SUMMARY AND CONCLUSION
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The present work deals with the linguistic approach to the testing of Urdu language skills. In this study efforts have been made to use the knowledge of linguistics in the testing of various skills of the Urdu language, viz., listening comprehension, speaking, reading and writing. Linguistics is a relatively modern discipline which has revolutionized the teaching of language. The application of the theoretical knowledge of linguistics is made increasingly to almost every aspect of language teaching. Testing is an activity which follows teaching. Linguistics contributes much to this area also.

This study consists of six chapters covering almost all the aspects of testing. Chapter I is introductory in nature. It deals with some aspects of linguistics and language teaching and of the relationship of linguistics with language teaching and language testing. The role of linguistics in language teaching and language testing has also been emphasized in this chapter. An effort has also been made in this chapter to discuss the importance of testing and evaluation in language teaching.

Chapter II is about Urdu language testing. In this chapter the present state of Urdu language testing has been
described. The existing pattern of testing reading comprehension, lexical skill, grammar and writing with reference to Urdu language have been discussed at length. The limitation of Urdu language testing have also been discussed in this chapter. The existing pattern and methodology of Urdu language testing have been fully described and the question papers of various classes have fully analysed and their elements of the existing pattern have been pointed out.

In the following four chapters i.e. from Chapter III to VI, efforts have been made to utilize the knowledge of linguistics in the construction of tests for testing listening comprehension, speaking, reading and writing. Chapter III is devoted to the testing of listening comprehension. Here different techniques for testing listening comprehension skill have been discussed. The testing of comprehension of sound, the testing of the comprehension of grammatical structure and the testing of comprehension of meaning involve different kinds of techniques and procedures which have been fully elaborated in this chapter with examples from the Urdu language.

The next skill which follows listening comprehension is the speaking skill. Chapter IV has been fully devoted to
the testing of speaking skill. In this chapter also various techniques for testing the speaking skill have been discussed. Speaking involves production of speech sounds which consist of vowels and consonants. While speaking, the speech sounds occur in a sequence. In this chapter various techniques have been proposed for testing the production of speech sounds and their sequences with reference to the Urdu language. Testing of speaking skill also covers the testing of the production of grammatical structures. Certain techniques have been proposed for testing this aspect of speaking also.

Reading is one of the four skills of language learning. Chapter V of this work has been devoted to the testing of reading skill. Reading is an activity which involves the identification of graphic symbols. So far as the writing system of the Urdu language is concerned it consists of 36 letters or graphemes. Most of which change their shapes while they are combined together. The reading habit of Urdu therefore, entails not only the separate graphemes but also their modified forms. Besides, there are a number of diacritical marks which are used for the beginners. Testing of reading skill presupposes the identification of the whole orthographic system of the Urdu language. The testing of reading comprehension is as a
matter of fact based on the total acquisition of reading skill. For testing the reading comprehension, two major techniques viz., cloze test and multiple choice test have been discussed with reference to Urdu language. Various tests of these types have been constructed.

Chapter VI deals with the testing writing skill. The writing involves the practical activity of making graphic symbols such as graphemes, allographs and diacritical marks. Various techniques have been devised for testing the writing skill such as completion technique which involves completion and combination of grapheme and allographs. Another technique for testing writing skill involves spelling i.e. where to use which grapheme. Various tests have been constructed to exemplify these techniques for testing writing skill.

As said earlier, the testing of language skills in schools follow the traditional methods and the teacher who construct the tests in these schools hardly adopt these techniques. As a result of which these tests remain far from being the standardized test. As most of the teachers are not aware of the linguistic approaches to the construction of language tests, they indulge in devising the language tests which tend to be the content oriented tests instead of being linguistically
oriented tests. It is commonly found that the testing of listening comprehension and speaking is not given due attention. The tests based on listening comprehension and speaking are generally avoided. Even the tests based on reading skill is not given much importance. The linguistic approach to language testing gives equal weightage to all the skills such as listening comprehension, speaking, reading comprehension and writing. It also covers the linguistic contents from sound to meaning i.e. it takes into account the phonological, morphological, syntactic and semantic contents of language tests.