



## TEASIG Showcase Programme

Wednesday, 18 May 2022

Session	Time	Session title	Speakers
2.1	10.15 – 10.45	<i>Developing institutional listening tests</i>	Michael Fields
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>How assessment fits into the future of ELT</i>	Russell Whitehead & Andy Johnson
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>Students as test designers: overlooked assessment potential</i>	Ekaterina Popkova
2.8	16.40 – 17.10	<i>Rubric use in ELT: impact on students' learning</i>	Samuel Lefever
2.9	17.25 – 18.10	TEASIG Open Forum	

All sessions are 30-min. talks except Session 2.4 (45-min. workshop).

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## Abstracts and speaker biodata

### **Session 2.1:** *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.



Michael Fields is an assistant professor at the University of Delaware's English Language Institute (USA), and the chair of the assessment committee. 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.

### **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?



Anna Soltyska is a member of academic staff at the Ruhr-University in Bochum, Germany, and coordinates the English programme at the University Language Centre. Her research interests include task-based learning, teaching and testing of languages for academic and specific purposes and various aspects of assessment-related malpractice. Anna joined TEASIG Committee in April 2020 and is Joint Webinar Coordinator

### **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.



Fernando Sartori has been a teacher for more than 30 years. He has been working as a teacher trainer, director of studies, and Cambridge Speaking Examiner as well as a Cambridge Team Leader for several years. He has worked in some leading language and private regular schools. He is currently an academic coordinator at a private school in São Paulo, 'Colégio Agostiniano Mendel'. He holds several international certificates and a post-graduation at Birmingham University. One of his interests is assessment, and he has presented at several conferences including IATEFL ones.

**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.



Joanna Wrzesińska holds the position of Academic Relations & ELT Manager at ETS Global, and is responsible for teacher training and outreach to ELT organizations in EMEA for the TOEFL® Program. Previously, she worked as an EFL teacher and academic manager in a private sector for six years. Joanna holds an M.A. degree in TEFL and is based in Poland and Greece.

**Session 2.5: *How assessment fits into the future of ELT writing* Russell Whitehead & Andy Johnson**

The recent period has been a challenging and turbulent time for the ELT industry. This talk looks at some ways in which assessment has evolved in recent years. We consider how, in a post-pandemic, online-first world, assessment providers and test developers must adapt in order effectively and responsibly to support this new learning and teaching landscape.



Russell established LT123 in 2011 in order to provide a uniquely expert and independent consultancy in English language assessment and learning materials in print and digital. Having worked in various sectors of education and having experience of assessment and publishing, he now combines his understanding of client needs with looking after LT123's small army of project managers, consultants, writers and other suppliers. He enjoys dealing with clients and potential clients and is proud of LT123's reputation for quality and reliability.



Andy is a digital learning specialist and brings 20 years of experience in international education, product development and English language teaching. Working with clients, stakeholders and industry specialists, Andy is passionate about applying new technologies and ideas to produce engaging and effective online training solutions, course delivery and assessment. He is particularly interested in generational theory, creativity and self-directed learning, and how organisations adapt to the changing training market and workplace.

**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.



Elena is a lecturer at the University of Central Lancashire in Preston (UK). She currently teaches EFL, EAP and Academic Literacy to international students, and contributes to 'Teaching Practice' modules in BA TESOL as well as teacher training intensive courses. An active member of the language testing team at UCLan, Elena is responsible for the implementation of the new online proficiency EFL exams. Her main research interests are in the area of language assessment and multilingualism. She has previously worked as a language teacher, examiner and teacher trainer in Italy, Austria and Germany.

**Session 2.7: *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.



Ekaterina Popkova holds a Candidate of Sciences (PhD equivalent) in Linguistics and is also CELTA and DELTA qualified. She is currently employed as an associate professor at the English Department of the School of International Relations of MGIMO University, Russia. She does research in the sphere of testing and assessment, and motivation. Her other diverse interests include online learning, ESP and EAP teaching, studies in higher education, theoretical grammar, and psycholinguistics. Her most recent publication is 'The Pedagogic Role of Assessment in Improving Learner Outcomes'.

**Session 2.8: *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.



Samúel Lefever is an Associate Professor at the University of Iceland and teaches language teaching methodology at the School of Education. He holds a BA degree in Sociology and an MA in Education with emphasis on Teaching English as a Second Language. He has done research on the English skills of young children in Iceland, and on English teaching at primary and secondary school levels. He has also worked in the area of second language learning and is currently looking at young immigrants' language use and participation in Icelandic schools and society.

## Session 2.9 Open Forum

The TEASIG Open Forum is a fairly informal session allowing attendees (both members and non-members) to find out more about TEASIG, its aims and activities, and to add their voices. It's also a chance to meet the committee and network with fellow testing enthusiasts. We're planning a raffle with a free IATEFL & TEASIG one-year membership as first prize and some inspiring TEA books for the runners-up. Refreshments will be provided.

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