

Principles of Language Testing, Spring 2026

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Overview:

This course provides students with an introduction to the principles and practices of language testing and assessment within the current context of Korea's digital education landscape. We will begin with fundamental theoretical concepts related to assessment and testing – validity, reliability, practicality, authenticity, washback - and how they are applied in practice, such as how to develop valid and reliable tests, how to link assessments with instructional aims and how to develop test specifications, standards and rubrics. These will be addressed with regard to each of the four language skills, both in conventional assessments as well as in alternative and performance-based assessments. We will then explore the impact of Gen AI on language assessment in TESOL in terms of the evolving role of the teacher in the era of AI digital textbooks and the ethical implications of using AI in language testing.

Objectives:

By the end of this course, students would have a deeper understanding of the principles and issues related to language testing and assessment. They would be able to apply these principles in the design of both traditional and alternative assessments that will appropriately address the learning needs of their students, as well validly and reliably evaluate their students' performance on these assessments. Students will also be able to develop strategies to assess language proficiency in environments where access to AI tools is inevitable and develop context-specific solutions for the Korean ELT environment, specifically addressing the washback effects of high stakes digital testing and the integration of AI digital textbooks. Finally, students will be familiar with ethical guidelines for the use of AI in formative and summative assessments.

Note:

Please take note that there is a winter assignment that is due on the first week of class. Refer to the winter assignment document.

Text and Materials

Those interested can contact me for the pdf versions

Fulcher, G., & Harding, L. (Eds.). (2024). *The Routledge handbook of language testing* (2nd ed.). Routledge.

Hughes, A., & Hughes, J. (2020). *Testing for language teachers* (3rd ed.). Cambridge University Press.

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment For English Language Learners: Practical Approaches For Teachers*. Addison-Wesley Publishing Co., Longman, White Plains, NY.

Pan, F. (Ed.). (2024). *AI in language teaching, learning, and assessment*. IGI Global.

Tian, J., & Wang, Y. (Eds.). (2025). *Rethinking language education in the age of generative AI*. Routledge.

Weekly Plan:

Week 1

Introduction to the course, materials and assignments

Testing, teaching and society: the language tester's responsibilities (Testing for Language Teachers, Chapter 1)

Testing as problem-solving (Testing for Language Teachers, Chapter 2)

A Five-Ecosystem Approach to Generative AI in Language Classrooms (Rethinking Language Education, Chapter 1)

Issues and students' experiences with assessment and testing in the Korean context (discussion based on winter assignment; winter assignment due)

Week 2

Conceptions of validity, Articulating a validity argument (Routledge Handbook, Chapter 1 & 2)

Validity (Testing for Language Teachers, Chapter 4)

Reliability (Testing for Language Teachers, Chapter 5)

Week 3

Washback: Looking backward and forward (Routledge Handbook, Chapter 8)

Achieving positive washback (Testing for Language Teachers, Chapter 6)

Stages of test development (Testing for Language Teachers, Chapter 7)

Week 4

Common test techniques (Testing for Language Teachers, Chapter 8)

New technologies and language testing (Testing for Language Teachers, Chapter 17)

Validity and the automated scoring of performance tests (Routledge Handbook, Chapter 30)

Computer-based testing (Routledge Handbook, Chapter 31)

Week 5

Assessing listening & Assessing reading (Routledge Handbook, Chapters 13 & 15)

Testing reading & Testing listening (Testing for Language Teachers, Chapters 11 & 12)

Week 6

Assessing speaking (Routledge Handbook, Chapter 12)

Testing speaking (Testing for Language Teachers, Chapter 6)

Using large language models to facilitate oral proficiency interview practice for English language learners (Rethinking Language Education, Chapter 6)

Week 7

Assessing writing (Routledge Handbook, Chapter 14)

Testing writing (Testing for Language Teachers, Chapter 9)

Creating Stories: Generative Artificial Intelligence Tools as Writing Tutors (AI in Language Teaching, Chapter 11)

Week 8

Mid-term exam week

Week 9

Testing grammar and vocabulary (Testing for Language Teachers, Chapter 13)

Piloting vocabulary tests (Routledge Handbook, Chapter 25)

Testing overall ability, (Testing for Language Teachers, Chapter 14)

Week 10

Moving toward authentic assessment (Authentic Assessment for English Language Learners: Chapter 1)

Designing authentic assessment (Authentic Assessment for English Language Learners: Chapter 2)

Portfolio assessment (Authentic Assessment for English Language Learners: Chapter 3)

Week 11

Oral language assessment (Authentic Assessment for English Language Learners: Chapter 4)

Reading and writing assessments (Authentic Assessment for English Language Learners: Chapter 5 & 6)

Week 12

Content area assessments (Authentic Assessment for English Language Learners: Chapter 7)

Examples from the classrooms (Authentic Assessment for English Language Learners: Chapter 8)

Week 13

Ethics and fairness (Routledge Handbook, Chapter 33)

The Reality of Artificiality: The Impact of Artificial Intelligence on Language and Culture

Course Assessments and Rubrics (AI in Language Teaching, Chapter 3)

Utilizing a ChatGPT Workshop to Foster Ethical Awareness and Enhance L2 English Writing

Revision Processes in University Academic Settings: ChatGPT Workshop for Effective and

Ethical L2 English Writing (AI in Language Teaching, Chapter 13)

Week 14

Language teacher preparation for an AI world: A human ecological perspective (Rethinking Language Education, Chapter 2)

The integration of ChatGPT in language education: Exploring contexts, assessing Impacts, and unpacking implications (AI in Language Teaching, Chapter 1)

AI-Integrated English language teaching in K-12 classrooms: Insights from South Korea (Rethinking Language Education, Chapter 9)

Week 15

Epilogue: Language testing: where are we heading? (Routledge Handbook, Chapter 36)
Presentations

Evaluation:

Assignments 30%

Mid-term exam 10%

Final exam 30%

Participation 20%

Presentation 10%