



## The Impact of Using Multiple Choice Test on EFL Students Structure Sentences

Lte. Dr.Jabal -F- Hassan AL-Kaabi

Ministry of Education / Directorate General of Education in Najaf, Open Educational College, Najaf

Email: [Jabalhassan70@gmail.com](mailto:Jabalhassan70@gmail.com)

### Abstract

The Learning and Testing of English Grammar are Essential in Teaching English as a Foreign Language. When measuring an individual's mastery of grammar, multiple-choice tests are the best way to guarantee that the test has been designed with content validity in mind (i.e., valid measures of achievement over the subject area). However, many of the multiple-choice test items currently used in tests were constructed without this important criterion, which should assist students in their process of learning. This paper will: (1) explain why measurement of English grammar through multiple-choice testing is essential for achievement purposes; (2) provide information about three different types of cognitive learning theories that show the necessity of using multiple-choice questions designed to assist students in learning; and (3) present examples of poorly constructed multiple-choice test items and demonstrate how those items could have been correctly constructed.

**Key words:** focus on form instruction, content validity, long term memory, non-occurrent forms.

تأثير استخدام اختبار الاختيارات المتعددة لطلبة اللغة الإنكليزية كلفة أجنبية في ترتيب الجمل  
م.د. جبل فليح حسن الكعبي

المديرية العامة لتربية النجف الاشراف / الكلية التربوية المفتوحة فرع النجف الاشراف

### المخلص

في تدريس اللغة الانكليزية كلفه أجنبية، التدريس والاختبار في نحو اللغة الانكليزية تكون لا غنى عنه - لاختبار اتقان قواعد اللغة الانكليزية اختبار الاختيارات المتعددة يجب أن تكون مستخدمه وذلك بفضل ميزتها المتمثلة في ضمان الانجاز محتوى الصلاحية لإنجاز، اختبارات للأسف، البناء في كثير من فقرات اختبارات، الاختيارات المتعددة لم يعتمد على أي بناء مهم للمساعدة في عمليات التعلم. هذا البحث يناقش الاحتياج الى استخدام اختبار الاختيارات للغة في تحقيق فهم نحو اللغة الانكليزية، نظريتان معرفيتان للتعليم تؤكد أهمية تصميم أسئلة الاختيار المتعدد التي تساعد في عمليات التعلم وامثله على اختبارات الاختيارات المتعددة وتعديلاتها.

كلمات مفتاحية: التركيز على نموذج التعليمات، محتوى الصلاحية، الذاكرة الطويلة، اشكال غير موجودة.

### 1. Introduction

Learning grammar is a fundamental aspect of acquiring proficiency in any language, especially English as a Foreign Language (EFL). Grammar provides the rules and structures necessary for effective communication. For many EFL



learners, mastering grammatical structures poses a significant challenge due to differences between their native language and English, as well as limited exposure to authentic language use in non-native environments.

Language learners utilize assessment for various reasons; therefore, assessment can measure how far the student has come in learning their target language and inform the teacher and student of further areas of need. There are many types of assessments available for use, but one method is with Multiple-choice questions (MCQ), which are now widely used due to the ability of MCQs to assess large amounts of content quickly, objectively and easily.

Assessment of grammar can be effectively accomplished through MCQs. An MCQ measuring grammatical competence is not solely reliant upon memorizing rules but also requires an awareness of the appropriate context within which to apply them, thereby validating the use of MCQs for assessment purposes. While many people believe MCQs are beneficial for learning grammar, there is also general concern about the extent to which AC/MCs promote learning rather than rote memorisation.

Practicing grammar with a multiple choice question format could help EFL (English as a Foreign Language) students: reinforce grammatical rules, discover patterns in the language, and have less anxiety about how to answer an open-ended question. Although it is believed that using MCQs to help develop long-term grammatical ability is an underexplored topic, particularly in the context of EFL classrooms located in countries outside of the United States where English is not the primary language being spoken. While many EFL teachers utilize MCQ testing as part of their teaching methods, evidence regarding the actual effectiveness of MCQs on the grammar development of EFL learners is very limited. Most studies that have been conducted regarding EFL learners are about the effectiveness of testing in general; they have not focused specifically on how MCQs can facilitate learning English grammar conceptually or practically through real-life use of grammar in actual communication situations.

