|  |  |
| --- | --- |
| **Course Title:**  | **Language Evaluation** |
| **Course Code:** | **ENG 420** |
| **Program:** | **B.A. in 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 | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 6 \ Year (3) |
| **4. Pre-requisites for this course** (if any)**:****None** |
| **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** | 2 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course will offer an overview of current advancements in English language learner evaluation in the context of school learning and academic success. Structuring assessment processes to incorporate current research understandings and best teaching practices is the focus of this course.The following are some of the themes covered: assessment aims and forms, impediments to fair ELL assessment, and creating or modifying assessment instruments for different levels of English language competence. |
|  |
| 2. Course Main Objective |
| \* Acquaint students with the bedrock knowledge of language evaluation and testing.\* Familiarize students with the major testing approaches and practices of various sorts.\* 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.,).\* Equip students with the relevant knowledge and tools of developing a good test.\* Enlighten students about new trends in language evaluation and testing (e.g., the recent shift to Construct Validity to replace many types of validity). |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding:** |  |
| 1.1 | Defining key ideas, concepts and terms in language evaluation and assessment. | K1 |
| 1.2 | Development of effective assessment and evaluation techniques in a standards-based learning environment | K3 |
| 1.3 | Knowledge of current challenges and techniques for assessing language competency and academic success  | K3 |
| **2** | **Skills:** |  |
| 2.1 | Design different test types that are related to classroom language teaching and testing of four skills | S1 |
| 2.2 | Have a basic competence in writing classroom tests and evaluating published tests. | S2 |
| 2.3 | Use tests as research tools, e.g., in formative curriculum evaluation. | S3 |
| **3** | **Values:** |  |
| 3.1 | Apply brainstorming techniques to generate ideas. | V1 |
| 3.2 | Demonstrate teamwork ability. | V2 |
| 3.3 | Complete assignments in due time. | V3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course introductionBasic Concepts and Terms: Evaluation, Assessment and MeasurementFormal/ informal testing | 2 |
| 2 | Peer assessment and self-assessmentTest Objectivity, Validity and Reliability | 2 |
| 3 | Types of test itemsVarious 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 reliabilityAlternative Assessment and Evaluation MethodsSome recent developments (Construct Validity becoming increasingly important replacing all other types of validity) | 2 |
| 10 | Testing for specific purposes(Midterm Test)Feedback and wash back effect. | 4 |
| 11 | Testing terminologyTypes of language tests | 6 |
| 12 | 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 and Understanding:** |
| 1.1 | Defining key ideas, concepts and terms in language evaluation and assessment. | 1. Lectures2. Group discussion3. Sample  questionnaires4. Collaborative  learning/  teamwork5. Use predicting  skills. | 1. Class participation2. Quizzes3. Class presentations  based on outside  reading activities to  be covered4. Midterms/open  ended and objective  type questions5. Home Assignments6. Final written exam |
| 1.2 | Development of effective assessment and evaluation techniques in a standards-based learning environment |
| 1.3 | Knowledge of current challenges and techniques for assessing language competency and academic success  |
|  |  |  |  |
| **2.0** | **Skills** |
| 2.1 | Design different test types that are related to classroom language teaching and testing of four skills | 1. Lectures by teaching students how to study and analyze data critically2. Class work, discussion, and activities by enabling them to think independently and engage in group discussions3. Peer and Group discussion by enabling students to solve matters for themselves by themselves4. Student meetings and consultations to discuss relevant issues. | 1. Class participation2. Presentations3. Home Assignments4. Midterms and exams5. Group assignments6. Quizzes |
| 2.2 | Have a basic competence in writing classroom tests and evaluating published tests. |
| 2.3 | Use tests as research tools, e.g., in formative curriculum evaluation. |
|  |  |  |  |
| **3.0** | **Values** |
| 3.1 | Apply brainstorming techniques to generate ideas. |  1. Lectures wherein students learn how to manage time2. Class discussions with students on ethical behavior in doing research3. Individual counseling on language study difficulties4. Group work activities and assignments with students explaining, discussing, and defending their own ideas with their peers. |  1. Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information2. Individual and group assignments as evidence to accomplishing tasks and meeting deadlines3. Active class participation as evidence of students’ ability to handle the course readings and assignments4. Professor’s assessment of students’ performance and serious inside and outside class |
| 3.2 | Demonstrate teamwork ability. |
| 3.3 | Complete assignments in due time. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 5% |
| **2** | Assignments and Activities  | Weekly  | 20% |
| **3** | Midterms | Week 7 &13 | 30% |
| **4** | Final Exam | Week 16 | 50% |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*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:** |
| 1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Assessment, Harris and McCann, Heinemann, 1994Brown, 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
* https://www.cmu.edu/teaching/assessment/assesslearning/CATs.htm
* https://www.slideshare.net/rocelaalegado/classroom-assessment-29900285
 |
| **Other Learning Materials** | **None**  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students.
* Library.
* Laboratories accommodate up to 15 students.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are available at the college for students during practical lectures.
 |
| **Other Resources** (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | 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 others’ 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 | Instructors and coordinators  | • Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement |

**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 |