

Test Control of English Grammatical and Lexical Competencies of Secondary School Pupils in Ukraine

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Abstract

The article is dedicated to the test control of English grammatical and lexical competencies of secondary school pupils (five-grade). The study examined the nature and structure of the concepts of “control,” “test” and “test control.” This scientific research aims to investigate the features of the designed exercises for monitoring the formation of the English competencies of pupils of the middle level mentioned above. The significance of the study is determined by the focus of modern linguistics and pedagogics on identifying the features of the methodological control of the formation of English grammatical and lexical evaluation of five-grade school pupils. The main question of the research is how testing control can ensure the successful implementation of the purpose and all functions of control, as well as meet the requirements for its quality. The conditions for the effective use of the mentioned methods in controlling the competence in grammar and lexicon of five-grade school pupils are determined. The Physiological features of students and their psychological readiness for tests were revealed. Methodological analysis was made for the choice of exercises or activities to check for grammar and vocabulary of pupils of the fifth grade. Experimental verification of exercises is designed to check for grammatical and lexical competence of five-grade pupils. To control and evaluate the knowledge and skills of the pupils, at the end of the pedagogical experiment, we held a *kind of control competition* between the *experimental and control grades*, for the implementation of which the test tasks were thought out.

Keywords: control, test, test control, grammatical, lexical, competence, secondary school pupils, five-grade schoolchildren

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Introduction

The object of scientific research is test control. The subject is the peculiarities of the type of control to check the formation of assessment of English grammar and lexicon of school pupils of the five grade.

“Competence is the ability to successfully satisfy individual and social needs, to act and fulfill assigned objectives. It is based on knowledge, skills, and abilities. It necessarily includes a person’s attitude towards them, also as their experience, which allows this knowledge to be ‘weaved’ into what they already knew, and the ability to understand the life situation in which they can apply them” (EP, 2013, pp. 11-17).

Thus, each competence is based on a combination of knowledge, skills and abilities, as well as attitudes, values, emotions, behavioral components, that is, everything that can be mobilized for active action.

Control is an integral part of the system of teaching English. In contrast to the actual teaching of a language, the aim of which is the building of English language speaking skills, the objective of control is primarily to evaluate the level or degree of their formation (Tkachenko, 2013). The main purpose of control in the process of studying English is to manage it. Testing is an effective means of organizing control in training the English language. This kind of control can ensure the successful implementation of the purpose and all its functions, as meet the requirements for its quality. Test control as a term means in a narrow sense the use and conduct of a test. In a broad sense, it is a set of stages of planning, compiling and the very testing, processing, and interpreting the outcomes of the process (Panova, 2010).

To achieve the primary target of the research, the following research objectives must be solved: to consider the essence and structure of the concepts “control”, “test” and “test control”; to investigate the peculiarities of test exercises in English classes; to define the factors for the efficient use of these methods in the checkup of grammar and lexical competences of five- grade school pupils; to reveal the physiology of pupils and their psychological background to complete the given activities; to analyze the method of choosing test exercises for examining the grammar and lexicon of five- grade school pupils; to carry out an experimental control of the developed tasks to check the grammar and lexical competencies of pupils of the fifth grade. Main research questions include: Does control as a management tool provide constant feedback and does it have great potential to optimize the teaching process of English language learning in secondary school in general and grammar, and vocabulary teaching in particular?

Literature Review

Foreign language communicative competence in general and on the material of the English language, in particular, was studied by many linguists, both foreign and domestic (Belyaev (2009), Vasylieva (2011), Galskova (2008), Hez (2004), Nikolayeva (2003), Pavlenko (2014), Petrova (2007), etc.). In addition, researchers such as Breygina (2012), Denisova (2006), Koroleva (2013),

Rogova (2000), and others dealt with the problem of test control of the formation of English-language communicative competence. Nevertheless, this problem includes domestic and foreign research (Metyolkina, 2004). Among the studies of domestic scholars, it is worth paying attention to the scientific works of Bohdanova (2011), Kovalenko (2015), Sklyarenko (1999), and others. Among the foreign ones – to the works of I. Artemova, I. Berman and others (Metyolkina, 2015).

