**Language Teaching and Testing**

Language testing is a vital component of any instructional language programme throughout the world. It has evolved into an independent discipline that is characterized by well-articulated theories and a sound methodological framework. It is a truism to assert that testing undoubtedly is an integral part of the teaching-earning process. At present it is viewed ***“as a means to promote learning (rather monitor it), in order to facilitate social and academic mobility, hence ‘Assessment for Learning’”*[[1]](#footnote-1)**(Gipps, 1994; Stiggins, 2002 cited in Inbar-Lourie, 2008, p. 287). Piaget’s cognitive development theory perceives learning as ***“integral and inseparable aspect of social practice”*** (Lave and Wenger, 1991, p. 31). Hence, teaching and testing are closely interrelated and complement each other in the sense that there is no testing without teaching, nor is there teaching without testing. A symbiotic dependence arises between teaching and testing.

Most commonly, educators use the metaphor of a coin to illustrate the relationship between teaching and testing: they are two sides of the same coin, but to really function properly the coin has a third side: the edge. On the two-sided coin of teaching and learning, the edge is testing. Though, most teachers view testing as a “necessary evil”; it is in, effect, a pedagogical in-class activity which serves many purposes and helps teachers set academic standards for their learners and provide them with feedback about the learning progress in general and teaching process in particular. According to Flavell (1981, p. 1), ***‘A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement’***. Teachers’ feedback plays a major role in supporting, scaffolding and promoting students’ learning (Black and William, 1998; James, 2001; Shepard, 2005 cited in Inbar-Lourie, 2008, p. 287). However, it is commonly agreed that testing is a time-consuming and effort-demanding activity, and all too often it uses up valuable class time usefully.

 Working on the assumption that testing is part and parcel of the language teaching-learning process, it follows logically that the person best prepared to set the test is the teacher. However, what the teacher actually needs in language testing is to be familiar with the general guidelines and key concepts underpinning the different test-types. Such a knowledge will certainly serve as a platform for teachers to devise practical, reliable and valid testing activities, and consequently give helpful information to both teachers and learners about successes and failings, to use Flavell’s terms. Though one of the biggest problems with testing is that of the standards[[2]](#footnote-2), standards are all too often ill-defined, the teacher, as a councelor (see 1.6.), is in a better position to make judgments about the appropriateness of a test for a particular class or level, and in effect cater for his learners needs. Additionally, it is worth recalling Flavell’s view which holds that the appropriateness of a test is largely determined by purpose: why is a test needed at a particular stage in the student’s learning and what use will be made of the results? The answers to these questions lie to a larger extent in the teacher’s mind.

**Role of Classroom Testing**

Testing has evolved and has become extremely prevalent in our educational system today. Year after year, testing is increasingly becoming an issue of concern and as previously mentioned, classroom tests have their share in the language/teaching process. Yet the grading function should not be overemphasized at the expense the learning function. Valette (1977) notes that in-class testing fulfills three main functions in second and foreign language learning. These functions can be summed up as follows:

1. Definition of course objectives.
2. Stimulation of student progress.
3. They evaluate classroom achievement.

**Definition of Course Objectives**

From an instructional standpoint, classroom tests are used in a very helpful way to define the course objectives. In other words, they define the short-term course objectives envisioned by the teacher, as well as the content and nature of the language learning programme. This has a two-fold aim, for one thing, the teacher will be systematically geared towards the set objectives; for the other, the tests results will indicate how close the learner has come to attaining the objectives. In sum as Haertel (1999) posits, testing appears to be the logical approach to identify learners who do not meet expectations.

**Stimulation of Student Progress**

Traditionallytests have been devised by teachers to point up the learner’s ignorance, errors and lack of application. However, from a didactic perspective, testing is supposed to offer ample opportunities for the learner to measure how well he masters specific linguistic items of the target language. In this context Valette argues that ***‘The test best fulfills its function as part of the learning process if correction performance is immediately confirmed and errors are pointed out’*** (Valette, 1977, p. 4).

