

Course syllabus abstract

«Testing and assessment in teaching languages (Тестирование и оценивание в обучении иностранным языкам)»

Field of study: 45.04.02 Linguistics

Major: «Testing and assessment in teaching languages (Тестирование и оценивание в обучении иностранным языкам)»

1. Goals and objectives of the course

Aims: The overall purpose of this course is to offer participants an introduction to main principles of educational evaluation and language testing and to raise awareness of the mechanics of designing evaluations and developing language tests.

Objectives: By the end of the course students will:

- be able to distinguish the concepts of assessment, testing, research and evaluation;
- develop an understanding of the principles and purposes underlying evaluation;
- become familiar with the variety of procedures to be used for an evaluation;
- be able to identify and use criteria for the evaluation of textbooks and materials;
- understand the purposes and procedures of teacher evaluation;
- be able to discuss uses of language tests for different purposes and contexts;
- develop basic competence in writing classroom tests and evaluating published tests;
- become familiar, at a basic level, with the concerns of professional test writers;
- become familiar with the stages and activities in language test development;
- understand the nature and purpose of alternative methods of second language assessment such as oral interviews, portfolios and self assessment;
- become aware of issues related to second language assessment such as reliability, validity, fairness, rater's bias, test taker's characteristics, holistic versus analytical assessment;
- be able to identify different types of tests (both teacher-prepared and standardized) and various types of test items;
- be able to design different testing exercises to measure students' learning and competence;
- use testing terminology to describe test elements;
- be able to distinguish between well and poorly written test items.

2. Course competencies

Professional competences and indicators testing their formation

The code and name of the professional competences	The code and name of the indicator testing the formation of professional competences
PC-2. The participant of the educational process is able to assess the knowledge of students effectively using tests and other controlling methods in accordance with their real capabilities.	IPC-1 _{PC-2} The participant of the educational process knows how to assess the knowledge of English effectively using tests and other controlling methods in accordance with the real studying capabilities of students. IPC-2 _{PC-2} The participant of the educational process is able to assess the knowledge of English effectively using tests and other controlling methods in accordance with the real studying capabilities of students. IPC-3 _{PC-3} The participant of the educational process has a good command of methods for assessment of the knowledge of English in students.

3. Course syllabus

Practical studies

No	Section name	Section syllabus
1	Testing, assessing,	Test definition. Assessment and teaching: informal and formal

No	Section name	Section syllabus
	and teaching	assessment, formative and summative assessment, norm-referenced and criterion-referenced tests. Approaches to language testing: a brief history: discrete-point and integrative testing, communicative language testing, performance-based assessment. Current issues in classroom testing, new views on intelligence, traditional and "alternative" assessment, computer-based testing.
2	Principles of language assessment	Practicality. Reliability: Student-related reliability. Rater reliability. Test administration reliability. Test reliability. Validity: Content-related evidence. Criterion-related evidence. Construct-related evidence. Consequential validity. Face validity. Authenticity. Washback. Applying Principles to the Evaluation of Classroom Tests.
3	Designing classroom language tests	Test types: language aptitude tests, proficiency tests, placement tests, diagnostic tests, achievement tests. Practical steps to test construction: assessing clear, unambiguous objectives, drawing up test specifications, devising test tasks, designing multiple-choice test items. Scoring, grading, and giving feedback.
4	Standardized testing	Standardization definition. Advantages and disadvantages of standardized tests. Developing a standardized test. Standardized language proficiency testing. Four standardized language proficiency tests. Test of English as a Foreign language (TOEFL). Michigan English Language Assessment Battery (MEIAB), International English Language Testing System (IELTS) Test of English for International Communication (TOEIC).
5	Standards-based assessment	ELD Standards. ELD Assessment. CASAS and SCANS. Teacher standards. The consequences of standards-based and standardized testing. Ethical issues: critical language testing.
6	Assessing listening	The importance of listening. Basic types of listening. Micro- and macroskills of listening. Designing assessment tasks: intensive listening, responsive listening, selective listening, extensive listening.
7	Assessing speaking	Basic types of speaking. Micro- and macroskills of speaking. Designing Assessment Tasks: imitative speaking, intensive speaking, responsive speaking, interactive speaking, extensive speaking.
8	Assessing reading	Types (genres) of reading. Microskills, macroskills, and strategies for reading. Types of reading. Designing Assessment Tasks: perceptive reading, selective reading, interactive reading, extensive reading.
9	Assessing writing	Genres of written language. Types of writing performance. Micro- and macroskills of writing. Designing Assessment Tasks: imitative writing. Intensive (controlled) writing. Issues in assessing responsive and extensive writing. Responsive and extensive writing.
10	Beyond tests: alternatives in assessment	The dilemma of maximizing both practicality and washback. Performance-based assessment. Portfolios. Journals. Conferences and interviews. Observations. Self- and peer-assessments.