TESTING IN ENGLISH CLASSES IN VOCATIONAL SCHOOLS OF HIGHER EDUCATION

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ABSTRACT

Teaching and testing are both essential parts of a formal education. To see the effectiveness of teaching, one needs to test, and there are various test techniques and many facets to be considered in detail while preparing appropriate tests. However, there are some problems encountered in vocational schools hindering English teachers to use various testing methods such as crowded classes and lack of necessary equipment. This study is an attempt to reveal some of the existing problems related to testing in this respect by taking teacher and student reflections into consideration. The primary aim is to identify English teachers' views on testing and reveal their implementations though the common existing obstacles of vocational schools. To collect data, an interview developed in the light of the studies in the field, with the help of the negotiations with colleagues and in field observations was applied to 5 randomly selected English teachers studying at two different vocational schools of a university. Besides, as it is necessary to ascertain students' idea about the test techniques used by English teachers, focus group interviews with randomly chosen student groups were conducted. The results revealed that students mostly want to pass the course, they prefer the techniques that serve this purpose, and learning is generally of the secondary importance. On the other side, it was found that English teachers try to dispel the common belief in testing by trying to apply as many testing techniques as possible though the inadequacies.

Keywords: Vocational school, Foreign Language, Testing, Test techniques, Teacher-student reflections.

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Introduction

In the past, testing was seen as an "obedient servant" (Davies, 1968) just serving to the teaching. Nowadays it is thought by many as in Hughes (2003) that the optimal relationship between teaching and testing is exactly that of a partnership. It is not enough to see testing as an assessment method following teaching. Instead, it should be thought as a good fellow of teaching, standing by when necessary and being cruel to be kind.

Testing, in fact, is an administrative procedure conducted at specific times concerning curriculum, and it aims to measure and evaluate the effectiveness of both teaching and learning as well as giving feedback to the learners, their parents and administration about the students' achievement. In vocational schools of higher education, testing in English is necessary as in many other courses, especially because of the number of students in each class that makes it nearly impossible for an English teacher to evaluate students' progress in other ways such as in-class observation or peer evaluation.

In vocational schools in Turkey, English courses are compulsory. Some schools have two hours of English weekly, and some have four. Therefore, it can be said that English is given more importance in vocational schools where there are four hours of English courses. Also, the adaptation of various universities to Bologna Process made English learning even more valuable. The University examined in this study is one of those universities that became the member of Bologna Process which shows that this university accepted to ensure English as the common language.

On the other hand, physical conditions of vocational schools in Turkey are different from one another. Some schools are fortunate enough to have projectors, laptops, smart boards. Some only have whiteboards to write on. Another disadvantage of these schools is that they are crowded. Class sizes are an obstacle for English teachers to apply different testing techniques and to test each language skills especially speaking and listening. Besides, finding necessary equipment is problematic causing English teachers lean on pen and paper, multiple-choice tests which specifically focus on the assessment of grammatical knowledge and reading ability. In this study, the examined university and vocational schools have four hours of compulsory English courses, and they have projectors, whiteboards as an advantage. On the other hand, the disadvantage of these schools is that the classes are too crowded to conduct English courses easily with modern ways of teaching and testing.

All in all, the focus of this study is on testing and test techniques used by the English teachers studying at vocational schools. Also, the ideas of students studying at various departments are aimed to be gathered via focus group interviews. The aim of these focus group interviews is to designate the testing technique choices of students, and concordantly reveal if the testing applications of English teachers and expectations or preferences of students match. In the same time, the physical conditions that direct the teachers to certain testing techniques were investigated to allow for the circumstances.

Literature Review

Testing, measurement, and evaluation

Testing is usually confused with the terms measurement, and evaluation, so it would be helpful to bring an explanation to each of these terms. To start with, testing is a way of finding how well something works, what level of knowledge, and which skills have been acquired to what degree. It is used at necessary intervals of teaching and includes different types of tests which serve for various purposes.

Measurement is the process of getting a numerical explanation of the degree of the students' progression on a particular skill. In other words, it is showing the ability of a person in a given skill area with numbers and by attributing meaning to those numbers such as 90 on a hundred point scale means the student is successful in achieving the target abilities. Therefore, while measuring students' progress or achievement one can use several test techniques. Tests are just one type of measurement.

