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**ЕФЕКТИВНІСТЬ МЕТОДУ ТЕСТУВАННЯ ЗНАНЬ ЛЕКСИКИ АНГЛІЙСЬКОЇ
МОВИ УЧНІВ 5 – 9 КЛАСІВ ЗАГАЛЬНООСВІТНІХ ШКІЛ**

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Department of Philology

**THE EFFECTIVENESS OF VOCABULARY TESTING TECHNIQUES IN THE UPPER-
PRIMARY SCHOOL**

Bachelor's Thesis

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INTRODUCTION

“Teaching involves two persons in a special relationship. Usually, there is a fairly well-defined “something” in which the two engage, but this is not always true. Sometimes teacher and student just explore . . . The essence is in the relationship. In the relationship, the teacher has become a duality: she shares the view of the objects under study with the student. Then suddenly, grindingly, she must wrench herself from the relationship and make her student an object of scrutiny” - Nel Noddings

Every lesson has an objective, which means that students who have understood the lesson are able to perform tasks which they could not have done before. At the end of the lesson, teachers like to know whether or not the objective has been realized. For every teacher students' assessment is very demanding work. However, assessing is not only a part of education but also a part of our personal and professional life. According to Kolář and Šikulová we do not realize that we assess or use evaluative judgments almost permanently when saying: “It is nice”, “That is nonsense” or “I like it”. In many situations we are those who are evaluated but as teachers we are in the position of evaluating and assessing the others and this cannot be avoided [26].

All teachers are expected to approach this task in a fair and objective way ensuring positive development and motivation of students. However, it is important to realize that evaluation is mostly subjective as the evaluating person judges according to his or her interest, preference or need of being successful, accepted or praised but mostly to the need to belong somewhere [26].

Recently, a large number of European countries have been facing the school reforms focusing on new or alternative teaching methods, approaches and strategies. Computers and the Internet have brought different possibilities for language teaching. In addition, the view of the student personality and the role of the teacher have changed and so has the relationship between each other. Today assessment is an important and frequently discussed part of lessons. We can read a large number of theoretical materials about it, however, experience and attitudes of teachers are missing. Assessment can significantly influence student success, motivation and relation with the teacher as well. Therefore, it is important to consider and compare all ways of assessment and their impact on students and teachers.

Due to world globalization the interest in learning English as a second language has significantly

grown. Since language teaching involves more skills such as speaking, writing, listening, reading etc., assessing or testing knowledge of languages is undoubtedly more difficult than assessing other subjects in which the results are clear and definite. Johnston claims that crucial question when assessing knowledge of the foreign languages is: What does it mean to know a foreign language? As teachers, we have great influence on our students and their performance. It is us who make choices and judge which skills are to be most focused on [22].

Generally speaking, learning a foreign language includes many aspects that need to be introduced and known to learners. So, when learning a second language, its vocabulary, grammar, composition, pronunciation, culture, and even body language should be taught and learned.

However, Folse thinks that there are some aspects that have not received the same attention as the others. Nowadays, unfortunately, more emphasis is placed on grammar than on vocabulary teaching and learning, he states. Although, he is convinced that “vocabulary is perhaps the most important component” when learning a foreign language. Additionally, according to Bowen and Marks, even if the learner knows grammar and communicative rules properly, without the knowledge of vocabulary he or she “will not be able to express” himself/herself clearly [2].

Thus, language assessment allows teachers to gather information about student learning and adjust their instructional practices accordingly. When integrated with instruction, assessment can support student-centered teaching by helping instructors understand what students have learned or are able to do and what they still need to know [44]. However, in spite of the importance of language assessment for teaching and learning, teachers may view assessment as a hindrance or distraction. Additionally, assessment practices typically require some degree of technical knowledge or training in order to implement, but language teachers often receive limited pre-service training in assessment and testing [32].

The work is divided into an introduction, three main parts, a conclusion, an appendix and the list of literature used.

The aim of this work is to provide theoretical views on school assessment, to describe its basic principles and tools as well as to introduce alternative methods of assessment. The work primarily deals with the most often used techniques of assessment and their application in lessons of English. The paper is divided into three sections, two theoretical and one practical. The theoretical part provides general views on assessment, its basic principles, possible difficulties but also alternative methods and their benefits in English lessons in schools. The second part of the theoretical part includes a list of different types of tasks by which the teacher can evaluate students' knowledge. This section explains separately all types of tasks, their methods, and each is illustrated by an example. The aim of the practical part is to find out approaches of school teachers to the present system of assessment. Another important objective is to determine whether and how different types of assessment affect learners'

interest, results as well as the teacher's work. In general, the main purpose of the third part is to get a general picture of English language skills by students in grades 5-9. Assessing their level of knowledge through independent work. So, the practical part presents the research itself, its methodology and achieved results.

The current paper tries to investigate the level of students' knowledge of English language which is a foreign language for them.

The subject matter of this paper is to provide the role of assessing vocabulary. This paper investigates how can and how teachers should assess vocabulary, as well as what kinds of tasks are easier for students in grades 5-9, and examines their overall level of knowledge through individual tasks.

The main hypothesis is built around the opinions of different experts, such as Harmer, Johnston, Nation, Read and so on. For instance, Harmer argues, that assessments are ought to measure the learners' knowledge properly, according to his/her language level.

In the research part, a special emphasis is put on determining what we mean by vocabulary, summarizing everything we know about it. To go on with, the main differences between assessment, evaluation and feedback are described. The writer of the current paper explains how and why assessments should be used. In addition the functions of assessments are outlined.

The object matter of the study, thus, is to provide assessing vocabulary. The results of the work can be used by English learners and teachers of English.

The theoretical applicability is that this work contains detailed descriptions of all the sides of vocabulary assessment, which help people to get to know a lot about it.

The purpose of this work is to get a general picture of students' knowledge, to show the variety of assessment methods. Also, give information about functions and forms of assessment and to describe the assessment in all their beauty.

The theoretical value of the study lies in the fact that it collects information about how vocabulary is assessed, what are the main challenges on assessing vocabulary.

The practical value of this paper is considered to be how teachers use assessing vocabulary in different schools, and therefore the level of knowledge of students in this discipline at this stage of their learning (Nagyszőlős and Beregszász districts).

PART1. WHAT IS ASSESSMENT?

School assessment is an integral part of the learning process. It can also be considered as one of the most significant factors that affects this process since it influences psychological condition of a learner, both in a positive and negative way. Assessment undoubtedly serves many purposes. Not only does it provide feedback to learners, informs parents and school management about reached performance but also it helps teachers to discover students' needs.

In addition, assessment is closely related to students' motivation and helps parents to understand interests or potentialities of their child. Finally, it is important to see school evaluation of students' learning as a tool providing objective evidence for effective cooperation between parents and teachers. However, the primary role of assessment is to improve student's learning, which can be mostly influenced by a teacher and his or her need to be constantly aware of what students know, what they struggle with and how to help them [21].

Jayne Moon sees assessment as "something that most teachers spend a lot of time doing". Because of this fact we have to define assessment, realize the importance of it and, according to Moon consider what kinds of information it provides, and the decisions that might be taken based on that information [32]. In other words, without assessment the teacher can provide feedback neither to the students nor to himself.

1.1. Functions of assessment

Functions of assessment serve various goals, through which teachers can influence students' performance. So far there have been defined these functions: motivational, informative, regulative, formative, prognostic, differential, selective and developmental [26]. Even though opinions of various authors about this issue slightly differ, the resulting theory is similar. In many cases two functions are connected or indicated by different expressions.

The most important ones: motivational, informative, prognostic and corrective functions.

1.1.1. Motivational function

As it has already been said, motivation is crucial. The teacher is not able to motivate the pupil when the pupil himself or herself is not motivated to learn. However, by using the means of assessment, the teacher might be able to at least partially help the student to find their motivation again. The pupils should not feel that assessment is something they have no control over. They should be motivated to work on their learning and constant improvement. The teacher relies mostly on the positives of the pupil's performance [...], not only on his or her imperfections [27]. According to Kolář and Šikulová, motivational function of assessment is the strongest and also the most frequently used (and misused as well) function. Teachers sometimes use motivational function as an instrument to

keep discipline in class [26]. However, by engaging the pupils in the creation of the criteria according to which they will be assessed and also in the assessment itself, the teacher might increase the sense of responsibility of the pupils and motivate pupils to learn.

1.1.2. Informative function

This function allows the pupil to see his or her achievement and his or her progress. It also lets them see where their performances stand in comparison with other pupils, performances. This information is then, according to Kolář and Šikulová handed over to the pupil and his or her parents by the means of assessment. The teacher then, through the medium of assessment, mediates the information whether the pupil reached his or her goal [26]. Kratochvílová adds that the information provided should be concrete and on time. Furthermore, the information provided should concentrate both on the assessed activity and the result [27]. The information given should not only assess the result, there are many other things that need to be taken into consideration as well, e.g. approach of the pupil, effort that the pupil put into the activity, the pupils abilities. Kratochvílová also states that the informative function of assessment gives the teacher information about the correctness of the chosen strategies with regard to the given goals [27]. Informative function of assessment therefore has its importance for pupils, teachers and parents.

1.1.3. Prognostic Function

Prognostic function of assessment is based on thorough identification of pupil's possibilities and long-term assessment of the pupil's performance. Judging from this sort of information, we might be, to some extent, able to predict the pupil's study perspective [26]. This function is of course very important in terms of choosing the right secondary school, the right occupation, the right talents to exploit etc. On the other hand we need to be very careful about judging these things as we might not be correct and might therefore cause some problems in the child's self-perception. Self-assessment might be a solution to this particular situation. It is always necessary to hear the opinion of the other side and initiate a discussion if there is a disagreement and the self-assessing activities are suitable.

1.1.4. Corrective Function

According to Kratochvílová, the corrective function of assessment enables the student to search, either individually or with help, for a way to improve his or her results and also the direction to take in order to improve the results [27].

If assessments provide information for both students and teachers, then they cannot mark the end of learning. Instead, assessments must be followed by high-quality, corrective instruction designed to remedy whatever learning errors the assessment identified [8]. To charge ahead knowing that students have not learned certain concepts or skills well would be foolish. Teachers must therefore follow their assessments with instructional alternatives that present those concepts in new ways and engage students in different and more appropriate learning experiences.

High-quality, corrective instruction is not the same as re-teaching, which often consists simply of restating the original explanations louder and more slowly. Instead, the teacher must use approaches that accommodate differences in students' learning styles and intelligences [47]. Although teachers generally try to incorporate different teaching approaches when they initially plan their lessons, corrective instruction involves extending and strengthening that work. In addition, those students who have few or no learning errors to correct should receive enrichment activities to help broaden and expand their learning. Materials designed for gifted and talented students provide an excellent resource for such activities.

Developing ideas for corrective instruction and enrichment activities can be difficult, especially if teachers believe that they must do it alone, but structured professional development opportunities can help teachers share strategies and collaborate on teaching techniques [9]. Faculty meetings devoted to examining classroom assessment results and developing alternative strategies can be highly effective. District-level personnel and collaborative partnerships with local colleges and universities offer wonderful resources for ideas and practical advice.

Occasionally, teachers express concern that if they take time to offer corrective instruction, they will sacrifice curriculum coverage. Because corrective work is initially best done during class and under the teacher's direction, early instructional units will typically involve an extra class period or two. Teachers who ask students to complete corrective work independently, outside of class, generally find that those students who most need to spend time on corrective work are the least likely to do so [10].

As students become accustomed to this corrective process and realize the personal benefits it offers, however, the teacher can drastically reduce the amount of class time allocated to such work and accomplish much of it through homework assignments or in special study sessions before or after school. And by not allowing minor errors to become major learning problems, teachers better prepare students for subsequent learning tasks, eventually need less time for corrective work, and can proceed at a more rapid pace in later learning units. By pacing their instructional units more flexibly, most teachers find that they need not sacrifice curriculum coverage to offer students the benefits of corrective instruction [51].

1.2. Forms of assessment

1.2.1. The grading system

It is a traditional and formal method of assessment. The function of this assessment is summative.

At the beginning of the 20th century, however, this kind of assessment started to face the first criticism due to its low objectivity and reliability but also the fact that marks could stress the students

and have negative impacts on their psychological condition. The end of the 20th century brought a transformation of the school system and changes concerning evaluation brought about a different concept, which is verbal evaluation and written reports. The purpose of that assessment was to overcome some insufficiencies of the grading system, particularly in relation to anxiety and stress as a negative impact on students [26].

Nowadays, students' results are officially evaluated according to a marking scale through written report and verbally. Combination of all these ways is also possible, which I see suitable especially for young learners and their parents.

The way of evaluation has to be agreed on by the headmaster of the school and the school board. However, continuous assessment and monitoring of students' success is in the teacher's competence.

1.2.2. Disadvantages of the marking system

On one hand standardized testing is easy to score and interpret, on the other hand the informative value of the marks is low since one mark has to reflect achieved knowledge, skills, activity as well as the attitude and sustained efforts of the student [26].

Another disadvantage of grading is connected with almost permanent positions of the pupils in the class, which is influenced by their success or failure. Unfortunately, there seem to be more arguments against the use of the marks. The focus on comparing student's results between one another stresses weaker students and may result in lowered performance, self-confidence and demotivation. Generally, grading is still considered by many authors as stressful to students. Johnston finds this conventional form of assessment "undesirable" and emphasizes that apart from stress for both students and teachers, objectivity and fairness cannot be reached [22].

1.2.3. Verbal assessment

Verbal assessment is effective primarily in special schools and lower forms of elementary schools since it is based on detailed diagnostics of the student. However, verbal assessment can be meaningful only when provided by a teacher who has a chance to know his or her students very well [24]. Kolář and Šikulová also emphasize that the language needs to be clear, specific and preferably in accordance with the criteria set for the evaluated tasks so that the assessment can serve as a source of applicable information [26].

In contrast with the marking system this form of evaluation provides complex assessment of the student personality. In the other words, not only does it reflect attitudes, values, skills, and the level of thinking but also it searches causes of failure, indicates solution and offers strategies how to improve. Slavík sees advantages of the verbal assessment in a dialogue between a teacher and a student as partners [46]. This dialogue allows the teacher to highlight student's strengths and weaknesses in a more accurate way. Furthermore, verbal assessment does not stress the pupils, by words they can be

more easily encouraged and motivated to reach better results. According to Kolář and Šikulová teachers can approach their students individually which may decrease risk of discrimination [26].

1.2.4. Advantages and disadvantages of verbal assessment

There are a number of benefits in assessing students verbally, several of which have been identified by Joughin and Collom [23]. First of all, proficiency in verbal communication has a lot of value, as all students will encounter the need to communicate verbally with other human beings in almost every aspect of their lives as they make the transition from school to workforce. They also mention that verbal assessment can encourage deep approaches to learning – students learn differently when faced with a verbal assessment, determined to get a thorough understanding of the assessed content.

Another advantage is the interactive form verbal assessment can take on teachers can reformulate questions and give additional information to ensure students understand what is being asked of them. Advantages of the verbal assessment seem to outweigh the system of marking for various reasons: Assessing students verbally is more sensitive; it encourages them to get better results and provides concrete recommendation which may help students to focus on their weaknesses. In addition, this kind of assessment teaches a student to notice the things which are crucial for teacher's evaluation. Finally, it emphasizes individual approach without competition, which makes all students feel equal.

Teachers who take into consideration a verbal form of assessing have to design it very carefully if used to document achievement of student's learning outcomes. In addition, since this type of evaluation provides complex assessment of the student personality, it tends to be more subjective than the marking scale. Finally, this type of assessment is very time-consuming and administratively demanding, for this reason it is not preferred by a large number of teachers.

In conclusion, whether to use marks or verbal assessment primarily depends on the teacher's intention, goal of the learning process, age and level of the students and last but not least the function which it is supposed to serve. If a teacher decides to use other forms of assessment than the grading system, he or she has to take into consideration different ways of his or her work but also the ability to explain the differences to the parents. Ideally, assessing by both forms is recommended to avoid the routine [26]. One of the main goals of every teacher should be awareness of all possible assessment techniques and their advantages leading to optimal development of the student.

1.3. Definition of vocabulary

In the Longman Advanced American Dictionary, the term vocabulary has been defined as 'all the words that someone knows, learns, or uses' [30]. Vocabulary development provides strong base for learning to interpret and understand written text [45]. Empirical studies have revealed that with a vocabulary size of 5000 English words, it is possible for a L2 learner to understand 95% of a non-

technical text [18]. According to Schmitt an individual requires to learn the use of five to seven thousand words for articulate conversation, and around eight to nine thousand words for reading and comprehending a written material [41]. Vocabulary development is essential not only for reading comprehension but also to facilitate future expansion of vocabulary knowledge through understanding a range of texts based on various contexts [48].

Across countries, there is an increasing awareness of the importance of vocabulary development in the learning of second language, as well as in improving communication skills [31]. However, the mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired... Rather, they are gradually learned over a period of time from numerous exposures [42].

When starting to learn a foreign language, vocabulary is taught at first. For many English learners, a greeting “hello” may be considered as the first word they picked up and at the same time, this word can help them to have (even a short and simple) conversation in a foreign language. Thus, without basic vocabulary knowledge you cannot lead any communication and as Harmer points out, in learning a foreign language it is vocabulary that “provides the vital organs and the flesh” [12, p.154].

