

**Applied Linguistics.**  
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**Lecture -24.**  
**Materials and Assessment in Teaching Language.**

Today, in continuation with our discussions on language teaching, we are going to be looking at materials and assessment. So far, we have looked at in particular in the domain of language teaching different kinds of approaches which are theoretically grounded in language teaching. We have looked at it from historical perspective as well and then we evaluated certain features, techniques and limitations of some of the methods of teaching in practice. We also looked at why one method was better than the other, what caused improvements, what forced modifications in the methods of language teaching. The entire domain of language teaching is one of the oldest one and also significant from the perspective of second language understanding.

What we look at in language teaching is what works in learning language in a monitored environment, in tutored situations and when we have gone beyond the age of critical period, how access to universal grammar after critical period gets dissociated and we have weaker access to universal grammar after a certain period. All these parts come in play when we start looking at language teaching. We also look at requirements of language teaching, why learners want to learn a new language, the purposes of language learning and then certain psychological motivations as well.

This is in a way is short summary of the entire enterprise of language teaching. However, yet another part of language teaching is about materials and testing in the domain. Most often than not, these 2 aspects get neglected. They are dependent on teachers where most of the time teachers probably do not get a chance to pay adequate attention on these 2 aspects. Teacher, trainers and curriculum planners, policymakers do spend a lot of time on this, however this gets ignored in the domain of practice of language teaching.

We are going to be looking at certain aspects of materials and then certain aspects of assessment to be at least familiar with these 2 domains. And they are also going to see how our learning about language, that is the outcomes of the study of language is usefully compatible and necessary in understanding both, materials design and assessment in the domain of language teaching. Let us look at it carefully and then see how it works in this domain and then we will move to a new topic.

(Refer Slide Time: 4:12)

## Introduction

- Of all the aspects of language teaching perhaps least attention has been paid to language teaching materials even though they must be regarded as central to the process of teaching-learning a second or foreign language.
- 'Materials' could include linguistic, visual, auditory or kinesthetic material and these can be presented in print, through live performance or display, or on cassette, CD-Rom, DVD or the Internet.



Of all the aspects of language teaching as I just mentioned to you, perhaps least attention has been paid to language teaching materials, even though they must be regarded as central to the process of language teaching, particularly in the context of 2<sup>nd</sup> or foreign language. Materials become central and it could include linguistic, visual, auditory, kinesthetic and can be presented in print through live performance or display or on a cassette or CD-ROM, DVD or also in modern times through Internet. Technology is an important aspect in material production. We will briefly look at the technology and what it covers and how it helps in material preparations shortly. Some of the questions that we need to ask in the domain of materials are following.

(Refer Slide Time: 5:26)

## Some questions

- What are different types of materials?
- Who should ideally be our material writers?
- Should the materials focus on content or form?
- What is more important: explicit teaching of grammar or abundant exposure to engaging and challenging texts?
- Which pronunciation one should target at?
- What should the tasks on materials look like?
- How do we evaluate materials?
- Do we need some materials for the teachers too?




What are different types of materials? Who should ideally be our material writers? Should the materials focus on content or form or maybe both or maybe none? Should the materials not be relevant in bringing both together that will form a function. In other words, form and content of material, that is what goes in material, how we select that content. What is more significant, explicit teaching of grammar or abundant exposure to engaging in challenging texts?

Which one is more significant becomes a relevant question before we proceed on designing materials for teaching. Which pronunciation one should target at? Should one retain the influence of the mother tongue or one should try to learn the pronunciations of the sounds of the target language? What should that task of materials look like? How do we evaluate materials and do we need some materials for the teachers too? We are going to be looking at some of these aspects as well in our discussions.

(Refer Slide Time: 6:59)

## Nature of Materials

- The nature of materials will differ according to the context in which a language is being taught. In the case of English for example, it may at places be a second language with a very rich exposure available in the environment; in some other context, the input available outside the school may be marginal while in some remote areas, English may be almost a foreign language. This holds true for Hindi as well in many parts of the country.
- Thus, depending on the context, the nature of materials will not only vary for children but also for teacher trainers and teachers.
- It is important to realise that more localised the texts, greater is the possibility of learners engaging with them more meaningfully. Moreover, it is only in the contextualised local materials that there exists a possibility of incorporating local systems of culture and knowledge.




