

Characteristics of an Effective Test from the Perspective of High Reflective Teachers: Case of Iranian EFL Teachers

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Abstract – After the demise of methods, the dominant and agreed-upon teacher education model and framework has been reflective teaching. Therefore, in this era of post method, a targeted objective of ELT practitioners and ELT theoreticians has been training reflective teachers. On the other hand the views and style of these kinds of teachers are important. This empirical study explored the characteristics of an effective test from the perspective of high reflective teachers. The teachers were selected after administering Akbari, Behzadpoor, and Dadvand's (2010) Reflective Teacher Instrument. After assessment of this questionnaire, one high reflective teacher has been selected. The sample for the survey consisted of 150 EFL teachers in Iran. And have been identified 40 high reflective teachers. We make four focus groups and they expressed their views about characteristics of test and have been transcribed the important parts of these views. And some of these teachers emailed their views. Results indicated that some of characteristics of an effective or good test are: Validity, Reliability, Simplicity, Practicability, Comprehensiveness, Score-ability, Cover implemented materials, Activate mind, Test header, Authenticity and Meaningfulness, Standardization.

Keywords: Reflection; Reflective teaching; Reflective teachers; Effective test; Focus group

I. INTRODUCTION

Learning to teach is a struggle not only around methods and content knowledge, but essentially, about whom one is as a 'teacher.(Singh and Richards, 2002) It is common in LTE (language teacher education) to speak of producing 'professional' teachers who are 'critical reflective practitioners' (Wallace,1991). One important player in the total ecology of teacher education, which Wideen et al. (1988) point to, is the teacher educator. His or her role is crucial. (Lunenberg, Korthagen, Swennen, 2006) Education is too important to be left to the classroom teacher, the school board, the central ministry or any other single person or group. Decisions about education are decisions about goals and values; those are properly made by the larger, informed community and not by any privileged sector. (Gardner, 1999, p. 61).

The study of Johnstone (1993), Bridge (2004), and McAvoy (2004) are examples of studies of teachers' workload and its impact on teachers' stress, lesson planning, and various aspects of their lives in and out of school. Workload is the most important in-school factor that contributes to teachers leaving the classroom. (Cited in Minott, 2010) Classrooms with frequent disruptive behaviors have less academic engaged time, and the students in disruptive

classrooms tend to have lower grades and do poorer on standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987).

Effective classroom management focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on students who behave appropriately (Lewis & Sugai, 1999). Rules and routines are powerful preventative components to classroom organization and management plans because they establish the behavioral context of the classroom by specifying what is expected, what will be reinforced, and what will be re-taught if inappropriate behavior occurs (Colvin, Kame'enui, & Sugai, 1993). This prevents problem behavior by giving students specific, appropriate behaviors to engage in. Monitoring student behavior allows the teacher to acknowledge students who are engaging in appropriate behavior and prevent misbehavior from escalating (Colvin et al., 1993). One example of a whole-class classroom management approach is Classroom Organization and Management Program (Evertson & Weinstein (1988). COMP is a professional development series developed by Evertson & Weinstein (1988) designed to create effective learning environments. The main components of COMP are: (1) organizing the classroom; (2) planning and teaching rules and procedures; (3) managing student work and improving student accountability; (4) maintaining good student behavior; (5) planning and organizing; (6) conducting instruction and maintaining momentum; and (7) getting the year off to a good start.

Teacher educators are usually very creative in developing teaching strategies, educational procedures, exercises, and tasks, in which they try to help their students in applying the theory to their teaching practices. (Tigheelaar & Korthagen, 2004) Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically. Motivation succeeds in difficult times and hence, the teacher should encourage students in all the possible ways. (Biswas, 2008, p.313)

After the death of methods (Kumaravadivelu, 1994), reflective teaching has become one of the most significant approaches in teaching for the last two decades. “ Reflection has become an integral part of teacher education” (Jay & Johnson, 2002, p. 73), and as Tabachnick and Zeichner (2002) put it, “ there is not a single teacher educator who would say that he or she is not concerned about preparing teachers who are reflective ” (p. 13).

If teachers hone their cognitive and affective skills via reflective teaching, this could improve their ability to react and respond—as they are teaching—to assess, revise, and implement approaches and activities on the spot. According to Cunningham (2001) and Bengtsson (1993), this could also develop further self-awareness and knowledge through personal experience. The idea of reflecting on any aspect of teaching with the aim to improve or change is a characteristic of reflective teaching (Cunningham 2001). “When teachers are able to explore the root issues and beliefs, a shift occurs in their understanding and a wider range of effective, intelligent actions becomes possible” (Stanley, cited in Graves, 2002, p. 20).

