



Measuring or Nurturing Language Development: Is there a Tug of War for Teachers?



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Abstract:

Classroom-based formative assessment provides one of the interfaces between SLA and language assessment research. Tensions arise, however, when curriculum policy exhorts teachers both to measure their learners' language levels and to provide them with formative assessment (i.e. language learning) opportunities. This paper focuses on the nature of teacher expertise required to fulfil both these functions and the extent to which they are aware of and value both perspectives.

Prof Pauline Rea-Dickins works in the Graduate School of Education, University of Bristol, where she is Professor of Applied Linguistics in Education, and Deputy Director of Research. She has a PhD in testing from Lancaster University and has been involved in research, teacher development, and programme evaluations in a variety of English language education contexts world-wide. She worked at the universities of Lancaster, Dar es Salaam, and Warwick before moving to Bristol in 1999. She has published widely in areas of language testing and assessment, and language programme evaluation. She is co-author of *Evaluation*, winner of the Frank Bell Prize and published by Oxford University Press.

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LG02 Hui Oi Chow Science Building,
The University of Hong Kong, Pokfulam Road
Chair: Dr Chris Davison

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