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**The Place and Role of Language Testing in
Pre-service and In-service Teachers'
Training in Algeria.**

The Case of Secondary School Teachers of English in Jijel.

Dissertation Submitted in Partial Fulfillment of the Requirements of a
Master Degree in Language Sciences Studies

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Abstract

The present study aims at investigating the place and role of language testing in the pre-service and in-service preparation and training of English as a foreign language teachers in Algeria. More specifically, it seeks to investigate whether the perceived training equips these teachers with the necessary knowledge, skills, and methodologies to design and score their own language tests. Two research instruments were used namely a questionnaire and an interview. The questionnaire was handed to twenty secondary school teachers of English in four different secondary schools in Jijel, while the interview was conducted with an English language inspector. The obtained results revealed that English language teachers were to a large extent aware of the importance of language testing in their training. However, most of them have few opportunities to be trained in language testing practice.

List of Abbreviations

#: Percentage

CPD: Continuous Professional Development

CRT: Criterion-Referenced Tests

ENS: Ecole Normale Supérieur

FFL: First Foreign Language

FFL: First Foreign Language

i.e.: That is to say

INST: In-Service Training

PSTE: Pre-service Teacher Education

NRT: Norm-Referenced Tests

P: Page

SFL: Second Foreign Language

TEFL: Teaching English as a Foreign Language

TLU: Target Language Use

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General Introduction

1. Statement of the Problem

Ever since language began to be taught in formal settings, the development of tests to assess the learner's performance has been an integral part of the language learning and teaching process. Bachman and Palmer indicated that: "virtually all language teaching programs involve some testing, and hence, language teachers need to be able either to make informed judgment in selecting appropriate language tests or to plan, construct, and develop appropriate tests of their own." (P. 08). Therefore, it is an important aspect of the teachers' role because, as a part of their profession, teachers are responsible on the design, implementation, and the scoring of tests. The results of these tests are decisive for the future of their learners. Accordingly, Hughes asserted that they are needed "in order to provide information about the achievement of groups of learners, without which it is difficult to see how rational education decisions can be made." (P. 4). So, the tests offer the teachers information about the level of development of students, the adequacy and effectiveness of their instructions as well as the level of their students to measure to what extent learners have achieved the designed objectives. Language testing, then, is central to language teaching. Despite of its importance, teacher training programs, whether in-service or pre-service, do not adequately address this issue. So, this study aims at answering the following question:

Does language testing occupy an adequate place in English language teacher training programs in the Algerian secondary schools?

2. Aims of the study

This study aims at evaluating the extent to which the issue of language testing is developed or given the importance it deserves in pre-service and in-service training programs

for EFL teachers in Algeria. So, this study seeks to investigate the role and place of language testing in pre-service and in-service training of the Algerian English language teachers.

3. Research Hypothesis

The present investigation seeks to examine the following hypothesis:

The issue of language testing is not adequately addressed in pre-service and in-service teachers' training programs despite of its crucial value in language teaching and learning.

4. Means of the Research

The data for this study were collected using two data collection procedures; a questionnaire and an interview. The questionnaire used in this study was submitted to secondary school English language teachers, and the interview was conducted with an English language inspector who offers in-service training needs to teachers.

5. Structure of the Study

This study is divided into three chapters. The theoretical part of the is discussed in the first two chapters which provide a general context for the discussion of both language testing and teacher training, while the third chapter is concerned with the practical part.

The first chapter starts with presenting a general overview of teaching English in Algeria and teacher training definition, then goals of teacher training are explained and the types of teacher training including pre-service and in-service training are discussed with reference to the purpose, limitations, and functions of in-service teacher training, and effective professional development.

The second chapter moves to introduce the history of language testing, general concepts in language testing are defined, the relationship between testing, teaching is thoroughly explained, and the purpose of language testing is clearly demonstrated. Then, it extends to explain the needed criteria for a good test and the different kinds of language tests as well as testing the four language skills and some linguistic components. Finally, test development stages and scoring methods are also considered.

The third chapter represents the practical part of the present research. It starts with presenting the research methodology dealing with the aims, sample, and the description of the questionnaire and the interview. Then, it moves to present the data analysis which contains a detailed analysis of the teachers' questionnaire and inspector's interview. Finally, the results are discussed.

Chapter One

Pre-service and In-service Teacher Training in Algeria

Introduction

1.1. An Overview on English Teaching in Algeria

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- The seminar
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1.4.2.5. Challenges and Limitations of Professional Development

1.4.2.5. The Functions of Professional Development

- Extension
- Renewal

Conclusion

Introduction

Changes in education place new demands on the teaching profession, thus providing effective training enables teaching and non-teaching staff to meet the new demands becomes a necessity that should be realized. Furthermore, keeping teachers up to date needs a process of training and equipping them with appropriate information, knowledge, and skills for their new roles to be done appropriately. In fact, there is an agreement among researchers and practitioners that teachers are the most important factor in the quality of education. It is therefore; clear that supporting teacher training in its pre-service and in-service state makes a key contribution toward improving the educational system and the learning outcomes of students.

This chapter attempts to provide an overview of some basic issues about teacher training starting with an overview of teaching English in Algeria, defining teacher training, in addition to stating the basic goals and types of teacher training. It also introduces the place of language testing in teacher training in Algeria.

1.1. An Overview on English Teaching in Algeria

Because of the wide spread of the English language all over the world, it has become a necessity to be included in the educational system. Algeria is one of those countries which included this global language in its educational system to catch up with the demands of globalization.

1.1.1. The History of English Language Teaching in Algeria

English has passed through different situations in the period before and after the independence. During the first years of independence (1962-1979), two great events were

marked in terms of English language teaching: the first in 1969, when a General Inspectorate of English was established, and the second in 1972, when the government decided to “Algerianise” (Mize, 1978)(as cited inBellalem, 2008) the English teaching textbooks and methods. In terms of provision of teachers, the Ministry of Education relied heavily on expatriates from all over the world to compensate for the lack of teachers, while at the same time it started a process of rapid recruitment and training of prospective Algerian teachers.

By 1993, another important event was that the government introduced English as the first foreign language in primary schools instead of French. In 1993, English was introduced in the fourth year of some pilot primary schools, before it was generalized throughout the national territory in early 1995. This was a considerable change in the history of foreign language teaching in Algeria.

After 2000, French was reinstated as the first foreign language taught in the second year of primary schools. English, however, was taken back from primary school level to be taught in the first year of middle schools. (Bellalem, 2008)

1.1.2. High Training Schools of Education

The *École normale supérieure* (ENS) is a French *grande école* (higher education establishment outside the mainstream framework of the public universities system). It was initially founded in Paris in 1794 for the aim of providing the Republic with a new body of trained teachers, and secular values of the Enlightenment. It has two main sections: Sciences (Mathematics, Physical, Chemistry, Computational, Biology, Geology, and Medicine) and Humanities (Letters and human and social sciences: Literature, Latin and Greek, Archaeology, Philosophy, History, Geography, Law, Economy, Political sciences, Sociology, Psychology, Public Administration).

The ENS was adopted in Algeria in 1980s to train basic and secondary school teachers after passing the baccalaureate examination. It has a thorough selection process which requires hard work and willpower (with written and oral tests), excellence and prestige to train students to a high level. The principal target of ENS is the formation of the elite of teachers (Wikipedia, 2016).

The importance that the English language has gained in Algeria all over the country imposes the fact of developing more resources to improve the quality of language teaching. Teachers are considered as the main resource which helps in developing the use of English language. Algeria has become aware of the importance of training teachers to be proficient and more qualified. Therefore, the High Schools of Education ENS were established as independent entities from university. This school adopted a new system consisting on training teachers for primary, middle, and secondary schools as follow:

Baccalaureate + 3 years: Primary School Teacher

Baccalaureate +4 years: Middle School Teacher.

Baccalaureate +5 years: Secondary School Teacher.

1.2. Teacher Training

The key element to improve high education is promoting teacher quality. Teacher development refers to the continuous progress that starts with a pre-service preparation and continues to the entire teacher career (Sithampan and Dhamotharan, 1992). Zouaoui (2013) stated that: "Teacher training refers to the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students." (P. 186). Moreover, Richard (2005) defined teacher training as:

“Training refers to activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility.” (P. 03).

Hence, teacher training refers to those procedures which are designed to equip teachers with the needed knowledge and skills required to enhance the teaching process. Thereby, improving students’ results and promoting the educational level.

1.3. Goals of Teacher Training

Teacher training is a very important process to improve teacher quality. Richard and Farrell (2005) argued that it helps them understand the basic concepts and principles of their teaching, and apply new strategies. All of this is done under the supervision of experts which makes the process more valid granted. There are other goals for teacher training as listed below:

- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources (e.g., video)
- Techniques for giving learners feedback on performance.

1.4. The Importance of Teacher’s Training

In the educational system, the teacher is the most crucial factor which can help improve the teaching outcomes, i.e., the success of educational system depends on good teachers. In

the same vein, Guskey (2000) stated that “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” (P. 4). It is only when teachers are provided with the needed training that they will be competent, skillful, and knowledgeable enough to provide effective teaching. Hence, teachers' training is a key element in their career since it is very helpful for them in multiple ways to manage their classrooms effectively (Jere, et al., 1986). By training, teachers become more competent and aware of their classroom realities, students' intentions and reactions. So, they will act effectively in different circumstances.

Hassel (1999) stated that: “the process of improving staff skills and competencies needed to produce outstanding educational results for students.”(P. 04). Not only teachers benefit from the training they receive, students also can benefit from highly skilled teachers who can easily explain and define difficult concepts in a suitable way depending on their knowledge on the subject matter and students levels. Meyer (2004) stated that skillful and well –trained teachers are able to use students' prior knowledge as a basis of their explanation and use this information to guide student's construction of understanding.

1.4. Types of Teacher Training

The training provided to teachers is divided into two different types: pre-service and in-service training.

