Assessing English Communicative Competence Via Distant Testing

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ABSTRACT

The scientific paper presents the analysis of the contemporary national and international theoretical and practical approaches to implement distance test monitoring and control at the higher military institution (HMI) that are essential to assess students’ level of the English language communicative competence. Scholastic and academic methods of theoretical research, synthesis, deductive and inductive consideration, Principal Component Analysis Method have been used to solve scientific aims in the research. The research demonstrates the comparison of traditional means of control with the distance test control to highlight their advantages and disadvantages. Description, testing components that comprise non-conventional blending of test items have been introduced. The research highlights a range of possible effective ways of the formative test assessment and feedback. It provides drafted samples to assess students’ current spoken and written performances.

Keywords: distance test monitoring and control, testing components, foreign language training, formative test assessment and feedback.

1. Introduction

The cutting-edge development of the modern media and Internet technologies have resulted in the Ukrainian higher education development and reforming that promotes interactive technologies application in the educational process, inter alia: innovative pedagogical, psychological and methodological approaches based on the multimedia support. Obvious advantages of the distance learning (DL) (progressive educational technologies, Internet opportunities, elaborated software, availability for all strata of the society, democratic interaction between a teacher and a student, individual learning schedule, etc.) prove the priority of DL implementation in higher educational institutions. Control means and methods are essential elements of the distance learning system (DLS). DLS can be divided into three basic subsystems, including educational and methodological resources, interactive cooperation, knowledge and competences control, as well as feedback. It is obvious that DLS can have various forms, whereas fundamental testing principles have to be observed, and the feedback between a lecturer and a student (both distant and one-to-one) is considered to be one of its important basics.

Distance test monitoring and control (DTMC) is essential in the foreign language training to assess students’ appropriate competences formation. DTMC enhances the effectiveness of the control and assessment of the formed English language communicative competence (ELCC) taking into account an increasing significance of the English language in the society and a conceptual framework of its implementation.
Theoretical Background

Literature Review

Such scholar as I. Bloshchynskyi revealed the significance of informational technologies usage and testing during independent foreign language professional training of cadets on the basis of specialized mobile flashcard application Anki for passing state examinations. Special attention was given to working out of teaching material (vocabulary decks and cards) for the future border guard officers’ training according to the following sections of Anki program: studying of nouns, adjectives, pronouns, verbs, word combinations, expressions for interviewing of foreign citizens, etc. (Bloshchynskyi, 2017). Some details on these issues can be also found in the works of M. Karpushyna, I. Bloshchynskyi, A. Nakonechna, K. Skyba, namely an assessment task which included a test and communicative situation allowed the cadets to demonstrate their academic results. The test contained 25 multiple choice tasks, which covered the lexical and grammatical material learned in several units. (Karpushyna, Bloshchynskyi, Nakonechna, Skyba, 2019; Bloshchynskyi, 2017).

Another scholars Melnychuk, Rebukha, Zavgorodnia and Bloshchynskyi revealed organization of distance learning in the English language on "Nursing" specialty: methodological and legal aspects. They emphasized that the system-technical support of distance learning form includes: hardware tools; informational-communication support; general and special purpose software; web-resources of educational disciplines, which are necessary for providing distance learning in foreign language (methodical recommendations; documents on study process planning; video and audio recordings of lectures, seminars; multimedia materials; practical tasks with methodical recommendations for their execution; virtual laboratory works with methodical recommendations; testing with automated checking of results etc.) (Melnychuk, Rebukha, Zavgorodnia, & Bloshchynskyi, 2018). Some scientists, namely I. Bloshchynskyi, O. Halus, I. Pochekalin, and D. Taushan described the electronic educational and methodological software packages usage in training of "Philology" students for final examinations. The content, tasks and peculiarities of using these software packages on such subjects as "General tactics", "History of wars, conflicts and protection of state borders", "Tactics of border guarding", "Border control. "Political and economic systems", "Radiation, chemical, biological protection of units", "Foreign language for special purposes", "Information technologies in translation", "Military translation", "Theory and practice of special translation" have been characterized in detail. Particular attention was paid to the structure and development of electronic teaching and methodological support for such complex disciplines as "Operational-service application and management of the actions of state border guard units" and "Major foreign language" for final evaluation of the cadets of the foreign languages and humanities faculty, which allowed to provide systematic presentation of educational material, effective use of knowledge bases, possibility of making fast information search, conscious involvement of students in self-education (Bloshchynskyi, Halus, Pochekalin, Taushan, 2018). The issues of creating content-based warm-ups in the English class with the second year cadets of "Law" specialty were presented in the work of Karpushyna, Bloshchynskyi, Zheliaskov, Chymshyr, Kolmykova, Tymofieieva. All in all, the cadets on specialty 081 "Law" were tested tree times: an entry test at the beginning of the experiment to establish the initial performance level and two controlled assessments at the end of each semester to find out the level of their progress. The first among the latter two controlled assessments was conducted as a mid-term control to identify what should be changed, altered, maintained, improved, or expanded in order to enhance the final results. (Karpushyna, Bloshchynskyi, Zheliaskov, Chymshyr, Kolmykova, Tymofieieva, 2019).

