ENGLISH EDUCATION STUDIES
DEPARTMENT OF ENGLISH EDUCATION
INDONESIA UNIVERSITY OF EDUCATION

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 maiterials 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:

1. Genesee, F., and Upshur, J. A. 1996. *Classroom-based Evaluation in Second Language Education*. Cambridge: CUP.
2. Hadley, A. O. 2001. *Teaching Language in Contexts Third Edition*. Boston: Heinle and Heinle Publishers.
3. McNamara, T. 2000. *Language Testing*. Oxford: OUP.
4. *Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan*.
5. *Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Standar Isi*.
6. Suherdi, D. 2008. *Mikroskop Pedagogik*. Bandung: UPI Press.
7. Suherdi, D. 2009a. *Mengembangkan Kompetensi Guru Bahasa Inggris*. Bandung: Divisi Penerbitan Celtics.
8. Suherdi, D. 2009b. *Analyzing Students Spoken Language*. Bandung: Divisi Penerbitan Celtics.
9. Suherdi, D. 2009c. *Menjadi Guru Reflektif*. Bandung: Divisi Penerbitan Celtics.

Relevant References

1. Celce-Murcia, M., Dornyei, Z., dan Thurrel, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. In *Issues in Applied Linguistics*, 6/2, pp. 5-35.
2. Departemen Pendidikan Nasional Republik Indonesia, *Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standard Isi*.
3. Relevant Journals.
4. Suherdi, D. 2006. *Classroom Discourse Analysis: A Systemiotic Perspective*. Bandung: UPI Press.

SATUAN ACARA PERKULIAHAN

Sessions	Topics	Objectives	Learning Activities	Evaluation	Main Sources	Relevant Sources
1	Introduction: Current issues, problems and challenges in the evaluation of TEFL process and achievement	Students can identify and discuss current issues, problems and challenges in the evaluation of TEFL process and achievement	1. Eliciting students' knowledge of the current issues and problems in evaluation in TEFL 2. Invite students to give critical contribution to discussions on the issues and problems	In-process participat-ion Presentat-ion	5, 6, 2, 9	4, 2, 3
2-3	Approaches to the evaluation of TEFL process: An overview	Students have sufficient knowledge of approaches to the evaluation of TEFL process	1. Eliciting students' knowledge of the approaches to evaluation in TEFL process 2. Invite students to give critical contribution to through SLOPE	In-process participat-ion Presentat-ion	2 (9), 6, 9	4, 1,
4-5	Approaches to the evaluation of TEFL achievement: An overview	Students have sufficient knowledge of approaches to the evaluation of TEFL achievement	1. Eliciting students' knowledge of the approaches to evaluation in TEFL	In-process participat-ion Presentat-	1, 3, 5	4

			learning achievement	ion		
			2. Invite students to give critical contribution to through SLOPE			
6	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	In-process participat-ion Presentat-ion	1, 2, 4, 5, 6	4
			2. Invite students to give critical contribution to through SLOPE			
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 developing good planning in evaluation in TEFL	In-process participat-ion Presentat-ion	2, 6, 7, 8, 9,	1, 4
			2. Invite students to develop procees evaluation planning			
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	1. Eliciting students' knowledge of the achievement evaluation planning	In-process participat-ion Presentat-ion	1, 2, 3, 4, 5, 6	4
			2. Invite students to develop achievement evaluation planning			

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 participat-ion Presentat-ion	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 participat-ion Presentat-ion	1, 2, 3, 4, 5, 6, 9	5
16	Final Examination					