CHAPTER II
2.1 Present State Of Urdu Language Testing:

Urdu Language testing, in present day schools, to a great extent, follows the traditional methods of language testing. These language tests are constructed in accordance with the traditional methodology of measuring language skills. In present Urdu language testing system, standarized language tests are very rarely found. Examination of language test papers shows that different examination papers emphasize few aspects of testing and neglect others. Not even a single question paper has been found which covers all the language aspects of the testing. It seems that teachers who are responsible for the construction of language tests have no idea of standarized methods of language testing.

The present state of Urdu language testing can be described under the following sections.

2.1.1 Testing Reading Comprehension:

Reading consists of grasping meaning through its written representation. Measuring reading skill involves the visual identification of all the alphabets or
written characters of the language concerned and their different shapes, in different combinations such as initial, medial and final and also the combination of letters with another letter (or letters) to form words and combination of words to form sentences.

Reading comprehension forms an important part of language testing from the beginning up to higher level. Right from class I to VIII the very first question of the test papers of each class covers reading comprehension. The question based on reading comprehension, tests candidate's ability to read and understand what is 'stated' or 'implied' in the written passage. These passages are not given in question papers. They form the part of the text or lesson in the textbook prescribed for them. The questions are detailed questions asking for information directly stated in the text. Some questions are also main idea questions seeking information on the central theme of the passage.

At the primary level these questions are short and simple. But at the middle or higher level they are comparatively larger.
Following are some questions covering reading comprehension at class II, VI.

Q. Answer the following questions:

1) /ta:re kaha: ni kalte hai/  
   (where do stars appear?)

2) /surraj du:bne par kya:hota:hai/  
   (what happens when the sun sets?)

3) /lafz Gari:b xaina:kis maqoe par istema:l hota:hai/  
   (on what occasion the word 'gharibkhana' is used)

2.1.2 Testing lexical skill:

A test of lexical skill is constructed in order to test the candidate's knowledge of vocabulary and his ability to use the items appropriately. This type of question is asked the candidates to demonstrate their knowledge about the meaning of words. Lexical ability is also tested by asking the candidates to provide synonyms and antonyms. These type of questions are generally asked both at the primary and middle school level.

a) Word Meaning:

Word meaning is an important method of testing lexical skill of the candidate. For testing the word meaning, a number of words are given in the question paper and
the candidate is asked to supply the meaning of such words.

At the primary level the words whose meanings are generally asked, are simple and concrete words, but at the higher levels besides being simple these words are also abstract in nature. Following are the questions relating word-meaning from class III and VIII.

Q.1. Give the meaning of the following words:

/maqa:m/ 'place'
/xud/'self'
/hara:rat/ 'heat'
/hifa:zat/ 'protection'

Q.2. Write down the meaning of the following words -

/farzan/ 'son'
/dilkash/ 'pretty'
/danishmand/ 'wise'
/sarfarosh/ 'brave'

b) Synonyms:

Synonym is also an important tool for testing lexical skill. It can be effectively used to test the
candidate's knowledge of lexicon. It forms an important question of language testing at primary and middle class levels. Synonyms are frequently asked almost in every class except class I and II. At primary level the words are very simple and concrete, but at the higher level it tends to become abstract. Following are the questions covering synonyms at class V and VII.

Q. 1. Write down the synonyms of the following words:

/paːniː/ 'water'
/suːraj/ 'sun'
/chāːd/ 'moon'
/tāːra/ 'star'

Q. 2. Give the Synonyms of the following words:

/aːqaː/ 'master'
/xushiː/ 'happiness'
/daraxt/ 'tree'
/aːsmain/ 'sky'

c) Antonyms:

Like synonyms, antonyms are also used
as an important tool for testing lexical skill. It forms an important question in language testing both at primary and middle school levels. Questions relating to Antonyms are generally asked to test the candidate's vocabulary. Following are the questions covering the antonyms from Class IV and VIII.

Q.1. Write down the Antonyms of the following words:

- /xu:busu:rat/ 'beautiful'
- /aq_1mand/ 'wise'
- /ghora:/ 'horse'
- /gunash/ 'sin'

Q.2. Give the antonyms of the following words:

- /jannat/ 'heaven'
- /rahm/ 'kindness'
- /zarurat/ 'necessity'
- /a:rzii:/ 'temporary'
- /shak/ 'doubt'
- /dost/ 'friend'

2.1.3 Testing Structure of Language:

The knowledge of the structure of language
is very essential for the students learning a language. To test the knowledge of the structure of language, various tests are constructed which measure the candidate's ability to use the structure of language in oral and written expressions. The aim of testing the structure of language is also to judge the learner's ability of making the functional use of language in appropriate context.

These skills are measured by constructing the tests like, sentence completion, error detection, sentence comprehension, formal grammar and transformations, etc. The questions which test the structure of language are frequently asked at both primary and middle school level.

a) **Sentence Completion**

Sentence completion is an important test and is designed to test the learner's ability to use the structure of language. In other words we can say that it is designed to judge the candidate's knowledge about the structure of language that up to which level he knows the structure of a language. Under this test the candidate is asked to complete the sentence by filling the blanks. At the initial or primary level the words which are given for the completion of
the sentence are simple consisting of concrete nouns or simple verbs. Following are examples from the examination papers of primary and middle class.

Q. Complete the sentence with the help of words given below:

/iːdɡəh/ 'idgah'
/saʊ/ 'row'
/paː nɪː/ 'water'
/chʊstiː/ 'smartness'

1. /loːg iːd ki namaːz .........mē parhte hai/
2. /insaːn.........ke baːGair zindaː nahiː rah saktaː hai/
3. /namaːz mē.........siː dhiː rakhnaː chaːhiye/
4. /varzish se badan mē.........aː tiː hai/

Q. With the help of the following words complete the sentences given below:

/bhiːɾ/ 'crowd'
/mɪthəːiː/ 'sweet'
/mushkil/ 'difficult'

1. /meːlɛ mē bahot.........thiː/
b) Error Detection:

Error detection is also an important method of testing the structure of language. In this type of test, few sentences are given to the students and asked to find out the errors which these sentences contain. These type of questions are very frequently asked in the examination papers. These questions are asked both at primary and higher levels and they are generally based on the texts taught in the Class. Following are the questions relating to error detection at Class V and VIII.

Q. Given below are few sentences of which only one sentence is correct. You have to tick the correct sentence:

1. It is bad to help others.
2. Those who respect their elders, are noble persons.
3. It is better to fight with everyone.
Q. Of the following sentences, some are right and some are wrong. You are required to tick the write ones:

1. The sky is blue.
2. Madam Curie discovered the radium.
3. The sun rises in the north.
4. The lion always are to be in the cities.

c) Transformations:

Transformation tests are very useful in measuring the knowledge of the structure of language. Under these tests, the candidates are asked to change active sentences into passive and vice-versa. These transformations involve certain aspects of grammar. The knowledge of grammatical rules can be tested appropriately through the questions on transformations. Following are the questions relating to the transformations from the question papers at Class V and VII.

Q. Change the following sentences into passive voice:

1. /raːm khaːnaː khaː rahəː hai /
   (Ram is eating food)
2. /siːtaː kəːm kər rahiː hai/
   (Sita is doing work)
3. /ram sāp ko mar rahai hai/
   (Ram is killing the snake)

Q. Change the following sentences into passive voice:

1. /voh gaːnaː gaːrhaiː hai/
   (she is singing a song)

2. /raːm kitaːb parh rahat hai/
   (Ram is reading a book)

3. /kārīːm futbāl khel rahat hai/
   (kareem is playing football)

d) **Formal Grammar**:

   It also constitutes an important method of testing the structure of language. Questions on formal grammar are asked very frequently in various classes. These questions include singular and plural, gender formation and other grammatical categories. These tests are constructed with a view to judge the grammatical knowledge of the students. Questions relating to grammar are found at both primary and middle school levels.

