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**Abstract**

**Language Tests: Factors Affecting its Validity and Testing Outcomes**

Language tests are considered as an integral part of the education system and society. Language test scores are generally used to make inferences about individuals’ language skills and to arrive at decisions about those individuals regarding placements or exception. For example, we use language tests to help us identify second or foreign language learners in schools, to select students for admission to universities, to place students into various language programs, to screen potential immigrants and to select employees. Language tests, thus, have the potential role for helping to collect useful information that will benefit a wide variety of individuals.

This paper aims at examining factors affecting language test taking that include remote and proximate preparation for the tests, motivation and attitude of the test taker, their educational background, socio-economic and cultural situations influencing the test takers, the testing environment and finally, the outcomes of testing in relation to the individual and society. With reference to the mechanism of language testing, the following strategy will be followed: a questionnaire will be designed and distributed among undergraduate and graduate students to elicit their perception in view of the factors affecting and affected language testing. For this purpose, data will be collected from students who have had an experience of testing in any of the higher education centres of learning. At the next stage, validation procedures of testing will be discussed taking in to account the performance of standard international tests such as TOEFL, TOEIC, IELTS as well as tests designed locally, for example, tests for air cadets, and finally, testing outcomes will be outlined along with interpretation of findings.