The particular configuration of strategies a teacher uses constitutes his or her “teaching style”. While a teacher’s style of teaching provides a means of coping with many of the routine demands of teaching, there is also a danger that it can hinder a teacher’s

professional growth. How can teachers move beyond the level of automatic or routinized responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? (Richards & Lockhart, 1999) One way of doing this is through observing and reflecting on one's own teaching, and using observation and reflection as a way of bringing about change. This approach to teaching can be described as "Reflective Teaching" (Richards, 2000). Reflective teaching refers to a purposeful and systematic inquiry into an instructor's own personal theories about teaching and learning as well as the practices dictated by those theories. (Collier, 1998; Kahne & Westheimer, 2000)

There are more characteristics for having a good test which are mentioned by the researchers but the more important characteristics are:

1 Validity:

A test is considered as valid when it measures what it is supposed to measure.

2 Reliability:

A test is considered reliable if it is taken again by the same students under the same circumstances and the score average is almost the constant, taking into consideration that the time between the test and the retest is of reasonable length.

3 Objectivity:

Objectivity means that if the test is marked by different people, the score will be the same. In other words, marking process should not be affected by the marking person's personality.

4 Comprehensiveness:

A good test should include items from different areas of material assigned for the test. e.g (dialogue - composition - comprehension - grammar - vocabulary - orthography - dictation - handwriting)

5 Simplicity:

Simplicity means that the test should be written in a clear, correct and simple language, it is important to keep the method of testing as simple as possible while still testing the skill you intend to test. (Avoid ambiguous questions and ambiguous instructions).

II. STATEMENT OF THE PROBLEM

As the world, society, technology and relationship structures quickly change, students look to teachers for guidance. The reflective teaching model values the student's past learning experiences and individual learning styles. Reflective teachers reflect upon their delivery and effectiveness for students. When teachers reflect upon their teaching practices, honest evaluation and constructive learning can take place. After the demise of the method, the dominant and agreed-upon teacher education model and framework has been reflective teaching. After the demise of the method, in the quest for something in lieu of method, the eclectic approach was put forth by practitioners, which set in motion a discord between

theoreticians and practitioners. Amidst this clash between the two camps, reflective teaching was introduced because it promised to be the solution to the dilemma (Akbari, 2007). The rise of reflective teaching in English Language Teaching can be regarded as one of the consequences of the post method debate (Prabhu, 1990; Kumaravadivelu, 1994, 2001, 2003, 2006). Mainstream educational research has shown that at the start of teacher education programmes, students may have inappropriate, unrealistic or naïve understandings of teaching and learning (Brookhart & Freeman 1992). Studies by Cumming (1989) and Brown and McGannon (1998) illustrate this point in the field of language teaching.

A teacher's reflection, thus, should not just focus on day-to-day teaching, but should also address the relationship between the work of a teacher and her membership in society at large. Reflective teaching means thinking beyond one's instructional techniques; that is, it should also cover the "why" issues, not just the "how to" problems. (Cited in Sze, 1999) In the past up to now researchers have done all kinds of research. Researchers can find so many articles about learners, skills of language learning but cannot find more articles about teachers and perceptions of teachers. (Borg, 2006) In 1989, the concept of method went under serious attack for its "positivist, progressivist, and patriarchal" view of the linear development of the TESOL practices. (Pennycook, 1989)

III. SIGNIFICANCE AND PURPOSE OF THE STUDY

After the death of methods (Kumaravadivelu, 1994), reflective teaching has become one of the most significant approaches in teaching for the last two decades. Therefore, the perspectives of reflective teachers about effective test could be bolded in different domains theoretically and pedagogically. Therefore, theoretically it is useable for novice teachers and teachers who don't know anything about reflective teacher. They can be familiar with their views and apply them in their teaching. And the institute can use these perspectives in their TTC (Teacher Training Course) class. Pedagogically, these perspectives can be used for public school teachers for their final exams. And the managers of institutes can use these perspectives for preparing tests for their students in different levels. Even it is useable for others like material developers, syllabus designers and so on.

The purpose of the study is to determine the characteristics of an effective test from the perception of reflective teachers. The researchers are seeking for the purpose of reflective teaching to use in the difference domains.

A. Research Question

What are the characteristics of an effective test from the perspective of reflective teachers?

IV. METHODOLOGY

A. Participants

Participants of the study are about 150 Iranian English teachers for finding at least 40 high reflective teachers. The majority of teachers were BA or MA university students majoring in either TEFL & Linguistic or English Literature who have significant experience in teaching English either in schools and universities or in private language centers and institutes. The participants of this study contain both males and females from a special city or all over Iran.

B. Instrument

The participants of this study were selected based on a questionnaire to demonstrate if they are reflective teachers or not. This was tested by Reflective Teacher Instrument by Akbari, Behzadpour and Dadvand (2010) which was administered to a number of about 150 EFL teachers. This questionnaire consists of 29 items in the form of Likert scale to respond.

The second instrument is focus groups. Focus groups are originally called "focused interviews" or "group depth interviews". The technique was developed after World War II to evaluate audience response to radio programs (Stewart & Shamdasani, 1990). Since then social scientists and program evaluators have found focus groups to be useful in understanding how or why people hold certain beliefs about a topic or program of interest.

A focus group is generally more useful when outcomes of research are very unpredictable, and the researchers is looking for more open feedback, as opposed to comparisons of potential results as in a quantified research method. A focus group also allows consumers to express clear ideas and share feelings that do not typically come out in a quantified survey or paper test. Because of the open conversation among group members, topics and discussion are more free-flowing and members can use comments from others to stimulate recall (Kokemuller, Media, 2000).

A great deal of qualitative material comes from talking with people whether it is through formal interviews or casual conversations. One of the biggest advantages is that participants can interact and build on comments from each other. Another advantage is in time savings to conduct the interviews; however, the qualitative data analysis may be as time-intensive as analysis of interviews, which in it 6 to 10 participants, interviewed together and group members share similar relevant characteristics. It is designed to explore ideas and to generate hypotheses.

C. Procedures

The purpose of this study was to investigate the characteristics of effective tests from the perspective of high reflective teachers. The populations of this study were teachers of schools, institute and professor of universities. In so doing, first Reflective Teacher

Instrument by Akbari et.al (2010) was administered to a number of 150 EFL teachers. This instrument is a questionnaire consisting of 29 items in the form of Likert scale.

Teachers have been selected from Sannandaj and other cities of Iran, and the questionnaire emailed to them. The questionnaire's results yield the degree of teachers' reflection. After the scoring of about 150 questionnaires by the researchers, the researchers identified 60 reflective teachers which 40 participants were high reflective teachers based on the obtained score from the instrument. Then, the researchers starts interviewing with selected reflective teachers based on mentioned instrument about their views about characteristics of effective test. And then transcribed all related views and use all the points which were important and common more than others. And the research question emailed to the high reflective teachers from other cities.

In the end of these steps after gathering the data, all views were surveyed and the most common repeated views and the effective and interesting singled views apart and wrote in a table.

D. Data Analysis

After the participants of this study complete the questionnaires, and the researchers selected the reflective teachers according to their scores, in the next step the researchers had an interview with them. The researchers asked about their perspectives about effective test and about their characteristics. In selecting teachers' response process, the researchers focus upon the responses explaining the characteristics of effective test. And also some of the responses were common among them so they were going to be bolded. Interviews and focus groups tapes generally transcribed for data analysis, often in the form of content analysis. This study was qualitative and library research and the data and conclusion were based on the participant's views.

V. RESULTS

A. Reflective Teaching

Reflective teaching is "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively" (Bolton, 2010). In other words, it means a process of self-observation and self-evaluation. This helps the teacher to understand one's own actions and the reactions in the process of teaching. Reflective teaching is therefore a means of professional development which begins with the teacher and extends to classrooms. The same view is echoed by Schon (1983) and he opined that reflection is aimed at the assessment of assumptions and beliefs and how to solve problems. Reflection is a valuable skill or tool that teachers can judiciously employ to rethink and re-evaluate their teaching practices in order to achieve greater professional success.

Dewey cited in Pollard and Tann (1993) states that reflection requires the development of requisite attitudes which include:

- a. introspection that is, engaging in thoughtful reconsideration of all that happens in a classroom with an eye toward improvement.
- b. open-mindedness, that is, willing to consider new knowledge and willing to admit the possibility of difficulty.
- c. willingness to accept responsibility for decisions and actions.

