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The global forum for
EAP professionals

BALEAP PIM

Assessing the Assessors:

Reviewing Assessment Practices in (and beyond) EAP



Saturday 23rd February 2019

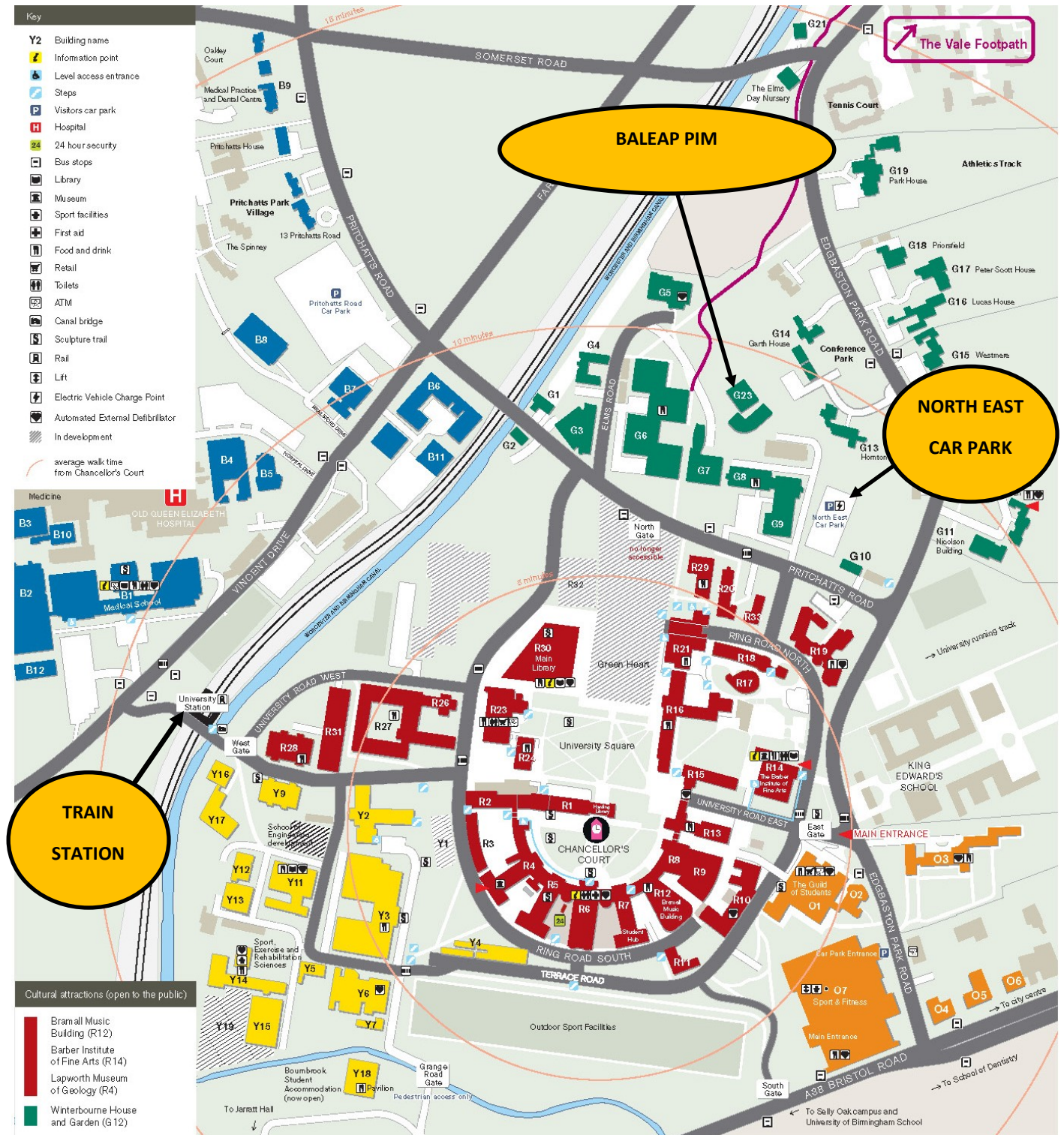
Edgbaston Park Hotel and Conference Centre

University of Birmingham

How to find us

The BALEAP PIM will be held at the Edgbaston Park Hotel and Conference Centre .

This is located on our beautiful Edgbaston campus, University of Birmingham (G23 on the campus map).



A word of welcome

From Hayley Maxwell, Director of EAP
University of Birmingham

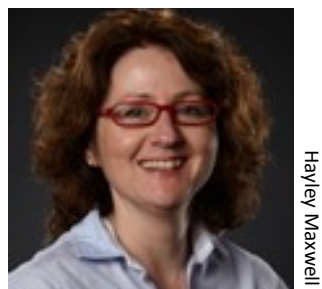
Birmingham International Academy, University of Birmingham in conjunction with BALEAP are delighted to welcome you today to our campus and to our PIM, Assessing the Assessors – reviewing assessment practices in (and beyond) EAP.

Today’s PIM focuses on assessment and assessment literacy in the digital age. Recent debate on assessment design in the age of the internet, both within language assessment and across higher education, suggest that there are shared challenges which an inter-disciplinary approach may help to overcome. The aim of this BALEAP PIM is to provide space to take stock of the issues and share good assessment practice and innovations within and beyond the EAP community.

We have had some excellent submissions on this theme and have very much enjoyed putting the programme together which should provide a stimulating day including insights from research, workshops and thought –provoking lightning presentations. We are also very pleased to welcome Professor Tony Green, Director and Professor in Language Assessment at the Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire as our keynote speaker.

Tony’s keynote will address the predictive value of EAP tests when used for admissions purposes starting with a review of the evidence and ending with some considerations for the future and for us all.

We very much hope you enjoy the day at the University of Birmingham and the opportunities for sharing good practice as well as networking with colleagues from other institutions.



