

High School N190 after Galust Gyulbenkyan

Research Paper

*Types of Tests and the Principles of their
Construction*

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Introduction

Among all the words used in the classroom there is a word that usually makes the students shudder: “test”. There is hardly a person who would claim that she/he favours tests and finds them very motivating. However, tests cannot be avoided completely, for they are inevitable elements of the learning process. They are included into curriculum at schools and are to check the students’ level of knowledge and what they are able to do; they could be accomplished at the beginning of the study year and at the end of it; the students could be tested after working on new topics and acquiring new vocabulary. Moreover, the students are to face the tests in order to enter any foreign university or reveal the level of their English language skills for themselves

The present paper attempts to investigate various types of tests and their application in the language classroom. The theoretical part deals with the basic data about testing, types of tests, such as diagnostic, progress, achievement, placement and proficiency tests and test formats. There is also a practical part, where I have attached an example of a summative test, that I have constructed myself.

Thus, *the goal* of the present research is to investigate various types of tests and test formats and to see how the theory is used and could be applied in practice.

The paper consists of 2 chapters. Chapter 1 discusses the general data about tests. Chapter 2 describes different test formats.

Hicks (2000:155) considers that the role of tests is very useful and important, especially in language learning. It is a means to show both the students and the teacher how much the learners have learnt during a course. We agree with the statement, for we believe that in order to see whether the students have acquired the material and are making constant progress, the teacher inevitably has to test his/her learners. It does not mean that a usual test format with a set of activities will be used all the time. To check the students’ knowledge the teacher can apply a great range of assessment techniques, including even the self-evaluation technique that is so beloved and favoured by the students. Moreover, according to Heaton (1990:6), tests could be used to display the strength and weaknesses of the teaching process and help the teacher improve it. They can demonstrate what should be paid more attention to, should be worked on and practised. Furthermore, the tests’ results will display the students their weak points, and if carefully guided by the teacher, the students will be even able to take any actions.

Tests can facilitate the students’ acquisition process, i.e.: the students are to be checked the knowledge of the irregular verbs forms. Being constantly tested by means of a small test, they can learn them successfully and transfer them to their long-term memory, as well

Chapter 1

Types of Tests and the Principles of their Construction

Different scholars (Alderson, 1996; Heaton, 1990; Underhill, 1991) in their researches ask the similar question – why test, do the teachers really need them and for what purpose?. Further, they all agree that test is not the teacher's desire to catch the students unprepared with what they are not acquainted; it is also not the motivating factor for the students to study. In fact, the test is a request for information and possibility to learn what the teachers did not know about their students before. We can add here that the test is important for the students, too, though they are unaware of that. The test is supposed to display not only the students' weak points, but also their strong sides. It could act as an indicator of progress the student is gradually making learning the language. Moreover, we can cite the idea of Hughes (1989:5) who emphasises that we can check the progress, general or specific knowledge of the students, etc. This claim will directly lead us to the statement that for each of these purposes there is a special type of testing. According to some scholars (Thompson, 2001; Hughes, 1989; Alderson, 1996; Heaton, 1990; Underhill, 1991), there are five traditional categories or types of tests: proficiency tests, achievement tests, diagnostic tests, progress tests and placement tests.

In the following sub-chapters we are determined to discuss different types of tests and also touch upon the two most important aspects of testing – validity and reliability. The final sub-chapter is practical where I've attached an example of a summative test that I have constructed myself.

1.1. Diagnostic tests

It is wise to start our discussion with that type of testing, for it is typically the first step each teacher, even non-language teacher, takes at the beginning of a new school year.

Referring to Longman Dictionary a diagnostic test is a test that is meant to display what the student knows and what he/she does not know. Moreover, the test can check the students' knowledge before starting a particular course. Hughes (1989:6) adds that diagnostic tests are supposed to spot the students' weak and strong points. Heaton (1990:13) compares such type of test with a diagnosis of a patient, and the teacher with a doctor who states the diagnosis. Underhill (1991:14.) adds that a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know. We believe that the teacher will intentionally include the material that either is presumed to be taught by a syllabus or could be a starting point for a course without the knowledge of which the further work is not possible. Thus, we fully agree with the Heaton's comparison where he contrasts the test with a patient's diagnosis. The diagnostic test displays the teacher a situation of the students'

