

Damascus University
Higher Language Institute
English Language Teaching Department
Master in TEFL
Module: Measurement & Evaluation
Tutor: Prof. Ali Saud Hasan
alisaudhasan@yahoo.com
00963 932335911

Module Schedule

Week 1 January 8 th	Testing , Assessing, and Teaching What is a Test? Assessment and Teaching
Week 2 January 15 th	Approaches to Language Testing
Week 3 January 22 nd	Current Issues in Classroom Testing
Week 4 January 29 th	Principles of Language Assessment: Practicality, Reliability
Week 5 February 5th	Validity
Week 6 February 12 th	Applying Principles to the Evaluation of Classroom Tests
Week 7 February 19 th	Designing Classroom Language Tests: Test Types
Week 8 February 26 th	Some Practical Steps of Test Construction
Week 9 March 4th	Scoring, Grading. And Giving Feedback
Week 10 March 11 th	Assessing Listening: Observing the performance of the four skills, importance, types of listening, micro/macro skills of listening,
Week 11 March 18 th	Designing assessment Tasks: Intensive Listening
Week 12 March 25 th	Designing assessment Tasks: Responsive Listening
Week 13 April 1st	Designing assessment Tasks: Extensive Listening
Week 14 April 22 nd	Assessing Speaking: Types of Speaking, Micro/Macro skills of speaking,
Week 15 April 29 th	Designing assessment Tasks: Imitative Speaking
Week 16 May 6th	Designing assessment Tasks: Intensive Speaking
Week 17 May 13 th	Designing assessment Tasks: Responsive Speaking
Week 18 May 20 th	Designing assessment Tasks: Interactive Speaking

Week 19 May 27 th	Designing assessment Tasks: Extensive Speaking
Week 20 June 3rd	Assessing Reading: Types of Reading, Micro skills, Macro skills, and Strategies of Reading, Types of Reading
Week 21 June 10 th	Designing assessment Tasks: Perceptive Reading
Week 22 June 17 th	Designing assessment Tasks: Selective Reading
Week 23 June 24 th	Designing assessment Tasks: Interactive Reading
Week 24 July 1st	Designing assessment Tasks: Extensive Reading
Week 25. July 8 th	Assessing Writing: Genres of written Language, Types of Writing Performance, , Micro/Macro skills of writing
Week 26 July 15 th	Designing assessment Tasks: Imitative Writing
Week 27 July 22 nd	Designing assessment Tasks: Intensive (controlled) Writing
Week 28. July 29 th	Designing assessment Tasks: Responsive and Extensive Writing
Week 29. August 5th	Scoring Methods for Responsive and Extensive Writing
Week 30. August 12 th	Beyond Tests: Alternatives in Assessment
Week 31. August 19 th	Grading and Student Evaluation

Required textbook and other related references:

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Glen,F. 2010. *Practical Language Testing*. London: Hodder Education.

Glenn.,F. & Davidson, F. 2007. *Language Testing and Assessment*. New York: Routledge

O'Malley, J.M. & Price, L.V. 1996. *Authentic Assessment for English Language Learners*. USA: Addison-Wesley.

Module Assignment

1. The aim and anticipated benefit of doing the assignment:

Getting students to practice research methodology and introducing them to the latest updates in their field of study.

2. Assignment

Make use of the theoretical part of the material you have studied in this module (and other related references) to illustrate their practical application in the classroom. Write an assignment on one of the following topics. Provide examples from any grade of the school textbooks *English for Starters* and/or other related textbooks for teaching English as a foreign language to support your argument:

1. Assessing listening skills
2. Assessing speaking skills
3. Assessing reading skills
4. Assessing writing skills
5. Alternative assessment
6. Portfolio assessment
7. Constructing test items and tasks
8. What characterizes good assessment practice?
9. Scoring language tests and assessments
10. Self- and peer- assessment
11. Testing communicative competence
12. The washback effect of a test
13. Other related topics of your choice in consultation with your tutor.

In order to write your assignment you need to

1. Read the material presented in this module carefully (and other related references).
2. Write an article on one of the above topics.
3. Look at the school textbooks (e.g. *English for Starters*, any grade of your own choice or other related textbooks for teaching English as a foreign language) and find the exercises and activities designed for assessing learners performance (include the activities in your assignment). Then evaluate these activities on the basis of the opportunities they allow for students to learn English. Decide which micro skills and macro skills they aim to develop in line with the theoretical part you have considered.
4. By linking theory to practice, illustrate the techniques you can use for a more valid assessment of these skills.
5. How could the theoretical part you have studied in this module influence your techniques for testing?
6. Plagiarism should be avoided. Use quotations when you copy another person's exact words, and mention the page number. You also need to write the page number when you paraphrase an idea from another reference. In other words, include the source of the borrowed information as well.

3. The assignment includes the following elements:

<u>Introduction.</u>
<u>Statement of the problem</u>
<u>Significance of the research</u>
<u>Aims of the research</u>
<u>Research questions</u>
<u>Methodology</u>
<u>Terms and operational definitions</u>
<u>Previous studies</u>
<u>Theoretical background</u>
<u>Conclusion</u>

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4. Submission deadline: 16/ 6 / 2020