CHAPTER-5

SAMPLE TESTING
5.1. Introduction

The previous chapters dealt with the theoretical framework of the different aspects of the present study. There are three aspects of the study. They are: Internal Assessment, Oral Testing and Communicative Language Testing. These have been discussed in three different chapters.

The present chapter tries to analyse the data, which is collected from a sample test. This chapter will also try to assess the validity of the hypotheses and objectives in the present study.

The test is oral in nature in internal assessment setting. The test is conducted with two different approaches - Traditional and Communicative - to show the differences between them. The sample test will provide a practical support to analyse the hypotheses and objectives of the present study. The results of the test will show the real differences between the two approaches of testing as the
main objective of the present study is to show the strengths and weaknesses of the two approaches.

The test uses similar tasks for both the approaches. The tasks are chosen carefully on the following criteria:

1. The tasks are possible to be applied in both the approaches - Traditional and Communicative.

2. The tasks are valid and authentic to test oral ability.

3. The tasks are suitable for undergraduate students.

4. The tasks are suitable for internal assessment.

5. The tasks are easy to score by one scorer, if need be.

The tasks which are chosen on the above criteria for the present study are the following:

1. Learner-learner joint discussion

2. Story-telling

3. Description

4. Role-play
Learner-Learner Joint Discussion:

The task: A group of two or more learners are tested together. In this task there may or may not be the participation of the interviewer. The learners are given a topic for discussion. They have to maintain and direct the discussion entirely on their own. They have to come to a consensus about certain questions through group discussion.

This type of task intends to test the learner's ability to begin and develop the talk. In this task there are a lot of opportunities to use a wide variety of language. This also assesses the learner's ability to argue on certain points. The expectations of the proficiency level is that the learner can use variety of language items to a certain extent.

The task is valid and authentic to test oral proficiency. The task gives full opportunity to the learners to speak. The task is suitable for advance learners like undergraduate students. They can initiate the discussion and develop on their own. The task is also suitable for internal assessment. A single tester can manage the discussion in a short time.
**Story-telling:**

In this task, the learners read a passage and are asked to re-tell the whole story in their own words immediately afterwards. They are not allowed to refer back to the written text once they have begun to re-tell the story.

The task aims to assess the learner's ability to re-construct the sentences, to provide new vocabulary, or to choose new linking devices in the place of what he has read in the given passage. The expectation is that the learner is proficient enough to provide equivalent structures and vocabulary.

The task is useful at all levels. At a higher level, emphasis can be given to the use of conjunctions and other sentence connecting devices, particularly to reward the correct insertion of words not in the original text. Accurate and natural use of discourse vocabulary is a skill that distinguishes fluent speakers from advance learners who have a strong but largely passive command.

The task is valid and authentic to test oral ability of the learners. It can be used in internal assessment. It can be easily conducted by one person.
**Description:**

The task is that the learners have to describe a well-known place, an object, a system or an everyday procedure. The description is factual and the object or place being described is either widely known or easily comprehensible. Here, there is an opportunity for the learners to speak freely. They can freely choose suitable vocabulary, sentence structures and sentence connectors. The tester has to provide a topic to the learner to speak and sit back and listen. He may encourage the learner by giving some hints. The task is easy and authentic and can be used for advance learners.

This task can assess the learner's ability to select suitable vocabulary and structures and to connect the vocabulary and structures in a cohesive discourse. The learners are expected to produce correct and appropriate language.

**Role-Play:**

In this task the learner is asked to assume a particular role and to imagine himself in that role in a particular situation. He has to converse with the interviewer. This can
also be carried out by two learners with the tester as an observer. This task is more natural and authentic. The learners are given a situation with instructions, and they have to converse with each other like in a real-life situation. They have to select suitable language items on their own. They have to initiate and develop the conversation. The tester has to sit back and watch. He may encourage the learners if he is an observer. If he is an active participant, he should give more chance to the learner to speak.

This task tries to assess the learner's ability to use suitable and appropriate language in real-life situations. This task assesses the learner's knowledge of conversation techniques too. The learners are expected to produce correct and appropriate language to a certain extent according to the situation.

The task is suitable for advance learners. The task can be easily used in internal assessment. This task can be marked by one person easily and reliably. It can be used for both the approaches—Traditional and Communicative—by making very slight changes.
5.2 Difference Between Traditional and Communicative Approaches

The two approaches of testing can be differentiated on the following ground:

1. Format of the test
2. Language of the test
3. Elicitation techniques
4. Roles of the tester and the testee
5. Scoring procedure
6. Marking criteria.

