



# Course Specification

— (Postgraduate)

**Course Title:** Language Testing and Assessment

**Course Code:** *Enter Course Code.*

**Program:** Master of Arts in Applied Linguistics

**Department:** Languages and Translation

**College:** Humanities of Social Sciences

**Institution:** Northern Border University

**Version:** 1

**Last Revision Date:** May 15, 2024



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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: (3)

#### 4. Course general Description:

This course equips students with the theoretical knowledge and practical skills required for proficient language assessment and testing. It explores the design, implementation, and analysis of language tests, emphasizing ethical practices and the effects of assessment on language education. Through case studies, collaborative projects, and expert insights, students will develop the ability to critically evaluate and construct language tests for various contexts. The course prepares graduates for advanced roles in applied linguistics, ensuring a balance between academic rigor and practical application.

#### 5. Pre-requirements for this course (if any):

NA

#### 6. Pre-requirements for this course (if any):

N/A

#### 7. Course Main Objective(s):

By the end of this course students will:

1. Develop an advanced understanding of theoretical frameworks, research methodologies, and key concepts in language testing and assessment, enabling critical evaluation of related literature and original research contributions.
2. Acquire practical skills in designing, developing, and evaluating language tests and assessments tailored to various purposes and contexts, including proficiency, achievement, and diagnostic testing.
3. Exhibit ethical awareness and sensitivity to fairness and bias issues, ensuring adherence to professional standards and ethical guidelines in language testing and assessment.
4. Enhance research capabilities to conduct empirical studies, analyze data, and interpret findings in language testing and assessment, preparing for advanced research or further research or professional roles studies.

### 2. Teaching Mode: (mark all that apply)



No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

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

No	Activity	Contact Hours
1.	<b>Lectures</b>	35
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	10
5.	<b>Others (specify).....</b>	
	<b>Total</b>	45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Describe a comprehensive understanding of the theoretical frameworks underpinning language testing and assessment.	K1, K3	Class/Group Discussion Self-learning	Written Examinations. Rubric-based Essay Writing Cast Study Analysis Portfolio
1.2	Outline different types of language tests and assessment formats, including proficiency tests,	K3	Concept maps Peer Learning	Concept Mapping Exercise Peer Reviewed



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	achievement tests, and diagnostic tests.			Open Book Exam
...				
<b>2.0</b>	<b>Skills</b>			
2.1	Develop the practical skills to design language tests and assessments tailored to specific purposes and contexts, considering factors such as language proficiency levels, age groups, and cultural backgrounds of test takers.	S2	Problem-based Learning  Scientific Research	Test Design Projects with Peer Evaluation  Practical Assessments
2.2	Demonstrate effective communication skills for presenting test findings, recommendations, and research findings to diverse audiences, including educators, policymakers, and other stakeholders.	S4	Collaborative Learning  Mini Teaching Units	Presentations with Q&A  Peer Reviewed Mini Teaching Units
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Exhibit a commitment to uphold professional standards and ethical guidelines in designing, administering, and interpreting language	V1	Class/Group Discussion  Peer Learning	Case Study Analyses with Peer Review  Portfolio



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	tests, ensuring that the rights and dignity of the test takers are respected.			
3.2	Conduct research projects where students explore topics of interest related to language testing and assessment, conducting literature reviews, collecting data, and drawing conclusions based on empirical evidence.	V4	Scientific Research Self-learning	Research Projects with presentations Portfolio
...				

### C. Course Content:

No	List of Topics	Contact Hours
1.	Theoretical frameworks in language testing and assessment <ul style="list-style-type: none"> <li>Historical development of language testing theories</li> <li>Key concepts: validity, reliability, practicality, authenticity</li> <li>Communicative language testing principles</li> </ul>	9
2.	Types of language tests <ul style="list-style-type: none"> <li>Proficiency tests (e.g., TOEFL, IELTS)</li> <li>Achievement tests (progress, final)</li> <li>Diagnostic tests</li> <li>Placement tests</li> </ul>	6
3.	Designing language tests for specific purposes and contexts <ul style="list-style-type: none"> <li>Needs analysis and test specification.</li> <li>Item writing and task design.</li> </ul>	12





