CHAPTER IV
4.1 The Role of Speaking in Language Learning:

Speaking is an important language skill. It is one of the four basic language skills, viz., comprehension, speaking, reading, and writing. The aim of teaching speaking is to enable the students to converse fluently and correctly. Speaking correctly does not involve only the correct pronunciation but also to speak correct grammatical sentences and to use right and proper words. It also involves the ability to communicate at the normal conversational speech. As Lado (1961; 240) states, "speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently". The ultimate aim of teaching speaking is to enable the learners to use the signalling systems of pronunciation, stress intonation, vocabulary, grammatical structure of the foreign language at a normal rate of delivery, as the native speakers of that language use, at normal communication situation. Speaking, therefore, is an important language skill and has primary importance. If a person acquires the ability to speak a language, it means that he knows the language.
because speaking presupposes that he has already acquired the ability to comprehend the language or can understand the language.

4.2 Techniques for Testing the Production of Sound Segments:

The general technique of testing the speaking ability of the learner is to give sufficient clues to produce certain utterances that contain the problems we want to test. Pictures, native language of the learners and the target language being tested can be used as stimuli in the production tests if properly designed, pictures are the most valid medium and can be used to test entire system of segmental phonemes, vocabulary, structure of language. The simple procedure to test the production of sound segments is that we have to stimulate the student in order to produce utterances that contain the pronunciation problems and we have to score responses. This procedure involves a number of variables which result in a variety of techniques. Following are the various techniques discussed by Lado (1961) to test the production of sound segments.

4.2.1 Stimuli for Production of the Problem:

Although interview is a highly valid way to observe the pronunciation of a student, it is also impractical,
because the student will not use all the sounds when we are ready for them and he will use some words or sounds with more frequency than we need. So we find it more practical to elicit certain utterances that contain the problems we wish to test.

4.2.1.1 Verbal Stimuli:

In this technique we use questions, requests, or statements as verbal stimuli to elicit the utterances from the students containing the problems which we want to test. It is important to make sure that students do not become aware that their pronunciation is being tested. These verbal stimuli are particularly good because they represent a normal use of the language. They can be presented orally by the examiner so that the students are placed in a conversational situation. They can also be put to the students in writing.

Whether presented orally or in writing, these verbal stimuli can be used with individual students as an interview type of test or with a group of students. If these verbal stimuli are used on groups of students, they can be administered through earphones for individual students in order to separate one student from others. Because, if this is not done they will hear the responses of other students.
Through this technique, we can test the entire range of phonemes and their allophonic variation, problematic sounds of the second language.

Here one thing is important that since verbal stimuli do not provide the content of what is to be answered, they must deal with common every day experiences in order to prevent the content of response from becoming more important factor than the pronunciation which we want to test.

In case of testing pronunciation of the beginners, the questions, request may constitute comprehension problem. In that case we can translate these verbal stimuli to the native language of the learner. This increases the chance of communication. However, translation of verbal stimuli in the native language of the learner may increase the influence of the native language pronunciation.

This method is very advantageous for testing pronunciation of the students learning second language, but there is a limitation of this technique. This method does not always elicit either all the responses one wants to
Another technique as suggested by Paterno (1965:383) is that, "to measure speaking ability the simplest and most dependable test is an immediate repetition of what is heard. The teacher does not have to stop the pupil to correct him but records the response for later evaluation. The items used must be short enough to be retained by the ear. Intonation, stress, and rhythm, are as important as the sounds". We can explain this view through the following examples:

1. /voh parhta: hai/ "rh"
   (He reads )
2. /voh qalam hai/ "q"
   (That is the pen )
3. /ram shar: b pi:ta: hai/ 'sh'
   (Ram . drinks . wine )

through this technique we can test entire range of phonemes and stress, intonation, tone etc.

4.2.1.2 Picture Stimuli:

Pictures are used in this technique as a stimuli for verbal responses by students. It constitutes a valid medium for pronunciation tests. Pictures convey ideas simply and
quickly. For example, a picture of a man reading newspaper or book elicit the utterance from the student such as /voh kitab parh raha hai/ 'He is reading a book' with minor variations such as /a:mi kitab parh raha hai/ 'The man is reading a book', /a:mi parh raha hai/ 'the man is reading', /voh parh raha hai/ 'He is reading'. Here, in every case, the students attempt to say, /parh/ 'reading' which is the test word. We can present the various pictures containing the different problems of the pronunciation in order to test the students.

A single composite picture is sometimes preferred as the stimuli. The advantage of this is that it requires only one inspection for several responses. However, it has the disadvantage that we cannot systematically elicit too many problems with one picture.

However, it is important to note, that pictures alone are not useful. We must give some verbal instructions with pictures. Because if we give only pictures to the students as a verbal stimuli, without instructions or without telling what to do with them, they will simply look at them and wonder what to do. So we must give some verbal instructions such as "what is he doing" "what do you see in the picture"? "Tell the story", etc.
4.2.1.3 Reading Matters as Stimulus:

It is most simple, precise method for testing production of sound segments of a language. In this method the examiner gives a passage to the students containing problem, to read out loudly. These written materials can be words, sentences or paragraphs. The examiner can use same sample of the sounds of language to all students.

In this method there are various disadvantages that, since the ability to read is different from the ability to speak, the reading stimulus introduces the factor of reading ability. Since a person who has learned a foreign language as a child and who has never had the opportunity to learn to read, it, will not be able to take a reading test, even though his pronunciation may be quite good.

Another disadvantage as pointed out by Lado (1961:84) is that, "pronunciation in reading does not parallel entirely pronunciation in speaking. Certain reductions permitted in speaking are not permitted in reading, and certain levelling of transitions and of emphasis are normal in reading but not permitted in
speaking. This is not a serious limitation in testing the sound segments. However, perhaps more important is the fact that in reading, the student's attention is on different things than in speaking. In reading his attention is on graphic symbols which give him the words, the word order, the thread of his story, the sentences he must use, the word order, the words, etc.

4.2.1.4 Translation:

Translation is a useful device to elicit the utterances we need in order to test pronunciation. In this technique, the examiner gives to translate from the native language to the foreign language in order to elicit the utterances he needs to test the pronunciation of student. But difficulty with this technique is that translation is limited by the fact that it is one of the most difficult things to do in a foreign language. The students who might be able to pronounce a sound might fail because they do not know how to translate some thing. Here we have to take precautions so that the translation items must be easier to translate. Translation technique can be helpful as a testing device of pronunciation.
4.2.1.5 **Completion Items form and the Conditions of the Oral Response:**

In this technique we use test items that give a sentence, a phrase with some part omitted so that the student supplies the missing word from the clues in the context in order to test pronunciation of the student. An example, to elicit the Urdu consonent /q/ might be, /us ne apne-se likha:/ 'He wrote it by his-' or to elicit the consonant /x/ might be, /us ne ahmad ko kal-likha: hai/ 'He wrote a— to Ahmad yesterday'. The student reads aloud the sentence and should say/qalam/ 'pen' or /xat/ 'letter' to complete the above sentences respectively.

Here one thing is important that when the entire word is omitted, the student might not be fully aware that he is being tested on pronunciation. However, these items are difficult to construct because there is always possiblity that a different word can be used in the blank spot. So in order to avoid this we can give part of the spellings of the word, for example, /ram apne g--re par se girai:/ 'Ram has fallen from his horse'. The student is to pronounce the whole sentence including the incomplete word.
A person's pronunciation of a foreign language varies in accuracy depending on the situations under which he speaks. So we should test all students under the same conditions.

4.2.2 Partial Production Techniques:

Partial production technique is that type of technique for testing pronunciation of the student, in which the student is not asked to identify a phoneme by a phonemic symbol or by a number or even a letter. In this, he is merely asked if a sound in a word that is given to him in writing is the same as the sound of another word which is also presented to him in writing. In this method of testing pronunciation, no training is required other than elementary ability to read.

This partial production technique is not considered as a substitute for direct production technique, but can be used effectively to test the pronunciation.

In silent comparison of sounds which is given to the student in writing. The student rehearses to himself the pronunciation of the words. He then decides whether or not the two sounds of given words are same or not.

4.2.2.1 Full Spelling Technique:

In this technique the words containing the sounds to be compared by the student are presented to him in full spelling
with the letters representing the problem sounds clearly marked by underlining bold face, capitals or any other device that tells the student which letter he must consider. The number of words to be compared may be two, three, or more.

In two word type test, the student is asked if the sounds represented by capitals (or underlined) letters are the same or different. We can explain this through examples from Urdu.

