

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL **COURSE NUMBER:** 623 **CREDIT HOURS:** 3

I. Course Title: Testing & Evaluation in Second Language Teaching

II. Course Description: A review of a number of current methods for classroom/standardized language testing and evaluation. (Same as MLA 623)

III. Course Objectives: By the end of this course, students will have the requisite knowledge and skills to (*Coded for Kentucky Teacher Standards, KTSS; TESOL Standards, TESOL*)

- A. understand and articulate the fundamental concepts, principles, and concerns of language testing. (*KTS 1, 2; TESOL 1, 2, 4*)
- B. plan and construct language tests. (*KTS 2,10; TESOL 1, 2, 3, 4*)
- C. analyze and interpret the results of language tests. (*KTS 1, 5, 6, 10; TESOL 1, 4*)
- D. explain how test results can be used to describe student performance and/or improve the quality of tests. (*KTS 1, 2, 8, 10; TESOL 1, 4*)
- E. write clearly about language testing. (*KTS 1, 2, 6; TESOL 1, 4*)

The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.

IV. Content Outline: This course will begin by exploring the theoretical issues of assessment, testing, and evaluation. Next, students will explore the various types of tests created for the different skill areas of language teaching. Based on this information, students will develop tests for second language learners in each of these areas. In addition, students will examine test results and will report on those results as they would to any reporting agency. Students will also examine standardized tests and explore alternative means of assessment.

V. Instructional Activities: The class will be conducted through a combination of lecture, discussions, and group work. The reading will be moderate to substantial. All students will be required to present an evaluative analysis of assessment tools to the class. Students will complete an in-class exam, a final project, various short written assignments, and an evaluation of assessment tools.

VI. Field, Clinical, and/or Laboratory Experiences: None, except as it pertains to the projects/research that students conduct for class.

VII. Texts & Resources: Waterfield Library, TESOL Library, and the Internet will serve as primary resources.

Required Texts:

American Psychological Association (2010). *Publication manual* (6th ed.). Washington, DC: Author. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.)

Coombe, C., Davidson, P., O’Sullivan, B., & Stoyhoff, S. (Eds.). (2012). *The Cambridge guide to second language assessment*. New York: Cambridge University Press. (*Shorthand in Schedule: CDOS*)

Coombe, C., Folse, K., & Hubley, N. (2007). *A practical guide to assessing English language learners*. Ann Arbor, MI: The University of Michigan Press. (*Shorthand in Schedule: CFH*)

Additional Readings: All additional readings will be placed on Canvas.

Abeywickrama, P. (2013). Why not non-native varieties of English as listening comprehension test input? *RELC Journal*, 44(1) 59-74.

Barkaoui, K., Brooks, L., Swain, M., & Lapkin, S. (2012). Test-takers’ strategic behaviors in independent and integrated speaking tasks. *Applied Linguistics*, 34, 304-324.

Weigle, S., & Parker, K. (2012). Source text borrowing in an integrated reading/writing assessment. *Journal of Second Language Writing*, 21, 118-133.

Yang, H., & Plakans, L. (2012). Second language writers’ strategy use and performance on an integrated reading-listening-writing task. *TESOL Quarterly*, 46, 80-103.

Zahedi, K., & Shamsaee, S. (2012). Viability of construct validity of the speaking modules of international language examinations (IELTS vs TOEFL iBT): evidence from Iranian test-takers. *Educational Assessment, Evaluation and Accountability*, 24, 263-277.

VIII. Evaluation & Grading Procedures:

Letter grades will be assigned according to the following scale:

- A = 90 – 100 pts.
- B = 89.99 – 80 pts.
- C = 79.99 – 70 pts.
- D = 69.99 – 60 pts.
- E = 59.99 – 0 pts.

Course Requirements:

Percentage

1) Midterm Exam	20%
2) Testing Instruments	60%
a) Grammar/Vocabulary	15%
b) Listening/Speaking	15%
c) Reading/Writing	15%
d) Integrated Skills	15%
3) Final Exam	20%
Total Points	100%

IX. Attendance Policy: Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students cannot learn without **consistent effort** throughout the semester. Attendance will be expected in all sessions. Attendance will be taken and recorded in all class sessions. Your grade will be lowered if you have excessive absences. More than one absence is considered excessive. ***You cannot pass this course if you miss class three times.*** Exceptions may be made based on the current University policy. This policy is provided in the Murray State Bulletin at the following address:

<http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

X. Academic Honesty Policy:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is

authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. Non-discrimination Policy & Students with Disabilities:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).