



IATEFL Testing, Evaluation and Assessment Special Interest Group
TEASIG

in association with

The Centre for Research in English Language Learning and Assessment (CRELLA)
University of Bedfordshire

Building Practical Assessment Skills for Teachers

28 – 29 October, 2017

University of Bedfordshire, Luton, United Kingdom

Dear Colleagues,

We are delighted to welcome you all to Luton for this conference on Building Practical Assessment Skills jointly organised by the Centre for Research in English Language Learning and Assessment and IATEFL TEASIG (Testing, Evaluation and Assessment Special Interest Group). Sincere thanks to all our speakers and delegates for joining us. We are really looking forward to a programme which integrates assessment with teaching, acknowledging teachers' valuable contributions to assessment.

We present this conference within the context of the Teachers Assessment Literacy Enhancement – TALE – Project that is supported by the Erasmus+ Programme of the European Union. We encourage everyone to explore the project information and materials at taleproject.eu.

Our aim in organising this conference is to boost teachers' engagement in both the implementation and improvement of assessment practices. This is key to better integration of assessment with instruction. Assessment literacy does not overshadow the need to enhance teaching skills: they complement each other and serve the same purpose.

In view of current paradigms, the aim of this conference is to encourage delegates to discuss various ways in which teachers can be involved in assessment. Delegates will be able to judge the extent to which they have been incorporating sound assessment practices into their teaching and how they can improve their assessment skills. Plenary talks, concurrent sessions and workshops will also provide information on assessment literacy projects carried out across the world and we feel sure they will inspire further initiatives.

While you are here, we hope that you will also enjoy the diversity of Luton, home to people speaking more than 100 different languages, as well as the nearby attractions of London and the natural beauty of the Chiltern Hills.

We would like to thank all the IATEFL and CRELLA organizing committee members. Special thanks go to our other plenary speakers, John Field, Lynda Taylor, and Thom Kiddle for being with us despite their busy schedules. Finally, we would like to thank all the speakers and delegates for their interest and their contributions. We sincerely hope that you will find the conference stimulating.

Mehtap Ince (IATEFL TEASIG Events Coordinator)

Anthony Green (Director, CRELLA)

on behalf of the Conference Organising Committee

An inspiring TALE for Language Teachers

The TALE Project, funded through the European Union's Erasmus+ programme, offers 8 separate courses for teachers on aspects of language assessment. Just register and log in for free to access all our courses at taleproject.eu. When you've had a look around, we'd love to hear what you think, do please get in touch.

The Project

Evidence shows that language testing and assessment can have a strong impact on the quality of learning outcomes. But, language teachers can't deliver professional results if they aren't given the right training. Our research shows that in many educational systems across Europe, teachers feel unable to create good quality assessments. This is at least partly because they haven't had the training they need and, as a result, their 'assessment literacy' levels are low. There's an urgent need for an efficient, relevant, scalable and sustainable training infrastructure. The TALE Project addresses this need: improving teachers' assessment literacy – and, ultimately, the language learning experience.

Target Groups

The main target audiences of the project are:

1. pre-service and in-service language teachers
2. teacher trainers
3. students
4. educational policymakers
5. experts and researchers in language testing and assessment



Aims

TALE aims to improve language assessment to improve language learning. It embraces teachers and trainee teachers as part of an effective collaborative environment as well as students as assessors of their own learning. Teachers are given the tools to design their own route to language assessment destinations, make decisions about study pathways, establish their own assessment focus and aims and thus become more active and responsible learners themselves.

Project Outcomes: Our Vision

- A culture of collaboration leads to increased awareness of the benefits of effective language assessment for language learning.
- Language teachers' learning domains broadened; pedagogical strategies renewed and new language assessment competencies developed.
- The field of LTA in Europe and beyond professionalised; language learning and multilingualism enhanced; innovations and good practice in LTA contributed to and shared.
- Online communities of interest formed, broadened and sustained through online tools; the exchange of information, ideas and experience among geographically dispersed language teachers fostered.
- The role of the change agent introduced: language teachers who participate in the online training course and in the Project activities share the outcomes and benefits in their respective schools, fostering school innovation and the professional development of their colleagues.

