



**Faculty of Arts**  
**School of Languages, Linguistics, Literatures and Cultures**

LANG 599.4  
Language Testing/Language Tests:  
Foundations in measurement & testing for research and language teaching  
Lectures: Wednesdays 15:00-17:45  
Location: ST027

**COURSE OUTLINE - FALL 2016**

**INSTRUCTOR'S NAME:** Professor S.E. Carroll

**OFFICE LOCATION:** CHD507

**OFFICE HOURS:** Thursdays 13:00-14:00 or by appointment

**TELEPHONE NUMBER :** 403-220-5492

**E-Mail :** susanne.carroll@ucalgary.ca

**DESCRIPTION**

Researchers in second language acquisition, educational administrators, policy-makers, language teachers, and language students themselves often want an answer to the question: "How good is their/my French?" (or Blackfoot, or Chinese, or ... --- put in your preferred language here). Providing an answer means resorting to existing language tests or creating new tests. Choosing the right test, or developing one's own, requires an understanding of a number of complex fundamental issues: How do we define knowledge of a language? How do we measure the ability to use language felicitously? What is the nature of measurement? What purpose shall we put the results of the test to? What are the contexts in which we test? How do emerging technologies influence test-taker behaviour? What broader issues of fairness and social justice might influence if we test, or how we test? This course will introduce students to these issues.

**Prerequisites:** No prerequisites. Approval of Undergraduate advisor in your Division is required.

**TARGETED STUDENTS**

This course is intended as a *foundation* to issues of language measurement and language testing. It will serve as a basis for more specialised courses which will develop topics we just touch on briefly (specific types of tests, tests for particular populations, the use of computer technology in language testing, issues of language policy and planning).

This course will be of interest to all students who intend to collect data on second language learners for their own research, to those who are interested in a career in language testing itself, to those who intend to teach a second or foreign language or even those who are currently teaching but feel that their theoretical knowledge on testing matters could use some brushing up. Students will be encouraged to work on their language, building up knowledge of various measurement paradigms, extant tests (both standardized and not standardized) and testing resources and agencies.



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**For students who want credit in a particular language program, I can read English, French or German. Please consult with your undergraduate or graduate advisor as to how this course would fit into your program and what language you must carry out your assignments in in order to get credit for your program.**

I will want to know how your previous course of study prepares you for this course and how it will fit into your future plans. Please be prepared to provide suitable information.

**OBJECTIVES**

To introduce students to basic distinctions between qualitative and quantitative research and a theoretical framework for quantitative assessment; to provide a psycholinguistic framework for understanding language and language behaviour as tested by language tests; to introduce students to basic notions of testing (types of validity, reliability, scoring, inferring knowledge from the numbers); to introduce students to constraints on testing; to reflect on and discuss social impacts of testing; to provide students with a foundation for their own research

**DISTRIBUTION OF GRADES**

Exercises = 20%  
Case Study Part 1 = 25%  
Case Study Part II = 25%  
Final examination = 30%

**Final Examination:**

The Final Examination will be scheduled by the Registrar during **December**. Requests for pre-assignment of examinations to special dates for whatever cause or reason cannot be accommodated. Similarly, changes in the dates of scheduled examinations cannot be approved. No exceptions will be made to the Examinations Timetable

**REQUIRED TEXTS**

\*Please note: The University of Calgary bookstore is organized by AUTHOR LAST NAME.

I have ordered ebooks for the bookstore and have asked that both books be put on reserve in the library.

- Fulcher, Glenn. 2015. Re-examining language testing: a philosophical and social inquiry. New York: Routledge. 978-1-138-77470-4 (paperback); 978-1-315695-51-8 (ebook)
- Green, Anthony. 2014. Exploring language assessment and testing. Language in action. New York: Routledge. 978-0-415-59724-1 (paperback); 978-1-315-88962-7 (ebook)

**COURSE EXPECTATIONS**

Information about teaching philosophy, grading practices, course policies re use of cell phones and laptops in class, attendance, dates of assignments, lecture notes, and other crucial information will all be found in Desire 2 Learn (D2L).



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#### ACADEMIC MISCONDUCT

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted." Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

#### DISABILITIES AND ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Students with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre should contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students also required to discuss their needs with the instructor no later than fourteen (14) days after the start of this course.

#### EMERGENCY EVACUATION ASSEMBLY POINTS

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)  
Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)  
Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)  
For the complete list of assembly points please consult  
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

#### FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at



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403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

#### **FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT**

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

#### **INTERNET AND ELECTRONIC COMMUNICATION DEVICES**

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

#### **SAFEWALK**

To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

#### **STUDENT UNION INFORMATION**

Representatives and contact details: <http://www.su.ucalgary.ca/home/contact.html>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

#### **WRITING ACROSS THE CURRICULUM**

Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.