|  |  |
| --- | --- |
| **Course Title:** | **Language Evaluation and Assessment** |
| **Course Code:** | **ENGL 424** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **2** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **x** | Others |  |  |
| **b.** | | Required | | | | **x** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 9** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **ENGL 313** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **none** | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 25 | 83% |
| **2** | **Blended** | 5 | 17% |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other: Individual Conference** |  |  |

**7. Actual Learning Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | 25 |
| **2** | **Laboratory/Studio** | 5 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 30 |
| **Other Learning Hours\*** | | |
| **1** | **Study** |  |
| **2** | **Assignments** |  |
| **3** | **Library** |  |
| **4** | **Projects/Research Essays/Theses** |  |
| **5** | **Others** (specify) |  |
|  | **Total** |  |

**\*** The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course is designed to introduce students to language testing and evaluation; theory and practice. The main objective is to introduce students to the most pivotal ideas, principles, theories, approaches and procedures of language evaluation and testing to increase their awareness and skills in developing English language tests. Another aim is to improve the students' ability to appraise language research in which testing plays a major role. Major types of tests and assessment methods are introduced, discussed and practiced. Topics include: Evaluation, Assessment, Measurement, Test, Objectivity, Validity, Reliability, Norm-referenced vs. Criterion-referenced Tests, Standardized Tests, etc. Other test classifications include: Multiple Choice, Essay and Semi-Essay, True-false, Completion Tests, Matching. Concepts such as Feedback, Wash back, Peer and Self-Assessment, etc., are also explained and discussed.  In addition, the newest and most recent developments in the theory of Validity and Reliability (Construct Validity), will be introduced among a few alternative assessment methods. The course will moreover survey key ideas in testing different types of language skills: Listening and Speaking, Reading, Writing, Vocabulary, etc.  Instructors are generally advised to vary course content, instruction, materials and evaluation, together with always incorporating a sense of practice and practicability. |
|  |
| 2. Course Main Objective |
| 1. Acquaint students with the bedrock knowledge of language evaluation and testing. 2. Familiarize students with the major testing approaches and practices of various sorts. 3. Enable students to distinguish between different types of tests and along the lines of different classifications (Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,). 4. Equip students with the relevant knowledge and tools of developing a good test. 5. Enlighten students about new trends in language evaluation and testing (e.g. the recent shift to Construct Validity to replace many types of validity). 6. Inform students of the differences between Norm-referenced and Criterion-referenced Tests. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge:** |  |
| **1.1** | Define key ideas, concepts and terms in language evaluation and assessment. | 1.1, 1.2 |
| **1.2** | Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,). | 1.3 |
| **1.3** | Enlist the methods of language assessment. | 1.4 |
| **2** | **Skills :** |  |
| 2.1 | Distinguish between Norm-referenced and criterion-referenced tests. | 2.3 and 2.4 |
| 2.2 | Write good and effective language tests of various sorts; Listening and speaking, reading, writing, etc. | 2.2 |
| 2.3 | Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity). | 3.1 |
| 2.4 | Summarize and draw conclusions | 2.5 |
|  |  |  |
| **3** | **Competence:** |  |
| 3.1 | Complete test assignments in due time;  Act responsibly and ethically in conducting their work;  Communicate, negotiate and evaluate their strengths and weaknesses as team members. | 3.1, 3.2 |
| 3.2 | Students can actively and critically participate in class activities in the context of writing and evaluating tests. | 3.5, 4.1 |
| 3.3 | 1. Using electronic/web-based test data bases;  2. Using the multimedia in studying international tests;  3. Using language labs,  4. Using laptops and associated activities. | 4.1&4.2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Course introduction**  **Basic Concepts and Terms: Evaluation, Assessment and Measurement**  **Formal/ informal testing** | **2** |
| 2 | **Peer assessment and self-assessment**  **Test Objectivity, Validity and Reliability** | **2** |
| 3 | **Types of test items**  **Various test classifications: Essay, Semi-essay, completion, Multiple-choice, True-false, Matching, etc.**  **Norm-referenced vs. Criterion-referenced Tests** | **2** |
| 4 | **Testing writing skills** | **2** |
| 5 | **Testing listening and speaking skills** | **2** |
| 6 | **Testing reading skills** | **2** |
| 7 | **Testing grammar** | **2** |
| 8 | **Testing vocabulary** | **2** |
| 9 | **Testing validity and reliability**  **Alternative Assessment and Evaluation Methods**  **Some recent developments (Construct Validity becoming increasingly important replacing all other types of validity)** | **2** |
| 10 | **Testing for specific purposes** | **2** |
| 11 | **Testing for specific purposes**  **(Midterm Test)** | **2** |
| 12 | **Feedback and wash back effect.** | **2** |
| 13 | **Testing terminology** | **2** |
| 14 | **Types of language tests** | **2** |
| 15 | **Revision and Final Exam** | **2** |
| **Total** | | **30** |

