

EXPLORING ESL COLLEGE STUDENTS' PERCEPTIONS ABOUT ENGLISH LANGUAGE TESTS: A QUALITATIVE STUDY

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Abstract

English test is an inescapable part of English learning and teaching. It can never be considered a separate domain and discipline. It plays a pivotal role to monitor the performance of the ESL learners. Valuable perspective of the ESL college learners in the present study about English test is traced to discover the stance of the learners. It dug out the learners' domain to unearth the challenges and difficulties, the ESL college learners come across. The student participants were 13 college students studying in different classes at college. They were selected on the basis of purposively sampling. The qualitative method, in the present study, was followed. Semi-structured interviews with ESL learners collected a bulk of data. The data analysis paradigm of Braun and Clarke (2006) was used for the data analysis. This indicated several factors that hinder ESL learners to attempt the English test.

Keywords: Classroom test, English test, Student perception,

1. Introduction

1.1 English Test

It is an integral part of learning. It is a systematic review of the information about the programs of education conducted for the enhancement of learning and its development (Palomba & Banta, 1999). It is considered to be an essential part of any program followed by desired goals and objectives. And, ESL education is no exception to this program of the development of learning. According to William (2013), it is a bridge between the learning and teaching. It suggests the only formidable way to discover the effectiveness of instructional activities resulting in the desired learning of the students. Ali and Arshad (2019) pertinently identify it in these words:

"It is a particularly designed tool in educational settings to stimulate specific behavior. It helps to make inferences about various features of the individuals. It is a designed measuring tool to take a precise trial of the performance of the individual in a particular context. It includes, for this purpose, a systematic way of accumulating data through a specially devised measuring tool to observe the behavior of the individual so as to make a well calculated decision for the selection of the teaching material, strategies and various learning results".

Yang and Wang (2025) demonstrate how English language testing and teaching are fundamentally intertwined, with assessments directly influencing classroom approaches. Their significant analysis traces the development of the field and argues compellingly for a necessary shift toward broader, more equitable testing paradigms. Gardiner (1994) indicates that it is

essential not only to observe and continuously enhance the quality of learning and teaching programs but also monitor the development of individual students. It informs the students and parents about educational development. It provides a sound evidence of accountability. Pellegrino et al. (2001) determined in their study to measure the level of the learners. Improvement in education is a fundamental aspect of the test implementation. Testing helps all stakeholders and individuals to judge educational services. Llorente and Morant (2011) analyze testing in higher education as indicating that it assists the alumni through higher complexity to identify the strong and weak points among the students. It develops the full understanding where theoretical or practical measures are required to build the students. Extensive research confirms the significant of English language assessment, whereby testing directly shapes teaching content, methodologies, and materials (e.g., Barnes, 2016; Cheng, 1997; Ferman, 2004). Growing scholarly interest now focuses on how assessment within language programs can enhance learning outcomes (Rea-Dickins, 2006, 2008). Furthermore, understanding the contextual and policy-driven factors that inform assessment design (Gorter & Cenoz, 2017; Inbar-Lourie, 2008) is crucial for policymakers to cultivate equitable language education environments. In an era increasingly aware of the societal power of tests (Shohamy, 2020), insights from assessment literature are vital for designing more effective English language programs. This field has seen exponential growth in academic output, prompting systematic reviews. For instance, Aryadoust et al. (2020), after analyzing 4736 journal articles, called for more detailed investigations to advance research in language assessment and second language acquisition.

1.2 Background

Urdu stands to be a prominent language in Pakistan. It is constitutionally positioned as a national language. It is ideologically framed in the foundation of the country. The learners in the country at all levels of education are conscious about the significance of English. They apply every effort to learn it to get access to the lucrative jobs. They believe that the knowledge of Urdu is restricted to the specified area whereas English is a way to the global success. The learners at college level have been passive about the selections of the assessment process to test their ability in English. They are entitled to follow the practices of the teachers for testing in English. Even, the teachers are less innovative in testing and they follow the prescribed testing patterns imposed on by the official policy makers. Resultantly, the learners turn out to be dependent on the teachers' instructions in classes which leave the only option of parroting the content material in the traditional manner (Nasir. et al, 2023). The students in the country hail from different linguistic backgrounds. They only find learning chance in academic contexts. In the public sector colleges, teachers are mostly bilingual. They employ regularly the practices of code-mixing and code-switching. The learners then become impotent to learn the required content in a proper manner. They become post active instead of being pre active to compete in the emerging trends of the modern world. Their competence reveals trace of personal mother tongues. Therefore, they become passive in learning and listening (Gu & Maley, 2008; Atkinson, 1997). This research paper tries to explore the perceptions of the college students about English language tests.