current knowledge. This is very essential especially when the students return from their summer holidays (that produces a rather substantial gap in their knowledge) or if the students start a new course and the teacher is completely unfamiliar with the level of the group. Hence, the teacher has to consider carefully about the items s/he is interested in to teach. This consideration reflects Heaton's proposal, which stipulates that the teachers should be systematic to design the tasks that are supposed to illustrate the students' abilities, and they should know what exactly they are testing. Moreover, Underhill points out that apart from the above-mentioned the most essential element of the diagnostic test is that the students should not feel depressed when the test is completed. Therefore, very often the teachers do not put any marks for the diagnostic test and sometimes even do not show the test to the learners if the students do not ask the teacher to return it. Nevertheless, regarding our own experience, the learners, especially the young ones, are eager to know their results and even demand marks for their work. Notwithstanding, it is up to the teacher whether to inform his/her students with the results or not; however, the test represents valuable information mostly for the teacher and his/her plans for designing a syllabus. Returning to Hughes we can emphasise his belief that this type of test is very useful for individual check. It means that this test could be applicable for checking a definite item; it is not necessary that it will cover broader topics of the language. However, further Hughes assumes that this test is rather difficult to design and the size of the test can be even impractical. It means that if the teacher wants to check the students' knowledge of Present simple, s/he will require a great deal of examples for the students to choose from. It will demand a tiresome work from the teacher to compose such type of the test, and may even confuse the learners.

To conclude, we can conceive that interpreting the results of diagnostic tests the teachers apart from predicting why the student has done the exercises the way s/he has, but not the other, will receive a significant information about his/her group s/he is going to work with and later use the information as a basis for the forming syllabus.

1.2 Placement tests

Another type of test we are intended to discuss is a placement test. Concerning Longman Dictionary again (279-280) we can see that a placement test is a test that places the students at an appropriate level in a programme or a course. This term does not refer to the system and construction of the test, but to its usage purpose. According to Hughes (1989:7), this type of test is also used to decide which group or class the learner could be joined to. This statement is entirely supported by another scholar, such as Alderson (1996:216), who declares that this type of test is meant for showing the teacher the students' level of the language ability. It will assist to put the student exactly in that group that responds his/her true abilities.

Heaton adheres that the following type of testing should be general and should purely focus on a vast range of topics of the language not on just specific one. Therefore, the placement test typically could be represented in the form of dictations, interviews, grammar tests, etc.

Moreover, according to Heaton the placement test should deal exactly with the language skills relevant to those that will be taught during a particular course. If our course includes development of writing skills required for politics, it is not appropriate to study writing required for medical purposes. Thus, Heaton presumes that is fairly important to analyse and study the syllabus beforehand. For the placement test is completely attributed to the future course programme. Furthermore, Hughes stresses that each institution will have its own placement tests meeting its needs. The test suitable for one institution will not suit the needs of another. Likewise, the matter of scoring is particularly significant in the case of placement tests, for the scores gathered serve as a basis for putting the students into different groups appropriate to their level.

At this point we can attempt to compare a placement test and diagnostic one. From the first sight both types of tests could look similar. They are both given at the beginning of the study year and both are meant for distinguishing the students' level of the current knowledge. However, if we consider the facts we will see how they are different. A diagnostic test is meant for displaying a picture of the students' general knowledge at the beginning of the study year for the teacher to plan further work and design an appropriate syllabus for his/her students. Whereas, a placement test is designed and given in order to use the information of the students' knowledge for putting the students into groups according to their level of the language. A colleague of mine, who works at school, has informed me that they have used a placement test at the beginning of the year and it appeared to be relevant and efficient for her and her colleague's future teaching. The students were divided according to their English language abilities: the students with better knowledge were put together, whereas the weaker students formed their own group. It does not mean discrimination between the students. The teachers have explained the students the reason for such actions, why it was necessary – they wanted to produce an appropriate teaching for each student taking his/her abilities into account. The teachers have altered their syllabus to meet the demands of the students. The result proved to be satisfying. The students with better knowledge progressed; no one halted them. The weaker students have gradually improved their knowledge, for they received due attention than it would be in a mixed group.

1.3 Progress tests

Having discussed two types of tests that are usually used at the beginning, we can approach the test typically employed during the study year to check the students' development. We will speak

about a progress test. According to Alderson (1996:217), progress test will show the teacher whether the students have learnt the recently taught material successfully. Basically, the teacher intends to check certain items, not general topics covered during the school or study year. Commonly, it is not very long and is determined to check the recent material. Therefore, the teacher might expect his/her learners to get rather high scores. The following type is supposed to be used after the students have learnt either a set of units on a theme or have covered a definite topic of the language. It will display the teacher whether the material has been successfully acquired or the students need additional practice instead of starting a new material.