Problem /ch/ versus /çh/ as in /çup/ 'quite' and /çhup/ 'hide'

Instruction to the student: Compare the sounds which are underlined. Write 'S' for same, 'D' for different.

Item: /rhim çup çap çhup gaya:/
   'Rahim was hidden silently'

The answer is 'D'.

Here, we can increase the number of words representing the problem to three word types or four word types.

The same problem can be tested with three word items:
Instruction: Compare the sounds underlined. Write the number of the sounds that are the same item:

/rahim 're:up 2 a:ip 3 nup gaya:/

'Rahim was hidden silently'.

Answer of the above item is 1, 2.

4.2.2.2 Omitted Letter Technique:

This technique is very effective in testing pronunciation of the students learning second language. It is essentially the same as the full spelling technique. In this, the student has to compare silently the sound presented by parts of words given to him in writing. The basic difference is that the letters representing the sounds are actually omitted. Here the words are identified by remaining letters and by written context that goes with the words.

The problem of /t/ and /rh/ as in /gatrl/ 'train' and /gairhi/ 'thick' will be tested in the following example.

Instructions: Compare the sounds represented by the letters omitted. Tick the sentences in which the sounds are the same.

Item:
1. /ram re:lj---1:Se a:ya/

'Ram has arrived by train'
2. /khisbahotg-i:hai/
   'The Kheer is thick'

3. /usne d--i:rahi1i/
   'He becomes bearded man'

the answer is 2, 3.

We can test the entire range of phonemes which are problematic for the student through this technique. Here various problems can also be tested with a single sentence.

4.2.2.3 Picture Context Technique:

This technique is basically the same as previous one except that the context is provided by a picture rather than by a sentence, a paragraph. In this technique, words in isolation are preferred because by this we can reduce the amount of reading to a minimum. We can use two, three or more choice items to show the technique clearly. To illustrate this technique we can use the following problem.
Problem: /q/ as in /qālīm/ 'carpet' and /k/ as in /kītāb/ 'book'. The native language of learner, such as English, Hindi has /k/ but does not have /q/.

Test Words:

/qālam/ 'pen'
/kā:r/ 'car'
/qā:i:quj/ 'knife'

Instructions: Compare the sounds presented by the missing letters. Write the number of the missing sounds that are the same.

The Pictures:

1
/qālam/

2
/a:ːr/

3
/qā:i:quj/

The answer is 1, 3.

This technique is suitable for the beginners who have limited facility in reading as compared to highly literate adults.
4.2.2.4: Multiple Choice With Omission of Key Letters:

This is an objective technique. In this technique the student is given a word with a letter representing the problem sound omitted. The student compares this sound with those of five words given in full spellings as choices. The letters representing the sounds to be compared in the choices should be underlined or printed in bold face, capitals. Since this technique is an attempt to approach the formal application of conventional multiple choice items, we might favour a variety in which the key word is identified by a short sentence context, and only one of the choices is correct.

Example:

Instruction: Tick the number of the sound that is the same as the sound represented by the letters omitted.

Item: /tumhe kaun sa: -- ul pasand hai/

'which type of flower do you like'

1. /_guna:_ni/ 'old'
2. /_pu:ri:/ 'whole'
3. /gupha:/ 'cave'
4. /bu:ri:/ 'old lady'
5. /bakri/ 'goat'
Here in this case the answer is 3.

This technique is very effective to test the pronunciation because it permits the contrast of a problem sound with several other sounds, thus making it easier to reach more than one language background in the same item. It is just like conventional multiple-choice item, and students will tend to accept more readily and manipulate it with minimum instructions. It also seems easier to construct.

4.2.2.5 Rhymes:

In this technique the student is asked to identify the words which end in the same sounds, that is, the words that rhyme. For example the Urdu word /niraːla/ 'strange' rhymes with /nikaːla/ 'to take out' but not with the /paːla/ 'to brought up'; /ujaːla/ 'light'. We can use these words to show the example of this technique as follows:

/niraːla/ 'strange' rhymes with
1. /ujaːla/ 'light'
2. /paːla/ 'to brought up'
3. /nikaːla/ 'to take out'

The basic assumption behind this technique is, that if the student pronounces the words properly he will match them
properly as rhymes. Since there is more than one type of thyme it is necessary to inform the student that both the consonants and the vowels must be the same in the ending to constitute the right answer.

This technique has advantage because most cultures recognize rhymes in poetry or folklore. It may also be easier for the students to compare whole words rather than single phonemes.

4.3 Testing Production of Lexical Units:
4.3.1 Production:

The testing of vocabulary on production level consists of giving the student the meaning of the key vocabulary item so that he may produce it if he knows it. When he fails to produce the key item or he produces another one that does not fit the meaning, then we assume that he does not know it.

There are different methods of providing the meaning without using the vocabulary item itself. We can classify these methods of providing meaning into:

A) Foreign language context.
B) Picture context.
c) translation context.

(A) Foreign Language Context:

In this method the idea of the item can be given to the student through the language being tested, without giving him the key words themselves.

In this case the determining context can be presented orally, in writing or both. At the initial stage one can prefer oral presentation. In formal classroom purpose, oral presentation can also be preferred.

The meaning of the key vocabulary item can be given in the lead in the form of a question, request. We can understand this through example, as follows:

1. /khaːnəː pakəː ne wasːle ko kyaː khaːtə hai/  
   'what do you call a man who makes food'
   /bavəɾ̥ʃiː/ 'cook'

the lead can be request.

2. /jo aːdmiː kəpɾə siltə hai use kyaː khaːtə hai/  
   'tell me the name of the man who makes clothes'
   /darzɪː/ 'tailor'
3. /meri bahan mere abba ki-- /
   'my sister is my father's ...'
   /lārkī hai/ 'daughter'

4. /ustāid jo kuch bole us ko -- /
   'what ever the teacher speaks you should--'
   /sunō/ 'listen'

(B) Picture Context:
In this method we combine the linguistic context with a clear picture or drawing. It used to be very effective stimulus to elicit certain items of vocabulary. Following are the examples with complete linguistic context.

1. /ek bahot bāra jānwar
   jiske sūd aur lambe dāit
   nikle hue hote hain——kahlāta hai/

   'A large animal who has trunk and long tusks is known as——'
   /hāsthī/ 'elephant'

2. /ek phal jis se sharaib banti hai use——
   kehte hain/

   'A fruit from which we make wine is——'
   /aggu:r/ 'grape'
We can also use a single picture and showing it to the student we can ask him what he sees in this. Example,

1. /tasvi:r me tumhe kya:nazar a:ta: hai/
   'what do you see in the picture?'

   /na:o/
   'a boat'

2. /tasvi:r me a:p kya: dekh rahe hai/
   'what do you see in the picture?'

   /mae is me ek lamba aur ek Chota a:jmi
dekh raha:hu:/
   'I see a tall man and a short man'

c) Translation Context :

In this method we translate the native language of the student to the foreign language. This technique can be used to elicit vocabulary items which is not otherwise easily accessible. We can illustrate this by the following examples.
Any English speaker learning Urdu as a foreign language can be tested in the following way. Here the entire lead, including the key words, can be in the native language of the learner.

1. "A flower with white petals and yellow centre is..."
   /dezi:/ 'a daisy'

2. "What do you call the instrument through which we read the temperature of the body?"
   /tharmajmitter / 'thermometer'

3. "What is the name of the object which is used to fly passengers?"
   /hawad jaha:z / 'aeroplane'

4.4 Testing Production of the Grammatical Structure:

The term grammar means different things to different people. For the grammarians it has often meant the analysis of their own language in order to discover its rules that is what may or may not be said in the particular language. On the other hand, from the linguistic point of view, the native speakers of a language have mastered the basic structure of their language, that is the basic patterns on which
they built sentences and sequence of sentences. So when
a native speaker studies grammar he is not involved only in
the basic framework which he knows but also problems of
variant usage, of dialect differences, of style, of social
difference etc. A non-native speaker on the other hand, is
unfamiliar with the structure of the target language. He
needs to acquire the knowledge of the basic structure in
order to master the production and comprehension of the typical
sentences of the target language. So while testing production
of the grammatical structure of language we focus our attention
to the testing of the basic structure of the language.

The problem of testing control of the structure of
a foreign language on a production level is more complicated
than that of testing it at a recognition level. Because when
we attempt to test production we are faced with a number of
questions. For example, are we testing what the student can
say or are we testing what he does say? Generally, we come
across a situation in which a student, who learns to use
certain structure under favourable classroom conditions may
completely forget the same structure when facing a microphone
or a formal audience. The only way we could be sure of what
a student does say is to observe him in all his activities.
But one cannot afford to do this except if one is conducting
thorough investigation which is not possible in normal testing.
In general, a test of production should provide as far as possible the same essential stimuli as an ordinary conversational situation. There are various techniques for testing the production of the grammatical structure.

4.4.1 The Goal Language as Stimuli:

It is an important method for testing production of grammatical structure of the learner who is learning a second language. This method includes five different techniques of testing production of the grammatical structure of the second language learner.

4.4.1.1 Question:

In this technique of testing production of grammatical structure of a second language learner, questions can be used in an interview type of test. In this technique the examiner simply asks a series of questions in order to elicit the key structure of the language he wishes to test.

Example:

The examiner asks: /tum kha:se a:e ho?/

'where have you come from?'

Desired response: /mae--se a:ya: hu: /

'I came from ---'

Question: /tum kab asye? /

'when did you arrive?'
Response: /mae-- aya: hu:/
'I arrived...'

Question: /tum kya: parhne ja: rabe ho:/
'what are you going to study'
Response: /mae--parhne ja: raha:hu:/
'I am going to study--'

Here the examiner observes the responses in order to check whether these students are using correct grammatical structure, forms of verbs, tenses etc.

This technique is very useful to test the production of the grammatical structure of second language. But it has two important limitations. First demerit is that the short answers not containing the desired structure may be used quite naturally, secondly, the form of the question itself may give away the answer. For instance, in the above example, the three questions could have been answered without using the key structured material: / tum kaha: se a: e ho:/ 'where have you from?', /ka:n pur/ 'Kanpur', / tum kab a: e ?/ 'when did you arrive?' /kal/ 'yesterday', / tum kya: parhne ja rahe ho:/ 'what are you going to study?' /ta:ri:x/ 'history'.
So keeping in view these limitations we can reduce partly the first difficulty by asking to use complete statements. By this the student will understand that we want him to say /māē kānpur se aṣya: hū/ 'I came from Kanpur' in response to the question /tum kahaː se aṣa hō?/ 'where have you come from?'

This technique is very effective in testing the production of the grammatical structure.

4.4.1.2 Request:

Another technique to elicit grammatical structures involves the description of a situation or thing and asking the student to name it or state what may be said in that particular situation.

To elicit the question pattern illustrated by the sentence /bāːčːe ki umr kyaː hai?/ 'how old is the baby?'. The stimulus might be /tumhaːre dost keː ek bāːčːaː hai. tum uskiː umr jaːnnaː āːnteː ho. tum us kyaː puːshːoːge?/ 'A friend of yours has a baby. You want to know its age. What do you ask?'. The response should be an attempt to produce the question pattern which we want to test.

A slight variation in this technique is useful in eliciting question patterns, which are often neglected in
testing and in teaching. The technique consists in setting the situation in short statements ending with something like /tum us kā nām jānna: čaːhte ho. Us se puːčho/ 'you want to know his name. Ask him' or simply /us se nāːm puːčho/ 'ask him his name'.

Examples:

Stimulus: /tum ek larke se mile. Us se puːčho: kyaː use: tennis pasand hai/ 'you meet a boy. Ask him if he likes tennis?'

Response: /kyaː tumhe tennis pasand hai?/ 'do you like tennis?'

Stimulus: /us se puːčho: voh kahaː rahtaː hai?/ 'Ask him where he lives?'

Response:/tum kahaː rahte ho?/ 'where do you live?'

Stimulus: /us se puːčho: kyaː tumhe saː th parh sakte ho?/ 'ask him if you can study together?'

Response:/kyaː maeː tumhaːre saː th parh saktaː huaː?/ 'can we study together?'

Here one thing is important that in foreign language tests, the structure and vocabulary of the stimulus must be simple enough to be understood by students who are not fully acquainted with Urdu language. To minimize this limitation, we may present the stimulus in writing to literate students.
4.4.1.3 Conversion of One Pattern to Another:

There are various methods to elicit given structures by the use of language stimuli. One of them is to supply a given utterance and have the student change it into another which is the key pattern. This technique is very helpful in testing the use of negative verbal phrase because to test it one can supply affirmative sentences and have the student change them into negative sentences.