The exploration of the dominant factors of the ESL college students' low performance on classroom tests is considered to be helpful for the learners to identify difficulties and constraints in ESL learning. It will provide valuable data for the fixation of the educational problem in ESL. It would help in understanding the learning of the ESL students. It is of utmost consideration for

the ESL instructors to improve ESL practice. It is a potentially valuable aspect of ESL. In the existing context, it appears to be neglected source of information about the classroom tests of ESL.

The College Education Department (CED), Government of Sindh (GoS) has recently started pursuing the advancement in all forms of governing domains to ensure the quality education at colleges. The installation of interconnected devices called biometric is one of its advancements. They are assistive in ensuring the punctuality not only of teachers and heads but also of students. The parents are enabled digitally to keep a vigilant eye on the attendance and class performances of their children. These measures have proved to be effective to an extent to renovate the academically faded condition of all levels of study at colleges. English as a compulsory subject is instructed all years of AD program in Commerce but additional classes for learning ESL are added to the already English enclosed timetable at the most of the colleges. This is a productively instrumental item to elevate the scope of students for learning English language. This will also broaden the ability to learn with innovative means. It will bring the learners at colleges out of the old age traditional method of learning through the old age translation method at schools. Thus, it is one of the most challenging tasks for the English teachers at college to conduct the productive tests of English. According to Teemant, A (2010), there has been a rapid growth in the number of learners at colleges from different background to excel in English so as to obtain the career advancement in the future. In this regard, the proper practices of tests are instrumental at college level in English for the enhancement of the language proficiency.

In particular, the test practices are of great concerns at college level. This has happened owing to the persistent pressures for the creation of the culture of evidence to account for the learning of the students (Shavelson, 2009). Test is related to the accountability that advances enhancement as a method for the fixation of education at all levels with equitable validity (Ewell, 2004). According to Teemant, A (2010), it is necessary to understand the test challenges tackled by the ESL in content area classes. Since it recognized that the ESL learners at colleges struggle to show and display what they are actually familiar with in the tests where in the content and language knowledge is merged. This creates perplexity for the students to produce the desired outcomes. The existing practices of testing fail to capture with accuracy what ESL students are really cognizant of in terms of content knowledge. The college teachers remain ignorant of the gap between the actual knowledge of the students and their relative performance (La Celle-Peterson & Rivera, 1994). In relation to this phenomenon, Shavelson (2007) argued that the ESL college teachers must be acknowledged in knowing 'what to make of' and 'how to act on' as valid evidence for the learning of the students. Thus, this qualitative study tries to explore the perspectives of the ESL college students at Government Sachal Sarmast Commerce College (GSSCC) Hirabad Hyderabad, Sindh, Pakistan about their testing in English language classes. The especial classes for ESL along with the scheduled ones are conducted for the enhancement of the language ability of the students. This is one of the additional incentives of the CED to improve the overall standard of the education at colleges in the provinces.

The policy makers have been concerned for tracing out the difficulties and challenges the ESL student encounter in learning English. The level of test to measure the performance of the ESL students is a viable move for the language enhancement. Some of them raised questions at the proficiency of the teachers and their practices followed in the training services whereas other questioned the test validity and examined the test and tried to trace the fundamental factors

causing the low performances on the tests. They also pointed out the anxiety as one of the fundamental factors as a cause for bad performances on test. (Ho, 2008; Fillipi, 2012; Shi & He, 2012).

The exploration of the perspectives of the ESL students at college will enhance the performance of the students. This will take the inside view of the ESL students about the probable difficulties and challenges, they encounter. It will solidify the testing systems followed in college ESL classes. The dearth of language proficiency is one of the basic reasons, according to Li, Baker and Marshall (2002), the ESL students face as a disparity and gap between experiences and expectations. Language proficiency is a widely acknowledged prerequisite for academic distinctions. The present study tries to explore the basic factors that might cause difficulty for ESL students. It is of utmost importance to take the view of the literature in the related field so as to strengthen the base of the existing study.

2. Literature Review

Language learning is not primarily a less burdensome task. Learning language in ESL context is even harder when the learners follow the practices through the assistance of the non-native language teachers. The teachers in the ESL context in particular implement the test which is restricted to the textbooks. It merely leads to memorization devoid of the comprehension of the content (Nemshan, 2013; Kanwal & Khurshid, 2012; Cheung, 2012; Jenkins, 2000).

Kareem & Taqi (2013) conducted the broader study in the college context and found that the learners in the ESL class tests face innumerable challenges and difficulties in ESL tests at colleges in Kuwait. The study categorized the factors hampering the learners to obtain the desired outcomes. These factors were of linguistic and psychological nature. Similarly, Li, Hongli & Zhong, Qi & Suen, Hoi (2012) attempted to study the perceptions of the college students about the effectiveness of the College English Test (CET) in China. The findings indicated that the CET was a motivating tool to learn English. It also indicated in the findings that this test pattern improved some special areas of English communication and it put overall influence on college students in China.

Researchers in this context attempted to find out the causes of the bad performances of the students on test. Many of them concentrated on the pattern of standardized tests such as TOEFL and IELTS (Wolf & Steinberg, 2011; Aboudan, 2011; Wait & Gressel, 2009). The students go through these test formats when they want to pursue higher study in abroad. Classroom tests are followed at frequent intervals. They accurately indicate the level of students. Xu (1991) substantiated the point of view about the TOEFL as indicating that this is a test of pace rather than proficiency.

The pre-test standing of the learners such as thinking either test will be easy or difficult cause the apprehension and anxiety. It plays a crucial role on the performances of the ESL students on test. The research studies have also brought this one of the dominating issues under the spot light. Anxiety in test is deemed to be one of the reasons of the bad performances of the students in ESL test (Ya-Chin & Yi-Chih, 2012; Aydin, 2011; Birjandi & Alemi,2010).

In Iran, Birjandi and Alemi (2010) attempted to find out the reasons of ESL test-taking anxiety. They indicated that the familiarity of the higher secondary ESL learners with multiple-choice tests minimized and diminished the test anxiety. Additionally, Aydn et al. (2006) in the Turkish ESL context examined the test anxiety level of the university students. Test anxiety triggers, according to them, psychological and physical problems that deteriorates the studious

concentration and achievement and results in different learning errors. They indicated that the ESL learners experience anxiety because of various considerable reasons such as:

- a) Low Level Proficiency
- b) Students' Attitudes towards Language Learning
- c) Fear of Negative Evaluations
- d) Bad Experiences on Tests
- e) Test Invalidity
- f) Pressure and Difficulty of Course Content.

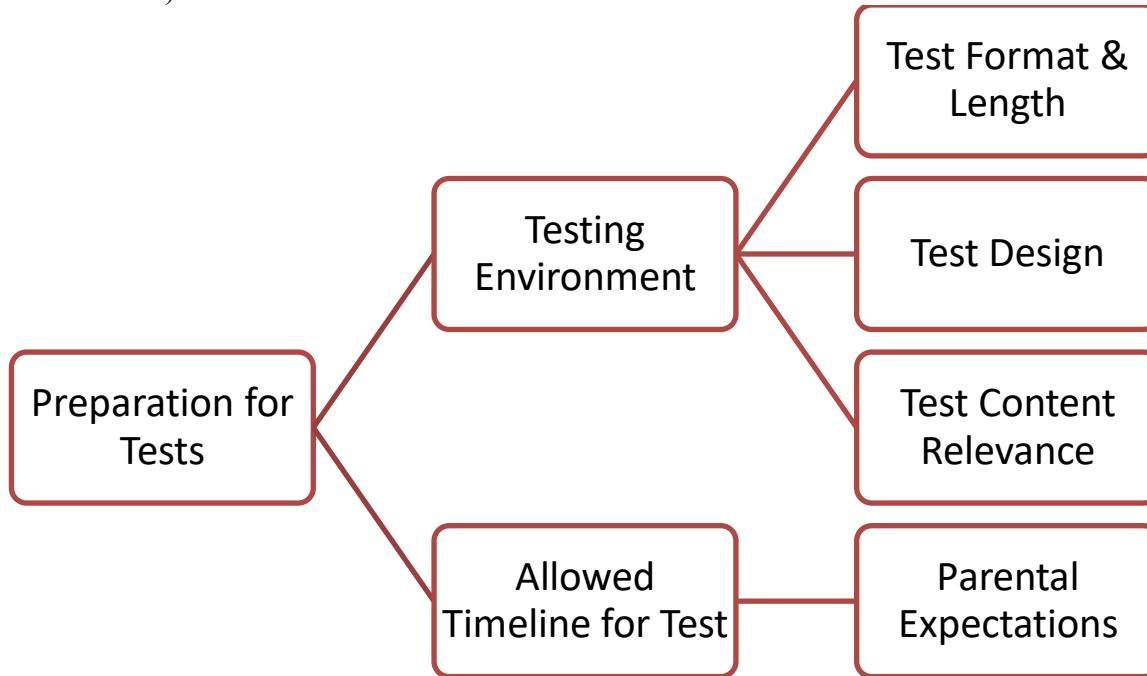
It is notable that age affects the level of test anxiety. The relation between the young ESL students' perceptions about test technique, test instruction clarity and their anxiety show that the anxiety appears to be more concerned with adult than younger because they are more confident about test than adults (Aydin , 2011). The similar notable studies traced the issue in a bit different manner such as Sweiry, Crisp, Ahmed, & Pollitt (2002) and Onwuegbuzie, Bailey, & Daley (2001). They tried to find the influence of the ESL students' expectations on the performance of test. It was noted that the expectations of ESL learners about classroom tests formulate a schema. It is activated once in the test sitting and leads the learners to draw the different meaning of the test questions to the meaning of the examiner through the personal interpretive mental construct.

Secondly, linguistic factors are related to linguistic competence. They include the knowledge of grammar and vocabulary .the proficiency in English decides the performance of the ESL students on test and plays the role to produce the outcome of the test (Korhonen et al., 2012; Teemant, 2010; Aydn et al 2006). Xu (1991) in New York examined the role of proficiency in English in facing the academic difficulties of international graduates. It was indicated that students' subjective evolution in 'English proficiency' is a source of the judgment of the apparent level of academic difficulty. Similarly, Ransom, Larcombe, & Baik (2006) conducted the study in Australia to investigate the perceptions of the ESL university students about their needs of learning. The students believed that the language skills they possessed were completely inadequate because the testing format followed in their respective countries did not sufficiently judge the competence needed to grapple with the academic criteria of the Australian institutions. They opted for some additional courses in Australia to enhance the personal ability in writing etc. In an empirical study of Filipi (2012), the effect of the language of the questions in tests on the performance of the students was examined. The findings of the study concluded that the language, an item is written in, may be one of the main factors to determine the item difficulty. The test format is another factor. Easy questions retained more demands on students' cognition. The students have to remember information. They have to organize it and check spelling. They have to comprehend grammatical structures. On the contrary, in multiple-choice items, information is stated with explicitly and clarity. They make test items less difficult and avoid redundancy. Korhonen et al. (2012) investigated in Sweden the connection between language and mathematical performance. They indicated that the students with low mathematical performance possessed low scores not only in vocabulary and reading comprehension but also in word spellings. Language problems are generally noticed among the ESL learners. They are related to grammar and vocabulary. They coincide with the problems of inability in reading, lacking receptive and productive vocabulary, poor word selections, lacking sound ability to understand questions and poor memorizing and writing ability (Teemant ,2010; Al-Buainain,

2006). Harrison and Morgan (2012) in a similar study attempted to investigate into the simplified version of English language in examination to identify the difficulties. They indicated the benefits of the use of simplified version of English such as simple sentence structure, rewording, familiar vocabulary and clear instructions in tests.