**Evaluation of Classroom Achievement**

Most teachers contend that testing is all too often viewed as a necessary evil. On should also note that testing on a frequent and regular basis provides the teacher with valuable information concerning areas of difficulties the learners encounter. In this way, the teacher gets more about what aspects of language need further clarification and explanation and subsequently devise remedial activities. What is more, testing provides the teacher with clues and details related to the effectiveness and soundness of a specific teaching approach and method. It also gives an objective evaluation of learner’s progress individually, his attainment of the set course objectives and his performance in relation to that of the other classmates. In sum, one should view testing as a bridge-building process between teaching and learning and classroom tests as mirrors in which teachers and students see their reflections clearly (Valette 1977).

**Definition of Test**

In educational terms, a test can be defined as ‘***any procedure for measuring ability, knowledge and performance’***(Richards et al.*,* 1985, p. 291), while Brown (1994, p. 252) notes that a test is ***‘a method of measuring a person’s ability or knowledge in a given area’.*** In very practical terms, tests yield scores that mirror attributes or charcteristics of individuals (Allan, 1995). Brown’s definition seems to be more comprehensive in the sense that it covers all the main components of a test. However, what does a test consist of and what is it intended for? Firstly, a test is a *method* consisting of a set of techniques, procedures and test items that constitute an instrument of some sort. Secondly, a test has the purpose of *measuring* the testee’s performance in precise mathematical terms, assigning a grade, or expressing evaluative qualifiers, such as excellent, good, fair, poor and so on. Thirdly, a test is intended to measure a *person’s* ability or knowledge, i.e. who are the testees and what is, for example, their linguistic background knowledge? Next, a test measures the *ability* or*knowledge*, that is to say, competence and know-how. Finally, the test is closely related to a *given area*, in the case of a proficiency test, that area is language proficiency, e.g. communicative competence. In other terms, ***“The overall purpose of any form of language testing is to sample the language abilities of candidates in such a way that a realistic representation of their degree of skill in using language in non-test situations is provided.”***(Milanovic, 2002, p. 2).

 Devising a language test that accounts for the different linguistic variables is not an easy task. Broughton et al. (1980) note that the preparation of tests for educational measurement is time-consuming, expensive and requires expertise in statistical techniques as well as in devising suitable tasks for the linguistic assessment to be based on. Additionally, Brown (1994) remarks that, ***‘one of the biggest obstacles to overcome in constructing adequate tests is to measure the criterion and not inadvertently something else’*** (Brown, 1994, p. 253). In this sense, he puts forward three requirements that are axiomatic to qualify a test as a “good” test: practicality, reliability and validity; in Brown’s view, if these three requirements are carefully met, a test can be administrable, dependable and can actually measure what it intends to measure. On the other hand, Flavell (1983) notes that a teacher who ignores the interrelatedness between the content of a test and the consistency of the results it gives is in danger of writing tests which are likely to produce misleading information about the test-takers.

**Practicality**

It is highly recommended thatsome practical considerations are to be taken into when constructing and administrating a test. These considerations closely relate to financial means, time constraints, ease of administration, and scoring and interpretation. Undoubtedly, a test which requires considerable financial means and therefore a considerable budget is impractical. Additionally, a test which is time-consuming in the sense that uses up hours and hours to complete is also impractical. Finally, a test which requires individual one-to-one testing is impractical for hundreds of people and only a limited number of examiners. Conversely, a test that takes a few minutes for a student to complete and several hours for the examiner to correct is impractical. A test that is too complex and too sophisticated may not be of practical use to the teacher. In other words, it lacks *instructional value* to use Oller’s (1979, p. 52) terms. In sum, the value, quality, credibility and formality of a test are largely dependent upon such basic facts and realities.

**Reliability**

 The criterion of reliability in test constructing denotes the degree to which a test gives consistent results. Actually, a test is said to be reliable if it gives the same results repeatedly when it is given on different occasions, or it is used by different people. Generally, if people get similar scores on parallel forms of a test, i.e. using different forms of a test which try to measure the same skills and abilities using the same methods of testing, equal length and level of difficulty, this proves that the test is reliable. Harmer (2001) notes that, “***In practice, ‘reliability’ is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that the test conditions remain constant”*** (Harmer, 2001, p. 322). However, it is worth noting that the careful specification of an analytical scoring instrument can increase, what Brown and Bailey (1984) have called *the scorer reliability*, to refer to the consistency of scoring by two or more scorers or examiners. Put differently, the circumstances in which the test is taken, the way in which it is marked and the uniformity of the assessment it makes (Flavell, 1983). In sum then, for Lado (1961) reliability is seen as a prerequisite for validity (Xi, 2008).