1.4.1. Pre-service Training

1.4.1.1. Definition

Pre-service teacher training represents the first stage in teacher training that takes place at university. Leu and Ginsburg (2011) stated: “Pre-service teacher education (PSTE)’

programs are the first form of professional study that individuals complete to enter the teaching profession. These programs typically consist of a blend of theoretical knowledge about teaching and a field-based practice experience.” (P. 1).

The above quotation asserts the importance of the pre-service teacher education as the starting point of the preparation of students for their future career as teachers. So, here they are about starting to change their thoughts and views, build their skills and abilities, and acquire new knowledge about teaching profession. This idea appears also in Kennedy's view when she (1999) stated that pre-service teacher education “is located squarely between teachers' past experiences as students in classrooms and their future experiences as teachers in classrooms. From their experiences, teachers develop the ideas that will guide their future practices.” (P. 57). From the above stated views, one can assume that pre-service teacher training phase occurs before the teacher's profession takes place. The experience gained from this training will help the teacher have a clear image about his/her future teaching and improve his/her ability in the field.

1.4.2. In-Service Training

1.4.2.1. Definition

Day and Sachs (2004) stated that: “Teaching is forever an unfinished profession. Thus, professional development is intrinsic to the vocation of teaching. By its very nature, teaching is never complete, never conquered, always being developed, always changing.” (P. 146). Similarly, Anna (2000) stated that the term in-service training is used interchangeably with both professional development and continuous professional development (CPD). These terms are used to mean a range of activities which are designed to the teachers' learning who have completed their pre-service or initial training. Evans (2002) claimed that teachers'

professional development refers to: “an ideologically-, attitudinally-, intellectually and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice.” (p. 130) as cited in Lindberg (2010, p.3).

1.4.2.2. Purpose of In-service Training

Day and Sachs (2004) argued that professional development mainly “aims at keeping individual teachers up to date with current changes and developments in discipline, content or pedagogy”. (P: 150). According to Gunashekar, et al. (2011), teachers consider in-service training or professional development as a shift “from a mere teacher to a researcher, trainer, speaker, academic writer, and teacher educator.” (P. 14). In more details, Bradley (1991) stated the following purposes of professional development:

- To make people feel valued in the job they do
- To enable them to do this job well so that they receive the positive feedback essential for job satisfaction and for motivation
- To help them anticipate and prepare for changes in their work
- To encourage them to derive excitement and satisfaction from their involvement in change
- To make them feel willing and competent to contribute constructively to the development of the school.

1.4.2.3. Effective Professional Development

Richardson, (2003) argued that the characteristics associated with an effective professional development program would optimally be:

statewide, long term with follow-up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for materials, outside speakers, substitute teachers, and so on; encourage and develop agreement among participants; acknowledge participants existing beliefs and practices; and make use of outside facilitator/staff developers. (P. 402)

For Mizzell (2010), in order to make professional development effective; good planning, successful implementation, and the feedback provided are the major aspects to do so. Effective professional development helps teachers to improve and promote their teaching quality.

1.4.2.4. Activities of Professional Development

They are those courses directed to teachers which aim at providing them with the needed skills and competences for getting more qualified staff. These teachers are trained in respect to their own professions and specializations. This of course, will be very beneficial to language teaching since it attempts to improve and develop the most important aspects of language teaching which is the teacher. These activities which contribute significantly to professional development can take the form of workshops, seminars, and conferences.

- **The workshop**

A workshop is a powerful, useful, and effective activity provided for teachers. It was defined by Richards and Farrell (2005) as:

A workshop is an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. In a workshop, participants are expected to learn something that they can later apply in the classroom and to get hands-on experience with the topic, such as developing procedures for classroom observation or conducting action research. Workshops can also provide opportunities for participants to examine their beliefs or perspectives on teaching and learning, and use this process to reflect on their own teaching practices. Workshops can address issues related to both institutional improvement and individual development and they are led by a person who is considered an expert and who has relevant experience in the workshop topic. (P. 23)

From this quotation, one can understand that workshops are intended to develop teachers' skills and abilities which offer practical classroom application rather than simply improve theoretical understanding. All this is provided to them from experts who have enough knowledge and experience to be shared with them in order to motivate them. It is said that workshops are short-term it can be dealt with in a limited time frame.

- **The seminar**

Richards and Farrell (2005) stated that: "A seminar is a session or series of sessions in which a group of experienced people discuss an issue and exchange information and experience." (P. 24). This quotation reveals that a seminar represents those sessions that

contain a number of people who are equally experienced and knowledgeable, these sessions are designed for the purpose of discussing different topics.

- **The conference**

It is very useful for English language teachers to participate in conferences because they can provide teachers with knowledge and experience, either from the other teachers who are participating or from the experts who provide these sessions.

1.4.2.5.Challenges and Limitations of Professional Development

According to Leu and Ginsburg (2011), in-service training faces many challenges and obstacles in different areas which influence and limit its efficiency. They are summarized as follow:

- **Planning and designing collaboratively:** this means that in-service program is a complex process that should be designed carefully and collaboratively.
- **Designing programs that are relevant for both new and experienced teachers:** to provide a flexible program for both novice and experienced teachers is challenging.
- **Including budget implications in all planning to create sustainability:** this deals with the considerable costs of program design and materials used.
- **Emphasizing effective and realistic approaches to active learning in program content:** active-learning faces many challenges including:

Discrepancy between what is taught and what is examined, overcrowded classrooms that make interactive methods difficult, limited instructional materials, and contradictions between the evaluation frameworks that school administrators and local supervisors use and teachers' changing and improving practice.(P:23)

1.4.2.5. The Functions of Professional Development

According to Day and Sachs (2004), professional development has two major functions; extension and renewal.

- **Extension**

Day and Sachs (2004) defined extension as follows: "By 'extension' we mean introducing new knowledge or skills into a teacher's repertoire." (P. 148). The major concern behind this function is extending teachers' skills and knowledge which represents the major focus of schools and educational systems. Its main goal is the professional development of teachers.

- **Renewal**

As defined by Day and Sachs (2004): renewal is when "the old and worn out is replaced with an updated version." (P. 148). The renewal function has to do with those teachers with old qualifications. It aims at keeping them up-to-date through transforming and changing their knowledge and practice. In this sense, Richard and Farrell (2005) stated that:

The need for ongoing renewal of professional skills and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at pre-service level, as well as the fact that the knowledge base of teaching constantly changes. (P. 1)

From the above cited quotation it can be said that the actual cause behind the ongoing renewal is the shifts and changes that occur in the teaching program. Thus, all teachers need to cope with these changes for a more successful teaching profession.

Conclusion

The provision of high quality of pre-service training to the would-be language teachers will certainly lead to high levels of language proficiency among students. Furthermore, it is virtually essential for teachers to get further training during their profession since it gives them the necessary principles, skills, and methods of teaching.

Chapter Two

Basic Considerations in Language Testing

Introduction

2.1. A History of Language Testing

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2.1.2. The Integrative Approach (1970s)

2.1.3. The Functional-Communicative Approach (1980s)

2.2. General Concepts in Language Testing

2.2.1. Definitions of Tests and Language Testing

2.2.2. Definition of Language Assessment

2.2.3. Testing and Assessment

2.2.3. Testing and Teaching

2.2.4. Purpose of Language Testing

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2.3.2. Validity

2.3.2.1. Content validity

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2.3.2.3. Criterion-Related validity

2.3.3. Washback

2.3.4. Authenticity

2.3.5. Reliability and Validity

2.4. Types of Language Tests

2.4.1. Proficiency Tests

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2.4.3. Achievement Tests

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2.5. Testing the Four Language Skills and the Linguistic Components

2.5.1. Testing the Four Language Skills

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2.6. Stages of Test Development

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2.6.2. Design

2.6.3. Try-out

2.7. Scoring Procedures

2.7.1. Right/Wrong Credit

2.7.2. Partial Credit

Conclusion

Introduction

Language testing has always been a crucial issue in education because of the important role it plays in second language teaching and learning. The development of language tests is used to assess the learners' performance, check the effectiveness of teaching, and improve students' learning. For these reasons, developing the competence in designing and scoring language tests should be an integral part in foreign language teachers' education.

2.1. A History of Language Testing

Language testing is one of the areas that have been influenced by several changes in the field of language teaching. This issue was explained by Birjandi (2012) when he stated that "the emergence of new approaches, theories, and methods in language teaching has affected the form and types of language tests" (p. 747). In other words, the changing in teaching methods or the emergence of new teaching approaches imposes teaching specific elements in a different way. This may lead to a change in the type and the content of language tests.

Throughout history, language testing has undergone several shifts in accordance with the changes in language teaching. The three major approaches that language testing has gone through are: the discrete point, integrative, and functional-communicative approaches.

2.1.1. The Discrete Point Approach (1960s)

It is also called the structuralist approach. An important factor in this approach is the act of testing language elements in a discrete way, i.e., in isolation. Accordingly, Birjandi (2012) asserts that "tests developed in this era were designed to focus on measuring sounds, words and structures in isolation and mostly in a decontextualized format" (P. 748). Discrete point testing involves the process of dividing the language structures of language into small

elements and testing them separately without any relation to the context in which they are used. The major benefit of such testing approach is that they give data which are easily quantifiable (Weir, 1990) as cited in Birjandi (2012).

2.1.2. The Integrative Approach (1970s)

This approach is mainly characterized by involving the context and meaning in language testing. These tests are mainly designed to assess the use of two or more language skills. (Spolsky, 1978). This approach differs from the discrete point one in that it tests language elements in an integrative way as they occur in their context. So, the meaning is of a great importance.

2.1.3. The Functional-Communicative Approach (1980s)

This approach involves a shift in language testing which is mainly influenced by changes in language teaching in 1980s in which linguists believed in learning activities that reflects real life situations. This makes the learning process more meaningful. Similarly, communicative language tests are used to test language learners' ability to communicate or to use language appropriately as it is used in real life. (Birjandi, 2012).

2.2. General Concepts in Language Testing

2.2.1. Definitions of Tests and Language Testing

Brown (1987) defined a test as "A method of measuring a person's ability or knowledge in a given area." (P. 219). Also, Carroll (1968) provided the following definition of a test: "A psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual." (P. 46). The term test

is also defined in Oxford dictionary as: "A short examination to measure somebody's knowledge or skill in something" (P. 798). This implies that tests are used to determine different abilities of students in completing certain tasks or demonstrate mastery of a skill or knowledge of content.