Teemant (2010) also indicated other factors affecting the performance of the ESL students. He found that they face difficulty to express personal opinions. They are slow at memorizing in English. They fail to paraphrase. They fail to read questions with comprehension. The other important factors are:

- a) Preparation for Tests
- b) Testing Environment
- c) Allowed Timeline for Test
- d) Test Format & Length
- e) Test Content Relevance
- f) Test Design
- g) Parental Expectations (Murray, 2010; Birjandi & Alemi, 2010; Harrison & Morgan, 2012)



The literature on the perceptions of the ESL learners about English tests is limited (Murray et al., 2012). The consideration into the viewpoints of ESL learners will help the ESL instructors to perceive problematic areas in ESL testing. The perceived problems, consequently in the ESL test, can be dealt properly. Perceptions change, so do the ESL learners. Thus, the need for the research in the present context of the GSSCC Hyderabad on students' perceptions appears to be mandatory. It will add to the limited amount of research. It will contribute greatly to the understanding. It will identify the factors hindering learning English in college ESL context. The review of the literature in the related realm appears that there is a gap in the exiting ESL college

context. The present study aims to explore the perceptions of the ESL college students about English tests. The research questions that lead the present study are:

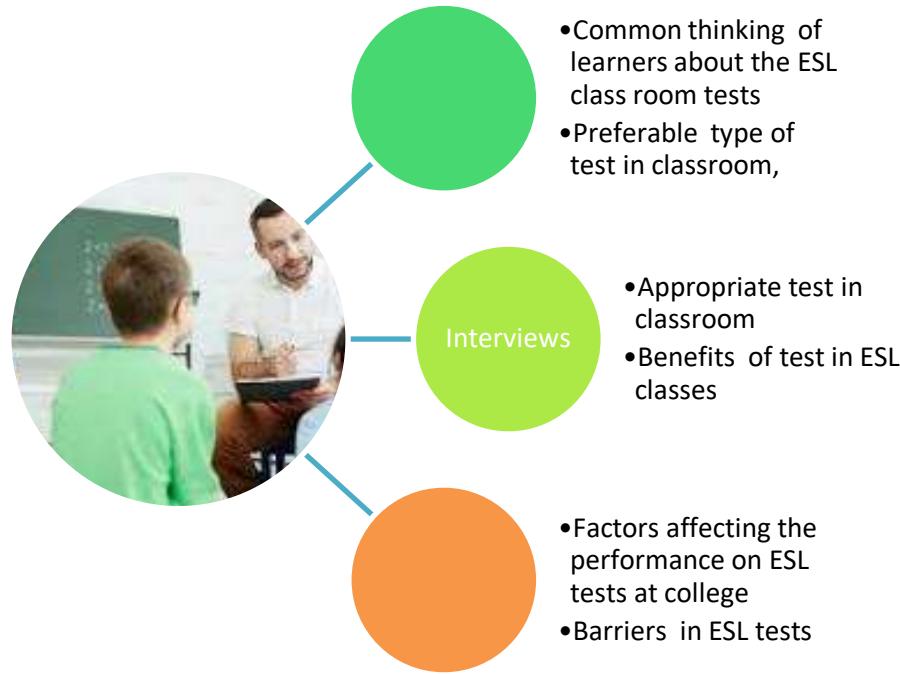
1. What are the college ESL students' perceptions about their performance on classroom English tests?
2. Which factors affect the performance of the college ESL students?