**Validity**

Arguably, the attribute of validity is in effect complex and multi-faceted. Basically, it refers to the degree to which a test measures what is supposed to be measured, or can be used successfully for the purposes for which it is intended. In other words, does the test evaluate what is intended to evaluate? For example, Harmer (2001) notes that, ***“to test writing ability with an essay question that requires specialist knowledge of history or biology- unless it is known that all students share this knowledge before they do the test.”*** Teachers can use a set of different statistical procedures to apply to a test to evaluate its validity. Such procedures seek to determine what the test actually measures, and how to what extent it does so. However, a question is worth posing this level: how are teachers to establish the validity of a test? The answer to this question leads us to explore other related aspects of validity; the following are of capital importance for the classroom teacher: content validity, construct validity, empirical validity, and face validity. In gross, teachers, all insist, in somewhat different ways, that test validity must account of how and where a test is used.

**Content Validity**

This aspect of validity is based on the degree to which a test adequately and sufficiently measures the particular skills it sets out to measure, what is called content specification, in other words, the extent to which the content of the test matches the instructional objectives. For example, a test of pronunciation skills in a language learning programme would have low validity content if it tested only some of the skills which required accurate pronunciation, such as a test which tested the ability to pronounce isolated words with no reference to the other supra-segmental phonological features as stress, intonation and pitch. In this very specific context Flavell posits that **“*The content specification is important because it ensures as far as possible that the test reflects all the areas to be tested in suitable proportions and also because it represents a balanced sample, without bias towards the test material which happens to be available”***(Flavell, 1983, p. 11)**.** A related point worth raising here is that content validity is crucial for the teacher who sets his own tests. However, according to Lado (1961), content validity concerns the degree to which an item contains a language problem that is representative of the problem in real life. As Xi (2008, p. 178) posits, ***“A direct language test has to show face or content validity by demonstrating its resemblance of ‘real-life’ language situations in the setting and linguistic content.”***

**Construct Validity**

The late 1970s and early 1980s saw the first hint of the notion of construct validity in language testing (Xi, 2008). This aspect is based on the degree to which the items in the test reflect the theory or the construct on which the test is based. For example, in language proficiency the greater the relationship which can be demonstrated between a test of communicative competence in a language and the theory relating to this concept, the greater the construct validity of the test.

**Empirical Validity**

 This aspect measures the validity of a test arrived at by comparing the test with one or more criterion measures, i.e. another or other tests which are known to be valid. Such comparison could be made on the following basis:

1. Other valid tests or other independent measures obtained at the same time, e.g. an assessment made by the teacher.
2. Other valid test or other performance criteria obtained at a later time.

**Face Validity**

 The criterion of face validity refers to the degree to which a test appears to measure the knowledge or abilities it claims to measure, making use of the subjective judgment of an observer. Put differently, and to use Brown’s (1994, p. 256) question: ***“does the test, on the face of it, appear to measure what it is designed to test?”*** For example, if a test related to a reading comprehension lesson or course contains many dialect or slang words which the students are very likely to ignore, the test may be said to systematically lack face validity. Additionally, one way of finding out more about the notion of face validity is simply to ask teachers and students concerned for their opinions and views about the test. This could be done either formally by administrating a questionnaire or through an in-class informal discussion.

