



IATEFL 54th Annual
Conference - 2021
Online Pre-Conference Event

Accessible Assessments? Inclusive Practices in Language Testing and Assessment

Zoom room: <https://zoom.us/j/7047050680?pwd=Yi96QktlMEt4SXlOMk1WME93U0ZQZz09>

Programme

	10.00 – 10.15	Welcome and introductions
Session 1	10.15 – 11.00	Lucie Cotterill (introduced by Gianni Licata)
Session 2	11.00 – 11.45	John Herbert (introduced by Anna Soltyska)
Session 3	11.45 – 12.30	Ruth Arrowsmith (introduced by Anna Soltyska)
45 minute break This is a chance to get some refreshments, ask questions, or discuss issues around accessible assessments. Break-out rooms will be available for anyone wanting to start a group discussion.		
Session 4	12.45 – 13.30	Judit Kormos (introduced by Anne Margaret Smith)
Session 5	13.30 – 14.15	Jon Hird (introduced by Jana Jilkova)
15 minute break		
Session 6	14.30 – 15.15	Richard Spiby (introduced by Maggi Lussi Bell)
Session 7	15.15 – 16.00	Alaa Aladini (introduced by Anette Igel)
10 minute break		
Session 8	16.10 – 16.30	Input from the Exam Boards
	16.30 – 16.50	Neil Anderson of EuroExam (introduced by Aysen Cem-Deger) Louise Gilbert of Cambridge Assessment (introduced by Maggi Lussi Bell)
	16.50 – 17.00	Closing discussion



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Accessible Assessments?

Inclusive Practices in Language Testing and Assessment

Keynote Speakers

Inclusion in language assessment: a question of validity?

Accessibility in language testing is a matter of professional responsibility as well as a legal and ethical issue. Valid test accommodations need to be included within a multifaceted frame-work, so that accessibility can be addressed at a practical level at different stages of the test development cycle. Such a framework should also provide the basis for gathering empirical evidence for validating special needs testing.

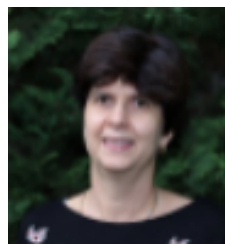
Richard Spiby, British Council Assessment Research Group, London, has been the Test Development Researcher for the receptive skills (reading and listening, together with grammar and vocabulary) since June 2016. His main responsibilities involve validation of the Aptis test, analysing operational data and revising and developing the receptive skills components. He also works on a variety of international projects, including language assessment training, standard setting, and accessibility in assessment.



Promoting fairness and accessibility in language assessment for candidates with specific learning differences

The number of students with Specific Learning Differences (SpLDs) taking language proficiency tests is increasing. It is therefore essential that neither the test design nor test implementation procedures create an unfair barrier for these students. This talk will give a comprehensive overview what makes a test fair and valid from the perspective of test takers with SpLDs. The presentation will review recent research findings on how various types of special arrangements impact on the performance of students with SpLDs. The talk will conclude with practical suggestions for making summative and formative assessment more accessible for language learners with SpLDs.

Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn. She has published widely on the effect of dyslexia on learning additional languages.



Cambridge Assessment
English



Speakers

Classroom Test Material for Learners with Dyslexia

In this workshop, we will consider implications for the selection and design of classroom test material suitable for dyslexic learners of English. We will look at examples of available dyslexic-friendly ELT test material and will also consider how we as teachers can adapt existing materials and produce our own.

Jon Hird is based in Oxford, UK, where he divides his time between teaching English at the University of Oxford, teacher training and writing ELT materials.



He has written and contributed to a range of publications and also writes and adapts material for learners with dyslexia

The Effects of Text Format Variations on Language Test Takers

This workshop will help you determine for yourself how just the right application of basic inclusive practices for designing your language tests can make the best impact on test performance for your class as a whole group

John C. Herbert is a Professor of English and the Director of the Global Education Center at the National Institute of Technology, Akashi College, Japan.