The problem-matter of DTMC has become the issue of numerous studies, and the analysis of scientific researches exemplifies that tests developing, their implementation in the foreign language teaching are highlighted by national and foreign scientists (Rapoport, 1987) content and types of the tasks (Avanesov, 2014) classification of test tasks (Blyznnik, 1983) and basic requirements to tests developing (Klymenko, 2008); testing method as a means of control in the foreign language training (Kokota, 1989) standard and not standard types of tests (Bulakh, Mruha, 2006); theory of the linguistic testing (Hughes, 2003), and foreign languages competence testing in numerous types of the communicative activities (Alderson, Clapham, Wall, 1999; McNamara, 2000). Consequently, there is an array of theoretical and practical research dealing with the matter of types of monitoring and control implementation, yet the problem of the efficiency and quality control, inter alia, distance test and control monitoring in the educational process have not been solved yet and require a rigorous research and development.

The purpose of this article is to give a scientific credence and study the correlation of the results, academic achievement of a standard test and distance test to prove to the efficiency of the DTMC implementation in assessing the level of the ELCC.

Principal Component Analysis (PCA) method, scientific and pedagogical methods of theoretical research (conceptual analysis of educational literature, scientific reference literature review, synthesis, deductive and inductive reasoning, generalization and systematization) have been used to solve the defined scientific aims in the research paper.
Methodology

An ex-post facto and non-experimental approach has been used in the research paper to examine the relationship between English language testing score, academic performance and success, knowledge coefficient, level of training of the third year students in standard testing and distance testing. A total of three academic transcripts were analyzed comprising test results of 2018, 2019, and 2020 years. Comparison of mean levels of students’ test results were conducted to determine, in general, the main discrepancies between standard and distance testing. Then, Principal Component Analysis method was applied.

Results and Discussion

The first analysis is the comparison of the mean students’ testing score in standard and distance tests which included the assessment of their speech competence in reading, listening, writing and speaking as well as their linguistic competence. Mean testing score rose during the three years and reached its highest level in 2020 in distant testing. However, the overall growth is rather insignificant – 4.4 points, see Table 1. For a more in-depth comprehension of the study, a second analysis implementing PCA was conducted. Table 2 illustrates that academic achievements for all groups are almost equal in standard and distant testing. The mean academic performance was 100% pass rate. The graph reveals that the overall growth in numbers covering academic success has increased by 25%, consequently, knowledge coefficient has risen by 10.5%, and students’ language training has increased by 23.5% respectfully. The statistics show that test results in standard and distance testing are reliable, valid, and useful instruments of assessing students’ English language communicative competence.

Table 1. Testing Score

<table>
<thead>
<tr>
<th>Testing score</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Group A</td>
<td></td>
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<tr>
<td>2019 Group B</td>
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<tr>
<td>2020 Group C</td>
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<tr>
<td>standard</td>
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<tr>
<td>distance</td>
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</tbody>
</table>

Table 2. Academic achievement

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Group A</td>
<td></td>
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<td>2019 Group B</td>
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</table>

