Olga Berezovska, Lyudmyla Vlasenko, Inna Trygub

Tests as the method of control

2012

MUZEUM HISTORII POLSKI

Olga BEREZOVSKA, Lyudmyla VLASENKO, Inna TRYGUB
National University of Food Technologies, Kyiv, Ukraine

Tests as the method of control

The first standardised test of ability was produced in France at the beginning of the last century by Binet. Initially, the tests were developed for use with children for diagnostic purposes.

There were certain advantages in using paper and pencil tests in groups. First, it allowed a large number of people to be tested in one sitting. Second, it allowed people to be tested under the same types of conditions, e.g., the physical conditions and instructions could be standardised. The use of tests can be useful in the English teaching. It's not necessary to use them at every class. But they are considered to be effective in the student's knowledge assessment at the end of the topic, or while reading English text for comprehension development. Also tests are popular and rather efficient when we teach and assess grammar skills of our students.

You are most likely to encounter the following types of test:
− Verbal reasoning. These are about how well you understand ideas expressed in words and how you think and reason with words.
− Numerical reasoning. Like the verbal tests these aim to identify strengths in understanding, only in this case it is your strength in understanding and reasoning with numbers.
− Diagrammatic reasoning. These deal with diagrams.
− Mechanical reasoning. These deal with mechanical concepts.
− Abstract reasoning. These seek to identify how good you are at thinking in abstract terms, e.g, dealing with problems that are not presented in a verbal or numerical format.
− Clerical skills. These deal with checking and classifying data, speedily and accurately.
− Personality questionnaires. These involve a series of statements about, for example, your working style, attitude towards risk and approach to planning. You have to indicate if you agree or disagree with them.
− Situational tests. These are very similar to personality question-naires but you are provided with a description of an imaginary situation and a series of statements relating to it. You must indicate if you agree or disagree with the statements if you found yourself in that situation.

Nearly all these tests will have a time limit. But we have not imposed time constraints in this chapter because it is more important that you become familiar with the tests, and this is best done under relaxed conditions where you work at your own pace. Later you will find exercises that allow you to practice against time.

– Verbal tests
– Tests that measure comprehension

These tests set out to establish if the candidate can demonstrate a level of understanding of written language. They can involve, for example, swapping or finding missing words, choosing between sentences, or identifying words that have the same or opposite meaning.

A. Swapping words.

Comprehension tests sometimes consist of single sentences or pairs of sentences that either do not read sensibly or have a word or words missing. You have to make the sentences sensible by swapping words or you have to complete a sentence by choosing words from a list.

Note that in this type of test you must only switch two words and from wherever you move the first word the other must go. Sometimes the question consists of two sentences, one of which requires no revision.

B. Finding missing words.

If the sentence has a word or words missing you are expected to indicate which word or words are needed to complete the sentence, usually from a number of suggestions.

C. Locating words that mean the same or the opposite

Comprehension-type selection tests sometimes test a candidate's grasp of synonyms (words in the same language that mean the same) or antonyms (words that mean the opposite of each other or are contradictory).

Tests that assess spelling

Most spelling tests require you to indicate which words in a list are incorrectly spelt. In some cases you are provided with a list of correctly spelt words from which you are able to check the spelling.

You may have either to write or underline the correct spelling or look the word up on a correctly spelt list and write down the corresponding number.

Spelling tests

These tests require you to identify which words are either correctly or incorrectly spelt. Sometimes you have to write out the correct spelling or underline either that correctly or incorrectly spelt. It is important that you pay attention to the instructions otherwise you may make the error of, for example, underlining the correct spellings when you were asked to underline the incorrect ones.

Tests of grammar and punctuation

Grammar demonstrates the relations between words, while punctuation serves to divide and emphasize. It is quite common for tests of grammar and punctuation to examine also your command of spelling and comprehension.

These tests often involve the candidate having to choose which of a number of sentences are correct or, alternatively, choose from a number of words, or pairs of words, which will correctly complete a sentence.

A. Choosing from a number of sentences

B. Choosing from pairs of words

C. Tests of logical thinking

These tests are intended to measure the candidate's ability to follow instructions or work out relationships between numbers, shapes, figures or statements and predict, for example, what comes next. Sometimes you have to follow instructions in this type of test or you may be expected to work out relationships and then make a prediction.

Testing is certainly not the only way to assess students, but there are many good reasons for including a test in your language course.

− A test can give the teacher valuable information about where the students are in their learning and can affect what the teacher will cover next. They will help a teacher to decide if her teaching has been effective and help to highlight what needs to be reviewed. Testing can be as much an assessment of the teaching as the learning.

− Tests can give students a sense of accomplishment as well as information about what they know and what they need to review. Tests can also have a positive effect in that they encourage students to review material covered on the course.

− Tests are also a learning opportunity after they have been taken. The feedback after a test can be invaluable in helping a student to understand something she couldn't do during the test. Thus, the test is a review in itself.

Literature

Bryon M., *How to pass selection tests: essential preparation for numerical, verbal, clerical and IT tests* / Mike Bryon, Sanjay Modha. – 4th ed.

Batten M., Marland P., Khamis M (1993), *Knowing how to teach well. Melbourne*: Australian Council for Educational Research.

Cialdini R. (2009), *Influence: Science and Practice*. Pearson.

Effective Speaking. Communicating in Speech (2003), Christopher Turk.

Abstract

The article is considered the main types of tests and the efficiency of their usage in the process of learning foreign languages also given the examples of different tests.

Key words: evaluation, monitoring, educational tests.

Тесты как метод контроля

Резюме

В статье рассматриваются основные типы тестовых заданий и эффективность их использования в процессе обучения иностранного языка, а также представлены образцы различных тестовых заданий.

Testy jako metody kontroli

Streszczenie

W artykule podano główne rodzaje testów oraz określono efektywności ich wykorzystania w procesie uczenia się języków obcych, podano również przykłady ich zastosowań.

Słowa kluczowe: ocenianie, kontrola, testy dydaktyczne.