

Course Title	Assessment: Verification and evaluation criteria for Greek as a 2nd / foreign language				
Course Code	DLINTER509				
Course Type	Elective				
Level	Master				
Year / Semester	1st or 2nd year / 2nd semester or 3rd semester				
Teacher's Name	Dr. Nansia Kyriakou				
ECTS	10	Lectures / week	13	Laboratories / week	0
Course Purpose and Objectives	<p>The course aims to familiarise students with:</p> <ul style="list-style-type: none"> the term 'assessment', the purpose of assessment and the basic theoretical approaches to language assessment, criteria for assessing Greek language proficiency as defined by the Council of Europe, multiple forms and methods of assessment focusing on the four language skills (production and comprehension of spoken and written language) and activities (reception, production, interaction, and mediation), the role of New Technologies and online language assessment, alternative forms of language assessment, designing and evaluating language assessment tests and grading scales, factors that affect examinees' performance, issues faced by the examiners, forms of feedback and the interpretation of the assessment results. 				
Learning Outcomes	<p>By the end of the course, the students should be able to:</p> <ul style="list-style-type: none"> compare different types of assessment based on their objectives and their theoretical approach, distinguish and apply criteria for assessing Greek language proficiency as defined by the Council of Europe, utilize and modify according to the educational context given multiple forms and methods of assessment to assess the four language skills and activities, evaluate, criticize, and use targeted and appropriate forms of online language assessment in given assessment settings (Private and public schools in Cyprus, Greece, abroad, in Greek diaspora etc.), identify and categorize contexts in which alternative forms of language assessment may be used, apply basic planning principles to develop their own language tests, consider factors that may affect the examinees' performance and modify language tests accordingly, 				

	<ul style="list-style-type: none"> consider issues that examiners may face while providing feedback and interpreting results and role-play in given assessment scenarios (Private and public schools in Cyprus, Greece, abroad, in Greek diaspora etc.). 		
Prerequisites	None	Required	None
Course Content	<p>Assessment in the field of teaching Greek as a second foreign language focuses on topics such as the measurement of second or foreign language proficiency as well as the measurement of students' abilities in the four basic skills and activities in the target language. Therefore, this course will examine the advantages and disadvantages of multiple forms of assessment, will discuss basic principles of design and criticize language assessment tests and finally, discuss the most appropriate ways of grading and providing feedback.</p>		
Teaching Methodology	<p>The course is taught the distance learning mode of delivery through the Learning Management System (LMS). Required and additional readings (e.g. books, articles, websites, newsletters, open educational resources, case studies) in combination with lecture notes are available for students to use via the LMS. Additionally, a variety of course educational materials available to students via the LMS platform such as simple PowerPoint presentations, narrated presentations, annotated presentations, interactive presentations and documents, screen casting documents, podcasting documents, online quizzes and midterms). Numerous technological means are employed such as communication tools (e.g. videoconferencing, audio conferencing and text conferencing), collaboration tools (e.g. discussion forums, blogs and wikis) and content development tools. The students are encouraged to communicate with their peers and their instructor, in order to take advantage of all available tools for the development of this course. Students are expected to participate in dynamic online interaction activities, via synchronous and asynchronous activities.</p>		
Bibliography	<p>Compulsory Bibliography</p> <ul style="list-style-type: none"> Alderson, J. C., Clapham, C., & Wall, D. (1995). <i>Language Test Construction and Evaluation</i>. Cambridge: Cambridge University Press (pp. 9-73). Andujar, A. (2020). Mobile-mediated dynamic assessment: A new perspective for second language development. <i>ReCALL</i>, 32(2), 178–194. https://doi.org/10.1017/S0958344019000247 Brown, H.D., & Abeywickrama, P. (2010). <i>Language assessment: principles and classroom practices</i>. USA: Pearson (pp. 25-51). Chapelle, C. A. (2007). What is the CALT difference? In C.A. Chapelle (Ed.), <i>Assessing Language through Computer Technology</i> (pp.20-40). Cambridge: Cambridge University Press. 		

