

Ключевые слова: постмодерное мышление, критическое мышление, творческое мышление, проблемное обучение, проблемная ситуация, диалог, общение, импровизация.

Milova O. Ye. Critical and Creative Thinking in USA English Teaching

This article deals with the theoretical analysis of Problem-solving learning, as one of modern active learning methods in USA English teaching, which develops the practical skills of critical and creative thinking. Dialogues and improvisations are considered to be effective techniques of Problem-solving learning, which is an engaging device to stimulate students to use their English. The dialogue is a short conversation between two people presented as a language model. After years of working with dialogues American English teachers have worked out several ways to turn them into stepping stones of free communication. The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. English students working with improvisations use the language in an inventive and entertaining form. Because improvisations demand a high degree of language proficiency and imagination, they should be used with relatively advanced-level English students. As the result of research is found that the use of Problem-solving learning in educational institutions depends on the demands of the developing of a new individual made by a world postmodernist society of the XX century. The author determines the technology of gaining practical skills of critical and creative thinking in USA English classroom. The models of improvisations and teachers' instructions are also given in the article.

Key words: postmodern thinking, critical thinking, creative thinking, problem-solving learning, situation for improvisation, dialogue, communication, improvisation.

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THE ROLE OF TESTS IN ENGLISH LANGUAGE LEARNING

This article deals with testing which is an important aspect of the process of language learning. It attempts to investigate various types of tests and their application in the language classroom. Tests are inevitable elements of learning process, they are included into curriculum 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.

Tests play an important and useful role in English language learning, because they show both students and a teacher how much the learners have learnt during a course. They are also used to display the strength and weaknesses of the teaching process and help the teacher to improve it. One of the aims of the test is to check whether students are able to apply their knowledge in various contexts. If this happens, that means they have acquired the new material.

The first thing what the teacher should do is to teach students to overcome their fear of tests and then, help them acquire the ability to work independently believing in their own knowledge.

The usual classroom test should not be too complicated and should correspond to the students' level of knowledge. The test should check up what was taught at the previous lessons. It is inappropriate to design an advanced test if students' level hardly exceeds lower intermediate.

The test instructions should be unambiguous. The students should clearly understand what they are supposed to do and don't be nervous during the test. Otherwise, they will spend more time on asking the teacher the explanation of different tasks [1].

The aim of the article is to analyze various types of test formats and ways of testing, focusing particularly on ESL tests, in order to see how the theory is used and could be applied in practice.

The problem of testing was studied by J.Allen, A.Davies, J. Heaton, D. Hicks, A. Kruse, A.Littlejohn, M. Thompson, N. Underhill, etc.

Test is appeared to be the method of enhancing the efficiency of studying process. Tests enable us to check up the students' overall comprehension of the teaching material simultaneously; testing takes a little time that makes it possible to have mini-testing at every lesson; while having a test, all the students have equal conditions and terms of work - they have the same timing and tasks of the similar volume and level of difficulty; test gives the possibility of including a large amount of information and controlling not only its understanding but having certain abilities and skills of its usage.

Well-made tests of English can help to create positive attitudes towards your class. In the interest of motivation and efficient instruction, teachers almost universally aim at providing positive classroom experiences for their students. There are some ways that testing can contribute to this aim. One that applies in nearly every class is a sense of accomplishment.

A second way that English tests can benefit students is by helping them master the language. They are helped, of course, when they study for exams and again when exams are returned and discussed. Where several tests are given, learning can also be enhanced by student's growing awareness your objectives and the areas of emphasis the course. Tests can foster learning, too,

their diagnostic characteristics: They confirm what each person has mastered, and they point up those language items needing further attention [3]. Naturally, a better awareness of course objectives and personal language needs can help your students adjust their personal goals.

In short, properly made English tests can help create positive attitudes toward instruction by giving students a sense of accomplishment and a feeling that the teacher's evaluation of them matches what he has taught them. Good English tests also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve [5, p. 3-4].

Tests can benefit students and teachers by confirming progress that has been made and showing how we can best redirect our future efforts. In addition, good tests can sustain or enhance class morale and aid learning.

We will outline here rather briefly some of the ways tests can be classified. Understanding contrasting exam types can be helpful to teachers since tests of one kind may not always be successfully substituted for those of another kind.

