

**АНАЛИЗ ТЕСТОВ ПО ЛЕКСИКЕ АНГЛИЙСКОГО ЯЗЫКА
(НА ПРИМЕРЕ ОБЩЕМОНГОЛЬСКИХ ВСТУПИТЕЛЬНЫХ
ЭКЗАМЕНОВ 2019-2021 ГГ.)**

Аннотация. Центр оценки образования Монголии проводит общий вступительный экзамен в Монголии с 2006 года. Общий вступительный экзамен оценивает базовые знания выпускников средних школ по предмету и способности. Предметы, а именно математика, физика, химия, биология, география, английский язык, русский язык, обществознание и история, выбираются для сдачи выпускниками средней школы. Однако с 2013 года для каждого студента стало обязательным сдавать экзамен по монгольскому языку. Вступительный экзамен по английскому языку разработан с четырьмя вариантами для оценки знаний экзаменуемого на основе общего анализа обучения в рамках содержания усовершенствованной учебной программы по английскому языку. Мы провели исследование, посвященное анализу структуры словарного теста по английскому языку и ошибок в его выполнении учащимися 12-го класса монгольской средней школы, чтобы помочь выпускникам средней школы подготовиться к вступительному экзамену по английскому языку. Что касается написания тестовых заданий, постоянно используются четыре когнитивных уровня, а именно: запоминание, понимание, применение и анализ. Применяющий и анализирующий уровни используются в одинаковом соотношении. Уровень понимания применялся больше всего, тогда как уровень запоминания использовался меньше всего. Кроме того, для выполнения тестовых заданий по словарному запасу обычно используются существительные. В статье обсуждаются результаты тестов и сделан вывод.

Ключевые слова: *тестовые задания по английской лексике, таксономия Блума, план, ошибки в выполнении.*

**ANALYSIS OF ENGLISH VOCABULARY TESTS
(CASE STUDY OF MONGOLIAN GENERAL
ENTRANCE EXAMINATION TESTS 2019-2021)**

Abstract. The Education Evaluation Center of Mongolia has been conducting the General Entrance Examination of Mongolia since 2006. The General Entrance Examination assesses high school graduates' basic knowledge of a subject and aptitude. The subjects, namely mathematics, physics, chemistry, biology, geography, the English language, the Russian language, social science, and history, are chosen to be taken by high school graduates. However, it has become mandatory for each student to take the Mongolian language exam since 2013. The English Entrance Examination is developed with four variants to assess the examinee's knowledge based on general learning analysis within the framework of the content of the improved curriculum of the English language course. We conducted a study on analyzing the structure of the English vocabulary test and the performance errors of the 12th-grade students at a Mongolian high school to assist high school graduates in preparing for the English Entrance Examination Vocabulary test. Regarding writing test items, four cognitive levels are constantly used, namely, remembering, understanding, applying, and analyzing. The application and analysis levels are used at the same ratio. The understanding level was applied the most, whereas the remembering

level was used the least. Moreover, nouns are commonly used for writing vocabulary test items. The authors consider the mock test results and draw appropriate conclusions.

Keywords: *English vocabulary test items, Bloom's taxonomy, blueprint, performance errors.*

Since 2006, the National Educational Assessment Center of Mongolia has organized the General Entrance Examination (from now on referred to as the GEE); three indicators rank examinees' success: first score, dimensional score, and percentage score [1]. Educational standards and curriculum reform, and the purpose of realistic assessment and measurement of the scientific knowledge acquired by students are considered in the content of the examination and organization of the General Entrance Examination. The goal of the General Entrance Examination is to determine the general learning ability and the level of knowledge of university entrants in Mongolia. The examinee shall select at least two subjects from the list that includes Mongolian, English, Russian, Mathematics, Physics, Chemistry, Biology, Geography, History, and Social Study. Topics and assignments of GEE are in the form of a test designed to assess the examinee's knowledge, cognitive level, and general learning ability in accordance with the content of the curriculum specified in 1.6 of this procedure. Mongolian, English and Russian language examination contents include listening comprehension tasks. *English language examination* is a comprehensive test that integrates the assessment of reading comprehension ability, vocabulary knowledge, the knowledge of language functions, the ability to answer cloze tests, and knowledge of grammar and structure of English into one multiple-choice test. English Entrance Examination is developed with four variants to assess the examinee's knowledge based on general learning analysis within the framework of the content of the improved curriculum of the English language course. The test item of the examination is based on Bloom's taxonomy. The framework elaborated by Bloom consisted of six major categories: Recalling and Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In order to assess the examinee's language knowledge, four of Bloom's taxonomy levels are used in English language examination: remembering, understanding, applying, and analyzing [2]. A test blueprint is essential for developing standardized written exams. It organizes the test development process to reflect the educational process best, focusing on the test and ensuring congruence between the intended learning outcomes and the course content. It also helps determine the alignments of learning objectives, teaching strategies, and assessment techniques [3]. The time of administration for the English examination is 80 minutes. National Education Assessment Center estimates each year's Blueprint of the English examination. Similarly, the total number of questions from the 2019-2021 English language examination was 50, presented in sub-sections. Part 1 of the English examination is composed of Grammar, Vocabulary, Communication, and Reading comprehension tests which contain approximately 46-50 multiple-choice items with 70-80 points. Part 2 of the English examination consists of approximately 4-5 matching test items with 20-25 points. In General English Entrance Examination from 2019-2021, vocabulary tasks occupied 36% of the total examination tasks.

