


NEAR EAST UNIVERSITY - FACULTY OF EDUCATION							
		Department of English Language Teaching SYLLABUS 2013-2014 Spring Semester					
		Course Code ELT 452	Course Name English Language Testing & Evaluation	Classroom ELT R 10			Weekly Course Hours T A L 3 0 0
Prerequisite: None							
Language of instruction: English		Course Type: Undergraduate		Year: 2013-2014		Semester: Spring	
Instructor: Prof. Dr. Sabri Koç E-mail: sabrikoc46@gmail.com Website: http://sabrikoc.webnode.com				Office Hours: Friday 16:00-16:50 Office / Room No: ELT- D 110 Office / Room Phone: 0533 843 5858			
Learning Outcomes	After the completion of this course, the student will be able to <ul style="list-style-type: none"> • explain the relationship among testing, teaching, and assessment, • differentiate among various types of testing, • differentiate among various approaches to testing, • understand the principles of assessment, • develop tests for various purposes, • determine effectiveness of tests, • understand the relationship between traditional and non-traditional assessments, • use various grading systems to evaluate student performance. 						
Course Description	This course presents an overview of basic concepts, principles and constructs of classroom-based assessment. It focuses on the identification of different types of tests and testing (e.g.: proficiency, achievement, diagnostic, and placement tests, direct vs. indirect testing, discrete point vs. integrative testing, norm-referenced vs. criterion-referenced testing, objective testing vs. subjective testing, communicative language testing) and various types of questions for a wide range of language assessment purposes, development and evaluation of such language tests and of other available types (e.g.: portfolio, self assessment, learner diaries). Student teachers are expected to prepare language tests for different age groups, different proficiency levels and various learner styles. Student teachers are familiarized with test preparation techniques for testing reading, writing, listening, speaking, vocabulary and grammar individually and testing language skills in an integrated manner. The course also promotes the understanding and application of basic descriptive and inferential statistical calculations and the principles underlying test design (e.g.: content, criterion related construct, face validity; reliability, standard error of measurement and the true score; practicality). The course also covers stages of test construction, carrying out item analysis and interpretation of test scores, assessing, standardized tests (e.g.: TOEFL, IELTS and exams accredited by the Council of Europe, for the European Language Portfolio), teacher-prepared language tests and achieving beneficial backwash.						
Course Objectives	Developing and implementing assessment tools for testing language skills, item analysis, interpreting test scores etc.						
Textbooks and/or References	1. Brown, H. Douglas (2004). <i>Language assessment: Principles and classroom practices</i> . New York: Pearson Education, Inc. 2. Heaton, J. B. (1988). <i>Writing English language tests</i> (New Ed.). Essex: Longman Group UK Ltd. 3. Madsen, H. S. (1983). <i>Techniques in testing</i> . New York: Oxford University Press. + Materials (e-books) on CD						
Course Content	Testing, assessing and teaching, designing classroom tests, assessing four language skills, item analysis.						
Methods and Techniques Used in the Course	The course is based on the presentation, discussion and analysis of the main concepts, principles and approaches used in language assessment. Students will also be assigned to apply the theoretical framework for evaluating and designing language tests. They are expected to come prepared to class and actively participate in class activities and discussions.						
WEEKLY OUTLINE							
Week	Date	Activities	Notes	Reference			
1	17 Feb-21 Feb	Introduction to the courses					
2	24 Feb-28 Feb	General introduction	Lecture and discussion	1, 2, 3			
3	3 Mar-7 Mar	Testing, assessing, and teaching	Lecture and discussion	1, 2, 3			
4	10 Mar-14 Mar	Testing, assessing, and teaching	Lecture and discussion	1, 2, 3			
5	17 Mar-21 Mar	Principles of language assessment	Lecture and discussion	1, 2, 3			
6	24 Mar-28 Mar	Principles of language assessment	Lecture and discussion	1, 2, 3			
7	31 Mar-4 Apr	Designing classroom language tests	Lecture and discussion	1, 2, 3			
8	7 Apr-11 Apr	Designing classroom language tests	Lecture and discussion	1, 2, 3			
9	14 Apr-18 Apr	Midterm Exams/Midterm project					
10	21 Apr-25 Apr	Assessing listening	Lecture and discussion	1, 2, 3			
11	28 Apr-2 May	Assessing speaking	Lecture and discussion	1, 2, 3			
12	5 May-9 May	Assessing reading	Lecture and discussion	1, 2, 3			
13	12 May-16 May	Assessing writing	Lecture and discussion	1, 2, 3			
14	20 May-23 May	Beyond Tests: Alternatives in Assessment	Lecture and discussion	1, 2, 3			
	26 May-30 May	General review	Lecture and discussion	All refs.			
15	2 June-12 June	Final Exams/Final project					
Attendance: Minimum 70 %							

Assessment Breakdown:	Type		Date	%	Reference
	1	Midterm Exam	18 April 2014	35	All references
	2	Project	30 May 2014	20	1, 2, 3 + Internet
	3	Final Exam	06 June 2014	45	All references
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Learning Programme					
Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Lectures	15	15*3 = 45	Project work	1	1*15 = 15
In-class Discussions	15	15*3 = 45	Final Exam	1	1*20 = 20
Preparation for Classes	15	15*3 = 45			
Midterm Exam	1	1*10 = 10			
				Total	180
		Recommended ECTS Credit (Total Hours / 30) :			120/30 = 6