Project Coordinator

University of Cyprus - Department of English Studies

Partners

University of Bedfordshire – UK; University of Heidelberg – Germany; Hellenic Open University – Greece; University of Debrecen - Hungary

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CONFERENCE PROGRAMME

Saturday 28 October 2017

10:00 – 11:00	Plenary 1 — Lynda Taylor: Re-examining speaking for teaching and testing			
Rooms	A	B	C	D
11:30 – 12:00 TALKS	Beyond surveys: an approach to understanding effective classroom assessment practices Vivien Berry & Susan Sheehan	Improving assessments through item analysis Michael Fields	Climbing the assessment ladder: spotlight on Ukrainian practices Olga Kvasova	Improving feedback on L2 tasks Christian Krekeler
12:10 – 12:40 TALKS		Appeals – and their lack of appeal for testers Judith Mader	Revisiting language assessment literacy: Perceptions from assessment experts in China Mingwei Pan	Students' voices regarding writing portfolios Ece Selva Kucukoglu
14:00 – 15:00 WORKSHOPS	Assessment of speaking for teaching and testing — a practical guide Neil Bullock	Evaluating and designing listening materials John Field	Assessment literacy in the 21st century: using digital technology to support teacher development Thom Kiddle	Assessing reading in the language classroom Tony Green
15:30 – 16:30 WORKSHOPS	Assessing speaking – the challenge of eliciting authentic performance Alex Thorp & Cathy Taylor	Ensuring rater reliability in grading productive skills Hande Günel & Işıl Alatan	Cultures of testing, cultures of cheating... many or one? Anna Soltyska	Roundtable discussion in ELT: assessing subject knowledge and language skills Aida Rodomanchenko
16:40 – 17:40	Plenary 2 — John Field: Mind the gap: Listening tests versus real world listening			

Sunday 29 October 2017

09:00 – 10:00	Plenary 3 — Thom Kiddle: Technology in assessment literacy			
10:30 – 11:00 TALKS	Evaluating a pre-session reading test using stimulated recall interviews Lyndon Taylor & Helen Donaghue	Building practical assessment skills among Turkish teachers of young learners Szilvia Papp & Aylin Ünalı	Multimodal Learner-Driven Feedback Clare Maas	IELTS preparation courses, repeated testing and their effects on proficiency Ruolin Hu
11:10–11.40 TALKS	Assessment: What teachers know and what they want to know Jane Lloyd & Sian Morgan	Language assessment literacy in Brazilian public schools: three insiders' perspectives Gladys Quevedo-Camargo	Assessment for learning: a natural part of the learning process Sharon Hartle	Content-based assessment: does it really work? Hannah Jones
13:00-14:00 WORKSHOPS	LALA – Language Assessment Literacy animated! Mina Patel & Gordon Allan	Alternative ways of effectively assessing speaking skills Elizabeth Allen	Intersection: where assessment and digital literacy meet Maggie Dunlop & Mary Whiteside	Opportunities and pitfalls in teacher assessment literacy provision Liz Hamp-Lyons
14:30–15:30	Plenary 4 — Tony Green: Feedback: the final frontier			

