

Principles and Practices for Effective English Class Assessment

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Abstract

Nowadays there are progressing trends in language testing and assessment fields to consider Washback as one of the basic principles of the assessment process that has indirect impacts on any teaching programme. It is an important term that indicates the positive or the negative test impacts on the language learners, the instructors as well as all the elements that combine together and lead the teaching –learning processes. The researcher in the current study has collected a primary data for answering the research questions and testing the hypothesis through the application of a questionnaire survey which was filled up by forty students of English language department who were randomly chosen from the third grade to introduce their feedback on the washback of any test they have gone through it during their educational programme. Interviews with English language instructors of the same grades were other means for gathering data in this study. The analyzed collected data indicate that testing process is more than just scoring process for the students' answers in a test and evaluating their linguistic competence. Also the results explain that most of the instructors are in need to be more skillful in the construction process of the test through selection of the accurate formats in their tests that assess the relevant developed different language elements and improved linguistic skills.

Key words: washback, language testing, testing process, scoring process

مبادئ وتطبيقات للاختبار الفعّال فيّ درس اللغة الإنكليزية

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المستخلص

تهدف الدراسة الحالية إلى بيان المبادئ الأساسية التي يجب مراعاتها عند القيام بعمليات الاختبارات اللغوية لدارسي اللغة الإنكليزية إذ إن هناك اتجاهات تقدمية جديدة في مجالات اختبار اللغة ومن أهم هذه الاتجاهات التي تعد إحدى المبادئ الأساسية لعملية التقييم هي دراسة تأثير الاختبارات غير المباشرة على العملية التربوية التي تسمى عملية (washback). إنه مصطلح مهم يشير إلى تأثير الاختبار الإيجابي أو السلبي على متعلمي وأساتذة اللغة الإنكليزية وكذلك جميع العناصر التي تتحد معاً لتعزيز عمليات التدريس والتعلم. قامت الباحثة في الدراسة الحالية بجمع بيانات أولية للإجابة على أسئلة البحث واختبار الفرضية عبر تطبيق استبيان على عشرين طالباً من طلاب المرحلة الثالثة في قسم اللغة الإنكليزية تم اختيارهم عشوائياً لتقديم ملاحظاتهم في أعقاب أي اختبار اجتازوه في برنامجهم التعليمي. وقامت الباحثة أيضاً بإجراء مقابلات مع مدرسي اللغة الإنكليزية بوصفها وسيلة أخرى لجمع البيانات في هذه الدراسة. تشير البيانات التي تم التوصل إليها وتحليلها إلى أن عملية الاختبار هي أكثر من مجرد عملية إعطاء درجات لإجابات الطلاب في الاختبار وتقييم كفاءتهم اللغوية. وتوضح النتائج أن معظم التدريسيين هم بحاجة إلى أن يكونوا أكثر مهارة في عملية بناء الاختبار من عبر اختبار الصيغ الدقيقة في اختباراتهم التي تقيم العناصر اللغوية المختلفة المطورة ذات الصلة والمهارات اللغوية المحسنة عبر عملية التعلم ودراسة تأثير هذه الاختبارات على العملية التربوية عموماً.

الكلمات الدالة: تأثير عملية الاختبار، اختبار اللغة، تقييم الاختبار

1. Introduction

English Language assessment field has become a critical field for English language teachers who are interested in improving their language teaching process. So in order to achieve this goal, recognizing the basic principles of testing and the ability to perform testing-related activities become more important in their classes. English language teachers are required to follow certain general principles of good assessment practices in planning assessments that are supposed to be taken by their students. The teachers try to plan well for their classes and present the teaching materials by adopting the suitable teaching methods, but what ensures the quality and suitability of these decisions is the positive reaction of the students towards a real test. So assessment and testing are important parts of classroom practice that reveal whether the students have learned and virtually developed according to the learning objectives. Through testing process the teachers try to develop their students' skills by selecting different testing techniques so being able and skillful in designing a test presents a challenge for teachers. There are certain issues should be taken into consideration by English language teachers when they plan to construct a test following specific questions distribution strategies. These issues are related to the characteristics of a functional test that paves the way to evaluate the students' knowledge and their comprehension level. These characteristics include: the practicality of the test in terms of time, the validity and the reliability of the test. But there is another characteristic that has a great impact on all the elements of any learning-teaching situation which is called washback.

Washback, or 'backwash,' is a term used in applied linguistics to indicate the influences of testing on teaching and learning processes that can be categorized as a negative or a positive effect. Many factors can work together so as to form this phenomenon which has a great role in improving the nature of teaching and learning processes together (1:p53). The situations that cause the occurrence of the negative effects are related to a test's content and certainly with the format that is based on a limited definition of language ability while positive effects occur when the testing procedures encourage fruitful teaching practice. Taylor presents the strong relationships between testing processes, teaching and learning and the formats that are selected in the construction of the test should align with the teaching practices and the daily activities that can pave the way that makes the washback of the test to be positive or negative(2:p 154)

1.1 The Problem

English language instructors always adopt the Summative Test as their means to measure the learners' improvements during the educational courses. In order to make the testing process achievable certain test design factors are in need to be accounted such as the features of the good test, the formats that are selected to prepare the questions according to them and how to get benefits after the application of the test so as to improve the whole teaching-situation and result the learner's academic improvement. The problem is that the instructors ignore one of the most important effects of any test which is washback since it is expected that both the instructors and the learners regulate their classroom activities according to the requirements of the test. If this effect is ignored or is not taken into consideration because of the lack of teachers' insights into testing, so the learner's performance, course syllabus and even the applied teaching methods cannot be evaluated appropriately and may lead to negative washback. The problem is that most of the instructors ignore or are not aware about what the results of the test indicate;

therefore, they do not start multiple changes in the classroom especially when the washback effect is negative. Both the instructors and the learners need to face these situations in different means, but fundamentally, they need to know that washback effect changes the learner's prospective towards the learning task in short term but in addition it affects their performance in the class in the long term. Another problem comes to the surface in this context is that the instructors exclude the preparation stage for the test which results that washback effect to be positive or negative. The lacks and shortcomings in the preparation stage for the test appear when the instructors fail to devise new strategies to avoid negative washback.

1.2 Aims of the Study

The current study tries to reach the following aims:

1. Investigating about the instructors' skills to construct valid and reliable test items through practicing the basic principles of testing.
2. Finding out English language instructors' knowledge about the influences of washback in their teaching process.
3. Finding out English language instructors plans when the effects of the washback are negative.
4. Exploring English language learners' awareness of washback effects whether they are negative or positive.
5. Investigating about the practical preparation strategies that are conducted by the instructors to reach positive washback effects.

In particular the study tries to answer the following research questions:

1. Do English language instructors have familiarity and make inquiries to find out the effects that appear whenever they apply a summative test to their learners?
2. Do English language instructors manage to find specific remedial activities if the effects of the washback are negative?
3. Do English language instructors try to apply test preparation strategies for English language learners?
4. Do English language instructors recognize the features of test items that can be considered valid and reliable items?

1.3 Hypotheses of the Study

The researcher has set the following hypotheses:

1. The null hypothesis states that there are no significant differences between the washback effects and the EFL learners' development.
2. It is hypothesized that the negative washback is the result of the lacks in the preparation process for any test by the instructor which is done regularly through the daily activities and tasks.
3. It is hypothesized that most of the English language instructors have no familiarity about washback effects which make the testing process a random process without reaching any results that improve the teaching and the learning processes.

1.4 Limits of the study

The study is limited to the instructors and the students of the third of English language department / college of Education / Salahaddin University –Erbil for the academic year 2019-2020.

1.5 Definitions of Basic Terms

1. Washback

This term is defined as “how assessment instruments affect educational practices and beliefs” (3:p4) while there is another definition for washback as “ the influence of

testing on teaching and learning”. Also, they present another definition for this term as “classroom behaviors of teachers and learners rather than the nature of printed and other pedagogic material” (4:p115-118).

2. Assessment and Testing

Testing is defined as “testing is never a neutral process and always has consequences”.(5:p140).

3. Validity

Validity is defined “as the extent to which an assessment can be shown to produce scores and/or outcomes which are an accurate reflection of the test taker’s true level of ability. It is concerned with the appropriateness and meaningfulness of the inferences made when using the test results within a particular social or educational context. Validation is therefore the process of accumulating evidence to support these interpretations”(6:p20).

4. Reliability

It is stated that “Reliability concerns the extent to which a measurement of a phenomenon provides stability and consist result” (7: p 33)

Reliability is defined as “Reliability is consistency, dependence and trust. This means that the results of a reliable test should be dependable. They should be consistent (remain stable, should not be different when the test is used in different days). A test that is called reliable yield similar results with a similar group of students took the same test under identical conditions. Thus, reliability has three aspects: reliability of the test itself, reliability of the way in which it has been marked, and reliability of the way in which it has been administered. The three aspects of reliability are named: equivalence, stability and internal consistency (homogeneity)” (8:p1).

2. Theoretical Background

2.1 Assessment and Testing

Assessment and testing are two different terms with different indications and meanings; therefore they cannot be used as synonyms terms. A test can be “a measurement instrument designed to elicit a specific sample of an individual’s behavior, a test necessarily quantifies characteristics of individuals according to explicit procedures” (9:p20). While assessment is explained as “the systematic collection, review, and use of information about educational programs undertaken to improve learning and development”.(10:p4). Tests are designed and applied by following administrative procedures that require identifiable times. In tests the learners need to master all the curriculum so as to present the accepted performance since their responses are measured and evaluated by the tester. While assessment is an ongoing process that encompasses a much wider domain. It appears when the teachers assess the student’s performance through responding to a question, offering a comment, or trying out a new word or structure. Tests help language teachers to diagnose their students’ strength and weaknesses points, to decide the range of the students’ progress, and evaluating their ultimate achievement. Language tests are also beneficial as sources of information in evaluating the effectiveness of different approaches to language teaching and conducting feedback about them. (11:p46).

2.2 The Origin the Washback

The term washback is started to be used in the field of testing at beginning of the 1990s, but before this date the applied linguistics referred to the influences of tests by

using different terms such as: "test impact", "systematic validity", "measurement-driven instruction" and as "curriculum alignment" but most scholars use: washback and backwash. This concept has been appeared in the field of language testing as a result of the important reforms and advances that occurred in this field at the end of the twentieth century. This concept represented the bridge that connected between the test construction and what the teachers present to their students through daily tasks in the classroom. This concept covers teaching dimensions broader than just the validity of the test construction. Dimensions such as the impact of tests of language on test takers and educators and the interpretations of the results of the test by decision makers. The concept Washback goes three productive eras: a) the pre1993; b) the1993 ; and c) the post-1993 era. Based on the first Era, it was also called the myth period because in this stage few researches considered the effects of any exam as a phenomena depending on information gathered through self-report data without direct contact with the participants in their studies; therefore, this term was not treated as a real concern. The second phase started with the contribution of two great language testing investigators Alderson and Wall in 1993 that are considered the first who investigated about the main features of exams influence. The two authors presented a set of hypotheses to re-conceptualize washback phenomenon. The third phase was called the "reality step" by Tsagari brought a new era where fundamental research projects on washback presented developed models to explain in detail the different elements that form this concept (12:p131).

2.3 Washback Hypotheses

The previous studies in the field of language testing have presented certain possible washback hypotheses regarding various elements that can be interrelated in any teaching setting. These hypotheses are associated with behaviors, attitudes, test consequences, and the different effects on different persons. These hypotheses are:

- 1) A test will influence teaching and learning
- 3) A test will influence what teachers teach
- 4) A test will influence how teachers teach
- 5) A test will influence what learners learn
- 6) A test will influence how learners learn
- 7) A test will influence the rate and sequence of teaching
- 8) A test will influence the rate and sequence of learning
- 9) A test will influence the degree and depth of learning and teaching
- 10) A test will influence attitudes to content and method of teaching/learning
- 11) Tests that have important consequences will have washback

The main purposes behind presenting these hypotheses about washback were to guide the coming studies and expand the inquiry areas concerning this important term. Other than aiming to a re-conceptualization of washback since there is a possibility that other factors needed to be realized in addition to test design so to know how washback works such as: teachers' lack of comprehension of materials, shortcomings in training opportunities, school administration problems, difficulties in resourcing, etc. It was necessary to be realized that the effects of washabck can occur on three constituents of washback which are: the participantss, the processes and the products of any teaching programme. participants' are classroom teachers and students, educational administrators, textbook designers whose conceptions towards their functions can be influenced by a test 'Process' refers to any activity taken by the participants during the process of learning such as materials development, syllabus design, changes in teaching

methodology, the use of test-taking strategies...etc. While product refers to what is learned and the quality of the learning. Generally there are at least five rules have to be set before all of the possible washback effects can occur: • Success on the test must be important to the learners,

- Teachers must aim their learners to succeed
- Participants must be familiar with the test and comprehend the implications of its techniques and content.
- Participants must have the expertise in certain teaching elements such as teaching methods, syllabus design and teaching materials writing expertise and
- The necessary resources for fruitful test preparation must be available. (13:p 8-11)

2.4 Types of Washback

There is a common belief that the beneficial washback can be achieved when the test construction is conducted skillfully while the detrimental washback is the result of a poor test construction. But the previous researches show that the washback process is more complicated than being negative or positive process since the educational situation has different factors that are interrelated with each other such as the curriculum, the teaching methods, the teacher as well as the learner (4p.118).All these factors are considered as operative forces that direct the educational scene (14:p.242).The construction of the test whether to be good or bad leads to intend and unintended washback effects on daily teaching practices. These effects are generally classified as intended positive and unintended negative washback in language testing literature. The washback can be positive when the tests increases the learners' motivation for learning and the feeling of accomplishment while negative washback on the other hand, may lead the learners to focus on testing merely that would cause lack of motivation and lack of real-life knowledge, (15:p16).

2.5 Characteristics of A good Test

English language testing process is considered the best means for measuring the language knowledge by selecting the appropriate method. Language knowledge is the trait that includes the answer to what to test or the language domains that are contained in the test while the method indicates the appropriate procedures for measuring language knowledge or the answer to how to conduct the test for the students. In constructing language tests, it is essential therefore; having a set of elements that work together in any test construction process. Elements such as a defined curriculum or set body of knowledge from which testers decide what to test. At the same time application of appropriate psychometric criteria to assure that the test that was constructed is reliable and valid.(16:p143). There are other characteristics that are required to be followed by testers so as to construct a good test for the students such as practicality, equivalency and authenticity of the test. Practicality refers to the logistical and administrative steps involved in the process of constructing, administering, and rating an assessment instrument which can be met within the limits of the existing resources such as human resources and the time. While equivalency and authenticity indicate in what terms the test is based on the instructional activities and target language tasks that are conducted by the students.(17:p7-9).

3. Procedure

3.1 The Participants

The participants of the study are the instructors and the students of the third stage of English language department / college of Education / Salahaddin University –Erbil for the academic year 2019-2010. In order to reach an accurate data the selection process of the sample is done randomly according to the whole population of the students, which is 120 so the researcher has selected 33% of the whole society. The sample includes 40 students divided equally into 20 students, male and female students. This is suitable scientific percentage to serve and achieve the aims of the study. While the instructors' sample includes ten instructors who are specialized in teaching English language as a foreign language. (See table1)

Table No 1: Description of the Participants

Gender	Male 10	Female 10
Average Age	19-20	19-20
Total	20	

This sample of students is selected for certain reasons. Firstly, they have reached this level after they have undergone through different kinds of tests specially achievement test and certainly they have acquired the experience to recognize the effects of the test on themselves as learners and on the teaching situation with all its' interrelated factors.

3.2 The Instruments

The following instruments are applied for gathering data:

1. A questionnaire for English language learners since the application of this kind of instruments is useful and practical in gathering data. It was that "The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation" (18 :p107)
2. Interviews with English language instructors since conducting interviews are very direct way to reach the facts "Qualitative interviews have long been an essential research method. The interview has been called the primary method used in qualitative research and the most direct, research-focused interaction between research and participant. In the qualitative paradigm, interviews are often seen as one of the best ways to enter into the other person's perspective and develop thick descriptions of a given social world analyzed for cultural patterns and themes" (19:p1).

3.3. The Analysis of the Results

Particular findings have been reached depending on the aims that the researcher has presented during the study which, are investigating about the instructors' skills to construct valid and reliable test items through practicing the basic principles of testing. Finding out English language instructors' knowledge about the influences of washback in their teaching process. Finding out English language instructors plans when the effects of the washback are negative. Exploring English language learners' awareness of washback effects whether they are negative or positive and investigating about the practical preparation strategies that are conducted by the instructors to reach positive washback effects.

3.4 Results of the Students' Questionnaire

The researcher has applied a questionnaire for the students, which include 14 items investigating about their opinions concerning the impact of the different kinds of tests that the instructors choose to test their students via periodic quizzes or tests of achievement during the academic year. Through the application of the statistical formula to percentile, arithmetic mean and the standard deviation. The questionnaire consists of five domains which are the most important testing factors that should exist in any testing process. These domains are the following: the content of the test and the teaching materials, construction of the test, the objectives of the test, the scoring process and the advantage and disadvantages of the test. It has been found that 11 variables which are included in the domains have scored high standard deviation which means that a significantly greater percentage of the learners have the same principles concerning the strong relationship between the nature of the teaching process with all included procedures such as the teaching method, applied strategies in the class and the quality of the tasks and activities that the learners are exposure during the instruction and the significant effect of the testing process on their academic lives and improving their learning approaches of English language . See table (no.2)

Table No 2: Results of the Students' Questionnaire

ID	Variable	Mean	Std. Deviation	%	level
1	Do the tests cover the content of what you have learned?	4	3.8	12	H
2	Are these tests based on the same teaching material that you studied in the class?	3	3.6	9.6	H
3	Do you think these tests are: Too long, Too short or neither long or short?	2	0.44	9.2	H
4	Is the language that is used for writing these tests Very difficult, Not very difficult, Very easy or not very easy?	3.7	0.85	9.2	H
5	Is the number of the difficult words that are included in the test very big. not big or a few words?	3.6	1.55	9.5	H
6	Do you think the content of the tests is related with your interests?	3	0.52	8.4	H
7	Are the questions often very clear, clear or not clear?	3.40	0.45	9.5	H
8	Are the testing methods that are used in these tests the same, vary somehow form one test to another or vary completely form one test to another?	2.20	0.30	9.6	H
9	Do you think these tests test your comprehension, your vocabulary , your grammatical abilities, your ability to use English or all of these items?	2.10	0.55	11	H
10	Is the scoring method (giving marks) known to you ?	3	0.61	12	H
11	Do your marks reflect your progress in English Language?	3	0.5	9.7	H

3.5 The Results of the Students' Questionnaire according to ANOVA Formula

The results that have been reached after application of ANOVA one way formula indicate that there are no statistical significant differences among main factors of the testing process since P-Value scored -7.70 which is less than the critical value which is 2.98 which leads to the opinion that all the students whether they are male or female realize the importance of the testing process and its effect whether positive or negative to the improvement of their linguistic competence and to their daily practices of the language in the class. (See table 3).

Table (3) ANOVA Summary table for the Students Questionnaire

Variation Source		Sum of Squares	Degree of Freedom (df)	(Critical Value)	Mean Squares	P-Value
Treatment (between)	1. Content of the test and the teaching materials 2. Construction of the test 3. The objectives of the test 4. The scoring process 5. The advantage and the disadvantages of the test	25	3	2.98	8.3	-7.70
Error (within)	1. Content of the test and the teaching materials 2. Construction of the test 3. The objectives of the test 4. The scoring process 5. The advantage and the disadvantages of the test	-30	28	2.98	-1.07	
Total		-253	31	2.98		-7.70

3.6 The Significance differences the Students' Questionnaire according to T-Tests

The researcher also has applied T-Tests to the data that was gathered through conducting the students' questionnaire which includes five main domains and following results have been scored: concerning the first domain which is about (Content of the test and the teaching materials. In this domain the males scored $M = 2.50$ only a little higher than the females who scored $M=1.80$ and the difference is not large enough to be statistically significant ($t=0.5135$, $p=0.6130$). In the second domain which about (Construction of the test) the males scored $M = 2.5$ and the females scored $M=2.52$ and the two scores can be considered the same since the difference is very limited so it is not high enough to be statistically significant ($t = 0.1743$, $p=0.8632$). While the third domain is about (The objectives of the test) the females scored $M = 2.74$ only a little more than the males who scored $M=2.60$ and the difference is not considered enough to be statistically significant ($t = 0.0363$, $p = 0.9712$). While the fourth domain which is about (the scoring process) the females scored $M = 2.78$ which higher than the males who scored $M=2.51$ and the difference is not enough to be statistically significant ($t = 0.1911$, $p=0.8502$). The last domain which is about (the advantages and the disadvantages of the test) the females scored $M=2.70$ which is higher than the males who scored $M=2.61$ and the difference is not enough to be statistically significant ($t = 0.1740$, $p=0.8520$). (See table 4)

Table (4) The Significance differences the Students' questionnaire according to T-Tests

Variable		<u>Males</u> (n=20)	<u>Females</u> (n=20)	<u>t-value</u>	<u>P-Value</u>
1. Content of the test and the teaching materials	M	2.50	1.80	0.5135	0.6130
	SD	2.72	3.18		
2. Construction of the test	M	2.5	2.52	0.1743	0.8632
	SD	3.16	2.30		
3. The objectives of the test	M	2.60	2.74	0.0363	0.9712
	SD	3.5	10.73		
4. The scoring process	M	2.51	2.78	0.1911	0.8502
	SD	2.11	3.7		
5. The advantage and the disadvantages of the test	M	2.61	2.70	0.1740	0.8520
	SD	3.5	2.30		

3.7 Results Related to Instructors' Interviews

The researcher has constructed an interview list of questions addressed to the instructors who have experiences in testing their students by applying different types of testing. Different types of tests are applied in any learning course so as to achieve different educational aims and linguistic objectives. The researcher has arranged the data according to the responses of the interviewees and then the process of coding was conducted so as to conclude the themes that are considered during the data analysis process. It is necessary to find out the significant repeated words or concepts during the interview and derive the coding or classifying process of the interview data since the coding system is considered one of the main aspects of any typical qualitative analytical approach (20:p89). There are many approaches can be followed in analyzing the interview data such as content analysis and thematic. The thematic analysis is a method used for 'identifying, analyzing, and reporting themes) within the data (21:p.79). The themes in this study are concluded and categorized according to the aims of the study. A pre-constructed list of questions were prepared in the interview transcript and handed to the instructors so as to reach their opinions, background information about washback in testing, their styles and strategies in developing the tests to their students. Finally the researcher has described and interpreted the themes so as to produce the last reports about the interview. Through the thematic analysis of the interview data it was revealed that most of the instructors have background information about the effectiveness of the washback in testing. Most of them follow the traditional strategies and formats for testing their students such as multiple-choice items, writing compositions or essays or filling the blanks with words or pieces of information. Most of them didn't take in consideration the positive or the negative effect of the test on their teaching methods, teaching techniques or application of the tasks or activities in the class. Through the responses to the different questions in the interview transcript the instructors deal with the testing process as a means to assess the learners' linguistic competence only without creating a bridge between the results of the test and the quality of the teaching materials. (See table 5)

Table (5) Coding system of the Interviews

No.	Question	Categories
1.	What do these testing terms mean to you as English Language Teacher? <ul style="list-style-type: none"> • Test ----- • Achievement test ----- • Test design----- • Test development----- • Washback ----- 	Proficiency in testing,
2.	Do tests provide you the appropriate information about: <ul style="list-style-type: none"> • The students'' levels • The teaching programme • The appropriateness of the syllabus • The effectiveness of the instructional objectiveness 	Proficiency in testing,
3.	When developing any kind of tests which parameters do you take into your consideration?	Determining the test objectives
4.	What abilities your achievement test target?	Construction of the test.
5.	When testing English language do you use the same testing techniques?	Construction of the test.
6.	Do you choose the testing techniques because: <ul style="list-style-type: none"> • Easy for students • Easy for scoring • Helpful to provide you with the effectiveness of the teaching programme. 	Construction of the test.
7.	Do you inform your students about the criteria of your scoring method	Construction of the test.

4. Discussion of the Results

4.1. The Results of the Students' Questionnaire

Through the results that have been analyzed after application of the students' questionnaire three main results obtained from this study. The first one affirmed that the third grade students English language department share the same concept about language testing. This concept emphasizes the importance of the testing process as a means to score marks to pass the test and increase their linguistic knowledge and educational experiences in the language area so as they can find good job opportunities in their coming lives. The second result which is the most important one is that EFL learners experience of testing is very limited for example, they have no background about the effects of washback in language testing and whether this effect can be positive or negative or what are the factors that make this effect to be positive or negative. They also have some lacks about the solutions that the instructors can plan in case the effect of the washback was negative. The third result revealed that most of the students have shortcomings about the standard formats and techniques that are used by the instructor during the construction process of the test. Their information is limited to Multiple—choice Items as the main format with True-False and other popular formats. So whenever

the instructors modify the operative of the question that leads the learner to know how to answer any question makes them feel uncomfortable, stress and perform badly in the test.

4. 2. The Results of the Instructors' Interviews

Through the results that have been analyzed after application of the instructors' interview some main results obtained from this study. The first result is about the language instructors' knowledge about the testing process which is somehow limited to the three processes of any language testing which are: the construction process which is the first step that requires the instructors to decide the relevant content of the test for their students then being skillful to select the accurate formats and techniques for finalizing the questions for their students. The second result reveals that the instructors have some shortcomings concerning the matching process between the content of the test and the main English language skills (receptive skills which are listening, speaking and the productive skills which are reading, writing). All these skills are supposed to be assessed by the test. The third result explains that the instructors information about the different kinds of the language testing according to the purposes such as achievement, progress, placement, proficiency ...etc. needs to be enhanced and improved. The last result which is the most important one according to the researcher's point of view is the instructors restricted and finite knowledge about the washback of testing and its effect on the teaching- learning processes whether this effect was positively and negatively. The last result paves the way to bundle of concerns about the procedures that the instructors can follow to make the necessary plans when the effect of the washback of any test they did was negative.

5. Conclusions

The current study provides the scope for the trendy term washabck in the field of English Language testing. The term is considered as one of the basic principles that should be taken into consideration through the process of testing of the students linguistic main abilities since this term has great influence on the teaching-learning processes after the testing process is finalized. Through the review of the previous literature on washback it has been revealed that different terms were mentioned to indicate the term washback such as "test impact", "systematic validity", "measurement driven instruction", "curriculum alignment", and also "backwash". The scholars in testing field considered washback as phenomena since it affects not only the learners educational behavior, but also the teaching methods as well as the nature of the teaching materials. The results that are reached by the current study explain that EL students of the third grade are unfamiliar with the term washback even they are unable to recognize the kinds the effect of the washback whether it is negative or positive although the effects of the washback are available when the students after the test try to change their styles in dealing with the test itself and to get benefits from the mistakes that happen during the answering process. Also the washback effects appear negatively when the students experience the difficulty of some portions of the teaching materials or the range of the flexibility that the instructors apply through their teaching methods. It is obvious that this phenomena washback can afford more researches and studies in the future since it is the new basic element in any testing process when the tester intends the test to be valid and reliable.

CONFLICT OF INTERESTS

There are no conflicts of interest

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