

Language Assessment Literacy: Theory and Practice
University of Cyprus, Department of Social and Political Sciences
Conference Program

Saturday 12 th May 2018			
8:00 – 8:30	Registration		
	Room B108, University House - Anastasios G. Leventis		
8.30-8.45	Faneromeni primary school – percussion show		
8:45 –9:00	Welcoming: Rector or the Dean of Social and Political Sciences Iasonas Lamprinou, Dina Tsagari and Therese Tishakov		
9:00 – 9.40	Plenary: ‘Putting LAL to Work: The Pedagogy of Language Assessment’ Glenn Fulcher, University of Leicester		
9.40 – 10.10	Plenary Symposium: Language Assessment: The perspective of the Cypriot policy-maker ‘National Literacy Assessment: The Identification of Students ‘At Risk’ in Cyprus’ Yiasemina Karagiorgi, Educational Research and Evaluation, Cyprus ‘High-stakes L2 Assessment in Cyprus’ Terpsa Costantinidou, Cyprus Testing Service Discussant: Dina Tsagari		
10.10-10.30	Coffee Break		
	Parallel Sessions		
	Room B223, Faculty of Economics & Management (FEB 01) Building Chair: Karin Vogt	Room B224, Faculty of Economics & Management (FEB 01) Building Chair: Ildiko Csepes	Room 128, Faculty of Economics & Management (FEB 01) Building Chair: Liz Hamp-Lyons
10:30 – 10.50	NATO STANAG 6001 Examination – From The Scratch Up To Now Ludmila Koláčková	Assessment Literacy Of Russian As A Foreign Language (RFL) Teachers: An Analysis Of Where We Are Now And Where We Want To Get Anastasia Drackert & Wolfgang Stadler	Investigation Of Teachers’ Literacy In Assessment Of Writing: University Context In Ukraine Olga Kvasova, Tamara Kavytska, Viktoriya Osidak & Viktoriya Drobotun
10:50 – 11:15	Designing An Assessment Environment For Gifted Students: Focus On Teacher Education Marina Perevertkina	Developing trainee teachers’ feedback giving skills Alexey A. Korenev	A Study of Development of Student Teachers' Classroom Assessment Literacy in Ukrainian Universities Olga Ukrayinska
11:15 – 11.40	How A Predictive Model For Language	Making Effective Use Of The English Grammar Profile	MPSA – A Self-Assessment Tool To Promote Learner Motivation

	Proficiency Can Enhance Language Assessment Literacy Theodosia Demetriou & Dina Tsagari	As A Tool For Determining The CEFR Level Of An L2 English Computer-Adaptive Test Jack Burston, Androulla Athanasiou & Maro Neophytou	And Engagement Maria Davou
11.40-12.00	Coffee break		
	Room B223, Faculty of Economics & Management (FEB 01) Building Chair: Tony Green	Room B224, Faculty of Economics & Management (FEB 01) Building Chair: Dina Tsagari	Room 128, Faculty of Economics & Management (FEB 01) Building Chair: Nicos Sifakis
12.00 – 12.20	The Importance of Washback Effect in Teachers' Assessment Literacy Irini Papakammenou	Teacher Assessment Literacy – Bridging The Institutional Gap. The Case Of Two Different Stakeholders In Norway Lynell Chvala	Insights into Computer Assisted Language Assessment & Testing (CALAT) Online Teacher Education Salomi Papadima-Sophocleous, Skevi Vassiliou & Alan Dimitriou
12.20 – 12.40	Language Assessment Revisited: Alternative Assessment Aligned With Active, Long-Life Learning, Giving And Receiving Feedback, Evidence From Cyprus. Sviatlana Karpava	Impact of high-stakes tests in the Czech military Mária Šikolová	Insights into Computer Assisted Language Assessment & Testing (CALAT) Online Teacher Education Salomi Papadima-Sophocleous, Skevi Vassiliou & Alan Dimitriou
12.40-13.00	Teachers' Assessment Literacy: The Case of Formative Assessment George Michaeloudes	Teachers' Understanding Of High-Stake Assessment Concepts: The Road To 'Certi-Mania' Christina Giannikas & Dina Tsagari	
13.00 -13:30	Lunch Break		
WORKSHOPS			
	Room 223, Faculty of Economics & Management (FEB 01) Building	Room 128, Faculty of Economics & Management (FEB 01) Building	Room 131, Faculty of Economics & Management (FEB 01) Building
13:30 -14:15	The ABCs of Assessment Tony Green	Assessing Reading Ildikó Csépes & Adrienn Fekete	Assessing Writing Liz Hamp-Lyons
14:15 – 15:00	Assessing Listening and Speaking Marianna Kyprianou & Eleni Nikiforou	Providing Feedback Karin Vogt & Veronika Froehlich	Test Impact Nicos Sifakis & Stefania Kordia
15.05 – 15:45	Plenary: 'Finding Out What Learners Know - And ...? On Language Assessment Literacy of Teachers' Gudrun Erickson, Department of Education and Special Education, University of Gothenburg Room B108, University House - Anastasios G. Leventis		
CLOSING REMARKS, Iasonas Lamprinou & Dina Tsagari (distribution of the TALE Handbook) - Room: B108, University House - Anastasios G. Leventis			

* Coffee and Lunch Breaks will take place at the foyer of the Faculty of Economics & Management (FEB 01) Building.

Location

The Language Assessment Literacy Conference will take place on Saturday 12 May 2018 at the University of Cyprus. Registration, coffee and lunch breaks as well as all conference sessions will be conducted in the Faculty of Economics & Management (FEB 01) Building. Please see address and map below.

Note: Presentations and workshops will also be conducted in rooms 128, 131, B223 and B224, at the Faculty of Economics & Management (FEB 01) Building and the plenary presentations will be conducted in B108 at the University House - Anastasios G. Leventis. Please see program.

Address

University of Cyprus
1 Panepistimiou Avenue
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Tel.: (+357) 22894000
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Map

http://www.ucy.ac.cy/documents/Maps/CampusAccess2_4.7.16.pdf
http://www.ucy.ac.cy/documents/Maps/CampusAccess1_4.7.16.pdf
http://www.ucy.ac.cy/documents/Maps/UCY_blds_En_7.7.16_sm.pdf

Public Transportation

a) Nicosia Bus → 150

University Of Cyprus - Platy - Solomos Square

See details at: http://www.cyprusbybus.com/University_of_Cyprus_1_02425.aspx

b) Nicosia Bus → 214

Makario Bus Station - University Of Nicosia - University Of Cyprus

See details at: <http://www.cyprusbybus.com/routedetails.aspx?id=88>

c) Nicosia Bus → 259

Geri - Solomos Square - University Of Nicosia - Makario Bus Station

See details at: <http://www.cyprusbybus.com/routedetails.aspx?id=90>

d) Nicosia Bus → 210

General Hospital - Nicosia / Geri Road - Athalassis Avenue - University Of Cyprus / Aglantzia

See details at: <http://www.cyprusbybus.com/routedetails.aspx?id=250>

Taxi TCH Corporate Services Tel. 97779824

WiFi

Internet access is available throughout the University Campus. Please use the login details: UCYWIFI network Username : (to be confirmed) Password : (to be confirmed)

Coffee and Lunch Breaks

Coffee and Lunch breaks will be offered on campus, at the Foyer of the Faculty of economics & management (FEB 01) Building.

Conference Dinner

Registration for the dinner will be possible on the day of the conference at the registration desk.

Venue: Zataar Food Arts Lebanese Syrian Cuisine <https://www.zaatarfoodarts.com/>

Address: Aischylou 61, 1011, Nicosia, Cyprus, Cyprus.