On the other hand, Language tests can be defined as a field of study which focuses on the assessment of first, second, or other languages in schools, college, or university context (Lado, 1961). Language tests are valuable tools for measuring, learning, teaching, and their outcomes. Their results can give information about students' levels, strengths, weaknesses as well as determining the effectiveness of instruction.

2.2.2. Definition of Language Assessment

Bachman and Palmer (2010) defined language assessment as "the process of collecting information about something that is interested in, according to procedures that are systematic and substantively grounded." (P. 6). This implies that assessment is a useful instrument that is used by teachers in order to recognize students' learning.

2.2.3. Testing and Assessment

One might be tempted to think of testing and assessment as synonymous, but in fact they are not, there is a clear difference between the two terms. Brown (2004) stated that

Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak information, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds

to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student performance. (P. 4).

Tests then are subset of assessment; they are only one among many procedures and tasks that the teacher can use to assess students.

2.2.3. Testing and Teaching

Davies (1968) argued that: "The good test is an obedient servant since it follows and apes the teaching." (P. 5). Heaton (1988) in the same sense states that "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."(P. 5). Meaning that language testing is generally very closely related to language teaching.

The effect of language tests on the teaching process is generally known as washback which is an important criterion for language tests because it is the only criterion that allows teachers to establish the relation of a symbiotic relationship between testing and teaching.

2.2.4. Purpose of Language Testing

Rudman (1989, p: 1) provided some instructional roles of language testing. For him, testing is a helpful tool for teachers in:

- Providing them with an overview of their students levels and thereby the appropriate materials to be used.
- Grouping students in the class.
- Recognizing students' knowledge and diagnosing their strengths and weaknesses.

- Determining the progress of classroom instruction .i.e. it helps the teacher to decide students are ready to move on to another unit of instructions. In this concern, oral questioning and paper-and-pencil tests are used.
- Marking promotion decisions of moving students to the next grade.
- Measuring the instructions and learning effectiveness .i.e. to decide about the effectiveness of the teaching program.(As cited in Rudner and Schafer, 2002).

For these reasons, language teachers have to take into consideration that language testing is an essential part in all language teaching programs.

2.3. Criteria for a Good Test

2.3.1. Reliability

Bachman and Palmer (1996) stated that:

Reliability is often defined as consistency of measurement. A reliable test score will be consistent across different characteristics of the testing situation. Thus, reliability can be considered to be a function of the consistency of scores from one set of tests and test tasks to another. (pp. 19-20)

In other words, reliability refers to the consistency with which a test can be scored, that is, consistency from one person to person, time to time, or place to place. It means that tests are to be constructed, administered, and scored in such a way that the scores obtained on a test on a particular occasion are likely to be similar to those which would have been obtained if it had been administered with the same students, with the same abilities, but at different time.(Hughes, 1991).

Reliability of a test can be affected by many conditions like; the place (noise, heat, etc.), time allowed for the test, personal elements of both the student (illness, fatigue, anxiety, etc) and the teacher (way of correcting; for example, when two or more scorers yield inconsistent scores for the same test).

2.3.2. Validity

In 1961, Robert Lado provided the term 'validity' as his first contribution to language testing. Depending on the question-statement which is: "Does a test measure what it is supposed to measure? If it does, it is valid", he conducted his research in order to summarize the concept of validity. Then, he (1961) defined validity as "a matter of relevance." (P. 321). That is; a test is said to be valid when its content and conditions are compatible. Furthermore, Hughes (1989) provided this definition: "Validity in testing and assessment has traditionally been understood to mean discovering whether a test measures accurately what it is intended to measure." (P. 22).

Messick (1989) in turn, considered validity as "an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other methods of assessment." (P. 245). Accordingly, Messick emphasized the role of test scores and their interpretation in deciding whether a test is valid or not.

Validity can be divided into three categories: content, construct, and criterion-related validity. (Brown, 2000).

2.3.2.1. Content validity

Carmines and Zeller (1979) stated that "content validity depends on the extent to which an empirical measurement reflects a specific domain of content" (p. 21). This type of validity

refers to the extent to which the test examines or measures the student's ability in respect to specific content. So, it mainly focuses on the content of the test and whether the test is representative of the objectives which the test is designed to measure.

2.3.2.2. Construct validity

In this type we should know what a construct is. Brown (2000) asserts that "a construct, or psychological construct as it is also called, is an attribute, proficiency, ability, or skill that happens in the human brain and is defined by established theories." (P. 09). The construct validity is mainly based on the extent to which the items of a test reflect the aspect of the theory on which the test is based on.

2.3.2.3. Criterion-Related validity

This kind of validity can be perceived by Nunnally (1987) as "an issue when the purpose is to use an instrument to estimate some important form of behavior that is external to the measuring itself, the latter being referred to as the criterion" (p. 87). There must be a correspondence between the test and the criterion in this type of validity.

2.3.3. Washback

Washback is a common term in applied linguistics. Hughes (1989) stated that: "The effect of testing on teaching and learning is known as backwash." (P. 01). In the same way, Alderson and Wall (1993) defined washback as: "the effects that tests have on teaching and learning." (P. 58).

Washback can be either harmful or beneficial, as Kluitmann (2008) stated:

On the one hand, washback can be seen as a negative factor in that it may add to the predictability of a test's outcome and in that it may

lead to a restriction of the syllabus to only those criteria which are absolutely necessary to pass the test. [...] On the other hand, washback can have positive aspects, as well. It is particularly in effect-driven test development that these aspects become apparent. Therefore, if we know the effects of particular tests or test methods, they can be employed as a valuable tool to create the desired influence. (P. 29).

In addition to Kluitmann, Hughes (1989) introduced these two aspects of washback in another way, saying that harmful washback appears when: “the test content and testing techniques are at variance with the objectives of the course.” (P. 1). And beneficial washback depends largely on the focusing on testing the abilities whose development we want to encourage.

2.3.4. Authenticity

When talking about authenticity, Brown (2004) explained that “when you claim for authenticity in a test task you are saying that this task is likely to be enacted in real world.” (P. 28). Meaning that, authentic test tasks are those which reflect real-life tasks, although such tasks are by nature imitations made to look like real-life tasks. (Spolsky, 1985). Bachman and Palmer (1996) bring another definition in which they see test authenticity as “the degree of correspondence of the characteristics of a given language test to the features of a TLU (target language use) task.” (P. 23). They (1996) argued that authenticity is “a critical quality of language tests.” (p. 23). It is the same as what Wood (1993) has proposed when saying that authenticity is a very important issue in language testing. Thus, it is an important aspect of testing because this notion describes the relationship between the test and the real-world.

2.3.5. Reliability and Validity

Hughes (1989) argued that “to be valid, the test must provide consistently accurate measurements. It must therefore be reliable. A reliable test, however, may not be valid at all.” (P: 42). Similarly, González states that: “Reliability is a prerequisite for validity. For a test to be valid it must be reliable. It is not the other way round; a test can be reliable (you can depend on it) but not valid (it does not measure what it is intended to measure).” (P. 28). This means that a reliable test can have no validity, while a valid test must be reliable.

2.4. Types of Language Tests

Language tests can be divided into different types depending on many criteria .On the basis of their purpose, Hughes (1989) provided four types of language tests: proficiency, achievement, diagnostic, and placement tests. While, in his book of Testing in Language Programs, Brown (1996) identified two other categories of language tests namely Norm-Referenced Tests (NRT) and Criterion-Referenced Tests (CRT) about which he states that: “these two kinds of tests can help teachers to make much better decisions about their students.” (P. 02).

2.4.1. Proficiency Tests

Proficiency tests are those tests which are designed to measure language proficiency of individuals. Hughes (1989) defined proficiency tests as: “proficiency tests are designed to measure people’s ability in a language regardless of any training they may have had in that language.” (P. 9). By proficiency, Hughes means “having sufficient command of the language for a particular purpose.” (P. 9).

2.4.2. Diagnostic Tests

Diagnostic tests as their name suggests are designed to diagnose or determine some aspects of language. Hughes (1989) defined this type of tests as: “diagnostic tests are used to identify students’ strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary”. In other words, these tests are administered to determine students’ difficulties, levels, and command of grammatical structures to be able to determine what students need to know.

2.4.3. Achievement Tests

This type of tests is important in measuring students’ achievement in a particular lesson, course, or unit or a total curriculum. Hughes (1989) argued that “achievement tests are directly related to language courses, their purposes being to establish how successful individual students or the courses themselves have been in achieving objectives.” (P. 10). Accordingly, Hughes (1989) divided achievement tests into two kinds of tests: final achievement and progress achievement tests. The first is administered at the end of a course. He further explains that language testers who are responsible for administering those tests are ministries of education, official examining boards, or members of teaching institutions. The latter is intended to measure the students’ progress which is indicated through increasing scores.

2.4.4. Aptitude Tests

Also known as placement tests which are designed to place students at the appropriate level or stage, i.e., they are used to assign students to different classes or levels. However,

Brown (1987) pointed out that these tests just predict the general success of a student without saying anything about the strategies he/she may use.

On the basis of the frame of reference, there are two helpful types of tests: norm-referenced and criterion-referenced tests. (Brown, 1987).

2.4.5. Norm-Referenced

Norm-referenced tests (NRT) are designed to measure general abilities and proficiencies. Brown (1996) described the interpretation of this kind of tests as follows: "each student scores on such a test is interpreted relative to the scores of all other students who took the tests." (P. 02). In the same sense, Hughes (1989) asserted that norm-referenced tests relate one's candidate performance to that of other candidates." (P. 17).

The purpose of such tests is to classify students along a continuum of scores into low language abilities and high language abilities depending on their achievements.

