



6th CBLA SIG Symposium Programme
'Language Assessment Literacy revisited'

Saturday 31st October, 2015
 Hosted by the Department of English Studies, University of Cyprus
 Venue: University of Cyprus, Kallipoleos 75 (Kentrika), Nicosia

Saturday 31st October, 2015		
9.00-9.30	Registration	
9.30-10.30	Plenary: Assessment literacy for L2 teacher education: Making concepts relevant to practice Room: E010	Prof. Constant Leung King's College, London
10.30 – 11.00	Erasmus+ "Teachers' Assessment Literacy Enhancement (TALE)", Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education (EU-Lifelong Learning Programmes 2015-1-CY01-KA201-011863, 2015–18) Room: E010	TALE consortium members
11.00 - 11.30	Coffee break	
Parallel Workshops 12.00 – 13.30		
Workshop 1	Making more effective use of the Common European Framework of Reference for Languages (CEFR) for classroom assessment Room: A008	Prof. Tony Green University of Bedfordshire, UK
Workshop 2	Enhancing metacognition for self- and peer evaluation purposes: the case of testing reading by classroom teachers Room: A009	Dr Ildikó Csépes University of Debrecen, Hungary
Workshop 3	Knowing washback when you see it: exploring its pitfalls and potential Room: A010	Dr Nicos Sifakis Hellenic Open University, Greece
Workshop 4	The case of "portfolios" in language assessment: Dos and don'ts Room: A011	Dr Dina Tsagari University of Cyprus
13.30	CBLA SIG Meeting – Farewell	

Sponsors:



Prof. Constant Leung

King's College London, UK

Plenary: Assessment literacy for L2 teacher education: Making concepts relevant to practice

In this presentation my main focus will be on the interface between fundamental concepts in second language assessment and professional practice. In the first part of the talk I will look at key concepts such as construct, purposes and uses of assessment, and validity. I will suggest that while the established assessment literature already provides a rich discussion on these concepts (particularly in relation to psychometrically-oriented test design and system-wide assessment frameworks), their relevance and usefulness for teacher practice in classroom environments should be examined more carefully. The popular adoption of teacher-led formative assessment (also increasingly known as learning-oriented assessment) has introduced additional complexity and added urgency to recontextualize some aspects of these concepts. In the second part I will examine the question of 'What counts as English?' with particular reference to assessment. English Language teachers work in an increasingly diverse range of educational environments, e.g. CLIL programmes in Europe, international English-medium schools in different world locations, mainstream schools in Anglophone countries with migrant students. Insights from relevant fields of research such as content-language integration and ELF will be used to highlight the importance of taking situated language use into account when assessing second language knowledge and performance. In the final part of the talk I will argue that teacher assessment literacy is a significant part of language teacher professionalism, and that the issues raised in this discussion should be made visible in teacher development programmes.

Dr Constant Leung is Professor of Educational Linguistics in the Dept of Education and Professional Studies, King's College London. He is a Fellow of the Academy of Social Sciences (UK). Before taking up teaching positions in higher education he taught in schools and worked as advisory teacher and manager in local government. He was the founding Chair of the National Association for Language Development in the Curriculum (UK). His research interests include education in ethnically and linguistically diverse societies, additional/second language curriculum and assessment, language policy and teacher professional development. He serves as Editor of Research Issues of *TESOL Quarterly*, Senior Associate Editor of *Language Assessment Quarterly*, and as a member of the Editorial Boards of *Assessment in Education* and the *Modern Language Journal*.

Prof. Tony Green

University of Bedfordshire, UK

Workshop 1: Making more effective use of the Common European Framework of Reference for Languages (CEFR) for classroom assessment

The CEFR is a valuable tool for reflecting and communicating about language courses, materials and assessment in the classroom. It gives us a common language that we can use to describe what we do and helps us to arrive at a shared understanding of language abilities. This workshop explores how a global framework such as the CEFR can be used as a tool for analysing learner needs: helping us to define and communicate what characterises language use and language learning in specific contexts.

Dr Anthony Green is Professor of Language Assessment and Deputy Director of the Centre for Research in English Language Learning and Assessment at the University of Bedfordshire. His main research interests concern relationships between language assessment, teaching and learning. His most recent

book *Exploring Language Assessment and Testing* (Routledge, 2013) provides trainee teachers and others with an introduction to the field. Other recent books include *Language Functions Revisited* (2012) and *IELTS Washback in Context* (2007), both published by Cambridge University Press. He is currently coordinator of a major EU funded project undertaken in cooperation with the Ministry of Education and Science, the National Association of Teachers of English and fifteen universities to provide training in assessment literacy across the Russian Federation. He is Associate Editor of the international refereed journal *Language Assessment Quarterly*, serves on the executive board of EALTA and is Vice-President of the International Language Testing Association (ILTA). He has extensive practical experience as a language teacher, lecturer in applied linguistics and as an examiner, item writer and test validator.

