



# Course Specification

## (Postgraduate Programs)

Course Title: Language Assessment
Course Code: 6504TEFL-3
Program: Master of Arts in Teaching English as a Foreign Language
Department: Department of English
College: College of Languages and Translation
Institution: King Khalid University
Version: 4
Last Revision Date: September 30 , 2024



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## A. General information about the course:

### 1. Course Identification:

#### 1. Credit hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

#### 2. Course type

A.  University  College  Department  Track

B.  Required  Elective

#### 3. Level/year at which this course is offered: (Semester 3/Year 1)

#### 4. Course General Description:

The "Language Assessment" course serves as an in-depth exploration into the theory and practice of language testing and assessment within the sphere of Teaching English as a Foreign Language (TEFL). The course delves into the core principles that underpin language assessment, including validity, reliability, practicality, and authenticity. It also examines various types of assessments such as formative, summative, diagnostic, and placement tests, along with standardized tests like TOEFL, IELTS, and Cambridge Exams. Through a methodical approach to designing and evaluating language tests, students will be prepared to create assessment instruments that are both pedagogically effective and ethically sound. They will also acquire the skills to implement alternative assessment methods, apply various grading systems, and uphold ethical standards in the testing and evaluation process.

#### 5. Pre-requirements for this course (if any):

N/A

#### 6. Pre-requirements for this course (if any):

N/A

#### 7. Course Main Objective(s):

**This course aims to achieve the following key objectives:**

- Equip students with a nuanced understanding of the essential components of language assessment, including the historical and current contexts in which testing, assessing, and teaching intersect within the TEFL framework.



- Develop students' capabilities to create and evaluate language assessments using a structured approach that incorporates a needs analysis, item writing, and quality evaluation.
- Instill a comprehensive understanding of assessment strategies for all four language skills (Listening, Speaking, Reading, and Writing), and the ability to employ alternative assessment techniques effectively.
- Provide students with the competencies to apply a variety of grading systems, ensuring objectivity and catering to the diverse needs of the EFL student population.
- Promote ethical responsibility, fairness, and collaboration in the design and implementation of language assessments, allowing for equitable evaluation regardless of students' sociocultural backgrounds.

Through these objectives, the course aims to produce well-rounded educators who are proficient in both the theory and practice of language assessment, capable of ethical decision-making and continuous improvement in this vital area of language education.

## 2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	-	-
4	Distance learning	-	-

## 3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify).....	-
	<b>Total</b>	<b>45</b>



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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Differentiate between Testing, Assessing, and Teaching, and understand their historical and contemporary contexts in the field of TEFL.	K2	Commence with an interpretive reading seminar where students critically analyze canonical texts that delineate the differences between Testing, Assessing, and Teaching within TEFL. The aim is to collectively build a foundational understanding of these concepts.	Assessed through the Midterm Test and Final Exam.
1.2	Identify key principles of language assessment including Validity, Reliability, Practicality, and Authenticity.	K1, K3	Introduce the key principles of language assessment such as Validity, Reliability, Practicality, and Authenticity through case-based discussions. Encourage students to extrapolate the real-world implications of these principles in an EFL setting.	Assessed through Assignments, Presentations, and Participation.
1.3	Recognize various types of assessments, their purposes, and applications, including Formative, Summative, Diagnostic, and Placement Testing.	K2, K3	Facilitate classroom discussions focused on various types of assessments, including Formative, Summative, Diagnostic, and Placement Testing. Each student could be assigned a specific assessment type to research and discuss in class.	Assessed through the Final Exam.
<b>2.0</b>	<b>Skills</b>			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1	Design language tests using a systematic approach that incorporates needs analysis, item writing, and test quality evaluation.	S1, S2	Conduct collaborative think-tank sessions where students work in groups to design hypothetical language tests. Here, they would explore needs analysis, item writing, and test quality evaluation.	Assessed through Assignments, Presentations, and Participation.
2.2	Evaluate the quality and efficacy of both standardized English tests (such as TOEFL, IELTS, Cambridge Exams) and custom tests, ensuring alignment with EFL learning objectives.	S2, S5	Engage students in critical evaluations of existing standardized tests like TOEFL and IELTS, as well as custom tests. The aim is to examine the extent to which these tests align with EFL learning objectives.	Assessed through the Midterm Test and Assignments.
2.3	Implement assessment strategies and techniques for the comprehensive evaluation of the four language skills— Listening, Speaking, Reading, and Writing.	S2, S3	Employ thought exercises wherein students contemplate and discuss potential assessment strategies for each of the four language skills.	Assessed through the Final Exam.
2.4	Utilize alternative assessment techniques such as portfolio-based assessments, journals, self and peer assessments, and provide constructive feedback.	S2, S4	Introduce students to alternative assessment techniques such as portfolio-based assessments and self and peer assessments. Subsequently, hold a seminar on constructive feedback mechanisms that can be integrated into these alternative techniques.	Assessed through Assignments, Presentations, and Participation.
2.5	Apply grading systems including Absolute, Relative, and Criterion-referenced grading, while addressing diverse needs	S1, S2	Examine grading systems like Absolute, Relative, and Criterion-referenced grading through the lens of ethical	Assessed through the Final Exam.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	and ensuring objectivity in student evaluations.		considerations, ensuring that students understand how to cater to diverse needs while maintaining objectivity.	
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Uphold fairness and objectivity in the design and implementation of language assessments, catering to diverse student backgrounds.	V1, V2	Ingrain a sense of fairness and objectivity through role-playing exercises that put students in the position of educators faced with the task of designing equitable assessments.	Assessed through all assessment activities, with emphasis on the Final Exam.
3.2	Collaborate effectively with peers and other educators in the design, evaluation, and continuous improvement of language assessments.	V3	Promote professional collaboration by hosting internal "assessment review panels" where students critique and improve upon each other's hypothetical assessment designs, thereby mimicking the collaborative nature of the educational field.	Assessed through Assignments, Presentations, and Participation.
3.3	Demonstrate ethical responsibility by embracing equitable assessment practices, observing fairness irrespective of student's gender, social background, or other factors.	V2, V4	Generate discussions around case studies that challenge ethical norms in assessment practices. Emphasize the importance of equitable practices, especially concerning fairness irrespective of a student's gender, social background, or other factors.	Assessed through the Midterm Test and Final Exam.



## C. Course Content:

No	List of Topics	Contact Hours
1.	<b>Foundations of Language Assessment:</b> <ul style="list-style-type: none"> <li>Distinguishing between Testing, Assessing, and Teaching.</li> <li>Historical and Contemporary Contexts of Language Assessment in TEFL.</li> </ul>	3
2.	<b>Guiding Principles of Language Assessment:</b> <ul style="list-style-type: none"> <li>Key Concepts: Validity, Reliability, Practicality, and Authenticity.</li> <li>Ensuring Fairness and Equity in Language Assessment.</li> </ul>	4.5
3.	<b>Exploring Types of Assessment:</b> <ul style="list-style-type: none"> <li>Formative vs. Summative Assessments: Purposes and Applications.</li> <li>Diagnostic and Placement Testing in EFL Contexts.</li> </ul>	4.5
4.	<b>Crafting and Evaluating Language Tests:</b> <ul style="list-style-type: none"> <li>Steps in Test Development: From Needs Analysis to Item Writing.</li> <li>Evaluating Test Quality and Ensuring Continuous Improvement.</li> </ul>	4.5
5.	<b>Delving into Standardized Tests:</b> <ul style="list-style-type: none"> <li>Overview of Major Standardized English Tests: TOEFL, IELTS, and Cambridge Exams.</li> <li>Benefits, Limitations, and Considerations for EFL Educators.</li> </ul>	4.5
6.	<b>Comprehensive Assessment of the Four Skills:</b> <ul style="list-style-type: none"> <li>Strategies and Techniques for Assessing Listening, Speaking, Reading, and Writing.</li> <li>Addressing Common Challenges in Skills Assessment.</li> </ul>	7.5
7.	<b>Evaluating Language Components:</b> <ul style="list-style-type: none"> <li>Assessing Grammar, Vocabulary, Pronunciation, and Pragmatics.</li> <li>Ensuring Alignment with EFL Learning Objectives.</li> </ul>	4.5
8.	<b>General Proficiency Tests in EFL:</b> <ul style="list-style-type: none"> <li>Understanding Test Structure, Content, and Scoring.</li> <li>Preparing Students for Success in Proficiency Tests.</li> </ul>	3
9.	<b>Embracing Alternative Assessment Techniques:</b> <ul style="list-style-type: none"> <li>Portfolio-based Assessment: Collection, Reflection, and Evaluation.</li> <li>Journals in EFL: Encouraging Reflective Practice.</li> <li>Self and Peer Assessment: Benefits, Challenges, and Best Practices.</li> </ul>	4.5
10.	<b>Grading and Holistic Student Evaluation:</b> <ul style="list-style-type: none"> <li>Grading Systems: Absolute, Relative, and Criterion-referenced.</li> </ul>	4.5