A review of the didactic and methodological scientific data assigned to the investigation of the formation of lexical evaluation of five-grade school pupils allows concluding that such scientists as Osadchuk (2013), Panova (1998), Stase-Alma (2009), Skulte (2011), Terranova (2015), Ufimtseva (2000), and others paid attention to this problem (Tkachenko, 2013).

Researcher V. Kim presents more than five definitions of this concept in his monograph. At the same time, the scientist notes that, despite significant differences between them, they continue to be intensively used in scientific literature. The researcher believes that the reason for this may be the sufficient spread of tests and test technologies in various spheres of modern knowledge (Hydik, 2017).

In the *middle level* of secondary school (grades five to nine), the stage of systematic and consistent work with authentic educational materials, which ensures normative mastery of communication, begins. The volume of educational material, including that which contributes to the formation of sociocultural and sociolinguistic competencies, is growing noticeably. “The function of a foreign language as a means of intercultural communication in the dialogue between cultures of the modern world appears more clearly” (Yalden, 2019, pp.121). Mastering English is considered not as the acquiring of a certain of knowledge about the language, but as a level of skills formation to use it for communication orally or in writing, as a mechanism for learning about other people (Yalden, 2019).

It should be noted that “a significant number of exercises, as well as other types of activities, which were widely used in teaching English at the initial stage and connected with the age of pupils, will not always be appropriate for studying English at the fifth grade in methodological aspect” (Hymes, 2012, p. 269).

Vocabulary and grammar learning is based on the principle of anticipatory oral acquisition of speech patterns through communicative tasks, followed by analysis and further use of this material in language practice (Hymes, 2012).

Teaching oral and written communication takes place within the scope and topics provided by the Program for teaching a foreign language in the middle stage (Ur, 2016). It should be noted that a certain type of educational activity of 5th-grade pupils has a significant impact on the nature of test control. Let us say, that such type of activity as a productive one based on the level of assimilation of knowledge and skills belongs to the heuristic and characterizes abilities and skills. According to it, the type of test control contains non-typical tasks and assignments (West, 2018). Productive educational activity of students without support is marked by the creative level of assimilation of so-called *knowledge transformations* with the corresponding level of test control,

which is revealed in creative (research) tasks. In addition, we also used game types and forms of control to test the knowledge of 5th-grade students (West, 2018).

Method

In testing in a broad sense, as a rule, three main stages are distinguished: Stage I – pretest development: test planning, pretest preparation, pretest approval, pretest results interpretation; Stage II – development of the final test: pre-planning of the pre-test, compilation and design of the final version of the test, preparation of specifications and instructions; Stage III – implementation of the test: preparation for the application of the test, conducting the test, processing the test results, interpreting the test results (Petrashchuk, 2017).

Language testing deals with the development and application of language and speech tests. On the one hand, it is a domain of the methodology of teaching English. On the other, it belongs to pedagogical testing as a part of general testology. The latter also includes psychological, professional and other tests (TCK, 2011). Testology is the theory and practice of testing, and a testologist is a specialist who deals with them (Metyolkina, 2004). A tester is a person who conducts a test among the tested, or test participants (test-taker, testee). The word ‘test’ in English means trial, sample, experiment or check. There are many definitions of the term ‘test’ in the literature on linguistic didactic testing.

We, together with V. A. Kokkota, believe that the following is the most successful: “(...) a language-didactic test is understood as a complex of tasks prepared according to certain requirements, which have passed a preliminary test to determine its quality indicators and allow to identify in test participants’ level of their language (linguistic) and speech (communicative) knowledge” (As cited for Solovei, 2012, p. 5). As a result of it, certain evaluations according to pre-established criteria can be observed.

Tests with a large number of exercises (more than 40-50) are called complex and consist of parts and subtests. The latter consists, in turn, of analogous exercises and are aimed at one specific test object (activity). It refers to a certain component of the English language skills which is consistent with the aim of testing (Petrashchuk, 2017). Part of the test is based on a broader test object, for example, reading, listening, etc. A test objective or test item is the minimal constituent unit of the test that requires a certain verbal or non-verbal response from the participant (Petrashchuk, 2017). Below is a Table of tests according to testing objectives (see Table one).

Table 1. *Characteristics of tests with different testing purposes*

Characteristics	Name of the test	Name of the test	Test name
	of educational achievements	of common mastery	diagnostic
The main purpose	of determination for success	determining the degree of common mastery	detection of errors and shortcomings
An additional purpose is possible	Diagnostic	prognostic	detection of achievements

Show indirectly	degree of common mastery	educational achievements	
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Note 1. Adapted from Kokkota (Petrashchuk, 2014, p. 7)

Linguistic testing is used in the teaching of English. A language-didactic test is a set of exercises formed according to certain demands, which have been pre-tested to define quality indicators and which allow to reveal of the level of language and/or communicative competence of the test participants and to evaluate the test results according to long-established criteria (Panova, 2010). The main indicators of the quality of a linguistic didactic test are (Savchenko, 2010): validity; reliability; differential ability; practicality; economy. Tests, like other methods of pedagogical control, have their advantages and disadvantages. In domestic didactics, testing was considered harmful until recently, because, according to scientists, the selection of pupils and the limitation of their development opportunities takes place on its basis. Nowadays, tests also have flaws. The main disadvantage is the decrease in the experimenter's ability to achieve mutual understanding with the subjects, to interest them. In addition, during group testing, it is difficult to control the condition of the subjects, such as anxiety, etc.

Thus, taking into account the advantages and disadvantages of tests as a method of pedagogical control, when conducting tests, attention should be paid to the specifics of this control method, and the characteristics of the subjects should also not be overlooked, and the incomplete amount of results obtained during the tests should be taken into account. Indeed, tests are an effective form of control, but to conduct a test, certain *conditions* are necessary (Chomsky, 2009): the teacher must meet the requirements proposed to him/her for the effectiveness of the result, the test must be carefully prepared and thought out, the shortcomings of this form of control must be taken into account. If the tests are used correctly, the teacher will get objective and true results.

The middle school (grades from five to nine), which is the object of our research, provides for foreign language learning at the continuing stage (grades one to two). At this stage, pupils master almost all the grammatical material necessary for oral speech. Work is underway on the formation of receptive skills. At the same stage, the formation of the pupils' potential vocabulary begins, which continues even further, in senior school. Thus, significant the age characteristics of the pupils of this stage allow the teacher to determine exactly those methods, forms and means of learning that will lead to the successful solution of the above tasks. Therefore, it is possible to note the following trends in the organization of education at this stage: wider use of exercises simulating the conditions of natural foreign language communication, increasing role of independent work of pupils, greater reliance on verbal clarity and prompts, increasing the specific weight of paired and group forms of work.

Language competence includes linguistic skills in the lexicon, grammar, phonetics, orthography and related ones. While communicative competence contains listening, speaking, reading and writing (Underhill, 2017). Some of the above-mentioned competencies can be more specified. Thus, in speech, it includes competence in dialogues and monologue, and linguistic

competence consists of lexical knowledge and speech linguistic skills. Grammatical competence means grammatical knowledge and skills. At last, phonological competence is made of phonetic knowledge and listening-pronunciation skills, etc (Underhill, 2017).

Regarding the building of *linguistic competence* of five- grade school pupils, it is worth noting that teaching English in middle school plays a special role. During this period, the foundations are laid for the pupils' practical acquisition of speech and reading, perception and creation of expressions, on which further learning of the English language in senior school is built.

The Pilot Study

According to the program for learning foreign languages by pupils of grades from five to nine of secondary educational institutions, the formation of ***grammatical competence*** by pupils of the mentioned grades involves the study of the verb: The Gerund, The Infinitive, Conditional I, Relative Clause. Pronouns include the following units: relative *who, which, that*, while conjunctions are represented by the following forms: *if / in order to* (EP, 2013). Concerning the level of formation of ***lexical competence*** of middle school pupils, by the end of the 9th- grade they should be well versed in the following topics and speech situations: *Personal data, Natural resources, Environmental problems, Plant and animal world, Types of radio and TV programs, Internet sites, Trends of youth culture, Types of sciences, Inventions, Names of English-speaking countries and their capitals, Places of interest of English-speaking countries, Names of monuments of Culture in Ukraine, Professional qualities, Labor skills* (EP, 2013).

It should be noted that the English language test exercises to check the degree of formation of lexical and grammatical competences should be developed based on the features of the English learning stage, which is characterized by different levels of complexity of the tasks performed and the corresponding capabilities of pupils (Fedorenko, 2015).