He advocates the use of basic inclusive practices in EFL lesson plans and tests to ensure equal opportunities in interactive lesson activities and on tests.

Testing Times for One and All: Increasing Inclusivity in Assessment

In this workshop, participants will look at some key characteristics of formative assessment and consider how it can promote inclusivity in our classrooms. Through a facilitated discussion, participants will share ideas on how to make their current assessment more inclusive, thus providing equal opportunities for students to demonstrate their achievement.

Lucie Cotterill is Innovation Director at IH British School Reggio Calabria, where she has been working for the past 17 years. She is a teacher, teacher trainer and former Director of Studies who is now responsible for developing innovative strategies for improving learning and assessment which are engaging, inspiring and inclusive.



Speakers

Inclusive assessment for quality learning

This workshop looks at how to use assessment to observe and evaluate students' progress to enhance their learning. We will have a look how we can help the diversity of students through differentiation in a way that reflects our concern for the progress of all students. The idea behind that being that when we assess our students, we can scaffold our teaching and therefore meet their needs.

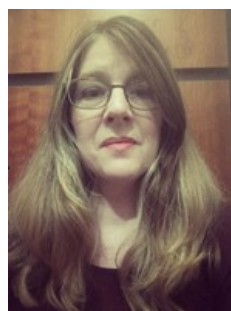
Alaa Aladini has been working as a teacher and Education Specialist in English language teaching since 2000. He supports schools and assists teachers to plan, teach and use inclusive teaching-learning strategies and assessing students inclusively. He can speak six languages, including German Sign language. He is doing his PhD on Inclusive Education in Palestine.



'Neurodiversity and Inclusive Practice in ELT Assessment – Meeting the Challenge

The ELT community is starting to recognise the needs of students with Dyslexia, ADHD, Autism, Dyspraxia and related conditions in the class-room. Work on inclusive practice has increased, but assessment remains a greater challenge, often due to external factors and constraints placed by exams. But this is not an impossible challenge.

Ruth Arrowsmith has worked in ELT for over 25 years. She was an EAP tutor and Learning Support Coordinator at INTO for 10 years, running many training workshops in Inclusive Practice and Neurodiversity. She now works as a Study Skills Advisor in Higher Education providing specialist student support and advising tutors.



The Cambridge English Approach to Special Arrangements

Cambridge Assessment English provides a wide range of special arrangements for candidates with visual, hearing, speaking or specific learning differences. We also provide comprehensive guidance for centres on how to administer the special arrangements. In this talk, I will give an overview of the arrangements, and their design and delivery.

Following a career teaching English in Poland, Finland and Hungary, **Louise Gilbert** started work at Cambridge Assessment English 12 years ago. Now a Senior Assessment Manager, she coordinates Assessment work on special arrangements, including the creation of modified question papers, and documentation and support for test centres.



Speakers

Zoom in on Speaking: the beneficial backwash of assessing an online collaborative task.

Over the past year, online oral interaction has become an integral part of everyday communication for study, work and personal contact. For this reason, effective communication in an online environment has become more important for more people in a wider range of contexts than ever. This talk will focus on how the Discussion task of a language proficiency test can measure spoken performance online before considering the positive impact preparation for this task can have on teaching collaborative speaking skills. It will overview simple practical techniques teachers can use to foster collaborative communication online.

Neil Anderson is a teacher trainer (primarily CELTA and DELTA) working at Euroexam International (where he is Head of Training), The Distance DELTA and ALS House. His main interests include fluency-first approaches such as Task-based Learning, as well as many areas of teacher education such as mentoring and exploring reflective practice. He is a co-author of DELTA Publishing title Activities for Task-Based Learning and co-run the Fluency First ELT website (<https://fluencyfirstelt.blog/>), a blog devoted to providing free online task-based lessons.



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