The nature of material will differ according to the context in which language is being taught. This should not be a matter of debate. In the case of English for example, it may at places be the second language with a very rich exposure available in the environment, that is immediate society. However, in some contexts, the input available outside the school may be so marginal that in remote, particularly in remote areas that English may be almost like a foreign language.

This is more often encountered than not. This holds true for Hindi as well in many parts of this country. And likewise, such a significant consideration is relevant for teaching any

language as a target in learning. Thus, depending on the context, the nature of materials will not only vary for children but also for teacher trainers and teachers, if the significance of materials for teacher trainers and teachers are called considered significant.

It is important to realise that more localised the text, greater is the probability of learners engaging with them more meaningfully. Moreover, it is only in the contextualised local materials that there exists a possibility of incorporating local systems, culture and knowledge about local system, which includes local language as well. And it has been indicated in literature that it yields better results.

(Refer Slide Time: 9:07)

- Materials and Technology
  - The materials-technology interface has revolutionized the process of learning for learners with disability.
  - It has aided learning manifold for all learning and has helped make teaching/learning inclusive of all.
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One more aspect about the nature of material is the interface of technology in preparing materials. This aspect at least in the modern time cannot be ignored because the abundance and availability of technology all around us is hard to ignore to have its influence on material preparation. The material technology interface has revolutionised process of learning for learners with disability and difficulty in particular. It has made everything possible for the learners with difficulty to perform exactly the way any other child would perform in the classroom, we only need to depend on adequate and proper type of technology and materials prepared with such a design in mind.


However it has added learning manifold for all learning and has helped make teaching learning inclusive of all. So, where becomes inclusive of all, when technology, that is the use of technology facilitates making learning inclusive for all, it is easy and of course it requires attention but becomes easier to incorporate children with difficulty to make it easier for them.

They do not require a particular individualised attention in the sense that once the technology makes it available for everybody inclusive into that, it automatically subsumes making materials available and doable for children with difficulties.

(Refer Slide Time: 11:16)

## Authentic Materials

- It is highly important that we select texts from established authors or when needed take texts from professional translators. When the texts are contrived, redundancy, which is an integral part of language, is eliminated making the texts artificial, meaningless and incomprehensible. Those who wish to provide learners meaningful exposure to language choose authentic texts that are typically used in everyday life. These texts may not be produced specifically for language-teaching purposes. It is also important not to temper with authentic texts. If there is an urgent need to shorten or slightly modify an authentic text, it should never be done without the permission of the author. It is in the exercises and activities designed on the text that the textbook writers can indeed play an innovative and constructive role.




There is an important question of authentic materials in any discussion of materials and about materials. It is important that we select texts from established authors or when needed take texts from professional translators. It excludes the possibility of writing texts for the use of it in the classroom. At times it could be not simply time-consuming but also problematic. We will we will leave this aspect apart, however it is based on research under feel of materials that selection of texts must be from professional translators if it is needed or at least authentic or primary established authors.

When the texts are contrived redundancy which is an integral part of language is eliminated making the text artificial, meaningless and incomprehensible. You do not want these things to be part of your materials, these things are going to left us behind in learning and are not going to be conducive for learning at all.

Those who wish to provide learners meaningful exposure to language choose authentic texts that they typically used in everyday life. These texts may not be produced specifically for language teaching purposes and that is alright, that should be alright. It is also important not to tamper with authentic texts. Authentic, if there is an urgent need to shorten or slightly modified an authentic text, it should never be done without the permission of the author.

These are important things for the proprietaries as well. It is in the exercise and activity design on the text that the textbook writers can indeed play an innovative and constructive role. The message is clear that tempering with the authentic materials may not yield much result in learning. Also not selecting authentic materials from established authors are not going to give desirable outcomes.

(Refer Slide Time: 14:11)

- Texts from diverse cultures, Indian and foreign, including stories, poems, folk literature etc. must be brought into the class room to enrich the class room environment and to sensitize learners to other social groups.
  - Irrespective of which social context it is and irrespective of the linguistic theory and pedagogical practices being followed, the textbook remains a central piece in the teaching-learning situation. Most teachers and learners still depend on the textbook for day today work. Even though one should continuously try to enrich and supplement the textbook, its importance can hardly be overestimated.
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Texts from diverse cultures, Indian and foreign, including stories, poems, folk literature, etc. must be brought into classrooms, enriches the classroom environment and sensitise learners to other social groups. Irrespective of which social context it is and irrespective of the linguistic theory and pedagogical practices being followed, the textbook remains a central piece in teaching learning situations.

Most teachers and learners still depend on textbooks for day to day work in the classrooms, even though one should continuously try to enrich and supplement the textbook, its importance can hardly be overestimated. It is important in the classroom, a textbook is a required aspect of teaching. Language textbooks which should always be most inviting and challenging generally end up to be boring and unimaginative.



(Refer Slide Time: 15:27)

- Language textbooks, which should always be most inviting and challenging, generally end up being boring and unimaginative. In particular, the language textbooks for pre-primary and primary education should be written with great sensitivity and care. They should be contextually rich and provide suitable challenges to the creativity of learners.
- These books should not consist of just stories and poems but should reflect a whole range of genre and themes, including tasks that would involve careful observation and analysis, and finally an aesthetic synthesis in oral and written articulation. Illustrations, layout, and design are an integral part of textbooks. In most cases, textbooks are written first and then handed over to illustrators.




Why so is an important part to look at by all language teachers and theoreticians and people involved in material production. In particular the Language textbooks for pre-primary and primary education should be written with great sensitivity and care. They should be contextually rich and provide suitable challenges to the creativity of learners. This requires attention as well, we will go into little bit details of these things shortly.

These books, that is the textbook for learning language should not consist of just stories and poems but should reflect a whole range of genre and themes including tasks that would involve careful observations and analysis and finally and an aesthetic synthesis in oral and written articulation. Illustrations, layouts and designs are integral part of textbook writing. In most cases textbooks are written 1<sup>st</sup> and then handed over to illustrators, this ought to be avoided.

(Refer Slide Time: 16:50)

- This process results in a pathetic mismatch between content and illustration, and this comes, of course, at great cost to the public exchequer. A team of textbook writers, layout professionals, and illustrators should work in tandem right from the beginning, and a smaller team from this group must be associated with the production of textbooks.
- What becomes most disastrous is that a master textbook is generally produced in one language and then it is translated into other languages.'




Because this process results in a mismatch between content and illustration. And this comes of course at great cost to public exchequer. Theme of textbook writers, layout professionals, illustrators should work as a team right from the beginning and a smaller team from this group must be associated with the production of textbooks as well. This is just about, just the process, this is the significance of teamwork from various parts which are all equally significant in producing materials that is textbooks.

What becomes more disastrous in particular is that a master textbook is generally produced in one language and then it is translated into other languages. This could be tough, this may not yield desirable results. Sometimes one textbook has also been argued to be prescribed all over the country, that definitely ignores cultural diversity and linguistic diversity at least. If this becomes socially insensitive exercise and therefore does not yield much results.



(Refer Slide Time: 18:21)

- A FINAL SELECTION MUST BE ARRIVED AT WITH GREAT CARE AFTER LOT OF DISCUSSION AND KEEPING IN VIEW AT LEAST THE FOLLOWING ISSUES:
  - Communal harmony, scientific temper, aesthetic and ethical aspect
  - Focus on message rather than form
  - No explicit teaching of grammar
  - Activities designed in a way that the classroom languages are used as a resource
  - Context sensitivity and relevance to contemporary conventions
  - Activity-based engaging and challenging tasks
  - Sensitivity to gender, marginalized sections of society and persons with disability
  - Focus on life skills



In the process of selection, a great care after a lot of discussion must be given to the following issues. Communal harmony, scientific temper, aesthetic and ethical aspects must not be ignored. Focus on message rather than form should be kept in mind. No explicit teaching of grammar should be part of materials. Activities designed in a way that the classroom languages are used as a resource. We will come back to this part in particular in a minute. Context sensitive and relevance to contemporary conventions must be brought into in material production.