Table 1. Contrasting categories of ESL tests:

Knowledge Tests	Performance (or Skills) Tests
Subjective Tests	Objective Tests
Productive Tests	Receptive Tests
Language Subskill Tests	Communication Skills Tests
Norm-referenced Tests	Criterion-referenced Tests
Discrete-point Tests	Integrative Tests
Proficiency Tests	Achievement Tests

Let's review the contrasts shown in Table.

1. First, tests of knowledge are used in various school subjects, from math and geography to literature and language. While ESL knowledge exams show how well students know facts about the language, ESL performance exams show how well a student can use the language.

The second contrast shown in Table 1 is that of subjective and objective tests. Subjective tests, like translation or essay, have the advantage of measuring language skill naturally, almost the way English is used in real life. But many teachers are not able to score such tests quickly and consistently.

Productive measures, like speaking exams, require active or creative answers, while receptive measures, like multiple-choice reading tests, tend to rely on recognition, with students simply choosing the letter of the best answer.

Tests of language subskills measure the separate components of English, such as pronunciation, vocabulary and grammar. Communication skills tests show how well students can use the language in actually exchanging ideas and information.

Another set of contrasting tests is that of norm-referenced and criterion-referenced exams. Norm-referenced tests compare each student with his classmate, but criterion-referenced exams rate students against certain standards, regardless of how other students do.

Another pair of categories is that of discrete-point and integrative tests. In discrete-point exams each item tests something very specific, such as a preposition or vocabulary item. Integrative tests are those like dictation that combine various language subskills much the way we do when we communicate in real life.

A final classification is proficiency and achievement tests. Proficiency tests can measure overall mastery of English or how well prepared one is to use it in a particular setting.

Achievement tests, on the other hand, simply measure progress- gains for example in mastery of count-non- count noun use or mastery of the skills presented in an entire language text or course [5, p. 8-9].

Now we will consider the application of objective tests in English language learning. Sometimes they are called short-answer tests which are subdivided into multiple-choice, matching, completion and true-false ones.

Short-answer tests require a student to supply a specific and brief answer, usually one or two words. Such test consists of any questions, each taking little time to answer. Content sampling and reliability are likely to be superior in short-answer tests. Most short-answer items emphasize low-level thinking or memorization, not advanced cognitive operations.

The quality of an objective test depends primarily on the skill of the test constructor. Short-answer tests take longer to prepare, but are easier to grade. Short-answer items tend to be explicit, with only one correct answer. Short-answer items include multiple-choice, matching, completion, and true-false. Regardless of the type of objective test, the writing of the test questions or items by the teacher generally involves finding the most appropriate manner in which to 'pose problems to students. The test questions or items often involve the recall of information, exemplified by knowledge of facts. Multiple-Choice questions are the most popular objective test items, especially at the secondary level, and some students think they are fun to answer because they see the task almost as a puzzle, putting pieces together: doing easy pieces first and saving the hard pieces for last. The basic form of the *multiple-choice test* item is a stem or lead, which defines the problem, to be completed by one of a number of alternatives or choices. There should be only one correct response and the other alternatives should be plausible but incorrect. For this reason the incorrect alternatives are sometimes referred to as «distractors». In most cases three or four alternatives are given along; with the correct item [4].

The idea in writing the question is to have the knowledgeable student choose the correct answer and not be distracted by the other alternatives; the other alternatives serve to distract the less knowledgeable student. The effect of guessing is reduced, but not totally eliminated, by increasing the number of

alternatives. The use of plausible distractors helps the teacher to control the difficulty of the test. They should not be tricky or trivial. The major limitation of the multiple-choice format is that the distractors are often difficult to construct, particularly as the number of choices increases to five. Unless the teacher knows the content of the course well, he or she is usually limited in the number of good multiple-choice test items that can be constructed.

In a *matching test* there are usually two columns of items. For each item in one column, the student is required to select a correct (or matching) item in the other. The items may be names, terms, places, phrases, quotations, statements, or events. The basis for choosing must be carefully explained in the directions. Matching questions have the advantages of covering a large amount and variety of content, being interesting to students (almost like a game), and being easy to score. Matching questions may be considered a modification of multiple-choice questions in which alternatives are listed in another column instead of in a series following a stem. The questions are easier to construct than multiple-choice questions, however, since only one response item has to be constructed for each stem [2, p. 9–13].

In the *completion test*, sentences are presented from which certain words have been omitted. The student is to fill in the blank to complete the meaning. This type of short-answer question, sometimes called a fill-in or fill-in-the-blank question is suitable for measuring a wide variety of content. Although it usually tests recall of information, it can also demand thought and ability to understand relationships and make inferences. Little opportunity for guessing and for obtaining clues is provided, as with other short-answer questions. Combining multiple-choice and completion is an effective method for reducing ambiguity in test items and making scoring more objective.

