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*Лингводидактика
в тестах*
Linguodidactics in Tests

Aim
Content
Principles
Pronunciation
Vocabulary
Grammar
Listening
Speaking
Reading
Writing
Testing
Lesson

ПСКОВ – ООО «ЛОГОС»

Linguodidactics in Tests

Министерство образования и науки Российской Федерации
Псковский государственный университет

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Лингводидактика в тестах

Linguodidactics in Tests

ООО «ЛОГОС»

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Учебно - методическое пособие «Лингводидактика в тестах» содержит задания по основательному усвоению учебного материала. Эффективность изучения курса зависит от обеспечения обратной связи. Предлагаемые тестовые задания создают условия для осуществления контроля как преподавателем, так и для самопроверки студентами.

This handbook is for those who acquire new skills and techniques in the acquisition of the course "Linguodidactics". Testing is a form of assessment. In order to monitor the learning process and encourage revision learners are given periodic tests in the topic areas during the course.

УДК

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Предисловие

Лингводидактика в настоящее время обрела свою нишу не только в области практики, но и теории обучения иностранным языкам. Она обогатила дидактику, лингвистику и психологию и обрела свою независимость в результате взаимодействия этих наук.

Учебно-методическое пособие «Лингводидактика в тестах» направлено в определенной степени показать эффективность усвоения курса, которая обеспечивается обратной связью и студентов, и преподавателя. При этом контроль интегрирован в курс обучения по каждому разделу дисциплины, т.е. осуществляет также и обучающую функцию и позволяет показать, что достигнуто, а если не достигнуто, то почему. Самоконтроль позволяет студентам задуматься над тем, как продвигается их учение и каковы их проблемы и в конечном итоге повысить интерес к изучаемому предмету и существенно повлиять на отношение к усвоению курса.

Preface

Currently linguodidactics found a niche both in the field of practice and the theory of teaching languages. A handbook “Linguodidactics in Tests” has a wider choice of managing the training process and showing the effectiveness of methodological options of acquisition of the course which is supported with the feedback both by a student and a teacher.

Within the course the monitoring is integrated into every topic area, thus implementing a teaching function and helps to state what has been achieved and if not- to state “why?”. Self-control lets students fall to thinking of progress and their needs in learning and ultimately raises their interest and affects significantly on the attitude towards the acquisition of the course.

Test 1.

Topic Area:

Aims, Content, Principles of Foreign Language Teaching

Read the text. Complete the sentences with the suitable answers.

1. The aim when students acquire skills in using a foreign language is _____.

2. The aim when students develop their mental abilities and intelligence in the process of learning a foreign language is _____

3 The aim when students extend their mental abilities and intelligence in the process of learning a foreign language is _____.

4. _____ is the first component of the content of a foreign language.

5. _____ is the second component of the content of a foreign language.

6. _____ is the third component of the content of a foreign language.

7. Comprehension of a linguistic phenomenon of the material is the principle of _____.

8. An active participation in the process of learning a foreign language is the principle of _____.

9. Involving the students' level of knowledge of the mother tongue of learners is the principle of _____.

10. Involving specially organized demonstration of linguistic material is the principle of _____.

Test 2.

Topic Area:

Teaching Pronunciation

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching pronunciation is_____.
2. The knowledge of phonemes, syllable formation, word stress, intonation is_____.
- 3._____ is the language of radio, theatres, universities and schools.
4. The target of pronunciation that resembles native pronunciation only partially but is nevertheless sufficient for communication is_____.
- 5._____ activity that is based on language rehearsal with the purpose of practicing pronunciation.
6. The problem of not hearing the difference between phonemes and tones is called_____.
7. Making the motor movements inadequate to proper production of English sounds is the problem of_____.
8. Making wrong stresses, pauses, using inappropriate patterns is the problem of_____.
9. The problem of_____ is to assemble the phonemes of a talk with the proper allophonic variations (members of a phoneme).
10. The problem of_____ is to make correct production of speech.

Test 3.

Topic Area:

Teaching Vocabulary

Read the text. Complete the sentences with the suitable answers.

1. _____ is the knowledge of how to use vocabulary for communication.
2. The sum of words that has been acquired by a particular person is _____.
3. The stages of teaching vocabulary are
1. _____ 2. _____ 3. _____
4. _____ is made up of two or more words often placed together in oral or written speech.
5. _____ is filling the gaps in a meaningful text with target words.
6. A cluster of words that is associated with a central concept is _____.
7. _____ are used to facilitate memorization of words .
8. Words brought together by associations are _____.
9. Elicitation of lexical meaning for the purpose of comprehending the words is _____
_____.
10. _____ is keeping words in the long-term memory.

