

Studies in Teacher LAL

Theory-driven models:

- W. James Popham (2009) Assessment literacy for teachers: Faddish or fundamental? Theory Into Practice, 48:1
- Lynda Taylor(2013) Communicating the theory,practice and principles of language testing to test stakeholders:Some reflections. Language Testing,30:3

Empirically-driven models:

- Glenn Fulcher (2012) Assessment literacy for the language classroom. Language Assessment Quarterly, 9:2
- Kieran O'Loughlin (2013) Developing the assessment literacy of university proficiency test users. Language Testing, 30:3

“ Teachers spend from 1/4 to 1/3 of their professional time on assessment related activities. Almost all do so without the benefit of having learnt the principles of sound assessment.”

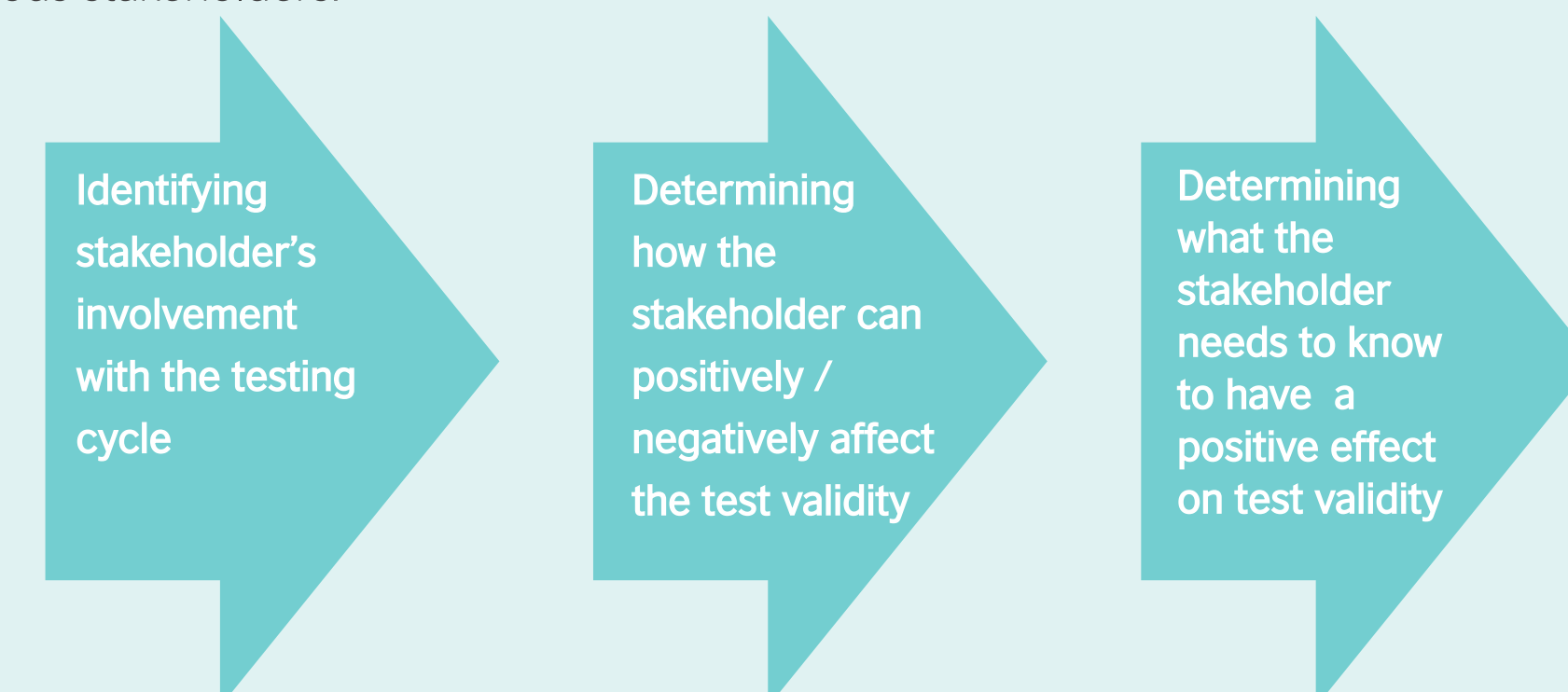
Stiggins, 2007

“ Educators' inadequate knowledge in [assessment] ...can cripple the quality of education.”

