**4th CBLA SIG Symposium Programme**
´Language Assessment Literacy - LAL´

Friday 1st and Saturday 2nd November, 2013
Hosted by the Department of English Studies, University of Cyprus
Venue: The CLASSIC Hotel, Nicosia, Cyprus

Friday 1st November, 2013 - Vincent Van Gogh Room		
15.00 – 15.30	**Registration**	
15.30 – 15.45	Plenary 1: **Language Assessment Literacy: What are the ingredients?**	Ofra Inbar-Lourie, School of Education, Tel Aviv University, Israel
15.45 - 17.00	Workshop 1: **Setting up an LAL framework: The process**	
17.00 – 17.30	**Coffee break**	
17.30 – 18.15	Plenary 2: **Assessment Literacy for language teachers**	Tony Green, University of Bedfordshire, UK
18.15 – 19.30	Workshop 2: **Assessment literacy in practice – a socio-cognitive approach to designing assessments of reading**	
Saturday 2nd November, 2013 - Vincent Van Gogh Room		
9.00 – 9.45	Plenary 3: **Language Assessment Literacy (LAL) in the Hungarian context: what is it like and how is it developed in English teacher training?**	Ildiko Csepes, University of Debrecen, Hungary
9.45 – 11.00	Workshop 3: **Peer-assessment of oral performances for teacher training purposes**	
11.00-11.30	**Coffee break**	
11.30 – 12.15	Plenary 4: **Learning-oriented assessment: strengthening the link between learning, teaching and assessment**	Coreen Docherty, Cambridge English Language Assessment
12.15 – 13.00	Workshop 4: **Learning-orientated assessment: a practical approach**	
13.00 – 13.30	**CBLA SIG Meeting** – **Farewell**	

Sponsors:
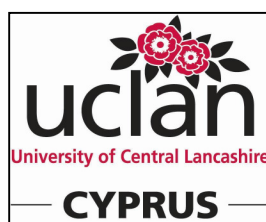
Dr Ofra Inbar-Lourie
School of Education, Tel Aviv University

Plenary 1:
Language Assessment Literacy: What are the ingredients?
The last few years have seen an emerging interest in the language assessment literacy (LAL) required by different stakeholders so as to conduct assessment activities (Inbar-Lourie, 2008; 2013; Taylor, 2009). Research has pointed to the multi-dimensionality of LAL which includes both generic educational measurement components and specific language-related ones. The argument I wish to bring across in this presentation is that fathoming the nature of LAL is crucial for it lies at the heart of our understanding of the field of language testing and assessment.

This presentation will first discuss the concept of LAL and the issues involved in trying to define it and will raise questions as to its constituents. It will then present the findings of research conducted among EFL teacher candidates in order to try and gain insights as to the nature of LAL and its acquisition process. Finally, it will draw conclusions for language assessment policy and decision-making, particularly with regard to disseminating knowledge in language testing and assessment frameworks to different populations with an emphasis on the language knowledge required for conducting classroom-based assessment.

Workshop 1:
Setting up an LAL framework: The process
This workshop will consider the practical issues which arise when planning and carrying out initiatives for disseminating LAL knowledge to particular groups of stakeholders who either carry out assessment procedures or are involved in assessment decision-making. We will follow and discuss the process from the needs analysis and planning stage, where the contents and format are determined, to the practical implementation including course evaluation activities. Participants will engage in an initial consideration and design of an LAL initiative relevant to their own context.

Bio
Ofra Inbar-Lourie heads the Unit for Teacher Education at the School of Education at Tel-Aviv University. She served as the head of the English Dept. at Beit Berl Teacher Education College and supervised the teaching of English in the city of Tel-Aviv Jaffa. She lectures in the language education department and in the teacher education programs on language assessment, curriculum design, language program evaluation and language teachers and has researched and published on these topics. Her current research interest in language assessment is in the area of language assessment literacy and she recently served as the guest editor of the *Language Testing Journal* issue devoted to this topic. She is also involved in language teaching issues in the Israeli context, specifically the use of English as a medium of instruction in higher education, and is the co-editor of a forthcoming volume together with Smadar Donitsa-Schmidt on Language Teaching in Israel.

Prof. Tony Green
University of Bedfordshire, UK

Plenary 2: Assessment Literacy for language teachers
Language teachers are increasingly involved in preparing learners to take examinations, using information from tests and developing their own assessments. Knowledge of assessment principles and skill in applying them are essential to the work of teachers, but training in these areas remains under-valued and delivery is often inadequate. Standards, ethical codes, and guidelines for good testing practice have been developed, but these are complex and can make language testing seem too technical and specialized – a matter for experts.

The idea of literacy as the ability to read and write has expanded into new areas. It is now common to speak of 'computer literacy', for example, when referring to the knowledge, skills, and expertise needed to participate in a technology-oriented society. Similarly, the term 'assessment literacy' describes the knowledge, skills, and expertise required by various groups of stakeholders in relation to testing and assessment. Different groups of stakeholders may draw on different kinds of assessment literacy in order to make effective use of assessment information in meeting their needs.

This lecture will address the kinds and minimum levels of assessment literacy that might be needed by language teachers – and the adequacy of current training models in helping them to develop these.

Workshop 2:
Assessment literacy in practice – a socio-cognitive approach to designing assessments of reading
This workshop will explore a socio-cognitive approach to the assessment of reading skills. It will use a series of activities to illustrate different aspects of the reading process and the importance of different knowledge resources in arriving at an understanding of a text. Language learners read for a range of different purposes such as reading-for-orientation or reading-to-learn. Sometimes, speed and efficiency are essential; sometimes detailed comprehension is required. Sometimes it is enough to understand individual propositions in a text; sometimes it is equally important to understand the relationships between the ideas. Learners need to be able to select a type of reading or to combine types in a manner appropriate to the task at hand.