Traditional approach differs from communicative approach in the format of the test. In the traditional approach the task is less descriptive. On the other hand, in the communicative approach the task is more descriptive and contains all the relevant details regarding the task. The language of the task in the two approaches is also different. In the traditional approach the language of the task is straightforward and does not provide any clue or support for the learner. But the language of the task in the communicative approach is the guiding type and support the learner to understand clearly what he has to do.
The traditional approach can be differentiated from the communicative approach on the basis of elicitation techniques. The methods of testing in the two approaches are different. For example, if the task is on 'discussion', the tester in the traditional approach provides only the topic for the discussion and sits back and observes the discussion going on. But in the communicative approach, the tester has to give necessary details about the topic to the learners. He may participate in the discussion or may intervene in between the discussion whenever necessary. In the communicative approach, the tester is not a mere observer, but an active participant.

The roles of the tester and testee are different in the two approaches. In the traditional approach, the role of the testee is important. In this approach one sees the final result. The performance of the testee in a particular task depends fully on his own ability. He does not get any help from the tester or interviewer. Here, the interviewer is merely an observer.

On the other hand, in the communicative approach, the role of the tester is very important. The performance of the testee depends on how the task is presented. Here, the
tester has to encourage the testee to talk by providing some hints such as by some vocabulary or some basic structures.

The two approaches can also be differentiated on the ground of scoring procedure. In the traditional approach, the scoring is based on the final product. The testee is judged on his final performance. On the other hand, the scoring in the communicative approach is ideally process-based. The testee is assessed on the process of his performance. How does he initiate the speech, how does he progress or how does he overcome his errors during the speech etc.

The traditional and the communicative approaches can be differentiated on the basis of marking categories. According to Underhill (1987) traditional mark categories concentrate on the language produced, reflecting the view that is an end in itself, irrespective of who is talking to whom and why. The testee is judged on the following items:

Grammar
Vocabulary
Pronunciation, stress and intonation
Style and fluency
Content (Information).
Within each of these categories, the assessor might award a mark on the basis of impression, or there might be separate score systems for each category.

With the shift in emphasis to language as a tool for communication, and not as an end in itself, the more modern style of mark categories require a consideration of the speaker and the context as well as the correctness of what is said. They cover all aspects of a speaker's performance, and are sometimes called 'performance criteria'. There are the following ten performance criteria described by Carroll (1980):

Size : the physical extent of the utterance.

Complexity : the extent to which the focus of an utterance multiplies in regard to topics, styles of presentation and semantic fields.

Range : the variety of skills, functions and tones presented in an utterance.

Speed : the speed at which a task is performed.

Flexibility : the ability to adapt to novelty and switches in the features of a task presented.
Accuracy: the extent to which the candidate has mastered correct, formal usage, and the correctness of the information he draws from or presents in an utterance.

Appropriacy: the degree to which the style of task performance corresponds to the legitimate expectations of other users.

Independence: the degree of independence on reference sources and questioning of his interlocutor.

Repetition: the extent to which a user needs to ask for repeats of an utterance.

Hesitation: the degree of delay in starting a task and the occurrence of hesitation in performing it.

Some of these criteria, such as size and speed, can be assessed quite objectively, while others, like appropriacy and flexibility, are more difficult to judge. It is not normally feasible for a live assessor to keep track of more than three or four of these criteria at the same time.
5.3. *Test Construction*

The most essential step in testing is to make oneself clear about the type and the purpose of the test. Hughes (1989) suggests the following questions, which should be answered by a test constructor before constructing a test:

- What kind of test is it to be?
- What is its precise purpose?
- What abilities are to be tested?
- How important is backwash?
- What constraints are set by unavailability of expertise, facilities, time for construction, administration and scoring?

For resolving the above problems one should write the specifications for the test. This includes information on the following:

- Content
- Format and timing
- Criterial levels of performance
- Scoring procedures.
**Content:** Content will vary with the nature and types of test. If the content is of a grammar test, it may be a list of relevant structures. The present test is an oral test and the content is the following:

1. **Operation:** The operation is to take part in oral interaction.

2. **Text Types:** Dialogue and multiparticipant interactions normally of a face-to-face nature.

3. **Addressees:** Non-native speakers of the same age and levels.

4. **Topics:** Topics are chosen from academic and general text.

**Format and Timing:** The format for the present test is the following and time allotted for each task is 2-5 minutes:

1. **Interview:** The most obvious format for the testing of oral interaction is the interview. It is traditional, but it may be used in communicative approach with some modifications.
2. **Interaction with Peers**: Two or more candidates may be asked to discuss or converse on a topic, make plans, and so on.

**Criterial Levels of Performance**: This refers to the required level of performance for success. It should be specified. This may involve a statement such as: 80 percent of the items must be responded correctly or, that one item may be divided into correctness of grammar, content, style, appropriate vocabulary etc. On the other hand, the criterial levels of performance may be set as accuracy, appropriacy, range, size, etc.

