



Making Use of the Test Entries effective

Nafisa IBADOVA¹

Samarkand state institute of foreign languages

ARTICLE INFO

Article history:

Received April 2021
Received in revised form
28 April 2022
Accepted 20 May 2022
Available online
10 June 2022

Keywords:

purpose,
acronym,
testing,
pedagogical tests,
psychological tests,
linguo-didactic tests,
educational achievement,
skills,
abilities,
general proficiency tests,
selection tests,
aptitude tests,
achievement tests,
diagnostic tests,
lexical tests,
grammar tests.

ABSTRACT

This article discusses different types of testing in teaching foreign languages and their functions. It determines which type of test is appropriate for detecting a student's specific abilities and skills depending on the scenario.

The article reveals the principle of Modern tests that are multilevel and do not depend on teaching methods or a teacher. With the help of them, all four types of student activities are tested – reading, listening, speaking and writing. When working with tests, it is necessary to take into account what is being tested and what types of work this is achieved.

2181-1415/© 2022 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol3-iss5/S-pp45-49>

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

Test yozuvlaridan samarali foydalanish

Kalit so'zlar:

maqsad,
qisqartma,
test,
pedagogik testlar,
psixologik testlar,
lingvodidaktik testlar,
ta'lim yutug'i,
ko'nikma,

ANNOTATSIYA

Ushbu maqolada chet tillarini o'rgatishda turli xil test turlari va ularning vazifalari muhokama qilinadi. U ssenariyga qarab o'quvchining o'ziga xos qobiliyat va ko'nikmalarini aniqlash uchun qaysi turdagi testlar mos kelishini belgilaydi.

Maqolada ko'p bosqichli va o'qitish usullariga yoki o'qituvchiga bog'liq bo'lmagan zamonaviy testlar prinsipi ochib berilgan. Ular yordamida o'quvchilar faoliyatining barcha to'rt

¹ Senior teacher, Samarkand state institute of foreign languages. Samarkand, Uzbekistan.
E-mail: ibadovanafisa83@gmail.com

malakalar,
umumiy malaka testlari,
saralash testlari,
qobiliyat testlari,
yutuq testlari,
diagnostik testlar,
leksik testlar,
grammatik testlar.

turi – o‘qish, tinglash, gapirish va yozish sinovdan o‘tkaziladi. Testlar bilan ishlashda nima sinovdan o‘tkazilayotganini va bunga qanday ish turlariga erishilganligini hisobga olish kerak.

Эффективное использование тестовых записей

АННОТАЦИЯ

Ключевые слова:

цель,
аббревиатура,
тестирование,
педагогические тесты,
психологические тесты,
лингводидактические
тесты, учебное
достижение,
навыки,
умения,
тесты общей
квалификации,
отборочные тесты,
тесты способностей,
тесты достижений,
диагностические тесты,
лексические тесты,
грамматические тесты.

В данной статье рассматриваются различные виды тестирования в обучении иностранным языкам и их функции. Она определяет, какой тип теста подходит для выявления конкретных способностей и навыков учащегося в зависимости от сценария.

В статье раскрывается принцип современных тестов, которые являются многоуровневыми и не зависят ни от методов обучения, ни от преподавателя. С их помощью проверяются все четыре вида деятельности учащихся – чтение, аудирование, говорение и письмо. При работе с тестами необходимо учитывать, что тестируется и какими видами работ это достигается.

Different scholars (Heaton, 1990; Under bill, 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 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 who emphasizes 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 four traditional categories or types of tests: proficiency tests, achievement tests, diagnostic tests and placement tests. The author of the paper once being a teacher, can claim that she is acquainted with three of them and has frequently used them in her teaching practice.

In the following sub-chapters we are determined to discuss different types of tests and possible to apply our own experience in using them.

The test entries include extensive information. For each test, descriptive information is presented in the following order:

a) Titles. Test titles are printed in boldface type. Secondary or series titles are set off from main titles by a colon.

b) Purpose. For each test we have included a brief, clear statement describing the purpose of the test. Often these statements are quotations from the test manual.

c) Population. This is a description of the groups for which the test is intended. The grade, chronological age, semester range, or employment category is usually given. "Grades 1.5--2.5,--2--3, 4--12, 13--17" means that there are four test booklets: a booklet for the middle of the first grade through the middle of the second grade, a booklet for the beginning of the second grade through the end of the third grade, a booklet for grades 4 through 12 inclusive, and a booklet for undergraduate and graduate students in colleges and universities.

d) Publication date. The inclusive range of publication dates for the various forms, accessories, and editions of a test is reported.

e) Acronym. When a test is often referred to by an acronym, the acronym is given in the test entry immediately following the publication date.

f) Scores. The number of part scores is presented along with their titles or descriptions of what they are intended to represent or measure.

g) Administration. Individual or group administration is indicated. A test is considered a group test unless it may be administered only individually.

h) Forms, parts, and levels. All available forms, parts, and levels are listed.

i) Manual. Notation is made if no manual is available. All other manual information is included under Price Data.

j) Restricted distribution. This is noted only for tests that are put on a special market by the publisher. Educational and psychological restrictions are not noted (unless a special training course is required for use).