Test 4.

Topic Area:

Teaching Grammar

Read the text. Complete the sentences with the suitable answers.

1. The subject of grammar is _____

2. _____ means students' concentration on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language.
3. The assimilation of grammar means _____
_____.
4. _____ is introducing and practicing grammar in sentence structures.
5. Teaching of active grammar and passive grammar is _____
_____.
6. Grammar used in situations implies _____.
7. _____ exercises require students' observation the new grammar.
8. _____ exercises require reproduction on the part of the students.
9. _____ exercises require creative work on the part of the students.
10. A check on the assimilation of grammar material is carried out through _____.

Test 5.

Topic Area:

Teaching Listening Comprehension

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching listening comprehension is _____
_____.
2. Hearing is an act _____.
3. Difficulties of listening comprehension are _____

_____.
4. Bottom-up processing while listening is driven by _____
_____.
5. Top-down processing while listening is driven _____
_____.
6. The process of listening consists of _____ distinct stages.
7. The first stage is called _____.
8. The second stage is called _____.
9. The third stage is called _____.
10. Listening can be taught as _____
_____.

Test 6.

Topic Area:

Teaching Speaking

Read the text. Complete the sentences with the suitable answers.

1. The knowledge of how to achieve a goal by using oral communication

is _____.

2. Speaking exists in _____ forms.

3. A stretch of spoken language

is _____.

4. A relatively long speech turn is a

_____.

5. A conversation between 2 or more people with an exchange of relatively short turns is a

_____.

6. There are _____ psychological factors to be taken into account when teaching speech.

7. Speech is always

m_____.

8. Speech is always emotionally

c_____.

9. Speech is always

add_____.

10. Speech is always s_____.

Test 7.

Topic Area:

Teaching Reading

Read the text. Complete the sentences with the suitable answers.

1. The goal of reading is _____

2. Reading develops:

1. _____ 2. _____ 3. _____ 4. _____

3. Reading can be:

1. _____ 2. _____ 3. _____

4. Reading dynamic depends on:

1. _____ 2. _____ 3. _____

5. There are ____ strategies of reading

6.1. Choice of texts for reading makes use of the following criteria:

1. r _____ 2. s _____ 3. u _____ 4. r _____ 5. a _____

7. Scanning is reading for _____

8. Skimming is reading for _____

9. Critique is reading for _____

10. A system of exercises for reading includes the following exercises depending on the stage of teaching:

1. _____

2. _____

3. _____

Test 8.

Topic Area:

Teaching Writing

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching writing is_____.
2. The history of writing originated in_____.
3. Writing can be_____.
4. Writing can be done with the purpose of_____.
1. d_____ 2._____
- 3._____ 4._____
5. Writing falls into the activities:
1_____ 2_____ 3_____
6. There are ___ stages of teaching to write.
7. Narration is_____
8. Description is_____
9. Essay is_____
10. Text format is_____

Test 9.

Topic Area:

Testing in Teaching English

Read the text. Complete the sentences with the suitable answers.

1, Language test is_____.

2. A fundamental principle in language testing is_____.

3,Test qualities include:

1. r_____ 2.v_____

3. c_____ 4.p_____

4. There are the following tests:

1.p_____ 2.a_____

3.d_____ 4.p_____

5. Realibility is_____

6.Consistency is_____

7.Validdity is_____

8 .Practicality is_____

9. Test analyses is necessary to_____

10. Discrimination is_____

Test 10.

Topic Area:

Teaching an Effective Lesson

Read the text. Complete the sentences with the suitable answers.

1. A lesson is a set of _____ opportunities.

2. The five major aspects of the lesson are _____

3. Syllabus is _____

4. Method is _____

5. Principles are _____

6. Techniques are _____

7. Atmosphere of the lesson is _____

8. The basic types of the lesson planning are _____

9. The metaphors that describe the lesson design are _____

10. There are three maxims of lesson observation that make the process more effective. They are _____

Answer Keys

Test 1.

Topic Area:

Aims, Content, Principles of Foreign Language Teaching

Read the text. Complete the sentences with the suitable answers.

