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The Effect of Online Assessment on Speaking Complexity, Accuracy, and Fluency of Iranian Intermediate EFL Learners

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Abstract

Evaluating the oral abilities of foreign language learners through online assessments attitudes a significant challenge for both teachers and students. Conducting skill evaluations in person, through direct interaction between the examiner and the learner, enables more authentic communication. However, shifting to a digital format and incorporating technological tools may cause discomfort among students and take away the friendly atmosphere of the assessment.This study aimed to investigate the impact of online assessment on the speaking complexity, accuracy, and fluency of intermediate English as a foreign language (EFL) learners. Initially, 50 learners took the Oxford Placement Test, with only 44 scoring between 50 and 60, placing them at level B1. These students were then divided into an experimental group and a control group. The Test of English for International Communication (TOEIC) was administered as a pretest and posttest for both groups, alongside a speaking pretest to assess complexity, accuracy, and fluency (CAF) scores. The experimental group underwent online assessment (OA) via the Adobe Connect platform, while the control group engaged in book exercises without any specific treatment. Following the intervention, both groups took a speaking posttest (TOEIC). Data analysis involved Pearson Correlation Coefficient, kurtosis, skewness, descriptive statistics, and sample t-tests. The findings revealed that online assessment significantly improved participants' speaking accuracy and fluency, although it did not have a significant impact on speaking complexity.

Keywords: Accuracy, Complexity, Fluency, Online assessment

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1. Introduction

Internet technologies have become part of professional, academic, individual, and commercial life. Students consider that using collaborative technologies helps them grow learning productivity, apply a suitable method to learning, and enhance their understanding of course content (Kember et al., 2010). Quarto et al. (2018) mentioned that online education is developing in various ways worldwide due to the emergence of new technologies, the global spread of the Internet,and the increasing need for human resources to recive regular training for improvement. Online assessment tools offer a convenient way for students to practice and demonstrate their speaking skills in a simulated environment, preparing them for real-world communication situations (Luoma, 2004).

In the field of English language education, the utilization of technology in assessment practices has significantly transformed the evaluation of students' speaking skills (Brown, 2014). With the advent of online assessment tools, educators are exploring the impact of these digital platforms on the development of speaking complexity, accuracy, and fluency in English as a foreign language (EFL) contexts (Chapelle, 2016). Luoma (2004) stated that online assessment on students' linguistic abilities, focusing on how these innovative tools can enhance the teaching and learning of spoken English. The integration of online speaking assessments allows educators to provide more immediate and personalized feedback to students, facilitating targeted language development (Fulcher, 2014). technology-enhanced speaking assessments can increase student engagement and motivation, leading to improved language proficiency outcomes (Chapelle, 2003). Shohamy(2001) belived that as educators navigate the complexities of incorporating technology into language assessment practices, collaboration between researchers, practitioners, and technology developers is essential to ensure the effectiveness and validity of online speaking assessments .

2. Literature review

2.1.Online assessment

In recent years, the integration of technology into language assessment practices has gained significant attention in the field of English language education. Online speaking assessments, in particular, have emerged as a valuable tool for evaluating students' oral proficiency and promoting language development. Several studies have highlighted the advantages of incorporating online speaking assessments into language education. Fulcher (2014) emphasizes that these assessments enable educators to provide immediate and personalized feedback to students, leading to targeted

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language development. So, this constant feedback supports scaffolding learning which causes interaction effectively among students and educators (Ludwig-Hardman & Dunclap, 2003). Additionally, technology-enhanced speaking assessments have been shown to increase student engagement and motivation, ultimately improving language proficiency outcomes (Chapelle, 2003). Luoma (2004) notes that online assessment tools offer a convenient way for students to practice and demonstrate their speaking skills in a simulated environment, preparing them for real-world communication situations.

According to Maley and Kiss (2018), online assessment is a new technique to evaluate students' learning process in a web-based situation or through the Internet. Online assessment should be viewed as a system for evaluating students' academic achievement. The teachers should enlarge the evaluation measures utilized throughout the educational conveyance of the internet-based course to turn it into a thriving online assessment (Robles & Braathen, 2002). Also Baleghizadeh and Saeedi (2021) belived that the use of trained teachers who can effectively teach and assess students in online classes positively impacts students' learning and contributes to their satisfaction with the classroom experience. If online assessment methods are not taught to teachers, they evaluate learners using the same old methods by which the themselves were assessd(Taghizadeh, Mazdayasan and Mahdavirad,2020). According to their research educators lack adequate skills for online assessment, and they should be trained in effective methods.this article attempts to utilize an approach for online assessment.

