

TESTING AND EVALUATION IN ENGLISH LANGUAGE TEACHING

1	Course Title:	TESTING AND EVALUATION IN ENGLISH LANGUAGE TEACHING
2	Course Code:	ING4102
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:	English
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:	e-mail: ilknurp@uludag.edu.tr, tel.- (224) 2942265, adres- Uludağ Üni. Eđt. Fak.
17	Website:	
18	Objective of the Course:	English language teachers will be introduced to classroom based assessment and evaluation, types of tests, types of assessment based on different age groups and language proficiency levels, exam preparation techniques, data collection, grading, interpretation of exam results and feedback.
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 identify examination types used in foreign language measurement and evaluation according to the purpose and criterion.
	3	To be able to examine and prepare exam questions within the framework of practicality, reliability, validity, and washback.
	4	To be able to prepare and employ 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 understand 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 understand foreign language grading and feedback techniques
	7	To be able to analyse the Common European Framework of References for Languages (CEFR) and comprehend how it is employed.

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21	Course Content:		
	Course Content:		
Week	Theoretical	Practice	
1	Foreign language exam preparation and evaluation, course introduction and related basic concepts.		
2	The relationship between exam preparation and evaluation in foreign language teaching programs.		
3	Traditional and alternative assessment approaches in language testing.		
4	Communicative language testing and performance-based assessment.		
5	The Common European Framework of Reference for Languages (CEFR). An analysis of the employment of the CEFR in Turkey.		
6	Young learners and foreign language testing.		
7	Mid-term exam		
8	Technology and foreign language testing.		
9	Grammar and vocabulary skills assessment and evaluation.		
10	Testing and evaluating listening skills.		
11	Techniques for designing speaking and pronunciation tests.		
12	Testing and evaluating reading skills.		
13	Testing and evaluating writing skills.		
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.		

22	Textbooks, References and/or Other Materials:	<p>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.</p> <p>Brown, H.D. (2003). Language assessment principles and classroom practice. New York: Pearson ESL.</p> <p>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.</p> <p>Fulcher, G. Language testing for Higher Education. Retrieved from http://language-testing.info/whatis/scenarios/4hedu.php (date- 14.02.2012)</p> <p>Genesee, Fred, and John A. Upshur. (1996). Classroom-based evaluation in second language education. Cambridge language education. Cambridge [England], New York: Cambridge University Press.</p> <p>Heaton, J.B., (1989). Writing English Language Tests. New York: Longman</p> <p>Pino-Silva, J. (2007). Student perceptions of computerized tests. In ELT Journal. ELT Journal Advance Access published January 29, 2007.</p>
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23	Assesment
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TERM LEARNING ACTIVITIES	NUMBE R	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		Open-ended items

24	ECTS / WORK LOAD TABLE
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Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	3.00	42.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	14	3.00	42.00
Homeworks	0	0.00	0.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	18.00	18.00
Others	0	0.00	0.00
Final Exams	1	18.00	18.00
Total Work Load			138.00
Total work load/ 30 hr			4.00
ECTS Credit of the Course			4.00

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	4	3	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK2	4	4	3	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK3	4	4	3	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK4	4	4	3	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK5	4	4	4	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK6	4	4	4	4	4	4	3	4	3	3	4	4	0	0	0	0
ÖK7	4	4	4	4	4	3	3	4	3	3	4	4	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			