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| --- |
| **Course Title:** **Language Assessment and Testing** |
| **Course Code**: **7503 ENG-3** |
| **Program:**  **Doctor of Philosophy in Applied Linguistics** |
| **Department**: **English** |
| **College**:  **College of Languages and Translation** |
| **Institution**:  **King Khalid University** |
| **Version**: **2** |
| **Date Prepared:** 10 March 2025 |

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# **A. General information about the course:**

**1. Course Identification:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: ( 3 ) | | | | | | |
| 2. Course type | | | | | | |
| A. | ☐ University | ☐ College | ☒ Department | | ☐ Track |  |
| B. | ☒ Required | | | ☐ Elective | | |
| 3. Level/year at which this course is offered: (1st /1) | | | | | | |
| 4. Course General Description: | | | | | | |
| The course provides a detailed exploration of the fundamental theories and principles of language testing and assessment. It ensures the significant alignment and balance between classroom instructions along with assessment practices. The course, in addition, offers strategies inspired from research in applied linguistics, which contribute to positively designing and critically evaluating classroom assessments. The course initiates with the principles of language testing and assessment in relation to the issues of validity and reliability in both formative and summative approaches. Moreover, the course addresses the standards and constructs associated with evaluating the four skills: listening, reading , speaking writing within various educational contexts. Besides, the course provides enlightening information about designing, piloting, and improving assessment practices, and it offers valuable information about how evidence can be collected to ensure the efficiency of assessment practices. By the end of this course, Ph.D. candidates will have been equipped with techniques and strategies through which sound and valid assessments are designed. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
|  | | | | | | |
| 6. Co-requirements for this course (if any): | | | | | | |
| NA | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The Language Assessment and Testing course aims to   * Develop an advanced understanding of fundamental theories and principles of language testing and assessment, including validity, reliability, and the alignment between instruction and assessment. * Enhance learners' ability to critically evaluate formative and summative assessment approaches, ensuring their effectiveness in diverse educational contexts. * Equip learners with research-based strategies for designing, piloting, and refining classroom assessments that accurately measure language proficiency across the four skills: listening, reading, speaking, and writing. * Strengthen learners' competency in collecting and analyzing assessment evidence, ensuring fairness, efficiency, and the validity of language testing practices. * Enable learners to apply theoretical and empirical insights from applied linguistics to develop sound, valid, and practical language assessments that contribute to effective language teaching and learning. | | | | | | |

**2. Teaching Mode:**

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom |  |  |
| 2 | E-learning |  |  |
| 3 | Hybrid   * Traditional classroom * E-learning | 36  9 | 80%  20% |
| 4 | Distance learning |  |  |