Time: 20:00

Afternoon tour in Nicosia after the conference:

Time: 16:30-19:30

Fee: Free of charge

Stops:

1. Local market- 'layki yitonia'
2. Byzantine Church-Tripiotis
3. Our Lady of Revelation - Phaneromeni area
4. Mosque Arablar- Misirikou
5. Green line
6. Traditional architecture - EU funds
7. Old Market
8. New Town Hall
9. Medieval ruins
10. Nicosia Arts Centre-Old Power Station
11. Pancyprian Gymnasium
12. Archbishop's Palace - St. John Cathedral
13. Taktekale rehabilitated area - Nicosia Master Plan
14. Chrysaliniotissa rehabilitated area--Nicosia Master Plan
15. Break at inga's coffee shop (if open)
16. Acqueduct

17. Famagusta Gate
18. Venetian walls
19. Freedom statues
20. Mosque Bairaktar
21. Freedom square

Places of Interest

Museums

- 1) A.G. Leventis Gallery

See link: <http://www.leventisgallery.org/home>

- 2) Cyprus Museum

See link: <http://www.mcw.gov.cy/mcw/DA/DA.nsf/All/67084F17382CF201C2257199001FE4AD?OpenDocument>

- 3) Leventis Museum

See link: <http://leventismuseum.org.cy/home>

- 4) Leventis Municipal Museum of Nicosia

See link: www.nicosia.org.cy/en-GB/discover/museums/leventis-municipal-museum

Points of Interest & Landmarks

- 1) The Medieval Walls of Nicosia
- 2) Pafos Gate
- 3) Famagusta Gate
- 4) Hamam Omeriye
- 5) Liberty Monument
- 6) The Archontiko of Axiothea
- 7) Laiki Geitonia

For information on places of interest and landmarks visit: <http://www.nicosia.org.cy/en-GB/discover/sights/>

PLENARY PRESENTATIONS:

Putting LAL to Work: The Pedagogy of Language Assessment

Prof. Glenn Fulcher
University of Leicester, UK

The recent interest in Language Assessment Literacy (LAL) has focused on the use of survey instruments to give empirical basis to theoretical definitions of LAL, and to discover the LAL needs of stakeholders. Users and creators of language assessments – teachers – have justifiably received the most attention. But definitions and needs analysis are of little use without the materials and techniques to give teachers the tools they need to use classroom assessments in the service of learning, and to understand the demands of tests with external mandates. It is therefore timely that projects such as TALE take the field forward into pedagogy. I argue that developing LAL requires a “deliberate pedagogy”, which I will illustrate using resources and tasks from my own LAL research and implementation.

*Dr Glenn Fulcher is Professor of Applied Linguistics and Language Assessment at the University of Leicester, United Kingdom. He has published widely, and his books include *Testing Second Language Speaking* (2003), *Language Testing and Assessment* (Routledge, 2007), *Practical Language Testing* (Hodder, 2010), the *Routledge Handbook of Language Testing* (Routledge, 2012), and *Language Testing Re-examined* (Routledge, 2015). In 2014 he was awarded a National Teaching Fellowship of the Higher Education Academy for his contribution to language assessment literacy, through the development of language teaching curricula and for his website, <http://language-testing.info>, which is used worldwide in language testing programmes.*

Finding Out What Learners Know – And...? On Language Assessment Literacy of Teachers

Prof. Gudrun Erickson
University of Gothenburg, Sweden

My presentation focuses on assessment as an obvious aspect of language education, inseparable from learning and teaching. Together, the three concepts form a pedagogical trinity, fundamental in language teachers' professional competence. I will concretize and exemplify different aspects of assessment, thereby offering an outline of what, in different versions, is referred to as Assessment Literacy. First, this means reflection on the definition of assessment, how it relates, for example, to feedback and testing. Secondly, it involves aspects of purpose(s), that is the reason(s) why assessment is taking place, the answer to which will affect the methods used. Furthermore, the knowledge object of the assessment, the 'what?', has to be defined, as will the procedures and tasks developed and used, including ways to interpret, present and discuss results. Also, the question of agency needs attention, that is who does what, not least in what ways students are – or are not – actively involved in the assessment process. Finally, the question And ...? is crucial, namely how observations and results are used and what consequences, intentional or unintentional, there are for students as well as for teachers and language education at large. In my presentation, I will obviously also refer to the TALE project.

***Dr Gudrun Erickson** is Professor of Education in Language and Assessment at the Department of Education and Special Education, University of Gothenburg, Sweden. She is originally a teacher of languages, with long experience of teaching in schools and teacher pre- and in-service education. Active in the development and running of national research schools for language teachers. For many years, commissioned by the National Agency for Education as project leader for the Swedish national assessment programme for languages, comprising materials for formative as well as summative use. Currently scientific leader for the project. Gudrun has been, and is, engaged in a number of European language projects, in particular focusing on assessment. She was engaged in EALTA from the start and its President between 2013 and 2016. Her main research interest is collaborative approaches to the development and use of language assessment procedures and materials, in particular regarding contributions by test-takers and teachers.*

National Literacy Assessment: The Identification of Students 'At Risk' in Cyprus

Yiasemina Karagiorgi Affiliation

Cyprus Pedagogical Institute, Ministry of Education and Culture

Various national testing processes - often involving standardised tests - are implemented widely to monitor the quality of educational systems. In this regard, beyond their daily engagement with assessment procedures in their classrooms, language teachers in particular need to familiarize themselves with such external testing procedures. Language teachers around the world, therefore, need to develop 'assessment literacy', i.e. 'the ability to design, develop and critically evaluate tests and other assessment procedures, as well as the ability to monitor, evaluate, grade and score assessments on the basis of theoretical knowledge' (Vogt & Tsagari, 2014, p. 377). This presentation focuses on the Programme for Functional Literacy (PfL), a longitudinal national assessment programme in Cyprus that resembles a primarily formative testing process, oriented towards 'assessment for learning'. The PfL aims to identify students 'at risk' at two stages of compulsory education - Years 3 and 6 - across all public primary schools of the country, so as to effectively support these children within the educational system. To shed light into how formative national research projects can inform educational policy and practice on student populations 'at risk', the presentation will discuss key characteristics of this programme. Although a discourse engagement in the construct of 'literacy' and further theorization of this term remain beyond the scope of the presentation, underlying contextual and conceptual considerations will be briefly discussed. The methodological approaches will highlight the contribution of Rasch scaling and the Saltus model towards the identification of students 'at risk'. Finally, the presentation will argue about the potential of a formative national research programme, such as the PfL, to impact educational policy and practice with regard to the management of school populations 'at risk', also drawing on the challenges involved in such an endeavour. To sum up, the PfL has started the conceptualisation of the literacy phenomenon and has set a debate for discussion of effective approaches in the particular context. Implications will be drawn about the need for such formative assessment mechanisms across language learning, to further establish that all students acquire basic knowledge and skills.

Dr Yiasemina Karagiorgi is the Head of Educational Research and Evaluation (CERE) of the Cyprus Ministry of Education and Culture since September 2011. Yiasemina is a graduate of the Cyprus Pedagogical Academy, Boston University, the University of Texas at Austin and the University of London. She also works as a tutor for the University of London for the postgraduate programme in Applied Educational Leadership and Management. As the Head of the CERE, she is currently supervising the implementation of local national research programmes and evaluation studies of the Ministry of Education and Culture. She is also the national project manager for Cyprus for international surveys, such as TALIS (2013, 2018), PISA (2015, 2018), TIMSS (2015, 2019) and PIRLS (2021).

High-stakes L2 Assessment in Cyprus

Terpsa Constantinidou
Cyprus Testing Service

High-stakes, second language assessment has been having a very prominent role in the educational system of Cyprus for decades. Since the early years of the University Entrance examinations, English and French were among the main subjects on which hundreds of students chose to be examined in order to gain entrance to University Education. However, while our educational system became more and more multicultural due to significant immigration flows, the number of languages assessed for high stakes purposes increased dramatically. In 2017, the candidates had the option to be examined on the following languages: English (at various levels), French, German, Italian, Spanish, Turkish and Russian. English, however, seems to be the most popular foreign language in our educational system (chosen by more than 20% of the candidates) and the other languages do not seem to be catching up (e.g. Russian is the second most popular language and is chosen by around 1% of the candidates).