A progress test will basically display the activities based on the material the teacher is determined to check. To evaluate it the teacher can work out a certain system of points that later will compose a mark. Typically, such tests do not influence the students' final mark at the end of the year.

The authorities of school demand the teachers to conduct progress tests, as well. Nevertheless, we can claim that progress test is an inevitable part of the learning process. We can even take a responsibility to declare that progress test facilitate the material acquisition in a way. The students preparing for the test look through the material again and there is a chance it can be transferred to their long-term memory.

However, if the majority of the class scores a rather low grade, the teacher should be cautious. This could be a signal that there is either something wrong with the teaching or the students are low motivated or lazy.

1.4 Achievement tests

Apart from a progress test the teachers employ another type – achievement test. According to Longman Dictionary an achievement test is a test, which measures the language someone has learned during a specific course, study or program. Here the progress is significant and, therefore, is the main point tested.

Alderson (1996:219) posits that achievement tests are “more formal”, whereas Hughes (1989:8) assumes that this type of tests will fully involve teachers, for they will be responsible for the preparation of such tests and giving them to the learners. Furthermore, Alderson conceives that achievement tests are mainly given at definite times of the school year. Moreover, they could be extremely crucial for the students, for they are intended either to make the students pass or fail the test.

At this instant we are determined to compare a progress and achievement test. Again if we look at these two types they might seem similar, however, it is not so. Drawing on the facts listed above we can report that a progress test is typically used during the course to check the acquisition of an excerpted material. An achievement test checks the acquisition of the material,

as well. Although, it is far different in its application time. We basically use an achievement test at the end of the course to check the acquisition of the material covered during the study year, not bits of it as it is with a progress test.

Alderson mentions two usage types of achievement tests: *formative* and *summative*. The notion of a formative test denotes the idea that the teacher will be able after evaluating the results of the test reconsider his/her teaching, syllabus design and even slow down the pace of studying to consolidate the material if it is necessary in future. Notwithstanding, these reconsiderations will not affect the present students who have taken the test. They will be applied to the future syllabus design.

Summative usage will deal precisely with the students' success or failure. The teacher will immediately can take up remedial activities to improve a situation.

Further, Alderson and Heaton (1990:14) stipulate that designing an achievement test is rather time-consuming, for the achievement test is basically devised to cover a broad topic of the material covered during the course. In addition, one and the same achievement test could be given to more than one class at school to check both the students' progress and the teachers' work. At that point it is very essential to consider the material covered by different classes or groups. You cannot ask the students what they have not been taught.

To conclude we shall state again that achievement tests are meant to check the mastery of the material covered by the learners. They will be great helpers for the teacher's future work and will contribute a lot to the students' progress.

1.5 Proficiency tests

The last type of test to be discussed is a proficiency test. Regarding Longman Dictionary proficiency test is a test, which measures how much of a language a person knows or has learnt. It is not bound to any curriculum or syllabus, but is intended to check the learners' language competence. Although, some preparation and administration was done before taking the test, the test's results are what being focused on. The examples of such tests could be the American Testing of English as a Foreign Language test (further in the text TOEFL) that is used to measure the learners' general knowledge of English in order to allow them to enter any high educational establishments or to take up a job in the USA. Another proficiency test is Cambridge First Certificate test that has almost the same aim as TOEFL.

Hughes (1989:10) gives the similar definition of proficiency tests stressing that training is not the thing that is emphasised, but the language. He adds that 'proficient' in the case of proficiency tests means possessing a certain ability of using the language according to an appropriate purpose. It denotes that the learner's language ability could be tested in various fields or subjects

(art, science, medicine, etc.) in order to check whether the learner could suit the demands of a specific field or not.

Moreover, the proficiency tests are rather impartial.

All four skills are being practised during the preparation course.

1.6 Validity

Now we can come to one of the important aspects of testing – validity. Concerning Hughes, every test should be reliable as well as valid. Both notions are very crucial elements of testing. However, according to Moss (1994) there can be validity without reliability, or sometimes the border between these two notions can just blur. Although, apart from those elements, a good test should be efficient as well.