Vocabulary is the words that are learned when learning a foreign language [50]. Diamond and Gutlohn [5] define vocabulary as “the knowledge of words and word meanings.” For Scrivener vocabulary is a powerful carrier of meaning [43]. According to Lewis and Hill [29] and Folse [6], a lexical item can be represented by more than one single unit. As Folse [6] describes, vocabulary can be:

- single words (cat, happy)
- set phrases (up and down, it’s up to you)
- variable phrases
- phrasal verbs (put away)
- idioms (it’s raining cats and dogs)

Vocabulary refers to words we use to communicate in oral and print language [11]. Also, according to Mukoroli vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual [33].

1.4. The dichotomies of vocabulary

The first thing that test-designers need to do is to decide on which aspects of vocabulary that they want to test. This is especially true in vocabulary assessment since vocabulary is multi-faced, in which words can be examine in many different ways, not just its meaning [39]. These aspects are often viewed in a binary opposition or dichotomies. Thus, vocabulary can either be assessed informally or formally, whether it is part of a larger test or vocabulary test on its own, or whether the assessment is

on learner's passive vocabulary or its active counterpart. Some of the many facets of vocabulary assessment found in the literature are discussed as follows.

1.4.1. Informal or formal

Formal vocabulary assessment refers to the tests that are standardized, and have been designed in such a way that reliability and validity are ensured. Test of vocabulary can some-times be a part of placement test and proficiency test to measure the extent of vocabulary knowledge a learner has. In proficiency tests such as TOEFL (test Of English as Foreign Languages), vocabulary is usually tested as a part of a larger construct such as reading, where candidates are tested on their vocabulary knowledge based on a context on a reading passage. Formal assessment also includes achievement test that is typically administered at the end of the course, and is designed to measure whether words taught within the duration of a specific course have been successfully learned [38].

Informal assessment, on the other hand, are not usually standardized, and are typically done as a formative test, or a progress check to see if students have made a progress in learning specific words that we want them to learn. Learning words is not something that can be done overnight. Especially, in second language learning where there is less exposure to the words, learners need to recycle the vocabulary from time to time by doing some kind of revision vocabulary activities. Such activities are an informal vocabulary assessment, intended primary to check whether they have learned and progressed with their vocabulary learning [49]. Read proposes teacher's observation as one of the most useful informal vocabulary assessment during on-going classroom activities. Observations may provide teachers the first indication of whether or not words have been grasped by learners, from which follow-up activities may ensue [38].

In sum, informal and formal assessment is very much related to the nature of the test itself particularly on the demands of the testing and the standard of the test itself. The next three distinctions that follow are proposed by Read, to which he calls the three dimensions of vocabulary assessment [38].

1.4.2. Discrete or embedded

The distinction in Read's first dimension of vocabulary assessment is the construct of the test itself, whether it is independent or dependent of other constructs. Where vocabulary is measured as a test on its own right, it is called discrete. However, when a test of vocabulary forms a larger part of a construct, it is called embedded. Using this first dimension, we can say that progress check tests that are available at the end of a unit in most course books fall into the former category, whereas the TOEFL test mentioned previously clearly falls unto the latter category [38].

1.4.3. Selective or comprehensive

The second dimension deals with the specification of vocabulary that is included in the test. Vocabulary test is said to be selective when certain words are selected as the basis of vocabulary

measurement. Its comprehensive counterpart, on the other hand, examines all the words that are spoken or written by the candidate. A selective vocabulary measure can be found typically in most convention vocabulary tests where the test-designer selects the words to be tested in the assessment, such as those found in TOEFL reading comprehension questions. Comprehensive vocabulary measure is typically found on a speaking or writing test where raters judge the overall quality of the words rather than looking specifically at some words [38].

1.4.4. Context-independent or context-dependent

The last dimension of vocabulary entails the use of context in a vocabulary test. If words in the test are presented in isolation, without a context, the test is called context-independent but when it makes use of the context in order for the test-takers to give the appropriate answer it is called context-dependent. In the former case, learners are typically asked to respond whether they know specific words or not. For example, the yes/no vocabulary check list asks whether learners know the words from the list by marking a tick on it. For the latter, learners must engage in the context in order to come up with the right response in the test. For example, in TOEFL reading passage, in order to know which options is the closest synonym to the word, learners must refer to the text and use the available context there [38].

1.4.5. Receptive or productive

Another distinction to make in vocabulary assessment is to decide whether we want to test learners' receptive vocabulary (passive) or the productive (active) one. Receptive vocabulary is the vocabulary needed to comprehend listening or reading text while active vocabulary is the vocabulary used when learners use it in writing or speaking. It is understood that learners have more receptive vocabulary than productive vocabulary at their disposal. Knowing this distinction is crucial because we certainly do not need to tests learners to demonstrate how they can use all words; there are words which we simply want the learners to be able to comprehend [38].

1.5. How vocabulary is assessed

This section briefly outlines some commonly used vocabulary formats in vocabulary assessment. Traditionally, such assessment was done orally via an individual interview [37]. However, due to the mass testing triggered by World War I, a more reliable, practical scoring is needed. This gave the birth to the next two test techniques in the list: Yes/No list and Multiple Choice Questions (MCQ). Research on Second Language Acquisition (SLA) and Reading soon changed the view on how words are learned. It becomes a widespread belief that words are learned best when they are presented in context [49]. Such view motivates more contextualized vocabulary assessment such as cloze-test. Next in the list is, the four skills assessment (writing, speaking, listening, and reading), where vocabulary is

sometimes a part of the construct, which makes use of the context to demonstrate learners/ability in using the words (active vocabulary).

1.5.1. Labeling

One of the most commonly used test technique in vocabulary assessment is labeling, where learners are typically asked to respond by writing down what the word is for a given picture. Alternatively, one picture can be used in which the learners are asked to label parts of it. Although it may be relatively easy to come up with a picture especially with the growing mass of picture content available on the net, it is somehow limited to pictures showing, and there by testing concrete nouns [19].

1.5.2. Definitions

In definitions, learners are asked to write the word that corresponds to the given definition. Definitions provide a wider range of vocabulary to test, unlike the labeling format which is restricted to concrete nouns. However, Hughes pinpoints one issue in this kind of test in that not all words can be uniquely defined. To address this limitation, dictionary definitions may provide shortcuts and save our headaches in finding the best, clear-cut, unambiguous definition [19].

1.5.3. Translation

There are many different ways in which vocabulary is measured using translation. Learners can choose the correct translation in a MCQ, or simply be asked to provide the translation for each word. One pitfall in using translation is that one word may consist of more than one meaning, and therefore there may be more than one correct answer which is an issue of reliability. However, the use of context may help address this limitation. This can be done by adding sentences, in which the word to be translated is underlined. Another issue in translation is the assumption that the teacher has the knowledge of the student's mother tongue [3]. It may also be noted that the use of translation is somewhat regarded as controversial in the current trend in language education where the use of mother tongue is discouraged [38]; learners should instead be given a healthy dose of L2 exposure in the classroom [13]. However, a recent study done by Hayati and Mohammadi suggests that translation provides longer memory retention of words than another vocabulary learning technique called 'task-based' approach where by learners are asked to remember the definition, parts of speech, collocation, and other aspects of a word (or to which is referred earlier to as vocabulary depth). Their findings imply that translation may still have its place in vocabulary assessment [14].

1.5.4. Matching

Another common vocabulary test is where learners are presented with two columns of information, and are asked to respond by matching a word in one column to another one. Items on the left-hand column are referred to as premises, and items on the other end are called options. The word can be matched based on its related meaning, a synonym, an antonym, or a collocation. Ur cautions the

use of matching since learners can utilize the process of elimination, which can be useful when they do not know the words in questions. She thus recommends the use of more options in matching [50].

1.5.5. Yes/No list

The Yes/No format is particularly useful when we wish to test a large sample of items in a relatively short time. This is achievable because in such format the learners are only asked to give a mark if they know what the word means. For this practical reason, the yes/no format typically used to measure learner's vocabulary size as a large sample of items is particularly needed in measuring size [41].

1.5.6. Multiple choice questions

Multiple choice questions (MCQs) are among the most common test techniques in vocabulary assessment, especially in formal tests [3]. MCQs consist of a stem and response options. What the learners do is simply to find one correct answer in the options. In vocabulary test, MCQ can be used to demonstrate expressions. Although MCQs are often criticized for its sheer difficulty in designing good construct, limited number of distractors to use, and existence of guessing element, MCQs nevertheless remain one of the most popular vocabulary test simply because of their virtue of practicability, versatility, familiarity, and high reliability [3].

1.6. Principles of Test. Test reliability and validity

If you think that taking tests is difficult then you should try writing them. Every test should fulfill some criteria to be useful and full-value; the basic ones are *validity* and *reliability*. In this chapter I am going to describe these two principles in more detail. When teachers design vocabulary tests, besides the type of test items they are using, they have two aspects to consider, namely reliability and validity. These aspects secure that tests work properly [7].

Reliability is "the accuracy with which a test measures what it is supposed to measure" [4, p.15]. This means that if a person performs the same test several times, they get the same result each time. If the results are different each time, it could be caused by a faulty test design, for example too short a test. Nation posits that for a test to be reliable, it should have at least 30 items, although he does not state what this figure is based on. Also, the test format should be familiar to the learners so that attention and potential is not lost because test-takers do not understand how the test works [35].

This means that a test is reliable when the results do not differ at different times of doing. To be more specific, the result of the test should be more or less the same no matter if students are taking it on Monday morning or Friday afternoon. Moreover, the reliability is also guaranteed by the fair marking of the examiner. This could be a problem when writing, for example, an essay. Such tests are very subjective and it is almost impossible that two or even more people would have exactly the same view on a particular composition. Heaton adds that examiners can be also influenced by comparing

essays with one another. For instance, he has just marked an excellent essay and now he is correcting rather an average one, as a result, he can give it worse mark than it really deserves [15]. This disunity can be seen also at the school where I teach when students are passing their school-leaving exams. Sometimes teachers cannot agree on a mark because each of them has its own scale of assessment. While one considers students' performance very good, the other one sees it as an average performance. This problem may be partly solved by the new school-leaving exam because we will have rubrics with descriptors of what should a student know when he or she wants to achieve mark one, mark two etc. However, there can be several opinions on that again. Frost points out that in an oral interview the examiner must not give preferential treatment to any student, he should treat all the same, he must stay objective [7].

Hughes suggests another cause of unreliability such as unclear instructions, ambiguous questions, items that enable the candidate to guess easily [19]. These mistakes do not happen to the international organizations or universities which have long-time tradition of giving examinations all over the world, because they have enough specialists to make the exams reliable. However, when a teacher at a school decides to write a complete test herself, she can create unclear instructions etc. although she wants to do her best. To avoid this I suggest to create several versions of the test and try one in the class unofficially or discuss it with colleagues.

A test should measure whatever it is supposed to measure and nothing else [15].

Every test should really test the things which are expected to be tested; for instance, a test on listening about English literature should test only students' listening skills based on what they hear and not to test their real knowledge of English literature [7].

Validity in turn is "the extent to which a test measures what it is supposed to measure" [4, p.15]. This means that, for example, when testing the detainment of the glossary of a course book unit, the test measures the glossary and not the grammatical structures or glossary of another unit. Huhta and Tarnanen point that even though validity sounds like a simple task, ensuring it is one of the major challenges in assessment [20]. Even when tests are designed with the best intentions and utilizing the most recent research on the field, the way students do an activity may not match with the intended method; for example, when students are supposed to practice grammar in reading contexts, they may often skip the reading and only fill in the grammar parts [36]. Similarly, when a test is supposed to assess a general skill, like learners' lexical competence, it proves difficult to create a test that indisputably measures this, unless proved by ample research, as Hughes points out. To avoid this, the test-maker has to decide what aspect of lexical competence is being tested, and relatively valid results will be obtained [19].

Kremmel and Schmitt state that teachers may interpret vocabulary test results as suggestive of their general language level, even if the result only tells how the students performed in a particular

vocabulary test on a particular day [28]. A solution to this is to assess learner competence amply and for example to use different types of test items. Nation notes that a valid test suits the level of the learners, which for experienced teachers should be easy to notice. In addition, to ensure validity, learners should take the test seriously. This last aspect could be ensured by making the test count in the final grade, or to make it a high-stakes test [34].

While teachers often state having separate vocabulary tests and grammar tests, Arnaud and Béjoint say that vocabulary tests and grammar tests actually measure the same aspects of lexical competence, and this relates to the fact that words always carry their grammar with them [1]. In a study about vocabulary tests by Kekki, students reported learning also grammar from vocabulary tests, while the teacher stated that the grammar was tested only in the final exam [25]. Indeed, it seems that when productive language is assessed in a typical vocabulary test, reliability, as understood from strictly statistical point of view, may not be possible to reach with current testing methods [4]. Therefore, in the context of this study, more pertinent is scorer reliability, or how likely it is that the scorer will assess the same answer the same way, regardless of circumstantial factors, such as who took the test or what time of the day the grading takes place. This may be secured by laying out clear assessment criteria against which the answers are compared. However, when the tests are graded, the criterion that is being used has to allow the amplest variation possible in productive tasks, so that different answers that still are correct receive the same grade. Validity is quite a complicated principle of the test; there are several aspects how to measure it.

Content validity. Hughes explains that this guarantees that the test will be relevant for a particular group of people containing particular structures.

Just what are the relevant structures will depend, of course upon the purpose of the test. We would not expect an achievement test for intermediate learners to contain just the same set of structures as one for advanced learners. In order to judge whether or not a test has content validity, we need a specification of the skills or structures etc. that it is meant to cover. Such a specification should be made at a very early stage in test construction. ... A comparison of test specification and test content is the basis for judgments as to content validity [19].

All the things we set in the specification should be incorporated into the test. In the specification teachers must put the things which are important to test. Hughes points out that teachers sometimes try to avoid testing things which are hard to test in order to simplify their job but writing the specification should prevent it [19].

Criterion-related validity. We compare our test with another test which must be independent. There are two kinds of such a criterion-related validity. The first type is concurrent validity. Hughes set an example of a test where one part is an oral interview lasting for ten minutes. In the interview the examiner should examine all the important things which learners have studied. However, we are not

sure if it is possible to cover all curriculums in ten minutes and there is a tendency to think that the exam should last about 45 minutes to be objective and to assess the learners' knowledge fairly. To find it out, we choose some students and try to examine them in both ways - forty-five minutes and ten minutes exams and then compare our results. If both student's performances have similar result, then our ten-minute exam is valid, if the results are very different, then the shorter exam is not valid or objective [19].

A person who is not a teacher can think that the results must be different, because one cannot judge someone's ability in ten minutes but I suppose that the results will be roughly the same. If the examiners or teachers have enough experience they will detect the student's abilities quite easily. In common lessons the teacher needs only a few moments to find out, for example, whether her students has prepared for the lesson or not at all.

The second type of criterion-related validity is called predictive validity which predicts how students will perform in future. A typical example would be some entrance tests to universities. Their task is to "discover" students who have a potential to manage a particular kind of a study program [17].

Construct and face validity. The second sub-class is construct validity which means that the test examines only the ability which it should examine such as reading ability. The last sub-type of validity is so called face validity. A test is said to have face validity if it looks as if it measures what it is supposed to measure. For instance, when a teacher creates a test which is supposed to test past simple tense but half of the questions test present simple tense, then the test is not face valid. Here comes a threat that such a test would not be accepted by the learners, so face validity also means that learners accept the test [19].

1.7. Criteria of measuring the effectiveness of testing

The most common tests administered in schools are norm-referenced, group-administered achievement tests. These have been very widely used for many decades. The results are used to evaluate the achievement of children the skills they need to learn and the effectiveness of schools is in teaching these skills. Test results are also useful in helping teachers and parents learn what kinds of strengths and weaknesses a child may have in different subject areas.

We need a balance of types of testing in order to gain a holistic view of children's academic performance. Understanding the different types of testing, the kinds of results they provide, and how they complement one another can help parents help their children learn.

Some criteria of measuring the effectiveness of testing:

- a. In the test students should show more of their knowledge than just in word translation, for example, knowledge of passive vocabulary, knowledge of synonyms, antonyms, ability to create a sentence of a particular meaning etc.
- b. The test should provoke students' thinking.
- c. The test should show their ability of using words in context.
- d. The test should be interesting, challenging but not stressful or too demanding.
- e. The test should contribute to keeping the vocabulary in students' long-term memory.
- f. The test should be achievable for the majority of students.
- g. The test should not be much demanding to prepare and to correct for the teacher.

PART 2. VOCABULARY TESTING

2.1. Aspects of vocabulary testing

The basic aspects of vocabulary testing are to measure the size of a student's vocabulary (breadth of knowledge) or lest how well he knows the individual words (depth knowledge). In the classroom, vocabulary achievement tests usually try to measure how many words students know from the subset of words they studied. Placement and diagnostic tests have also commonly measured vocabulary size, but we have pointed out that a person must know more than just a word's meaning in order to use it fluently [49]. There are eight kinds of native-speaker word knowledge:

1. Knowledge of a word's meaning. We can divide it into several categories. The most used ones are synonyms (pretty-beautiful), antonyms (young-old), and hyponyms (lion, cat, zebra – animals).
2. Spoken form, it means that we have to know the pronunciation and spelling of a word.
3. Written form.
4. Grammatical patterns (part-of-speech and derivative forms) if it is necessary, for example, when teaching irregular verbs we should present the other two forms as well. Similarly, when teaching a noun with irregular plural form such as woman, we should be teaching the plural form immediately.
5. Collocations (other words which naturally occur together with the targeted word in the text), we must give the information that students have to know in what context they can use the word, for example, verb do and make can be used in different situations, we can say *do the shopping* but not *make the shopping*.
6. Frequency.
7. Associations.
8. Stylistic restrictions [49].

2.2. Tested Aspect in Vocabulary Test

One of the most common reasons for testing vocabulary is to find out if the students have covered the words they have been taught. As Read states, in the achievement test, the vocabulary section may be designed to assess how well the students have mastered a vocabulary skill that they have been taught [38]. Moreover, vocabulary test can be utilized as a means of motivating students to study and showing them their progress in learning new words. Also, vocabulary tests which are part of commercial tests, such as TOEFL, are an attempt to provide a measure of learners' vocabulary size, which is believed to give an indication of overall language proficiency [40].

2.2.1. Finding out about progress

This is done through so called progress tests which "look back at what students have achieved and are the most important kinds of tests for teachers" [15]. In progress tests students'-results should

be very good, most of them should have about 80% or even 90% of correct answers, otherwise the subject of the test was not mastered and teachers should find the mistake which may be in the content of the test or in the bad method of teaching. The best progress test is one which students do not recognize as a test but see as simply an enjoyable and meaningful activity [15].

2.2.2. Finding out about learning difficulties

Teaching children a foreign language should be communicative when the child is mastering the language through communication, that is, not only learns the individual words and speech examples, but learns to make statements with familiar models to him according to his communicative requirement. Communication in a foreign language should be motivated and directed. It is necessary to create a positive psychological attitude to the child in a foreign language.

Vocabulary assessment is crucial for identifying children at risk for reading problems and for developing appropriate instructions. The use of oral measures is extremely important. Tests that require reading or writing make it impossible to differentiate other problems that children may have, such as difficulty in deciphering or spelling a word, from lack of knowledge of vocabulary. Children with suspected learning disabilities should be assessed individually for activities involving both receptive and expressive vocabulary. Admission vocabulary provides understanding of spoken words, for example, asking the child to point to a picture that is a word spoken by the examiner. Expressive vocabulary involves using or naming a word, as when the examiner shows the child a picture and asks the child to name it. Although the relationship of receptive vocabulary to reading comprehension seems obvious, expressive vocabulary is a stronger predictor of initial reading achievement than receptive vocabulary. Therefore, both areas should be included in the integrated assessment.

Teachers can learn about students' problems with the language through tests. Such tests are called diagnostic tests and are used mainly for finding out students' difficulties. The test must be well-prepared so that it could really find out what students do not know. The best time for such a test is at the beginning of a course or a school year [15].

2.2.3. Finding out about achievement

For this we use so called achievement tests which are tests covering a large amount of curriculum, for example, they may test whole year or even several years of study. For teachers at elementary or secondary school these kinds of tests are very difficult to prepare, because of the large amount of curriculum covered throughout the whole year or several years and teachers do not know what to put into the test and what not to as everything seems important to them. Heaton advises to work with other colleagues on that to be more objective [15].

2.3. How to test vocabulary

Many teachers use a variety of methods to test vocabulary. The methods can apply for all age groups and levels from third grade to college. Vocabulary testing can also be used in a wide area of subjects, not only in language classes. Teacher edition textbooks often offer supplemental material for further vocabulary development and testing: however, teachers can provide vocabulary testing on any type of material. Students learn in different ways and can show their knowledge through a test that meets their needs.

One should a current reading assignment to create a full in the blank worksheet with passages from the reading. Each teacher has the opportunity to test vocabulary with students to identify prefixes, suffixes and root words. The teacher should allow the students to understand the words by identifying parts of the word.

It is possible to create drawings for scientific vocabulary and invite students to mark them. Also create a worksheet that will allow students to classify words that belong together, which also works well for scientific vocabulary.

Teachers can test students using words connected to a certain theme. For example, you could give students multiple-choice terms from the dram/Shakespearean chapter, but do not include words from Poe/modern short story section. Each teacher has the opportunity to test vocabulary by having students identify prefixes, suffixes, and root words. The teacher should allow students the chance to figure out words through identifying word parts.

It is possible to create drawings for scientific vocabulary and invite students to mark them. Also create a worksheet that will allow students to classify words that belong together, which also works well for scientific vocabulary.

2.4. Vocabulary Testing Techniques

Techniques of vocabulary testing can be divided into two groups, namely testing recognition skill, and production skill.

We can use a lot of types of techniques when testing vocabulary there are:

1). Multiple choice

As far as testing vocabulary is concerned, the multiple choice technique is the one which is widely used at all levels of language courses. It has gained its popularity thanks to some advantages which has made a contribution to its common use. This is a question which consists of a so called stem and four options from which only one is correct. The examinee has to choose the right answer.

Multiple choice is an adequate type of vocabulary test for students who have already developed reading abilities. It makes the student depend on context clues and sentence meaning. Such item may be constructed by deleting a word from a sentence, for instance: ([*] indicates the correct answer)

They _____ a bike every day.
 a. drive b. fly c. ride* d. go

Students` task is to choose and circle only one possible answer among all the distractors (the words which are wrong are called distractors).

We have several steps before writing multiple choice completion items. They are as follows:

- selecting the words to be tested,
- getting the right sentence to put each word in,
- choosing some distractors to put the right word with,
- preparing simple and clear instructions
- providing examples for each new questions within the test

In addition, only words which belong to such categories as: nouns, verbs, adjectives, and adverbs (so called content words) can be included in vocabulary tests, because functions words, namely articles, determiners, prepositions, conjunctions, pronouns, auxiliary verbs can only occur in grammar tests.

In order to prepare a clear context for test-takers, we need to provide especially for the beginners more than one sentence. They can be just “two-line mini-dialogues” to clarify the meaning. For example:

“I want to paint, too.”
 “All right. Use that _____ over there.”
 a. brush* b. pencil c. broom d. spoon

Test-makers should be aware of the fact that there is a possibility to “give away” the answer by unintentionally provided grammatical cues. The example illustrates the case:

She needs to get up earlier so she`s buying an
 _____ clock.
 a. time b. alarm* c. watch d. bell

In this case, the indefinite article “an” suggest using only this word which begins with a vowel sound. It is also a poor idea to provide such distractors which are not at the same level of difficulty, as they could be easily eliminated by students.

The other use of multiple-choice technique is paraphrasing. For instance:

He was irate when he heard about the new plans.
 a. interested b. surprised c. angry* d. sad

However, this technique cannot apply to students who have a poor knowledge of English, and are not familiar with many synonyms of given words.

So, the biggest advantage of this kind of testing (multiple choices) is that we do not have to worry about subjectivity because only one answer should be correct. Secondly, it is very easy and quick for the examiner to correct this test because he or she just puts ticks or crosses.

The other difficulty with multiple choices is that we have to find three distractors which are item that would distract or confuse the examinee. Therefore, it is hard to create good multiple choice tests. This causes problems with more correct answers or even no correct answer. This all means that it is very difficult and time-demanding to write such a test [17].

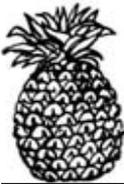
The following disadvantage is that these tests also enable cheating because if a potential cheater looks at someone's paper which is near, he or she can easily recognize what the person has answered as there can be seen circles A, B, C, or D [17].

2). Matching

2.1. Matching words to pictures

The technique of matching words to pictures is known as the typical one which tests students' abilities towards word recognition and the passive knowledge of vocabulary. It can be successfully applied either for children or beginning learners of a foreign language, who have not developed reading skills yet, and who make use of limited amount of vocabulary. The example goes as follows:

Match the words from the list to the pictures and name each fruit as in the example: pineapple, banana, lemon, pear, cherries, strawberry, grapes, apples.

			
apples	pear	lemon	pineapple
1.	2.	3.	4.
			
banana	cherries	grapes	strawberry
5.	6.	7.	8.

2.2. Matching words to their definitions

1. Making a long journey on foot	a. appointment
2. A kind of literary work written in short lines	b. hiking
3. A prior arrangement to meet	c. adventure
4. A dangerous but exciting activity	d. trip
5. Something you believe to be a good thing to do	e. poem
6. A short visit	f. rafting
7. Extra, additional	g. suggestion
8. A type of sport practiced in rivers that flow fast	h. supplementary

This figure presents the example of matching words to their definitions. This technique focuses on recognition skill. It requires test-takers to be more advanced as far as reading comprehension is concerned. Beginners of foreign language learning will not be able to cope with this level of difficulty.

2.3. Matching words to their synonyms/antonyms.

This particular technique allows learners to expose the wide range of vocabulary they know, and it encourages them to develop this knowledge for the sake of communication. Having the ability to substitute one word with the other, students become more proficient in speaking and writing skills. The task to provide synonyms or antonyms is really practical; moreover to prepare such activity not much effort is needed. For instance:

Match each adjective with its antonym.

1. Beautiful	a. alive	Answers: beautiful- ugly big- little blunt-sharp cheap- expensive clean-dirty dark- light dead-alive easy-difficult empty- full fat-thin
2. big	b. difficult	
3. blunt	c. dirty	
4. cheap	d. expensive	
5. clean	e. full	
6. dark	f. light	
7. dead	g. little	
8. easy	h. sharp	
9. empty	i. thin	
10. fat	j. ugly	

The table presents the way in which the knowledge of the opposite words are checked, but as well it is possible to prepare similar activity in order to test students` ability to recognize the synonyms of given words. The example is as follows:

Combine the adjectives with similar meaning into pairs.

1. nice

a. hard

Luggage

Passenger

Air hostess

Abroad

3). Odd One Out

It is one of the testing techniques, which is widely used with children as well as with the beginners, namely the odd one out.

Students` task is to search for such word which does not belong to the rest of words provided, for the sake of its attachment to a different category. For example: Students have to determine which item does not belong among the others. The amount of items can be various. This kind of exercise is easy to prepare. However, the teacher must know which words her students know so that they could find the odd one. It also test only the meaning of words, but it can be both useful and interesting for the students.

Example:

- | | | | |
|---------------|----------------|--------------|------------|
| 1. a) Coat | b) Scarf | c) Glove | d) Short |
| 2. a) Bedroom | b) Living room | c) Classroom | d) Kitchen |
| 3. a) Windows | b) Table | c) Floor | d) Wall |
| 4. a) Cow | b) Horse | c) Frog | d) Chicken |
| 5. a) Paper | b) Desk | c) Chair | d) Table |

4). Cloze text

Cloze test is test based on a text with gaps which are put there regularly after every seventh, eighth or ninth word. The examinee has to complete the gaps with appropriate words. Mostly more than one option is possible. The first three or more lines of the text are without gaps .

Example of cloze test:

I was so(1) because it was my first time to visit the place. There are many interesting places to visit. First, I(2) Tangkupan Perahu. The place is just wonderful. After that, I went to Dago Street. I(3) some t-shirt there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy "peuyeum". Bandung is... ..(4) for its "peuyeum". Finally, I went to a café nearby to have-lunch. I(5) three days in Bandung and that was really fun. Anyway, I will write to you again next time. Write to me as soon as you can

Bye

Sincerely, Hana

1. Happy

2. Visit

3. Buy
4. Famous
5. Spend

The advantage of cloze tests is that it is quite easy to create them. The teacher just needs to find a suitable text and delete words from it. Moreover, the regular interval of every ninth word does not work very well because some deleted words are very difficult to determine [26]. This is a kind of cloze test but with initial letters of words that are omitted.

This test is more advantages for the examinee as the texts are shorter and less difficult. On the other hand, the gaps are so close to one another that the learner can get lost in the text [26].

5). Gap filling.

It is a quite commonly practiced approach while testing vocabulary knowledge. Let us take a look at the example of it:

Complete the sentences with one word:

1. You should wear he _ m_t when you`re skydiving.
2. I`m going to say something important, so please, pay a _ _ _ _ t _ _ n!
3. We should r _ _ y _ le our rubbish not throw them away.
4. I can`t go out in the evening without my mum`s p_ r _ _ _ss _ on.
5. I`m freezing! My legs are as cold as i _ _ .

The answers: 1.helmet, 2. attention, 3. recycle, 4. permission, 5. ice.

In this technique there is one thing of a high importance, namely the context of a sentence. Unless it is clear enough, students will not be able to come up with the idea what word they are supposed to fill in. What is characteristic about such activity is that one dash corresponds to one letter. In order to have under control the degree of a task difficulty, teachers can decide how many letters they are going to provide.

6). Providing words to their definitions

This approach is definitely suitable for students with good reading comprehension skills. A definition should be formed in such a way it was not confusing or the ambiguity should not occur. It must not be too general as it would prevent learners from supplying the correct answer.

Let us take under consideration these two examples.

Write the correct word for its definition:

1. It is a round plastic part of a vehicle

the answer: **steering-wheel**

The definition provided in this example is a poor one as the tastes may have considerable problems with finding the name of the right item.

Write the correct word for its definition:

1. It is a round plastic part of a car, used for steering the vehicle.

In comparison to the previous definition, this one is better as it is more precise one. Unfortunately, it is not good enough because the content of the definition partly contains the right answer.

From all the three definitions provided, the last one is acceptable as it exhaustively presents the issue.

Write the correct word for its definition:

1. It is a round plastic part of a car, placed in front of the driver, held and turned to control the direction it travels in

The answer: **steering- wheel**

The teacher gives her students a list of definitions of words she needs to test. However, not every word can be easily defined and sometimes there can be more than one possible answer. Moreover, the definitions should be clear so that students understand the definition and can come to the right answer. I would recommend giving the pilot definitions to a teacher's colleague to try them first. I think that definitions are good to use because students have to be active and not just translate words. Simple examples of a definition:

1. It is an animal which likes bananas. (Monkey)
2. She is a pensioner. She loves her grandchildren. She is my mother's mother. (Grandmother)
3. He is not old. He is my mother's husband. (Father)
4. It can be red or green or yellow. It grows on the tree in the garden. It is tasty in autumn and in winter.
What is it? (Apple)
5. It is a vegetable. This is not a sweet vegetable. It is long. Its color is green. You can eat it in a salad.
What is it? (Cucumber)

7). Providing words for pictures

This technique reveals the similarity to the one described in 2.1, but the only difference is that here students are required to produce an answer on their own. It is not supplied for them.

What needs to be mentioned while talking about this particular approach is that the task may seem to be difficult to cope with if the picture will show some abstract noun, an adjective, or a verb? Obviously it should be clear what is being depicted in the picture, so that the test is of the meaning of

the word, not the testee's ability to interpret the picture (English Vocabulary: Places in the City - ESLBuzz Learning English).



Picture 1

8). Word formation

Complete the sentence with the correct form of the word in bold:

These people are ___ **homeless**__ They live on the street. **HOME**
 I can't do this exercise, perhaps this book will be ___ **helpful**__ **HELP**

Kind of task that requires changing of the basic form of a given word by adding a prefix or a suffix to a given word or taking them away is called word formation technique. For instance:

9). Dictation

The examiner dictates a text and students write it down. Here we examine mainly spelling or pronunciation and also listening. Dictation is an easy way of testing for the teacher because the preparation is minimal. However, it is demanding to assess such tests, Hughes recommends that we should consider the dictation correct as long as there is the right order of words and that misspelled words should be accepted because phonologically it is correct [19].

Another disadvantage is the difficulty of assessment. Generally, teachers themselves determine which errors are considered serious and which are just mild ones. It is advisable to set the scale of assessment before we start to correct. There is also the question of objectivity because every teacher will look the dictations from her own perspective. To prevent this we can use an alternative to dictation

which is called *paused dictation* which is a text with missing words, students fill in the missing words while the teacher dictates.

Example:

My Day

I had a terrible day yesterday. First I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Task. Listen to your teacher and fill the blank!

I had a day yesterday. First I an hour late because my alarm clock didn't go off. Then, I was such a hurry that I burned my hand when I was making breakfast. After, I got dressed so quickly that I forgot to wear socks.

....., I ran out of the house trying to get the 9:30 bus, but of course I it. I wanted to take a taxi, but I didn't have enough

....., I walked the three miles to my school only to that it was Sunday! I hope I never have a day as the one I had

10). Transformation

In this type students are given sentences which they have to put into another form, for example, to put sentences in past simple tense into past perfect tense. They are not difficult either to create or to correct. Example of transformation:

Put the following sentences into past simple tense:

She likes her job - _____

Jane wears jeans - _____

They clean the windows - _____

11). Translation

Students receive sentences or a text in their mother tongue and their task is to translate them into English. Although, the method is easy for the teacher, students hate it because is very difficult for them. It also prevents students thinking directly in English and they tend to translate things in their minds which is not good. It is a quick way how to find out about students' knowledge but marking may be quite difficult as there may be tens of variations.

In order to measure to what extent students are able to produce a new word, teachers can give them just a few words to translate. They may be provided separately without any context, for example:

Translate into English

1. Gitár (гітара) –
2. Zeneszerző (композитор) –
2. Rím (рима) –
4. Klasszikus zene (класична музика) –
5. Hegedű (скрипка) –
6. Énekes (співак) –
7. Zongora (піаніно) –
8. Dalok (пісні) –
9. Dalszöveg (текст до пісні) –

12). Synonyms and Antonyms

Students have to write down words of the same meaning:

- a. Clever _____ (bright)
- b. Important _____ (significant)

Students have to write down words of the opposite meaning:

- a. Beautiful _____ (ugly)
- b. Happy _____ (sad)

13). Rearranging

Students have to rearrange given words so that the sentence makes sense and is grammatically correct. Simple example:

- a. Class - In - You - Strongest - The - Are - Our. (You are the strongest in our class)
- b. Is - He - My - The - In - Youngest - Family. (He is the youngest in my family)

14). Writing sentences

Spelling and pronunciation of the items are not tested, but most other aspects are. This is a bit boring to do, and difficult to mark objectively, but does check the testee's knowledge fairly well.

For each of the following words, write a sentence that makes its meaning clear.

1. wealth
2. laughter
3. decision
4. Brilliant

15). Sentence completion

This tests meaning only; but is “personalized” and interesting to do and read.

Finish the following sentences:

1. I feel depressed when...
2. I never have an appetite when...
3. It was a great relief when...

2.5. Conclusion

Vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. The basic aspect of vocabulary is to measure the size of a student's vocabulary (breadth of knowledge) or test how well he knows the individual words (depth of knowledge). And also, there are many techniques to give vocabulary test that is multiple-choice, cloze test, dictation, transformation, matching, translation, synonym and antonym, definition, rearranging and odd one out.

Through a well-crated test, a teacher can find out if the student has understood the course that has been taught or not; the students' strengths and weaknesses. Moreover, tests and examinations are the main motivation for students to study.

PART 3. COMPARATIVE ANALYSIS OF RESULTS

The English language is estimated to have anywhere from 100.000 to one million words, depending on how words are counted but in order to communicate in a language effectively the learner only has to master 20 000 words [17].

To get these 20,000 words, teachers and students must make a choice by deciding which method / methods to use in the word acquisition process and also how to evaluate the student's knowledge. There are various methods available for language teachers to increase and develop vocabulary students. Therefore, it is interesting to study students' knowledge of mastering vocabulary in order to get a picture of what levels of knowledge upper-primary school students possess.

The study sought to understand the methods and exercises used in assessing English vocabulary to upper primary school students of Transcarpathian schools with Hungarian language. Hungarian schools in Berehove were observed. This study describes the results of a study conducted among Hungarian students living in Ukraine.

In this paper, data on vocabulary teaching and assessing vocabulary collected by means of test papers from student groups in the upper secondary school by use of questionnaires will be analyzed, compared and contrasted with the findings within the groups as well as between them.

3.1. Research design and methods

The purpose of this test was to determine the level of English language learners and which forms of assessment are easy for students, and with which they have some difficulties.

Comparing the results of the test paper, I used the benchmarking method I needed to distinguish between the similarities and differences of the students' responses. While researching this question, I focused my attention on two main areas: what types of assessment students use in practice and how they can handle different types of tasks independently.

3.2. Aims

This study focuses on upper primary school students' attitudes towards L2 vocabulary learning teaching. First, it examines the students' general opinion regarding vocabulary learning. Secondly, it examines the level of achievement of students of English language in 5-9 grades.

3.3. Methodology and data

Test papers were used as the research method for this study. In the test paper four types of tasks were used, such as matching words to their definitions/to a given category, find the odd-one-out, translate into English, correct the five statements according to text/, choose the right answer /answer

the questions according to text. The aim of using four types of tasks was to make it more effective and help those replying to the questions to form and write individual answers. This method may result a more precise and at concurrently diverse answers.

The purpose of the test was to determine the general knowledge of English by students of different classes. The test was designed to study the general development of students, their vocabulary of words on various topics they may encounter during their studies.

Also, one of the goals was to find out how comfortable it is for students to write individual work without preparing for them, and how comfortable it is for them to work with tasks they may not use in English lessons.

The 157 participating respondents aged 10 - 14 are studying at a Beregovo upper primary school located in a medium sized town. The majority of the participating students provided answers to all of the questions. However, the answers given varied in their degree of elaboration, providing a wide range of material to analyze. In the analyses and result section, data relevant to the aim of the thesis will be presented and discussed.

3.4. Participants

The participants of the present study were 5th, 6th, 7th, 8th and 9th grade students. The students were between ages of 9 – 15 and studied at various English primary schools.

As we can see five classes took part in the questionnaire.

5th class – 17 students

6th class – 42 students

7th class – 29 students

8th class – 42 students

9th class – 27 students

Each questionnaire (test paper) has different topics and consists of four different kinds of tasks.

The first task is matching words to their definitions or matching words to a given category, which task is used it depends on classes. The second for each class is to find the odd-one-out and the thirds also the same for everyone – translate into English. The fourth task is also depends on classes; for 5th and 6th classes is to write True or False, for 7th - correct the five statements according to text, for 8th – choose the right answer and for the 9th – answer the questions according to text.

Topics:

5th class – Seasons

6th class – Family

7th class – Food

8th class – Music...music...music

9th class – Travelling

3.5. Research findings

3.5.1. Analysis of results for the 5th grade

The test paper contained the following questions:

Table 1

№	Task	Questions	Variants of answer	Total number of students	Number of students' correct answer
1	Read the following sentences and put their numbers in the corresponding column.	1. It is the time for nature to awake from its sleep	Spring	17	15
		2. The rivers and lakes are frozen over and you can see a lot of fishermen on the ice	Summer		14
		3. It's a wonderful time when the air is transparent and the trees stand red, brown, golden and yellow	Autumn		11
		4. Strawberries are the first fresh fruit that you eat in this season	Winter		15
		5. It's cool and foggy, trees lose their leaves			12
		6. It's very cold and Christmas is in this season			15
		7. It's warm. The sky is blue. The birds build their nests. The snow melts. The people go to the forest and pick snow-drops			10
		8. It's hot and sunny. The days are long. The people go to the seaside. They swim in the sea or in the river	17		
		9. The people wear raincoats and take umbrellas	13		
		10. The children skate, ski and play snowballs	15		
2	Find the odd-one-out	1. Santa Claus, glove, rainbow, snow		17	15
		2. Warm, river, August, New Year			14

		3. Snow, ice-cream, Christmas, cold			15
		4. Sunny, July, snowman, hot			14
		5. Gingerbread, swimsuit, December, snowflake.			14
3	Translate into English	1. Évszakok (пори року)		17	13
		2. tavasz (весна)			15
		3. villám (блискавка)			15
		4. hórehely (сніжинка)			12
		5. hóember (сніговик)			14
		6. köd (туман)			14
		7. felhő (хмара)			13
		8. szivárvány (веселка)			13
		9. nedves (вологий)			4
		10. vihar (буря)			9
4	Write TRUE (T) or FALSE (F)	1. It is cold in summer	True	17	15
		2. In winter some animals sleep	False		10
		3. School begins in autumn			10
		4. It is hot in summer			15
		5. There are a lot of fruit and vegetables in winter			15
		6. It is rainy in autumn			10
		7. Children have holidays in summer and in winter			14
		8. Birds come back in summer			12
		9. Autumn is a tasty season			9
		10. There are a lot of flowers in summer			14

1. Comparing the answers to the first task:

- in the first sentence (**It is the time for nature to awake from its sleep**), we can see that mostly all students (15) answered the same way by choosing the answer option **spring** and only 2 students choose wrong answer.

- in the second sentence (**The rivers and lakes are frozen over and you can see a lot of fishermen on the ice**), 14 students answered the questions correctly by choosing the answer option **winter** and only 3 students choose wrong answer.

- in the third sentence (**It's a wonderful time when the air is transparent and the trees stand red, brown, golden and yellow**), only 11 students answered correctly by choosing the answer option **autumn** and 6 students choose wrong answer, which is not the best result.

- in the fourth sentence (**It's a wonderful time when the air is transparent and the trees stand red, brown, golden and yellow**), only 11 students answered correctly by choosing the answer option **summer** and 6 students choose wrong answer, which is not a very good result.

- in the fifth sentence (**It's cool and foggy, trees lose their leaves**), only 12 students answered correctly by choosing the answer option **autumn** and 5 students choose wrong answer.

- in the sixth sentence (**It's very cold and Christmas is in this season**), 15 students answered the questions correctly by choosing the answer option **winter** and only 2 students choose wrong answer.

- in the seventh sentence (**It's warm. The sky is blue. The birds build their nests. The snow melts. The people go to the forest and pick snow-drops**), only 10 students answered correctly by choosing the answer option **spring** and 7 students choose wrong answer.

- in the eighth sentence (**It's hot and sunny. The days are long. The people go to the seaside. They swim in the sea or in the river**) all students answered the same way by choosing the answer **summer**. So 100 % of children answer this question perfectly.

- in the ninth sentence (**The people wear raincoats and take umbrellas**), 13 students answered the option **autumn** and 4 students choose the wrong category.

- in the tenth sentence (**The children skate, ski and play snowballs**) 15 students answered this questions rightly and only 2 students incorrectly by choosing another category of group.

In general, we can say that the students coped with this task. They meticulously performed this task. According to the results we can say that they understood it because most of the children did this task correctly.

Conclusions:

During the independent work, students performed 4 tasks: Read the following sentences and put their numbers in the corresponding column, Find the odd-one-out, Translate into English, Write TRUE (T) or FALSE (F). (See Appendix A)

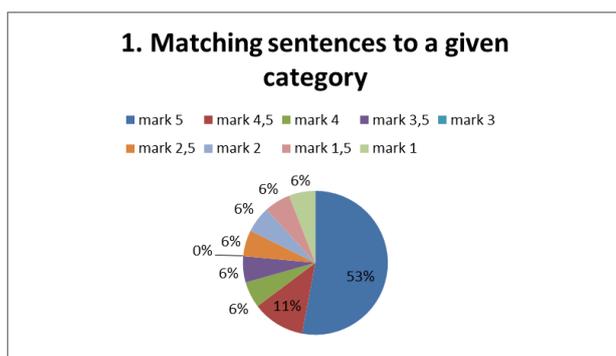


Diagram 1

Just over half of the students completed the first task without errors. The students needed to be divided into sentence columns classifying them by season. If a student knew a few words in a sentence, then he could logically distribute the sentences as needed columns. We got an average result because 53 percent of students completed the task correctly. The reasons may be different.

In the first place, this could be because the children did not understand the meaning of the sentence, and they may not perform such tasks in the lessons. We all know that in the classroom, all students have a different level of knowledge and therefore the results are different.

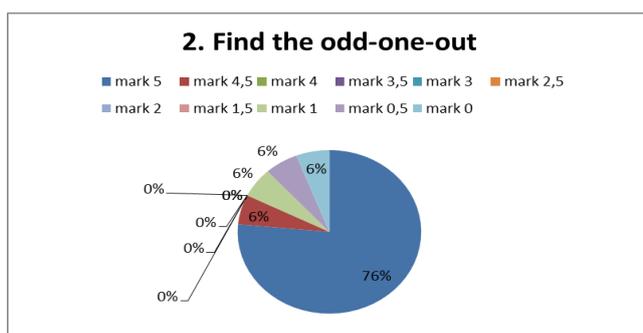


Diagram2

The easiest task for grade 5 students was task 2. 76% of students completed the task without any mistakes. This indicates that the students were aware of these words and because of this they quickly found the extra word. So, we can say that the students learned the lexical material well, and skillfully found extra words in the lines.

The most difficult tasks for the 5th grade students were the tasks 3 and 4.

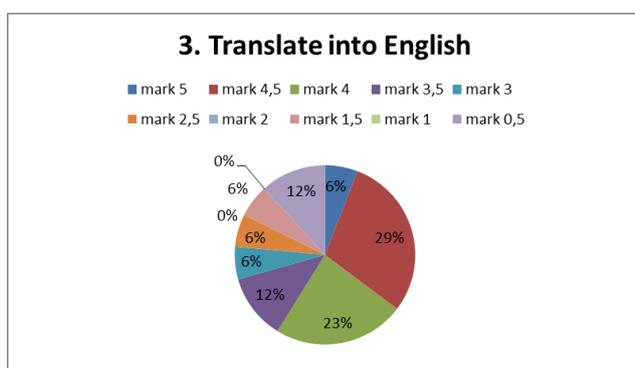


Diagram 3

Most students made mistakes when translating from Hungarian / Ukrainian to English. This is a high-level task, because it is not enough to know the word, its pronunciation, but you need to know the correct spelling. Many students wrote assignments on 4.5-3.5, which is sufficient.

In my opinion the skills involved in translation may not be suitable for all kinds of learners. It may, for example, be best for learners who are more analytical or have preferences for verbal-linguistic learning strategies. It may not be suitable either for young learners or lower levels.

In some case, learners may not see the value of translation as an activity to help them learn English, and instead see it as a specialized, and difficult, activity. And it is perhaps because of this understanding that in many cases they cannot cope with this kind of task.

Translation is a difficult skill which must be done well in order to be productive and rewarding. Learners and teachers not only have to take into account meaning but also a range of other issues, including form, register, style, and idiom. This is not easy, but too many translation activities rely on it being done well.

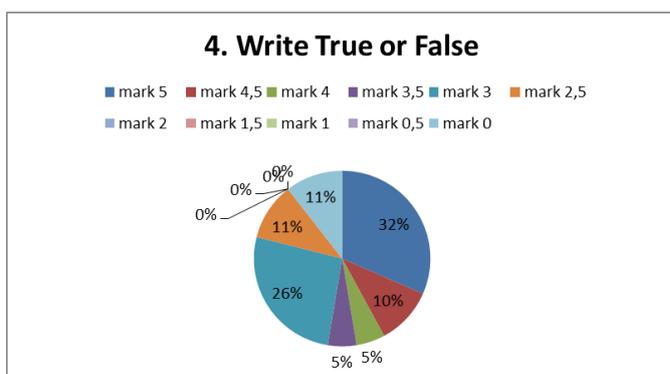


Diagram 4

In determining the sentences True or False, only half of the students scored enough points, the rest had many mistakes. This kind of task is not as easy as everyone thinks, because one has to read the sentences very carefully and understand their meaning. Without translation and understanding of the content, this task cannot be accomplished to a high result.

So we can say, that most students have learned the material of the lesson, know the lexical material, spell words correctly and understand the sentences. Only 10-15% of students had insufficient knowledge of this material.

3.5.2. Analysis of results for the 6th grade

The test paper contained the following questions:

Table 2

No	Task	Questions	Variants of answer	Total number of	Number of students' correct

				students	answer
1.	Read the following sentences and put their numbers in the corresponding column. Guess what member of a family it is about.	1. She is a pensioner. She loves her grandchildren. She is my mother's mother.	Mother	42	41
		2. He is not old. He is my mother's husband.	Father		41
		3. She likes to play with her toys at home. She is my mother's daughter.	Grandmother		41
		4. He is a student at university. He is my mother's and father's son.	Grandfather		41
		5. She works at school as a teacher. She is my father's wife and my grandmother's daughter.	Sister		42
		6. She looks like my mother, because she is my mother's sister.	Aunt		39
		7. He is the father of your father.	Uncle		38
		8. My father's brother is my...	Parents		35
		9. My father and my mother are my...	Brother		36
		10. My aunt's kids are my...	Cousin		36
2.	Find the odd-one-out	1. Mother, adult, house, skirt, baby		42	26
		2. Weather, sister, grandfather, mother, household			29
		3. Stepmother, daddy, couple, train, family;			34
		4. Kind, aunt, father-in-law, forest, generation;			27
		5. Girlfriend, guy, imagination, marriage, grandchild.			24
3.	Translate into English	1. Családfa (сімейне дерево)		42	36
		2. Unokahúg (племінниця)			29
		3. Unokaöcs (племінник)			28
		4. Férfj (чоловік)			28
		5. Feleség (жінка)			27

		6. Házas (одружений) -			23
		7. Felnőtt (дорослий)			29
		8. Gyerekkor (дитинство) -			21
		9. Szülők (батьки)			39
		10. Fia (син)			34
4.	Write TRUE (T) or FALSE (F)	1. Lisa lives in Ukraine	True	42	29
		2. Her elder sister's name Julia	False		33
		3. According to parents' opinion, people must be kind and loving;			30
		4. Lisa doesn't like going to school			29
		5. The family pet is a big clever sheepdog, named Rex			37

Conclusions:

During the independent work, students performed 4 tasks: 1. Matching sentences to a given category, Find the odd-one-out, Translate into English, Write TRUE (T) or FALSE (F). (See Appendix B)

The most difficult task for the 6th grade students was 2 tasks. Only 17% of students completed the task without a single mistake, and 58% wrote the task to a sufficient level. The 6th grade students may not have fully mastered the vocabulary of this topic and therefore became one of the most difficult tasks for them. Because, if the students are clear with the concepts and ideas of this topic; they can easily solve any type of problems in this topic. So, with the help of this kind of task students can improve their aptitude skill by practicing the questions and answers on odd one out.

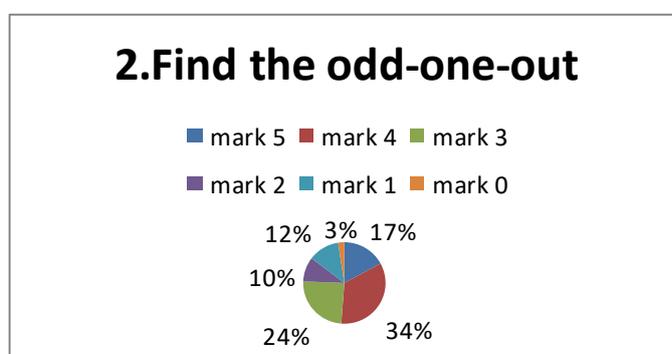
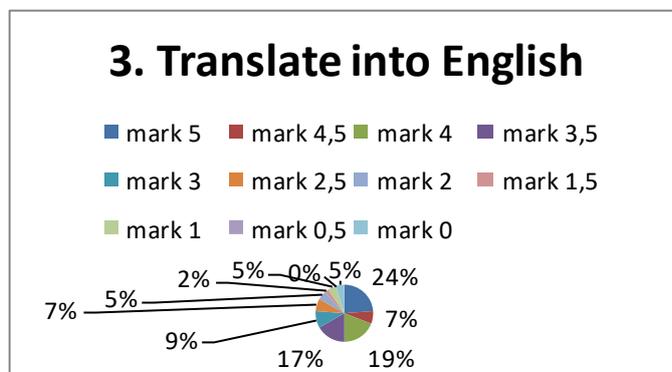


Diagram 5

Students received a small number of points in Task 3. The task is to translate the word from native speakers into English.

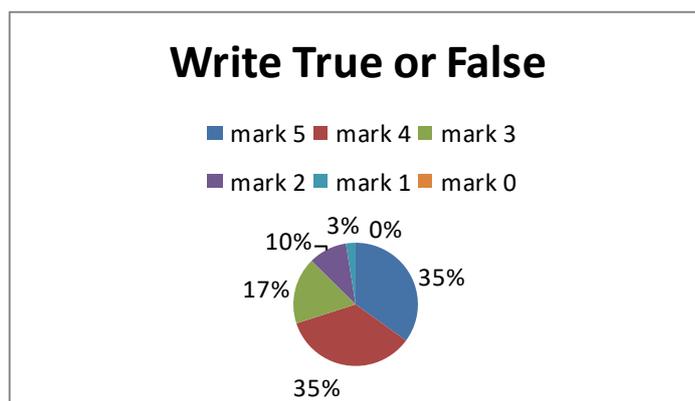
Most students made mistakes when translating from Hungarian / Ukrainian to English. This is a high level task since it is not enough to know the word, its pronunciation, but you need to know the correct spelling to perform it correctly.

Diagram 6



I think this task was easy because 6th grade students need to know the meaning of words related to the topic “Family”. So, I believe that these results are not sufficient for 6th grade students.

Diagram 7



The average level of tasks for students of the 6th grade were 4 tasks. Many students wrote the assignment, at 4.6-3.4, which is sufficient.

In determining the sentences True or False, only half of the students scored enough points, the rest had many mistakes. This assignment contained a short text with appropriate sentences. The content of the text was not difficult; it was clear and responsible for the 6th grade students.

Unfortunately, not all students were able to accomplish this task. The peculiarity of these tasks is that students need to understand the content of the text. First of all, students need to have a sufficient vocabulary and skill to use it. Usually these tasks require a lot of attention from the students because one word can change the whole answer.

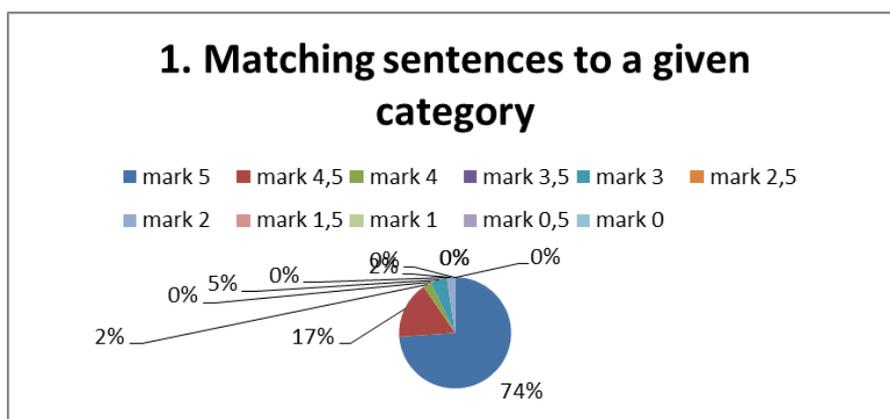


Diagram 8

The easiest task was task 1. 91% of students completed the task at a sufficient level. The students have learned the lesson material, know the lexical material, spell words correctly and understand the sentences.

In this task, the students understood the correctness of its implementation. They easily found the answers to the sentences. The assignment contained 10 sentences describing family members. The students had to find whom the family members described in the sentence. With this assignment, we can draw conclusions and say that students know the words that relate to family members, but not in all cases can use them. For example, as noted in the previous task.

3.5.3. Analysis of results for the 7th grade

The test paper was compiled the following questions:

Table 3

No	Task	Questions	Variants of answer	Total number of students	Number of students correct answer
1.	Read the following sentences and put their numbers in the corresponding column.	1. It can be red or green or yellow. It grows on the tree in the garden. It is tasty in autumn and in winter. What is it?	Chocolate	29	28
		2. It is orange and sweet. It is a fruit. People like to eat and drink this fruit's juice. What is it?	Peach		29
		3. It is sweet. It is tasty. Children like to eat it very much. What is it?	Apple		29
		4. It is yellow. It is sour. People like to drink tea with this fruit. What is it?	Carrot		29

		5. It is white and tasty. People like to drink it with a bun. What is it?	Tomato		28
		6. It is made from one slice of meat or cheese between two slices of bread. What is it?	Milk		28
		7. It is a vegetable. This is not a sweet vegetable. It is long. Its colour is green. You can eat it in a salad. What is it?	Lemon		29
		8. It is a vegetable. This is a sweet vegetable. It is long. Its colour is red and orange. You can eat it in a salad or soup. What is it?	Orange		29
		9. It is a vegetable. This is usually a round vegetable. Its colour is red. You can eat it in a salad. What is it?	Cucumber		29
		10. It is a fruit. It is sweet and juicy. It is small and round. It grows on trees. What is it?	Sandwich		29
2.	Find the odd-one-out	1. Appetite, automobile, nut, milk, mango.		29	27
		2. Mirror, bean, bread, carrot, cabbage			26
		3. Coconut, egg, fish, clothes, bacon.			26
		4. Orange, oil, pancake, peach, umbrella.			24
		5. Strawberry, salad, sausage, hairstyle, rice.			23
3.	Translate into English	1. Bread		29	27
		2. Chocolate			27
		3. Cake			24
		4. Fresh vegetables			25
		5. Meat			24
		6. Sweets			23
		7. Cheeseburger			25
		8. Salad			23
		9. Pizza			25
		10. Soup			24

4.	Read the article and correct all the five statements	1. Few people eat fast food every day.	True	29	21
		2. Fast food is full of vitamins.	False		13
		3. It is not harmful for our health.			12
		4. Fast food is rather cheap.			16
		5. Burger and chips are full of protein.			16

Conclusions:

During the independent work, students performed 4 tasks: matching sentences to a given category, finding the odd-one-out, correcting the statements. (See Appendix C)

The students showed the highest scores in the first and second tasks. Consequently, they have learned the lexical material of the topic. Almost all students completed the first task correctly, and the second - as many as 86% of students completed the required level.

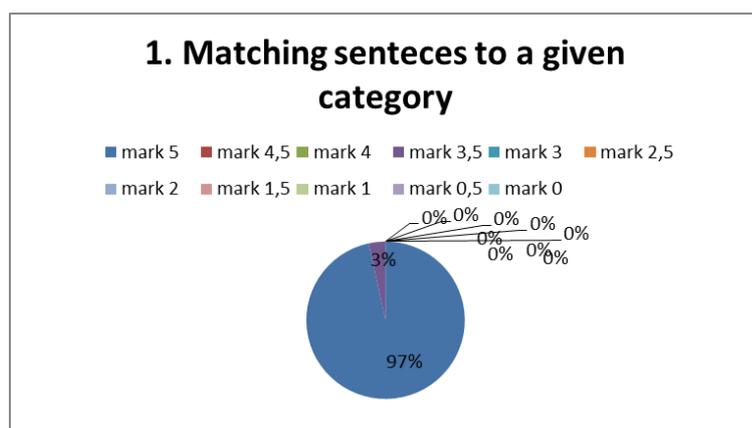


Diagram 9

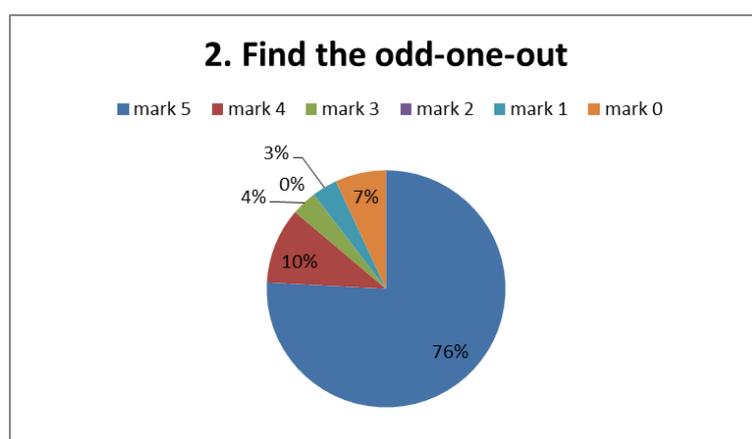


Diagram 10

All words were correctly distributed in columns, and extra words were found in the lines of the second task. In these tasks we were able to see the vocabulary of students, their knowledge of the topic. We can say that 7th grade students can easily distinguish different types of vegetables and fruits, and through many words find the word that does not relate to the topic.

Diagram 11

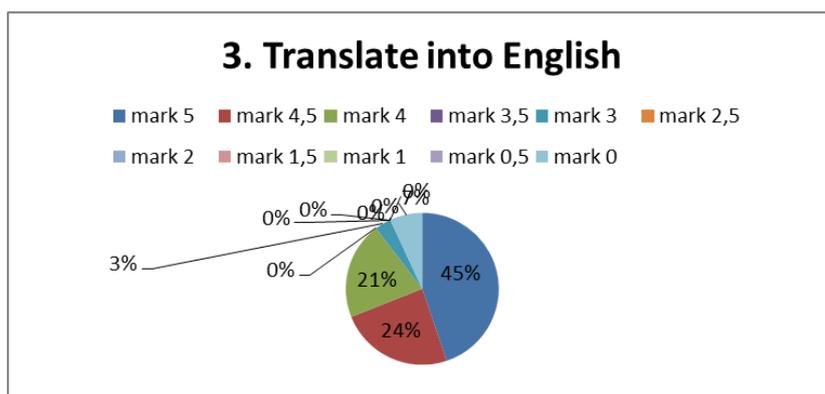
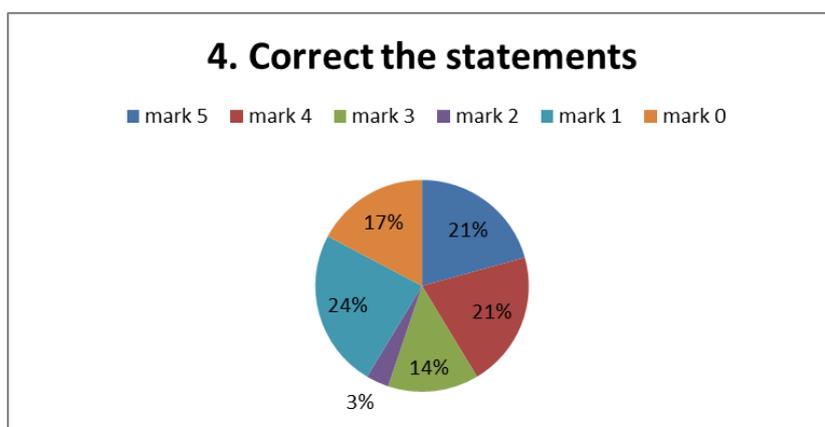


Diagram 12



Tasks 3 and 4 were not difficult for students; 42-67% completed the tasks correctly. Compared to the two previous tasks, these tasks proved to be a bit difficult for the students. But overall, the results were decent. The third and fourth tasks have more complexity than the previous ones. In the fourth assignment, the students not only had to understand the text but also to formulate their opinion correctly and reproduce it in writing. This task is a higher level task in which the teacher can also check the spelling of the student.

So, the topic of “Food” is one of the many interesting topics that students learn at school. A lot depends on the students' interest, because if a topic is interesting for the students, they will persistently study it and the result will be relevant. In our case, we can say that the students have learned the lesson material, know the lexical material, spell words correctly and understand the sentences. All in all, 7th grade students have a sufficient level of knowledge and we achieved high results during the study.

3.5.4. Analysis of results for the 8th grade

The test paper was compiled the following questions:

Table 4

	Task	Questions	Variants of answer	Total number of students	Number of students correct answer
1.	Read the following words and put them in the corresponding column.	1. Violin	Musical instruments	42	41
		2. Piano	Types of music		40
		3. Hip-hop			41
		4. Guitar			41
		5. Jazz			38
		6. Clarinet			38
		7. Recorder			32
		8. Rock			39
		9. Dance			36
		10. Trumpet			37
		11. Dubstep			33
		12. Keyboard			37
		13. Techno			36
		14. Country			38
		15. Cello			38
		16. Punk			37
		17. Electric guitar			39
		18. Pop			39
		19. Saxophone			40

		20. Classical			40
2.	Find the odd-one-out	1. Instrument, freedom, violin, composer.		42	33
		2. Church, musician, jazz, guitar.			36
		3. Cello, band, solo, desert.			34
		4. Artist, chorus, advice, producer.			39
		5. Genre, instrumental, album, illness.			35
3.	Translate into English	1. Gitár (гітара)		42	42
		2. Hangszer (інструмент)			38
		3. Zeneszerző (композитор)			38
		4. Rím (рима)			30
		5. Klasszikus zene (класична музика)			41
		6. Hegedű (скрипка)			40
		7. Énekes (співак)			38
		8. Zongora (піаніно)			42
		9. Dalok (пісні)			34
		10. Dalszöveg (текст до пісні)			29
4.	Read the text and choose the right answer (A, B or C).	1. The main members of the Beatles were:	a)Elvis Presley, John Lennon, Ringo Starr; b)Paul McCartney, John Lennon, Ringo Starr; c)Paul McCartney, John Lennon, Frank Sinatra.	42	39
		2. First they performed together in:	a)Liverpool; b)London; c)New York.		40

	3. The Beatles played:	a)Classical music; b)Jazz; c)Rock-and-roll.	42
	4. They were awarded by:	a)The Queen; b)People; c)The President.	40
	5. One of the most popular hits by the Beatles is:	a)“Yesterday”; b)“I Will Survive”; c)“Love Me Tender”.	39

Conclusions:

During the independent work, students performed four tasks: Read the following words and put them in the corresponding column., Find the odd-one-out, Translate into English, Read the text and choose the right answer (A, B or C). (See Appendix D)

Students showed the highest scores in the last task. So, they have mastered the material, or at least skillfully use the text and are able to choose the right answer.

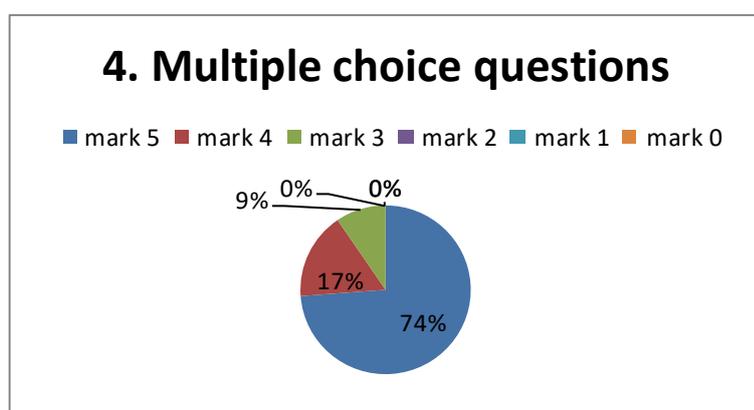


Diagram 13

More than half of the students completed the first and second tasks on a high score. This means that students have good vocabulary knowledge. Today the topic of music and its components is very interesting for students. They use a lot of words related to this topic. When listening to music, children can more easily memorize new words and this will help them to enrich their vocabulary. The topic of music is quite popular among students, and in my opinion it helps students to master the vocabulary of this topic.

From the results, we see that 74 percent of students completed the task. Typically, this kind of task is not difficult for students. In our case, students had to read the texts and complete the task. The 8th grade students showed a high score, most of them understood the content of the text and thus completed the test tasks correctly.

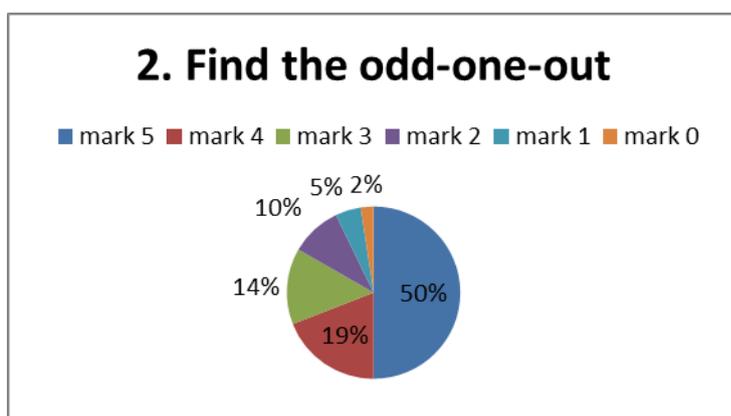


Diagram 14

In addition, this material is widely encountered in everyday life and the media. I think that this is what helps 8th grade students find the extra word in the lines of the second task.

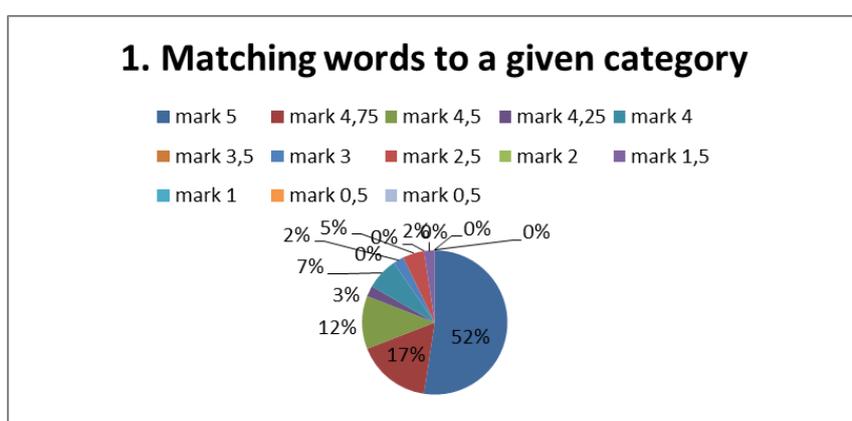
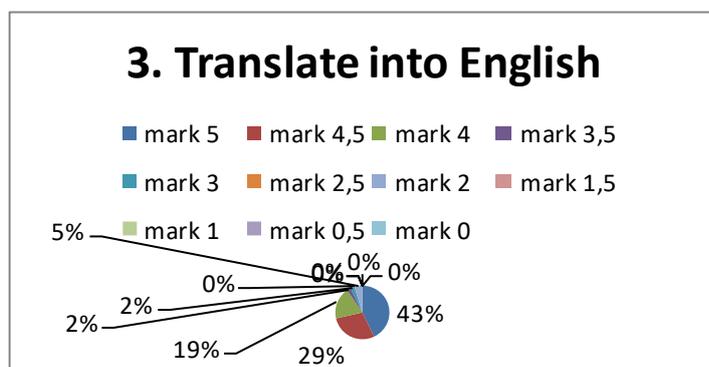


Diagram 15

The first task was a little more difficult for the students. But we can't say we got a bad result because 52 percent of the students did it correctly. The results show that most children can distinguish musical instruments from types of music. In this task, first of all, the students had to know the correct translation of the words in order to decide to which category they should write down the submitted words. Without knowing these words, students will not be able to complete the task at a high level.

Diagram 16



Despite the complexity of the task, that is, the knowledge of the spelling of words, their translation, only 9% of students completed the task at a low level.

The rest of the children are well versed in translation and spelling. 50 percent of students complete the task without a single mistake, which is a very good result because it is one of the many tasks in which students make many mistakes.

I think we got such a good result due to the fact that these words are common and many of the presented words are similar to the foreign words.

Overall, 95% of students completed all the tasks correctly. This is a high score for 8th grade students .

3.5.5. Analysis of results for the 9th grade

The test paper was compiled the following questions:

Table 5

№	Task	Questions	Variants of answer	Total number of students	Number of students correct answer
1.	Put the compound nouns into the correct group:	1. Arrivals hall	Air travel	27	7
		2. Waiting room	Road travel		4
		3. Hard shoulder	Rail travel		24
		4. Baggage reclaim			18
		5. Buffet car			14
		6. Petrol station			19
		7. Check-in-desk			16
		8. Passport control			21
		9. Taxi rank			18
		10. Ticket office			16
2.	Find the odd-one-out	1. Adventure, ticket, blanket, company, insurance.		27	26
		2. Train, airport, bus station, education, journey.			25
		3. Compartment, plane, librarian, guide, luggage.			19
		4. Map, candle, passenger, train,			24

		plane.			
		5. Passport, metro, writer, railway station, air hostess.			22
3.	Translate into English	1. Bőrönd (валіза)		27	27
		2. Vonat (поїзд)			27
		3. Utas (пасажир)			26
		4. Villamos (трамвай)			24
		5. Külföldön (за кордоном)			23
		6. Utazás (подорож)			27
		7. Légi utaskísérő (стюардеса)			27
		8. Jegy (квиток)			27
		9. Buszmegálló (автобусна зупинка)			26
		10. Idegenvezető (екскурсовод)			22
4.	Read the text and answer the questions.	1. Where can people travel?		27	10
		2. What country is Joan from?			24
		3. Where did her family travel last year?			21
		4. What kind of country is Thailand?			18
		5. What makes it a perfect holiday destination?			17
		6. How do Thai people look like?			25
		7. What kind of life do they have?			10
		8. What food do they eat?			25
		9. What are their popular leisure activities?			20
		10. Why does Joan call Thailand a wonderful country?			17

Conclusions:

During the self-study, students performed 4 tasks: Put the compound nouns into the correct group, Find the odd-one-out, Translate into English, Read the text and answer the questions. (See Appendix E)

The first task was the most difficult task for the students. Because, students needed to be categorized into words related to transportation. In this task, the students had to clearly understand the meaning of the words, because only under these conditions could they correctly divide them into the category of transport to which they belonged.

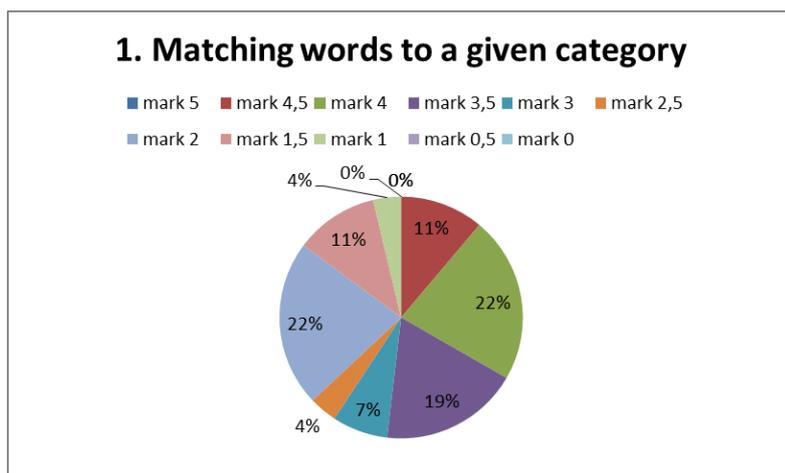
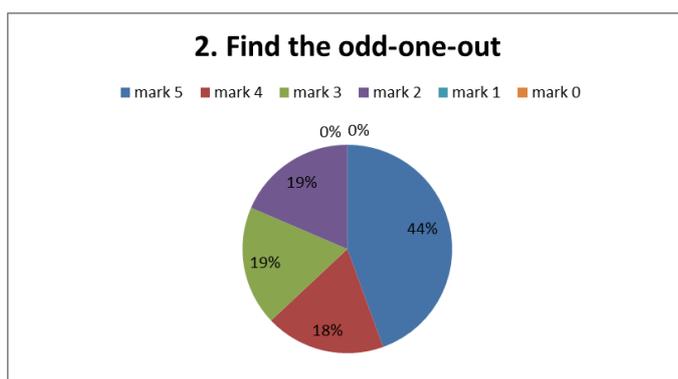


Diagram 17

According to the results, we see that 9th grade students are not fully able to separate the transport by category. This task caused them some difficulties. They may have known the meanings of the words given, but could not correctly assign them to the appropriate group.

Diagram 18



More than half of students completed high-level tasks 2 and 3. This means that students have a good command of lexical material, in addition, it is found in life situations. This is what helps 9th grade students find the extra word in the task 2 lines and translate words from Hungarian to English.

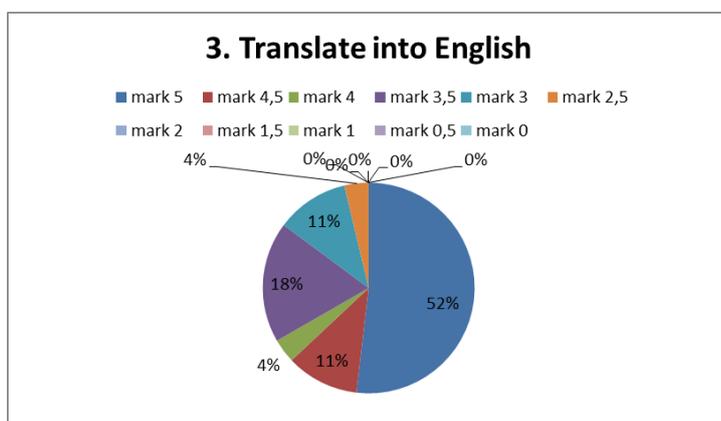


Diagram 19

The words that were to be translated into English are common to 9th grade students. While learning the topic of travel, students have come across of these words many times, and through this they have been made aware of the meaning of these words.

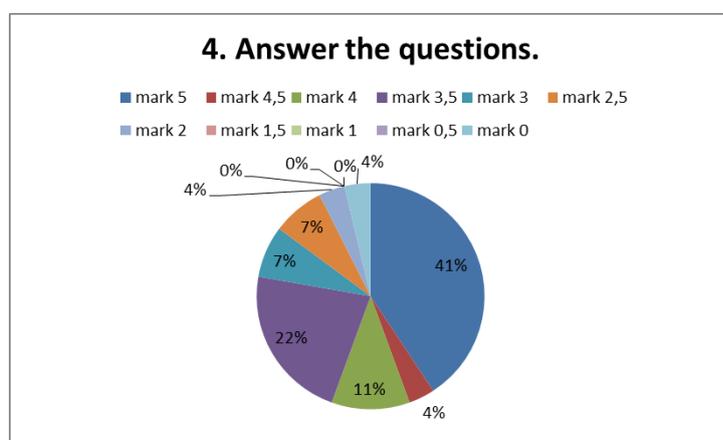


Diagram 20

Despite the complexity of Task 4 - the ability to formulate sentences correctly, half of the students completed the task at the highest level. This task was not only to evaluate the vocabulary of the student, but also to evaluate the writing skills, refuting their own thoughts in response to the read text.

The results showed that 41 percent of students were able to show their knowledge and completed the task for the maximum score.

Thus, we were able to evaluate the vocabulary composition of English learners using test controls. Despite the small number of English lessons in schools, the children have coped with these tasks to a sufficient level. We can say that their level of English is good and they have every chance to acquire more knowledge and develop themselves during their studies.

3.6. Conclusion

The purpose of this questionnaire was to determine the learners level of English language and which forms of assessment are easy for students, and with which they have some difficulties.

Comparing the results of questionnaires I used the method of comparative analysis as I needed to distinguish the similarities and differences of the students' responses.

Investigating this question I have concentrated my particular attention on two main areas: what types of assessment students use in practice more frequently with their teachers and how they can handle different types of tasks independently.

Comparing and analyzing the results, I can conclude:

1. For the 5th grade students the easiest way of assessment was the task of finding the extra word. 76% of students completed this task correctly. The basis of this task was that the children needed to read 5 words which connect to the topic and choose one words that was unnecessary in this

line. This simple activity practises vocabulary and to some extent speaking. We make a list of five words, all but one of which has something in common.

Students must carefully read all the words while performing the task. First, they need to find a connection before choosing another word. If students do not understand a word in a group, it may be related to other words. One cannot choose a word because they do not understand it, and the teacher has to tell them. In our case, the students quite easily cope with this task. I think these words have been familiar to students for a long time, and this has made the task easier for them.

2. For the 6th grade students the easiest task was number 1. This is a matching task. The students had 10 sentences and they needed to connect those sentences with their answers. 74 percent of students completed the task for the maximum number of points, which was 5 points for 10 sentences.

When performing matching task, I advised students to first look up suggested answers, identify keywords or phrases in them, and then start reading sentences. In some cases, students may immediately rule out incorrect answers by analyzing the grammatical construction of linguistic constructions.

In short, students should not only learn the language and practice it, but also learn to put that knowledge into practice. I believe that the 6th grade students have been able to use their knowledge and because of this they have achieved high success in performing this test control.

3. 7th grade students, as well as 6th grade students, reached the highest grade level in Task 1. Their work was built on 2 different topics, but the type of assignment was the same for both classes. This is the task of matching the sentences exactly with the words they point to. From the results, it is known that 97 percent of students completed the task to the maximum level. This is evidence that children are well versed in the topic, they understand the context of the sentences read, and skillfully use their knowledge in practice.

4. In 8th grade, 74 percent of students completed the task of choosing one correct answer for the highest level. For this class, this task was the easiest of all four. The task consists of a framework and three or four answer options, of which only one is correct. A task is considered completed if the student has selected and marked only one answer.

The multiple – choice item consists of two parts: (a) the stem, which identifies the question or problem; and (b) the response alternatives. Students are asked to select one alternative that best completes the statement or answers to the question.

Multiple choice test questions, also known as subjects, can be an effective and efficient way of evaluating learning outcomes. In my opinion, multiple choice test tasks can be used in many different ways subject areas, and can be used to measure a wide variety of learning goals. They are adapts to different levels of learning outcomes, from simple recall of knowledge to more complex levels.

So, elements with multiple choices are very useful to evaluate in large classes. Our research has also shown that the form of this assignment for the 8th grade is one of those tasks in which they can reach a high level.

5. In this study, only 9th grade students reached the highest level in a task that required translating words from Ukrainian or Hungarian into English. In my opinion, this is one of the hardest tasks of this test, but 52 percent of the students wrote it perfectly well. This means that 9th grade students have large vocabulary knowledge; they know the meaning and spelling of words.

The purpose of testing was to assess students' translation competence; find out how well students had mastered course contents. Also, was to help students improve their translation competence. Until now, they may not have been able to accomplish this kind of task and this was a good opportunity for them. According to the results we can say that the competence of translation of 9th grade students is at a high level.

A foreign language is a means of communication between representatives of different cultures. That is why the global goal of mastering a foreign language is the formation of the ability to intercultural communication, involvement in communication with another culture. Active participation in the dialogue of cultures contributes to the deepening of ideas about the country's culture through language and broadening the general outlook. The whole process of learning should be communicative in nature, that is, to form the communicative competences of students.

The task of the teacher is to formulate the need for students to learn a foreign language and master it as a means of communication. By mastering a foreign language, we expand our horizon of knowledge, plunge into another language world, enrich vocabulary, improve memory, and improve our ability. Foreign language classes should be organized on the basis of communicative tasks using all the necessary techniques.

Control is known to be an important factor and an integral part of the foreign language learning system. The task of control is first of all to determine and evaluate the level of its formation. Control also performs other functions, the implementation of which significantly affects the effectiveness of the entire learning process. These are feedback, assessment, training and development features. The issue of improving control in learning a foreign language is becoming increasingly relevant. Recently, according to many researchers, methodologists and teachers, one of the most effective forms of control in learning a foreign language is a test that meets the objectives of the control and ensures the effective implementation of all its functions.

The results of this work led me to conclude that this questionnaire is useful because it reflects the true results of students' knowledge, their level of competence in the work, as well as the level of vocabulary. Certainly the assessment system is far from perfect but it is valid for this period.

Therefore, the test is a tool for assessing skills formation, consisting of a system of test tasks, a standardized procedure for conducting, processing and analyzing results. The primary purpose of foreign language teaching testing is feedback and control. In order to get a fair picture, the answers to the test questions should be clear, formalized, with a clear information load.

However, I can conclude that the use of different types of assessment and alternative methods improves the evaluation of knowledge. It will lead to greater interest among students which automatically means improving knowledge and the relationship between teachers and students. It can even change the attitude towards studying the subject particularly in our case the English language.

CONCLUSION

The theoretical part of the paper dealt with all types of assessment used in language learning, including conventional and alternative methods. The purpose of the practical part was to find out how alternative assessment methods work in teaching English. However, this work primarily focuses on students' approaches to assessing their English language skills which are foreign to them.

This study was conducted to analyze the attitude of upper primary students to teaching vocabulary. In addition, the initial aim was to determine whether parallels could be drawn between the five classes of participating respondents. In order to find answers in these classes, a qualitative analysis was conducted using data collected from a test document given to upper-primary school students.

In general, the results indicate that students have a positive attitude towards different assessment tools. The study used different tasks to assess students' vocabulary knowledge. Grades 5-9 were evaluated. They did written work individually on a specific topic, which was prepared separately for all classes. From the results obtained regarding these tests, it can be concluded that they showed sufficient results. Each class had some difficulties that the students had to cope with. It was a difficult task for someone to choose / write the right answer, for someone to translate. This is confirmed by the results of the study because each class had different results. For this comparison, the test consisted of four different types of tasks. The research shows that younger students learn English vocabulary more easily, while older students have some difficulty with it. The first implication of this study is that each task has its advantages and disadvantages, so when teachers evaluate students' abilities, they should combine different tasks rather than use only one way of assessment.

