

Applied Linguistics

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Lecture 13

- 1. One of the four main reasons for testing is the (Placement test). This type of test aims to:**
 - a. Expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course.
 - b. Show how good a student's English is in relation to a previously agreed system of levels.
 - c. Measure learners' language and skill progress in relation to the syllabus they have been following.
 - d. Give a general picture of a student's knowledge and ability.

- 2. It measures learners' language and skill progress in relation to the syllabus they have been following.**
 - a. Placement test
 - b. Diagnoses test
 - c. Progress test
 - d. Proficiency test

- 3. It exposes learner difficulties, gaps in their knowledge, and skill deficiencies during a course.**
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- 4. It gives a general picture of a student's knowledge and ability.**
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5. Placement test usually tests:

- a. Skills
- b. Grammar knowledge
- c. Vocabulary knowledge
- d. Both B and C

6. To assess students' productive and receptive skills,should be given.

- a. Placement test
- b. Diagnoses test
- c. Progress test
- d. Proficiency test

7. Achievement/progress tests at the end of a term should reflect:

- a. Progress
- b. Failure
- c. Both
- d. Neither

8. Tests that can also help us to decide on changes to future teaching programs are.....

- a. Placement test
- b. Diagnoses test
- c. Progress test
- d. Proficiency test

9. Tests that are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.

- a. Placement test
- b. Diagnoses test
- c. Progress test
- d. Proficiency test

10. In order to judge the effectiveness of any test, there are criteria to follow such as:
- Validity
 - Equality
 - Reliability
 - A and C
11. **Validity means:**
- The test must test valid information.
 - The test must test what is supposed to test.
 - The test must be taken in a valid situation or place.
 - All false
12. **Reliability means:**
- A good test should give consistent results.
 - To make the test instructions clear, restricting the scope for variety in the answers.
 - Both
 - Neither
13. A test item isif it asks candidates to perform the communicative skill which is being tested.
- Direct
 - Indirect
 - Comprehensible
 - Sufficient
14. test items, on the other hand, try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills.
- Direct
 - Indirect
 - Comprehensible
 - Sufficient
15. test items try to be as much like real-life language use as possible.
- Direct
 - Indirect

- c. Comprehensible
- d. Sufficient

16. Indirect items try to find out about a student's language knowledge through more controlled items, such as:

- a. Multiple choice questions
- b. Grammar transformation items.
- c. Both
- d. Neither

17. Before designing a test and then giving it to a group of students, there are a number of things we need to do such as:

- a. Assess the test situation
- b. Decide what to test
- c. Balance the elements
- d. All true

18. Assessing the test situation mainly involves:

- a. Test time
- b. Test place
- c. Marking time
- d. All true

19. Balancing elements involves estimating:

- a. How long we want each section of the test to take.
- b. How long the test should take
- c. what we want to include in our test.
- d. How long the marking will take.

20. It is absolutely vital that we try out individual items and/or whole tests on colleagues and students a like before administering them to real candidates. This is one of the things we need to do before designing a test and it is called:

- a. Assess the test situation

- b. Decide what to test
- c. Making the test work
- d. Weight the scores

21. Students can be prepared for future tests and exams in a variety of ways such as:

- a. Training for test types
- b. Discussing general exam skills
- c. Doing practice tests
- d. All true