نموذج ( 5)

مختصر توصيف المقرر

Form (5)

Brief Module Description

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| /  Language Evaluation and Assessment | Module Title: |
| ENGL 424 | Module ID: |
| Applied Linguistics (ENGL 313) | Prerequisite: |
| 9 | Level: |
| 2 | Credit Hours: |

وصف المقرر : **Module Description**

**Course Description**:

**Language Evaluation and Assessment (ENGL 424)**

**Level. 9**

**Credit Hours: 2**

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, Standardised 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 some 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.

أهداف المقرر: **Module Aims: The course aims to:**

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| 1 |  | Acquaint students with the bedrock knowledge of language evaluation and testing. | 1 |
| 2 |  | Familiarise students with the major testing approaches and practices of various sorts. | 2 |
| 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.,).. | 3 |
| 4 |  | Equip students with the relevant knowledge and tools of developing a good test. | 4 |
| 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). | 5 |
| 6 |  | Inform students of the differences between Norm-referenced and Criterion-referenced Tests. | 6 |

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

**By the end of this course, students should be able to**:

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| Define key ideas, concepts and terms in language evaluation and assessment. | 1 |
| Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,). | 2 |
| Distinguish between Norm-referenced and criterion-referenced tests. | 3 |
| Discuss test Objectivity, validity and Reliability. | 4 |
| Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity). | 5 |
| Write good and effective language tests. | 6 |

محتوى المقرر:(تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

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| قائمة الموضوعات  (Subjects) | عدد الأسابيع  (Weeks) | ساعات التدريس  (Hours) |
| Course introduction  Basic Concepts and Terms: Evaluation, Assessment and Measurement  Formal/ informal testing | 1 | 2 |
| Peer assessment and self-assessment | 1 | 2 |
| Types of test items  Various test classifications: Essay, Semi-essay, completion, Multiple-choice, True-false, Matching, etc.  Norm-referenced vs. Criterion-referenced Tests | 1 | 2 |
| Testing WritingSkills | 1 | 2 |
| Testing Listening and SpeakingSkills | 2 | 4 |
| Testing ReadingSkills | 1 | 2 |
| Testing Grammar | 1 | 2 |
| TestingVocabulary | 1 | 2 |
| Test Objectivity, Validity and Reliability  New Trends in Validity and Reliability (Construct Validity ) | 1 | 2 |
| Testing for specific purposes | 1 | 2 |
| Feedback and Wash-back Effect. | 1 | 2 |
| Testing Terminology | 1 | 2 |
| Types of Language Tests | 1 | 2 |

الكتاب المقرر والمراجع المساندة:(تتم التعبئةبلغة الكتاب الذي يدرس)

**Textbooks and reference books**:(fill in using the language of the textbook)

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| اسم الكتاب المقرر  Textbook title | Assessment, Harris and McCann, Heinemann, 1994  Brown, Douglas, and Abeywickrama, P. (2010 ). Language Assessment: Principles and Classroom Practices. New York: Pearson Longman. |
| اسم المؤلف (رئيسي)  Author's Name | Harris and McCann |
| اسم الناشر  Publisher | Heinemann |
| سنة النشر  Publishing Year | 1994 |
| اسم المرجع (1)  Reference (1) | Classroom Testing |
| اسم المؤلف  Author's Name | Heaton, J.B. |
| اسم الناشر  Publisher | Longman |
| سنة النشر  Publishing Year | 1990 |

**Brown, Douglas, and Abeywickrama, P. (2010 ). Language Assessment: Principles and Classroom Practices. New York: Pearson Longman.**

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز 3 مراجع على الأكثر.

NB: You can add a maximum of 3 reference books