

Language assessment course: Structure, delivery and learning outcomes

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Abstract

© Author(s). Aimed at developing methods, tools and techniques for delivery and evaluation of an educational module, this article addresses the needs of academicians restructuring, adjusting and altering their curricula to meet European Higher Education Area standards. The paper focuses on two pressing issues – the applicability of and adjustment to European standards in the Russian higher education system. These issues are exemplified by the pilot implementation of a course in Language Assessment at Kazan (Volga region) Federal University (KFU). In the paper the local impact of the course at KFU is viewed at four levels: Reactions, Learning Changes, Behaviour and Results. Impact data collected at KFU include the following: end of session written feedback, pre- and post-course questionnaires, observation in the classroom, interviews, concept maps, teacher portfolios, written assignments, tests/examinations and participant journal entries. Viewed as the first step in conducting a full Student Needs Analysis, the research is intended to inform the design and delivery of Language Assessment courses for graduates majoring in English, Linguistics or Pedagogy elsewhere. The methods, techniques and tools developed by the authors may also be adapted for application to any University course during piloting, or following its introduction.

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Keywords

Course delivery, Diagnostic assessment, Education Standards, EGE, Evaluation, FCE, Formative assessment, Language Assessment