

Testing For Language Teachers Arthur Hughes

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Arthur Hughes. The main objective of this text is to assist language teachers in writing better tests. The author defines a good test as one that contains validity, reliability, practicality and a positive reaction. Hughes offers practical and realistic guidance on how to create a good test. The author pays special attention to the effect of testing on teaching - a test should not only be reliable and valid but should also have a positive effect on teaching.

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The attitude the author takes toward testing is that a test should focus on one of the four basic skills: speaking, reading, writing, or listening. Grammar and vocabulary, he claims, are not ends in themselves, but merely components of the four basic skills, so they don't need to be given much emphasis in testing.

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INTEGRATIVE TESTING □ requires the candidate to combine many language elements in the completion of a task □ writing a composition □ taking notes while listening to a lecture □ taking a dictation □ completing a cloze passage □ Unlike DP tests, IN tests tend to be direct. □ some integrative methods, such as cloze procedure, are indirect □ Diagnostic tests of grammar tend to be discrete point

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Arthur Hughes, Testing for Language Teachers, 1989. 10.

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The book is excellent for the language teacher with a TESOL background. It teaches how to make a valid test questions, how to select types of tests, how to identify a flawed test, why some tests fail to accurately produce a record of students knowledge and abilities and everything in between. This book will guide you to be a better teacher.

Testing for Language Teachers by Arthur Hughes

A test was devised which was based directly on an analysis of the English language needs of first year undergraduate students, and 1 1 Teaching and testing which included tasks as similar as possible to those which they would have to perform as undergraduates (reading textbook materials, taking notes during lectures, and so on).

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