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## **ZADÁNÍ DIPLOMOVÉ PRÁCE**

**pro: Šárku R a m b o u s k o v o u**

**obor: Učitelství anglického jazyka pro základní školy**

**Název tématu: PARENTS' BELIEFS ABOUT CURRENT METHODS OF  
LANGUAGE TESTING**

### **Zásady pro vypracování:**

Diplomová práce se bude zabývat problematikou, která je v současné době aktuální, tzv. „individuálním pojetím / filosofií / teorií učebního procesu“, a to z hlediska aktérů tohoto procesu, jimž byla dosud věnována minimální pozornost, tj. rodičů. Reprezentativním segmentem pro vlastní šetření bude jejich pohled na hodnocení v procesech učení / vyučování anglického jazyka ve školní třídě, a to především na využití testů a testovacích technik.

V teoretické části kandidátka především představí současné trendy v dané oblasti, tedy testování v cizojazyčné výuce. Na tomto základě vydefiniuje konkrétní kritéria pro šetření. Cílem šetření bude zjistit míru shody individuálních koncepcí rodičů a současného pohledu testování ve vyučování / učení anglického jazyka.

**Vedoucí diplomové práce: doc. PhDr. Michaela Pířová, M.A., Ph.D.**

**Podpis:**

**Vedoucí katedry: PaedDr. Monika Černá, Ph.D.**

**Podpis:**

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## 1. Introduction

The aim of this thesis is to show the level of parents' awareness about current trends in testing, how their beliefs about the matter may influence their children's beliefs and thus the educational process, and how parents' beliefs correspond with the modern trends in the English language testing.

Relevant theoretical information on this theme is presented in the theoretical part. The first chapter explains the position of parents within the educational system and, moreover, deals with the impact which their beliefs may have on the teaching/learning process.

A brief overview of teaching and testing approaches is given in the chapter 2, which smoothly leads to the presentation of the present views of the English language teaching and learning; achieving the mastery of the communicative competence (chapter 3). At the end, the focus is placed on the communicative language testing which results from the communicative language teaching approach.

The following chapters comment on the theory of language testing; the attributes each test should fulfil and various types of the tests used at schools (chapter 4). The last chapter, the fifth, concerns miscellaneous test techniques which are in concordance with the modern trends in the English language teaching and testing.

To be able to evaluate the level of concordance between parents' beliefs and current trends, the study based on the research into the parents' beliefs concerning these particular areas had to be administered. More detailed information about the research study is presented in the practical part of this thesis called *Research*.

Two supportive thoughts from relevant sources can be presented. Both can help to uncover the reason why this thesis has been written.

Firstly, Keith Johnson in his book *An Introduction to Foreign Language Learning and Teaching* (2001:291) divided the actors of education into two camps which rarely meet except on the verbal battlefield:

*“They are the Teachers and the Testers. They sit in different parts of the staffroom; the Testers think the Teachers are talking over coffee about whether Maria and Giovanni in Class 1 are dating, while the Teachers*

*think the Testers are discussing what mark to give their coffee – for flavour, cost and overall quality.”*

This quotation shows that even these two really opposite members of the educational system see each other differently we cannot be led to believe that one field can do without the other. So it is important for teachers to recognize the necessity for testing and the potential value of tests for teaching. Furthermore, as Keith Johnson claims, testing is important for almost all the people involved in the education process (2001:291).

Secondly, in Průcha it is observed that the cooperation between parents and schools is important; this relationship is visible in these fields:

*“1) [In] attitude, value orientation, beliefs and prejudices (about particular school, the educational system and education) which are believed by parents*

*2) [In] the interaction between parents and the school,[in their] cooperation.<sup>1</sup> (Průcha, 1999:244)*

Moreover, as he further adds, learners’ parents are considered to be the main partner in the relationship between schools and the outer environment (2002:410).

It is seen that parents form an inevitable part of the educational system and although they have not been paid attention much so far, the situation is changing. Especially at the beginning of 1990s various studies and research were held and parents’ beliefs started to be taken more seriously. This new approach is called, as Průcha (2002:411) does, a *client approach*. It means that parents and their children are perceived as clients, or customers, of particular school. As a result their beliefs, opinions and demands are taken into account and are important for the successful functioning of the educational process.

The introductory part can be concluded by other two apposite quotations:

*“So teachers need testers. Perhaps the two groups should even learn to love one another, or at least learn to sit together in the staff common room” (Johnson, 2001:292)*

*“[It is undoubtedly true] that parents are significant actors in the education of young people. That is why the communication and the*

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<sup>1</sup> All quotations from Czech sources were translated by the author of the thesis.

*cooperation with the second most significant actor in the educational process, the school, [are] so important” (Průcha, 1999:247).*

## 2. Theoretical Part

### 1. Role of Parents in the Educational System

At the beginning of this chapter the structure of the educational or teaching/learning process (TL<sup>2</sup>) should be briefly explained to understand the position of parents within. Many theories in the past that covered this issue appeared, such as Herbart's simple model, also known as *didactic triangle*, from the 18<sup>th</sup> century (in Skalková, 1999:100). It included the learner, the content and the teacher in the TL process as basic factors. According to Skalková, this theory and perception of the educational process were later expanded by other views, for example Dewey's theory from the beginning of 20<sup>th</sup> century (1999:101-104) and, as she further adds, such theories about the TL process resulted in the mutual interdependence of the teachers' and learners' actions which lead to the common aim. The crucial components of the process are the aims, the content, the relationship between a teacher and a learner, the methods and techniques and conditions of the process; they are interconnected, interdependent and influential to one another (1999:105).

Although the family factor is not included, the role of the family environment, parents and the social background is very important for the TL process and it is one of the factors that may have an impact on its conditions. Skalková explains that "[...] a learner's learning process is a set of processes by which learners adopt the specific dispositions necessary for further human actions" (Skalková, 1999:105). They are mainly knowledge, abilities, attitudes and habits and features of learners' character. Čáp and Mareš explain the role of the family from the psychological point of view and say that the most important part of the human's education is the process of socialization, which is, how a child is integrated within the society. Furthermore, as a rule, the process of socialization starts within the family (2001:54-55). The role of the family, and its importance, not only in the process of socialization but also within the whole educational process is supported in the following quotation:

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<sup>2</sup> TL=Teaching/learning

“[Parents] transmit knowledge, experience and social norms to their child, the norms which were developed throughout generations. The process of socialization continues during the whole life, however, the most outstanding impact of this process on children is during childhood, together with cooperation of parents, family, teachers, schools and other educational institutions” (Čáp, J., Mareš, J., 2001:55).

### **1.1. Parents’ Beliefs and Their Impact on Learners’ Learning process**

The previous chapter showed the level of importance of the family in the educational process and it dealt with the influences on the child’s/learner’s social development. In this chapter it should be presented how parents’ beliefs may be influential to the learners’ learning process and thus their beliefs.

To avoid possible misunderstanding, the differences in terminology concerning beliefs, opinions, and attitudes should be assumed. Čáp and Mareš explain that:

“In the life of every man many different attitudes are gradually formed. For some of them, expressions like opinions, values and value orientation, [*beliefs*], norms, prejudices, etc. are used” (2001:344).

It can be seen that the difference in terminology, supported by Čáp and Mareš, is very slight and the terms are closely related. Even though there are some differences from the psychological point of view, which are explained in *Psychologie pro učitele* (2001:149-150, 344-345), for the purpose of this thesis it is sufficient to use the term belief/-s.

It is also very difficult to recognize whether parents’ expectations are based on their knowledge of the matter or just their beliefs. How much parents know about testing at school is the subject of the research, nevertheless, it is important to try to define this distinction. According to Abelson (in Píšová, 2005:27), “[...] it is very difficult to separate what teacher ‘knows’ from what he just ‘believes’ ”. He deals with teachers, however, this theory can be applied to parents as well (both are people); of course teachers’ teaching experience must be taken into account. Abelson defined seven distinctions between knowledge and beliefs (Píšová, 2005:27) and, as he claims, the more of these seven are present, the more we can speak about beliefs and *not* knowledge. In relation to the aim of this thesis it should be mentioned that beliefs are not a matter of general consensus, they are very individual because not everybody agrees with generally accepted opinions;

that is why the number of 30 parents was used as a research sample to get satisfactory data. Pířová (2005:27), according to Abelson, also claims that due to what we believe in, we evaluate; in the case of this thesis, parents' beliefs about testing may evaluate both teacher's teaching and testing system as a good or bad one. And, finally, the level of intensity of beliefs should be considered as well; then we speak about weak or strong beliefs and thus the strength of their impact on the educational system, or, more precisely, on the testing methods in the TL process.

Finally, the impact of parents' beliefs on learners' learning should be paid attention to because the necessity of parents and family background in children's development has been already described in chapter 1. M. Vágnerová (2005:26) observes that family is a crucial factor; parents have certain beliefs about school and teachers, they somehow interpret these thoughts and together it is reflected in their general attitude towards schooling. Then, of course, it remarkably influences their children and their learning process. Parents may have different expectations both from school and from their children and, furthermore, as M. Vágnerová adds, their expectations in relation to the teacher could vary; the teacher can be seen as a cause of their child's troubles, they can over- or underestimate teachers or see them as unjust and not objective (2005:26-27).

General perception of education, schooling and mainly teachers by the public, followed by parents' former school experience and knowledge of the matter also crucially influence parents' beliefs and thus their children's/learners'<sup>3</sup> beliefs. And, obviously, parents' knowledge and beliefs about testing as an integrated part of the TL process is influential in the same way.

To sum up, parents, the crucial factor in the children's socialization process, strongly influence their children's beliefs; by their own behaviour and beliefs and their interpretation. They serve as a model for children because at first stages of the socialization children rather copy their (children's) parents' behaviour and beliefs than form their own and it is further reflected in their future behaviour,

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<sup>3</sup> Throughout the thesis the term *children or learners* is used for the same thing. Children = learners in this thesis.

beliefs, general values and perception of the environment they live in; family, friends, school, society, etc.

## **2. Approaches to Language Teaching and Testing**

In chapter 1 we saw how parents form a crucial and inevitable part of the educational process. The following pages concentrate on the second element of the thesis; testing. Before discussing current trends and methods used at schools nowadays, it would be useful to cover the area of the stages of development of both approaches to teaching and approaches to testing. The majority of them, as described later, are somehow reflected in the TL process at present, either less- or more remarkably. Teaching and testing are closely interconnected and approaches to testing are derived from approaches to language teaching.

“Changes in language teaching methods throughout the history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and language teaching”

(Richards and Rodgers, 2001:3).

It is needful to explain the terminology which is used throughout this chapter, the distinction between *approach* and *method*. As Celce-Murcia (1991:5) claims, *approach* reflects a theory of a language teaching and is broader than a *method* which is more specific than approaches. “Methods are typically compatible with one (or sometimes two) approaches (Celce-Murcia, 1991:5).

For the brief summary of both language teaching and testing development two similar sources are used; Richard and Rodgers’ *Approaches and Methods in Language Teaching* and Johnson’s *An Introduction to Foreign Language Learning and Teaching*. In both books readers encounter many approaches and methods, however, for the purpose of this thesis only the major approaches and methods of language teaching and testing of the 20<sup>th</sup> century are presented. For gaining more detailed knowledge, both these books serve as a valuable source of information.

## 2.1. Grammar-translation Method and Psychometric Testing Approach

From the 1840s to the 1940s *grammar/translation method (GT method)* dominated and it can be very clearly explained as Keith Johnson (2001:164) did: “[sequence of classroom activities] starts with the statement of rules, often followed by a lengthy vocabulary list, intended to be learned by heart”. Then translation exercises follow, most of them involve the translation of simple, or pairs of, sentences in the lesson. According to Larsen-Freeman’s (2000:15-17) description of the GT method we can point out several principles to summarize and understand this method better:

### GT method principles

- translations from the target language (English) into the native language (Czech) and vice versa
- target language used is not authentic
- communication in the target language is not a goal
- correct answers are important (focus on accuracy)
- learners are taught the form of the target language
- grammatical rules are always given (deductive method)

According to this simplification it is clear, that this method is frequently used in many textbooks nowadays and parents can be also affected by this approach. And, as Richard and Rodgers support too, the GT method in modified form continues to be used in many parts of the world today (2001:6).

This teaching approach is connected with the psychometric-structuralist era in testing; it is such a testing approach which is related to the GT method or other methods that focus more on the structure of the language and drilling of patterns (e.g. Audiolingual Method). The psychometric-structuralist era, or the *psychometric approach*, is well explained in *Communicative Language Testing* by Cyril J. Weir (1990:2-3). As he says, this testing approach was influenced by the theoretical view of language ability as consisting of skills (reading, listening, speaking and writing) and subskills (grammar, vocabulary, pronunciation and spelling) and an approach to test design that focused on testing the isolated ‘discrete points’ of the language.

“Discrete point analysis necessarily breaks the elements of language apart and tries to teach them (or test them) separately with little or no attention to the way those elements interact in a larger context of communication” (Weir, 1990:2).

Again, it could be helpful to simplify this approach into characteristic principles and, in this case, from Johnson (2001:293-295):

Psychometric testing principles: testing of the language structure; no context; separated elements of the language; testing method – multiple-choice questions.

After the characteristics of both approaches to teaching and testing, we can well see their interconnection and, furthermore, their advantages and disadvantages can be easily judged; the advantage of the psychometric testing is its easy scoring, the separate elements are easily quantifiable, as well as allowing a wide number of items, disadvantages are seen in measurement of proficiency and it is said that knowledge of elements counts for nothing unless the user is not able to combine them and use them in a particular situation (Weir, 1990:2-3).

Finally, we learned which testing method was given pride of place within these approaches; this method will be discussed later in chapter 5.2.

## **2.2. Direct Methods and Integrative Language Testing**

During the end of the 19<sup>th</sup> century, as Richards and Rodgers say, opportunities for communication among Europeans created a demand for oral proficiency in foreign languages, which is why many new approaches to language teaching were developed. As they claim (2001:7), many linguists, for example Frenchman Gouin or Englishman Prendergast, referred to child language learning as a model for language teaching and they emphasized the importance of meaning, context and routines in speaking. It led to a widespread usage of *Direct Methods* which were focused on spoken language, grammar and vocabulary in context, phonetics and mainly no translations; linguists emphasized that speech, rather than writing, was the primary form of the language.

This method is in some books compared to the almost similar Natural Approach referring to the first language acquisition, for example in Richard and

Rodgers (2001:11). There is visible a clear contradiction to the previous approaches and Keith Johnson tries to illustrate the major differences between these two theories; the GT method still uses the first language knowledge whereas the Direct Method wants to completely erase this usage and emphasizes the direct relation between the new word and the object, without the third element of the word for the object in the first language (2001:167-169). Diane Larsen-Freeman explains: “Since GT method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular” (2000:23).