1) **Formation of plural from singular**:

   It is an important test measuring the knowledge
of plural forms. It also covers the range of vocabulary of the learner. The questions relating to the formation of plural from singular are frequently asked from Class I to VIII. The plural formation not only involves the Perso-Arabic words, but also the words of Indic origin. At the lower level the words are mainly of Indic origin. Following are examples of the questions which are asked in the examination papers of Classes III to VIII.

Q. Write down the plural of the following words:

/larka:/ 'boy'
/ya:dga:r/ 'memorial'
/larki:/ 'girl'
/ba:dsha:h/ 'king'

Q. Give the plural of the following words:

/ vaqt / 'time'
/takli:f/ 'pain'
/ xabar/ 'news'
/Gair/ 'stranger'
11) **Gender Formation:**

In Urdu, gender is an important grammatical category. Urdu has both grammatical and natural gender. There are very distinct gender markers in Urdu. The question on gender are asked at both primary and middle school levels. Following are a few examples of questions which are asked at the primary and middle levels.

Q. Change the gender of the following words:

(Class V)

/beți:/ 'daughter'

/raːni:/ 'queen'

/larka:/ 'boy'

/sherni:/ 'lioness'

Q. Change the following words into opposite gender:

(Class VI)

/ghoɾa:/ 'horse'

/kutta:/ 'dog'

/haːthi/ 'elephant'

/din/ 'day'
2.1.4 **Testing Formal Grammar:**

The questions on formal grammar are very frequently asked in lower classes. The students are asked to define different parts of speech and give examples. These questions cover only the traditional grammar or so called "School Grammar". Following are the questions on grammar from Class IV to VIII.

Q. Write down the definition of the 'adjective' and give four suitable examples.
Q. Define 'verb' with suitable examples.
Q. Define 'noun' and its various kinds with suitable examples.
Q. What are the various kinds of 'adjectives'. Define with suitable examples.

2.1.5 **Testing Writing Composition:**

Writing composition forms an important part of language teaching. The writing composition is also given much importance in testing. It covers considerable part of test papers. The purpose of these tests is to test the candidate's knowledge to communicate through the writings and to organize such writings in a logical sequence.
It is used to test the learner's ability to use the language in writing and to find out that, at what level a candidate is able to read and write the language with ease. Questions on writing composition are frequently asked at every level from Class I to VIII. These questions cover spellings, idioms, proverbs, precis writing, text organisation, letter writing and composition.

a) **Spellings:**

Questions on spellings are very commonly asked at the primary level. The candidates are asked to form correct words using the appropriate alphabets. Following are the questions asked at Class I and II to test the learner's writing skill.

Q. **Supply the appropriate letter in the space given to complete the following words:**

- ٍلا
- دز
- دا

Q. **Supply the appropriate letter in the space given to complete the following words:**

- ٍلا
- ٍلا
- ٍلا

- ٍلا
- ٍلا
- ٍلا
b) **Idioms and Proverbs**

Idioms and proverbs also form an important tool for testing writing composition. It forms an important portion of the question papers testing language. Generally, these type of questions are asked at middle and higher secondary level. At the primary level questions on idioms and proverbs are rarely asked.

Following are the questions relating to the idioms and proverbs asked at Class V, VII and VIII.

Q. Write down the meaning of the following idioms and use them in your own sentences:

1. /naːk par Gussaː honaː/
2. /sadhaː lenaː/
3. /jaːn par bannaː/

Q. Use the following idioms in your own sentences:

1. /Gairat dilaːnaː /
2. /ausaːn xataː honaː/

Q. Write down the meaning of the following idioms and use them in your own sentences:

1. /nigath badalnaː /
2. /teoriː Xaːrhaːnaː/
3. /vaːre nyaːve honaː /
C) Precis writing:

It constitutes an important method of testing the learner's knowledge of grammar and composition of the language he is learning. It is also an important tool of measuring the ability to comprehend. Precis writing is avoided at the primary level. But at the middle level questions on precis are generally set. Following are the examples of the questions covering the precis writing at class VIII.