According to Bynom (Forum, 2001), validity deals with what is tested and degree to which a test measures what is supposed to measure (Longman Dictionary, LTAL). For example, if we test the students writing skills giving them a composition test on Ways of Cooking, we cannot denote such test as valid, for it can be argued that it tests not our abilities to write, but the knowledge of cooking as a skill. Definitely, it is very difficult to design a proper test with a good validity, therefore, the author of the paper believes that it is very essential for the teacher to know and understand what validity really is.

Regarding Weir (1990:22), there are five types of validity:

- Construct validity;
- Content validity
- Face validity
- Wash back validity;
- Criterion-related validity.

Weir (ibid.) states that construct validity is a theoretical concept that involves other types of validity. Further, quoting Cronbach (1971), Weir writes that to construct or plan a test you should research into testee's behaviour and mental organisation. It is the ground on which the test is based; it is the starting point for constructing test tasks.

Another type of validity is content validity. Weir (ibid.) implies the idea that content validity and construct one are closely bound and sometimes even overlap with each other. Speaking about content validity, we should emphasise that it is inevitable element of a good test. What is meant is that usually duration of the classes or test time is rather limited, and if we teach a rather broad topic such as “computers”, we cannot design a test that would cover all the aspects of the following topic. Therefore, to check the students' knowledge we have to choose what was taught: whether it was a specific vocabulary or various texts connected with the topic, for it is impossible to test the whole material.

Face validity, according to Weir (ibid.), is not theory or samples design. It is how the examinees and administration staff see the test: whether it is construct and content valid or not. This will definitely include debates and discussions about a test; it will involve the teachers' cooperation and exchange of their ideas and experience.

Another type of validity to be discussed is wash back validity or backwash. According to Hughes (1989:1) backwash is the effect of testing on teaching and learning process. It could be both negative and positive. Hughes believes that if the test is considered to be a significant element, then preparation to it will occupy the most of the time and other teaching and learning activities will be ignored. As the author of the paper is concerned this is already a habitual situation in the schools of our country, for our teachers are faced with the centralised exams and everything they have to do is to prepare their students to them. Thus, the teacher starts concentrating purely on the material that could be encountered in the exam papers alluding to the examples taken from the past exams. Therefore, numerous interesting activities are left behind; the teachers are concerned just with the result and forget about different techniques that could be introduced and later used by their students to make the process of dealing with the exam tasks easier, such as guessing form the context, applying schemata, etc.

The problem arises here when the objectives of the course done during the study year differ from the objectives of the test. As a result we will have a negative backwash, e.g. the students were taught to write a review of a film, but during the test they are asked to write a letter of complaint. However, unfortunately, the teacher has not planned and taught that.

Notwithstanding, according to Hughes apart form negative side of the backwash there is the positive backwash as well. It could be the creation of an entirely new course designed especially for the students to make them pass their final exams. The test given in a form of final exams imposes the teacher to re-organise the course, choose appropriate books and activities to achieve the set goal: pass the exam.

The last type that could be discussed is criterion-related validity. Weir (1990:22.) assumes that it is connected with test scores link between two different performances of the same test: either older established test or future criterion performance. The author of the paper considers that this type of validity is closely connected with criterion and evaluation the teacher uses to assess the test. It could mean that the teacher has to work out definite evaluation system and, moreover, should explain what she finds important and worth evaluating and why. Usually the teachers design their own system; often these are points that the students can obtain fulfilling a certain task. Later the points are gathered and counted for the mark to be put. Furthermore, the teacher can have a special table with points and relevant marks. According to our knowledge, the language teachers decide on the criteria together during a special meeting devoted to that topic,

and later they keep to it for the whole study year. Moreover, the teachers are supposed to make his/her students acquainted with their evaluation system for the students to be aware what they are expected to do.

1.7 Reliability

According to Bynom (Forum, 2001) reliability shows that the test's results will be similar and will not change if one and the same test will be given on various days. A reliable test, according to Bynom, will contain well-formulated tasks and not indefinite questions; the student will know what exactly should be done. The test will always present ready examples at the beginning of each task to clarify what should be done. The students will not be frustrated and will know exactly what they are asked to perform. Further, regarding to Heaton (1990:13), who states that the test could be unreliable if the two different markers mark it, we can add that this factor should be accepted, as well. For example, one representative of marking team could be rather lenient and have different demands and requirements, but the other one could appear to be too strict and would pay attention to any detail. Thus, we can come to another important factor influencing the reliability that is marker's comparison of examinees' answers. Moreover, we have to admit a rather sad fact but not the exceptional one that the maker's personal attitude towards the testee could impact his/her evaluation.

