



## **THE PROPER TESTS IN LANGUAGE TEACHING: A STUDY ON INSTRUCTORS, STUDENTS' AND RESEARCHERS' PERSPECTIVES**

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### ***Abstract***

*As in all education programmes, in foreign language teaching the main aim is to reach the objectives of the programme. In order to have successful in teaching process, measurement and evaluation should be done continuously. Tests are one of the main instruments to evaluate the success of the students and the success of the programmes in language teaching. However, it shouldn't be forgotten that all the tests are not accepted as the proper instruments to evaluate the students and the programmes. In this study, the main aim is to investigate what features the students and the teachers expect and need in language tests. Besides, in order to have proper tests in language teaching the suggestions and opinions of the students and teachers were searched. Also in the study, with recent literature review new applications and current problems in language testing were scrutinized. In these studies, some new implementations were detected and researchers' suggestions were submitted.*

*In the study, a test evaluation scale was given to 21 instructors and a survey was given to the 1st, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students in a high education institution. The data were analysed and the answers of the teachers and students were compared. According to the results, it is seen that the teachers and the students have some common opinions about the tests. The findings show that although there are some positive sides of the tests, there are some inadequate issues in the tests. At the end of the study, with recent literature review and the findings in the research, some suggestions are submitted to have proper tests in language teaching.*

***Key words:*** *Language tests, measurement and evaluation, foreign language assessment*

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## Dil Öğretiminde Uygun Testler:Öğretmen, Öğrenci ve Araştırmacıların Görüşleri Üzerine Bir Çalışma

### Öz

*Diğer eğitim programlarında olduğu gibi yabancı dil öğretiminde temel amaç programın hedeflerine ulaşmasını sağlamaktır. Bunun için ölçme ve değerlendirme sürecininin sürekli ve uygun bir şekilde uygulanması gerekmektedir. Yabancı dil öğretiminde, öğrenci başarısını değerlendiren başlıca araçlardan biri testlerdir. Ancak, unutulmamalıdır ki testlerin tümü öğrenci başarısını ölçen uygun araçlar olarak kabul edilmemektedir. Bu çalışmanın temel amacı yabancı dil testlerinde öğretmen ve öğrencilerin ihtiyaç ve beklentilerini ortaya çıkarmaktır. Bunun yanısıra, yabancı dil öğretiminde uygun bir test için öğretmen ve öğrencilerin öneri ve fikirlerinin saptanması amaçlanmıştır. Ayrıca, çalışmada, son yıllara ait alanyazın taraması yapılarak yabancı dil testlerinde güncel uygulamalar ve günümüzde yaşanan problemler ve yeni uygulamalar. Çalışmada elde edilen bulgular göstermiştir ki öğretmen ve öğrenciler İngilizce testleri konusunda ortak fikirlere sahiptir. Verilerden elde edilen sonuçlara göre uygulanan yabancı dil testlerinde olumlu bazı noktalar olmasına rağmen yetersiz bölümlerinde bulunduğu tespit edilmiştir. Çalışmanın sonunda, alan yazın taramasından elde edilen bilgiler ve çalışmadan elde edilen bulgular ışığında yabancı dil öğreniminde daha iyi bir test için öneriler sunulmuştur.*

**Anahtar Sözcükler:** *Yabancı dil testleri, ölçme ve değerlendirme, yabancı dil değerlendirme*

### INTRODUCTION

The general aim in all education programmes is to ensure student success and development. Therefore, programs should be continuously assessed and judged in order to realize the objectives are reached or not. Assessment is the measurement of the ability of a person or the quality or success of a teaching course (Richards, Plat and Platt, 1992: 23). It is used

to check on the progress of the students and to assess what has been achieved.

The first step in assessment is determination of objectives and content. The second stage is selection of the behaviour to be measured. The extent to which students have obtained the objectives of the programme should be constantly tested. If there are any insufficiencies, they should be eliminated, and this may require further studies (Karsli, 2003: 233). For the purpose of implementation of all, various assessment instruments are needed. Decisions cannot be obtained from one or two assessments. If there is a wide range of data about teaching and learning, it provides the reliability of assessments.

In different types of education programmes, assessment can be conducted by test, interview, questionnaire, or observation. One of the assessment instruments which is commonly used is testing. A test is a task or set of tasks that measures observable behaviour and knowledge of the test takers. Different test tasks represent different methods. Tests yield scores that represent attributes or characteristics of individuals (Genesee and Upshur, 1998:14, Lee, 2000:114). Tests measure ability, knowledge, or performance.

