one kind of teaching effectiveness and that is the kind that results in effective learning. To determine the level and pace at which teaching is likely to be effective it is necessary to have « a » an estimate of the pupil's present

بدلاً من → in stead of

# Chapter One

## تعليم اختبار وتقييم Teaching, Testing and Evaluation

### تعليم و الاختبار Testing and Teaching

what is

A test is an instrument of measurement. At schools, this instrument is intended for measuring the pupil's achievement and progress. If teachers know exactly how to use it, it can really give very valuable information about the standard of their pupils and about the effectiveness of their teaching. In fact, testing is considered as an inevitable step in the process of teaching and learning languages in general. However, English language tests are given so as to:

1. motivate the learner,
2. reinforce learning, and
3. assess the learner's achievement.

Tests, especially daily, weekly and monthly tests, motivate the learner and make him aware of the areas of weakness or strength that he finds when he puts his language ability to actual use at school or elsewhere. At discovering weakness, the learner will try to bridge the gap and work harder so as to improve his standard in the foreign language. Discovering areas of strength gives the learner more confidence in himself. Thus, motivation can be achieved.

A well-prepared test reinforces learning. That is to say, a question paper which includes a variety of questions containing items cleverly chosen from the textbook and the English language material given in the classroom, can be an aid to the learning process. It can be an aid here because the various items chosen for the test, present language areas which the teacher wants to emphasize to his learners.

English language tests will not only allow the learner to show how much English he has learnt within a given period of time but will also enable him to learn while answering questions, filling in the blanks or making the right choice.

section

department

القسم

التقسيم

لماذا تعطوا اختبارات للـ اللغة الإنجليزية؟

الصحيح ( ) الاختبار الفراغات ( < ) ملأ



of marks and result analysis . In this chapter three important aspects of result analysis are presented, namely item analysis, frequency distribution and the mean . Chapter 9 which is purely practical contains supplementary exercises . They are intended for reinforcement . Course instructors may assign these exercises as homework or go through them together with their students inside the classroom .

It should be noted that some of the exercises given in this book, especially those on reading comprehension are not suitable to test the reading comprehension skill of primary school pupils but are given for the purpose of clarification and exemplification .

This book is supposed to be covered within a period of two academic years at a rate of two periods per week . Course instructors may cover the first five chapters during the first year and the last four chapters during the second . When dealing with the chapters of the book, it is recommended that they follow a three - step method, i.e., presentation, practice and production . Course instructors should present the new material themselves to avoid any misunderstanding of both ideas and concepts . They should guide their students during practice . Production may take the form of individual and / or group work and homework . Comprehension questions and practical exercises at the end of each chapter are intended for the last step .

Assessment of the students' achievement includes the following aspects :

1. formal pen - and - paper tests,
2. take - home examinations which include constructing various types of tests,
3. daily and weekly quizzes .

Finally, it is important to mention that no elementary coursebook can cover everything that its authors would have wished to cover .

## Preface

This coursebook has carefully been planned to introduce student teachers at teachers' institutes to all the main elements of language testing in a simple manner. In fact, we are concerned with the situations our Iraqi student teacher is going to confront in his future career as a primary school teacher of English who needs to make assessments of his pupils for a variety of purposes, perhaps to meet the internal requirements of his school, or to help him make his own teaching more effective, or even as part of the procedures of an external examination.

Almost every chapter of this coursebook includes short sections for explanation and practical examples followed in most chapters by stimulating practice exercises for the students to consider at home and then to discuss them with their teachers inside the classroom.

The authors have been obliged to make the book as simple as possible so as to make it suitable for the standard of our students. Therefore, it cannot be claimed that it is comprehensive and exhaustive by any means to all the topics it discusses.

The book falls into nine chapters. They discuss what the primary school teacher of English needs to know in order to write, administer sound test papers and evaluate the achievement of his pupils. Chapters 1 - 2 provide the classroom teacher with the necessary information about the types of tests currently used all over the world, the importance of testing and its relation to the teaching and learning processes. Chapter 3 shows the student teacher how to test the grammatical structures presented inside the classroom. The discussion of vocabulary testing is presented in chapter 4. Chapter 5 deals with testing reading comprehension while chapter 6 is allotted to the discussion of oral comprehension tests. The testing of writing skills is dealt with in chapter 7. Chapter 8 deals with the distribution

عزيمي الطالب ...

هذا الكتابُ الَّذِي بَيْنَ يَدَيْكَ . . . هَدِيَّةُ  
الثَّوْرَةِ إِلَيْكَ . . . فَالْحِفَاظُ عَلَيْهِ جَزَاءٌ مِنَ الْوَفَاءِ لَهَا  
وَأَنْتَ جَدِيرٌ بِالْوَفَاءِ . . .

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Baghdad, Sixth Edition, 1995

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Baghdad, Sixth Edition, 1995

**AN ELEMENTARY COURSE IN  
TESTING**

**ENGLISH AS A FOREIGN LANGUAGE**

**For  
Student Teachers**

Manal abdullah

Fourth class

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**Abdul - Jabbar A. Darwesh, M. A.  
Faris Al - Jarah, M. A.**



ع. پ. ا. ع.

Republic of Iraq

Ministry of Education

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