Of all types of short-answer questions used in education, the true-false test question is the most controversial. The main advantages of true-false items are their ease of construction and ease of scoring. A teacher can cover a large content area, and a large number of items can be presented in a prescribed time period. This allows the teacher to obtain a good estimate of the student's knowledge. Guessing is the biggest disadvantage to true-false tests. When students guess, they have a fifty-fifty chance of being right. Clues in the items and being test-wise improve these odds. The purpose of the test is to measure what students know, not how lucky or clever they are. This disadvantage can be compensated for to some extent by increasing the number of test items and by penalizing (deducting a quarter or one-third point) for an incorrect answer. True-false items should be used sparingly for older students, who are more test-wise and able to sense clues in questions. They are more appropriate for younger students, who respond more to the content than to the format of questions [7].

So, according to the content, the enclosed Test Sample in History is an example of the teaching-controlling one, which successfully combines the implementing of the information borrowed from the authentic background studies sources and checking up the students' knowledge of basic topical facts.

This test was taken from the manual „History in English”. The manual was designed for studying the course „English for Specific Purposes” for the first and second-year students of the specialities „History”, „Country Studies” and „International relations”. The test covers the basic information from the third chapter of the manual - The Modern History, which consists of the following topics: The American War of Independence, The French Revolution, The Victorian Age, The First World War [6, p. 203 – 205].

To sum up, this article settles the points the importance of testing, how it helps teachers of English and their students. Different types of tests provide information related to 1) formulating and refining objectives for each student, 2) deciding on curriculum content, 3) evaluating and refining instructional techniques and 4) evaluating the degree to which learning outcomes have been achieved. Tests should be used by teachers 1) to group or place students initially, 2) to decide on what to teach and how to teach it to students of different abilities or achievement levels, 3) to monitor student progress, 4) to change student grouping and placement, 5) to changes in teaching approach and 6) to evaluate students on their performance.

Thus, in order to write an appropriate test for instance, in History, the teacher must obviously know the course content (specific knowledge, skills, difficult areas, etc). But knowledge of is not enough. The teacher must be able to translate the objectives of the course into items that will distinguish between students who know the material and who do not, and that will measure qualitative differences related to the course as well as knowledge.

Test Sample in History Enclosed (Total: 100 marks)

Exercise 1. Match the items to make full sentences. (10 marks)

- | | |
|--|--|
| 1. The American Revolution, also known | a) and the United States of America was born. |
| 2. British soldiers and American patriots started the war | b) as the Revolutionary War, began in 1775. |
| 3. Colonists in America wanted | c) enforce several taxes, and increase more control over the colonies. |
| 4. The British government attempted to pass some laws, | d) independence from England. |
| 5. For ten years before the war actually started, | e) so delegates from all the colonies were sent to form the first Continental Congress. |
| 6. The colonies had no central government at the beginning of the war, | f) the Declaration of Independence, in which the colonies declared their independence from England. |
| 7. George Washington, a former military officer and wealthy Virginian, | g) there was a lot of tension between England and the colonies. |
| 8. Members of the Continental | h) to King George of England outlining their complaints and declaring their independence from England. |

Congress wrote a letter **i)** was appointed Commander in Chief of
9. On July 4, 1776, the the Continental Army.
Continental Congress adopted **j)** with battles at Lexington and Concord,
10. The war ended in 1783 Massachusetts.

Exercise 2. Underline the correct item in bold. (10 marks)

1. The war was the result of the political American Revolution, which galvanized around the **a) dispute / b) treaty** between the Parliament of Great Britain and colonists opposed to the Stamp Act of 1765, which the Americans protested as unconstitutional.
2. The occupants of slums had no sanitation, no water supply, no paved streets, no schools, no law, no **a) food rich in calories / b) decent food** or new clothing.
3. The Americans formed a unifying **a) American / b) Continental** Congress and a shadow government in each colony.
4. The roots of World War I, however, lay in the gradual destabilization of the five-way balance of power that had **a) prevailed / b) appeared** in Europe since Napoleon.
5. In April 1775, **a) Gage / b) Washington** sent a contingent of troops out of Boston to seize rebel arms.
6. In response, Louis XVI **a) called / b) convened** the Estates-General, made up of clergy, nobility and the Third Estate in 1789.
7. Nicholas II approved the Russian mobilization of August 1914, which marked the beginning of Russia's involvement in World War I, a war in which 3.3 million Russians were **a) wounded / b) killed**.
8. Louis XVI was judged by the National Convention and **a) executed for treason / b) assassinated** on the 21st of January, 1793.
9. The Victorian era of Great Britain is considered the height of the British industrial revolution and the **a) apex / b) symbol** of the British Empire.
10. Trying to pass reforms, the Estates-General swore the Tennis Court **a) Oath/ b) spell** not to disperse until France had a new constitution.