Popham, 2009

Test validity-driven approach to understanding the LAL needs of specific language assessment stakeholders in order to build group-specific profiles that generate targeted LAL development programmes

- current working model to understand the construct of LAL as it applies to the various stakeholders:

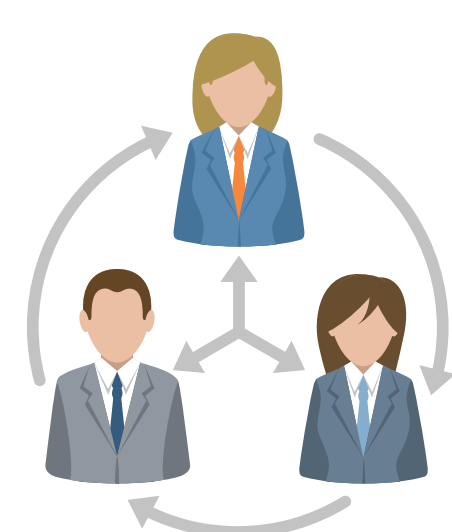


- outcome - a model for evaluating the LAL needs of any stakeholder group in the assessment cycle
- China - highly test-driven teaching environment
- conceptual-empirical process of building a LAL profile for Chinese teachers of English

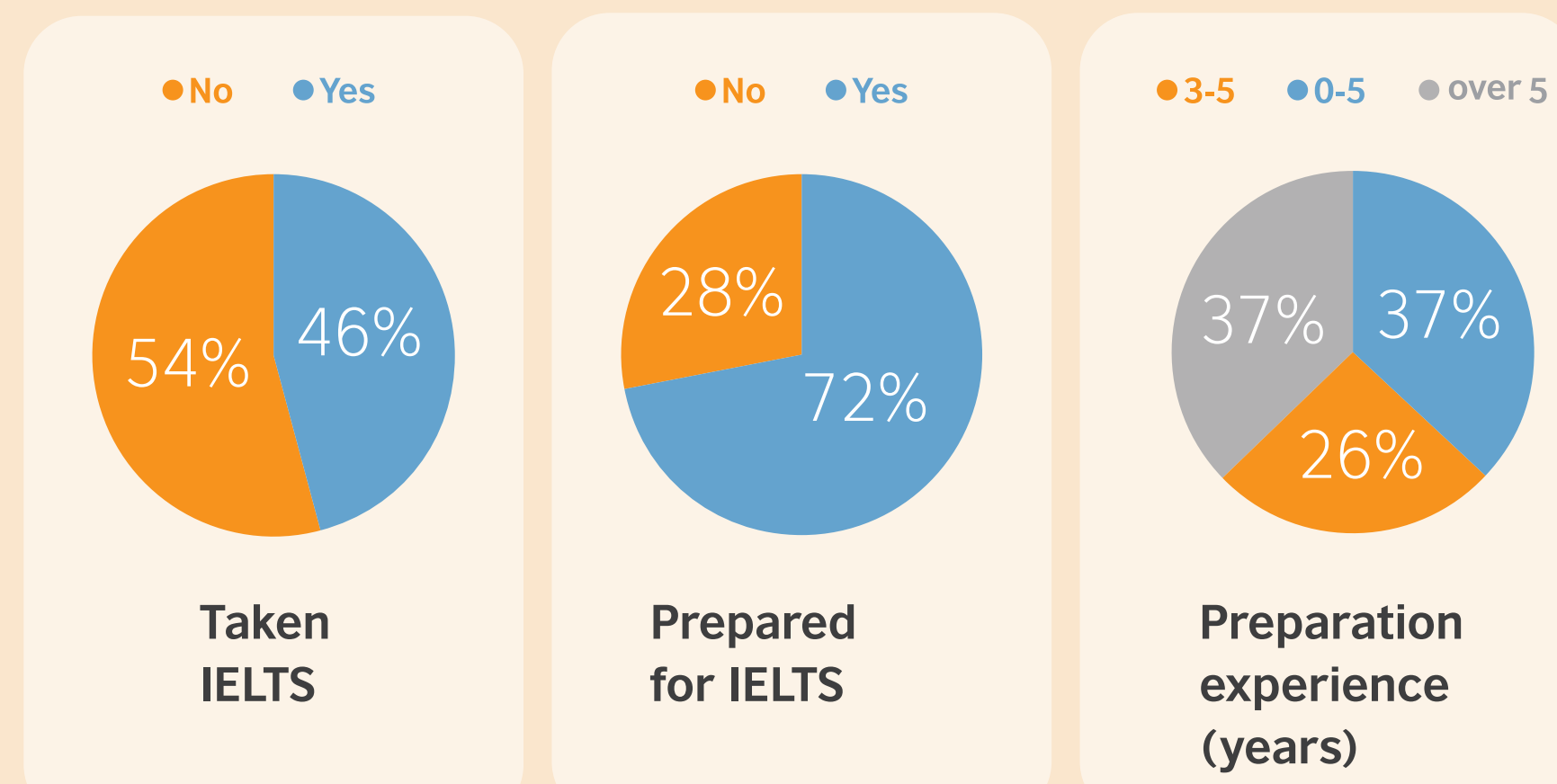
British Council China: Teacher Training activities

- One day workshops on each of the skills assessed in IELTS
- Blended learning course focussed on understanding more fully the IELTS test
- E-newsletters with practical classroom ideas and syntheses of relevant literature
- Support videos clarifying test formats, criteria, and expectations

78 teacher training events since 2014
1864 participants attended the events

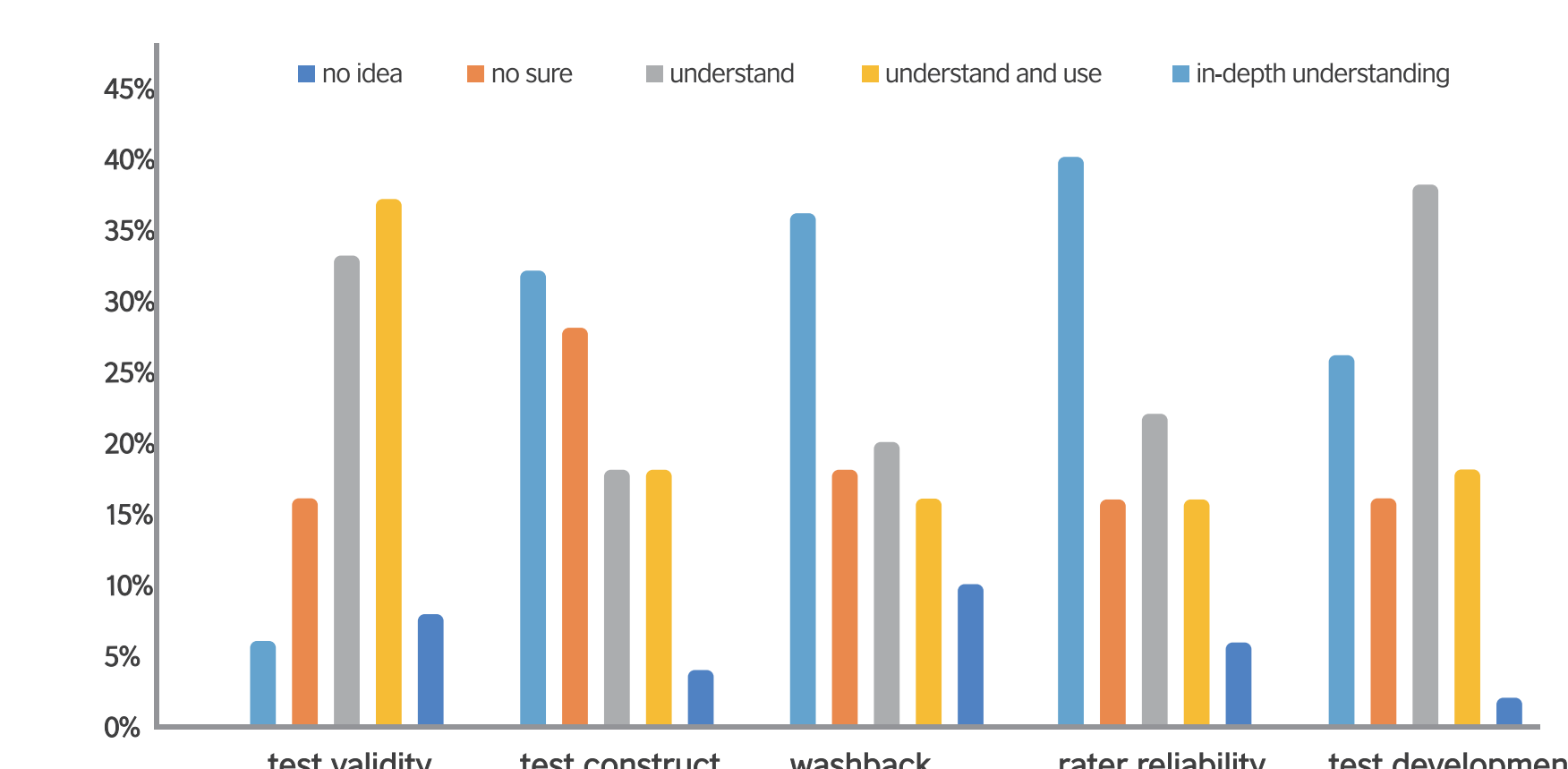
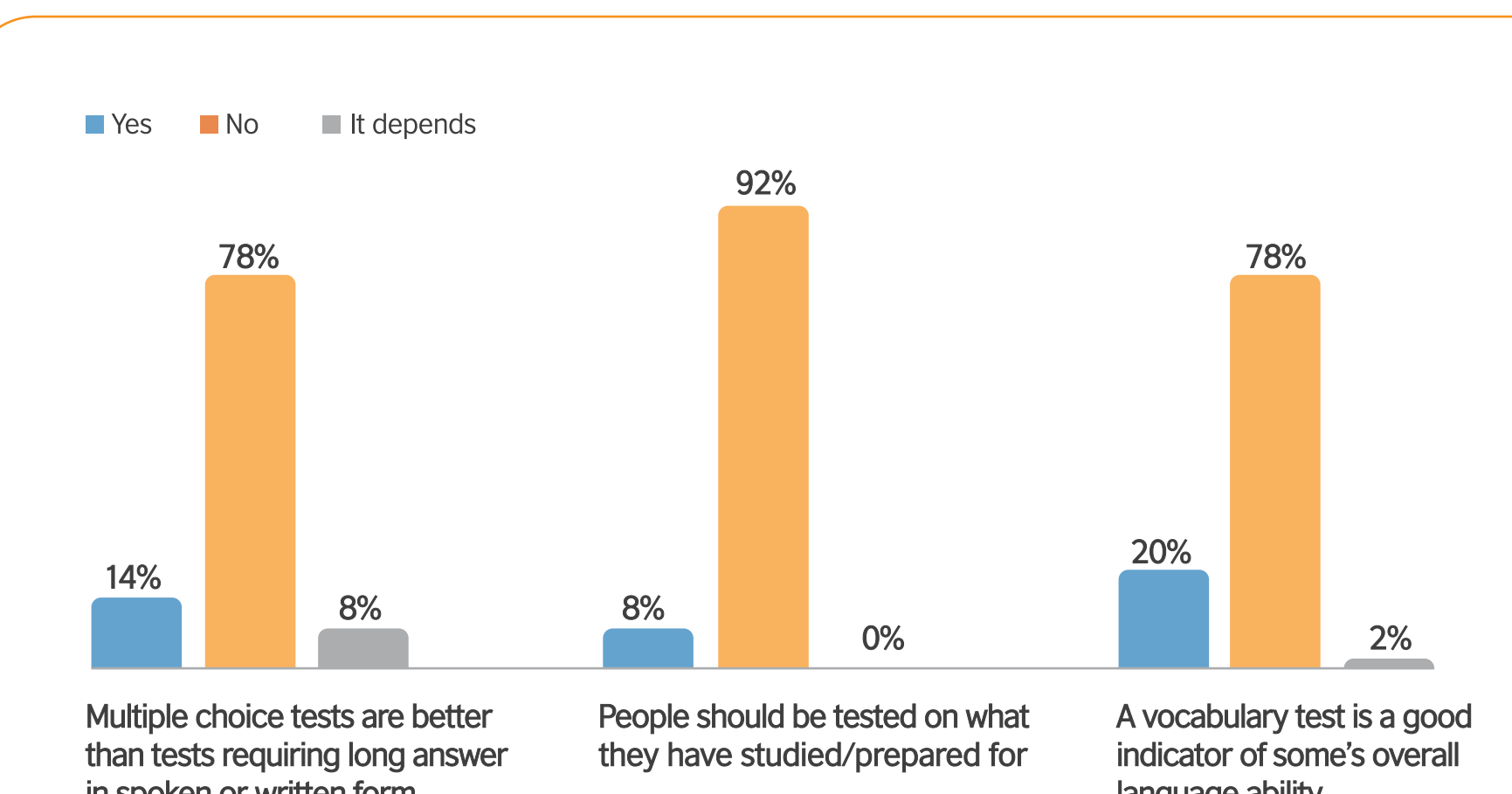