Direct Method principles (Larsen-Freeman, 2000:26-28)

- use of the target language, not mother tongue, in the classroom
- no translations but explanations and demonstrations
- learners acquire new vocabulary from context, not from word lists
- communication is essential
- grammar is taught inductively (no rules presented)
- syllabus based on situations and topics

Such an approach emphasizes vocabulary over grammar, which is the essential difference between the GT method and Direct Methods. Learners are taught all skills and subskills from the start as well but the oral communication is a basis.

In response to this teaching approach connected with the ability to communicate, “the testing pendulum [...] swung [...] into [...] psycholinguistic-sociolinguistic era” (Weir, 1990:3); this theory is also known as *integrative testing approach*. As Keith Johnson (2001:295) says, it was largely the work of John W. Oller, whose book *Language Tests at School, Longman 1979*, launched a strong attack on the structuralist, discrete-point approach and on the related psychometric testing approach. This new theory focuses on the language in context; on testing the ability to use more language skills simultaneously, never separate skills. They are concerned with a learners’ performance when using language skills together.

In Weir’s *Communicative Language Testing* Oller’s view is quoted:

” [...] if discrete items take language skills apart, integrative tests put them back together. Whereas discrete items attempt to test knowledge of

language one bit at a time, integrative tests attempt to assess learner's capacity to use many bits at the same time, [...]" (Weir, 1990:3).

Since 1980s it has changed the theoretical and isolated approach to the language ability concerning isolated skills and subskills and started to perceive the language use as a part of a discourse. At the same time, Keith Morrow's provocative paper - *The Communicative Approach to Language Teaching, OUP 1979* - espousing a communicative approach to language testing set off an extensive debate among language testers about the nature of communicative, or authentic, language tests that continue to be used until today (Internet A).

Integrative testing principles (Weir, 1990:3-4): testing the integration of separate skills and subskills; real use of language; communication important; testing methods – cloze tests and dictation

In response to these theories of teaching and testing, it is clear that the development of both language teaching and testing is smoothly directed towards using language skills communicatively; it means towards the learners' communicative competence.

It is undoubtedly true that direct methods and integrative language testing are pointed to the communicative competence; integration and use of language skills at the same time. The testing methods used for measuring such abilities are supposed to be various types of cloze tests and dictations. Again, as psychometric testing method – multiple choice questions, these testing methods will be discussed in chapter 5.1.

### **2.3. Communicative Approaches to the English Language Teaching**

The most active period in the history of approaches was from 1950s to 1980s. Richards and Rodgers describe this period as “the emergence of the Audiolingual Method [similar to GT method] and the Situational Method [similar to Direct Methods] which were both superseded by the Communicative Approach” (2001:15). During the same period, humanistic methods attracted followers, including the Silent Way, Total Physical Response or Natural Approach, in the 1990s Content-Based Instruction, Task-Based Language Teaching, Cooperative

Learning, Multiple Intelligences and others (Richard and Rodgers, 2001:15). In chapter 2.2 we saw how a revolution in language teaching and testing took place, the revolution where the emphasis on grammar structure was replaced by an interest in the language in use; this revolution had a great impact on the language teaching. A perfect example is given by Keith Johnson (2001:182-183):

“This type of student [who is well structurally competent] will know her grammar well [...] but deposit her at an airport in the target-language country, and she may not know how to ask for a taxi, or request simple services”.

In Richard and Rodgers we find out that the origins of *Communicative Language Teaching (CLT)*, or Communicative Approach, are to be found in the late 1960s, in the 1970s there emerged the necessity to develop a new communicative syllabuses for language teaching. This revolution affected classroom methodology which started to be commonly called communicative methodology, a consequence of the types of syllabuses. In Johnson’s book (2001:183) a table that compares two syllabuses according to Wilkins is drawn. “In his [Wilkins’] 1973 paper [...] Wilkins developed categories which might be used for a new type of syllabus oriented towards communicative competence” (Johnson, 2001:183).

<u>Category Type 1</u>	<u>Category Type 2</u>
past time	greeting
frequency	inviting
dimension	making plans
location	expressing gratitude
quantity	complaining

Type 1 is called ‘semantico-gramatical’ and serves as a ‘concept’; Type 2 is called ‘categories of communicative function’ and is described as ‘uses’ of language. It is quite clear that the second type fulfils requirements for the communicative language teaching. Learners, aimed at communicative competence, are taught functionally, it means through the use of the language, which is why textbooks should be organized e.g. into such units as Johnson (2001:184) proposes:

1. Talking About Yourself
2. Meeting People

3. Asking for Things
4. Inviting
5. Making Arrangements [...]

Such syllabuses provide means for teaching students how to be communicatively competent.

Richard and Rodgers sum this up and claim that Wilkins's 1972 document had a great impact on the development of the Communicative Language Teaching, which stated to aim at communicative competence as a goal of ELT and at developing methods for teaching of four language skills that show the interdependence of the language and communication (2001:154-155). This view, according to Johnson (2001:187) may be described as the European view of communicative language teaching.

#### CLT principles (Larsen-Freeman, 2000:125-128)

- authentic language in a real social context used in the classroom
- target language is means for classroom communication, not subject of study
- language is used in a discourse
- errors are tolerated (belong to communication naturally)
- learners have choice what to say and how to say (focus on fluency)

### **2.3.1. Communicative Competence and Its Consequences in Testing in ELT**

The previous chapter reflects an emphasis on such a language teaching, later testing, which was focused on the use of language *in* communication, not in the formal usage of language elements. "The focus is on the expression and understanding of functional meaning as against [...] mastery of form" (Weir, 1990:12)

According to Weir, in some sources there are discordances in terminology on communicative language testing (1990:7); they are closely related to the term '*communicative competence*' and deal with the use of terms '*competence*' and '*performance*'. That is why this ought to be explained at the very beginning of this chapter.

“It seems reasonable to talk of testing performance if [we refer] to an individual’s performance in one isolated situation, but as soon as we wish to generalise about ability to handle other situations, ‘competence’ as well as ‘performance’ would seem to be involved [...]. Bachman’s use of the term ‘communicative language ability’, which includes both knowledge, or competence, and the capability for implementing that competence in language use would seem to be consistent with Widdowson’s term in providing a more inclusive and satisfactory definition of language proficiency.” (Weir, 1990:7)

As Weir (1990:7) adds, it is difficult to see how competence, it is the knowledge *how to use* language, may be evaluated except through the realisation in performance. In testing communicative language ability we must evaluate samples of performance, and as Weir (1990:7) observes “[these samples are] in specific contexts of use, created under particular test constraints, for what they can tell us about a candidate’s communicative [...] language ability.”

The demand for communicative competence emerged, as was mentioned in chapter 2.3, in the second half of the 20<sup>th</sup> century. Recently, in the Czech Republic, a curriculum document *National Curriculum for Educational Development* emphasizes foreign language teaching, which aims at making oneself understood firstly in one, and later in two, foreign languages (2001:38); and the other document, *Framework Educational Programme* (2005:19-20) is focused on receptive, productive and interactive skills in ELT, it means that it emphasizes communicative language ability as well.

To help us understand more exactly what is meant by communicative competence, there is a good example taken from Johnson (2001:185,187). He says that not so long ago, reading exercises involved reading line by line and understanding meaning of every word. Nowadays, learners are not supposed to understand every word in the text, indeed, there are many words they do not understand. However, they must be able to extract important pieces of information, ignoring other not so important parts of the text and they do not have to be stressed by difficult words that are not relevant to the task they should fulfil.

Weir (1990:8) explains communicative competence from a different point of view and uses Canale and Swain’s source. These authors divided communicative competence into a grammatical competence (knowledge of grammar rules),

sociolinguistic competence (knowledge how to use language in discourse) and strategic competence (knowledge of verbal and non-verbal communication). Moreover, as Weir claims (1990:8), the framework proposed by Bachman is in concordance with these definitions of communicative language ability as well: “Communicative language ability consists of language competence, strategic competence, and [psycho physiological] mechanisms. [...]”. According to Bachman (1990, 82-84), the fundamental concepts of communicative competence are grammatical competence (vocabulary, morphology, syntax, pronunciation and spelling), textual competence (cohesion and speech organization), illocutionary competence (how the language functions) and sociolinguistic competence (awareness of language culture).

“Language competence is composed of the specific knowledge and skills required for operating the language system, for establishing the meanings of utterances, for employing language appropriate to the context and for operating through language beyond the level of sentence.” Weir (1990:8).

The summary of this chapter could be taken as a conclusion about how focus on communicative competence might influence language testing. It is quite clear, that each approach to language teaching is in concordance with the approach to language testing that has pride of place at the same period of time. That is why communicative approach to ELT, and its focus on communicative competence, also requires relevant testing approach and thus following chapters deal with it. The communicative approach aiming at communicative competence is not supported only by Richard and Rodgers and Keith Johnson (p. 11-13) but these current views and trends are also reflected in modern curriculum programmes, either in the European Language Portfolio or in the Czech document Framework Educational Programme. Both of them are focused on the overall language proficiency and thus communicative language ability.

### 3. Communicative Language Testing

After reading the previous chapters of this thesis, there is no doubt that the communicative language teaching and testing, aiming at and evaluating learner's communicative competence in performance, prevails nowadays from many of mentioned reasons.

A basic characteristic of communicative tests is presented, for example, in Johnson (2001:298-300). He mentions three aspects that can briefly characterize this testing approach. As the most important one, there is an interest in the *uses* of language (described in chapter 2.3) and learners are asked questions about the functions of utterances. The second aspect is the importance of authenticity of texts and tasks; they should be appropriate to its context and also relevant. And finally, the third aspect of communicative tests is that they are supposed to treat the four skills separately and provide information about learner's proficiency in each of them (reading, listening, speaking and writing). And, as Weir (1990:9-10) adds, "The emphasis is no longer on linguistic accuracy, but on the ability to function effectively through language in particular context of situation."

"[The] prime need of most learners is not for a theoretical or analytical knowledge of the target language, but for an ability to understand and be understood in that language within the context and constraints of particular language-using circumstances" B.J. Carrol (in Weir, 1990:10).

As an overview of the communicative testing approach, Weir's book *Communicative Language Testing*, dealing mainly with this one approach, is used. He says that agreement on what components should be included in communicative language testing is not unanimous, however, advocates of communicative testing claim that the attention is paid principally on the importance of productive and receptive processing of discourse which results in the actual use of language in a social context. It means that it takes into account the spontaneous production by the learner, unpredictability and the interaction-based nature of a discourse (1990:5-6).

Communicative testing principles (Johnson, 2001:298-301): testing of functions of language, not structure; authentic tasks; language is a part of social context, a discourse; measuring learners' proficiency in four skills separately

Even though it is clear that communicative competence, and communicative testing, is the main goal in ELT nowadays, all the mentioned approaches both to teaching and testing cannot be simply erased as non-existing ones. They played an important role in some period of time and were frequently used, which does not mean they are not used anymore. The purpose of presenting these approaches was to demonstrate the development of language teaching and testing, show the distinctions among all of them and see where the methodology is directed. Although CLT has a pride of place, other approaches also appear at present. And, of course, this thesis deals with parents' beliefs about language testing methods, it means, that they are effected by this development as well, and their previous school experience, as mentioned in chapter 1.1. Parents may be influenced by the dominance of one of these approaches in the past and it results in the formation of their beliefs which are then influential to their children/learners.

#### 4. Introduction to the Test Construction

Previous chapters showed the development of language testing through the development of the most significant language teaching approaches and led to the modern views of teaching and testing.

The following part is focused on the requirements that tests should fulfil and, of course, on various kinds of tests from which we can point out those that are the most easily perceived by parents through their children. Because the theory dealing with the requirements for the test construction is not in concordance with the aim of the thesis, this area is explained only briefly.

##### 4.1. Basic Attributes of the Test

As Weir says in his introduction (1990:1), when constructing a test, it is important to be aware of all approaches to language testing (chapter 2) and also limitations in terms of *validity*, *reliability* and *efficiency* of the test.

Simply explained, a test is valid when it measures what it is supposed to measure. Various kinds of validity are mentioned, for instance in Hughes' *Testing for Language Teachers*, where validity is defined almost similarly: "[...] a test is said to be valid if it measures accurately what it is intended to measure" (Hughes, 1989:22).

Another requirement is reliability. A test is reliable if the results are not influenced and thus changed under various conditions. This is supported in Johnson (2001:303): "The reliability of a test [...] is its consistency." And he also adds the explanation of the interconnection between validity and reliability:

"[...] reliability is essential in a test, because without it one cannot believe the results...but it is useless unless the test is valid as well, for without validity one does not know what has been tested" (Johnson, 2001:305).

The last criterion for the test construction is its efficiency, which means, according to Weir (1990:1), that the practicality and cost of the test design and administration are effective.

Finally, one should not omit the *backwash effect* of the tests. This criterion has not been mentioned yet, however, its fulfilling is on the same level of importance

as the previously listed criteria. According to Hughes (1989:1), backwash is simply the effect of testing on teaching and it can be either harmful or beneficial. Of course, test constructors want to achieve the beneficial backwash; it means that the test content should be in concordance with the aims, or objectives, of the course. If not, we talk about the harmful backwash.

When the test is being created, and reliable and valid results and a positive backwash effect are to be achieved, all these criteria should be kept. For getting more detailed information about all the criteria necessary for the test construction, Hughes' book serves as a sufficient source of information.

#### **4.2. Test Types**

After having discussed the criteria for the test design, it should be dealt with the kinds, or types, of tests which are, not only, used at schools. Because of this usage, parents may know them well either due to their own studies or due to their children's school experience.

Hughes (1989:9) says that the general purpose of tests is to obtain some information. It means that the types of tests are distinguished accordingly to the information we suppose to gain. He agrees with Johnson (2001:292-293) on four test types; proficiency tests, achievement tests, diagnostic tests and placement tests. Firstly, short characteristics should be presented to find out, and then conclude, which of them are the most important for parents and, as a result, for formation of their beliefs about testing.

Generally, all of these test types focus on what *has been already done* (at school, in a course...). It means, according to Johnson (2001:292) that the focus is on the level of achievement or proficiency which has already been reached by a learner.

*Proficiency tests* are not related to any course or programme; they measure learners' ability in language independently from any training or course. As Hughes (1989:9-10) says, they are not based on the content or objectives of the course and their results show how people (learners) are proficient. It means whether they are suitable to work in an international company or study at some university abroad.

That is why these tests are designed according to different purposes. Well known are, for example, Cambridge examinations or Oxford EFL examinations.