To assist high school graduates in preparing for the English Entrance Examination Vocabulary test, we conducted a study on analyzing the structure of the English vocabulary test and the performance errors of the 12th-grade students at a Mongolian high school.

In the first section, we made an analysis of cognitive levels of the vocabulary test items and the structure of English vocabulary tests based on the data from the Educational Assessment Center of Mongolia [4].

Table 1 - A Comparison of Vocabulary Test Item Numbers with the English Entrance Examination Item Numbers

| | 2019 | 2020 | 2021 |
|--|--|--|--|
| | <i>English language Entrance Examination</i> | <i>English Language Entrance Examination</i> | <i>English Language Entrance Examination</i> |
| <i>Total number of items in the English Entrance Examination</i> | 50 | 50 | 50 |
| <i>Total number of Items in the English Vocabulary Test</i> | 18 | 16 | 16 |

As you can see, the total number of items in the English Vocabulary Test was between 16 and 18 for three consecutive years.

Table 2 - A Test Blueprint of Vocabulary Test 2019

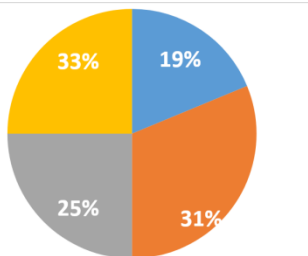
| Content Ratio | Content | Cognitive level | | | | Total | Percentage |
|---|--------------------|-----------------|-----------------------|------------------|-----------------------|----------------------|---|
| | | Remem bering | Unde rstan ding | Ap plyi ng | An aly zin g | Te st ite m | |
|  | Vocabulary section | 2 | 6 | 4 | 6 | 18 | 36% out of the English Entrance Examination items |

Table 3 - A Test Blueprint of Vocabulary Test 2020

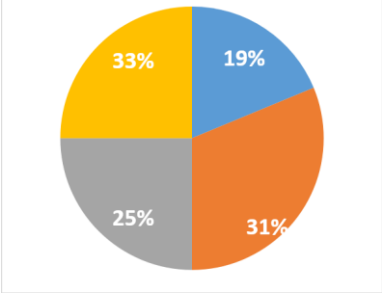
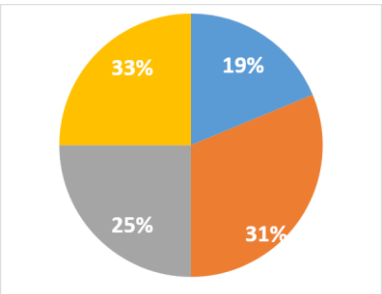
| <i>Content Ratio</i> | <i>Content</i> | <i>Cognitive level</i> | | | | <i>Total</i> | |
|---|-------------------------------|-----------------------------------|--|---------------------------|----------------------------|--------------------------------|--|
|  | | <i>Rem emb erin g</i> | <i>Un der sta ndi ng</i> | <i>App lyin g</i> | <i>Ana lyzi ng</i> | <i>Te st ite m</i> | <i>Percentage</i> |
| | <i>Vocabulary section</i> | 4 | 5 | 4 | 3 | 16 | <i>36% out of the English Entrance Examination items</i> |

Table 4 - A Test Blueprint of Vocabulary Test 2021

| <i>Content Ratio</i> | <i>Content</i> | <i>Cognitive level</i> | | | | <i>Total</i> | |
|---|-------------------------------|-----------------------------------|---|----------------------|---------------------------------|--------------------------------|--|
|  | | <i>Rem emb erin g</i> | <i>Un de rst an din g</i> | <i>Appl ying</i> | <i>An aly zin g</i> | <i>Te st ite m</i> | <i>Percentage</i> |
| | <i>Vocabulary section</i> | 4 | 5 | 4 | 3 | 16 | <i>36% out of the English Entrance Examination items</i> |

According to the Test blueprints of English Vocabulary Tests from 2019-2021, four cognitive levels, namely, remembering, understanding, applying, and analyzing, are constantly used for writing test items. The applying and analyzing levels are used at the same ratio. The understanding level was applied the most, whereas the remembering level was used the least.

