

ET9C1-10 Assessment in TESOL

22/23

Department

Applied Linguistics

Level

Taught Postgraduate Level

Module leader

Jason Anderson

Credit value

10

Module duration

8 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Assessment in TESOL serves a pedagogic function in that it informs the teaching and learning process, and a classification function in the area of proficiency testing and for normative and comparative purposes. As a mechanism for data collection it is also one of the components of research into language teaching and learning. This option aims to foster a critical understanding of language assessment as it applies to a variety of language learning situations.

Module aims

This option aims to introduce students to the fundamental principles of assessment. It is designed both for more experienced practitioners and those who are new to the field of assessment.

In particular, the module aims to:

- introduce students to the fundamental principles of language proficiency testing;
- raise increased awareness of a broad range of assessment options, including portfolio assessment and self-assessment;
- equip students with the necessary skills to be able to evaluate language assessments and to gauge their appropriateness for use within their own context/setting;
- help students to understand the complex nature of assessment, and the influential role that

assessment plays in education and wider society, through a consideration of the concept of washback and test impact;

- familiarise students with the culture and discourse of language assessment, including commonly used terminology and metalanguage.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week-by-week programme:

1. Key questions in assessment (incl. definitions)
2. How to assess (overview of means)
3. What to assess (overview of constructs)
4. Analysing assessment activities (key examples)
5. Classroom-based assessment
6. Standardised assessment
7. Assessing a module on assessment
8. Assessment case study

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a sound understanding of the fundamental principles of assessment, including an awareness of the metalanguage and terminology used;
- Critically evaluate the assessment procedures and practice they encounter in their own research/teaching context, the better to make an appropriate and judicious selection of assessment instruments, and to draw up suitable recommendations for development and change;
- Contribute more confidently to assessment design and development projects, so as to promote improved assessment outcomes for their students;
- Understand the conceptual discourse of assessment at a wider societal level;
- Operate in an ethical and principled way in the world of testing by taking into account the competing needs of a range of stakeholders in the assessment process, and in particular, the test-takers themselves.

Indicative reading list

Amaya, P., Agudo, J. E., Sanchez, H., Rico, M., & Hernandez-Linares, R. (2013). Educational e-portfolios: Uses and tools. *Procedia – Social and Behavioural Sciences*, 93, 1169-1173.

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- Coombe, C. (2018). An A to Z of second language assessment: How language teachers understand assessment concepts. British Council. https://www.britishcouncil.org/sites/default/files/a_to_z_glossary_final.pdf
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- Earl, L. M. (2006). Assessment as learning. In W. Hawley (Ed.), *The keys to effective schools: Educational reform as continuous improvement* (pp. 85-97). Corwin.
- Harding, L. (2014). Communicative Language Testing: Current Issues and Future Research, *Language Assessment Quarterly*, 11(2), 186-197, <https://doi.org/10.1080/15434303.2014.895829>
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- Leung, C. (2013). Classroom-based assessment issues for language teacher education. In A. J. Kunnan (Ed.), *The companion to language assessment* (1st ed.) (pp. 1-10) Wiley.
- Leung, C., Lewkowicz, & Jenkins, J. (2016). English for academic purposes: A need for remodelling. *Englishes in Practice*, 3(3), 55-73. <https://doi.org/10.1515/eip-2016-0003>
- Lopez, A. A., Turkan, S., & Guzman-Orth, D. (2017). Assessing multilingual competence. In E. Shohamy, I. G. Or & S. May (Eds.), *Language testing and assessment* (3rd ed.)(pp. 91-102). Springer. https://doi.org/10.1007/978-3-319-02261-1_6
- Mason, R., Pegler, C., & Weller, M. (2004). E-portfolios: An assessment tool for online courses. *British Journal of Educational Technology*, 35(6), 717-727. <https://doi.org/10.1111/j.1467-8535.2004.00429.x>
- McGinley, K. (2006). The 'Test of Interactive English' – from conception to implementation. *ELT Journal*, 60(4), 374-381. <https://doi.org/10.1093/elt/ccl028>
- Murray, N. (2014). Reflections on the implementation of post-enrolment English language assessment. *Language Assessment Quarterly*, 11(3), 325-337. <https://doi.org/10.1080/15434303.2013.824975>

Olson, A. M., & Sabers, D. (2008). Standardized tests. In T. L. Good (Ed.), 21st century education: A reference handbook (pp. 423-430). Sage. <https://dx.doi.org/10.4135/9781412964012.n46>

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Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37, 3-14. <https://doi.org/10.1016/j.stueduc.2011.03.001>

Wiliam, D. (2012). Feedback: Part of a system. *Educational Leadership*, 70(1), 30-34. <https://www.ascd.org/el/articles/feedback-part-of-a-system>

Zeng, W., Huang, F., Yu, L., & Chen, S. (2018). Towards a learning-oriented assessment to improve students' learning—a critical review of literature. *Educational Assessment, Evaluation and Accountability*, 30, 211-250. <https://doi.org/10.1007/s11092-018-9281-9>

International

The module has an international focus in that it fosters a critical understanding of the construction, development and implementation of large scale, global language assessment. Students following the module will be better able to subsequently engage in assessment development and in their own local/global contexts.

Subject specific skills

- demonstrate a sound understanding of the fundamental principles of assessment, including an awareness of the metalanguage and terminology used
- understand how assessment involves a range of stakeholders and relates to wider society
- critically evaluate the assessment procedures and practice they encounter in their own educational context
- contribute more confidently to assessment design and development projects, so as to promote improved assessment outcomes for their students
- operate in an ethical and principled way in the world of testing by taking into account the competing needs of a range of stakeholders in the assessment process, and in particular, the test-takers themselves

Transferable skills

- Participate constructively in group discussions

- Structure and communicate ideas effectively in writing
- Plan and manage time and workload to meet deadlines
- Synthesize information from a range of sources
- Use assessment data appropriately, in the light of relevant theories and concepts
- Reflect critically on personal experience and professional practice and relate to relevant theory

Study

Study time

Type	Required
Lectures	8 sessions of 1 hour (8%)
Seminars	8 sessions of 1 hour (8%)
Private study	84 hours (84%)
Total	100 hours

Private study description

Guided independent study and reading for assignment, equivalent to around 80 hours

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
2000 word written assignment	100%		Yes (extension)
Reassessment component is the same			

Feedback on assessment

Students will receive written feedback on their assignment via a combination of the Centre's standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student's assignment (submitted via Tabula). Additional feedback may be provided (where required) through personal meetings with module tutors.

Availability

Courses

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- Year 1 of TETS-X9PR Postgraduate Taught TESOL
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
 - Year 1 of X9PS TESOL (Part-time - 2 years)
 - Year 2 of X9PS TESOL (Part-time - 2 years)