

## COURSE MODULE OUTLINE

### (1) General information

<b>SCHOOL</b>	HUMANITIES		
<b>PROGRAM COURSE</b>	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE UNIT CODE</b>	AGG22	<b>SEMESTER</b>	Second (2nd) and third (3rd) in Route A' Second (2nd), Third (3rd) & Fourth (4th) in Route B'
<b>COURSE TITLE</b>	Language Assessment		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Hours per week (30 hours) x 14 weeks	420	15	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	ELECTIVE		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	ENGLISH		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag22">https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag22</a> Each module has its own space in the Learning Management System of EAP ( <a href="http://courses.eap.gr">http://courses.eap.gr</a> ), with controlled, password-protected access for students and teaching staff.		

## (2) LEARNING OUTCOMES

### **Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

#### **APPENDIX A**

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

#### **APPENDIX B**

Guidelines for writing Learning Outcomes

Upon completion of this module, students will be expected to be able to:

- describe and define the fundamental principles and practicalities involved in the area of language testing and assessment;
- distinguish between formal and informal testing as well as compare and analyse two major functions of evaluation: formative and summative assessment;
- interpret the evolution of language testing from the 1960s onwards;
- identify and categorise the various language test types and compare their functions;
- define and apply the various principles of language testing;
- identify and estimate some of the characteristics of 'good' language tests and relate these to the different types of language tests;
- develop, apply and reflect on appropriate language tests for their own curricular situation and learners;
- define and discuss principles and processes of alternative assessment, as well as compare alternative assessment with testing (portfolio, observation, diaries, project, portfolios, observation checklists, diaries, project, descriptive assessment scales);
- become aware of the similarities and differences between various evaluation tests and the principles of the Common European Framework of Reference for Languages (CEFR)

### **General Competences**

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,	Project planning and management
Adapting to new situations	Respect for diversity and multiculturalism
Decision-making	Environmental awareness
Individual/Independent work	Social, professional and ethical responsibility and sensitivity to gender issues
Group/Team work	Critical thinking
Working in an international environment	Development of free, creative and inductive thinking
Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.) .....	.....
Introduction of innovative research	

Search for, analysis and synthesis of data and information by the use of appropriate technologies  
Project planning and management  
Respect for diversity and multiculturalism  
Social, professional and ethical responsibility and sensitivity to gender issues  
Adapting to new situations  
Decision-making

Individual/Independent work  
 Critical thinking  
 Development of free, creative and inductive thinking  
 Working in an international environment  
 Action research

### (3) COURSE CONTENT

**General description:** The module focuses on raising English language teachers' awareness of the principles of foreign language assessment and testing, with reference to different methods and techniques. It aims at developing teachers' skills in the design, implementation and evaluation of appropriate tools and applications to cater for the needs of their teaching context

**Subjects covered:**

- Principles and target-setting in assessing and testing English.
- Typology and language assessment and testing methods: initial assessment/testing, formative assessment/testing and achievement assessment/testing.
- Test design characteristics in the assessment and testing of comprehension of spoken and written discourse: validity, reliability, objectivity.
- Alternative assessment principles and techniques (original type assessment, continuous assessment): construction of alternative assessment tools for oral and written
- comprehension and production (portfolio, observation, diaries, project, descriptive assessment scales).
- Correlation of evaluation tests with the principles of the Common European Framework of Reference for Languages (CEFR)

### (4) TEACHING METHODS--ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance learning Frequent face-to-face meetings (synchronous contact sessions)	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Communication with students via email, Webex meetups and telephone sessions	
<b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i>  <i>The study hours for each learning activity as well as the hours of selfdirected study are given following</i>	<b>Activity/Method</b>	<b>Semester workload</b>
	3 Contact Sessions (synchronous) (* 4 hours each)	12
	2 educational activities (* 4 hours each)	8
	1 mini written assignment	40
	1 main written assignment	50
	Oral presentation/examination	10

<i>the principles of the ECTS.</i>	Individual study	300
	<b>Total module workload (hours)</b>	420
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<ul style="list-style-type: none"> <li>• Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%.</li> <li>• A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module.</li> <li>• A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 50% of the total mark of the Module.</li> <li>• All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr).</li> <li>• An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report.</li> <li>• At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible.</li> <li>• The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 15% of the final mark of the Module.</li> <li>• Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5).</li> </ul> <p>These criteria are derived from the HOU Study Regulations (<a href="https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</a>) and are posted both on the university’s website (<a href="https://www.eap.gr/education/odigos-spoudwn-eap">https://www.eap.gr/education/odigos-spoudwn-eap</a>) as well as on the Digital Education Space (<a href="https://courses.eap.gr">https://courses.eap.gr</a>) of the Thematic Unit.</p>	

**(5) SUGGESTED BIBLIOGRAPHY:**

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- Council of Europe (2018) *Common European framework of reference for languages: learning, teaching assessment: Companion Volume with New Descriptors*. Strasbourg: Education Policy Division. Available at: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Csépes, I. & Együd, Gy. (2004). *INTO EUROPE: The Speaking Handbook*. Series editor: J. C. Alderson. Budapest: TelekiLászló Foundation & the British Council.
- Elshawa, N. R. M., Heng, C. S., Abdullah, A. N. & Rashid, S. Md. (2016). Teachers' assessment literacy and washback effect of assessment. *International Journal of Applied Linguistics & English Literature*, 5/4: 135-141. Available online at: <http://www.journals.aiac.org.au/index.php/IJALEL/article/view/2391/2080>
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- Kemp, J. & D. Toperoff (1998). Guidelines for Portfolio Assessment in Teaching English. English Inspectorate. Ministry of Education. Available online at: <http://www.etni.org.il/ministry/portfolio/>
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
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- Pan, Y. (2014). Learner washback variability in standardized exit tests. *The Electronic Journal for English as a Second Language*, 18/2: 1-30. Available online at: <http://tesl-ej.org/pdf/ej70/a2.pdf>
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- *Related scientific journals*

Journal of Second Language Writing (Science Direct)

System (Science Direct)

Journal of Response to Writing (Brigham Young University)  
Reading in a Foreign Language (University of Hawaii)  
Scientific Studies of Reading (Taylor and Francis)  
Reading Research Quarterly (Wiley Online Library)  
Journal of Literacy Research (Literacy Research Association)  
International Journal of English Language Teaching (European Centre for Research Training and Development, UK)  
Studies in Second Language Acquisition (Cambridge University Press)  
English Language Teaching Journal (Oxford Academic)  
Language Learning (Wiley Online Library)  
Research Papers in Language Teaching and Learning (HOU)