	<ul style="list-style-type: none"> ● Chapelle, C.A. & E. Voss (2017). Utilising Technology in Language Assessment. In Shohamy, E., May, S. & I. G. Or (Eds.), <i>Language Testing and Assessment</i> (pp.149-162). Springer. ● Douglas, D. (2010). <i>Understanding language testing</i>. London: Routledge. ● Fox, J. (2017). Using Portfolios for Assessment/Alternative Assessment. In Shohamy, E., May, S. & I. G. Or (Eds.), <i>Language Testing and Assessment</i> (pp.135-148). Springer ● Hughes, A. (2008). Kinds of tests and testing. In A. Hughes (Ed.), <i>Testing for Language Teachers</i> (pp.11-25). Cambridge: Cambridge University Press. ● Κάτζου, Β. & Σταμούλη, Σ. (2014). Το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για την Εκμάθηση, τη Διδασκαλία και την Αξιολόγηση των Γλωσσών: Συνοπτική παρουσίαση. In <i>Επιμορφωτικός Οδηγός: Γενικές Αρχές διδασκαλίας της Ελληνικής ως δεύτερης/ξένης γλώσσας (Επίπεδα Α1-Β2)</i>. Υ.ΠΑΙ.Θ. Θεσσαλονίκη. ● Lamprianou, I., Tsagari, D., & Kyriakou, N. (2020). The longitudinal stability of rating characteristics in an EFL examination: Methodological and substantive considerations. <i>Language Testing</i>, 026553222094096. https://doi.org/10.1177/0265532220940960 ● Litman, D., Strik, H., & Lim, G. S. (2018). Speech Technologies and the Assessment of Second Language Speaking: Approaches, Challenges, and Opportunities. <i>Language Assessment Quarterly</i>, 15(3), 294–309. https://doi.org/10.1080/15434303.2018.1472265 ● Mitsiaki, M., Kyriakou, N., Kyprianou, D., Giannaka, C. & P. Hadjitheodoulou (2021). Washback Effects of Diagnostic Assessment in Greek as an SL: Primary School Teachers' Perceptions in Cyprus. <i>Languages</i>. https://doi.org/10.3390/languages6040195 ● Tsagari, D., Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (2018). Assessing reading skills. In D. Tsagari, Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (Eds.), <i>Handbook of Assessment for Language Teachers</i> (pp.16-38).
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	<p>https://taleproject.eu/pluginfile.php/2129/mod_page/content/12/TALE%20Handbook%20-%20colour.pdf</p> <ul style="list-style-type: none"> ● Tsagari, D., Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (2018). Assessing writing skills. In D. Tsagari, Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (Eds.), <i>Handbook of Assessment for Language Teachers</i> (pp. 46-73). <p>https://taleproject.eu/pluginfile.php/2129/mod_page/content/12/TALE%20Handbook%20-%20colour.pdf</p> <ul style="list-style-type: none"> ● Tsagari, D., Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (2018). Assessing listening skills. In D. Tsagari, Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (Eds.), <i>Handbook of Assessment for Language Teachers</i> (pp. 81-93). <p>https://taleproject.eu/pluginfile.php/2129/mod_page/content/12/TALE%20Handbook%20-%20colour.pdf</p> <ul style="list-style-type: none"> ● Tsagari, D., Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (2018). Assessing speaking skills. In D. Tsagari, Vogt, K., Froelich, V., Csépes, I., Fekete, A., Green A., Hamp-Lyons, L., Sifakis, N. & Kordia, S. (Eds.), <i>Handbook of Assessment for Language Teachers</i> (pp. 98-122). <p>https://taleproject.eu/pluginfile.php/2129/mod_page/content/12/TALE%20Handbook%20-%20colour.pdf</p> <ul style="list-style-type: none"> ● Τσαγγαρή, Ν. (2011). <i>Εναλλακτικές μορφές γλωσσικής αξιολόγησης</i>. Πανεπιστήμιο Κύπρου: Κύπρος. Ανακτήθηκε από http://rcel.enl.uoa.gr/periodical/articles/Article5_Dina_Tsagari_periodical.pdf στις 03/10/2020. ● Wolf, K. M. (2020). Assessing Young Language-Minority Students: Validation Challenges and Future Research Directions. <i>Language Assessment Quarterly</i>. https://doi.org/10.1080/15434303.2020.1826488 <p>Additional Complimentary Bibliography</p>
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	<ul style="list-style-type: none"> • Αγαθοπούλου, Ε. (2015). Δύο Εναλλακτικές Μέθοδοι διδασκαλίας της δεύτερης / ξένης γλώσσας. Ανακτήθηκε από http://elearning.greek-language.gr/mod/resource/view.php?id=371 του επιμορφωτικού εξ αποστάσεως προγράμματος «Διαδρομές στη διδασκαλία της ελληνικής», του Κέντρου Ελληνικής Γλώσσας, χρηματοδοτούμενο από το ΕΣΠΑ (Πράξη 54) στις 02/10/2020. • Κοκκινίδου, Α. & Ρουσουλιώτη, Θ. (2015, Ιούνιος). Γλωσσικές δοκιμασίες στην εποχή της κρίσης [Paper presentation]. Στο <i>Συλλογικός τόμος: Πρακτικά του 1ου Πανελλήνιου Επιστημονικού Συνεδρίου Διά Βίου Μάθησης: Διά Βίου Μάθηση και Σύγχρονη Κοινωνία</i> (pp.365-374). Πανεπιστήμιο Μακεδονίας. • Council of Europe. (2018). <i>Common European framework of reference for languages: learning, teaching, assessment companion volume with new descriptors</i>. Council of Europe. https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
Assessment	<p>The assessment methods for the course are presented below along with the value of each assessment towards the overall course grade. The following assessment methods are submitted via the LMS in order to go through the plagiarism check (Turn it in).</p> <ol style="list-style-type: none"> 1. Discussion forums(5%) 2. Wiki development (5%) 3. Small project: Critical analysis of a research paper (10%) 4. Final project: Development of assessment material and presentation (30%) 5. Final Exam (50%)
Language	Greek