**Scoring Procedure**: The scoring is a vital part of an oral test. There may be a subjective assessment of the test. To reduce the subjectivity, there should be a fixed criteria on the basis of which testees are to be assessed.

By writing the above specifications the tester is able to choose samples and to write the individual item. The items for each task for the present test are the following:
TRADITIONAL APPROACH

A. Learner-learner Joint Discussion

Task: Discuss the impact of television.

Estimated Time: 05 minutes

Marks Distribution: 15 marks for the whole performance to each student.

Expected Testee Behaviour:

1. Here testees have to initiate and develop the discussion and to reach an agreement on their own.

2. The testees may or may not initiate the discussion because some are hesitant to begin the talk. But some testees are not so hesitant and may begin the talk and others participate later on in the discussion.

3. Some testees may talk much on the topic if they know the topic very well. On the other hand, some testees may not respond much due to lack of knowledge about the topic.
4. Proficiency in the language may be the factor of testees response. If a testee is proficient enough in the language, he may speak much. Other testees may not speak so much because of lack of enough fluency and proficiency in the language.

5. Here in this task, the topic is easy and well known to all. If a testee is unable to speak on this topic, it may be considered that he is not proficient enough to speak or he is hesitant to speak in a gathering or he may not know how a discussion is carried on.

B. Story-Telling

Task: Read the following passage and re-tell the whole story in your own words:

One day I travelled to Ajmer by train. I reached the railway station. The train was about to start. I boarded the train without buying the ticket. No sooner did I step into a compartment than the train started. I knew that travelling without a ticket was an offence. So I was afraid. My
heart was beating fast. As soon as the train stopped at the next station, I met a ticket examiner. I requested him to issue me a ticket for Ajmer. The ticket examiner asked me many questions. He wanted to know why I had not got my ticket before boarding the train. I told him the whole truth. He was a very kind fellow. He charged me some fine and the actual fare. He gave me a receipt for the amount. Now very little money was left with me. I had to face some difficulty at Ajmer. Luckily I met a friend. I borrowed some money from him.

Estimated Time : 02 minutes

Marks Distribution: 10 marks for the whole performance.

**Expected Testee Behaviour:**

1. Testees are expected to use new vocabulary, new structures and different linking devices.
2. Some testees may use the structures from the text.

C. Description

Task : Describe a historical place you have visited recently.

Estimated Time : 03 minutes

Marks Distribution : 10 marks for the whole performance.

*Expected Testee Behaviour:*

1. Testees are expected to describe the place to a certain extent.

2. Here in this task, the place is not specified. Different testees may describe different places.

3. Some testees may respond at full length and some may not because there is no clear cut instruction about how much they have to describe.

D. Role-Play

Task : One student has lost a bag. He is at the police station reporting it to the
police. The other student is the police officer, and asks for details.

Estimated Time : 05 minutes

Marks Distribution : 15 marks for the whole performance to each student.

**Expected Testee Behaviour:**

1. The testees are expected to perform the roles of a police officer and a victim to a certain extent.

2. The testees can perform their roles well enough if they are acquainted with the roles, otherwise they may not perform.

3. The performance of one testee may affect the performance of the other.

4. Testees may not use the exact terms or the appropriate expressions as used by police officers.

5. There may be hesitation on the part of the testees to perform the roles.
**Marking Criteria:**

All the tasks in the traditional approach will be marked on the following criteria and according to the performance in each:

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<tr>
<th>Criteria</th>
<th>Performance</th>
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<tr>
<td></td>
<td>Poor</td>
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<tr>
<td>Grammar</td>
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<td>Vocabulary</td>
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<td>Style and Fluency</td>
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COMMUNICATIVE APPROACH

A. Learner-Learner Joint Discussion

Task : Discuss the impact of television on human life. You have to point out the positive and negative impacts and reach an agreement.

Estimated Time : 05 minutes

Marks Distribution : 15 marks for the whole performance to each student.

*Expected Testee Behaviour*:

1. The testees are expected to speak on the topic to a certain extent.

2. Some testees may be hesitant to initiate and participate in the discussion. They can speak if they get some encouragement and hints from the tester.

3. Some vocal students may speak much and some may not.
4. Some testees may show nervousness or lack of confidence. They can be encouraged to speak.

B. Story-Telling

Task : Read the following passage and re-tell the whole story in your own words. You have to use your own vocabulary, sentence structures and linking devices to a certain extent. You may also change the sequence of the story. You may create extra events on your own. The tester may encourage the student by beginning the story or he may provide some basic vocabulary or structures or he may provide information in between the speech:

One day I travelled to Ajmer by train. I reached the railway station. The train was about to start. I boarded the train without buying the ticket. No sooner did I step into a compartment than the train started. I knew that travelling without a ticket was an offence. So, I was afraid. My heart was beating fast. As soon as the
train stopped at the next station, I met a ticket examiner. I requested him to issue a ticket for Ajmer. The ticket examiner asked me many questions. He wanted to know why I had not got my ticket before boarding the train. I told him the whole truth. He was a very kind fellow. He charged me some fine and the actual fare. He gave me a receipt for the amount. Now very little money was left with me. I had to face some difficulty at Ajmer. Luckily I met a friend. I borrowed some money from him.