**Principles of Testing**

Many teachers still hold a specific vision about testing. Theyall too often regard it as one of the most controversial areas of the teaching/learning process. It is undeniably an in-class activity that is necessary as a form of completion of the teaching input and the learning output. Basically, if properly prepared and adequately implemented, testing undoubtedly turns to be an objective pedagogical tool serving as activity to check the effectiveness of the whole language teaching/learning process. Test scores provide a valuable measure of how well the curriculum is being learnt and help indicate how well students do at the main exit points of the school system, for example the baccalaureate exam. To fulfill faithfully the functions that are assigned to testing, teachers should turn their attention towards the following basic principles of testing:

1. To assess learners’ performance in the target language the teacher should not give a task that the learner cannot perform. The task should be *authentic*, *realistic* and *appropriate* to their linguistic level.
2. Even when assessing the learners’ performance, at any level, the learners should be given clear instructions well. They should know what they are expected to do in a given task. The ideas, feelings and emotions that the learners want to express cannot be limited to their insufficient linguistic input.
3. Teachers should test the outcomes or products of what they have taught their learners, not what their colleagues know.
4. Teachers should not use a technique not used in the teaching process as a test technique to have a positive washbackaffect of testing on language learning and teaching (see 4.5.).
5. Teachers should test learners’ writing skills by having them write and their speaking by having them speak. This is what is known as ‘construct validity (see 2.5.3.2.).
6. We teach people and we evaluate language ability but we do not evaluate people.

 (Adapted from Korsal, 2006)

**Analytical Review**

Arguably, the teaching-learning process depends on a larger extent on the provision of learners with knowledge about language *use* and its *usage,* to use Widdowson’s (1978) dichotomy, for linguistic and communicative purposes is most generally the most largely common assumption shared by language teachers in general and ELT teachers in particular. This two-fold pedagogical perspective can be best preserved, maintained and actualized through the implementation of a regular-basis testing schedule, i.e. continual control test. The literature dealing with testing in general and language testing in particular reveals the true facets of this oft-taken for granted and seemingly easy-to-do classroom activity, all too often viewed as part of a simple task and routinized pedagogical activity. In the field of Teacher Education Development, testing is another professional skill that is difficult to master due to the complex nature of the criteria underlying the aforementioned criteria practicality, reliability and validity.

Additionally, a test that is both reliable and valid is of no good if it raises some issues with respect to ease of administration and practicality of performance required of the learner. On the other hand, there are other test criteria and each tested given area, to borrow Brown’s terms, has its own testing features and each test has its own specificities inherent to the nature of the test type it is intended for. Making use of Carroll’s (1980, p. 16) concept of *economy,* a good test is expected to ***“provide as much information as is required with the minimum of time, effort and resources”***. Yet, Flavell (1983) would see the question of the qualities of a good test incomplete without taking into account the criteria of *comparison* and *discrimination.*

On the face of it, any approach to assessment and testing is based on comparison, either between one learner and another, or the same learner’s performance as he was and as he is now. To relate comparison to reliability, Flavell notes that ***‘comparisons between two sets of scores obtained from the same group of students are the basis of estimates of reliability’*** (Flavell, 1983, p. 13). As for discrimination, it can be better explained in relation to a placement test (see 2.9.6.) in the sense the more sufficiently it discriminates between students, the easier it is to divide them in teaching level groups.

1. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002 cited in Inbar-Lourie, 2008, p. 287). Interestingly, it is worth noting that ***“Distinctions have been made between assessment of learning, i.e. focused on achievement and summative in orientation, and assessment as learning, i.e. that is formative in purpose providing feedback to learners so that they can improve their learning”*** (Rea-Dickins, 2008, p. 257). [↑](#footnote-ref-1)
2. The notion of standards refers to what a learner at every grade level needs to know and be able to do (Greenlee 2002). For example, the Threshold Level, which is actually used to delimit, ***“the minimal level of language proficiency which is needed to achieve functional ability in a foreign language. It serves as an objective for foreign language teaching.”*** (Richards et al., 1985, p. 293). In language assessment***, “standards have two senses: 1) The skills and/or knowledge required to achieve mastery and proficiency levels leading to mastery, along with the measures that operationalize these skills and/or knowledge and the grades indicative of mastery at each level. 2) The procedures followed by test constructors which provide evidence to stakeholders that the test/assessment/examination/evaluation is serious and can be trusted, demonstrating, often through a code of ethics, that the test constructors are operating professionally”*** (Davies, 2008, p. 437). [↑](#footnote-ref-2)