|  |  |  |
| --- | --- | --- |
| **Course unit****Descriptor** | **LOGOOO.png** | logo_UNS.png |
| **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program in which the course unit is offered | **English Studies** |
| Course unit title | Testing – Methods and Practice |
| Course unit code | 08ЕЈЕJ210 |
| Type of course unit[[1]](#footnote-1)  | Optional |
| Level of course unit[[2]](#footnote-2) | Bachelor |
| Field of Study (please see ISCED[[3]](#footnote-3)) | Literature and Linguistics |
| Semester when the course unit is offered | winter |
| Year of study (if applicable) |  |
| Number of ECTS allocated | 5 |
| Name of lecturer/lecturers | Dr Radmila Bodrič |
| Name of contact person | Dr Radmila Bodrič |
| Mode of course unit delivery[[4]](#footnote-4) | Face to face |
| Course unit pre-requisites (e.g. level of language required, etc) |  |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** |
| 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. |
| **LEARNING OUTCOMES (knowledge and skills)** |
| By the end of the course pre-service EFL student teachers will: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. |
| **SYLLABUS (outline and summary of topics)** |
| 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. |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods)  |
| The interactive approach to teaching is based on verbal and textual methods as well as those involving illustration and demonstration |
| **REQUIRED READING** |
| Аlderson, J. C., Clapham, C. & Wall, D. *Language Test Construction and Evaluation*, Cambridge: Cambridge University Press, 2005Bachman, L. F. *Fundamental Considerations in Language Testing*, Oxford: Oxford University Press, 1990Bachman, L. F. & Palmer, A. S. *Language Testing in Practice*, Oxford: Oxford University Press, 2004Buck, G. *Assessing Listening*, Cambridge: Cambridge University Press, 2001Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge: Council of Europe, Cambridge University Press, 2001Cushing Weigle, S. *Assessing Writing*, Cambridge: Cambridge University Press, 2002Hughes, A. *Testing for Language Teachers*, Cambridge: Cambridge University Press, 2003Little, D. &amp; Perclová, R. *The European Language Portfolio*. Guide for Teachers and Teacher Trainers, Strasbourg: Council of Europe, 2001Luoma, S. *Assessing Speaking*, Cambridge: Cambridge University Press, 2004Purpura, J. E. *Assessing Grammar*, Cambridge: Cambridge University Press, 2005Read, J. *Assessing Vocabulary*, Cambridge: Cambridge University Press, 2001Weir, C. *Language Testing and Validation. An Evidence-Based Approach*, Hampshire, New York: Palgrave Macmillan, 2005 |
| **ASSESSMENT METHODS AND CRITERIA** |
| Class activity and attendance in lectures and seminars (30%), Practical classes: project work (30%), Written exam (40%) |
| **LANGUAGE OF INSTRUCTION** |
| English |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. ISCED-F 2013 - <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> (page 54) [↑](#footnote-ref-3)
4. Face-to-face, distance learning, etc. [↑](#footnote-ref-4)