Q. Write down the precis of the following passage in your own words:

/har taraf roshni: jami: hui: hai.

ũxe ũxe ċabhu:tre hai, saif shaffaif

fawā:re hai, nahre bah rahi: hai.

kyario ke kina:re tara:she hue pāthar

se bana:se gae hai/

3) Text organisation:

Text organisation is an important device to measure the learner's ability to organize his thought in an appropriate and logical manner. Under this type of test, a few lines of poetry or prose are given without any order and the candidate is asked to organize them semantically
and logically and put them into order in which they were written originally by the poet or author. Such type of questions are generally asked at the higher level. At the primary level these tests are avoided. Following are the questions from the examination papers of Class VII and VIII.

Q. **Organize the following lines of poetry in a proper sequence:**

/woda/go me koyal wo jaṅgal me mor /
/isi: mē hai is zindagi: ki: baha: r/
/wo ganga:ki lahrē wo jamuna: kāzō: r/
/hawa: mē daraxto: ka wo jhu: mna: /
/wo barsakā tkī halkī halkī phuha: r /
/wo pattō ka phu:lō ka mūh ċumna:

Q. **Paraphrase the following lines of poetry:**

1. /bulbul tha: koi: udai: saītha: /
2. /pahūḍu kis tarah se aī:shiya: tak/
3. /aīte hāī jo ka:im du: sarō ke/
e) Essay writing and composition:

Essay writing and composition is an important tool for testing the learner's ability of writing and composition. The candidates are asked to write an essay and composition in order to check the ability to express their ideas in written form. It also tests the level of the learner with regard to language composition. These tests are generally asked at both primary and middle levels. Following are the questions asked in the examination papers of Class V, VII and VIII.

Q. Write at least ten lines on any one of following topics:
   a) Our school.
   b) Any festival.
   c) My hobbies.

Q. Write an application to your Principal for granting two days leave and also give reasons for your proceeding on leave.

Q. Write an essay on any one of the topics given below (at least 200 words):
   a) My Best Friend.
   b) My Favourite Teacher.
   c) A Tour to Capital.
2.2 Limitations of Urdu Language Testing:

2.2.0 Introduction:

Presently, very old and traditional pattern of language testing has been adopted for Urdu. The examination of various question papers pertaining to different classes of various schools show that present testing technique adopted by these language teachers is outdated. In these question papers much emphasis is put on subjective questions. It seems that the teachers concerned have no ideas about the modern methods of language testing. The test constructed by these teachers lacks validity, reliability and standardization.

2.2.1 Language skills covered:

The question papers, besides covering the thematic as well as linguistic content also cover the language skills such as comprehension, speaking, reading and writing.

2.2.1.1 Comprehension:

As far as comprehension is concerned, not much attention is paid to it in our schools as comprehension and speaking are the skills which a native speaker mastered informally. Majority of the students of the
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schools covered under this study are native speakers of Urdu. That's why teachers in these schools do not pay much attention to comprehension. Since a large number of students belong to the Urdu speaking community, this skill is taken for granted. It is assumed by the language teachers that most of the students have mastery over this skill as they speak Urdu as their native language.

As we know, listening comprehension is one of the four basic language skills which should be taught to the learner because without having mastery over this skill one cannot be perfect in language. Comprehension means understanding pronunciation, grammar, recognising vocabulary and grasping meaning through listening.

As a teacher of language one should construct exercises to practice each of the aspects of listening. As listening comprehension is one of the important language skills, it needs special attention. Without having mastery over it one cannot be considered to have learnt the language. Special attention, therefore, should be paid to this skill and some types of questions should be asked at least at the initial level.

