

Chapter 1

ICT–Based Digital Technology for Testing and Evaluation of English Language Teaching

Aravind B. R.

 <https://orcid.org/0000-0001-7872-8171>


Kalasalingam Academy of Research and Education, India

Bhuvaneswari G.

 <https://orcid.org/0000-0002-2897-7265>

Vellore Institute of Technology, India

S. Suman Rajest

 <https://orcid.org/0000-0001-8315-3747>

Bharath Institute of Higher Education and Research, India

ABSTRACT

The present research was carried out to check computer-based English language testing through the easy test maker application. Also, to collect English language teachers' perceptions on using the easy test maker application for language testing. Eighty English language teachers participated in the study. The practitioner research methodology was employed in the study. A perception scale questionnaire was circulated to rate the instructional testing method. The research findings revealed that the teachers' computer-based testing yielded a positive outcome after exploring the easy test maker application in the sessions. The perception scale results also confirmed that 75 participants out of 80 responded that they were satisfied with the easy test maker application on an overall level. Detailed descriptions of the usefulness of testing and evaluation of the English language are given in the investigation.

1. INTRODUCTION

Tests can serve pedagogical purposes (Bachman & Palmer, 1996) and can be classified differently in

DOI: 10.4018/978-1-6684-6682-7.ch001

terms of various criteria. According to Buck (2001), “the basic purpose of language testing is to provide opportunities for learning,” and this applies to both the students taking the exams and the teachers and professors who create and grade them. The exams should be fair, reliable, and valid, but the ability to learn something is the most important factor. When someone takes a good test, we are able to draw accurate conclusions about the communicative language abilities of the person taking the test. Tomlinson (2005) also contributed to the discussion and supported the idea that “tests are not generally perceived as events in which new learning takes place. However, it is feasible for students to acquire new information, as well as develop new awareness and abilities, while they are in the process of completing an examination.

1.1. Testing

Tests may be considered instruments or tools used to measure abilities or performance to make evaluative judgements or statements. Tests are activities designed for learners to display their performance, usually within a given period and with limited focus. Carroll (1968) describes it thus, “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”.

1.2. Measurement and Assessment

Measurement is the activity by which the results of tests are quantified, and judgments about characteristics and relative performances are made available. Here specific rules and procedures are employed to objectively rate the learners’ abilities. Numerical indices are assigned to data in a meaningful and consistent manner. Assessment is the process of estimating ability using scores, marks or grades. At best, it may involve presenting data about relative performance, but it does not necessarily make value judgments. Chan (2007) defined assessment as multiple, comprising vocabulary, sentence patterns, songs and rhymes, and the skills of listening, speaking, reading, and writing. Assessment can also be multiple in terms of tools. It can involve the traditional paper-and-pencil test or multiple media such as a computer, tape recorder, or video recorder.

1.3. Evaluation

As the word “evaluation” suggests, this process involves placing a value judgement on the outcomes that were reached. The term “evaluation” refers to the comprehensive process of accumulating relevant information and drawing relevant conclusions from that data. The testing, measuring, and evaluating are all included in the evaluation.

1.4. Principles of Evaluation

- Determining whether learners’ objectives have been achieved or not by the teaching what is to be evaluated.
- Selecting suitable techniques to achieve the purposes identified.
- Combining a range of strategies for a more comprehensive or holistic evaluation of the learning activity.
- Determining and estimating the strengths and limitations of the techniques selected.

9 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/ict-based-digital-technology-for-testing-and-evaluation-of-english-language-teaching/318197

Related Content

Podcasts in Four Categories: Applications to Language Learning

Ulugbek Nurmukhamedov and Randall Sadler (2011). *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes* (pp. 176-195).

www.irma-international.org/chapter/podcasts-four-categories/50677

Exploring Teachers' Beliefs About Listening in a Foreign Language

Pelin Irgin (2021). *Design Solutions for Adaptive Hypermedia Listening Software* (pp. 199-220).

www.irma-international.org/chapter/exploring-teachers-beliefs-about-listening-in-a-foreign-language/282892

Evaluative Phrase-Frames and Patterns in Doctoral Thesis Conclusions

Feng Cao and Siew Mei Wu (2022). *International Journal of Computer-Assisted Language Learning and Teaching* (pp. 1-17).

www.irma-international.org/article/evaluative-phrase-frames-and-patterns-in-doctoral-thesis-conclusions/301196

Investigating Students' and Teachers' Perceptions of Using the iPad in an Italian English as a Foreign Language Classroom

Valentina Morgana and Prithvi N. Shrestha (2018). *International Journal of Computer-Assisted Language Learning and Teaching* (pp. 29-49).

www.irma-international.org/article/investigating-students-and-teachers-perceptions-of-using-the-ipad-in-an-italian-english-as-a-foreign-language-classroom/215415

English Journal Writing on Moodle for EFL College Learners: An Investigation of English Self-Efficacy and Writing Performance

Pei-Ling Yang (2017). *Multiculturalism and Technology-Enhanced Language Learning* (pp. 13-32).

www.irma-international.org/chapter/english-journal-writing-on-moodle-for-efl-college-learners/172860