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7	Opening plenary
8 to 26	Sessions and speakers
27	Wrap-up session and raffle prizes



BALEAP Professional Issues Meeting (PIM) - Saturday 23rd February, 2019
University of Birmingham, Edgbaston Park Hotel and Conference Centre (G23)

Assessing the Assessors: Reviewing Assessment Practices in (and beyond) EAP

Timetable

9:30-10:00	Registration and Publishers' stands			Entrance Hall
10:00-10:15	Welcome – Hayley Maxwell, Director of EAP, Birmingham International Academy, University of Birmingham			Fry
10:15-11:15	Plenary Speaker – Professor Tony Green, CRELLA, University of Bedfordshire Assessing the Assessments: Tests of Academic Language Proficiency			Fry
11:15-11:30	Break			
11:30-12:30	Pevsner Shazad Khan [LP] University of Birmingham <i>Developing teacher assessment literacy in HE: the case of critical thinking.</i>	MacNeice Fiona Long & Will Brantingham [LP] Manchester Metropolitan University <i>How redevelopment of a reading assessment has improved teacher and student assessment literacy on a pre-session course.</i>	Fry Ruth Arrowsmith [WS] INTO Manchester <i>Inclusive EAP assessment - or is it? Meeting the challenge of neurodiversity and students with learning differences.</i>	
	Michael Salmon [LP] University of Liverpool (London) <i>Using subject specificity to encourage good academic practice.</i>	Nicholas Bostock & Marie Hanlon [LP] Loughborough University <i>Developing a portfolio assessment for Foundation students.</i>		
	Chloe Courtenay & Sophia Vanttinen-Newton [LP] University of Kent <i>What do mathematics students need to write at university and how can we assess them?</i>	Bruce Howell [LP] University of Reading, Malaysia <i>Transplanting a British EAP programme to Malaysia: not easy!</i>		
12:30-13:30	Lunch			1900 Steakhouse Bar & Grill
13:30-14:00	Pevsner Gerard Sharpling [T] University of Warwick <i>We have to assess the students but how? Using reflective e-portfolios for assessing post-graduate STEM students following credit-bearing modules in scientific writing.</i>	MacNeice Adina Pirtea & Karl Nightingale [T] University of Birmingham <i>Audio feedback: a useful approach for international students?</i>	Fry Sebastian Kozbial [WS] University of Liverpool <i>The curious case of feedback: how to enhance quality and usefulness of formative feedback.</i>	Bantock Michael Garbutt [T] University of Edinburgh <i>Stakeholders' perceptions of the validity of internal English language entry assessments used on a summer pre-session course at a UK university.</i>
14:00-14:05				
14:05-14:35	Liz MacDougall [T] Abertay University <i>Covering all the bases: designing assessments for a bespoke pre-session programme.</i>	Cathryn Overall & Richard Nickalls [T] University of Birmingham <i>Human versus machine: evaluation of the BIA's 'Academic Paraphrase Practice' automated marking application.</i>		Huahui Zhao [T] University of Leeds <i>Creating accessible, feasible and useful self-assessment grids based on the ELP: an evidence-based approach.</i>
14:35-14:50	Break			
14:50-15:20	Pevsner Eddie Cowling* & Peter Holt**[T] *University of York **King's College London <i>From ghostwriting to learner engagement in writing assessment: how can an open book exam help?</i>	MacNeice Klaus Mundt* & Mike Groves** [T] *University of Nottingham **University of Birmingham <i>Distraction or development: what are the potential effects of Google Translate in EAP assessment?</i>	Fry Caroline Fletcher [WS] University of Sheffield <i>Innovations in developing teacher assessment literacy: a scholarship circle model.</i>	
15:20-15:25				
15:25-15:55	Steve Issitt [T] University of Birmingham <i>Reading into writing: a new integrated test and the avoidance of plagiarism.</i>	Sebastian Kozbial & Michael Salmon [T] University of Liverpool <i>Assessing note-taking without wading through the notes: can/should it be done?</i>		
15:55-16:00				
16:00-16:30	Wrap-up session and raffle prizes			Fry

Key: LP = Lightning Presentation; T = Talk; WS = Workshop

LP = each session consists of a series of 10-minute presentations followed by panel questions

T = a 20-minute talk followed by questions

WS = a 40-minute interactive (workshop) session

Welcome

Information about the day

Our exhibitors



Olly Twist

ollytwist@garneteducation.com

@GarnetEducation



Emma-Jayne Robinson

emma-jayne.robinson@macmillaneducation.com

@MacmillanELT



Jenny Mead

jenny.mead@cengage.com

James Pallister

james.pallister@cengage.com

@ELTNGLeurope



Alison Castle- Kane

Alison.castle@trinitycollege.co.uk

@TrinityC_L

The venue



UNIVERSITY OF
BIRMINGHAM

EDGBASTON PARK HOTEL
AND CONFERENCE CENTRE

Edgbaston Park Hotel and Conference Centre is part of the University of Birmingham group. The University of Birmingham is one of the world's top 100 institutions.

The newly opened Edgbaston Park Hotel and Conference Centre is a modern hotel with contemporary en-suite bedrooms, free Wi-Fi and cutting-edge conference venues – and a quintessentially English Grade II-listed luxury house and boutique hotel.

Located in the heart of Birmingham's secluded, leafy area of Edgbaston the hotel is just two miles from Birmingham City Centre.

A hotel that's part of the University of Birmingham, one of the world's top 100 institutions – but with a friendly team who will welcome you warmly.

Wifi

Guests can connect to the **hotel wifi** by selecting the ASK4 hotspot and entering their email address.

Food and drink

Refreshments will be available throughout the day. Water will be available in the plenary and breakout rooms .

There are self-serve hot drink machines and biscuits available in the foyer areas around the hotel near the plenary/breakout rooms. Please help yourselves.

Lunch will be served at 12:30 in the 1900 Steakhouse Bar & Grill.

You can find the restaurant on the ground floor of the Edgbaston Park hotel & Conference Centre , directly in front of you as you go through the main entrance.

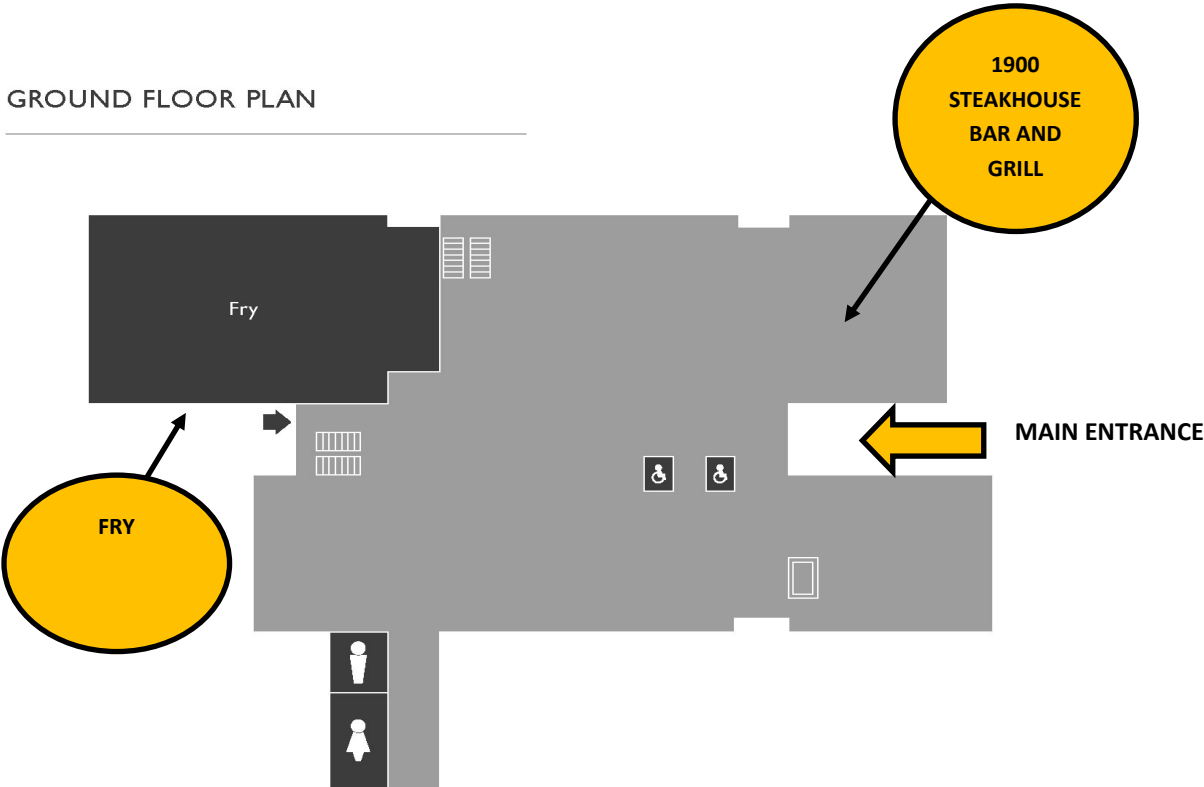
Social media



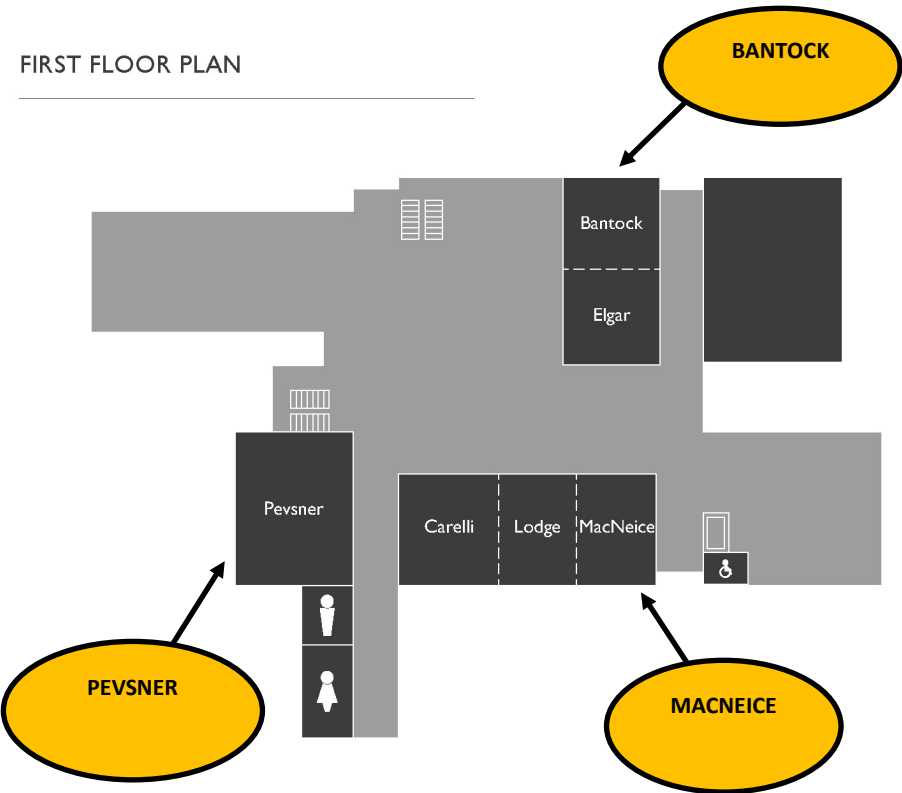
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Edgbaston Park Hotel & Conference Centre

GROUND FLOOR PLAN



FIRST FLOOR PLAN



Opening Plenary

10:15—11:15

Fry—ground floor

Assessing the Assessments: Tests of Academic Language Proficiency

Professor Tony Green, CRELLA, University of Bedfordshire

Entry to university for international students depends on evidence of an adequate level of ability in English. The standard required for entry is expressed as a score (varying across and within institutions) on one of a set of approved tests, or successful completion of a course of language study.

How comparable are the different sources of evidence that institutions rely on?

It is assumed that learners with abilities that fall below this standard will struggle to learn effectively in the university environment and so face an unacceptably high risk of failure or impose an unacceptably heavy burden in terms of the university resources needed to support them, or both. Are these assumptions justified by the evidence?

The past forty years have seen a substantial number of studies into the predictive power of the tests of English used in the UK and other English-speaking countries for screening international students. This paper will present a comprehensive evaluative review of the evidence that has been accumulated for the role of language tests in predicting (or failing to predict) aspects of academic performance at university, the impact over that time of changes in test format and the developments in the methods employed to investigate the issue. It will consider the implications of this work for the role of language tests in admissions and for future research into this fundamental question.

Speaker biography

Professor Tony Green is Director of the Centre for Research in English Language Learning and Assessment and Professor in Language Assessment at the University of Bedfordshire, UK. He is the author of *Exploring Language Assessment and Testing* (Routledge), *Language Functions Revisited* and *IELTS Washback in Context* (both Cambridge University Press). He has served as President of the International Language Testing Association (ILTA) and is an Expert Member of the European Association for Language Testing and Assessment (EALTA).

Professor Green has consulted and published widely on language assessment. He is Executive Editor of *Assessment in Education* as well as serving on the editorial boards of the journals *Language Testing*, *Assessing Writing* and *Language Assessment Quarterly*. His main research interests lie in the relationship between assessment, learning and teaching.



Prof. Tony Green

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Sessions and Speakers

11:30—12:30

Pevsner—first floor

Developing teacher assessment literacy in HE: the case of critical thinking

Lightning Presentation

Shazad Khan, University of Birmingham

Current research within academia suggests that in order for students to be effective learners there is a requirement that they understand the assessment processes (Race, 2009). There has thus been a drive to enhance assessment design in order to realise the full potential of learners, and consequently, this has led to articulating assessment processes to students. However, designing or redesigning a module and how exactly assessment processes are to be articulated to students in a way that is easily comprehended is not always easy, and by *a fortiori* it makes it all the more difficult when the cohort of students is an international one. This is particularly apparent when attempting to assess and grade features such as critical analysis which may not be familiar to all international students.

This lightning session is a work-in-progress and does not aim to provide a definitive answer; it has a more modest aim of unpicking and articulating an underlying assumption made in many Higher Education assessments regarding the value of assessments that include higher order skills such as critical analysis. Given the increasing heterogeneity of university cohorts, this proposal seeks to ask tutors how they expect 'critical analysis/thinking' is achieved.

The specific questions that it aims to ask are (1) how 'critical thinking' is defined across the disciplines and whether or not this definition differs from one discipline to another; and (2) how to make this more intelligible for international students in HE.

Speaker biography

Shazad Khan is an EAP tutor at the University of Birmingham. His research interests include assessment methods, critical thinking and reflective writing as assessment in HE.

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Sessions and Speakers

11:30—12:30

Pevsner—first floor

Using subject specificity to encourage good academic practice.

Lightning Presentation

Michael Salmon, University of Liverpool (London)

This presentation will focus on how ‘designing out’ bad academic practice can be accomplished not just through task type, but also through drawing connections to students’ future professional fields. This serves to give learners a clearer context for the otherwise potentially confusing or restrictive rules for referencing and good practice, and to encourage them to view academic integrity as a professional-level, career-relevant skill.

This will be articulated through two case studies in very different contexts. The first is a module designed for Art and Design undergraduates, in which links were made between good academic practice in the university and the phenomena of plagiarism, influence, homage and repurposing in the creative arts. The second example is a pre-sessional for Accounting and Finance postgraduates which required students to investigate the various professional codes governing acceptable professional practice in their future fields, and then make comparisons with the rules surrounding ethical or responsible behaviour as a student. Through these two examples, we will arrive at a series of suggestions for making the teaching of academic integrity more relevant and more focused.

Speaker biography

Michael Salmon is an English for Academic Purposes Co-ordinator for University of Liverpool’s new London campus, with a particular interest in Pre-Sessional course design, academic integrity, and learning technologies in use.

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Sessions and Speakers

11:30—12:30

Pevsner—first floor

What do mathematics students need to write at university and how can we assess them?

Lightning Presentation

Chloe Courteney and Sophia Vanttinen-Newton, University of Kent

This presentation outlines how we worked with SMSAS (School Of Mathematics, Statistics & Actuarial Science) to embed academic literacy and writing skills. We will give an overview of assessment created for two modules produced in collaboration with the School to meet ESP needs. The ethos is to take students out of their comfort zone and to encourage them to challenge their notions of academic writing.

One module, a credit bearing Level 3 module for SMSAS, is a compulsory module aimed at both home and international students. The School recognises that most students who have completed science high school education have little academic writing experience. The assessment was successful in that it exposed students to academic writing and academic skills. Most students have little experience of writing longer pieces of academic writing and the School had trialled a report of 300 words. Our task was to extend this to 1,250 words and to make students' data analysis more analytical.

The second module is a bespoke Actuarial Science Level 7 module for international students guiding them through the process of writing in plain English. It also equips students with the skills to write effective actuarial letters and summaries rather than traditional academic assessments, such as essays. Writing a successful actuarial letter or summary are both skills and graduate attributes which these students will utilise in their later professional lives when communicating with other actuaries. We knew our students were writing effective plainly written assessments when we, as a lay audience, could understand the actuarial letters.

Speaker biography

Chloe Courtenay is Senior Tutor and an EAP Tutor at the Centre of English and World Languages at the University of Kent.

Sophia Vanttinen-Newton is In-sessional and Short Courses Manager at the Centre of English and World Languages at the University of Kent.

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Sessions and Speakers

11:30—12:30

MacNeice—first floor

How redevelopment of a reading assessment has improved teacher and student assessment literacy on a Pre-sessional course.

Lightning Presentation

Fiona Long and Will Brantingham, Manchester Metropolitan University Language Centre

The summer Pre-sessional courses at Manchester Met have undergone a number of changes in recent years, most notably for staff and students in the redesign of the Reading and Listening assessments. This has resulted in a move away from exams to continuous assessment. End of course results show an improvement in student progression rates and anecdotal evidence from staff suggests that the approach taken has benefits in the development of academic reading and writing skills development.

The changes to the assessment pattern have been the focus of a Master's dissertation which looks specifically at one of these skills. The research uses student feedback to examine attitudes towards this alternative method of skills assessment. 88% of 10-week students completed a survey at the end of the course about the benefits and challenges involved in completing the assessments.

The experience of redesigning the assessments along with the data provided by course participants have enabled staff to develop increased assessment literacy leading to further developments to the Reading assessments.

This presentation will briefly explain the redesign of the course Reading assessment and then discuss in more detail the findings of the research into student attitudes to the assessments. The last part of the talk will explain the developments in teacher literacy which have resulted from this research and how these will shape future course content.

Speaker biography

Fiona Long is an EFL/EAP practitioner with over 15 years' university teaching and coordination experience. She leads Pre-sessional Courses and is currently researching the impact of these courses on their participants' future academic lives.

Will Brantingham is an EFL/EAP practitioner with 12 years' experience teaching and coordinating courses for university students. He currently teaches and coordinates pre-sessional assessments and has conducted research into student attitudes to online assessment.

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Sessions and Speakers

11:30—12:30

MacNeice—first floor

Developing a portfolio assessment for Foundation students.

Lightning Presentation

Nicholas Bostock and Marie Hanlon, Loughborough University

The Portfolio is an assessed element of The English language and study skills module of the Loughborough University Foundation Programme. This module is currently in its second year and is assessed through both coursework and examination. Tutor feedback from the first year, identified a need to incentivise students to complete written tasks throughout the course to better prepare them for the final written assessment. As a result, the Portfolio was created for this second year of the programme.

The Portfolio includes six assessed written tasks which focus on the development of key sub-skills. Students are required to complete an essay plan and an annotated bibliography along with four pieces of reflective writing, where they reflect on specific independent study tasks. It was hoped that the Portfolio would: incentivise students to develop key sub-skills in advance of their final assessment; offer opportunity for individual feedback to support progress; and develop students' independent study and reflective writing skills as transferable skills for their individual future pathways. Guided practice and feedback were given on essay planning, literature searching and reflective writing. The input and task deadlines were spread across the module and staggered to allow timely feedback and reflection.

In this presentation we will reflect on the success of the Portfolio from student, tutor and assessor perspectives. We will share the results of a student survey on the helpfulness of the Portfolio tasks and discuss what we as tutors and assessors have learned and how we plan to take this assessment tool forward.

Speaker biography

Nick Bostock is an EAP Tutor at Loughborough University. He has also taught EAP at Xi'an-Jiaotong-Liverpool University in Suzhou and LIPC in Leicester.

Marie Hanlon is an EAP Tutor at Loughborough University where she has taught EAP for the past 5 years. Her background is mainly in teaching EAP to international foundation students.

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Sessions and Speakers

11:30—12:30

MacNeice—first floor

Transplanting a British EAP programme to Malaysia: not easy!

Lightning Presentation

Bruce Howell, University of Reading, Malaysia

This lightning presentation will illustrate how the development of assessment literacy can and should form a major part of new campus development, seeing as practices at establishment will be long-lasting.

The University of Reading launched foundation and degree programmes in Malaysia in 2013/2014, and EAP teaching has now started. For Pre-sessional courses, the obvious starting point is to replicate the well-established UK programme and train teachers to its ethos, methodology and content. This is challenging in a place where English teaching is very well-established but 'EAP' is not really known.

While developing the teachers' assessment literacy in this scenario is key, since the courses are short and the most important outcome is the high-stakes proficiency measurement, it is also highly appreciated and has been very rewarding to deliver.

Developing a new branch campus certainly has its difficulties but being small and compact also presents opportunities to collaborate with academics from other subject areas in a way that is not usually possible at a larger campus – we are 'all in it together'. The area of assessment is a common cross-discipline topic of discussion, and again a rewarding experience.

Speaker biography

Bruce Howell has been an EAP teacher at the University of Reading since 2003, specialising in assessment. Bruce's current role is managing the department for Foundation and EAP study at the Malaysia campus.

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Sessions and Speakers

11:30—12:30

Fry—ground floor

Inclusive EAP assessment—or is it? Meeting the challenge of neurodiversity and students with learning differences.

Workshop

Ruth Arrowsmith, INTO Manchester

This practical session will give a brief overview of Specific Learning Differences like ADHD, Dyslexia, Dyspraxia and Autistic Spectrum (and related conditions) and outline how they can affect EAP learners. This will cover different skill areas but also look at the role of culture and stigma and there will be a short simulation activity. There will also be a short task to look at how neurodiverse learners could be identified.

It will then discuss EAP assessment and the particular issues that these students can face in different areas. There will be opportunities to look at sample assessment tasks, classroom activities and grading criteria for discussion tasks. It will then offer some thoughts on how assessment can be adapted and made more inclusive and how teachers can make their approach to assessment and teaching practice more inclusive. Time permitting, this will involve opportunities to share ideas and good practice.

Speaker biography

Ruth Arrowsmith is an EAP tutor and Learning Support Co-ordinator at INTO Manchester. She regularly delivers teacher training on Specific Learning Differences and inclusive practice and provide specialist learning support. She also works freelance to provide academic and well-being support for neurodiverse young people, adults and parents.

#BaleapPIM_BIA

Sessions and Speakers

13:30—14:00

Pevsner—first floor

We have to assess the students but how? Using reflective e-portfolios for assessing postgraduate STEM students following credit bearing modules in scientific writing.

Talk

Gerard Sharpling, University of Warwick

This talk examines the use of reflective e-portfolios for assessing the writing development of postgraduate STEM research students who wish to develop their skills in writing extended scientific articles and reports. Students participating in the programme follow these credit-bearing modules voluntarily, as part of a transferable skills programme leading to the award of a certificate.

In the first part of the talk, attention is given to the development of the assessment framework itself: here, a brief outline of how an ESP tutor can create a valid, reliable and authentic assessment framework through a stakeholder approach will be given, and the way in which the tutor gained the necessary academic literacy to establish a meaningful and relevant assessment framework will be examined.

Emphasis will be placed throughout the first part on the challenges of assessing an ESP course, in the absence of any ready-made frameworks for doing so, and how such challenges can be resolved in circumstances where the tutor may not necessarily be familiar with the discourse used by the students.

In the second part of the paper, an outline of the reflective e-portfolio will be provided, with examples of students' work.

This part of the talk will show the strengths and limitations of the assessment procedure, and will suggest some ways in which the model might be further refined and developed in the future. An outline of qualitative, a posteriori (Weir, 2005) validation procedures will also be provided, as well as an initial assessment of the washback and 'impact' of the assessment.

Speaker biography

Gerard Sharpling has nearly 30 years of experience working in language teaching, assessment and teacher education. His main current area of interest lies in inter-disciplinary assessment practice, especially Humanistic types of assessment.

#BaleapPIM_BIA

Sessions and Speakers

13:30—14:00

MacNeice—first floor

Audio feedback: a useful approach for international students?

Talk

Adina Pirtea and Karl Nightingale, University of Birmingham

The National Student Survey has identified ‘Assessment & feedback,’ and the ‘Helpfulness of feedback’ in particular, as key student concerns for several years. This appears to reflect perceptions that much written feedback is impersonal, limited and/or does not ‘feed forward’ in a useful way. Experience at other institutions suggests one way to address this is to change from written to audio feedback, which students perceive as more personal, detailed and engaging.

The ability to give audio feedback on assignments (e.g. via an online recording of the assessor’s comments) has been available at the University of Birmingham for several years, but uptake remains sporadic, with little evidence of formal evaluation. We describe an ongoing project in a number of undergraduate programmes (including the International Academy) to evaluate whether this approach increases student satisfaction with assessment feedback, and can contribute to a more inclusive curriculum.