Taking into account the requirements certified in the Educational programs for secondary school (middle level), we have developed a method of test control of knowledge, abilities and skills of English grammar and lexical competences in the 5th grade. Lexicon and grammar were tested, mainly, based on a specific text from fiction or non-fiction, Internet discourse with an interesting, authentic direction capable of attracting interest. For example (See Appendix A, Appendix B, Appendix C).

Participants

The experiment, which was conducted by the author of the research during pedagogical practice in a comprehensive school of grades 1-3 in Kyiv in the five- grade (the 5-A, 5-B and 5-B grades of the secondary school, 2022) with a representative sampling type, covered the middle stage of learning English at school, to check the effectiveness of the use of a set of test exercises in English at this stage, had certain features regarding the use of a complex of control exercises in various classes of the middle level.

Research Instruments

Testing can be used both for studying a separate topic and for systematization and repetition of already studied material and has some advantages. Testing is a more qualitative and objective method of evaluation, its objectivity is achieved by standardizing the procedure and checking the quality indicators of tasks and tests as a whole. Testing is a fairer method, it puts all pupils in equal conditions, both in the process of control and in the process of evaluation. Tests are a more voluminous tool of modern education, as testing can include tasks from all course topics. This allows for assessing knowledge throughout the course. With the help of testing, it is possible to establish the level of knowledge of the subject as a whole and its separate sections. The test is a more accurate tool.

In the course of the conducted pedagogical experiment, which includes *observation, conversation, questionnaires and surveys*, shortcomings and typical difficulties of school practice in solving the task of teaching pupils English-speaking grammatical and lexical competencies were revealed. To obtain information about the success of the application of the system of exercises in the teaching of grammatical and lexical competencies in English lessons in the five- grade to study requests, wishes, and attitudes to the educational subject, we used the questionnaire method, which had two stages, that is, the preliminary questionnaire and final. To check the formation of the English *lexical and grammatical competencies* of middle school pupils (5th- grade), we have selected the following test control tasks (See Appendices).

To control and evaluate the knowledge and skills of the pupils, at the end of the pedagogical experiment, we held a *kind of control competition* between the *experimental and control grades*, for the implementation of which the test tasks were thought out. When comparing the results of observations of foreign language learning in English lessons, based on the results of the questionnaire, it is possible to draw certain conclusions, namely to express general assumptions about the possible most significant reasons for the failure of learning, in particular, English grammatical and lexical competence; about the diversity and complexity of these reasons, the irrationality of reducing them to only one line (pedagogical, psychological, physiological, etc.). Thus, we have received and analyzed sufficiently voluminous and versatile information regarding the effectiveness of the application of the system of test control exercises for the formation of foreign language grammatical and lexical competence in English language classes. The comparison of data obtained from different sources made it possible to reveal the comparative objectivity of the information and the conclusions drawn on its basis.

Research Procedures

As the results of the experiment showed, in those classes where the set of test tasks proposed above was used, the pupils had much more success in producing various speech units, felt more free and relaxed in the lesson, showed considerable interest and creativity and easily, with the help of various hints, solved various grammar and vocabulary tasks. While pupils whose

classes' activity was mainly focused on language (not on natural speech), had some problems in using grammar and lexicon.

Results

Survey results of pupils of the 5-A, 5-B and 5-B grades of the secondary school are given below: To the questionnaire question “*What is your attitude towards English lessons?*” the vast majority of pupils – 27 people (57%) answered – “*Rather positive than negative*”, which indicates the interest of children in learning English. To the question of *what pupils prefer and not prefer in English lessons*, the answers were distributed as follows:

Table 2. *Poll results regarding the positive and negative features of the English language lesson*

Factors	I like it Quantity (in %)	I do not like it Quantity (in %)
Games	16 (29 %)	0
Video	10 (18 %)	0
Conversation, talks	9 (16 %)	2 (4 %)
Reading and translation	5 (9 %)	0
Listening	5 (9 %)	15 (27 %)
Writing	1 (2 %)	11 (20 %)
Make up dialogues	9 (16 %)	12 (21 %)
Teacher	0	15 (27 %)

According to the data presented in Table two, it should be concluded that the majority of pupils (27% and 21%) do not like listening and composing dialogues, that is, it is precisely in these two types of speech activity – speaking and listening – pupils experience certain difficulties, which, in our opinion, stems from the unfavorable psychological atmosphere that prevails in the lesson (the majority of pupils – 27%, do not like the teacher). In addition, as mentioned earlier, the lack of pupils' motivation to study, including due to the teacher's fault, is the main reason for the difficulties that arise in connection with pupils' mastery of foreign language grammatical and lexical competence. To the questionnaire question “*What would you like to change in English lessons?*” 13 pupils (22%) answered that they like everything, 15 pupils (24%) suggest changing the teacher, 25 (36%) suggest increasing the number of English lessons, studying more new and interesting topics; listen to music, sing and watch videos more often. So, as we can see, pupils like live communication, saturated with interesting topics using various teaching aids such as situational and thematic drawings, pictures, tables, slides, films and videos, which is the basis for use of interactive technologies, namely for forming English skills in vocabulary and grammar, the intensification of which takes place in the process of speech activity (listening, speaking, reading, writing).

To the question “*Does the teacher pay enough attention to the use of dialogues in the lesson?*” positive and negative answers pupils were divided (50x50). To the question “*Do you like*

working in pairs?” 26 pupils (37%) gave a positive answer, 11 pupils (20%) do not have a clear answer and only 10 pupils (19%) do not like it. As we can see, pupils are most attracted to tasks that require independence, and the ability to combine material depending on the needs of the speech situation. To the question “*Does the teacher use visualization in the lesson and what kind?*” the majority of pupils (60%) agree that visualization is used, but not often. To the question “*Do the various prompts in the form of different props help you to create your own dialogues?*” the majority of pupils (64%) think so. Thus, most pupils like a dialogic form of communication using various supports that activate their mental and speech activity and contribute to better activation of grammatical and lexical material in a relaxed atmosphere. To the question “*Do you like independent types of work in class?*” 16 pupils (29%) gave a comprehensive answer, 11 pupils (20%) did not like it very much and 14 pupils (26%) answered negatively. Therefore, most pupils like independent work in class, which requires a creative approach and pair and group work.

As a result of surveying a group of teacher respondents, we have identified activities that cause them certain problems. Among the most significant reasons, one can single out, firstly, the lack of available programs for studying and teaching pupils; secondly, imperfect mastery of the methods of studying and teaching pupils; thirdly, lack of didactic materials; fourthly, the lack of a clear system of exercises.

Discussion

Answering the main questions of the research, we came to the conclusion that control as a management tool provides constant feedback and has great potential for optimizing the educational process of learning English in secondary school in general and teaching grammar and vocabulary in particular. Taking into account the information from the Literature Review section, we tried to offer a set of exercises for examining the grammatical and lexical competencies of the five-grade pupils according to the stage of learning on different thematic data. The effectiveness of the checking of knowledge of five- grade pupils depends on compliance with the psychological and pedagogical requirements for its application: the gradual introduction of the test control is necessary, which will make it possible to psychologically prepare the pupils for it; one should start with simple tests, and after some time introduce more complex ones; it is necessary to observe organizational clarity in conducting test control (determining the time for completing the task, explaining the test tasks by the teacher, providing each pupil with a standard form for answers); mandatory analysis of test results.

Conclusion

The research aimed to investigate the features of the formed exercises for monitoring the formation of the English competences of pupils of the middle level (five grade). As a result of data processing, we had the opportunity to study the causes of shortcomings and difficulties, which allowed us to rely on the application of the proposed system of exercises and tasks of test control for the formation of English grammatical and lexical competence in pupils of the secondary

middle-level school to improve this element of the learning process not only on its subjective opinion but also on the information of the respondents.

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Appendices

Appendix A

TEST 1. HEALTHY LIFESTYLE

Grammar: Present Simple Active, Present Continuous Active, Present Perfect Active, Past Simple Active, Past Continuous Active, modal verb 'can', adverbs of time, question words.

Level 1

1. Add an adverb to the sentence. Task (0) is an example.

0. *I get up early in the morning, (always)*

I always get up early in the morning. _____

1. *My sister eats vegetables, (seldom)* _____

2. *We can answer our teacher's questions, (usually)* _____

3. *They are sitting near the window, (at the moment)* _____ (Ur, 2016, p. 237).

Level 2

2. Match the expression with the question word(s). There is one extra question word.

Task (0) is an example.

0. *in France* A) *what*

1. *in the morning* B) *when*

2. *in English* C) *where*

3. *since Friday* D) *how*

E) *how long* (0) – C (West, 2018, p.128).