# 

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge** | | |
| 1.1 | Define key ideas, concepts and terms in language evaluation and assessment. | 1**.** Lectures  2. Class discussion  3. Sample questionnaires  4. Collaborative learning/Team work  5. Use predicting skills.  6. Field work study | 1. Class participation  2. Quizzes  3. Class presentations based on outside reading activities to be covered  4. Midterms/open ended and objective type questions  5. Home Assignments  6. Final written exam |
| 1.2 | Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,). | Lectures  2. Class discussion  3. Sample questionnaires  4. Collaborative learning/Team work  5. Use predicting skills.  6. Field work study | Class participation  2. Quizzes  3. Class presentations based on outside reading activities to be covered  4. Midterms/open ended and objective type questions  5. Home Assignments  6. Final written exam |
| 1.3 | Enlist the methods of language assessment.. | 1**.** Lectures  2. Class discussion  3. Sample questionnaires  4. Collaborative learning/Team work  5. Use predicting skills.  6. Field work study | 1. Class participation  2. Quizzes  3. Class presentations based on outside reading activities to be covered  4. Midterms/open ended and objective type questions  5. Home Assignments  6. Final written exam |
| **2.0** | **Skills :** | | |
| **2.1** | Distinguish between Norm-referenced and criterion-referenced tests | 1. Lectures by teaching students how to study and analyze data critically;  2. Class work, discussion and activities by enabling them to think independently and engage in group discussions;  3. Peer and Group Discussion by enabling students to solve matters for themselves by themselves;  4. Student meetings and consultations to discuss relevant issues. | 1. Class participation  2. Presentations  3. Home Assignments  4. Midterms and exams  5. Group assignments  6. Quizzes |
| **2.2** | Write good and effective language tests of various sorts; Listening and speaking, reading, writing, etc. | 1. Lectures by teaching students how to study and analyze data critically;  2. Class work, discussion and activities by enabling them to think independently and engage in group discussions;  3. Peer and Group Discussion by enabling students to solve matters for themselves by themselves;  4. Student meetings and consultations to discuss relevant issues. | 1. Class participation  2. Presentations  3. Home Assignments  4. Midterms and exams  5. Group assignments  6. Quizzes |
| **2.3** | Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity). | PPP  Multimodes  Exposure to online resources | 1. Class participation  2. Presentations  3. Home Assignments  4. Midterms and exams  5. Group assignments  6. Quizzes |
| 3.0 | **Competence:** | | |
| 3.1 | Students can complete test assignments in due time; | Discussions  Paring and sharing | Rubrics |
| 3.2 | Students can act responsibly and ethically in conducting their work; | Group tasks | Rubrics |
| 3.3 | 1. Using electronic/web-based test data bases;  2. Using the multimedia in studying international tests;  3. Using language labs,  4. Using laptops and associated activities. | 1. Encourage students to use audio, video and web-based material;  2. Encourage students to consult a computer lab specialist for assistance with web-based material;  3. Require students to use audio and/or video recordings of different texts, esp. in listening and speaking;  4. Require students to use PowerPoint in their presentations | 1. Allot marks for the use of audio, video and web-based material in students’ assignments and presentations;  2. Notify students about the scale(s) to be used in evaluating their assignments |
| 3.4 |  |  |  |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Class activities and home assignments | All through the semester | 10 % |
| **2** | Midterm Exam 1 | Week 7 | 15 % |
| **3** | Project | Week 8 | 20% |
| **4** | Midterm Exam 2 | Week 10 | 15 % |
| **5** | Final Exam | After the course finishes | **40%** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice : 8hour per course per week** |
| 1. The faculty member will be available during office hours for counseling and support 2. The Student Advisor is also available all the time to help the students |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Assessment, Harris and McCann, Heinemann, 1994  **Brown, Douglas and Abeywickrama, P. (2010 ). Language Assessment: Principles and Classroom Practices. New York: Pearson Longman.** |
| **Essential References Materials** | **Classroom Testing, Heaton, J.B. Longman, 1990** |
| **Electronic Materials** | <https://cft.vanderbilt.edu/guides-sub-pages/cats/>  [www.learnalberta.ca/content/mewa/html/assessment/types.html](http://www.learnalberta.ca/content/mewa/html/assessment/types.html)  <https://www.cmu.edu/teaching/assessment/assesslearning/CATs.htm>  <https://www.slideshare.net/rocelaalegado/classroom-assessment-29900285> |
| **Other Learning Materials** | Blackboard (LMS), University website |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Lecture rooms well-equipped with teaching aids * Language labs * Library * Conference hall |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | • Laptop computer  • Multimedia projector system  Internet acess |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Peer evaluation * Class observations by supervisors |

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# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Students, instructors and coordinators | • Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  • End of term college evaluation of course by students to be collected by the department)  • End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better  • Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other students on specific points outlined by the department and the instructor being evaluated |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Self-evaluation  Peers | By doing peer-evaluating per course. |
| Processes for Improvement of Teaching | Quality Coordinators  Program coordinators | 1. Training sessions, workshops to facilitate experience exchange among faculty members   2. Regular meetings to discuss and solve problems  3. Discussion of challenges in the classroom with colleagues and supervisors  4. Encouraging faculty members to attend professional development conferences  5. Keep up to date with pedagogical theory and practice  6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) | Instructors  Head of the Department  Quality Coordinators  Course Coordinator  Program Coordinator | 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated. |
| Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. | Discussion in the WhatsApps Groups of Department of English  Review Committees  Discussions with Quality Coordinator | 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |