

TESTING IN ENGLISH LANGUAGE TEACHING

1	Course Title:	TESTING IN ENGLISH LANGUAGE TEACHING
2	Course Code:	ING4206
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	4
6	Semester:	8
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Prof. Dr. İLKNUR SAVAŞKAN
15	Course Lecturers:	Yok
16	Contact information of the Course Coordinator:	ilknurp@uludag.edu.tr Bursa Uludag Üni. Eğitim Fakültesi / Yabancı Diller Eğitimi
17	Website:	
18	Objective of the Course:	In foreign language teaching, the types of tests, measurement and evaluation approaches used for different age groups and language proficiency levels; principles in measuring and evaluating language skills; types of items used in measuring the skills of reading, writing, listening, speaking, vocabulary and grammar; test designing techniques and evaluation criteria; the preparation of test items, analysis and evaluation of test results.
19	Contribution of the Course to Professional Development:	At the end of this course, English as a foreign language teacher candidates will be able to understand the basic principles of assessment and evaluation in foreign language teaching, discriminate types of testing according to their purpose and criteria, design test items within the framework of practicality, validity and reliability.
20	Learning Outcomes:	
	1	To be able to define the basic principles of foreign language testing.
	2	To be able to analyse examination types used in foreign language measurement and evaluation according to the purpose and criterion.
	3	To be able to design exams within the framework of practicality, reliability, validity, and washback.
	4	To be able to analyse traditional measurement tools (paper-pencil) and alternative measurement tools (portfolio, self-assessment, peer assessment, checklist, questionnaire etc.) used in foreign language measurement and evaluation.
	5	In foreign language teaching, to be able to compare the techniques used to measure and evaluate language areas (grammar and vocabulary) and language skills (listening, speaking, reading, and writing)
	6	To be able to explain foreign language grading and feedback techniques

		7	To be able to use the Common European Framework of References for Languages (CEFR) in language examinations.		
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		10			
21	Course Content:				
	Course Content:				
Week	Theoretical		Practice		
1	Foreign language exam preparation and evaluation, course introduction and related basic concepts. What is language testing? Language testing and teaching English.				
2	The relationship between exam preparation and evaluation in foreign language teaching programs. To be able to recognize types of tests and testing used in foreign language teaching according to their purpose (recognition, placement, proficiency) and criteria (absolute and relative evaluation).				
3	Criteria for test evaluation: Practicality, Reliability, Validity, Authenticity, Backwash effect.				
4	Traditional and alternative assessment approaches to language testing: Communicative language testing and				
Activities			Number	Duration (hour)	Total Work Load (hour)
Theoretical	analysis of the employment of the CEFR in Turkey		14	3.00	42.00
Practicals/Labs			0	0.00	0.00
Self study	Technology and foreign language testing; advantages and disadvantages		10	4.00	40.00
Homeworks			1	10.00	10.00
Projects	Midterm Exam		0	0.00	0.00
Field Studies			0	0.00	0.00
Midterm Exams	group, Vocabulary testing; -working on samples, creating tests for a particular		1	15.00	15.00
Others			0	0.00	0.00
Final Exam	Testing Communication Skills - Measuring		1	15.00	15.00
Total Work Load					122.00
Total work load/ 30 hr					4.07
ECTS Credit of the Course					4.00
	interview samples, techniques for designing speaking and pronunciation tests for a specific purpose and group.				
11	Testing Communication Skills- Reading; Assessment techniques for beginner, intermediate and advanced students.				
12	Testing Communication Skills-Writing; To be able to prepare closed-ended and open-ended exams. Evaluation of writing skills-based exams - analytical and holistic approach.				
13	To examine different test examples (vocabulary, grammar, pronunciation, listening, speaking, reading and writing) obtained from the schools where the teaching practice course is held.				

14	Course review. After the 14-week period, receiving feedback from the students relating to this course (materials, topics, the way of teaching) and providing information about the final exam.	
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22	Textbooks, References and/or Other Materials:	Bachman L. F. (2000). "Modern language testing at the turn of the century: assuring that what we count counts." In Language Testing. 17 (1) 1-42. Sage Pub. Brown J. D. (1997) "Computers in language testing: Present research and some future directions." In Language Learning & Technology. Vol. 1. No. 1. 44-59. Brown, H.D. (2003). Language assessment: principles and classroom practice. New York: Pearson ESL. Buttler Y. G. & J. Lee. (2010). "The effects of self-assessment among young learners of English." In Language Testing. 27 (1) 5-31. Sage Pub. Hughes, A. (1989) Testing for Language Teachers. Cambridge University Press. Pino-Silva, J. (2007). Student perceptions of computerized tests. In ELT Journal. ELT Journal Advance Access published January 29, 2007. Demirel Ö. (2019). CEFR-Based Language Testing. Ankara: Pegem Pub.
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23	Assesment
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TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	1	40.00
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course	Çoktan seçmeli maddeler	

24	ECTS / WORK LOAD TABLE
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25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK2	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK3	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK4	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK5	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK6	4	5	4	5	4	4	4	4	4	4	5	4	5	5	5	0
ÖK7	4	5	4	4	4	4	4	4	4	4	5	4	5	5	5	0

LO: Learning Objectives PQ: Program Qualifications					
Contrib ution Level:	1 very low	2 low	3 Medium	4 High	5 Very High