

Aspects of testing and Factors Affecting it

Ahmad Abdul wahab Mahdi
Iraqi university Arts of College

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Aspects of testing and Factors Affecting it

By: Ahmad Abdul wahab Mahdi
Iraqi university
Arts of College

Chapter one

Aspects of testing

1.1 general review

One of the main fields of applied linguistics is language teaching. The application of linguistics to language is concerned with accounting for what happens when people teach and learn language and also with attempting to control and direct the process with making it as efficient as possible (Corder, 1973: 349).

An experiment, in its scientific sense, is the process of testing a hypothesis, usually about some relationship of cause and effect and in applied linguistics this principally means the relationship between the teaching materials and their exploitation, and language learning, so what is investigated in this case is the effect on learning situation (Corder , 1973:352).

Applied linguistic is involved in all experimental studies of language teaching. But not all experimentation in language teaching is an evaluation of applied linguistic techniques and what is common to all experiment in language teaching is the measurement of the learner's knowledge of the target language and this is done by tests (Corder, 1973:353).

As Finocchiaro (1986:126) points out that English curriculum and the criteria and measures for judging its efficiency should be built into the program from the long experience of continuously in the light of the findings of a valid, reliable, and comprehensive testing program.

1.2 Definition of the test

Testing is an essential component of educational evaluation which is influential in determining what is to be taught or learnt (Al-Hamash and Younis, 1975:74).

As a result, it is important to determine the following elements:

- 1- Educators set objectives.
- 2- Learning experiences are developed on the basis of the objectives.
- 3- The development of evaluation procedures that are, in turn, based on the learning experiences and the objectives.

Therefore, textbooks and classroom materials should be prepared to achieve the objectives and teachers of English should also be trained to teach the books and to present the materials according to the most modern methods and all this can be completely useless if the tests given are not based on the objectives (Ibid).

Language tests, according to Corder (1973:351), are measuring instruments and they are applied to learners, not to teaching materials or teachers and for this reason they do not tell us directly about the contribution of the teacher to the learning process. They are designed to measure the learner's knowledge of or competence in the language at a particular moment in this course and nothing else (Ibid).

As Corder (1973:351) points out the knowledge of one pupil may be compared with the knowledge of others or with that of the same pupil at a different time, or with some standard or norm. What is learnt from comparison is of no interest in itself but it's what one can infer it that is of interest and importance (Corder, 1973:352). This is the difference between measurement and evaluation which are distinct but logically related processes (Ibid).

Measuring the learner's knowledge is a means of evaluation not only the learner himself, but also the teacher and the teaching materials. The test results are neutral; they are merely the data from which to deduce

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something about any factor in the teaching (Corder, 1973:352).

Simply, testing, for language teacher is a means of checking what learners can do with the language and also what they cannot do with it. Testing may be conducted before, during or after a course or it may not even connect with a course and it may be for individual learners or it may be to check the capability of a whole class. Thus, testing is concerned with teaching and learning processes.

1.3 the purposes of the test

There are a number of reasons for why we test which depend on the purpose (s) of the test itself. Al-Juboury (2000:8-9) points out that there are at least seven important purposes which indicate seven different emphases in measuring learners ability and potential, they are:

- A- Placement: to place or classify students or learners on a suitable course.
- B- Diagnosis: to specify the student's particular strengths and weaknesses.
- C- Evaluation: to evaluate the effectiveness of the syllabus and the method(s) of teaching so as to make adjustments when needed.
- D- Progress to test what the learners have learned of the specific syllabus and what progress they have made.
- E- Accreditation: to provide evidence that student has undergone a course of training or study and is qualified to practice his profession.
- F- Selection: to select as fairly as possible the best candidates or nominees for a limited number of places or jobs or for higher education.
- G- Prediction: to discover potential abilities and aptitudes and to predict probable future successes whether in school or outside.

These purposes provide a useful summary of the uses of tests (Ibid). A single test may have more than one purpose but the more multi-purpose it is; the less satisfactory it is likely to be.