Activity based on engaging and challenging tasks are of paramount significance for children learning language and these are the things that are not going to be boring, rather it will be engaging for children in the classroom. Sensitivity to gender, marginalised sections of the society and persons with disability are required in textbook productions. Not all but most often than not, textbooks used to ignore such sensitivity wherever required. Focus on life skills must be an important message from the textbooks.

(Refer Slide Time: 20:08)

- Presentational aspects such as paper, printing, font, colours, picture quality, binding etc
- Space for reflection and new ideas
- Focus on indigenous cultures
- Dynamic and flexible
- Information provided must be accurate.
- Enough examples and explanations where needed
- It should not encourage rote learning.
- Make sure that grammar is acquired implicitly.



These are important parts that should be part of material production. Presentational aspects such as paper, printing, font, colour, picture, quality, binding, etc. are also significant in textbook preparation. Space for reflections and new ideas are significant. Focus on indigenous culture brings a lot and we allow and give an opportunity to young children to deal with these things and get acquainted with them in particularly understanding the diversity available in our country.

Dynamic and flexible materials are the need of the hour. Information provided by the accurate, therefore accuracy must be checked in the production of materials. Enough examples and explanations whenever needed should be part of it. It should not encourage rote learning, make sure that grammar is acquired implicitly. Some similarity with existing teaching methodologies, their techniques, their limitations, shortcomings and theoretical understanding of language teaching is also required for preparation of relevant material.

(Refer Slide Time: 21:50)

## Innovations

- A short spell of silence in the beginning is natural and to be expected. Perhaps the most powerful way to address this issue is to allow learners to use their own languages in the classroom. One of the most effective way of using multilingualism in the classroom as a resource is to build on the languages of learners.



Now, we turn to innovation part we will talk about a couple of examples that how such aspects are going to be relevant in producing engaging and challenging material for learners. Silence is an important problem in our classrooms. A short spell of silence in the beginning is natural and is expected as well. Perhaps the most powerful way to address this issue is to allow learners to use their own language in the classroom. And there could be nothing more engaging, respectful and bringing children's attention in the classroom, there is nothing more significant than focusing on these aspects. And in particular the language of the classroom, the language of the participants is relevant.

(Refer Slide Time: 22:50)

- The most rewarding way of in learning is using the languages available in the classroom as a resource. For example, you could ask learners to work in small groups and work on all the languages available in the group including the target language. They could work on a list of words they create, make their plurals, classify them into different categories and make rules for each language. This not only enhances language proficiency but also helps in creating sensitivity to language and language structure and in building metalinguistic awareness.



So taking care of the local language and the language available in the classroom is going to be a rewarding way in facilitating learning for any language. It is recommended for learning anything but in particular learning for learning language, this is significant. And the available language can be used as a resource in the classroom. It just makes learners feel accepted, appreciated, respected and included. There is no way to achieve all that at a time in such a short period of time. This may not look rewarding right away as we are not familiar with such sensitivity, with requirement of such sensitivity and abundance of research in this area. Then the question becomes how do we use this.

It is simple, it is not difficult, I can talk about one particular aspect of it and the exercise is so simple. You can use all the languages available in the classroom including the target language. You can ask learners to come up with words in these languages, you can ask them to say something in their languages and then with the list of those words they can categorise them and for an example, make plurals out of them. When they make plurals of those existing words, thus far it is very simple.