Table 5 - Structure Analysis of English Vocabulary Test Items (2019-2021)

| № | Themes of Items | 2019 Vocabulary Test | | Total number of Items question | 2020 Vocabulary Test | | Total number of Items question | 2021 Vocabulary Test | | Total number of Items question | Average of the three years | | Total of average |
|--------|-----------------|----------------------|---------------|--------------------------------|----------------------|---------------|--------------------------------|----------------------|---------------|--------------------------------|----------------------------|---------------|------------------|
| | | Nu mb ers | Per ce nta ge | | Nu mb ers | Per ce nta ge | | Nu mb ers | Per ce nta ge | | Nu mbe rs | Per ce nta ge | |
| Task 1 | Nouns | 3 | 50% | 6 | 3 | 33% | 9 | 5 | 100% | 5 | 3.67 | 55% | 6.7 |
| | Adjectives | 2 | 33% | | 2 | 22% | | 0 | 0% | | 1.33 | 20% | |
| | Verbs | 1 | 17% | | 4 | 44% | | 0 | 0% | | 1.67 | 25% | |
| Task 2 | Nouns | 3 | 100% | 3 | 0 | 0% | 4 | 0 | 0% | 4 | 1.00 | 18% | 5.5 |
| | Phrasal verbs | 0 | 0% | | 4 | 100% | | 4 | 100% | | 2.67 | 48% | |
| Task 3 | Phrasal verbs | 4 | 100% | 4 | 0 | 0% | 3 | 0 | 0% | 3 | 1.33 | 40% | 3.3 |
| | Idioms | 0 | 0% | | 3 | 100% | | 0 | 0% | | 1.00 | 30% | |
| | Nouns | 0 | 0% | | 0 | 0% | | 3 | 100% | | 1.00 | 30% | |
| Task 4 | Nouns | 2 | 100% | 2 | 0 | 0% | 0 | 0 | 0% | 1 | 0.67 | 67% | 1 |
| | Idioms | 0 | 0% | | 0 | 0% | | 1 | 100% | | 0.33 | 33% | |

Our results suggest that the test item writers used nouns, adjectives, verbs, phrasal verbs, and idioms for consecutive three years. However, the percentage of their usage was different in different years. For example, phrasal verbs were used 100% in task 3 of the year 2019 but they were not used in 2020 and 2021.

Table 6 - Mock Vocabulary Test Results of the 12th Grade Students at “Oyunlag” High School (In the example of the 2021 General Entrance Examination, Variants A and B)

| <i>Test Items</i> | <i>Test Sections</i> | <i>Number of Errors</i> | <i>Percentage</i> |
|-------------------|---|-------------------------|-------------------|
| <i>Item 1</i> | <i>A. Items related to completing the gaps with the most appropriate noun</i> | 3 | 11% |
| <i>Item 2</i> | | 8 | 30% |
| <i>Item 3</i> | | 15 | 56% |
| <i>Item 4</i> | | 8 | 30% |
| <i>Item 5</i> | | 5 | 19% |
| <i>Item 6</i> | <i>B. Items related to completing the sentences with the correct particles of the phrasal verbs</i> | 5 | 19% |
| <i>Item 7</i> | | 11 | 41% |
| <i>Item 8</i> | | 7 | 26% |
| <i>Item 9</i> | | 9 | 33% |
| <i>Item 10</i> | <i>C. Choose the correct noun for the definitions</i> | 6 | 22% |
| <i>Item 11</i> | | 11 | 41% |
| <i>Item 12</i> | | 9 | 33% |
| <i>Item 13</i> | <i>D. Find out the appropriate meaning to the underlined idioms</i> | 4 | 15% |

Twenty-seven “Oyunlag” high school students were given a mock vocabulary test. We used the 2021 General Entrance Examination, Variants A and B, for the test to define the most common errors among students. Thirty-two percent of the students made errors in choosing the correct noun for definitions. Approximately thirty percent of the students made errors in completing the sentences with the correct particles of the phrasal verbs. The least type of errors made by the students was 15% i.e., the errors related to idioms.

In general, based on the results of the study, the following conclusions are drawn.

1. Four cognitive levels of Bloom’s taxonomy, remembering, understanding, applying, and analyzing, are constantly used for writing test items. Nouns, adjectives, verbs, phrasal verbs, and idioms are applied in writing vocabulary test items. It has also been observed that nouns are most used for writing vocabulary test items. The English vocabulary test item types mainly consist of multiple-choice and completion items.

2. The students' errors related to nouns and phrasal verbs were the most common.

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