

ATTACHMENT 5.

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications
(CS)

Course Specifications

Institution Imam Muhammad Ibn Saud Islamic University	Date: Nov. 29, 2016
College/Department College of Languages and Translation/ Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Language Testing. Eng. 409			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English Language, Literature and Translation			
4. Name of faculty member responsible for the course Dr. Mohammad Hamdan			
Textbook Janna Fox ... [et al.]. (2007): Language Testing RECONSIDERED. © University of Ottawa Press 2007			
5. Level/year at which this course is offered: Level: 4 -Year: 2nd ^{year}			
6. Pre-requisites for this course (if any) Language Assessment 202			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus/Male students			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: It is taught in regular classrooms with a direct contact with students			

B Objectives

<p>1. What is the main purpose for this course?</p> <p>The purpose of this course is to examine both theoretical and practical issues of second language testing development, evaluation, and research. The bias course objectives include:</p> <ol style="list-style-type: none"> 1- To examine various purposes and types of second language testing in relation to second language teaching models and teaching goal.; 2- To discuss fundamental concepts in testing such as validity, reliability, and test specifications; 3- To review and critique practices related to language test development, evaluation, and research. 4- To become aware of the social, political, economic, and administrative issues pertaining to language testing. 5- To investigate the association between language testing and learning, and explore instruments for assessing progress in classroom contexts. 6- To gain experience planning, developing, and administering second language testing batteries; 7- To explore various rating scales and scoring procedures; 8- To become acquainted with item analysis and descriptive statistics related to language testing.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ul style="list-style-type: none"> • Keeping up with the new publications in the field. • Updating the content of the course in light of recent research and recently published textbooks. • Integrating technology and websites related to language Testing • Including a part about language assessment in the course content.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

<p>Course Description:</p> <p>This Two-hour credit course introduces level 4 undergraduate students to the basic principles of foreign language testing in relation to foreign language teaching models and teaching goals. The aim is to discuss fundamental concepts in foreign language testing construction such as validity, reliability, and test specifications. Main themes of the course include the ongoing challenge of tests construction in disciplines of applied linguistics and language studies, expanding repertoire of research methods in language test development and validation, and the recognition of the important role of tests do and what they measure, and finally reconceptualization of the issue of <i>context</i> in tests interpretation including their limitations and potential.</p>

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Topic 1: The Challenge of (Diagnostic) Testing	1	2 hrs.

Topic 2: The Dialectic of Abilities and Contexts in Defining Constructs in Language Assessment	1	2 hrs.
Topic 3: Qualitative Research Methods in Language Test Development and Validation	2	4 hrs.
Topic 4: Language Testing: A Question of Context	2	4 hrs.
Unit 5 TESTS AS POWER TOOLS: LOOKING BACK, LOOKING FORWARD	2	4 hrs.
Topic 6: Assessing Academic English Language Proficiency: 40+ years of U.K. Language Tests	2	4 hrs.
Topic 7: The Coming of Age for Research on Test-Taking Strategies	2	4 hrs.
Topic 8: Language Testing Research Colloquia (LTRC), 1979-2007	2	4 hrs.

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	24	6				30
Credit	2					

3. Additional private study/learning hours expected for students per week. 3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: Students by the end of the course should be able to:	Class lectures	Exams
1.1	Define knowledge and skills related to types of second language testing in relation to second language teaching models and teaching goal.	Class discussion PP presentations	
1.2	Outline fundamental concepts in testing such as validity, reliability, and test specifications.		
2.0	Cognitive Skills: Students by the end of the course should be able to:	Class lectures	Quiz
2.1	Interpret how knowledge and practices related to language test development, evaluation, and research can be applied to evaluating English language skills.	Class discussion PP presentations	
2.2	Restructure ideas, methods, approaches, and perspectives as appropriate to explain correctly the relationship between language testing and learning, and explore instruments for assessing language progress in classroom contexts.		
3.0	Interpersonal Skills & Responsibility: Students by the end of the course should be able to:	Class lectures	Exams Writing test Formulas
3.1	Learn to work independently and in teams to become aware of the social, political, economic, and administrative issues pertaining to language testing.	Class discussion PP presentations	
3.2	Demonstrate an appropriate level of ethical behavior that reflects responsibility geared towards appreciation of the philosophical, cultural and social contexts of students inside and outside the classroom while working on accomplishing language testing projects, presentations and research skills.		
4.0	Communication, Information Technology, Numerical: Students by the end of the course should be able to:	Class lectures	Exams
4.1	Communicate effectively and fluently with correct oral and written English forms to convey information about test construction to different levels of audiences.	Class discussion PP presentations Writing logic formulas	
4.2	Correctly use information and communications technology in investigating issues and analyzing data to identify relevant statistical techniques to apply them creatively in interpreting language testing information related to writing and interpreting different types and formulas of tests correctly.		
5.0	Psychomotor: N/A		
5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)
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LOs #	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	
1.1									
1.2									
2.1									
2.2									
3.1									
3.2									
4.1									
4.2									

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5	5%
2	Midterm	7	20%
3	PP presentation	9	5%
4	Paper	11	10%
5	Final	16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

3 hours a week.

E Learning Resources

1. List Required Textbooks

- **Janna Fox ... [et al.]. (2007): Language Testing RECONSIDERED. © University of Ottawa Press 2007***University*

2. List Essential References Materials (Journals, Reports, etc.)

- Fulcher, G. and Davidson, F. 2012. (Eds.) The Routledge Handbook of Language Testing. London and New York: Routledge.
- Fulcher, G. 2015. Re-examining Language Testing. A philosophical and social inquiry. London and New York: Routledge.

<ul style="list-style-type: none"> - Carr, N. T. 2011. Designing and Analyzing Language Tests. Oxford: Oxford University Press - Green, A. 2014. Exploring Language Testing and Assessment. London and New York: Routledge
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <ul style="list-style-type: none"> - Henning, G. 1987. A Guide to Language Testing: Development, Evaluation, Research. Cambridge, Mass.: Newbury House. - Hughes, A. 1989/2003. Testing for Language Teachers. Cambridge: Cambridge University Press. - Kunnan, A. J. (Ed.) 2014. The Companion to Language Assessment. London: Wiley Blackwell.
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> - ." <i>Journal of Educational Measurement</i> - <i>Language Testing Journal</i> - <i>Language Testing and Assessment. Encyclopedia of Language and Education</i>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>In process</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> - Lecture rooms. - Computer labs.
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> - A class computer. - Data Show Projector. - Smart Board equipped Classrooms
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>None</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">- Formal, anonymous course evaluations by students at the end of course- In addition to informal student feedback throughout the semester.- Feedback from host institutions where students do their practical training.
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>In class Peer Review to give support and disseminate good practice.</p>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">- Training sessions and workshops to facilitate the exchange of experiences amongst faculty members- Holding regular meetings between course conveners and instructors to address problems of the course- Discussing challenges in the classroom with colleagues and admin staff- Attending professional development conferences- Keeping up to date with pedagogical theory and practice- On-gong review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none">- Identify rubrics for each students' activity or assignment- Checking grading of a sample of examination papers either by a resident or visiting faculty member- Arranging with another institution to have two common test items included on an exam and compare marks given
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.</p>

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____