As a result of engagement in reflection, teachers become better observers of classroom behavior, which stimulates an awareness of their teacherly decisions and the reasons behind those decisions. This makes their practice increasingly explicit as they begin to understand the motivation for their more intuitive decisions (Nolan & Huebner, 1989).

When teachers reflect and draw conclusions about their teaching, they develop new insights that they can apply to future planning and teaching. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing thoughts and observations of teachers, as well as those of students, in order to improvise upon the existing practices.

B. How to Choose Reflective Teachers

In this study, the researchers used the questionnaire designed by Akbari, Behzadpour and Dadvand (2010) which is valid enough with 29 questions to determine reflective teachers. The researchers gave the questionnaire to the accordingly 150 EFL teachers and were identified 40 reflective teachers. The applied questionnaire possesses 29 items based on Likert scale from never to always. Participants who check mostly always were classified as high reflected.

In this study all the 40 reflective teachers were among high reflective ones. They are more sensitive to the details and every step of their teaching procedures. And a person who has got more than 100 is high reflective and a persons who has got 90 to 100 score is low reflective teachers. To depict the procedures a responded questionnaires have been put below:

The score is more than 100 and it is high reflective teacher:

Item	Never	Rarely	Sometimes	Often	Always
1. I have a file where I keep my accounts of my teaching for reviewing purposes.					✓
2. I talk about my classroom experiences with my colleagues and seek their advice /feedback.			✓		
3. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.			✓		

4. I discuss practical/theoretical issues with my colleagues.				✓	
5. I observe other teachers' classrooms to learn about their efficient practices.				✓	
6. I ask my peers to observe my teaching and comment on my teaching performance.				✓	
7. I read books/articles related to effective teaching to improve my classroom performance.					✓
8. I participate in workshops/conferences related to teaching/learning issues.					✓
9. I think of writing articles based on my classroom experiences.					✓
10. I look at journal articles or search the internet to see what the recent developments in my profession are.					✓
11. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.				✓	
12. I think of classroom events as potential research topics and think of finding a method for investigating them.				✓	
13. I talk to my students to learn about their learning styles and preferences.				✓	
14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.			✓		
15. I ask my students whether they like a teaching task or not.				✓	
16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					✓
17. I think of the ways my biography or my background affects the way I define myself as a teacher.					✓

18. I think of the meaning or significance of my job as a teacher.				✓	
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction.					✓
20. I think about my strengths and weaknesses as a teacher.				✓	
21. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.			✓		
22. I think of inconsistencies and contradictions that occur in my classroom practice.			✓		
23. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					✓
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					✓
25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					✓
26. I think about the political aspects of my teaching and the way I may affect my students' political views.					✓
27. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.			✓		
28. I think about the ways gender, social class, and race influence my students' achievements.					✓
29. I think of outside social events that can influence my teaching inside the class.					✓

The sex and university degrees of all 150 EFL teachers are not important. The teacher reflectivity questionnaire used in this study was that proposed by Akbari, Behzadpour and Dadvand (2010). The questionnaire included 29 items on a 5-point Likert scale ranging from 1=never to 5=always. This questionnaire was used here because of several reasons: First, its validity and reliability had been checked several times with different datasets. Second, it had been used highly frequently by researchers from different parts of the world. Third, it measure up to the objectives of the present study.

The concept of questionnaires had been set based on a 5-point Likert scale. “The Likert scale is usually used in questionnaires where a special kind of survey question uses a set of ordered responses. Usually, the responses are arranged on a scale of 1 to 5” (Yamini & Rahimi, 2007, pp. 13-14). It took about 30 minutes for the teachers to answer the items on the questionnaires.

C. Characteristics of a Good Test

As we know from ancient until now for learning everything we have to progress step by steps. And for getting upper course we have to pass the final exams of every course so the kinds of tests and the characteristics of these tests for having good tests are important.

Here the researchers want to know about these characteristics from the view of these kinds of teachers. Then after finding high reflective teacher, the researchers made five focus groups and let them discuss about these characteristics and express their own views. And the researchers records these discussions and then transcript the important parts of these characteristics. And some these teachers wrote their views on paper under the main question with an example. And some of my teachers were from other cities so they wrote their views and E-mail it to researchers.

The most parts of these characteristics were same. One of them was validity, and sometimes I wasn't sure that they know what validity is so describing them the meaning of validity by an example and then they confirmed it. Validity is theoretical concept that has evolved considerably over time (e.g., American Psychological Association 1954, 1966; American Psychological Association, American Educational Research Association and National Council on Measurement in Education 1974, 1985, 1999). Decades ago, a typical definition of validity could be that a test is valid ‘for anything with which it correlates’ (e.g., Guilford 1946, 429) or ‘if it measures what it purports to measure’ (see, for instance, Shepard 1993, 410).

How good are your tests? As a teacher, you assume that test scores are based only on student ability and that they provide accurate information about student performance. Research has shown, however, that under certain conditions, these assumptions are wrong. (Zimmerman; Sudweeks; Shelley; Bud Wood; 1990) When I survey the information's and characteristics of my selected reflective teacher I found that there are lots of common views. And even visa versa, there were some views that were expressed just by one teacher. Some of them were interesting. At a part of the table below I mention the most common characteristics

that teacher focused on them and at the other part you can see the peripheral characteristic which has been told just one time:

Table: The views of high reflective teachers

Focusing*	Peripheral**
<ul style="list-style-type: none"> ✓ Valid: refers to the extent to which measure what is purpose to measure. ✓ Reliability: refers to the consistency of the test score. ✓ Simplicity A test is said to be simple if it is easy to understand along with the instructions and other details. ✓ Covers material: An effective test is a test that covers almost the whole implemented material during the semester. ✓ Good tests should activate student mind and make them to learn something. ✓ Practicability: The test should not be too lengthy and difficult to answer as well as scoring. ✓ Comprehensiveness: A test is said to have comprehensiveness if it encompasses all aspects of a particular subject of study. ✓ Score-ability: the test should be easy to score, directions for scoring is clear, 	<ul style="list-style-type: none"> • Tests; should be positive experiences should build a person's confidence and become learning experiences. • A well-constructed test is an instrument that provides an accurate measure of the test taker's ability within a particular domain. • Norms refer to the average performance of a representative sample on a given test. • Test takers have to be sure that you have selected the best format for what skills or concepts you are seeking to test for. • By an effective test instructor can find the best method to teach for the next time. • Variety should be considered for test questions to create inspiration in learning. • A good test should be designed in a proper and elegant manner, with at least mistake as possible in writing and punctuation. • An effective test should be unbiased. That doesn't mean that every

<p>provide the answer sheet and the answer key.</p> <ul style="list-style-type: none"> ✓ Test Header: The test header must include all the information required. ✓ Tests should measure up to standards of authenticity and meaningfulness. Tests should not be ambiguous and unclear. ✓ Standardization is the process of trying out the test on a group of people to see the scores which are typically obtained. In this way, any test taker can make sense of his or her score by comparing it to typical scores. ✓ Effective tests should be containing all kinds of tests like multiple choice, filling the blank and etc. 	<p>demographic group should score equally well; it simply means that similar students should achieve similar scores.</p> <ul style="list-style-type: none"> • It should be motivator and should not be bore. • The arrangement of the questions should be start from easy to hard. • It should cover all the grammar and vocabulary of the book.
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* More focusing are on these parts

** These views are told by one person

VI. DISCUSSION AND CONCLUSION

In this study the characteristics of the effective tests had been studied and the participants were teachers of high school, institute and university. As mentioned at chapter four the reflective teachers have been selected by the questionnaire designed and validated by Dr. Akbari. The questionnaire is scored by likert method. Then the teachers who have got more than 100 are high reflective teachers. In this study sensitivity and punctuality was so important, and as mentioned in previous chapter high reflective teachers possess trait. Here are several items Dr. Akbaris's questionnaire surveyed:

In the response to the first and second questions that which language skill should be more emphasized in ELT textbooks and materials, the high reflective teachers were resistant to give forcible answers, their views were replete with hedging wordings, multifaceted answers and lack of sheer certainty, just because of the fact that they focus on the learner and his or her needs, in fact the learners' needs render it explicit which skill to be dominant in the textbooks. This is in line with the first component of reflection which is focus on the learner. For the third questions, regarding the would-be adopted methodology for grammar teaching.

Also a number of reflective teachers were ambivalent to give clear-cut answers resorting to their common reflection and contemplation about the variable factors such as practical aspects and the focus on the learner again.

