



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code	
Current Approaches to Language Testing and Assessment/ Šiuolaikiniai kalbų testai			
Lecturer(s)		Department(s) where the course unit (module) is delivered	
<b>Coordinator:</b> Assoc. Prof. Dr Rita Juknevičienė		Faculty of Philology Department of English Philology	
Study cycle		Type of the course unit (module)	
second (MA)		Optional	
Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction	
Lectures and seminars	Autumn Semester	English	
Requirements for students			
<b>Prerequisites:</b> English (C1)		<b>Additional requirements (if any):</b>	
Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	140	32	108
Purpose of the course unit (module): programme competences to be developed			
<p>The purpose of the course unit is to introduce the theory and practice of language testing and assessment and to acquaint the students with current approaches to foreign language testing, international tests of English as a foreign language, and CEFR proficiency levels. The course unit develops the following competences:</p> <p>generic competences:</p> <ul style="list-style-type: none"> <li>• cognitive;</li> <li>• social;</li> <li>• personal;</li> </ul> <p>subject-specific competences:</p> <ul style="list-style-type: none"> <li>• knowledge of contemporary linguistic theories and methods and their application to the study of the English language;</li> <li>• research competence.</li> </ul>			
Learning outcomes of the course unit (module)		Teaching and learning methods	Assessment methods
Learning outcomes resulting from the generic competences: - ability to find, analyse, synthesise and evaluate data needed for the studies;		Individual work (reading and analysis of research articles). Seminars, in-class discussions.	Presentations and participation in discussions

<ul style="list-style-type: none"> <li>- ability to apply the acquired knowledge in practice, identify problems and propose solutions;</li> <li>- ability to generate ideas and choose appropriate forms of expression;</li> <li>- ability to seek new knowledge and skills and apply them for tasks in a new environment;</li> <li>- ability to recognise different cultural identities and attitudes, explore others' ideas despite cultural differences, and express one's ideas in ways that are understandable to others;</li> <li>- ability to take responsibility for the quality of one's own and the team's activities;</li> <li>- ability to take initiative and carry out one's activities, rationally assess the strengths and weaknesses of one's work, reflect and be responsible for one's decisions and actions.</li> </ul>		
<p>Learning outcomes resulting from the subject-specific competences:</p> <ul style="list-style-type: none"> <li>- ability to effectively communicate in English in writing and orally; analyse academic literature in English in the field of language testing and assessment;</li> <li>- ability to make effective use of modern information and communication technologies, databases, and resources (corpora, dictionaries, and corpus tools) for the purposes of test construction and analysis;</li> <li>- ability to raise a relevant research question in linguistics and design a research study in the field of language testing and assessment;</li> <li>- ability to develop tests of English as a foreign language;</li> <li>- ability to analyse tests of English in terms of validity, reliability, practicality and washback effect;</li> <li>- ability to critically evaluate relevant research methods or approaches for the analysis of language tests;</li> <li>- ability to present the results of test analysis in writing and orally to a variety of audiences and demonstrate the ability to participate in discussions on issues of test construction and validation.</li> </ul>	<p>Individual work (reading and analysis of research articles). Seminars, in-class discussions. Presentations on a chosen topic. Practical tasks (using computer tools).</p>	<p>Written examination</p>

<b>Content: breakdown of the topics</b>	<b>Contact hours</b>	<b>Self-study work: time and assignments</b>
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	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction to the course unit: aims, structure, assessment scheme.	1						1		
2. Types of assessment (achievement, proficiency, norm-referenced, criterion-referenced, formative, continuous, summative, direct, indirect, performance, knowledge, subjective, objective, checklist rating, holistic, analytic, assessment by others, self-assessment).	2						2	7	Selected chapters from CEFR/CV (Council of Europe 2001); ALTE (1998)
3. Principles of test development: validity, reliability and practicality. Positive and negative test washback.	2						2	7	Selected chapters from Hughes (2003) or Alderson et al. (1995); McNamara (2000)
4. Communicative language testing; the Common European Framework and its Companion Volume; proficiency levels; linking tests to the CEFR/CV.	2		2				4	12	CEFR/CV (Council of Europe 2020); Noijons et al. (2011); Hawkins & Filipovic (2012)
5. Stages in the process of test development. Test specifications, item writing and moderation, pre-testing and analysis, assessment scales.	2		4				6	12	Selected chapters from Hughes (2003); Alderson et al. (1995)
6. Statistics in language testing: item facility; reliability; discrimination; inferential statistical methods.	1		1				2	8	Tasks based on test analysis
7. Tests of English as a foreign language (IELTS, TOEFL, PTE, selected national testing systems).			2				2	8	Tasks based on test analysis; Juknevičienė and Šeškauskienė (2014)
7. The testing of the main language activities (production, reception, interaction, mediation). Communicative approaches to the testing of vocabulary and grammar. Practical activities in test construction.	4		7				11	34	Selected chapters and section from Alderson et al. (1995), Hughes (2003), Weir (2005), ALTE materials; practical tasks in item construction, moderation and analysis
8. Examination	1						1	20	Self-study and revision of theory
9. Summary and course feedback	1						1		
<b>Total</b>	<b>16</b>		<b>16</b>				<b>32</b>	<b>108</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Continuous assessment			
Test construction tasks (team work)	40	end of the semester	Test validity and appropriacy for the chosen skill (requirements and assessment criteria will be specified for each type of test / skill during the course)