2.2.Speaking CAF

In today's digital age, the ability to communicate effectively in a foreign language is becoming increasingly important . Research has shown that speaking online assessments can provide a more authentic and interactive environment for language learners to demonstrate their speaking abilities (Bachman & Palmer, 2010). It is assumed that second/foreign language presentation could be described by three dimensions of CAF (Ellis, 2008; Larsen-Freeman, 2009). Michel (2017) described complexity as the amounts, difficulties, richness, and diversity of the student's performance

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(Larsen-Freeman, 2006, p. 597). T-unit is an independent clause and clauses attached to or embedded in it.

Fluency is distinct from a student's speed and amount of speech without dysfluency markers such as self-correction, functionless repetitions, and false starts – in "coping with real-time processing" (Wolfe-Quintero et al., 1998, p. 14).In this study, fluency is the average number of words in each T-unit (Larsen-Freeman, 2006, p. 597).

Accuracy is designated as the rank to which English students' production is created on the instruction method of the target language (Ellis & Barkhuizen, 2005). In this research, accuracy is the proportion of error-free T-units (Larsen-Freeman, 2006, p. 597).

Reviewing the related literature, there have been some studies examining the effects of online learning on speaking CAF. Although previous studies have researched the evolution of online speaking, they have not assessed the dimensions (CAF) of speaking in an online context. So , this research planned to investigate the effects of online assessment on Iranian EFL learners' speaking CAF by formulating the following questions:

1. Does the online assessment have any significant effect on the speaking fluency, accuracy complexity, of Iranian intermediate EFL learners?

3. Materials and Method

3.1. Participants and Setting

The participants of this research were 44 Iranian EFL learners who were chosen from 50 students from a private institute. And all of them were at the intermediate level. None of the learners lived in an English –Speaking country, and they spoke Persian as their mother tongue. They were studying at the institute, located in Iran. In this study, participants were selected based on convenient non-random sampling. This research was conducted in 2021, spring, and summer semesters. Twenty-two students were in the experimental group 9 of them were male, 13 were female, and 22 students were in the control group, 11 females and 13 males. Their age ranged from 16 to 20 years old. They were in level B1.

3.2. Instruments

Oxford Placement Test. The Oxford Placement Test (OPT) which comprises 100 questions divided into two sections, was administered to assess the uniformity of the students' proficiency

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levels (see Appendix 1). This assessment aligns with the Common European Framwork of Reference (CEFR) standards, categorizing students who achieved scores between 50-60 as being at the B1 level.

Pre-Test and Post-Test. The Test of English for International Communication (TOEIC) was used as a pre-test and post-test in this research. It is an international standardized test of English language proficiency for non-native speakers and it is intentionally designed to measure the everyday English skills of people working in an international environment. The test-retest reliability of scores of the TOEIC Speaking was reported to be approximately .80, based on the data of 16,867 test-takers.

Larsen Freeman's Rubric. In the present study, the rubric of Larsen Freeman (2006, p. 295) was used to measure speaking complexity, accuracy, and fluency. "Fluency: "Average number of words in each T-unit." complexity: "Average number of clauses in each T-unit." Accuracy: "The proportion of error-free T-units."

3.3.Materials

Speak Now Book 3. For this study, Richards and Bohlke (2012) used the book Speak Now three.

Pictures. In this research, for measuring CAF, 4 specific pictures were used as a treatment for online classes. So, the pictures were selected according to participants' levels.

3.4.Procedure

Initially, 50 Persian language students learning English at the Institute in Mashhad were tested to determine their homogeneity. English was their foreign language, and their mother tongue was Persian. OPT test consisted of two parts. In the first part, the students answered 50 questions. The second part consisted of 50 questions ranging from moderate to complex and ten single-choice questions. Only 44 Students received scores between 50 and 60, which put them in level B1. Then they were divided into two groups. Both groups had two sessions in a week, one hour and a half sessions; the semesters included 14 sessions in 7 weeks. The experimental group was held on an online platform, and the control group class was held in a face-to-face class. At the beginning of the semester, a pre-test was administered to both groups.

