

their application type, format, and/or function. Clicking on a specific tool will provide a short description of the tool, some metadata, and the weblink to the tool's homepage.

Another repository is the Inventory of ICT (or Information and Communications Technology) Tools and Open Educational Resources: <http://tiny.cc/ECML>. Being the result of cooperation between the European Commission and the European Centre for Modern Languages of the Council of Europe, the Inventory of ICT Tools and OERs boasts a collection of over 130 tools and resources for language learning and teaching. The inventory can be filtered and searched by principal functions, language skills, and types of interaction. Each item in the inventory comes with a detailed description, an evaluative statement, a tutorial, some metadata, as well as information about usability, interactivity, and technical requirements for using the tool or resource.

Language teachers interested in expanding their knowledge and skills in the realm of online education may also benefit from visiting the Online Learning Design Studio: <http://tiny.cc/OLDS>. Unlike the previous two repositories that emphasize specific tools and resources, the Online Learning Design Studio offers an aggregation of weblinks to resources and materials in the areas of content development, interaction, and technology. While this website is geared primarily towards language educators who intend to design, develop, and teach online courses, it may also be useful for those teachers who are simply interested in infusing technology into their face-to-face instructional practices.

Needless to say, the list of professional development opportunities and online tools and resources that I have presented above does not pretend to be in any way exhaustive or comprehensive. That being said, it is my hope that the content of this article might help some pre-service and in-service language teachers discover new avenues for enhancing and expanding their expertise in technology-mediated foreign language education.

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## **WORKING OUT ENGLISH TESTS FOR STUDENTS**

**Larisa Tkachenko**

*English teacher, the department  
of the English language and translation,  
Izmail State University of Humanities*

The process of studying and digesting the English language involves two important components: forming communicative competence and evaluating the level of its forming. It means that the process of study should necessarily include testing and evaluating of the level of acquired knowledge. Therefore, working out English tests and their proper evaluating is actual in the process of studying.

Mostly, in the process of studying, teachers use such assessments as:

- 1) entry tests;

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- 2) module tests at the end of the term;
- 3) final tests at the end of the year.

The results of these tests give the possibility to solve particular methodical tasks. For example, entry tests aim to define the starting level of knowing this or that aspect and to master it if necessary. On the basis of module tests the teacher evaluates the effectiveness of his methodical strategy and tactics and the student can see his own progress in studying.

The procedure of creating these kinds of assessments in the process of teaching English involves working out special tests with the help of which the teacher will have real markers of students' progress in mastering English as long as these tests are correctly worked out, done and the results are faithfully evaluated. Such English tests provide students with conditions in which he will be able to demonstrate his success in acquiring knowledge and skills in speaking English.

Such tests should meet the requirements of quality, the main of which are reliability and validity. The first requirement – reliability – means that the test can reveal the real level of students' knowledge. The second – validity – shows that the test meets the requirement of being a real instrument of assessing the students. For example, the test on reading should really evaluate students' reading abilities, not speaking or translating. Or, the task is to read and retell the text and the teacher evaluates the quality of retelling. In this case, the developed ability of reading can be spoiled by the incomplete ability of speaking, so the low mark for the task reflects the level of forming the ability of speaking, not reading.

Before starting to work out the test, it is important that the main specifications for the test should be formulated, namely, the criteria, according to which the structure and the contents are worked out. These are:

- 1) the target of the test;
- 2) the characteristics of the students;
- 3) the level of the English language proficiency;
- 4) the test format;
- 5) the contents of the test.

The contents of the test includes such specifications as:

- 1) the general description of the test;
- 2) the kinds of the texts;
- 3) the kinds of the tasks;
- 4) the abilities which are tested;
- 5) the answers which are expected;
- 6) the time limit of the test;
- 7) the method of evaluation.

The defined specifications of the test give the opportunities to take into consideration different factors, which influence the quality of the test and help work it out accordingly.

Dealing with the targets of the test, we know that it should define the students' level of knowledge through interpretation of the results of the test and the targets are formulated on the basis of the main tasks of the test. For example, if the main task of the final test is evaluating the students at the end of the year, then the target of the test is the following: to define the real level of forming English communicative competence in reading (listening, speaking, writing). Or, another target may be as follows: to define the starting level of knowledge at the beginning of studying the foreign language.

Concerning the characteristics of the students, the teacher should take into consideration the individual traits of the students, which might influence the test success, such as: the students' age, their previous experience in doing tests, the level and kind of education, the stage of studying this educational programme.

## *Збірник наукових праць*

The level of English proficiency defines the degree of the test complexity, that is, any test evaluates a definite level of students' academic progress.

The test format means the way the test is proposed: listening or visual form, verbal or non-verbal form, the size of the test and its tasks, the time limit for the test, the way of testing (written, oral, via the Internet).

The contents of the test is the specification in which the teacher presents the general description of the test, the kind of the test and tasks, the abilities which are tested, the answers which are expected and the way of evaluation.

