

**English Language Dept. /College of Education / Salahaddin University**

**Subject: Testing and Assessment / Course Book – (Third Year)**

**Lecturer's name: Assist. Prof. Dr. Parween Shawkat Kawther**

**PHD in English Language Applied Linguistics / Academic Year: 2022-2023**

**Course Book**

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| **1. Course name** | **English Language Testing** | |
| **2. Lecturer in charge** | **Assist. Prof. Dr. Parween Shawkat Kawther** | |
| **3. Department/ College** | **English** | |
| **4. Contact** | **E-mail: parween.kawther@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: parween.kawther. 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 techniques and formats that assess the main English language skills and different areas of the language. | | |
| **11. Course objective:**  The needs of assessing the outcome of learning have led to the development and elaboration of different test formats. Testing language has traditionally taken the form of testing knowledge about language, usually the testing of knowledge of vocabulary and grammar. Stern (1983, p. 340) notes that „if the ultimate objective of language teaching is effective language learning, then our main concern must be the learning outcome. In the assessment of languages, tasks are designed to measure learners‟ productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context.” This is because a specific purpose language test is one in which test content and methods are derived from an analysis of a specific purposes target language use situation, so that test tasks and content are authentically representative of tasks in the target situation. | | |
| **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: 50 marks till the final exam***  ***Monthly exam 1: 20 marks***  ***Monthly exam 2: 15 marks***  ***Daily participation: 5 Marks***  ***Presentations of their seminars: 10 marks***  ***Final exam: 50 marks:***  ***Total average : 50 + 50 =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.  ▪ Internet and The following sources  • Writing English language tests by J.B Heaton  • Communicative language testing by Crystal J,Weir  • How to teach English /new edition by Jeremy Harmer  • Testing and experimental methods by J.P.B Allen and Allan Davies | | |
| **17. The Topics:** | |  |
| 1st Week: Introduction to Language Testing  1-Certain terms in this field:  Measurement ,assessment and evaluation 3 hrs  2nd Week: Testing and Teaching  -why test?  -Features of Good test  validity ,Face-validity ,Reliability 3hrs  3rd Week: Principles of designing a test ? 3hrs  4th Week: Testing the language skills and elements  4thWeek: Tests of phonology 3hrs  5th Week: Tests of vocabulary : 3hrs  5th Week: Test of Grammar 3hrs  6th Week: Testing oral ability 3hrs  ---Table of Specification &Bloom Taxonomy  Ways for avoiding subjectivity in marking process  Types of tests  Recognition and Production  7th Week: Testing Reading Comprehension 3hrs  Month Exam 15 Marks  8th Week: how to avoid Traps in Testing 3hrs  9th Week: Subjective and objective testing 3hrs  10th Week: Multiple –choice items :general principles  Advantages of Multiple –choice items:  Disadvantages :   * Communicative language testing 3hrs   11th Week: Communicative language test should meet the criteria of: - 1. reliability and Validity  Four stages of communicative test:   * 1-Test design * 2-Test development * 3-Operation * 4-Monitoring 3hrs   12 Week: Test development  Pilot study  The trailing of pilot study  13 Week: Testing listening comprehension   1. Diction   Disadvantages and Listening recall  Disadvantages  Advantages 3 hrs  14 week: Indirect Methods for assessing linguistic competence: Editing task Advantages and Disadvantages / The direct testing of writing  1- Essay tests 3hrs | |  |