In the Name of God

Course Syllabus

Kharazmi University
Department of Foreign Languages

Course: Language Testing
Semester: Spring 2019
Instructor: S. M. R. Hashemi

Course Description

This course helps undergraduate students, many of whom future language teachers, acquire basic knowledge and skills for constructing effective language tests. The course helps the participants develop insights into basic concepts in language testing. However, the main focus of the course will be on the practice of test development.

Course Objectives

By the end of the course, participants are expected to be able to

- define basic concepts in language testing,
- recognize different test types,
- evaluate existing language tests and analyze specific test items,
- construct tests for assessing each language skill / component, and
- recognize defining features of modern language tests.

Course Requirements

Throughout the course, participants are expected to

1. attend class regularly,

2. actively participate in class discussions,

3. complete assignments and projects by the scheduled date, and

4. deliver progress reports of their term projects.

Course Syllabus

WEEK	TOPIC	REQUIRED READING	ASSIGNMENTS
1	Introduction to the course	---------	---------
2	Language testing: Basic concepts Types of tests	Coombe et al., Introduction Farhady et al., Chapters 1 & 2	---------
3	Language testing approaches & theories	Farhady et al., 3 & 7	---------
4	Designing language tests Steps in test construction	Farhady et al., 5	Farhady chapter 5 activities
5	Testing Vocabulary	Farhady et al., 8 Heaton, 5 (supp.)	Develop a 10-item vocab test
6	Testing Grammar	Farhady et al., 9 Heaton, 4 (supp.)	Develop a 10-item grammar test
7	Testing Reading Comprehension	Farhady et al., 13 Coombe et al., 3	Develop a 5-item R.C. test
8	Testing Listening Comprehension	Farhady et al., 11 Coombe et al., 5	Develop a 5-item L.C. test
9	Test development & review workshop	---------	---------
10	Testing Speaking	Farhady et al., 12 Coombe et al., 6	Coombe et al., 6 Extension activity
11	Testing Writing	Farhady et al., 14 Coombe et al., 4	---------
12	Basic statistics for language testing	Farhady et al., 4	---------
13	Test characteristics Reliability	Farhady et al., 6	---------
14	Test reliability Test validity	Farhady et al., 6 Heaton, 10 (supp.)	---------
15	More on test reliability & validity	Farhady et al., 6	---------
16	Term Projects	---------	---------

Important Notes

1. All types of electronic devices are prohibited during class.

2. TEST DEVELOPMENT **PROJECT**:

   The purpose of the project is to provide participants with an opportunity to develop a language test. Participants are expected to realize their full potential in test development through practicing what they have learned throughout the course. The test, preferably an achievement test with a clearly defined content area, must consist of the following sections:

   A. Vocabulary (at least 20 items)
   B. Grammar (at least 20 items)
   C. Reading Comprehension (2 passages, 5 items each)

   The test (test items) will be evaluated based on the criteria discussed for constructing language tests throughout the course. Also the test format (i.e. layout, font type, font size, use of pictures, etc.), the rubrics, and accuracy of writing will be considered in evaluating the test.

3. **The projects are due on the day of the final exam.**

Grading

Active Class Participation: 5 %
Tasks & Assignments: 10 %
Term Project: 25 %
Final Exam: 60 %

Required Texts

Coombe, C., Folse, K., & Hubley, N. (2007). *A practical guide to assessing English language learners.* Michigan: The University of Michigan Press.
Farhady, H., Jafarpour, A., & Birjandi, P. (1994). *Testing language skills: From theory to practice.* Tehran: SAMT.

Supplementary Texts

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice.* Oxford: Oxford University Press.
Heaton, J. B. (1988). *Writing English language tests.* London: Longman.
Madsen, H. S. (1983). *Techniques in testing.* Oxford: Oxford University Press.
Weir, C. (1993). *Understanding and developing language tests.* New York: Prentice Hall.