

## **CONSTRUCTION OF MULTIPLE CHOICE QUESTIONS ON GRAMMAR AND VOCABULARY FOR THE UNDERGRADUATE ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS: AN ANALYSIS**

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### **Abstract**

As English is taught as a foreign language in Bangladesh, the teaching and testing of English grammar and vocabulary are indispensable. To test English grammar and vocabulary mastery, the multiple choice test must be used due to its merit of guaranteeing the fulfillment of the content validity of achievement tests. Unfortunately, the construction of Multiple Choice Questions (MCQ) has been ignored in English as a Foreign Language (EFL) context in Bangladesh. Therefore, this paper discusses the importance of the design of multiple choice items on grammar and vocabulary for the undergraduate EFL students. It aims to explain the principles of constructing multiple choice questions. Practical suggestions for how to improve the test are offered as well.

### **Introduction**

Testing is an important part of all teaching and learning experience. It is defined as an instrument of evaluation by which we try to measure learners' performance. Moreover, according to Heaton (1990) test could be used to display the strengths and weaknesses of the teaching process and help the teacher to improve it. A test is a procedure for measuring knowledge, ability, skill or performance of an individual or of a group in a comprehensive manner (Khan, 1998). It can be defined as 'a series of questions on the basis of which some information is sought'. The information we hope to obtain will of course vary from situation to situation depending upon the various purposes (Agrawal, 1988, Hughs, 1989). The kind of information we ask categorises tests into various kinds such as achievement test, proficiency test, placement test, diagnostic test and so on. The way test reflects different modes of testing such as subjective test, objective test, discrete point test, integrative test etc. The multiple choice question is a technique of testing within the objective mode. Multiple choice test or objective test has emerged or developed to overcome a number of the weaknesses of the composition test or subjective test. Both the subjective and objective tests are important modes of testing and evaluation.

These terms are used to designate two types of scoring. Subjective tests are those that require an opinion, a judgment on the part of the examiner. In a subjective test the examinee answers some or all of the items asked in his own words and views, so that the scoring will have to be done on an individual basis and there occur differences in scoring by different examiners, hence the name "Subjective". That is why subjective tests are not reliable and valid. On the other hand objective tests are those that are scored rather mechanically without need to evaluate complex performance on a scale. In an objective test the responses can be scored as right or wrong with no subjective element to cause variation among the scorers. In objective test the examinees may or may not be objective

but the examiners are strictly objective. Because of these virtues, multiple choice tests tend to have superior reliability and validity (Lado, 1961; Madsen, 1983).

Apart from these, Bangladesh Open University (BOU), the only public university for open and distance learning has allocated about 50% marks of MCQ or objective test for its English programmes like Bachelor in English Language Teaching (BELT), 20% marks for BA/BSS programme. Multiple choice items are widely used as devices for entrance examinations at universities and medicals.

Though the materials are available on MCQ, teachers fail to construct good multiple choice questions on grammar and vocabulary. The present paper is then intended to focus on and to make teachers aware of the importance of teaching and testing grammar and vocabulary for the undergraduate EFL students and advocate some practical ways of constructing multiple choice items. The present study is based on secondary sources and the researchers' own experience.

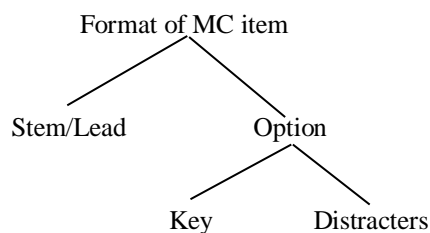
### Multiple Choice Questions (MCQ) : Pros and Cons

Multiple choice tests are the most useful of all the objective type tests. As the name suggests, the multiple choice type questions consist of four or five alternatives/choices and the candidate has to choose only one which he thinks to be correct. The correct answer is called 'key', and the others are distracters. Example, when was Chomsky's first model grammar published?

- A. 1957 C. 1952  
B. 1950 D. 1958

Multiple choice type question is the most widely used variety for testing pupil achievement as well as for various other purposes like admission, selection, etc. With the help of MCQ a wide variety of objectives can be treated in a much shorter time than those of other forms of question.

A multiple choice type item consists of two major parts namely the stem and options. The options include key and distracters (Lado, 1961; Huges, 1989):



- (1) *Stem*: This is the topmost part of the item which poses the problem to the examinees. It may be in the form of a direct question or an incomplete statement.
- (2) *Options*: These are the bottom part of the item which may be in the format of three, four or five suggested answers. The options consist of two parts such as (a) Key (b) Distracters.
  - (a) *Key*: This is the correct response among the options or we can say the correct alternative in each item is called key or answer

- (b) *Distracters*: The options other than correct response are called distracters, or we can say the incorrect alternatives, or options are called distracters. These incorrect alternatives function to distract those examinees who are in doubt about the correct answer. Thus, like any other form of objective type questions, a multiple choice item is selection type with a fixed fool-proof answer, complete objectivity in scoring and highly specified task. Direction for the candidates is carefully prepared to instruct them to read the task in the stem and list of alternatives to select the most appropriate answer or the correct answers.

Example A: (Five choice completion)

(In the form of a question)

Stem- which one of the following is the best definition of an objective test?

**Distracters**

- (a) One which has as its main objective the testing of knowledge of facts.
- (b) One which has as its aim objective the testing of ability to apply knowledge.
- (c) One which is set in order to test clearly defined learning objectives.
- (d) One which tests ability to think objectively rather than subjectively.

Key- (e) One which is objective rather than subjectively marked.

This is called an 'item' rather a 'question' because often, as in the example above, the stem/lead is itself a question.

Example B: (Four choice completion)

(1) Rahim reads a novel. This statement refers to

- (a) Present indefinite tense.
- (b) Present continuous tense.
- (c) Present perfect tense.
- (d) Present perfect continuous tense.

(2) Fill in the blank in the given sentence with the most appropriate preposition.

I received her letter ..... 10.00 O'clock

- 1. on 2. in 3. of 4. at 5. by

The types of item used by the examiners at present are four choice completion and five choice completion and both of them are known as simple completion. Now, five choice completion items are more favoured than four choice completion items, because if the additional response provides further distraction of weak students away from the correct (key) response, the five choice completion types tends to discriminate better between candidates.

Among item types, multiple choice has been recommended and used for the testing of many language abilities (Hughes, 1989). It is widely used by teachers, schools, and assessment organizations and is one of the most commonly applicable test techniques to assess achievement (Linn and Gronlund, 1995). The chief advantage of multiple choice

tests is that scoring can be simple, rapid, and economical. They can be scored objectively and thus make the test more reliable than subjectively scored tests (Bailey, 1998). Although multiple-choice items test only recognition knowledge rather than the ability to use language, they are confirmed effective in assessing student's ability to recognize correct grammatical forms, vocabulary, etc. and to make important discrimination in the target language. Consequently, both the student and the teacher can identify areas of difficulty by analyzing student's performance on the multiple-choice test (Heaton, 1988). Another advantage of multiple-choice items is that they can undergo pre-tests fairly easily. It is usually to assess in advance the difficulty level of each item and that of the test as a whole (Weir, 1990).

### **Principles for Constructing Multiple-Choice Items: Grammar and Vocabulary**

The principles below are based on the guidelines presented by Madsen (1983), Haris (1969), Henning (1982 & 1987) and Linn & Gronlund (1995).

#### **Vocabulary**

One of the vocabulary test types in the achievement test at Bangladesh Open University is multiple-choice completion, in which a word is deleted from a sentence and the candidate selects a correct answer depending on context clues and sentence meaning. Another vocabulary test type in the achievement test is multiple-choice paraphrase, in which a lexical item is underlined in context and testes are required to choose the best synonym or paraphrase of the lexical item depending more on knowing the lexical item than on detecting meaning in the sentence context. The same format is also applicable in BCS preliminary and other competitive tests. Following are the guidelines for writing vocabulary items and the examples are taken from the test items gathered from the EFL/ESL teachers to compose the achievement test.

1. Distracters should be the same form of word as the correct answer (Madsen, 1983).

Ex: The \_\_\_\_\_ Thanks giving dinner consists of turkey, cranberry sauce, several vegetables, and pumpkin pie.

A. opinion B. instead C. typical D. prepare

Students may perceive an adjective is necessitated in the item and *typical* is the only adjective among the option; thus, students might answer the item correctly without knowing the meaning of the answer.

2. Grammatical clues should be avoided in the stem (Madsen, 1983).

Ex: My boyfriend gave me an \_\_\_\_\_ watch. It was made 100 years ago.

A. cruel B. antique C. sensitive D. liquid

Examinees who know the article in English can recognise *antique* is correct because an must be followed by a word beginning with a vowel sound. The item could be corrected by either adding *a* in the stem:

My boyfriend gave me a(an) \_\_\_\_\_ watch. It was made 100 years ago.