Level 3

3. Write questions to the replies of the conversation. Task (0) is an example.

0. — *Did you enjoy visiting the sports club?* _____

— *Yes, I did. It was great practice!*

1. — — *Oh, a lot of our friends were present there.*

2. — — *No, unfortunately Mike didn't come.*

3. — — *Yes, we are going to go there next weekend* (Willis, 2014, p.127).

TEST 2. NATURE

Grammar: Present Simple Active, can.

Level 1

1. One of the proposed forms of work in the 5th grade is an excursion. It makes it possible to conduct observations, study bodies and natural phenomena in authentic or artificially created conditions. The content of the excursions should have a direct connection with the **lexical and grammatical material** covered in the previous lessons or be of an anticipatory nature. At the same time, it is advisable to use the results of observations obtained on excursions in the following lessons (in the form of **quizzes**) (Худик, 2015, p. 78).

Taking into account the level of development of children and their age, we can choose such quizzes.

Topic: "In the world of animals".

Task 1.

1. How to determine the age of a fish?

“— with the help of a magnifying glass. By the number of rings on the scales. Each ring corresponds to one year”.

2. Can elephants swim?

“— elephants not only swim well, but even dive into the water, exposing their trunk above its surface”.

3. Does the jumping grasshopper have ears?

“— yes, it does; the hearing organ of the jumping grasshopper is located on the shins of the front pair of legs”.

4. There is a fish that shocks its prey with an electric spark. What kind of fish is this?

“— electric ray. It lives in the seas”.

5. Which migratory birds spend most of their journey on foot?

“— ruffed grouse, swamp partridge”.

6. Which birds have wings covered not with feathers, but with scales?

“— penguins”.

7. When they talk about blue-blooded people, they mean the elite part of society. Unlike humans, animals do have blue blood. Name them.

“These are spiders, scorpions, octopuses, crayfish”.

8. Which kind of animals fly?

“— bats”.

9. Why does a spider not get entangled in its web?

“— because it always runs only on smooth radial threads, not on sticky concentric ones”.

10. This interesting bird, when it molts, sheds its cover and stands near it for almost two weeks, waiting for a new one to appear. What kind of bird is this?

“— Penguin”.

Topic: “About plants” (Harris, 2017, p. 34).

Appendix B

TEST 1. NATURE AROUND US

Vocabulary: plant, tree, berry, leaves.

Level 1

Task 2.

1. Name the tallest tree.

“— Australian eucalyptus. Its height reaches sometimes up to 150 m”.

2. Where is the birthplace of watermelon?

“— South Africa. Kalahari Desert”.

3. How many years does a spruce live?

“— 80-120”.

4. Which plant catches insects?

“- sundew. It not only catches insects, but also eats them”.

5. Berries grow in the middle lane and contain a lot of vitamins. What are they called?

“— black currant and rose hip. They contain much more vitamins than lemon”.

6. Which tree has longer roots: spruce or pine?

“— a pine tree. It grows in dry places and is therefore forced to look for moisture at a great depth”.

7. What nuts grow underground?

“— Chinese nuts”.

8. Name the longest-lived tree.

“— sequoia. It lives up to 6,000-7,000 years.”

9. Does the tree grow in winter?

“— No, it doesn't grow. It freezes in winter”.

10. The leaves of which trees turn red in autumn?

“— leaves of maple, aspen, mountain ash” (Giang, 2015, p. 15).

Level 2

4. Write about the famous inventors and businessmen using the ideas.

Name Soiciro Honda

Place of birth Japan

Hobbies motorbikes and automobile racing

Date of company foundation 1939

Invention he doubled the horsepower of the engine (CYL, 2016, p. 19).

Appendix C

TEST 1. I EXPLORE THE WORLD

Task 1.

It should be noted separately that the combination of individual work with pair and group one, collective forms of work based on partner interaction in English lessons on the topic “*I explore the world*” will contribute to the formation of critical thinking, creativity, development the ability to reason, analyze, compare, put questions and look for answers to them, identify cause-and-effect relationships, draw conclusions.

Exercise in anticipation “We are waiting for your SMS”.

This exercise can be used for any topic and type of lesson and will help students find answers to interesting questions and meet expectations from the lesson (BF, 2022, p. 67).