Evaluation, on the other hand, as stated by Weiss (1972, cited in Bachman, 1990, p. 22) is 'the systematic gathering of information for the purpose of making decisions.' According to Bachman (1990), it does not mean that evaluation needs to be primarily quantitative because verbal behaviors of students can also be an evaluation in an educational environment and also evaluation does not only include tests. Additionally, Genesee and Upshur (1996) mentions of three essential components of evaluation: information, interpretation, and decision making. They are different from each other but interrelated at the same time. Information becomes meaningful when interpreted, and interpretation is necessary for decision making, and language evaluation is, in fact, the process of decision making. In sum, evaluation is a miscellaneous process. The figure below indicates the relationships among the terms measurement, tests, and evaluation.
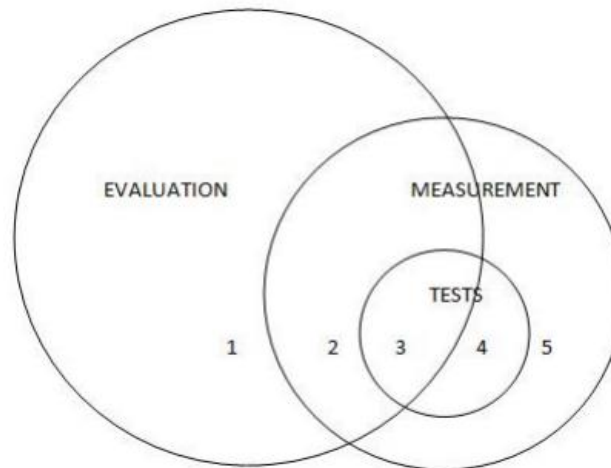
Figure 1. Relationships among measurement, tests, and evaluation (Bachman, 1990)

As shown in the figure above, evaluation is more comprehensive and general than the measurement. Tests, on the other hand, might be used for both. In this study, the focal point is testing and tests. Therefore, it is essential to define tests in detail. A test is a systematic procedure for measuring an individual's ability or knowledge in a specific field (Brown, 2000). As the definition suggests, arranging tests according to a system and order is necessary. Additionally, they are '...designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual (Carroll, 1968).' The ability or knowledge of a person needs to be tested to figure out the required behavior of the learner on language skills. A test is also about something, that is to say, it has content, and it is a task or a set of tasks and a form of measurement (Genesee & Upshur, 1996). Also, tests are field-specific and should only test the ability in that area.

There are lots of tests that is ready-made, and most of them are not appropriate to the aims, content and exactly do not test what it is expected to test. Thus, every test type and technique does not fit well with every teaching and teachers need to be careful and ask at least three questions while preparing (teacher-made tests) or choosing the test technique. These are: why, what and how. Asking 'Why am I testing? ' is the first step in deciding the reason for testing. At this point there might be lots of reasons such as to check for the effectiveness of teaching, to show to the students of their current situation, to see students' competence and make remedial teaching if necessary, etc. After deciding on the aim of testing, secondly teachers need to ask the question of 'what am I going to test?' and again the answers might vary depending on the course content or the language skill. Last but not least, 'How am I going to test?' in other words 'What kind of test techniques should I use?' need to be questioned to decide on the most appropriate technique. Following these steps will lead teachers to the test preparation stage.

Common Test Techniques

There are lots of test techniques for English teachers to choose from, and the most common test techniques are multiple-choice, multiple true-false, yes/no or true/false, short-answer, gap filling, matching, etc. In FL teaching, though there are many ready-made tests to use while testing the students' ability on pre-taught topics, language teachers mostly need to prepare their tests as ready-made tests might not be appropriate to their teaching. On the other hand, deciding on the most efficient test technique and developing a test is not easy in most cases. The reasons are that teachers need to face many exhausting conditions such as class size, language topics, and language skills, the methods used in teaching, the expectations of the administration from the course, as well as students' and even parents' expectations. Moreover, course hours, the availability of necessary materials like a computer, photocopy machine, videotape, projector, recorder, color printer, etc. are expected to be thought over.