To ensure that the educational system is staffed with competent teachers, the Ministry of Education and Culture (MoEC) has recently introduced examinations for the selection of teachers both for primary and for secondary schools. The MoEC acknowledges that the assessment literacy of language teachers is very important for teaching and learning; thus, assessment literacy was a main component of the relevant examinations in 2018.

In my presentation, I will present historical data about the number of students taught English in our secondary education in the last 10 years and I will discuss the efforts of the Ministry of Education to evaluate the assessment literacy of prospective language teachers through the 2018 teacher recruitment examinations.

***Dr Terpsa Constantinidou** had obtained a Ph.D. in Cognitive Psychology, The National and Kapodistrian University of Athens, Athens, Greece, and is currently the Head of the Examination Service of the Cyprus Ministry of Education and Culture (M.O.E.C.), Nicosia, Cyprus. Terpsa has the oversight of the organization and implementation of the Pancyprian Exams (University Entrance exams) and of the examinations for the employment of teachers in the Cyprus Public Pre-Primary, Primary and Secondary Education System.*

PAPER PRESENTATIONS:

Developing Trainee Teachers' Feedback Giving Skills

Alexey A. Korenev

Lomonosov Moscow State University, Russia

This presentation will focus on the methods of development of language teachers' feedback giving skills as parts of their pedagogical and professional communicative competences. The presenter will first share the results of an analysis of publications on feedback in the Russian research journals and reflect on the dual understanding of feedback in the Russian educational system. An extended typology of feedback given both in and outside the language classroom will be presented. Finally, the presentation will focus on how the insights from assessment theory can be incorporated into teacher education and what aspects of assessment literacy must be practised within language courses for trainee language teachers.

The empirical evidence for this research was obtained from 20 video-recorded and transcribed English language lessons on various levels of education from primary to higher. The research focused on the interactional patterns of teacher-student interaction and on the linguistic aspects of their communication. It has been found that giving feedback is one of the aspects of teaching that is highly influenced by the corporate, educational and wider cultural context of the teacher and the students, which affects the amount, timing and wording of feedback. To collect information on how teachers give feedback outside the classroom, a survey of more than 1200 language teachers in Russia, China, Indonesia the UK and the US was carried out. Giving written corrective feedback was one of the most popular outside-classroom functions selected by the respondents of the survey.

The preliminary findings of this ongoing research have already been implemented into teacher education at Moscow State University. Written corrective feedback is taught to BA students in Linguistics and Language Education as a separate module, while classroom feedback giving skills are developed within the Classroom Language module of the 'English for Specific Purposes of Language Teaching' course.

Alexey Korenev, Ph.D. (Cand. of Pedagogical Sciences), senior lecturer at the Faculty of Foreign Languages and Area Studies, Moscow State University. His main area of research is how teachers use language for professional purposes inside and outside the classroom and how the efficiency and accuracy of their

language use can be improved. The results of this research have been incorporated into language teacher education at Moscow State University and teacher-training workshops for language teachers in Russia and abroad.

Making Effective Use Of The *English Grammar Profile* As A Tool For Determining The CEFR level Of An L2 English Computer-Adaptive Test

Jack Burson, Androula Athanasiou & Maro Neophytou
Cyprus University of Technology, Cyprus

This presentation describes the *English Grammar Profile* (EGP), a recently released database of grammatical constructions based upon the written production of some 333,000 Cambridge English to Speakers of Other Languages (ESOL) test takers, and explains how it is being used to verify the *Common European Framework of Reference* (CEFR) proficiency levels within the E-CAT, an L2 English computer-adaptive test.

Reversing the normal process of using standardized tests to determine the proficiency level of language learners, the EGP uses the demonstrated proficiency level of ESOL test-takers to determine the corresponding CEFR level of the vocabulary and grammatical constructions within its tests. While providing a potentially valuable analytical tool to evaluate the CEFR level of the text, audio and video prompts contained in the 193 questions within the E-CAT, the resulting 1222 CEFR-tagged grammatical descriptors of the EGP make for a laborious and time-consuming task. A much more manageable list of 25 criterial grammatical features for CEFR levels A2-C2 is provided for the EGP, but these descriptors raise a serious question of justification and even more so of application. In order to make effective use of the EGP descriptors to verify the CEFR level of the E-CAT test items, it was necessary to find an objective basis upon which to identify criterial grammatical features. This was accomplished through the grouping of grammatical constituents into more inclusive structures and then statistically analyzing these structures to determine the relative proportion of critically defining features within them. To date, this has been completed for three of the four CEFR levels (A2-B2) of the E-CAT. The details of the procedures followed and results obtained are the focus of this presentation.

Jack Burston holds the position of Honorary Research Fellow in the Language Centre of the Cyprus University of Technology. His current research is focused on Mobile-Assisted Language Learning (MALL) and advanced-level foreign language instruction and testing. Jack is a current member of the Editorial Board of the *ReCALL Journal* and *Language Learning & Technology Journal*. He also served for many years on the Editorial Board of the *CALICO Journal* and was the Software Review Editor of the *CALICO Journal* for 13 years and is a former member and chair of the CALICO Executive Board.

Androulla Athanasiou is an English Language Instructor at the Language Centre of the Cyprus University of Technology. She holds a PhD in English Language Teaching from Warwick University (2005). During her 13 years' teaching experience, she has engaged in course development and material design, both at an undergraduate and a postgraduate level. Apart from the English for Specific Academic Purposes courses, she also teaches on the MA in CALL. Her research interest lies in material design, use of technology in language teaching/learning, learner autonomy, collaborative learning, and the CEFR.

Maro Neophytou is a former Assistant Professor of English at the Language Centre of the Cyprus University of Technology. She holds a Degree in English Literature (University of Athens 1975), a Diploma in Teaching English as a Foreign Language (Institute of Education – London University 1981) and an M.A. in Applied Linguistics (University of Essex 1982). She has many years of experience in the teaching of English in Higher Education in Cyprus. She specialised in the teaching of English for Specific Academic Purposes and her research interests concentrate primarily on this area as well as the area of testing.

Teachers' Understanding Of High-Stake Assessment Concepts: The Road To 'Certi-mania'

Christina Giannikas & Dina Tsagari

Cyprus University of Technology & Oslo Metropolitan University

Language certification has enjoyed a lot of attention among practitioners, researchers and policy makers in Cyprus and beyond. Inspired by this state of affairs, the present study has involved English language teachers who participated in an online survey. The practitioners were encouraged to reflect on the nature of high-stake language examinations and the effect language certification has on the nature of learning and teaching. The participants also reflected on the situation within the Cypriot context, and gave their own views on the issues of examination policies and the need the certification in the Cypriot job market has on their profession.

The data of the study have shown that language teachers prefer an approach which needs to be tailored to align international proficiency standards to curricular goals, objectives, and outcomes for effective and highly reliable assessment practices throughout a course or study program within the public sector. Findings have also shown that policy makers are encouraged to include high-stake language exam preparation in the Cypriot state school curriculum. The present talk will also elaborate on the data that concern the definition of high-stake assessment, the claims commonly made for its effectiveness and the impact on the larger educational system as well as teacher-support structures that can help increase teachers' language assessment literacy.

Christina Nicole Giannikas holds a Ph.D in Applied Linguistics, specifically in the field of early language learning and teaching practices. She has taught English to students of all age groups and has taught course in Applied Linguistics to University students at London Metropolitan University, Cyprus university of Technology and the University of Cyprus. Christina is also a teacher trainer for the pre-service program the Department of Education of UCY offers. Her research interests focus on early language learning, policies in language education, assessing young learners, Computer Assisted Language Learning (CALL), and professional development in ELT.

