

## **PROGRAMA DE ASIGNATURA**

### **1. NOMBRE DE LA ASIGNATURA**

Seminario de Evaluación y medición de competencias bilingües

### **2. NOMBRE DE LA ASIGNATURA EN INGLÉS**

Seminar in Assessment and measurement of bilingual competencies

**3. TIPO DE CRÉDITOS DE LA ASIGNATURA** *(Corresponde al Sistema de Creditaje de diseño de la asignatura, de acuerdo a lo expuesto en la normativa de los planes de estudio en que esta se desarrolla):*

**SCT/**

**UD/**

**OTROS/**

### **4. NÚMERO DE CRÉDITOS**

10 créditos

### **5. HORAS DE TRABAJO PRESENCIAL DEL CURSO**

3 horas

### **6. HORAS DE TRABAJO NO PRESENCIAL DEL CURSO**

6 horas

### **7. 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 explores the key issues related to our ability to assess and comprehend the language ability and proficiency of L2 learners. This ability is essential for both conducting research related to bilingual processing and making decisions in L2 teaching-learning processes. The seminar.

Students in the Seminar will get acquainted with the most relevant theoretical and technical aspects of the design and application of tools to assess knowledge and abilities in an L2. From this perspective, the seminar aims at developing the capacity of students to understand language ability and language processing and interpret critically the wide variety of evidence used by researchers in



the humanities and social sciences to establish the level of L2 proficiency of research participants and L2 students.

The seminar has a focus on the assessment of English as a foreign language (EFL), but contents can be safely extrapolated to the assessment of any other L2.

## 8. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA

Students in this Seminar will develop the ability to

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

## 9. SABERES / CONTENIDOS

### **Bilingualism, L2 processing and L2 assessment**

Second Language Acquisition as a cognitive process

L2 proficiency as a critical variable in Second Language Acquisition research

Psychometric properties of an L2 assessment tool

Current challenges in the assessment of L2 abilities

### **The concept of validity in L2 assessment**

Construct validity: the construct of second language ability

Face validity

Consequential validity

Ethics and justice in L2 assessment

### **EFL classroom assessment**

Direct and indirect assessment

Washback effect

Uses of L2 assessment: research, teaching, language policies

The social dimension of EFL language assessment

### **L2 English test design**

Defining criteria

Inferences in L2 performance tests

Item design and item validation: item facility, item discrimination.

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

**10. METODOLOGÍA**

The orientation of the Seminar reflects the growing importance in Chile of the adequate use of instruments of evaluation of linguistic competencies in diverse contexts of decision-making (eg to conduct research in which language proficiency is a research variable or to manage a second language teaching-learning programme). The Seminar addresses the main theoretical principles that are at the basis of the development and interpretation of second language tests. 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, students will carry out activities such as evaluating critically and designing, administrating, and interpreting language assessment instruments used in research fields such as psycholinguistics, bilingualism and applied linguistics. These activities will sustain a critical and contextualised discussion regarding the factors that affect the design, administration, and the adequate interpretation of L2 assessment tools.

As part of this seminar, students have to read scholarly publications including research articles, technical reports, and discipline-specific book chapters. 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 L2 assessment.

The Seminar has a traditional 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 produce questions for the next class in relation to the topic of the readings.

**11. METODOLOGÍAS DE EVALUACIÓN**

The assessment of the course is constituted by a research or theoretical report that will be developed along the Seminar. The activity will be followed-up over the seminar and a final draft will be presented at the end of it.

The report should address a real-life problem/interest of the student and must include a characterisation of it from the perspective of L2 assessment, a proposal of a research design that can contribute to solve the problem set, and an account of the way in which the problem identified can be addressed by the student, indicating and discussing observed outcomes, if they exist.

## 12. REQUISITOS DE APROBACIÓN

**ASISTENCIA** (*indique %*): 90%

**NOTA DE APROBACIÓN MÍNIMA** (*Escala de 1.0 a 7.0*): 4,0

**REQUISITOS PARA PRESENTACIÓN A EXAMEN:** Asistencia

**OTROS REQUISITOS:**

## 13. PALABRAS CLAVE

Assessment; L2; evaluación

## 14. BIBLIOGRAFÍA OBLIGATORIA

Bartning, I., Martin, M., & Vedder, I. (2010). Communicative proficiency and linguistic development: Intersections between SLA and language testing research (EUROSLA Monographs Series). European second language association.

May, S., Shohamy, E., & Or, I. G. (2017). Language Testing and Assessment (3rd ed. 2017 ed., Encyclopedia of Language and Education). Cham: Springer International Publishing.

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

## 15. 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.

## 16. RECURSOS WEB

British Council: Assessment research publications

<https://www.britishcouncil.org/exam/aptis/research/publications>

Language Testing Bytes, quarterly podcast that accompanies the Language Assessment journal, by Glenn Fulcher

<http://languagetesting.info/sage/lb.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>