Estimated Time : 02 minutes

Marks Distribution : 10 marks for the whole performance.

Expected Testee Behaviour:

1. The testees are expected to tell the story in their own words after reading the passage.
2. Some testees may easily replace the vocabulary items and structures by others, but some may face difficulty.

3. Some testees may use the vocabulary and structures from the original text.

C. Description

Task: Suppose you have visited Agra last month. Describe the important places in the city, especially, The Taj Mahal and The Red Fort.

Estimated Time: 03 minutes

Marks Distribution: 10 marks for the whole performance.

Expected Testee Behaviour:

1. The testees are expected to describe the places which are mentioned in the task to a certain extent along with the description of some other places in the city.

2. Some testees may describe at full length and some may not because they may have not seen the place and they may be describing the place by guessing.
3. The testees may show hesitation and nervousness, but can be encouraged to speak by giving some hints.

D. Role-Play

Task: Suppose you are a police officer. A student comes to you to report the loss of his bag. Ask about his name and address and also about the colour, size of the bag, and about the time and the probable place of loss. The student is expected to answer all the questions and you are supposed to write the details in the FIR register.

Estimated Time: 05 minutes

Marks Distribution: 15 marks for the whole performance to each student.

Expected Testee Behaviour:

1. The testees are expected to perform as a police officer and a victim to a certain extent.
2. The testees can perform best if they are well aware about the role assigned, otherwise they may not perform.

3. If the testee does not know about the role which is assigned, then the tester should tell about the role.

4. Testees may not use exact technical expressions which are used by a police officer. In this situation the tester may support the testee by providing exact terms or expression.

5. There may be hesitation and nervousness on the part of the testees in performing the roles. In this situation the tester may encourage the testee by giving some hints or providing some basic vocabulary and structures.

6. The performance of one testee may affect the other.
Marking Criteria:

All the tasks in the communicative approach will be marked on the following criteria and according to the performance in each:

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<th>Criteria</th>
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Through these performance criteria the central feature of the test system can be realized. These criteria may relate either to the task or to the testee's performance. For example, a testee may be presented with a long text, which may be a more difficult task to cope with than a short one. Equally, he may be expected to produce a long utterance, which may be more difficult task to handle than a short one. Similarly, it is more difficult to perform with a high degree of accuracy or appropriacy, and a higher rating will be given for such performances. In applying tests one may either present a number of tasks of varying difficulty, producing performance at corresponding levels, or present a single task and rate the testees according to the level at which they perform it.

5.4. Test Administration

Administration of a test is an important phase in testing. Most of the tests give poor result due to improper manner of administration. Both the reliability and the validity of the test depend on the manner in which the test is administered. A perfect test administration is that which allows all testees to perform at their best under identical conditions. An oral test is somewhat difficult to administer.
A valid and reliable oral test may give a bad result if it is not administered in proper manner. For a perfect test administration and to get better result the following steps has been kept in mind in the present test:

1. The test has been conducted in a quiet, airy and well-lighted room.

2. The test materials and equipments have been checked prior to the administration.

3. Detailed instructions have been given to examiners and invigilators.

4. The candidates have been given full instruction about what they have to do.

5. The instructions to the candidates have been given in the oral as well as in the written mode.

6. An extra person has been involved to support the interviewer in conducting the test.

7. Trained scorer has been involved in the test to score.
8. Scoring has been done according to the criteria fixed for the test.

9. Scoring has been done on the spot as the test is conducted live and the channel of the test is face-to-face interaction.

10. The test has been recorded for future evaluation.

Sample Test: An oral test was administered to undergraduate students. The test was given to twelve students of the same age and the same level. For determining the level of the students, a learner profile was made for each student. These twelve students were divided into two groups. Each group was tested through different approaches. One group was tested according to traditional approach and the other was tested according to communicative approach.

The present test is criterion-referenced progressive achievement test. A criterion-referenced test is the test which shows that what an individual can or cannot do. It emphasises on the performance of the testee and not the position of the testee among a group. A progressive achievement test is that which is done time to time in the
course of time to assess the progress of the testee's achievement.

The scoring has been done according to the criteria fixed for each approach. The results are interpreted separately to show the differences between the two approaches - Traditional and Communicative.

**TRANSCRIPT OF THE TEST**

*Traditional Approach*

A. **Learner-Learner Joint Discussion**

**Tester** : The task is that you have to discuss the impact of television.

[The discussion begins after a moment between Testee A and Testee B and A began the talk].