Dina Tsagari is a Professor in English Language Pedagogy, Department of Primary and Secondary Education, OsloMet (formerly known as HiOA), Norway. Her research interests include language testing and assessment, teaching/learning, teacher training, materials design and evaluation, differentiated instruction, distance education and learning difficulties. She is the editor and author of several volumes, journal papers, and book chapters and the coordinator of the Classroom-based Language Assessment SIG – EALTA. She is currently coordinating and participating in research projects on second language assessment literacy (www.taleproject.eu), identifying linguistic parameters accounting for progress in proficiency in high-stakes tests and authentic language acquisition in multilingual contexts.

Assessment Literacy Of Russian As A Foreign Language (RFL) Teachers: An Analysis Of Where We Are Now And Where We Want To Get

Anastasia Drackert & Wolfgang Stadler
Ruhr University, Bochum & Innsbruck University, Austria

The focus on competence-orientation in the Russian language classroom still confronts teachers with new challenges not only when teaching, but also in their evaluation of students' performances. We report on the results of a needs analysis, the aim of which was to survey the assessment practices of in-service teachers of Russian as a foreign language in Austria, Germany, Switzerland and South Tyrol as well as to discover their needs in terms of assessing student performances in Russian. The analyses of 198 questionnaires show that the needs of Russian teachers differ from those uncovered in previous research papers in other languages (cf. Vogt 2010, 2011) and are found in other areas of classroom assessment practice. Vogt's study is one of the few analyses on the assessment literacy of foreign language teachers in Germany. She defines language assessment literacy (LAL) as a construct including the following components: "sound **knowledge** of assessment mechanisms and processes"; "guidance by professional **principles** to make meaningful judgements" as well as the "**ability** to critically evaluate tests and to select and create appropriate forms of performance measurement and assessment". The results obtained through our questionnaire underline the findings in research literature that LAL has so far been of little or no importance in teacher training (cf. Popham

2009, Vogt 2010) and that classroom-based assessment is seldom used to get information about students' learning processes" (Leighton et al. 2010). We conclude by presenting a list of recommendations, starting from the mandatory anchoring of testing in pre-service and in-service teacher education to getting to know the legal regulations of classroom-based evaluation.

Dr. Anastasia Drackert (PhD Georgetown University, USA) is a Professor of Teaching-Russian-as-a-Foreign-Language at Ruhr-University in Bochum (Germany). Her research interests cover classroom-based assessment, TBLT and computer-assisted language learning. She is the coordinator of the Language Testing Researchers and Practitioners Group SPRACHE.TESTEN at Ruhr-University Bochum.

Prof. Dr. Wolfgang Stadler is Dean of the Faculty of Teacher Education and a Professor of Subject-specific Education and Russian linguistics at the Department of Slavonic Studies at Innsbruck University (Austria). His research interests include language testing, pragmatics and sociolinguistics of the Russian language. He was visiting professor at Humboldt-University (Berlin, Germany) and at the University of Alberta (Edmonton, Canada).

Teachers' Assessment Literacy: The Case Of Formative Assessment

George Michaeloudes
University of Cyprus, Cyprus

This presentation demonstrates the central role of assessment literacy in EFL teaching and learning. More specifically, it addresses teachers' background knowledge of formative assessment (FA) in the EFL primary school context in Cyprus. FA is an effective process of assessing learning, modifying teaching according to learners' achievement, and promoting learning in classrooms with the aim of improving learners' competence (Black and Wiliam 1998). It has a positive impact on teachers' confidence (Hayward and Spencer 2010) and on learners' motivation, self-esteem, and feelings of control and awareness of their own learning (Brookhart, Moss, and Long 2010; Weurlander et al. 2012). However, it has been noted that the various FA-related definitions and the lack of an umbrella term for FA as well as the variety of FA implementation strategies have resulted in a weak understanding of FA on the part of the teachers. The FA concept reflects a vague, conflicting and multi-faceted process which teachers find difficult to incorporate in their practices (Ayala et al., 2008; Boyle & Charles, 2010). This complex nature of FA has a negative impact on their perceptions of and attitudes towards FA (Boyle & Charles, 2010; Hargreaves, 2007). Research in Cyprus regarding these issues is very limited, especially in the EFL primary education context (Pavlou & Ioannou-Georgiou, 2005; Tsigari, 2014; Tsigari & Pavlou, 2008). Inappropriate use of FA because of lack of teachers' knowledge or the misunderstanding of the concept of FA may lead

to loss of learning opportunities and low-quality teaching, i.e. less effective. Being part of a larger study examining the use of FA in EFL primary schools in Cyprus, this presentation focuses on the examination of teachers' assessment literacy with a focus on FA. Findings from the Classroom Assessment Questionnaire will be presented and discussed to show the importance of teachers' background knowledge and cognition in EFL teaching and learning in the particular context.

***George Michaeloudes** is a primary school teacher with specialisation in teaching English (MSc TESOL, University of Bristol). Currently, he is a PhD candidate in Linguistics at the Department of English studies, University of Cyprus. He has worked as a research and teaching assistant at the University of Cyprus. He has presented his work in various local and international conferences and published a number of articles in the field of Classroom Based Language Assessment. His research interests include, amongst others, formative assessment, classroom interaction and CLIL.*

The Importance Of Washback Effect In Teachers' Assessment Literacy

Irini Papakammenou
University of Cyprus

Exams and especially high-stakes exams, exert a powerful influence on both the teaching and learning process. Teachers are at the grass root of experiencing test washback at the classroom level. The term 'washback effect' is used to identify the influence of exams on the teaching process, teachers and learners. Washback research has a lot to offer to teachers who prepare students for high-stake exams since they are the most important influential agents in the process.

This presentation aims to highlight the importance of washback effect in exam preparation classes and define its scope and nature to teachers. Also, it will identify areas in which washback has been noted by studies in what and how teachers teach. It will help teachers understand how important is to know about washback effect and how it can provide them a clearer idea of their role among students and parents and the decisions they can make concerning preparation classes. It will focus on the influence of exams on teaching practices (activities, tasks and teaching strategies). In addition, it will present various factors that contribute on how teachers teach exam preparation classes. It will show the way and the degree of the influence of these factors on the teaching process in order to help them how best to facilitate learning. Suggestions on how to decrease or even eliminate negative washback as well as ways to employ communicative methodologies will be provided. At last, it will present a research study in a multi-exam context which has generated significant results on how the influence of exams on teachers and

students depends on the type of examination as well. This presentation will offer language teachers, administrators, teacher trainers, test constructors and material writers and publishers, insights directly relevant to their needs.

Irini Papakammenou holds a BA in English Literature with English Language, an MSc in TESOL and a PhD in Linguistics with a focus on testing and assessment. She has also published scientific papers. She has been involved in EFL teaching and learning for the past 18 years. During her 18-year career she has contributed to the field in a number of different capacities such as English language teacher, exam preparation teacher (all exams including IELTS and TOEFL), teacher trainer, oral examiner, speaker and researcher. She is the owner of a private institute of foreign languages and leads distance learning EFL examination programs.

Teacher Assessment Literacy – Bridging The Institutional Gap. The Case Of Two Different Stakeholders In Norway

Lynell Chvala

Oslo Metropolitan University, Norway

Contextual, social and institutional factors are fundamental considerations in developing the language assessment literacy of different stakeholders. As Inbar-Lourie (2008, 2013) emphasizes, a range of social actors form assessment cultures within different contexts. Additionally, Scarino (2013) argues that teachers' preconceptions are an indispensable factor in developing teachers' assessment literacy and in interpreting the construct of assessment. These constructs, she argues, relate not just to a core knowledge base but also to teacher beliefs. In interpreting the construct of language assessment, teachers must integrate theoretical, practical and personal dimensions, as well as the institutional dimension and the interaction of different institutional actors.