This research intends to examine the influence of the usage of multiple-choice questions in the development of grammar skills among EFL learners. The study's goal is to establish whether MCQs contribute positively to the development of grammar or whether other forms of assessment are better suited for developing grammar skills. The results will give EFL instructors, curriculum creators, and education decision-makers insight into how best to improve grammar instruction and evaluation.

## **2. Theoretical Background**

### **2.1 The Need of Teaching English Grammar and Vocabulary**



In the last two decades, a shift has occurred from the structure-based method of foreign language teaching to one that is more focused on communication. The structure-based method emphasised the need for students to learn grammar and vocabulary precisely so that they could form grammatically correct sentences, write well-organised paragraphs, and understand written materials, especially literature. The communicative method, on the other hand, emphasised the importance of conveying meaning and to helping students to comprehend and express their ideas through oral and written forms, even if they do not have a complete understanding of grammar and vocabulary. In fact, the communicative method permits the occasional use of the native language when the student does not have the necessary foreign language tools to express themselves (Hinkel, 2006, P. 111).

Each type of approach has its limitations. The structural approach can develop good grammatical detail; however, this does not guarantee that the learner will be able to communicate effectively in all four of the language's skills: listening, speaking, reading, and writing. Without being able to use the language through immersion or real-life applications, the learner may not be proficient in functional language use in real life. (Hinkel 2006, P. 111; Cahara 2000)

Gaps in grammar and vocabulary because of the communicative approach's focus on using language for practical purposes. By focusing on fluency, structural accuracy can get overlooked, which can ultimately affect overall language learning. Therefore, even though a student can have a good understanding of what they want to say and how to say it correctly, they may not produce grammatically correct speech or writing (Doughty & Williams, 2004, P. 5).

Linguistic form conducted through communicative instructions need to be revisited by ways of implementing focused instructions into teaching language units (e.g., word, phrase, clause and sentence) and the principles/elements of combining linguistic units to form coherent language structures. Hinkel (2006) argues this point (p.112).

Focusing on Forms has emerged as an ever-important aspect in the discussion surrounding the second language acquisition process. It intends to connect the gap between the meaning-oriented part of learning a second language and the grammatical knowledge acquired to use that language by combining both explicit and implicit teaching with communicative activities. (Doughty & Williams, 2004, P. 10).

Research shows that only using meaning-based input and no other instructional style for teaching grammar and language acquisition will not develop learners' accuracy in constructing sentences correctly or using correct vocabulary. In addition, if learners do not receive explicit instruction on essential grammatical



patterns, despite having significant exposure to the language, they will still not be able to internalize the necessary grammatical patterns (Hinkel, 2006, p.113).

On top of this, by applying both form-focused instruction as well as a communicative approach, students can use knowledge about the grammar structures and vocabulary in an authentic (real-life) context. This contextualised learning reinforces the students' ability to use both their language (competence) and their language when performing (performance). (Hinkel, 2006, pp. 114).

## 2.2 Definition of MCQ in Methods of Teaching

As a major element in language, grammar is a collection of stated rules that describe how to combine clauses, phrases and words to create structures of every language. Grammar is the methodology by which learners will form meaningful and correct sentences that follow the established standards of the target language. In EFL, grammar provides learners with the structure to communicate appropriately through both written and spoken communications (Thornbury, 1999, P16).

English grammar consists of numerous components: tenses, part of speech, sentence building and punctuation. In order for EFL learners to be fluent in their second language with reduced instances of errors that could affect effective communication they must have a good understanding of each of these grammatical elements in order to internally assimilate them into their speech. In addition, EFL students need time, practice and frequent exposure to appropriate grammatical form and use in context as well (Larsen-Freeman, p. 23) .

Language education assessment is the process of formally collecting and utilizing empirical information regarding the amount of knowledge or skills an individual possesses, the degree to which they have an attitude or belief and therefore how well they perform. Assessment is also utilized to assess the success of an instructor's method of teaching as well as the level of success achieved by the student. In EFL language classrooms, the grammatical assessment of students is crucial in establishing a clear understanding for students of the rules governing grammar (Brown 2004, P. 102).