1. The aim when students acquire skills in using a foreign language is **practical / communicative**.
2. The aim when students develop their mental abilities and intelligence in the process of learning a foreign language is **educational**.
3. The aim when students extend their mental abilities and intelligence in the process of learning a foreign language is **cultural**.
4. **Background knowledge** is the first component of the content of a foreign language.
5. **Language skills** is the second component of the content of a foreign language.
6. **Study skills** is the third component of the content of a foreign language.
7. Comprehension of a linguistic phenomenon of the material is the principle of **conscious approach**.
8. An active participation in the process of learning a foreign language is the principle of **activity**.
9. Involving the students' level of knowledge of the mother tongue of learners is the principle of **the knowledge of the learners' native language**.
10. Involving specially organized demonstration of linguistic material is the principle of **visuliazation**.

Student's Self- Assessment Form

Topic area: Aims,content,principles Test 1	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Answer Keys

Test 2.

Topic Area:

Teaching Pronunciation

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching pronunciation is to pronounce the **language and comprehend the message**.
2. The knowledge of phonemes, syllable formation, word stress, intonation is **phonetic competence**.
3. **Received pronunciation(RP)** is the language of radio, theatres, universities and schools.
4. The target of pronunciation that resembles native pronunciation only partially but is nevertheless sufficient for communication is **approximation**.
5. **Pronunciation drill** is activity that is based on language rehearsal with the purpose of practicing pronunciation.
6. The problem of not hearing the difference between phonemes and tones is called **discrimination**.
7. Making the motor movements inadequate to proper production of English sounds is the problem of **articulation**.
8. Making wrong stresses, pauses, using inappropriate patterns is the problem of **intonation**.
9. The problem of **integration** is to assemble the phonemes of a talk with the proper allophonic variations(members of a phoneme).
10. The problem of **automacy** is to make correct production of speech.

Student's Self- Assessment Form

Topic area: Teaching Pronunciation Test 2	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Test 3.

Topic Area:

Teaching Vocabulary

Read the text. Complete the sentences with the suitable answers.

1. **Lexical competence** is the knowledge of how to use vocabulary for communication.
2. The sum of words that has been acquired by a particular person is **vocabulary**.
3. The stages of teaching vocabulary are:
1 pre-activity 2.while-activity 3.post activity
4. **Collocation** is made up of two or more words often placed together in oral or written speech.
5. **Lexical close** is filling the gaps in a meaningful text with target words.
6. A cluster of words that is associated with a central concept is **lexical mind-map**.
7. **Mnemonic exercises** are used to facilitate memorization of words.
8. Words brought together by associations are **word-clusters**.
9. Elicitation of lexical meaning for the purpose of comprehending the words is **word-meaning interpretation**.
10. **Storage of words** is keeping words in the long-term memory.

Student's Self- Assessment Form

Topic area: Teaching Vocabulary Test 3	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Test 4.

Topic Area:

Teaching Grammar

Read the text. Complete the sentences with the suitable answers.

1. The subject of grammar is the knowledge **how to construct a sentence**.
2. **Conscious approach** means students' concentration on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language.
3. The assimilation of grammar means **practical approach**.
4. **Structural approach** is introducing and practicing grammar in sentence structures.
5. Teaching of active grammar and passive grammar is **different approach**.
6. Grammar used in situations implies **situational approach**.
7. **Recognition** exercises require students' observation the new grammar.
8. **Drill/training** exercises require reproduction on the part of the students.
9. **Creative** exercises require creative work on the part of the students.
10. A check on the assimilation of grammar material is carried out through **grammar tests**.

Student's Self- Assessment Form

Topic area: Teaching Grammar Test 4	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Test 5

Topic Area:

Teaching Listening Comprehension

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching listening comprehension is **to get the meaning from what we hear.**
2. Hearing is an act of **receiving the language through ears without interpretation..**
3. Difficulties of listening comprehension are **unknown language, unfamiliar topic, lack of own experience, no visual clues, no personal opinion, no expectations about the text.**
4. Bottom-up processing while listening is driven by what the **listener hears.**
5. Top-down processing while listening is driven by **the ideas that are ready in the listener's head.**
6. The process of listening consists of **3** distinct stages.
7. The first stage is called **echoic memory.**
8. The second stage is called **short-term memory.**
9. The third stage is called **long-term memory.**
10. Listening can be taught as **an active, extensive and intensive process.**

Student's Self- Assessment Form

Topic area: Teaching Listening Comprehension Test 5	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Test 6.

Topic Area:

Teaching Speaking

Read the text. Complete the sentences with the suitable answers.

