

1st CLASSROOM-BASED LANGUAGE ASSESSMENT SIG SYMPOSIUM

‘Assessment of or for learning?’

Date: Friday 22 & Saturday 23 October, 2010

Hosted by the Department of English Studies, University of Cyprus

<i>Friday 22nd October</i>	
16.30 – 17.00	Registration
17.00 – 18.00	Plenary 1: Dr Terry Lamb
18.00 – 18.30	Coffee break
18.30 – 20.00	Workshop 1: Dr Terry Lamb
<i>Saturday 23rd October</i>	
09.00 – 10.00	Plenary 2: Dr John Pryor
10.00 – 10.30	Coffee break
10.30 – 12.00	Workshop 2: Dr John Pryor
12.00 – 13.00	Break
13.00 – 15.30+	CBLA SIG Meeting
	Farewell

Assessment for autonomy, assessment for learning, and learner engagement **Dr Terry Lamb, University of Sheffield**

ABSTRACT

This talk begins by describing and problematising attempts to assess learner autonomy. However, this problematisation depends on the way in which assessment is conceptualised. An exploration of formative assessment (assessment *for* learning, rather than summative assessment, or assessment *of* learning) in fact provides a justification for assessing autonomy, as well as an indication of what this might mean in practice. Firstly it reveals that the aim of improving language learning and learner engagement entails a need for learners themselves, and not just their teachers, to understand how to improve their learning, and that this implies the development of their autonomous learning behaviour. The talk then goes on to argue that, just as language learning can be enhanced by assessment for learning, so can learner autonomy be enhanced by assessment for *autonomy*, suggesting that learners, as well as teachers, need to be able to assess not only their own learning, but also their own levels of autonomy, with a view to enhancing both. The issue then is how to describe learner autonomy in ways which make it understandable to, and *assessable for*, learners. The talk and related workshop refers to research and classroom practice in foreign language learning in secondary schools in England, and includes a focus on learners’ voices. It also considers issues for teacher development and implications for classroom practice.

Biodata

Terry is Director of Teaching in the School of Education, University of Sheffield, England. He has authored and edited numerous publications in the areas of learner autonomy, multilingualism and teacher development, and is editor of the *International Journal of Innovation in Language Learning and*

Teaching. He has carried out consultancies and presented keynote papers in countries around the world, including Australia, China, Colombia, Mexico, the United Arab Emirates and the USA, as well as in many European countries.

Terry is currently President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) and Chair of FIPLV Europe, which are networks of language teacher associations in Europe and beyond. He is also a former President of the Association for Language Learning in the UK. He recently received the award of Chevalier des Palmes Académiques from the French Government.

School of Education
The Education Building
388 Glossop Road
Sheffield
S10 2JA

Tel: (+)44 (0)114 222 8118

Fax: (+)44 (0)114 279 8631

Email: T.Lamb@sheffield.ac.uk

<http://www.shef.ac.uk/education/staff/academic/lambt.html>

Dr John Pryor, University of Sussex

Assessment for learning – assessment for being

Abstract

Formative assessment has been developed considerably in recent years. The most striking departures have been the move towards seeing it is something which is not so much done by teacher to or for learners but that it is a joint accomplishment that requires the agency of the learner. Along with this has come the idea that formative assessment is assessment *for* rather than *of* learning. In many settings however the possibilities of these insights have not been fully developed because of a restricted view of learning. While many teachers might quibble with the idea of learning as the acquisition of knowledge, when thinking of assessment whether for or learning it is this epistemological conception of knowledge that predominates – learning will occur when students have acquired right words, the right rules, the right intonation. In this presentation I shall explore a different work with a different set of assumptions. What if knowledge is ‘an active engagement between the knowing subject and what is known ... a kind of doing,’ (Gill 1993:68)? What if learning is a contextualized performance involving students engaging with prospective and current social identities, and therefore an ontological as well as an epistemological accomplishment? What if the differential personal risk that this involves is acknowledged? What then is assessment for learning? I shall look at ways in which teachers have translated these concerns into more concrete pedagogic practice and raise the question of how this might be accomplished in the variety of language classrooms that members of the SIG work in or with.

Workshop

In the workshop I shall be asking participants to engage in a series of group activities which explore how the ideas I shall have presented might be developed in contexts that are familiar to them. The session will end with a plenary discussion to share insights derived from the group work and further interrogate the notion of assessment for learning in the language classroom.

Biodata

After working for a number of years as a primary school teacher and specialist teacher of languages, John Pryor gained a doctorate in education at the University of Sussex, where he is currently Reader in Education. His research has focused on formative assessment and pedagogy as well as the social identity and equity aspects of education, international and intercultural study and the doctorate in the social sciences. John has directed research in both the UK and sub Saharan Africa and is currently co-principal investigator for a project researching teacher preparation in six African countries.

Dr. John Pryor

Reader in Education

School of Education and Social Work, University of Sussex, Brighton BN1 9QQ

W: +44(0)1273 877144 M: +44 (0)7950 419991 H: +44(0)1273 607900

Room: Essex House 123

[/www.sussex.ac.uk/esw/internal/departments/education/people/person/7478](http://www.sussex.ac.uk/esw/internal/departments/education/people/person/7478)