CONFERENCE PROGRAMME DETAILS

Saturday 28 October 2017

<p>10:00 – 11:00 PLENARY</p>	<p>Plenary 1 — Lynda Taylor: Re-examining speaking for teaching and testing Good spoken language skills are generally considered essential nowadays, whether for face-to-face interaction or for communication online (e.g. via Skype or Facetime). But what do we understand spoken language skills to include for teaching purposes, especially across different contexts and proficiency levels? And what are the best approaches to testing our students’ skills? In this plenary we shall consider a model of spoken language ability that may help us to organise our teaching priorities and to structure our assessment practices. In particular we shall explore the importance of taking account of different cognitive and contextual parameters according to proficiency level and how these are likely to shape our teaching and testing tasks.</p>	
<p>Rooms</p>	<p>A</p>	<p>B</p>
<p>11:30 – 12:00 TALKS</p>	<p>Beyond surveys: an approach to understanding effective classroom assessment practices The aim of this project was to provide teachers with training materials that meet their actual, specified needs, based on interviews, classroom observations and focus-group discussions. Findings reveal there are large differences in understanding between teachers and those who research and write about teachers’ language assessment literacy. We conclude with an example of materials, which were specifically requested by teachers to develop their understanding of the CEFR and its levels.</p> <p>Vivien Berry is a Senior Researcher for English Language Assessment at the British Council. She worked as an educator and assessment specialist in tertiary contexts in Europe, Asia and the Middle East. E-mail: Vivien.Berry@britishcouncil.org</p> <p>Susan Sheehan is a Senior Lecturer in TESOL at the University of Huddersfield. She researches issues related to English language assessment and teacher education. Susan teaches and supervises doctoral candidates. E-mail: S.Sheehan@hud.ac.uk</p>	<p>Improving assessments through item analysis Item analysis is a key factor in improving overall test quality, allowing test writers to delete or improve poorly-functioning or marginal items, increasing reliability and validity. Attendees will learn how to conduct an item analysis and manage assessments at both item and distractor level. The techniques described in this workshop, requiring no using complex statistics, include establishing and interpreting facility and discrimination indices, eliminating poorly-functioning items, and conducting error analysis to improve marginal items.</p> <p>Michael Fields is an instructor and testing committee member at the University of Delaware’s English Language Institute (USA). He earned an MA in Applied Linguistics from Leicester University, specialising in language assessment. He is a writer and editor for Cambridge exams and has contributed to standards setting for the TOEFL. E-mail: mrfields@udel.edu</p>
<p>12:10 – 12:40 TALKS</p>		<p>Appeals – and their lack of appeal for testers We know the relief when exams are marked and results issued and the sinking feeling when appeals come in. Methods range from not allowing them (“the judge’s decision is final”) to granting them (“the path of least resistance”). In this talk I discuss reasons for appeals and ways of dealing with them and show how a well-designed appeals system in the assessment process can reduce stress for all stake-holders and increase satisfaction with the assessment.</p> <p>Judith Mader is Joint TEASIG Coordinator and Head of Languages at the Frankfurt School of Finance and Management, a private business school with university status. She is the author and co-author of several books, including <i>Testing and Assessment in Business English</i> (Cornelsen, Berlin 2011) E-mail: j.e.mader@t-online.de</p>

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Lynda Taylor

is Visiting Professor at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire and a former director of research with Cambridge English. She has over 35 years' experience of theoretical and practical issues in language learning, teaching and assessment and has provided expert assistance for major test development projects worldwide, including China and the Baltic States. She has regularly presented on language testing and assessment issues at international conferences and workshops, and has published widely in academic journals and volumes in the field.

C

D

Climbing the assessment ladder: spotlight on Ukrainian practices

Ukrainian university teachers are working hard to tackle the challenges of writing and administering summative assessments having no prior training in LTA. The national Association for Language Testing and Assessment launched in 2015 has been conducting a variety of events aimed to enhance teachers' assessment literacy and promote quality assessment at universities. The recent survey summarizes the first outcomes of these activities, elicit progress/shortcomings in current practices, highlights prospects of LTA development in Ukraine.

Olga Kvasova is Associate Professor at Institute of Philology, Taras Shevchenko National University of Kyiv. Her research interests lie in LTA, cross-cultural communication and English for academic purposes. She is a member of TEA SIG, EALTA and ILTA, President of Ukrainian Association for Language Testing and Assessment.
E-mail: olga.kvasova.1610@gmail.com

Revisiting language assessment literacy: Perceptions from assessment experts in China

This study investigated assessment experts' perceptions about language assessment literacy in the Chinese EFL context. Ten assessment experts were subjected to semi-structured interviews. Findings reveal what to assess, why to assess and how to assess are key components of assessment literacy. However, teachers' readiness, knowledge of formative assessment and resistance to statistics should also be included.

Mingwei Pan is Associate Professor of applied linguistics at Guangdong University of Foreign Studies, China. His main research interests include test development and validation, language assessment literacy and assessing young learners. He has published extensively on international journals and peer-reviewed books. E-mail: mwpan@oamail.gdufs.edu.cn

Improving feedback on L2 tasks

This presentation looks at task-based language teaching (TBLT) and feedback. Giving meaningful and fair feedback on complex tasks is difficult. In this presentation, I am going to investigate reasons for this, develop an approach to feedback in the context of TBLT and suggest ways to increase teachers' expertise in giving feedback to complex tasks.