1. The knowledge of how to achieve a goal by using oral communication is **communicative competence**.
2. Speaking exists in **2** forms.
3. A stretch of spoken language is **conversational discourse**.
4. A relatively long speech turn is a **monologue**.
5. A conversation between 2 or more people with an exchange of relatively short turns is a **dialogue**.
6. There are **4** psychological factors to be taken into account when teaching speech.
7. Speech is always **motivated**.
8. Speech is always emotionally **colored**.
9. Speech is always **addressed**.
10. Speech is always **situational**.

Student's Self- Assessment Form

Topic area: Teaching Speaking Test 6	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
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8.					
9.					
10.					

Test 7.

Topic Area:

Teaching Reading

Read the text. Complete the sentences with the suitable answers.

1. The goal of reading is **to extract meaning from writing by understanding the written text.**

2. Reading develops:

1.intelligence 2.memory 3.will 4.imagination

3. Reading can be:

1. text-driven 2.task-driven 3.purpose-driven

4. Reading dynamic depends on:

1. level of language competence 2.level of reading skills 3.type of the text

5. There are **3** strategies of reading

6.Choice of texts for reading makes use of the following criteria:

1.realibility2.suitability3.usability 4.resourcefulness5. authenticity

7.Scanning is reading for **details**

8. Skimming is reading for **the gist**

9. Critique is reading for **critical analysis**

10. A system of exercises for reading includes the following exercises depending on the stage of teaching:

1. graphemic-phonemic exercises

2. structural-informative

3. semantic-communicative

Student's Self- Assessment Form

Topic area: Teaching Reading Test 7	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Test 8.

Topic Area:

Teaching Writing

Read the text. Complete the sentences with the suitable answers.

1. The goal of teaching writing is **to send,store and retrieve messages with the help of written symbols.**
- 2.The history of writing originated in **Mesopotamia and Egypt.**
- 3.Writing can be **expressive,poetic,informative,persuasive..**
4. Writing can be done with the purpose of,
1.description 2. narration
3. guided writing 4.persuasion 5. reasoning
5. Writing falls into the activities:
1 copying 2. guided writing3. store writing
6. There are three stages of teaching to write
pre-writing, while-writing, post-writing
7. Narration is **putting on paper a succession of events**
8. Description is **putting on paper details of an object or process.**
9. Essay is a **jenre of writing that focuses on a theses and develops it.**

10. Text format is a **layout of written text with specific characteristic features.**

Student's Self- Assessment Form

Topic area: Teaching Writing Test 8	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
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9.					
10.					

Test 9.

Topic Area:

Testing in Teaching English

Read the text. Complete the sentences with the suitable answer.

1, Language test is **a tool for measuring language performance in learners or ability to do it.**

2. A fundamental principle in language testing is **correspondence between language test performance and real world language use.**

3, Test qualities include:

1. reliability 2. validity 3. consistency 4. practicality

4. There are the following tests:

1. proficiency 2. achievement 3. diagnostic 4. placement

5. Reliability is **performance of measuring results produced by the same test in different circumstances.**

6. Consistency is **agreement between parts of the text in terms of difficulty and results.**

7. Validity is the **coincidence of the test scores with other measures of the learners' language performance.**

8. Practicality is **convenience of the test as a measuring tool.**

9. Test analyses is **necessary to process the results and draw conclusions about the learners' performance.**

10. Discrimination is **the ability of the test to signal the individual differences in the learners' language performance.**

Student's Self- Assessment Form

Topic area: Testing in Teaching English Test 9	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
3.					
4.					
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8.					
9.					
10.					

Test 10.

Topic Area:

Teaching an Effective Lesson

Read the text. Complete the sentences with the suitable answer.

1. A lesson is a **set of learning opportunities**.
2. The five major aspects of the lesson are **syllabus, method, principles, techniques, atmosphere**.
3. Syllabus is the **content of what is being taught**.
4. Method is a **way towards the attainment of an ultimate goal**.
5. Principles are **major guidelines that channel channel teaching and learning activities**.
6. Techniques are the **ways to run learner communicative activities** in the lesson.
7. Atmosphere of the lesson is **the spirit** of the lesson.
8. The basic types of the lesson planning are **logical line, topic umbrella, jungle path and rag-bag**.
9. The metaphors that describe the lesson design are **balance, switchboard, jigsaw, domino, thread**.

10. There are three maxims of lesson observation that make the process more effective. They are **attention, non-judgement, empathy.**

Student's Self- Assessment Form

Topic area: Teaching an Effective Lesson Test 10	Very good ****	Good ***	OK **	NOT VERY GOOD *	Teacher's Assessment
1.					
2.					
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10.					

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Лингводидактика в тестах

Lihguodidactics in Tests

Учебно - методическое пособие для университетов