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|  |  |  |  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** | |
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|  | | **Graduate academic studies** | | | |
| **Study program** | |  | | | **Methodology of language and literature teaching** |

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| **Subject** | **Evaluation in foreign language teaching** | | |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| VNSJ | Elective | I | 2+2 | 5 |
| **Professors** | Prof. dr. Sanja Josifović-Elezović | | |  |

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| **Conditioned by other subjects** |
| It is not conditioned by other subjects. |
| **Objectives of studying the subject:** |
| The goal of the course is to familiarize students more thoroughly with modern theory and practice in the field of testing and evaluating foreign languages and train them to construct and critically evaluate their own tests applicable in different teaching contexts - primary and secondary schools, colleges and non-formal education institutions. |
| **Learning outcomes (acquired knowledge)** |
| After completing the module, students will be able to:     1. Demonstrate an increased awareness of theoretical, practical and ethical issues in evaluation in foreign language teaching 2. Describe and explain different principles, types, methods and evaluation techniques in foreign language teaching 3. Apply modern knowledge about evaluation in the planning of foreign language lessons for a wide range of students 4. Critically analyze the evaluation content, effects and results of various foreign language tests at different levels of language proficiency 5. Validate of the knowledge and skills of mastering a foreign language with the help of a test and without a test 6. Prepare a thorough specification of foreign language assessment for different levels and ages 7. Create and implement appropriate foreign language tests in different educational contexts |
| **Course content:** |
| All the elements that must be taken into account when evaluating a foreign language in class are studied in more detail:   * Difference between testing, assessment and evaluation * Defining the evaluation construct * Valuation principles * Types of valuation * Evaluation by teachers, colleagues and self-evaluation * Assessment * Methods and techniques in evaluating a foreign language * Tasks and items * Specification of the foreign language test |
| * Evaluation of language components: pronunciation, grammar, vocabulary * Evaluation of productive skills: speaking and writing * Assessment of receptive skills: listening and reading * Evaluation of integrated skills * Evaluation in professional language teaching |
| **Teaching methods and mastering the material:** |
| A balance between theory and practice will be ensured. Students are encouraged to think critically in and out of the class, and to actively and confidently discuss different types of assessment within foreign language classes with colleagues. In addition to regular participation in interactive lectures, students are expected to independently research theory and practice outside of class, and to report on it in writing and orally. In classes and individual and group consultations, students are helped to master the basic research methodology in foreign language teaching. The exercises include writing plans and specifications for evaluating different language elements with reference to newly acquired theoretical and practical knowledge, and critical evaluation of the same.  Emphasis is placed on developing the ability to apply acquired knowledge and models in practice. |
| **Literature:** |
| **Obligatory:**   * Bachman, L. & Palmer, A.S. (1996) *Language Testing in Practice: Developing Useful Language Tests*. Oxford: OUP. * Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education * Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: CUP. * Davidson, F., & Lynch, B. (2002). *Testcraft: A Teacher`s Guide to Writing and Using Language Test Specifications.* New Haven; London: Yale University Press.     **Additional:**   * Josifović-Elezović, S. (2016) *Vrednovanje receptivnih jezičkih vještina u nastavi engleskog jezika kao stranog*. Banjaluka: Filološki fakultet.  Josifović-Elezović, S. (2016) Detaljna specifikacija testa u nastavi stranog jezika. *Filolog*. *VII* 13 Banjaluka: Filološki fakultet. str.169-184. |
| **Forms of knowledge testing and assessment:** |
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| Test specification 30 Portfolio 30 Final exam 40 |
| The final grade represents the sum of the above forms of knowledge testing. |
| **Special indication for the subject:** |
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| **Name and surname of the professor who prepared the data: Sanja Josifović-Elezović** |