This talk will: (i) review what is already known about audio feedback from previous studies, (ii) present questionnaire and focus group data on how students respond to the approach, with a focus on international students, and (iii), discuss what is involved in giving audio feedback from a staff perspective.

It is aimed at anyone with an interest in introducing educational technologies into their teaching practice, and how we can evaluate whether they offer benefits for students.

Speaker biography

Adina Pirtea is an academic English tutor within the Birmingham International Academy, and is involved in both teaching and coordinating pre-sessional courses. She is interested in developing reliable assessment criteria for writing and speaking skills and in LOA (learning-oriented assessment).

Karl Nightingale is a senior lecturer in the Institute for Clinical Sciences, College Medical & Dental Sciences and teaches on a range of undergraduate programmes (e.g. medicine, dentistry, pharmacy etc), as well as biological science topics in the Birmingham International Academy. He is interested in evaluating whether technology based approaches can contribute to a more inclusive curriculum.

#BaleapPIM_BIA

Sessions and Speakers

13:30—14:00

Bantock—first floor

Stakeholders' perceptions of the validity of internal English language entry assessments used on a summer pre-session course at a UK university.

Talk

Michael Garbutt, University of Edinburgh

This talk will explore key stakeholder perceptions of the validity of the internal writing and speaking assessments used for entry purposes at a UK university. It specifically investigates the validity of the assessments in relation to the target language domain needs of College of Art (CA) master's students.

An online survey was used to gather perceptual and factual data from 24 CA students who had met their final entry requirements by completing a summer pre-session EAP course. This data was combined with evidence collected from one-to-one interviews with four academics and a student from three different master's degree CA programmes. Although the writing assessment task was perceived to be more reflective of the target language domains than the alternative IELTS writing tasks by the majority of students and all the academics, a number of validity issues were identified. These included the fact that the pre-session EAP writing task focuses only on one genre.

In terms of the speaking assessments, the local EAP oral assessment was generally viewed by students to be more relevant than IELTS to the target domain. However, the interviews with the academics revealed a more complex picture, with clear evidence of construct under-representation.

For the local EAP assessment to more fully capture respective academic domains there should ideally be more representation of one-to-one interaction and group discussion skills. Although limited by the small number of participants, this study highlights how the validity of EAP assessments can be potentially enhanced by eliciting and incorporating the views of target domain experts.

Speaker biography

Michael Garbutt has worked at English Language Education since 2006. He has a particular interest in EAP assessment and in 2018 completed the MA in Language Testing (Distance) at Lancaster University.

#BaleapPIM_BIA

Sessions and Speakers

13:30—14:35

Fry—ground floor

The curious case of feedback: how to enhance quality and usefulness of formative feedback.

Workshop

Sebastian Kozbial, University of Liverpool

This practical session will present a new system for standardising and evaluating teachers' feedback on formative tasks (productive skills) that will be implemented during a Pre-sessional English programme at Liverpool University.

As observed during Summer 2018, despite a dedicated session on how to create feedback during the induction and a general consensus that quality feedback is essential in students' development, it was highlighted that both style and quality of feedback differed greatly from one assessor to another.

To avoid this happening again, a more structured and streamlined approach is going to be implemented in 2019 that will include (but is not limited to):

- a more explicit use of our marking criteria when creating feedback
- a bigger emphasis on the characteristics of effective feedback (e.g. timing, constructiveness)
- a more thorough quality assurance through more frequent standardisation sessions; or
- a use of technology to make the process of feeding back more efficient

The workshop will include several opportunities for delegates to comment on provided pieces of written feedback and discuss their own approaches to creating feedback together with how these can influence quality assurance and students' performance.

Participants will also have a chance to role-play a short scenario-based feedback session (teacher-student) that will aim to highlight several reoccurring problems regarding students' understanding of feedback.

Speaker biography

Sebastian Kozbial is an Assessment Officer. Sebastian's main interest revolves around Formative Assessment, Formative Feedback and the practicality issues of incorporating both in day-to-day teaching and learning.

#BaleapPIM_BIA

Sessions and Speakers

14:05—14:35

Pevsner—first floor

Covering all the bases: designing assessments for a bespoke pre-sessional programme.

Talk

Liz MacDougall, Abertay University

The Masters in Professional Practice Orientation Programme (MPPOP) is a 4-month Pre-sessional course delivered in Beijing to potential MProf in Games Development students taught at Abertay. We first delivered the MPPOP in 2017, and it currently runs biannually with a cohort of approximately 20. Designing assessments for the MPPOP is particularly challenging, as we need to cover a range of areas.

EGAP: assessments must demonstrate that students have the academic skills (and English level) required for UK post-graduate study; ESAP: the MProf is a unique programme that requires students to demonstrate specific professional behaviours including showing value to a team, building a professional reputation, and reflecting and acting upon critical feedback. This needs to be reflected in the assessments; UKVI: Abertay accepts a pass on the MPPOP in lieu of a SELT, and accordingly assessments must meet UKVI and our Admissions department requirements. In addition, we deliver the programme in partnership with a Chinese media company, Perfect World, and so their commercial and cultural expectations need to be taken into consideration.

This talk will discuss our approach to assessment on the MPPOP, and how we balance our stakeholders' different requirements. We do this in part by using integrated skills assessments and a range of assessment practices; we also work closely with the Games Division to make assessment tasks as authentic as possible, and with Perfect World to ensure that they, the students and their parents, understand the assessment process and its rationale.

Speaker biography

Liz MacDougall leads the University's Learner Development Service, which provides EAP programmes and academic skills support and development to all Abertay's students.

#BaleapPIM_BIA

Sessions and Speakers

14:05—14:35

MacNeice—first floor

Human versus machine: evaluation of the BIA's 'Academic Paraphrase Practice' automated marking application.

Talk

Cathryn Overall and Richard Nickalls, University of Birmingham

This talk outlines the BIA's ongoing development of an 'English Academic Paraphrase Practice application' as part of a long term strategy to offer a formative assessment of EAP skills to all students on entry to our University. We hope to share many lessons learned from this innovative approach to assessing students' skills online. First, we will briefly outline our purpose in developing this automated marking tool (with funding from the University of Birmingham's Higher Education Futures institute - HEFi) and give a brief demonstration of the tool integrated within our online Canvas system. Our main focus will then be on our initial evaluation of the tool's reliability and scalability for use (for example within our own 'Assess your Academic English!' diagnostic).