Test is a tool which comprises a system of knowledge directed to estimate the level of the education content elements (Podlasiy, 2004). This type of a systematic monitoring and control means assesses students’ level of the foreign language knowledge, skills, habits and formed competences according to the academic curriculum and foresees future students’ academic performance. Among a few well-known classifications, the most popular are those suggested by (Anastzi, Urbina, 1982): national, institutional, individual, compulsory, pilot tests, etc. Diverse stages of the education process are characterized by the implementation of DTMC as a specific means of control and assessment: a preliminary, formative and summative control, where the preliminary control is used to assess students’ skills, habits competences and aptitude of the subjects in the curriculum. The results of the preliminary testing can facilitate planning and arranging a future teaching and learning activity. Formative control is an effective way of assessing current students’ skills and knowledge aimed to improve teaching and learning process, and thus can play a critical role in eliminating errors, provide an input for students. Summative assessment aims to evaluate students’ learning and academic achievements at the end of the academic term.
In comparison to traditional means of control, distant tests attract participants of the educational process due to their innovation, the option to be provided with test results; they urge students to systematic learning, and create high level of motivation. DTMC is conducted without a direct connection with a student; due to this the number of applicants taking the test may increase (Bulakh, Mruha, 2006).

There are a lot of arguments over test making since test specialists, test reviewers, editors, teachers and experts who are involved in developing every test item and are put through multiple, rigorous reviews, and have to meet the highest standards for quality and fairness in the testing sphere. The key stages of test making require meticulous work: developing tests, assembling tests, delivering tests, marking, grading and reporting the results (Manual for language test development, 2011).

DTMC in the HMI comply with the requirements of tests making, their task compilation and approbation, processing and analysis of the test results in the distance learning that are based on the main teaching principles and includes three interdependent functions (diagnostic, educational and pedagogic). It ensures effective implementation of the final objective, control and monitoring principles, needs to correspond to the test requirements (validity, reliability, consistency, fairness, efficiency and time limit). Due to its objectiveness, scope and efficiency DTMC is superior to all teaching forms and distantly (with a certain degree of time efficiency) allows to determine students’ foreign language abilities; the level of ELCC formation (its elements); to assess students’ learning results of a certain form of the ELCC through the application of the statistical and mathematical methods; to determine the level of difficulties and to highlight possible ways and means to overcome them.

In comparison to other diagnostic tools DTMC stands out for the number of advantages: fairness of results, corpus, available answers cliché, accuracy, straightforwardness, distinctiveness, effectiveness, critical evaluation, time efficiency, distance learning opportunities, availability, flexible learning schedule, automation-based multimedia platforms and complex software, democratic relations – “lecturer – student”, self-assessment, the possibility of multiple accomplishment, answer arrangement simplicity, versatility, and quantitative indicators to determine the comprehension of the educational matter. DTMC, as any assessment technology, has certain disadvantages such as: psychological and «digital» mal-preparedness of lecturers, since traditional methodology is based on real communication between a student and a lecturer; insufficient teachers’ enhancement training in the field of distance learning; students’ knowledge assessment complexity; time consuming test approbation; a random accurate answer selection probability; applicant’s access to the Internet; financial expenses on high quality test making, processing tools and software to support information resources, educational administration; and scarce distinct technical opportunities of students’ identification, resulting in the inconsistency as a range of tests and self-assessment tasks are completed distantly, however final tests are passed personally by students.

Nowadays, a great number of new training and testing programs are being introduced in the information space, such as: Moodle, Classmaker, Google Drive, Easy Test Maker, Quizlet, Proprofs, Kahoot, Plickers, Joomla. For example, at the HMI Ari Quiz computer program has undergone experimental approbation to perform an effective foreign languages certification and a relevant training. The program offers drafting extended on-line tests to assess students’ ELCC formation level, manages user’s access to the tests, performs group testing complying with the language levels and categories, uses templates for making tests and implementing various types of tasks, and summons up the results’ statistics.

The role of the DTMC is obvious, however lecturer’s significance can’t be underestimated. The lecturer monitors and supervises the entrance in the DL; modifies personal data; creates educational materials of the e-course; drafts sets of tasks for class and individual students’ work; amends test items and educational materials by means of DL; provides support through consulting forums and chats; analyses results; assesses students’ performance in the DL system (theoretical literature review, practical tasks completion/ E-Learning, DTC / E-Testing) (Bodnenko, 2007). ELCC assessment in terms of DL can be distinguished through a linguodidactic test arranged under the current requirements to the items of the test, and which has been checked with an aim to determine ELCC statistics, and furthermore, to assess the results under the approved criteria.