Christian Krekeler, Professor of German as a Foreign Language at Konstanz University of Applied Sciences
PhD on language testing, publications on language testing, LSP and feedback
Head of the Foundation Year Programme, Managing Editor of a journal on German language teaching
Homepage: <http://www.htwg-konstanz.de/Christian-Krekeler.2973.0.html>
E-mail: Krekeler@htwg-konstanz.de

Students' voices regarding writing portfolios

The aim of the study was to investigate the beliefs of the students regarding the writing portfolios used in a state university in Turkey. The questionnaire included questions on issues such as the implementation of portfolio assessment and the effects of portfolio assessment on students' writing abilities. The findings indicate the importance of reflective practice for language learners on the use of writing portfolios to better cater the needs of the students in writing classes.

Ece Selva Küçükoğlu is an instructor at Middle East Technical University. She has an MA in TEFL from Bilkent University and a PhD in ELT program at METU, ELT department. Her interest areas are corpus linguistics, teaching and testing of speaking and writing, and teacher development.
E-mail: eceselva@metu.edu.tr

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Rooms	A	B
14:00 – 15:00 WORKSHOPS	<p>Assessment of Speaking for Teaching and Testing – a practical guide</p> <p>Following on from Lynda Taylor’s plenary, this workshop will aim to help teachers identify not only the speaking skills that students need to use in their learning, but where these skills fit into the Target Language Use (TLU) domain, and ensure that relevant and appropriate speaking skills are being taught and assessed. Through the various key validity elements, and with reference to proficiency levels, we will aim to help teachers achieve a better and more appropriate focus of their learners speaking skills, not only for classroom and summative assessment, but with the aim of achieving real-life communicative skills that learners will be able to take into their daily communication, well beyond any main frame exam. Neil Bullock has been a teacher of English for over 15 years and an oral examiner for the last 10. He is also an oral examiner trainer, test developer in specific purpose language testing and Joint TEASIG Coordinator. E-mail: info@neilbullock.ch</p>	<p>Evaluating and designing listening materials</p> <p>This workshop begins by asking participants to critique and grade one or two recordings. We will then go on to examine the tapescript and comment on its content. Participants will design and discuss their own items, targeting them at different types of response. Finally, if time allows, we will critique the original items used by the exam board. John Field has a PhD from Cambridge University on the identification of words in connected speech by first and second language listeners. He has an MA in Linguistics and ELT from the University of Leeds and an MPhil in English and Applied Linguistics from Cambridge University. His most recent book, <i>Listening in the Language Classroom</i> (CUP, 2008) has reshaped thinking on the teaching of the skill, and won the international Ben Warren Prize for its contribution to second language studies. Within CRELLA, John has undertaken consultancy work on the testing of listening for a number of major test providers, including Cambridge English, the British Council, Trinity and Password.</p>
15:30 – 16:30 WORKSHOPS	<p>Assessing speaking – the challenge of eliciting authentic performance</p> <p>As teachers or language professionals we are required to assess students’ speaking competence, but how do we get students to show us what they can do? This practical session explores how to elicit authentic speaking performance from students, both in the classroom and in an assessment context, and considers why this is essential for valid assessment of communicative competence. Alex Thorp is one of the lead academic team at Trinity College London and previously had over 15 years’ experience heading a teacher training department. With special interests in Assessment, Neuro-linguistics and Evidence-based Teaching, he presents the world over with the aim of supporting best practices in language teaching. E-mail: alex.thorp@trinitycollege.com</p> <p>Cathy Taylor is Head of examiner panel development and standardisation at Trinity College London. Cathy has worked in language testing for 10 years and previously was a teacher trainer and teacher for over 20 years. Cathy has been working on the Trinity Lancaster Learner Corpus investigating examiner elicitation strategies. E-mail: cathy.taylor@trinitycollege.com</p>	<p>Ensuring rater reliability in grading productive skills</p> <p>This workshop aims to share ideas on how to minimize the subjectivity and maximize the standardization of graders for the assessment of speaking and writing skills of learners. Through loop-input, we’ll introduce our rubric, analyse learner samples, and demonstrate micro/macro standardization to enhance intra- and inter-rater reliability. We hope to raise the participants’ awareness of the issue and provide practical ideas and solutions that can easily be applied in their own institutional contexts. Hande Günel has taught EFL for 11 years and been a member of the assessment unit at İstanbul Bilgi University for 2 years. She’s given workshops on ELT at international conferences. Currently, she’s focusing on completing DELTA. E-mail: hande.gunel@bilgi.edu.tr</p> <p>Isil Alatan has taught EFL for 16 years. During her tenure, she’s had many different roles, including developing curriculum and designing teaching materials. Her current position in İstanbul Bilgi University solely involves writing tests. E-mail: isil.alatan@bilgi.edu.tr</p>
16:40 – 17:40 PLENARY	<p>Plenary 2 — John Field: Mind the gap: Listening tests versus real world listening</p> <p>Tests of listening take place in conditions which are not comparable to those of the outside world. But it remains fair to ask whether the mental processes in which candidates engage actually resemble those that they would employ in real life. If they do not, then can a test (or a similar classroom task) claim to predict a student’s behaviour in everyday communication, the workplace or academic study? One way of approaching this issue is to ensure that teachers and testers are more</p>	

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<p>Assessment Literacy in the 21st Century: using digital technology to support teacher development</p> <p>In this workshop we will be looking critically at a number of digital tools and platforms for teaching, testing and assessment, and considering their relevance for teacher development – both as vehicles for teacher development activities and opportunities, and for evaluation of learner-facing digital assessment tools. The workshop will include hands-on experiments with some platforms and tools on mobile devices, so participants are encouraged to bring along mobile phones or tablets with an internet connection if possible. All the platforms and tools demonstrated will be free or freemium resources. Thom Kiddle is director at NILE, UK. He has worked in Portugal, the UK, Australia, Thailand and Chile in language teaching, teacher training and language assessment. He has a Master’s degree in Language Testing from Lancaster University and the Cambridge Delta, and his role at NILE involves strategic and organisational management, and training and consultancy in a range of areas including testing and assessment, learning technologies, materials development and language teaching methodology. He is Academic Director for all NILE Online courses and founding director of Aqueduto – the Association for Quality Education and Training Online. Thom is also webmaster for the Testing, Evaluation and Assessment Special Interest Group of IATEFL, and a member of the Equals Board of Trustees.</p>	<p>Assessing reading in the language classroom</p> <p>This workshop focuses on the assessment of reading skills. The aim is to provide some practical suggestions to help teachers to attend to aspects of their learners’ reading skills with a view to recording and tracking development over time and to improving performance. Participants will be given the chance to try out some reading activities for themselves. The workshop exemplifies some of the key ideas that will be further explored in the closing plenary on Sunday.</p> <p>Tony Green joined CRELLA in 2006 and became Director in 2015. He is the author of Exploring Language Assessment and Testing (Routledge), Language Functions Revisited and IELTS Washback in Context (both Cambridge University Press). He is the Immediate Past President of the International Language Testing Association (ILTA) and an Expert Member of the European Association for Language Testing and Assessment (EALTA).</p>
<p>Cultures of testing, cultures of cheating... many or one?</p> <p>Considering English language testing as a worldwide phenomenon and the global nature of its clientele, culture-dependent attitudes towards some aspects of assessment (cheating included but not limited to) should not be neglected. The workshop aims at identifying those culturally sensitive assessment-related issues and considering their possible implications for the testing process. Furthermore, standardisation versus “cultural tailoring” approaches to both low and middle-stake assessment will be discussed and compared in terms of validity, reliability and feasibility.</p> <p>Anna Soltyska is a member of academic staff at the University Language Centre of Ruhr-Universität in Bochum where she lectures English for General and Specific Academic Purposes and is active in test development teams of semi-standardised tests for internal and external purposes. E-mail: anna.soltyska@rub.de</p>	<p>Roundtable discussion in ELT: assessing subject knowledge and language skills</p> <p>The session argues that a roundtable discussion might be used as an effective and objective tool to assess and evaluate subject knowledge and test EFL/ESL proficiency level both during the classroom assessment and final examination. A detailed plan of the roundtable discussion and evaluation criteria are going to be given together with an invaluable practical experience.</p> <p>Aida Rodomanchenko, PhD, Associate Professor at National Research University Higher School of Economics; member of the group of item writers for the Russian National High-Stake Examination in English; member of the NATE Russia (IATEFL Affiliate) coordination board; the winner of the IATEFL and Trinity College London Language Examinations Scholarship 2014. E-mail: a.rodomanchenko@gmail.com</p>

aware of the psychological processes that underlie the skill and thus able to gauge to what extent a conventional test engages them. This talk will first provide an outline of the operations that are typical of a competent listener, whether in a first or second language. It will then go on to consider: the audio material used in listening tests and whether it resembles the type of speech to which a second language listener would be exposed; conventional test formats and their likely impact on the type of listening that takes place; test items and the extent to which they weight tests towards reading and away from listening. Attention will be drawn to certain types of listening operation that are under-represented in conventional tests and tasks. Some concrete suggestions will be made for new types of teacher-designed test and classroom task that are more closely linked to real-world communication needs and to the construct being tested.