2.2.1.2 Speaking:

Speaking is one of the four basic skills of language. Without having mastery over this skill one cannot
claim to have the knowledge of a language. By having mastery over speaking means a person, who speaks Urdu, for example, can produce the characteristic Urdu speech sounds and sound patterns, both in isolation and in combination. He should use appropriate stress and intonation patterns, appropriate words and structures to express the intended meaning. He should also recall words and structures quickly and organise his thoughts and ideas in logical sequence, and should adjust his speech according to his audience, situation and subject matter. /Lado (1961:240) suggests that, "speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently". When we examine the present methods of Urdu language testing, we find that language teachers do not pay much attention to this skill too. The explanation behind this negligence is that since mostly students belong to Urdu speech community, they have already mastery over this skill. However, it is well known fact that this skill is very important in learning a language. It is, therefore, essential for language teachers to pay
due attention to this skill. Different tests should be
designed in order to test the students ability to speak
the language with correct pronunciation. These tests
will go a long way in improving the speaking ability of
the learners despite the fact that they belong to Urdu
speech community.

2.2.1.3 Reading:

Like other language skills, reading is also
a complex skill which involves a number of simultaneous
operations, some of the more obvious aspects of this
complex skill are that a person who is learning how to
write Urdu language for example, cannot be treated master
unless he is able to read a passage at normal speed and
understand the lexical and the structural meaning of the
words, phrases and sentences. He should also be
able to guess the meaning of unfamiliar words from the
context and able to distinguish between the writer's
opinion and statement of facts. He should also be able to
locate the 'topic sentence' of a paragraph, make a summary
of the important points of the passage and recognise the
meaning of various graphic signals i.e. punctuation marks,
paragraph identification and capitalization, etc.
This skill is covered in the examination papers of all the classes from primary to higher secondary level. Reading involves the visual identification of alphabets and their combinations. Unless the learners recognise the shape of the letters, they cannot read the language. The Urdu language presents special problem of reading. In Urdu, each grapheme has various allographs which sometime appear to be totally different from their graphemes. The combination of these allographs is also not very easy. In Urdu, thus, to read with fluency requires lot of practice.

The way in which questions are asked in papers is not correct. All the questions are asked directly. These questions are based on the text but the text is not given in the question papers. The correct procedure would have been to give brief passage in question paper, then ask questions based on that passage. They may cover areas like main idea questions, inference questions, cause and effect questions and vocabulary. These questions will test the learner's ability of reading with comprehension.

2.2.1.4 Writing:

It is one of the four basic skills. Writing is the graphic representation of speech. What we speak can
be represented in writing which involves the visual shapes of various kinds. Writing is based on the alphabetic system. These alphabets are the basic units of writing. Their identification and their formation by hand involves writing. Different languages have evolved different methods of writing system. The Urdu language has evolved writing system which is based on the perso-Arabic script:

1. Urdu writing system has certain characteristic features for example, it is written from right to left contrary to the English and Hindi writing systems which are written from left to right.

2. It is based on the shape similarity of graphemes and not on the sound similarity of graphemes. In other words the Urdu alphabets are arranged according to the similarity of shapes for example,

3. The Urdu graphemes when occur initially, medially and finally as connectors, they change their shapes resulting into allographs. Urdu graphemes therefore, have considerable number of allographic shapes.

4. The Urdu writing system also uses various kinds of diacritical marks, some of which are even used in learned books. Otherwise the diacritical marks are limited to the books for the beginners.
Writing usually goes by the name of 'composition'. Composition means 'putting or arranging things in a certain order'. In other words, this skill involves the movement of hand in the formation of various alphabets and their combination. To test this skill various tests are designed which test the candidate's ability to communicate through writing and to organise such writings in a logical sequence that is appropriate for the communication.

The coverage of this skill is not made properly by the Urdu language teachers. Questions are designed to measure this skill are very limited in nature and they are asked generally at primary level. At the middle level attention is paid to the questions such as idioms and proverbs, letter writing and compositions, precis writing. At this level the questions relating to spelling and other aspects of writing are generally not asked.

