

	Course title: English Language Teaching Methods 3			
Course code	Status of course	Semester	ECTS credits	Contact hours per week
MNEJ3	Compulsory	8	6	2+2

Study programme(s): English Language and Literature	
Eligibility requirements: Completed English Language Teaching Methods 1 and English Language Teaching Methods 2.	
Course objectives: Students learn about the basic concepts of testing and assessment of English as a foreign language. The course allows them to focus in greater detail on elements of the language system and skills that need to be taken into account for evaluation purposes in ELT. Students receive theoretical and practical training to assess English language proficiency across a range of educational settings, in primary and secondary schools, at college/university and in informal education institutions.	
Learning outcomes: After successfully completing this module, the students will be able to: <ul style="list-style-type: none"> • Describe and explain different principles, kinds, methods and techniques of assessment used in ELT; • Apply contemporary assessment theories in planning English lessons for a wide range of learners; • Critically observe and analyse assessment in the English classroom in primary and secondary school, at college/university and in informal education institutions; • Critically analyse the contents, effects and results of various English language tests; • Evaluate English language proficiency and skills with and without the use of tests; • Prepare in-depth specifications of English tests for learners of different age groups and proficiency levels; • Prepare and administer adequate English tests in different educational contexts. 	
Lecturer(s) and TA(s): Sanja Josifović Elezović, PhD, Svetlana Mitić, MA	
Teaching methods and strategies: Students are encouraged to think critically both in and out of class, and to actively and confidently discuss about different kinds of assessment in FLT with their peers. Alongside regular attendance in interactive lectures, students are expected to independently explore theory and practice out of class, through classroom observation, and to report on their experience in written and oral form. Both in class and during individual and group advising sessions, students are assisted with acquiring the fundamentals of FLT research methodology. The tutorials include writing lesson plans and test specifications focusing on different language elements, while taking account of the newly acquired theoretical and practical knowledge, and their critical evaluation. The focus is on developing students' ability to employ the acquired knowledge and models in practice.	
Course topics	
Preparatory week	Preparation and student registration
Week 1	Introduction to testing, assessment and evaluation. Construct definition.
Week 2	Principles and types of assessment. Teacher evaluation, peer evaluation and self-evaluation.
Week 3	Methods and techniques of foreign language assessment
Week 4	Foreign language test specification
Week 5	Assessing pronunciation
Week 6	Assessing grammar
Week 7	Assessing vocabulary
Week 8	Test 1 (portfolio: classroom observation reports from different educational institutions)
Week 9	Assessing productive skills: speaking
Week 10	Assessing productive skills: writing
Week 11	Assessing receptive skills: listening
Week 12	Assessing receptive skills: reading
Week 13	Assessing integrated skills
Week 14	Assessing general English vs. assessing English for Specific Purposes (ESP)
Week 15	Test 2 (English test specification)
Student workload	
<u>Contact hours per week</u> 4	<u>Total contact hours in semester</u> 60
It is obligatory for students to attend both the lectures and tutorials.	
Course reading list: Bachman, Lyle (1991) <i>Fundamental Considerations in Language Testing</i> . Oxford: Oxford University Press. Bachman, Lyle & A.S. Palmer (1996) <i>Language testing in Practice: Developing Useful language tests</i> . Oxford: OUP. Cohen, Andrew D. (1994). <i>Assessing Language Ability in the Classroom</i> . Boston Massachusetts: Heinle Heinle Publishers. Council of Europe. (2001). <i>Common European Framework Of Reference for Languages: Learning, teaching, assessment</i> . Cambridge: CUP. Ur, P. (1996). <i>A Course in Language Teaching: Practice and theory</i> . CUP: Cambridge.	
Assessment and marking: written and oral	

30% assignment 1 (maximum 30 points)
40% assignment 2 (maximum 40 points)
30% final exam (maximum 30 points)
The final mark is based on the sum of all the afore-listed forms of assessment.

Specific course designation: /

Syllabus information provided by: Sanja Josifović Elezović, PhD

Note: Regular class attendance and active class participation are obligatory for all students. A student who misses more than three sessions in a semester does not qualify for signatures by the respective teachers (lecturer(s)/TA(s)).