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<p>09:00 – 10:00 PLENARY</p>	<p><i>Plenary 3</i> — Thom Kiddle: Technology in assessment literacy In this session we will explore the affordances which digital technology brings to teacher development, and specifically the development of assessment literacy – theory and practice – among language teachers. This is not focused on the ability of teachers to create online and digital assessment instruments, but rather the capacity for collaborative professional development and teacher education opportunities which digital technology opens and enhances. We will also consider</p>	
<p>Rooms</p>	<p>A</p>	<p>B</p>
<p>10:30 – 11:00 TALKS</p>	<p>Evaluating a pre-sessional reading test using stimulated recall interviews This presentation will report on a small-scale study in which we asked students to talk us through how they tackled specific reading test tasks to see if there was alignment between their cognitive processes and those we (the test writers) wanted to elicit. We will show how this process informed the revision of our test and changes to teaching practice. Lyndon Taylor is a Senior Lecturer in English for Academic Purposes. He leads the long pre-sessional course at Sheffield Hallam University. His research interests include cognitive perspectives on language testing in addition to corpus linguistics. E-mail: lyndon.taylor@shu.ac. Helen Donaghue is a Senior Lecturer in English Language Teaching at Sheffield Hallam University. She teaches on pre-sessional and in-sessional courses at undergraduate and postgraduate levels. Her research interests include language testing and L2 reading. E-mail: h.donaghue@shu.ac.uk</p>	<p>Building practical assessment skills among Turkish teachers of young learners We report on a recent ILTA-funded 5-day-long workshop on assessing young learners delivered in Istanbul, Turkey to primary and secondary English language teachers. We administered a pre- and post-course questionnaire to establish the initial level of assessment literacy of participants and gauge the impact of the workshop on their knowledge of educational measurement and practical skills in developing and evaluating tests for young learners. We focus on domains of assessment literacy that participating teachers found most useful. Szilvia Papp is an independent consultant in educational assessment with special expertise in primary and pre-school learners, advising examination boards, consortia and publishers. She is involved in curriculum review, test evaluation, assessment development, and large scale international survey projects. E-mail: szilvia@ecreationtech.co.uk Aylin Ünal teaches at the Department of Foreign Language Education of Boğaziçi University at undergraduate and post-graduate levels, and works as a consultant in language assessment to schools and universities. She has been involved in the development of tests and rating scales, test validation studies and rater standardization. E-mail: aunaldi@boun.edu.tr</p>



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some of the other aspects of how technology may impact on how teachers approach assessment; for example, what technology can tell us about optimal environmental conditions for test takers, considering light, temperature and air quality, among others. Session participants will be introduced to practical applications and tools, as well as examples of them in practice, and will be invited to reflect on their relevance for participants' own professional contexts.

C

Multimodal Learner-Driven Feedback

In my Learner-Driven Feedback (LDF) procedure, feedback is given by the teacher, but learners 'drive' how and on what they receive feedback. By involving students in a feedback dialogue, and allowing them a choice of feedback delivery modes, a multi-modal LDF approach can save teachers time as well as increasing the sustainability of feedback in the long term. This talk will demonstrate how.

Clare Maas, Trier University (Germany), holds post-graduate qualifications from the University of Wales and Trinity College London. Before moving into tertiary education, she taught English at grammar schools and language academies in the UK and Germany. Her professional interests include EAP materials development and feedback on L2 writing. E-mail: cmmaas@uni-trier.de

D

IELTS preparation courses, repeated testing and their effects on proficiency

The International English Language Testing system is frequently used as a predictor for non-native English speakers' academic attainment at English speaking universities. However, IELTS predictive studies failed to yield consistent findings. In this study, we re-examine the predictive validity of IELTS through investigating the effects of test preparation and repeated testing. Results confirmed that test preparation and repeated test taking could inflate scores beyond one's actual proficiency, hence undermining the validity of IELTS scores.