2.4.6. Criterion-Referenced

Brown (1996) stated that: "criterion –referenced test is usually produced to measure well-defined and fairly specific to a particular course, program, and school district or state." (P. 02) Unlike the NRT, each CRT is used to classify students according to their ability of performing some tasks. This illustrates that, criterion-referenced tests are used to determine and know what test takers can do and what they know, not how they compare to others. In this sense, Brown (1996) stated that the purpose of criterion tests is to measure the amount of learning that a student has learnt in each objective (Brown, 1996).

Both norm-referenced and criterion-referenced tests can help teachers to recognize and make much better decisions about their students' abilities and skills.

2.5. Testing the Four Language Skills and the Linguistic Components

2.5.1. Testing the Four Language Skills

The separation of the four skills and the reliance on testing discrete skills has been considered essential for accurate measurements of learners' language proficiency or subsets of proficiencies.

2.5.1.1. Testing Listening

González (1996) stated that “the material should be as authentic as possible and the recordings should be natural (with filler and pauses) and with good quality.” (P. 26). In other words, the authenticity and quality of the recordings are very important to test a person's listening skill.

Hughes (1989) argued that:

It may seem rather odd to test listening separately from speaking, since the two skills are typically exercised together in oral interaction. However, there are occasions, such as listening to the radio, listening to lectures, or listening to railway station announcement, when no speaking is called for. (P. 134).

It means that, listening can be tested alone (listening to radio, lecture, etc), as it can be accompanied with speaking, they can be interrelated. Because, in any interaction, each interlocutor should listen and speak in-turn, in order to make it more meaningful. However, listening must be the primary purpose since it is the skill to be tested.

2.5.1.2. Testing Speaking

Lado considered speaking as the most important language skill. This appears when he (1965) said that: "The ability to speak a foreign language is without doubt the most highly prized language skill and rightly so." (P. 239)

In testing speaking proficiency; intonation, pronunciation and prosody are essential elements (Kluitmann, 2008). According to Hughes (1989), the most useful techniques to testing speaking are:

- Interview: it represents the most obvious format for testing speaking in which the tester and the candidate exchange the speech using the language, by considering the teacher as superior.
- Interaction with peers: it involves two or more candidates asked to discuss a topic for example. In this technique, the candidates are considered equal. However, they can be affected by each other in that, one candidate can dominate and do not give the chance to the other candidate to show his abilities.
- Response to tape-recordings: in this technique, all the candidates are exposed to the same audio- (or video-) tape-recorded stimuli. (pp: 104-105).

2.5.1.3. Testing Reading

Obviously, the process reading consists of the reader and the text. Thereby, according to Weir (1997) every test of reading in a foreign language "should reflect as closely as possible the interaction that takes place between a reader and a text in the equivalent real life reading activity." (P. 39). Schellekens (2011) asserted that testing the reading skill is very hard, because it is a complex and challenging process for both the reader and the test setter since the

effectiveness of the test depends largely on the understanding of its purpose and the skills which are being tested.

For González (1996), when testing the reading skill, the text should be interesting, not too culturally loaded while at the same time not too simply understood by the students. In doing so, the test should focus only on comprehension and the reading ability while productive skills should not be tested (grammar, spelling, pronunciation).

2.5.1.4. Testing Writing

There are several things to test within the writing skill: language use, content, and spelling. Hughes (1989) argued that testing the writing skill has some conditions to follow:

- Tasks should be representative of the population of tasks that we have and expect that students are able to perform.
- They should be representative of students' ability.
- Writing samples should be scored reliably.

In testing writing, the test should focus on the writing ability as far as possible (in many times it is asked for creation, imagination, intelligence, and general knowledge). Students should be restricted to what to write in order not to go too far astray.

In testing writing; questions, verbal and picture cues are provided to the candidates asking them to produce a written work, in the form of an essay, letter, etc. (Kluitmann, 2008).

2.5.2. Testing the Linguistic Components

2.5.2.1. Testing Grammar

Rea-Dickins (1997) claimed that testing grammar has become less important because of the increasing value of communicative performance, while Kluitmann (2008) asserted the importance of grammar in assessing the productive skills, he also insists to “not to test grammar explicitly at all and rely on its importance for appropriate speaking and writing.” (P. 42). Because, for him: “it seems to be unclear how grammar could be tested reliably and validly.” (P. 42). González (1996) agrees with Kluitmann in that the grammar testing is important and necessary when he says that it is: “the skeleton of language” (P. 45).

Hughes (1989) presents three techniques to testing grammar: “paraphrase, completion, and modified cloze.” (P. 143). According to him, these techniques involve:

- The paraphrase technique requires the student to transform sentences by keeping the same meaning to the given ones. In order to restrict the student, the teacher should give a part of the paraphrase or the grammatical structure to be tested
- In the completion technique, a variety of structures are tested. For example, the student is provided with a conversation with some missing structures. He is asked then to fill them using his imagination depending on the context of conversation.
- Modified cloze consists of testing prepositions of place, testing articles, testing a variety of grammatical structures and testing sentence linking.

2.5.2.2. Testing Vocabulary

González (1996) emphasized the importance of vocabulary knowledge in the development and demonstration of linguistic skills, in condition of being contextualized. (P.

45). In testing vocabulary, Heaton (1988) argued that “tests of vocabulary should avoid grammatical structures which the students may find difficult to comprehend. Similarly, tests of grammar should contain only those lexical items which present no difficulty to the students.” (P. 52). Here, Heaton interrelated testing vocabulary with testing grammar because they are applied equally in language testing (Hughes, 1989, p. 146). It means that, vocabulary cannot be used or tested without the use of grammar and vice versa. He adds that, even if grammar interferes when testing vocabulary, our primary purpose should only be devoted to testing vocabulary. This happens only when grammatical structures are presented as simple as possible.

In addition to multiple choice items, other types of exercises like making sets of associated words, matching items, objective items, and completion are the most useful formats used for testing vocabulary (González, 1996, p. 45).

According to Hughes (1989), the operations involved in testing vocabulary are:

- Synonyms: in which the student is asked to choose the closest alternative in meaning from a suggested list to a given word.
- Definitions: in which the teacher specifies a word, and provides some definitions for the student. The student then is asked to choose the appropriate definition for the previously selected word.
- Gap filling (multiple choice): the candidate is asked to fill a gap with the most appropriate word from a list of words provided.

2.6. Stages of Test Development

Test development is the entire process of creating and using the test. The process of developing a test begins when there is need for a new test. It is organized into three essential phases; beginning with planning, design and try-out.

2.6.1 Planning

Language tests should be designed by teachers in a particular skill and training in test development. In this phase, the sponsor of the test and a wide range of stakeholders (ministries and government bodies, publishers, schools, parents, experts, employers, educational institutions, and administrative centers) are responsible for giving information about test requirements and background such as the characteristics of the test takers, the purpose of the test and the required ability level (ALTE, 2011).

2.6.2. Design

Depending on the information gathered in the planning stage, the components of the test are described in detail in this stage, i.e., the overall structure of the test and all aspects of its content are specified (ALTE, 2011).

2.6.3. Try-out

This phase involves administering the test for two purposes; collecting information about the usefulness of the test itself, and improving the test and the testing procedures. Tests are often tried out before they are actually used. The feedback obtained from this phase may lead to some editing, involving returning to the design stage and rethinking some of the components in the design stage (Bachman and Palmer, 1996).

2.7. Scoring Procedures

Language tests results are very important and useful when making decisions about individuals. Hence, the procedures used in test scoring are also of great importance. Bachman and Palmer (1996) define scoring methods as “the criteria by which test takers’ responses are evaluated and the procedures followed to arrive at a score.” (P. 193). They consider scoring as an essential step and the process of measurement as a key role to insure the validity and reliability of test scores. According to them (1996), there are two ways of scoring students’ responses: right/wrong and partial credit.

2.7.1. Right/Wrong Credit

Using this procedure, “the response receives a score of ‘0’ if it is wrong and ‘1’ if it is correct” (Bachman and Palmer, 1996, p. 199). This means that the response will take either the score ‘1’ in case it is right or no score (‘0’) in case it is wrong, there is no in between.

2.7.2. Partial Credit

With partial credit scoring, responses can be scored on several levels “ranging from no credit (‘0’) to full credit, with several levels of partial credit in between” (Bachman and Palmer, 1996, p. 199). Using this scoring procedure, multiple criteria for correctness are applied to arrive at a single score for each item; a full credit will be given for a response that satisfies all criteria for correctness, partial credit for responses that satisfy some of the criteria, and no credit for answers that satisfies none of the criteria.

Conclusion

Language testing is an essential part in the field of language teaching and learning. Language teachers should be experienced, competent, and aware of the importance of language testing as a part of the teaching process in order to diagnose learners' strengths and weaknesses. This chapter has been devoted to discuss some important issues related to language testing starting with presenting a brief history of language testing and defining general concepts of language testing. Additionally, it has discussed the criteria for a good test along with the different types of language tests and testing the four language skills and linguistic components. Finally, it highlighted the basic stages and scoring methods for language tests.

Chapter Three

Language Testing in Pre-Service and In-Service Teacher Training

Introduction

3.1. Methodology

3.1.1. The Teachers' Questionnaire

3.1.1.1. Aims of the Questionnaire

3.1.1.2. The Sample of the Questionnaire

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3.2.1.3. Section three: In-Service Training in Language Testing

3.2.1.4. Section four: Further Suggestions

3.2.2. Data Analysis of Inspector's Interview

3.3. Discussion of the Results

Conclusion

Introduction

This chapter provides an analysis and discussion of data generated from teachers' questionnaire and the inspector's interview. The use of these two instruments is important to gain a deeper insight of secondary school teachers' and inspector's views about teachers' pre-service and in-service training concerning language testing. This chapter presents an overall insight of the questionnaire starting with its main aims and a description of the sample is provided. It moves then to describe the questionnaire. Later, the results are presented in tabular form along with some figures for the purpose of clarification. The chapter ends up with a discussion of the results and a comparison between the teachers' and the inspector's views followed by a conclusion.

3.1. Methodology

3.1.1. The Teachers' Questionnaire

The questionnaire is a widely used instrument for collecting information easily and quickly because of its simplicity and efficiency.

