



**The 2nd CBLA SIG Symposium Programme**  
 ‘Learner’s Perspective in Language Testing and Assessment’  
**Friday 4<sup>th</sup> and Saturday 5<sup>th</sup> November, 2011**  
**Hosted by the Department of English Studies, University of Cyprus**  
**Venue: The CLASSIC hotel, Nicosia, Cyprus**

<b><i>Friday 4<sup>th</sup> November, 2011</i></b>	
16.30 – 17.00	Registration
17.00 – 18.00	Plenary 1: Assoc. Prof. Gudrun Erickson : <i>“A win-win situation: Assessment as a reciprocal learning opportunity”</i>
18.00 – 18.30	Coffee break
18.30 – 20.00	Workshop 1: Assoc. Prof. Gudrun Erickson: <i>“[How] Can that be done? On using assessment for reciprocal, pedagogical purposes”</i>
<b><i>Saturday 5<sup>th</sup> November, 2011</i></b>	
09.00 – 10.00	Plenary 2: Dr Jo Lewkowicz: <i>“The adequacy of the CEFR from the learners’ perspective”</i>
10.00 – 10.30	Coffee break
10.30 – 12.00	Workshop 2: Dr Jo Lewkowicz: <i>“The relevance of assessment frameworks for test takers”</i>
12.00 – 13.30	CBLA SIG Meeting
	Farewell

## **Associate Professor Gudrun Erickson**

### **PLENARY (60 mins)**

#### ***A win-win situation: Assessment as a reciprocal learning opportunity***

The aim of my lecture is to focus on the value of collaboration in language testing and assessment, particularly emphasizing learners' perspectives and contributions. Special emphasis is placed on assessment as a reciprocal phenomenon with an obvious pedagogical potential to promote learning – for students as well as for teachers. Throughout the presentation, the value of transparency is emphasized, not least in relation to the learners. Five basic questions are briefly addressed, namely *Why?*, *What?*, *How?*, *Who?* & *And...?*, thereby linking pedagogical assessment to the fundamental concept of validity. Some experiences and examples are presented from the development of national formative and summative language assessment and testing materials in Sweden, a process in which learners have a significant role. In addition, some results from a European study of students' and teachers' perceptions of language testing and assessment are presented. Finally, the concept of collaboration and learners' perspectives are discussed in relation to EALTA's Guidelines for Good Practice in Language Testing and Assessment, a document currently available in 35 different languages.

### **WORKSHOP (90 mins)**

#### ***[How] Can that be done? On using assessment for reciprocal, pedagogical purposes***

Referring to the plenary lecture on assessment as a reciprocal learning opportunity, the subsequent workshop will focus on empirical examples as well as additional practical opportunities of involving students actively in language assessment. Furthermore, the role of teachers will be analysed, especially from the perspective of assessment as a joint venture between learners and teachers, with mutual pedagogical benefits and potentials. Different practical examples will be discussed, based on the basic questions introduced in the plenary, namely *Why?*, *What?*, *How?*, *Who?* & *And...?* In addition, existing as well as draft models will be considered from the perspective of Strengths, Weaknesses, Opportunities and Threats (*SWOT*).

## **Bio**

Gudrun Erickson is Senior Lecturer of Language Pedagogy and Associate Professor of Education at the University of Gothenburg, Sweden. She is originally a teacher of languages with long experience of teaching in schools, teacher education, and national curriculum development. Commissioned by the Swedish National Agency for Education, she is the project leader for the Swedish national testing and assessment programme for foreign languages, which comprises extensive materials for formative as well as for summative use. GE has long experience of national in-service education for teachers and has been engaged in a number European language projects, focusing on assessment. She is currently the Secretary of the European Association for Language Testing and Assessment (EALTA). Gudrun's main research interest is collaborative approaches to the development of language assessment and testing procedures and materials, in particular contributions by test-takers.

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## **Dr. Jo Lewkowicz**

### **PLENARY (60 mins)**

#### ***The adequacy of the CEFR from the learners' perspective***

The Common European Framework of Reference (CEFR) has been described as '... a comprehensive descriptive scheme offering a tool for reflection on what is involved not only in language use, but also in language learning and teaching. The Framework provides a common basis and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher training programmes, and for relating language examinations to one another' (Martyniuk, 2005:11). The Framework's influence has reached well beyond Europe to all corners of the globe. Not infrequently, language learners are nowadays set targets related to the CEFR, for example, they are required to demonstrate a B2 level of proficiency or to take a B2 level exam in a given language. But, what does this mean to them? To what extent does achieving the specified level, actually empower them to participate in real-life communicative situations?

This talk will explore the CEFR from the point of view of the learner. It will take a critical look at the CEFR and the potential mismatch between the way the descriptors are articulated and the language learners are required to command in order to succeed as communicators. Using examples from classroom data I will show how learners often need to employ discourse strategies that are beyond those articulated in the CEFR framework and I will question whether the failure of the CEFR to adequately capture the true nature of meaning co-construction impacts on what learners perceive as important when being assessed.

Martyniuk, W. (2005). *Relating language examinations to the Council of Europe's Common European Framework of Reference for Languages (CEFR)*. Paper presented at the Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity - Proceedings of the ALTE Conference, May 2005, Berlin.

#### **WORKSHOP (90 mins)**

##### ***'The relevance of assessment frameworks for test takers'***

The afternoon workshop will explore in small groups some of the issues raised during the lecture in relation to other assessment frameworks. This will then lead to a plenary discussion on how such frameworks can be made more relevant and meaningful for language learners and examination candidates.

#### **Bio**

Jo Lewkowicz has been working and researching in Poland since 2006, first at the University of Warsaw and then at the Lingwistyczna Szkoła Wyższa in Warsaw. Prior to coming to Warsaw she had a varied and interesting career working at tertiary level in Egypt, Kenya, China, Hong Kong and Armenia. Her PhD on 'authenticity in language testing' was obtained from Lancaster University. Jo has published a number of papers on authenticity and more recently on the washback of the new matriculation examination in Poland. She is currently acting as advisor to the University Council for the Certification of Foreign Language Proficiency at the University of Warsaw.

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