As in various education programmes, the importance of the test in foreign language teaching cannot be denied. In order to ensure that the tests used in language programs service successfully, the following questions have firstly to be answered: “What things are needed in the test?”, “What should be done to have qualified tests in language teaching programmes?” The aim of this study is to understand the importance of the test in language teaching programs and to analyse the opinions of students and teachers on testing and the contents of tests. Besides, with the search of recent studies, some new implementations and opinions about testing in language teaching are determined.

### **1.1.A Brief Literature Overview**

In Foreign Language Teaching, the assessment instruments have a very important role for the attainment of targets and the evaluation of success. Language measurement is not an easy procedure. Language teaching, including the teaching of skills, language structures, vocabulary,

content and discourse, is multi-dimensional. On this account, in foreign language teaching every dimension of language should be assessed according to the objectives.

Assessment in foreign language teaching is implemented to identify and check what students can and cannot do with language. In addition to this, there are many other reasons to have assessment and evaluation. The beginning step of the assessment is to know why the assessment is being done. For example, it can be done to improve the course or to evaluate the students, to improve the programme. Assessment can take place pre, during or after the course; it can be given to the entire class or to only one person; it can take the form of large-scaled activities, which are public or non-public (Abbott and Greenwood, 1985: 172, Nation and Macalister, 2009: 125). As the aims and implementation of the tests differ, the results of them give different information about the programme and the students. Because of that reason many types of tests can take place in a teaching process.

Tests which are used for the purpose of assessment in foreign language teaching are varied. Tests are classified according to their aims. The tests differ mainly in the way they are prepared and interpreted. Tests are categorised as Proficiency tests, Achievement tests, Diagnostic Tests and Placement Test. Proficiency Tests are designed to measure people's ability in a language, regardless of any language course they have had. A proficiency test is not linked to an instruction. It measures the learner's general level of language mastery. These tests are based on what students can do with language. Achievement Tests are related to their associated language courses. They aim to measure how successful individual students, groups of students, or the courses themselves in achieving objectives. Diagnostic Tests are used to identify learners' strengths and weaknesses. They are designed to show what skills or knowledge a learner knows and doesn't know. They are intended to determine what learning needs to take place. They are useful for self-study. They may be used to find out how much a learner knows before beginning a language course. Placement Tests are intended to provide information that will help to place students in the stage of the teaching programme most appropriate to their abilities. They are used to place students to classes at different levels. The term "placement test" does not refer to what a test contains or how it is constructed, but to its purpose. Various types of test or testing procedure can be used for placement purposes (Hughes, 2003: 11-15, Richards, Platt and Platt, 1992). Whatever their types, the common aim is to evaluate the success in general.

There are different approaches used in testing. Testing is direct when it assesses the skill which is planned to be measured. It is indirect when it attempts to measure the abilities that underlie such skills. A discrete-point test is a language test which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs, and prepositions. These tests are based on the theory that language consists of different parts, and different skills and that these are made up of elements that can be tested separately. An integrative test is one which requires a learner to use several language skills at the same time. In integrative testing different language elements are tested, and this is clearly in contrast to discrete point testing where one element is tested at a time (Genesee and Upshur, 1998:152; Richards, Plat and Platt, 1992: 112). Some tests are designed to give information about the learner's performance to the other learners. These are norm-referenced tests. If a test is designed to classify the learners according to whether or not they are able to perform a task, it is classified as a criterion-referenced test (Hughes, 2003; Richards, Plat and Platt, 1992). Some tests are designed to measure a person's aptitude for language learning and these can be used to identify those learners who are most likely to succeed; for example they may test sound coding ability, grammatical coding ability, inductive learning ability, or memorization. These tests are called language aptitude test (Richards, Plat and Platt, 1992: 198). In addition to these, some other types of the tests can be added like pre-test, post-test; computer-based test, oral-production test and etc.

Although there are many types of tests, they share common features. These are validity, reliability, beneficial backwash and practicality. A test is said to be valid if it measures accurately what it is supposed to measure, or can be used successfully for the purposes for which it is intended. To be valid, a test must provide accurate measurements. It must therefore be reliable. Reliability refers to consistency and stability. An estimate of the reliability of a test is determined by the extent to which a test gives the same results if it is administered at two different times; the more similar the scores would have been, the more reliable the test is said to be. A reliable test may not be valid. The effect of testing on learning and teaching is called as backwash. It can be harmful or beneficial. Practicality is another important method to be considered when collecting information and evaluation. Practicality includes the practical considerations of cost, time and acceptability. To elicit the behaviour of learners, different test items are

used. A test item is a question or element in a test which requires an answer or response. Several different types of test items are commonly used in language tests, such as alternate response items ( true/false, yes/no, A/B ), fixed response items - closed ended response (multiple choice items), free response items – open-ended response, and structured response items (some guidance is given) (Snow, 1997: 203; Hughes: 2003, Genesee and Upshur,1998:56, 170, Richards, Plat and Platt, 1992: 377). All of these have different advantages and disadvantages. The important thing is to choose appropriate items for appropriate assessment.

