
An Important of Using Testing in English Language

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Abstract :

The subject of this research nominated is (An important of using Testing in English Language), it is a vital and sensitive subject in the field of applied Linguistics in this research I shade Light on introduction about the test in the Arab world and How it can be developed through the years. I focus in this research on the concept of the test, purposes, the relationship between teaching and testing. I talk about the characteristics of modern English language exam. Also this research includes kinds of Test in general. Lastly this research contains conclusion and references.

1.Introduction :

Arab world witnessed dramatic changes in all fields of life such as agriculture, industry, medicine, education and teaching. The Later played a vital role and occupied the great importance of the development operation because of the rapid changes that occurred in the Arab world effected positively the role of education process and the role of learning process likewise which witnessed significant development especially in respect to language testing in the principles, purposes, types, techniques and practices of language testing.

As a result English spread and become more important every day. It was used in education as well as in many other areas such as imports, exports, tourism, international banking, diplomatic affairs, television news and a large number of multinational companies began to undertake project in various fields and they required proficient personal in English.

2. Concept of test

There are many researchers and applied linguists talked about the concept of test and defined a test as below:

- Madsen (1983:3) Testing is an important part of every teaching and learning experience."
- Bachman (1990:20) "A test is a measurement instrument designed to elicit a specific sample of an individual's behavior"
- Harrison (1990:1) "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."
- Hughes (1992:4) "A test refers to any structured attempt to measure Language ability.
- Brown (1994:252) "A test is a method of measuring a person ability or knowledge in a given area."
- Ur (1999: 33) "A test as an activity whose main purpose is to convey how well the testee knows or can do something.

It my opinion as a researcher I believe that a test is a set of questions, exercises or practical activities to measure someone's skill,? ability or ? knowledge.

3.Purposes of the test :

- Many applied Linguists and educationist talked about the purpose of test as a tool used to motivate learner inside the class, to reinforce learning.

To assess The of time learner achievement, to show how much English he learnt within a given period of time, also to enable the teacher to have a clear view of how the learning process is going and to enable the teacher to evaluate the effectiveness of the syllabus as well as the method and material Test gives a score which is assumed to define the level knowledge of the testee, to measure language proficiency regardless of any language course that candidates may have followed, to discover how a students have achieved the objective of course of study and to diagnose students strengths and weakness.

Get a noisy class to keep quiet and concentrate, the main purpose in shear learning. Learning may of course result from

the test just as a feed back on knowledge may be one of spin-offs of practice activity.

4.The relationship between teaching and testing

A large number of examination 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.

Test may be constructed primarily as a devices to reinforce learning and to motivate the students or primarily as a means of assessing the students performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the later case the teaching is after geared largely to the test.

In my opinion as a researcher I believe that there is a strong relationship between teaching and testing. And if this relationship is absent may it leads to both of teaching and testing aren't fulfilled in the correct way.

5.Characteristics of Modern English Language Examination

Test might measure linguistic competence and they might measure linguistic performance. Heaton (1991:12) says that “a good Language test may contain either recognition type items and production type items or a combination of both.”

They might also measure students knowledge and They might measure students experience. they might be written and oral. They might measure students' fluency and they might measure students' accuracy. Test might be objective and subjective. Heaton (1997:33) says that “always rember that most good test contain both objective and subjective types of item”. Test might be integrative and discrete in the point of view of weir (1990:2) says that “most tests contain elements of the discrete point test and integrative point test.”

6.Types of the test :

Researchs and applied Linguists talked about the kinds of the test. There are many types of test which classified according to function of the test. In general tests can be classified into three groups according

to scoring , design and source. Regarding with scoring test can be classified into two groups:

- **Objective test**
- **subjective test**

Objective test :

The system marking is a vital part test in any test especially in objective test and subjective tests. They are called objective test because their scoring doesn't depend on the person of opinion of the score. Since objective tests have definite correct answer, marks are given or deduced as to the correct wrong answer chosen by the testee . To answer an objective test, the testee has to select his answer from two, three, four or even more alternatives. Multiple- choice items, matching items, true/ false items, Re – arrangement items, completion items and transformation items.

As a researcher there are many types of test in English Language but the wide common use in the Arab world objective test because it is easy for scoring and easy for administration to the testee and the tester.

Subjective test :

Subjective test, they are called subjective test because their scoring is highly affected by the personnel judgment of the scorer. To answer a subjective test, the testee has to plan and write his own answer using his own words and expression. Techniques used in subjective test include: composition writing essay, answer these –question, completion type, writing letter, reading aloud and oral interview.

As a researcher, I believe that both objective test and subjective test are necessary in each exam and it should be companied together and not forget that each test includes advantages and disadvantages:

According to design the test can be classified into two groups: (1) oral test (2) written test.

• **Oral test :**

These test are used to test the students ability to communicate in English foreign Language using the spoken forms such as (pronunciation), reading aloud and conversation.

- **Written test :**

These are used to test the students ability to communicate in the English foreign Language by using the graphic symbols such as (composition, writing letter and reading comprehension).

According to source the test can be classified in to two groups:

- **Class room test**

- **Public exam**

- **Class room test**

class room test are set by the teacher at school for the purpose of assessing the progress or achievement of his student. Such as a daily exam, weekly exam, monthly exam, end of the term and final exam. A classroom test is a teaching device, it's aback wash effects teaching and motivation being important features.

On the other hand, class room tests are usually the most important type of the test for the teacher. Most teachers are at sometime or other required to construct such tests. Each classroom tests situation is unique and can only be educated fully by the classroom teacher in the light of his or her knowledge of students. Heaton (1991:p.13) says that "A classroom test should be closely related to the ground covered in the class teaching."

- **Public exam**

public exams are set by examing body nominated by the ministry of Education or by the director of Education in the governorates for the primary stage. They are set so as to test the achievement of students at the end of each secondary in order to prompt the testee to the next stage.

Public exam are intended to show mastery of a particular syllabus. These tests are based on what the students are presumed to have learnt not necessarily on what they have actually learnt nor on what has actually been taught (Heaton, 1991: 172)

7.Conclusion :

In my opinion as a researcher I believe that the test or exam is so significant in each level in school, institution, university in order to check students ability in knowledge but the exam should be corresponded with the curriculum which has been taught in classroom so that the teacher should be more qualified to teach the

curriculum in sound way and to prevent a big gap between the curriculum and the exam. We should encourage the education supervisors to visit schools in order to confirm on using curriculum on the right track in teaching and learning.

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