This paper explores the interpretation of English assessment constructs of two different educational stakeholders in Norway – teachers and the national educational authorities. Drawing on in-depth, semi-structured teacher interviews and document analysis of national assessment descriptors and curriculum, findings reveal differences in how the language assessment construct is defined. While national guidelines target English language competence, teacher interpretations incorporate aspects of social justice, democratic awareness and personal engagement beyond the scope of the subject curriculum but addressed in the overall core curriculum. Findings suggest two different institutional assessment discourses; the first targeting communicative language competence (Pizorn and Moe, 2012), and the second English language

competence in tandem with the development of the democratic citizen. Findings suggest that teachers may view their mandate - and thus the target of English language teaching and assessment - differently from that of national education authorities.

Lynell Chvala is currently a Phd Fellow in Educational Sciences at Oslo Metropolitan University in Norway. Her research focuses on the investigation of teachers' pedagogical vision for English in lower secondary school, including teacher understanding of central aims, assessment constructs and English as a lingua franca. Her research encompasses the fields of teacher cognition, assessment, and language planning and policy. She holds an MA in applied linguistics (TESOL) and has been a teacher educator since 2006. She has worked as an English language educator in the US, Sweden, China and Norway.

MPSA – A Self-Assessment Tool To Promote Learner Motivation And Engagement

Maria Davou

Glossomatheia Language Learning & Research Center, Greece

This presentation is about a piloting stage of a classroom assessment tool, its design, purposes and preliminary results of use. Our school is in a heavily exam-centered setting but we identify ourselves (against all marketing odds) as a language learning school and not an exam prep center. This has surprisingly been welcomed with commercial success and educational prestige. To reinforce this image of an educational institution focusing on educational and pedagogical values instead of endless exam prep classes, we use a series of formative assessment tools (portfolio, journal, PBL rubrics), reduced summative feedback and also devised a self-assessment tool that was piloted throughout this academic year. The tool is called My Photo Self-Assessment grid (MPSA) and has been used with learners from 6 to 55 years old and all levels, several times throughout the year. It tracks language development as perceived by the learner and our hypothesis is that it motivates learners towards successful language learning. Drawn from motivation theories and the role of self-assessment in promoting it, the presentation will focus on the use of the tool, student and teacher perception and evaluation of it and how future refinement and research of it can help with lexical development and fluency as well as implications for teacher role and promotion of more student-centered models. Its limitations and need for improvements will also be discussed.

Maria Davou is a teacher, teacher trainer and researcher. She has MA in TESOL, St Michael's College, Vermont, and studied for a PhD in Applied Linguistics at Lancaster University, UK. She is now completing her Doctorate degree in Athens. She held an ESRC research award. She has more

than twenty-five years' experience in teaching, teacher training and syllabus design in Greece, the UK and the US. She is a language school owner in Athens, promoting alternative and experiential models of teaching. She is an international trainer and academic consultant for Oxford University Press and Pearson Publishing, and Argyri-Laimou primary school.

NATO STANAG 6001 Examination – From The Scratch Up To Now

Šikolová Mária & Koláčková Ludmila
University of Defence, Brno, Czech Republic

The standardized examination in accordance with NATO STANAG 6001 was created in the Czech Republic as one of the pre-requisites for joining the NATO. What is very interesting and what offers a solid base for “lesson learnt” is the hindsight of the process from the very beginning up to now. The brief history of the examination illustrates the conditions in which a high-stakes examination system was established, the pitfalls which the testers had to cope with, as well as the importance of training the staff. Since the mid-nineties, the examination has gone through a thorny road. Even though it has still some weak points nowadays, it has profoundly changed to better and its further continuous development is at least designed and planned. From original approach that could be labelled as a “one man /woman show” without any previous tester training towards the current team consisting of 12 professional and well-trained testers – it took more than two decades, but nowadays most processes of the testing cycle are being performed as recommended, which gives at least some basic evidence about the test validity and reliability. The different stages from the mid-nineties up to now will be compared in terms of the test format, tested levels, requirements for testers, testing department and/ or institution and the responsibility for tests development and testing, ways of test familiarization, and washback.

***Ludmila Kolackova** works at the Language Centre, University of Defence (Brno, Czech Republic) where she has been a member since 2004. Now she is the head of 2nd Department of English Language. Prior to her current assignment, she worked there as a lecturer of English and Czech for Foreigners. She completed her Ph.D. at Jan Evangelista Purkyně University in 2014 and her undergraduate studies at Masaryk University in 1989. Her research interests lie in the area of languages, ranging from theory to design to implementation. She has served on the Association of Teachers of Czech as a Foreign Language (AUCCJ) Executive Committee and she was the president of professional organisation Czech and Slovak Association of Language Centres (CASALC). She*

currently serves as the Editor-in-Chief of the professional journal CASALC Review. She works as a member of editorial board of PUPIL: International Journal of Teaching, Education and Learning.

Impact of high-stakes tests in the Czech military

Šikolová Mária

University of Defence, Brno, Czech Republic

In the military context, NATO member states follow the recommendations of BILC (Bureau for International Co-ordination) in terms of the definition of language levels in all language skills, including its reflection in the testing system. The Czech Republic is no exception; moreover, a newly introduced regulation stipulates that virtually all military personnel are expected to attain a designated language level by the year 2019. The framing of these standards as more-or-less a precondition for employees to retain their current positions has led stakeholders to begin questioning the entire language training and testing system. For this reason, the management of the Language Centre of the University of Defence have initiated a broad range of activities designed to help avoid potential negative repercussions of the regulation. All of these activities either overlap with or complement one another, creating a mosaic which should result in a better understanding of teaching goals and assessment, and consequently a higher success rate on the standardized NATO STANAG 6001 examination. More precisely, the authors have attempted to initiate positive washback of the examination through curriculum innovation. In addition, they have designed regular meetings with the students to raise their exam awareness, as well as teacher training seminars, including calibration sessions and test familiarization seminars. To garner systematic feedback, the authors have designed and begun distributing questionnaires concerning teaching and testing, the results of which will be presented and interpreted.

Maria Sikolova has been working at the Language Centre of the University of Defence in Brno, the Czech Republic, since 2000 at different managing positions covering both language teaching and testing. Currently she works as the Head of Testing and Methodology Department. Her job description includes managing work in the area of test development, administration and analysis. She was awarded her Ph.D. degree at Charles University in Prague in 2007. The thesis dealt with the assessment of language skills at secondary schools in the Czech Republic. She has attended a range of different courses focusing on both language proficiency and teaching and testing skills. She has conducted various language testing seminars and workshops for university language teachers. She was the CASALC president (Czech and Slovak Association of Language Centres) from 2005 to 2006. Since 2007 she has been a member of the editorial

board of Advances in Military Technology. Membership in other editorial boards includes CASALC Review (since 2011) and PUPIL: International Journal of Teaching, Education and Learning (since 2017). She is the vice-president of UNICert LUCE (system of certification of language programmes at universities).

Designing An Assessment Environment For Gifted Students: Focus On Teacher Education

Marina Perevertkina

Herzen State Pedagogical University of Russia, Russia

The expectations of teachers and their professional activities are currently changing, and new professional standards are being implemented. An analysis of these standards reveals wide variations in their functions and application, but all of them define teacher competences in terms that are both country-specific and universal. One of these universal metrics is professional competence in the educational assessment of students defined as the knowledge and skills necessary for obtaining information that is used to make educational decisions about students, to give feedback, to judge instructional effectiveness and curricular adequacy, and to inform policy. Given the gap between current methodologies and the standard requirements, development of competence in this area has become a challenge in teacher training.

Another recent increasing concern is the education, guidance, and assessment of gifted students who possess a greater knowledge base in foreign languages and are capable of understanding and retrieving information faster, responding to tasks more efficiently, and selecting problem-solving strategies. The paucity of curricula and courses aimed at developing professional competence in the educational assessment of gifted students has motivated this research, which is intended to serve two main purposes, namely to clarify the concept of assessment environment for gifted students and to illustrate the content of a course designed at Herzen State Pedagogical University of Russia specifically to train future teachers of English to choose valid assessment procedures and techniques, develop assessment methods appropriate for gifted students, score and interpret the assessment results and use them when planning teaching. Our results indicate that the quality of teacher training will be enhanced by this course, our methods will enable future teachers of English to meet the standard requirements, and gifted students in the gifted cluster classes with trained teachers will experience greater academic growth.

***Marina Perevertkina** is an Associate Professor at Herzen State Pedagogical University of Russia. She has been involved in teacher training and English language teaching as well as providing academic consultancy. She is a jury member and a member of test development committee of National Foreign Language Olympiads. She holds a PhD in Language Pedagogy. Marina is the co-author of "Foreign Language Teaching Methodology" and several books on*

teaching gifted students. She has authored 35 articles on teacher training and English language teaching, and has been speaking regularly at international conferences in Russia, the USA, Norway, Denmark, France, and Germany.

Investigation Of Teachers' Literacy In Assessment Of Writing: University Context In Ukraine

Olga Kvasova, Tamara Kavytska, Viktoriya Osidak & Viktoriya Drobotun
Taras Shevchenko National University of Kyiv, Ukraine

The paper presents the findings of a survey of classroom-based assessment of writing in higher education institutions in Ukraine. The participants in the survey (104) were teachers of General English and ESP in universities across the country. Given the diverse sample of respondents, the study reflects both general and specific practices of assessing writing as well as training needs the teachers have. The survey consisting of 13 questions focused on particularities of test development and administration including authorship of test tasks and rating scales. The latter are viewed as essential for ensuring fair scoring. It appeared that most FL teachers (79%) resort to rating scales, with 42% of respondents developing scales of their own. 40% and 26% of teachers admitted using scales offered by authors of course books and language examination systems respectively. 25% of respondents preferred scales developed by themselves in teams, whereas 17% use scales developed by colleagues.

The survey allowed making an average profile of a Ukrainian university teacher as an assessor who focuses on both contents and accuracy and gives two grades for these aspects (40%) or/ and writes a short commentary (38%); the teacher is rather harsh at penalizing wrong choice of words (47%), grammatical inaccuracy (41%) and this teacher considers him/herself a fair rater (55%). The findings also reflect the respondents' priorities in assessing aspects of writing: the majority of raters prevalingly evaluate content closely followed by grammatical accuracy and/or range of vocabulary; lower percentages of respondents state they evaluate coherence and cohesion, compliance with textual genre, register and layout. According to this survey, the teachers' training in assessment is limited to three options: self-study (73%), learning from own and/or colleagues' experience (54%) and workshops (47%). The most popular format of organizing future training is workshop, whereas webinars appeared the least attractive for Ukrainian FL teachers (18%).

Dr. Olga Kvasova, Associate Professor at Taras Shevchenko National University of Kyiv, Ukraine. She lectures in TEFL and LTA, teaches English for Academic Purposes, supervises MA dissertations and PhD theses in TEFL. She conducts workshops on LTA at academic conventions for university teachers of English, does research into assessment literacy of in- and pre-service teachers. She is the author of course books on LTA and EAP and papers in national and

international journals. She frequently participates in national and international conferences and in EALTA-held Pre-conference workshop. She is the founding President of Ukrainian Association for Language Testing and Assessment.

***Dr. Tamara Kavytska**, Assistant Professor, Taras Shevchenko National University of Kyiv, Ukraine. Her research interests lie in the areas of TEFL, Translation studies and LTA. She teaches English Grammar, Academic English and Translation. She supervises MA dissertations in TEFL and administers teaching work placement of TEFL students. A member of Ukrainian Association for Language Testing and Assessment and National Association of Translation Teachers, she frequently presents her research results in national and international conferences. She has authored and coauthored a range of articles in national and international journals.*

***Dr. Viktoriya Osidak** is employed as Associate Professor at Taras Shevchenko National University of Kyiv, Ukraine. She lectures in Methods of FLT, teaches English to Bachelor students. She supervises MA dissertations in TEFL. She is the author of scholarly articles in the national and international journals. She frequently participates in national and international conferences presenting the findings of her research. She is a member of Ukrainian Association for Language Testing and Assessment.*

***Victoria Drobotun**, Assistant professor at Taras Shevchenko National University of Kyiv. She teaches courses of Conversational English and Communication strategies to undergraduate students. Her research interests lie in the areas of cognitive linguistics, TEFL and LTA. She is a frequent participant at national and international conferences, author of a number of scholarly articles. She is a member of Ukrainian Association for Language Testing and Assessment.*

A Study of Development of Student Teachers' Classroom Assessment Literacy in Ukrainian Universities

Olga Ukrayinska
Kyiv National Linguistic University, Ukraine

Classroom assessment literacy has become an essential constituent of professional competency of foreign language teachers in Ukraine and elsewhere. Many scholars have researched its structure, challenges faced while mastering it, principles of its development, nevertheless existing studies do not fully reflect all the needs related to this area and, moreover, they remain merely theoretical. Thus, there is a need in training pre- and in-service teachers, namely elaboration of the syllabus including the complex of activities, supported by comprehensive practical materials. The present study is aimed at investigating the current situation in developing assessment literacy in the local educational context and at suggesting a developmental approach for improving the literacy of student teachers. At present only three Ukrainian universities

offer a standalone course in assessment as part of their undergraduate English teacher preparation. There are no national standards of language teachers' qualification, their assessment competency in particular. Meanwhile, the module dedicated to assessment within the course *Methods of Teaching* taught to bachelors presupposes only theoretical basics and no their practical implementation. The situation is worsened by stakeholders' negative attitude to tests, unwillingness of university teachers to cooperate, the absence of the Ministry's support. Although students take tests regularly, their final marks are mainly based on their teachers' overall impression. Moreover, teachers do not explain assessment criteria to their students, but can provide meaningful feedback after testing, whilst no changes are introduced in teaching or the curriculum after test results analysis. Ukrainian university teachers are skillful in selecting and administering ready-made tests, preparing for passing international proficiency tests. Very little attention is paid to formative assessment, peer and self-assessment of students. Furthermore, in Ukraine there is a practice of teaching two foreign languages, however, no training in assessment for the second foreign language is offered.

Olga Ukrayinska is currently working for her doctor's degree in Kyiv National Linguistic University (Ukraine). She is an Associate Professor at the Subdepartment of English Philology at Kharkiv Skovoroda National Pedagogical University. She teaches General English, Introduction to Language Testing, Methods of Teaching. She received her PhD (Candidate of Science) in Methods of Teaching Foreign Languages from Kyiv National Linguistic University in 2009. Her academic interests center upon methods of teaching and assessment. Ms Ukrayinska is an expert and item-writer of the Ukrainian Independent School-leaving Examination and a member of the Ukrainian Association for Language Testing and Assessment.

Insights into Computer Assisted Language Assessment & Testing (CALAT) Online Teacher Education

Salomi Papadima-Sophocleous, Skevi Vassiliou & Alan Dimitriou,
Cyprus University of Technology & Johanna's English Learning Centre, Cyprus

The most fundamental goal of Language Assessment (LA) teacher education is to enable L2 teachers to integrate LA in their L2 teaching practices, in an informed and systematic way, aiming to support students' L2 learning. Existing research reveals that although there has been some research on the relevance and impact of Language Assessment Literacy (LAL) on both the teachers and the students, "research into assessment literacy is in its infancy" (Fulcher, 2012: 117). Stiggins (2006) and Popham (2009) support L2 teachers' lack of assessment literacy because teacher education programmes do not systematically and effectively integrate LAL in their teacher education programmes. Herrera &

Macías (2015) also maintain that current instruction, content and practices of LA teacher education programmes do not systematically and effectively reflect LAL. In this study, the researchers' suggestions were followed in order to address the issues raised by them. An Assessment and Testing module was devised in an effort to support beginning and experience L2 teachers with sound theoretical and practical background in LA, and help them develop their LAL in order to support their students' L2 learning with sound LA practices. This article reports on a mixed-methods approach study which explored to what extent the provision of this module managed to systematically achieve that. It draws from an online post-programme questionnaire, participant In- and On- Action reflective journal and webinar student chat notes. The data analysis revealed that the module enabled the students to construct knowledge, skills and experiences, not only as participants but also as practitioners in the area of LA, thus systematically acquiring and / or improving their LAL. The presentation includes description of students' insights of the experience.

Salomi Papadima-Sophocleous, CUT LC director; language educator since 1988 (Australia/Cyprus); language chief/examiner (VCE, Australia); PhD: *Online English Placement Testing. High-stakes New English Placement Test Online: NEPTON (2005) developer; International Experiences in Language Testing and Assessment (2013) co-author; articles author: e.g. High-Stakes Language Testing in the Republic of Cyprus (2013); Cyprus Ministry of Education and Culture committee member: Examination Committee; Introduction of High Stakes English examination Lyceum Committee; in-service and pre-service trainer: L2 teaching, CALL and Computer Assisted Language Assessment & Testing; vet: secondary school English examinations; MA in CALL designer/coordinator; L2 Curriculum Development; L2 Assessment & Testing module facilitator.*

Skevi Vassiliou is a Greek language teacher for 12 years now. She has been teaching Greek as a native and second language in Cyprus in primary, secondary and tertiary level. She graduated from Aristotle University of Thessaloniki after having completed her studies in Greek language and literature in 2006. Moreover, she holds a Master's Degree in Education specialized in Curriculum and Instruction from Saint Louis University U.S.A. (2009). In 2015 she has enrolled in the Master's Degree in Computer Assisted Language Learning from Cyprus University of Technology. Her research interests focus on Formative Assessment in L2 teaching and learning and its technology applications.

Alan Andrea Demetriou has been an English language teacher, practitioner and the director of "Johanna's English Learning Centre", a private Institute located in Limassol since 2006. He holds a degree in English Language and Literature and a Master's in Education (TEFL) from the University of Birmingham. He has been a student on the MA in CALL at the CUT's Language Centre since the course began in 2015. He is also a Speaking Examiner for Cambridge English. His current research interests include student-centred teaching practices, L2 speaking assessment and the application of virtual reality tools in language teaching.

Language Assessment Revisited: Alternative Assessment Aligned With Active, Long-Life Learning, Giving And Receiving Feedback, Evidence From Cyprus.

Sviatlana Karpava
University of Central Lancashire, Cyprus

Effective educational assessment can help to improve learning (Shepard, 2000; Broadfoot et al., 2001). Assessment should be authentic, for deep and sustainable, complex and worthwhile learning; it needs to be meaningful, with personal involvement and related to real world (Torrance, 1994; Boud and Hawke, 2004; Nicol, 2009; Sambell et al., 2012). Innovative or alternative assessment can eliminate 'backwash effect' of the summative assessment or examination (Watkins et al., 2005). This study investigates the issue of English language assessment at tertiary and secondary level in Cyprus, assessment of learning and assessment for learning, the stages and procedures involved in assessment and learning, design, preparation, evaluation, feedback and reaction to feedback. The participants of this study were 10 university EFL tutors and 24 secondary school English teachers. The mixed-method approach was implemented for data collection and analysis. The teachers were interviewed, then observed while teaching. They also participated in the focus group discussions.

The analysis of the data showed that there are some differences between tertiary and secondary levels of education regarding assessment practices. Overall, the tutors like the idea of communities of shared practice (Lave and Wenger, 1996) and reflective practitioners. There are some restrictions in terms of time and curriculum, but in general, the tutors are aware of the benefits of the formative assessment. They support the idea of active learning that presupposes an active reaction to the feedback. There is a tendency for the tutors, at least at the tertiary level, to be able to self-assess their practice, to bring new ideas into their practice and to become facilitators of a learning process. According to them, it is important to create the appropriate learning environment, actively involving students in the process of assessment and peer evaluation, thus, promoting the development of critical thinking and problem-solving, metacognitive and collaborative skills.

Dr Sviatlana Karpava is a Lecturer in Linguistics and the Course Leader of the MA in TESOL with Applied Linguistics programme at the University of Central Lancashire, Cyprus. She is the Management Committee Member of the Individuals, Societies, Cultures and Health COST Action IS1306: New Speakers in a Multilingual Europe: Opportunities and Challenges; active member and research collaborator of Cyprus Acquisition Team as well as the Leader of the UCLan Linguistics/Research Group. Her area of research is theoretical and applied linguistics, syntax and semantics, first and second language acquisition, bilingualism, multilingualism and dialect acquisition, sociolinguistics, teaching and education.

How A Predictive Model For Language Proficiency Can Enhance Language Assessment Literacy

Demetriou Theodosia & Tsagari Dina

University of Nicosia, Cyprus & Oslo Metropolitan University, Norway

Many studies (Hughes Wilhelm, 1997; Elder & O'Loughlin, 2003; Green, 2009) have tried to identify variables that affect proficiency gains to understand how scores are allocated. Riazi (2013) suggested that as participants' scores increase, their academic performance also increases. Proficiency levels can be distinguished by various test-taker discourse features, such as vocabulary (token and type), grammatical accuracy, grammatical complexity, pronunciation and fluency. Motivated by previous work on the features of spoken and written language, the current research study investigated and identified specific speaking and writing features that account for progress in proficiency on an international standardised EFL test. Our work builds on two main research themes: i) the importance of vocabulary on distinguishing between proficiency levels and ii) the investigation of different variables accounting for proficiency.

Results showed that vocabulary mainly accounts for language proficiency and can be used as a predictor variable for the Writing and the Overall scores in the test. Fluency could also predict some of the variability in the Speaking scores. The study contributes to ongoing research on how various language measures can discriminate between levels of proficiency and what it is that examiners focus on when allocating speaking and writing scores. The study also offers insights into the raters' interpretation of language proficiency and has pedagogical implications for the preparation and teaching of second language students in writing and speaking for high-stakes and classroom tests, contributing thus insights to raising the levels of stakeholders' language assessment literacy.

Theodosia Demetriou is a Lecturer at the Department of Education at the University of Nicosia, Cyprus. Her area of expertise is Language Testing and Assessment and her research interests include vocabulary measurement, dimensions of vocabulary knowledge, language testing and assessment and predictive models for IELTS scores. She worked as a Lecturer of English and Linguistics at the University of the West of England, Bristol and as a postdoctoral researcher at the University of Cyprus. She is currently collaborating closely with Dr Dina Tsagari on a research project which investigates linguistic parameters accounting for progress in proficiency in high-stakes tests.

Dina Tsagari is a Professor in English Language Pedagogy, Department of Primary and Secondary Education, OsloMet (formerly known as HiOA), Norway. Her research interests include language testing and assessment, teaching/learning, teacher training, materials design and evaluation, differentiated instruction, distance education and learning difficulties. She is the editor and author of several volumes, journal papers, and book chapters and the coordinator of the Classroom-based Language Assessment SIG – EALTA. She is currently coordinating and participating in research projects on second

language assessment literacy (www.taleproject.eu), identifying linguistic parameters accounting for progress in proficiency in high-stakes tests and authentic language acquisition in multilingual contexts.

WORKSHOPS:

ABCs in Assessment

Tony Green
CRELLA, UK

This introductory workshop showcases the TALE course titled ABCs of assessment. It introduces essential concepts that are explored in more depth by the other TALE Courses. It will help participants to reflect on the purposes of assessment, the techniques used by language teachers and the essential qualities of effective language assessments.