The pre-test consisted of several parts. Part one involved reading a text aloud, describing a picture, responding to some questions, proposing a solution, and expressing an opinion. In Part 2, learners should describe the picture on the screen in as much detail as possible. They had 30

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seconds to prepare their responses. In Part 3, learners responded to 3 questions immediately without preparation. In Part 4, learners answered three questions based on the information provided. In Part 5, learners were presented with a problem and asked to propose a solution. In Part 6, learners gave their opinions about a specific topic.

Students' voices were recorded, and the teacher calculated the pre-test and post-test scores based on the speaking complexity, accuracy, and fluency according to the rubric of Larsen Freeman (2016, p. 579). The experimental group received treatment every three sessions. The treatment given to the experimental group consisted of 4 different photos. These pictures had different subjects, and Teacher gave the some words as a clue then students had to describe them and explain the details. If something were left, the teacher asked them some questions. The students did not have time to think and describe the pictures. The online class was held on the Adobe Connect platform. On days when the assessment was done, the teacher gave specified time to students. And students entered the class in turn. And the teacher showed them one of 4 pictures randomly, each student talked for about 4 to 5 minutes for a particular picture. Students received feedback as a mark. This treatment was repeated in the third, sixth, ninth, and twelfth sessions.

The control group did not receive any treatment. They were 22 students in the class, they did not receive any treatment, and they were involved with exercises that were in the book. The number and length of the sessions were the same for both groups. And both groups passed the "Speak now 3" book. At the end of the semester, the post-test was taken. This test was also used as a final exam. In the post-test, the same method was used to record the students' voices, and then the teacher calculated their CAF scores.

Meanwhile, the students' recorded voices were given to two raters to get reliability. One of the raters had a Ph.D. in Applied Linguistics. Moreover, the other was M.A in TEFL. They used Larsen Freeman's Rubric too, which was applied for this research to score the CAF. All the Tables related to the raters' reliability tests are listed.

3.5. Data Analysis

Data were analyzed using SPSS software, version 26. To show inter-rater reliability, Pearson Correlation Coefficient was used. For normality of data, Kurtosis and skewness were applied. Descriptive statistics and independent samples t-tests were used to answer the research questions. For inter-group analysis, independent samples t-test was conducted to compare the performance groups in the pre-test and post-test.

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4. Results

Before conducting any analyses of the pretest, and post-test, it was essential to check the normality of the distributions. Thus, the Kolmogorov-Smirnov test of normality was used to check the normality. For the data to be normal Skewness and Kurtosis should be in +2 and -2. The result of pre-test normality for the first question showed that skewness is .54 and Kurtosis is -.90. And the post-test normality for the first question was Skewness of .54 and Kurtosis -1.1. Therefore the data for the post-test and pretest for the first question was normal. the pretest normality for the second question showed that Skewness was .36, and Kurtosis was .35.and the Skewness for the posttest normality was .16 and Kurtosis was -1.6. Therefore the data for the pretest and post-test for the second question was normal. The result of pretest normality for the third question showed that the Skewness was .39 and Kurtosis was -.11. Also the Skewness for the post-test normality was .27 and Kurtosis was -.31. So, the data of pretest and post-test for the third question was normal.

Table 1. *Descriptive statistics of the Proficiency Test*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Placement test	44	52.00	60.00	2422.00	55.0455	2.24079	5.021

Descriptive statistics were used to define the main features of the data collected from the placement. Table 1 organized the main analysis of data about the placement test. It shows information such as mean, standard deviation, and the number of participants. The pretest scores were 52 to 60 and the mean scores (M=55.0455) show that 44 students in this research were at the intermediate level. Then, 44 participants were randomly distributed into two groups. 22 learners were in the experimental group and 22 learners in the control group.

Tables 2 show the results of the pre-test and post-test of fluency. To check the null hypotheses of the study, the independent sample was applied for the first question.