3. Research Methodology and Data Analysis

This simple empirical study attempted to explore the stances and perceptions of the learners at the collegiate level about the English classroom test to improve the language skills. The qualitative approach in this regard appeared to be feasible for the perceptions of the ESL learners. This study is restricted to the one college. The purposive sampling rightly served the aim to acquire the viewpoints of the learners of different classes at college. Consequently, the semi structured interviews were conducted during the separately arranged and scheduled English language classes from the Thirteen ESL learners. They were scheduled to take classes separately the classes are comprised of the students from the intermediate part one to AD commerce. Creswell (2014) declares that the qualitative approach comprehensively assists to get the proper descriptions of the participants in the genuinely unaffected setting. The experience of the ESL learners about test at college was totally a novel one. They were previously less acclimatized in learning English with specially organized classes as per the directives of the CED. This process was a formal assignment to conduct the English classes so as to improve the language skills of the college students. Some specific areas for the semi-structured were notified and prepared by the researcher by the comprehensive review of the relative studies that developed subsequently a pace in carrying out the in-depth interviews. As a common practice the researchers tried to base the interviews on these reviewed areas but many new themes were also emerged in the particular context of the college ESL learners. They all responded differently in English language. They appeared to be less aware of the levels of learning English language at college level with modern methods. It was full of challenges for them. The researcher did not spare the additional time to translate the conducted interviews. They were completely recorded and transcribed into English. The interviews prevailed through these areas:

- a) Common thinking about the English tests in ESL classes at college level,
- b) Preferable type of test in classroom,
- c) Appropriate tests in classroom
- d) Benefits and barriers of tests in ESL classes
- e) Factors affecting the performance of the ESL learners on English tests at college

Figure- (Interview Areas)



The key areas for the semi structured interviews were initially restrictive of these fields because they were in-confident and hesitant to talk. It was their maiden experience to be the part of such type of study.

3.1. Population

This simple and comprehensive study explored the perceptions and point of views of the ESL learners for improving the skills of English language at GSSCC Hyderabad. Notably, this college holds the high historic prestige in the commerce in the region. It succeeds in achieving every year various positions in the examinations respectively conducted by the Board of Intermediate & Secondary Education BISE Hyderabad and the University of Sindh UoS Jamshoro. In the recognition of this academic distinction, the CED, GoS consented in 2023 formally to initiate the admissions to the intermediate pre-engineering classes. The proposal of the commencement of the BS program in Commerce is, too, in the progress at the UoS Jamshoro. The majority of the students at college hail from the humble backgrounds that prefer this college of the public sector to the private colleges and institutions in Hyderabad. They have their early educations in the government sector schools where English improvement classes are nowhere to be found. The culture of promoting English language proficiency in the government schools appears to be a far

cry. The traditional methodology of preferring the reading text and memorization of grammatical rules are considered to be the effective way of dealing with the learners in English classes. There stood to be a great challenge for the learners at the college to acquire positive feedback from the especially scheduled ESL classes. Moreover, the majority of students in commerce get admitted to the college not by the choice but by the chance. There admission and entrance to the commerce college is subject to the failure to get admission to the pre-medical and pre-engineering colleges in the particular context of Hyderabad. The matriculation and intermediate grades of such students are low. This displays the low competence even in minor subjects. They struggle to write correctly in mother tongues. This condition poses a great challenge for the English learners to develop the confidence during their stay at the college. Therefore, the college administration planned to schedule the ESL classes separately so that the learners can be motivated and encouraged to learn different dimensions of communication skills in English.

3.2 Sampling

The purposive sampling in collection of the data was followed through semi-structured interviews to find out the perceptions of the ESL learners about English classroom test at college level. The thirteen active students at GSSCC Hyderabad were consulted for their availability for the interviews. They had been attending the ESL classes at the college since the month of August 2023. The duration of interview varied on the basis of their response about the English tests. Different codes were accorded to the teachers as S1, S2. The description of the learners is given in the table below. The collected data was subsequently transcribed and analyzed thematically in accordance with Braun and Clarke (2006).

Table for the description of ESL learners at GSSCC Hyderabad:

Serial	Participants	Gender	Age	Education
1	S1	Male	16 years	I Com-I
2	S2	Male	19 years	AD-I
3	S3	Female	16 years	I Com-I
4	S4	Male	17 years	I Com-II
5	S5	Female	17 years	I Com-II
6	S6	Female	20 years	AD-II
7	S7	Male	19 years	AD-I
	S8	Male	16 years	I Com-I
9	S9	Male	19 years	AD-I
10	S10	Male	18 years	AD-I
11	S11	Female	19 years	AD-I
12	S12	Male	19 years	AD-I
13	S13	Male	18 years	AD-I

4. Findings of the Study

4.1 Perceived Attitude towards English language and tests in ESL classes at college

The learners responded positively about the tests in ESL classes. They believed that continuous tests in ESL classes sustained the interest and urge of the students to learn English. The students were eager to have different tests and different classes for every skill. They feel active during the classes. They declared that the additionally scheduled ESL classes was a new experience for the

learners that not only assisted them to end the traditional monotony and but also the passive attitude towards English observed at schools.