Examples:

Stimulus: /ɾaːm kalaːya thaː/
'Bam came yesterday'
Response: /ɾaːm kal nahiː aːya thaː /
'Bam did not came yesterday'

Stimulus: /voh māhliː pakarne gayaː hai/
'He has gone for fishing'
Response: /voh māhliː pakarne nahiː gayaː hai /
'He has not gone for fishing'

Stimulus: /voh kyoː gayaː ?/
'why did he go?'
Response: /voh kyoː nahiː gayaː ?/
'why did he not go?'

Stimulus: /tum kaim karo/
'you do your work'
Responses /tum kaise mat karo /
   'you do not do your work'
Stimulus /tum jao /
   'you go'
Response /tum na jao/ 
   'you do not go'

Here in this technique examiner has to give simple instruction in that "change the sentence to the negative form".

4.4.1.4 completion :

This technique is widely used. It is used for recall or production of part of a sentence. This technique is very flexible and can appear in many shapes. Essentially it consists of providing a context leaving some part incomplete. The student has to supply the missing part of the sentence which contains the problem pattern to be tested.

Examples:
Stimulus : /ham paini piste hai jab-----/ 
    'we drink water when----'
Response: /ham paya: lagti: hai/ 
    'we are thirsty'
Stimulus: /mujhe: tennis pasand hai magar ram ko ----/ 
    'I like tennis but Ram----'
Response: /nahi pasona hai/
'doesn't like it'

Stimulus: /mae baiza r jaita shabi-
'I go to the market when --'

Response: /kuch xaridana hota hai/
'I want to buy something'

4.4.2 Pictures with Language Instructions or Context

Theoretically various pictures could also be used as a stimulus for the production of specific structures, for testing purposes. However, pictures alone can be quite ambiguous and uneconomical. One can show a complete silent film to a student and not obtain much of verbal reaction unless we accompany it with verbal instructions of some kind. A simple question or request lets the student know what he is expected to do with a picture that is put before him. In this technique we give pictures specially made in order to elicit the key structures with verbal instruction to the student.

This will be clear by the following examples.

Example:

Description of the following two pictures can be elicited by any of the following sentences:
1. /tum kya dekh rahe ho?/
   'what do you see?'

2. /tasvīr me kya ho raha hai?/
   'what is happening in the picture ?'

3. /mujhe batao tum ne kya dekha?/
   'tell me what you see?'

4. /mujhe batao tasvīr me kya ho raha hai/
   'tell me what is happening in the picture'

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Here the usual response will be /voh ku\text{\={c}}h pi\text{\={r}}aha hai/
'he is drinking something', /voh ku\text{\={c}}h kha\text{\={r}}aha hai/
'he is eating something', we could also ask /glass ka\text{\={p}}ani kya hua: /
'what happened to the water in the glass'
to elicit the sentence like /glass ka pani apdi pi: gaya:/
'it was drunk by the man'.

**Example:**

**Instruction:** /a:3mi ko kya:hu:?

'what happened to the man?'

the expected answer or response would be /us ko kutte ne ka:t:
liya:/ or /a:3mi ko kutte ne ka:t liya/ or /use kutte ne
ka:t liya/ 'he was bitten by the dog'.

**Example:**

**Instruction:** /agar billi: ba:gh ku:3 kar andar a:ti hai to

śūha: kaha: ba:gh sakta: hai?

'Describe all possibilities for the rat if the cat were to
jump the fence'.

Here in this case the response would be some thing like:

\(\text{aga bili ko kari asti hai to chuha bhaig jae ga.} \)
\(\text{chuha bil me bhaig sakta hai voh diwai ke pichhe bhaig kar jae sakta hai. voh pe par garh sakta hai.} \)

'if the cat jumps over the fence the rat would run away. The rat would run to the hole. It could run around the wall or it could climb up the tree'.

Here the examiner would listen to only the use of /sakta hai/, /jae ga/ etc.

Since our object in using pictures is to elicit the key structures, not particular words, we are free to select any lexical content that is easily picturable.

4.4.3 Translation:

Translation from the native language of the student to foreign language can be used effectively to test the problem of structure. In this technique, a sentence of the native
language or phrase is given as the stimulus. The student reads it silently and produces the key pattern in the language being tested. The preparation of translation items is not as simple as it seems to be. The problem patterns are those which are not same as the patterns in the native language. In such cases we will find it difficult to give a stimulus in the native language that will force the student to use of the problem patterns in the foreign language.