Ruolin Hu is a PhD student in Applied Linguistics under the supervision of Dr. Danijela Trenkic at University of York. Her main research interests include language learning and testing, and test validity. She worked as an English teacher in China for 7 years after completing an undergraduate degree in Education and a M.A. in TESOL. E-mail: rh783@york.ac.uk

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Rooms	A	B
11:10—11.40 TALKS	<p>Assessment: What teachers know and what they want to know We analysed transcripts from live chats generated by a Cambridge English webinar to find out what teachers know, and what they want to know about testing and assessment. We found that they asked a range of questions, not only about assessment practice, but also conceptual questions about construct, validity, and reliability. Teachers may know more than we think. Both presenters work in the Research and Thought Leadership department at Cambridge English Language Assessment. Jane Lloyd works on large scale educational reform projects with ministries and NGOs, and advises other national test providers on test validation, statistical analysis, impact research, and quality assurance procedures. Siân Morgan works on IELTS, teaching qualifications and research communications. Her interests include Performance Assessment, Learning-Oriented Assessment, and Teacher Assessment Literacy. She has an Ed.M in Applied Linguistics from Teachers College, Columbia University. E-mail: Morgan.s@cambridgeenglish.org</p>	<p>Language assessment literacy in Brazilian public schools: three insiders' perspectives This is a presentation of three pieces of action research on language assessment literacy, currently in progress, conducted by three Brazilian public-sector teachers of English/MA students in their own working places. Their research contexts, theoretical and methodological choices and preliminary findings will be reported, as well as their reasons for and perceived difficulties of investigating their workmates' language assessment literacy.</p> <p>Gladys Quevedo-Camargo is an English teacher, holds a PhD in Language Studies and works at the Languages Department at the University of Brasilia with undergraduate and Applied Linguistics graduate students. Her research interests are teacher education, teachers' language assessment literacy, language testing and classroom assessment. E-mail: gladysquevedocamargo@gmail.com</p>
13:00-14:00 WORKSHOPS	<p>LALA – Language Assessment Literacy animated! In order to design, administer and prepare students for tests, teachers need to understand and be able to apply the core elements of testing. Focusing on testing speaking, this workshop will use video to take participants back to the basics of testing so that it becomes meaningful, relevant and useful in order to better support their classroom practice. Mina Patel has worked for the British Council since 1999 as a teacher, teacher trainer and project manager. Her current role is Assessment Research Manager. Mina has an MA in Applied Linguistics and is increasingly learning a great deal about assessment and research! E-mail: mina.patel@britishcouncil.org.my Gordon Allan, British Council, E-mail: gordon.allan@britishcouncil.org.jp</p>	<p>Alternative ways of effectively assessing speaking skills How can we effectively assess seminar and presentation skills? This talk will outline a practical solution to the problems these skills present by presenting an alternative, but effective form of assessment: instead of assessing 'live' speech, students submit a recording they have created, which encourages them to listen to themselves and rerecord, promoting assessment for learning, not just of learning. It also enables the use of detailed analytical criteria which further promotes assessment for learning. Elizabeth Allen is an EAP Coordinator at the University of Bristol. Before coming to Bristol, she taught overseas for almost twenty-five years in Egypt, Spain, South Korea, Bangladesh, Brunei and Qatar, working for the British Council, CfBT, the University Brunei Darussalam, Laksamana College of Business and Qatar Petroleum. E-mail: Elizabeth.Allen@bristol.ac.uk</p>
14:30—15:30 PLENARY	<p><i>Plenary 4</i> — Tony Green: Feedback: the final frontier Feedback is a powerful tool that can promote effective learning. However, not all feedback is beneficial: some forms of feedback can even be counter-productive. This presentation will consider features associated with useful feedback in the language classroom and ways that have been advocated to make the most of its potential as a</p>	