A. cruel B. antique C. sensitive D. liquid

or removing the article from the stem to the options:

My boyfriend gave me \_\_\_\_\_ watch. It was made 100 years ago.

A. A cruel B. An antique C. A sensitive D. Liquid

3. All the options should be on nearly the same level of difficulty (Harris, 1969).

Ex: You cannot touch the paper because your hands are \_\_\_\_\_. It should be dry and neat.

A. clean B. hot C. cold D. moist

Obviously distracters A, B and C of this item could be eliminated because they are much easier than the correct answer, *moist*, and not fit in the context. Consequently, candidates would select the right answer simply the process of elimination without knowing the meaning of the correct option.

4. All the options should avoid needless redundancy (Henning, 1987)

Ex: I dress in a conservative way.

- A. My clothes are fabulous in style.
- B. My clothes are fashionable in style
- C. My clothes are appropriate in style
- D. My clothes are conventional in style

Testees are required to read the repetition of redundant material through the alternatives. Therefore the test would be inefficient in that testees need much time to derive the information available from a given period of time for testing (Henning, 1982). A better format for such an item would be:

I dress in a conservative way.

A. fabulous B. fashionable C. appropriate D. conventional

5. Avoid using distracters with similar meanings (Madsen, 1983)

Ex: The party guests were amazed by Christina's behavior.

A. pleased. B. surprised C. cheerful D. bored

Students who recognise *pleased* and *cheerful* are close in meaning might eliminate both and discern either *surprised* or *bored* can be the correct answer.

6. Avoid using a pair of words with opposite meanings as distracters (Madsen, 1983)

Ex: When we got to John's house, we found it was as silent as the grave.

A. quiet B. loud C. clean D. dark

If students perceive *quiet* and *loud* as antonyms, they might eliminate the last two options and select one of the antonyms as the right answer.

7. Each item should contain only one correct or obviously best answer (Linn & Gronlund, 1995).

Ex: Even though I failed in the test my English teacher still \_\_\_\_\_ me to work harder.

A. respected B. employed C. encouraged D. persuaded

Both *encouraged* and *persuaded* can be correct answers. This error can be avoided by having another EFL/ESL teacher read through all the items before using them on a test.

8. All the options should be nearly the same length (Harris, 1969)

Ex: They wanted to ignore the children.

- A. pay no attention to      C. take away  
B. improve                      D. please

There is a tendency that the longest option is the obvious answer because it is often necessary to paraphrase the lexicon item sufficiently. Care must be taken that the correct answer should not be generally the longest.

### Grammar

The type of grammar test used in the achievement test is multiple-choice completion, which presents an incomplete sentence stem followed by four multiple-choice alternatives for completing the sentence. Principles for writing grammar items are as follows.

1. Avoid using distracters which are pronounced alike (Madsen, 1983).

Ex: Tony \_\_\_\_\_ go swimming but not any more now.

- A. used to                      B. use to  
B. C. was used to              D. am used to

Both A and B would sound alike when normally spoken. The choice of the correct answer turns to be a spelling problem and this "error" would appear in writing but not in speech. It might be used on a writing test, but not appropriate on a grammar test ((Harris, 1969)

2. Avoid using mixed options (Henning, 1987).

The following item is used to test tense but the options confuse the notion of tense with that of agreement.

Ex: my first year in the United States, I met a girl who \_\_\_\_\_ my classmate in Taiwan.

- A. have been                  B. being  
C. had been                      D. were

Examinees might disregard A and D due to lack of subject-verb agreement, not on the basis of impropriety of tense.

3. Avoid nonsense distracters (Henning, 1987).

Ex: My parents were being old-fashioned and \_\_\_\_\_ as Americans should behave.

- A. not behaving              B. behaving not  
C. did not behaved              D. not behaved

C contains structure that does not occur in grammatically acceptable English. Nonsense distracters lend to be weak distracters and students may learn errors from the test itself. Such distracters might have negative wash back on instruction and they should be avoided for this reason (Henning, 1987).



The advantages of multiple choice techniques were so highly regarded at one time that it almost seemed that it was the only way to test knowledge of the learners. But it has some disadvantages which are as follows:

### **Disadvantages**

(1) The multiple choice technique tests only recognition knowledge

If there is a lack of fit between at least some candidates' productive and receptive skills, then performance on multiple choice test may give a quite inaccurate picture of those candidates' ability. For example, in a "multiple choice grammar test score" one can identify the correct response in the item above may not be able to produce the correct form when speaking or writing. It gives incomplete information about testers.