Then you can ask them to come up with the rules for each of these languages for those learners. You just have to wait and watch how nuanced rules are brought out to our attention with very simple approach and in a very short period of time without much of linguistic training. This enhances language proficiency. And not only that, it helps creating sensitivity to language and language structure and in building Meta linguistic awareness. This is highly rewarding method in learning and the use of language available in the classroom cannot be ignored any further.

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- No material is fit for all times and for everyone. A set of criteria needs to be identified before any material is evaluated. Recently there have been attempts to help teachers to conduct action research on the material they use and to develop instruments for use in conducting pre-use, whilst use, and post-use evaluation. In fact, what is important is to continuously enrich the guidelines for producing new materials. Textbooks and other materials must also provide space for different varieties of language.



It is also significant for us to understand that no material is fixed for all times and for everyone. A set of criteria needs to be identified before material is evaluated. There has been attempts to help teachers to conduct action research in the material and they use to develop instruments for use in conducting pre-use and post use evaluation as well. In fact what is important is to continuously enrich the guidelines for producing new material.

Textbooks and other materials must also be provided space for different varieties of languages as well. The space for different varieties of language is equally significant in the process of using language available in the classroom as resource. If we are planning to use innovative materials for learners, we should also be ready with corresponding innovative materials for teachers and teacher educators.

(Refer Slide Time: 27:01)

## Teachers and Teacher Educators

- If we are planning to use innovative materials for learners we should also be ready with corresponding innovative materials for teachers so that they may use the materials effectively and also produce new materials on their own. These materials should focus on the nature, acquisition and structure of language in a preliminary way, and talk about issues concerning speech and script, language and dialect, stereotypes about language and language learning, methods and materials of teaching, assessment, first, second and foreign language learning etc. We also need to indicate how a teacher may be able to use ICT effectively in the classroom.



So that they may use the material effectively and also produce the materials on their own. These materials should focus on the nature, acquisition and the structure of language in primary way and talk about issues concerning speech and script, language and dialect, stereotypes about language and language learning processes, methods and materials of teaching, assessment for 2<sup>nd</sup> and foreign language learning. We also need to indicate how teachers may be able to use ICT effectively in the classroom. The use of the technology is significant part for teachers now in particular while teaching language. We move now to another significant part which is assessment.



(Refer Slide Time: 28:03)

## Assessment


- Debate on the issue of assessment. ranges from having unit-wise tests every week to not having any tests at all.
- Some scholars argue that it is as important to test what is being learnt as it is to teach i.e. teaching and learning without corresponding assessment may be pointless. Others argue that testing is simply a waste of time and constitutes uncalled for threat for children causing them considerable stress and anxiety.
- Though it is true that the kind of examinations that lead to stress or suicides are not worth having, we must appreciate that some form of assessment is an integral part of the teaching-learning process.



The debate on this issue of assessment has very wide range. Some people talk about unit wise tests for every week and still some different want to have no tests at all. Some scholars argue that it is important to test what is being learned as it is to teach, that is learning and teaching without corresponding assessment may be pointless. Others argue that testing is simply a waste of time and constitutes uncalled for threats to children causing them considerable state of anxiety.

Now, how do we deal with this? We need to understand what an assessment is all about. We will look at it in this process. It is, though it is true that the kind of examination that leads to stress or suicide are not worth having, there is no debate about that. We must change the process of such examinations and tests. However we must appreciate that some form of assessment is an integral part of teaching learning process. And we will focus on that path alone.

(Refer Slide Time: 29:25)

- There is a dialogic relationship between textbooks, classroom transactions, syllabus and curriculum on the one hand and assessment on the other.
  - It is only this understanding that would help the teacher to modify her methods and materials. It would help the teachers to identify learner needs, facilitate their learning process and enable her to modify her formative (during teaching) and summative (term or end of the year) assessment procedures.
  - The term 'assessment' refers to all those activities undertaken by teachers and by their students in assessing themselves; the information gathered from these tasks is to be used as feedback to modify the teaching and learning activities in which learners and teachers are engaged.
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There is a significant relationship between Textbooks classroom transactions, syllabus and curriculum on one hand and assessment on the other. Therefore assessment is not the last but an effective part of teaching method. It is only this understanding that would help teachers to modify her methods and materials. It would help the teachers to identify learners needs, facilitate their learning process and enable her to modify her formative and summative assessment procedures.