1.4 Determination of test data

It is important to determine the time or period of testing. As Al-juboury (2000:15) points out that there are three terms "terminal", "periodic", and "continuous" tests which can be introduced at different stages of a course of study. They can be explained as follows:

- 1- Terminal (for final) test: it takes place at the end of a predetermined period or unit as a school year or a course of study; therefore it ought to concern itself with the whole of what is being taught.
- 2- Periodic test: it measures levels of achievement reached at predetermined intervals throughout the course.
- 3- Continuous test: it is given to have a continuous updating of judgment about a student's performance.

"in schools or classes where students work individually under contracts which list performance objectives, tests are generally given when the learner feels he has fulfilled his contract to his satisfaction and is thus ready to take the test" (finocchiaro, 1986:128).

In stating performance objectives these criteria noted:-

- 1- The structure or category to be studied; e.g. the simple past tense of irregular verbs.
- 2- The number of practice sentences the learner is to do.
- 3- The time he should take to do them
- 4- The degree of mastery, e.g.20 out of 25, must be grammatically correct (Ibid).

Some educators are beginning to question the advisability of using performance objectives in many situations. While it is true that students should know what is expected of them, factors such as strict attention

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to time, degree of mastery expected, and other motivational problems have made psychologists and others pause in their advocacy of performance objectives. They feel that many learners would suffer under such pressure (Ibid).

In addition to these tests, it is sometimes helpful to make a test before the beginning of the course which may determine the learner's knowledge and capability, and what type of teaching method(s) is /are required to master the teaching materials.

1.5 What do we test?

The answer to this question it is clearly language with its system of skills and components. Indeed, language skills are so complex and so related to each other that it may seem impossible to separate them for the purpose of any kind of test (Al-Juboury, 2000, 13).

1- Listening

It may be tested through using the phone name discrimination, stress and intonation as well as recorded texts followed by questions of varying techniques (Al-Juboury, 2000:14).

2- Speaking

It is in the form of an interview, picture, description or role playing (Ibid).

3- Reading

It is in the form of giving questions to students to test their ability to understand a text by applying certain cognitive skills as scanning, skimming and drawing conclusion (Ibid).

4- **Writing** it is usually in the form of letters, instructions, account of past events and the like (Ibid). the linguistic components of the forgoing skills are:-

- | | | |
|------------|---------------|----|
| 1- Grammar | 2- vocabulary | 3- |
| phonology | | |

These may be isolated for teaching and testing purposes (Ibid).

According to Finocchiaro (1986:130-6) testing can have other types of division as in the following:

1- Testing the features of language

It is the type of test which includes the testing of:-

- a- Knowledge of the sound system.
- b- Grasp of grammatical items.
- c- Knowledge of vocabulary.

2- Testing the communication abilities:

It includes the testing of:-

- a- Listening comprehension.
- b- Speaking ability.
- c- Reading ability.
- d- Writing ability.

3- Testing cultural understanding:

Objective tests and essay tests may be used to test knowledge of facts and insight into cultural behavior. (Finocchiaro, 1986:135).

4- Testing literary appreciation:

Objective and assay tests will be useful in this type of testing.

Whatever the type of tests is, it should depend on the nature of the test itself and what it tests, and on the age of the students (or learners).

1.6 How do we test?

This question may be answered either through the consideration of a series of conflicting modes of testing or in terms of describing the variety of testing techniques (Al-Juboury, 2000:12). So we have:

- a- Modes of testing and
- b- Techniques of testing.

These two concepts will be taken in details in the following:

- a- Modes of testing

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There are many modes of testing which apply different techniques and some of the major ones are:

1- Formal and informal

Formal tests are standardized, large-scale tests which are prepared by professional testing services to assist in situations in selection, placement, and evaluation of students (Al-Juboury, 2000:13). While informal test is often used diagnostically by the teacher to obtain reliable insights about the students ability and state of development (Ibid).

2- Formative and summative

Formative test help to judge the degree of mastery attained and to diagnose a student's weaknesses to remedy the problems (Finocchiaro, 1986: 138). "The summative test on the other hand is usually given at the end of a course to measure the sum total of the material covered " (Al-Juboury, 2000:13).

