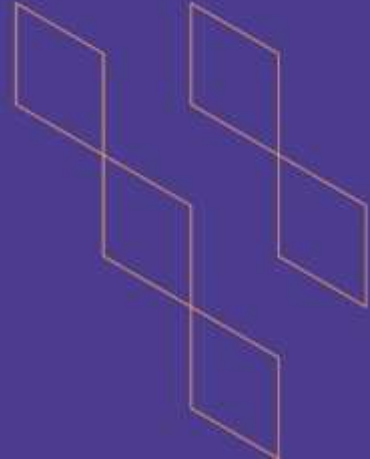




T4
2022

Course Specification



Course Title: Language Evaluation
Course Code: ENG 420
Program: BA in English language and Literature
Department: English Language and Literature
College: Science and Humanities Studies, Dawadmi
Institution: Shaqra University
Version: 1 st
Last Revision Date: 25 March 2023





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A. General information about the course:

Course Identification	
1. Credit hours:	2
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	6/3
4. Course general Description	
<p>This course will take students to the principles of language testing and assessment. This course will discuss varieties of examinations, the role of examinations, construction techniques and exam administration. Students will be given ways to use statistical analysis to interpret exam results. This course gives students an understanding of the fundamental theories and principles of assessment in teaching English. Topics include basic concepts of assessment in ELT, approaches, functions, and types of assessment instruments; and basic statistics related to language assessment. This course will also guide and guide students to be able to build all kinds of tests and assessments in English: English skills (Listening, Speaking, Reading and Writing) and other language components (structure, vocabulary, etc.).</p>	
5. Pre-requirements for this course (if any):	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s)	
<ol style="list-style-type: none"> 1. Understand the key concepts and the basic principles of language testing and assessment. 2. Criticize the relationship of testing to teaching practice and syllabus design. 3. Understand approaches and techniques in language test development and validation. 4. Evaluate a test format in terms of purpose and appropriateness. 5. Construct and design a test for a specific skill. 6. Understand and follow an assessment rubric in order to develop a standardized language test. 	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	28	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	28

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Count the key principles of test construction and validation, and apply them in the development of a specific language test.	K1	Lecture PowerPoint presentations	Midterm Assignments Final exams
1.2	Indicate the basic concepts and techniques in test development.	K1	Lecture PowerPoint presentations	Midterm Assignments Final exams
1.3	Point the difference between different types of test validity and test reliability.	K2	Lecture PowerPoint presentations	Midterm Assignments Final exams
2.0	Skills			
2.1	Use advanced techniques, tools and instruments to carry out practical tests in vocabulary, grammar, reading and writing.	S1	Lecture PowerPoint presentations	Midterm Assignments Final exams
2.2	Create different test types that are related to classroom language teaching	S2	Lecture PowerPoint presentations	Midterm Assignments Final exams
3.0	Values, autonomy, and responsibility			
3.1	Appraise, describe and report data derived from test scores using a range of techniques including item analysis, estimation of reliability, investigation of validity and potential test bias.	V4	Discussions, peer group presentation, Assignments	Individual & collective observation, presentation,
3.2				





C. Course Content

No	List of Topics	Contact Hours
1.	Teaching and testing	2
2.	Common test techniques	2
3.	Testing writing	4
4.	Testing oral ability	4
5.	Testing reading	4
6.	Testing listening	2
7.	Testing grammar and vocabulary	2
8.	Testing overall ability	4
9.	Tests for young learners/test administration	2
10.	Current issues on testing	2
Total		28

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments	All semester	10%
2.	Midterm exam	The 7 th week	30%
3.	The final exam	The 15 th week	50%
...			

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Hugs, Arthur. Testing Language Teachers. 2nd ed. Cambridge University Press 2003. Bachman, L. F. & Palmer, A. S. (2010). Language Assessment in Practice: design and developing useful language tests. Oxford: Oxford University Press. Cheng, L. and Fox, J. (2017) Assessment in the Language Classroom: Teachers support student learning, UK: Palgrave. Hughes, A. (2003). Testing for language teachers (2nd ed.). Cambridge: Cambridge University Press.
Supportive References	
Electronic Materials	
Other Learning Materials	





2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with white board
Technology equipment (projector, smart board, software)	Projectors
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leaders Peer Reviewer / Students,	Direct (Class Supervision) Indirect (Students Survey)
Effectiveness of students' assessment	Program Leaders	Direct (Statistical Analysis)
Quality of learning resources	Students /Faculty	Indirect (Students and Faculty Survey)
The extent to which CLOs have been achieved	Program Leaders Faculty	Direct (Statistical Analysis) Indirect (Course Instruct Survey)
Instructor	Program Leaders Students	Direct (Staff Evaluation Analysis) Indirect (Students Survey)
Course Material	Curriculum Committee Students	Direct (Curriculum Analysis) Indirect (Students Survey)
Course Content	Curriculum Committee Students	Direct (Course Content Analysis) Indirect (Students Survey)

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	Dept Council No. 18
DATE	28/3/2023

