



14th EALTA conference

1-3 June 2017, Sèvres, France

Pre-Conference Workshops



Integrated testing and assessment: design, development, analysis, reporting of results and relevant uses (workshop 1)

Workshop leaders : Sathena Chan and Chihiro Inoue (University of Bedfordshire)

The topic of this pre-conference workshop is on integrated assessment with a focus on reading into writing, and its intended learning outcomes are that participants will learn the theoretical basis supporting the use of integrated assessment. They will also learn practical skills of how to design valid reading-into-writing tests at different levels, and to analyse and report students' performance.

Contents

What is integrated assessment? Definitions
Discussion of examples of integrated test tasks
Why test integrated skills? Promises and challenges of integrated assessment
Using socio-cognitive framework to design reading-into-writing tests at different levels: what factors to consider
Criteria for choosing and modifying reading materials
Variables to be considered for their contribution to difficulty
Selecting and analyzing source materials (activity)
The processes involved in reading-into-writing
A proficiency scale based on cognitive evidence
Judging which processes the example tasks are targeting (activity)
Brief introduction of rating approaches
Criteria to be assessed
Analysing students' performance (activity)
Reporting score: What you can infer from students' performances

Methods

The workshop will accept up to 30 participants and anyone who has an interest in integrated assessment can join the workshop. The workshop will combine lectures and hands-on sessions. Participants will learn core theories and issues in relation to integrated assessment from the lectures, and the hands-on activities will include: try selecting appropriate source texts considering various relevant aspects as well as running automated textual analysis using online tools, sorting some example written responses into different levels, and critiquing/discussing some rating descriptors on integrated tasks. The trainers will provide real-life examples based on their work and research. The workshop will be of interactive in nature with different pair/group discussion opportunities where participants can share their experience.

Pre-workshop activities

Chan, S. H. C., Inoue, C., & Taylor, L. (2015). Developing rubrics to assess the reading-into-writing skills: A case study. *Assessing Writing*, 26, 20-37.

Plakans, L. M., & Gebril, A. (2012). A close investigation into source use in L2 integrated writing tasks. *Assessing Writing*, 17(1), 18-34.

Yang, H. C., & Plakans, L. M. (2012). Second language writers' strategy use and performance on an integrated reading-listening-writing task. *TESOL Quarterly*, 46(1), 80-103.

Workshop leaders

The workshop organisers are experienced in developing and validating English language tests involving integrated skills testing. The biodata of each organiser is as below:

Dr Sathena Chan is Lecturer in Language Assessment at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, UK. She specialises in developing and validating integrated reading-into-writing assessment. Her research interests include test takers' cognitive language processes, the impact of different reading-into-writing test formats on test performance, task design and rating scale development. She co-teaches MA modules on language testing and research methods with her colleagues. She has conducted different test development or validation projects for examination boards and educational organisations in the UK and worldwide. For example, she was the Principal Investigator of a project to re-develop the reading and writing paper of Trinity College London's Integrated Skills in English (ISE) test, and as a result, the test was selected by UKVI as one of the two approved Secure English Language Tests (SELT) from April 2015. She has also conducted studies to validate the integrated task of the General English Proficiency Test (GEPT) in Taiwan (Weir, Chan & Nakatsuhara, 2013; Chan, Wu & Weir, 2014). Her other recent research projects include an eye-tracking study to investigate students' processes on a reading test (Bax and Chan, 2016), a study to compare writers' processes on IELTS writing under paper and computer-based conditions (Chan, Bax & Weir, forthcoming), and a study to investigate Japanese students' processes on Aptis Writing (Moore & Chan, 2016).

Dr Chihiro Inoue is Lecturer in Language Assessment at CRELLA, University of Bedfordshire, UK. Her main research interests lie in the task design, rating scale development, identification of criterial features of learner language and the variables for measuring such features. She is the author of a book, *Task Equivalence in Speaking Tests* (Peter Lang, 2013), and has publications in international journals such as *Assessing Writing* (2015), *Papers in Language Testing and Assessment* (2015) and *Language Learning Journal* (2016, forthcoming). She has been involved in various test development and validation projects around the world, working on independent and integrated tasks, and has presented her research widely in conferences in the fields of applied linguistics and language testing, including the LTRC, EALTA, ALTE, LTF, TBLT, BAAL TEA SIG and BAAL Annual Conferences.