3- Continuous and terminal

Continuous tests mean continuous updating of judgment about student's performance in relation to a specific subject, while terminal test takes place at the end of the course (Ibid).

4- Internal and external

Internal test is usually carried out by the teacher of the subject once a month or a year to check student's progress, while external one is usually constructed by a team of specialists or an organization outside the school and applied on thousands of students for the purpose of selection or placement (Al-Juboury, 2000: 13).

5- Examination and coursework:

"Examinations are either school examinations constructed by the teacher or teachers of the subject in a given school, or ministry examinations constructed and administered by the ministry of Education. Coursework which is a piece of work that has a unity of theme or

objective, is completed by the students under the supervision of their teachers." (Ibid).

B-Techniques of testing

There are three major types of the techniques of testing.

They are:-

- 1- Written test
- 2- Oral test
- 3- Aural test

The process of choosing the appropriate one is governed by a number of considerations which are:-

- a- Subject matter
- b- purpose
- c- age
- d- Ability, and
- e- time (Al-Juboury, 2000:26).

"Each technique has advantages and disadvantages, and there are both advantages and disadvantages in using a variety of techniques" (Ibid).

- 1- Written test: it is simply a paper and pencil examination. When describing written test there is a wide range of terms which run from "open" to "close". The former asks the student to supply material or requires more writing than reading and it is likely to be easier to set than to mark and to provide limited coverage (Al-Juboury, 2000:27). While the latter one, i.e., the closed end test makes the student selects from the given material and has more reading to do than writing and it is easier to mark than to set and permit a wide coverage (Ibid).

As Al-Juboury (2000:27) points out that when considering the construction of writing tests there is a tendency to use the three broadly based headings of:

A- Objective item (or test)

It is asked in such a way that there is only one predetermined correct answer and it is important to emphasize that the only thing that is objective about an objective test is its making everything else about it involve the making of a judgment (Ibid).

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This type of test includes the following types:-

1- Multiple-choice test

It may be necessary to start with familiarizing the terminology used, namely:

- a- Discrete item / a single complete item.
- b- Stem / the initial part of the item which may be in the form of incomplete statement or question.
- c- Options / all the choice or answers
- d- Key / the correct answer
- e- Distractors / the incorrect choices.
- f- Item set / five or more items based up on common material (Ibid).

2- True / False test

It consists of a declaration statement that the test is asked to mark as true or false , he is asked to select only one (Ibid p32).

3- Matching test

It "consists of two lists with instructions as how the matching is to be undertaken" (Al-Juboury, 2000:34).

The items in the first list of which a match is sought are called premises and those in the other list from which a selection is made are called responses. The pupil's task is to identify the pairs of items that are to be associated (Al-Juboury, 2000:34).

4- Rearranging test

It demands the arrangement of a number of words to make a meaningful sentence or to arrange a jumbled series of sentences to formulate a meaningful and coherent piece of writing (Ibid.35).

5- The test is given a group of words followed by a number of incomplete sentences and he is asked to supply the most appropriate words that can full the blanks (Ibid: 36).

6- Labeling test

"The test is required to label certain areas of a diagram or picture". (Ibid).

B- Semi-objective items

It combines some of the virtues of both objective and subjective tests, it also fills "the gap in assessment techniques between the free responses sought by essay writing and the limited responses needed by objective items" (Al-Juboury, 2000:37).

Semi- objective tests "are considered the most promising forms for measuring understanding, reasoning, creative, thinking and problem solving. (Ibid:28)

This type of test includes the following types:-

(1) Transformation test

It is extremely useful for testing the learners' ability to construct and produce sentences and a wide range of grammatical areas can be covered in this test format (Al-Juboury, 2000:39).

(2) Completion test

It is a useful means of testing the student's ability to produce correctly grammatical and meaningful sentences, thus, a semantic task or structural one can be covered in this test (Ibid).