In language learning and teaching, testing skills is a big problem. One of them is to test writing skill. The testing of writing is a problem because we have to set proper writing tasks and we should test only writing ability at a certain time. Testing oral ability can be a problem when there are difficulties in finding tasks that we expect the learners to be able to perform. In oral tests, we need to ensure that we are obtaining a valid sample of the learner's oral ability and that we are using reliable scoring. The testing of reading seems easier when compared with the testing of writing or speaking. In fact it is not easy because there is uncertainty about the skills which may be involved in reading and it is difficult to know whether an item has succeeded in measuring a particular skill. Testing listening is a problem because listeners cannot move backwards and forwards over what is being said. Testing grammar is a problem because sampling and scoring are not easy. Testing vocabulary is a problem because vocabulary has its special sampling problems. Testing overall ability is a problem because we should build a test with a number of components and for each component different scores should be used and added (Lee, 2000; Hughes, 2003; Abbott and Greenwood, 1985).

Language testing is a very challenging process. It is known that most language tests are not of high quality. Therefore, tests are mistrusted by many language teachers. Whatever test or testing system is used, the test should provide accurate measures of abilities, knowledge or performance and it should have advantageous effects on teaching.

In many language teaching programmes, the tests are practiced generally; however there are questions about if they measure the success accurately. Do the tests evaluate the achievement in language teaching and learning? What do the students and the teachers think about their tests? What do they suggest for having proper tests in language teaching? In this

study, these aspects of testing will be focused on and recent studies will be analysed handled by asking what features should be in the tests in order to get high-qualified tests in foreign language teaching. The aim of this study is to understand the importance of the test in language teaching programs and to analyse the opinions of students and teachers on testing and the contents of tests. Besides, with the search of recent studies, some new implementations and opinions about testing in language teaching are determined.

In the study, the answers of the following questions are searched:

1. What do the students and the teachers expect and need in language tests?
2. What opinions do they have to improve tests techniques and testing?
3. What problems and in testing are mentioned in recent studies?
4. What are suggested about language testing and language tests?

## **2. Methodology**

The main aim of this study is to investigate the needs and expectations of the students and teachers about proper tests in language teaching. The both qualitative and quantitative methods are used in the study. Besides, some points on language testing are mentioned with a recent literature review. In addition to this, with this literature review the problems in this area and suggestions of the researchers are focused on. Besides, in the study, with recent literature review the problems in this area were searched and opinions and suggestions of the researchers were presented.

### **2.1. Research Setting and Instruments**

In the study, language testing and proper language tests are searched. In this study, 21 instructors teaching in a language department in a university, in Ankara, Turkey, were given “a test evaluation scale” to obtain their opinions on tests. Furthermore a sample group, comprising of the 1st, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students in this university, was given a survey. In this survey, the students’ opinions of foreign language testing were sought.

## 2.2. Sample and Procedure

The sample group of these teachers teach general English and ESP. They were 431 students who were chosen randomly. The students who involved in the study were intermediate vocational and general English English learners. They were between 18 to 22 years old and they were randomly chosen freshman, sophomore, junior, senior students.

In the preparation of a “test evaluation scale”, a literature review was made and items in the scale were developed. After preliminary implementation of the scale, the obtained data were analysed through factor analysis in the SPSS programme, and following this a rearrangement of the scale was made. This used a 4 point likert scale (Grade point averages: 0-1: insufficient, 1-2: partially insufficient, 2-3: partially sufficient, 3-4: sufficient; Cronbach Alpha value  $>0.70$ ). In the survey given to students, items were determined, a factor analysis was made and the internal consistency and reliability of the survey was measured. (Cronbach Alpha value  $>0,70$ ). The statistical averages of the survey were calculated using analysis in the SPSS programme.

In the test evaluation scale there were 15 parts titled as test objective, test planning, test appearance, instruction, test content, practicality, test implementation, validity, reliability, evaluation, reading, writing, speaking and grammar.