Another type is a *placement test* which is very often given at the beginning of the course to see where the learner should be placed, for example to group of better or weaker learners. As Hughes (1989:14) explains, information gained from these tests is a help to place learners at the stage of the course appropriately to their abilities.

“[*Diagnostic tests*] are used to identify [learners’] strengths and weaknesses” (Hughes, 1989:13). The disadvantage of these tests, again supported by Hughes (1989:13), is their long-term lasting. It is necessary, when setting a diagnosis, to create more than one test in a period of time and compare results. Because if only one test is created, results may be irrelevant (learner can make a mistake by chance). This is the reason why so few diagnostic tests are distributed by teachers at schools.

The last test type remaining is called *achievement test*. The reason for ranking this kind of a test on the last position in this chapter has its purpose; these tests are used at schools most frequently and thus parents may know and experience them.

“In contrast to proficiency tests, achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives” (Hughes, 1989:10).

They are of two kinds; *final achievement tests* and *progress achievement tests*. Simply explained, progress achievement tests measure the progress learners make, it means that they are related to the course objectives. That is why teaching and objectives of the course set in syllabus should be in perfect concordance. Results of progress achievement tests show the progress that learners make and also level of their language knowledge and abilities. They are highly motivating because due to the results learners can see how well they do, what they should improve and devote more effort to and, vice versa, what they know well so that it is not necessary to deal with it so much. This is not, of course, motivating only for learners; teachers as well are motivated according to learners’ results, they find out easily what aspects of their work need improvement and what aspects are done

successfully. Finally, these tests are a vehicle for parents to see their children's progress and thanks to these tests they may monitor their children but also the teachers' work. Final achievement tests are not used so often, they are supposed to measure the final level of learners' knowledge, not their progress.

To sum it up, all the test types mentioned in this chapter are used in the educational process more or less. However, as it was claimed, parents mainly encounter the progress achievement tests because they are mainly interested in their children's results and progress.

In the following parts various test techniques are presented. These techniques are in concordance not only with the modern teaching and testing approaches (chapter 2) but also with the view of communicative competence, the general aim of ELT nowadays. The definitions of communicative competence by Weir, Canale and Swain and Bachman are given on pages 14, 15; these opinions are crucial for selecting different test techniques, or methods, from a large scale of possibilities.

## 5. Test Techniques

What are test techniques? Previous parts presented basic attributes of tests and different test types that appear within the educational process. Last chapters of this thesis cope with the test techniques. Some of them have already been mentioned when various approaches to teaching and testing were presented, for example *multiple-choice questions*, *cloze tests* or *dictation*. The other techniques are going to be introduced as well in relation to particular language ability.

Before the presentation of the test techniques summary, the terminology should be explained. In relevant literature there is a slight discordance in this field. The terms *method*, *technique* and *format* are in various sources used for the same thing. In some of them a *test format* is taken as a more general term that includes various test techniques (e.g. format = interaction with peers, technique = interview, role-play, picture based discussion...). Nevertheless, for the purpose of this thesis, we can agree on the use of the term *test technique*, which is also used in the main source *Testing for Language Teachers*.

Because the aim of this thesis is *not* to *evaluate* different test techniques, the brief survey of the most common ones is given without any detailed research to their advantages or disadvantages. The only goal of this thesis is to introduce various test techniques that are in concordance with the present teaching and testing approaches.

### 5.1. Testing Overall Ability

According to modern views on English language teaching where aiming at the communicative competence in the target language is a priority, it is obvious that also test techniques should reflect these approaches. It means that it is not useful to test language skills or subskills separately. As Hughes (1989:62-63) observes, it is impossible to obtain reliable results by testing reading or listening ability because not all learners show equal mastery in all aspects of the language. That is why following test techniques are said to offer an economical way how to measure overall language ability; they are *cloze*, *C-Test* and *dictation*. Hughes explains that it is possible to measure separate abilities and then combine the scores but it is not economical and quick at all. He supports the choice for these three techniques in

following lines: “[They] have also been the subject of quite considerable research, and for that reason we know more about them than many other techniques” (Hughes, 1989:63).

A cloze test was given pride of place in the integrative testing era (p. 10) because at that time the focus was placed on the context, a language in a discourse. In the cloze test, usually every 7<sup>th</sup> word in the text is deleted and the learner should predict the missing word from the whole context. Hughes (1989:65) claims that if learners want to predict the word successfully, they use the abilities that underlay their language performance.

A C-Test is a variation of the previous cloze, the only difference is in the missing word; the beginning of the word (the first half) is pre-printed here.

A dictation technique also dominated in the integrative era and became very popular. Learners hear a stream of sound and are supposed to decode it into parts and recreate on the paper. As Hughes supports: “Dictation tests give results similar to those obtained from cloze tests.” (Hughes, 1989:72) The main difference is that dictation involves a listening ability.

In summary, variations of cloze tests and a dictation do not provide information about separate skills or any diagnostic information. However, they serve as useful means to find out the overall learners’ ability where accuracy is not fundamental.

All these techniques are used for testing the overall language ability. Because their characteristic has already been given, in the following chapters they are only listed.

## **5.2. Testing Language Skills and Subskills**

In this part of the thesis it is dealt with such test techniques that are used to test all language skills and subskills, or abilities, but separately (integrative testing approach). It may seem a contradiction to the previous chapter, but the reason for this organization is simple; it is necessary to present current test techniques clearly and briefly to gain a general overview of the matter. Then the conclusion on parents’ beliefs about this issue can be made. That is why the survey of the test techniques is organized according to the separate language abilities.

The choice of the skills and subskills and their test techniques is dependent on the theory of language teaching and testing (communicative competence supported by Bachman, Canale and Swain, pages 14, 15).

The following survey of the test techniques is not distinguished according to whether they focus on recognition or production, all the test methods related to receptive or productive skills, and subskills, are presented together. The choice of the listed test techniques is also dependent on the frequency they are mentioned in relevant sources (see bibliography).

A universal technique which is recommended and suitable for testing many language abilities is called *multiple-choice questions (MCQs)*. This method is used for testing reading, listening, grammar, vocabulary etc., which is why it is presented in this chapter independently of separate language abilities.

Multiple choice questions technique was mainly popular during psychometric-structuralist era in testing, but because its wide usage for testing many language skills and subskills, it is popular even nowadays. A MCQs test is usually administered in such a way that learners are required to choose from a number of given options to complete the missing information in a sentence or a text. One answer is correct. According to Hughes (1989:59-62), MCQs technique measures only recognition knowledge. It is also difficult to measure whether a learner failed because of lack of understanding the question or the options, and very problematic is the choice of items. All in all, advantages of MCQs method were so regarded, as Hughes (1989:60) supports that it used to be the only way to test in the past.

### **5.2.1. Testing Reading Comprehension**

“[...] reading is not an isolated activity that takes place in some vacuum. Reading is usually undertaken for some purpose, in a social context, and that social context itself contributes to a reader’s notion of what it means to read [...]” (Alderson, 2000:25)

At the beginning of each 5.2.x chapter, the question why the language abilities should be tested is going to be answered. Let us start with the question “Why test reading comprehension?”

As was claimed by Johnson (p. 14), reading activities nowadays do not focus on reading every word and every line, and, as many people think, aloud. As Hughes (1989:116) says, it is important to scan the text to obtain specific information, to skim the text to get the gist, to identify examples, to use context or to understand relations between parts of the text; it depends on the tasks that follow. Simply said, by testing reading we measure the ability to understand, the ability to search for information, which is wanted or to orientate in the text properly.

For overall survey of the test techniques related to reading comprehension, see, for example, *Hughes* (1989), *Weir* (1990), and *Alderson* (2000). The following techniques (that are introduced for *all* language skills and subskills in each chapter 5.2.x) are the *most frequently presented* in the mentioned sources.

#### Test Techniques

MCQs  
Cloze

Answering Qs (short, unique)	Ls write down specific answers, possibilities are not given so the level of comprehension is more certain.
True/False statements	Ls are identifying which statements (in relation to the text) are <i>true</i> (T) or <i>false</i> (F), it can be broadened by adding the third possibility ' <i>not mentioned</i> ' (DS).
Identifying order of events	Ls number given statements according to the order they appeared in the text.
Headings	Ls read the text and match given headings to the appropriate paragraph.
Re-writing/re-telling summary	Ls rewrite or retell the main plot, or content, of the text.

### 5.2.2. Testing Listening Comprehension

“Listening is a complex process in which the listener takes the incoming data, [...], and interprets it based on a wide variety of linguistic or non-linguistic knowledge. [...] Comprehension is an on-going process of [interpretation] of what the text is about, [...]” (Buck, 2001:247)

“Why test listening comprehension?” This question yields almost similar answer as the previous one concerning reading. Hughes (1989:134) also claims that “[because listening] is a receptive skill, the testing of listening parallels in most ways the testing of reading”. There are such situations in our lives where listening does not occur together with speaking; for example listening to the radio, TV or film. It results in the fact that even listening comprehension can be tested separately to see the level of learners’ comprehension. The information which is supposed to be obtained is more or less similar to the information obtained from reading.

Weir (1990:51) argues that there was a great development in listening tests. In recent years the tests of auditory discrimination (analysis of phonemes, stress or intonation) were replaced by overall listening comprehension tasks.

Valuable tips concerning test techniques for measuring listening comprehension may be found, for example, in books by *Hughes* (1989), *Weir* (1990) or *Buck* (2001) and they served as a source for the following summary.

#### Test Techniques

MCQs

Answering Qs

True/False statements (DS)

Note-taking or Blank Filling

Ls take notes according to what they hear, they are not supposed to write long sentences. Blank-filling is similar to cloze, parts of the text are deleted and Ls should fill them in according to the recording.

Matching

Ls match statements to the speakers – they identify who said what. Pictures may be used as

well. There are many variations of matching activities.

Dictation

Ls listen to a dictated message and write down exactly what they hear. As Weir (1990:55) comments, the material which is used in dictation should be similar to messages which may appear in the target situation. This technique is focused more on recognising the discrete items of the language, not comprehension.

### 5.2.3. Testing Writing

“The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign language education” (Weigle, 2002:1)

It is quite clear that writing ability is an inevitable part of the overall language ability. However it is important to realize that writing may be considered either as a summary of discrete items as grammar, vocabulary or spelling or it can be seen as an ability that reaches beyond the discrete levels. This second consideration is taken into account in this chapter.

Hughes (1989:75) claims that the writing skills of elementary learners are not tested; the higher language level they reach the more difficult and complex the writing tasks can be. Testing writing skills is a part of the majority of proficiency tests, e.g. Cambridge examinations, or of entrance exams to universities where English is studied. The writing ability is a productive skill and combines the use of many discrete items together.

The books by *Hughes* (1989), *Weir* (2000) or *Weigle* (2002) were used for the following summary of the most frequent test techniques.

#### Test Techniques

Filling a Form

Ls simply fill in missing information (e.g. Landing Card, Hotel Reservation...). These tasks are very authentic and evoke a real target language situation.

Project Work	Ls are given a task and according to the given instructions they are supposed to create a project.
Writing/Responding Letter	Ls respond to a given letter (postcard) in an appropriate way. Again, this task is very real-life.
Completing the story	Ls read an unfinished story and try to finish it.
Picture-based Writing	Ls are given a set of pictures and create their own story accordingly.
Essays	Ls are supposed to write a complex text according to a given topic that is usually quite general (e.g. My Ideal Life, How to Keep Fit...).

The writing tasks on the lower language levels (elementary, pre-intermediate) should be simpler and more authentic. Essays or longer letter- or story writing is suitable for more proficient learners. Nevertheless, writing tasks can be modified to such a level which is acceptable also for elementary learners (use of pictures, films, authentic materials).

#### **5.2.4. Testing Speaking**

“In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. [...] Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes [...]”. (Luoma, 2004:20)

The majority of learners (of English) will probably tell you that they mainly want to make themselves understood in the target language. So the question “Why test speaking?” may sound quite useless. This language ability involves both recognition and production skills and has much in common with writing ability, especially in its testing.

The selection of the test techniques used for measuring the oral ability is also dependent on the learners’ level. The tasks concerning speaking skills should

cover as many target language situations as possible and should be tested not only individually or in a teacher-learner speaking activity, but various kinds of pair work (PW) and group work (GW) should be included as well to learn to cooperate with many different learners and thus varieties of speech.

Obviously, and after consulting relevant sources, for example *Weir* (1990), *Hughes* (1989) or *Luoma* (2004), the variety of test techniques used for measuring the oral ability is very numerous. All these test techniques can be modified and enriched according to learners' needs and language levels.

### Test Techniques

Responding questions	Ls appropriately answer questions asked either by a teacher or other Ls.
Free Interview	Ls are able to react to previously listed statements in a relevant way. Ls can speak with other LS or a teacher. The structure of the conversation is not prepared in advance.
Interaction with peers	Ls are asked to discuss a topic, create plans, prepare a presentation, and give arguments...
Oral presentation	Ls are given a topic in advance and are supposed to give a short talk.
Verbal Essay	Ls choose one topic and are asked to speak about it for a short period of time. These presentations are not prepared in advance.
Role-plays	Ls act in a particular situation one of the roles, the situations are usually evoking the target language situation, especially on lower language levels (elementary, pre-intermediate), and on higher levels the tasks may be more unreal (imaginative).

Pictures-based Discussions

Ls are given a picture and accordingly they give a talk. Series of pictures are used to create a narration.

Weir (1990:73) claims:

“Perhaps more than in any other skill there is the possibility of building into a test a number of the dynamic characteristics of actual communication.”

### **5.2.5. Testing Grammar**

In the definitions of communicative competence (p. 14, 15) it was explained that also grammatical competence, which includes not only grammatical structure but also vocabulary, forms its inevitable part. That is why grammar and vocabulary, two subskills, are also very important to be mentioned within the list of test techniques for particular language abilities.

In this chapter, the question “Why test grammar?” should be answered. Hughes (1989:141-142) also asks this question and the response is as following. There was a time when the knowledge of grammatical structures was seen as the core of language ability (GT method). Nowadays the situation is different and grammar is seen as an ability that underlies language skills; successful writing needs the knowledge of grammar, correct speaking requires the knowledge of grammatical structures. That is why the knowledge of learners’ grammatical ability is very useful information and we search for both recognition and production of grammatical structures.

Hughes (1989:141) adds that it is very unlikely to find many institutions, however communicative their approach is, which do not teach, and test, grammar. His book serves as a good source of information considering testing grammar and was used as the only source for the following summary.

#### Test Techniques

MCQs

Cloze

C-Test

Error Correction

Ls search for and then correct errors in the given text.