2.3 Content of Question Papers:

2.3.1 Thematic Content:

Thematic content covers the theme of the lesson. A lesson is built up on certain themes such as adventure, travels, stories, historical anecdote, games, myth and legend, birds and animals etc. The questions relating to
these themes are called content oriented questions. In present day Urdu language testing, following types of content oriented questions are covered:

a) Main idea Questions:

Main idea questions are generally asked in almost every class. Such questions are set with a view to seeking information about the central theme of the lesson taught in the class. These lessons included in the textbook prescribed to these classes. Following are the examples of the questions which are asked at the middle class level.

Q. Give the central theme of the lesson "Dastgiri"

(Class VII)

Q. Write the Central theme of the lesson "Garmi ka mausam"

(Class VII)

The correct procedure would have been to give a paragraph in the question paper and then ask the main idea questions because a student who has read his lesson much before the examination would find it difficult to keep all the information in mind.
b) **Sequence Question** :

These questions are very frequently asked in almost every class. In this type of question, the purpose of the testing is to assess the knowledge of the events in order of occurrence. Sequence questions are also based on the text taught in the classroom. Following are the examples of sequence questions which are asked in the classes from I to VI.

Q. What kinds of clouds are spread in the sky?
Q. Where do the stars appear?
Q. Why is forest necessary for the human life?
Q. Who invented the gramophone?

In these questions also, no passage is given in the question paper. The correct method of asking the sequence question is to give a paragraph of about 100-250 words from the textbook and then ask the questions based on it. This will test the candidate's ability to read and understand what is stated in a written passage.

C) **Fill in the Blanks Questions** :

These questions are also found in question papers of various classes. The purpose of these questions is to assess the knowledge of the students about the lesson. These questions are based on textbooks. e.g.
Q. The horse saves the shop keeper and brings him to his.
Q. Rishi Drosa gave......... to Shakuntla. (Class VIII)

The correct procedure would have been to give the paragraph in the question paper and ask these questions. It will certainly test the learner's knowledge of reading and understanding the given passage.

d) Summary Questions:

The questions based on summary writing is frequently asked in almost every class. The purpose of these questions is to seek information about the lesson or to judge the student's ability to understand from reading the text. In other words, we can say that upto what level a student is able to grasp the theme of the lesson from reading it and the way in which he explains or summarises is also taken into account. The following questions based on summary writing, were asked at different classes.

Q. Write down the summary of the lesson "Parogaji" (Class -VII)

d. Write down the summary of the lesson "Parhne ka Shauq" (Class-VIII)

Q. Write the summary of the lesson "Jangal ka badshah" (Class-IV)
This existing procedure is not satisfactory because it is very difficult for the students to remember all these things too long. Here this method of asking question is just like to judge the memory rather than judging the student's ability to understand.

The correct procedure would have been to give a paragraph of hundred or two hundred words in the question paper and then ask the questions related to summary, central theme, and such other things.

2.3.2. Linguistic Content:

Linguistic content refers to vocabulary (words, phrases, idioms, proverbs, usages), grammar, sentence patterns, registers etc. The language question papers must contain heavy amount of linguistic content, but the general practice is that in Urdu language question papers about 50% questions are based on the thematic content.

In the papers analysed, the following type of linguistically oriented questions are asked:

a) Grammar and Composition:

The purpose of these tests is to seek information about the grammar of the language which is studied by the
learner and to judge the learner's knowledge about the
structure of language, words and their usage and func-
tion. The questions about grammar and composition are
very common at both primary and middle school level.
The existing procedure of seeking information about
grammar and composition is that, teachers ask direct
questions to define verb, noun, adjectives etc. Following
are the examples of such questions which were asked in
the examination papers of various classes.

Q. Define 'verb' with suitable examples.
   (Class V)

Q. Define three of the following with suitable examples.
   (Class VIII)
   a. Noun
   b. Verb
   c. Pronoun
   d. Adjective

Q. Define 'noun' with suitable examples.
   (Class IV)

The proper procedure would have been to give
the students different sentences and then ask to findout
the different grammatical categories such as noun, adjective, verb, pronoun, etc. or they should have given different noun, verb, adjective etc in one column and their categories in an other column and then ask the students to match these words with their categories.

Another method of testing grammar would have been to give words to the students which belong to the noun category and ask to write down their adjectives. An other method is that we give a sentence to the students and ask to choose the adjective, verb, noun etc. within the sentence. Here we can also give four alternatives. The student has to select one of them.

b) Antonyms:

Antonyms are generally asked in almost every class at both primary and middle school levels. The purpose of this type of question is to judge the student's knowledge about vocabulary and their ability to use them properly. The questions which are generally asked in various examination papers of different classes are direct questions. For example, following questions are asked at various Classes from IV to VIII.

Q. Write down the antonyms of the following words:

/zaliːl/ 'mean'
/narmiː/ 'softness'
/jaːhil/ 'illiterate'
Q. Give the antonyms of the following words:

/nazdi:k/ 'near'
/inteha:/ 'enough'
/mushfiq/ 'kind'

The existing method of asking antonyms directly is not the proper way of judging the ability of the learners about their knowledge of vocabulary. The examiner should have given words in one column and their opposites in another column and ask the students to match the words with their opposite. This method is more scientific than asking question directly. Another method would have been to give the words to the students with four alternatives A, B, C and D and ask to choose the opposite word within four alternatives.

c) Synonyms:

These questions are designed in order to test the candidate's knowledge about vocabulary and its usage. These questions also check the knowledge of the students, that how to use the vocabulary in the language. These questions are not very frequently asked in any examination papers from class I to VIII. This is one of the major drawback to the procedure of language testing and evaluation which Urdu language teachers adopted presently.
d) **Plural Formation**:  

These tests are also designed to test the student's knowledge about vocabulary and its use. Questions based on plural formation are very common and have been found in the examination papers of almost every Class. These questions are based on the textbook prescribed to the students. But the drawback is that these questions are directly asked to the students. The correct procedure would have been to give the word with four alternatives and then ask the student to choose correct plural forms among the given words. In other words we can say that at this level the type of questions such as fill in the blanks, open-ended, and multiple choice etc. should be used. Another method would be that we should give the words in one column and their plurals in the other column (but exactly not match them) and then ask the students to match the words and their plural forms.

e) **Word Meaning**:  

The purpose of these questions is to seek information about the learner's knowledge of vocabulary and his ability to use this vocabulary properly. It is also one of the best methods to judge the candidate's knowledge about his language skill. These questions are very frequently asked by the Urdu language teachers at various classes.
But the existing method of testing 'word meaning' in Urdu language is not updated. Language teachers generally ask the direct questions about the word meaning. Following are the examples from different question papers of Urdu language testing at various classes.

Q. Give the meaning of the following words:

(Class III)

/xud/ 'self'
/xushi:/ 'employment'
/haisiyat/ 'status'

Q. Write down the meaning of the following words:

(Class V)

/paiGa:mbar/ 'messenger'
/ina:m/ 'reward'
/pi:rhI:/ 'descent'

The best procedure would have been to give the words with four alternatives A, B, C and D in which one meaning should be correct and the students are required to choose the correct meaning out of the four alternatives.
Another method would be that we should give the words in one column and their meanings in another column, but these meanings should not be in order according to words, then ask the students to match the appropriate meaning. This method would prove better than to ask questions directly.

F. Idioms and Proverbs:

The questions based on idioms and proverbs are very frequently asked in various question papers belonging to Urdu language testing at various Classes. These questions are asked in order to seek information about the learner’s knowledge of the ability to communicate through writing and to organise such writings in a logical sense which should be appropriate to the communication intent. Following are the examples of these questions asked at various Classes.