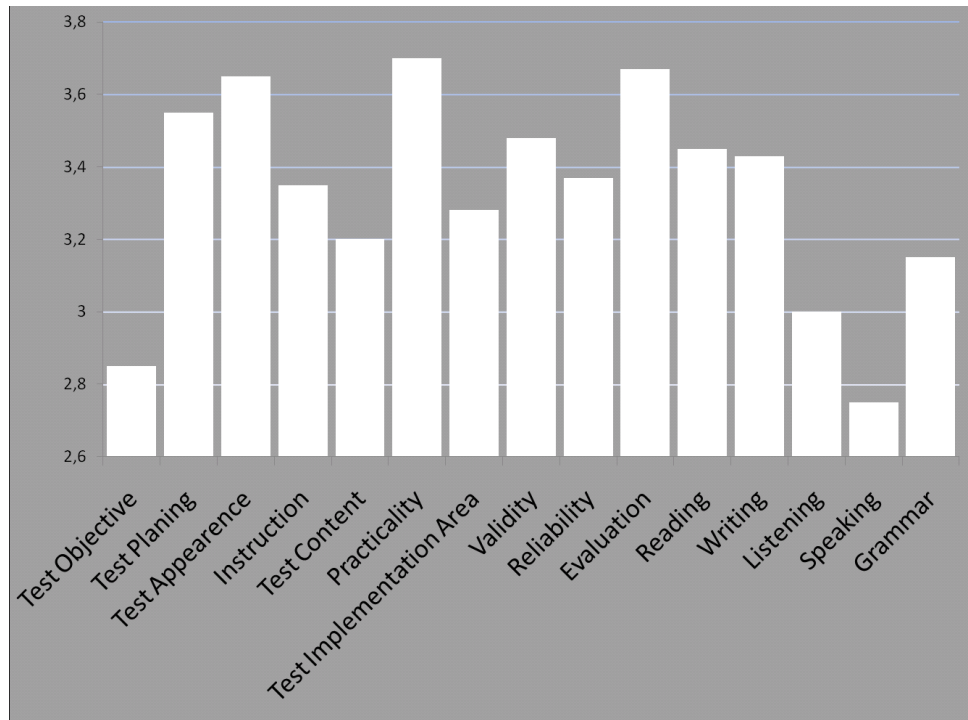
In the survey, some contents were searched such as implementation of discussions, making presentation, essay writing, assignments, analysis of written materials, listening, comprehension, pronunciation, and vocabulary.

## 2.3 Data Analysis

With this quantitative and qualitative study, the needs and expectations of the students and teachers about tests and testing in language were analysed. The first section of the scale given to the instructors includes some questions related to “the objectives testing in foreign language teaching”. In the second section, questions are related to “the general evaluation of tests”; and in the third section, the questions are based on “a



detailed evaluation of tests in terms of the four skills in foreign language learning”.



**Graphic 1: Averages related to the Test Evaluation Scale**

The results obtained from the scale are shown in Graphic (1). According to these results, instructors thought that “test practicality, test evaluation and test appearance” were “pretty sufficient”. “Test planning, test validity” were “sufficient” as well. Instructors stated that “test instruction, testing environment, content of the test, and reliability of the test” were “sufficient” despite the fact that the averages were fairly low when compared with the others. In contrast, the section titled “objectives of the test” had the smallest average and it was “partially sufficient”. The results obtained from the scale about language skills and grammar show that “reading” and “writing” tests were “pretty sufficient”. Besides, “grammar” and “listening” examinations were “sufficient” with a lower average.

Instructors thought that the evaluation of “speaking” was “partially sufficient”.

The survey, given below, was given to the students in order to learn their opinions about testing in foreign language programmes.

**Table 1: Averages of the Skills, Targeted to be Developed by the Students in the Tests (Definitive Statistics)**

<b>Skills Targeted to be Developed</b>	<b>Numbers of the Stds</b>	<b>Average</b>	<b>Std. Dvt.</b>
Participating in discussions actively	427	2,35	1,45
Making speech/presentation	432	3,41	1,91
Writing well-arranged essay	428	3,45	1,73
Writing projects, assignments, reports etc.	430	<b>4,17</b>	<b>1,86</b>
Writing free essay	427	3,08	1,79
Making analysis of written materials	428	<b>3,66</b>	<b>1,71</b>
Comprehending what is listened to in general terms	430	2,46	1,37
Listening to pronunciation, accent etc. differences in English	429	3,43	1,78
Improving the level of vocabulary	430	<b>2,16</b>	<b>1,43</b>
Attaining/developing fast reading skill	431	2,49	1,56
Understanding what is read in general terms	431	<b>2,19</b>	<b>1,73</b>

**\*Scale: The smaller the average is, the higher the order of priority.**

The averages of the skills are summarized in Table (1). It is seen that the students wanted to “improve their vocabularies”. Besides, they wanted to improve their “understanding what is read in general terms”. They thought that “writing projects, assignments, reports etc”, and “to make analysis of written materials” are the areas they did not have many experiences.