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Table 2. *Results of the Pre-test and post-test of Speaking Fluency in the Experimental and Control Groups*

				T	df	MD	sig(two-tailed)	95%CI	
Group	N	Mean	Std.					Low	upper
C.G.pretest	22	89.5455	6.11577						
				-.359	42	-.636	.722	4.21740	-2.9446
E.G.pretest	22	90.1818	5.64536						
C.G.posttest	22	91.1818	5.81162						
				10.708	42	-45.77	.000	-54.399	-37.146
E.G.posttest	22	136.9545	19.18947						

This table shows that the mean score for students in the control group pretest was 89.5, and for the experimental group, the pretest was 90.1. The standard deviations in the table show that the variation in the data is a bit wider for the control group pretest (SD=6.1) than the experimental group pretest (SD=5.6). By looking at Mean scores, it can be indicated that, on average, students in the experimental group were better than the students in the control group. The mean difference in the pretest was -6363. And the "t" value was -.359. The p-value is more than (0.05) so it designated that there was no significant difference between the two groups in the pre-test of speaking fluency. In other words, the level of participants' fluency in both groups was equal. The outcomes of the post-test of speaking fluency show that the mean score for students in the control group post-test was 91.1, and for the experimental group, the post-test was 136.9. As well, the standard deviation for the experimental group post-test (SD=19.1) is wider than the control group post-test (SD=5.8). From the mean scores can be identified that students in the experimental group achieved better than the students of the control group in overall speaking fluency. The results of the independent samples t-test for the experimental and control groups post-test display that the mean difference was -45.7 and the "t" value was 10.7. The p-value indicated in the "sig (2 tailed) is .00 which is less than (0.05) and it showed that there was a significant difference between the post-test of both groups. So, the outcomes indicated that using pictures as a treatment for the experimental group, had a significant effect on Iranian Intermediate EFL learners' speaking fluency.

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Table 3 shows the results of the pretest and posttest of speaking accuracy in the experimental and control groups. To check the null-hypotheses 2, of the study, independent samples were applied.

Table 3. *Results of the Pre-test and post-test of Speaking Accuracy in the Experimental and Control Groups*

				T	df	MD	sig(two-tailed)	95%CI	
Group	N	Mean	Std.					Low	upper
C.G.pretest	22	98.1818	6.08383						
				.914	42	- 1.7727	.366	- 5.6871	-2.1417
E.G.pretest	22	99.9545	6.76459						
C.G.posttest	22	99.5455	8.49497						
				15.491	42	-52.545	.000	59.3905	45.700
E.G.posttest	22	152.0909	13.45153						

This table displays that the pretest means score for students in the control groups was 98.1, and for the experimental group was 99.9. The standard deviations of the pretest show that the variation in the data is a bit wider for the experimental group (SD=6.7) than for the control group (SD=6.0). Therefore the results from the independent samples t-test of the pretest indicate that the "t" value for is .91which is far away from 0. The p-value, in the "sig (2 tailed) is .36 which is more than 0.05 and it displayed that, there was no significant difference between the pretest of both groups. In other words, the level of participants' fluency in both groups was equal. The outcomes of the speaking accuracy post-test of the groups designate that the mean score for students in the control groups was 99.54, and for the experimental group was 152.09. In addition, the standard deviation for the experimental group (SD=13.451) is wider than the control group (SD=8.49). From the mean scores can be stated that students in the experimental group achieved better than the students of the control group in overall speaking accuracy. To understand the significant differences between the performance of the students of the control and experimental group, look at the results of the independent samples t-test. It shows the mean difference was -5254. And the "t" value was 15.491. The p-value is less than (0.05) so it indicated that there was a significant difference between the post-test of both groups. So, we can determine that the observed difference between

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the two means was statistically significant. Therefore, the results displayed that online assessment had a significant impact on Iranian Intermediate EFL learners' speaking accuracy.

Table 4 shows the results of the pretest and post-test of speaking in the complexity in the experimental and control groups. To investigate the null hypotheses for research question 3 of this study, independent samples were applied.

