

PROGRAMA DE ASIGNATURA (CONTENIDOS)

1. NOMBRE DE LA ASIGNATURA

SEMINARIO DE EVALUACIÓN DE L2 EN CONTEXTOS DE INGLÉS COMO LENGUA EXTRANJERA

2. NOMBRE DE LA ASIGNATURA EN INGLÉS

SEMINAR IN L2 ASSESSMENT IN EFL CONTEXTS

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO

2

4. OBJETIVO GENERAL DE LA ASIGNATURA

The course is a seminar at a postgraduate level. Its aim is to explore the main theoretical and empirical principles of the applied linguistics area known as L2 assessment (ie second language assessment). The seminar also has a specific focus on processes in the assessment of English as a foreign language (EFL). The seminar addresses therefore the key issues of this area, the empirically-based research carried out in it, and the most important theoretical proposals that currently guide the area. Students of the course will get acquainted with the most relevant aspects of the design and application of tools to assess knowledge and abilities in EFL. From this perspective, the seminar aims at developing the capacity of students to assess these processes and interpret their outcome critically.

5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA

Students in this course will develop the ability to

- Identify, interpret, and explain the main theoretical framework on L2 assessment
- Identify, interpret, and evaluate the process of design aL2 assessment tools in EFL contexts
- Analyse and interpret data in L2 assessment research projects
- Present and discuss topics and original findings related to L2 assessment

6. SABERES / CONTENIDOS

The concept of validity
 Construct validity
 Face validity
 Consequential validity
 Ethics and justice in EFL assessment

EFL classroom assessment
 Direct and indirect assessment
 Washback effect
 Uses of L2 English assessment
 The social dimension of EFL language assessment

L2 English test design
 Defining criteria
 Inferences in L2 performance tests
 Item design
 Prompt design
 Test piloting
 Score interpretation

Measurement theory
 Classical theory of assessment
 Item Response Theory (IRT)
 The measurement process

Reliability of L2 testing tools
 Inter-rater reliability
 Intra-rater reliability
 Factors affecting test reliability
 Test reliability vs test validity

7. METODOLOGÍA

The orientation of the course reflects the growing importance in Chile of the adequate use of instruments of evaluation of linguistic competences in diverse contexts of decision-making (eg to apply to academic programmes or to work in international settings). Within this context, the course will address the main theoretical principles that are at the basis of the development and interpretation of language tests and especially of English in EFL contexts. The main components of this area refer to the constructs of validity, reliability, fairness, and the theories of measurement and evaluation (especially item response theory, ITR). At the same time, the seminar activity has a practical component in which students will carry out activities such as designing, administrating, and interpreting language assessment instruments. These activities will sustain a critical and contextualised discussion regarding the factors that affect the design and administration of adequate assessment tools.

As part of this seminar, students have to read scholarly publications including theoretical discussions and reports of original research. The ability to read texts written in English is essential to the course as all readings are originally written in this language. In addition, it is expected that students address tasks of observation/analysis of data in real-life situations of EFL assessment. The result of these tasks will be reported in oral presentations and research articles by the end of the course.

The course has a seminar setting where the instructor presents a lecture and then posits some questions for discussion. After the class, readings are assigned and students are expected to read them and then post questions for the next class in relation to the topic of the readings.

8. METODOLOGÍAS DE EVALUACIÓN

The course considers three tasks to be evaluated. The first will be evaluated with two marks that will constitute the 60% of the final mark for the course. The other 40% corresponds to the evaluation of an essay.

Task 1 (30%) is an essay in which a real-life problem/interest of the student is identified and characterised.

Task 2 (30%) is an essay proposing a solution to the problem set in Task 1.

Task 3 (40%) is a final report of the way in which the problem identified was addressed by the student, indicating and discussing observed outcomes. The report includes a revised version of the essays in Task1 and Task 2, which eventually constitute the Literature Review and Methodology sections of the final report in Task 3.

9. REQUISITOS DE APROBACIÓN

ASISTENCIA: 90%

NOTA DE APROBACIÓN MÍNIMA: 4,0

REQUISITOS PARA PRESENTACIÓN A EXÁMEN: Notas parciales y asistencia

10. PALABRAS CLAVE

assessment; EFL; L2; evaluación

11. BIBLIOGRAFÍA OBLIGATORIA

Fulcher, G., & Davidson, F. (2007). Language testing and assessment. London, NY: Routledge.

12. BIBLIOGRAFÍA COMPLEMENTARIA

Davies, Alan. (2003). Three heresies of language testing research. Language Testing 20(4), 355-368.

Bachman, L. F. (2000). Modern language testing at the turn of the century: Assuring that what we count counts. Language testing, 17(1), 1-42.

13. RECURSOS WEB

Language Testing Bytes, quarterly podcast that accompanies the Language Assessment journal , By Glenn Fulcher
<http://languagetesting.info/sage/ltb.php>

Language testing: looking back and looking forward, presentation by Barry O'Sullivan
<http://www.teachingenglish.org.uk/seminars/language-testing-looking-back-looking-forward>

Language Testing Website:
<http://languagetesting.info/gf/glennfulcher.php>

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