k) Price data. Price information is reported for test packages (usually 20 to 35 tests), answer sheets all other accessories, and specimen sets. The statement "\$17.50 per 35 tests" means that all accessories are included unless otherwise indicated by the reporting of separate prices for accessories. The statement also means 35 tests of one level, one edition, or one part unless stated otherwise. Because test prices can change very quickly, the year that the listed test prices were obtained is also given. Foreign currency is assigned the appropriate symbol. When prices are given in foreign dollars, a qualifying symbol is added (e.g. A\$16.50 refers to 16 dollars and 50 cents in Australian currency). Along with cost, the publication date and number of pages on which print occurs is reported for manuals and technical reports (e.g. '85,102 pages) all types of machine-scorable answer sheets available for use with a specific test are also reported in the descriptive entry. Scoring and reporting services provided by publishers are reported along with information on costs. In a few cases, special computerized scoring and interpretation services are given in separate entries immediately following the test.

l) Foreign languages and other special editions. This section concerns foreign language editions published by the same publisher who sells the English edition. It also indicates special editions (e.g. Braille large type) available from the same or a different publisher.

m) Time. The number of minutes of actual working time allowed examinees and the approximate length of time needed for administering a test are reported whenever obtainable. The latter figure is always enclosed in parentheses. Thus, “50(60) minutes” indicates that the examinees are allowed 50 minutes of working time and that a total of 60 minutes is needed to administer the test. A time of “40–50 minutes” indicates in untimed test that takes approximately 45 minutes to administer, or – in a few instances – a test so timed that working time and administration time are very difficult to disentangle. When the time necessary to administer a test is not reported or suggested in the test materials but has been obtained through correspondence with the test publisher or author, the time is enclosed in brackets.

n) Comments. Some entries contain special notations, such as: “for research use only”; “revision of the ABC test”; “tests administered monthly at centers throughout the United States”; “subtests available as separates”; and “verbal creativity.” A statement such as “verbal creativity” is intended to further describe what the test claims to measure. Some of the test entries include factual statements that imply criticism of the test, such as “1980 test identical with test copyrighted 1970.”

o) Author. For most tests, all authors are reported. In the case of tests that appear in a new form each year, only authors of the most recent forms are listed. Names are reported exactly as printed on test booklets. Names of editors generally are not reported.

p) Publisher. The name of the publisher or distributor is reported for each test. Foreign publishers are identified by listing the country in brackets immediately following the name of the publisher. The Publishers Directory and Index must be consulted for a publisher’s address.

q) Foreign adaptations. Revisions and adaptations of tests for foreign use are listed in a separate paragraph following the original edition.

r) Sub-listings. Levels, editions, subtests, or parts of a test available in separate booklets are sometimes presented as sublistings with titles set in small capitals.

Role of test 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.

The development of linguodidactic testing as a common means of control has led to the emergence of various types of linguodidactic tests. Most Russian authors, headed by E.A. Shtulman, classify language tests into 3 categories. The overwhelming majority of foreign testing theorists (R. Lado, A. Davis) single out four.

To the first category, domestic linguists include tests of general skill, which allow you to check the level of language proficiency in accordance with the activity for which the subject prepares himself. The second category is tests of success, or as they are often called tests of educational achievement. These tests allow the teacher to assess the success of mastering specific knowledge and even individual sections of academic disciplines. This type of testing is a more objective indicator of learning than assessment. And the third category is diagnostic tests, which make it possible to determine not only the level of knowledge, abilities and skills, but also to reveal the reasons for their insufficient formation. [3. P. 169].

A. Davis distinguishes four types of language tests. In his works, he gives a detailed description of each of the above types.

1. General Proficiency tests (ability tests) – tests to determine the level of proficiency in foreign languages. In this category, the scientist distinguishes several types of tests, depending on their purpose. If the goal is to test the knowledge of applicants to determine the level of proficiency in a foreign language, then such tests are called selection tests; if their goal is to distribute students into groups depending on their knowledge – placement tests, etc.

2. Aptitude tests – a category of tests to determine the ability of the examiner in a foreign language, as well as the time required for him to master the language. This category of tests is often called Prognostic tests, that is, tests that predict a student's possible success in learning a foreign language, which depends on his ability.

3. Achievement tests (tests of progress and achievements) – tests to determine the achievements of knowledge, skills and abilities acquired in the learning process for a certain period. This category of tests is better known as Progress tests.

4. Diagnostic tests – tests to identify the weaknesses of students' knowledge of individual language skills, as well as the reasons for their lag. With their help, the teacher is given the opportunity to take appropriate measures to eliminate the backlog [4. P.102].

According to the frequency of use, the following types of tests can be distinguished:

- Current, which are carried out as the study of a certain topic or section;
- Periodic tests used at a certain stage of the educational process and usually coinciding with the moment of completion of work on a certain section or topic;
- Global, summing up a longer period of study. [6. P. 231].

So, of course, with all the variety of test tasks, the teacher needs to be able to navigate them. A detailed classification will give the teacher the opportunity to plan his work with tests, and, consequently, to predict the results of his work. This information will help the teacher to better allocate his working time and direct it to practical work with students.

REFERENCES:

1. Bynom A. 2001. Testing terms. English Teaching professional. Forum. July. Issue Twenty.
2. Heaton J. 1990. Classroom Testing. Longman.
3. Kokkota V. Linguodidactic testing. M.: Higher. shk., 1989 – P. 130.
4. Kuzmenkova Yu. B. Tests, Texts and Topics for your English Exams. – Obninsk: Title, 2001. – P. 425.
5. Thompson M. 2001. Putting students to the test. Issue Twenty. Forum. July
6. Ibadova N.A., Ochilova Sh. 2022. Various objectives in test development. "Academicia Globe: Inderscience research 3 (1), – PP. 27–30.