Word Sequencing	Ls order given words to form a sentence.
Matching	Ls are supposed to match one sentence from one column with the sentence from another (e.g. in column A can be questions, in column B answers). Its modification is matching sentence halves.
Paraphrasing	Ls should finish the sentence so that it means the same as the sentence given. The beginning of the second sentence is printed.
Identifying structures and Completion	Ls should identify and fill in proper grammatical structure, e.g. tenses or articles.

### 5.2.6. Testing Vocabulary

“[Testing vocabulary] is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures [...] are formed.” (Read, 2000:1)

It is clear that the knowledge of vocabulary is essential to the development of language skills. Read (2000:154) distinguishes between receptive and productive vocabulary and compares it to the terms *passive* and *active*. It means that vocabulary should be tested on two levels, both passive recognition and active production. The following techniques include both.

Further techniques used for testing vocabulary may be found in *Hughes* (1989), *Weir* (1990) or *Read* (2000) and the following ones are a summary of these three sources.

#### Test Techniques

MCQs	Ls chose, e.g., the same meaning to the word given or complete the missing words to the text.
Cloze or C-Test	

Matching	Ls match words and their definitions, or words and their opposites, synonyms..., they can match parts of the compound noun...
Odd one Out	Ls identify a word that does not belong among the others from various reasons (grammatical, semantical).
Groupings	Ls are given a number of words and are supposed to put them into groups according to their common features.
Labelling Pictures	A technique used on lower language levels, Ls name the pictures with the correct word.
Giving definitions	Ls define, or describe, the word in English so that its meaning is as understandable as possible.
Word Building/Formation	Ls are given the word base and should create the correct word according to its position in the sentence.

It is important to remind that even grammar and vocabulary are a part of communicative competence, they are rarely, as Hughes (1989:150) observes, “[...] to be regarded as ends in themselves”. It is still essential to realise that the aim of ELT is to achieve the communicative competence and its realisation in performance. The knowledge of grammar and vocabulary is important for achieving the goal but tests should not give them too much importance.

## **6. Summary of the Theoretical Part**

The theoretical part serves as a theoretical background for the following part of the thesis – *Research*. Because the practical part deals with parents and their beliefs about current trends in testing in ELT, all these issues had to be introduced in the theoretical part.

That is why the position of parents in the educational system was presented to understand why parents and their beliefs may be crucial and influential for the whole process. Furthermore, to be aware of the current trends in testing, its development throughout the 20<sup>th</sup> century should have been covered as well together with the presentation of the main teaching approaches and methods. The theoretical survey of the approaches to testing may help to understand possible parents' responses in the research; what influenced them, why their beliefs are of that kind etc. This survey also led to conclusion on the current test techniques that are used at schools nowadays, which is why parents may encounter them often.

To conclude, the first part of the thesis provided a theoretical background for the second part, the research, where parents' beliefs about current methods of language testing are investigated in practice along with their overall perception of the educational process. The characteristics and description of the whole research project are offered in the following chapters.

### **3. Research**

*“It is teachers who, in the end, will change the world of the school by understanding it.” (Hopkins, 2002:x)*

The general purpose of every research is to discover facts, opinions, data... and thus to understand the subject of study. Research is a method of knowing.

When the research is being done it means that some field of study is supposed to be understood according to the received information. That is why every research is administered; to get the data, analyse them, get deeper into the field of study and change it by this understanding through practice.

#### **7. Aim of the Research**

From the introductory part of the thesis it is fairly obvious that the aim of this paper is to show the level of parents’ awareness about current trends in testing. The research is mainly focused on their beliefs about the test techniques used at schools nowadays and the interpretation of the given data is compared with the theoretical view on the English language testing.

The research tries to indicate the level of parents’ awareness about the current trends in testing also through the research into a general view on parents’ interest in schooling and education, on their perceptions of the whole educational system and, last but not least, on the opinions of what they see as the most important goal in the English language teaching and learning process.

The analysis of the data received from the distributed questionnaires should indicate either concordances or differences between parents’ beliefs about current methods of language testing and theoretical background presented in the theoretical part of this thesis.

## 7.1. Research Method

In the chapter devoted to the aim of the research it was mentioned that the method chosen for this particular research is the *questionnaire*. The aim of this chapter is to explain why.

It is clear from the aim of the research that the data are collected from parents. The amount of parents is 30. The reason for including such number of parents is clear; the more individual responses are gathered the more relevant outcome can be deduced. One of the advantages of questionnaires is its possibility to be distributed among larger number of respondents.

Other advantage of this research method is its easy administration, questionnaires are quick to fill in and that is why time saving.

They are mainly used for collecting data which are not so easily observable; such as motivation, attitudes and beliefs...and can also provide some background information about the respondents (age, education, gender...)

Moreover, the respondents are in anonymity so no inhibitions that would influence the results appear.

Of course, where some advantages exist, disadvantages are not in a distance. Those connected with the questionnaires are, for example, a non-response rate (all questionnaires do not have to be returned back), inappropriateness (not suitable for everybody, e.g. small children) and honesty (very difficult to check).

Hopkins (2002:118) summarizes and compares advantages and disadvantages of questionnaires in a clear table. He describes questionnaires administered for children; nevertheless some of the rules may be applied as general. Furthermore, some advantages and disadvantages are presented in Gillham (2000:5-14) as well together with a deeper analysis of each. The following lines serve as a summary of both sources.

<u>Advantages:</u>	easy to administer; easy to fill in; easy to follow up; low cost in time and money; easy to get information from a lot of people quickly; respondents' anonymity; data are quantifiable
<u>Disadvantages:</u>	time-consuming analysis; long preparation to create clear and relevant questions; effectiveness depends also on

understanding the questions; danger in producing 'awaiting' answers; problems with motivating respondents

Despite of all the mentioned disadvantages the decision on such research method was made. All the advantages, on the other hand, support this decision and the choice for the questionnaire method is in concordance with the aim and conditions of this research. Gillham says:

“[...] if you are to get the best of this research tool you need to know both the strengths and the limitations. As with many other things in life, a successful outcome is a lot to do with trouble taken in preparation”  
(Gillham, 2000:14)

## **7.2. Question Structure**

The most important issue when developing a questionnaire is the structure of questions. It is also one of the disadvantages presented in the previous chapter. It is claimed by Gillham as well (2000:12): “Question-wording can have a major effect on answers”. And he further adds (2000:12) that this problem can be cleared up by pre-piloting. That is why each questionnaire should be pre-tested to see whether the questions are stated clearly, precisely and unambiguously. Furthermore, the researcher should avoid double questions, leading questions, hypothetical questions or offensive questions.

“[Pre-testing] is the first stage of questionnaire development before you have an actual questionnaire to try out [...]” (Gillham, 2000:19). This stage shows mainly misunderstandings of what a question means or how respondents are supposed to answer. Not only the questions should be clear and well understood, they should also be organized in a logical line and should lead the respondent smoothly from one question to another. Respondents should not be confused by an illogical design of the questionnaire or badly structured questions.

Moreover, the pre-testing is necessary also for the researcher to try to analyze and sum up the received data to see whether the questionnaire is valid. “Validity refers to getting results that accurately reflect the concept being measured” (Internet B). In other words, the questionnaire should be designed in such way that leads in the results corresponding with the stated aim.

The next step is the general choice of the question type; the basic distinction is between the *close* and *open* questions. Gillham (2000:5) explains that where the answer is a factual one, a close question is probably better. But when beliefs, opinions or various judgements are observed, open questions show more relevant results.

Because the aim of this research is to find out parents' beliefs about current trends in language testing, the researcher decided to use the open-ended questions in the first half of the questionnaire; they do not provide any possibilities to choose from or do not give any clue what to fill in. The second part of the questionnaire includes six questions where options were given for better orientation and easier filling in. This conception is known as a *semi-structured questionnaire*; the more close questions (simple, specific) are included the more structured the questionnaire is. According to Gillham (2000:3), semi-structured questionnaires use multiple choice and open questions and this is the case of this research.

Unfortunately, open questions are difficult to analyse, more than close questions. That is why the pre-testing of the open questions is also very important to see the variety of different answers (there is a small percentage of a total agreement among respondents) and accordingly decide on the categories of data analysis. Gillham (2000: 63) explains:

“There will be a variety of different answers to this kind of question, and the job of content analysis is to reduce them to manageable and meaningful categories [...]”

To conclude, the pre-testing stage is important from all above mentioned reasons; respondents should not be confused by a wrong questionnaire design or a misleading wording in questions, and the researcher may appreciate this pre-piloting stage from the point of view of the whole questionnaire structure, the first data analysis and further categorization. All these benefits can ensure more valuable outcome.

## 8. Conditions of the Research

The whole research started in spring 2006 during the Clinical Year practice at a secondary school in the Pardubice region. The researcher worked with the parents whose children attended the 8<sup>th</sup> grade at that time; it means they were 14 years old mostly. The secondary school<sup>4</sup> includes four grades of the basic school and four grades of the secondary school; the total amount of classes is twelve, and the total number of students is about 310. This school has a 60-year-old tradition and throughout the years the school curriculum has been concentrated mostly on the general aim that corresponds with the school reputation; the more students are successfully accepted at various universities, then the more students are attracted to study at this school. It means that the teachers do their best in every subject to prepare students adequately for the future entrance exams at the university and successful future professional life. Moreover, the English language teaching has pride of place at this school and the lesson grant has been increased in some classes from three up to four lessons a week because of the increasing demand both by general public and learners' possible future employers.

As it was mentioned before, the research started in the spring of 2006. At first, all parents were given an introductory letter where the researcher explained the purpose of the research and the expected time line. They were asked to sign the letter of agreement with the cooperation and that their answers can be further analysed.

Secondly, the first questionnaires were created and distributed to ten people (random choice – friends, friends' relatives) for pre-testing (the reasons for pre-testing are described in the previous chapter). These first respondents gave valuable comments and advice, they commented mainly on the question structure (some of the questions were misleading and too complicated to understand, some

□

<sup>4</sup> Czech Educational System: 1) Basic School (6-15 years) – the only compulsory education in the Czech Republic.

2) Secondary School (15-19 years or 11-19 years) – finished by Maturita Exam

3) Higher School (for 3 years usually)  
University (for 5 years usually)

The brief summary of the Czech system of education was made by the author of this thesis.

appeared twice in different words...) and, last but not least, their answers provided the first data to analyse.

Lastly, the final version of questionnaires was created and distributed among the parents who agreed with the cooperation.

<b>Number of questionnaires distributed</b>	<b>45</b>
<b>Number of questionnaires gathered</b>	<b>36</b>
<b>Number of questionnaires filled in correctly</b>	<b>30</b>
<b>Response rate</b>	<b>80%</b>
<b>Time devoted to administration (incl. pre-test.)</b>	<b>1 month</b>
<b>Time devoted to distribution and collecting</b>	<b>14 days</b>
<b>Time devoted to analysis</b>	<b>3 months</b>

*Parents* (this term will be also used instead of the term *respondents*) were instructed in the accompanying letter and were also ensured about the anonymity of their answers.

In the table it can be seen that the number of questionnaires which were gathered for further analysis decreased from the total amount of questionnaires distributed. The response rate in this case is 80% and Gillham (2000:48) observes that a satisfactory response rate from an unknown sample is 50%. The real amount of questionnaires that were suitable for the data analysis decreased again to 30 because of various reasons; some answers were skipped, some information was not legible or the answer was not in concordance with the question (the question was not understood properly by parents).

The first stages of the questionnaire development have already been described; the aim of the research together with the choice of the research method, decision on the research sample and the pre-testing stage. The following chapter deals with the data analysis, the longest stage of the research visible from the previous table, and comments the obtained results.

## **9. Data Analysis**

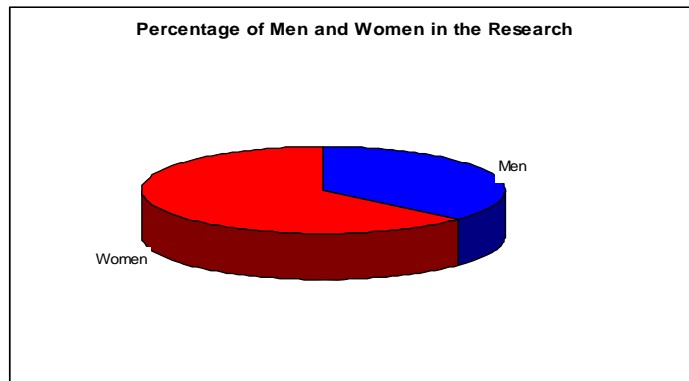
The first stage of analysis is essentially a descriptive one: setting out the results in a summary form (tables or graphs) so that you can see the overall response to individual questions at a glance” (Gillham, 2000:49)

For the research that uses numbers, graphs or statistical means and works with data, the term *quantitative research* is used. On the other hand, the one which concerns more on human perceptions or behaviour uses more narrative descriptions and is more reader-friendly, is called *qualitative research*. In this research the first type is used. The data are analysed with the help of graphs and tables that are further described.

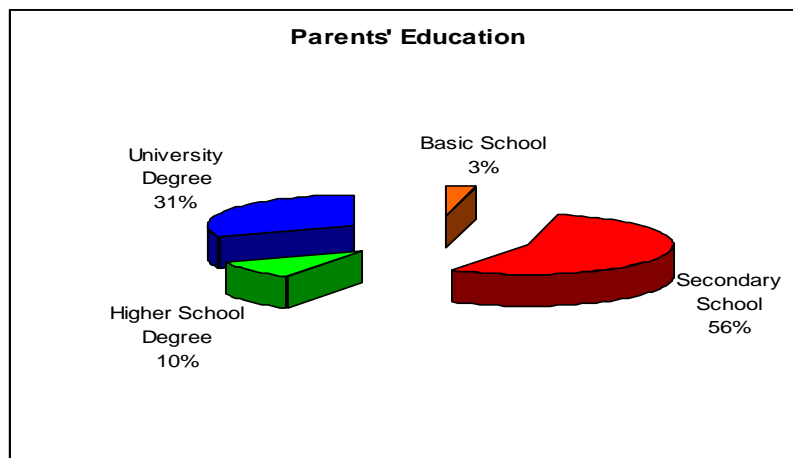
The first data analysis within this research was organized in two stages; the first concentrated on the multiple choice questions (easier to analyse), the summary was put into a table with all results together to see the overall outcome clearly. The same process was used for the analysis of the open questions; obviously, much more time must have been devoted to. At first, all the answers (from open questions) were summed up on the paper and according to the common features they were organized into groups from which the categories used in graphs and tables were created. Gillham (2000:70) observes that even [the content analysis of the open questions] is a great deal more work [,] the bonus is that you make real discoveries”. The second part of the data analysis dealt with the description and illustration of the received data; they are presented in chapter 8.2.

Last but not least, the personal information about parents was summed up as well to have better imagination about the research segment.

### **9.1. Research Segment**

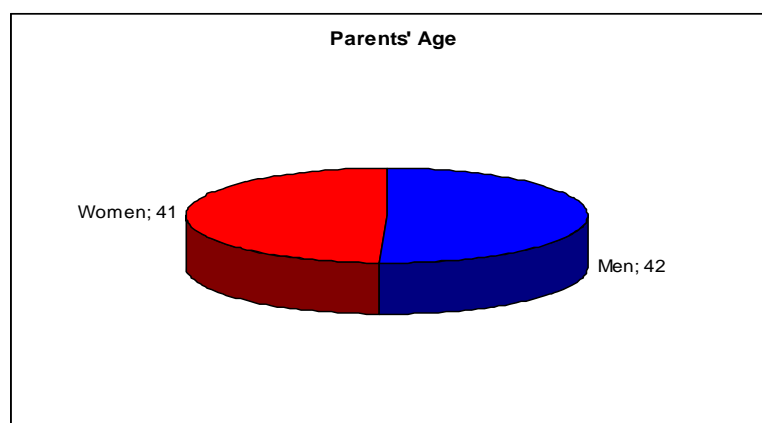


The total number of parents, whose questionnaires were analysed, was 30. From the graph it can be seen that from the total amount of parents 37% of men and 63% of women participated. There is no evincible reason for this outcome because parents participated randomly. The researcher did not persuade learner's both parents to answer the questions; one from the couple was sufficient. In some cases both parents participated, in some only one.



This graph shows the level of parents' education. It can be seen that the majority of parents finished their education by Maturita Exams (like A-levels in the Great Britain) at least; 13 women and 4 men finished their education by these exams, 9 parents were further graduated at the university; 5 men and 4 women, and 3 parents obtained their diploma at a higher school; 2 men and 1 woman. Only 1 parent (a woman) reached only a basic education.

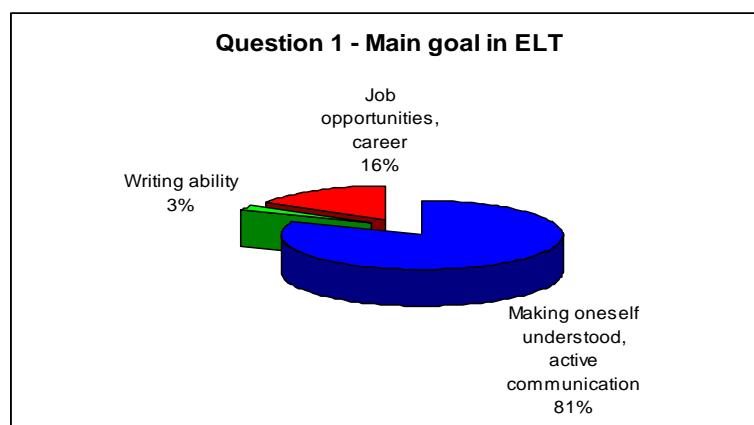
To sum up, the most of the parents were learning a foreign language during their studies (some foreign language is and used to be taught as compulsory at secondary schools in the Czech Republic and except one parent they all attended some secondary school) and according to the following graph it can be estimated when, approximately, they mainly attended the secondary schools.



It is seen that the *average* age of men and women who participated in the research is 42 or, as the case may be, 41. From such data it is possible to identify the approximate years when these parents attended their secondary schools. *In average*, they were born around the year 1964; they were in their teens around the years 1979 and 1983. According to the theory, in these years, at the beginning of 1980s, the communicative approach to teaching started to appear and dominate slowly. That is why there is a chance that these parents encountered such ways of teaching and testing. However, their secondary education is dated around the beginning of the 1980s so at that time the communicative approach was not still accepted widely and generally. Parents were more likely influenced by Direct Methods in teaching and by the integrative language testing; they may have slowly started to perceive some changes in the approaches to ELT and testing.

In conclusion, parents who participated in the questionnaire are educated people, they are, in average, in their forties and the answers were gathered mostly from women. The following data analysis helps to understand their beliefs not only about language testing but also about their overall perception of the education process.

## 9.2. Questions Analysis <sup>5</sup>



According to the illustration it can be seen that the main goal in the ELT process in the parents' point of view is, generally said, the active communication. Parents mainly emphasized that English is a global language and thus their children should be able to make themselves understood all around the world; they mentioned travelling, meeting new cultures and people. The second category is created from those answers which focused on the impact of knowledge of the English language on children's future professional life. Parents stressed that English could be means to find better job and be higher on the professional ladder.

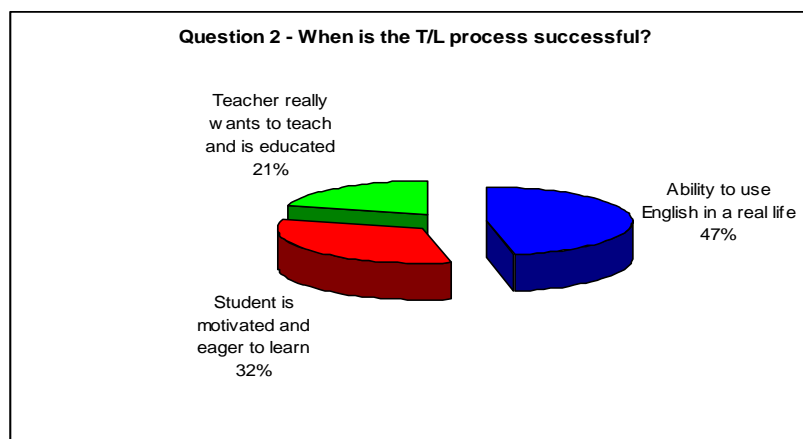
Moreover, the majority of parents believe that only basic knowledge is not sufficient and expect higher proficiency of the English language knowledge to be obtained at school.

To sum up, parents mostly think about English in a real life, they realise the greater demands for the English knowledge set by the global world society. It can be seen that 3% of the respondents also believe that the writing ability is important but the oral communicative competence prevails, which is in concordance with the current approaches to the language teaching and testing. From the theoretical part we know that the demands for the oral proficiency in foreign languages increased at the beginning of the 20<sup>th</sup> century, nowadays they

□

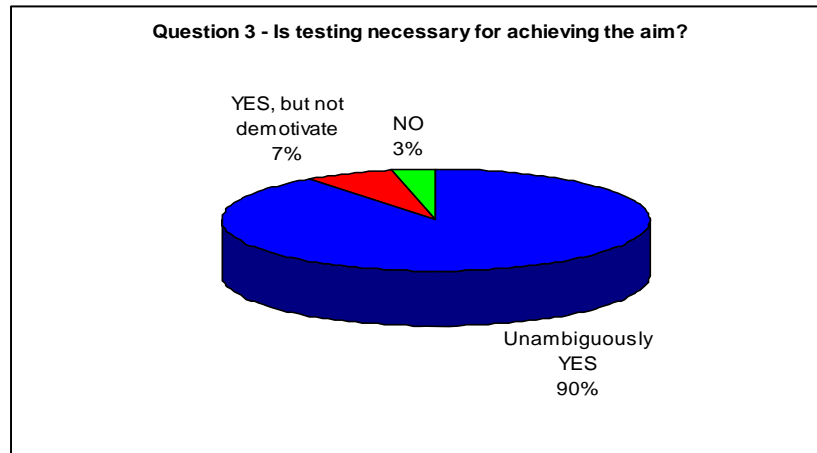
<sup>5</sup> Originally, the questionnaire consisted of 16 questions, however, during the analysis author decided to leave out the 7<sup>th</sup> question because it was almost the same as the question 10. It means that the total amount of questions for the analysis is 15. Unfortunately, in appendices the Czech example is the original one, where the question 7 is included.

are much bigger. So the parents' expectations can be fulfilled by the current approaches to teaching and testing.



Some of the answers on this question seem to be surprising when the previously received data are taken into account. Of course, the majority of parents responded accordingly to their beliefs about the main goal in ELT (active use of English either in real life situations or in a professional life), nevertheless, some distinctions arose. From the total amount of parents, eleven believe that the ELT process is then successful when the learners are motivated to learn and thus they themselves want to learn. Parents answered that mainly teachers should motivate learners; activate them, recall interest in learning and, inform them properly about the objectives and aims (learners know why they learn). Seven respondents believe that the teacher as well should be motivated to teach and these factors altogether lead to reach the aim of the ELT process stated in the first question.

In conclusion, parents still see the reaching the aim in the ELT process as the most successful result of the T/L process, but they believe that not only the accomplishing the aim means the successful T/L process; they also realise that it is not only important *what to get* but also *how*. However, fulfilling the main goal in the ELT process serves as a crucial indicator of the successful teaching and learning for the majority of parents.

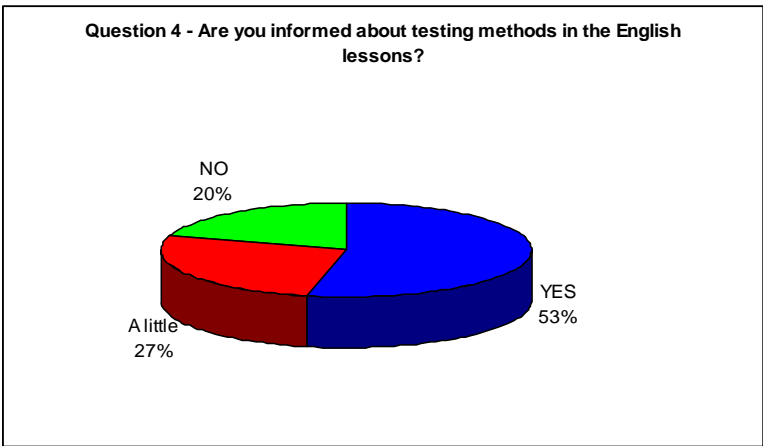


The question number 3 concentrated on the beliefs about the necessity of testing in ELT. It is obvious that there is no doubt about the importance of testing from the parents' point of view, however, the parents' comments are valuable to mention (those out of the 90% = 27 parents).

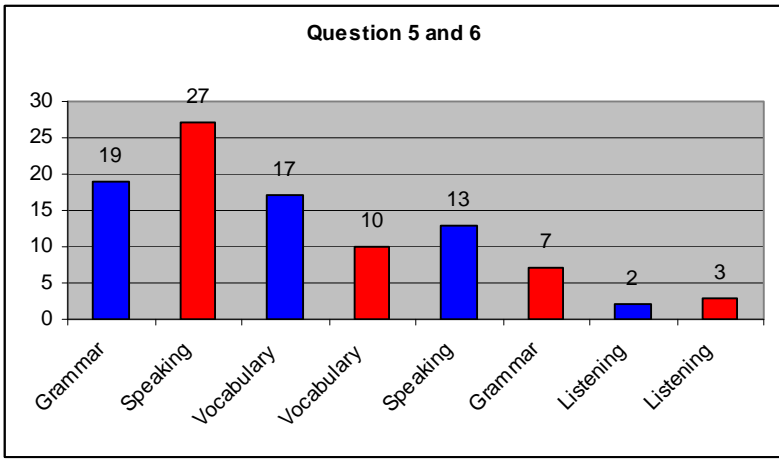
- testing serves as an instrument to force learners to learn (6)
- testing is a feedback for teachers (7)
- testing is a feedback for learners (14)

It can be seen that testing is mostly apprehended, as one respondent wrote, as a tool for verifying knowledge; learners know what they have learnt and vice versa. Some of the parents think that testing can also motivate learners to learn more, however, the pros and cons of such motivation should be considered. Because as 7% of respondents replied, testing is important but should not lower learners' motivation. Ideas concerning this issue appeared as well and parents suggested the written evaluation (no marks, but descriptive evaluation of learners' progress).

In summary, testing is seen as an important part of the educational process, there are some comments for and almost none against. Generally, testing is accepted by parents from all above mentioned reasons.



This question was crucial for further analysis of parents' beliefs about testing; if parents are informed, their beliefs are probably different from those who are not. It is quite clear that 80% (24 out of 30) are, at least, a little informed about testing in their children's English lessons, it means that they may have a notion about the test techniques that are used within the ELT process and thus it can influence their beliefs about the matter.



As it is seen, these two questions were put into one graph for better illustration of the differences; the blue graph concerns question 5 – What *is* mainly tested in ELT?, and the red graph shows question 6 – What *should be* tested in ELT? in parents' opinion.

It is obvious that parents still believe that mostly grammar and vocabulary are tested nowadays, together with speaking and listening. No detailed comments on

this question appeared, parents only listed abilities without any deeper commentary (but this was the purpose of this question).

On the other hand, they realise that this should be changed and more time should be devoted for testing speaking (in concordance with their beliefs about the main goal in ELT), then vocabulary (knowledge of vocabulary is crucial for oral communication) and these are followed by grammar and listening. As it is further seen, no other language abilities are included, only the rate is changed.

	<b>IS TESTED</b>	<b>SHOULD BE TESTED</b>	<b>DIFFERENCE</b>
<b>grammar</b>	38%	15%	- 23%
<b>speaking</b>	25%	58%	+ 33%
<b>vocabulary</b>	33%	21%	- 12%
<b>listening</b>	4%	6%	+ 2%

According to this table it can be summed up that parents are aware of the importance of testing the speaking ability because of its relation to the aim of the ELT process. Their beliefs about the current trends in testing may be influenced by their own school experience where testing grammar and vocabulary formed an essential part. Nevertheless, parents have a notion about testing listening ability which is also connected with the oral communication; speaking and listening take place at the same time during the act of communication. As it is seen, in parents' opinion testing grammar should not be omitted but it is not perceived as crucial. Some parents wrote, that "unfortunately, grammar is still tested the most". Testing the knowledge of vocabulary is seen important but not separately; testing the speaking ability is preferred by parents because it includes the use of vocabulary in practice and thus it can be tested as well.