	<ul style="list-style-type: none"> <li>• Providing Constructive Feedback for EFL Learners.</li> <li>• Addressing Diverse Needs and Ensuring Objectivity in Student Evaluation.</li> </ul>	
<b>Total</b>		<b>45</b>

## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments, presentations, participation	Continuous Assessment	25%
2.	Midterm Test	6/7	25%
3.	Final exam	11/13	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:

<b>Essential References</b>	Brown, D. & Abeywickrama, P. (2010). <i>Language Assessment: Principles and Classroom Practices (2<sup>nd</sup> ed.)</i> , New York: Pearson Education ESL.
<b>Supportive References</b>	<p>Kunnan, A. J. (2015). <i>Language Testing and Assessment (Critical Concepts in Linguistics)</i>, New York and London: Routledge.</p> <p>Shohamy, E., Or, L. G., &amp; Stephen, M. (editors). (2017). <i>Language Testing and Assessment (Encyclopedia of Language and Education)</i>, New York: Springer.</p> <p>Fulcher, G. &amp; Davidson, F. (2007). <i>Language Testing and Assessment: An Advanced Resource Book (Routledge Applied Linguistics)</i>, New York and London: Routledge</p>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li><b>Language Testing Resources Website</b> <ul style="list-style-type: none"> <li>• Provides a range of articles, reviews, and other resources focused on language testing.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li><b>Free Resources in Language Testing from CRELLA</b> <ul style="list-style-type: none"> <li>• Offers research-based resources that explore different facets of language testing.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li><b>Foreign Language Assessment Directory (FLAD)</b> <ul style="list-style-type: none"> <li>• A comprehensive directory listing assessments available for foreign languages, including specifications and usage guidance.</li> </ul> </li> </ol>





<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Website</a></li> </ul> <p>4. <b>International Language Testing Association (ILTA)</b></p> <ul style="list-style-type: none"> <li>• An international association devoted to the advancement of language testing research.</li> <li>• <a href="#">Website</a></li> </ul> <p>5. <b>ETS Research &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Provides research papers and articles on standardized testing and assessment, including those for language proficiency.</li> <li>• <a href="#">Website</a></li> </ul>
<b>Other Learning Materials</b>	<p>1. <b>"Assessing Speaking" by Sari Luoma</b></p> <ul style="list-style-type: none"> <li>• A book that offers insights into the complexities of assessing speaking abilities in a second or foreign language.</li> </ul> <p>2. <b>"Classroom Assessment Techniques for Librarians" by Melissa Bowles-Terry and Cassandra Kvenild</b></p> <ul style="list-style-type: none"> <li>• While not directly related to language assessment, this book provides a wide array of assessment techniques that can be adapted for language education.</li> </ul> <p>3. <b>Common European Framework of Reference for Languages (CEFR)</b></p> <ul style="list-style-type: none"> <li>• Offers standard guidelines for assessing language proficiency, widely used in educational settings.</li> <li>• <a href="#">Website</a></li> </ul> <p>4. <b>Language Assessment Quarterly Journal</b></p> <ul style="list-style-type: none"> <li>• An academic journal that publishes articles on all aspects of language assessment.</li> <li>• <a href="#">Website</a></li> </ul>

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, specialized labs, multimedia rooms, study areas.
<b>Technology equipment</b> (Projector, smart board, software)	Projectors, smart boards, subject-specific software, audio-visual devices.
<b>Other equipment</b> (Depending on the nature of the specialty)	Textbooks, reference materials, subject-specific learning resources, supplementary materials.



## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course instructor, peer educators, and student feedback.	Classroom observation, teaching evaluations, and student surveys.
Effectiveness of students' assessment	Course instructor and external reviewers.	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work.
Quality of learning resources	Course instructor, students, and curriculum committee.	Resource review, student feedback, and comparison with industry standards.
The extent to which CLOs have been achieved	Course instructor, students, and program administrators.	Student performance analysis, course evaluations, and student reflections or self-assessments.
Other	-	-

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	ENGLISH DEPARTMENT COUNCIL
<b>REFERENCE NO.</b>	4-27/3/46
<b>DATE</b>	SEPTEMBER 30, 2024