Formative assessment is something that happens during teaching like quizzes, etc. and summative is at the end of the term or the year. The term assessment refers to all those activities undertaken by teachers and by their students in assessing themselves the information gathered from the tasks is to be used as feedback to modify teaching and learning activities in which learners and teachers are engaged.

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### **Achievement and Proficiency**

- Achievement relates to testing what has been taught in a given course whereas proficiency refers to the overall ability of the learner in a given subject and is predictive of the possible future behaviour of the learner in that domain of knowledge.
- In the case of achievement tests, questions are based on what has been taught and what is there in the text used for teaching. On the other hand, in the case of the proficiency level tests, the tests invariably consist of questions, tasks and projects that the student is not likely to be familiar with before but which must be within the range of her expected abilities at a given level and a point of time.




Achievement relates to testing what has been taught in a given course, whereas proficiency refers to overall ability of the learner in a given subject and is predicative of possible future behaviour of the learners in that domain of knowledge, is the difference between achievement and proficiency. That is in the case of achievement tests, questions are based on what has been taught and what is there in that text used for teaching.

On the other hand, in the case of the proficiency level tests, the tests invariably consists of questions, tasks, projects and the student is not likely to be familiar with it before but which must be within the range of her expected abilities at a given level and a point of time. That is the difference between achievement tests and proficiency tests. Some of the achievement techniques are as follows.

(Refer Slide Time: 31:43)

## Assessment Techniques

- Assessment technique may include self-assessment, peer-assessment, take home projects and assignments, portfolios, concept mapping, etc.
- All assessment activities should be as learner friendly as possible and should not cause any anxiety to the learners. In our systems of assessment, we have undermined the role of peer-evaluation and portfolios.
- The amount of learning that takes place when children discuss their responses to a given task in small groups is indeed enormous.
- The primary purpose of undertaking assessment tasks should be to understand the learners better and improve teaching methods and materials. Such assessment becomes 'formative' when the evidence is actually used to adapt the teaching work to meet the learning needs of pupils.



Achievement techniques may include self-assessment, peer assessment and take-home projects and assignments, portfolios, concept mapping, etc. All assessment activities should be as learner friendly as possible and should not cause any anxiety to learners. This should be a significant part of consideration in assessment all the time. In our system of assessment, we have undermined the role of peer evaluation and portfolios.

In fact these things are not given much attention in any type of assessments at all. The amount of learning that takes place when children discuss their responses to give to a given task in a small group is enormous. At the same time the amount of learning that takes place in peer evaluation is huge as well, that maybe not any further.

The primary focus of understanding an assessment tasks should be to understand the learners better and understand learning styles better. In order to improve teaching methods and materials, such assessments become formative when the evidence is actually used to adapt and teaching works to meet learning needs of the learners. We have talked about formative assessment.

(Refer Slide Time: 33:20)

## Formative assessment

- Formative assessment takes place during the process of learning and involves teacher observation. It focuses on the immediate learning activities of students where the teacher and student work together in setting goals and achieving them. It focuses on where the child is now in her own learning, where she is going and how she will get to the next point in learning. It enables the teacher to plan and adapt schemes of work and programmes, as it emerges how the learner is interacting with the curriculum. Providing children with feedback helps them to celebrate their achievement and to identify further challenges. This level of involvement by children in their own learning enhances their self-esteem.



Formative assessment takes place during the process of learning and involves teachers of the vision. It focuses on the immediate learning activities of the students where the teacher and a student work together in setting goals and achieving them. It focuses on where the child is now in her own learning, where she is going and how she will get to the next point in learning.

