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Testing and Evaluation Towards Teaching and Testing

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Abstract

The purpose of the paper is to evaluated and tested the teaching and testing. A large number of examinations in the past have encouraged a tendency to separate testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of accessing the student's performance in the language.

Keywords: Testing, Evaluation, Teaching

Introduction

Desheng & Varghese (2013) stated that language test broadly classified into two types as testing skills and testing knowledge of content. Skills such as listening, speaking, reading, and writing and sub- skills such as comprehension, vocabulary, grammar, spelling, punctuation, etc. Different kinds of tests are there to test student‟s knowledge in language, the tests like non-referential test, aptitude test, proficiency test, achievement test and diagnostic test (Ali et., 2019). It is claimed that only a minority of evaluation reports are used by the evaluater (Kumas et al., 2007). One justification of this is that "when evaluation findings are challenged or utilization has failed, it was because stakeholders and clients found the inferences weak or the warrants unconvincing" (Nwighor & Obilor, 2019). Some reasons for this situation may be the failure of the evaluator to establish a set of shared aims with the evaluand, or creating overly ambitious aims, as well as failing to compromise and incorporate the cultural differences of individuals and programs within the evaluation aims and process. Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently a definition of evaluation would have be tailored to the theory, approach, needs, purpose and mmethodology of the evaluation itself. Having said this, evaluation has been defined as: (1) A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluator expertise, labour, time and a sizeable budget. (2) The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfils stated goals' (Reeve & Peerbhoy, 2007). The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts. (3) A study designed to assist some audience to assess an object‟s merit and worth' (Shufflebeam). In this definition the focus is on facts as well as value laden judgements of the programs outcomes and worth..

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other (Dewey, 2011). Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of accessing the student's performance in the language. In the former case, the test is geared to teaching that has taken place, whereas in the latter case the teaching is often geared largely to the test. Standardized tests and public examinations. In fact, may exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

A language test which seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities. Such a test will have a more useful effect on the learning of a particular language than a mechanical test of structure. In the past even good tests of grammar, translation or language manipulation had a negative and even harmful effect on teaching. A good communicative test of language, however, should have a much more positive effect on learning and teaching and should generally result in improved learning habits.

Why test?

The function indicated in the preceding paragraph provides one of the answers to the question: Why test? But it must be emphasized that the evaluation of student performance for purposes of comparison or selection is the only one of the functions of a test. Furthermore, as far as the practicing teacher is concerned, it should rarely be either the sole purpose or even the chief purpose of testing in schools. A good classroom test will also help to locate the precise areas of difficulty encountered by the class or by the individual student (Hamouda, 2013). Just as it is necessary for the doctor first to diagnose the patient's illness, so it is equally necessary for the teacher to diagnose student's weaknesses and difficulties. Unless the teacher is able to identify and analyze the errors a student makes in handling the target language, he or she will be in no position to render any assistance at all through appropriate anticipation, remedial work and additional practice. The test should also enable the teacher to find out which parts of the language program have been found difficult by the class. In this way, the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he or she is using. According to De Barba (2016) a test which sets out to measure students' performances as fairly as possible without in any way setting traps for them can be effectively used to motivate them. Provided that details of their performances are given as soon as possible after the test, the students should be able to learn from their weaknesses. In this way a good test can be used as a valuable teaching device.

What should be tested and to what standard?

According to Taylor & Counsell (2013) before a test is constructed, it is important to question the standards which are being set. What standards should be demanded of learners of a foreign language? For example, should foreign language learners after a amount of months or years be expected to communicate with the same ease and fluency as native speakers? Are certain habits of second language learners regarded as mistakes when these same habits would not constitute mistakes when belonging to native speakers? What indeed is 'correct' English? Depending on the topic of interest, there are professional groups which look to the quality and rigor of the evaluation process. The Joint Committee on Standards for Educational Evaluation has developed standards for program, personnel, and student evaluation. The Joint Committee standards are broken into four sections: Utility, Feasibility, Propriety, and

Accuracy. Various European institutions have also prepared their own standards, more or less related to those produced by the Joint Committee. They provide guidelines about basing value judgments on systematic inquiry, evaluator competence and integrity, respect for people, and regard for the general and public welfare (Mertens, 2008). The American Evaluation Association has created a set of Guiding Principles for evaluators. The order of these principles does not imply priority among them; priority will vary by situation and evaluator role. The principles run as follows: (1) listening (auditory) comprehension, in which short utterances, dialogues. talks and lectures are given to the testes. (2) speaking ability, usually in the form of an interview, a picture description, role play. and a problem-solving task involving pair work or group work. (3) reading comprehension, in which questions are set to test the students' ability to understand the gist of a text and to extract key information on specific points in the text. (4) writing ability, usually in the form of letters, reports, memos, messages, instructions, and accounts of past events, etc.

Types of Language Tests

Achievement test

Based on Chua & Don (2013) an achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

Proficiency test

A proficiency Test measures an individual's abilities and skills in a domain or subject to know how well he/she has learned, understood and internalised the related concepts and principles (Knowles et al., 2014), such a test in language for example may assess a student's skills in reading, writing, listening, speaking or vocabulary. Some ways of describing tests: (1) Objective – Subjective (2) Indirect – Direct (3) Discrete-point – Integrative (4) Aptitude – Achievement (4) Proficiency – Performance (5) External – Internal (6) Norm-Referenced - Criterion-Reference

Evaluating language skills

Testing and evaluation takes major role in language teaching and learning (Khamkien, 2010). We can conduct different kinds of test to know about the students skills in language. After test we will do the standard evaluation. It will show the performance level of students. In language skills evaluation we can find the students problems in learning. Then we can find out the remedy for that particular problem. Evaluation is a systematic gathering of information for purposes of making decisions. It is the collection, analysis and interpretation about any aspects of a programme of education and training as part of a recognized process of judging its effectiveness. Evaluation is defined as an attempt to understand what is going on to judge its worth and make decisions about it. One can add many more reasons for doing evaluation. It is not just for measuring students learning at the end of a course. Tests are useful in diagnosis, prediction, selection, grading, guidance, self- correction, etc. There is internal as well as external evaluation in most educational institutions.

Conclusion

Different kinds of tests are there to test student‟s knowledge in language, the tests like non-referential test, aptitude test, proficiency test, achievement test and diagnostic test (Ali et.,

2019). It is claimed that only a minority of evaluation reports are used by the evaluater. According to De Barba (2016) a test which sets out to measure students' performances as fairly as possible without in any way setting traps for them can be effectively used to motivate them. A proficiency Test measures an individual's abilities and skills in a domain or subject to know how well he/she has learned, understood and internalised the related concepts and principles.

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