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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English language and literature** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Testing In Teaching English as a Foreign Language | | |
| Level of study | | | | X Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory X Elective | | |
| Semester | | | | ☐ Autumn X Spring | | |
| Year of study | | | | Fourth | | |
| Number of ECTS allocated | | | | 3 | | |
| Name of lecturer/lecturers | | | | Nina Lazarevic | | |
| Teaching mode | | | | X Lectures X Group tutorials ☐ Individual tutorials  ☐Laboratory work X Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| During the course students will get familiar with different language tests – both standard and alternative and learn how to recognize the characteristics of good tests. Students will become familiar with the integrated performance assessment, and how it could be linked to the curriculum, and will practice making tests for specific skills and knowledge. By the end of the course, students will be able to, on the basis of different parameters (practicality, validity, reliability, and authenticity), analyse language tests, and independently design different types of tests according to the learner needs. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Introduction  Syllabus – issues with testing/ assessment  What is language competence  Qualities of affective assessment/ testing systems  Traditional testing  Analysis of validity and reliability of tests  Monitoring and assessing learning  Analysis of standardized tests  Grading skills vs. modes of communication (Interpersonal – all 4 skills, Interpretative – reading and listening, Presentational – speaking and writing)  Alternative assessment  Assessing productive skills  Assessing receptive skills  Differentiated classroom and age as a factor in testing/ assessment  Testing vocabulary and grammar  Assessment of projects and translation  Final projects – seminar | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) X English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** |  | | **Written examination** | | | **30** |
| **Project work** | **40** | | **Oral examination** | | |  |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |