

**English Language Dept.**

**College of Education**

**Salahaddin University**

**Subject: Text-Book Analysis**

**Course Book – (Fourth Year)**

**Lecturer's name: Dr. Arev Merza Astifo**

**PHD in English Language Applied Linguistics**

**Academic Year: 2021-2022**

**Course Book**

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| **1. Course name** | **English Language Testing** | |
| **2. Lecturer in charge** | **Dr. Arev Merza Astifo** | |
| **3. Department/ College** | **English** | |
| **4. Contact** | **E-mail: arev.astifo@su.edu.krd** | |
| **5. Time (in hours) per week** | **Theory: 2**  **Practical: 1** | |
| **6. Office hours** |  | |
| **7. Course code** |  | |
| **8. Teacher's academic profile** | **Blog: arev.astifo.blogspot.com** | |
| **9. Keywords** | **English language assessment** | |
| **10. Course overview:**  The course is designed to prepare English language teachers who are able to test their students and be able to select the suitable teaching materials. | | |
| **11. Course objective:**  Textbooks are one of the most important tools for the promotion of effective teaching. They are defined as the basic written resource prepared for organizing and developing systems to teach a course, containing certain criteria (Valverde, et al., 2002). They have a major influence on teaching practice and seem a vital ingredient of successful learning. Because of this feature, they are intended as mediators between the educational goals of a specific curriculum and the instruction activities in classrooms. Research generally reached a consensus of two key aims of textbooks, such as assisting teachers in offering many systematical teaching process and giving students a chance to repeat and follow what they have learned (Cunningsworth, 1995; Graves, 2003; Gelfman, et al, 2004; Richards & Rodgers, 2001; Valverde et al., 2002). This reality provided them a significant role in shaping teachers’ and students’ perspectives of school subjects (Ravitch, 2003). | | |
| **12. Student's obligation**  Students are required to participate in class discussions, present language activities and seminars and follow up with the teachers’ lecturing. According to class attendance is a crucial issue. Just in emergency cases students are allowed not to attend the class. If a student could not attend the class due to any reason, it is the responsibility of the student to contact the class instructor regarding to the required assignments. The use of mobile phone during the class is prohibited.  . | | |
| **13. Forms of teaching**  Power point slides, workbook and whiteboard to explain the rules and giving examples, and writing down notes. Seminars are conducted be the students after the titles will be distributed to them by the instructor. | | |
| **14. Assessment scheme**  ***The students take closed book exams to assess their ability and the marks are distributed as following:***  ***Marking system: 40 marks till the final exam***  ***Monthly exam 1: 25 marks***  ***Daily participation: 5 Marks***  ***Presentations of their seminars: 10 marks***  ***Final exam: 60 marks:***  ***Total average : 40 + 60 =100 marks*** | | |
| **15. Student learning outcome:**  At the end of the course students learn a lot of testing formats and they will be able to  1- Evaluate the success of their teaching through the testing process.  2- To identify the weaknesses of their learners so as to find solutions to overcome these shortcomings. | | |
| **16. Course Reading List and References‌:**  ▪ The main source is English Language Testing.   * ▪ Ian **McGrath** * **Materials evaluation and design for language teaching** * **2nd edition (2013)** | | |
| **17. The Topics:** | | Weeks |
| 1. Definitions in the field | | First Week |
| 1. What is textbook analysis? | | Second week |
| 1. Sunrise as acurriculum for teaching English | | Third week |
| 1. Components of sunrise | | Fourth week |
| 1. How does sunrise deal with communicative apporoach? | | Fifth Week |
| 1. The process of evaluation and its stages | | Sixth Week |
| 1. Teaching grammar | | Seventh week  And eighth week |
| 1. Teaching vocabulary | | Ninth week |
| Education and technology | | Tenth week |
| Factors affect teaching and learning processes | | Eleventh Week |
| Teaching pronunciation | | Twelfth week |
| Functions in Sunrise | | Thirteenth week |
| Teaching English by Songs | | Fourteenth week |
| PPP in Sunrise | | Fifteenth week |