Nowadays, linguodidactic tests are divided into standard and not standard depending on the specific characteristics and the scope of the testing. Standard type of the test is characterized by the quantity criteria and has been tried on the numerous students. Test making of such a type needs meticulous work, and is time consuming (Nikolayenko, 2013). Not standard tests are made by the lectures based on a certain topic to assess the level of a student’s actual skill or habit, thus they do not require the assessment of all qualitative indices. Currently, renowned international centers (Cambridge, ESOL, IELTS, TOEFL) have made a wide range of diversified tests to determine the level of the ELCC and assess the level of the linguistic and speech competence. However, the structure of the tests is rather typical and consists of four parts (reading, listening, writing and speaking tests); it requires a grounded and confident performance. At the HMI, with the aim to conduct a foreign languages certification and effective language training, there has been introduced and undergone the approbation of the computer program Ari Quiz, Joomla’ component to pass tests on-line. This program allows developing various tests with the aim to assess the level of the respondents’ foreign language communicative competence, provide the access to the tests, conduct group testing...
under certain categories, use templates for tests making according to three types of test making, and to analyze the results statistics.

For the DTC, we suggest blending of test items with communicative and creative tasks to get more detailed characteristics of the speech competence component of the ELCC, see Table 3. Authentic texts adapted from mass media, promotional and informational materials connected with the topics and the fields of professional communication are used to develop tests which evaluate:

- speech competence; (reading) tests are focused on various types of reading; selective, detailed and general understanding; (listening) selective, detailed and general understanding; (writing and translating) texts of various types and genres; (speaking) covering different topics and situations;
- the linguistic competence tests are developed to assess the level of phonetic, grammar, vocabulary, and spelling knowledge, habits and skills based on the communicative and cognitive competence: editing, adding the information, filling gaps, transformation and paraphrasing;
- linguistic and cultural competence tests are directed at multiple choice tasks with a particular topic on geography, political systems of the world countries, society, culture, education;
- writing comprises two types of tasks: linguistic and professional tests including tasks of analytical character, writing synopsis and abstracts besides academic writing tasks.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Timing</th>
<th>Part</th>
<th>№ of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20 min.</td>
<td>1.1</td>
<td>5</td>
<td>An emphasis on scanning and reading for gist</td>
</tr>
</tbody>
</table>

Table 3. Example Exam Format

Format: A matching task involving one continuous text divided into five sections or five informational texts; approximately 250-350 words in total

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

Prescription Drug Abuse Becoming More Common Reason for Accidents

1. ______________
   After years of a steady decline in drunken driving accidents, an increasingly common reason for accidents is due to impaired driving caused by drugs. This includes illegal drugs as well as misusing prescription drugs.

2. ______________
   A study in Public Health Reports found that prescription drugs, marijuana and multiple combinations of drugs are found in the blood of drivers involved in fatal automotive accidents.
   A. Preventing drugged driving
   B. Medical examination of drivers
   C. Potential compensation to the victims

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<thead>
<tr>
<th>Paper</th>
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<th>Part</th>
<th>№ of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20 min.</td>
<td>1.2</td>
<td>5</td>
<td>Reading for gist and specific information</td>
</tr>
</tbody>
</table>

Format: A 4-option multiple choice task involving a single text, approximately 450-550 words

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Why British police don’t have guns

The deaths of two female police constables have brought into focus the unarmed status of most British police. Why does Britain hold firm against issuing guns to officers on the beat? It’s the single most obvious feature that sets the British bobby apart from their counterparts overseas.

What differs British policemen from their colleagues in other European countries?
   A. Bobbies on the beat do not carry arms.
   B. Front-line officers do not use firearms while patrolling the streets.
   C. Officers on the beat may carry side-handled expandable and straight batons.
   D. British police have always been out of step with most of the rest of the world.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Timing</th>
<th>Part</th>
<th>№ of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20 min.</td>
<td>1.3</td>
<td>6</td>
<td>Reading for detailed understanding</td>
</tr>
</tbody>
</table>

Format: Choosing a suitable paragraph’s headings from a list involving one continuous text divided into 6 sections or 6 informational texts; approximately 450-550 words in total

Best Online Criminal Justice Programs

11. Sam Houston State University
SHSU’s College of Criminal Justice has been ranked among the top criminal justice programs in both value and quality. Faculty were recently recognized number 1 as most productive researchers in the country who provide foundational courses to develop your skills in reasoning and analysis.

12. University of California
Students have opportunities to interact face-to-face with faculty. Workshops and national networking events are offered. Program admits approximately 60 students per year and runs in a cohort format.

According to the advertisements in which university __________?
A. learners from other states are not admitted
B. students can be affiliated to a professional association
C. there is no out-of-state tuition fee ever charged

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<thead>
<tr>
<th>Paper</th>
<th>Timing</th>
<th>Part</th>
<th>Nº of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20 min.</td>
<td>1.4</td>
<td>6</td>
<td>Understanding text structure</td>
</tr>
<tr>
<td>Format</td>
<td>A matching task involving a single text with sentence-length gaps; approximately</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

MPs urge cross-border rights post-Brexit
Lawyers have welcomed 17 ___ to allow UK solicitors to be accredited to practise in the EU, and EU lawyers in the UK, post-Brexit. A report by the House of Commons Justice Select Committee, published this week, highlights the importance of the legal sector and emphasises 18 ___ on cross border commercial dispute settlement mechanisms.
A. following complications and delays
B. incorporating EU law into domestic legislation
C. will not be the highest priority for this government

<table>
<thead>
<tr>
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<th>Timing</th>
<th>Part</th>
<th>Nº of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20 min.</td>
<td>1.5</td>
<td>20</td>
<td>Vocabulary and structure</td>
</tr>
<tr>
<td>Format</td>
<td>A 4-option multiple-choice cloze involving two informational texts with lexical gaps including gapped words; approximately 450-550 words</td>
<td></td>
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</table>

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Anger as US internet privacy law scrapped
On Tuesday, the House of Representatives voted to cancel an Obama-era law that demanded Internet Service Providers (ISPs) have permission to share personal information 33 ___ location data. Supporters of the move said it 34 ___ competition, but critics said it would have a “chilling effect” on online privacy.

33. A included  B including  C to include  D include
34. A will increase  B would increase  C increased  D increase

<table>
<thead>
<tr>
<th>Paper</th>
<th>Timing</th>
<th>Part</th>
<th>Nº of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>20 min.</td>
<td>2.1</td>
<td>6</td>
<td>Following the main points and retrieving specific information.</td>
</tr>
<tr>
<td>Format</td>
<td>A 2-option true / false task involving 1 monologue or dialogue of approximately 2 minutes</td>
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</table>

Listen to the recording and say if the statements are true or false:

a. Special spies are being trained to smell terrorists at airports.  
   T/F
b. Scientists said our nose better identifies us than fingerprints.  
   T/F
c. There are six basic types of human nose.  
   T/F

<table>
<thead>
<tr>
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<th>Part</th>
<th>Nº of Qs</th>
<th>Test focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>20 min.</td>
<td>2.2</td>
<td>6</td>
<td>Listening for note-taking</td>
</tr>
<tr>
<td>Format</td>
<td>A gap-filling task involving 2 short monologues or dialogues of approximately 1 min. each. Each extract heard twice.</td>
<td></td>
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</tbody>
</table>

Complete the text below. Write no more than two words and/or number for each answer.

Six trillion Euros – that’s how much 1 ___ are thought to have made in just some years worldwide. It’s roughly the same as the 2 ___ of France, Europe second largest economy. Organized crime is one of the major sources of Europe and while much of the continent is getting poorer, crime sources are 3 ___. Only a fraction is ever retrieved. Arguably, one of the world’s most 4 ___ crime syndicates is Italy’s Mafia.
Listen to the recording and fill the gaps with the answers suggested

The world’s first robot police 1 ___ has started working. Its name is ‘RoboCop’ and it 2 ___ into service for the Dubai Police earlier this week. Robocop’s first official duty was to greet guests at the opening of a security conference in Dubai. Apart from greeting visitors, its job was to answer questions and give directions. RoboCop has a built-in tablet for people to interact with. People can use the tablet to pay traffic 3 ___ and use other smart police services.

1. A official B officer C agent D executive
2. A gone B moved C passed D went
3. A fines B fee C jam D penalty

Complete the text below. Write no more than two words and/or number for each answer.

The human nose has a new role – as a secret 1 ___ in the fight against terrorism. British scientists have worked out that our noses may be a better way of identifying people than 2 ___ or iris scans. Dr. Evans of the University of Bath, who conducted the research, said scanning noses will be an important tool in the battle against crime, illegal 3 ___ and terrorism.

