



**Programme online course**  
**ALTE Introductory Course in Language Testing**  
**14<sup>th</sup> March – 25<sup>th</sup> March 2022 (Monday to Friday)**

**Course presenters:**

**Professor Anthony Green**, University of Bedfordshire

**Ms Jane Lloyd**, ALTE Validation Unit

This course introduces core principles guiding the assessment of language abilities. It relates theoretical issues both to the language classroom and to large scale institutional, national and international assessments. The course provides the essential foundations for language assessment practice and for further study in this field.

Participants will learn:

- Principles that inform the decisions that individuals and organisations responsible for language assessment systems have to make about their design, content, implementation and use
- The qualities of language assessments that contribute to their usefulness
- Approaches to the assessment of the skills that language learners need for communicative success
- How to connect tasks found on assessments to the tasks involved in real-world language use
- Practical applications of theoretical and conceptual frameworks in the development and validation of assessments.

**Workload**

This is an **intensive, full-time** course that requires:

- A **minimum of four hours** of independent study **each day** (reading, carrying out tasks, watching lectures)
- **90 minutes** of course meetings **each day** (discussions and group tasks)
- A **significant amount time** working on course related tasks on the two **weekends** before the official start date and in the middle of the course.

**Clear your diary:** You will have **very little time for other commitments** during the course! The course will provide extensive opportunities for hands-on practice, including in test design, item writing, scoring and quality assurance processes. You will learn most if you prepare fully for this work.

To help you to prepare, the core text will be sent to you and the Microsoft Teams platform will be opened **two weeks before the start of the course**.

**\*Core text** – This course is supported by the following core text:

Green, A.B. (2020) Exploring language assessment and testing (2<sup>nd</sup> edition). Abingdon: Routledge. ISBN-13: 978-1138388789

\*The ALTE Secretariat will get in touch with the registered participant in order to arrange the dispatch by post of the book above, prior the start of the course. This book is included in the price of the registration fee.

## Virtual Platform: Microsoft Teams

### PRACTICAL INFORMATION

Each registered participant will be invited to join a Microsoft Teams group where all the activities and interactions between participants and tutors will take place.

The course is structured in 12 separate sessions and the Microsoft Teams group will reflect this structure with 12 different areas.

All 12 sessions will have the same order of activities:

- Questions or points to consider, before you begin any tasks or reading
- Pre-session reading
- A simple quiz based on the reading
- Reflective questions for discussion to be completed post reading
- A recorded lecture
- An individual task
- A live wrap-up session incorporating a group task

### PROGRAMME COURSE

#### **Technical check session Friday 25<sup>th</sup> February 2022 11am -12pm UK time / 12pm – 1pm CET time**

This session is optional and it aims to familiarise with the virtual platform, ensuring that the participants can navigate within the Teams area during the course.

Every day, (Monday to Friday) there will be a \*live wrap-up session at 11am – 12.30pm UK time / 12pm – 13.30pm CET time with the tutors with Q&A questions about the tasks completed during the day. \*ALTE will send meeting invitations for these live sessions through MT to all participants in advance.

All the activities of each session must be completed before the live session. Please note that the Session 1 and Session 2 pre reading and tasks must be completed prior to the live meeting on the first day.

The sessions will be delivered according to the schedule below:

Day	Mon	Tues	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri
Date	14 <sup>th</sup>	15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	21 <sup>st</sup>	22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>
Session	1 & 2	3	4	5	6	7 & 8	9	10	11	12

## Pre-Reading schedule

<i>Pre-reading for Session 1: Exploring language assessment and testing, pp.3-17</i>		
<b>1</b>	<i>Purposes for assessment</i>	Types of assessment and their uses
<i>Pre-reading for Sessions 2: Exploring language assessment and testing, pp.58-98</i>		
<b>2</b>	<i>The assessment cycle</i>	Steps in designing and developing assessment systems
<i>Pre-reading for Session 3: Exploring language assessment and testing, pp.18-57</i>		
<b>3</b>	<i>Qualities of effective assessment</i>	The qualities of assessment systems. Quality assurance frameworks and processes: ALTE as an example
<i>Pre-reading for Session 4: ALTE Manual for Language Test Development pp.10-25</i>		
<b>4</b>	<i>Linking aims to theories and specifications</i>	Balancing policy aims, theories of language and practical constraints. Standardising assessment material and practices, specifications.
<i>Pre-reading for Sessions 5 to 7: Exploring language assessment and testing, pp.pp.99-132</i>		
<b>5</b>	<i>Assessing Reading</i>	Sourcing material, targeting reading skills, preparing suitable questions
<b>6</b>	<i>Assessing Listening</i>	Finding and adapting recordings, targeting listening skills, preparing suitable questions
<b>7</b>	<i>Assessing language knowledge</i>	Why test formal knowledge implicitly or explicitly? Issues of task design
<i>Pre-reading for Sessions 8 and 9: Exploring language assessment and testing, pp.133-174</i>		
<b>8</b>	<i>Eliciting performance</i>	Designing tasks to elicit spoken or written performance
<b>9</b>	<i>Judging performance</i>	Options for judging and scoring productive skills Automated scoring and feedback
<i>Pre-reading for Sessions 10 to 12: Exploring language assessment and testing, pp.175-233</i>		
<b>10</b>	<i>Frameworks and objectives</i>	Working with frameworks: the CEFR as an example

<b>11</b>	<i>Statistics in the assessment cycle</i>	The place of numbers in quality control Essential test and item statistics. Rater reliability.
<i>Follow-up reading for Session 11: Statistical tools: <a href="http://www.routledge.com/cw/rial">www.routledge.com/cw/rial</a></i>		
<b>12</b>	<i>Scoring, reporting and setting standards</i>	What do the results mean? Communicating outcomes to users