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Sunday 29 October 2017

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<p>Assessment for learning: a natural part of the learning process</p> <p>For many the word “test” fills us with fear, associated with being judged, failing, having to measure up to other people’s standards. Assessment FOR learning is the opposite. It involves recycling, reflection, questions and thoughts: communication, in fact, between teacher and learner. This presentation looks at ways of systematically planning formative assessment activities and introducing them at different lesson stages helping learners and teachers reflect together about learning.</p> <p>Sharon Hartle works mainly at the Language Centre at Verona University. She was a Cambridge ESOL Team Leader for many years, and has worked on developing the online items for assessment at the universities where she works. Her interests are range from e-learning to corpora. E-mail: sharonhartle@yahoo.it</p>	<p>Content-based assessment: does it really work?</p> <p>The presentation reports on a small project exploring content-based EAP assessment in a Chinese college, investigating whether a specific EAP writing assessment ‘actually works’ in terms of subject attainment. Analysis suggests no relationship between the EAP and subject tasks. By contrast, students perceived the EAP task as helpful. The implications are interesting, perhaps illustrating the pitfalls of superficial collaboration – did EAP specialists make assumptions about what the discipline was looking for in their assignment?</p> <p>Hannah Jones, MA, EAP Coordinator at the University of Bristol, Previously Head of EAP at a joint-venture college in Shanghai, China. Professional interests: assessment, academic literacies, course design, teacher development. E-mail: Hannah.i.jones@bristol.ac.uk</p>
<p>Intersection: where assessment and digital literacy meet</p> <p>Among the many demands placed on teachers are the pressures of demonstrating that their students' learning is effective and the challenge of incorporating new learning technologies into every day teaching practice. Teachers are required to be both assessment and digitally literate. This workshop will explore the intersection of these two literacies and their application in the classroom, and identify where and how teachers can enhance their knowledge.</p> <p>Maggie Dunlop, Dunlop.m@cambridgeenglish.org, Place of work Cambridge English, member of IATEFL</p> <p>Mary Whiteside, Whiteside.m@cambridgeenglish.org, Place of work Cambridge English, member of IATEFL</p>	<p>Opportunities and pitfalls in teacher assessment literacy provision</p> <p>Teachers are being asked to take more and more responsibility for assessing learners' language. In many contexts there are still few opportunities for teachers to acquire expertise in assessment, and needs analysis has shown the great variety of needs among teachers. This presentation illustrates materials developed for the Erasmus+ funded Teachers Assessment Literacy Enhancement (TALE) Project, intended for online self-access or within training programmes. Pilot course feedback suggests that some experienced teachers overestimate their understanding of and expertise in assessment.</p> <p>Liz Hamp-Lyons is Distinguished Professor in Education and Languages at the Hong Kong Open University and Guest Professor in International Studies at Shanghai Jiaotong University, China, as well as part-time Senior Lecturer at CRELLA.</p>

learning tool. Like teachers, testing organisations have also come under pressure to provide test takers with more feedback on their performance to guide future learning. How useful is feedback from tests in guiding learning? And how might the feedback given to teachers and learners by test providers be improved?



NOTES



NOTES

IATEFL and TEASIG

IATEFL is the International Association of Teachers of English as a Foreign Language which has the aim of linking, developing and supporting English language teaching professionals worldwide. IATEFL is a charity organization, founded in 1967 by the late Dr Bill Lee. IATEFL now has over 4,000 members in 100 countries and associate members from 120+ countries. There are many different types of IATEFL membership to suit all ELT professionals.

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IATEFL has 16 SIGs (Special Interest Groups), including TEASIG. Find out more. <https://www.iatefl.org/special-interest-groups/introduction>

IATEFL TEASIG (Testing, Evaluation and Assessment Special Interest Group)

TEASIG was established in 1986 and has played an active role in fostering assessment literacy in the areas of testing, evaluation and assessment. TEASIG's mission is to share, spread, support and enhance knowledge of assessment and assessment literacy among ELT professionals internationally through webinars, conferences, sessions, discussions, publications and networks for its members and others.

TEASIG

- organises events around the world;
- organises a pre-conference event and runs a TEASIG Day at the IATEFL annual conference;
- organizes regular webinars
- produces newsletters and publications on TEA-related issues

The name, Testing, Evaluation and Assessment, reflects the wide area of interests represented. TEASIG's goal is to reflect these various interests, whether they concern classroom assessment and tests, external standardized examinations, large scale testing, evaluation of individuals, courses, teaching, programmes or institutions.

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