Participation in the seminars	10	end of the semester	Contribution to in-class discussions and attendance 10 % - one or two classes missed 0 % - three or more classes missed
<b>Examination</b>			
A test on the theory of language testing	50	end of the semester	The test will consist of 10 open-ended questions. Each answer will be scored on a scale 0 to 5 points taking into account its correctness, use of field-specific terminology, and accuracy of expression in English: 5 pts: correct and accurately formulated answers to the question; 4 pts: minor errors with some misused terminology; 3 pts.: mostly correct answer but problems with terminology; 2 pts: a smaller part of the answer is correct; 1 pt.: only indirect relevance to the question at hand; 0 pts: irrelevant answers or unanswered questions.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or weblink
<b>Compulsory reading</b>				
Alderson, Ch. J., C. Clapham & D. Wall	1995	<i>Language Test Construction and Evaluation</i>		Cambridge: CUP
ALTE (Association of Language Testers in Europe)	2020	<i>Principles of Good Practice</i>		ALTE, online resource, <a href="https://www.alte.org/resources/Documents/ALTE%20Principles%20of%20Good%20Practice%20Online%20(Final).pdf">https://www.alte.org/resources/Documents/ALTE%20Principles%20of%20Good%20Practice%20Online%20(Final).pdf</a>
ALTE (Association of Language Testers in Europe)	1998	<i>Multilingual Glossary of Language Testing Terms</i>	pp. 134-169	Cambridge: CUP, online resource, <a href="https://www.alte.org/resources/Documents/9780521658775_book_D.pdf">https://www.alte.org/resources/Documents/9780521658775_book_D.pdf</a>
Bachman, L. F. & A. S. Palmer	1996	<i>Language Testing in Practice</i>		Oxford: OUP
Council of Europe	2001	<i>Common European Framework of Reference for Languages: learning, teaching and assessment (CEFR)</i>		Cambridge: CUP
Council of Europe	2020	CEFR: Companion Volume		Cambridge: CUP
Hawkins, J. A. & Filipovic, L.	2012	<i>Criterial Features in L2 English</i>		Cambridge: UCLES / Cambridge University Press.
Hughes, A.	2003	<i>Testing for Language Teachers</i>	2nd edition	Cambridge: CUP
Juknevičienė, R. & I. Šeškauskienė	2014	The national examination of English in Lithuania: Searching for evidence of CEFR criterial achievement levels	25: 88-96	<i>Kalby studijos / Studies about Language</i>
McNamara, T.	2000	<i>Language Testing</i>		Oxford: OUP
Noijons, J., J. Berešova, G. Bretton, G. Szabo.	2011	<i>Relating language examinations to the CEFR. Highlights from the Manual</i>		Graz: European Centre for Modern Languages / Council of Europe
Weir, C. J.	2005	<i>Language Testing and Validation</i>		London: Palgrave Macmillan
<b>Optional reading</b>				
Alderson, Ch.	2000	<i>Assessing Reading</i>		Cambridge: CUP
Isbell, D.R. & B. Kremmel	2020	Test Review: Current options in at-home language	37(4): 600-619	<i>Language Testing</i> (Sage)

		proficiency tests for making high-stakes decisions		
Kang, O., D. Rubin, A. Kermad	2019	The effect of training and rater differences on oral proficiency assessment	36(4): 481-504	<i>Language Testing</i> (Sage)
Knoch, U., B. Deygers, A. Khamboonruang	2021	Revisiting rating scale development for rater-mediated language performance assessments: Modelling construct and contextual choices made by scale developers	38(4): 602-626	<i>Language Testing</i> (Sage)
Read, J.	2000	<i>Assessing Vocabulary</i>		Cambridge: CUP
Weigle, S. C.	2002	<i>Assessing Writing</i>		Cambridge: CUP
<b>Online resources</b>				
ALTE website	2022	Checklists for content analysis, task development and test quality assurance		<a href="https://www.alte.org/Materials">https://www.alte.org/Materials</a>
English Profile	2022	<i>Vocabulary Profile</i>		<a href="https://www.englishprofile.org">https://www.englishprofile.org</a> Cambridge: CUP
English Profile	2022	<i>Grammar Profile</i>		<a href="https://www.englishprofile.org">https://www.englishprofile.org</a> Cambridge: CUP

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