(2) Guessing may have a considerable but unknowable effect on test scores

The chance of guessing the correct answer in a four option multiple choice item is one in four. On average, we would expect some one to score 40 to 44 on 100 item test purely by guess work. We would expect some people to score fewer than that by guessing, other to score more. The trouble is that we can never say/know what part of any particular individual score has come about through guessing.

Attempts are sometimes made to estimate the contribution of guessing by assuming that all incorrect responses are the result of guessing, and by further assuming that the individual has had average luck in guessing. Scores are then reduced by the number of points the individual is estimated to have obtained by guessing. So it presents an unknowable effects of guessing on test score.

(3) It is very difficult to locate a sufficient number of plausible distracters

The basic problem here is that multiple choice items require distracters and distracters are not always available. In a grammar test, it may not be possible to find four/five plausible alternatives to the correct structures. The result is that command of what may be an important structure is simply not tested.

(4) It is very difficult to write successful items

A further problem of multiple choice is that, even where items are possible, good ones are extremely difficult to write. Professional test writers reckon to have to write many more items, than they actually need for a test, and it is only after pretesting and statistical analysis of performance on the items that they can recognize the ones that are usable.

(5) Back wash may be harmful

It should hardly be necessary to point out that where a test which is important to students is multiple choice in nature, there is a danger that practice for the test will have a harmful effect on learning and teaching. Practice at multiple choice items (especially when, as happens, as much attention is paid to improving one's educated guessing as to the content of the items) will not usually be the best way for students to improve their command of a language.



## (6) Cheating may be facilitated

The fact that the responses on a multiple choice test (a, b, c, d) are so simple makes them easy to communicate to other candidates non-verbally. Some defects against this is to have at least two versions of the test, the only difference between them being the order in which the options are presented.

## (7) It is easy to administer but difficult to construct as plausible/probable distracters/options are not always easy to find out.

**Rationale for Teaching and Testing of Grammar and Vocabulary for Undergraduate EFL Students**

The traditional grammar translation method of teaching is inevitably reflected in the testing devices. Oral proficiency was neglected both in teaching and testing. The structural approach showed the way and the 'discrete' point teaching and testing were suggested as an alternative to the traditional 'hodge-podge' variety. Discrete points refer to a number of specific things which could be precisely indentified and tested at the different levels of language, that is, vocabulary, grammar and phonology. All three elements or components help to develop the language skills of the learners.

Both approaches have a weakness. With reference to the structural approach, accurate knowledge of foreign language grammar and vocabulary may not automatically result in good language performance that includes listening, speaking, reading, and writing. Intensive exercise in listening, speaking, reading, and writing in the foreign language are of paramount importance in order to be proficient in the foreign language. As for the communicative approach, an emphasis on language performance that includes listening, speaking, reading and writing results in students inaccurate knowledge of foreign language grammar and vocabulary. Indeed, this lack of accurate knowledge's of foreign language grammar and vocabulary has lately been detected and foreign language teaching experts have suggested incorporating language forms, namely: Words, phrases, clauses, sentence, and paragraphs including the various kinds of grammatical rules for the combination of words into larger units. Focus on form instruction has lately been clamored. Hinkel (2006) states that "research findings demonstrate that, without explicit and form-focused instruction, extensive exposure to meaning-based input does not lead to the development of syntactic and lexical accuracy in an L2" (p.111). The same concern is expressed by Doughty and Williams (2004) in their book *Focus on Form in Classroom Second Language Acquisition*. The teaching of foreign language grammar and vocabulary is certainly indispensable. As a part of the teaching and learning program, the testing of foreign language grammar and vocabulary is absolutely essential.

**Suggested Dos and Don'ts for Constructing Flawless MCQ in EFL Pedagogical Scenario**

Following are some practical examples of multiple choice questions on grammar and vocabulary

## Item No. 1 Spelling

## Instruction

In this section the words in each group have very similar pronunciations. This will therefore help you to learn the pronunciations of words and thus improve your spoken English. In each of the following questions a group of four words are given. In each group one word is mis-spelt. Tick mark the miss-spelt word.