To summarize, we can say that for a good test possessing validity and reliability is not enough. The test should be practical, or in other words, efficient. It should be easily understood by the examinee, ease scored and administered, and, certainly, rather cheap. It should not last for eternity, for both examiner and examinee could become tired during five hours non-stop testing process. Moreover, testing the students the teachers should be aware of the fact that together with checking their knowledge the test can influence the students negatively. Therefore, the teachers ought to design such a test that it could encourage the students, but not to make them reassured in their own abilities. The test should be a friend, not an enemy. Thus, the issue of validity and reliability is very essential in creating a good test. The test should measure what it is supposed to measure, but not the knowledge beyond the students' abilities. Moreover, the test will be a true indicator whether the learning process and the teacher's work is effective.

Chapter 2

Different Test Formats

In this chapter we will attempt to examine the formats of tests that could be applied for testing of four language skills: reading, listening, writing and speaking. First, we will look at multiple-choice tests, after that we will come to cloze tests and gap filling, then to dictations and so on. Ultimately, we will attempt to draw a parallel between them and the skills they could be used for.

2.1 Multiple choice tests

It is not surprising why we have started exactly with multiple-choice tests as these tests are widely used by teachers in their teaching practice, and, moreover, are favoured by the students. Heaton (1990:79) believes that multiple-choice questions are basically employed to test vocabulary. However, we can argue with the statement, for the multiple choice tests could be successfully used for testing grammar, as well as for testing listening or reading skills.

It is a well-known fact how a multiple-choice test looks like:

1. ---- not until the invention of the camera that artists correctly painted horses racing.

(A) There was

(B) It was

(C) There

(D) It

2.2 Short answer tests

A further format that is worth mentioning is short answer test format. According to Alderson (1996:223) short answer tests could be substitutes to multiple-choice tests. The only difference is that apart from the optional answers the students will have to provide short answers.

Alderson believes that short answer tests will contribute to the students' results, for they will be able to support their answers and, if necessary, clarify why they responded in that way but not the other. It could be explained that the students will have an opportunity to prove their answers and support them if necessary.

Nevertheless, the short answer tests are relatively complicated for the teacher to be designed. The teacher has to consider a variety of ideas and thoughts to create a fairly relevant test with fairly relevant items.

Therefore, we have to decide upon our priorities – what do we want to test. Furthermore, the students while writing can produce far different answers than expected. It will be rather complicated to decide whether to consider them as mistakes or not.

2.3 The cloze test and gap-filling tests

Before coming to the theory on cloze tests we assume that it is necessary for us to speak about the term “cloze”. Weir (1990:46) informs that it was coined by W.L. Taylor (1953) from the word ‘closure’ and meant the individual’s ability to complete a model.

However, to follow the model one has to possess certain skills to do so. Hence, we can speak about introduction of such skill that Weir calls deduction. Deduction is an important aspect for dealing with anything that is unknown and unfamiliar. Thus, before giving a cloze test the teacher has to be certain whether his/her students are familiar with the deduction technique.

Alderson (1996:224) assumes that there are two cloze test techniques: pseudo-random and rational cloze technique. In the pseudo-random test the test designer deletes words at a definite rate, or as Heaton (1990:19) places it, systematically, for example every 7th word should be deleted occasionally with the initiate letter of the omitting word left as a prompt:

2.4 C-Tests

It is worth mentioning that in the 80s German school introduced an alternative to cloze test another type of testing – C-Tests. This test was based on the cloze test system; however, every second word there was deleted. It could seem quite a complicated type, though it is not. According to Weir (1990:47) in this type every deleted word is partially preserved. Thus, the students, if they possess a fairly good knowledge of the language and can activate their schemata, or background knowledge of a topic or the world, they will succeed in completing the test. Such test format could look as follows:

Cats ha.... always been surro.....by superstitions. In anc.....Egypt ca....were cons..... sacred, but in medi.....Europe ma..... people beli..... cats we.... witches in disgu..... A popular supers..... about ca.... is that a blac...cat, cros... your pa... from left to rig....., will bri... you bad lu.... However, in some cult..... a black ca... is thought to be a go... omen rat... than a ba... one.

