



**FOAI  
LANGUAGE USE  
A1-A2**

# GENERAL GUIDELINES

- In lower levels, more constructed response items are preferred as writing the selected response items is more difficult?
- Consider the objectives while deciding on the item types.
  - MC may not be appropriate for some certain objectives as distractors may not be meaningful and as it is hard to construct.
- (1- Specifications) weighting, instructions, timing, sample items, word counts, duration, difficulty level of tasks, etc.
- (2- Task Familiarity) give out sample tests beforehand to ensure task familiarity and exposure and also provide sample items in the exam booklet.
- If LI is not given, more emphasis should be on task familiarity.
- (8- Instructions) highlights are required in instructions; bold, italics, underline, etc.

# MULTIPLE CHOICE

- It is good to test a lot of objectives.
- AVOID repetitiveness of the objectives. – Redundancy.
- AVOID having a lot of items using the same text. – Cognitive load
- AVOID assessing two objectives at a time
  - Positive and negative options!
    - A) have B) don't have C) has D) doesn't have
  - Testing two objectives in one discrete item. (Two blanks in one stem: tricky & confusing)
    - A) her/ mine B) hers/ mine C) her / me D) hers / me
- Word formation with options
  - AVOID spelling issues
  - Differentiate between the word forms
- SUGGESTION: Having fewer options!
  - not enough grammatically correct options so test writers end up having to use incorrect ones!

# SENTENCE TRANSFORMATION

- It is good to test different language objectives in one task.
  - As long as enough guidance is given and the students are familiar with this type of task.
- Marking might be problematic. Especially it might be difficult to ensure standardization.
  - Having standardization session to go over possible answers.
  - Asking teachers to go over the exam papers and come up with their possible answer keys and collating them one day later to create one revised answer key.
- Students might make mistakes on not the target language but different points: spelling, etc.
  - SUGGESTION: Longer prompts, more specific!
- Instructions are quite important here in order to avoid confusion.
  - SUGGESTION: Providing clearer examples!

# OPEN CLOZE TEST

- It is important to differentiate between the function and content words.
- This type of task might be cognitively challenging for lower levels.
- Test takers may not be able to understand what is expected.
  
- SUGGESTIONS:
- Task familiarity is important. Guidance should be provided.
  - «Fill in the blanks with ONE word.»
- Instructions should be clearer.
- Specifying the words required might help.

# ERROR CORRECTION

- It is good to challenge students.
- It might be meaningful if we want to compile the students' common mistakes.
- Recognition level might be better.
- Especially the task that requires reading a text and finding the mistakes and correcting them could be more appropriate for higher level students.

# GAP FILL / WORDS FROM THE BOX

- Certain principles should be followed:
  - Avoiding giveaways (Plural vs. Singular, Tenses)
  - Having a balanced number of distractors for each word form
  - Giving extra distractors than needed
  
- Should we include visuals for gap-fill tasks?
  - Culture of the institution
  - Lack of context
  
- It is sometimes difficult to decide on which word to test and to use as distractor.
  - Wordlists?!