3.1.1.1. Aims of the Questionnaire

The main aim of this questionnaire is to measure teachers' perceptions of the importance of language testing, their testing skills, and the general testing practices that they have received in the design and scoring in both pre-service and in-service training.

3.1.1.2. The Sample of the Questionnaire

The questionnaire was directed to twenty-two teachers of English at four secondary schools: LabaniAhmed in Taher, Terkhouch Ahmed in Jijel, Abd El Hamid Ben Badis in Tassoust, and BouluikaMohammed Ben Lakhdar in OuledAskeur. However, only nineteen of them were handed. For a better quality of research, the sample of the study was randomly selected including male and female; experienced and novice teachers.

3.1.1.3. Description of the Questionnaire

The questionnaire is divided into four sections. It composed of 23 items that can be either open-ended or close-ended question. The former is used to derive the respondent's opinions and the latter consists of a series of options from which the respondents are asked to tick the appropriate answer.

In the first section of the questionnaire (general information), teachers are asked to provide information about their age, qualifications, and experience.

The aim of the second section is to uncover information related to language testing and training provided to pre-service English language teachers. It was designed to collect information related to teacher's previous experience of training in designing and scoring tests and to elicit their beliefs and thoughts of the provided training.

Section threeinvestigated several areas concerning in-service training such as the role of the inspectors, teacher's needs for training in language testing, and their needed skills.

Finally, the fourth section asks teachers to provide their suggestion which will be used to ameliorate testing programs in both pre-service and in-service training.

3.1.2. The Inspector's Interview

3.1.2.1. Aims of the Interview

The major aim behind this interview is to obtain the inspector's views of different issues about language testing in teachers' training as one of his responsibilities for providing this training. The results of this interview will be compared with those obtained from the questionnaire.

3.1.2.2. Description of the Inspector's Interview

In attempt to have a clear image of how teachers are provided with training in language testing in their pre-service and in-service training, an interview is held with an English language inspector. The interview comprises 12 questions which aim at gathering information about some issues concerning language testing in pre-service and in-service teachers' training.

3.1.2.3. Limitations of the study

When conducting this study, we have faced some obstacles concerning the following:

- When we distributed the questionnaire, only 19 out of 22 teachers handed back their questionnaires.
- Many teachers were not really helpful when they answered the questionnaire since they did not answer all the questions especially open-ended ones which they just have left blank.
- When we asked the inspector to conduct the interview with him, he refused to do so because, as he said, he was very busy so that he had no time to conduct it orally, and

so we were obliged to sacrifice ourselves with written answers to the interview question.

3.2. Data Analysis

3.2.1. Data Analyses of the Questionnaire

Section One: General Information

1. Gender

- a. Male
- b. Female

Table 3.1:

Gender

Gender	N	%
Male	06	31.58
Female	13	68.42
Total	19	100

Table 3.1 shows that the sample of our study composed of 6 males and 13 females. So, the majority of teachers (68.42%) are female while only (31.58%) are male.

2.What are your qualifications for teaching English as a foreign language?

- a. Licence
- b. Master
- c. Magister
- d. A graduate of the teachers high training school(E.N.S)

Table 3.2:

Teachers' Qualifications

Options	N	%
Licence	11	63.16
Master	4	21.05
Magister	0	00
A graduate of the teachers high training school (E.N.S)	3	15.79
Total	19	100

Table 3.2 indicates the qualifications teachers have. The majority of teachers (63.16%) have a licence degree, followed by those with a master degree (21.05%), then (15.79%) are graduate teachers (ENS).

3.How many years have you been teaching English?

- a. Less than five years
- b. From five to ten years
- c. More than ten years

Table 3.3:

Teaching Experience

Options	N	%
<5	8	42.11
5-10	3	15.78
>10	8	42.11
Total	19	100

As shown in the table above 42.11% of teachers has less than 5 years and the same percentage of teacher have more than 10 years of experience. While 15.78% of the population their experience range from 05 to 10 years.

SectionTwo: Pre-Service Training in Language Testing

4.According to you, language testing requires special training.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Table 3.4:

Teachers' Perceptions of the Need for Special Pre-service Training in Testing

Options	N	%
Strongly agree	3	15.79
Agree	15	78.95
Disagree	1	5.26
Strongly disagree	0	0
Total	19	100

The results in table 3.4 show that almost all teachers (78.95%) agree that language testing needs special training, (15.79%) of them are strongly agree, while only (5.26%) disagree, but no one opted for strongly disagree.

5.Did you receive any training in designing tests as a part of your university education?

- a. Yes
- b. No

Table 3.5:

The Place of Language Testing Design in Pre-service Training

Options	N	%
Yes	11	57.9
No	8	42.10
Total	19	100

Table 3.5 illustrates that the majority (57.9%) of the teachers have been trained to design tests during their academic studies, whereas, (42.10%) of them did not receive any training.

6. If your answer is yes, was this training.....

- a. Theoretical?
- b. Practical?
- c. Both?

Table 3.6:

Types of Pre-service Training in Testing

Options	N	%
Theoretical	9	81.82
Practical	0	0
Both	2	18.18
Total	11	100

Table 3.6 shows that the majority (81.82%) of those teachers who have received training said that it was only theoretical. (18.18%) of them said it was both theoretical and practical, but no teacher opted for the practical training option.

7. Do you think that this training was sufficient for you to design and score your tests once you have become a teacher?

- a. Yes
- b. No

Table 3.7:

The Adequacy of Pre-service Training in Testing

Options	N	%
Yes	2	18.18
No	9	81.82
Total	11	100

From this table, the majority (81.82%) of teachers revealed that the training provided to them during their academic studies was not sufficient for them to design and score their tests once they have become teachers. While, according to the minority (18.18%) it is just the opposite.

8.Do you think that this training is still valid?

- a. Yes
- b. No

Table 3.8:

Teachers' Perceptions of the Current Validity of their Pre-service Training

Options	N	%
Yes	1	9.09
No	10	90.91
Total	11	100

Table 3.8 shows that (90.91%) of the respondents think that the training received during their university education is not still valid. And only (9.09%) of them indicates that it is still valid.

9.Do you think that there is a need to change the testing method whenever there is a change in the teaching approach?

- a. Yes
- b. No

Table 3.9:

The Need for Changing Testing Method during Teaching Methodology Shifts

Options	N	%
Yes	17	89.47
No	2	10.53
Total	19	100

This table shows that the majority of teachers (89.47%) agree that there is a need to change the testing method whenever there is a change in the teaching approach. While only (10.53%) of them think that there is no need to do so.

10.Do you think that there is a need to change the testing method whenever there is an introduction of a new textbook?

- a. Yes
- b. No

Table 3.10:

The Need for New Testing Method during Teaching Methodology Shifts

Options	N	%
Yes	10	52.63
No	9	47.37
Total	19	100

Table 3.10 indicates that (52.63%) of teachers support changing the testing method whenever there is an introduction of a new textbook. While, (47.37%) of them see that there is no need for such a change.

11. If yes, do you feel a need for training in testing whenever there is a shift in teaching approaches (a new textbook)?

- a. Yes
- b. No

Table 3.11:

The Need for Training in Language Testing during Teaching Methodology Shifts

Options	N	%
Yes	8	80
No	2	20
Total	10	100

From this table, it is shown that the majority (80%) of teachers need training in testing whenever there is a shift in teaching approaches. While, only (20%) of them view the opposite.

Teachers' answers in this section indicate that training is a key aspect for improving and developing language testing skills. They also state that training in designing language tests was a part in their academic studies. But, according to them, this training was neither sufficient nor valid for them to design and score language tests. These above stated results reveal the close relationship between teaching approaches and testing methods, i.e. the interrelation between teaching and testing. Therefore any change in the teaching method needs a special training in language testing in order to cope with the new testing method.

Section three: In-Service Training in Language Testing

12. Do you feel that training in testing by the inspectors is necessary?

- a. Yes
- b. No

Table 3.12:

The Need for In-service Training in Testing

Options	N	%
Yes	17	89.47
No	2	10.53
Total	19	100

As shown above, the majority of teachers (89.47%) are aware of the necessity for In-service training in testing by the inspector. Whereas, (10.53%) of them see that it is not needed.

13.Has the inspector provided you with specific training in testing method whenever there has been a shift in language teaching methodology (a new textbook)?

- a. Yes
- b. No

Table 3.13:

The Specific In-service Training Accompanying Teaching Methodology

Options	N	%
Yes	9	47.37
No	10	52.63
Total	19	100

Table 3.13 shows that (52.63%) of teachers said that they did not receive any training in language testing when there is a shift in the teaching methodology. Whereas (47.37%) of them say whenever the teaching methodology changes, they are provided with the needed training.

14.If yes, do you think that this training is?

- a. Adequate
- b. Not adequate

Table 3.14:

The Adequacy of the In-Service Training in the Development of Proficiency in Testing

Options	N	%
Adequate	8	88.89
Not adequate	1	11.11
Total	9	100

In this table, it is clear that the training in testing provided to teachers when changing the teaching methodology is adequate since (88.89%) of them agree about this and only (11.11%) opt for the opposite.

15. During the inspectors' visits, did he/she make remarks about your testing and scoring methodology?

- a. Yes
- b. No

Table 3.15:

The Role of Proficiency in the Testing and Scoring Methods during the Inspector's Visits

Options	N	%
Yes	12	63.16
No	7	36.84
Total	19	100

This table indicates that the majority (63.16%) of the respondents say that the inspectors, during their visits, provide them with remarks about their testing and scoring methodology. The rest (36.84%) assert the opposite.

16. If your answer is yes, how often?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

Table 3.16:

The Frequency of Testing and Scoring Notions during the Inspector's Visit

Options	N	%
Always	0	0
Often	0	0
Sometimes	8	66.67
Rarely	4	33.33
Total	12	100

This table indicates that the majority of teachers state that these remarks (66.67%) are sometimes provided. The rest (33.33%) reports that they received such remarks rarely.

17. Is your competency in designing and scoring tests important in the inspectors' evaluation of your teaching proficiency?

