

The University of Jordan

Faculty: Foreign Languages
Linguistics

Department:

Semester: First

Academic Year: 2014-2015

Course Name Language Tests

(Course Number 2205450)

Credit hours	3	Level	3+4	Prerequisite	Translation
Coordinator/ Lecturer	Dr. Turki Bani-Khaled	Office number 1		Office phone	
Course website writegarden.com		E-mail turkiaad@yahoo.c o.uk		Place Multimedia	

Office hours					
Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
	1-2		1-2		1-2

Course Description

This course introduces participants to the fundamental principles and best practice of language testing. The focus is on TEFL contexts. The course has a dual focus on theory and practice. The sessions will take a workshop format with theoretical introductions and practical work such as the construction of test items. We will take a critical perspective on common testing methods and procedures and explore their limitations with a special focus on validity and wash-back effects. The Course aims to introduce the basic types of language tests, and some of the important concepts and issues in language testing, as well as a few very basic statistical procedures. It also seeks to provide guidance and practice in designing, and administering language tests.

Learning Objectives

The aims of the course are:

1. Gain a grounding in language testing that will enable them to participate in the development and administration of tests in an educational institution setting.
2. Be able to evaluate language tests critically.
3. Demonstrate an understanding of the principles and terminology involved in language testing
4. Demonstrate an understanding of the major trends in language testing
5. Recognize different types of language test.

Intended Learning Outcomes (ILOs):

Successful completion of the course should lead to the following outcomes:

A. Knowledge and Understanding: Student is expected to

A1- Show understanding and awareness of professional terminology

A2- Show awareness of common problems in the field of ESL tests

A3- Recognize different types of language test.

B. Intellectual Analytical and Cognitive Skills: Student is expected to

B1- Demonstrate an understanding of the principles and terminology involved in language testing

B2- Evaluate language tests critically

C. Subject- Specific Skills: Students is expected to

C1- Administer tests in an educational institution setting

C2- Demonstrate an understanding of the major trends in language testing.

D. Transferable Key Skills: Students is expected to

D1- Improve skills of expression written expression

D2- Develop the skills of communication and critical thinking

Teaching/Learning Methods

Teaching Method	ILO/s
Lectures and Discussions:	Understand and participate in discussions and note taking from class sessions
Homework and Assignments:	Follow up homework activities on analyzing and constructing suitable test items
Projects:	Design a short language test
Presentation	Give a short presentation about test analysis

Course Contents

Content	Reference	Week/s	ILO/s
Problems and difficulties in common tests- Contrasting Traditional and Alternative Assessment		1-2	Recognize problems in a test
Principles and practice of <i>language testing</i>		3-4	<i>Understand principles of language testing</i>
Technical terminology language testing		5-6	Understand technical terms in testing
What is a test? Test Types - Placement Tests Diagnostic Tests Progress Tests Achievement Tests Proficiency Tests Objective vs. Subjective Tests		7-8	Apply useful strategies in testing language skills
Methods of test analysis- Specifications- Assessing Listening- Vocabulary- Basic Statistics for Classroom Testing		9-10	Apply useful techniques in analyzing test items
Characteristics of a good test - Criterion- vs. Norm-Referenced or Standardized Tests -Assessing Speaking		11-12	Use relevant tactics for testing various language skills
The Cornerstones of Testing -Assessing Writing- Assessing Reading-Student Test-Taking Strategies		12-13	Apply principles on writing language tests
Usefulness – Security - Test Development		12-13	Be aware of test protection and use
Validity – Authenticity- Test Administration -Main Idea MCQ Format		14	Discriminate various parts of test items
Reliability – Transparency - Multiple Choice Questions -True/False/		15	Show ability of recognizing test differences
Practicality- Wash-back Effect- Matching		16	Be aware of test impacts on learning and teaching

Learning Methodology

The students analyze authentic tests in English focusing on the types of the test, its structure, function, target readership, format, etc. The students work individually and in groups under direct supervision of the instructor. While designing and analyzing the intended tests students pay special attention to the technical aspects and features of the

test. The students enrich the stock of professional terminology, using technical dictionaries. Illustrative and explanatory teaching method. Individual, pair and group work at practical classes solving and discussing the problems, posed by the lecturer, making conclusions, checking and evaluating the achieved results. Students utilize a wide range of testing techniques and working practices and assess their appropriateness to different types of situations.

Projects and Assignments

- Students select a test on a relevant skill and provide a professional test format.
- Students provide a list of problems faced while designing tests.
- Students provide how they the course notes in developing various test formats.
- Students present an oral presentation on the test assignment and project

Evaluation

Evaluation	Point %	Date
Midterm Exam	Written mid-term exam 30%	End of week 9
Project	Test design relevant to subject 10%	End of week 14
Assignments	One assignment of 5 % test analysis	End of week 10
Homework	Homework test analysis 5 %	End of week 12
Final Exam	Written direct translation 50%	See university timetable

Main Reference/s:

Dictionary of Applied Linguistics

Oxford Advanced Learner Dictionary

Longman Dictionary of Contemporary English

Cambridge Advanced Learner Dictionary

References:

Christine Coombe & Nancy Hubley 2007 Fundamentals of Language Assessment E-Book

Lecture notes and summaries

Internet authentic texts taken from Jordanian and international sources

Intended Grading Scale

According to the natural spread of final results using a normal curve distribution.

Notes:

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:
<http://www.ju.edu.jo/rules/index.htm>