The workshop covers four key topics

- The different purposes of assessment.
- Options available to teachers for creating assessment tasks.
- Systems for recording and reporting how learners have performed
- Qualities of useful assessments and how to improve assessments.

The workshop and course are intended for teachers who have received very little or no training in assessment matters.

Anthony (Tony) Green is Professor in Language Assessment and Director of the Centre for Research in English Language Learning and Assessment at the University of Bedfordshire. He is the Immediate Past President of the International Language Testing Association (ILTA) and has published widely on language assessment issues. His most recent book, *Exploring Language Assessment and Testing* (Routledge, 2014), provides trainee teachers and others with an accessible, but comprehensive introduction to this field. Professor Green's main research interests concern relationships between language assessment, teaching and learning.

Assessing Reading

Ildikó Csépes & Adrienn Fekete
University of Debrecen

Assessing reading is of central importance to every classroom teacher. Whether you have experience or not in this area, this workshop will benefit everyone: it will provide both input for novices and help the more experienced teacher to revise basic principles of and some item writing guidelines for assessing reading.

During the workshop we will first review how efficient readers engage in meaning making from written texts. Reading is a receptive skill but readers need to be very active as they typically engage in two processes (so-called 'top-down' and 'bottom-up'), which we will clarify and relate to different reading skills. Then we will consider some issues that teachers need to keep in mind when assessing their learners' reading skills. We hope to generate a discussion here in which you can share your classroom assessment practices as regards reading assessment. Finally, we will focus on some productive task types for assessing reading skills (short answers, gap-filling, information-transfer and summary writing), especially how they can be constructed.

The workshop will involve participants through interactive and reflective tasks as well as video viewing to illustrate the self-study materials on the TALE website.

***Ildikó Csépes, PhD** is a senior lecturer and teacher trainer at the Institute of English and American Studies of Debrecen University, Hungary. Her main research interests include foreign language testing, assessment for learning and second language acquisition in formal contexts. She has participated in national testing projects, such as the Hungarian Examinations Reform Project of the British Council. Between 2004 and 2014 she was a member and, within that period for six years, the chair of the Hungarian Accreditation Board for Foreign Language Exams. Currently she is the Hungarian partner in the TALE project.*

***Adrienn Fekete** is a junior lecturer and teacher trainer at the Institute of English and American Studies University of Debrecen, Hungary. She gained her MA degree at the same university in 2010. Her main interests include language testing, motivation in the language classroom, intercultural communicative competence development and assessment, teaching culture and the acculturation process in the English classroom. She is currently working on her PhD dissertation on language assessment and language learning motivation of Hungarian secondary school learners of English. She works as an assistant in the Hungarian team of the TALE project.*

Assessing Writing

Liz Hamp-Lyons
CRELLA, UK

This mini-workshop will lead participants through portfolio assessment as it applies to the teaching and assessment of writing. A portfolio is a purposefully selected subset of student work, and portfolios vary according to the purpose for which they are created. Portfolios can vary by the number and items of items included, the process used for selecting the items; by whether the portfolio is created solely by and for the student her/himself or for a teacher or other 'audience'; by whether students are asked to respond to the items in their own portfolio—and several other variables. Portfolios can be used as a simple way of collecting together a record of a student's work: but they can be much more when the teacher thinks carefully about the purposes of the portfolio once collected, and the potential uses that can be made of the processes involved as well as the product that results.

We will look at the principles behind portfolio development and assessment, and examine an example portfolio from an intermediate writer of English as a Foreign Language. Participants are invited to bring questions and experiences, but keep in mind that this is a very short workshop.

***Liz Hamp-Lyons** is co-author of *Assessing the Portfolio: Principles for Practice, Theory and Research*. Cresskill, NJ: Hampton Press (2000). She was for many years Editor of the journal *Assessing Writing*. Liz is a part-time academic at the Centre for Research on English Language Learning and Assessment at the University of Bedfordshire and an associate member of the TALE ERASMUS+ project.*

Listening and Speaking

Marianna Kyprianou & Eleni Nikiforou
University of Cyprus

This session focuses on helping language teachers assess their students' listening and speaking skills. The first part of the session presents materials from the Teachers' Assessment Literacy Enhancement (TALE) online course on assessing listening and speaking. Problems that

language learners encounter with listening and speaking will be identified, along with ways to overcome these and find suitable materials to use for assessing speaking/listening tasks. Different types of listening and speaking tasks will be identified along with the advantages and disadvantages of each type. Since learners' performance levels are typically assessed in relation to the Common European Framework of Reference (CEFR), participants will also be familiarized with some scale descriptors for listening/speaking along with analytic rating scales for oral tasks. Finally, participants will get an idea of how they can design their own speaking or listening test tasks based on the proficiency levels and age of their students.

Eleni Nikiforou (BA English Language and Literature, MA Educational Technology and English Language Teaching, PhD candidate E-Research and Technology-Enhanced Learning) works as an English language instructor at the Language Centre of the University of Cyprus, where she teaches English for Academic Purposes and English for Specific Purposes courses. Her research interests include Computer Assisted Language Learning, Online Learning, Blended Learning, Teacher Training, Open Educational Resources, Language Assessment, and English for Specific Purposes (ESP).

Marianna Kyprianou (BA English Language and Literature, MA Translation Studies, MA Applied Linguistics, PhD Linguistics) works as an English language instructor at the Language Centre of the University of Cyprus, where she teaches English for Academic Purposes and English for Specific Purposes courses. Her research interests include Applied Linguistics, Second Language Acquisition, Teaching English as a Foreign Language, Instructional Technology, Pronunciation Teaching, Teacher Training, Curriculum Development and Evaluation, Language Assessment, and English for Specific Purposes (ESP).

Providing Feedback

Karin Vogt & Veronika Froelich
University of Education, Heidelberg, Germany

Feedback in assessment seems to be an underrepresented concept although it has great potential, particularly for formative assessment purposes. In our workshop, we will explore the concept of feedback in the framework of classroom-based language assessment. While including participants' views and experience, we will present and work on feedback-related aspects from the TALE Online Course. Participants will have the opportunity to:

- identify what good feedback is.
- learn how to successfully communicate with their learners and give them valuable feedback.
- select tools that will help them give more effective feedback to their learners.

The workshop is 45 minutes long and is addressed to practitioners, teacher educators, and researchers.

Karin Vogt is a full professor of Teaching English as a Foreign Language in the English department at the University of Education Heidelberg, Germany. One of her main responsibilities is training future teachers of English as a Foreign Language. She is also responsible for continuing education of pedagogical staff at her university, e.g. in-service teacher training. Among her research interests are language assessment, the Common European Framework of Languages, Vocationally-oriented language learning / English for Specific Purposes, inclusive foreign language teaching and intercultural competence.

Veronika Froehlich has an M.A. in Language Testing from Lancaster University. She has taught English as a Foreign Language in German schools at all levels and has been involved in teacher education since 2000. Currently employed as a lecturer and teacher trainer at the University of Education Heidelberg, she has done research on washback of an oral exam on teaching and learning and has participated in setting performance standards for the CEFR in Dutch secondary education and for the Extended Set of Illustrative Descriptors for the CEFR.

Test Impact

Nicos Sifakis and Stefania Kordia
Hellenic Open University, Greece

There are many ways in which language tests and exams can impact teaching and learning. In this workshop we focus on understanding the nature of *washback*, namely, the impact of (usually high-stakes) standardised exams on courseware and, by extension, on teaching and learning. We will explore different aspects of washback by looking at examples from textbook activities. The aim of this workshop is twofold: (a) to help participants develop criteria for identifying negative washback in their teaching practice and (b) to engage teachers in adapting their course book activities to meet its curricular needs by focusing on learning rather than testing.

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