|  | **Module Description/Course Syllabi**  English Education Study Programme  Faculty of Languages and Arts  Universitas Negeri Manado |
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| 1. ***Course number and name*** | |
| MB4232422 Assessment on ELT | |
| 1. ***Credits and contact hours/Number of ECTS credits allocated*** | |
| 3 | |
| 1. ***Instructor’s and course coordinator*** | |
| Dr. Elizabeth Z. Oroh, M.Hum. | |
| 1. ***Text book, title, author, and year*** | |
| 1. Hidri Sahbi. (2018). *Revisiting the Assessment of Second Language Abilities: From Theory to Practice*. Springer. 2. Cambridge University Press. (2015). *Page 1 is Cambridge English: Language Assessment Part of the Universe Trinidad Certificate*. | |
| 1. ***Other supplemental materials*** | |
| 1. ***Specific course information*** | |
| 1. ***Brief description of the content of the course (catalog description)*** | |
| This course will provide students with principles of language testing and assessment. It will discuss varieties of tests, role of tests, techniques of test construction and administration. Students will be exposed to the ways on how to use statistical analysis to interpret test results. This course provides students with understanding of the background theories and principles of assessment in English Language Teaching in schools. Topics include the basic concepts of assessment in ELT, the approaches, the functions, and the types of assessment instruments; and elementary statistics related to language assessment. The course will also provide and guide students to be able to construct any types of English tests and assessment: English skills (Listening, Speaking, Reading and Writing) and other language components ( structure, vocabulary, etc). | |
| 1. ***Prerequisites*** | |
| MB4232321 Approach to TEFL  MB4232318 Curriculum and Material Development | |
| 1. ***Indicate whether a required, elective, or selected elective course in the program*** | |
| Required | |
| 1. ***Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)*** | |
| First cycle Bachelor | |
| 1. ***Year of study when the course unit is delivered (if applicable)*** | |
| Fourth | |
| 1. ***Semester/trimester when the course unit is delivered*** | |
| Fourth | |
| 1. ***Mode of delivery (face-to-face, distance learning)*** | |
| Face to face | |
| 1. ***Specific outcomes of instruction,*** *ex. The student will be able to explain the significance of current research about a particular topic.* | |
| 1. Students are able to Identify characteristics of a good test: the concept of validity, reliability, practicality, and authenticity (SO-2, PI-2.2, SO-4, PI-4.1); 2. Integrate various language assessment instruments into up-to-date methods of language teaching (SO-4, PI-4.3); 3. Construct language assessment blueprint (SO-4, PI-4.3); 4. Develop ICT based language assessments: tests and non-tests, for measuring learners' language knowledge and skills (SO-4, PI-4.4); 5. Develop scoring rubrics for different types of assessments (SO-4, PI-4.4). | |
| 1. ***Explicitly indicate which of the student outcomes*** | |
| SO-2 Applying principles of educational psychology  PI-2.2. Applying the concept of learning program development techniques, presentation, management and evaluation of English language learning programs    SO-4 Able to apply, analyze, evaluate and create learning, and make improvements to English language learning methods and processes according to the characteristics of students and the needs of stakeholders.  PI-4.1 Able to plan the English lesson plan  PI-4.3 Able to evaluate learning process and make improvements when needed | |
| 1. ***Brief list of topics to be covered*** | |
| 1. The difference in style study and teaching concept language 2. The difference method of Language Teaching: Grammar Translation Method (GTM) and Direct Method (DM) 3. The difference method Language Teaching: Audio Lingual Method (ALM) and Community Language Learning (CLL) 4. The difference method Language Teaching: Suggestopedia (SGP) and Total Physical Response (TPR) 5. The difference method Language Teaching: Communicative Language Teaching (CLT) and Eclectic Method (EM) 6. The difference method Language Teaching: Computer Assisted Language Learning (CALL) and Fun Learning Method (FLM) 7. The difference between The Dogme, Pimsleur, Michelle Thomas, and LDL 8. Preparing in implementation of Teaching Method in Assessment on ELT | |
| 1. ***Recommended or required reading and other learning resources/tools*** | |
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| 1. ***Planned learning activities and teaching methods*** | |
| Small group discussion, PjBL, Case based Method | |
| 1. ***Language of instruction*** | |
| English | |
| 1. ***Assessment methods and criteria*** | |
| Performance Assessment:  1. Participation and activities in the learning process (attendance, lectures and practices) 30%  2. Completion of tasks 30%  3. Mid Term 20%  4. Final Term 20% | |