	<ul style="list-style-type: none"> <li>Assessing language skills (reading, writing, listening, speaking)</li> <li>Assessing vocabulary, grammar, and pragmatics</li> <li>Designing tests for different age groups and proficiency levels</li> </ul>	
4.	<p>Analyzing and interpreting language test data</p> <ul style="list-style-type: none"> <li>Classical Test Theory and Item Response Theory</li> <li>Item analysis (difficulty, discrimination)</li> <li>Reliability estimation</li> <li>Validity evidence (content, construct, criterion-related)</li> </ul>	6
5.	<p>Ethical considerations in language testing</p> <ul style="list-style-type: none"> <li>Fairness and bias in testing</li> <li>Test use and consequences.</li> <li>Test taker rights and responsibilities.</li> <li>Ethical guidelines for test developers and administrators</li> </ul>	3
6.	<p>Technology in Language Assessment</p> <ul style="list-style-type: none"> <li>The role of technology in modern language testing</li> <li>Computer-based versus paper-based assessments</li> <li>Digital test security and combating fraud</li> <li>The use of artificial intelligence in automated scoring systems</li> <li>Adapting traditional tests for digital platforms</li> </ul>	3
7.	<p>Current trends and research in language testing</p> <ul style="list-style-type: none"> <li>Computer-based and online testing</li> <li>Integrated and performance-based assessment.</li> <li>Assessing intercultural communicative competence</li> <li>Future directions in language testing research</li> </ul>	6
<b>Total</b>		<b>45</b>





## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Ethical Dilemma Essay	5	15%
2.	Midterm Exam (theoretical knowledge)	7	25%
3.	Research Paper	14	25%
4.	Language Test Design Project (Practical)	12	35%
	Total		100%

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

## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	<p>Green, A. B., &amp; Smith, J. L. (Eds.). (2024). <i>Modern Approaches in Language Assessment and Evaluation</i> (3rd ed.). Cambridge University Press.</p> <p>Liu, M., &amp; Johnson, R. (Eds.). (2023). <i>Innovations in Language Testing: New Directions and Implications</i>. Oxford University Press.</p>
<b>Supportive References</b>	<p>Thompson, S. K., &amp; Lee, H. (2024). <i>Language Testing in Digital Times: Tools and Approaches for Assessment</i>. Routledge.</p> <p>Cartwright, J., &amp; Baker, W. (Eds.). (2023). <i>Ethical Considerations in Language Assessment: A Global Perspective</i>. Springer.</p> <p>Patel, R. J., &amp; Knight, P. T. (Eds.). (2023). <i>Data-Driven Language Assessment: Research and Practices</i>. Palgrave Macmillan.</p>
<b>Electronic Materials</b>	<p>Language Assessment Tool: QuestionMark. (2024). QuestionMark Assessment Platform. <a href="https://www.questionmark.com">https://www.questionmark.com</a></p> <p>Video Conferencing Tool: Microsoft Corporation. (2024). Microsoft Teams. <a href="https://www.microsoft.com/en-us/microsoft-teams/group-chat-software">https://www.microsoft.com/en-us/microsoft-teams/group-chat-software</a></p> <p>Language Portfolio Tracker:</p>







	<p>Pearson Education Inc. (2024). Pearson Language Portfolio. <a href="https://www.pearson.com">https://www.pearson.com</a></p> <p>Other Useful Tool: Quizlet Inc. (2024). Quizlet - Learning tools &amp; flashcards, for free. <a href="https://quizlet.com">https://quizlet.com</a></p>
<b>Other Learning Materials</b>	A collection of the latest journal articles and research presentations will be accessible through the course's Learning Management System (Blackboard).

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

Items	Resources
<p><b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<p>-Classroom with audio-visual equipment -Interactive Whiteboard or Smartboard -Assessment and Evaluation Rooms</p>
<p><b>Technology equipment</b> (Projector, smart board, software)</p>	<p>-Wi-Fi -Digital Projector -Computers/Laptops or Tablet Devices</p>
<p><b>Other equipment</b> (Depending on the nature of the specialty)</p>	<p>-Printer/Photocopier -Access to the Saudi Digital Library -Recording Equipment -Access to Online Journals and Databases</p>

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Program Leader, Students	Direct
<b>Effectiveness of students assessment</b>	Program Leader, Students	Direct
<b>Quality of learning resources</b>	Faculty, Program Leaders	Indirect
<b>The extent to which CLOs have been achieved</b>	Program Leaders, Peer Reviewer	Indirect
<b>Other</b>		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT OF LANGUAGES AND TRANSLATION COUNCIL</b>
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**REFERENCE NO.**

**SESSION 23, 1445**

**DATE**

**14 MAY 2024**