Multiple-choice questions (MCQs) are often used for assessment because they are objective and can be used to assess a greater breadth of content than other types of assessments. MCQs have some type of question or incomplete statement followed by various answer choices with only one correct answer. They are a popular way to test grammar since they can be used to test specific grammar rules quickly and easily (Hughes, 2003, p. 75).

Multiple-choice questions are valuable for learning about syntax and can provide immediate feedback about how well students understand grammatical rules. When developed carefully, this type of question can assess not only



students' ability to recall information but also their ability to use grammar in different contexts. By using this methodology, students learn to identify patterns, compare similar structures with one another, and correctly apply rules (Alderson, 2000, P. 119). Even though MCQs have positive aspects, they have been criticized for promoting

Students often learn at the surface level instead of developing an in-depth understanding of how grammar works. Some teachers feel that an MCQ test can be passed by guess work and/or memorized answers, which may not show true knowledge of the source material. Therefore, this has caused a discussion about whether or not there are more appropriate supplemental methods to evaluate students in productive use of language (Weir, 2005, P. 94).

Despite multiple exposures to grammatical concepts using multiple-choice questions (MCQs) improving accuracy for EFL learners in assessment settings, they would still lack the ability to use their grammatical knowledge in actual conversations if they learn to only select the correct answer to a grammar question without knowing why that option is the best choice or using their grammar skill actively. The way that MCQs are designed pedagogically is therefore key to facilitating meaningful learning (Richards & Schmidt, 2010, P. 61).

Additionally, employing MCQs within grammar teaching can help EFL students once used in conjunction with more formative strategies (e.g. building sentences, correcting errors, discussing). Teachers need to be cognizant of the advantages and disadvantages associated with using this method and utilize MCQs only as an element of the overall system of reinforcement for grammatical proficiency (Ur, 1996, p. 39)

### **2.3 Types of Multiple Choice Questions**

In education, educators use multiple choice questions (MCQs) to assess students' knowledge because they can assess large amounts of material in a relatively short amount of time without any bias; that is why they are so common in education today. MCQs can be written for every subject and for students at every grade level (Brown, 2004, p. 88). In addition, it is important for educators to know different types of MCQs so they can create MCQ assessments that measure whether students have met the learning objective(s).

A single best answer, or the most popular type of multiple choice question (MCQ), allows students to choose 1 correct option from several plausible alternatives and is especially useful for the assessment of factual information or the recognition of correct answers. The single best answer format is often preferred in standardized testing environments due to its straightforward design and unambiguous presentation of a single choice from a set of responses (Haladyna, 2004, P. 61).



A commonly used form of multiple choice is the true or false option, in which the student determines if the statement is accurate. While these are efficient for assessing specific parts of student knowledge; if poorly designed, they can promote the practice of guessing and therefore may have unreliable scores. One way for an instructor to increase reliability is to require an explanation or rationale for the selected answer choice (Burton, 2001, p. 45).

A multiple response question is an item type where there may be several correct answers provided to a question or statement, requiring the student to choose as many correct answers as possible. This type of item tests the student's knowledge of the material to a higher level because the student must be able to identify every possible correct answer; thus, students must demonstrate a higher understanding of content (Oermann & Gaberson, 2014, P. 106). Scoring and interpretation are more complicated because of the need for clear directions and balanced choices (Oermann & Gaberson, 2014).

Another variation of multiple-choice questions is through paired matching where students match the two lists which comprise the matching items. This style of assessment assesses students' knowledge of associations, definitions or processes. To ensure that the ratio of the options does not give away what the answers are, the matching items must be designed with great care (Nitko & Brookhart, 2011, P. 73).

Certain multiple-choice questions (MCQs) are phrased negatively, for example by asking "Which of the following is false?". Although these kinds of MCQs can assess if students are paying close attention to detail, they can also confuse or mislead when they are not clearly-worded. Educators should limit the use of negative phraseology in MCQs unless absolutely needed (Gravells, 2012 Pg 55).

MCQs and scenario-based questions (vignette) are considered to contain a contextual situation followed by a series of questions which are linked to the contextual situation. Their utilization is beneficial to assess one's use of knowledge and apply it to real-world situations. As such, they are valuable mechanisms of assessing learning for purposes of determining effective utilization of learning in fields such as medicine, law and education. Additionally, the use of scenario-based MCQs can assist in the individual learner's development of critical thinking and decision making (Case & Swanson, 2002, P. 134).

## **2.4 Merits of Multiple Choice Questions**

The rules and structures of English grammar include a variety of items, including, but not limited to, verb tenses; different types of sentences; how to ask questions; the way to create tag questions; ellipsis; subject-verb agreement (concord); comparative adjectives and adverbs; conditional clauses (if clauses); how to use prepositions; how to create reported speech; how to write in the



passive voice; sensory verbs; auxiliary verbs; word order; embedded questions; adjective clauses; participles; and the subjunctive mood. When teaching these structures, the teacher will need to evaluate how well the student has understood the grammatical concepts that were taught. In order to do this, the teacher has many options available to them to determine whether or not the student has effectively learned the concepts. However, one method of testing that is particularly effective for determining whether or not the student has demonstrated mastery of these grammatical concepts is using multiple-choice questions. These types of assessment instruments can be constructed in such a way as to allow for high content validity, which means that they will accurately evaluate a representative sample of the concepts and skills that were taught. Ensuring that there is content validity in a multiple-choice assessment instrument is of critical importance to all language teachers as they engage in effective assessment practices (Forg, 1997, P. 84).

A second advantage of multiple choice tests is their capacity to cover a broad spectrum of content within a single assessment. Such tests can consist of hundreds of items-ranging from 200 to 300-which allows each specific grammatical rule to be assessed through multiple items. This repetition increases the likelihood of accurately measuring student mastery. With several questions targeting the same rule, educators gain more reliable insights into learners' understanding. This detailed coverage is not feasible in more integrative test types, which generally assess language skills in broader, less focused ways (Forg, 1997, P. 85).

### 3.1 Methodology

The following item in testing English Grammar is an example created by James Dean Brown (1996) for teachers of English to use as a model. Brown's example has the descriptor: "The boy stepped onto an ice cube and landed face first on the ground".

- a. fell
- b. fall
- c. felled
- d. falled

"The intended key is, of course, option a. fell. The content of the problem is the English simple past tense. Option b. fall, is not a content of tense, but concord between the subject and the predicator. This option causes the test item to contain a mixed content: a problem of tense and a problem of concord. In solving the problem, test takers or testees have to process two things: thinking about tenses and concord. Option c. felled, is a correct past tense form but the meaning is not fall down but cut down such as felling trees. This option causes



testees to think about word meaning, a problem of semantics. Option d. falled, is a non-occurrent form in English, that is, a form that does not exist in the English language. Since people do not use language forms that do not exist in real life situations, uninformed test takers may interpret this option as a correct form in English. Therefore, option d misleads students' understanding of English tense" .

"The following test item was constructed by an English teacher of a TV program in Indonesia":

"The party (a. end b. ends c. ended) at 11 o'clock last night. It is a good idea that this test item does not necessitate four options, as the desire to always have four options for all grammar test items may end up with undesirable faulty options. The correct option of this test item is c: ended, the past tense form; option b: ends, is desirable because it is also a tense form. But option a: end, is not a tense problem but a subject-predicate concord problem. This option is, therefore, undesirable as it does not facilitate the students in their learning of English tenses" .

The item below was constructed by an English language teacher in Indonesia:

What you ..... just now was quite difficult to understand

- a. explain
- b. explaining
- c. explained
- d. explains

"This item poses a tense problem and the key is c: explained. Option a: explain, is desirable as it also pertains to tense. Option b: explaining, is not desirable because 'explaining' is not a correct, finite form of the predicator of the subject 'you'. Option d: explains is not desirable either since it poses a problem of subject-predicator concord, not a tense problem. This item has a mixed content" .

"This item was constructed by an English student teacher in Surabaya, Indonesia" :

Miss Nanik and Miss Sandra works at school.

They teach Math. They are.....

- a, teacher
- b. teachers
- c. teachers
- d. teaches



"The predicator 'works' suggests that this English student teacher continues to have a language issue. This item presents a problem with the plural noun. The correct choice is option c: teachers. Option a: teacher, is preferable because plural nouns are typically contrasted with singular nouns. Option b: teachers is not suitable because it is a non-occurrent form. Option d: teaches is also not appropriate since it is a verb rather than a noun; additionally, it creates a subject-predicator agreement problem" .

"My observation is that so far the English grammar test items which are constructed by language testing experts whose native language is English as well as English teachers in Indonesia have always contained approximately the same flaws as those described above. Such grammar test items have certainly not been constructed on the basis of the following very important principle: to aid, help, or facilitate students' learning processes of English grammar. This paper is written and disseminated to English teachers at all levels in Indonesia and possibly other countries in the world to add one more piece of information about constructing test items that help the learning processes of English grammar to arrive at accurate English grammar mastery. It will include the need for teaching English grammar and vocabulary. Two very influential cognitive learning theories are the human information processing theory and Noam Chomsky's hypothesis-making theory. The merits of multiple-choice type test items will be discussed. Principles of constructing multiple-choice type test items will be covered. Examples and discussion of faulty multiple-choice type English grammar test items will also be included" .

### **3.2 Two Influential Cognitive Learning Theories: The Human Information Processing Theory and Noam Chomsky's Hypothesis Making Theory**

#### **3.2.1 The Human Information Processing Theory**

"One of the cognitive learning theories that explains the psychological processes involved in problem solving is the human information processing theory. The diagram below illustrates the human information processing theory":

"The first component of the human brain consists of sensory stores. Human sensory stores take in environmental stimuli by means of eyes, ears, and other channels. Visual stores, auditory stores, and other kinds of stores represent information in a literal and unanalyzed form. The sensory stores preserve the information long enough for initial processing to take place. Information processing begins by retrieving information or knowledge from permanent memory or long-term memory. People interpret a stimulus and recognize a pattern, a shape, a configuration, colors, melodies, tastes, and smells as familiar when they retrieve information from permanent memory that matches the new information. When the stimulus has been correctly interpreted and identified, it is, then, sent to the working memory for further processing" .



"The second component of the human brain is the working memory. Working memory, also known as short-term memory or short-term buffer, holds information that is currently occupying our attention. The contents of working memory are in an active state and are nearly synonymous with immediate consciousness and awareness. Human mental acts are, in fact, complex series of decisions, and it is necessary to have a temporary holding place for intermediate decisions. Since these acts can be completed quickly, the contents of the working memory are constantly changing. Human short-term memory has limited capacity in holding information. It can hold approximately five to nine items of information per second. When it holds too many items of information, the short-term memory will be overloaded, and further information processing cannot take place—a situation which is commonly referred to as tunnel vision. The contents of the short-term memory will, then, be discarded. One way to enhance the capacity of the short-term buffer is by operating a control process called chunking, where we group individual pieces of information into larger units. For example, information like 867331276 is chunked into 867 331 276. During reading, chunking is achieved by reading as quickly as possible. When information has been interpreted and makes sense, it is transferred to long-term memory to be integrated with similar knowledge stored in the mind. The third component of the human brain is the permanent memory. Permanent memory, also known as long-term memory, serves as a storage place for our knowledge of the world in the mind. This knowledge includes general information such as grammar rules or arithmetic, as well as memories from childhood. These memories help interpret new experiences, and, in turn, the new events may later be added to this storehouse of information".

"The contents of permanent memory are of two kinds: semantic memory and episodic memory. Semantic memory refers to our organized knowledge of words, concepts, symbols, and objects, as well as information like motor skills (cycling, driving, swimming, bicycling), general knowledge (grammar, arithmetic), spatial knowledge (lay-out of rooms, offices, and buildings), and social skills. Episodic memory contains information about events that are specific to a particular time and place. It serves as the memory to keep a record of personal experiences, such as what you had for breakfast this morning or where you got your first job" (Carroll, 1986, pp. 44-48).

"In the context of human information processing theory, humans address a problem by utilizing relevant knowledge about that problem stored in long-term memory. When solving English grammar problems, humans rely on their knowledge of English grammar. Specifically, a tense problem is addressed through knowledge of tense, a concord problem through knowledge of concord, an ellipsis problem through knowledge of ellipsis, and a passive problem through knowledge of passive voice. Therefore, if a grammar test item presents two or more problems, it can be confusing and offers limited benefit for learning



or aiding understanding. The following test item, created by language testing expert Heaton (1988, p. 29), exemplifies a grammar test item that does not maximize learning facilitation" :

I never knew where.....

- A. had the boys gone                      C. have the boys gone  
B. the boys have gone                      D. the boys had gone

"This test item poses two problems: a problem of tense and a problem of word order. Its value to aid the learning of English grammar is low. It is desirable to upht the test item into two items"

1. I never knew where the boys.....

- A. have gone  
B. had gone.  
C. are going  
D. go

2. I never knew.....

- A. where had the boys gone  
B. had gone where the boys.  
C. the boys had gone where.  
D. where the boys had gone

"But these two items must not be included in one test set as they are because item no. 2 offers a clue to solve item no" . 1.

### 3.3 Noam Chomsky's Hypothesis - Making Theory

"According to Chomsky, human beings are born with special abstract mental mechanisms which he refers to as the language acquisition device (LAD). Based on the language input that adults speak, the language acquisition device can make hypotheses about how language functions, about the grammar of the language, and derive an appropriate grammar. The language spoken by adults may be degenerate, but by around six years of age, children develop an adequate grammar. The implication of the above postulation is that correct and desirable language input will facilitate the acquisition of correct grammar. On the contrary, incorrect language input may result in imperfect grammar mastery. Referring to English grammar test items, the following teacher made test items are examples of test items that do not aid the learning of English grammar" :



Sarah: "What does your uncle do"?

Tasya: "He is a....."

- a. policemen
- b. policemans
- c. policeman
- d. policemens

"Option b. policemans, is a non-occurring form. Option d. policemens, is also a non-occurring form. Poor students may think that these forms are correct in English and thus, they are misled in their study of English grammar. Instead of maintaining the above item" .

### Conclusion

"To sum up, multiple choice tests must be used in achievement testing because this test type guarantees the fulfillment of the requirement of content validity of achievement tests. When constructing multiple choice test items, alternatives should, as much as possible, focus on the relevant knowledge stored in long-term memory since, according to the theory of human information processing, learners utilize relevant knowledge in long-term memory to solve a particular test item. In doing so, selecting the correct alternative will quickly reinforce correct learning, and eliminating incorrect alternatives will immediately disprove incorrect learning. Additionally, according to Chomsky's hypothesis-making theory, learners process language data by forming hypotheses about the grammar of the language. Faulty language data through the use of non-occurring forms in multiple choice test items will certainly not facilitate learning processes. Instead, they will confuse and mislead learning processes. Non-occurring forms in multiple choice items must be totally avoided" .

### References

1. Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press.
2. Brown, J. D. (1996). *Testing in Language Programs*. Prentice Hall Regents.
3. Brown, J. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
4. Burton, S. J. (2001). Multiple-Choice and True/False Tests: Reliability and Validity Issues. *Journal of Educational Measurement*.
5. Carroll, D. W. (1986). *Psychology of Language (2nd ed.)*. Brooks/Cole Publishing Company.
6. Case, S. M., & Swanson, D. B. (2002). *Constructing Written Test Questions for the Basic and Clinical Sciences (3rd ed.)*. National Board of Medical Examiners.



7. Doughty, C., & Williams, J. (Eds.). (2004). Focus on Form in Classroom Second Language Acquisition. Cambridge University Press.
8. Forg, G. (1997). The Role of Grammar in Language Teaching. *ELT Journal*, 51(3), 84-85. <https://doi.org/10.1093/elt/51.3.84>
9. Gravells, A. (2012). Preparing to Teach in the Lifelong Learning Sector (5th ed.). SAGE Publications.
10. Haladyna, T. M. (2004). Developing and Validating Multiple-Choice Test Items (3rd ed.). Routledge.
11. Heaton, J. B. (1988). Writing English Language Tests (2nd ed.). Longman.
12. Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, 40(1), 109-131. <https://doi.org/10.2307/40264513>
13. Hughes, A. (2003). Testing for Language Teachers (2nd ed.). Cambridge University Press.
14. Larsen-Freeman, D. (2001). Teaching Language: From Grammar to Grammmaring. Heinle & Heinle.
15. Nitko, A. J., & Brookhart, S. M. (2011). Educational Assessment of Students (6th ed.). Pearson.
16. Oermann, M. H., & Gaberson, K. B. (2014). Evaluation and Testing in Nursing Education (4th ed.). Springer Publishing Company.
17. Richards, J. C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.). Pearson Education.
18. Thornbury, S. (1999). How to Teach Grammar. Pearson Education.
19. Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press.
- 20.

Weir, C. J. (2005). Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan.