



THE IMPORTANCE OF DIAGNOSTIC TEST IN TEACHING ENGLISH

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Abstract: *Nowadays, teaching English is very vital around the globe. That is why most countries are concerned in developing the quality of education, especially English. This article discusses the importance of diagnostic test in improving foreign language teaching.*

Key words: *diagnosis, language teaching, diagnostic test.*

Recently, the government of Uzbekistan is concerned in improving the quality of education, especially English. Because teachers are one of the most essential variables influencing educational quality, their qualifications should be acceptable. Even if the curriculum has been well-designed by experts, if the instructors, who are the important components of the curriculum, are not qualified, the outcome will not be as qualified as the curriculum. A diagnostic test is one that is used to determine a person's abilities. According to Brown (2004), "a diagnostic test is designed to diagnose specified aspects of language" (p.46). The test gives detailed information about pupils' competencies. According to Brown (1996), diagnostic testing identifies pupils' strengths and deficiencies. It frequently need more precise knowledge regarding extremely particular topics. The definition is also correct if the test is intended for teachers. A diagnostic exam for teachers is a test meant to identify specific characteristics of instructors' competence to teach. According to the specifications of the diagnostic exam, it may be used to determine the precise area of instructors' competence that needs to be updated. According to Hughes (2003), diagnostic tests are used to determine which skills still need to be learned. A diagnostic exam can identify the challenging aspects of English that must still be learned. According to ALTE (1988) and Alderson (2005), "the results may be used in making decisions on future training, learning, or teaching." (p.4). In this study, a diagnostic exam is used to identify teachers' English abilities that need to be renewed in order to increase their competency. In other words, the exam serves as a tool for determining the necessity for the refresher program. In a language program, need assessment is an important procedure. According to Graves (2000), need assessment is required to gather information about the present stage of learners (in this case, instructors) and what they need to learn. Actually, need assessment may be done in a variety of methods. However, due to the high number of instructors, a diagnostic exam is the best way to determine the needs of refresher programs for teachers. A diagnostic test can deliver precise results. A diagnostic exam often comprises of linguistic components that will be taught in the curriculum. According to Brown (1996), it is normally carried out after the objectives have been defined but before the materials are designed. As a result, the diagnostic test components are tailored to the programs' goals. Because the diagnostic exam in this study is intended to diagnose the instructors' English ability, it will contain four skills: listening, reading, writing, and speaking. After creating the diagnostic test model, the test will be successfully implemented to the applicants.



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