Some of the comments on question 6 (What should be tested?) taken from the questionnaires:

"Ability to use the language in practice"

"Speak, speak and speak"

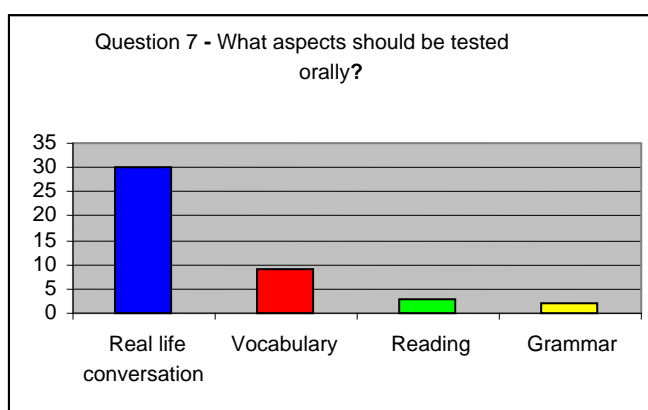
"Use the language not only in common situations"

"React in the language properly – speak and speak"

"Vocabulary within communication – real use of vocabulary"

“Ability to speak, ability to understand, ability to use the language”

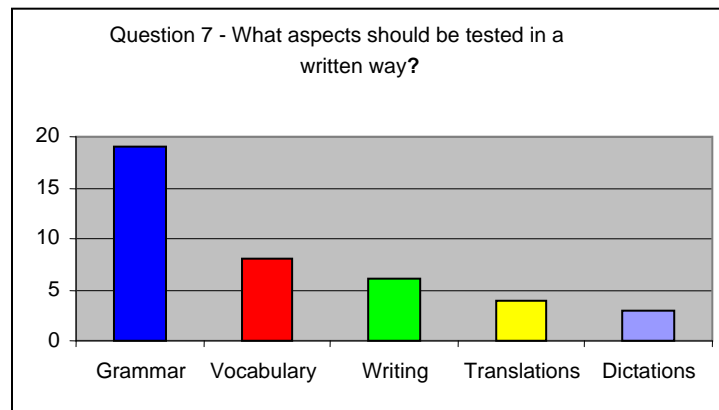
In conclusion, parents believe that testing the ‘passive’ knowledge (grammatical structures, vocabulary) still prevails and they would appreciate the change towards testing the ‘active’ knowledge; the active use of the language. If they believe that the main goal in ELT is the active communication it seems clear that they also prefer its testing more than testing other language abilities.



From the previous data it was discovered that mainly oral communication and the active use of the English language are the most significant for parents not only from the point of view of teaching and learning but also testing. Question 7 concentrated on the oral and written tests and tried to find out parents’ beliefs about these two kinds of testing at schools; oral and written testing.

Without any doubt, oral testing should be used for testing the speaking ability; 68% of respondents. On the second place the testing of vocabulary is rated; 20%. The rest goes for the testing reading (aloud = pronunciation) and grammar.

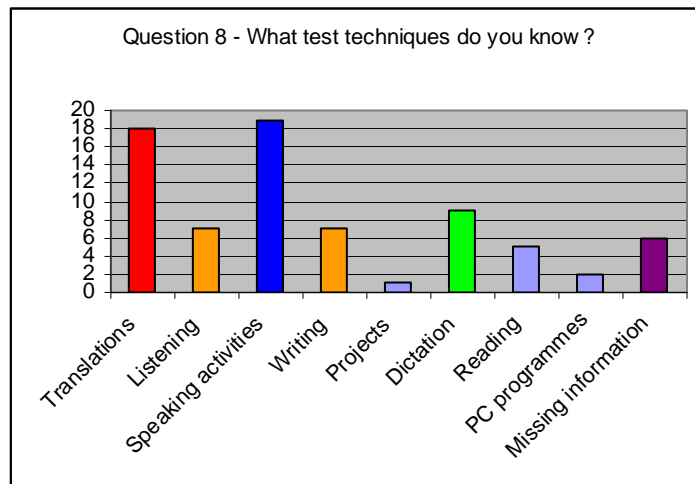
In this question some parents added possible test techniques that can be used within the oral testing; acting a dialogue, storytelling, role-plays.



This graph shows the abilities that should be tested more by written tests and in this case parents responded more by mentioning particular test techniques like translations and dictations, which are included in the graph.

As regards language abilities, testing grammar by written tests is considered to be the most suitable way; 47% respondents believe that this is the best way how to test grammar. 20% of parents would test vocabulary by written tests and, of course, various writing tasks should be administered like this as well; 15%. Parents mentioned such test techniques as writing essays, short writing tasks (e.g. short stories) and very frequently translations and dictations. The number of these answers was quite high that is why these test techniques were included into the graph. Translations, mentioned by 10% of the respondents, can be used for testing grammar and vocabulary, dictations, 8% of respondents, may be used, as parents believe, for testing writing, they believe that writing = spelling. Some of them emphasized that “by dictating, learners can learn how to write words and sentences correctly”.

At the close of the analysis of question 7 it can be stated that parents realise the distinctions between oral and written tests and they also know that both are suitable for testing different language abilities. Their answers are not surprising but logical. Of course, some misunderstandings concerning writing-spelling distinction appeared, nevertheless it can be summed up that parents are aware of the differences between written and oral testing and their application on various language abilities.



This question is focused on parents' beliefs about various test techniques that can be used in the ELT process. For better orientation, every category is described separately (in descending order).

Speaking activities – some test techniques were mentioned within this category. The total amount of parents who answered “speaking” was 27% (19 parents). The test techniques which were particularized were:

- presentations on given topic
- acting a dialogue (teacher-learner, learner-learner)
- retelling the text, article (connected with reading)
- picture descriptions
- role-plays

Translations – this test technique was mentioned also in the previous question, it is obvious that it still dominates in parents' minds. It was mentioned by 24% of respondents (18 parents) and translations were connected both with testing vocabulary and grammar (translations of separate words and separate sentences, two parents mentioned translations of a longer text).

Dictation – this test technique, together with translations, belongs to the most frequently listed ones; in this case 12% of respondents (9 parents) answered in this way. In their opinion, dictations are suitable for testing writing, which has been already discussed in the previous analysis.

Listening – various listening activities are known by 9% of respondents (7 parents), listening is mentioned together with comprehension. Parents believe that

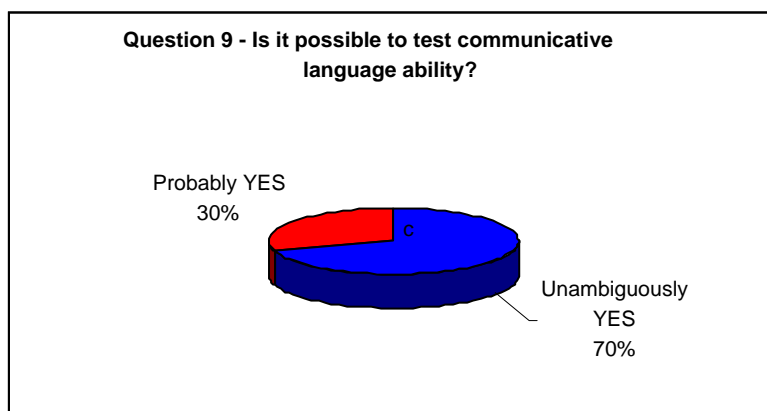
after listening to some recording, learners are able to complete various exercises and, of course, they are able to retell what they heard.

Writing – the same amount of parents (9% = 7) are aware of various writing activities. They referred to writing essays on given topic or writing short stories. Furthermore, writing was connected with reading and listening in a way that learners are able to rewrite what they read or listened to.

Missing information – this is the last category which was answered more often, 8% of parents (6), and includes such test techniques as cloze tests (parents used the term “filling missing information into the text), identifying structures (correct articles, tenses...) or MCQs (parents used the term “choosing from given possibilities the right one”).

The last categories in the graph were mentioned by the minority of parents, however, it can be seen that parents are aware of the diversity of test techniques that can be used in ELT.

To sum up, parents, maybe because they are mostly informed about testing by their children, know quite a wide variety of test techniques. Although they are not sometimes able to name them in correct terms, they generally know what techniques are used for testing particular language abilities. From the received data it is obvious that there is an interference between current trends and those that had pride of place in the past. Parents know lots of currently used test techniques like various speaking activities or listening comprehension but also still have in mind those used more in the past like translations of words or sentences or dictations.



This question should have been listed before question 8; nevertheless, the received data perfectly support the parents' general beliefs about the ELT process and testing within. They believe that the mastery in oral communication is the most important goal in ELT (q. 1); they also see the importance in its testing (q. 6) and, lastly, they are aware of many of the test techniques used for testing the speaking ability.

In conclusion, the majority of parents believe, that it is possible to test this language skill, no respondents answered against. 30% are not one hundred percent sure but believe that some tools exist.

In chapter 7.2 the characteristics of this questionnaire is presented together with the term *semi-structured questionnaire*. As it is explained, such questionnaires combine the use of open questions with multiple-choice questions. The last six questions in this questionnaire are of that kind; parents were given options in question number 10 and in the last five they still referred to them.

<b>Question 10</b>	<b>Question 11</b>	<b>Question 12</b>	<b>Question 13</b>	<b>Question 14</b>	<b>Question 15</b>	
A	26	15	12	9	12	4
B	11	2	18	0	1	0
C	19	7	22	5	3	1
D	19	7	7	15	7	2
E	6	0	2	6	4	1
F	18	6	12	2	1	0
G	23	14	0	3	4	3
H	6	8	0	6	15	6
I	12	9	8	10	12	3
J	20	13	0	8	19	8
K	16	13	11	12	3	5
L	3	5	3	9	3	3
M	10	14	1	17	6	16
N	8	8	0	11	6	20
O	18	26	1	19	13	29

**Legend 1:** use of colours, see<sup>6</sup>

**Legend 2:**

- A. translations of sentences Czech → English, English → Czech
- B. correction of errors in sentences

□

<sup>6</sup> Blue colour, red colour, green colour, orange colour, purple colour (illustrate number of answers in descending order) Blue indicates the most frequent answer. The numbers in black were answered less often.

- C. filling missing words or parts of speech into sentences
- D. translations of words Czech → English, English → Czech
- E. giving definitions of words
- F. dictation English → Czech
- G. reading an English text aloud
- H. reading an English text silently (comprehension – e.g. answering questions)
- I. filling missing information into the text
- J. listening comprehension
- K. writing of shorter writing formats (e.g. story, letter)
- L. writing essays
- M. oral presentation on a given topic
- N. acting a role-play on a given topic
- O. conversation on basic everyday topics

**Question 10** is focused on the various test techniques that are used in ELT nowadays and parents' beliefs about them. Parents were offered the most frequently used test techniques not only according to relevant sources (used in the theoretical part for the summary of the test techniques) but mainly according to their usage in the English lessons (which parents' children attend). That is why parents may know some of them.

It is seen that on the first three places such techniques as 'translations' (sentences), 'reading aloud' and 'listening comprehension' appear. The reason for ranking these techniques on the first positions may have origins in parents' own school attendance; from the theoretical part it is known that translations were the most frequently used techniques during the period of the GT method. The lessons were based on translations 'discrete' items; not in a context. And as Richard and Rodgers (p. 8) support, this method is still used in the world. Although this approach was later replaced by other approaches, and the parents were likely educated at the era of the Direct Method approach, GT method still existed and was often used.

Reading aloud is connected with the perception of the reading from the Czech language where learners learn to pronounce (intonate, stress...) correctly by reading, but, we know from the theoretical part, reading in English is connected more with comprehension. Parents still believe that the text should be read aloud and then translated to enrich learner's vocabulary and practice pronunciation.

On the other hand, and this may be influenced by the knowledge of the techniques in their children's English lessons, listening comprehension is put on the third place. This is probably linked with the parents' perception of the main goal in ELT – making oneself understood. They believe that not only speaking but also understanding comprises this ability.

The test techniques as 'filling missing words, parts of the speech...', 'translations of words', 'dictations English → Czech', 'conversation on a given topic' or 'writing short format' cannot be omitted because of their placing quite high in the rank.

It is obvious that parents are aware of some current test techniques as 'filling missing information', 'listening comprehension' or 'conversation on a given topic'. Nevertheless, the influence of the past trends is still visible by often mentioning of such techniques as 'translations', 'reading aloud' or 'English-Czech dictation'. And techniques as 'giving definitions', 'writing essays' or 'reading comprehension' are ranked very low.

**Question 11** tried to find out which of the techniques should be used the most often in the lessons (this question is closely related to the question 6). Here the contradiction is clear; the dominance of 'translations' is reduced and the 'conversation on a given topic' has a pride of place. Although 'translations' are still high in the rank, the gap between these two techniques is broader. Again 'reading aloud' dominates, in this case shares the position with oral presentations, which is in concordance with the aim of ELT. Such techniques as 'error correction', 'writing essays' or 'giving definitions' were mentioned only in some cases. The decrease of 'dictations' or 'translations of separate words' is visible, unfortunately, 'listening comprehension' decreased as well.

In conclusion, the differences between the results from the question 10 and 11 appear. There is a high percentage of parents who prefer communicative (conversation, oral presentations, listening) activities in the lessons. Nevertheless, some non-communicative techniques still prevail (reading aloud, translations of sentences). It seems that parents would like to combine the new techniques that test the communicative ability and those they are familiar with probably from their own past experience.

Answers for questions 12, 13, 14 and 15 could be predicted in advance but the researcher wanted to discover parents' beliefs about the application of various test techniques used for testing particular language abilities as well. The researcher chose the knowledge of grammar, and vocabulary, then comprehension in the English language and, finally, making oneself understood (terminology used throughout the questionnaire so that parents could understand). This choice is based on the researcher's hypothesis about the parents' preferences of the English language knowledge:

“Parents would probably think that the most important outcome of the ELT process is the learners' ability to speak and understand in English. However, parents are still influenced by the past trends and probably will not leave out the knowledge of grammar rules and passive vocabulary.”

**Question 12** concentrated on the test techniques that are suitable for testing grammar. Parents answered quite surprisingly when the previous data are acknowledged. One would expect that the first position goes for 'translations of sentences', but this technique appear on the third place. On the first two positions the techniques as 'filling missing words' and 'error correction' are placed. The 'dictation' was mentioned as the forth.

It can be concluded that parents are aware of different test techniques that could test grammar. Not only 'translations' but also such test techniques that work with the language in the context (Direct Method). However, it is difficult to assume if parents are influenced by their previous experience, their children's experience or by the possibilities given in the questionnaire.

**Question 13** was focused on vocabulary and its test techniques. Again, there is a discordance with the previously gathered data; the preference of 'translations' could be expected. But parents, again, prefer the active testing; testing vocabulary within 'conversation', 'oral presentations' and after that by 'translations of words'. The truth is that although the communicative testing of vocabulary is preferred, the differences in the numbers are not so big. Techniques as 'dictation', 'reading comprehension' or 'giving definitions' were mentioned very little.

The summary of this question can be given; parents mostly believe that vocabulary should be tested actively. Unfortunately, the test techniques for testing

vocabulary without speaking (not within the conversation) should be also used in the lessons and these were not mentioned frequently. On the other hand, some parents prefer also ‘writing short formats’ or ‘lexical cloze’ for testing vocabulary.

