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English as a Lingua Franca practices
for inclusive multilingual classrooms

ΙΔΡΥΜΑ
ΚΡΑΤΙΚΩΝ
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Language Assessment

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ACTIVITY 1

Respond to the statements below on a scale of 1-5 (agree – disagree)

- Learners should sound like native speakers when speaking.
- Tests and grades are important to evaluate success in the classroom.
- Written/oral feedback is an important part of the learning process.
- My learners use self-assessment in language tasks.
- The primary goal of speaking tasks is communication.

Click the **link** under the video to share your views

Types of assessment

Summative assessment *or* testing

- A snapshot of learner's proficiency/ knowledge/skills
- Tests a small sample of learner knowledge
- Measured against native speaker model
- Measured for accuracy, correctness, errors

Formative assessment

- Focuses on the learning process and progress
- Considers learners' overall language ability

Types of assessment

Alternative assessment
- Is classroom based
- Uses **assessment criteria** based on lesson's learning aims
- Provides learners with **feedforward,** ideas on how to continue their learning
- Focuses on the **progression** of each learner
- Takes place in every lesson, continuously
- Uses of a variety of evidence of learning, including classroom **observations**

Examples of assessment forms

- **Summative assessment**—testing students at the end of a week, unit, semester, year

- **Formative assessment/assessment for learning**—feedback to learners as they work through their assignments

- **Alternative assessment**—use of portfolios, creative projects, interviews

ACTIVITY 2— Respond to choice activity

The activity will be a choice activity on Moodle

What informs your assessment practices most? You may choose up to 3

- International high-stakes tests: meeting the needs of tests such as the TOEFL, IELTS or Cambridge Exam.
- National tests: meeting the needs of the national tests
- Local tests: meeting the needs of tests for a local school, city or region
- Classroom assessment: demonstrating progress throughout a course
- Curriculum aims: meeting the needs of government/school set curriculum aims
- A high standard of British English: training my students to a very high standard, as close as possible to perfect British English.
- A high standard of native English: training my students to a very high standard, accepting both British and North American forms.
- A high proficiency of a non-native variety: accepting non-native variances and encouraging their use.
- Communicative ability: demonstrating communicative competences through interactive activities.
- Other – add to text box

Culturally Sensitive Assessment

Promotes:

- A wide range of assessment strategies to demonstrate mastery of skills are used, including **creative, performance-based, peer, and self-assessment**
- **Learners' participation in choice of assessment** form, tasks and assessment criteria/feedback
- **Collecting information** from several sources, including families, gathered to compile individual learning portfolios

Assessment in ELF

Focuses on:
- Effective communication
- Oral skills – listening and speaking
- Classroom assessment practices
- An opportunity for learners to show their language ability in a variety of situations
- Use of English by anyone, native or non-native

Pushes focus away from:
- Native speaker as model/measuring stick
- Summative assessment/testing

ELF-aware assessment

- Engages **strategic competence**, as **effective communication** is weighted more importantly than linguistic accuracy

- Encourages use of **accommodation skills** & **strategies** for communication

- Encourages **negotiation of meaning**

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Communication strategies

- Repetition – asks for/uses
- Uses clarification checks
- Uses confirmation checks:
  - Repeat back what was said
  - Summarize main ideas
- Uses paraphrasing/restructuring
- Adjusts pace, as needed for collocutor
- Adapts structures to collocutor
- Adapts word choice to collocutor

Norms of ELF assessment

- Makes **mutual intelligibility** the norm between speakers
- Allows language forms that enable **communication**, not specifically native speaker norms
- Involves more than one learner at a time
- Uses a variety of forms so that learners **focus on language functions** rather than on grammatical accuracy

ELF-aware teachers assess

✓ **Meaningful communication**
✓ **Negotiation of meaning**

1. How learners perform a task
2. The learner's ability to use **communication strategies**
3. How well the learners achieve the **communication goals**
4. If the learners can **accommodate** for the listener

ELF-aware assessment

- Uses **formative assessment** practices
- Takes place over a period of time
- Helps learners to make progress
- Includes learners – give a voice in process
- Uses **systematic observation**
- Charts learner's achievements and progression
- Employs multiple tasks
- Focuses on **pragmatics**
- Does not hold learners to an idealized native speaker standard
- Holds effective communication as the goal, rather than linguistic perfection

ACTIVITY 3

Review part of the **textbook or learning materials used in your classroom**. Consider the following:

- Are native speaker norms used to measure oral skills?
- Are any formative or alternative assessment practices included?
- Is communication the goal or linguistic perfection?

Provide an example of how you could adapt one of the assessments or create one to be ELF-aware

Click the **link** under the video to share your views in the Forum

ACTIVITY 4—Reflection

Review the observation form provided.

- Would it be possible to observe your learners while engaged in an oral activity in the classroom?
- Could you use this form in your classroom to assess learners' oral skills?
- How would you want to adapt this observation form for your local context?

Click the **link** under the video to share your views

Observation form

Accommodation strategies of ELF discourse features (adapted from Kouvdou & Tsagari, 2018)
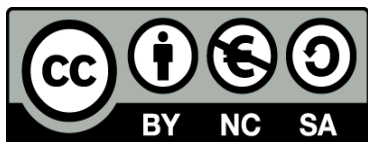
Tick if the learner uses any of the following accommodation strategies during the speaking and listening task.
- Repeats or asks for repetition
- Clarifies or asks for clarification
- Self-repairs speech
- Helps fill in gaps of interlocutor
- Checks for comprehension
- Paraphrases
- Uses extralinguistic clues to convey meaning
- Adapts vocabulary for interlocutor
- Adapts grammar for interlocutor
- Translanguages (uses full language repertoire to assist with meaning)

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