(3) Cloze test

It is simply a test in which the testee are given a paragraph with deleted words which they have to give either from their own or from a given list.

(4) Short-Answer test

It "measures higher mental processes such as reasoning, creative thinking problem solving and valid conclusion" (Al-Juboury, 2000:42). It is usually set in the form of several sub-questions.

(C) Subjective test

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In this type of test which is called free response test, the testee has to decide what to include and what to exclude in his answer and there is normally no precise limits in the questions themselves as to the length or style of answer (Ibid.p.22). What is subject in this test is the marking because it is affected by the judgment of the tester. This type of test includes the following types:-

(1) Composition test

"This test requires continuous writing attempt to discover competence in the production of written English. Composition is a task that involves the learner in writing grammatically correct sentences and linking these sentences to form continuous pieces of writing which express the writer's thoughts on a certain topic for a certain purpose. "Al-Juboury,2000:79).

Composition test can be free or guided composition .the former is used with advanced learners while the later with beginners and less advanced learners and can have different forms.

(2) Essay test

It has no part in a beginning language program, so this type of test is useful and desirable at the more advanced levels (Finocchairo,1986:128) for teachers, essay tests are difficult to grade and for learners, the subjective elements in the essay test may cause apprehension (Ibid.p.129).

Only through essay tests can we judge the student's use of varied structures, the richness of their vocabulary and their ability to express ideas with clarity and precision. In other words the longer essay tests permit us to judge the ability of students to use language as a tool for written communication. (Finocchiaro, 1986:128-9).

(3) Précis test

It is a kind of subjective test which means the process of making summary or digest from a long piece of writing which may be a story, a novel or a long written text.

Besides all these types of written test Al-Hamash and Younis (1975:75-6) added that there are also a dictation test which is mainly for the sake of testing spelling which can be full or partial dictation and the vocabulary tests which measure the knowledge of individual vocabulary items and an important distinction should be made between the active and passive vocabulary (Al-Juboury,2000:55).

(2) Oral test

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, (Al-Juboury,2000:90) like the oral production of sounds stress, rhythm, and intonation patterns (Finocchiaro,1986:129).

"It is necessary to distinguish between acquiring controls of elements of language (pronunciation, vocabulary and grammatical patterns) via speaking on one hand, and communication one's idea via speaking on the other hand. Oral assessment, therefore, should cover not only accurate language but also fluency (i.e. ease and speed of the flow of speech) together with comprehension of what is being said". (Al-Juboury,2000:90).

This type of test includes the following techniques:-

A- Dialogue

It is of two types: teacher / student or student. This technique is used with all levels of the teaching and learning process. The student's performance is evaluated on the bases of fluency (ease and speed) and

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intelligibility (segmental features and super- segmental process like stress and intonation) (Ibid.p.92).

B- Interview

It offers a realistic means of testing the total oral skills in a nature speech situation but the scoring is highly subjective (Al-Juboury,2000:93). It is of two main type's individual interview (teacher / student) or group interview (groups of two or three students). The latter one is nowadays strongly recommended although it is treated as an option. (Ibid). so the teacher is able to concentrate more on testing the testees and less on guiding or leading the conversation (Ibid).

C- Picture

It provides a realistic context for a brief and structured conversational exchange which may be chosen by the teacher or the students themselves.

D- Situation

"The student may be about a certain situation to which he is expected to make suitable response" (Al-Juboury,2000:96).

E- Reading aloud

The testee may be asked to read aloud passages or lines from the textbooks or from any other source. The teacher should test according to a few specific points and he has to evaluate the student's ability to read with ease and speed (Al-Juboury,2000: 96).

F- Sound discrimination and sound production. It should be together with the previous one "since the reading test evaluates correct pronunciation of single words as well as handing stress intonation and rhythm".(Ibid.p.42).

2- Aural test

It is still little used in contrast with how much listening is done in daily life. Listening and understanding spoken English involves the students in a range of skills:-

- 1- The ability to identify words from a blur of speech.
- 2- Recognizing the significance of stress and intonation.
- 3- Retaining what is heard long enough for the message to be understood in its entirety.
- 4- Anticipating or predicating what is likely to be heard in a given situation.