For questions number four and number five, the predominance of components of reflection such as focus on the learner, focus on practical aspect and focus on contextual aspects were reflected in the responses given by high reflective teachers. Nevertheless, a number of extremely reflective teachers stated that speech acts performance is just one of the purposes of language learning and learner's needs analysis and practicality of the classroom contexts determines the need for the inclusion of such exercises in the textbooks. Likewise, for the fifth question concerning the provision of out-of-class activities and homework, a limited number of very high reflective teachers, in sharp contrast with the low reflective teachers, questioned such a provision by the textbooks simply due to the reason that students are not all similar and they all may not have adequate time to be involved in out-of-class activities.

For question number 6, concerning the presentation native speaker and non-native speaker in the conversational samples in the textbooks, those teachers who were very high reflective teachers due to their awareness to English as an International Language (EIL) and also given the particular needs of particular learners and groups of audience consented to the fact that the in textbooks, the conversational samples should be between all varieties of (a) native speakers and native speakers (b) native speakers and non-native speakers (e.g., learners) and (c) non-native speakers and non-native speakers.

After the selection of high reflective teachers, the focus group have been made and asked them about the characteristics of effective tests and they had discussed and expressed the characteristics of effective tests as mentioned in chapter four. And then the most important and focusing items and the Peripheral items were transcribed.

In the end the result of focusing items transcript is mentioned below:

1. The first focusing part that more teachers emphasized is validity. Validity is certainly the most important single characteristic of a test. If not valid, even a reliable test does not worth much. The reason is that a reliable test may not be valid; however, a valid test is to some extent reliable as well.
2. The second one is reliability. Reliability is a measure of the test's consistency. A useful test is consistent over time.

And Reliability also can be a measure of a test's internal consistency. All of the items (questions) on a test should be measuring the same thing -- from a statistical standpoint, the items should correlate with each other.

3. The third item is simplicity. It should be appropriate in difficulty; it should be neither too hard nor too easy. And the question should be progressive in difficulty to reduce stress and tension.
4. The forth is covering materials. An effective test is a test that covers almost the whole implemented materials and tasks during the semester.

5. The fifth item is mind activator. It should make the student think about the answer and let them learn something during the exam.
6. The sixth item is Practicability. It refers to facilities available to test developers regarding both administration and scoring procedures of a test.
7. The seventh item is Comprehensiveness. A comprehensive and suitable test elevates learner on material taught in classroom and/ or their previous knowledge (already learned or their personal knowledge) around the test subject, according to age and experience of the learner.
8. The next item is Score-ability. The test should be easy to score, directions for scoring is clear, provide the answer sheet and the answer key.
9. The tenth item is test header. The test header must include all the information required.
10. The next item or eleventh one is Authenticity and meaningfulness. Tests should measure up to standards of authenticity and meaningfulness. Tests should not be ambiguous and unclear.
11. The twelfth item is standardization. It is the process of trying out the test on a group of people to see the scores which are typically obtained. In this way, any test taker can make sense of his or her score by comparing it to typical scores.
12. The thirteenth views were that the effective tests should be containing test methods like multiple choices, filling the blank and etc.

The other part of these transcript views is Peripheral views. It means on an effective test trait. Here have been referred these views:

1. Tests; should be positive experiences should build a person's confidence and become learning experiences.
2. A well-constructed test is an instrument that provides an accurate measure of the test taker's ability within a particular domain.
3. Norms refer to the average performance of a representative sample on a given test.
4. Test takers have to be sure that you have selected the best format for what skills or concepts you are seeking to test for.
5. By an effective test instructor can find the best method to teach for the next time.
6. An effective test should be unbiased. That doesn't mean that every demographic group should score equally well; it simply means that similar students should achieve similar scores.
7. It should be motivator and should not be bore.
8. The arrangement of the questions should be start from easy to hard.
9. Variety should be considered for test questions to create inspiration in learning.

10. A good test should be designed in a proper and elegant manner, with at least mistake as possible in writing and punctuation.
11. It should cover all the grammar and vocabulary of the book.

Knowing these views for test maker is useful and accessibility of them will help them make the tests easier. And the perspectives of reflective teachers about effective test could be bolded in different domains theoretically and pedagogically. As it mentions in chapter one theoretically is useable for novice teachers and teachers who don't know anything about reflective teacher. They can be familiar with their views and apply them in their teaching. And the institute can use these perspectives in their TTC (Teacher Training Course) class. Pedagogically, these perspectives can be used for public school teachers for their final exams. And the managers of institutes can use these perspectives for preparing tests for their students in different levels. Even it is useable for others like material developers, syllabus designers and so on.

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