The Participants

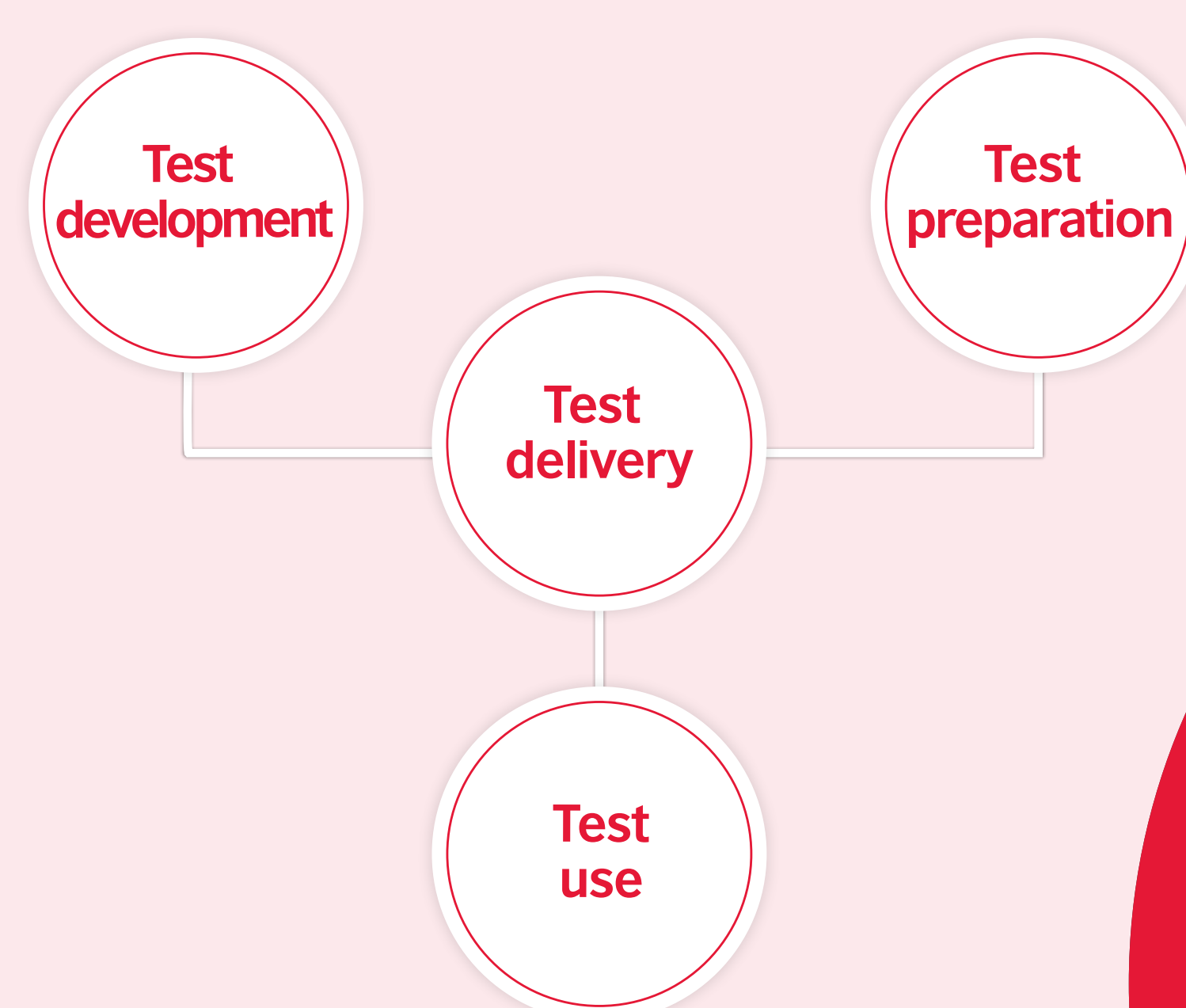


59 participants – 4 workshops – Beijing, Harbin, Nanjing, Shanghai

The Questionnaire



Test Cycle



How do you come into contact with the test as a teacher?

- Placement testing
- Preparing training materials
- Test preparation
- Accompanying students to the test
- Helping students interpret test results



Teachers' AL Needs: Awareness Raising Activity

01 How do you come into contact with the test as a teacher?

02 What actions do you take that could influence the outcome of the learning process?

03 What information / knowledge do you need to positively influence the outcome of the learning and testing process?

What information / knowledge do you need to positively influence the outcome of the learning and testing process?

- Test construct and requirements
- Assessment criteria and band descriptors
- Test administration
- Test recognition
- Teaching methodology for test preparation
- Test-taking strategies
- Students' learning styles
- Placement/diagnostic testing
- Cross-cultural communication skills

Teacher LAL Needs ➡ Teacher LAL Profile

What actions do you take that could influence the outcome of the learning process?

Positive influences

- Clear understanding of the test
- Teacher's own experience of the test
- Encouragement and motivation
- Differentiation instruction
- Efficient delivery
- Objective assessment
- Charming personality

Negative influences

- Little knowledge about the test
- Provide incorrect information about the test
- Little experience
- Lack of proficiency
- Put high pressure on students
- No passion



What makes IELTS a good test?



Directions for further research:

- Gather more LAL data from teachers across a range of educational institutions to refine the findings
- Conduct teacher focus groups to discuss the questionnaire and awareness-raising activity findings
- Finalize assessment literacy profile for English teachers preparing Chinese students for overseas study
- Investigate the gap between teachers' current and desired LAL
- Design training programme and training tools to address the gap

Acknowledgement

We would like to thank Colin Barnett, the Assessment Solutions manager at the British Council China and an experienced teacher trainer, for this huge contribution to this study.