In addition to this, in the study, recent studies on language tests and testing were searched. With this search, new trends and current problems in testing were determined. Also, the suggestions of researchers were defined.

In language learning there are many dimensions which should be evaluated. From sub-skills to main language skills, from grammar to pronunciation, the testing areas are so broad. Because of these reasons, the testing has many different areas in language teaching and learning. One of these areas is “testing writing skill”. TOEFL is highly practised English language proficiency test. Ling (2017), defines the strength of a computer-based writing test, such as the TOEFL iBT Writing Test. In the study it is stated that the familiarity and proficiency examinees have with a specific type of keyboard could affect their efficiency in writing essays and introduce construct-irrelevant variance. Findings show that most testing centers used the U.S. standard English keyboard for the test. Secondly TOEFL iBT Writing scores appear to be significantly associated with the types of keyboard and overlay in only 10 countries, with small score differences associated with keyboard type. These results suggest that the current practices related to keyboard type appear to have no or little practical effect on examinees’ TOEFL iBT Writing scores.

Reading is also the most widely practiced skill to teach language all over the world. Thus, to evaluate the reading proficiency of the learners, many types of reading tests are used in language learning and teaching. Fulcher (2016) in the study “Assessing second language speaking”, mentions that the assessment of second language speaking in performance tests is relatively recent. Fulcher in the study focuses on the development of educational settings by the need to improve achievement in communication.

In language testing, the strategies also take an important place. Huang (2016), in his study, “Exploring strategy use in L2 speaking assessment”, investigated the test-taking strategies and their relationship with the performance on the speaking component of a large-scale standardized English proficiency. At the end of the study the researcher proposes implications for L2 speaking assessment theory, methods, and practice.

In another study, Park (2014) outlines the current state of language assessment. He focuses on the developments in the use of corpora. He mentions that in regard to developing and validating language tests, learner corpora, and specialized corpora have been actively used. These corpora have made it possible to systematically compare the linguistic features. He suggests that corpus-based research should extend to less explored areas including analysis of developmental corpora, fine-grained microanalysis of learner's development, and assessment attuned to individual learners who use different linguistic varieties.

Testing is not easy. It needs time and experiences to prepare a proper test in language teaching and learning. Besides, there is another important point to be not forgotten in language learning. It is self-assessment. In the study titled "Why bother with testing? The validity of immigrants' self-assessed language proficiency." Edele, et al. (2015), focus on self-assessment test. They examine whether commonly applied self-assessments of linguistic skills yield results that are similar to those of competence tests. Results show that self-assessed language skills are systematically biased in certain groups. Subjective measures seem to be inadequate estimates of language skills.

#### **4. Discussion**

The findings obtained in the study show that the language tests are prepared well in general, as it is mentioned in detail above, and the implementations of them are successful. However, from the language teaching point of view, the measurement and evaluation have some problems. The instructors and the students reflect some missing points in testing. The instructors mention that there are some deficient points in development of assessment instruments and their implementations. The findings show that in the assessment of speaking skill, there is a general problem. Apart from this, in foreign language programmes, tests are prepared to evaluate reading skill and language structures, but not the other skills. From the findings of survey given to the students it is understood that writing skill do not have an important place. As the tests generally have multiple-choice items, the productivity of the students is not assessed. Since all the tests are prepared and implemented by a testing centre, the practices and implementation of four-skill tests are pretty difficult. In short it can be

said that the results reflect the common opinions of the instructors and students about language tests and language testing. Although they have some positive opinions, both groups reflect the lacks, requirements and negative sides of the tests.

The recent studies which are mentioned in this study especially focus on testing language four skills, testing strategies, test components, validating language tests, learner corpora, self-assessment in language learning. The researchers in their studies also touch on some problems in language testing. With technological development, the types of language tests are started to be changed. One of these changes is computer-based language testing. However, these developments emerge some troubles in testing. With this computer-based language tests, new elements can affect the results of testing. These elements can be time, typing proficiency, keyboard factor etc. Although there are small score differences associated with keyboard types, the anxiety of new testing style on computer could affect the results. Another problem in current testing practices are to measure speaking skills of the learners. It needs a special strategy to measure the speaking proficiency of the learners. Besides, choosing appropriate strategy to evaluate the learners need very professional experience. Also, there is a gap to use self-assessment tests in language learning in many courses and classes. There is a necessity to vary different areas in testing such as using corpora. Besides, the language tests should be prepared according to the needs and expectations of the learners.