- a. Yes
- b. No

Table 3.17:

The Importance of Teachers' Competency in Designing and Scoring Tests

Options	N	%
Yes	14	73.68
No	5	26.32
Total	19	100

From the table above, the majority of teachers (73.68%) state that inspectors consider their competency in designing and scoring tests as important and (26.32%) think the opposite.

18.What was the focus of the inspectors' training?

- a. Theoretical
- b. Practical
- c. Both

Table 3.18:

The Focus of the Inspectors' Training

Options	N	%
Theoretical	7	36.84
Practical	2	10.53
Both	10	52.63
Total	19	100

Table 3.18 results illustrates that (52.63%) of teachers say that the inspector's focus is put upon both theoretical and practical training. (36.84%) say that he focuses only on the theoretical side; still (10.53%) claims that the focus is practical.

19.Please, rank the following aspects from 1 to 6 depending on their importance in the language tests used with your students? (Assign 1 to the most important and 6 to the least important?)

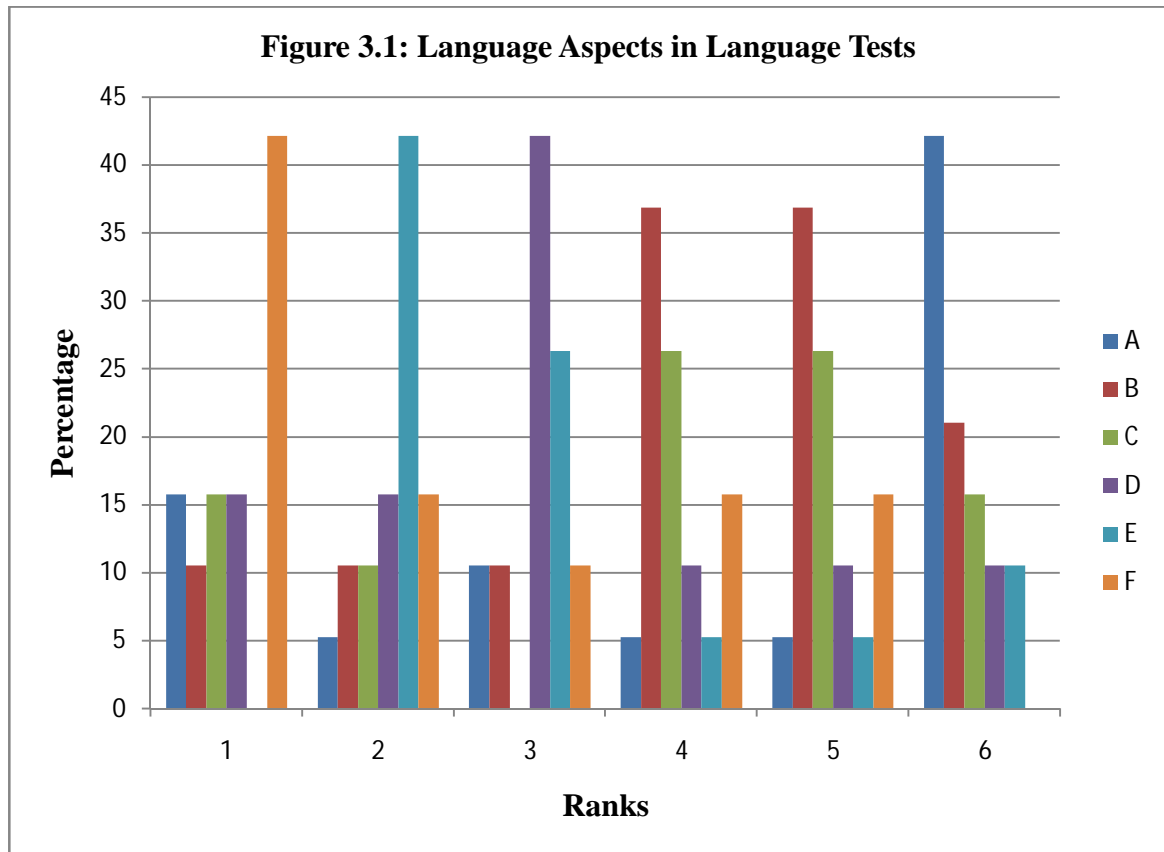
Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	
D	Writing	
E	Vocabulary	
F	Grammar	

Table 3.19:

Language Aspects in Language Tests

Options	1		2		3		4		5		6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A	3	15.79	1	5.26	2	10.53	1	5.26	4	5.26	8	42.11	19	100
B	2	10.53	2	10.53	2	10.53	7	36.84	2	36.84	4	21.05	19	100
C	3	15.79	2	10.53	0	0	5	26.32	6	26.32	3	15.79	19	100
D	3	15.79	3	15.79	8	42.11	2	10.53	1	10.53	2	10.53	19	100
E	0	0	8	42.11	5	26.32	1	5.26	3	5.26	2	10.53	19	100
F	8	42.11	3	15.79	2	10.53	3	15.79	3	15.79	0	0	19	100

As the above table shows, the majority of teachers give priority to grammar, then vocabulary. Writing comes third, followed by speaking, reading, and then listening. The figure below clarifies these results:



20. Please, rank the following skills according to the focus of the inspectors in language testing? (Assign 1 to the most insistent and 6 to the least insistent?)

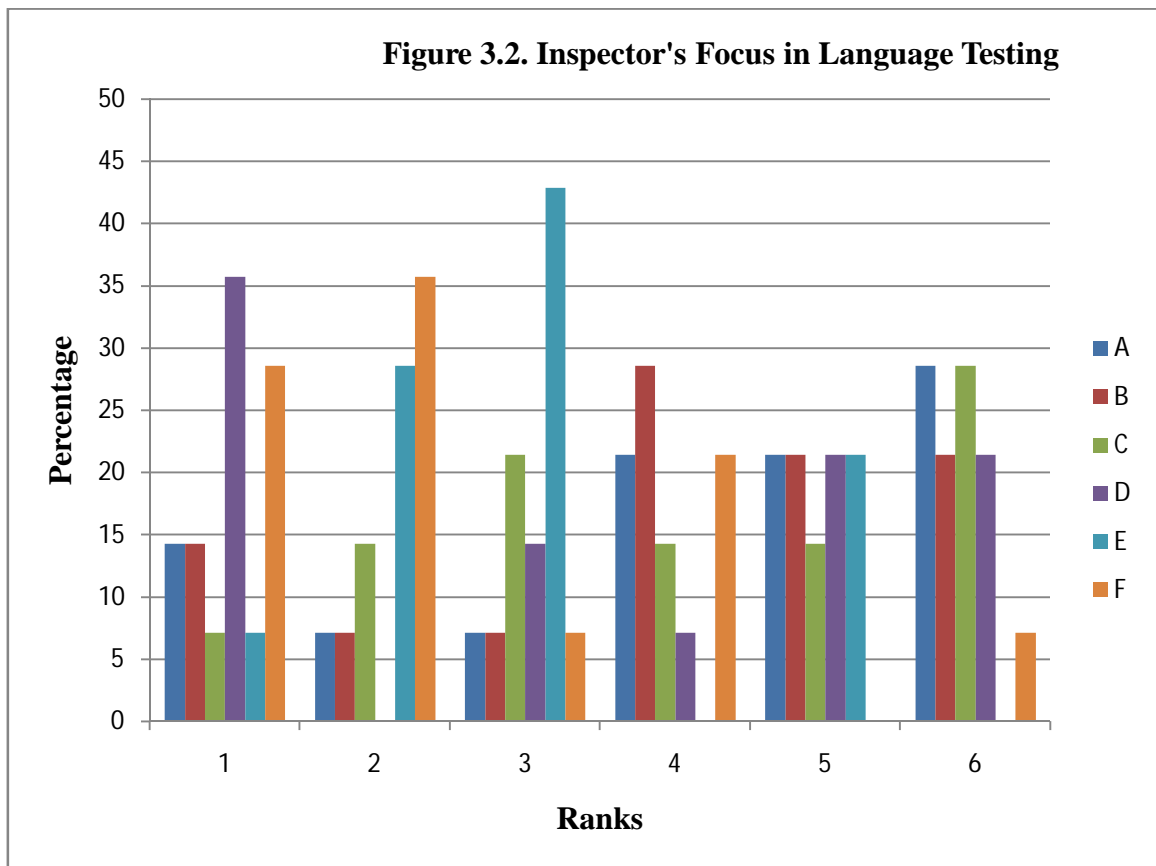
Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	
D	Writing	
E	Vocabulary	
F	Grammar	

Table 3.20:

Inspector's Focus in Language Testing

Options	1		2		3		4		5		6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A	2	14.29	1	7.14	1	7.14	3	21.43	3	21.43	4	28.57	14	100
B	2	14.29	1	7.14	1	7.14	4	28.57	3	21.43	3	21.43	14	100
C	1	7.14	2	14.29	3	21.43	2	14.29	2	14.29	4	28.57	14	100
D	5	35.71	0	0	2	14.29	1	7.14	3	21.43	3	21.43	14	100
E	1	7.14	4	28.57	6	42.86	0	0	3	21.43	0	0	14	100
F	4	28.57	5	35.71	1	7.14	3	21.43	0	0	1	7.14	14	100

The table above illustrates that the main focus of inspectors in language testing is the writing skill, followed by grammar, then vocabulary, then listening and reading come the last. However, 5 teachers did not answer this question. The figure bellow illustrates the data presented in the table:



21.According to you, what is the most difficult skill to test? (Assign 1 to the most difficult and 6 to the least difficult)