Task 2. Students write on colored stickers the questions they are most interested in on this topic and what they expect to learn about (Gubarieva, 2021, p. 12).

Objective: to teach students to construct questions correctly, express their opinion (while using the lexical and grammatical material studied in previous lessons).

Educational goals: students should learn to highlight the main points, demonstrate interest in the given topic.

Materials: a poster with a depicted mobile phone, colored stickers and felt-tip pens (Gubarieva, 2021, p. 12).

A prominent place in the implementation of the test control belongs to **creative tasks** involving the application of knowledge in an unfamiliar situation (includes exercises with elements of search and **research activity**). Creative tasks do not have to be difficult (Savchenko, 2010, p. 3). The main thing is to create a relaxed atmosphere, get to know each other and one's own abilities. At the same time, this type of activity, provided it is thought out, can have sufficient cognitive value, become a source of useful information for schoolchildren. Children of different middle ages enjoy this kind of creative tasks.

TEST 2

Task 3.

“— to invent advertisements of unnecessary things”;

“— to create a map of the institution (region, Ukraine) on the topic: “They need our help here”;

“— to “film” the video clip “The Family of the Future”;

“— to make an ecological crossword puzzle”;

“— to develop the questionnaire “Free time of the child of the third millennium”;

“— to depict (come up, to show a continuation of) a famous sculpture or painting (“Hunters at a halt”);

“— come up with 10 words with one letter and compose a story in such a way that all of them start with these words. Act out the story”;

“— come up with and depict various options for solving a conflict situation on stage (for example, a boy and a girl are friends. They are annoyed. What should they do?) It is suggested to give at least three options for solving”;

“— come up with and depict a scene from the life of a literary hero (other participants guess the name of the hero, name the book, its author)” (Giang3, 2015, p. 49).

We must emphasize that most creative tasks require a mandatory summary after completing them. This includes organizing an exhibition of creative works, conducting questionnaires, exchanging gifts, composing collective letters, messages, etc.

TEST 3

Task 4.

Life skills development exercise “Game – read the SMS”. This game is about learning the components of physical health monitoring (vocabulary memorization control), but it can be adapted to learn new topics about home security (Giang1, 2015).

Task 5.

Create groups of 3-4 students each;

Each group receives tapes with the task of reading the name of the subjective and objective physical component of health;

Give students the opportunity to guess, discuss the content of the monitoring component;

Each group presents its work.

Task tapes.

♥ *GTHSTREN*

♥ *BEINGWELL*

♥ *ENCYEFFICI*

♥ *EEDSPE*

♥ *ERCHE*

♥ *BILITYFLEXI*

♥ *RANCEENDU* (Giang2, 2015, p. 50).

Aim: To teach students to determine the monitoring of objective and subjective indicators of the physical component of health (with the help of new lexicon and grammatical structures).

Learning objectives: at the end of the lesson, students should be able to:

- to read SMS, determine the components of monitoring the physical component of health.
- to demonstrate the elements of monitoring the physical component of health.

Materials. Drawing of a mobile phone with a screen on which a tape is attached with letters, blank sheets, felt-tip pens (ibid).

TEST 4

Read the texts below. For questions (35-46) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Kids Again

“Do I know you?” Esther asked a man at the bar. It was the day before the weekend of our school reunion in Hague a town in north-eastern New York State. He was about Esther’s age, so she thought she (35) _____ to school with him. After discovering that the man at the bar was in fact a tourist who was in town for the first time, she asked the next candidate. “Who are you? Do I know you?” She kept asking one person after (36) _____. Esther (37) _____ in 1965 and hadn’t seen many of her classmates in more than 40 years, so it was no surprise that she didn’t recognize most of them. The next morning, Esther, Linda, Jill and I sat at the registration desk in the town hall, built on the site where our old school (38) _____. As we sat, we talked about our (39) _____ pranks from back then, falling into the same giggling fits we (40) _____ for as children (West, 2018, p. 126).

Table 3. *A School Reunion Weekend*

35 A could go	B must have gone	C had to go	D might go
36 A another	B the second	C other	D the others
37 A graduated	B had graduated	C had been graduated	D were graduated
38 A was	B had been stood	C stood	D had stood
39 A childish	B child’s	C childhood’s	D childproof
40 A were known	B are being known	C had been known	D would be known