As for the mentioned techniques, multiple choice items test, first of all, is good to use for crowded classes because it is easy to apply and score for teachers. Besides, scoring is reliable as there is only one correct answer on the condition that it is prepared well and thanks to the technology there are optical readers and optical forms to evaluate the answers of this kind of tests in many schools today. On the other hand, easiness of scoring and applying do not mean that this technique is the only and best way. There are also disadvantages stated below:

- It mostly tests recognition knowledge
- Guessing might play a huge role in test scores
- It is not always easy to find distracters
- Writing successful items is very tough
- Backwash might be harmful
- It is easy for students to cheat in this test technique (Hughes, 2003)

A true-false or yes-no items tests, on the other hand, resembles multiple choice tests since true-false or yes-no items tests have only two choices. Therefore, it can be said that it is even much more easy to cheat in that kind of tests and as there are not many distracters or many options it is also easy for students to guess with the chance of 50%. In fact, a third item, 'not mentioned' might be added in some cases such as while asking a question related to a reading text. However, this type of the third choice is not always possible because most of the time a sentence or a question only answered as yes-no or true- false. To make true/false or yes/no test techniques much more demanding and knowledge gathering multiple true-false techniques can be used. Multiple true-false requires learners to give more than one answer to questions.

In short-answer items technique, as the name suggests, the test takers are expected to write short answers to given questions or situations. Here, on the contrary to multiple choice, true/false, and yes/no type of tests it is not easy for a student to guess the answer as there are not options. Besides, writing the test items is not as difficult as in the previous techniques. However, reliable scoring might be troublesome because of the subjectivity of the evaluator.

Gap-filling items technique is the one that test takers are supposed to fill in the missing part of a paragraph, a sentence or a dialogue and the missing item can be a word, a word phrase or a grammatical phrase. Test takers might choose the item from their prior knowledge, from the text that they listened or read and from the given words or grammatical structure. This kind of technique is used in testing grammatical knowledge of the learner, listening and reading skills tests, vocabulary testing and so on. However, test preparer should carefully decide on what to test or else just leaving one item of a paragraph or sentence randomly only with the aim of preparing a gap-filling test would not test the intended. Besides as Hughes (2003) suggests "gap filling does not always work well for the grammar or vocabulary items where minor or subtle differences of meaning are concerned." As an example:

A: What will you do?
B: I think I _____ leave.

There are a few models as 'will, might, can, may' to complete this dialogue. So, test preparer should pay close attention in order not to add such an inextricable item.

These are the common test techniques used by the language teachers. In one go, FL teachers or test preparers might use one or a few of the techniques together depending on the skill tested or other constituents. Moreover, as mentioned before every technique has both pros and cons and it is the test preparer's responsibility to settle upon the most appropriate one.

Test types

There are four basic types of tests: proficiency tests, achievement tests, diagnostic tests, and placement tests. In this section, these types of tests will be discussed in detail and the ones dwelled upon in this study will be remarked.

To start with, proficiency tests measure the ability of people in a language without considering the education they had in that language. In a way, these tests do not focus on a particular course content. Instead, it depends on the abilities that candidates are required to have to be thought as proficient. TOEFL, IELTS, FCE can be given as an example of this type of tests.

Achievement test, in contrast to the previous one, is directly based on a language course and aims to assess how prospering a student attending the course. Besides, the achievement of groups of students, and the course itself is also evaluated. Achievement test includes two types: final achievement and progress achievement. A final achievement test is conducted at the end of a course (e.g. final exams), and the content needs to be based on the course content. Progress achievement test is done to see the progress of the students, and it is hold while the course is in progress. For example, mid-term exam and quizzes. Therefore, it is this type of test that is handled in this study.

Diagnostic tests aim to determine the strengths and weaknesses of students. They aim to identify what is learned and what still needs to be developed.

Placement test, as the name suggests, are done to place students at a class, language level that is appropriate to their language level. This type of test is performed at the beginning of the course.

