



TEST DESIGN AND ASSESSMENT

Summary Lectures for 4th year students

3rd Lecture: Approaches to Language Testing



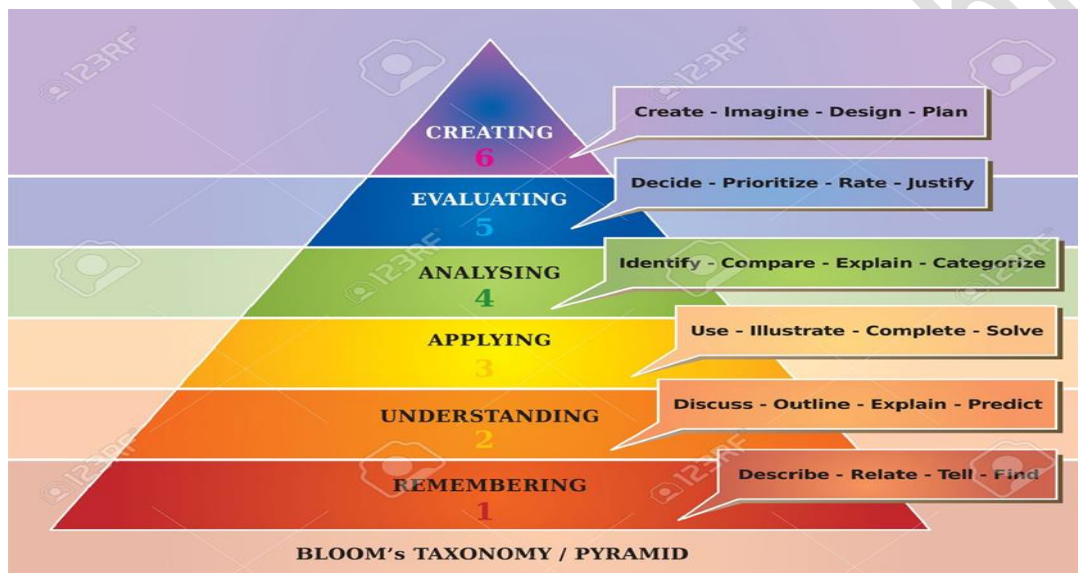
Summarized by

ASSIST. INSTRUCTOR: FATIMAH JAMAL SAADALLAH

English Department/ College of Basic Education/ University of Diyala

1.3 Trends to Language Teaching

Teaching is a dynamic profession. It changes year to year depending on the classes we teach and the students we have. Many educators are beginning to argue that our current classroom approach only serves the most basic learning: understanding and remembering. In Bloom's Taxonomy, the skills of understanding and remembering are the foundation of learning. However, above these skills are the more active forms of learning: applying, analyzing, evaluating, and creating.



we will explore four educational approaches that are working toward a more complete use of Bloom's Taxonomy in the classroom. These approaches are designed to provide students more opportunities to apply, analyze, evaluate, and create in the classroom. The educational trends we will explore are:

1.3.1 Trend 1 – 21st Century Skills

The 21st century themes are not subjects for direct classroom instruction. Instead, they are ideas that teachers can integrate into their classroom instruction. These ideas include:

- a) Global Awareness
- b) Creativity and Innovation
- c) Information and Media Literacy

1.3.2 Trend 2 – Bring Your Own Device (BYOD)

Teachers looking to use technology in the classroom can face difficulties, especially if your students don't have regular access to a computer. However, as smartphones and tablets become more common, we can take advantage of them for classroom activities. This bring-your-own-device (BYOD) approach can help incorporate technology into our classroom practice without the need for every student to have a personal computer.

However, Chapelle (2001) outlines six criteria for evaluating technology tools for the classroom. These six criteria can be an effective way of thinking about technology tools and whether or not you should use them in your classroom. They are:

- a) Language learning potential
- b) Learner fit
- c) Meaning focus
- d) Authenticity
- e) Positive Impact
- f) Practicality

1.3.3 Trend 3 – Digital Game Based Learning (DGBL)

Students love to play video games, but many teachers may have doubts about how they can be used for learning. The use of video games in the classroom, or Digital Game-Based Learning (DGBL), is one of the major trends in education today. When considering how to use video games in the classroom, consider how they are another form of media. We can encourage our students to discuss their favorite music, books, movies, and television shows in the classroom as part of conversation practice. Now it is time to add video games to that list. If students are provided the space and opportunity to bring their knowledge to the classroom about video games, they can be a rich source of communication and a useful tool for learning English.

1.3.4 Trend 4 – Makerspaces

However, a makerspace is not just a physical space for learning. Makerspaces bring with them a hands-on learning approach. In a makerspace environment, students are expected to engage in project-based learning and are encouraged to be self-directed in their learning. This learning approach pushes the students to become makers. Makers create new ideas and new products by exploring, experimenting, and learning by doing. This learning should be guided by the students' own natural creativity and problem-solving skills.

To encourage students to make and build, makerspaces are built on five basic ideas:

- a) Everyone is a maker
- b) Our world is what we make it
- c) If you can imagine it, you can make it
- d) Do what you can, where you are, with what you have
- e) We share what we make, and help each other make what we share

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