**3. Contact Hours:** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 36 |
|  | **Laboratory/Studio** |  |
|  | **Field** |  |
|  | **Tutorial** |  |
|  | **Others (specify)workshops** | 9 |
|  | **Total** | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Demonstrate an in-depth and analytical understanding of complex concepts, theories, and terminology in language assessment, including their application in designing and implementing assessment frameworks across diverse educational contexts. | K1 | * backward design * explicit instruction on assessment design * modeling and scaffolding * collaborative learning * differentiated instruction * task-based learning * reflective practice | * Language Testing and Assessment Project * reflective journals/portfolios * oral presentations |
| 1.2 | Demonstrate a deep and comprehensive understanding of the fundamental principles of language assessment, including validity, reliability, and practicality, and their critical role in shaping effective and ethical assessment practices across diverse educational contexts. | K3 | * explicit instruction on assessment principles * modeling valid, reliable, and practical assessments * scaffolding assessment design * collaborative learning and peer review * task-based learning for real-world assessment | * Language Testing and Assessment Project * presentations * exams * class participation |
| 1.3 | Critically explain diverse frameworks and standards for the development of language assessments, focusing on the function of standards-based assessments and standardized testing, and evaluate their efficacy in achieving orientation with educational objectives and student results. | K2 | * backward design * explicit instruction on assessment principles * scaffolding assessment development * collaborative learning * task-based learning * use of exemplars * reflective practice * differentiated instruction in assessment design * peer review and feedback * integration of technology | * Language Testing and Assessment Project * Exams * Test design workshop |
| **2.0** | Skills | | | |
| 2.1 | Develop and execute a range of formative and summative language tests that are meticulously connected with educational standards and learning goals, ensuring they effectively evaluate varied language competencies and foster comprehensive student growth. | S2 | * lectures and presentations * case study analysis * workshops on assessment design * group discussions * hands-on practice with assessment tools | * Language Testing and Assessment Project * presentations * exams *  peer and instructor feedback on assessment design |
| 2.2 | Assess the suitability and efficacy of standardized tests and classroom evaluations by utilizing essential assessment principles, including validity, reliability, fairness, and practicality, to guarantee precise, unbiased, and significant indicators of student learning. | S3 | * lectures and presentations on key assessment principles * case study analysis of standardized and classroom assessments * group discussions and debates on assessment fairness and practicality * workshops on evaluating validity and reliability * peer review of assessment tools | * case study evaluations * presentations on assessment critiques * exams * Systematic literature review |
| 2.3 | Design and implement effective assessment methodologies for evaluating distinct language competencies, developing customized assessment instruments and approaches to ensure accurate and meaningful measurement of student achievement. | S1 | * lectures and presentations on language skills assessment * hands-on workshops for developing assessment tools * case study analysis of language skill assessments * group discussions on tailoring assessment techniques * peer review and feedback sessions | * Language Testing and Assessment Project * presentations of tailored assessment approaches * exams |
| **3.0** | Values, autonomy, and responsibility | | | |
| 3.1 | Commit to ethical and inclusive assessment practices that respect the diverse experiences and abilities of all learners, ensuring fairness, accessibility, and equity in language evaluation. | V1 | * lectures and presentations on equity in assessment * case study analysis of inclusive assessment practices * group discussions on accessibility and diversity in assessments * workshops on designing inclusive and accessible assessments * peer review of assessment practices for inclusivity | * Case Study Evaluations * Presentations on Inclusive Assessment Design * Exams on Equity in Assessment Principles * Peer and Instructor Feedback on Assessment Inclusivity |
| 3.2 | Foster an attitude of insightful practice, highlighting the importance of continuing professional development and the continual enhancement of assessment methodologies to effectively address student needs and improve learning outcomes. | V2 | * lectures and presentations on reflective practice and professional growth * group discussions on continuous improvement in assessment * workshops on self-assessment and professional development * case study analysis of evolving assessment strategies * peer feedback and reflection sessions | * Reflective journals on professional growth * Peer and instructor feedback on reflection and growth strategies |
| 3.3 | Facilitate dialogues on ethical norms in assessment, emphasizing the significance of honesty, openness, and responsibility in the fair and equitable evaluation of student achievement. | V3 | * lectures and presentations on ethical standards in assessment * group discussions on integrity, transparency, and accountability * case study analysis of ethical assessment practices * workshops on fair and equitable evaluation methods * role-playing ethical scenarios in assessment | * Reflective Essays on Ethical Assessment Practices Assessment * Exams on Ethical Principles in Assessment * Peer and Instructor Feedback on Ethical Evaluation |

# **C. Course Content:**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | History of Language Testing & The social uses of language testing, and The concept of language assessment | 6 |
|  | Principles of Language Assessment | 6 |
| 3. | Standardized Testing | 6 |
| 4. | The interdependence between teaching, learning, and assessment | 3 |
| 5. | [Deciding what to test](https://www.taylorfrancis.com/chapters/mono/10.4324/9781003373629-4/deciding-test-glenn-fulcher?context=ubx&refId=49b89e3c-8e93-41f2-953a-ed6b4cc6bc48)  & [Designing test specifications](https://www.taylorfrancis.com/chapters/mono/10.4324/9781003373629-5/designing-test-specifications-glenn-fulcher?context=ubx&refId=6e899625-9e02-4596-86bf-7d5f34475df3) | 3 |
| 6. | [Evaluating, prototyping and piloting](https://www.taylorfrancis.com/chapters/mono/10.4324/9781003373629-6/evaluating-prototyping-piloting-glenn-fulcher?context=ubx&refId=77f8b14c-26df-41da-9b38-f9fc9e74dbb4) | 3 |
| 7. | [Scoring language tests](https://www.taylorfrancis.com/chapters/mono/10.4324/9781003373629-7/scoring-language-tests-glenn-fulcher?context=ubx&refId=32860449-a550-4dd1-a8b0-be65197bd0ef) & [Aligning tests to standards](https://www.taylorfrancis.com/chapters/mono/10.4324/9781003373629-8/aligning-tests-standards-glenn-fulcher?context=ubx&refId=23234108-8d68-4fb8-baec-e276beec4843) | 3 |
| 8. | Alternative Assessments | 3 |
| 9. | Assessng receptive Skills | 6 |
| 10. | Assessing Productive Skills | 6 |
| **Total** | | **45** |

