

## UNDERSTANDING AND IMPLEMENTING MULTIPLE CHOICE READING QUESTIONS IN CEFR MULTILEVEL EXAMS

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### Abstract

The target of the study in understanding and implementing the multiple-choice questions is to define the concept of working with this type of reading question and to improve the comprehension skills of learners. By analyzing the reading other language exams and scientists' exemplary works of educational approaches allow to identify the majority of CEFR candidates tend to practice with various methods. However, the number of learners have not found specific methods to utilize during the tests of multilevel. The article shares the author's opinion that to characterize the concept of multiple-choice questions(MCQ), key points of answering the questions, and providing new approaches and methods to teach learners MCQ through gaming. The conclusion about the investigation and implementation of this project will show influence on Uzbek learners of English language to identify more about CEFR exam papers.

### Абстракт

Целью исследования по пониманию и реализации вопросов с несколькими вариантами ответов является определение концепции работы с этим типом вопросов для чтения и улучшение навыков понимания учащихся. Анализируя чтение других языковых экзаменов и образцовые работы ученых по образовательным подходам, можно выявить, что большинство кандидатов CEFR склонны практиковаться с использованием различных методов. Однако ряд учащихся не нашли конкретных методов для использования во время многоуровневых тестов. В статье разделяется мнение автора о том, что необходимо охарактеризовать понятие вопросов с несколькими вариантами ответов (MCQ), ключевые моменты ответа на вопросы, а также предложить новые подходы и методы обучения учащихся MCQ посредством игры. Заключение об исследовании и реализации этого проекта окажет влияние на узбекских изучающих английский язык, чтобы они могли больше узнать об экзаменационных работах CEFR.

## Introduction

In the field of language assessment, the ability to characterize reading comprehension effectively is important, especially within the structure of the Common European Framework of Reference for Languages. In this case, the first step toward researching MCQ is to engage CEFR exam standards as integral part of reading comprehension which leads to learn English language more detailed. As educators strive to measure learners' proficiency among different levels – from basic to advanced students the use of MCQs has emerged as one of the productive and popular. It points to meaning that MCQs is not only streamline the assessment process but also provide insights into a learner's understanding of texts, vocabulary, and inference skills. This article delves into the details of multiple choice reading questions tailored to CEFR multilevel exams, offering practical strategies and experience of both teachers and learners.

Recent experimental studies have highlighted the productivity of MCQs in enhancing student engagement and learning results. For example, researchers have found that well-structured MCQs can improve retention and understanding by prompting learners to actively recall information rather than passively recognize it. Moreover, creative approaches combining with methods which based on games with traditional assessment methods have shown promising outcomes. Educators can make the learning process more enjoyable by implementing innovative methods and games, and so, students may deeply engage with the material.

### Importance of Aligning Questions with CEFR Levels

The CEFR exam provides a comprehensive framework of assessing language efficiency in 6 distinct levels, from A1(beginner) to C2 (proficient). To reflect accurately learner's reading comprehension ability, perceiving these levels is important. It allows educators to get satisfactory results during teaching process. As for beginners, simple texts, such as signs, menus, and short descriptions should be given and students can identify basic information or vocabulary. The researcher in the field of language assessment Dr. Lyle F Bachman has extensively studied the validity and reliability of language testing methods, including MCQ. In his book, Bachman states: "The validity of a language test is contingent upon the degree to which the test tasks reflect the language use in real world contexts, and this requires careful consideration of the proficiency levels of the test-taker"[1]. It points out the critical role that understanding CEFR levels plays in creating effective assessments that accurately measure reading skills.

### Examples of studies on investigated educational approaches

One of the experiments is The Testing Effect examined by Roediger, H.L., and Butler, A. C in 2011[2], the researchers examined how retrieval practice, such as

answering MCQs, enhances long-term retention of information. The study found that students who practiced retrieval through MCQs performed significantly better on later tests compared to those who engaged in restudy. This suggests that MCQs not only assess knowledge but also reinforce learning by promoting active recall. In other terms, in order to getting effectiveness on reading several other assessment methods and instructional strategies have demonstrated significant benefits for students learning and engagement. For instance, formative assessments provide ongoing feedback, enhancing engagement and allowing for adaptation, or collaborative learning that promotes various perspectives and also social skills. In addition, project-based learning encourages critical thinking through real world problem-solving.

In other language tests, learners have defined the actual ways to solve the MCQs, there are given 5 strategies for the process:

- 1) Read the questions
- 2) Answer the question without looking at the options
- 3) Identify key words
- 4) Eliminate the incorrect answers
- 5) Manage your time ( the Robert Gillespie Academic skills centre)[3].

MCQs are fairly simple to complete but it is easy to get tricked into picking the wrong answer. The aim of this type of questions is to test language learners if they can understand the main idea of the paragraph, use detailed reading to differentiate between several possible answers, and scan for specific information.

### **Innovative Gaming Methods for solving MCQS**

In the language learning classes new methodologies and approaches can help organizing the learning with engaging environment. In the classroom, lesson can be managed by teacher as the teacher provides with each student a card which is contain carefully selected paragraph. This initial activity demand students to read and translate the text together, creating collaborative environment. Then, they identify and write down new vocabulary words, this method aligns with the grammar-translation approach, often more teacher-centered, as the educator guide the students through the translation process. Next step includes dividing students into 2 groups and giving them cards labeled A,B,C, and D, which will be used in subsequent activity. In the 3<sup>rd</sup> step the teacher presents a PowerPoint presentation that includes MCQS related to the paragraph they have just worked on. This game format shifts the lesson towards a more students-centered approach, encouraging active participation of each student.

The game has numerous benefits , firstly, the game fosters critical thinking, as students analyze the multiple-choice options and discuss each answer. By actively engaging students are not merely passively receiving information but are actively involved in the learning process.



Overall, this lesson structure not only enhances language acquisition but also cultivates a positive classroom atmosphere where students feel empowered to participate and learn from one another. By integrating these collaborative and gaming methods into MCQ lessons, educators can create a dynamic and effective learning environment that promotes both academic and social development.

### Conclusion

In conclusion, this study emphasizes the crucial role of multiple-choice questions (MCQs) in assessing reading comprehension within the framework of the Common European Framework of Reference for Languages (CEFR). By aligning MCQs with CEFR levels, educators can ensure more accurate and effective assessments of language learners' abilities. Through the analysis of educational approaches and experimental studies, it is evident that MCQs not only assess knowledge but also promote active learning and retention, particularly when combined with innovative strategies such as gaming.

The integration of game-based methodologies fosters engagement and critical thinking, offering a more dynamic and student-centered approach to learning. By incorporating such strategies, learners can develop stronger comprehension skills, while educators create an environment conducive to collaboration and knowledge sharing.

Ultimately, understanding and implementing MCQs effectively can significantly improve the proficiency of learners across different CEFR levels, with the added benefit of enhancing their motivation and engagement. This approach has proven especially impactful for learners in Uzbekistan, offering valuable insights into CEFR exam papers and contributing to the development of more effective language assessment practices.

### References

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