(First certificate Star, Luke Prodromou, p.134)

Definitely there are advantages and disadvantages of the following test format. According to Weir, due to the frequency of the deleted items there is a great possibility to include more tested items in the test. Moreover, this test is economical. However, despite all the advantages, the test can mislead the students as it is fragmented. The examples are deprived from the context that could be very helpful for the students’ guessing of the missing parts.

2.5 True/False items

This test format is familiar for all the teachers and students. Each reading task will always be followed with true/false activities that will intend to check the students’ comprehension of a text. The students will be offered a set of statements some of which are true and some are wrong, e.g.:

1. *People went to see 'Cats' because of the story. T F*
2. *Lloyd Webber's father helped his career. T F*
3. *Lloyd Webber comes from a musical family. T F*
(*Famous Britons, Michael Dean*)

They usually should be ticked, and in order to tick the correct variants the students have to be able to employ various guessing strategies.

According to Weir (1990:48), the advantage of such test is found in its applicability and suitability. One can write more true/false statements for a test and use them to check the students' progress or achievement. Furthermore, the current sort of testing could be more motivating for the students than a multiple-choice test. It will not make the students confused offering just one possibility than a multiple-choice test, which typically proposes more than one option to choose from. Moreover, it is easy to answer for the students and check for the teachers.

2.6 Dictation

Another test format that could be applied in the language classroom is dictation. We commonly use dictations to check spelling; nevertheless, it could be applied to test listening comprehension, as well. It is obvious that to dictate something we have either to speak or read. It means that while writing a dictation the student has to be able to perceive the spoken language efficiently enough to produce in on paper. For this purpose the student will require a variety of techniques such as schemata and its application, predictions, guessing and context clues, etc. Further, it also is constrained that dictation help the students develop their abilities to distinguish between phonemes, separate words and intonation. Besides, dictations function in spoken language; therefore, the students have an opportunity to learn to understand the language through listening. To conclude what has been mentioned above we can agree with Weir (1990:49) that dictations will force the students to use the variety of skills: listening, reading, speaking and writing skills.

2.7 Testing Grammar Through Error-recognition Items and Word Formation Tasks

One of the test formats for testing grammar is error-recognition items. Here the teacher writes sentences underlining various words. One of the words is obligatory wrong, and the students have to identify what word is wrong and should be corrected. Heaton introduces a variation of that type, saying that the teacher can supply the students with incorrect sentences asking the students to provide the right variant. This again demands a fairly good knowledge of the subject from the students to differentiate between the right and wrong variants. In that case the error-recognition format could be compared with multiple-choice format and even called a branch of it. Below you can find the example of error-recognition items format:

1. *I can't come to the phone – I have / I'm having a shower!*
2. *I watched/ I was watching TV when suddenly the telephone rang.*

3. *I had been waiting/I had waited in the rain for ages when she finally turned up.*

(*First certificate Star, Luke Prodromou, p.12*)

2.8 Free writing

Heaton believes that the most suitable way to check the students' writing skills is asking them to write a composition. The teacher can include a variety of testing criteria there depending on what is really being tested. The topics for a composition should be appropriate to the age of the students and respond to their interest. However, the teacher has to establish clearly what s/he is going to check (the material studied: e.g. grammar) and what could be neglected. The students have to know whether the teacher is interested in the context or may be s/he is concerned with grammar and spelling, as well.

Practical Part

Summative Test

Grade 12

Task 1. Translate the sentences from Armenian into English. (1/0.2)

1. Այս գարուն ծաղիկները ուշ ծաղկեցին:
2. Նա գերազանց գնահատականներ ստացավ իր աշխատասիրության շնորհիվ:
3. Դու մի քանի սխալ ունեիր, բայց ընդհանուր առմամբ վատ չէր:
4. Հաղորդկացման ժամանակակից միջոցներն աշխարհն ավելի փոքր են դարձնում:
5. Հնուստ ճանապարհորդը գերադասում է մի վայր գնալ:

Task 2. Find the odd word. (2/0.4)

1. Though an owl has large eyes, but it does not see well in the daytime.
2. No sooner had we reached to the station than the train arrived.
3. The students thanked to the professor for such an interesting report.
4. In terms of statistics, Belfast is the most safest city in the United Kingdom.
5. As I came nearer, I noticed the woman to talk to the policeman.