Table 4. *Results of the Pre-test and Post-test of Speaking Complexity in the Experimental and Control Groups*

				T	df	MD	sig(two-tailed)	95%CI	
Group	N	Mean	Std.					Low	upper
C.G.pretest	22	100.590	7.0620						
				-.270	42	-.5909	.789	-5.0113	3.8294
E.G.pretest	22	101.181	7.46188						
C.G.posttest	22	101.136	6.92336						
				-.677	42	-1.5000	.502	5.97301	-2.97301
E.G.posttest	22	102.636	7.75546						

This table displays that the mean score for students in the control group pretest was100.59, and the experimental group pretest was 101.18. The standard deviations in the table above show that the variation in the data is for the experimental group (SD=7.062) and the control group (SD=7.461). The results from the independent samples t-test indicate that the "t" value is -.270 which is far away from 0. The p-value, in the "sig (2 tailed) is .789 which is more than 0.05 and it displayed that, there was no significant difference between the pretest of both groups. In other words, the level of participants' complexity in both groups was equal. The outcomes of the post-test of speaking complexity show that the mean score for students in the control group post-test was 101.13, and for the experimental group, the post-test was 102.636. Also, the standard deviation for the experimental group post-test (SD=7.755) is a bit wider than the control group (SD=6.9233). From the mean scores can be stated that students' performance in the experimental group is a little better than the control group in overall speaking complexity. To understand the significant differences between the performance of the students of the control and experimental group in the

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posttest notice the results of the independent samples t-test. The mean difference was -1.5000 and the "t" value was .677. The p-value is more than (0.05) so it indicated that there was no significant difference between the post-test of both groups. So, we can determine that the observed difference between the two means was not statistically significant. Therefore, the results displayed that online assessment didn't have any significant impact on Iranian Intermediate EFL learners' speaking complexity. So the null hypothesis was accepted.

5. Discussion

The researchers found that students who underwent online assessment showed significant improvements in speaking ,accuracy, and fluency compared to those who were assessed through traditional methods. This suggests that online assessment can be a valuable tool for enhancing speaking skills in English language learners.So the first hypothesis was accepted. Hsu-chon (2019) found that using task repetition and post-task transcribing have a significant effect on speaking fluency and accuracy. The findings of the current study stated that there was no significant effect on the speaking complexity of Iran Intermediate EFL Learners.

One possible explanation for these results is that online assessment allows for more opportunities for practice and feedback, which can help students improve their speaking skills over time. Additionally, the use of technology in assessment may motivate students to engage more actively in speaking tasks, leading to better performance.Since online classes are tedious for most students, they have to be managed in new and innovative ways. Up-to-date methods help students to participate more in the classes. Studies show that using teaching aids such as games, videos, and pictures motivates students to participate in online classes. Also, students' interaction with teachers and their classmates increases their motivation.

The findings of this study have important implications for language educators and curriculum designers. Incorporating online assessment into language learning programs can provide students with valuable opportunities to practice and improve their speaking skills. It also highlights the importance of integrating technology into language teaching to enhance student learning outcomes. Also This research shows that speaking complexity is more complex than speaking accuracy and fluency. Therefore, assessing speaking complexity is not successful just by showing pictures. Teachers can take the initiative to use the assessment methods that are common in face-to-face classes and online classes.

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6. Conclusion

In conclusion, the research suggests that online assessment can be a valid and reliable method for evaluating speaking skills, but it may present challenges that can affect the complexity of language produced. It demonstrates that online assessment can have a positive impact on the development of speaking skills in English language learners. The modality of the assessment (synchronous vs. asynchronous) and the type of assessment (dynamic vs. diagnostic) can influence the outcomes in terms of speaking accuracy and fluency. By providing students with more opportunities for practice, feedback, and engagement through technology, online assessment can help facilitate the development of speaking skills in English as a foreign language. Additionally, factors such as the examiner's behavior, technical efficiency of the platform, and the learners' anxiety levels play a role in the effectiveness of online speaking assessments.

This research had several limitations; the study may have a limited generalizability due to the small sample size of participants. They were limited to 44 intermediates EFL learners selected non-randomly from about 28 institutes Mashhad.

The study may have relied on a limited set of assessment tools to evaluate speaking complexity, accuracy, and fluency. Using a more comprehensive range of assessment measures could provide a more nuanced understanding of the effects of online assessment. Only four pictures were used in this research. In this study, speaking complexity, accuracy, and fluency were measured according to Larsen Freeman; that researcher could use another score rating according to other experts.

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Appendix

OXFORD PLACEMENT TEST 2
GRAMMAR TEST PART 1

Name_____

Total Listening _____ / 100 Total Grammar Part 2 _____/ 50

Total Grammar Part 1_____/ 50 Grand total _____/ 200

Look at these examples. The correct answer is indicated in bold.