Aural test may be divided into two main broad categories:-

- 1- Tests of phoneme discrimination as well as stress and intonation.
- 2- Tests of aural comprehension (Ibid).

1.7 kinds of tests

According to the different purpose of testing, there are four major kinds of testing language? They are:-

- 1- Achievement / Attainment test.

These types of tests can be subdivided into:-

A- Class progress test

It is designed to measure the extent to which the students have mastered the material taught in the classroom; therefore it is based on the language program which the class has been following. Its aim is to stimulate learning and to reinforce what has been taught (Al-Juboury, 2000: 11).

B- Achievement test

It is more formal test than the progress test and it is intended to measure achievement on a large scale, so most annual school examinations and all public examination which are intended to show mastery of a particular syllabus are of this type (Ibid).

- 2- Proficiency test It also tests or measures what testees have learnt but it is in no way related to any syllabus or teaching program (Ibid).

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This type of test concerned simply with measuring the student's control of the language in the light of what he will be expected to do with it in his future performance of a particular task. Typically, proficiency tests are used in the placing of individuals in learning groups appropriate to their level of knowledge- beginner intermediate , advanced, etc. (Ibid).

TOFEL and ELTS are two of the best known internationally organized proficiency tests.

3- Aptitude test

It is also called prognostic test. It is designed to measure the student's probable performance in a foreign language which he has not started to learn. (Al-Juboury, 2000, 12).

This type of test seeks to predict the student probable strengths and weaknesses in learning foreign languages by measuring his performance in an artificial language (Ibid). It consists of many factors including: motivation, age, intelligence, and memory ... etc.

4- Diagnostic test

The aim of this test is to find out the strong and weak points of the class as a whole and individual student so that appropriate remedial actions can be taken where and when necessary (Ibid).

Therefore proficiency and achievement tests are used frequently for diagnostic purpose.

1.8 characteristics of testing

A test is a tool of measuring the students' achievement, so it could be sharp or dull, useful or useless, good or bad, but it should be as good, sharp and useful as possible and this requires a group of the following characters:-

1- Objectivity

A test is said to be objective if two or more independent people score one paper or test papers and they are bound to same number of marks (Al-Hamash and Younis, 1973:76).

Therefore a test is constructed in such a way that there is no room for expression of examiners subjective opinions (Ibid).

2- Scorability

It means that each section should be given a greed mark which should be distributed among the sub-sections either evenly or according to their importance (Ibid). A good test should not have an accumulated of high or low scores because having an accumulation of high scores means that the test is too difficult. (Al-Juboury, 2000:108). The total of the marks allotted to the different types should be equal to the general total decided on. (Al-Hamash and Younis, 1975:77).

3- Practicability

The practical or usable test is one that it really can be administered; therefore, there are two main parameters to be involved: the cost in time and money and personnel of administrating and scoring of the test (Al-Juboury,2000,24).

4- Sampling adequacy

It means that the test should sample the material adequately (Al-Hamash and Younis,1975:77). It is demanding "that all the material covered in the course should have a chance of appearing in the test. Since language skills are oral and written this demands the use of oral as well as written tests" (Ibid).

5- Reliability

It "means the stability of test scores. Presumably, if the same test is given twice to the same group of students, under the same conditions, it would give the

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same results" . (Al-Juboury, 2000:23). So, the requisites of a dependable test are:-

A- Multiple samples

The more samples of students performance we take the more reliable will be our test of their knowledge and ability (Ibid).

Therefore, a test should contain a wide variety of levels of difficulty and it must be long enough to provide a generous sampling of the areas tested (Ibid.p.24).

B- Standard conditions

The reliability of the test scores can be assured only if all students take the examination under identical conditions (Al-Juboury, 2000: 24).

C- Standard tasks

"All students must be given the same items or items of equal difficulty (Ibid).