Dr Ildikó Csépes

University of Debrecen, Hungary

Workshop 2: Enhancing metacognition for self- and peer evaluation purposes: the case of testing reading by classroom teachers

Involving learners in classroom-based assessment has been advocated by practitioners as it is believed to entail pedagogical benefits that lead to more effective learning and teaching through learner reflection and collaboration. This dialectic process reflects an approach to assessment that is often referred to as ‘assessment *for* learning’. This workshop aims to enhance participants’ awareness of some key elements of metacognition (often labelled as ‘assessment *as* learning’) which are believed to facilitate learners’ successful engagement in self- and peer-assessments. To illustrate the latter the workshop will employ ‘loop input’ by which participants will become peer evaluators of reading tests designed by other classroom teachers. They will also be encouraged to discuss their current practices in using self- and peer-assessment with special emphasis on how the process and outcomes of the evaluation can be facilitated by the teacher.

Dr Ildikó Csépes is a Senior Lecturer and teacher trainer at the Institute of English and American Studies of Debrecen University, Hungary. She received her PhD in language pedagogy from Eötvös Lóránd University (Budapest) in 2003. Her main research area is foreign language testing and assessment. Between 1999 and 2006, she was involved in the Hungarian Examinations Reform Teacher Support Project of the British Council. Based on the Project’s experience in test development and designing an interlocutor/assessor training model, in 2004 she co-authored a book with Györgyi Együd (*The Speaking Handbook* as part of the INTO EUROPE series). Between 2004 and 2014 she was a member, and for the last six years the chair, of the Hungarian Accreditation Board for Foreign Language Exams, an expert committee working for the Hungarian Educational Authority. Recently she has co-edited several publications that focus on language assessment issues.

Dr Nicos Sifakis

Hellenic Open University, Greece

Workshop 3: Knowing washback when you see it: exploring its pitfalls and potential

Washback is identified as the, often negative, impact of (usually high-stakes) standardised exams on courseware and, as a consequence, teaching and learning. In this workshop, we will explore different aspects of washback by looking at examples from textbook activities. The aim of this workshop is twofold: (a) to help participants develop criteria for identifying negative washback in their teaching

practice and (b) to engage teachers in adapting their course book activities to meet its curricular needs by focusing on learning rather than testing.

Dr Nicos C. Sifakis is an Associate Professor in the School of Humanities of the Hellenic Open University (HOU) and director of its M.Ed. in TESOL programme. He holds a Ph.D. in language and linguistics from the University of Essex, UK. He is editor-in-chief of Research Papers in Language Teaching and Learning (<http://rpltl.eap.gr/>). He has published extensively on intercultural communication and pedagogy, teaching and researching English as an international lingua franca, language teaching methodology, distance education, adult education and teacher education.

Dr Dina Tsagari

University of Cyprus, Cyprus

Workshop 4: The case of “portfolio” in language assessment: Dos and don’ts

Portfolios are one of the many assessment methods favoured by educators as they reflect part of the very complicated learning process students go through. Portfolios are regarded as a valid assessment tool since they reflect activities actually done by the pupils during the course. Teachers who are interested not only in learning outcomes, but also in the process of learning, are attracted by such assessment tools. Portfolios might be one (of several) answers to the problematic issue of assessing language learning, as paper and pencil tests do not seem to do the job properly.

The workshop will provide an overview of the European Language Portfolio (history, rationale, functions) and will demonstrate samples of the ELP for school students. This session will also focus on teacher-made portfolios (types, rationale, functions) and will share various samples with participants. It will also demonstrate procedures and guidelines to set one in the English classroom avoiding major pitfalls.

Dr Dina Tsagari is Assistant Professor in Applied Linguistics/TEFL with specialization in Language Testing and Assessment. Dina is currently working at the Department of English Studies, University of Cyprus, Cyprus. She is the director of the Language Testing and Assessment Lab of the University of Cyprus, the coordinator of the Classroom-based language assessment (CBLA) Special Interest Group and Expert Member of EALTA. She is a member of language teaching and assessment societies and has participated in various research projects in Greece, Cyprus, UK, USA and Hong Kong. She has been a language testing consultant for various well-known language examination boards and an editorial/advisory board member of international referee journals, conferences and publishing committees. She has published widely and presented in numerous conferences (ucy.academia.edu/DinaTsagari/CurriculumVitae). She teaches and supervises undergraduate and postgraduate students and offers pre-service and in-service training to language teachers locally and internationally. Her research interests include various aspects of language testing and assessment (teacher assessment literacy, test washback, classroom-based assessment), course and materials design, language teaching and learning, adult and distance education.