

KHARAZMI UNIVERSITY
Department of Foreign Languages

Course Syllabus
Language Testing, MA in TEFL
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Course Description

The present course is designed to help the participants develop an understanding of the theoretical and practical issues related to language assessment and testing. The course focuses on major theories and concepts. Also, practical aspects of designing, constructing, and evaluating language tests will be dealt with.

Course Objectives

The primary goal of the course is to help and encourage the participants to acquire an academic perspective on the issues and topics related to language testing. More specifically, upon completion of the course, the participants will hopefully be able to:

1. understand the fundamental concepts and concerns in language testing,
2. design, construct, and evaluate language tests,
3. analyze and interpret language test results and learner performance based on assessment procedures and testing, and
4. conduct research into different aspects of language assessment.

Requirements for Successful Completion of the Course

Throughout the course, the participants are expected to

- attend class regularly and adhere to the course attendance policy,
- actively participate in class discussions and exchange their views in an academic manner, and
- complete and hand in the assignments by the scheduled dates.

Session	TOPIC	Preliminary Reading	Further Reading	Assignment
1	Introduction to the course	-----	-----	-----
2	Preliminary Concepts and Key Terms	Kunnan (2009)	-----	-----
3	Classroom Assessment	Fulcher & Davidson (2007) Unit A2	Llosa (2011)	Preliminary stages of the test development project.
4	Constructs and Models	F & D (2007) Unit A3	Chalhoub-Devile (1997)	Preliminary stages of the test development project.
5	Test Specifications	F & D (2007) Unit A4	Spaan (2006)	Develop a table of specification based on a content domain.
6	Test Construction: Writing items/tasks	Fulcher & Davidson (2007) Unit A5	Spaan (2007) Green & Hawkey (2011)	Develop test items for an achievement test.
7	Pretesting and Piloting Prototyping	Fulcher & Davidson (2007) Unit A6	Fulcher & Davidson (2009)	-Pilot your test. Conduct item analysis. -Prepare a critical review of a test for session 8.
8	WORKSHOP: Test Review Test Performance Analysis	Brooks & Swain (2014)	-----	-----
9	Scoring and Rating	Fulcher & Davidson (2007) Unit A7	Fulcher et al. (2011) Kuiken&Vedder (2014)	Develop a rating scale and rubrics for a test of writing or speaking
10	Test Usefulness	Bachman & Palmer (1996)		-----
11	Test Validity & Reliability	Fulcher & Davidson (2007) Units B1 & B10	Messick (1995) Fulcher (1997)	Assess the reliability of your test.
12	Test Administration	Fulcher & Davidson (2007) Unit A8	-----	Prepare a checklist of administrative issues.
13	Washback	Fulcher & Davidson (2007) Unit B5	Bailey (1996)	-----
14	Ethics & Fairness	Fulcher & Davidson (2007) Unit A9	Xi (2010)	Find a code of ethics developed for a particular international test. Prepare a checklist based on its content.
15 & 16	Panel Discussion: Reflections and discussions on practical aspects of language testing. Reflections and discussions on authenticity in language testing.			

Assignments

1. Written Assignments:

The participants must complete the tasks that are assigned in the *assignment column* of the weekly schedule and hand in each assignment the following session.

2. Presentations and Discussions:

Participants are supposed to choose a controversial issue related to the field of language testing for their presentations. Conducting panel discussions in groups is also recommended.

3. Term Project: TEAM WORK

The students must work in pairs or groups of 3, find a fresh topic of interest, and conduct a study of publishable quality. The paper must be submitted on the day of the final exam.

Sources

- Bailey, C. (1996). Working for washback: A review of the washback concept in language testing. *Language testing*, 13, 257-279.
- Brooks, L., & Swain, M. (2014). Contextualizing performances: Comparing performances during TOEFL iBT and real-life academic speaking activities. *Language Assessment Quarterly*, 11, 353-373.
- Chalhoub-Devile, M. (1997). Theoretical models, assessment frameworks, and test construction. *Language Testing*, 14, 3-22.
- Fulcher, G. (1997). An English language placement test: Issues in reliability and validity. *Language Testing*, 14, 113-138.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. London: Routledge.
- Fulcher, G., & Davidson, F. (2009). Test architecture, test retrofit. *Language Testing*, 26, 123-144.
- Fulcher, G., & Davidson, F., & Kemp, J. (2011). Effective rating scale development for speaking tests: Performance decision trees. *Language Testing*, 28, 5-29.
- Green, A., & Hawkey, R. (2013). Re-fitting for a different purpose: A case study of item writer practices in adapting source texts for a test of academic reading. *Language Testing*, 29, 109-129.
- Kunnan, A. (2009). Regarding language assessment. *Language Assessment Quarterly*, 1, 1-4.
- Kuiken, F., & Vedder, I. (2014). Rating written performance: What do rates do and why? *Language Testing*, 31, 329-348.
- Llosa, L. (2011). Standards-based classroom assessments of English proficiency: A review of issues, current developments, and future directions for research. *Language Testing*, 28, 367-382.
- Messick, S. (1995). Standards of validity and the validity of standards in performance assessment. *Educational Measurement: Issues & Practice*.
- Spaan, M. (2006). Test and item specifications development. *Language Assessment Quarterly*, 3, 71-79.
- Spaan, M. (2007). Evolution of a test item. *Assessment Quarterly*, 4, 279-293.
- Xi, X. (2010). How do we go about investigating test fairness. *Language Testing*, 27, 147-170.

Supplementary Materials

- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice*. Oxford: Oxford University Press.

Grading Policy

Presentations & Discussions: 15%

Assignments: 5%

Term Project: 20 %

Final Exam: 60%