CercleS Focus Group
“Language Testing & Assessment”

Herzlich willkommen!
Welcome!
Bienvenue !

CercleS International Conference, Durham, 12 September 2024

Three questions

1. The impact of the CEFR CV's action-oriented approach on university language testing and assessment
2. The impact of the COVID pandemic on university language testing and assessment
3. The impact of AI on university language testing and assessment

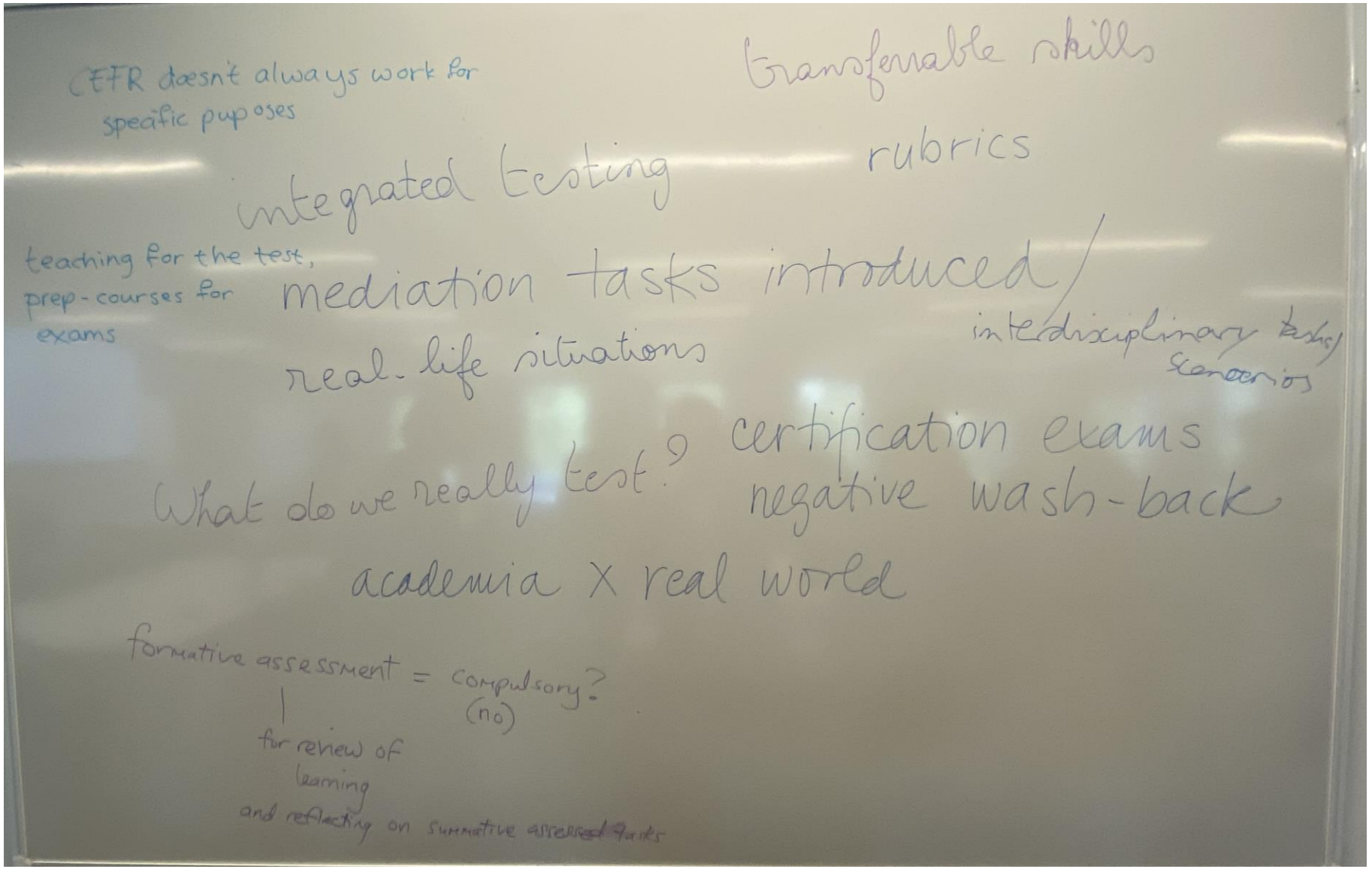
Three questions – outcome of group work

1. The impact of the CEFR CV's action-oriented approach on university language testing and assessment
2. The impact of the COVID pandemic on university language testing and assessment
3. The impact of AI on university language testing and assessment

Three questions – in more detail – # 1

1. The impact of the CEFR CV's action-oriented approach on university language testing and assessment
   - Action-oriented approach to teaching → washback?
   - Action-oriented approach to testing?
   - Role of formative assessment?
2. The impact of the COVID pandemic on university language testing and assessment
3. The impact of AI on university language testing and assessment

I. Impact of the CEFR CV – group work results



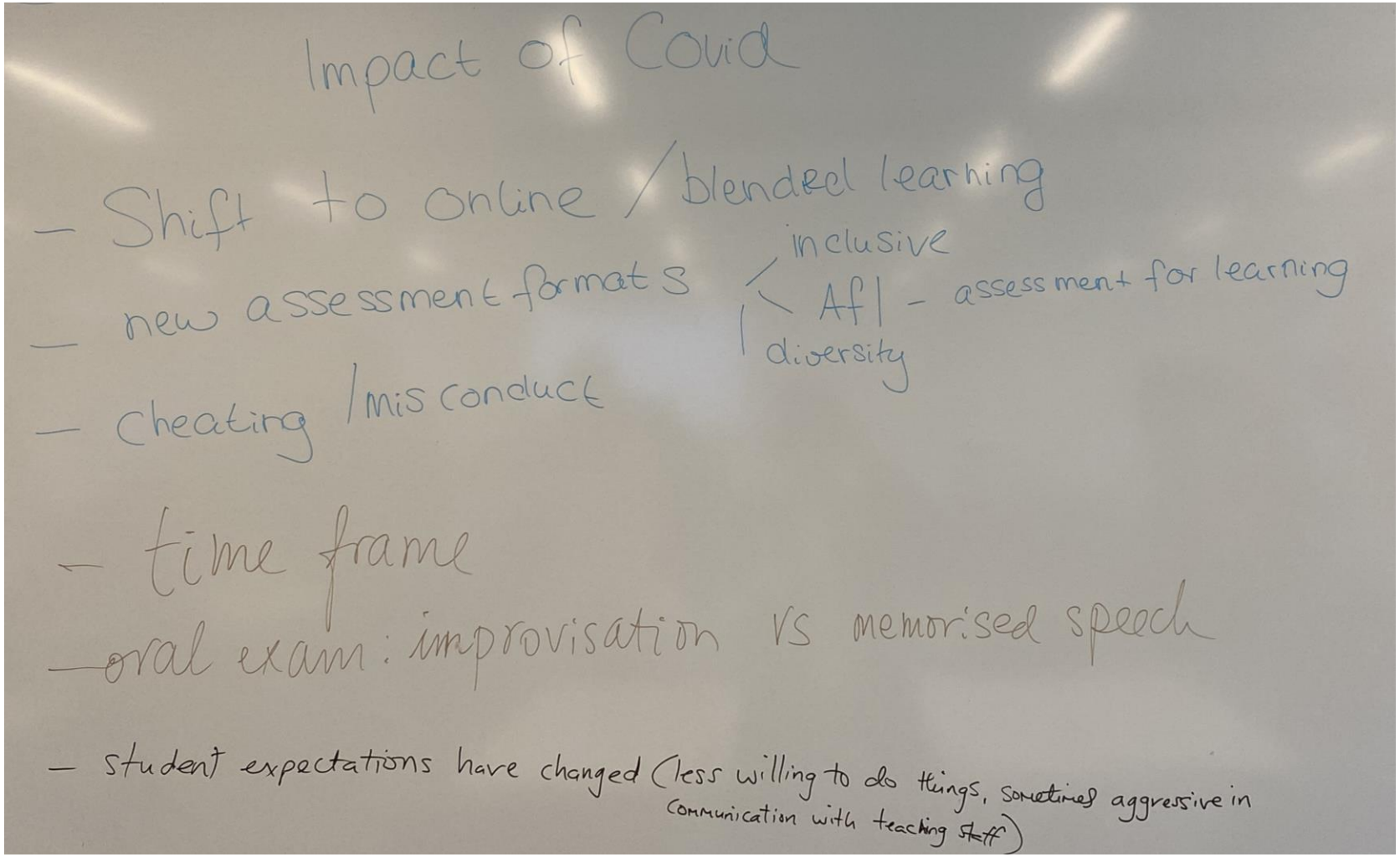
I. Impact of the CEFR CV – group work results

- real life situations → mediation tasks, integrated testing, interdisciplinary tasks / scenarios
- academia vs. real world
- rubrics
- formative assessment – should it be compulsory? (no) → for review of learning and reflecting on assessed tasks in summative assessment
- What do we really test?
- certification exams have negative washback effect
- teaching to the test, preparation courses for exams
- CEFR doesn't always work for specific purposes

Three questions – in more detail – # 2

1. The impact of the CEFR CV's action-oriented approach on university language testing and assessment
2. The impact of the COVID pandemic on university language testing and assessment
   - New formats of testing, e.g. online examinations, open book format, take-home exams?
   - Paper-based, computer-based, online?
   - Student expectations?
3. The impact of AI on university language testing and assessment

2. Impact of COVID – group work results



2. Impact of COVID – group work results

- **shift to online / blended learning**

→ **new assessment formats**: assessment for learning, diversity, inclusive

→ **cheating, misconduct**

→ time frame

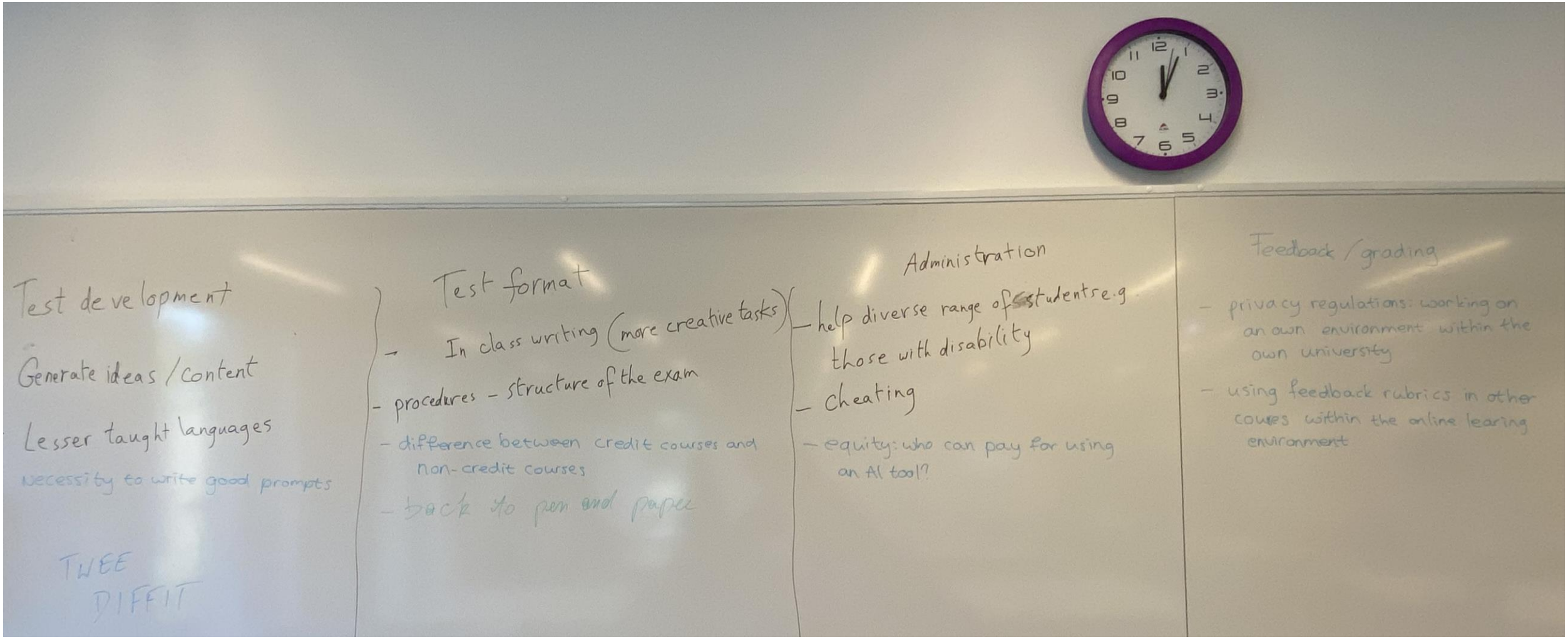
→ oral exam: improvisation vs. memorised speech

→ **student expectations have changed**: they are less willing to do things, behave sometimes in an aggressive way in communication with teaching staff

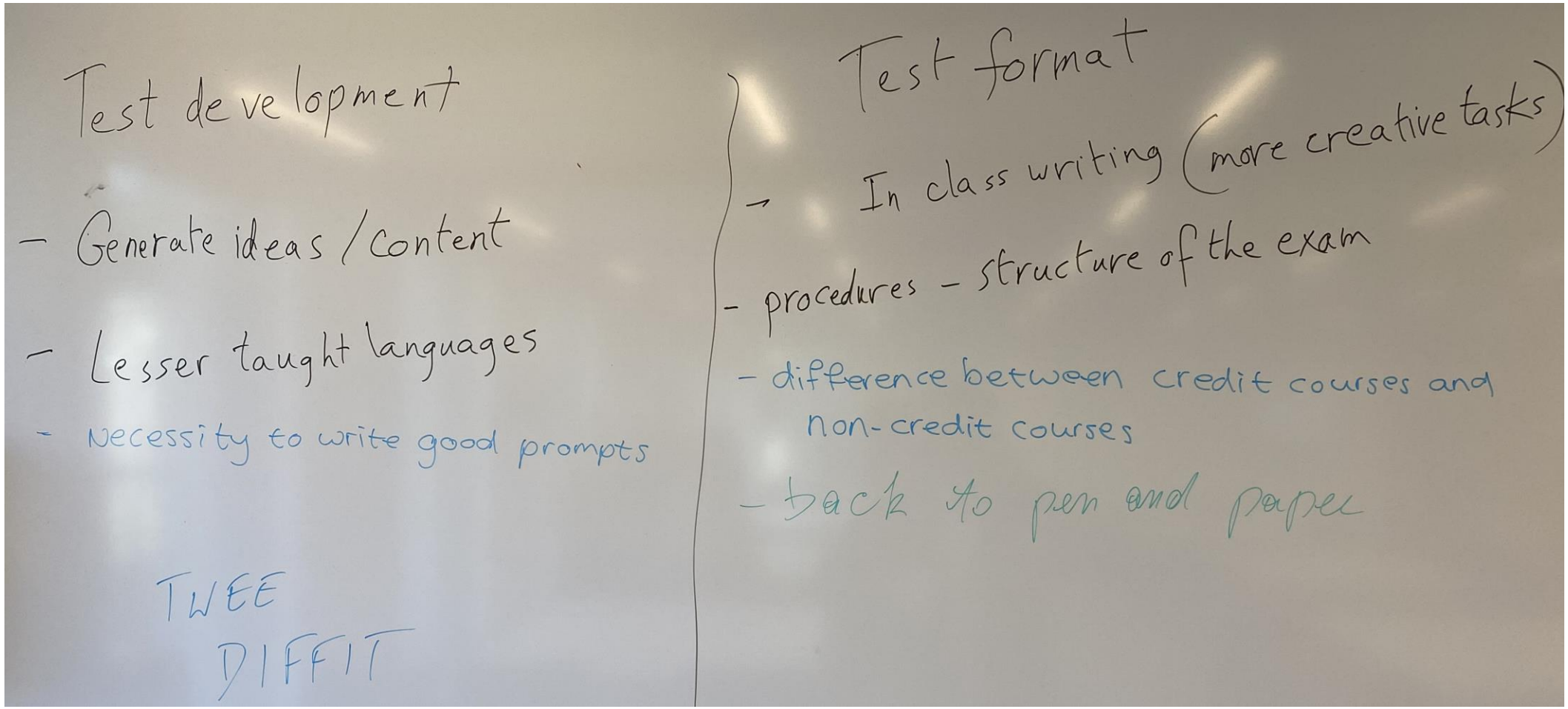
Three questions – in more detail – # 3

1. The impact of the CEFR CV's action-oriented approach on university language testing and assessment
2. The impact of the COVID pandemic on university language testing and assessment
3. The impact of AI on university language testing and assessment
   - … on test development?
   - … on test administration?
   - … on test formats?

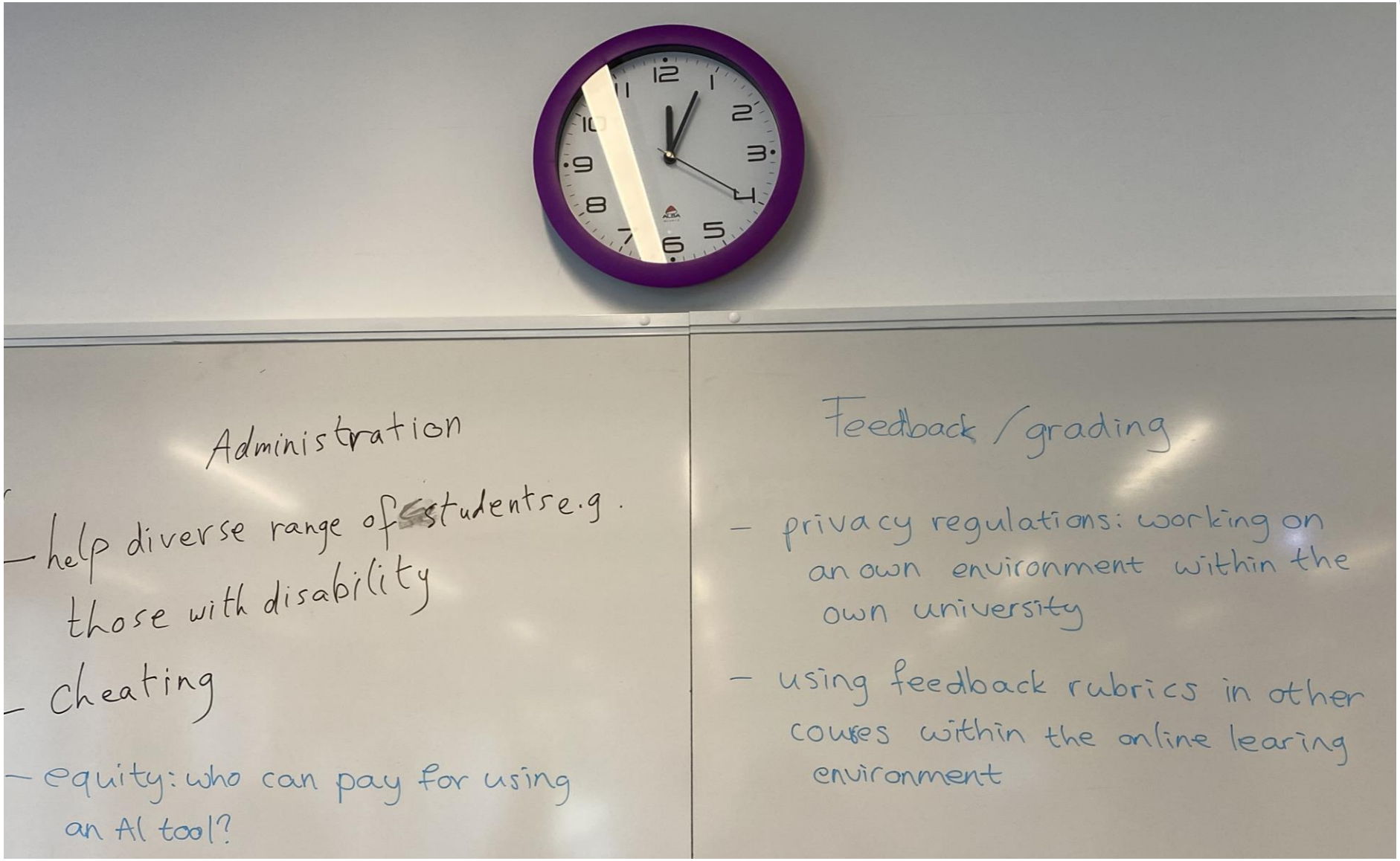
3. Impact of AI – group work results



3. Impact of AI – group work results (in more detail)



3. Impact of AI – group work results (in more detail)



3. Impact of AI – group work results

Four aspects to take into consideration:

1. Test development
2. Test format
3. Test administration
4. Feedback & grading

3. Impact of AI – group work results

1. Test development

- generate ideas / content
- lesser taught languages
- necessity to write good prompts

useful tools: TWEE, DIFFIT

2. Test format

- in class writing (more creative tasks
- procedures: structure of the exam
- difference between credit-bearing courses and non-credit-bearing courses
- back to pen and pencil

3. Impact of AI – group work results

3. Test administration

- help diverse range of students, e.g. those with disability / impairment
- cheating
- equity issue: who can pay for using an AI tool?

4. Feedback / grading

- privacy regulations: working on one's own environment within one's own university
- using feedback rubrics in other courses within the online learning environment

Focus Group "Language Testing and Assessment" –

Future activities

- Change of focus group co-ordinators:
  → Barbara Sawicka and Laurent Rouveyrol
- webinar series (tbc)
- Göttingen workshop in February 2025

Future activities

- Next steps:

Göttingen Workshop on language teaching, learning and assessment at university: "Integrating skills"

Göttingen University, 21st and 22nd February 2025

Göttingen Workshop on University Language Teaching, Learning and Assessment # 8

“ Integrierte Prüfungen / Integrating skills ”

21st & 22nd February 2025

Theme

Integrierte Prüfungen

integrating skills in assessment

The event will be multilingual.

Integratives Prüfen

Mehrwert Qualitätskontrolle Deskriptoren

dual-level skaliert übergreifend

kombinieren aufeinander beziehen verzahnen verbinden

summative integrative Prüfung Impact on teaching and learning

Modulabschlussprüfung: hat das Niveau in allen Fertigkeiten erreicht (Sprechen, Hören, Lesen, Schreiben)

Integrative skills assessment

complex transfer linking connections

competencies bi-level balanced

analysing complex input authentic communicating synthesis

modes of communication co-constructed dynamic

examination: proficient to level in each of the components (speaking, listening, reading and writing)

Venue











Centre for Languages
and Transferable Skills

Georg-August-Universität Göttingen

Zentrale Einrichtung für Sprachen
und Schlüsselqualifikationen

Goßlerstraße 10

D-37073 Göttingen



save the date: 21 to 22 February 2025

https://www.uni-goettingen.de/de/einblicke/686145.html





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Herzlichen Dank!

Thank you very much for your contribution!

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