



Erasmus+



University of Cyprus

Erasmus+ TALE Project

Multiplier Event #2

Teachers' Language Assessment Literacy

Saturday 21 October 2017

Hosted by the Department of Social and Political Sciences, University of Cyprus
Venue: Building **OEA 01**, University Campus, University of Cyprus

Saturday 21 October 2017		
8.30-9.00	Registration	
9.00-9.30	Plenary 1: <i>Erasmus+ "Teachers' Assessment Literacy Enhancement (TALE)", Online TALE course: Overview, Lessons and the Next Steps</i> Room: B224, Level -2	Jason Lamprianou Department of Social and Political Sciences, University of Cyprus
9.30 - 10.15	Plenary 2: <i>Second Language Assessment as a key competence of foreign language teachers</i> Room: B224, Level - 2	Oscar Soler-Canela Instituto Cervantes, Egypt
10.30 - 11.00	Coffee break	
Parallel Workshops 11.15 – 13.00		
Workshop 1	Planning professional development in classroom assessment Room: Room 131, Level - 1	Oscar Soler-Canela Instituto Cervantes, Egypt
Workshop 2	Unravelling the assessment of writing with the support of the TALE online platform Room: Room 130, Level - 1	Eleni Meletiadou Department of English Studies, University of Cyprus
Workshop 3	Assessing Listening and Speaking Room: Room 128, Level - 1	Marianna Kyprianou & Eleni Nikiforou, Language Centre University of Cyprus
13.00	Closing of event	

Iasonas Lamprianou

Department of Social and Political Sciences, University of Cyprus

Plenary 1: Erasmus+ "Teachers' Assessment Literacy Enhancement (TALE)", Results from Phase 2: Online TALE course - Overview

This talk will briefly present the aims of a three-year long project involving a diverse network of experts from different European countries who aim to develop an efficient and sustainable LTA training infrastructure primarily for English language teachers to help them develop sufficient assessment literacy skills. The project, entitled 'Teachers' Assessment Literacy Enhancement (TALE)', is currently in its last year. The presentation will focus on three dimensions

- the state of the art regarding the deliverables of the project, with a main focus on the on-line platform
- the lessons learned during the first two years of the project regarding its practical implementation
- a brief review of the final year and the possibilities for future research.

Iasonas Lamprianou is an Assistant Professor in the Department of Social and Political Sciences, University of Cyprus. Iasonas has a special and long-standing interest in educational assessment and has published in journals such as the Journal of Educational Measurement, Assessment in Education, Educational Assessment Evaluation & Accountability, Journal of Educational and Psychological Measurement, School effectiveness and School Improvement etc. Iasonas is a Council Member of the Association of Educational Assessment – Europe (<http://www.aea-europe.net/>) and is currently serving as the Principal Investigator of the TALE project.

Oscar Soler-Canela

Instituto Cervantes

Egypt

Plenary 1: Second Language Assessment as a key competence of foreign language teachers

Foreign language teachers are increasingly expected to implement more diverse and innovative assessment practices in the classroom in order to improve the quality of student learning. Nevertheless, pre-service or in-service teacher training programs are often focused on more traditional aspects of language testing. This may leave teachers to struggle alone with having a better understanding of classroom assessment issues and approaches. In this talk, I will argue for a need of a reflective approach to professional development that allows teachers (Brookfield, 1995) to consciously develop their own repertoire of strategies and techniques to draw upon in their teaching, to take informed actions, or to adjust their teaching to respond to issues and problems.

In the European context, several studies have been carried out on the foreign language teacher training needs in assessment (e.g., Vogt et al., 2008; Hasselgreen et al., 2004; Huhta et al., 2005). EALTA has also developed guidelines for good practice with a section on teacher pre-service and in-service training in testing and assessment (EALTA, 2006). More recently, profiles have also been elaborated to describe language teacher competencies in order to identify training needs and the development of teachers' professional skills, including competence in assessment, such as the European Profiling Grid project (2011-

2013) or the Instituto Cervantes Key competencies of teachers of second and foreign languages (2012). Some of these documents will be presented and discussed in order to show how they can be used as tools for a reflective approach to professional development in classroom based assessment.

Workshop 1: Planning professional development in classroom assessment

Building on the approach to professional development outlined in the plenary, this workshop will explore a reflective approach to teacher training. It will use a series of activities to exemplify how documents like those presented in the plenary can be used by teachers in order to better plan their own development. Participants will reflect on the procedures involved when planning, implement and evaluate professional development actions that are more relevant to their own context.

Bio:

Oscar Soler-Canela holds an MA in Language Teaching from Lancaster University, where he focused in language testing and relating examinations to the CEFR. He has been a teacher of Spanish as a Foreign Language (SFL) for more than 15 years, and has taught SFL in Tunisia, UK and Egypt at further and higher education levels. He has also worked as an officer at the Test Validation Unit of the Instituto Cervantes in the design, development, validation and revision of the official DELE examinations, and has been involved in the development of the SICELE (International System of Certification of Spanish as a Foreign Language) to create parameters to standardize and mutually recognize the different exams or certificates of SFL that make part of the System. He has delivered many teacher training workshops focusing particularly in language testing and language classroom assessment.

Eleni Meletiadou, Dr.

Department of English Studies, University of Cyprus

Workshop 2: Unravelling the assessment of writing with the support of the TALE online platform

The current workshop will provide an in-depth guide on possible ways in which teachers of English and other foreign languages can use the TALE online platform to enhance their assessment literacy in terms of writing. Although assessments are currently used for many purposes in the educational system, a premise of this workshop is that their effectiveness and utility must ultimately be judged by the extent to which they promote student learning. The aim of assessment should be “*to educate and improve* student performance, not merely to *audit* it” (Wiggins, 1998, p.7). A vision for the future is that assessments at all levels - from classroom to state - will work together in a system that is comprehensive, coherent, and continuous. The participants of this workshop will be engaged in various activities which will familiarize them with various concepts associated with the assessment of writing. They will be asked to reflect on the assessment strategies they use in their own context and design new assessment activities aiming at improving their students’ writing skills.

Eleni Meletiadou (elenim@outlook.com) holds a PhD in Linguistics from the University of Cyprus, a DS in teaching French as a foreign language (Université de Franche-Comté), a BA in English language and literature (Aristotle University), a PGC in teaching Greek as a foreign language (Aristotle University), an MEd in TESOL (Hellenic Open University) and an MA in Theoretical and Applied Linguistics (University of Cyprus). She works for the Cypriot Ministry of Education. Her research interests include classroom-based language assessment, collaborative language learning,

computer-assisted language learning and teacher training. Her work, which primarily focuses on assessment and writing, has been presented in national and international conferences. She has also published on peer assessment, process writing and washback.

Dr Marianna Kyprianou

Language Centre, University of Cyprus

Eleni Nikiforou

Language Centre, University of Cyprus

Workshop 3: *Assessing Listening and Speaking*

This workshop focuses on helping language teachers assess their students' listening and speaking skills. The first part of the workshop 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. The second part of the workshop will provide the participants with hands-on practice and an opportunity to design their own speaking or listening test tasks based on the proficiency levels and age of their students. The workshop will help participants choose and adapt already existing material as well as to prepare their own tasks. There will be plenty of opportunities for peer-to-peer interaction and exchange of practices/ideas.

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).

Both speakers have presented numerous academic papers (peer reviewed) in national and international conferences and they also deliver and facilitate teacher training workshops for ELT instructors on topics of their expertise.