A In warm climates people **like** likes are liking sitting outside in the sun.

B If it is very hot, they sit at **in** under the shade.

Now the test will begin. Tick the correct answers.

1 Water be freezing is freezing freezes at a temperature of 0° C. 1___

2 In some countries there is is it is dark all the time in winter. 2___

3 In hot countries people wear light clothes for keeping to keep for to keep cool. 3___

4 In Madeira they have the good good a good weather almost all year. 4___

5 Most Mediterranean countries are more warm the more warm warmer in Octoberthan in April. 5___

6 Parts of Australia don't have the some any rain for long periods. 6___

7 In the Arctic and Antarctic it is there is it has a lot of snow. 7___

8 Climate is very important in most of most the most people's lives. 8___

9 Even now there is little few less we can do to control the weather. 9___

10 In the future we'll need we are needing we can need to get a lot of power from the sun and the wind. 10__

11 Pele is still perhaps most the most the more famous footballer in the world. 11__

12 He had been is was born in 1940. 12__

13 His mother not want wasn't wanting didn't want him to be a footballer. 13__

14 But he used ought has used to watch his father play. 14__

15 His father made him to made him would make him to practise every day. 15__

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16 He learned to use [or his left foot or] [and his left foot and] [both his left foot and] his right. 16____

17 He got the name Pele when he [had only ten years] [was only ten] [was only ten years]. 17___

18 By 1956 he [has joined] [joined] [had joined] Santos and had scored in his first game. 18__

19 In 1957 he [has been picked] [was picked] [was picking] for the Brazilian national team. 19___

20 The World Cup Finals were in 1958 and Pele was looking forward [to play] [to playing] [to be playing]. 20

21 But he hurt [this] [the] [his] knee in a game in Brazil. 21__

22 He thought he [isn't going] [to couldn't] [wasn't going to] be able to play in the finals in Sweden. 22_

23 If he [hadn't been] [weren't] [wouldn't be] so important to the team, he would have been left behind. 23__

24 But he was [a such] [such a] [a so] brilliant player, they took him anyway. 24__

25 And [even though] [even so] [in spite of] he was injured he helped Brazil to win the final. 25_

The history of the World Cup is [quite a] [a quite] [quite] short one. 26_____

Football [has been] [is being] [was] played for 27_____

[above] [over] [more that] a hundred years, but the first World Cup 28____

competition [did not be] [was not] [was not being] held until 29____

1930. Uruguay [could win] [were winning] had won the Olympic football 30____

final in 1924 and 1928 and wanted [be] [being] [to be] World Champions for the third time. 31___

Four teams entered from Europe, but with [a little] [few] [little] success. 32___

It was the first time [which] [that] [when] professional teams 33___

[are playing] [would play] [had played] for a world title. 34___

It wasn't until four years [later] [more] [further] that a 35___

European team succeeded [to win] [in winning] [at winning] 36___

for [the] [a] [its] first time. The 1934 World Cup was 37___

again won by [a] [the] [one] home team, 38___

[what] [this] [which] has been the case several times since 39___

then. The 1934 final was [among] [between] [against] two 40__

European teams, Czechoslovakia and Italy, [which] [that] [who] won, 41__

Went on [to win] [winning] [to have won] the 1938 final. Winning 42__

successive finals is something that [is not] [was not] [has not been] achieved 43__

again until Brazil did [these] [them] [it] in 1958 and 1962. If Brazil 44__

[would have won] [would win] [had won] in 1966 then the 45__

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authorities would have needed to [have] [let] [make] the original World Cup replaced. 46____

But England stopped the Brazilians [to get] [getting] [get] a third successive win. An England player, 47____

Geoff Hurst, scored three goals in the final and won it almost [by his own] [on himself] [by himself] 48____

1966 proved [being] [as being] [to be] the last year that England 49____

[would] [will] [did] even qualify for the finals till 1982, though they got in as winners in 1970. 50____

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GRAMMAR TEST Part 2

51 Many persons people peoples nowadays believe that everyone should learn to use computers. 51___

52 The majority of children in the UK have has are having access to a micro-computer. 52___

53 There are more computers per head in England than
anywhere else somewhere else anywhere other in the world. 53__

54 Learning a computer language is not the same as like than learning a real language. 54__

55 Most people start off with 'Basic', who what which is the easiest to learn. 55__

56 Children seem to find computers to easy, but many adults aren't used to work the work working 56_
with microtechnology.