Exercise 3. Fill in the correct word from the list. Then translate sentences. (20 marks)

a) ammunition, b) banned, c) debt, d) issued, e) massacred, f) naval, g) overthrown, h) sparked, i) stalemate, j) wretched

1. On the 27th of August, 1789 the Declaration of the Rights of Man was by the National Assembly.
2. France, Spain and the Dutch Republic all secretly provided supplies, and weapons to the revolutionaries starting early in 1776.
3. Victorian prosperity for elite was built on the development of new machinery, new work methods and an underpaid workforce consisting of adults and children living in poverty.

4. The British used their superiority to capture and occupy American coastal cities while the rebels largely controlled the countryside, where 90 percent of the population lived.
5. The First World War was by the murder of Franz Ferdinand, Archduke of Austria, by a nationalist Serb.
6. The assembly nationalized church lands to pay off the public and reorganized the church.
7. The law of 1864 boys under 10 years old from working as chimney sweeps.
8. Military victories in 1794 brought a change in the public mood and Maximilien Robespierre was in the Convention on 9 Thermidor, year II and executed the next day.
9. In 1918, the at the Western Front was finally broken, and troops swept through France and Belgium to Germany.
10. Revolutionaries imprisoned the royal family and nobles and clergy in the Tuileries in 1792.

Exercise 4. Read the text about Queen Victoria and fill in the gaps with the words from the list. Then write 5 questions to the text. (20 marks)

a) celebration, b) cousin, c) death, d) duke, e) empress, f) era, g) expansion, h) female, i) influence, j) inherited, k) monarch, l) nickname, m) powers, n) reign, o) successor

Queen Victoria was the **1)** of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. From 1 May 1876, she used the additional title of **2)** of India.

Victoria was the daughter of Prince Edward, **3)** of Kent and Strathearn, the fourth son of King George III. Both the Duke of Kent and the King died in 1820, and Victoria was raised under close supervision by her German-born mother Princess Victoria of Saxe-Coburg-Saalfeld. She **4)** the throne at the age of 18, after her father's three elder brothers had all died without surviving legitimate issue. The United Kingdom was already an established constitutional monarchy, in which the Sovereign held relatively few direct political **5)** Privately, she attempted to **6)** government policy and ministerial appointments. Publicly, she became a national icon and was identified with strict standards of personal morality.

She married her **7)**, Prince Albert of Saxe-Coburg and Gotha in 1840. Their nine children married into royal and noble families across the continent, tying them together and earning her the **8)** "the grandmother of Europe". After Albert's **9)** in 1861, Victoria plunged into deep mourning and avoided public appearances. As a result of her seclusion, republicanism temporarily gained strength, but in the latter half of her **10)**, her popularity recovered. Her Golden and Diamond Jubilees were times of public **11)**

Her reign of 63 years and 7 months, which is longer than that of any other British monarch and the longest of any **12)** monarch in history, is

known as the Victorian **13**) It was a period of industrial, cultural, political, scientific and military changes within the United Kingdom and was marked by a great **14**) of the British Empire. She was the last British monarch of the House of Hanover; her son and **15**) Edward VII belonged to the House of Saxe-Coburg and Gotha, the line of his father.

