



Pre-Conference Event: Harrogate, 17 April 2023

***Language assessment literacy for the classroom: who needs it
and what do they need?***

Session	Time	Session title	Speakers
	10:00 – 10:10	Opening	
1	10:10 – 10:55	Plenary 1 Understanding the ecology of classroom assessment: identifying the language assessment literacy needs and concerns of stakeholders	Lynda Taylor
	10:55 – 11:15	COMFORT BREAK	
2	11:15 – 12:00	Plenary 2 Understanding language assessment: what knowledge and skills do teachers need?	Benjamin Kremmel
3	12:05 – 12:50	Workshop 1 Through the looking glass – seeing assessments through the eyes of students	Carolyn Westbrook
		LUNCH BREAK	
	14.00 – 14:05	Opening to afternoon sessions	
4	14.05 – 14:50	Workshop 2 Learner agency in language education: how can we help pupils become more self-regulated?	Henrik Bøhn
	14.50 – 15:10	COMFORT BREAK	
5	15.10 – 15:55	Workshop 3 Changing notions of assessment literacy in the post-ERA (Emergency Remote Assessment) era: a call for action?	Anna Soltyska
6	16.00 – 16:40	Workshop 4 Networking session	Mina Patel & Joanna Wrzesinska
7	16:40 – 17:00	Panel discussion	
	17:00	Closure	

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Language assessment literacy for the classroom: who needs it and what do they need?

Plenaries

Session 1: Understanding the ecology of classroom assessment: identifying the language assessment literacy needs and concerns of stakeholders

When considering issues of assessment literacy for the language classroom, it is important to recognise the different types of stakeholder who may be involved. Stakeholders who come to mind in the first instance are probably classroom teachers and the language learners themselves. But we could identify other key stakeholders in the educational system, such as parents and university/school administrators as well as teacher trainers, course materials writers and policymakers. Given the varying roles and responsibilities of these different stakeholder groups, the type of assessment knowledge and skills required is likely to vary according to their needs and concerns.

This presentation aims to explore the ecology of the language classroom and to discern the different stakeholder groups for whom some level of language assessment literacy will be necessary or desirable. We shall go on to consider some of the ways in which the appropriate assessment knowledge and skills can be developed so that all stakeholders are suitably equipped and empowered for their respective roles.

Lynda Taylor



Lynda Taylor is Visiting Professor at the Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire, UK. She holds a PhD and MPhil in Applied Linguistics and Language Testing from the University of Cambridge and has worked for many years in the field of language assessment, particularly with IELTS and the full range of Cambridge English qualifications. Her research interests include speaking and writing assessment, test-takers with special needs, and language assessment literacy. She was Assistant Research Director with Cambridge Assessment English and has advised on test development and validation projects around the world. She has given presentations and workshops internationally, published extensively in academic journals and authored or edited many of the volumes in CUP's *Studies in Language Testing* (SiLT) series. She is currently President of UKALTA (2020-2022) and was awarded Fellowship of the UK Academy of Social Sciences in 2022.

Session 2: Understanding language assessment: what knowledge and skills do teachers need?

Assessment and testing are ubiquitous in education, and growing output-orientation, increasing stakes as well as technological advances are continuously adding complexities and pressures to language teaching. If we are spending so much time assessing, how can we do it in the most fair, valid, reliable, authentic, and practical ways? How can we best use assessment information for learning and teaching? How do we deal with the implications of tests and their results? And how do we take into account and keep up with the rapidly changing technological and societal landscapes in which our learners are embedded, and which may radically change the use and learning of foreign languages?

In order to address these questions head on, it seems necessary, particularly for teachers, to understand the workings of assessments and have skills in developing (or at least evaluating) them. Popham (2006) stated more than 15 years ago that teachers needed at least a dose of assessment literacy. But what exactly is this "assessment literacy", and what dosage might be recommended? This presentation will focus on what (and what level of) knowledge and skills foreign language teachers (think they) need for dealing with assessment-related matters in their professional daily lives. The theoretical concept of language assessment literacy will be discussed briefly as it has been conceptualized by different researchers to date. A survey study of 648 teachers from all over the world will then be presented, providing empirical information about which components of language assessment literacy seem to be important for foreign language teachers from the perspective of practicing educators. These findings will be contextualized with other research in this area. From this, content for teacher education and professional development can be derived to make school-based performance measures more informative. I will close with a survey of options available to language teachers for professional development in this area.

Benjamin Kremmel



Benjamin Kremmel has been a lecturer, teacher trainer, and researcher at the Faculty of Teacher Education at the University of Innsbruck since 2011, and acts as Head of the Language Testing Research Group Innsbruck. He completed his MA in English Language Teaching at the University of Innsbruck and another MA in Language Testing at Lancaster University, UK. He also holds a PhD in Applied Linguistics from the University of Nottingham, UK. His research interests include language assessment literacy, vocabulary assessment, and diagnostic assessment, and his work has been published in *Applied Linguistics*, *Language Testing*, *Language Assessment Quarterly*, *Studies in Second Language Acquisition*, *Language Teaching*, and *TESOL Quarterly*. Benjamin has presented his work at numerous international conferences, and has trained teachers in Lithuania, Germany, Albania, Austria, and the UK. He is the recipient of the 2023 TOEFL Essentials New Scholar Award.

Workshops

Session 3: Through the looking glass – seeing assessments through the eyes of students

As teachers, we hope that our students learn what we teach them. However, this is not always the case, so classroom-based assessments can be useful to show teachers what students did actually learn (Figueres, 2017) and possibly did not learn, which can then be used to inform future teaching. Engaging students in classroom-based assessment and feedback practices will help raise their awareness of the benefits of ongoing formative assessment.

In this workshop, we will explore classroom activities from the perspectives of learners. Participants will discuss the knowledge students need in order to complete different tasks. We will also consider the nature of feedback and its role in formative assessment, and reflect on the extent to which peer- and self-assessment can contribute to student learning. Finally, practical tips for implementing effective assessment tasks and providing useful feedback to students will be provided.

Carolyn Westbrook



Carolyn Westbrook is a Test Development Researcher at the British Council. Formerly an Associate Professor in EFL, Carolyn has a PhD from the University of Bedfordshire (CRELLA) and is a Senior Fellow of the UK Higher Education Academy. She has worked as a teacher, teacher trainer, and materials writer for over 30 years, and has a wide range of experience in teaching and assessing General English, Business English, EAP and ESP. She has also been involved in language testing and assessment for over 15 years. She has worked on a number of testing and assessment development projects and has provided language assessment literacy training for teachers around the world.

Session 4: Learner agency in language education: how can we help pupils become more self-regulated?

In the Common European Framework of Reference for Languages, it is stated that *learner agency* sits at the heart of successful language learning. Learner agency is described there as “learner engagement” and “autonomy” (Council of Europe, 2020, p. 28). This could be related to *self-regulated learning* (Zimmerman & Schunk, 2011) and the idea of *activating learners as owners of their own learning* (Wiliam, 2018). From such a perspective, teaching pupils how to use learning strategies may be a fruitful path to prosperous language development.

In this workshop we will explore the ideas of learner agency, self-regulated learning and language learning strategies in foreign language education by looking at a concrete example from a Danish context, where pupils were taught how to use strategies in French foreign language education at secondary level.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion volume*. Strasbourg: Council of Europe Publishing. <https://www.coe.int/lang-cefr>

Wiliam, D. (2018). *Embedded formative assessment* (2nd Ed.). Bloomington: Solution Tree Press.

Zimmerman, B. J. and Schunk, D. H. (2011). Self-regulated learning and performance. In Zimmerman, B. J. and Schunk, D. H. (Eds.). *Handbook of self-regulation of learning and performance* (pp. 1-12). New York: Routledge.

Henrik Bøhn



Henrik Bøhn is Professor of English education at the University of South-Eastern Norway. He worked for three years as an English teacher at the secondary level in Norway before moving on to university level in 2001, where he has been teaching English since, most notably in teacher education. He also has extensive experience with further education and professional training programmes for teachers. Henrik holds a PhD in language assessment, and his research interests include language assessment, metacognition, intercultural learning and language assessment literacy.

Session 5: Changing notions of assessment literacy in the post-ERA (Emergency Remote Assessment) era: a call for action?

This interactive session aims at activating the experiences of the Emergency Remote Assessment (ERA) that various stakeholders of language assessment worldwide collected in 2020-21. It seeks to establish what teachers wish they had been taught about (online) assessment and what aspects of testing they would like to receive training in to be suitably equipped for future assessment situations. Equally important, the experience of ERA in foreign language education has reshaped the idea of what learners, i.e. prospective test-takers, need to be made aware of, and what schools and other educational institutions need to consider when planning their assessment procedures to make them fit for purpose in post-ERA times. Last but not least, further stakeholders such as admission officers, decision makers and learners' parents might have revised their expectations related to 'new' assessment literacy, which also needs to be borne in mind.

The workshop session seeks to generate a list of possible specific areas and topics to be included in future assessment literacy training and incorporate divergent stakeholders' needs. The teaching/testing community could clearly benefit from the discussion, the results of which might inform future professional development from both the providers' and recipients' perspective.

Anna Soltyska



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 current research interests include task-based learning, teaching and testing of languages for academic and specific purposes, validating writing assessment, and various aspects of assessment-related malpractice. Anna joined the IATEFL TEASIG Committee in her role as a Webinar Moderator in April 2020.

Session 6: Networking session

In this year's PCE, we would like to include a workshop which focuses on you, the participants. During events like these, 'Getting to know' each other or 'Networking' is often left to coffee breaks or lunch times, but this year we would like to make it part of the programme. Through a series of structured activities, there are several aims. Firstly, to genuinely give everyone an opportunity to get to know each other in order to make connections or contacts that may be helpful in our work at some point in the future. Secondly, it is a wonderful opportunity for us, the TEASIG Committee, to learn more about PCE participants, their areas of expertise, and their interests to help us better plan and prepare future events.

This session will definitely be interactive, and we will be putting a twist on some well-known ELT activities. It will be engaging because it will be about you and, importantly, we hope it will be enjoyable.

Mina Patel



Mina Patel is a researcher with the Assessment Research Group at the British Council. Her background is in English language teaching and training. She has worked in the UK, Greece, Thailand, Sri Lanka and Malaysia as a teacher, trainer, materials developer, and ELT projects manager, and has extensive experience working with Ministries of Education in East Asia. Mina has presented at numerous national and international conferences on ELT-related matters. Her academic interests lie in the area of English language testing and assessment, and more specifically in language assessment literacy and the impact of testing and assessment. Mina is Conference Chair for the New Directions in English Language Assessment Conference, Latin America, and is currently a PhD student with CRELLA at the University of Bedfordshire, UK.

Joanna Wrzesinska



Joanna leads teacher training and institutional outreach as Head of ELT and Institutional Relations at ETS Global. She is also an ETS-approved TOEFL iBT® Master Trainer. Beyond ETS, Joanna also serves as a Joint Event Coordinator at IATEFL TEASIG. She holds an M.A. degree in TEFL, and is based in Poland and Greece. Previously, Joanna worked as an EFL teacher and academic manager in the private sector.

Session 7: Panel discussion

Join our speakers to wind up the day with final comments, questions and insights on language assessment literacy for the classroom.

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