Reliability analysis will be presented in the form of inter-rater reliability checks. This analysis will compare the grade given to a sample of 30 randomly sampled summaries by i) the software application alone, ii) two teachers blind marking without the computer software, and iii) a further two teachers who were given the computer feedback to moderate the scores independently of each other.

In addition to the summative grade, the tool's ability to identify errors in semantic meaning, plagiarism, grammar, citation and academic style will also be compared to the human markers' performance. After reviewing student feedback, some tentative conclusions will be drawn about the potential usefulness of this tool in the formative and summative assessment for students on entry to the University. On the assumption that poor paraphrasing and citation skills are often contributing factors to plagiarism (Davis, 2007; Davis & Carroll, 2009) this session will conclude that such technology has the potential to:

- focus students on good habits in paraphrasing at an earlier point in their studies
- offer a non-judgemental learning space to students to examine the distinction between what Keck (2006) terms *minimal*, *moderate* and *substantial* paraphrase (without the baggage of the typical high stakes assessment environment)
- assist teachers in spotting poor paraphrase that they would otherwise ignore

Speaker biography

Cathryn Overall is currently EAP Programme Manager for In sessional, AMD and Short Courses. She has been working at the University of Birmingham since 2001 and has particular interests in ESAP and teacher development.

Richard Nickalls has worked at the University of Birmingham since January 2008, where he is currently eLearning co-ordinator in addition to his teaching responsibilities. He teaches most regularly on the in-session Academic English skills programme and he coordinates postgraduate pre-session programmes in the summer, he also supervises Masters students on the ELAL Distance MA programmes.

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Sessions and Speakers

14:05—14:35

Bantock—first floor

Creating accessible, feasible and useful self-assessment grids based on the ELP: an evidence-based approach.

Talk

Huahui Zhao, University of Leeds

The Common European Framework for Reference (CEFR) has been increasingly adapted in local English education contexts, including the recently published China's Standards of English Language Ability (CSE). Nevertheless, the functioning of the CEFR as an assessment or a self-assessment instrument in local contexts has remained under-explored.

Self-assessment is hotly debated as an essential type of sustainable assessment considering its role in developing learners' autonomy and their competence of making informed judgement beyond their current programmes. However, such an expectation could be hindered if learners' voices were not integrated into constructing assessment criteria. Assessment following criteria constructed by teachers solely would lack learners' understanding of their meaning and values for learning with tutors' and could consequently lead it to merely meet teacher expectations rather than fostering autonomous learning.

The current project approached self-assessment as a sustainable assessment within a community, drawing upon sustainable assessment and the community of practice theory. Two writing tutors and 146 tertiary students from China played different yet interactive roles at different stages of constructing accessible and feasible assessment criteria within the local community, based on the European Language Profile (ELP) descriptors.

The presentation will reveal the decision-making processes of selecting and modifying descriptors based on the existing syllabus, learners' life experience, student surveys and teachers' reflective logs. It presents an evidence-based approach to aligning assessment with teaching and learning to make criteria accessible, feasible and useful to facilitate sustainable self-assessment within the local assessment community and beyond modules/programmes. Benefits of such an approach for learning and teaching will also

Be discussed.

Speaker biography

Huahui Zhao's research interest lies in the interplay between language assessment and technology-enhanced learning. She has published on these two areas in key journals including *Assessing Writing*, *Learning and Instruction*, *BJET* and *ELT journal*.

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Sessions and Speakers

14:50—15:20

Pevsner—first floor

From ghostwriting to learner engagement in writing assessment: how can an open book exam help?

Talk

Eddie Cowling, University of York

Peter Holt, King's College London

Reading-into-writing assessments typically employ either a take-home essay task with a substantial reading component or an exam-based writing task with a reading component of perhaps a few pages. While the take-home essay usually represents an authentic writing experience in relation to faculty needs, a validity issue may arise through the practice of commissioning or ghostwriting, an increasingly serious problem and one which cannot be addressed through plagiarism detection software such as TurnItIn. The exam-based writing assessment, on the other hand, has a separate validity issue in that it does not usually require a sufficient volume of reading, nor the range of reading behaviours, to adequately mirror the demands of in-faculty assignments.

Westbrook and Holt (2015) aimed to address the validity issues associated with these two types of assessment through an open book exam (OBE). This presentation explores research carried out with both test-takers and educators from institutions that have since employed adapted versions of OBEs on various EAP programmes. As well as outlining the practical challenges and stages of the OBE cycle, the presentation will argue that OBEs represent a secure alternative to a take-home essay. With a more substantial reading load than conventional exam-based writing tasks, OBEs can also provide a more authentic reading-into-writing assessment which, it appears, can also raise levels of motivation amongst learners to engage more fully with the task.

Speaker biography

Eddie Cowling works at the University of York, where he coordinates EAP modules and designs assessment. He has previously worked at universities both in the UK and overseas.

Peter Holt works at King's College London where he contributes to the development of pre-sessional assessments. He has worked in Turkey, Poland and Portugal as well as the UK.

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Sessions and Speakers

14:50—15:20

MacNeice—first floor

Distraction or development: what are the potential effects of Google Translate in EAP assessment?

Talk

Klaus Mundt, University of Nottingham

Mike Groves, University of Birmingham

EAP assessment often uses long coursework essays which reflect common UG practice, in part due to its turn from language to academic literacies (Lea, 2007). In order to enhance their performance, students also are often taught the use of certain technologies that facilitate the production of their texts, such as online corpora, electronic dictionaries and referencing software. One of the tools freely available to students is Google Translate. While only a few years ago, this technology was of limited use, it has now become proficient enough to allow a writer to write longer stretches of text in their L1 and use Google Translate to produce a grammatically acceptable English text (Groves and Mundt, 2015). Despite not being widely promoted by the EAP teaching community, it seems safe to assume that this tool is in regular use by many students, which has a number of implications for EAP assessment.

This presentation will focus on the consequences of the use of GT by students in EAP assessment. In the first part, we will demonstrate the ability of lexico-grammatical transposition of languages in the light of its recent neural network implementation. In the second part we will share some preliminary findings of a research project in which we have asked academic staff their views of Google Translate and its place in the Academy of the future. In the final part we will make suggestions on how to adjust the focus of EAP assessment to accommodate this technological development and its inevitable effects on the field and on the assessment therein.

Speaker biography

Klaus Mundt teaches insessional EAP and PG Translation, His main research interested are cultural translation, teaching methodology and the potential of Google Translate as a tool in academic work.

Mike Groves oversees the EAP modules at the University of Birmingham Foundation Pathways. He has published in various publications about Google Translate and Foundation Level EAP more generally.

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Sessions and Speakers

14:50—15:55

Fry—ground floor

Innovations in developing teacher assessment literacy: a scholarship circle model.

Workshop

Caroline Fletcher, University of Sheffield

This workshop will demonstrate how EAP tutors at the University of Sheffield formed a scholarship circle to raise awareness of the impact of formative assessment practices on student engagement with writing. Delegates will have the opportunity to consider the development needs of tutors in their own institution regarding provision of formative feedback (FF) and explore practical applications of the scholarship circle model in their own context.

The scholarship circle is a self-organising group of tutors meeting weekly to research and discuss good practice in the field of formative assessment. Their aim is, firstly, to develop professionally by learning more about key concepts and practices associated with formative feedback on writing, and secondly, to review whether current formative assessment practices on the EAP module are maximising potential for learner engagement.

Activities of the scholarship circle have included discussion of selected reading to raise awareness of key FF debates, conducting a collective review of the error correction code, and developing a reflection activity for students to be trialled next term. The group is currently designing a collaborative research project to collect data on student engagement with FF from the current student cohort.

Tutors involved in this initiative have reported numerous benefits, including a greater sense of ownership of formative assessment practices, and enhanced awareness of academic research in the field, enabling informed choices about FF provision. For the centre, the initiative has resulted in collaborative design of formative assessment, too.

Speaker biography

Caroline Fletcher is an English Language Tutor and Teacher Development Co-ordinator for the ELTC at the University of Sheffield. She has recently been awarded an MEd in TESOL for EAP.

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Sessions and Speakers

15:25—15:55

Pevsner—first floor

Reading into writing: a new integrated test and the avoidance of plagiarism.

Talk

Steve Issitt, University of Birmingham

This paper reports on the development of a form of assessment designed to address the issue of extreme plagiarism in a university context. The talk refers to a specific test developed at the University of Birmingham from 2017 to 2018. It describes the rationale, features and implementation of a reading into writing examination, instituted as part of an end-of-course assessment format for international postgraduate students. The test was produced as a complement to the writing component of the assessment schedule and the results are compared between the two. Findings suggest that there is a correlation between these dimensions and that this new test serves to avoid incidences of extreme plagiarism.

The talk firstly contextualises the issue by stressing the importance of UK University pre-sessional EAP provision and by specifying its value to the UK economy. It then addresses the complexities of plagiarism from student, teacher and administrative perspectives. It then outlines the nature of the reading into writing test and offers rationale for the development of its specific features making reference to the reading into writing construct. It describes the practical circumstances of the implementation of the test and the marking standardisation procedures. The results are then examined and the positive correlation between the new and established components are discussed together with implications for the test's effectiveness as a systemic barrier to plagiarism in a variety of higher educational contexts.

Speaker biography

Steve Issitt works at the University of Birmingham BIA as an EAP Co-ordinator with a special interest in academic literacy, language testing and writing development.

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Sessions and Speakers

15:25—15:55

MacNeice—first floor

Assessing note-taking without wading through the notes: can/should it be done?

Talk

Sebastian Kozbial and Michael Salmon, University of Liverpool

This session will review a new system for evaluating note-taking implemented on different Pre-Sessional pathways at the University of Liverpool last summer. This involved assessing students' ability to use their notes to complete various comparative and critical tasks once the audio had come to an end.

By placing the focus on how the student is able to make use of the notes after listening, as opposed to simply what information is recorded, our overarching aim was to make assessment practices both more thorough, in terms of the sub-skills evaluated, and more authentic to actual student practice in following up on lectures.

It will also suggest future developments related to a closer integration of assessed skills having in mind greater emphasis on authenticity (listening to write) and related practicality issues (rater-reliability).

The presentation will look beyond our own practices to consider other possible methods of assessing note-taking in current UKHE practice and recent publications, highlighting the strengths and drawbacks of various approaches, and inviting the audience to share effective strategies in place at their own institutions –or a wishlist for an ideal world!

Speaker biography

Sebastian Kozbial is an Assessment Officer. Sebastian's main interest revolves around Formative Assessment, Formative Feedback and the practicality issues of incorporating both in day-to-day teaching and learning.

Michael Salmon is the English for Academic Purposes Co-ordinator for University of Liverpool's new London campus, with a particular interest in pre-sessional course design, academic integrity, and learning technologies in use.

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Wrap-up session

16:00—16:30

Fry—ground floor

A review of the emerging themes from the day, followed by a raffle prize draw.

A note of thanks

From Lorraine Mighty,
EAP Preessional Programme Manager
University of Birmingham

Prizes for the raffle draw at the end of today's event have been kindly donated by our exhibitors, businesses located across the university campus and Birmingham International Academy.

The fantastic prizes include books, stationery, chocolates and an overnight stay for two at Edgbaston Park Hotel and Conference Centre with breakfast included.

In addition to our exhibitors, we would like to extend a special thank you for the donation of prizes to:

**Edgbaston Park Hotel and Conference Centre,
University of Birmingham**

**John Smith's bookstore, University Centre,
University of Birmingham**

**Unique Gift Shop, University Centre,
University of Birmingham**

Please make sure you keep your delegate badge until the end of the day as it will be used for the prize draw!

On behalf of the Birmingham International Academy (BIA) BALEAP PIM Planning Team, I would like to extend my thanks to you all for attending today's event and sharing your knowledge and experience throughout the day.

A special thank you goes to our plenary speaker, Professor Tony Green, and our session speakers for their stimulating contributions to the day. We also appreciate the efforts of the BALEAP Executive Team and the staff at Edgbaston Park Hotel and Conference Centre for their support throughout the planning process and throughout the day.

And finally, a sincere thank you to all members of the BIA BALEAP PIM Planning Team who volunteered their time and expertise - alongside their usual responsibilities - to liaise with exhibitors, review proposals, develop the programme and provide a warm welcome to today's event. Your commitment and enthusiasm has been very much appreciated.

We hope everyone has enjoyed the day, and wish you all a safe journey home.



Lorraine Mighty

BALEAP PIM 2019

For more information, contact:

biaconferences@contacts.bham.ac.uk



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