Q. Use the following idioms in your own sentence:
   /Gairat dilaːnaː/ (Class VIII)
   /phuːlːaː phalːaː/
   /aʊsɑːn ʃaːtaːhonaː/

Q. Write down the meaning of the following idioms and use them into your own sentence: (Class VI)
The correct procedure would have been not to ask questions directly. Here we have to give idioms and their meanings with four alternatives and ask the students to choose the correct meaning from them.

Another procedure would have been that we can make two columns. In first column we give the idioms and in the second column we should give the meanings of the idioms but not exactly matched. Then ask the students to match correctly the idioms and their meanings given in second column.

2.4 Methodology of Testing:

2.4.1 Types of questions:

The examination of Urdu language test papers relating to various classes reveals the fact that the methodology of testing adopted by Urdu language teachers is very poor and defective. The language teachers are still following traditional methods of testing the language. The examination papers do not cover all aspects of language testing. Different papers emphasize different aspect of
language. This is the major drawback in the testing system adopted by the Urdu language teachers.

Another defect of the present Urdu language testing system is that most of the test papers are based on the subjective type questions. As a result of which scoring becomes highly subjective. Since subjective tests are not reliable because of the fluctuations in their score, these tests cannot be considered suitable for language testing. There is very less weightage or almost no weightage is given to the subjective questions. The examination papers of Urdu language testing hardly contain the objective type questions such as matching tests, multiple-choice, tests, truefalse tests, completion tests etc.

2.4.2 Methodology of Testing Contents:

Present Urdu language testing system shows that the questions asked in these tests are content oriented and based on the lessons and the text. Very little importance is given to the linguistically oriented questions or questions relating to the structure of the language.

2.4.3 Methodology of Testing Structure and Grammar:

In present Urdu language testing, testing of grammar is based on very old pattern. The students are asked to define
various parts of speech and give examples. This is not the proper way for testing grammar. A considerable part of the question paper covers the literature at middle and higher secondary level. The literary part of question paper covers the explanation of a portion of poetry and prose with reference to context.

2.4.4 Reliability, Validity and Standardisation:

Reliability refers to the accuracy of a measuring instrument, that is if a student is tested again and again the result or score must always will be the same. If there will be fluctuation in the score then we can say that test is not reliable. Reliability refers to the consistency of a test in measuring whatever it measures. In other words it yields the same result when administered to the same individuals on different occasions. According to Paterno (1965:378), "validity can only be obtained when we state clearly the objective of teaching, break them down into the skills and abilities involved, and define them in separable elements; and then to measure each in situations which come as close as possible to the real circumstances in which they will be used. Let me explain the last point. For instance if
listening comprehension in English is aimed at, it must be tested in a variety of ways that approach the actual, normal use of language. So validity means that a test should measure the same for which it has been devised. If it does, it is a valid test. If a test of pronunciation measures only pronunciation and nothing else, then it is a valid test of pronunciation.

On the other hand reliable tests give the same results every time when it is used on the same individuals, regardless of who is giving and marking it. As Paterno (1965:379) suggests that, "a test that lacks reliability is as useless as a thermometer that gave different readings when the temperature of the air was the same. A test is reliable if it will always give the same results under the same conditions". He further discussed the various causes of unreliability. Following are the possible causes of unreliability:

1. Ambiguous questions.
2. Question set in such a way that lucky guesses allow the pupil to proceed to the correct result by a process of elimination.
3. Questions which cover only a small sample of the skills or knowledge involved.
4. Questions which invite responses of different kinds and place too much stress on the qualitative judgement of the examiner.

Here the last two points are the common causes of unreliability in the examination papers set by the language teachers.

Presently Urdu language teachers emphasise on the subjective type questions that lacks reliability. Because their scoring is highly subjective, due to that there is no accuracy in scoring. If different language teachers examine these tests the score will be different.

Standardization refers to the process of administering a carefully constructed test to a large representative sample of examinees under standard conditions for the purpose of determining or establishing the norms. The present Urdu language testing pattern shows that they not only lack reliability, validity but also standardization, scoreability, economy and administrability.