1. What did Martin Luther King do?
   A. fought for marriage equality
   B. fought for civil rights
   C. fought for women’s right to vote

2. During the Cold War what was the main concern of the United States?
   A. climate change
   B. capitalism
   C. communism

Format A 3-option multiple choice task involving linguistic and cultural aspects (geography, political system, culture etc.) of the foreign language

Paper Timing Part Nº of Qs Test focus
Writing 1 hour 4.1 1 compulsory task Text: summarizing

Format Test takers are required to produce an abstract or synopsis in the target language based on texts, articles of social, political and professional sphere matter in accordance with stylistic standards (130-150 words)

Writing 80 min. 4.2 1 compulsory task Text: written translation with a self-guided use of dictionary

Format Test takers are required to translate texts, articles of social, political and professional sphere matter in accordance with stylistic standards (300-320 words)

Formative assessment is an integral part of the online distance learning environment as well as the feedback which plays the central role in the assessment process. In the HMI principles of assessment in DL are preserved, and focus on learners’ achievement in terms of instructional goals and objectives. However, paper-based assessment systems for writing and speaking are still essential and assure reliability and validity of the assessment. At the HMI
writing translation and spoken performance assessment criteria have been drafted and implemented to measure test takers’ relevant competences, see Tables 4-6.

**Table 4. Writing Performance Assessment**

<table>
<thead>
<tr>
<th>TA</th>
<th>Task achievement</th>
<th>Meeting the word limit. Answering the question fully, developing ideas with examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>Coherence and Cohesion</td>
<td>Organization, paragraphing, logical connection, use of linking words.</td>
</tr>
<tr>
<td>GA</td>
<td>Grammatical Accuracy</td>
<td>A wide range of structures, the majority of sentences are error-free, only very occasional errors or inappropriacies.</td>
</tr>
<tr>
<td>LR</td>
<td>Lexical Resource</td>
<td>Accuracy and range of relevant vocabulary.</td>
</tr>
</tbody>
</table>

**Table 5. Translation Performance Assessment**

<table>
<thead>
<tr>
<th>Precision</th>
<th>Basic Components of Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriacy: communicative relevance of the source and target texts</td>
<td>Lexical: Relevant translation of proper names: names of the international and state institutions, toponyms, terms, abbreviations, numerals and geographical names; lexical and semantic paradigms, polysemy and context are taken into account.</td>
</tr>
<tr>
<td>Accuracy: relevance of the source and target texts foster the perception of the general content.</td>
<td>Grammatical: Appropriate usage of grammatical (syntax) norms of the translation language; Correspondence between grammatical categories, forms and constructions, semantic meaning of the articles, translation of the verbs in tenses of the target language and the original language is well-maintained.</td>
</tr>
<tr>
<td>Stylistic: Words, collocations, functional and stylistic means used in the translation are relevant to the genre and stylistic type of the source text.</td>
<td></td>
</tr>
</tbody>
</table>

**Table 6. Spoken Performance Assessment**

<table>
<thead>
<tr>
<th>Area</th>
<th>Summary description</th>
<th>Soft skills demonstrated</th>
<th>Interpersonal skills demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>quality, relevance and organization of contribution</td>
<td>generation of interest; argument influence</td>
<td>presenting information of value and interest</td>
</tr>
<tr>
<td>Rapport</td>
<td>presence and rapport</td>
<td>presence; empathy; relationship building</td>
<td>presenting information which promotes discussion</td>
</tr>
<tr>
<td>Delivery</td>
<td>spoken clarity and enthusiasm</td>
<td>clarity; passion; engagement</td>
<td>explaining the overview and purpose effectively</td>
</tr>
<tr>
<td>Managing</td>
<td>resilience and ability to cope under stress</td>
<td>authority (expert on a subject); flexibility; resilience</td>
<td>using humor / anecdote / quotes to support position</td>
</tr>
<tr>
<td>Language</td>
<td>appropriateness of language use</td>
<td>appropriateness; credibility; eloquence</td>
<td>fluency</td>
</tr>
</tbody>
</table>

**Conclusion**

To sum up, it is worth mentioning that from the theoretical and practical points of view distance test monitoring and control is an urgent matter which allows: to assess students’ level of the ELCC (from beginner to advanced); to implement and use successfully the feedback between a lecturer and a student; to determine the level of the students’ knowledge and; to introduce necessary corrections. From the methodological point of view, distance test monitoring and control implementation provide a range of possible effective ways of the formative test assessment and feedback. It ensures drafted samples to assess students’ current spoken and writing performances.

**References**

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