



University of Kelaniya – Sri Lanka
Centre for Distance and Continuing Education
Bachelor of Arts (General) Degree Third Examination (External) – 2023
January / February 2026
Faculty of Humanities
Teaching English as a Second Language
Testing and Evaluation - TESL (E 3015)

Answer question **ONE** and any **THREE** of the remaining questions.
Provide essay-type answers where necessary.
Each question carries 25 marks

No. of questions: 07

Time: 03 Hours

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1. Write concise, well-developed notes on any **five (5)** of the following, supporting each response with at least one relevant example.
 - a) Test reliability
 - b) Norm-referenced test vs. Criterion-referenced test
 - c) Cloze tests in language assessment
 - d) Diagnostic test vs. Summative test
 - e) Discrete-point testing
 - f) Holistic marking scale vs. Integrative marking scale
 2. Describe the key principles involved in designing a language test. Apply these principles to construct either a diagnostic test or a summative test, with appropriate examples.
 3. “Testing reading comprehension in a second language context effectively requires the use of authentic texts and varied task types to test multiple constructs.” Do you agree with this statement? Illustrate your answer with examples.
 4. “Vocabulary knowledge is a fundamental component of second language proficiency and must be assessed systematically in ESL contexts.” Critically evaluate this statement with reference to the relevant theoretical framework and appropriate vocabulary testing techniques.
 5. “Developing the listening skill in ESL learners requires carefully designed tasks that mirror real-world language use.” Discuss how listening comprehension can be effectively tested in the ESL classroom, with reference to appropriate task types.
 6. “The goal of testing oral communication is to assess the learner’s ability to use the target language spontaneously and meaningfully.” With reference to the Sri Lankan ESL context, critically discuss the challenges of assessing oral ability and evaluate the methods and task types used to assess it, illustrating your answer with relevant examples.

7. "Washback is one of the most significant yet often overlooked qualities of a well-designed language test." Critically examine the measures an ESL teacher can take to enhance the washback effect on teaching and learning, with relevant examples.