Review of Studies Related to FL Testing

There are various studies related to FL teaching, but testing is most of the time the neglected dimension of FL learning and teaching this is because that testing used to be thought as the 'servant' of teaching and not as the co-helper. The introduction of 'English Test Construction and Evaluation' course in ELT programs of faculties in 1998 in Turkey (Köksal, 2004) created awareness among the researchers, teachers, teacher candidates and those interested in the field. Thus, with this course teacher candidates realized that testing as well as teaching plays a significant role in FL teaching.

As for the studies in this area, Canale and Swain (2002) focuses on 'Theoretical bases of communicative approaches to L2 teaching and testing' and they start their study by reviewing communicative approaches to L2 teaching and they investigate a group of French L2 students in Ontario. As a result, they propose a theoretical framework for communicative competence and investigate its implicating for L2 teaching and testing. Thus, this study mostly focuses on L2 and learning is dominant to testing.

Secondly, in his study Köksal (2004) starts with two case studies he witnessed and developed on what English teachers do to test their students and what they should not do and at this point, he gives some practical suggestions and solutions. Besides, he suggests a distance learning course for teachers in order them to share their personal experiences and so to help their professional development.

On the other hand, in his study on the English language teachers' preparation of tests Sarıçoban (2011) examines the present situation in test construction, administering and assessing. To collect data, he asks his 4th year students, to whom he supervises, to collect tests, one written and one oral, from their mentors that they use for assessing their students. Then the researcher examined common characteristics of the tests regarding validity and reliability, language skills and areas, students' FL level, instructions and backwash effect. Lastly, some recommendations have been made in the light of the study.

Williams (2013) questions why and how we, as FL teachers, should test our students and finishes his article with a criticism stating that creating a perfect test both reliable and valid in all terms is impossible.

In our study, teachers' and students' reflections on testing are going to be examined. Thus, this study, in a sense, bears a resemblance to Köksal (2004)'s study, as the starting point of both is in class applications of EFL teachers.

Methodology

Research Questions

In order to examine participant English teachers' views on testing and reveal their implementations in English courses in vocational schools and gather students' ideas about testing, the following research questions were asked:
1. What are vocational school English teachers' ideas on testing?
2. Which test techniques do the teachers mostly use?
3. Are the techniques appropriate to the students?
4. What are the students' ideas about testing?
5. Do the teachers' and students' expectations of testing coincide?

Setting and Participants

As the aim of the study is to find out the views of teachers' and students' on testing in vocational schools in Turkey, the study was conducted at two different vocational schools of a university.

The participants are five English instructors and their students taking the EFL course. Both teachers and students are randomly chosen. Teachers have different work experiences ranging from three to eight years. Two of the teachers hold a Master's Degree and the rest have Bachelor's Degrees. All of them have been teaching at this university at least for three years. Three of them are female, and two of the teachers are male ranging in age from 26 to 33.

Students are freshmen studying at various departments (computer programming, marketing, tourism, etc.) but attending the same compulsory English course for four hours in a week. Some of the students repeat the course because of their failing in the first year. Their age is approximately 18-20.

Instruments

To fulfill the aims of the study, a semi-structured interview consisting of five questions was developed by taking the research questions of the study into consideration and applied to five English teachers. Another

semi-structured interview consisting of three questions was designed to find out the ideas of students about testing again in step with the aims of the study. Then, it was applied to two different focus groups of students.

Data Collection

Interviews were conducted face-to-face and by the interviewer taking notes during the interview. The language of the interviews were both Turkish and English. Students' interviews were performed in Turkish because of their having insufficient English. By doing so, it was aimed to let the students speak freely without hindering communication because of their lack of language knowledge. Besides the interviews with students were focus group interviews. Those groups were composed of nearly 15 students at a time. Two different focus group interviews were conducted at two different vocational schools. The interviewer asked the questions, and participants stated their opinions, perceptions, beliefs about related issues. In this discussions, participants were free to talk to each other while discussing and thus they had the chance to listen to and make comments on each other's ideas which let them interact. Focus group interviews took almost 20-25 minutes.

Interviews with English teachers were carried out in English as they are competent in that language. Each participant teacher was interviewed one by one and the time spent during the interviews ranges between 15 to 25 minutes depending on the participants' eagerness to communicate on the issue.

Data Analysis

The data from the interviews were analyzed qualitatively. The answers collected during the interviews of students and teachers were analyzed by content analysis. In this regard, first of all, the notes taken by the interviewer were coded, and the connections between the codes were examined, and thus, codes were grouped into categories. Each category was related to a research question of the study and participants' answers were written under the related category. As a result, the frequencies of given answers emerged. If there occurred new themes, they were attached to the process. Participant teachers and students interviews were analyzed separately by following the procedures mentioned above.

Findings and Discussion

RQ1: What are vocational school English teachers' ideas on testing?

The aim of this research question is to reveal English teachers' ideas about testing: what they think about it, how they define it and whether they believe in the necessity of it.

The answers given show that all the interviewees roughly define testing as *'a way of assessing learners' level,' 'one of the fundamentals in evaluation process,' 'easiest way of evaluation,' 'a type of evaluation'* and 'necessary piece of assessment.' They mostly explain testing as *'a way of evaluation.'* Here, it can be said that teachers are aware that testing is 'a way' of assessment and not the only one but a necessity in language learning and teaching. In fact, the key point is the word 'fundamental' because many teachers find testing as the headstone of teaching. One of the interviewees said:

- *Testing is one of the fundamentals and easiest ways of evaluation…testing usually gives or enables concrete results.*

After analyzing the first research question and answers given during the interviews in this respect, it can be said that all of the interviewees define testing as a part of classroom teaching and find it useful in evaluating students' progress and in giving feedback to both learners and teachers themselves. Therefore, as dwelled on in the literature review part, testing is at least an administrative procedure conducted at specific times. In vocational schools of higher education, this needs to be done twice in a term: mid-term and final exam. English teachers, as well as other course teachers, are required to test their students according to regulations.

RQ2: Which test technique do teachers mostly use?

To answer this research question teachers are directly asked what kind of test techniques they use, and the answers vary. For instance, one of the teachers ordered the test techniques as:

- *Multiple-choice, matching, filling/completing the blanks, question-answer, translating into English/Turkish, putting into the right order, scrambled words, rewriting.*

    Another teacher answered the question as follows:

- *The techniques I used changes according to my way of teaching. I match my teaching style with testing techniques. So I use varied techniques from open-ended questions to closed-ended ones or multiple choice questions.*

On the other hand, one interviewee mentioned about the demand of the students on multiple-choice questions by saying that:

- *From my observations, in our environment, students' demand multiple-choice questions for the exams to which I think they are accustomed to because of our education system in general, yet, in my exams, multiple questions are avoided.*

As extracted above, generally English teachers either use or avoid using multiple-choice questions and try to combine various techniques together. Multiple-choice questions as mentioned above are good ways of assessing crowded classes in a short time and if possible with the help of technology they are also the easiest to give marks. Thus, no matter how English teachers try to avoid, they sometimes need to use such a fast and easy method for assessment. Besides, multiple-choice tests are very versatile and can be used to assess all language skills (McNamara, 2000). Also, they are easy to score, but they need to be carefully designed and developed. Thus, multiple-choice type of tests can be time-saving for teachers of crowded classrooms, and multiple-choice does not always mean that this type of testing is not sufficient enough to assess, instead sometimes it might be the best method to use. However, those tests need to be taken carefully and should not regularly be used to provide an adequate assessment.

On the other hand, especially English teachers have a lot of resources to choose from thanks to the coursebooks. They can benefit from those ready-made materials or prepare and adapt various tests that are appropriate to their teaching style. In this study, the participant English teachers try to use various testing techniques, and they are not totally against the usage of ready-made tests of coursebooks, but mostly they try to adapt their testing materials.

RQ3: Are these techniques appropriate to the students?

To answer this question, teachers are asked 'do they teach all the language skills and also do they test all the skills learned in class and what kind of testing techniques do they use for each language skill.' The answers are:

- *Yes. Depending on the allocated class-time, resources and facilities provided.*

Another teacher answered:

- *I specifically focus on reading, writing and speaking respectively.*

As for another teacher, he/she complains as follows:

- *It is not very easy to give equal importance to all four basic skills because of the poor weekly hours of teaching… I cannot teach all the four basic skills equally, and there is not just one reason for that.*

As can be understood from the given answers participant teachers again are aware of the facts of the possibilities of teaching-learning environment and they try to teach as many skills as possible and yet think that they cannot teach all the skills because of technical and environmental issues and not having enough class hours and so on. On the other hand, when asked whether they test all the skills taught then they answer as follows:

- *I don't test all the four skills. Technologically it is not that possible to test listening of my classes, and I have hundreds of students each term which makes it unrealistic to test their speaking levels formally.*

Another teacher says 'yes' to the question of 'do you test all the skills you teach in class?' and explains:

- *I ask both reading comprehension questions and writing parts in written tests. For speaking I want my students to perform oral presentations suitable for their specific purpose or needs such as ordering at a restaurant, taking a reservation for tourism learners.*

The above-quoted teacher has answered the previous question as I teach reading, speaking and writing skills in class and therefore testing of those skills as mentioned is possible without being precluded technologically. Besides, skills such as speaking and writing can be evaluated directly.

Another interviewee said:

- *I test reading via question and answer and multiple-choice type of test techniques and writing via rewriting, composing a paragraph for a given topic.*

As a result, all English teachers participated in the interview, said that they try to teach and test in the same way as many skills as possible and but the most attention grabbing is that most of the teachers do not speak of the 'listening skill' because of the technical conditions and crowdedness of classrooms. It should be referred that listening is an important skill in language learning and without it, one cannot get the necessary input. Thus, it is useless to expect the students to produce an output which is expected of them in class as most of the teachers interviewed want and thus try to develop the students' speaking skill. Though the technical inadequacy of classrooms teachers can themselves provide input for their students, and they can perform the listening tasks if there is not a listening device and in time they might ask their students to read and to vocalize the texts or dialogues in turn. One of the participant teachers said that:

- *I don't test listening in exams. However, I think testing doesn't only takes place in exams; I evaluate my students progressively, and even I don't give marks I try to make conscious about their levels of*

listening in the classroom. But in the exams, I use reading texts and some exercises to evaluate reading skills…for speaking and writing, I use open-ended questions to perform their skills.

As understood, listening is difficult to test in an exam in these type of schools, but some of the teachers having the possibilities of technology try to teach and test the listening skills of their students in the class which is appropriate as well.

As for the question of the usage of ready-made or preparing their testing materials, teachers' answers are similar:

- *I use my own tests, but some parts of the tests belong to other textbooks.*
- *I stick to the tests of the coursebook. These tests are similar to the exercises in the book, and the level of them is also same with the level of the book. I honestly see it as a fair way to test the students. I also use hand-made tests, but not that common.*
- *I prepare my own tests. But sometimes I use some of the questions from other course books.*

Teachers prepare their testing materials but while preparing them they benefit from the ready-made ones specifically given in the coursebook support materials or extra activities of the coursebooks. Therefore, it can be said that teachers do not always directly use the coursebook activities as testing materials they also try to include their perspective into testing.

All in all, it can be concluded that the teachers try to match the skills and activities that are taught in class to the testing techniques to assess appropriately and effectively. Therefore, they mostly think about their students and make the testing techniques as appropriate as to their students.

RQ4: What are vocational school students' ideas about testing?

To evaluate the students' ideas about testing in English course, during the students' focus group interviews we asked what they think about the testing of this course and how they get prepared for the exams. Besides, they were asked if they feel secure with the applied test techniques and which technique they mostly prefer.

Firstly the answers gathered to the question of 'how do you prepare for the exams?' reveal that some of the students do not at all study and these students think that they try to learn the language during the class hours. Some other students think that they memorize the activities or the language structures taught in the class. One group of student states that they just have a look at the course book before the exam, another group indicates that they work collaboratively with their friends and ask and answer each other's questions.

Except the preparation to the exams, the testing technique choices of the students differ from each other and two types come to the forefront, and these are multiple-choice and classical type (question-answer) as they call it. They prefer multiple-choice especially in the courses that include lots of content to be learned. Besides that the reasons students sort for choosing multiple-choice are as follows:

- the options make the test easy to remember,
- it does not require memorizing,
- it does not require writing their ideas which in fact difficult for some of the students because they feel insufficient in producing their ideas about a topic,
- They can have the privilege of choosing from the given options whether they know or do not know the exact answer.

Specifically, the last reason can be the one that mostly affect the preference of this testing technique. Another technique as referred by the students as 'classic method' actually shows the students preference in other lessons though they call it in English because most of the students do not like 'writing' in English classes and exams as well. It gives us a clue about the students' knowledge of the testing techniques that students only know 'multiple-choice tests' and 'classical' exams. However, when asked if their English teachers use 'fill in the blanks,' 'matching,' 'yes-no questions,' 'true-false' and so on they say that 'yes our English teacher uses this type of testing in class and in the exams, too. Therefore, it can be said that English teachers use various testing techniques, yet the students do not have enough information about the types of techniques used. They only order two types when asked because of the common testing techniques of other course teachers. Lastly, they prefer multiple-choice, because they feel secure when they are not given too much space in the exams, in one respect they expect options to choose. For instance, in a fill in the gaps technique, they want the teacher to give the word or sentences that are necessary to complete the gaps.

As is understood, students do not want to spend much effort to study for an exam, yet they want to get good marks instead. Besides, their preferences depend on their learning types. Though most feel secure with the multiple-choice, some of them want to write their opinions. It can be because that these students are good at English, or they have a different learning style from the previous group bringing multiple-choice tests to the forefront.

RQ5: Do teachers' and students' expectations from testing coincide?

As discussed above, teachers have students best interests than students' themselves by trying to teach and test as many skills as they can during limited course hours and though compelling circumstances.

Students, on the other hand, look out for themselves as expected and mostly their idea about testing is limited, and the general view is to pass the course instead of learning. For this reason, whatever the testing technique is, the expectations of students are mostly on the easiness of it. As said above students prefer multiple-choice test technique and English teachers try to use various techniques together with multiple-choice because it is not always possible to test all the skills with multiple-choice. Reading, grammar (though not being a skill on its own), writing especially at beginner and elementary levels and listening also can be tested via multiple-choice technique. Using many other techniques can be much more beneficial for students because the education system in our country mostly requires students to choose from given answers and in real life people do not only make decisions depending on given options. Thus, English teachers' approach to testing English is progressive, and students need to change their perspectives of testing. Besides, language teaching is not only restricted to the testing of grammar and hence English courses and testing of English are good ways of changing students' ideas about testing.

Conclusion

The aim of this study was to gather English teachers' and their students' views about testing and accordingly to contribute to the testing of English language especially in vocational schools of higher education. The analysis of the interviews gave some clues about the test techniques of EFL teachers working in these type of schools and students' testing expectations from the compulsory English course. Nonetheless, these interviews were small-scale and thus need to be done with much more interviewees to reflect a comprehensive general of EFL teachers and vocational students. Though this study is not enough to make generalizations about the views of all EFL teachers and students of vocational schools, it partly sheds light on the examined issue.

Participant English teachers believe in the necessity of testing in providing concrete data about the students' progress at some point of teaching. Besides, teachers try to teach and test as many skills of English language as possible though some obstacles such as technical inadequacy of classrooms and crowded classes. As they try to diversify their teaching in the same way they try to test their students by using various testing techniques. Besides, by striving to match teaching up with testing, it can be said that English teachers give importance to their students and their job despite students' lack of motivation.

Vocational school students, on the other hand, lack of motivation and do not have enough interest to English courses and accordingly they do not have adequate knowledge about testing and know multiple-choice or classical testing techniques as they refer to question-answer. Also, they find multiple-choice items easy because of having the options to choose from, and they believe that they do not need to study much in order to answer such kind of questions. Besides, they are used to this technique from the other courses they get as well as randomly answering options offered by this technique.

The approach of English teachers working in this type of schools are favorable and should be supported with the help of the courses that these teachers take in university education. Besides, thanks to the course 'English Test Construction and Evaluation' mentioned above the knowledge of those teachers have been enhanced increasingly and can be developed further.

The views of students about testing can be altered via English classes and testing techniques used in this classes. It is a good chance for these students taking English courses because students learn different ways of assessment and evaluation and get rid of parochial views about learning, teaching, and testing.

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