



Testing
& Evaluation
Assessment

IATEFL 55th international Conference
& Exhibition

TEASIG Showcase Programme

Wednesday, 18 May 2022

Session	Time	Session title	Speakers
2.1	10.15 – 10.45	<i>Rubric use in ELT: Impact on students' learning</i>	Samúel Lefever
2.2	11.00 – 11.30	<i>Language assessment and online translation tools: enemies or allies?</i>	Anna Soltyska
2.3	11.30 – 12.00	COMFORT BREAK	Fernando Sartori
	11.40 – 11.50	Poster presentation: <i>How international language exams can help to achieve better results</i>	
2.4	12.00 – 12.45	Workshop: <i>Giving effective feedback in an EAP classroom</i>	Joanna Wrzesinska
	12.45 – 14.10	LUNCH BREAK	
2.5	14.10 – 14.40	<i>Training students in developing a rating scale to assess writing</i>	Olga Kvasova
2.6	14.55 – 15.25	<i>Testing speaking skills online without losing the interactive dimension</i>	Elena Gandini
	15.25 – 15.55	COMFORT BREAK	
2.7	15.55 – 16.25	<i>Developing institutional listening tests</i>	Michael Fields
2.8	16.40 – 17.10	<i>Students as test designers: overlooked assessment potential</i>	Ekaterina Popkova
2.9	17.25 – 18.10	TEASIG Open Forum	

All sessions are 30-min. talks except Session 2.3 (45-min. workshop).

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Cambridge
Assessment



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Abstracts

Session 2.1: *Rubric use in ELT: Impact on students' learning* **Samúel Lefever**

This talk will present findings from an action research study which examined students' attitudes towards the use of assessment rubrics in English learning. The findings showed that rubric use had a positive impact on English teaching and learning. Rubric use helped students to understand assignment aims and expectations, set learning goals, and take greater responsibility for their own learning.

Session 2.2: *Language assessment and online translation tools: enemies or allies?* **Anna Soltyska**

How to implement writing enhancement tools (online dictionaries, instant translation programmes, paraphrasing tools, etc.) in EFL courses both during learning and assessment phases? How to design and set assessment tasks to capture students' original work and not AI-generated input? How to ensure post-COVID classroom assessment procedures still meet the fundamental principles of good testing: validity, reliability, authenticity, and fairness?

Session 2.3: *How international language exams can help to achieve better* **Fernando Sartori**

This poster presentation describes how international exams can help to foster the development of the English language. The poster shows the English project at a regular school in São Paulo, Brazil, Agostiniano Mendel School, and at a language school, Know How in Franca. These projects already show great results and can be replicated in different contexts.

Session 2.4: *Giving effective feedback in an EAP classroom* **Joanna Wrzesinska**

The workshop will discuss key aspects of providing effective feedback based on a model established by Hattie and Timperley (2007). The participants will develop a better understanding of the various elements of this model and practice providing feedback to a student response to an academic speaking task (from TOEFL iBT® Test) using a template derived from the presented feedback model.

Session 2.5: *Training students in developing a rating scale to assess writing* **Olga Kvasova**

The talk presents a detailed description of a procedure of training prospective teachers in developing a rating scale for classroom-based assessment of writing. The author will focus on the steps of implementing the scale design, provide samples of materials offered as guidelines as well as rating scales designed by students. Implications for training will be offered in the end.

Session 2.6: *Testing speaking skills online without losing the interactive dimension* Elena Gandini

Testing speaking online presents several challenges. Synchronous interviews are time consuming, expensive and rarely available on exam platforms. Asynchronous solutions are more common but raise concerns about lack of interactivity and authenticity, or potential negative washback on teaching and learning. This talk presents examples of tasks that exploit digital communication scenarios to replace the interactive element of traditional face-to-face interviews.

Session 2.7: *Developing institutional listening tests* Michael Fields

This practice-focused talk details the process of developing a suite of listening tests in a large public university: from writing text and items, to recording sound files, through piloting the tests, running an item analysis and then editing to create final forms. In addition to the complex technical challenges, the role of collaboration with all stakeholders will be examined.

Session 2.8: *Students as test designers: overlooked assessment potential* Ekaterina Popkova

The talk presents a practical assessment approach which, based on the principle of contributing student pedagogy, involves students as test designers making them active contributors to learning experiences of themselves and their peers. The author will outline both benefits and challenges of learner engagement in co-creation of testing resources and evaluation of performance, arguing that the former outweigh the latter.

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