Task 3. Fill in the correct prepositions. about – at – by - for – from – in – of – on – to - with (2/0.4)

1. What are you talking _____?
2. _____ the end of next year we will have made over £ 100,000.
3. She always gets up early _____ the morning and goes to bed late _____ night.
4. I went to work _____ Tuesday but I didn't go on Friday morning.

5. You'll have to wait. He'll be with you _____ a minute.

Task 4. Put right tense form. (2/0.4)

1. I (not to see) the exhibition yet: it (to open) on Sunday.
2. George (to be) in Moscow for about two weeks.
3. The travelers (to reach) the village when it (to begin) to rain.
4. The mother (to cook) dinner and (to wait) for the children.
5. He was very confused and (not to know) what she (to talk) about.

Task 5. Transform the sentences correctly. (1/0.2)

1. The woman said to her son, "I am glad I am here."
2. Mike said, "We have bought these books today."
3. She said to me, "Now I can read your translation."
4. "This man spoke to me on the road," said the woman.
5. "I can't explain this rule to you," said my classmate to me.

Task 6. Change the form of words in capitals. (2/0.4)

1. Armenia is a small __ country with no seas and good land. (MOUNTAIN)
2. Armenia had a long and __ history, surviving through many dramatic days. (EVENT)
3. __ Armenian industry is built on manufacturing, mining, chemical industry and metallurgy. (TRADITION)
4. Every five years general presidential and __ elections are held. (PARLIAMENT)
5. It was a time of national __. (PROSPER)

So, this is an example of a summative test, that I have constructed for my 12th grade students. The two areas that you can assess with this test are reading and writing skills. A written test can be an effective tool for assessing vocabulary usage, reading comprehension, writing skills, and also comprehension of tense and grammatical structures. There is a lot to consider when putting a written test together; you want it to be a cohesive review of what they have been practicing; you want it to be useful for discussion afterwards.

As, this is a final test given at the end of the term, the focus is on giving students a sense of accomplishment through test-taking.

The test consists of six tasks. The 1st task is to translate sentences from Armenian into English, which gives an opportunity to check the knowledge of the vocabulary that they have learnt during the lessons. The 2nd task is to find the extra word in the sentences, which is to my mind a very good task, as with the help of this task you can find out how much they have mastered Grammar rules. The 3rd task belongs to the « Fill in the gaps» type, in this case they are to fill in the prepositions, which are mainly connected with expressions showing time. The 4th task refers to writing the correct tense-form, which is again connected with Grammar, the 5th task is to change the sentences from direct into indirect speech and the last one is connected with word-formation, the knowledge of different parts of speech in English, which is connected with vocabulary.

Conclusion

To summarize we can claim that there are different types of tests that serve for different purposes. Moreover, they all are necessary for the teacher's work, for they, apart from a proficiency test, could contribute to successful material acquisition by learners.

The role of tests is very useful and important, especially in language learning, for they indicate how much the learners have learnt during a course, as well as display the strength and weaknesses of the teaching process and help the teacher improve it.

The tests can facilitate the students' acquisition process and function as a tool to increase their motivation; however, too much of testing could be disastrous changing entirely the students' attitude towards learning the language, especially if the results are usually dissatisfying.

The test should be valid and reliable. They should test what was taught, taking the learner's individual pace into account. Moreover, the instructions of the test should be unambiguous.

Validity deals with what is tested and degree to which a test measures what is supposed to measure.

Reliability shows that the test's results will be similar and will not change if one and the same test will be given on various days.

There are four traditional categories or types of tests: proficiency tests measuring how much of a language a person knows or has learnt; achievement tests measuring a language someone has learned during a specific course, study or program; diagnostic tests displaying the knowledge of the students or lack of it, and placement tests placing the students at an appropriate level in a programme or a course.

There are various tests formats, such as multiple-choice tasks, gap-filling tests, cloze tests, true/false statements, etc. used to check four language skills.

To enter any foreign university the students are supposed to take the TOEFL or CFC tests. Besides, they can be taken to reveal the student's level of the English language.

Serving for almost similar purpose, however being sometimes different in their design and structure, the TOEFL and CFC tests are usually constructed according to the accepted universal pattern.

Summing up the results of our study, we can come to the conclusion that the test form of control today remains the most urgent. According to statistics, the majority of students chooses testing, preferring its creative assignments, as it takes less time and requires less psychological stress.



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