**Testee A** : Tv......................... to very harmful device for our society.

**Testee B** : How can you say that?
A : It is obvious .................

B : Why are you taking it negative? Hum .........just take its positive aspects.

A : Positive ............... and Tv ............... impossible.

B : No. Its not true. I think you are wrong.

A : No, no ............... I have a very much clear ............... clear idea about the T.v.

B : Yes................. it has some bad effect but it has positive aspects too.

A : No, no. I'm not agree with you. Just think that where we are going. What our children are doing ?................. It is ............... to our society.

B : Please, don't take it negative ............... It is a scientific device by which we get several information just sitting in our homes.
B. Story-Telling

Tester : You have read the whole passage. Now re-tell the story in your own words. Please, start.

[After a moment testee C begins the story]

Testee C : One day ...... I have to go to Ajmer by train. As I reached the railway station .......... that train was just going. So, I couldn't bring the ticket from the window. I was first time when I was journey without the ticket .................................................................

.... Yes .................. At the next station I caught a TT ...................... and request him to make my ticket .................................................................

........................................................................................................

That's all.

C. Description

Tester : Listen to the task carefully. The task is that you have to describe a place, which you have visited very recently.
Testee D: Last month in July, I have got a chance to visit Qahera with my family. We see Pyramids of Qahera. There we saw Ibn-al-Masood pyramids who was the king of ancient Misr. I was very large pyramid and covers a very large area. At the base it was about 500 meters and its height is about 600. Ibn-Masood was the very powerful king of the Misr ancient Misr and they have three three queens at that time. The mainly the pyramids are constitutes with the stones. The length of the stones are about two and a half half of a general person.
shape, the pyramid .................. this pyramid was constituted about eighty thousand stones .................. on ....................... it's a large pyramids ...........................................

D. Role-Play

Tester : (Pointing to Testee E) Suppose you have lost your bag and go to police station to report the incident. (Pointing to Testee F). And you are a police officer. Ask for the details.

[After some time the Testee E and the Testee F begin to talk]

Testee E : Excuse me sir.

Testee F : Yes.........................

Testee E : I have lost my bag, sir.

Testee F : Where ......................

Testee E : At the super market

Testee F : O.K. Tell me the details..............

Testee E : What .........................?
Details about the bag

The bag is a small and the colour is yellow.

What's the size?

An I think it should be around ten to fifteen inch.

Do you have anything in your bag.

Yes, Sir my books for these and one hundred rupee also these.

O.K. I have written your complaint against this...

O...

I will investigate as a ... I have taken information from you.

Thank you, thank you, sir.
Communicative Approach

Before beginning the tasks brain-storming session has been gone through for some time for each task.

A. Learner-Learner Joint Discussion

Tester : Yes, come to the main task. You are supposed to discuss the impact of the television on human life. You have to point out the positive and the negative effect of television. And also you have to reach on an agreement. So, please start.

[After the tester's instructions, the testee A1 and B1 thought some time and began talking].

Testee A1 : Everybody knows that ..................this age is ............... Information technology ............... why not we discuss about the .......... Television ...............It's a very important ...... a ... aspects ........ The human life. Now a days, we know that, we can get information ........ By the several resources. Television is the best way to ...... see .... And ...... The ...... Audio-visual method of the news and
everything. We can see the live...... what incident happened in Brunai ..... Dubai or ..... anywhere in the .......... Country, but in India also.......... we can ................. find ............

*(Here the testee spoke good enough)*

**Tester (Pointing to B₁):** You can interfere ...... you can disagree if you like to. Go on.

*(Receiving encouragement from the tester B₁ starts talking)*

**B₁** : O.K. Yes ........... is ...... O.K.......... It is very best means to broadcast our ideas........ and ....... Communications ...... but, I think, it is also leaving ....... A lot of bad ...... ..... bad .... impact over the society and our ..... and our culture and our homes ..... and ..... and ...... And so many on.

**A₁** : Which kind of ....... talking you are ............

**B₁** : An ..... I think ..... there ........ the T.V.is our .......... Our very much impacting the ..... our children .... He is disturbing ..... his ...... it is disturbing their reading.
Tester (Pointing to B₁): You are looking nervous! Carry on!

Yes? You were saying T.V. disturbs the children or you can say it affects the study of the children.

B₁ : Yes ............... it is.

A₁ : Its going on because he is talking about the ............ child ............ which ............ which the wrong impact.

Tester : Very good, go on............

A₁ : Yes ............... they are loosing the time in the entertainment, and ............, and ............ so many things, they are busy in the sports also ............ and ............ so many times ............ they ............ they consuming their times at the television.

B₁ : That's why ................. that's why ................. I say ................. That ................. That ................. As you say earlier talking, I think, the positive aspects.

