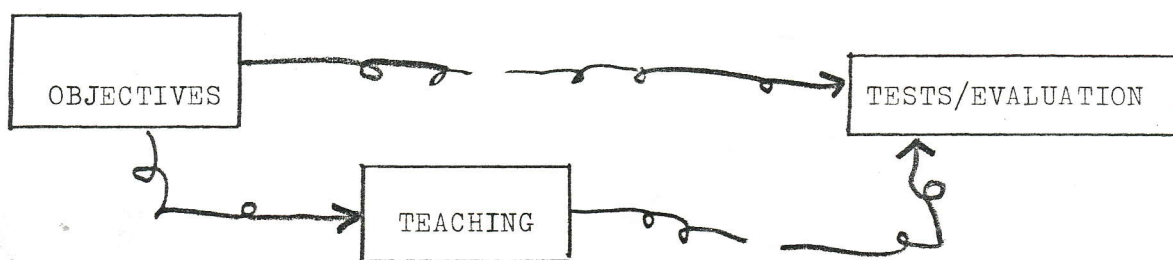


| | Multiple choice | Fill-in | Transformation | Guided production | Free production | Transformation-interpretation |
|-------------------------|--|---------|----------------|-------------------|-----------------|-------------------------------|
| Listening comprehension | L2 -2/-4 L1 +1/-1 T/F +3/+4 | | | +6/+7 | +5/+6 | +2/+5 |
| Reading comprehension | L2 -2/-4 L1 -1/+1 T/F +3/+4 Cloze +3/+5 | +3/+5 | | +6/+7 | +5/+6 | +2/+5 |
| Writing | | | | +4/+6 | +4/+5 | +2/+5 |
| Grammar | +2/+4 | +4/+5 | +4/+5 | +6/+7 | +5 | +2/+3 |



The above figure, I claim, is a true description of most current practice in teaching and test construction. There are no clear, unproblematic links from objectives to teaching to testing. There are gaps and implicit leaps are made. The situation, however, could be improved if more work along the lines of domain specification and criterion-referenced testing were made.

| | Multiple choice | Fill-in gaps | Transformation for instance (active -passive sentence combin.) | Guided production | Free production | Translation ^{labor} interpretation |
|-------------------------|--|--------------|--|-------------------|-----------------|---|
| Listening comprehension | L2 -2/-4 L1 +1/-1 T/F +3/+4 | | | +6/+7 | +5/+6 | +2/+5 |
| Reading comprehension | L2 -2/-4 L1 -1/+1 T/F +3/+4 CLoze +3/+5 | +3/+5 | | +6/+7 | +5/+6 | +2/+5 |
| Writing | | | | +4/+6 | +4/+5 | +2/+5 |
| Grammar | +2/+4 | +4/+5 | +4/+5 | +6/+7 | +5 | +2/+3 |

In the above figure I have tried to illustrate my judgment of how ^{well} some test types are suited to test different students' knowledge of language (or language components, elements, sub-system, call you them what you like) and their language comprehension and production skills. The table is not complete. I once wrote it when I talked about testing to a Scandinavian teachers' conference. The higher the positive figure the better the test type appears to me. Figures are simple additive sums of my ratings on a 5-point scale ranging from +2 to -2 on the following dimensions of facets: ease of construction, ease of administration, ease of scoring, degree of validity, desirability of likely washback effect on teaching in schools, costs related to construction, administration and scoring. When I rated the test types I did, in fact, leave out the administration and costs because I said that at this point I am interested in matters other than practical problems.

