Workshops on 26 October 2022

The Conference offers **four** workshops that focus on a variety of issues in language assessment and you can decide which one you wish to participate in. Choose either Workshop 1 or 2 from the morning slot and Workshop 4 from the afternoon one if you wish. On the other hand, you can choose Workshop 3 which goes on till 3.30 pm. Each workshop has a limited capacity on a first-come, first-served basis.

Those who are attending the conference **online** can also register for workshops but they would have limited interaction possibilities as these are all hands-on activities in groups, etc.

Workshop descriptions are given below.

The workshop titles and times are as follows:

Workshop	Title	Given by	Time (15 min coffee break)
1	Ethical dilemmas in modern language assessment	Antony Kunnan	9 am to 12.30 pm
2	Unraveling teacher beliefs in assessment dilemmas	Jayakaran Mukundan	9 am to 12.30 pm
3	Using a Learning-Oriented Assessment approach to the development of language assessments based on scenarios	James E Purpura	9 am to 12.30 pm & 1.30 to 2.30 pm (12.30 lunch)
4	Assessment for development: what, why and how?	Ravinarayan Chakrakodi	1.30 to 5 pm

Workshop Descriptions
26 October 2022

Workshop 1   **9 am to 12.30 pm**

Ethical dilemmas in modern language assessment

Antony Kunnan
Principal Assessment Scientist at Duolingo
Senior Research Fellow with Carnegie Mellon University, Pittsburgh, Pennsylvania
www.antonykunnan.com

Many institutions that provide standardized language assessment for university admission and placement are considering or have already started providing digital language assessments. Digital assessments can have the following characteristics: online delivery requiring computer and internet access and the deft use of mouse and keyboard for various activities such as highlighting, clicking and dragging, and responding to prompts; automated generation of passages and items using Open AI's transformer generated language through GEPT-3; the use of automated scoring of speaking and writing; and the use of automated generation of score report, interpretation, and corrective and other feedback.

These applications bring new questions that require ethical applications. Here are a few questions:
(1) Will the requirements for digital assessment disadvantage some test takers worldwide?
(2) What mechanisms do we need to have in place to review automated generated texts and chats?
(3) What training models need to be used in order to avoid unfairness in speaking and writing which include not only lexico-grammatical features but discourse features that have socio-cultural underpinnings?
(4) How should score reports and corrective feedback be provided in order to be useful to test takers?

Workshop participants will be presented with scenarios that will require resolving conflicts with defensible decisions.

Note: This workshop will be useful even if you aren't part of a testing agency/organisation that designs and administers such tests. You could become a more aware test user/taker by attending this workshop.

Workshop 2   9 am to 12.30 pm

Unraveling teacher beliefs in assessment dilemmas

Jayakaran Mukundan
Honorary Professor
Universiti Putra Malaysia

This workshop will lead participants to interpreting a case where judgment in the assessment context could be dependent upon such factors as education, culture, beliefs on fairness, religion and moral upbringing. Participants will work hands-on in groups deciding on a verdict (as to who is to blame) for the death of *Tan Geok Peng*, the protagonist in Catherine Lim's short story, *The Teacher*. It is believed that the complexities in the issues in the case (the contributory actions of the teacher, parents, school administration and the nature of assessment that led to the eventual suicide of the learner) would lead participants in groups to delve deep into issues to finally lead the group into concluding as to who should be most responsible for the tragedy.

Workshop 3   9 am to 12:30 pm and 1:30 to 2:30 pm

Using a Learning-Oriented Assessment approach to the development of language assessments based on scenarios

James E. Purpura
Teachers College, Columbia University
New York

Across the globe, second and foreign language learners (L2) are asked to use an L2 to develop and maintain relationships with friends, family, and colleagues, to manage transactions for goods and services, and to build, consolidate, and use understandings from multiple sources to contribute constructively to society in educational, professional, and cultural contexts (European Commission 2018; Gordon Commission 2013; Ontario Ministry of Education 2016: Organization for Economic Co-Operation and Development, 2003, 2019). The competencies associated with these real-world goals obviously involve the ability to develop and deploy the fundamental linguistic resources of communication (Purpura & Dakin, 2019), but successful communication often requires much more than linguistic resources. It also involves the ability to marshal topical resources, contextual resources, socio-cognitive resources (e.g., learning, reasoning), affective resources (e.g., engagement, focus), social-interactional resources (e.g., collaborating), and in today's digitally-charged world, technological resources—all in the service of accomplishing some situational outcomes (Purpura, 2016). Given this complex landscape, how might we adapt classroom assessments to promote not only the deployment of, but also the development of these resources?

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We will begin the workshop by taking a look at real world situations in which language is used to accomplish specific goals (e.g., making a joint presentation). We will then examine the resources needed to accomplish these goals. Participants will be asked to solve a problem in a series of tasks online *before* the workshop. We will then use this first-hand experience to discuss the multifaceted resources needed to solve the problem. I will also use this experience to introduce Purpura and Turner's (2018) learning oriented assessment (LOA) framework, focusing on how this framework can be used to reimagine classroom assessments as events in which examinees are given the chance to not only display but also develop abilities—similar to problem-solving in real life. In the second part of the workshop, I will discuss scenario-based assessment ([Purpura, 2021](#)) and illustrate how scenarios provide an excellent technique for creating learning-oriented assessments. Participants will then be given examples of traditional classroom assessments and asked to convert these assessments into scenario-based assessments based on an LOA approach. The final segment of the workshop will showcase and discuss this work.

Participants in this workshop will need to engage in an online activity before they come to the conference. This activity will be sent a couple of weeks before the conference and will take approximately 1.5 hours. Participants should also try and bring their laptops to the workshop.

Workshop 4   **1.30 pm to 5 pm**

Assessment for development: what, why and how?

Ravinarayan Chakrakodi
Professor and Academic Head
Regional Institute of English South India, Bengaluru

Each learner is unique, each individual learns in his/her own way and no two developmental pathways are the same. Assessment, therefore, should be dynamic in nature. Rather than evaluating the final product, we need to use assessment as a tool to capture the learning trajectories of individuals.

This workshop aims to give you a hands-on experience of assessing speaking and writing skills using task repetition (Martin Bygate, 2018[1]) and loop input (Tessa Woodward, 1986[2]) methods. Teachers and researchers dealing with intermediate levels of proficiency (secondary and college students) will find it useful. If you can bring samples of your students' speech (recorded on your mobile phones) and writing, you'd be able to learn how these techniques can be actually applied. Looking at the references before the workshop will be an added advantage.

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[1] Bygate, M. 2018. *Learning language through task repetition*, John Benjamins.

[2] Tessa Woodward introduced the concept in a 1986 article in *The Teacher Trainer* journal and articulated it again in her 1991 book, *Models and Metaphors in Language Teacher Training: Loop Input and Other Strategies*, Cambridge University Press.
[Google](#) Tessa Woodward, loop input to access her write up under *Key Concepts in ELT*
ELT Journal 57/3, OUP, 301-304.