# **D. Students Assessment Activities:**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | Weekly Reflection and reading assignments | 8 | 15 |
|  | Test Design Process Workshop and Poster Presentation | Continuous Assessment | 10 |
|  | Systematic literature review on the assessment of a specific language skill | Continuous Assessment | 15 |
|  | Language Testing and Assessment Project | Continuous assessment | 20 |
|  | Final Exam | 15 | 40 |

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

# **E. Learning Resources and Facilities:**

**1. References and Learning Resources:**

|  |  |
| --- | --- |
| **Essential References** | Green‬‏, A‬‏. ,(2021). *Exploring Language Assessment and Testing: Language in Action*‬‏. Routledge.‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬  Fulcher‬‏, G., (‬‏(2024. *Practical Language Testing*‬‏. Taylor & Francis‬‏.‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ |
| **Supportive References** | Fulcher, G., Harding, L. (2024). *The Routledge Handbook of Language Testing*‬‏. Taylor & Francis‬‏.‬  Kunnan, A., J., (2024). *The Concise Companion to Language Assessment‬‏*. Wiley‬‏.‬‬‬‬‬  Lanteigne, B., Coombe, C., & Brown, J., D. (2021). *Challenges in Language Testing Around the World: Insights for Language Test Users*‬‏. Springer Nature Singapore‬‏.‬‬‬‬‬ |
| **Electronic Materials** | KKU digital library (kku.edu.sa)  Online learning tutorials for essential college skills:  <https://pennstatelearning.psu.edu/istudy_tutorials/testing/>  Educational Assessment journal:  <https://www.tandfonline.com/journals/heda20>  Language Testing, Assessment, and Educational Measurement Journals:  <https://languagetesting.info/journals/list.html> |
| **Other Learning Materials** | Al-Khasawneh, F. (2020). Test taking strategies and reading comprehension of Saudi EFL learners. *Issues in Language Studies*, *9*(1), 155-165. - Funded.  Huseynova, S. (2019). Assessing English Grammar Assessment and Feedback: a Case Study of King Khalid University (KKU) Students. *Arab World English Journal, Special Issue: The Dynamics of EFL in Saudi Arabia*, 44-55. [https://dx.doi.org/10.24093/awej/efl1.4](about:blank)  Assiri, M. S., & Alodhahi, E. A. (2018). Test-taking strategies on reading comprehension tests: A review of major research themes. *Studies in English Language Teaching*, *6*(3), 207-227. [https://doi.org/10.22158/selt.v6n3p207](about:blank).  Mohammed, K. (2018). Training in-service teachers in test construction skills (TCS). *King Khalid University Journal of Humanities*, *27*(2). |

**2. Educational and Research Facilities and Equipment Required:**

| **Items** | **Resources** |
| --- | --- |
| **facilities**  (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | * Classrooms equipped with audio-visual aids to facilitate lectures and presentations. * Language labs with software for phonetic analysis, speech recognition, and forensic audio analysis. * Spaces for displaying forensic linguistic case studies, tools, and research findings. * Rooms equipped to simulate courtroom environments for mock trials and legal discourse analysis. |
| **Technology equipment**  (Projector, smart board, software) | * Projector for displaying presentations, video analyses, and case studies. * Smart Board for engaging students in collaborative analysis and case simulations. * Authorship Attribution Tools for identifying and analyzing authorship in disputed texts (e.g., JStylo). * Corpus Analysis Software such as AntConc for linguistic analysis. * Speech Analysis Tools like Praat for phonetic and speech pattern analysis. |
| **Other equipment**  (Depending on the nature of the specialty) | * Forensic linguistic software * Audio recording devices * Legal document databases |

# **F. Assessment of Course Quality:**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| Effectiveness of teaching | Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations. | Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys. |
| Effectiveness of students' assessment | Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback. | Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback. |
| Quality of learning resources | Reviewed by faculty and program leaders based on student feedback and peer reviews. | Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards. |
| The extent to which CLOs have been achieved | Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios. | Measured through directassessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys. |
| **Other** | Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays. | Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns. |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# **G. Specification Approval Data:**

|  |  |
| --- | --- |
| **COUNCIL /COMMITTEE** | **English Department Council** |
| **REFERENCE NO.** | **8-17-46** |
| **DATE** | **16 March 2025** |