- |                                      |             |
|--------------------------------------|-------------|
| 1. A. Carrier                        | B. Barrier  |
| C. Merrior (Correct word 'merrier')  | D. Saviour  |
| 2. A. Care                           | B. Chair    |
| C. Hare (correct word 'blare')       | D. Blair    |
| 3. A. Weave                          | B. Ware     |
| C. Sware (correct word 'swear')      | D. Their    |
| 4. A. Refugea                        | B. Honeybee |
| C. Employee (correct word 'refugee') | D. Internee |
| 5. A. Beer                           | B. Cheer    |
| C. Feer (correct word 'fear')        | D. D        |

Key: 1c, 2d, 3c, 4a, 5c

**Item No. 2: Fill in the blanks**

Instructions: From the five given words, choose the one which is appropriate so that the sentence not only make sense, but is grammatically correct. Select and tick mark the most suitable word from the five choices given for each sentence to complete it meaningfully.

- The good is often ..... With their bones.
 

A. bury	B. interred
C. conventional	D. polygamous
E. natural	
- Rajiv's speech was so interesting that Sanjay was all .....
 

A. up	B. listening
C. ears	D. tense
E. pale	
- Hindus are a ..... majority in India
 

A. linguistic	B. religion
C. religious	D. ethnic
E. stupid	
- Freedom is not a ..... but our birth right.
 

A. Illusion	B. farce
C. gift	D. sin
E. presentation	
- Family planning is essential for curbing the rapid ..... In population
 

A. spurt	B. increasing
C. augmentation	D. increase
E. spread	

Key: 1-B, 2-B, 3-C, 4-C, 5-D

**Item No. 3: Synonyms****Instruction:**

From the five words given you must tick mark a word which means almost the same as the word given in italics. Remember that the word you choose must agree with the word in italics in number, gender and parts of speech, i.e. if the word in italics is an adjective, choose a word which has not only the same meaning, but is also an adjective.

1. *Velocity*

A. Speed	B. Light
C. Hurry	D. Race
2. *Remedy*

A. Redress	B. Restoration
C. Cure	D. Treatment
3. *Crush*

A. Subdue	B. Execute
C. Grind	D. Cow
4. *Damsel*

A. inster	B. Hag
C. Witch	D. Maiden
5. *Lynch*

A. Shoot	B. Cat
C. Kill	D. Madden

**Key:** 1-A, 2-D, 3-A, 4-D, 5-C

**Item No. 4: Antonyms****Instruction:**

Tick mark the correct word that is most opposite in meaning to the word given in italics.

1. *Complicated*

A. Fragmented	B. Stupid
C. Easy	D. Simple
2. *Co-operation*

A. Opposition	B. Resistant
C. Force	D. Rebellion
3. *Destroy*

A. Produce	B. Invent
C. Make	D. Create
4. *Shame*

A. Honour	B. Privilege
C. Shameless	D. Grace

5. *Sub Human*

- |               |             |
|---------------|-------------|
| A. In Human   | B. Superman |
| C. Superhuman | D. Human    |

Key: 1-D, 2,-A, 3-D, 4-C, 5-C

**Item No. 5: Cloze Test****Instruction:**

In the following passage some of the words have been left out. First read over the passage and try to understand what is about. Then fill in the blanks with the help of the alternative given.

**Passage:** Administrative instruction might not have the force of law, but no government can depart from them without justification or valid reasons. A departure without .....1 is open to the change of .....2 of the right to .....3 guaranteed by articles 14 and 16 of the .....4. The Government may also be held .....5 by its policy pronouncements which are made in the form of .....6 and acting on which the .....7 party incurs loss to himself.

The alternatives are given according to the numbers mentioned in the blanks.

- |    |                  |                  |
|----|------------------|------------------|
| 1. | A. notice        | B. justification |
|    | C. cause         | D. law           |
| 2. | A. violation     | B. illegal       |
|    | C. falsification | D. damnation     |
| 3. | A. Similarity    | B. monopoly      |
|    | C. equality      | D. inequality    |
| 4. | A. deal          | B. regulation    |
|    | C. constitution  | D. rules         |
| 5. | A. responsible   | B. bound         |
|    | C. tied          | D. stuck         |
| 6. | A. oaths         | B. status        |
|    | C. commitments   | D. promises      |
| 7. | A. private       | B. public        |
|    | C. government    | D. nation        |

Key: 1-B, 2-A, 3-C, 4-C, 5-B, 6-D, 7, A

**Practical examples on grammar****Item No. 1: Completions (tense)****Instruction:** Fill in the blanks by selecting correct answer from the given alternatives.

