The EALTA Special Interests Groups

Classroom-based Language Assessment (CBLA SIG)

&

Multilingual Language Assessment (MLA SIG)

Thursday, 6th June, 2024, 14.00–17.00 CET
(prior to 20th EALTA Conference in Belfast, Stranmillis University College, Belfast
https://ealta-belfast-2024.org/)

14.00-14.05 WELCOME

14.05-14.30 Asli Saglam: *'ChatGPT in the Classroom: Pre-Service English Language Teachers' Perspectives on AI Integration in Language Assessment Training'*

14.30-14.55 Stavroula Tsiplakou and Dina Tsagari: *'Detecting washback effects in teaching practice: preparing for the Greek Panhellenic Examinations'*

14.55-15.15 BREAK

15.15-15.45 Merve Selçuk, Kaveh Jalilzadeh, and Mojgan Rashtchi: *'Teachers' Perceptions of Academic Dishonesty in E-assessment'*

15.45-16.15 Leanne Henderson: *'Formal accreditation for languages in addition to the language of instruction: relevance for multilingual language assessment'*

16.15-16.45 Mahmoud A. Farag: *'Examining the Examiners: The Development of the Classroom Assessment Literacy Measure (CALM)'.*

16.45-16.50 CLOSING REMARKS

ChatGPT in the Classroom: Pre-Service English Language Teachers' Perspectives on AI Integration in Language Assessment Training

Asli Lidice Göktürk Saglam
USN, Norway

ChatGPT, the artificial intelligence-powered language model, has garnered significant interest in education worldwide. By delving into the challenges and benefits of integrating AI in language assessment training, this study reports the findings of mixed-method research into exploring how this innovative concept of using AI-powered chatbots can be integrated into a measurement and assessment course that is offered online in flipped learning to pre-service English language teachers at a Turkish university. The intervention unfolds in three cycles, with students progressively engaging with ChatGPT to explore its functions, gather information on course content, and actively use the chatbot in designing assessment tasks, guidelines, rubrics, and item writing. Qualitative analysis was conducted using NVIVO software to capture nuanced insights from written reflections, online surveys, and one-on-one discussions with 27 students. Statistical Package for the Social Sciences (SPSS) was also used to complement the qualitative findings. In each cycle, perceptions of students (regarding the benefits, pitfalls, concerns, and suggestions) were elicited and used to calibrate the assigned tasks in the following cycle. The findings, derived from a combination of qualitative and quantitative analyses, contribute significant insights into the educational application of ChatGPT. Presenting a novel approach to language assessment training, the study not only sheds light on the potential benefits and challenges of utilizing ChatGPT in the local context but also offers valuable insights for teacher educators and instructional designers globally in mitigating likely difficulties and charting pathways forward for using ChatGPT as a pedagogical tool.

Asli Lidice Gokturk Saglam, PhD, is a Postdoctoral Researcher at the University of South-Eastern Norway. She specializes in English Language Teaching (ELT) and is passionate about shaping future educators. She holds a Ph.D. in teacher education, with her thesis on language assessment. Asli's research interests encompass teacher education, educational technology, and language assessment. She has authored publications on classroom-based assessment, research-based teaching, technology-enhanced learning, and has designed online modules for pre-and in-service teachers. She has participated in various research projects and is the coordinator of TREL, funded by Nordplus (https://www.teacher-researchlit.com/)

Detecting washback effects in teaching practice: preparing for the Greek Panhellenic Examinations

Stavroula Tsiplakou, Open University of Cyprus, Cyprus
Dina Tsagari, Oslo Metropolitan University, Norway

This paper examines processes whereby test washback (Alderson & Wall, 1993; Tsagari & Cheng, 2016) is sustained, with special reference to a high-stakes language test, the Modern Greek Language paper of the Panhellenic exams for university admission. Tsiplakou & Tsagari (2021, 2023) showed that the content and structure of the essays produced as part of the exam are determined by (ideological) aspects of the Greek socio-cultural and educational context, and that the washback effect is detrimental to fostering critical literacy. This paper examines, through ethnographic data from teaching practice and practitioner inquiry, the ways in which washback effects are produced and sustained at the micro-level. The analysis of the teachers' discursive and teaching practices was supplemented by recordings and analyses of their own observations on their lessons. It emerged that the main features of their teaching were: insistence on correcting grammatical and spelling mistakes; insistence on the memorisation of "learned" and often stilted vocabulary, the cultivation of "erudition" and "stylistic sophistication"; lack of honing argument structure and text organisation; lack of honing genre awareness and appropriateness. Their comments made it clear that they were fully aware that their role was to target a very limited subset of language skills, cultivated in a decontextualised way and without critical inquiry and reflection. This micro-level study thus sheds light on how test washback effects are sustained by practitioners.

Stavroula Tsiplakou is Associate Professor of Linguistics and Academic Co-ordinator of the M.A. program in Greek Linguistics and Literature at the Open University of Cyprus. She holds a B.A. in Greek Literature from the University of Athens, an M.Phil. in Linguistics from the University of Cambridge and a Ph.D. in Linguistics from the School of Oriental and African Studies, University of London. Prior to her appointment at the Open University of Cyprus in 2010 she taught at the University of Hull (1995-1998), at Simon Fraser University (1998-2001) and at the University of Cyprus (2001-2009). Her research areas include syntax, pragmatics, sociolinguistics and language and literacy learning. She has published in *Lingua, Linguistic Inquiry, Pragmatics, Journal of Pragmatics, Multilingua, Linguistics and Education.* She has edited *Current Issues in Educational Linguistics* and *Language Variation: European Perspectives II.*She has co-authored the new national curricula for language in Cyprus and in Greece and produced digital platforms for teaching Greek as a second language.

Dina Tsagari, PhD, is Professor, Department of Primary and Secondary Teacher Education, Oslo Metropolitan University, Norway. She has also worked for the University of Cyprus, Greek Open University and Polytechnic University of Hong Kong. Her research interests include language testing and assessment, materials design and evaluation, differentiated instruction, multilingualism, distance education, learning difficulties and inclusive education. She is the editor and author of numerous books, journal papers, book chapters, project reports etc. She coordinates research groups, e.g., CBLA SIG – EALTA, EnA OsloMet and is involved in EU-funded and other research projects (e.g. TEFF, TREL, KIDS4ALL, SCALED, NORHED, KriT, DINGLE, TRIBES, ENRICH, TALE, DysTEFL, etc)

Teachers' Perceptions of Academic Dishonesty in E-assessment

Merve Selçuk

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The present study focused on academic dishonesty and attempted to explore the type of strategies that can contribute to its occurrence in online assessment. In doing so, 12 high school English teachers (seven males and five females) with at least five years of teaching experience were selected and participated in semi-structured interviews. The collected data were analyzed through MAXQDA version 2022. The results indicated several reasons for academic dishonesty, such as the absence of an invigilator, lack of enough preparedness, tendency to gain good grades, low self-esteem and self-confidence, lack of time management strategies, competition with peers, not taking assessment seriously, fear of failure, and being disrespectful toward teachers, and not caring for academic rules. The interviewees provided some suggestions for dealing with academic dishonesty in online assessment, such as having differently ordered questions, using open-ended and essay questions, designing parallel tests, shortening the exam time, designing learner-specific questions, showing one question at a time, and providing deterrent instructions, are some to mention. The study has implications for teachers, educators, administrators, and test-makers.

Kaveh Jalilzadeh is an Assistant professor at İstanbul University Cerrahpasa, he has published articles in Languages Teaching Research(SSIQ1), Language Testing in Asia, Asia TEFL and CALLEJ, his main interest areas are language assessment, positive psychology, and teachers2emotions and teacher education.

Merve Selçuk is the Director of the School of Foreign Languages at Altinbas University and offers courses on language assessment in ELT programs. She is the author of refereed academic papers in indexed journals and offers language assessment and evaluation training and consultancy services to education institutions.

Mojgan Rashtchi is an associate professor of Applied Linguistics in the faculty of Foreign Languages of Islamic Azad University, North Tehran Branch. She has taught a variety of subjects related to English language teaching to students at different levels. She has published several articles and books and has participated in several local and international conferences. Her primary areas of interest include English language teaching methodology, theories of first and second language acquisition, teaching language skills, and education research.

Formal accreditation for languages in addition to the language of instruction: relevance for multilingual language assessment.

Leanne Henderson
Queen's University Belfast

When we think of multilingual language assessment, we are often focused on two key aspects: cultural and linguistic responsiveness and inclusion; and ensuring that assessment approaches are fit for purpose and avoid unintended consequences. In the UK context, our efforts to engage with the challenges of multilingual assessment are primarily at the level of Higher Education. The dominance of a monolingual mindset means that even in the assessment of indigenous language speakers, multilingual assessments are not developed nor used in a routine or consistent way. Formal assessment at school is exclusively monolingual.

This paper presents recently completed research (Humphries et al. 2024) into the views and experiences of multilingual pupils who have a language in addition to the language of instruction. Given that the UK's need for stronger language skills is widely recognised, we argue that valuing and harnessing the home language skills of its population is a national imperative. One area with a role to play is home language certification for multilingual pupils.

Our data from focus groups with multilingual pupils, interviews with mainstream and complementary school staff, and information from university admissions teams allows us to explore the landscape of home language qualifications from the viewpoints of stakeholders. This paper gives priority to young people's perspectives. We consider the perceived value of these qualifications and issues related to provision and uptake. On the basis of our findings, which show differential access to and experiences of home language learning and certification, we make policy recommendations which we believe can contribute positively to the inclusion of multilingual pupils in assessment policy and practice.

Humphries, E., Carruthers, J., & Henderson, L. (2024). Qualifications in home languages: opportunities, barriers and policy implications. *Journal of Multilingual and Multicultural Development*, 1–18. https://doi.org/10.1080/01434632.2023.2288292

Dr Leanne Henderson is a Lecturer in Education Studies at Queen's University Belfast. Her research interests are in language learning opportunity and qualifications, as well as broader issues relating to young people's educational experiences. She works in collaboration with Professor Janice Carruthers and Dr Emma Humphries on an AHRC funded research project to investigate 'Foreign, indigenous and community languages in the devolved regions of the UK: policy and practice for growth'. Leanne is Co-Editor of the online language policy journal *Languages, Society and Policy* https://www.lspjournal.com/ and is keen to hear from potential contributors who wish to write about the policy implications of their published research.

Examining the Examiners: The Development of the Classroom Assessment Literacy Measure (CALM).

Mahmoud A. Farag
Egypt

Teachers are very influential agents in the educational process. Their assessment practices heavily impact student progress. However, research has provided mounting evidence that they lack assessment literacy (e.g. Vogt & Tsagari, 2014). To date, most seminal tests that assess teachers' assessment literacy such as Teacher Assessment Literacy Questionnaire (TALQ) (Plake, Impara & Faber, 1993) and Assessment Literacy Inventory (ALI) (Mertler & Campbell, 2005) utilised the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME & NEA, 1990) as their blueprints. However, these standards have become outdated as they do not adequately address latest advances in assessment, such as teachers' competencies in dealing with recent conceptions of formative assessment or in assessing students in the current standards-based educational settings (Brookhart, 2011). Therefore, there has been a call for developing tests of teacher assessment literacy using more recent assessment standards (Gotch & French, 2014).

The proposed research instrument is aligned to the framework of Classroom Assessment Standards for PreK-12 Teachers. This framework has been selected after extensively reviewing most available frameworks of assessment standards around the globe. Besides, the standards of this framework are "based on latest assessment research findings" (Xu & Brown, 2016, p. 14). Consequently, they "more accurately reflect teachers' assessment demands within accountability-driven educational system" (DeLuca et al., 2018 p. 360). Therefore, "developing survey tests of teacher AL needs to build upon more recent professional standards (e.g., Klinger et al., 2015) and contemporary assessment policies" (Xu & Brown, 2017, p. 150).

The test consists of 45 multiple-choice questions with four options each. It is divided into three scenarios. Each scenario is followed by a set of related questions. The questions cover the domains and subdomains outlined in a figure adapted from Klinger et al., (2015)

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Mahmoud Farag is an English language instructor and teacher trainer at the English Language Institute, King Abdulaziz University, Jeddah, Saudi Arabia. He was awarded an MA with distinction in Applied Linguistics for TESOL from Northumbria University at Newcastle, the UK in 2014. His MA thesis is entitled 'Focus on Testing or Learning!': An Investigation of the Washback Effects of the High-stakes English Examination on Teaching at Government Secondary Schools in Egypt. He also obtained a PhD with distinction in English Curriculum and Instruction from Helwan University, Egypt in 2022. The title of his PhD thesis is The Effectiveness of an Online Training Programme in Developing the Secondary School EFL Teachers' Skills of Alternative Assessment and their Attitudes towards it. His interests include language assessment, alternative assessment, classroom assessment, teacher assessment literacy, professional development, second language acquisition, and corrective feedback.