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| Institution : | College of Science and Humanities,Majmaah University |
| Academic Department : | English Department |
| Program : | BA |
| Course title and code: | English Language Testing(ENG426). |
| Specification Approved Date :  | 24/ 2 / 1438-39 H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 24/2/1439 |
| **College/Department :**College of Science and Humanities/English Language |

**A. Course Identification and General Information**

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| 1. Course title and code:English Language Testing (ENG426). |
| 2. Credit hours(3) |
| 3. Program(s) in which the course is offered. –BA(If general elective available in many programs indicate this rather than list programs)English |
| 4. Name of faculty member responsible for the course: Dr.Ehsan Mohammed Abdelgadir |
| 5. Level/year at which this course is offered:8th level/4th Year |
| 6. Pre-requisites for this course (if any):ENG 223(Introduction to Linguistics)  |
| 7. Co-requisites for this course (if any):NIL |
| 8. Location if not on main campus:**(**Hotat Sidair) |
| 9. Mode of Instruction (mark all that apply):20 a. traditional classroom What percentage? 70 b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage?10 f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?* To improve of the students' ability to appraise language research in which testing plays a major role
* - To acquaint them with the basic terminology and concepts of language testing.
* - To enable students to critically evaluate various kinds of language tests.
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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)Increased use of IT or web-based reference material2. Use Web-CT for uploading material 3. Use of electronic resources:- updates the contents according to the new research in the field.- update references  |

**C. Course Description** (Note: General description in the form used in Bulletin or handb

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| This course is designed to introduce students to language testing theory and practice. The main objective is to introduce students to principles and procedures of language evaluation and testing to increase their awareness and skills in writing classroom tests, as prospective teachers, electing and using already developed instruments. Another aim is to improve the students' ability to appraise language research in which testing plays a major role. |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Formal/ informal testing | 1 | 3 |
| Peer assessment and self-assessment | 1 | 3 |
| Types of test items | 1 | 3 |
| Testing writing skills | 1 | 3 |
| Testing listening and speaking skills | 1 | 3 |
| Testing reading skills | 1 | 3 |
| Testing grammar | 1 | 3 |
| Testing vocabulary | 1 | 3 |
| Testing validity and reliability | 3 | 9 |
| Testing for specific purposes  | 1 | 3 |
| Feedback and wash back effect. | 2 | 6 |
| Testing terminology | 1 | 3 |
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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week.  |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching StrategyNil |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) |
| **Code****#** | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| **1.1** | To List out the methods and approaches of tests | Lecturing | Written Test on Various Methods |
| **1.2** | To Define testing , evaluation and assessment | Collecting the info from the Internet on various definitions | Quiz on definitions |
| **1.3** | To List out the methods and approaches of testing | Lecturing | Written Test on Various Methods |
| **1.4** |  To Use different types of language testing to better understanding of different ideas and opinions. | Collaborative learning/Team work | Midterms: open ended questions/quizzes |
| **1.5** | To Improve your pronunciation by carefully and imitating native speakers. | Understanding reductions | Home Assignments |
| **1.6** | To Use intonation to emphasize different points of view | .................. | Final Examination |
| **2.0** | **Cognitive Skills** |
| **2.1** | To use strategies to be used to develop these cognitive skills | Audio aids | Quizzes, mid-term test and final written exam; |
| **2.2** | To teach students how to study and analyze the types of a test critically; | Demonstrative learning | Individual and group Assignments; |
| **2.3** | To complete class work, discussion and activities by enabling them to think independently and engage in group discussions; |  | Class participation; |
| **2.4** | To be able to discuss by enabling students to solve matters for themselves by themselves; |  | Presentations |
| **2.5** | To meet and consult to discuss relevant issues |  |  |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To complete computer assignments in due time | 1. Students are made aware of the significance of time management in learning testing process | 1. Active class participation reflects the students ability to keep up with the computer schedule effectively |
| **3.2** | To participate in comparing subjective and objective types and could think independently | 1. Students are made aware of the importance of time management in learning and practicing testing process | 1.Class-room participation by practicing a test or checking answers . |
| **3.3** | To act responsibly in carrying out individual as well as group assignments | Discussions | 2. The habit of doing presentations and preparing homework will certify to the student’s ability to fulfil assignments and respect deadlines |
| **3.4** | To have the important skills to communicate, listen, negotiate, and evaluate their strengths  | Individual counseling | 3. Performance on midterms and final exams are evidence of the student’s ability to recollect and |
| **3.5** | To have the important skills to communicate, listen, negotiate, and evaluate their strengths and of interest to stimulate the free expression of ideas in structured as well as open discussion. | Group work and pair work | Instructor’s assessment |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | To Use electronic journals and data basis | Encourage students to make extensive use of material on the web | 1. Allocate marks for the use of web-based material in students' presentations.  |
| **4.2** | To Use PowerPoint and laptop – projector systems | 2. Encourage students to consult the specialist in the computer lab for help on web-based material | 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | To use communicative drills | 3. Demand the use of their own PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **4.5** | To Experience predicting skills | 4. Demonstrate and give blog and module assignments and coach students in how to carry them out | .................. |
| **5.0** | **Psychomotor** |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st Midterm | Middle of term | 20% |
| **2** | Participation | All along | 5 % |
| **3** | Quizzes | All along | 5% |
| **4** | Home Assignments | All along | 5 % |
| **5** | Presentation | Week 12 | 5% |
| **6** | 2nd midterm | Week 13 | 20 % |
| **7** | Final | Week 15 | 40 % |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)The teacher concerned is available to the students throughout week during office hours |

**E Learning Resources**

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| 1. List Required Textbooks* Language Testing and Validation -Cyril J. Weir
 |
| 2. List Essential References Materials (Journals, Reports, etc.) Analysis of testing on the board |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.Practicing of the whole methods of testing using lab practice tests . |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.* \_

Worksheets\_assignments\_Quizzes\_Exercises.htm (Interesting |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)• Lecture rooms well equipped with teaching aids• Language labs• Library• Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)* Laptop computer
* Multimedia projector system

Computer lab |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching* Feedback to be taken soon after the First monthly exam to know the difficulties as a kind of
* Self- assessment to each of the students,

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| 2. Other Strategies for Evaluation –assessment- testing – examination practicing by the Instructor or by the Department**............................................................** |
| 3. Processes for Improvement of TeachingConduct the Workshops for the teachers on teaching strategies and to know the latest and new trends in testing process |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)* Mid Exams Result Analysis
* Students’ presentations
* Assignments

Test papers |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvementThrough Language Computer Activities |

**Name of Course Instructor:** Dr.Ehsan Mohammed Abdelgadir

**Signature:** Dr.Ehsan Mohammed Abdelgadir**.**

 **Date Specification Completed:**

**26/2/1439H**

**Program Coordinator:** Dr.Murad Alshaboul.

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**Signature: ………………………….. Date Received: ………………………………......**