- Q. 1. Matey ..... in New York Since 1960.  
 A. lives B. has lived  
 C. is lived D. is living
- Q. 2. Yesterday ..... a meeting in the office  
 A. attended B. have attended  
 C. had attended D. was attending
- Q. 3. He ..... working here for the last ten years  
 A. is been B. is being  
 C. has been D. have been
- Q. 4. The Sun ..... in the East and sits in the West  
 A. rise B. rising  
 C. rises D. risen
- Q. 5. The teacher said the earth ..... round the Sun  
 A. move B. moves  
 C. moving D. is moving

**Key:** 1-D, 2-A, 3-C, 4-E, 5-B**Item No. 2: Article****Instruction:** Fill in the blanks with appropriate articles from the given alternatives.  
(NA=No article)

- Q. 1. The car runs eighty kilometers ..... hour.  
 A. a B. an  
 C. the D. NA
- Q. 2. I saw ..... one eyed man.  
 A. an B. the  
 C. NA D. a
- Q. 3. .... Quran is a holly book followed by the Muslims.  
 A. the B. an  
 C. a D. NA
- Q. 4. .... Mother in her arose at the sight of the poor child.  
 A. a B. the  
 C. NA D. an
- Q. 5. The ancient mariner went to ..... sea on a long voyage.  
 A. a B. an  
 C. the D. NA

**Key:** 1-B, 2-D, 3-A, 4-B, 5-D

**Item No. 3: Preposition**

Instruction: Tick mark the correct alternative which is more suitable to the sentence.

- Q. 1. I met her ..... my way to university.  
 A. on  
 B. of  
 B. in  
 D. by
- Q. 2. The boat Sailed ..... the river.  
 A. through  
 C. from  
 B. down  
 D. over
- Q. 3. We should not violate the law ..... our country.  
 A. with  
 C. of  
 B. against  
 D. about
- Q. 4. He belongs ..... Bangladesh.  
 A. of  
 C. at  
 B. from  
 D. to
- Q. 5. I thank you ..... your success.  
 A. on  
 C. about  
 B. in  
 D. to

**Key:** 1-A, 2-B, 3-C, 4-D, 5-A

**Item No. 4: Sentence Alternatives**

Instruction: This item type does away with the item stem altogether and simply presents several sentences from which the examinee chooses the acceptable version.

Tick mark the most correct alternative which is given below-

1.
  - A. As soon as he had seen me, he laughed aloud.
  - B. As soon as he saw me, he laughed aloud
  - C. As soon he had saw me, he laughed aloud
  - D. As soon he was seen me, he laughed aloud.
2.
  - A. I could not do it until ten minutes was over.
  - B. I could not do it until ten minutes had been over.
  - C. I could not do it until ten minutes were over.
  - D. Until ten minutes had over I could not do it.
3.
  - A. Mother will cook rice before we finished our work.
  - B. Mother will have cooked rice before we finished our work.
  - C. Mother shall cook rice before we finished our work.
  - D. Mother will have cooked rice before we finished our work.

- 4.
- A. The earth move round the Sun.
  - B. The earth is moving round the Sun.
  - C. The earth moves round the Sun.
  - D. The earth moving round the Sun.
- 5.
- A. No sooner had we reached the station than the train started.
  - B. No sooner was we reached the station than the train started.
  - C. No sooner we had reached the station than the train started.
  - D. No sooner were we reached the station than the train started.

Key: 1-A, 2-B, 3-D, 4-C, 5-A.

### Conclusion

In the present ESL/EFL examination system, separate testing on vocabulary and grammar is essential. Both of these are built in an integrative manner in the examination. But in selection type test like, admission test, there is a separate multiple choice question on grammar and vocabulary. As far as undergraduate EFL students are concerned both of these are required for improving language skills-listening, speaking, reading and writing. The present work provides necessary information on testing grammar and vocabulary through MCQ technique with sample questions of each item which will be helpful for the students as well as for the teachers.

The teaching and testing of grammar and vocabulary are two aspects of language which can be purposefully separated because they represent two different ways in which language is organized internally, into meaningful patterns. These are to be discussed, independent of each other. The testing of grammar assesses the students' ability to either recognise or employ correct grammar and usage while vocabulary tests evaluate the ability of the learner to express meaning of certain words. But as a matter of fact, to communicate effectively through the language command over both grammar (i.e. tense, article, modal, preposition etc.) and vocabulary (i.e. synonyms, antonyms, definition of word etc.) is essential. One is bound to cut a sorry figure without sufficient vocabulary because even if one is able to produce grammatical sentence, one cannot convey what one wishes to say. Therefore, a balance has to be struck between grammar and vocabulary. So we can say that vocabulary is no way inferior to grammar. 'In fact, with grammar very little can be conveyed, without vocabulary nothing can be conveyed' (Hinkel, 2006).

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