It enables the teacher to plan and adapt schemes of work and programs as it is emerges how the learner is interacting with the curriculum. Providing children with feedback helps them to celebrate their achievement and to identify further challenges. This level of involvement by children in their own learning enhances their self esteem and does not cause anxiety to a greater extent in the process of assessment.

(Refer Slide Time: 34:33)

## Summative assessment

- Summative assessment is the term end assessment which gives a comprehensive picture of the overall achievement of the learner. It can often occur at the end of a cycle, where a change or handover of teacher is occurring. While it has major impact on how the learner progresses through the learning continuum, one of its little-acknowledged limitations is that it only can be a snapshot of where the learner is at the time of the testing. Good evaluation is one which provides a near complete picture of child's accomplishments and is based on multiple sources.



At the same time, summative assessment is the term end assessment which gives a comprehensive picture of the overall achievement of the learner. It can often occur at the end of a cycle where a change or handover of teacher is caring. While it has major impact on how the learner progresses through, the learning continue one of its little acknowledged limitations is that it is, it only can be a snapshot of where the learner is at the time of the testing. Good evaluation is one which provides near complete picture of child's accomplishment and it is based on input sources. How do we pick one over the other is pretty much clear from the discussion. And there are certain things in place by agencies monitoring teaching in our country, however that requires some other debate at all.



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## Types of Tests

- Tests are often classified into the following categories:

**(a) Aptitude Tests:** An aptitude test measures a learner's aptitude for foreign/second language learning. It helps in identifying those students who are likely to be successful in it.

**(b) Criterion-referenced Tests:** A criterion-referenced test is designed to measure well-defined and fairly specific objectives. In other words, it is course/ programme specific. Diagnostic and achievement tests belong to this category. A diagnostic test reports on the learner's progress in learning particular elements of the course. It is normally used at the end of a unit in the course.



There are certain types of tests that have also been adapted and some of them are like aptitude tests and reference tests. An Aptitude test measures learner's aptitude and foreign and second language learning. It helps in identifying those students who are likely to be successful in that. Criterion referenced test is designed to measure well-defined and fairly specific objectives of tests and also of learning. In other words, it is program specific, diagnostic and achievement test belong to this category. It diagnostic test reports on the learners progress in learning particular elements. It is normally used at the end of the unit in the course.

(Refer Slide Time: 36:38)

## Norm-referenced Tests

- A norm-referenced test is a test of global language abilities. Most of the placement and proficiency tests are norm-referenced tests. The aim of a proficiency test is to assess the learners' ability to apply in actual situations what they have learned and to find out whether the learner has reached a certain standard in relation to specific abilities.



Some more tests are like Norm referenced tests which is a test of global language ability. Most of the placement and proficiency tests are Norm reference tests, the aim of this test is to assess learner's ability to apply in actual situations what they have learned and to find out whether the learner has reached a certain standard in relation to a specific ability or not. One of the most important in the types of tests is Cloze tests.

(Refer Slide Time: 37:15)

## Cloze Test

- Cloze test is based on Gestalt psychology which essentially suggests that if we understand the whole, a missing part will easily get recovered. It is useful to make a distinction between the cloze procedure and the cloze test. The cloze procedure would refer to all the variations that surround the various tests that may be constructed to examine different aspects of language. The cloze test, on the other hand, refers to the standard procedure in which a text is mutilated through random deletions and only the exact retrievals are counted as accurate answers.



It is based on certain type of psychology which essentially suggests that if we understand the whole, a missing part will easily get recovered. We have to make a distinction between Cloze test procedure reference to all the variations that surround various tests that may be constructed to examine different aspects of language. The Cloze test on the other hand reference to the standard procedure in which a text is mutilated through random detention and only the exact retrievals and are counted as accurate answers.

We look at these types of tests in order to understand assessment and also to understand what type of assessment is significant in particularly language teaching. And as a whole understanding materials and what goes in material production, what we should be looking at while producing materials, at the same time, what we should be looking at and what we should be careful about assessment are significant parts of language teaching. With this we conclude the area of language teaching and with the hope that it helps you understand the domain with clarity, rather with more clarity. Thank you.