Exercise 5. Match the pairs of words which are similar in meaning. (20marks)

1. a cart, 2. a combat, 3. a crop failure, 4. a expulsion, 5. a height, 6. a high-explosive shell, 7. a manor, 8. a pact, 9. a retirement, 10. a standoff, 11. betrayal, 12. financial, 13. hearsay, 14. naval, 15. negotiations, 16. to designate, 17. to flee, 18. to oppose, 19. to surrender , 20. well-being

a) a bad harvest, **b)** a banishment, **c)** a deadlock, **d)** a fight, **e)** a grenade, **f)** a treaty, **g)** a wagon, **h)** a withdrawal, **i)** an apex, **j)** an estate, **k)** fiscal, **l)** marine, **m)** prosperous, **n)** rumour, **o)** talks, **p)** to define, **q)** to resist, **r)** to take a flight, **s)** to yield, **t)** treason

Exercise 6. Match the words with the suitable definitions. (10 marks)

1. a fraternity, 2. a mortar, 3. a troop, 4. an ally, 5. an assassination, 6. an estate, 7. clergy, 8. slums, 9. to capture, 10. to imprison

a) a body of soldiers, especially on horses or in armoured vehicles;	f) any association of people having work, interests, etc., in common;
b) a city area of poor living conditions and dirty unrepaired buildings;	g) the crime of killing a ruler, politician, etc. for political reasons or reward;
c) a heavy gun with a short barrel, firing an explosive that falls from a great height;	h) the members of the Christian priesthood who are allowed to perform religious services;
d) a person or country that helps or supports one, especially in war;	i) to put or keep in a place or state from which one cannot get out as one wishes;
e) a piece of land on which buildings have all been built together in a planned way;	j) to take control of something by force from an enemy;

Exercise 7. Fill in the gaps with prepositions from the list. (10 marks)

a) before, b) by, c) from, d) in, e) of, f) until, g) up

1. The last Emperor of Russia, Nicholas II ruled 1894 his abdication 1917.

2. Georges Jacques Danton was a leading figure the early stages the French Revolution.
3. The Victorian era was preceded the Regency era and came the Edwardian period.
4. Peace talks (June 28, 1918) were conducted Paris, where the Treaty Versailles was drawn to reorganize Europe.

Refereces

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Некрутенко О.Б. Роль тестів у вивченні англійської мови

У статті показана роль тестів, які є важливим аспектом процесу вивчення і викладання англійської мови. Дана класифікація контрастних категорій тестів. Дан аналіз використання найбільш поширених типів об'єктивних тестів, таких як – коротка відповідь, множинний вибір, підбір пари слів або частин речення, правильне/неправільне ствердження. Процес навчання не може існувати без контролю навчання. Кожному процесу передачі знань необхідна перевірка отриманих студентами знань з метою нагляду за ефективністю засвоєння знань. Безліч різних методів і форм контролю дає вчителю можливість вибору, в залежності від індивідуальних особливостей класу. Контроль має сім різнобічних функцій, при виконанні яких можна домогтися високоефективного результату.

Ключові слова: тестування, вивчення і викладання англійської мови, різні типи тестів

Некрутенко Е. Б. Роль тестов в изучении английского языка

В статье показана роль тестов, которые являются важным аспектом процесса изучения и преподавания английского языка. Дана классификация контрастных категорий тестов. Дан анализ использования наиболее распространенных типов объективных тестов, таких как – краткий ответ, множественный выбор, подбор пары слов или частей предложения, правильное/неправильное утверждение и др. Процесс обучения не может существовать без контроля обучения. Каждому процессу передачи знаний необходима проверка полученных учащимися знаний в целях надзора за эффективностью усвоения знаний. Множество различных методов и форм контроля дает учителю возможность выбора, в зависимости от индивидуальных особенностей класса. Контроль имеет семь разносторонних функций, при выполнении которых можно добиться высокоэффективного результата.

Ключевые слова: тестирование, изучение и преподавание английского языка, различные типы тестов.

Nekrutenko E. B. The Role of Tests in English Language Learning

The article deals with the role of tests which is an important aspect of the process of English language learning and teaching. Tests are set up so as to eliminate any differences in results due to variations in the judgment of one marker at different times.

Tests play an important and useful role in English language learning, because they show both students and a teacher how much the learners have learnt during a course. They are also used to display the strength and weaknesses of the teaching process and help the teacher to improve it.

Contrasting categories of tests, like knowledge and performance (or skills) tests, subjective and objective tests, productive and receptive tests, language subskill and communication skills tests, norm-referenced and criterion-referenced tests, discrete-point and integrative tests, proficiency and achievement tests are classified in the article.

The application of some popular types of objective tests, like short-answer, multiple-choice, matching, true-false types, completion (fill-in the blank), etc. is analyzed.

The objective type tests have certain distinct advantages over the traditional essay type tests, because they can cover a large area of syllabus in a relatively short time. A subjective test is based on an opinion or judgment on the part of examiner, which is expected to match with that of an examinee.

Key words: testing, English language learning and teaching, various types of tests.

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