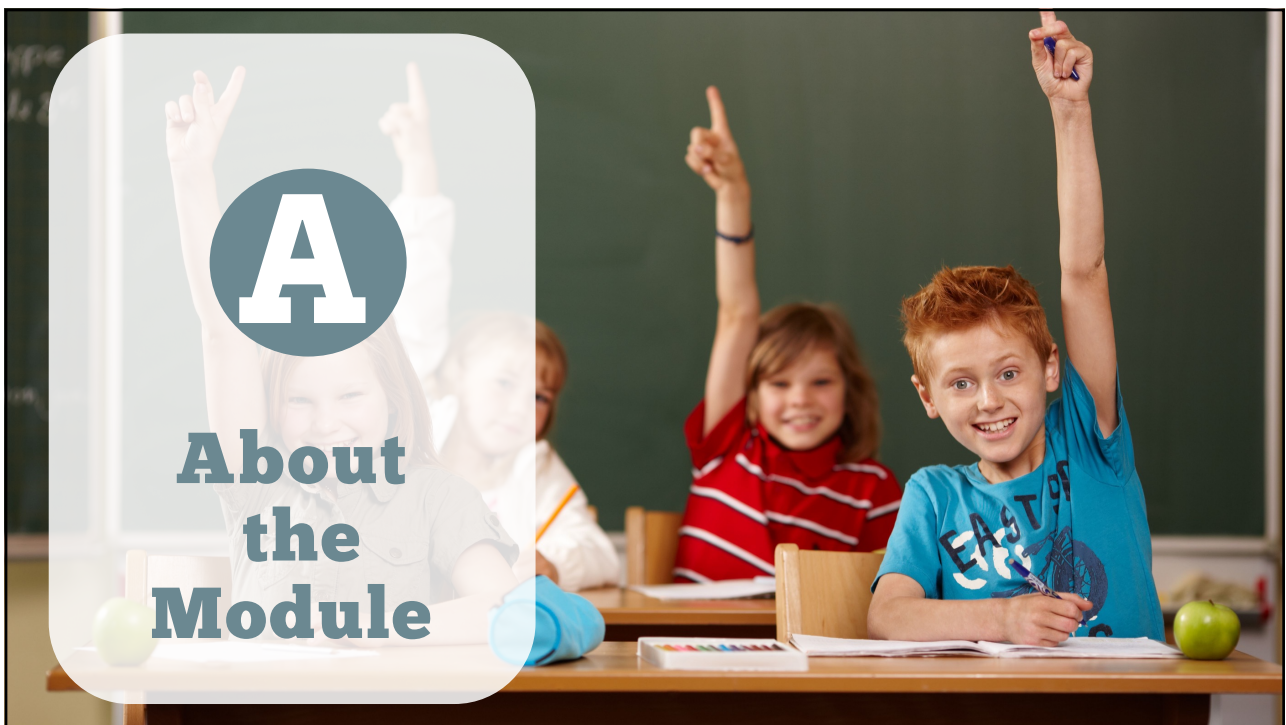


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Language Testing Practice

Ihsan Saber – ELT Professional & Teacher Trainer

An Overview

- Course type: Compulsory
- Course period: 8 weeks
- Credits: 3
- Weekly: 4 Hours
- (Theory): 2 hours
- (Practice): 2 hours

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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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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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Course Outline

The following are going to be studied in this semester:

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

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Course Assessment

- Test Evaluation: 5 Marks
- In-class tasks: 5 Marks
- Creative Task: 5 Marks
- Paper-based exam: 25 Marks
- Final Task: 20 Marks

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Class Environment

- Ask and answer questions
- Listen to your opinions followed by discussions
- Designing and evaluating test papers
- Receiving Feedback

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Reading List

- Arthur Hughes (2013) Testing for language teachers
- Jeremy Harmer (2007) The practice of English language teaching
- Jeremy Harmer (2007) How to teach English
- Jim Scrivener (2011) Learning Teaching: The essential guide to English language teaching
- Penny Ur (2011) A Course in English Language Teaching
- Several school textbooks

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Learning Outcomes:

- What are the two main categorizations of question types?
- Reasons behind categorizing questions.

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• 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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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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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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