## **5. Conclusion and Suggestions**

Testing in foreign language teaching is not an easy process. In this study, testing in a language department in university has been examined as a sample. Through the views of instructors and students, it is understood that there are some missing points in foreign language testing. Generally, these missing points are common in language tests. The construction of language tests requires a huge language experience and professional proficiency in testing methods. What should be done to have proper tests in foreign language teaching? First of all, instructors should receive special training on measurement and evaluation. The objectives determine the tests. Each test is an instrument to reach the objectives. On this account, needs analysis should be made and objectives should be determined in details. In foreign language

testing, language skills, content and grammar should be handled in integrity. In order to have proper tests in foreign language teaching, some suggestions are given below:

1. A detailed plan is essential.
2. The general purpose of the test has to be decided.
3. The objectives of the test have to be determined. (Detailed descriptions of language learning objectives are important not only for valid assessment of learning but also for effective teaching.)
4. Specifications should be mentioned. (Content, structure, timing, medium, techniques, and so on)
5. Tests should reflect important features of instructional purposes, plans and practices.
6. A test should measure a sample of everything included in the specifications.
7. The sample should represent as far as possible the full scope of what is specified.
8. In the preparation of the test, planning, instruction, content, environment, validity, reliability, practicality, appropriateness, backwash and scoring should be handled in detail.
9. It is important to select testing methods (tasks) that accurately reflect the kinds of language knowledge and skills under scrutiny.
10. Tests which assess each skill in foreign language teaching should be developed.
11. The skills should be tested directly.
12. Not only the specific abilities but also other aptitudes should be tested.
13. The learners should have a clear picture of what they have to achieve.
14. Tests should lead to improvement in language learning and teaching.
15. Test should be understood by the learners and teachers.
16. Appropriate test techniques should be chosen.
17. It should be easy and cheap to construct.
18. Handbooks for test takers and test users can be prepared.
19. Teachers and staff should be trained.
20. For enhancing the quality of tests, a detailed, "test evaluation scale" should be benefited from.

The researchers in their current studies suggest some important points in language testing:

1. Computer-based language testing should be more practised.
2. Testing strategies should be improved and right strategies should be used in testing. In order to have proper test, test designers should be trained and experienced.
3. To assess four language skills, new methods in testing should be used.
4. Self-assessment practices in language should be common. As it is inevitable way for a learner to assess herself/ himself, the practices and implications of self-assessment should be encouraged.
5. To develop and validate the language tests different areas such as using corpora should be actively used.
6. The needs of the learners should be analyzed continuously and according to the results of these analysis, the language tests should be developed.

Language testing is a very difficult activity. In order to reach to the best solution, it is necessary to understand the principles of testing and its application. Whatever test or testing system is used, the test should provide accurate measures of abilities, knowledge or performance and it should have advantageous effects on teaching. In language teaching and learning process, teachers and the learners can reach the objectives by using proper tests in assessments. So, the success of the learners and the programme will be achieved.

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## GENİŞLETİLMİŞ ÖZET

### DİL ÖĞRETİMİNDE UYGUN TESTLER:ÖĞRETMEN, ÖĞRENCİ VE ARAŞTIRMACILARIN GÖRÜŞLERİ ÜZERİNE BİR ÇALIŞMA

#### Giriş

Yabancı dil öğretiminde temel amaç öğrencilerin ve öğrenenlerin dilin temel dört becerisinde yeterliliğe ulaşmalarını sağlamaktır. Bunun gerçekleşmesi için, iyi hazırlanmış bir eğitim programına ve bu eğitim sürecinde öğrencilerin yeterliklerini ölçmek ve programın hedefine ulaşip ulaşmadığını kontrol etmek için süreklilik arz eden bir ölçme-değerlendirme sürecine gereksinim duyulmaktadır.

Dil öğretiminde öğrencilerin yeterlik düzeyleri ve başarılarındaki gelişmeler çeşitli ölçme araçlarından yararlanılarak gerçekleşir. Bu ölçme araçlarından en yaygın kullanılanlarından birisi de testlerdir. Testler çok yaygın kullanılmalarına rağmen acaba uygun olarak kullanılmakta mıdır yada içeriği uygun bir şekilde hazırlanmaktadır? Elbette test hazırlamak bir deneyim ve bilgi işidir. İyi bir yabancı dil testi hazırlamak bir profesyonel çalışma gerektirir. Ölçme aracı ne kadar güvenilir ve geçerli ise o kadar kesin sonuçlara ulaşılır.