B₁ : Listen me .................
A1 : Yes

B1 : As A1 says earlier that Ye. The television is best means to communication our ideas. And Information. Through one country to another country and very far region. That's why America and western countries are very far from our India. They are very advance in cop. In training. In speaking and in their activities. So they are communicating to India and Indian culture and Indian society not able to a not able to adopt these activities and so they. I think they are creating a lot of
disturbance in our society. And .....................
now the .....................

(Here the testee expands his knowledge in regard to topic)

A_1 : No, no .....................

Tester : Don't take the high aspects. Let's be more simple. Some example from day to day life, perhaps?

A_1 : I would like to say something about that ..................... it's very ..................... actually is based on the British ..................... We can say the pronunciation, because we are the Indian speakers ..................... We are the second language .....................

B_1 : But it is ..................... it is ..................... it also .....................

A_1 : Cannot function .....................

B_1 : Man bore picture ..................... Man bore feature films which is also impacting our society .....................
A1: No, no, we have highlighted the American society ........................

B1: But children .....................not respecting our elder .................... This ...................... This is the cause that's we are not .....................

A1: No, no ..................... This time India is also running so many institutes ..................... Which we learn English from the beginning .....................

B1: But, for your kind information I would like to call ..................... I would like to repeat there are so many Ashram like house are opening in India which is old ..................... Our elders are going to reside these instead of ........................

(Self correction by the testee and an improvement in his performance)

A1: In every time ..................... we can ..................... we have talked about the upper class in society .....................
Tester : Yes, we are coming to the end of the discussion. You have to reach an agreement. So are you in agreement, then?

B₁ : I'am agree that it is the best means to communicate the Communication and the information from one country to another country. But I think it is also leaving bad impact over the society.

(Improvement in the language presented by the testee)

A₁ : Yes, of course .....................

Tester : Oh, so you do agree with his argument.

B₁ : Yes .....................

Tester : Good!

B₁ : Yes, yes, but I'm also agree with my aspects too. Do you agree with me.

A₁ : Yes, I agree with your points but not fully satisfied with that.
Tester : I think you adopting a double stand point!

B₁ : Yes, you can't denied this. TV is also benefiting our society, but it is leaving very bad effect on our society, so, this is the two things going parallel or co-lateral with each other .......... so you can't neglected one thing.

(Here the testee is showing the power of analysis and decision making)

Tester : What's your conclusion, then?

B₁ : I think, its O.K.

B. Story-telling

Tester : You have read the passage. Now you have to re-tell the whole story in your own words. You have to use new vocabulary and structures. So, please start.

[A Testee C₁, begins to tell the story]

Testee C₁ : Yesterday, I went Ajmer by train. The train was about to come and the ticket was
and the .................. It was not possible that I took ticket from the booking office, because so many crowds and .................. It was very difficult for me that .................. if I go for ticket .................. It was not possible to take the train. And when I stepped in the train .................. In the compartment, it was .................. It start .................. Now .................. And ..................

(Self correction by the testee, but he shows nervousness)

Tester : Yes, yes. You stepped onto the train without a ticket.

(The testee continues more cofidently after getting encouragement from the tester)

Testee C₁ : Yes. I stepped in a compartment and looked for T.T. but he was not there. After ..................after two station passed, I stepped down on the platform and looked for a T.T. I met a .................. the T.T. and request him .................. him to make me
my ticket. And .................
And he is a kind person and made my ticket
................. ticket by charging some fine.
And then ................. then I have no money
................. Unfortunately, I saw a friend of
................. and I take some money from him.

(Self correction by the testee)

C. Description

Tester : Suppose you have visited Agra last month. Describe the important places there, Don't forget to describe The Taj Mahal and Red Fort.
OK, lets begin.

[Testee D Starts describing]

Testee D : Last month I got a chance to visit Agra with my friends. We arrived in Agra by bus ............
and ................. at the ................. water box area, where .................from where we take a tempo to Taj Mahal ............ and it was the first time when I see Taj ................. When I got opportunity to
From water box we arrived to Taj Mahal. And it was the first opportunity to look Taj Mahal. Oh! As I saw it was a beautiful creation by the man. It was very beautiful white colour. Oh! I can’t explain in my words. Unbelievable. It was very large in area. And situated at the bank of the river.

What is the name of the river?

Tester : Yamuna.

(Help from the tester)

Testee D : Yes, it is Yamuna where the Taj Mahal is situated. And the Taj Mahal was built by Shahjahan, Shahansha of that time, for the memory of his queen Mumtaz Mahal. So Then after visiting Taj Mahal we went to see Red Fort. Red For is also a very big and built by red stones. It is very big and. Most of the part of the Red Fort is now closed and. We have not much time to
visit the whole Qila, but we visited a lot of part of it. Most of the part of the Red Fort is decaying and ..................... and no care has taken from the Government and ..................... Taj Mahal is very beautiful in comparison to Red Fort.

(The task is well performed by the testee – shows fluency and language control)

D. Role Play

Tester : (Pointing to Testee E₁) suppose you are a police officer. A student comes to you. He has lost his bag and wants to report the incident. You have to ask the detail about the loss and about the bag. Details may be about the time and place of the incident and the size and colour of the bag. You are also supposed to write the details in FIR register. (Point to Testee F₁) And you are the student and you are supposed to answer all the questions. Yes, lets start (Pointing to E₁) you are, of course, the Police Officer.
[Testee E_i and Testee F_i begin talking]

Testee F_i : Sir.

Testee E_i : Yes.

F_i : I have lost my bag.

E_i : So.

F_i : I have to report the incident.

E_i : Ye .................... Where you have lost your bag.

F_i : I ................... lost my bag at railway station ..................

E_i : Railway station..................

F_i : At platform No.2

E_i : Railway station.... And where was you when the bag was stolen.

F_i : Actually, I was ...................not there. I was getting something from a shop.
E₁ : What do you think, what was the actual size of the bag.

F₁ : It was twelve into fifteen inch.

E₁ : It was 12x15 inch .................. and you are .................. you have put somewhere your bag and you are wondering somewhere somewhere .................. walking over the platforms ..................

F₁ : Actually, I was coming from Delhi and I have kept some important books ..................

Tester (pointing to Testee F₁) : Yes, yes .................. go on.

(On getting encouragement from the tester, testee F₁ proceeds)

F₁ : Yes, there are some important books inside the bag.

E₁ : And you have left your books somewhere.

F₁ : Yes, of course.

E₁ : For stoling!

F₁ : Yes .................. no, no ..................
Tester : Yes, carry on

E₁ : O.K. What was the colour of the bag.

F₁ : It was smoke gray colour

E₁ : So, what you want now. You want to complain for your bag ..................

F₁ : Yes, that's why I came here.

E₁ : O.K.

F₁ : I want your help.

E₁ : So, .................. what's your name

F₁ : Mukesh ....................

E₁ : Mukesh .................... O.K. ..................... I have written your complaint and your FIR No. is 52A/02. Note down the number. I'll try my best to recover the bag. As I got the bag, I'll inform you.

F₁ : Thank you, thank you sir.
5.5 Interpretation of Test Results

Interpretation of a test result is an important step in the process of testing. The interpretation of the results of the present test has been done by keeping the following aspects in mind.

1. Interpretation in terms of the specific test.

2. Interpretation in the light of student’s background.

3. Interpretation in the terms of the decision to be made.

4. Verification by supplementary evidence.

Interpretation of the results is done on raw scores. So first of all one has to analyse the scores of the student in a test. As the test is administered by two different approaches-traditional and communicative—the analysis and interpretation of the results should be different. The results of the test are tabulated and interpreted separately according to the approaches.
Table 5.1: Traditional Approach

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Tasks</th>
<th>Testees</th>
<th>Maximum Mark</th>
<th>Marks Obtained</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learner-learner joint discussion</td>
<td>A</td>
<td>15</td>
<td>07</td>
<td>46.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>15</td>
<td>08</td>
<td>53.3</td>
</tr>
<tr>
<td>2.</td>
<td>Story-telling</td>
<td>C</td>
<td>10</td>
<td>05</td>
<td>50.0</td>
</tr>
<tr>
<td>3.</td>
<td>Description</td>
<td>D</td>
<td>10</td>
<td>04</td>
<td>40.0</td>
</tr>
<tr>
<td>4.</td>
<td>Role-Play</td>
<td>E</td>
<td>15</td>
<td>09</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>15</td>
<td>08</td>
<td>53.3</td>
</tr>
</tbody>
</table>

**Interpretation:** There are four tasks in the present test. All the tasks are of different nature. All the tasks are marked on the following criteria according to the performance of the testee in each.

- Grammar
- Vocabulary
- Pronunciation (stress & Intonation)
- Style and fluency
- Content (Information)

As nature of the tasks are different, there may be a difference in the behaviour of the testees in each task. There are two tasks in the test which are interactive in nature. In
the interactive type of task one participant may get affected by the other. Their performance is somewhat dependent on each other. There are differences in their marks (Table 5.1) in each task. The other two tasks are of monologue nature. In these tasks the performance of the testees depends wholly on their own strategies.

As the marking in traditional approach is done on the final performance of the testees, the role of the testees becomes important. The performance of the testees in the task should be better for better results. The scorer sees only the final product. He does not analyse what goes in process of the task performance.

The format and the language of the task is equally responsible for the poor or the better performance of the testees in the test. The techniques of the test affects the performance of the testees too.
Table 5.2: Communicative Approach

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Tasks</th>
<th>Testees</th>
<th>Maximum Mark</th>
<th>Marks Obtained</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learner-learner joint discussion</td>
<td>A₁</td>
<td>15</td>
<td>10</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B₁</td>
<td>15</td>
<td>10</td>
<td>66.6</td>
</tr>
<tr>
<td>2.</td>
<td>Story-telling</td>
<td>C₁</td>
<td>10</td>
<td>07</td>
<td>70.0</td>
</tr>
<tr>
<td>3.</td>
<td>Description</td>
<td>D₁</td>
<td>10</td>
<td>08</td>
<td>80.0</td>
</tr>
<tr>
<td>4.</td>
<td>Role-Play</td>
<td>E₁</td>
<td>15</td>
<td>12</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F₁</td>
<td>15</td>
<td>11</td>
<td>73.3</td>
</tr>
</tbody>
</table>

**Interpretation:** The tasks in the communicative approach are the same as the traditional approach. The scoring, in this approach, has been done differently from the traditional approach. Here, the scoring has been done according to the following criteria:

Size
Complexity
Range
Speed
Flexibility
Accuracy
Appropriacy
Independence
Repetition
Hesitation

These criteria for marking reveal that the marking in this approach should be process-based. Marking is done
while the test has been going on. Each testee has been marked on how he has performed in each task. In this approach the tester or scorer has emphasized on whether a testee is able to communicate in a particular situation; whether he is about to produce language items correctly to a certain extent; whether he is able to ask questions or give statements in a particular situation; whether he is able to correct his errors in the process of his performance etc.

In this approach the tester has a greater responsibility than the testee. The presentation of the task affects the performance of the testee consequently, the results will get affected. It is the responsibility of the tester to encourage the testee to speak. The techniques used by the tester for a particular task may also affect the performance of the testee.

For the present test through communicative approach all the aspects have been considered. The task has been presented in all possible better methods. The testees have been encouraged in between the performance to speak. The tester has encouraged the testees by giving some hints, by providing information, basic vocabulary and structures and by passing comments.
By comparing the results in the traditional approach and the communicative approach, it is seen that the testees in the traditional approach have scored between 40% to 60% marks. On the other hand, the testees in the communicative approach have scored between 60% to 80%. The minimum marks scored by the testees in the communicative approach are more than the maximum marks in the traditional approach.

The high scoring in the communicative approach is due to the presentation of the tasks in proper manner. There are some strategies applied by the tester and the testees. The strategies applied by the tester are the following:

1. The tester applied a proper technique in the test whenever needed.

2. He provides all the information regarding the tasks.

3. He helps the testees in between the performance.

4. He encourages the testees to speak.

Strategies applied by the testees are the following:
1. The testees improve their performance by getting help from the tester.

2. They show confidence by getting encouragement from the tester.

3. They correct their errors on their own during the performance.

By applying these strategies, one can improve in the performance in the communicative approach to testing. The traditional approach does not allow the use of these strategies. This difference in the two approaches leads to the difference in the result of the testees in the two approaches.

5.6. Discussion on the Test Results

The comparison of the results of the two approaches shows that there is a difference in the marks obtained by the testees in different tasks. The tasks are same for both the approaches. The testees are from the same age group and the levels of the testees are the same. The difference in the results of the two approaches shows that there are differences between the two approaches.
The two approaches differ in the format and the language of tasks. The language of the tasks in the traditional approach is direct and straightforward, while the language of the tasks in the communicative approach is guiding type. In the traditional approach, the tester has presented the tasks and left the testees to perform. On the other hand, in the communicated approach, the tester has presented the tasks in well manner in front of the testees and encouraged the testees during the performance. He has provided information and where needed he has provided some basic vocabulary items and grammatical structures.

Scoring in the two approaches has been done differently. In traditional approach the scoring has been done on the final performance of the testees. But, in the communicative approach the scoring has been done in the process of the performance. The marking criteria in the two approaches are different.

Apart from the above reasons regarding the differences in the results of the two approaches, there may be other reasons. There may be the factor of reliability of the scoring. The scoring may be subjective. Or the testees may get disturbed at the time of the test administration.
The present test has been administered in internal assessment setting. It is believed that a teacher is a real assessor of his students. Because he knows all about his students. He knows the background of the students from where they are coming. He also knows the strengths and weaknesses of his students.

The communicative approach provides a place for the tester in the test; but, the traditional approach does not. In the communicative approach the tester can participate actively during the test is administered. On the other hand the tester in the traditional approach is merely an observer.

In this situation, if the tester is the class teacher, the communicative approach may give a better result of a test; on the other hand, the traditional approach may not. Because, there is in-process scoring in the communicative approach and the tester can apply his knowledge about the testees. So, it may be said that the communicative approach to language testing proves to be a suitable approach in the internal assessment setting.
REFERENCE:

