Salahaddin University-Erbil
College of Basic Education
English Department

Language Testing Practice

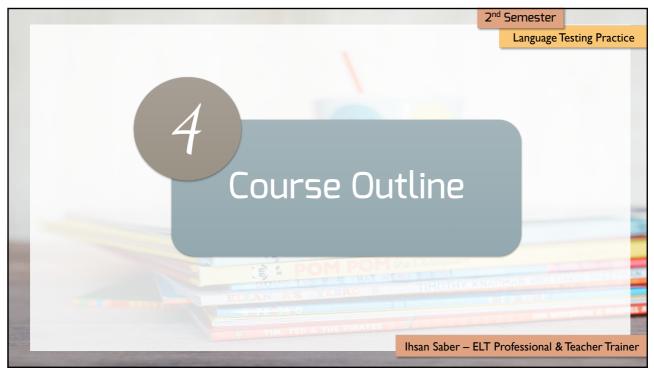Ihsan Saber – ELT Professional & Teacher Trainer

1

2nd Semester

Language Testing Practice

1

About the Module

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2

An Overview

- **Course type:** Compulsory

- **Course period:** 10 weeks

- **Credits:** 3

- **Weekly:** 4 Hours

- (**Theory):** 2 hours

- (**Practice):** 2 hours

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3

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2

Course Goal

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4

About the module

Course goal

○ The prime goal of this semester is for you *to be able to evaluate and design language-test questions effectively as well as score papers professionally* by the end of the semester.

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5

3

Course Objectives / Learning Outcomes

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6

Course Objectives / Learning Outcomes:

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)

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7

4

Course Outline

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8

Course Outline:

The following are going to be studied in this semester:

- Types of questions: common features & differences
- Testing vocabulary
- Testing grammar
- Testing listening and speaking
- Testing reading and writing
- How to give a score (rubric, scoring papers)

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9

5

Course Assessment

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Course Assessment:

- Daily participation and discussion
- Writing journals
- In-class tasks (test design & evaluation)
- Assignments
- Quizzes
- Paper-based exam

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11

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6

Class Environment

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12

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Class Environment: \

- Ask and answer questions

- Listen to your opinions followed by discussions

- Write reflective journals

- Designing and evaluating test papers

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13

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7

Reading List

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14

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Reading List

o **Arthur Hughes** (2013) <u>Testing for language teachers</u>

o **Jeremy Harmer** (2007) <u>The practice of English language teaching</u>

o **Jeremy Harmer** (2007) <u>How to teach English</u>

o **Jim Scrivener** (2011) <u>Learning Teaching: The essential guide to English language teaching</u>

o **Penny Ur** (2011) <u>A Course in English Language Teaching</u>

o **Several school textbooks**

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15

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Categorising Questions

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Learning Outcomes:

▪ What are the two main categorizations of question types?

▪ Reasons behind categorizing questions.

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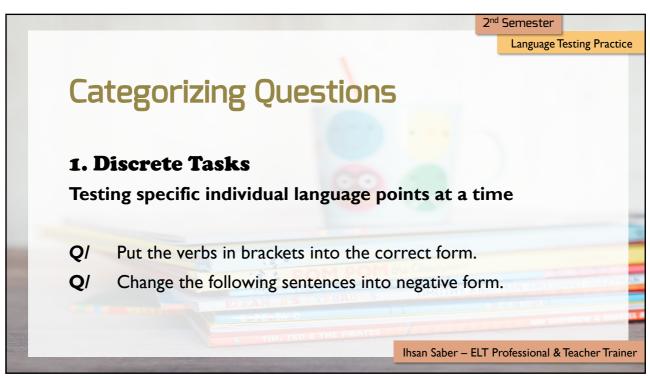
17

• **Recognition:**
To test the recognition of correct words and forms.

Example: Choose A, B, C or D.
I've been standing here ____ half an hour.
A. since   B. during   C. while   D. for

Production
To test if students can produce the correct answer.

Example: Complete each blank with a suitable word.
I've been standing here ____ half an hour.

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18

Categorizing Questions

1. Discrete Tasks

Testing specific individual language points at a time

Q/   Put the verbs in brackets into the correct form.

Q/   Change the following sentences into negative form.

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19

2. Integrative Tasks

Testing a number of items or skills in the same question at a time.

Q/   MCQ   → Choose A, B, C or D.

Q/   Gap-fills   → Fill in the following gaps with suitable words.

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20