The First
International Perspectives on Assessing World Languages Conference
IPAWL 2019
January 30-31, 2019

IPAWL 2019 ORGANIZING COMMITTEE

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THE AMERICAN UNIVERSITY IN CAIRO

100 YEARS

About IPAWL 2019

The International Perspectives on Assessing Wold Languages (IPAWL) conference is organized by the American University (AUC), Egypt. IPAWL is jointly organized by the AUC Department of Applied Linguistics, the Department of Arabic Language Instruction, and the Department of English Language Instruction, in collaboration with the following programs: the Cervantes Spanish Institute in Cairo, the French Cultural Center, and the Yunus Emre Institute. The conference targets assessment specialists and language professionals representing various languages in different parts of the world. IPAWL will be held at AUC Tahrir Campus in Downtown Cairo from January 30-January 31, 2019.

The IPAWL theme focuses on Learning-Oriented Assessment (LOA). Learning-Oriented Assessment usually refers to those practices that support effective learning activities and are usually guided by targeted outcomes. LOA has become of critical importance, especially in accountability-oriented systems that favor summative large-scale tests. One contribution of LOA is its ability to ease the tension between assessment and instruction by making sure that assessment and learning tasks are not substantially different. Given these advantages, LOA activities have been on the rise in many instructional contexts. The purpose of this conference is to showcase assessment efforts in different settings that have attempted to use LOA, especially in countries that are well known for their emphasis on summative examinations.

The conference program includes a wide range of exciting sessions that address issues related to the use of learning-oriented assessment in different settings. We hope you find the program interesting and useful!

Welcome from the IPAWL 2019 Organizing Committee Chair

On behalf of the Organizing Committee, I am delighted to welcome you to the **First International Perspectives on Assessing World Languages Conference (IPAWL 2019).** The year 2019 is very special for us as the American University in Cairo will have its **centennial celebration**. IPAWL 2019 is fully funded by the AUC centennial project.   It is also the first time in our region to bring together professionals who are interested in assessment of different languages. Language assessment conferences in our region have usually focused only on English language assessment, and IPAWL attempts to change this trend by involving colleagues who teach different languages in Egypt and worldwide.

 The theme of the conference addresses issues related to learning-oriented assessment (LOA), an area that has gained considerable attention in recent years in several countries. The purpose of IPAWL is to share assessment efforts in different LOA contexts, particularly in countries where summative examinations are popular and those that espouse a LOA approach to assessment. With the promising educational reform initiative in Egypt that was introduced in 2018, it is the optimal time for us to have serious discussions about how to integrate LOA in our examinations-based instructional setting. The IPAWL conference this year attempts to tap into how LOA could be used in such contexts and the challenges associated with this endeavour.

We are honoured and fortunate to have a wonderful group of plenary and featured speakers whose expertise in learning-oriented assessment will substantially contribute to the discussions and debates during the conference. Our speakers have a wide range of experiences both in testing and in academic programs, and I cannot wait to listen to their thought-provoking presentations. In addition, the IPAWL team was able to put together a wonderful program including presenters from different parts of the world. I am confident that conference participants will enjoy the different sessions and will go back to their classes with inspiring ideas and wonderful assessment tips.

I would like to take this opportunity to thank a number of people and entities without their help IPAWL would not have been possible. First, I would like to thank the AUC Provost's Office for their generous centennial grant that has helped us organize this conference. My thanks are extended to the different language programs and the Organizing Committee members for their hard work and dedication in planning for IPAWL. My appreciation also goes to the reviewers of the proposals who did a good job selecting this impressive list of speakers. In addition, I would like to extend my gratitude to the IPAWL sponsors for their continuous help and support.

Last but not least, I would like to thank the conference participants for their interest in IPAWL. I wish you a wonderful IPAWL 2019 and hope to see you in IPAWL 2020!

Atta Gebril,
The American University in Cairo

 Dr. James E. Purpura, Columbia University, USA

Insights gained from using a learning-oriented approach to scenario-based assessment design

The enduring promise of content-and-language-integrated-learning (CLIL) is that language curricula will be contextualized within some discipline-specific domain (e.g., ecology), where learners are exposed to and assisted with both disciplinary content (facts, concepts) and associated linguistic content, so that they will later be able to integrate and use these topical and communicative resources in the completion of simple and complex tasks that they would likely encounter in a real-life domain of language use. Given that CLIL is situated in disciplinary practices, CLIL instruction is not just about content or effective communication standards—that is, the acquisition and integration of disciplinary content and related communicative resources, but it is equally about how learners need to use content and communication competencies to perform disciplinary specific tasks that potentially tap into, among other factors, a host of complex socio-cognitive processes (e.g., reasoning, collaborative problem-solving). An example of such a situation would be when students are placed in a scenario, where they have to work collaboratively to reason through a problem related to the potential impact on an ecosystem of the potential loss of one species in the food chain. A successful resolution to this problem involves the acquisition and integration of discipline-specific language and content related to this problem, but success in this situation also involves moderating factors such as problem comprehension, peer instruction, reasoning skills, cognitive load, assistance processes, collaboration strategies, and socio-affective strategies. Given the number of factors involved in this real-life situation, what CLIL outcomes would we want to measure and how can we account for the moderating effects of the other factors? Or even, how can we structure the assessment task in a way that would require learners to engage in the kinds of complex thinking processes they might encounter in a real-life problem solving task of this sort?

The purpose of the current talk is to discuss the potential of scenario-based language assessment (SBA) as a technique for eliciting performance and measuring a broadened

range of constructs related to the assessment of CLIL outcomes. This paper first relates assessment design to real-life competencies and shows how learning-oriented assessment can serve as a design framework for these assessments. Then, it defines SBA and describes how scenarios, conceptualized as a purposeful set of carefully sequenced, thematically-related tasks designed to simulate real-life performance, can provide a concrete mechanism for measuring an expanded range of theoretical constructs related to CLIL. The paper then illustrates with an example how learning-oriented assessment has been used as a theoretical framework for designing SBAs and the insights obtained from this assessment.

Dr. James E. Purpura is Professor of Language and Education in the Applied Linguistics and TESOL Program at Teachers College, Columbia University. Jim's research has focused on grammar and pragmatics assessment, the cognitive underpinnings of L2 performance, learning-oriented assessment as a framework for understanding how learning can be incorporated into formal assessments, and how assessments function when embedded in teaching and learning and mediated through interaction. Currently, he is involved in a multi-year project on Scenario-Based Assessment. A former President of ILTA, Expert Member of EALTA and a member of the US Department of Defense Language Testing Advisory Panel, Jim is currently co-editor of Language Assessment Quarterly, and is series co-editor of both New Perspectives on Language Assessment and Innovations in Language and Learning Assessment at ETS. Jim was a Fulbright Scholar at the University for Foreigners of Siena in 2016.

IPAWL 2019 Plenary Speaker

Dr. Neus Figueras , language assessment consultant and coordinator of the EALTA CEFR SIG

Success in language learning: What role can language assessment play?

Language education has often addressed learning, teaching and assessment separately, as isolated elements rather than as an integrated and interrelated whole. Most probably because of this, no sufficient attention was paid to the second part of the title of one of the most influential books in the last decades, the CEFR, which aimed precisely at

proposing an approach to learning, teaching and assessment which focused on the learners.

The session will bring out the attempts to put into practice a holistic approach to language education focused on the learner (van Lier 1996; William 2011 or Little et al. 2017 amongst others). It will outline what a coherent approach to learning, teaching and assessment means and implies in terms of localized policy, training and outcomes in an increasingly globalized world which requires transparent and transportable qualifications. In such a context, the importance of standardised proficiency descriptors will also be analysed and discussed.

Neus Figueras Casanovas started her career as a teacher of English and coordinated the development of foreign language curricula and certificate examinations for adult learners in the regional ministry of education in Catalonia, Spain, for over 20 years. She has been involved in a number of international research and development projects related to assessment at different education levels (Dialang, Speakeasy, Ceftrain, Dutch CEFR construct project, EBAFLS) and has given courses and presented in universities in Spain, in various European countries, in Asia, and in the USA. She has carried out consultancy work in assessment (University of Bilkent, Turkey; BIFIE -Centre for Assessment and Innovation-, Austria; University of Saint Petersburg, Russia, Quiyas, Saudi Arabia) and in curriculum design (U.N. New York and Geneva). She collaborates with the Council of Europe in the dissemination of the CEFR in testing and assessment and is one of the authors of the Manual for Relating Examinations to the CEFR (Council of Europe, 2009). She is a founding member of EALTA (European Association for Language Testing and Assessment, www.ealta.eu.org), and was the first President (2004-7) of the Association. She is currently the coordinator of the EALTA CEFR SIG. She was awarded the third International British Council Assessment Award (2015).

IPAWL 2019 Featured Speaker

Beverly Baker, University of Ottawa

Exploiting the formative potential of a test-taker-oriented scale for a summative assessment

The study reported here is part of a mixed methods development and validation of a test-taker-oriented rating scale for the writing section of the CanTEST, a high-stakes

proficiency test used for university admissions at several Canadian institutions. We were interested in the extent to which candidates were able to predict the official scores on the CanTEST with this scale, as a support to test preparation efforts. In addition, we were interested in the extent to which this scale could be used as a formative tool to support the writing development of candidates. The scale was provided to international students in three ESL advanced writing classes representative of the test-taker population. Students reviewed and practiced using it in class, then used it to score essays and provide comments justifying their scores. Students also had the opportunity to reflect on the extent to which this class assignment supported their writing development. Cluster analysis revealed considerable variation in scale use and discrepancies with the official scores awarded to the essays. However, qualitative analysis of student comments and reflections reveal considerable potential for the rating scale as a formative assessment tool. This project is an excellent fit with the IPAWL conference theme, "Learning-oriented assessment in the age of accountability," in that during this project we blur the boundaries between summative and formative assessment paradigms: with this learning-oriented assessment activity, we were able to turn summative assessment preparation into meaningful instructional activity to support students' learning. Therefore, in this presentation we include a discussion of the benefit of exploiting the formative and instructional potential of test-taker-directed rating scales.

Beverly Baker is an Associate Professor and Director, Language Assessment, at the Official Languages and Bilingualism Institute at the University of Ottawa, Canada. She was a founding member of the Canadian Association of Language Assessment. Her work in language assessment development and validation has been published in journals such as Language Testing, Language Assessment Quarterly, and Assessing Writing. In addition to testing research, she does a great deal of research on the ground with teachers, taking a critical approach in examining classroom language teaching and assessment practice.

IPAWL 2019 Featured Speaker


Jayanti Banerjee, Trinity College London

Learning-oriented language assessment: How large-scale language assessments are and could be language-learning oriented

Learning-oriented language assessment is typically defined as the use of assessment to identify learning needs and support the learning process. Its primary agent is assumed to be the teacher, who uses formal and informal assessment opportunities to identify what each learner knows and where they need more help. The emphasis is on the individual and the perspective is individualised, i.e., using evaluation as a tool to give each learner the support and guidance they need to advance their language learning. Arguably, the customisable and adaptive essence of learning-oriented assessment is markedly different from standardised assessments. Therefore, one might question the place of standardised assessments in a learning-oriented assessment framework.

This paper will show how standardised assessments that are external to the language classroom can still be language-learning oriented. It will briefly discuss how graded exams, where the curriculum for each level is carefully staged, can support learning. Additionally, exams that are intentionally designed to represent real-life language experiences offer learners a snapshot of how they might cope with language use 'in the wild'. This helps them to identify their learning goals. The paper will also discuss the role of exam preparation materials as a language learning tool as well as a source of support to teachers. The final section of the paper will evaluate how score reports are and could be language-learning oriented.

Jayanti Banerjee is the director of language at Trinity College London. She is a language assessment professional and researcher with approximately 20 years' experience in teaching the principles of language testing, designing and evaluating language tests, and conducting research into testing and assessment issues. She has a PhD in language testing from Lancaster University. Her research interests are in the areas of assessing language for specific purposes, writing assessment, standard setting, and test development and validation.

IPAWL 2019 Featured Speaker
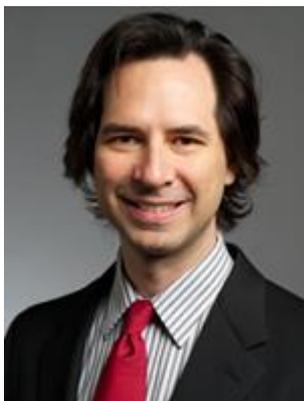
Erik Voss, Northeastern University, USA

The role of technology in learning-oriented language assessment

Information technologies are playing an increasingly important role in the enhancement of student learning and are essential for facilitating learning-oriented language

assessment such as enabling new forms of learning interaction and capturing new forms of evidence for learning (Saville, 2013). Computers are capable of supporting collaborative or independent tasks, enhancing learner engagement, and providing appropriate, timely feedback. Teachers, test developers, and language testing researchers are exploring further uses of information technologies to improve assessing language ability more efficiently and through innovative methods (Chapelle & Voss, 2012) and would benefit from a deeper understanding of the potential capabilities and challenges of assessing language through computer technology (Chapelle & Douglas, 2006).

In this talk, I will discuss ways in which technology can be integrated into learning-oriented assessment while considering appropriate opportunities for learning, reconsidering language constructs, exploring the impact of new assessment methods, and selecting appropriate tools and resources (Chapelle & Voss, 2016). The presentation will highlight applications of existing technologies and options for learning environments with limited access to technology. The discussion will also include future directions for sophisticated and emerging information technologies (e.g., speech recognition, facial recognition, and virtual reality) that can be adapted for learning-oriented language assessment.

Erik Voss is an Associate Professor in the Global Pathways and American Classroom programs at Northeastern University, USA. He has served as webmaster for the International Language Testing Association (ILTA) and secretary of the Midwest Association of Language Testers (MwALT). Previously, Dr. Voss worked at Iowa State University as an assessment coordinator for the Intensive English and Orientation Program and as a SPEAK/TEACH rater and instructor in the Speaking Skills for International Teaching Assistants. His research interests include CALL, multimedia for language learning and testing, and language testing and technology.

IPAWL 2019 Featured Speaker

Miranda Hamilton, Bell International

Learning-oriented assessment – Integrating assessment with learning

The language testing and educational assessment literature differentiates between formative and summative uses of assessment and tends to conceptualise them as

separate entities. However, treating the relationship between these concepts as a dichotomy has engendered confusion about the purposes and uses to which assessment can be put to promote productive student learning. In this presentation I discuss the term Learning-Oriented Assessment, (LOA) which captures the centrality of learning within assessment. In developing the concept of LOA we are seeking ways of identifying an individual learner's present state of understanding and directing immediate teaching/learning, while at the same time tracking progress towards the achievement of long term learning objectives and preparation for public examinations or internationally recognised qualifications. If the 'formative' element of the assessment process is to mean more than informal feedback to learners, relevant measurement principles should also figure centrally in its conceptualisation and practice, and I will suggest how the essential link between input-focused teaching and outcome-focused 'summative' assessment can be made. In so doing I will outline ways in which assessment data might be collected and used to profile and monitor learners' progress, informing teacher decision-making and planning and enabling students to engage effectively in self-study. In this presentation I will encourage you to reflect and bring your experience, knowledge and insights to this important area of development in language learning, teaching and assessment.

Miranda Hamilton is an experienced teacher and teacher trainer. In recent years she has been involved in educational research, with a special interest in learner autonomy, technology and classroom assessment. Having completed her PhD from the University of Cambridge in 2010, following a post-doctoral position at Cambridge Assessment English, she made the move back into the classroom. She currently works for Bell International, where, in addition to teaching, she has taken on the role of Advanced Practitioner, supporting teachers in their teaching and professional development.

IPAWL 2019 Featured Speaker

Peter Davidson, Zayed University in Dubai

Implementing learning-oriented assessment in the classroom

The main aim of assessment is to measure students' performance. But assessment can also be used to facilitate learning – what Tomlinson (2005), refers to as 'learning validity'. In a Learning-Oriented Assessment (LOA) approach, all assessment, both formal and informal, contributes to learning, and assessment is aligned with the

curriculum. As noted by Cambridge Assessment English, LOA emphasizes that all levels of assessment, (macro and micro), should contribute to both the effectiveness of learning and the evaluation of learning outcomes. But what does this mean for the classroom teacher, and how does LOA impact on the classroom? The purpose of this talk is to discuss how assessment can be constructed so as to maximize opportunities for meaningful student learning in the classroom and become an integral part of the learning process. We begin by looking at formative assessment, and how the timing and number of assessments, and the test task types used, can promote student learning. We then present a number of practical ideas that teachers can use to facilitate learning before, during, and after implementing assessment.

Peter Davidson currently teaches English language and composition at Zayed University in Dubai, having previously taught in New Zealand, Japan, the UK and Turkey. Peter has co-edited a number of books on testing and evaluation including: **Language Assessment in the Middle East and North Africa** *(2017, TESOL Arabia);* **The Cambridge Guide to Second Language Assessment** *(2012, Cambridge University Press);* **The Fundamentals of Language Assessment** *(2009, TESOL Arabia); and* **Evaluating Teaching Effectiveness in ESL/EFL Contexts** *(2007, University of Michigan Press). Peter was recently made a Fellow of the Higher Education Academy (UK).*

IPAWL 2019 Featured Speaker

Daniel Lam, University of Bedfordshire, UK

Feedback as a learning-oriented assessment practice: Principles, opportunities, and challenges

This talk considers learning-oriented assessment (LOA) from the perspective of feedback. I begin with the question 'What makes useful feedback?', comparing different kinds of assessment information about learners' performance – test scores, score descriptors, evaluative and descriptive feedback, and their usefulness for assessment and learning. The question is then further explored by reference to two Cambridge English funded research projects on developing feedback materials for interactional competence (IC): how assessment information is used to inform learning, and how materials were developed according to LOA principles.

Project 1 developed a practical feedback tool based on thematic analysis of speaking examiners' comments on paired task performances in the *Cambridge English B2 First (FCE)* exam. The tool consists of an IC checklist, accompanying description of IC features (for teachers) and feedback for learners. Project 2 developed a resource bank of 'worked examples' of FCE paired interactions, which serve to illustrate IC features and feedback in context or can be used as materials for inductive learning activities.

I will discuss the design features of the materials developed, their LOA underpinnings in terms of feedback and learner engagement, and their potential uses in classroom assessment and learning or as self-access online learning resources. The talk concludes by briefly considering some challenges in the provision of feedback as an LOA practice within particular systems of formative and summative assessments.

__Daniel Lam__ works at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, where he is involved in research projects related to IELTS, TOEFL and Cambridge English exams as well as other test development and validation projects. His research interests include the assessment and development of interactional competence, the relationship between assessment and learning, and test score use and interpretation. Daniel has published in __Language Testing__ and in the edited volume __Assessing Chinese Leaners of English__, and has taught courses and workshops to postgraduate students in TESOL, in-service teachers, and item writers in China, Germany, UK and Ukraine.

Conference At-a-Glance

Day One: Wednesday January 30

9:00- 10:00 Registration
Ewart Hall Foyer

10:00- 11:00 Opening Remarks and Plenary
Ewart Hall

Insights gained from using a learning-oriented approach to scenario-based assessment design
James Purpura, Professor of Language and Education, Applied Linguistics and TESOL Program, Teachers College, Columbia University, USA

11:00 – 11:15 Coffee Break

Time	Ewart Hall	Oriental Hall	Hill House 602
11:15-11:45	**Featured Speaker** ***Exploiting the formative potential of a test-taker-oriented rating scale for a summative assessment*** **Beverly Baker,** **University of Ottawa, Canada**	***Using Instagram, Facebook and Twitter in formative assessment in the classroom*** **Aisha M Osman,** **Eduline, Egypt** **Workshop (11:15 – 12:15)**	***Using E- portfolios based on formative assessment for developing students' writing skills*** **Eman M Bakr,** **Hurghada Faculty of Education, Egypt** **Paper**
12:00-12:30	***Assessment reform in Egypt: Challenges and potentials of learning-oriented assessment in an***		

	examinations-based instructional setting **Atta Gebril,** **The American University in Cairo** **Paper**		
12:45-1:15	**Featured Speaker** ***Implementing LOA in the classroom*** **Peter Davidson,** **Zayed University in Dubai**	***T.I.M.E. Evaluation – An effective ESL drama and language assessment tool*** **Nikolay M. Nikolov,** **Markoni's Language Centre, Bulgaria** **Paper**	***Utilizing assessment data to inform effective teaching and learning of the Arabic language*** **Mimi L Jett, Diglossia, UAE** **Hanada Taha-Thomure, Zayed University, UAE** **Paper**
1:15-2:15	**Lunch Break** **Poster Sessions** **Ewart Hall Foyer** *Self-assessment: Developing autonomous and accountable learners* **Samir Omara, Teachers First, Egypt** *Lexicography project design & assessment* **Amany Youssef, British University in Egypt** *Research on phonological improvement: ESL Saudi students of Tabuk University in KSA* **Doris L Borrero, Tabuk University, KSA** *Teachers' conception of assessment: The role of assessment literacy and teacher preparation* **Alex Anderson, The American University in Cairo**		

2:15-2:45	**Featured Speaker** *Feedback as a learning-oriented assessment practice: Principles, opportunities, and challenges* **Daniel Lam,** **Center for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire, UK**		*The negative effects of the Baccalaureate examination on teaching and learning in Algerian schools* **Chaouki Hoadjli,** **Biskra University, Algeria** **Paper**
3:00-3:30	*Continuous assessment of a multi-stage ESL project* **Natalia V Rusinova,** **MGIMO Odintsovo Campus, Russia** **Paper**	*Group conferences as a learning tool for improving academic writing feedback* **Amira Salama,** **Nile University, Egypt** **Workshop (3:00 – 4:00)**	*Rubric interpretations: The 'Said' and the not 'Said'!* **Marwa Baza & Laila El Serty** **The American University in Cairo** **Workshop (3:00 – 4:00)**

Conference At-a-Glance

Day Two: Thursday January 31

9:00- 10:00 Registration
Ewart Hall Foyer

10:00- 11:00 Plenary
Ewart Hall

Success in language learning: What role can language assessment play?
Neus Figueras, Coordinator of the European Association for Language Testing and Assessment (EALTA) CEFR SIG

11:00 – 11:15 Coffee Break

Time	Ewart Hall	Oriental Hall	Hill House 602
11:15 -11:45	**Featured Speaker** ***Learning-oriented assessment – Integrating assessment with learning*** **Miranda Hamilton,** **Bell International, UK**	***The Emirati standardized test in Arabic (EmSAT): Integrating learning-oriented assessment within large-scale testing*** **Hessa Alwahabi** **Eman M Altewi,** **Ministry of Education, UAE** **Paper**	***CEFR vs. assessment: Practical applications for the new revisions*** **Maha Hassan,** **Teaching ESL Hub, Egypt** **Workshop (11:15 – 12:15)**

12:00 -12:30	*Assessment of language learning in a multilingual context: The case of Arabic as a Foreign Language in the US* **Hala Abdelghany, Queens College, City University of New York Paper**	*Developing reading response tasks: Considerations and lessons learned* **Marwa Baza & Mariah Fairley, The American University in Cairo Paper**	*Using E-tools for formative assessment: A case study of Egyptian university students* **Rasha O. Abdel Haliem, The Higher Technological Institute, Egypt Paper**
12:45 -1:15	**Featured Speaker** *Learning-oriented language assessment: How large-scale language assessments are and could be language-learning oriented* **Jayanti Banerjee, Trinity College London**	*Form and content feedback on student writing* **Afaf Z. Mishriki, The American University in Cairo Paper**	*Using learning oriented assessment in reading comprehension for students of Arabic as a foreign language* **Dalal Abo El Seoud, The American University in Cairo Paper**
1:15 - 2:15	**Lunch Break**		
2:15 - 2:45	**Featured Speaker** *The role of technology in learning-oriented language assessment* **Erik Voss, Northeastern University, USA**	*Some practical consequences of quality issues in CEFR translations: The case of Arabic* **Bjorn Norrbom, Qyias, KSA Paper**	*Yes, we can teach and assess critical thinking* **Hoda G. Nashed, The American University in Cairo Paper**

3:00 -3:30	*Construct validity and learning-oriented assessment in the Omani context* **Iryna Lenchuk & Amer Ahmed, Dhofar University, Oman** **Paper**	*Zeroing in on multiple choice questions / Se pencher sur les questions à choix multiples* **Beverly A Baker,** **University of Ottawa, Canada** **Workshop (3:00 – 4:00)**	*Mubakkir—Early Arabic language literacy assessment* **Hanada Taha-Thomur,** **Zayed University, UAE** **Workshop (3:00 – 4:00)**
4:00 -4:30	**Closing Ceremony** **Atta Gebril,** **The American University in Cairo**		