**Question 14** was focused on testing comprehension. In the terminology understandable for parents it means the ability to understand when learners listen or read in the target language. From the options given, parents mostly agreed on these test techniques; ‘listening comprehension’, ‘reading comprehension’, ‘conversation’ and, lastly, ‘translations of sentences’. The choice of the first three is clear and it seems that parents realise in what situations the comprehension is necessary – when learners speak with someone, listen to the information in English and, last but not least, read an English text. The choice of ‘translations’ slightly deny this thought but, as it was claimed before, parents still believe in the passive testing of the language. Fortunately, the active test techniques prevail.

In conclusion, concerning comprehension the parents’ beliefs are in concordance with the general aim in ELT, however, the preservations of non-communicative ways of testing language are still evident.

The analysis of **Question 15** is very simple; no big disagreements in parents’ answers appear. Parents almost unambiguously agreed on the last given test technique – ‘conversation on a given topic’. It was followed by ‘role-play’ and ‘oral presentations’ test techniques. Other techniques were not given any outstanding preferences.

It can be seen that parents’ belief about testing oral communication are developed and, as some of them wrote in the questionnaire: “Speak, speak and speak”. And this answer may speak for the whole analysis of the question 15.

## 10. Summary of the Research Results

This last chapter of the practical part should offer the *overall view* of the results analysis of the questionnaire (the conclusions on *individual* questions are provided right after the analysis of a particular question), which was distributed among 30 parents and whose responses provided useful data for further analysis.

Before the real summary, the commentary about the limitations of the research should be presented to be aware of possible distortion of the received data. This research was carried out at one secondary school in Pardubice region and the conditions of the research described in chapter 8 limit the validity of the results only to this particular environment. In different schools, and with different research sample, the research would probably show different parents' beliefs. Moreover, the research method, the questionnaire, also entails some limitations. Questions did not have to be understood well, some parents may have answered in a way to make a good impression; the honesty of their responses is very difficult to check. Furthermore, the categorization of the data received by asking open questions can also cause some imperfections in the analysis.

Nevertheless, when all these limitations are considered, the overall summary of the research results can be presented.

Firstly, the commentary on the research sample should be given. Parents, who participated in the questionnaire, are middle-aged (in average) and educated people (secondary education at least, except one parent) who are interested in the educational process, they are, more or less, informed about the ways of testing in their children's lessons and their beliefs about the general aim of ELT are quite clear. Parents are aware of the globalization of our society, they are conscious of the demands that are inevitable in such society concerning the knowledge of the English language; both in professional life (international companies) and personal life (multicultural society). That is why the mastery in the active communication is believed to be the most important goal in ELT. These beliefs are in concordance with the B.J Carrol's supportive quotation on page 16; the prime need of most learners is to understand and be understood in the target language. And, parents are certain about this as well. However, parents also ask for the quality of the educational process and add that the way of reaching the aim should be of a high

quality, either from the position of the teacher or the learner. Teachers should be educated and should do their best to motivate their learners, and learners should be active and motivated as well, for example by the clear awareness of the aim they are to reach.

Next questions in the questionnaire concentrated on parents' general beliefs about testing. The majority of them see the importance of testing in the T/L process; they believe that it can serve as the means how to motivate learners and, needless to say, it can provide feedback both for the learners and the teachers.

Parents' beliefs about the current state in the language testing also resulted from the questionnaire. They know about the oral and written tests well and are also able to say what language abilities should be tested by one of these methods. The responses concerning the current situation in testing are as follows; parents believe that testing of the passive knowledge (grammatical structures, vocabulary out of the context) still dominates and they would appreciate the change towards testing the active knowledge (active use of the language in the context). This is in a perfect concordance with their perception of the aim of ELT.

The last part of the questionnaire focused on their beliefs about various test techniques. Question 8 provided with the data concerning general knowledge of the test techniques. Universally, parents are aware of various test techniques, of course not of proper terminology, and are able to say which of them can be applied on testing concrete language abilities. Unfortunately, the reason why they are aware of them remained hidden; it can be either because they are informed by their children or they are themselves interested in this issue.

Nevertheless, although their beliefs about the offer of the test techniques are quite wide, in question 8 the first discordances between parents' perception of the aim (communicative language teaching and testing) and of the various test techniques appeared for the first time. Even though they prefer communication in different ways, some 'passive' test techniques still dominate (e.g. translations). This may be the case which is explained by Richard and Rodgers on the page 11; they claim that from 1950s to 1980s the mixing of old and new, it means past approaches and the current trends, arose. And because we know the possible years of the parents' school attendance (in average) from the research, this

interference may have influenced their beliefs; parents are open to the new ways of testing, on the other hand, they do not want to give up the use of such techniques they know from the past.

This situation may be influential for the responses to the following questions as well (q. 10-15). The concurrence of the old and new test techniques appeared in every question focused on them. Even though parents prefer more the communicative way of testing, the influence of the past trends is visible all the time. Their beliefs about various test techniques which are suitable for testing particular language ability (q. 12-14) are of that kind, parents prefer communicative test techniques; however, the 'passive' test techniques are not omitted. The only exception is the question 15 where parents agreed on the use of communicative test techniques that are in concordance with the general aim of ELT nowadays.

It seems that parents would like to combine the new communicative test techniques and those they are familiar with due to their previous experience. Of course, that the communicative test techniques mostly prevail, however, their position is not dominant in some cases. All in all, any beliefs they have, they are, more or less, influential for their children and thus their learning process. Čáp and Mareš (p.5) explain the importance of the transitions of parents' experience and knowledge to their children, and the whole chapter 1.1 deals with the possible influence of their beliefs on their children's beliefs about the educational process. It means, to conclude this chapter, that what parents' beliefs about the test techniques in ELT are, what they prefer or refuse; this is then perceived by their children in a similar way. And, later on, it can form children's beliefs about the testing in the English language teaching and learning process.

#### **4. Conclusion**

This chapter summarizes the whole thesis with the title *Parents' Beliefs about Current Methods of Language Testing*. In the introductory part, the encouragements for writing about this issue have been presented in several relevant quotations by Keith Johnson or Jan Průcha.

The first chapter dealt with the role of parents within the educational system, with their beliefs, mainly from the psychological point of view, and tried to illustrate the possible influences of their beliefs on their children, and thus their learning process. Needful to mention, that the offer of the sources concerning the problem of parents beliefs is not very broad (see bibliography), which is why the outcome of the theoretical background dealing with parents' beliefs may be thus limited.

The second chapter tried to cover the development of the main teaching and testing approaches, and methods, to provide with the essential information about the matter. The aim of this chapter was to offer the basis for understanding the current approaches in the English language teaching and testing altogether (they are closely related). Because of the characteristic of this chapter (overall summary of these approaches), the author drew from the three main sources that are focused on this topic (Johnson, Richard and Rodgers, Larsen-Freeman, see bibliography). At the end of the second chapter, the smooth transition between the past and current approaches was provided by dealing with the communicative teaching approach and then communicative competence, the main aim of ELT nowadays, which requires the same approach to the English language testing; the communicative language testing.

The characteristics of this testing approach were presented within the chapter 3, and this chapter should have served as the basis for the following summary of the currents test techniques used in ELT nowadays (chapter 5). As the main source used within the chapter 3 was the book *Communicative Language Testing* by Cyril J. Weir.

After explanation of the main approaches to teaching and testing, and before the survey of the test techniques, the theory about the test construction and the test types was to have been presented to gain the awareness of the tests that are

possibly used at ELT these days. Not only Hughes' *Testing for Language Teachers* provided with the theoretical background of the matter.

The last chapter of the theoretical part offered the well-arranged survey of the test techniques that are used in ELT nowadays in concordance with the general aim of ELT – achieving the mastery of communicative competence, and, moreover, in concordance with the main sources dealing with this issue (see bibliography). The offer of literature that covers this area is very wide that is why the author considers the choice of the particular sources as sufficient, the summary of the test techniques accords with the aim of the research. The author focused first on such test techniques that are used for testing the overall language ability (cloze and dictation), after that the analysis of the multiple-choice technique was given; this technique can be applied on testing more language abilities separately. The following subchapters dealt with the separate language abilities that are in concordance with the perception of the communicative competence. The relevant sources (at least 2 sources for each language ability) were used as well for the summary of the test techniques which are the most frequently used in the current ELT process.

The theoretical background served as a support for the research results, which are summarized in the previous chapter (10). That is why no other comments are given in the conclusion to avoid repetitions of the same thing.

According to the research outcome, it would be advisable to concentrate more on parents' beliefs about testing in a more detailed analysis. Some obscurity arose in the field of parents' real awareness of the matter, it is not clear what parents know from their children (more current information) or from their own experience (influence of the past trends). It would be useful to find out which approaches to language teaching and testing were dominant at the time of their school attendance (influential for their beliefs), and also their possible current experience with ELT (language courses) should be investigated. Moreover, to gain more valid data, the research should be applied on the larger amount of parents in several different environments. However, for the purpose of this thesis, the questionnaire provided with the useful and sufficient data.

## 5. Resumé

Tato diplomová práce se zabývá úlohou rodičů ve vzdělávacím systému, jejich názory a povědomím o testování v současné výuce anglického jazyka a v neposlední řadě i samotnými testovacími technikami.

V úvodní kapitole autorka předkládá důvody pro napsání této práce a opírá se o dva klíčové zdroje - *An Introduction to Foreign Language Learning and Teaching* (Keith Johnson) a *Vzdělávání a školství ve světě* (Jan Průcha). Z těchto zdrojů vybrala několik citací, které mohou lépe ukázat důvody, které vedly ke zpracování této diplomové práce. Jedním z nich je fakt, že vyučovací proces a testování je velmi úzce spjato. Druhým důvodem je role rodičů ve vyučovacím procesu, která je stále více podstatná a měla by se brát v úvahu. Rodiče a škola jsem v kontaktu nejen díky dětem, studentům, ale spojují je také vlastní názory rodičů na školu, jejich postoje a předsudky vůči vzdělávacímu systému. To vše vede k tomu, že názory rodičů na jakoukoli složku vzdělávacího procesu, v tomto případě testování, by měly být vnímány jako podstatné, jelikož mohou tento proces více či méně ovlivnit.

Teoretická část poskytuje teoretický základ pro další šetření a je rozdělena do pěti kapitol, následně podkapitol.

V první kapitole se autorka zabývá rolí rodičů ve vzdělávacím procesu, vysvětluje jeho vývoj z hlediska jeho činitelů, které jsou v něm začleněny (učitel, žák, učivo, metody, cíle, podmínky pro vyučování a učení) a detailněji popisuje právě pozici rodičů. Ta není v procesu zahrnuta jasně, nicméně je velmi důležitá. Rodiče fungují pro své děti jako vzor při utváření vlastních názorů a postojů, které si mohou nést až do pozdějšího věku a tím jsou podstatné pro jejich vlastní vnímání různých aspektů vyučovacího procesu, například testování.

Další kapitola poskytuje teoretický základ pro pochopení vývoje přístupů k vyučování anglického jazyka a testování v něm. Autorka se zabývá pouze nejhlavnějšími přístupy a metodami, které sehrály nejpodstatnější úlohu ve 20. století. Spolu s charakteristikou jednotlivých přístupů k vyučování jsou zároveň přestaveny přístupy k testování, jelikož každá teorie vyučování byla spojena s určitou teorií testování. Jak již bylo řečeno, autorka na základě dostupné literatury (Keith Johnson, Richard and Rodgers, Larsen-Freeman) vysvětluje jen ty

nejhlavnější. Díky stručnému přehledu vývoje se dostává k současným trendům ve výuce a testování a také k novému pojetí cíle vyučování anglického jazyka. Tím je v dnešní době komunikativní cíl, to znamená dosažení komunikativní kompetence v anglickém jazyce. Aby byl tento cíl dosažen, je nutné přizpůsobit nejen výuku anglického jazyka, ale i testovací techniky. Jak vysvětlují Richard a Rodgers, éra nových komunikativních přístupů k výuce anglického jazyka byla hlavně od 50. do 80. let minulého století, ale již během konce století 19., díky novým příležitostem ke globální komunikaci, narostla poptávka po nových, komunikativnějších přístupech k vyučování.

Tím pádem muselo být řešeno i testování, které je spjato s novým cílem výuky anglického jazyka. Komunikativní kompetence je vysvětlena v podkapitole 2.3.1. a následující kapitola 3 se zabývá pouze komunikativním přístupem k testování. Hlavním teoretickým zdrojem v této kapitole je práce C.J. Weira *Communicative Language Testing*. Komunikativní testování se soustředí na testování vlastního použití anglického jazyka v běžné komunikaci a i jednotlivé jazykové dovednosti a prostředky (dohromady schopnosti) jsou testovány komunikativní formou.

Následující kapitola, kapitola čtvrtá, se soustředí na testy, co je nezbytné při jejich přípravě, jaká kritéria musí splňovat a v neposlední řadě, jaké typy testů existují. Závěr plynoucí z této kapitoly je ten, že ve školách se nejčastěji používají testy, které hodnotí pokrok studentů. Hodnotit pokrok je důležité nejenom pro ně samotné, aby znali své silné a slabé stránky, ale také pro učitele a rodiče. A jelikož rodiče a jejich názory jsou cílem této práce, testy pokroku zaměřené na jednotlivé dílčí cíle ve výuce jsou důležité pro další výzkum ohledně jejich povědomí o nich. Ostatní typy testů nebyly z tohoto důvodu brány v potaz.

Poslední pátá kapitola v teoretické části měla za úkol představit jednotlivé testovací techniky, které se jsou v souladu s komunikativním vyučováním a testováním, a zároveň jsou zahrnuty v použitých zdrojích k jednotlivým jazykovým schopnostem. V první řadě musely být objasněny nesrovnalosti s použitím teorie a autorka se, s podporou literatury, rozhodla pro termín testovací techniky. Teoretická základna pro tuto část práce byla velmi široká, proto se autorka rozhodla pro výběr pouze několika relevantních zdrojů, které použila ke shrnutí testovacích technik pro jednotlivé jazykové schopnosti.

Nejdříve byly představeny takové testovací techniky, které jsou nejvíce v souladu se současným trendem v testování, to znamená, že testují použití anglického jazyka v kontextu. Jsou to techniky *cloze* (doplňování chybějících slov do textu bez možnosti výběru) a *dictation* (diktát anglického textu). Další podkapitola představila techniku *multiple-choice* (výběr z možností), která je vhodná k testování více jednotlivých jazykových schopností, například reading (čtení), listening (poslech), vocabulary (slovní zásoba).

Následující podkapitoly 5.2.1.- 6 se zabývaly testovacími technikami pro jednotlivé jazykové dovednosti (čtení, psaní, mluvení, poslech) a prostředky (gramatika, slovní zásoba), které jsou v souladu s definováním komunikativní kompetence v kapitole 2.3.1. Jelikož tyto kapitoly (5.2.1 – 6) plnily pouze shrnující funkci, autorka poskytla pouze základní přehled různých testovacích technik, které se nejčastěji používají s jejich stručnou charakteristikou.

Závěr teoretické části poskytl návaznost k části výzkumné, kde je tento teoretický základ použit pro podporu získaných dat.

Část praktická, jinými slovy výzkum, měla za úkol zjistit míru shody mezi teorií týkající se moderních testovacích technik a povědomím rodičů o nich. Úkolem výzkumu bylo zjistit, zda jsou rodiče obeznámeni s moderními metodami testování, zda se o tuto problematiku zajímají a jsou informováni, zda je testování důležitou částí vyučovacího procesu a také zda znají konkrétní testovací techniky.

Praktická část byla také rozdělena do několika kapitol. Kapitola sedmá se zabývá cílem výzkumu, který je popsán v předchozím odstavci, tzn. jaké je povědomí rodičů o moderních metodách testování a jak se shoduje nebo liší od teorie. Důležitou částí byly podkapitoly 7.1. a 7.2., které se věnují důvodům, proč byla vybrána dotazníková metoda výzkumu. Autorka představuje výhody i nevýhody této metody a detailněji se zabývá nejproblematictější fází tvorby dotazníků, tvorbou otázek. Závěrem uvádí, že i přes mnohé nevýhody byla dotazníková metoda nejvhodnější s ohledem na podmínky výzkumu a jeho cíl.

Podmínky, za kterých výzkum probíhal, jsou popsány v následující kapitole. Všechny fáze, jako například volba prostředí pro výzkum, testovací fáze výzkumu, vlastní tvorba dotazníků a následná distribuce, jsou podrobně vysvětleny.

V tabulce jsou shrnuta nejpodstatnější data týkající se celkového počtu dotazníků, procenta návratnosti či časového období, ve kterém výzkum probíhal.

Nejdůležitější kapitolou je kapitola 9, která se zabývá analýzou dat získaných dotazníkovou metodou. Na začátku autorka vysvětluje, jak byla data zpracovávána, poskytuje informaci o účastnících výzkumu, rodičích, a postupně otázku po otázce analyzuje formou grafů a následného popisu.

Každá otázka je analyzována samostatně a závěr je vždy poskytnut v rámci této jedné analýzy. Poslední kapitola, desátá, shrnuje všechny výsledky do společného přehledu.

Výsledky výzkumu byly následující. Rodiče, kteří se účastnili výzkumu patří mezi vzdělané občany středního věku, ve většině případů jsou alespoň trochu informováni o moderních testovacích technikách používaných ve výuce anglického jazyka, mají jasno, jaký by měl být cíl výuky anglického jazyka a v neposlední řadě si myslí, že testování je velice důležitou složkou vzdělávacího procesu.

Za nejdůležitější považují schopnost aktivní komunikace a s tím je spojené jejich povědomí nejen o výuce anglického jazyka, ale i testování. Bohužel, i když rodiče pokládají aktivní komunikaci za nejdůležitější, stále ještě u nich převažuje vliv takových přístupů k výuce anglického jazyka a testování, které nejsou v souladu s komunikativním přístupem.

Závěr výzkumu je takový, že rodiče si jsou vědomi široké škály moderních testovacích technik, které jsou, nebo by podle nich měly být, používány ve výuce anglického jazyka, nicméně jsou stále ovlivněni minulými trendy ve výuce a testování, nejspíše díky vlastní zkušenosti. A jelikož tyto minulé metody jsou pro ně známé, hrají v jejich povědomí stále velkou roli. Celkově ale můžeme říct, že povědomí o moderních metodách převládá.

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□

<sup>7</sup> The titles of Czech documents were translated by the author of the thesis

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Glossary of Czech translations used in resumé and abstract

ELT (English language teaching) - **výuka anglického jazyka**

T/L process (educational process) - **vyučovací proces**

factors of education – **činitelé vzděkávacího procesu**

learners - **studenti**

approaches to language teaching - **přístupy k vyučování anglického jazyka**

approaches to language testing – **přístupy k testování ve výuce anglického jazyka**

communicative aim (goal) - **komunikativní cíl**

communicative competence - **komunikativní kompetence**

current test techniques – **moderní testovací techniky**

communicative testing approach - **komunikativní přístup k testování**

language skills - **jazykové dovednosti**

language subskills - **jazykové prostředky**

language abilities - **jazykové schopnosti**

progress achievement tests – **testy hodnotící pokrok studentů**

questionnaire - **dotazníková metoda výzkumu**

**QUESTIONNAIRE**

Parents' Belief about Current Methods of Language Testing

Personal Information:

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Education: \_\_\_\_\_

2. What is, in your opinion, the main aim in the English language teaching (ELT)?

-  
.....  
.....  
.....  
.....

3. When is the teaching/learning process successful?

.....  
.....  
.....  
.....

4. Do you think that testing is necessary for achieving the aim or isn't it essential? Give reasons.

.....  
.....  
.....  
.....

5. Have you got information about testing methods in English language lessons or does not your child speak about it?

.....  
.....  
.....  
.....

6. What do you think IS mainly tested nowadays?

.....  
.....  
.....  
.....

7. What SHOULD be, in your opinion, tested in the English language teaching foremost?

.....  
.....

.....  
.....  
.....

8. What knowledge should be tested in an oral- or written way?

Orally:.....  
.....  
.....

Written:.....  
.....  
.....

9. Do you think that there are more kinds of teaching techniques or do you know only one? Write please, which ones/one.

.....  
.....  
.....  
.....  
.....

10. Nowadays, in the ELT, the focus is placed on communication. Is it possible or impossible to test such language ability (reading, writing, listening and speaking)?

.....  
.....  
.....  
.....

11. Please, circle those test techniques that are, in your opinion, used in the ELT nowadays the most:

- A. translations of sentences Czech → English, English → Czech
- B. correction of errors sentence
- C. filling missing words or parts of speech into sentences
- D. translations of words Czech → English, English → Czech
- E. giving definitions of words
- F. dictation English → Czech
- G. reading an English text aloud
- H. reading an English text silently (comprehension – e.g. answering questions)
- I. filling missing information to the text (lexical cloze)
- J. listening comprehension
- K. writing of shorter writing formats (e.g. story, letter)
- L. writing essays

- M. oral presentation on a given topic
- N. acting a role-play on a given topic
- O. conversation on basic everyday topics

12. Which of the previous techniques should be used above all? Write letters added to each of them

.....  
.....  
.....  
.....  
.....  
.....

13. Which of the techniques (question 10) are, in your opinion, the most suitable for testing grammar? (write only letters)

.....  
.....  
.....  
.....  
.....

14. Which of them (q. 10) is the most suitable for testing vocabulary knowledge? (write letters)

.....  
.....  
.....  
.....  
.....

14. Which of the techniques (q. 10) is the best for testing comprehension in the English language? (letters)

.....  
.....  
.....  
.....  
.....

15. Which of the techniques in question 10 is suitable for testing making oneself understood in English? (letters)

.....  
.....  
.....  
.....

## DOTAZNÍK

Názory rodičů na moderní metody testování ve výuce anglického jazyka

Informace o Vás:

Pohlaví: muž

Věk: 42

Nejvyšší dosažené vzdělání: VŠ

1. Jaký je podle Vás hlavní cíl výuky anglického jazyka?

Dobře ovládat hlavní svět, jazyk, dveře k němu se každým  
nedělním chvilou, který chce být úspěšný, má svůj nárok,  
neboje.

2. Kdy je dle Vašeho názoru výuka úspěšná?

Když samostatně studuje, má dostatek času k tomu  
jazyk ovládat a uvědomit si jeho praxe.

3. Myslíte, že k dosažení cíle je vůbec potřeba testovat nebo je to nepodstatné? Uveďte důvody.

Testování je důležité, aby si student uvědomil  
výsledky svého studia, může mít pohled, popř. i  
přehled, své hlavní nedostatky.

4. Máte informace o tom, jak probíhají v hodinách anglického jazyka písemné práce a ústní zkoušení nebo o nich vaše dítě nemluví?

Mám dobrou informaci od svých dětí.

5. Co se, podle vás, v anglickém jazyce v dnešní době testuje především?

Podívám, stále se nejvíce gramatika, kterou  
převládá, a to je v anglickém jazyce, která je  
nejvíce.

6. Co by se, dle vašeho názoru MĚLO především ve výuce anglického jazyka testovat?

mluvní slova, překlady a porozumění, které  
příkladů gramatiky a mluveného slova,  
převládá, které má větší význam.

7. Myslíte, že by se měla též testovat schopnost porozumět a domluvit se v anglickém jazyce nebo jsou podstatnější aspekty ve výuce, které by měly být testovány?

Klíčem je komunikace slovní a nelineární  
příjemná, ale i v písemném.

8. Jaké znalosti by měly být testovány ústní formou a jaké spíše formou písemnou?

Ústní: Konverzace na dané téma, rozhovory,  
reflexe,  
textové úkoly, úkoly s obrázky

Písemná: příklady, poznámky i nelineárního projevu  
gramatické úkoly - reflexe

9. Myslíte, že existuje více druhů testovacích technik nebo máte povědomí pouze o jedné? Napište, prosím, o které/o kterou se jedná.

Existuje více druhů testovacích technik  
- Písemná a ústní reprodukce, příklady textů a  
obrázků, reflexe, ilustrace a obrázky  
- Konverzace, úkoly  
- Referáty na určité téma apod.

10. Ve výuce anglického jazyka se v dnešní době klade důraz na komunikaci. Lze testovat i tuto stránku jazyka (čtení, psaní, poslech a použití angličtiny) nebo myslíte, že to není možné?

Je to nejvíce možné!

11. Zaškrtněte, prosím, které z následujících testovacích technik se, dle vás, dnes ve výuce anglického jazyka nejvíce používají:

- A překlad vět z anglického do českého jazyka a opačně
- B opravy chyb ve větě
- C doplňování správných tvarů slov do vět
- D překlad slovíček z anglického do českého jazyka a opačně
- E popisování slovíček - definice
- F diktát anglického textu
- G čtení anglického textu nahlas
- H čtení anglického textu potichu (s porozuměním - např. odpovědi na otázky)
- I doplňování chybějící informace do textu
- J poslech anglické nahrávky a porozuměním
- K psaní krátkých slohových útvarů (např. vypravování, dopis)
- L psaní esejů
- M ústní prezentace na dané téma
- N sehrání scénky na dané téma
- O konverzace na základě každodenních témat

12. Které z předchozích testovacích technik by se, dle vás, měly používat především?  
Pište písmena jim přiřazená.

J., M., O., K., I. (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)

13. Které z testovacích technik (otázka č. 11, se podle vašeho názoru nejvíce hodí k testování znalosti gramatiky? (písmeny)

B, C, A, D, F

14. O které z testovacích technik (otázka č. 11 si myslíte, že je nejvhodnější pro testování znalosti slovní zásoby? (písmeny)

A, C, H, F, D

15. Která z technik v otázce 11 je vhodná k testování porozumění v anglickém jazyce? (písmeny)

J, A, G, C, H, I

16. Která z testovacích technik v otázce 11 je vhodná k testování schopnosti domluvit se v anglickém jazyce? (písmeny)

O, M, N, J

1) Pojmenuj obrázky podle vzoru This is a/an....



This is a tractor.



This is a ferry.



This is an engine.



This is a boat.



This is an aeroplane.



This is a bus.



This is a bicycle.



This is a motorcycle.



This is a bike.



This is a coach.



This is a police car.



This is a plane.

## 2) Transport scrabble

mibikengpolicecarngvanlorrynghuplanemboatneidoubledeckerlamferrynaodscootermaicrikela  
 ndtrainmbtramndofractorldnifsportsarcnobicyclednisoelaximniaskateboardndrollerskatesnd  
 ioehorsencilmpusndielcandielcamperndilenslioencoachndpcowlsshipcnipeoncndeiolfadiuenl

## PAST SIMPLE or PAST CONTINUOUS

### I. Forming the Past Continuous

Yesterday you went to a party. This is what you saw when you arrived.

Example: When I arrived at the party ... Jenny/talk/to Mick .... Jenny was talking to Mick.

1) Annie and Pete/dance

When I arrived at the party, Annie and Pete were dancing.

2) Sarah and Bill/sit/on the sofa

When I arrived at the party, Sarah and Bill were sitting.

3) Katie/choose/a record

When I arrived at the party, Katie was choosing a record.

4) Max/drink/champagne

When I arrived at the party, Max was drinking champagne.

5) Beth and Dave/eat/crisps

When I arrived at the party, Beth and Dave were eating crisps.

6) Justin/show/Lucinda a photo

When I arrived at the party, Justin was showing Lucinda a photo.

7) Harry/smoke/a cigar

When I arrived at the party, Harry was smoking a cigar.

8) James/tell/a joke

When I arrived at the party, James was telling a joke.

### II. Choose the correct verb form in the following sentences.

1) I met/was meeting a friend while I did/was doing the shopping.

2) I paid/was paying for my things when I heard/was hearing someone call my name.

3) I turned/was turning round and saw/was seeing Paula.

4) She wore/was wearing a bright red coat.

5) We decided/were deciding to have a cup of coffee.

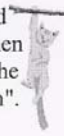
6) While we had/were having a drink, a waiter dropped/was dropping a pile of plates.

7) We all got/were getting a terrible shock.

Joy Simard  
TERCIE

### Two sisters and the cat

Mrs Wilson and Mrs Smith are sisters. Mrs Wilson lives in a house in Duncan and Mrs Smith lives in a condominium in Victoria. One day Mrs Wilson visited her sister. When her sister answered the door Mrs Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs Smith said "My cat Sammy died last night and I have no place to bury him".



She began to cry again. Mrs Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes. Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs Smith put the dead Sammy into a shopping bag. Mrs Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop she got off the bus and walked for about two minutes. Suddenly she remembered she left the shopping bag on the bus.

#### Choose your answers from the box.

answered	arrived	asked	come	died	got	knew	lives	loved	put
remembered	said	saw	stopped	took	visited	waited	walked		

Mrs Wilson and Mrs Smith are sisters. Mrs Wilson was in a house in Duncan and Mrs Smith lives in a condominium in Victoria. One day Mrs Wilson visited her sister. When her sister answered the door Mrs Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs Smith said "My cat Sammy died last night and I have no place to bury him".

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