Course: Evaluasi Pembelajaran Bahasa Inggris (ELT Evaluation)  
Code: IG 501  
Credit: 2 Chs  
Instructor: Didi Suherdi, Dr., M. Ed.

Goals:

At the end of the semester, students are able:
1. To master relevant knowledge of English learning achievement evaluation concepts, principles, approaches, methods, and techniques.
2. To master all the necessary skills to conduct in-process and post-process product evaluation.
3. To analyze and interpret the results of learning achievement measurement and assessment.
4. To develop reflective skills and improvement programs for the betterment of their teaching.

Contents:

This course covers materials of and learning experiences in applying concepts, principles, approaches, methods, and techniques of evaluating students learning achievement as well as analyze and interpret the results of learning achievement measurement and assessment, and reflective skills and improvement programs for the betterment of their teaching. The materials will be discussed in relation to the current issues and practices in the teaching of English as a foreign language in Indonesia.

Learning Activities:

The main activities conducted in the classroom will be devoted to develop students in conducting SLOPE strategy: Searching, Learning, Organizing, Presenting, and Evaluating.
Pre-requisite:
1. All Language Skills Subjects

Evaluation:
1. Minimum 80% of attendance is a pre-requisite
2. Engagement in classroom activities: 30 Points
3. Presentation: 30 Points
4. Paper (in Mid and Final Examination): 40 Points

Grading:
90-100  A
75-89   B
60-74   C
50-59   D

Main References:

Relevant References
3. Relevant Journals.
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|   | Emerging thoughts in the evaluation of TEFL process and achievement | Students can discuss emerging thoughts in the evaluation of TEFL process and achievement | 1. Eliciting students’ knowledge of the emerging thoughts in evaluation in TEFL  
2. Invite students to give critical contribution to through SLOPE | In-process participation presentation | 1, 2, 4, 5, 6 | 4 |
|---|-------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------|----------------|---|
| 6 | Planning TEFL evaluation focusing on the process | Students can develop a good planning of TEFL evaluation focusing on the process | 1. Eliciting students’ knowledge of developing good planning in evaluation in TEFL  
2. Invite students to develop process evaluation planning | In-process participation presentation | 2, 6, 7, 8, 9, 10 | 1, 4 |
| 7-8 | Planning TEFL evaluation focusing on the process | Students can develop a good planning of TEFL evaluation focusing on the process | 1. Eliciting students’ knowledge of the achievement evaluation planning  
2. Invite students to develop achievement evaluation planning | In-process participation presentation | 1, 2, 3, 4, 5, 6 | 4 |
| 9 | MID-TEST | | | | | |
| 10-11 | Planning TEFL evaluation focusing on the process | Students can develop a good planning of TEFL evaluation focusing on learning achievement | | | | |
| 12-13 | Developing instruments for TEFL process and achievement evaluation | Students can develop instruments for TEFL process and achievement evaluation | 1. Eliciting students’ knowledge of the evaluation instruments  
2. Invite students to develop evaluation instruments | In-process participation 
Presentation | 1, 2, 3, 4, 5, 6 | 4 |
| 14-15 | Interpreting the results of evaluation program | Students can interpret the results of evaluation program, reflect on the findings and develop improvement based on the reflection results | 1. Eliciting students’ knowledge of the approaches to evaluation in TEFL  
2. Invite students to interpret sets of evaluation results | In-process participation 
Presentation | 1, 2, 3, 4, 5, 6, 9 | 5 |
| 16 | | | | Final Examination | | |