The general description gives the details of the speech material included into the test, and namely, the degree of its authenticity and communication, the educatory level, relation to the educational programme. The texts are chosen according to the target of the test and the degree of the test complexity. These may be the texts for listening, or reading the texts of different genres, or the texts with the tasks on phonetics, grammar or vocabulary, or the texts, as the samples of doing written tests in the form of the letter to a friend, or the essay, or any formal letter (complaint, application, resume, invitation, thank-you letter, enquiry, etc.).

Any test presupposes the answers, which are expected from the students. After choosing the options, the students give their answers in the form of numbers, letters or short answers, that is, the keys, according to which the teacher receives real students' answers.

The tests, which evaluate speaking and writing skills, expect the answers in written form, where the number of sentences (or words) is stated. The answers in such tests are evaluated according to the special rating scale, in which four main quality criteria of the answer are stated: relevance to the communicative task, its validity, language accuracy, structural properties.

For example, we should formulate the main test specifications in order to assess the students' formed level of writing skills. According to the stated specifications the testing tasks are worked out, which make for the whole test:

<i>The target of the test</i>	to define the students' formed level of writing skills; writing job application letter and resume	
<i>The characteristics of the students</i>	3d year students, the faculty of foreign languages	
<i>The level of the English language proficiency</i>	intermediate	
<i>The test format</i>	the sample job application letter and resume	
<i>The contents of the test</i>	<i>general description of the test</i>	the test answers the requirements of the syllabus
	<i>kinds of the texts</i>	authentic text of sample job application letter and resume

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	<i>kinds of the tasks</i>	testing task on writing communication
	<i>abilities tested</i>	skills in writing communication
	<i>answers expected</i>	individual productive answer in the written form
	<i>time limit</i>	45 minutes
	<i>method of evaluation</i>	according to the rating scale

*Appendix 1.*

A Letter of Application is written when it is not convenient for a person to contact the company in person. Such letter should be concise, typewritten on standard-sized business stationery and contain the following information:

- 1). A clear statement regarding the job the person is seeking. He/she should give his/her understanding of the requirements of the job he/she is applying for.
- 2). A description of his/her training and experience. He/she should show his/her education and experience fitting the job requirements.
- 3). Names and addresses of references which should be included in a data sheet to be enclosed.
- 4). A brief summary of why he/she is applying.
- 5). A specific request for an interview.

**Sample Job Application Letter**

December 15, 2019  
New York State Education Department  
Bureau of Bilingual Education  
New York 12234

Dear Dr. Jones,

I am applying for the position of bilingual aide, Spanish/English, as advertised in The Daily Chronicle, December 13, 2019. I feel well-qualified for this position. I am hardworking, capable and very interested in this position. Enclosed is my resume giving more details about my education and experience. I would be available to start work immediately.

If it is possible. I would like to make an appointment for a personal interview at your convenience and can be reached at 18-244-8388. I am looking forward to hearing from you.

Sincerely yours,  
Jessica Floyd.

*Appendix 2*

A Resume should show an applicant's qualifications for a specific job. It should include his/her name, address and telephone number, an employment objective, educational and training

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data and a list of previous work experience. The list should start with his/her present job or with his/her last job, that shows qualifications for the work he/she wants now.

All of this data should be listed in an easy-to-read form, if possible, all the information should be on one page, typewritten on standard size business stationery. The resume gives the first impression of the applicant to the employer. It should be neat and well organized. It is usual to attach the resume to the letter of application and a cover letter.

### Sample Resume Letter

Jessica Floyd  
2300 Roosevelt Avenue  
Dallas, Texas  
18-244-8388,  
e-mail: diennings@hotmail.com

*Objective:* to obtain the position of bilingual aide in New York Bureau of Bilingual Education with opportunities for growth and advancement.

*Education:* Denver College of Commerce, Denver, Texas.  
University of North Carolina, Bachelor of Arts (English & Spanish),  
June 2019. GPA 4.7, Major 4.82. Have taken courses in shorthand  
and word-processing.

*Experience:* Rowan Child Development Centre, June 2019- November 2019.  
Provided excellent customer service.

*Special skills:* fluent in English, Spanish and German, excellent computer skills.

*Interests:* poetry, sports, music.

*References:* available upon request.

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## ПІСЛЯЛОГ ФРАЗОВОГО ДІЄСЛОВА В СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ

Олеся Топчій

викладач

Ізмаїльський державний гуманітарний університет

Фразеологічні одиниці (фразеологізми) висловлюють особливий характер мови і можуть бути основою для нових утворень – інших поєднань і слів. У лексико-фразеологічному фонді сучасної англійської мови особливе місце займають фразові дієслова, що представляють собою комбінацію дієслова і прийменника, дієслова і прислівники, або одночасно дієслова і прийменника з прислівником, утворюючи таким чином цілісну семантичну одиницю. Прислівники і прийменники, які входять до складу фразових дієслів,