S6, Tests help a lot to carry out our learning more easily than other common practices we follow in learning English

S4 ...tests make us become successful in keeping the interest of learning till the end.....

S5, I don't feel bore to learn; different questions in the English tests have a good sense....

4.2 Preferable Test Type in ESL classroom

Majority of the learners were accustomed to the descriptive type of the English test. They studied at the public sector schools initially to answer the questions as definitions of parts of speech. They were never encouraged by the teachers to give oral presentations. They preferred Multiple Choice Questions as to be easier than the others but it was away from their purpose of being fluent in English to get lucrative jobs in the commerce related fields. .

S3, I know how to give test I had to memorize the answers to questions at school ...

S4. Teachers teach us how to speak English, they teach us how to use noun in speech instead of the definition to fill in the test papers.

He further says: *we have learnt to attempt MCQs which is easier than writing the answers just*

S1, college students cannot get the good job in making on the basis of the English level they have, they need to go through every possible English test to face the challenges ahead.

4.3. Benefits and Barriers of Tests in ESL Classes

The learners declared that the manipulation of different language content maintain the curiosity among the students for learning English. The differently managed sections of ESL test composed of several areas ensure the accomplishment of the lesson goal within the stipulated time period. Nothing is forgotten to attain the complete delivery of the language formats which is rare on the traditional method of mono sectional format of test.

About the barriers to face in ESL classroom tests, the learners have the unparalleled stance. The lack in language proficiency with all linguistic paraphernalia is the main barrier the ESL learners face at college level. The issue of inconsistency was also a part of the major type of perceptions held among the English teachers.

S5 the test with many sections was making me certain to cover everything in class thoroughly

S11, Tests in new styles in English classes are both motivating and interesting...

S2, I do not know the meaning of one word in question that made me select a wrong option..

S13, the problems are many in English tests, it becomes difficult to understand the contextual meaning and right choice of words.

S4. I know very little about English language.my schooling background is pathetic. I feel trouble in the simple uses of common language structures. My grammar is not good.have no knowledge of word meaning.....what I shall do...!!

4.4. Affecting Factors on the Performance of ESL tests at College

Most of the students believe that anxiety is one of the most distressing factors that hamper to perform well in the test. This slows down the pace of ESL learning and demotivates the learners for performances. They seem to be possessed of the knowledge of everything but they easily commit error during the test. The policymaking authority has to revisit the academic testing policy. There is a dire requirement for the renovation in English testing. The pedagogical guidance is necessary to implement the all-inclusive formats of test in ESL classes.

S2I am not fully aware of English. I remain confused about the test. I earn low marks because I have no English basic knowledge. My parents did not send me to English centers. I am every time thinking what will be my job future. I cannot do any work properly because of tension

*.....
S9 I understand some things correctly and something wrongly in tests. No knowledge.....*

5. Discussion

5. 1. 1 Perceived Attitude towards English language and tests in ESL classes at college

The learners were curious to pursue the ESL subjects as an additional initiative of the college administration to enhance their potential. They believed that the college is a bastion of different learners. They have gathered to groom themselves for the future construction. They believed that they needed a very cohesive form of learning and upbringing in English so as to make their presence felt in the job market. The tests on regular basis will continue to grow them for the future advancement. This is in line with the findings of Teemant, A (2010), (Shavelson, 2009) and (Ewell, 2004). They found that there has been a rapid growth in the number of learners at colleges from different background to excel in English so as to obtain the career advancement in the future. In this regard, the proper practices of tests are instrumental at college level in English for the enhancement of the language proficiency. The test practices are of great concerns at college level. This has happened owing to the persistent pressures for the creation of the culture of evidence to account for the learning of the students. Test is related to the accountability that advances enhancement as a method for the fixation of education at all levels with equitable validity.