D- Standard scoring

"All tests must be scored in an identical manner. The score should give the same or nearly the same score repeatedly for the same test performance. (Ibid). Objective test tends to be more reliable than the free response or subjective test.

6- Validity

As pilliner (1968:30) points out validity of any examination test procedure may be broadly as the extent to which it does what it is intended to do. There are four kinds of validity , they are:-

a- Content validity

The most important thing for the teacher is "the extent to which a test adequately covers the syllabus to be tested" (Al-Juboury, 2000:22).

"The valid test must be based up on a careful analysis of the subject or skill we are testing. It must

also be constructed as to present adequately each portion of this analysis" (Ibid).

b- Empirical validity

If we are to check the effectiveness of a test and to determine how well the test measure, we should then relate the test scores to some independent and outside criteria such as scores given at the end of the course or the teacher's judgment of his students or an external examination(Ibid.p.23).

c- Face validity

It means the way the test looks to the examinees, supervisors or in general to the people concerned with the education of the students (Al-Juboury,2000:23).

d- Construct validity

A test is said to process construct validity if it is designed in accordance with a theory of language behavior and learning" (Ibid).

Chapter two

Factors Affecting Testing

2.1 The teacher's effect on the reliability of test

The teacher is the most important element in the field of the learning process as he is the only and directs model, guide, supervisor, advisor as well as the maestro of the learning process.

As a result, the student admires his teacher and trusts him enormously which pave the way for the student to approve whatever comes from his teacher.

When the student feels the reverse, he usually (for one reason or another) doesn't convey this publicly in the presence of his teacher. Otherwise, he will repress it deep in himself, and may even show face expressions completely different from his real feelings towards his teacher.

There are many reasons that may lead the student to gain negative feelings towards the teacher. From the

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many reasons, one can mention, for example, the following:

- a. The vague and traditional style of teacher.
- b. The tough and inanimate personality of the teacher (even if he follows good modern methods).
- c. The lack of giving a preparatory instruction for the nature of the coming test (in order not to shock the student with the odd style of the test).
- d. Haughtiness when speak answering, directing or connecting a mistake to the student.

2.2 The effect of the family on the student score

One of the basic needs for humans is the feeling of security and confidence, which are a primitive instinct in humans (and also even for animals).

This element can support human with rational behavior and enable them to do as best as they could. The first source of security and confidence begins within the family (John,1975:116).

The family can support the individual student with reasons that lead to security and confidence and at the same time can inspire the individual with negative feedings. When the latter option is the choice, this will be reflected obviously on the test paper. This is due to the fact that the mind of the student will be haunted with family affairs.

As a result of being busy with family affairs, then the mind of the student will lose control on his thought and they would overlap and then the control on the test paper would be at its lowest level. This happens primarily with male- students rather than female students.

The main reason for the gender losing control rather than other is due the fact that, the male is of

sequential functions that can process one problem only at a specific moment, while females are of specific (multi-functions) mind functions that can process more than one function or problem at the same time (Ibid: 124).

And this helps the female do the complex home duties at the same time for example cooking and washing dishes. While a male does only the mission that he is working on, and when he is asked to do another job he would refuse and may be driven angry.

In returning to the role of the family and the students. One can say that the family can affect the student's score in the test negatively or positively.

The family should provide the student with all reasons that help the student to score well in the test and dominate any cause that may affect his test score badly. Even if there is tension between parents, they should take a brake in front of their family member, especially at the examination dates.

There are other kinds of distraction that may scatter the concentration on the students in the test and which the family has the great portion to increase them. For example; the noise, the disunited of the family members, the difficult financial affairs...etc.

Also, the hunger is an important element that causes the escapeness of the student's concentration in the test. Even in some religion " it is favorable that worshiper has already been bodily satisfied before he comes to pray, in order to enter the divine contemplation without any destructions that may deprive him from the divine communication.

Thus, the family should insist that the student has his meal before leaving to do his test (also when there is no test).

2.3 student's negative feelings

Humans characters consist of a combination of interests which may be called drives (Mcdougall,1960:139) these drives make a person do things that are quite necessary for his basic needs concerning nearly all aspects of life. For example, the drive of hunger makes a person ask for food; also the drive of ambition drives him to climb the ladder of success in different fields of life.

The student also may be affected by some drives of different kinds. From these drives is the "negative drive". And it can be called as "negative" because of the fact that such drives can be harmful for other as well as the person himself.

Hatred is really as destructive for the conscious of the student as it is consuming as extra energy (Adock,1964:187). There are many causes for the first spark of the hatred specifically in the field of the student which is the class, when the students have some defective points on his teacher, when he envies a lucky students who gains the simpler type of the test (as he thinks) or when he originally was brought up without having an enough share of how to be satisfied and love others.

Such feelings would negatively make the score of the student at the bottom of the degree level, because of a great part of the mind is occupied with hatred and there is hardly so little part of the mind to function the different other side of the life affairs involving the test score.

2.4 The interests of the student in a field rather than another

Cleverness is not enough for someone to be unique among others. It is important to the cleverness to be supported with some motivation that conform the

interest and desire. Parents usually force their sons to choose a major of study because (as they see) it is more superior than the major that their sons desire to master. In such cases, parents act as a block stone in their son's way and affect badly their scores in their undesired majors. The nature of the humans looks for what is prevented. Therefore, this leads the students to neglect what they have forced him to choose. Thus, in order to score well in test, parents should expose themselves exclusively and take in consideration the tendencies of their sons in certain choices.

Another type if interest is plain within the test pamper. The interest of a student in a certain type if question is clearly different from another type For example:- in the following three types of testing , writing oral and aural test cannot all of them be of great concern to the student, instead he may be concerned with one type rather than the other. And this inconsistency may have the following reasons:

The first case:

In the written test, the student may be not as fast as normal hand writer which lead to his frustration when he feels that he cannot translate his information on paper.

The second case:

The student may be efficient at writing and listening, but he is not fluent at speaking. Or he may have the fluency but as most people do, fears or avoid making a speech in public (Baird,1960:98).

The third case:

The student may be efficient at writing and speaking but at listening he may face obstacles due to the fact that listening and information analyzing demand a long exposure to dialogue and listen until he

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trains his ears to pick up the words even if they are assimilated by the native speaker.

Thus, the interest of the student in one field or type of question in a test rather than another can be clearly shown in the test and it is easy for the teacher to recognize these phenomena.

Chapter three Conclusions

On the bases of the contents of this paper, it is concluded that:

1. Testing is an integral part of the teaching learning processes: its contents and objectives govern the contents and objective of testing.
2. The testing program is based on multidimensional principles and governed by a set of objectives. These principles and objectives are closely related to those of the teaching learning process.
3. There are a great number of types of tests, the choice of which is decided by the contents and purposes of the syllabus.
4. The most important features of a test is its validity , i.e. its being able to measure what it is indented to measure.
5. Both objective and subjective types of tests are usually used for the performance of different purposes of testing.
6. The farther the teacher is from subjectivity in scoring the better the performance of the test is.
7. English language tests used at school aim at evaluating individual performance, group performance, and teacher performance (or teaching effectiveness).

By individual performance we mean the achievement of the learner over a period of time, say a month, a term, or an academic year in connection with a specific course of study. By group performance, we mean achievement of all learners we have in the course compared with one

another or even compared with another group of learners at the end of a month, a term or an academic year.

- 8- Evaluation of the learner's achievement helps the language teacher to:-
 - a. Identify the problematic areas that need to be re-explained or drilled.
 - b. Enable the learner to realize his ability in expressing himself using correct forms of the language he is learning.
 - c. Enable the learner to identify his errors and learn from them, i.e., the test can serve as an excellent teaching device.
 - d. Discover his learner's errors and prepare the necessary remedial exercises.
 - e. Upgrade his learners to a higher stage (i.e. level) when he finds that possible.
- 9- Like other instruments, tests can be of great use or of little use.

Tests vary in aim, accuracy, sharpness or length. A language teacher is supposed to know how to set valid and reliable tests.

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