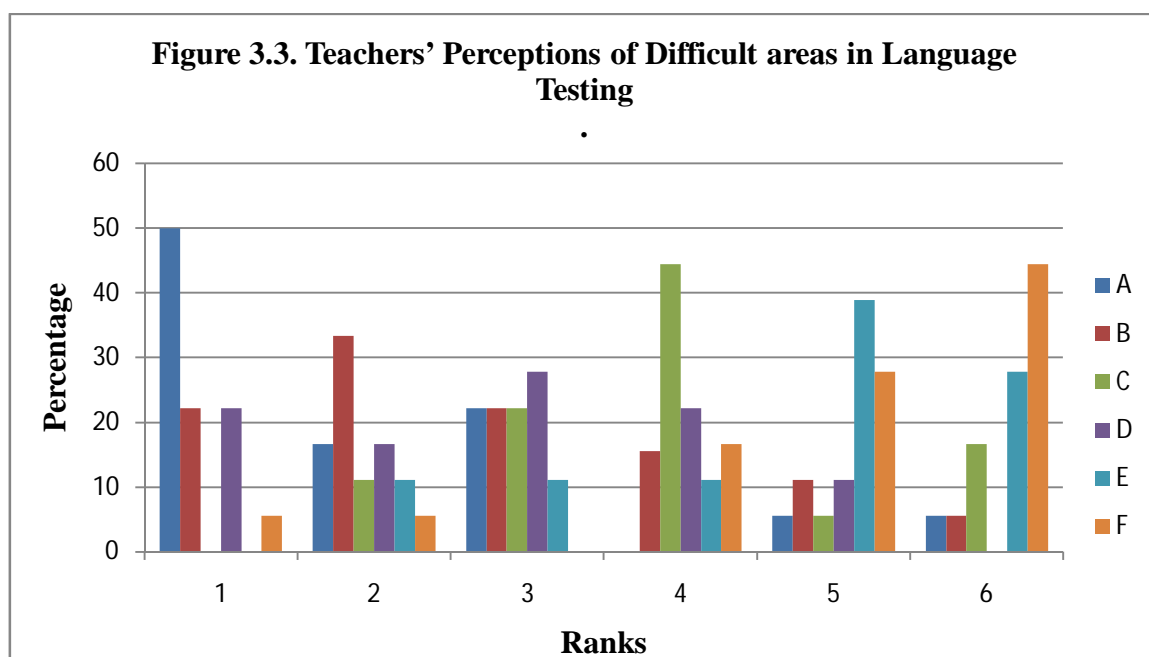
Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	
D	Writing	
E	Vocabulary	
F	Grammar	

Table 3.21:

Teachers' Perceptions of Difficult areas in Language Testing

Options	1		2		3		4		5		6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Listening	9	50	3	16.67	4	22.22	0	0	1	5.56	1	5.56	18	100
Speaking	4	22.22	6	33.33	4	22.22	1	5.56	2	11.11	1	5.56	18	100
Reading	0	0	2	11.11	4	22.22	8	44.44	1	5.56	3	16.67	18	100
Writing	4	22.22	3	16.67	5	27.78	4	22.22	2	11.11	0	0	18	100
Vocabulary	0	0	2	11.11	2	11.11	2	11.11	7	38.89	5	27.78	18	100
Grammar	1	5.56	1	5.56	0	0	3	16.67	5	27.78	8	44.44	18	100

This table indicates that, for teachers, the most difficult skills to test are listening and speaking. Writing and reading are considered less difficult skills, then grammar and vocabulary comes last. This is illustrated in the figure below:



22.What types of training do you attend in your in-service training?

- a. Workshops
- b. Seminars
- c. Conferences
- d. Else

Table 3.22:

Types of In-Service Training in Testing

Options	N	%
Workshops	6	21.43
Seminars	16	57.14
Conferences	3	10.71
Else	3	10.71
Total	28	100

The majority of teachers (57.14%) said that they attend seminars during their in-service training, (21.43%) of them have opted for workshops. While only (10.71%) opted for conferences. (10.71%) provide other types:

- Training can be done through coordination between teachers.
- Training can be done autonomously through reading books and watching videos or programs.

23. Do you think that all the teachers of English at the secondary school should follow the same testing and scoring procedures?

- a. Yes
- b. No

Table 3.23:

Teachers' Testing and Scoring Procedures

Options	N	%
Yes	13	68.42
No	6	31.58
Total	19	100

The majority of teachers (68.42%) are in favour of using the same testing and scoring procedures among secondary school teachers. While only (31.58%) report that these procedures differ from one teacher to another. The following statements are arguments provided by the teachers:

- Teachers' and pupils' priorities decide the content of the test.
- Testing is not a pass and fails procedure; it should aim at improving learners' skills.
- Teachers have different levels as well as students.
- It depends on the pupils' level and the atmosphere inside the classroom.
- It depends on the tasks, timing, and the level of students.

The results of this section reveal the teachers' need for adequate training in language testing, because it is considered as a completion of what they have taught in their insufficient pre-service training. However, it appears that language tests did not receive much importance

since most teachers report that they do not receive adequate training in language testing even when there is a change in the teaching methodology.

According to teachers' ranking, it appears that the most important skill in language testing for teachers and inspectors is grammar then vocabulary, while the most difficult one to test is the speaking skill. This may be because grammar and vocabulary are the building blocks of English language especially before reaching advanced stages of acquiring a language.

Section four: Further Suggestions

24. Do you have any suggestions for improving university programs in language testing?

Teachers' responses are summarized as the follows:(47.37%) of them have provided their own suggestions which are divided into the following categories:(21.05%) argued that it is better to provide university students with special training in language testing. (15.79%) proposed updating university program and giving both students and teachers the opportunity to participate and give their suggestions. (5.26%) suggest that bringing expert teachers would be helpful, and (5.26%) of them claimed that the focus should be put on grammar and vocabulary. While (15.79%) of the participants claimed that they have no relation with university program so that they have no suggestion about how to improve university program in language testing. However, the rest (36.84%) did not answer this question at all.

25. Do you have further suggestions to improve teachers' testing skills?

The majority of teachers (73.68%) did not provide any suggestions about how to improve testing skills. However, only (26.32%) of the participants have given their suggestion about how to improve teachers' testing skills;(15.79%) of them proposed attending seminars, workshops, and conferences should be done about language testing in order to improve

teachers' testing skills. A tiny minority (5.26%) stressed the need for a more coordination among teachers and equal percentage (5.26%) proposed including both theoretical and practical aspects in in-service in the design and scoring of tests.

26. Are there any aspects of language testing that you have wished your inspector would focus on in the in-service training sessions?

Only the minority (36.84%) of the participants provided suggestions about what aspect of language testing they wish their inspectors would focus on during their in-service sessions, their answers are summarized as follow:

(15.97%) of the participants suggested that a focus on writing aspect is needed, then according to (10.53%) it is better to focus on listening and speaking. (10.53%) of them think that there is nothing more important than improving the teaching quality. However, there is no suggestion proposed by the majority (63.16%) of the participants.

In this section, teachers suggested that providing university students with special training in language testing is a key aspect for improving their abilities in language testing. According to them, attending seminars, workshops, and conferences are very helpful to improve teachers' testing skills in in-service training. Also the writing skill is needed during this stage of training.

3.2.2. Data Analysis of Inspector's Interview

1. Do you provide any training to teachers concerning language testing?

The inspector argues that he train teachers in language testing. This agrees with what has been reported by teachers.

2. If your answer is yes, which types?

According to the inspector, seminars are the only type that he provides to teachers. The majority of teachers also argue for the same, while some of them add other types like conferences and workshops.

3. How much importance do you give importance to the ability to design and score tests when you evaluate the teachers?

According to him, it is of great importance to be able to design and score language tests because testing is a very important aspect in language teaching. The majority of teachers shared this view with him.

4. How much time do you devote to the training teachers on testing and scoring tests?

The inspector answer is that only when there is an exam during his visit, he takes the opportunity to make remarks about their designing and scoring of tests, that is why teachers have complained that, it is only sometimes that they receive remarks about their language testing from the inspector.

5. Do you think that teachers are proficient enough in the design and scoring of tests?

According to the inspector, teachers are proficient enough in designing and scoring language tests.

6. During your evaluation to teachers, how do you find their competency in designing and scoring tests?

The inspector shows his satisfaction about teachers' competency in designing and scoring their tests, as he stresses the importance of being proficient in designing and scoring language tests.

7. Do you train them on a new testing methodology whenever there is a shift in the language approach or an introduction of a new textbook?

The inspector's view agree with teachers' views in that whenever there is a shift in the teaching approach or an introduction of a new textbook, teachers should be provided with adequate training in the use of the appropriate methodology.

8. Do you think that novice teachers have adequately prepared to design and score their own tests in their pre-service training?

The inspector is not satisfied with novice teachers because, according to him, their pre-service training in designing and scoring language tests was not adequate, this is also apparent in teachers' responses to the questionnaire.

9. Do the tests designed by teachers correspond to the students' level?

The inspector indicates that the tests designed by teachers are compatible with students' levels. This may be because every teacher should test his/her students on what he/she has been teaching.

10. Which resources teachers' rely on when designing tests?

When designing tests, the inspector indicates that teachers rely on different resources like the recommendations of the Ministry of National Education, and of the inspectors.

11. What are your suggestions for a better in-service teacher training program in language testing in Algeria?

The inspector considers seminars as the most useful way to improve in-service teachers training program in language testing in Algeria. And this goes with the teachers' views when they stress the need for more seminars.

12. What do you suggest to make the university education of the would-be teachers of English more responsive to the professional needs of future teachers?

In order to improve pre-service teacher's training in language testing, the inspector emphasizes the need for holding seminars.

3.3. Discussion of the Results

The different answers given by teachers and the inspector make it clear that they are aware of the importance of language testing in both pre-service and in-service training since they think that being competent in designing and scoring language tests is one of the basic requirements in teaching proficiency. However, the problem is that the majority of teachers receive inadequate training in the field of language testing during their academic studies. When moving to in-service teacher training, it seems to be the same when teachers argue that the program of in-service training in language testing is adequate but it is not provided to all of them. So, it is not adequately applied and this, of course, will affect teacher's competency in language testing especially those teachers who are not exposed to training. In this sense, teachers also claim that language testing is not a focal point in inspectors' evaluation during classroom visits. In the fact that was confirmed by the inspector when he states that he makes remarks about language testing only when his visits coincide with an examination, this is, of course, insufficient and the inspector, from time to time, should ask for the exams papers in order to evaluate teachers testing.