5.2 Preferable Test Type in ESL classroom

The learners at college were accustomed to the descriptive type of the English test. They studied at the public sector schools initially to answer the questions as definitions of parts of speech. They were never encouraged by the teachers to give oral presentations. They preferred Multiple Choice Questions as to be easier than the other formats but it was away from their purpose of being fluent in English to get lucrative jobs in the commerce related fields. This is in consonance with Birjandi and Alemi (2010) who attempted to find out the reasons of ESL test-taking anxiety. They indicated that the familiarity of the higher secondary ESL learners with multiple-choice tests minimized and diminished the test anxiety. The ESL learners were comfortable with this type of test. Although it is far from developing fluency, they are notably more enabled to enhance the proficiency of pupils of different levels.

5.3 Benefits and Barriers of Tests in ESL Classes

The ESL learners declared that the composition of different language content maintains the curiosity among the students for learning English. The differently managed sections of ESL test composed of several areas ensure the accomplishment of the lesson goal within the stipulated time period. Nothing is forgotten to attain the complete delivery of the language formats which is rare on the traditional method of mono sectional format of test. About the barriers to face in ESL classroom tests, the learners have the unparalleled stance. The lack in language proficiency with all linguistic paraphernalia is the main barrier the ESL learners face at college level. The issue of inconsistency was also a part of the major type of perceptions held among the English teachers. Language problems are generally noticed among the ESL learners. This is in assonance with the findings of (Teemant, 2010), (Al-Buainain, 2006) and Harrison and Morgan (2012). They also found that the problems are related to grammar and vocabulary. They coincide with the problems of inability in reading, lacking receptive and productive vocabulary, poor word selections, lacking sound ability to understand questions and poor memorizing and writing ability. In a similar study, they attempted to investigate into the simplified version of English language in examination to identify the difficulties. They indicated the benefits of the use of simplified version of English such as simple sentence structure, rewording, familiar vocabulary and clear instructions in tests.

5.4 Affecting Factors on the Performance of ESL tests at College

The ESL learners at college believed that anxiety is one of the most distressing factors that hamper to perform well in the test. This slows down the pace of ESL learning and demotivates the learners for performances. They seem to be possessed of the knowledge of everything but they easily commit error during the test. The policymaking authority has to revisit the academic testing policy. There is a dire requirement for the renovation in English testing. The pedagogical guidance is necessary to implement the all-inclusive formats of test in ESL classes. This perspective relates to the studies of (Ya-Chin & Yi-Chih, 2012), (Aydin, 2011), (Birjandi & Alemi, 2010) and (Birjandi and Alemi (2010). The pre-test standing of the learners such as thinking either test will be easy or difficult cause the apprehension and anxiety. It plays a crucial role on the performances of the ESL students on test. The research studies have also brought this one of the dominating issues under the spot light. Anxiety in test is deemed to be one of the reasons of the bad performances of the students in ESL test. These studies also attempted to find out the reasons of ESL test-taking anxiety. They indicated that the familiarity of the higher secondary ESL learners with multiple-choice tests minimized and diminished the test anxiety. Test anxiety triggers, according to them, psychological and physical problems that deteriorates the studious concentration and achievement and results in different learning errors

6. Conclusion

The tests in ESL classes are more known than applied factor in the context. It is becoming to be a pivotal part of the modern world. It is also an acknowledged method of the improvement of the learning in ESL. Generally, the different test formats are applied in language classrooms. But, the ESL learners revealed that the learner competence level related comprehensive test in English classroom is one of the productive instruments to ensure the quality of learning in ESL. The learners think that their incessant endeavor with positive attitude to familiarize them with new strategies and learning materials in ESL classes ensure effective language learning. This stance

approves that the learners' role is dire in constructing the learning process. This organizes activities. It evaluates materials in the ESL classroom. An enhanced understanding of the incorporation of valid tests into the ESL teaching will assist not only teachers but also the students.

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