

# **COURSE OUTLINE**

## **LING 429**

### **Instructor's Information**

**Name: Azeem Alphonc**

**Office Location: F-119 Hamid Saeed Building**

**Counseling Hours: 10 to 11 (Mon – Tue – Wed)**

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### **Course Information**

**Prerequisites: LING 217**

**Course Title: Assessment in Second Language Teaching**

**Course Code: LING 429**

**Credit hours: 03**

### **Course Description**

This course explores the theories and practices of language assessment and testing. Students will examine, present and evaluate classroom activities and create various assessment tools in different contexts to understand the theoretical and practical implications of the construction, interpretation and utilization of tests of second/foreign languages.

### **Course objectives:**

The course is designed to:

- Familiarize students with key concepts in language testing assessment, including, construct validity, reliability, authenticity, washback, and ethics.
- Explore different assessments that are carefully aligned with educational objectives.
- Develop skills in creating assessment rubrics and coding schemes that work with the assessments of a given design.

### **Learning outcomes:**

Upon completion of this course, students will be able to:

- Identify and explain language assessment and testing theory and practice.
- Examine, present and evaluate classroom assessment activities.
- Create various assessment tools.

The course will cover the following areas:

- The key principles and practices in the field of testing, assessment and evaluation
- The basic concepts of measuring language proficiency of the learners
- Different types of measures
- Criteria of good tests

- Principles of test construction
- Validation of the tests
- Test administration
- Scoring and interpreting test scores.
- How to develop your skills as test designers and evaluators?
- How to evaluate different types of tests, assessment procedures and examinations?
- How to test and assess communicative skill?
- How testing and assessment are coherent with the teaching?
- Authentic modes of assessment: self-, peer- and portfolio assessment

**Suggested books:**

- Fundamental Considerations in Language Testing by Lyle F. Bachman ( 1995)
- Language Test Construction and Evaluation by J. Charles Alderson, Caroline Clapham, Dianne Wall (1995)
- Language Assessment by Douglas H. Brown (2004)
- Language testing and assessment: An advanced resource book by Fulcher and Davidson. (2007)
- Language Testing by Tim McNamara (2010)

**Evaluation:**

**Students' grades are based on:**

<b>Class Participation</b>	<b>10 %</b>
<b>Assignments</b>	<b>15 %</b>
<b>Quizzes</b>	<b>15 %</b>
<b>Presentations</b>	<b>15 %</b>
<b>Mid Term</b>	<b>20 %</b>
<b>Final</b>	<b>25 %</b>
	<b>100 %</b>

**Grading System:**

<b>GRADES</b>	<b>QUALITY POINTS</b>	<b>NUMERICAL VALUE</b>	<b>INTERPRETATION</b>
A	4.00	93-100	Superior
A-	3.70	90-92	
B+	3.30	87-89	
B	3.00	83-86	Good
B-	2.70	80-82	
C+	2.30	77-79	
C	2.00	73-76	Satisfactory
C-	1.70	70-72	
D+	1.30	67-69	
D	1.00	60-66	Passing
F	0.00	59 or below	Failing