The results of the study show that teachers place great emphasis on teaching vocabulary in the classroom. The survey also reported on the various techniques and methods used by teachers in the presentation and practice of vocabulary. The second implication provides us with the fact that most commonly used techniques for presenting vocabulary are visualization and translation, while the least commonly used techniques are verbal techniques (such as synonyms and opposites) that represent words in idioms and conversations. In addition, new words are presented mostly in phrases or context. From the results obtained, when learning a new lexical element, the teacher most often introduces his translation, spelling and pronunciation because children translate words into English without making big and gross mistakes. Moreover, according to the survey, the most effective methods for students presenting new vocabulary seem to be to use clarity, words in context and provide examples of common phrases. "Teachers made learners translate every single word in a text – this is supported by the observation results. This would lead to the learners' need always to

translate everything they read instead of trying to infer meaning. This prevents learners from guessing meaning, thus hindering them in becoming competent language users. Teachers should avoid the translation of every word. For learners to be more effective in reading comprehension, teachers should teach them various methods of deducing meaning from print without using bilingual dictionaries or translating. This could be done through familiarizing learners with the three cuing systems – grapho-phonetic, syntactic, and semantic. Using these systems more extensively may further add to learners' reading comprehension, which is the main goal of reading" [23, p.132].

The study found that most students seem to prefer writing tests in the form of multiple choice questions. This result is somewhat surprising because we all know that to optimize learning, focus should be on different contexts, communicative tests, rather than multiple-choice tests that do not provide any context at all. This result is due to the fact, that the multiple choice test is the easiest to complete, as opposed to other tasks types, and even if the child does not know the answer, there is always a 25% chance that they will guess the right answer.

The following implication which can be drawn from this is that it is crucial for the teacher to find a way to motivate students to learn new vocabulary, and to point and present advantages of different training methods and testing methods.

From a pedagogical point of view, it is important for many teachers to evaluate students' achievement, and they often need to use oral and evaluative assessment to improve students' knowledge. Many scholars argue that student evaluation is very important because it serves as rewards and punishments. In addition, according to scholars it is virtually impossible to identify a student's individual abilities using standard assessment.

Assessing students' writing skills is one of the good methods. Despite this, performing a verbal assessment is the best, that is, when a student is assessed individually. Unfortunately, alternative assessment methods do not seem to be included in the lessons regularly. Self-assessment in language learning is rarely done, and for most teachers the term of peer review is fully known.

In addition, this research has shown that self-assessment tools help to change the culture of the classroom, make students feel comfortable, and develop their self-confidence. However, it should be borne in mind that the assessment of the learning process is influenced by many factors: attitude, expectations, motivation, subjectivity, and teacher and student character.

Regular inclusion of alternative assessment methods is considered to be a valuable learning tool that promotes better relationships between teachers and their students, but also provides a great opportunity for teachers to get to know students better and to learn more about their interests and background.

Finally, based on the research findings, it can be argued that reforms to new strategies and approaches to learning will gradually have a greater impact on assessment methods leading to better relationships between teachers and their students.

The results of the vocabulary level test show that the level of English vocabulary in children, who participated in this research, learning English as a foreign language is quite high. The introduction to this study examines the role of vocabulary and its impact on the whole language mentioned skills. Therefore, the small size of the vocabulary will also limit students' language abilities. We do not say that vocabulary is the only thing to learn or improve, but this study proves that vocabulary when learning a foreign language is a very important component of this process. Because without the vocabulary there is no language, and also its use becomes simply impossible. It is for this reason that we have to make a lot of efforts to improve student learning and to make some changes. These changes should include not only teachers but also publishers, as both are responsible for the type of input that is provided in and often outside the classroom. The type of input offered to students should include a balanced mix of all frequency levels, paying particular attention to different levels of frequency depending on the age of the students and the academic stage they are at. In addition to improving the number and quality of the vocabulary included in the input, the results of other areas of research on vocabulary teaching should be further developed to increase the effectiveness of learning. In addition, vocabulary needs to resume its central role in foreign language learning, given that emphasis is often placed on grammar without considering the meaning of words as the basic tools for translating grammatical rules into practice.

To sum up, there are several suggestions that teachers need to keep in mind about vocabulary. First, they need to be aware of the different methods that are available for the presentation and practical use of vocabulary. Second, when teaching new vocabulary, teachers should demonstrate new words in phrases, sentences, or contexts, not units. Moreover, students need to know not only the translation of the new element of the dictionary, but also its spelling, pronunciation, general conversations, context and grammar. Third, teachers need to be more creative in their learning, and they need to include word games and word and classroom games. The last implication is that students should be well aware of possible methods and techniques that may be useful for them to learn the language, including good ways to write vocabulary and use dictionaries.

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РЕЗЮМЕ

Сьогодні оцінка є важливою і часто обговорюваною частиною уроків. Про це ми можемо прочитати велику кількість теоретичних матеріалів, однак досвіду та ставлення вчителів бракує. Оцінювання може суттєво вплинути на успішність, мотивацію та зв'язок учнів із вчителем. Тому важливо розглянути та порівняти всі способи оцінювання та їх вплив на учнів та викладачів.

Ця робота поділена на вступ, три основні частини, висновок, додаток та список використаної літератури.

Метою даної роботи є надання теоретичних поглядів на оцінку школи, опис її основних принципів та інструментів, а також впровадження альтернативних методів оцінювання. Робота передусім стосується найбільш часто використовуваних прийомів оцінювання та їх застосування на уроках англійської мови.

Предметом даної роботи є надання ролі оцінювання словникового запасу. У цьому документі досліджено, як можна і як вчителі повинні оцінювати словниковий запас, а також які види завдань простіші для учнів у 5-9 класах та вивчається їх загальний рівень знань за допомогою окремих завдань.

Основна гіпотеза побудована на основі думок різних експертів, таких як Хармер, Джонстон, Нейшн, Рід тощо. Наприклад, Хармер стверджує, що оцінювання повинно належним чином вимірювати знання учнів, відповідно до його / її мовного рівня.

Теоретична цінність дослідження полягає в тому, що збирається інформація про те, як оцінюється словниковий запас, які основні завдання щодо оцінювання словникового запасу. Практичною цінністю даної роботи вважається те, як вчителі використовують оцінювання словникового запасу в різних школах, а отже, рівень знань студентів з даної дисципліни на цьому етапі їх навчання (Виноградівський і Березівський райони).

Робота поділена на три розділи, два теоретичні та один практичний. Теоретична частина містить загальні погляди на оцінку, її основні принципи, можливі труднощі, а також альтернативні методи та їх переваги на уроках англійської мови в школах. Друга частина теоретичної частини включає перелік різних видів завдань, за допомогою яких вчитель може оцінювати знання учнів. У цьому розділі окремо пояснюються всі типи завдань, їх методи, і кожна проілюстрована прикладом. Мета практичної частини - з'ясувати підходи шкільних вчителів до сучасної системи оцінювання, а також визначити, чи впливають різні типи оцінювання на інтерес учнів, результати, а також на роботу вчителя. Загалом, основна мета третьої частини - отримати загальне уявлення про знання англійської мови учнями 5-9 класів.

Дослідження було проведене для аналізу ставлення старшокласників до викладання лексики. Для того, щоб знайти відповіді в цих класах, було проведено якісний аналіз, використовуючи дані, зібрані з тестового документа, наданого учням старшої школи.

Результати показали, що студенти позитивно ставляться до різних інструментів оцінювання. Дослідження використовувало різні завдання для оцінки знань словникового запасу учнів. З результатів, отриманих щодо цих тестів, можна було зробити висновок, що вони показали достатні результати. У кожному класі були деякі труднощі, з якими доводилося впоратися учням. Для когось було важким завданням вибрати / написати правильну відповідь, комусь переклад слів. Це підтверджують результати дослідження, оскільки кожен клас мав різні результати. Для цього порівняння тест складався з чотирьох різних типів завдань.

Імплікація дає нам той факт, що найчастіше використовувані прийоми подання лексики - це візуалізація та переклад, тоді як найменш використовувані прийоми - словесні прийоми (такі як синоніми та протилежності), які представляють слова в ідіомах та розмовах. Крім того, нові слова подаються здебільшого у фразах чи контексті. З отриманих результатів під час вивчення нового лексичного елемента вчитель найчастіше вводить свій переклад, написання та вимову, оскільки діти перекладають слова англійською мовою, не роблячи великих і грубих помилок. Більше того, згідно з опитуванням, найефективнішими методами для учнів, які представляють новий словниковий запас, здається, є використання чіткості, слів у контексті та надання прикладів загальних фраз. Щоб учні були більш ефективними в розумінні читання, вчителі повинні навчити їх різним методам виведення значень із друку без використання двомовних словників чи перекладу. Це можна зробити через ознайомлення учнів із трьома системами кегування - графофонічною, синтаксичною та семантичною. Більш широке використання цих систем може додатково покращити розуміння учнями читання, що є основною метою читання” [23, с.132].

Дослідження виявило, що у більшості учнів найкраще виходить писати тести у формі запитань із численним вибором. Цей результат є дещо дивним, оскільки всі ми знаємо, що для оптимізації навчання слід зосередитись на різних контекстах, комунікативних тестах, а не на тестах з множинним вибором, які взагалі не містять жодного контексту. Цей результат обумовлений тим, що тест з множинним вибором найпростіший для виконання, на відміну від інших типів завдань, і навіть якщо дитина не знає відповіді, завжди є 25% шансів, що вони відгадають правильну відповідь.

Наступна імплікація полягає в тому, що для вчителя важливо знайти спосіб мотивації учнів до вивчення нової лексики, а також вказати та представити переваги різних методів навчання та методів тестування.

Результати дослідження показують, що вчителі роблять великий акцент на викладання лексики в класі. Опитування також повідомляло про різні прийоми та методи, якими вчителі користуються у викладі та практиці словникового запасу. Крім того, це дослідження показало, що інструменти самооцінки допомагають змінити культуру аудиторії, змусити учнів відчувати себе комфортно та розвинути їхню впевненість у собі. Однак слід пам'ятати, що на оцінку процесу навчання впливає багато факторів: ставлення, очікування, мотивація, суб'єктивність та характер вчителя та учня.

Виходячи з результатів досліджень, можна стверджувати, що реформи нових стратегій та підходів до навчання поступово матимуть більший вплив на методи оцінювання, що ведуть до кращих стосунків між викладачами та їх учнями.

Результати тесту на рівень лексики показують, що рівень англійської лексики у дітей, які брали участь у цьому дослідженні, вивчаючи англійську мову як іноземну, є досить високим. У вступі до цього дослідження вивчається роль лексики та її вплив на всі згадані навички мови. Тому невеликий розмір словникового запасу також обмежить мовні здібності учнів. Підводячи підсумки, ми можемо зробити декілька пропозицій, про які вчителям потрібно пам'ятати. По-перше, вони повинні знати про різні методи, які доступні для викладу та практичного використання лексики. По-друге, викладаючи нову лексику, вчителі повинні демонструвати нові слова у фразях, реченнях або контекстах, а не одиницях. Більше того, учням потрібно знати не лише переклад нового елемента словника, а й його написання, вимову, загальні бесіди, контекст та граматику. По-третє, вчителі повинні бути більш креативними у своєму навчанні, і вони повинні включати ігри при вивченні нових слів. Останнє значення полягає в тому, що студенти повинні добре знати можливі методи та прийоми, які можуть бути корисними для вивчення мови, включаючи хороші способи написання словника та використання словників.

Ми не кажемо, що словниковий запас - це єдине, що потрібно вивчити чи вдосконалити, але це дослідження доводить, що словниковий запас при вивченні іноземної мови є дуже важливою складовою цього процесу. Тому що без лексики немає мови, а також її використання стає просто неможливим.

APPENDIX A

Test paper

Topic: Seasons

Date:

Class: 5

Name:

Total score: 20/

1. Read the following sentences and put their numbers in the corresponding column.

Spring	Summer	Autumn	Winter

1. It is the time for nature to awake from its sleep.
2. The rivers and lakes are frozen over and you can see a lot of fishermen on the ice.
3. It's a wonderful time when the air is transparent and the trees stand red, brown, golden and yellow.
4. Strawberries are the first fresh fruit that you eat in this season.
5. It's cool and foggy, trees lose their leaves.
6. It's very cold and Christmas is in this season.
7. It's warm. The sky is blue. The birds build their nests. The snow melts. The people go to the forest and pick snow-drops.
8. It's hot and sunny. The days are long. The people go to the seaside. They swim in the sea or in the river.
9. The people wear raincoats and take umbrellas.
10. The children skate, ski and play snowballs.

Mark 5/

2. Find the odd-one-out.

1. Santa Claus, glove, rainbow, snow;
2. Warm, river, August, New Year;
3. Snow, ice-cream, Christmas, cold;
4. Sunny, July, snowman, hot;
5. Gingerbread, swimsuit, December, snowflake.

Mark 5/

3. Translate into English.

- 1) Évszakok (пори року) -
- 2) tavasz (весна) -
- 3) villám (блискавка)-
- 4) hórehely (сніжинка) -
- 5) hóember (сніговик)-
- 6) köd (туман) -
- 7) felhő (хмара)-
- 8) szivárvány (веселка) -
- 9) nedves (вологий)-
- 10) vihar (буря) -

Mark 5/

4. Write TRUE (T) or FALSE (F).

1. It is cold in summer. _____
2. In winter some animals sleep. _____
3. School begins in autumn. _____
4. It is hot in summer. _____
5. There are a lot of fruit and vegetables in winter. _____
6. It is rainy in autumn. _____
7. Children have holidays in summer and in winter. _____
8. Birds come back in summer. _____
9. Autumn is a tasty season. _____
10. There are a lot of flowers in summer. _____

Mark 5/

APPENDIX B

Test paper

Topic: Family

Class: 6

Date:

Name:

Total score: 20/

1. Read the following sentences and put their numbers in the corresponding column. Guess what member of a family it is about.

Mother	Father	Grandmother	Grandfather	Sister	Aunt	Uncle	Parents	Brother	Cousin

1. She is a pensioner. She loves her grandchildren. She is my mother's mother.
2. He is not old. He is my mother's husband.
3. She likes to play with her toys at home. She is my mother's daughter.
4. He is a student at university. He is my mother's and father's son.
5. She works at school as a teacher. She is my father's wife and my grandmother's daughter.
6. She looks like my mother, because she is my mother's sister.
7. He is the father of your father.
8. My father's brother is my...
9. My father and my mother are my...
10. My aunt's kids are my...

2. Find the odd-one-out.

1. Mother, adult, house, skirt, baby;
2. Weather, sister, grandfather, mother, household;
3. Stepmother, daddy, couple, train, family;
4. Kind, aunt, father-in-law, forest, generation;
5. Girlfriend, guy, imagination, marriage, grandchild.

Mark 5/

Mark 5/

3. Translate into English.

1. Családfa (сімейне дерево) -
2. Unokahúg (племінниця) -
3. Unokaöcs (племінник) -
4. Férj (чоловік) -
5. Feleség (жінка) -
6. Házas (одружений) -
7. Felnőtt (дорослий) -
8. Gyerekkor (дитинство) -
9. Szülők (батьки) -
10. Fia (син) -

Mark 5/

4. Read a short text and mark the sentences TRUE or FALSE .

Hello! My name is Lisa. I am eleven years old. I live with my family in Chernihiv. My parents love us, my younger sister Julia and me, very much. Mum and Dad are very careful, kind and wise people. They teach us a lot of good things. But the most important thing, in my opinion, which I learnt from my parents, is to love people around you. My sister and me are lucky children because we feel their love and kindness every moment of our life. I always go to school with joy because I look forward to meeting my friends there who are ready to help me and cheer me up in trouble. We've got a dog as a pet. It's a big brown French sheepdog, named Dizhon.

1. Lisa lives in Ukraine;
2. Her elder sister's name Julia;
3. According to parents' opinion, people must be kind and loving;
4. Lisa doesn't like going to school;
5. The family pet is a big clever sheepdog, named Rex.

Mark 5/

APPENDIX C

Test paper

Topic: Food

Class: 7

Date:

Name:

Total score: 20/

1. Read the following sentences and put their numbers in the corresponding column.

Chocolate	Peach	Apple	Carrot	Tomato	Milk	Lemon	Orange	Cucumber	Sandwich

1.It can be red or green or yellow. It grows on the tree in the garden. It is tasty in autumn and in winter.

What is it?

2.It is orange and sweet. It is a fruit. People like to eat and drink this fruit's juice. What is it?

3.It is sweet. It is tasty. Children like to eat it very much. What is it?

4.It is yellow. It is sour. People like to drink tea with this fruit. What is it?

5. It is white and tasty. People like to drink it with a bun. What is it?

6. It is made from one slice of meat or cheese between two slices of bread. What is it?

7. It is a vegetable. This is not a sweet vegetable. It is long. Its colour is green. You can eat it in a salad.

What is it?

8. It is a vegetable. This is a sweet vegetable. It is long. Its colour is red and orange. You can eat it in a salad or soup. What is it?

9. It is a vegetable. This is usually a round vegetable. Its colour is red. You can eat it in a salad. What is it?

10. It is a fruit. It is sweet and juicy. It is small and round. It grows on trees. What is it?

Mark 5/

2. Find the odd-one-out.

1. Appetite, automobile, nut, milk, mango.

2. Mirror, bean, bread, carrot, cabbage.

3. Coconut, egg, fish, clothes, bacon.

4. Orange, oil, pancake, peach, umbrella.

5. Strawberry, salad, sausage, hairstyle, rice.

Mark 5/

3. Divide the products into two groups as healthy or unhealthy and translate them into Hungarian.

Bread, chocolate, cake, fresh vegetables, meat, sweets, cheeseburger, salad, pizza, soup.

Healthy food	Unhealthy food

1. Bread-

2. Chocolate –

3. Cake -

4. Fresh vegetables -

5. Meat -

6. Sweets -

7. Cheeseburger -

8. Salad -

9. Pizza -

10. Soup –

Mark 5/

4. Read the article and correct all the five statements below.

Fast Food is very bad for your health

A lot of people eat fast food almost every day because they find it very tasty. Sometimes they eat it because they are busy and don't have time, or are too tired to cook.

Firstly, fast food such as burgers and chips contain a lot of fat and salt. People shouldn't eat fast food very often as this is bad for their health. We need to eat a plenty of fresh fruit and vegetables as well as fish and meat.

Secondly, fast food is very expensive. The money some people spend on fast food in one week is enough to buy fresh food for two weeks.

On the other hand, some people say that eating fast food saves time. So it's a way busy people can avoid cooking during the weekdays.

Although fast food is usually tasty and easy, people should cook their own meals and eat meat which is full of protein and other healthy products, all these kinds of food will make their lives long and healthy.

1. Few people eat fast food every day.

2. Fast food is full of vitamins.

3. It is not harmful for our health.

4. Fast food is rather cheap.

5. Burger and chips are full of protein.

Mark 5/

APPENDIX D

Test paper

Topic: Music...music...music

Class: 8

Date:

Name:

Total score: 20/

1. Read the following words and put them in the corresponding column.

Violin, piano, hip-hop, guitar, jazz, clarinet, recorder, rock, dance, trumpet, dubstep, keyboard, techno, country, cello, punk, electric guitar, pop, saxophone, classical.

Musical instruments	Types of music

2. Find the odd-one-out.

- Intrument, freedom, violin, composer.
- Church, musician, jazz, guitar.
- Cello, band, solo, desert.
- Artist, chorus, advice, producer.
- Genre, instrumental, album, illness.

3. Translate into English.

- | | |
|---------------------------------------|----------------------------------|
| 1. Gitár (гітара) – | 2. Hangszer (інструмент) – |
| 3. Zeneszerző (композитор) – | 4. Rím (рима) – |
| 5. Klasszikus zene (класична музика)- | 6. Hegedű (скрипка) – |
| 7. Énekes (співак) – | 8. Zongora (піаніно) – |
| 9. Dalok (пісні) – | 10. Dalszöveg (текст до пісні) – |

Mark 5/

Mark 5/

Mark 5/

4. Read the text and choose the right answer (A,B or C).

The Beatles

The British musical group appeared in the 1960s. The principal members were Paul McCartney (in full Sir James Paul McCartney; born June 18, 1942, Liverpool, England), John Lennon (born February 25, 1943, Liverpool), and Ringo Starr (by name of Richard Starkey; born July 7, 1940, Liverpool).

First they performed together in Liverpool in 1957. The group played American rock-and-roll. Throughout the winter and the spring of 1963, the Beatles continued their rise to fame. Those four young men were loved by thousands of people especially girls. A new word “Beatlomania” appeared in the vocabulary. Their songs: pop ballad “Yesterday”, hard rock song “Tomorrow Never Knows”, folk tune “Norwegian Wood” and many others were extremely popular. They were awarded by the Queen. To great regret of their fans the Beatles parted in 1971. In 1980 a big tragedy happened: John Lennon was killed. Today the Beatles are as popular as they were many years ago.

1. The main members of the Beatles were:

- Elvis Presley, John Lennon, Ringo Starr;
- Paul McCartney, John Lennon, Ringo Starr;
- Paul McCartney, John Lennon, Frank Sinatra.

2. First they performed together in:

- Liverpool;
- London;
- New York.

3. The Beatles played:

- Classical music;
- Jazz;
- Rock-and-roll.

4. They were awarded by:

- The Queen;
- People;
- The President.

5. One of the most popular hits by the Beatles is:

- “Yesterday”;
- “I Will Survive”;
- “Love Me Tender”.

Mark 5/

APPENDIX E

Test paper

Topic: Travelling

Class: 9

Date:

Name:

Total score: 20/

1. Put the compound nouns into the correct group:

arrivals hall, waiting room, hard shoulder, baggage reclaim, buffet car, petrol station, check-in-desk,
passport control, taxi rank, ticket office.

Air travel	Road travel	Rail travel

2. Find the odd-one-out.

1. Adventure, ticket, blanket, company, insurance.
2. Train, airport, bus station, education, journey.
3. Compartment, plane, librarian, guide, luggage.
4. Map, candle, passenger, train, plane.
5. Passport, metro, writer, railway station, air hostess.

3. Translate into English.

1. Bőrönd (валіза) –
2. Vonat (поїзд) –
3. Utas (пасажир) –
4. Villamos (трамвай) –
5. Külföldön (за кордоном) –
6. Utazás (подорож) –
7. Légi utaskísérő (стюардеса) –
8. Jegy (квиток) –
9. Buszmegálló (автобусна зупинка) –
10. Idegenvezető (екскурсовод) –

4. Read the text and answer the questions.

Travelling

There are no people in the world who don't enjoy travelling. It's one of the most exciting ways of spending our leisure. Some people prefer to travel around their native country, studying the national history and culture. But there is another group of tourists, who are fond of visiting some exotic places on our planet. My family is not an exception from this type.

My name is Joan. I live in Wales. I am sixteen. Every summer my parents have got vacation. We have already been to most of the West European countries. But last year there was a trip of all my life. We travelled to Thailand. It is a beautiful country with a rich culture, just south of China. People call it "the jewel of south – east Asia" for a good reason. Its tropical climate, white sandy beaches and ancient temples make it a perfect holiday destination.

Thai people are good-looking. They have got black hair, dark eyes and light brown skin. The Thai people are friendly, generous and kind.

Most of them live in villages. They work as farmers and fishermen. Family life is very important in Thailand, and families often eat together. Thai food is very spicy and includes curries, fish, seafood, soups and noodles.

Thai people love to enjoy themselves. Popular leisure activities include Thai boxing and watching traditional dance show. They also celebrate festivals throughout the year.

Thailand is a wonderful country. Its fascinating sight, rich cultural history and warm-hearted people make it unique. I strongly recommend you to spend your holidays there.

Mark 5/

Mark 5/

Answer the questions.

1. Where can people travel?
2. What country is Joan from?
3. Where did her family travel last year?
4. What kind of country is Thailand?
5. What makes it a perfect holiday destination?
6. How do Thai people look like?
7. What kind of life do they have?
8. What food do they eat?
9. What are their popular leisure activities?
10. Why does Joan call Thailand a wonderful country?

Mark 5/

Mark 5/

NYILATKOZAT

Alulírott, Szoboszlai Viktória angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2020. május 4.

Szoboszlai Viktória

Magyar összegzés

A világ globalizációja miatt jelentősen megnőtt az érdeklődés az angol, mint második nyelv elsajátítása iránt. Mivel a nyelvtanítás több készséggel jár, mint például beszéd, írás, hallgatás, olvasás stb., a nyelvtudás értékelése vagy tesztelése kétségkívül nehezebb, mint más olyan tantárgyak értékelése, amelyekben az eredmények egyértelműek és határozottak. Johnston azt állítja, hogy az idegen nyelvek ismeretének felmérésekor kulcsfontosságú kérdés a következő: Mit jelent az idegen nyelv ismerete? Tanárként nagy hatással vagyunk tanulóinkra és teljesítményükre. Mi döntünk, és megítéljük, melyik képességekre kell leginkább összpontosítani.

Általánosságban elmondható, hogy az idegen nyelv tanulása sok szempontot tartalmaz, amelyeket be kell mutatni. Tehát egy második nyelv elsajátításakor annak szókincsét, nyelvtanát, összetételét, kiejtését, kultúráját, sőt testbeszédét is meg kell tanítani és megtanulni.

Minden órának van egy célja, ami azt jelenti, hogy a tanulók, akik megértették az órát, képesek olyan feladatok végrehajtására, amelyeket korábban nem tudtak volna megtenni. Az óra végén a tanárok szeretnék tudni, hogy a cél megvalósult-e vagy sem. Minden tanár számára a hallgatók értékelése nagyon megterhelő munka. Az értékelés azonban nemcsak az oktatás, hanem a személyes és szakmai életünk része is.

A mai értékelés az órák fontos és gyakran megvitatott része. Az értékelés jelentősen befolyásolhatja a diákok sikerét, a motivációt és a tanárral való kapcsolatot. Ezért fontos, hogy fontolóra vegyük és összehasonlítsuk az értékelés minden módját és azoknak a diákokra és tanárookra gyakorolt hatását.

A munka bevezetőre, három fő részre, következtetésre, mellékletre és a felhasznált irodalom felsorolására oszlik. A munka elsősorban az értékelés leggyakrabban használt technikáival és azok alkalmazásával foglalkozik az angol órákon.

A munka három részre oszlik, két elméleti és egy gyakorlati. Az elméleti rész általános nézeteket nyújt az értékelésről, annak alapelveiről, a lehetséges nehézségekről, de alternatív módszerekről és azok előnyeiről is az iskolai angol órákon. Az elméleti rész második része felsorolja a különböző típusú feladatokat, amelyek alapján a tanár értékelheti a hallgatók tudását. Ez a szakasz elmagyarázza külön-külön az összes típusú feladatot, azok módszereit, és mindegyiket egy példa szemlélteti. A gyakorlati rész célja az iskolai tanárok megközelítésének megismerése a jelenlegi értékelési rendszerhez. Egy másik fontos cél annak meghatározása, hogy a különböző típusú értékelések befolyásolják-e és hogyan befolyásolják a tanulók érdeklődését, eredményeit, valamint a tanár munkáját. A harmadik rész fő célja, hogy általános képet kapjunk az 5–9 osztályos diákok

angol nyelvtudásáról, tudásszintjük értékelése önálló munkával. Tehát a gyakorlati rész bemutatja magát a kutatást, annak módszertanát és az elért eredményeket.

A munka célja, hogy meghatározza a szókincs értékelésének szerepét. Ez a tanulmány azt vizsgálja, hogy a tanárok hogyan tudják értékelni a szókincsset, valamint hogy milyen feladatok könnyebbek az 5–9 osztályos diákok számára.

A kutatási részben külön hangsúlyt fektetünk annak meghatározására, hogy mit értünk szókincs alatt, összefoglalva mindazt, amit tudunk róla. Folytatásként ismertetjük az értékelés és a visszacsatolás közötti fő különbségeket.

A munka célja, hogy általános képet kapjon a hallgatók tudásáról, megmutassa az értékelési módszerek sokféleségét. Ezenkívül adjon tájékoztatást a funkciókról és az értékelés formáiról.

A tanulmány elméleti értéke abban rejlik, hogy információt gyűjt arról, hogy miként értékelik a szókincsset, mik a fő kihívások a szókincs értékelésében.

A dolgozat elméleti része a nyelvtanulás során alkalmazott értékelés minden típusával foglalkozott, beleértve a hagyományos és alternatív módszereket is. A gyakorlati rész célja annak kiderítése volt, hogy az alternatív értékelési módszerek hogyan működnek az angol nyelv oktatásában.

Ezt a tanulmányt az általános iskola felső tagozatos tanulóinak a szókincs tanításához való hozzáállásának elemzésére készítettük. Ezenkívül a kezdeti cél annak meghatározása volt, hogy vonhatók-e párhuzamok a résztvevő válaszadók öt osztálya között. Annak érdekében, hogy ezekben az osztályokban válaszokat találjanak, kvalitatív elemzést végeztek az általános iskolásoknak adott tesztdokumentumból összegyűjtött adatok felhasználásával.

Az eredmények azt jelzik, hogy a hallgatók pozitívan viszonyulnak a különböző értékelési eszközökhöz. A tanulmány különféle feladatokat használt fel a hallgatók szókincsismeretének felmérésére. Az 5–9. osztályt értékeltük. Írásos munkát külön-külön végeztek egy adott témában, amelyet minden osztály számára külön készítettünk el. A vizsgálatokkal kapcsolatban elért eredmények alapján arra lehet következtetni, hogy ezek elegendő eredményt mutattak. Minden osztálynak voltak olyan nehézségei, amelyekkel a diákoknak meg kellett küzdeniük. Ezt megerősítik a vizsgálat eredményei, mert minden osztálynak eltérő eredményei voltak. Ehhez az összehasonlításhoz a teszt négy különböző típusú feladatból állt. A kutatás azt mutatja, hogy a fiatalabb hallgatók könnyebben megtanulják az angol szókincsset, míg az idősebb diákok bizonyos nehézségekkel küzdenek. A tanulmány első következtetése az, hogy minden feladatnak megvannak a maga előnyei és hátrányai, ezért amikor a tanárok értékelik a diákok képességeit,

különbéle feladatokat kell kombinálniuk, nem pedig csak az értékelés egyik módját kell használniuk.

A tanulmány eredményei azt mutatják, hogy a tanárok nagy hangsúlyt fektetnek a szókincs tanítására az osztályteremben. A felmérés beszámolt a tanárok által a szókincs bemutatásakor és gyakorlatában alkalmazott különféle technikákról és módszerekről is. A második következtetés azt a tényt nyújtja számunkra, hogy a szókincs bemutatására leggyakrabban alkalmazott technikák a vizualizáció és a fordítás, míg az általánosan használt technikák a verbális technikák (például szinonimák és ellentétek), amelyek a szavakat jelentik a szólásokban és a beszélgetésekben. Ezenkívül az új szavak többnyire kifejezésekben vagy összefüggésben kerülnek bemutatásra. A kapott eredményekből kiindulva egy új lexikai elem elsajátításakor a tanár a leggyakrabban bevezeti a fordítását, helyesírását és kiejtését, mert a gyerekek angolra fordítják a szavakat nagy és durva hibák elkövetése nélkül. Sőt, a felmérés szerint úgy tűnik, hogy az új szókinccset bemutató hallgatók számára a leghatékonyabb módszer az egyértelműség, a szavak kontextusban történő használata és a gyakori kifejezések példáinak bemutatása.

A tanulmány megállapította, hogy a legtöbb hallgató inkább teszket ír feleletválasztós kérdések formájában. Ez az eredmény kissé meglepő, mert mindannyian tudjuk, hogy a tanulás optimalizálása érdekében különféle összefüggésekre, kommunikációs tesztekre kell összpontosítani, nem pedig feleletválasztós tesztekre, amelyek egyáltalán nem nyújtanak összefüggéseket. Ez annak az eredménynek köszönhető, hogy a feleletválasztós tesztet a legkönnyebb kitölteni, szemben a többi feladattípussal, és még akkor is, ha a gyermek nem tudja a választ, mindig 25% az esély, hogy kitalálja a megfelelő választ. A következő következtetés ebből levonható, hogy a tanár számára kulcsfontosságú megtalálni a módot arra, hogy motiválja a tanulókat új szókincs elsajátítására, valamint rámutasson és bemutassa a különböző képzési módszerek és tesztelési módszerek előnyeit.

Pedagógiai szempontból sok tanár számára fontos, hogy értékelje a tanulók eredményeit, és gyakran szóbeli és értékelő értékelést kell alkalmazniuk a tanulók ismereteinek javításához. Sok tudós azzal érvel, hogy a hallgatók értékelése nagyon fontos, mert ez jutalomként és büntetésként szolgál. Ezenkívül a tudósok szerint gyakorlatilag lehetetlen azonosítani a hallgató egyéni képességeit a standard értékelés segítségével.

Ezenkívül a kutatás kimutatta, hogy a tanulási folyamat értékelését sok tényező befolyásolja: attitűd, elvárások, motiváció, szubjektivitás, valamint a tanár és a hallgató jellege.

Az alternatív értékelési módszerek rendszeres bevonását értékes tanulási eszköznek tekintik, amely elősegíti a tanárok és tanulók közötti jobb kapcsolatokat, ugyanakkor remek lehetőséget

nyújt a tanároknak a diákok jobb megismerésére, valamint az érdeklődésük és háttérük megismerésére.

A bemenetben szereplő szókinccs számának és minőségének javítása mellett tovább kell fejleszteni a szókinccsoktatás más kutatási területeinek eredményeit a tanulás hatékonysága érdekében. Ezenkívül a szókinccsnek vissza kell állítania központi szerepét az idegen nyelv tanulásában, mivel gyakran a nyelvtanra helyezik a hangsúlyt, a szavak jelentésének figyelembevétele nélkül, mint a nyelvtani szabályok gyakorlatba való átültetésének alapvető eszközei.

Összefoglalva: számos javaslatot kell a tanároknak szem előtt tartaniuk a szókinccsről. Először is tisztában kell lenniük a szókinccs bemutatásához és gyakorlati használatához rendelkezésre álló különböző módszerekkel. Másodsor, amikor új szókinccset tanítanak, a tanároknak kifejezésekben, mondatokban vagy összefüggésekben kell bemutatniuk az új szavakat, nem egységekben. Ezenkívül a diákoknak nemcsak a szótár új elemének fordítását kell tudniuk, hanem a helyesírást, a kiejtést, az általános beszélgetések, kontextus és nyelvtan. Harmadsor, a tanároknak kreatívabbnak kell lenniük a tanulásban, és be kell vonniuk a szójátékokat, valamint a szó- és osztálytermi játékokat. Az utolsó következtetés az, hogy a hallgatóknak jól kell ismerniük azokat a lehetséges módszereket és technikákat, amelyek hasznosak lehetnek számukra a nyelv elsajátításához, beleértve a szókinccsírás és a szótárak használatának jó módjait is.