57 There aren't no any some easy ways of learning to program a computer. 57__

58 The only way to become really proficient is to practise a lot
on your own by your own on your self. 58__

59 You can pick up the basics quite quickly if you want to would are willing to make en effort. 59__

60 Most adults feel it would be easier if only they would have started would start had started 60__
computer studies earlier.

61 Some people would just rather prefer better not have anything to do with computers at all. 61__

62 A lot have resigned themselves to never even know known knowing how a computer works. 62__

63 Microtechnology is moving so fast that hardly anybody nobody no one can keep up with it all. 63__

64 It's no use in trying to try trying to learn about computers just by reading books. 64__

65 Everyone has difficulty in learning difficulties to learn it difficult to learn 65__
if they can't get 'hands-on' experience.

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

I am writing I will write I should write to you because I 66____

am not knowing don't know know not what to do. I'm twenty-six and a teacher at 67____

a primary school in Norwich where I'm working I've worked I work for the last five years. 68___

When I was have been had been there for a couple of years, one of the older members of staff 69___

would leave left had been leaving and a new teacher 70___

would be became was appointed to work in the same department as me. 71___

We worked have worked should work together with the same classes during her first year 72___

and had the opportunity for building possibilities to build chance to build up a good professional 73__

relationship. Then, about eighteen months after she has arrived to have arrived arriving 74___

in Norwich, she decided to buy her own herself her a house. 75

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She was tired of [to live] [live] [living] in rented accommodation and wanted a place 76____
[by her own] [of her own] [of herself]. At about the same time, I 77____
[was given] [have been given] [gave] notice by the landlord of the flat 78____
[what I was living] [that I had lived] [I was living] in 79____
and she asked me if I [liked] [had liked] [would like] to live 80____
with her. She [said] [told] [explained] me that by the time she 81____
[would pay] [would have paid] [had paid] the mortgage 82____
and the bills [it] [there] [they] wouldn't be 83____
[a lot] [many] [few] left to live on. She suggested 84____
[us to] [we should] [we may] share the house and share the costs. 85____
It seemed like a good idea, so after [we'd agreed] [we could agree] [we agreed with] all the details 86____
[what] [that] [who] needed to be sorted out, we moved into the new house together. 87____
At the end of this month [we have lived] [we have been living] [we'll have been living] 88____
together for a year and a half. It's the first time [I live] [I'm living] [I've lived] with anybody before, but 89__
[I should guess] [I might have guessed] [I'd have guessed] what would happen. I've fallen in love 90____
with her and now she's been offered another job 200 miles away and is going to move. I don't know what to
Do. Please give me some advice.
Yours in shy desperation,
Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

A He's getting the 9.15 train, **isn't he** [hasn't he] [wasn't he]?
B She works in a library, [isn't she] **doesn't she** [doesn't he]?
C Tom didn't tell you, [hasn't he] [didn't he] **did he**?
D Someone's forgotten to switch off the gas, [didn't one] [didn't they] **haven't they**?

Now tick the correct question tag in the following 10 items:

91 Steve's off to China, [has he] [hasn't he] [isn't he]? 91____
92 It'll be a year before we see him again, [won't it] [won't we] [shan't it]? 92____
93 I believe he's given up smoking, [isn't he] [don't I] [hasn't he]? 93____
94 I'm next on the list to go out there, [am not I] [are I] [aren't I]? 94____
95 No doubt you'd rather he didn't stay abroad too long, [shouldn't you] [wouldn't you] [hadn'tyou]? 95____
96 He's rarely been away for this long before, [is he] [hasn't he] [has he]? 96____

97 So you think he'll be back before November, [shall he] [will he] [do you]? 97____
98 Nobody's disagreed with the latest proposals, [did he] [has he] [have they]? 98____
99 We'd better not delay reading this any longer, [should we] [did we] [had we]? 99____
100 Now's hardly the time to tell me you didn't need a test at all, [did you] [is it] [isn't it]? 100__

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