# ALTE course in Multimodal constructs and technology use

# in integrated language assessment

**5<sup>th</sup> – 16<sup>th</sup> September 2022 (Monday to Friday)**

**Course presenter: Professor Guoxing Yu**

Integrated language assessment tasks have become increasingly popular, facilitated and enhanced by the use of technology in test design and delivery. Integrated-ness of assessment tasks have been defined and operationalised traditionally in terms of the requirement of different language skills in task completion, but increasingly now with reference to multimodal constructs of assessment involving, for example, non-verbal materials (e.g., maps in IELTS Listening, graphs in IELTS Academic Writing, Pearson Test of English-Academic Speaking and GEPT Writing in Taiwan) and videos as input in listening and speaking tasks. Task completion may also require multimodal presentation (e.g., by drawing a picture, a map, or an outline to summarize what test-takers have read/listened). It is the use of technology that makes the multimodal constructs of assessment in large-scale tests possible.

In this course we will look at the design and validation/research of integrated language assessment tasks from these three interrelated perspectives: integration of different language skills, multimodal input/completion of tasks, and technology use. Topics will include:

- Designing test specifications and procedure/methods of test development and validation/research (incl. a brief introduction to *ALTE Manual for Language Test Development and Examining*, and *ALTE Principles of Good Practice*)
- Multimodal constructs and integrated language assessment tasks in a digital age: Theoretical framework(s) and practical constraints and challenges
- Integration of different language skills in task input and completion
- Visuals (still images: maps, cartoons, and graphs) as task input in reading, listening, speaking and writing assessment
- Visuals (videos) as task input in listening, speaking and writing assessment
- Multimodality in task completion
- Use of technology in task design, delivery and completion
- Technology use in validating/researching integrated multimodal language assessment tasks

The course will provide extensive opportunities for hands-on practice, including in task design, item writing, and developing validation and research proposals on the integrated multimodal assessment tasks you have designed during the course.

**Workload**

This is an **intensive**, **full-time** course that requires:

- A **minimum** of **four hours** of independent study **each day** (reading, carrying out individual and group tasks, watching lectures),
- **90 minutes** of live course meeting **each day** (discussions and group tasks) Monday to Friday (11:00am – 12:30pm British Summer Time, 12:00 – 13:30 CET time)
- A **significant amount of time** working on course related tasks on the two **weekends** before the official start date and in the middle of the course.

**Clear your diary**: You will have **very little time for other commitments** during the course! You will learn most if you prepare fully for this work.

To help you to prepare, the readings will be sent to you and available at the Microsoft Teams platform which will be opened **two weeks before the start of the course**.

**Virtual Platform: Microsoft Teams**

Each registered participant will be invited to join a Microsoft Teams group where all the activities and interactions between participants and tutor will take place.

The course is structured along the themes and the Microsoft Teams platform will reflect this structure with different areas/channels.

All the themes will have the same order of activities:

- Pre-session readings (key and supplementary)
- A recorded lecture(s)
- An individual task(s)
- Reflective questions for discussion to be completed post reading and watching the recorded lecture(s)
- A live wrap-up session incorporating a group task(s)

All the activities of each theme must be completed before the live session.