

Study Programme: English Studies
Course Unit Title: Testing – Methods and Practice
Course Unit Code: 15EJEJ60
Name of Lecturer(s): Assoc. Prof. Radmila Bodrič, PhD
Type and Level of Studies: Bachelor
Course Status (compulsory/elective): elective
Semester (winter/summer): winter
Language of instruction: English
Mode of course unit delivery (face-to-face/distance learning): Face-to-face
Number of ECTS Allocated: 3
Prerequisites: /
<p>Course Aims:</p> <ul style="list-style-type: none"> a) to introduce pre-service EFL student teachers to the basics of language testing, b) to enhance their understanding and critical reflection on the major issues in language testing and assessment theory and practice, c) to raise their awareness of good language assessment practices in local and international educational contexts, d) to help them relate the course content to the practical language teaching experience, e) to provide concrete examples of language testing techniques and assessment practices, f) to provide opportunities for collaborative interaction and discussion.
<p>Learning Outcomes:</p> <p>By the end of the course pre-service EFL student teachers will:</p> <ul style="list-style-type: none"> a) have gained the ability to understand the main purposes of testing, b) have gained the ability to discuss the advantages and disadvantages of the most common test methods/techniques, c) have gained the ability to understand the relationship between language teaching and language assessment, d) have gained the ability to distinguish between different kinds of tests and testing, e) have gained awareness of alternative ways of assessment, f) have gained the ability to understand and explain major qualities of language tests: (construct) validity, reliability, authenticity, interactiveness, impact, practicality, g) have gained the ability to evaluate the validity of the test, i) have gained the ability to construct different kinds of tests using a variety of test techniques, j) have gained the ability to suggest ways of improving the validity and reliability of a language test.
<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Principal educational uses of language tests; Kinds of tests and testing. Alternative assessment (self-assessment, peer assessment, journals, project work, case study, experimental work, observations, etc.) 2. Qualities of language tests: Usefulness – (construct) validity, reliability, authenticity, interactiveness, impact, practicality. 3. Describing tasks: language use in language tests; Common testing techniques: advantages and disadvantages. 4. Stages of test development. 5. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). The European

Language Portfolio. Mapping language tests onto the CEFR levels.

6. Assessing reading skills.
7. Assessing listening skills.
8. Assessing speaking skills.
9. Assessing writing skills.
10. Assessing language elements.
11. Assessing young learners.

Required Reading:

Alderson, J. C., Clapham, C. & Wall, D. *Language Test Construction and Evaluation*, Cambridge: Cambridge University Press, 2005

Bachman, L. F. *Fundamental Considerations in Language Testing*, Oxford: Oxford University Press, 1990

Bachman, L. F. & Palmer, A. S. *Language Testing in Practice*, Oxford: Oxford University Press, 2004

Buck, G. *Assessing Listening*, Cambridge: Cambridge University Press, 2001

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Council of Europe, Cambridge University Press, 2001

Cushing Weigle, S. *Assessing Writing*, Cambridge: Cambridge University Press, 2002

Hughes, A. *Testing for Language Teachers*, Cambridge: Cambridge University Press, 2003

Little, D. & Perclová, R. *The European Language Portfolio*. Guide for Teachers and Teacher Trainers, Strasbourg: Council of Europe, 2001

Luoma, S. *Assessing Speaking*, Cambridge: Cambridge University Press, 2004

Purpura, J. E. *Assessing Grammar*, Cambridge: Cambridge University Press, 2005

Read, J. *Assessing Vocabulary*, Cambridge: Cambridge University Press, 2001

Weir, C. *Language Testing and Validation. An Evidence-Based Approach*, Hampshire, New York: Palgrave Macmillan, 2005

Weekly Contact Hours:	Lectures:	Practical work:
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Teaching Methods: The interactive approach to teaching is based on verbal and textual methods as well as those involving illustration and demonstration.

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	Final exam	points
Class activity and attendance in lectures and seminars	30	written exam	40
Practical work: project	30	oral exam	
Preliminary exam(s)		
Seminar(s)			