Bu çalışmada yabancı dil öğretiminde testlerin önemi üzerinde durularak uygun bir ölçme aracı olan testlerin nasıl olması gerekliliği üzerinde durulmaktadır. Çalışmada, yabancı dil eğitimi veren bir üniversitede çalışan öğretmenler ve İngilizce dersi alan öğrencilerden yararlanılmıştır. Ayrıca, alanyazın taraması yapılarak, son çalışmalarda yabancı dil öğretiminde testlerle ilgili yaşanan sorunlara değinilmiş ve araştırmacıların bu konu ile ilgili önerileri yansıtılmıştır. Çalışmanın sonunda öğrenci ve öğretmenlerin görüşlerinden de yararlanılarak yabancı dil öğretiminde kullanılacak testlerin daha başarılı bir sonuca ulaştırmaları için öneriler sunulmuştur.

#### Çalışmanın Amacı, Yöntem ve Bulgular

Çalışmada ilk olarak yabancı dil öğretiminde ölçme-değerlendirmenin önemi ve ölçme araçlarından biri olan ve çok yaygın kullanılan test ile ilgili alanyazın taramasına yer verilmiştir. Ölçme-

değerlendirme bir öğretim sürecinin sonunda kişinin başarısını ve gelişmesini ölçme sürecidir (Richards, Plat ve Plat, 1992). Bir öğretim programında öğrenci başarısı sürekli değerlendirilmelidir. Eksik noktalar tespit edilmeli ve bu eksiklerin giderilmesi için yeni çalışmalara yer verilmelidir (Karslı, 2003). Yabancı dil öğretiminde gözlem, görüşme, karşılıklı konuşma, klasik yazılı sınav, test gibi bir çok ölçme araçları kullanılabilir. Dil, çok boyutlu bir alan olduğu için farklı ölçme araçlarından yararlanır. İyi hazırlanmış bir test ile temel dil becerileri kolaylıkla ölçülebilir. Testlerde farklı tekniklerden yararlanır. Önemli olan uygun tekniğin seçilerek hedefe uygun bir şekilde kullanılmasıdır. Bu nedenle yabancı dil öğretiminde başarı testi, yeterlik testi, seviye testi gibi farklı testler bulunmaktadır. Test çeşitlerini bu kadarla sınırlamak yanlış olur. Yabancı dil öğretiminde ayrıca her bir beceri için ayrı yaf-da bütünleşik testler olduğu gibi terminoloji, okuma, yazma, dilbilgisi gibi farklı alanlara yönelik çeşitli tarzlarda testler de bulunmaktadır. Önemli olan bu testlerin amaçlanan öğretim hedeflerini tam olarak ölçüp ölçemediğidir (Genessee ve Upspur, 1998, Richards, Plat ve Plat, 1992, Snow, 1997, Lee, 2000, Hughes, 2003).

Bu çalışmada Ankara'da İngilizce eğitimi veren bir üniversitede bulunan öğrenci ve öğretmenlere uygun bir yabancı dil testi hakkında görüşleri sorulmuştur. Çalışmada, yabancı dil bölümünde bulunan 21 öğretim elemanından yararlanılmıştır. Öğretim elemanlarına bir test değerlendirme ölçeği verilmiştir. Ayrıca, birinci, ikinci, üçüncü ve dördüncü sınıf öğrencilerinden rastgele yöntemle seçilen 431 öğrenciye bir anket verilerek yabancı dil testleri ile ilgili görüşleri sorulmuştur. Test değerlendirme ölçeğinde test planlaması, testin görünüşü, öğretim, test içeriği, uygulanabilirlik, test uygulaması, geçerlik, güvenilirlik, değerlendirme, okuma, yazma, konuşma ve dilbilgisi olmak üzere 15 başlık yer almaktadır. Nitel ve nicel verilere dayanan bu çalışmada öğrenci ve öğretmenlerin testlerle ilgili görüşleri, beklentileri ve önerileri ele alınmıştır. Test değerlendirme ölçeğinden elde edilen bulgular göstermektedir ki öğretim elemanları testin uygulanabilirliğini, test değerlendirme ve test görünüşünü oldukça yeterli bulmaktadır. Test planlaması, test geçerliliği yeterli bulunmuş; testlerin hedeflere ulaşması konusunda eksik noktalar görülmüştür. Ancak dil becerilerinin ayrı olarak değerlendirilmesinde de eksik noktaların bulunduğu belirtilmiştir. Öğrencilere verilen ankette ise öğrenciler okuma becerilerinin ölçümü konusunda oldukça olumlu fikirleri paylaşmaktadır. Sözlü becerilerin ölçümü orta derecede yeterli görülmüştür.