The texts and tasks employed in assessments of reading skills (whether intended for the classroom or the examination hall) should reflect learners' reasons for reading, pertinent aspects of the reading process and realistic conditions. The workshop will suggest approaches to designing assessments that reflect both the level of the learners and realistic purposes for reading.

Bio
Anthony Green is Professor of Language Assessment and Deputy Director of the Centre for Research in English Language Leaning and Assessment at the University of Bedfordshire. His main research interests concern relationships between language assessment, teaching and learning. His most recent book *Exploring Language Assessment and Testing* (Routledge, 2013) provides trainee teachers and others with an introduction to the field. Other recent books include Language *Functions Revisited* (2012) and *IELTS Washback in Context* (2007), both published by Cambridge University Press. He is currently coordinator of a major EU funded project undertaken in cooperation with the Ministry of Education and Science, the National Association of Teachers of English and fifteen universities to provide training in assessment literacy across the Russian Federation. He is Associate Editor of the international refereed journal Language Assessment Quarterly, serves on the executive board of EALTA and is Vice-President of the International Language Testing Association (ILTA). He has extensive practical experience as a language teacher, lecturer in applied linguistics and as an examiner, item writer and test validator.

Dr Ildikó Csépes
University of Debrecen, Hungary

Plenary 3:
Language Assessment Literacy (LAL) in the Hungarian context: what is it like and how is it developed in English teacher training?
In this talk, the evolving concept of LAL will be discussed in relation to English teacher training in the Hungarian context, highlighting what specific contextual factors seem to have played a role in shaping the local curriculum of MA programmes with respect to language testing and assessment, and that the curriculum requirements for English teachers, as stated in the Government Decree in 2006 (for a 2-year MA level course) and the one published in January 2013 (for a new, 5+1-year teacher training course), seem to reflect a changing perception of what LAL should involve. In addition to examining the language assessment topics covered on different teacher training MA courses in Hungary, the preliminary results of a survey on trainees' perceptions of some aspects of LAL after graduation will also be reported. The talk will finally outline and illustrate the approach to teacher training the presenter has adopted in her course on language testing and assessment, where the main aim is to empower the participants so that they become suitably critical towards external language exams and their own classroom assessment practice as well.

Workshop 3:
Peer-assessment of oral performances for teacher training purposes
Building on the approach to Language Assessment Literacy outlined in the plenary, the workshop will explore how teachers' awareness can be enhanced of the potential benefits and methods of learners' involvement in the assessment process through peer assessment. Based on viewing authentic class activities, which were video-recorded in a Hungarian secondary grammar school and edited for teacher training purposes, participants will reflect on the form and efficiency of peer-assessment in order to discuss what factors will facilitate the successful employment of this form of classroom assessment and whether there are potential risks or threats to bear in mind.

Bio
Ildikó Csépes is a lecturer and teacher trainer at the Institute of English and American Studies of Debrecen University, Hungary. She received her PhD in language pedagogy from Eötvös Lóránd University (Budapest) in 2003. Her main research area is foreign language testing and assessment. Between 1999 and 2006, she was involved in the Hungarian Examinations Reform Teacher Support Project of the British Council. Based on the Project's experience in test development and designing an interlocutor/assessor training model, in 2004 she co-authored a book with Györgyi Együd (*The Speaking Handbook* as part of the INTO EUROPE series). Since 2004 she has been a member, and currently is the chair, of the Hungarian Accreditation Board for Foreign Language Exams, an expert committee working for the Hungarian Educational Authority.

Coreen Docherty
Cambridge English Language Assessment

Plenary 4:
Learning-oriented assessment: strengthening the link between learning, teaching and assessment
The language testing and educational assessment literature tends to differentiate between formative and summative uses of assessment and conceptualises them as separate educational activities. However, this distinction has resulted in a false dichotomy and engendered confusion about the purposes and uses to which assessment can be put to promote productive student learning.

In this presentation, I will discuss a learning-oriented approach to assessment which captures the centrality of learning within assessment. I then will present a model of Learning-Oriented Assessment (LOA) that sets aside the summative/formative distinction by emphasising the notion that *all* forms of assessment can promote learning. That is, every assessment event is an opportunity to learn and every learning event an opportunity to assess.

I will suggest how the essential link between input-focused teaching and outcome-focused assessment can be made and argue that LOA allows us to reconceptualise the relationship between learning, teaching and assessment while ensuring that relevant measurement principles remain central.

Workshop 4: Learning-orientated assessment: a practical approach
In this workshop, we will explore the practical aspects of the model of LOA presented in the previous session by considering how assessment data can be used to profile and monitor learners' progress, informing teacher decision-making and planning. Going beyond the teacher's involvement with these data, we will also consider how they can be used to engage students in focused self-study while at the same time tracking progress towards the achievement of long term learning objectives and preparation for public examinations or internationally recognised qualifications. I will invite you to reflect on and bring your experience, knowledge and insights to this important area of development in language learning, teaching and assessment.

Bio
Coreen Docherty holds an MA degree in Second Language Education from McGill University (Canada) and is a Senior Research and Validation Manager at Cambridge English Language Assessment. As part of her role, she investigates the impact of Cambridge English exams on stakeholders, is managing editor of *Research Notes* and provides validation and research support for several Cambridge English exams.