



Department of English

College of Basic Education

Salahaddin University - Irbil

Subject: Language Testing Practice

Course Book – Year 3

Lecturer's name: Ihsan Saber

Academic Year: 2022-2023

Second Semester

Course Book

1. Course name	Language Testing Practice
2. Lecturer in charge	Ihsan Saber
3. Department/ College	English – Basic Education
4. Contact	e-mail: ihsan.shafiq@su.edu.krd Tel: (optional)
5. Time (in hours) per week	4 hrs/week
6. Office hours	
7. Course code	
8. Teacher's academic profile	Degrees: I am Ihsan Saber, an English Language Teaching (ELT) professional with an M.A. degree from the University of Sussex, in the U.K. I am currently an English lecturer within the College of Basic Education, Salahaddin University-Erbil.
9. Keywords	est tasks, test design, test evaluation, testing vocabulary, testing grammar, testing listening, testing reading, testing writing, testing speaking, rubric, scoring
10. Course overview:	
<p>Our department students are supposed to be future school teachers, so they have to be able to design English language test questions properly after they studied criteria of a good test, steps of designing test questions, how to assess students during class sessions, etc.</p> <p>First of all, students should know the common characteristics or features that are shared amongst a different groups of test tasks or questions. Besides, what are the strengths and weaknesses of each test task/item which helps our them in deciding which question(s) meets their aims.</p> <p>Moreover, students will have several chances to analyse in how many different ways the language skills and systems can be tested considering the level and age group of the schoolchildren. Also, students have chances to evaluate test questions/tasks as well as redesign them using other test tasks.</p> <p>Students will also be trained on how they can give a grade to their potential pupils in a course of study. That is, they will be familiarized with different assessment tools that can be used to assess schoolchildren. Besides, the student teachers will also be trained on how to develop the current strategies for scoring papers.</p> <p>Being a qualified teacher does not mean you are a qualified examiner too, because you need to have certain skills. Besides, since students' success and failure largely depending on the quality of the test they take, hence our future teachers should be trained on designing tests and what they need to consider before and while designing test questions.</p>	

11. Course objective

The objective of this module is to give invaluable, up-to-date information about test design and evaluation. On successful completion of the course, you will be able to:

- Discuss major features of different question tasks.
- Analyse in how many different ways the language skills and systems can be tested.
- Evaluate language-test questions
- Design language-test questions
- Develop strategies for scoring papers (how to give a score)

12. Student's obligation

Attendance is obligatory. Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.40, or else they will be deprived from the class. The classes last for 50 minutes. Students should avoid hammering on the instructor to leave unless s/he chooses to dismiss the class earlier than the scheduled time.

Preparation for class: Students should prepare themselves for each class beforehand according to the schedule that comes with this guide. They are expected to read the class assignment in advance and participate in class discussions actively. The students are required to jot down notes during class time since questions raised during that period are also required.

Homework: Students must bring with them the assignments that the instructor may ask them during the course. The students should take the homework seriously and make sure they present their seminars on time or they will lose marks.

13. Forms of teaching

All the classes throughout the academic year will be in the form of seminars and workshops not lectures. To this end, a topic is often introduced in the class very shortly, and then many questions will be raised for the rest of the class and students should provide answers for them. To add, sample test question papers will be provided for evaluation and/or students will redesign a given test task in a different way (using a different task).

Furthermore, PowerPoint Presentations, and white board will be mainly the teaching aids to get their interest and motivation to the classes.

14. Assessment scheme (this scheme is subject to change depending on the requirement of the department)

Students are given assignments regularly and they will be asked to write and evaluate tests of the languages skills and systems to find out how much they understood.

Marking system: 40 marks for during term assessment

Midterm exam: 20 marks

Creative Task: 5 marks

Assignment: 5 marks

In-class tasks: 5 marks

Evaluation: 5 marks

Final Practical Task: 20 Marks

Final exam: 40 marks for final exam

15. Student learning outcome:

By the end of the semester, you will be able to:

- Discuss major features of different question tasks.
- analyse in how many different ways the language skills and systems can be tested.
- evaluate language-test questions
- design language-test questions
- develop strategies for scoring papers (how to give a score)

16. Course Reading List and References:

Harmer, J. (2007) How to teach English. Harlow: Pearson Longman, 2nd edition.

Harmer, J. (2007) The practice of English language teaching. London: Longman, 4th edition.

Hughes, A. (2013) Testing for language teachers

Johnson, K. (2001) An introduction to foreign language learning and teaching. Harlow: Pearson Education.

Scrivener, J. (2011) Learning Teaching: The essential guide to English language teaching. Oxford: Macmillan Education, 3rd edition.

Ur, P. (2012) A course in English language teaching. Cambridge: Cambridge University Press, 2nd edition.

17. Weeks

Topics to cover

Week 1

Week 2

Week 3

- • Introducing course guide: course goal, objectives, syllabus, teaching style, assessment scheme
- • Review essential issues in language testing design
- Categorizing questions:
 - - discrete and integrative tasks
 - - recognition and production tasks
 - - Test tasks: common shared features, strengthens and weaknesses
- Testing **vocabulary**

Week 4

- - Why testing vocabulary?
- - How do we specify words for a vocabulary test?
- - Different ways/tasks to test vocabulary
- - When should we go for recognition or productions tasks?
- - Evaluating vocabulary questions
- - Redesigning a vocabulary question to evaluate the same language points.
- Testing **grammar**

Week 4

- - Why testing grammar?
- - Different ways/tasks to test grammar
- - When should we go for recognition or productions tasks?
- - Evaluating grammar questions
- - Redesigning a grammar question to evaluate the same language points.
- Testing **pronunciation**
 - - Why testing pronunciation?
 - - Different ways/tasks to test phonics
 - - When should we go for recognition or productions tasks?
 - - Evaluating pronunciation questions
- Redesigning a pronunciation question to evaluate the same language points.
 - • Mode of administration

• **Week 5: Testing listening**

- - Why testing listening?
- - Different ways/tasks to test listening
- - When should we go for recognition or productions tasks?
- - Evaluating listening questions
- - Redesigning a listening question to evaluate the same language points.

• **Week 6: Testing speaking**

- - Why testing speaking?
- - Different ways/tasks to exam speaking
- - What should be considered while testing speaking?
- - Demonstrate a speaking exam
- - Reflecting on the exam and giving feedback.

• **Week 7: Testing reading**

- - Why testing reading?
- - On what basis do we select our reading texts for a reading exam?
- - Different ways/tasks to test reading
- - When should we go for recognition or productions tasks?
- - Evaluating reading questions
- - Redesigning a grammar question to evaluate the same language points.

• **Week 8: Testing writing**

- - Why testing writing?
- - What to test?
- - Where to start teaching/ testing young learners' writing ability?
- - Different ways/tasks to test reading
- - What need to be considered in designing writing tasks (task components)?
- - Evaluating writing questions
- - Redesigning a writing question to evaluate the same language points.

• **Week 9: How to give a score?**

- - Different assessment criteria
- - Assessment scales and rubrics
- - Traditional marking
- - Alternatives to traditional marking
- - Marking papers practically in class.

18. Practical Topics (If there is any)

19. Examinations:

Here are some sample questions:

1. What are the guidelines (or tips) for designing tests questions?
2. How can we make the content of a test interesting to students?
3. How should examiners distribute different-level items in a question?
4. What need to be done to make sure a new designed test is complete and ready to give to students?
5. Is it possible to involve students in designing/writing real test questions? How?

20. Extra notes

21. Peer review

This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.

(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).