Ancak yazma becerileri konusunda oldukça eksik noktaların bulunduğunu belirtmişlerdir. Öğretmenlere verilen ölçek ve öğrencilere verilen anket sonuçları karşılaştırıldığında öğretmen ve öğrenciler yabancı dil öğretiminde kullanılan testler konusunda ortak düşünceleri paylaşmaktadırlar. Dil becerilerinin bütüncül olarak her birine aynı düzeyde önem verilmesini istemektedirler. Yazma ve konuşma becerisinin ölçümü konusunda yeterli ölçme sisteminin kullanılmadığı ortak kanısı içindedirler.

Çalışmada, bu alanda son zamanlarda yapılan güncel araştırmalar incelenmiş ve yabancı dil öğretiminde genel sorunlar üzerinde durulmuş; araştırmacıların önerileri yansıtılmıştır. Son çalışmalar göstermektedir ki dil öğretiminde test her geçen gün önemini arttırmaktadır. Ancak, teknolojinin gelişimi ile birlikte yeni sorunlarla da karşı karşıya gelinmektedir. Bunlardan birisi bilgisayar-temelli dil testleridir. Öğrenci başarısını etkileyen bazı etmenler ortaya çıkmıştır. Bilgisayar kullanımındaki tecrübe, klavye kullanımı, zamanlama dil başarısını etkileyen bazı faktörlerdir. Ayrıca, dil testlerinin oluşturulmasında yeni yöntem ve tekniklerin kullanılması hususu da diğer üzerinde durulan bir konudur. Bu alandaki yeniliklerin sürekli takip edilmesi ile güncel test tekniklerinden yararlanılabilmektedir. Bir diğer araştırma konusu ise ise dil korporasının üzerinde durulması buna yönelik dil testlerinin oluşturulmasıdır. Ayrıca, yabancı dil öğreniminde bireysel değerlendirme testlerine de yer verilmesi üzerinde de durulmaktadır (Ling, 2017; Fulcher,2016; Huang, 2016; Park, 2014; Edele,et.al.,2015).

Görüldüğü gibi dil çok geniş kapsamlı bir alandır. Her geçen gün yeni bir ihtiyaç ortaya çıkacak ve bu ihtiyaçları karşılayacak yeni bir test tekniği kullanılacaktır. Bu nedenle yabancı dil öğretiminde test geliştirmek ve uygulamak kolay bir süreç değildir.

### **Sonuç**

Yabancı dil öğretiminde iyi bir test için aşağıdaki hususlara dikkat edilmesi gerekmektedir:

1. Ayrıntılı bir plan hazırlanmalıdır.
2. Testin genel amacı belirlenmelidir.
3. Testin ayrıntılı olarak hedefleri belirlenmelidir.
4. Testler öğretimin tüm sürecini içermelidir.

5. Öğretilen unsurlar testlerde yer almalıdır. (Başarı testlerinde)
6. Test hazırlama süreci her yönüyle ayrıntılı bir çalışma ile oluşturulmalıdır.
7. Uygun test yöntem ve teknikleri seçilmelidir.
8. Dil becerileri bütünlük yada ayrı ayrı ölçülmelidir.
9. Öğrenciler, testin sonucunda hangi hedefe ulaşacaklarının farkında olmalıdır.
10. Testler anlaşılır, öğretim ve eğitim hedeflerine uygun olmalıdır.
11. Maliyeti ve uygulanabilirliği kolay olmalıdır.
12. Test hazırlama konusunda öğretmenler ve test tasarımcıları eğitim almalıdır.
13. Her test uygulamasının sonunda test değerlendirme ölçeği hazırlanarak testin eksik yönleri ölçülmelidir.

Test hazırlamak ve uygulamak zorlu bir süreçtir. En iyi sonuca ulaşmak için test konusunda yeterli bilgi birikimine sahip olmak ve prensipleri uygulamak gerekmektedir. Hangi çeşit test kullanılırsa kullanılsın temel amaç testin güvenilir, geçerli olmasıdır. Temel amaç eğitim ve öğretimin amaca ve hedeflerine ulaşım ulaşılmadığının kontrol edilmesidir. Ölçme-değerlendirmede başarı ne kadar fazla ise eğitim ve öğretimde hedeflere o kadar ulaşılmış olunur.