Chinese 650B: Teaching and Testing

**Term:** August 25-December 19, 2014; Thursday 9:30am – 12pm, Moore Hall 224  
**Instructor:** Haidan Wang, Moore Hall 355, Tel: 956-2053, [haidan@hawaii.edu](mailto:haidan@hawaii.edu)  
**Office Hour:** by appointment  
**Prerequisites:** CHN 451, 452, CHN 645 or instructor’s consent

**Course description and instructional goals**  
Language testing plays an important role in language teaching and curriculum development. The design, implementation, and utilization of language testing are essential to language classes and programs. A well-designed and valid test will benefit both learners and teachers, and eventually enhance the quality of teaching, student learning, and language programs in general. In this course, participants will explore the basic concepts, techniques, and theoretical issues in the field of second language testing through reading and examining recent and representative literatures and research. The application of general testing principles and theories on teaching Chinese as a second language will be a primary focus of this course.

**Student learning outcomes**  
In completing this course, students will  
1. become familiar with the design and methods of Chinese language testing;  
2. develop the basic skills of incorporating appropriate testing techniques to different types of Chinese language assessment;  
3. be able to design and create Chinese language tests to serve various testing needs in language classes.  
4. be able to analyze Chinese test items and write critiques;  
5. be able to create both single skill and multiple-skill test items;  
6. be able to create assessment rubrics based on certain criteria or student learning outcomes;  
7. become familiar with the procedures of and be able to conduct classroom Chinese oral proficiency interview  
8. become familiar with the recent research on Chinese language testing

**Assignments**  
During this semester, each student will  
(a) select reading articles and present to class and lead class discussion  
(b) create test items for Chinese Placement Test  
(c) write an analysis or critique of a Chinese test

**Grading**  
Course grade will be based on these followings  
Participation in class discussion...........................................25%  
Presentation and report of reading materials..........................25%  
Creation samples of test items............................................25%  
A critique or an analysis.....................................................25%
Course contents & schedule (Tentative)
Tentative schedule and weekly readings—sign up for reading presentations and leading class discussion

Week 1 (August 28) introduction and course orientation
- introduction & course syllabus
- getting to know one another: background, academic interest, why are you taking this course: experiences and personal goals
- testing, measurement, assessment, and evaluation (Norris, 2006)

Week 2 (September 4) types of language tests
- Objective vs. subjective
- Direct vs. indirect
- Discrete-Point vs. integrative
- Criterion or Domain-referenced vs. norm-referenced 比 or standard
- Achievement vs. proficiency
- Single-skill vs. multiple-skills

Week 3 (September 11) Test techniques and formats (Brown, 2005)
- Receptive-response
- Productive-response
- Personal-response
- Advantages & disadvantages
- Rubric-based assessment (Brown 2012): holistic or analytic
- Chinese tests in the U.S. (姚, 2007)

Week 4 (September 18)
- Placement test (guest lecturer) (Jiang, 2008)
- A sample of analyzing Chinese Placement Test

Week 5 (September 25)
- item analysis and reliability (guest lecturer) (Brown, 2005: Chapters 3 & 7)

Week 6 (October 2)
- testing vocabulary (Nation & Chung, 2009)
- samples of vocabulary testing items
- sharing, comments, & critiques

Week 7 (October 9)
- testing grammar (Larsen-Freeman, 2009)
- samples of testing grammar
- sharing, comments, & critiques

Week 8 (October 16)
- testing listening (Vandergrift & Goh, 2009)
- samples of testing listening
- sharing, comments, & critiques
- Listening Proficiency Test (LPT) by ACTFL
http://www.languagetesting.com/listening-proficiency-test
- others (Xi, 2008)

Week 9 (October 23)
- testing speaking (Bygate, 2009)
- samples of testing speaking
- sharing, comments, & critiques
- Oral proficiency interview (OPI) and OPIc by ACTFL
  http://www.languagetesting.com/oral-proficiency-interview- opi
- others (Wang & Jiang, 2014; Jin & Mak, 2012)

Week 10 (October 30)
- testing reading (Grabe, 2009)
- samples of testing reading
- sharing, comments, & critiques
- Reading Proficiency Test (RPT) by ACTFL
  http://www.languagetesting.com/reading-proficiency-test
- others (Shen & Tsai, 2010)

Week 11 (November 6)
- testing writing (Polio & Williams, 2009)
- samples of testing writing
- sharing, comments, & critiques
- Writing Proficiency Test (WPT) by ACTFL
  http://www.languagetesting.com/writing-proficiency-test

Week 12 (November 13)
- testing pragmatics (Roever, 2009; 2011)
- sample tasks of testing pragmatics
- sharing, comments, & critiques

Week 13 (November 20)
- computer-assisted teaching and testing (Chapelle, 2009)
- assessment related (Jiang, 2012)

Week 14 (November 27) Holiday: Thanksgiving Day

Week 15 (December 4)
- presentations