**In the Name of God**

**Semnan University**

**Department of English Language and Literature**

***Language Testing and Assessment (MA)***

**----------------------------------------------------------------------------------------------------Instructor:** Dr. Z. Mirsanjari

**Class Meeting Times:** Mondays, (10:30 - 12) **Email:** [r.mirsanjari@gmail.com](mailto:r.mirsanjari@gmail.com)

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**Course Description and objectives:**

This course is designed for a 13-week term, meeting two hours per week. The course is intended to provide students with an understanding of the fundamental goals, concepts, principles, and concerns of second/foreign language assessment and language assessment research.

By the end of this course, students will be able to:

* To understand concepts and analytical procedures associated with current language testing practice;
* To understand the context in which language assessment takes place;
* To understand the characteristics of assessment methods that affect performance on language assessments;
* To be familiar with current issues and problems in language assessment and language assessment research.

**Assignments:**

1. **Active class participation and preparation:**

Each student must be well-prepared every session. Students are required to study the assigned chapters carefully and prepare themselves for class discussions. Simply showing up does not necessarily lead to active participation.

1. **Final project:**

You are required to review three related papers recently published on language testing and assessment. You need to compare the papers and comment on the relevance of the review of literature, design of the study, data analysis, and conclusion (*deadline: last session!).*

1. **Midterm:** An in-class midterm exam, covering topics dealt with in class up to that point.

**Note:** The early bird catches the worm. “Please be on time.”

**Course Schedule:**

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| **Session** | **Content** | **Source** |
| **1** | Introduction to the Course |  |
| **2** | Language Measurement | **Bachman, pp. 18-53** |
| **3** | Uses of Language Tests | **Bachman, pp. 54-80** |
| **4** | Constructs and Models | **Fulcher & Davidson, pp. 36-51** |
| **5** | Pragmatic assessment | **Jianda (2005)** |
| **6** | Reliability | **Brown, pp. 169-198** |
| **7** | ***Midterm Exam*** |  |
| **8** | Language Test Validity | **Fulcher & Davidson, pp. 3-22** |
| **9** | Classroom Assessment | **Fulcher & Davidson, pp. 23-35**  **Katz (2014)** |
| **10** | Washback or Backwash  Methodology in Washback Studies | **Cheng & Curtis (2004)**  **Watanabe (2004)** |
| **11** | Dynamic Assessment | **Poehner, pp. 3-22**  **Poehner, pp. 43-67** |
| **12** | Assessment Literacy | **Koh, et.al (2017)** |
| **13** | Ethics and Equity | **Gips, pp. 144-157**  **Farhady, (2006)** |
| **14** | ***Final Exam*** |  |

**Grading:**

Class participation and discussion 5 points

Midterm 5 points

Final project 3 points

Final exam 7 points

**Required Texts:**

Bachman, L. (1990). *Fundamental considerations in language testing.* Oxford: Oxford University Press.

Brown, J. D. (2005). *Testing in language program*: A comprehensive guide to English language assessment. New York: McGraw-Hill ESL/ELT.

Cheng, L., & Curtis, A. (2004). Washback or backwash: A review of the impact of testing on teaching and learning. In L. Cheng, Y. Watanabe, & A. Curtis (Eds.), *Washback in language testing: Research contexts and methods* (pp. 3-17). London: Lawrence Erlbaum Associates, Publisher.

Farhady, H. (1999). Ethics in language testing. Moddaress, 3 (11) (1999).

Fulcher, G., & Davidson, F. (2007). *Language testing and assessment*. London: Routledge.

Gipps, C. V. (1994). *Beyond testing: Towards a theory of educational assessment*. London: Falmer Press.

Jianda, L (2005). Assessing EFL learners’ interlanguage pragmatic knowledge: Implications for testers and teachers. *Reflections on English Language Teaching, 5(1), 1-22*

Katz, A. (2014). Assessment in second language classrooms. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (pp. 320-337). London: Heinle Cengage Learning.

Koh, K., Burke, L. E. C., Luke, A., Gong, W., & Tan, C. (2017). Developing the assessmentliteracy of teachers in Chineselanguage classrooms: A focuson assessment task design**.** *Language Teaching Research, 22(3), 1-25.*

Poehner, M. E. (2008). *Dynamic assessment*: A Vygotskian approach to understanding and promoting L2 development. Springer.

Watanabe, Y. (2004). Methodology in washback studies. In L. Cheng, Y. Watanabe, & A. Curtis (Eds.), *Washback in language testing: Research contexts and methods* (pp. 19-36). London: Lawrence Erlbaum Associates, Publisher.

**☺: *The syllabus is subject to modification.***