Conclusion

It appears that language testing does not receive the importance it deserves in both pre-service and in-service training in spite of its crucial role in language teaching. The data we generated from the teachers' questionnaire and the inspector's interview show that both the teachers and the inspector acknowledge the great need for training teachers in language testing. In this regard, our study has presented a detailed analysis and discussion of the current status and value of the preparation of EFL teachers in the field of language testing. Several conclusions can be drawn from the study, most importantly, during their academic

studies students need more training and practice on how to design and score language tests because the training provided to them is neither sufficient nor valid concerning this aspect. On the other hand, during their in-service training, teachers' writing skill in language testing should be focused on, in addition to that they need to receive more practical training in language testing. Hence, there is still much to be done to prepare EFL teachers and equip them with the needed skills, knowledge, and techniques to be good test developers.

General Conclusion

The present study attempted to evaluate the role and place of language testing in the pre-service and in-service training of the Algerian English language teachers. The attempt along this study is to show that language testing is not adequately addressed in both pre-service and in-service teachers' training programs.

The theoretical part of the current study consisted of two chapters. The first one provided an overview on both pre-service and in-service teachers' training in the Algerian secondary schools with a specific emphasis on language testing. The second chapter, on the other hand, outlined some of the theoretical issues related to the nature of language testing. The main idea discussed in this chapter was that language testing is an essential part in the field of language teaching and learning.

The practical part of this research was designed to investigate the place of language testing in English language teacher's training. In this regard, a questionnaire was administered to a sample of 20 secondary school teachers of English and an interview was conducted with an English language inspector. The results generated by the research tools in the pre-service training showed that language testing is a very important aspect in language teaching which needs special training, and that it was mainly taught theoretically during teachers' academic studies. It is also argued that this training was neither adequate nor valid when it is used in designing and scoring language tests. On the other hand, in-service findings argued that the training provided by the inspector about language testing is necessary to language teachers. In spite of this, teachers argued that this issue is not highly valued because it is neglected by the inspectors during their visits. The findings of this study has also shown that testing grammar is the most important aspect in language testing and the listening skill is the most difficult skill to be tested. While, in the inspector's evaluation of teachers' language testing skills he

focuses more on the writing skill. As a final thought, there is a consistency between the findings of the questionnaire and interview.

Pedagogical Recommendations

This study revealed the inadequacy of training in language testing provided to teachers in pre-service training, and accordingly, we propose the following recommendations so as to reform this anomalous situation:

- We recommend devoting a whole module to provide the necessary theoretical and practical training to the would-be teachers.
- The lack of practice in teachers' training is another cause of the inadequacy of teacher training. To overcome this problem, attending workshops is recommended so as to provide the teachers with the needed practice in language testing.
- It is also recommended for inspectors to devote at least one visit per year devoted solely to evaluate teachers' language testing skills in order to provide the necessary feedback for them.

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Appendices

Appendix A: Teachers' Questionnaire

Appendix B: Inspector's Interview

Appendix A

Teachers' Questionnaire

Dear teachers

We are doing this study in partial fulfillment of the requirements of a master dissertation in applied linguistics. Our study aims at investigating the place of language testing in the English language teacher training programs. Your answers will be kept anonymous and will only be used for the purposes of this research. We will be very grateful if you accept answering this questionnaire; the success of our study depends on the sincerity of your answers. Please tick (√) in the small box corresponding to the appropriate answer or give full answers where appropriate.

Thank you very much for your cooperation.

Ibtissam BNAIDJA and

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Mohammed Sedik Ben Yahia

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Section One: General Information

1. Gender

- a. Male
- b. Female

2. What are your qualifications for teaching English as a foreign language?

- a. Licence
- b. Master
- c. Magister
- d. A graduate of the teachers high training school(E.N.S)

3. How many years have you been teaching English?

- a. Less than five years
- b. From five to ten years
- c. More than ten years

Section two: Pre-Service Training in Language Testing

4. According to you, language testing requires special training.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

5. Did you receive any training in designing tests as a part of your university education?

a. Yes

b. No

6. If your answer is yes, was this training.....

a. Theoretical?

b. Practical?

c. Both?

7. Do you think that this training was sufficient for you to design and score your tests once you have become a teacher?

a. Yes

b. No

8. Do you think that this training is still valid?

a. Yes

b. No

9. Do you think that there is a need to change the testing method whenever there is a change in the teaching approach?

a. Yes

b. No

10. Do you think that there is a need to change the testing method whenever there is an introduction of a new textbook?

a. Yes

b. No

-If yes, do you feel a need for training in testing whenever there is a shift in teaching approaches (a new textbook)?

a. Yes

b. No

11. If your answer is yes, do you feel a need for training in testing whenever there is a shift in teaching approaches (a new textbook)?

a. Yes

b. No

Section three: In-Service Training in Language Testing

12. Do you feel that training in testing by the inspectors is necessary?

a. Yes

b. No

13. Has the inspector provided you with specific training in testing method whenever there has been a shift in language teaching methodology (a new textbook)?

a. Yes

b. No

14. If your answer is yes, do you think that this training is?

a. Adequate

b. Not adequate

15. During the inspectors' visits, did he/she always make remarks about your testing and scoring methodology?

a. Yes

b. No

16. If your answer is yes, how often?

a. Always

b. Often

c. Sometimes

d. Rarely

17. Is your competency in designing and scoring tests important in the inspectors' evaluation of your teaching proficiency?

a. Yes

b. No

18. What was the focus of the inspectors' training?

a. Theoretical

b. Practical

c. Both

19. Please, rank order the following aspects from 1 to 6 depending on their importance in the language tests used with your students? (Assign 1 to the most important and 6 to the least important?)

Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	

D	Writing	
E	Vocabulary	
F	Grammar	

20. Please, rank order the following skills according to the focus of the inspectors in language testing? (Assign 1 to the most insistent and 6 to the least insistent?)

Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	
D	Writing	
E	Vocabulary	
F	Grammar	

21. According to you, what is the most difficult skill to test? (Assign 1 to the most difficult and 6 to the least difficult)

Options	Aspects	N°
A	Listening	
B	Speaking	
C	Reading	
D	Writing	
E	Vocabulary	
F	Grammar	

22. What types of training do you attend in your in-service training?

- a. Workshops
- b. Seminars
- c. Conferences
- d. Else

23. Do you feel that all the teachers of English at the secondary school follow the same testing and scoring procedures?

- a. Yes
- b. No

-If no, please explain why?

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Section Four: Further Suggestions

24. Do you have any suggestions for improving university programs in language testing?

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25. Do you have further suggestions to improve teachers' testing skills?

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26. Are there any aspects of language testing that you have wished your inspector would focused on more in the in-service training sessions?

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Appendix B

The inspectors' interview

Dear inspectors

We will be grateful if you accept to take part in this interview. It is a part of our research study which is devoted to investigate the place of language testing in the English language teacher training programs. The results obtained will be of a great significance to the research.

Thank you very much for your cooperation.

Ibtissam BNAIDJA and

Asma BOUCHAIR

Department of Letters and English

Language

Faculty of Letters and Languages

Mohammed Sedik Ben Yahia

University, Jijel.

1. Do you provide any training to teachers concerning language testing?
2. If your answer is yes, which type?
3. How much importance do you give importance to the ability to design and score tests when you evaluate the teachers?
4. How much time do you devote the training teachers on testing and scoring tests?
5. During your evaluation to teachers, how do you find their competency in designing and scoring tests?
6. Do you think that teachers are proficient enough in the design and scoring of tests?
7. Do you train them on a new testing methodology whenever there is a shift in the language approach or an introduction of a new textbook?
8. Do you think that novice teachers have adequately prepared to design and score their own tests in their pre-service training?
9. Do the tests designed by teachers correspond to the students' level?
10. Which resources teachers' rely on when designing tests?
11. What are your suggestions for a better in-service teacher training program in language testing in Algeria?
12. What do you suggest to make the university education of the would-be teachers of English more responsive to the professional needs of future teachers?

Résumé

L'étude présente vise à étudier le rôle de l'examen de la langue dans la formation des enseignants d'anglais avant d'être enseigner et après en Algérie. Elle cherche aussi si la formation est suffisante pour apprendre les connaissances par les enseignants. L'hypothèse de cette étude est : malgré il y a une importance des examens de la langue, ils restent hors place. Afin de valider cette hypothèse, nous avons utilisé deux outils qui sont le questionnaire et l'entretien, alors le questionnaire a été distribué à 20 enseignants d'anglais au niveau secondaire et l'entretien avec un inspecteur d'anglais. Ces résultats obtenus ont indiqué que les enseignants d'anglais savent le rôle et l'importance des examens de la langue dans leurs formations mais sont rares qu'ont la chance pour cette formation.

الملخص

تهدف الدراسة الحالية إلى تسليط الضوء على مكانة الاختبار اللغوي في تدريب أساتذة اللغة الإنجليزية في مرحلتي ما قبل الخدمة و أثناءها. لهذا السبب قمنا بهذه الدراسة بهدف إظهار احتياجات أساتذة اللغة الإنجليزية للتدريب في الإختبار اللغوي في الجزائر. كما تحاول الدراسة أيضا التأكد ما إذا كان التدريب المتلقى من طرف الأساتذة كاف لتزويدهم بالمعارف، المهارات، و التقنيات اللازمة لتصميم و تنقيط اختباراتهم اللغوية. كما تطرح الدراسة فرضية مفادها أن الاختبارات اللغوية و بالرغم من أهميتها إلا أنها لا تحض بالاهتمام الذي يليق بمكانتها. ولإثبات صحة هذه الفرضية تم الاعتماد على وسيلتين هما الاستبيان و المقابلة. بالنسبة للاستبيان تم توزيعه على 20 أستاذ للغة الإنجليزية في الطور الثانوي. أما بالنسبة للمقابلة فقد كانت موجهة لمفتش اللغة الإنجليزية. و قد أكدت النتائج المحصل عليها أن الأساتذة على وعي تام بأهمية إدراج الإختبار اللغوي في تدريبهم إلا أن معظمهم لا يحصلون إلا على فرص ضئيلة لتلقي التدريب في هذا المجال.