| LEVEL OF ACTIVITY | LANGUAGE KNOWLEDGE | | LANGUAGE SKILLS | | Communication skills (language use skills) / pragmatic IC tests | |
|--|--|--|--|--|---|--|
| | PHONOLOGY | MORPHOLOGY & SYNTAX | SEMANTICS | Listening compre- hension | Speaking | Verbal |
| MECHANICAL SKILLS (discriminate, repeat, recognize, recall) | Which is different? Which are identical? Imitate! Repeat! | Recall conjugation, paradigms Do in accordance with the model! Recite a rule | Choose/Give -L1 equivalent -L2 equivalent | Write down numbers Spell names Respond to... | Imitate! Repeat! Respond to... | Conventional verbal expressions customary in verbal interaction |
| | Minimal pairs Text types | Multiple choice Matching Reorganization | Multiple choice choice Matching | | | Interpret! Act (speak/write) in a manner expected in the context! Diction Proof-reading Linguistic rituals (fillers etc) |
| KNOWLEDGE/ UNDERSTANDING (recognize, recall, classify, state...) | Is x voiced/ voiceless? Sing/plural? What case? What does x refer to? Where is main stress? Which structure fits the context? | What class? What is the meaning of x (using word formation)? | What was said? What facts were stated? What opinions were expressed? | State/present/ inform/express.. | | Respond and act (speak/write) in a way customary in the context |
| | Multiple choice Matching Text types | True-false Multiple ch. Matching Classification Question-answer Error spotting | True-false Multiple choice Matching Classification Question-answer Error spotting | Reading aloud Guided speaking | Fill-in Eg. movement of hand Transform..with the palm upwards Guided writing (Ladies first! Would you like to say something at this point?) | Taking notes Interpreting Chatting Reporting Cloze |
| APPLICATION (perform, execute, demonstrate, produce, invent, create...) | Read aloud What structure would you use in this context? Fill-in Transformation Multiple choice | What is the correspond- ing adj., adverb, verb etc of this word? | What does the speaker really cate? | Produce, create, express | Produce, create.. creatively | Respond and act creatively |
| | Fill-in Transformation Multiple choice | Question-answer Selection Fill-in Making inferences Correcting errors Criticizing Commenting | Underlining main points Making inferences Correcting errors Criticizing text | Role playing Oral presentation | Reproduction Eg. smiling in this context. X says: Y: "How about some coffee?" Y smiles and transforms implied request into an offer | Interview Conversation Summary Narrating Free writing Fluent translation |

Scheme for assessing the relative merits of different test types for measuring language knowledge and language skills

*Scale +2 = very easy/good/worth +1
-2 = very difficult/negative*

| Element/skill | Construction | Admin- stration | Scoring | Validity | Washback effect | Costs (constr./ admin./scoring) |
|-------------------------|---|--------------------|---|---|--|------------------------------------|
| Listening comprehension | McFiTrGp Fp Tra L2-2 - - +2 +2 +2 L1 +1 Tr +2 CI +2 | | Mc Fi TrGp Fp Tra +2 - - { 0 } { -1 } { -1 } { 0 } +2 { +1 } { 0 } +2 { 0 } { -1 } { 0 } +2 { +1 } { 0 } { +1 } | Mc Fi TrGp Fp Tra - - +2 +2 { +1 } { +2 } -2 { -1 } { -2 } -1 { -2 } -1 { -1 } 0 | Mc Fi Tr Gp Fp Tra - - +2 +2 { 0 } { +1 } | |
| Speaking | | | | | | |
| Reading comprehension | L2-2 +2 +2 +2 +2 L1+1 Tr +2 CI+2 | | +2 { 0 } { -1 } { 0 } { +1 } +2 { +1 } { 0 } { +1 } +2 { 0 } { -1 } { 0 } +2 { +1 } { 0 } { +1 } | -2 { -1 } { -2 } -2 { -1 } { -2 } -1 { 0 } { -1 } -1 { 0 } { -1 } 0 { +1 } { 0 } | +2 +2 { 0 } { +1 } -2 { -1 } { -2 } -1 { -1 } { -2 } 0 { 0 } { +1 } +1 | |
| Writing | +2 +2 +2 | | { -1 } { 2 } { 0 } | { +2 } { +2 } { +2 } | +2 +2 { 0 } { +1 } | |
| Grammar | +2 +2 +2 +2 +2 | | +2 { +1 } { 0 } { 0 } { -1 } { -1 } +2 { 0 } { +1 } { +1 } | +1 +1 +2 +2 +1 -1 { -1 } { 0 } | -1 { +1 } { +1 } { +2 } { +2 } 0 { 0 } { +1 } | |
| Vocabulary | | | | | | |

List of abbreviations: Mc=Multiple choice, Fi=Fill in, Tr=Transformation, Gp=Guided production, Fp=Free production, Tra=Translation/interpretation, L1=mother tongue, CI= cloze