



Ministry of Higher Education and Scientific Research  
University of Hassiba Benbouali  
Faculty of Foreign Languages  
Department of English

## CALL FOR PAPERS

*DILOUI Research Team of TICELET laboratory (Information and Communication Technologies in the Teaching of Foreign Languages and Translation) of the Faculty of Foreign Languages of Hassiba Benbouali University of Chlef organizes*

**AN INTERNATIONAL ONLINE CONFERENCE ON:**  
**Assessment, Testing, and Evaluation in Teaching Languages: Approaches, Strategies, and Resources**  
**May24 /25, 2023.**

### **I. Topic**

Although assessment, testing, and evaluation are frequently used interchangeably in language teaching, they are independent components of the same process. Numerous articles, books, and journals have been written regarding these three terms in educational settings. Yet, there is no consensus on how these concepts differ from one another and when they should be used. This conference attempts to compare and contrast these terms as clearly as possible to understand how they interact and eventually improve instruction, intervention, and student accomplishment.

In the field of education, assessment, which has a Latin origin and means "doing calculations," is known as various methods of gathering information about learners' aptitude and achievement (Brindley 2001. p, 137). In this regard, Purpura (2016) confirms that assessment encompasses not just formal tests like the TOEFL or end-of-chapter evaluations,

but also various ways of learning about KSAs, like witnessing L2 performance in pairs or having students express their understandings and uncertainties (p, 191).

Evaluation is thought of as an effort to acquire data to reach a conclusion or judgment. In language learning, it refers to gathering information about students' work as well as the verdict rendered by test makers. Evaluation seems to provide a strategic procedure since it envisages what occurs following the gathering of data and the value judgment, and it answers the question "So what?" (Davidson 2005. p, 5). It explains to scholars and stakeholders how this information is significant and worthwhile in considering when making judgments about students' performance, programs, and courses, among other things.

A test, as described by Brown (1994), is a means of testing a person's competence or knowledge in a certain field (p, 252). According to Cohen (1994), it is a single test of overall ability that does not give an accurate picture of an individual's proficiency (p, 196). Testing is the systematic process of gathering a representative sample of student behavior over time using test papers, typically in a predetermined location and according to a set schedule. Alternatively said, testing is the physical implementation of the test makers' intentions to gather accurate data on students being assessed. Generally speaking, testing consists of a sequence of inquiries, issues, or physical actions intended to gauge one's knowledge, intelligence, or aptitude.

## **II. Objectives and Aims**

It is important to look into how language teachers and stakeholders are assessing, evaluating, and testing students in the language classroom. Instructors should learn what and when to assess, test, or evaluate, and how to use the results to determine what needs to be learned and how to learn it. The conference aims to bring teachers, researchers, students, university administrations, etc to share their visions and research findings for an academic debate on the subject. The conference objectives are:

- a) Investigating the ways of assessing, testing, and evaluating learners
- b) Introducing innovative approaches to assessment, testing, or evaluation in teaching languages
- c) Bridging the gap between curricula /syllabi and learners' academic performance
- d) Exchanging approaches, strategies, and resources for teaching /learning languages.
- e) Developing standards and framework for language instruction, learning, and assessment.

## **III. Areas of Interest**

The theme of the conference, **"Assessment, Testing, and Evaluation in Teaching Languages: Approaches, Strategies, and Resources"** includes, but is not restricted to, the following axes:



1. **Assessing / Evaluating Language Skills:** Oral skills: (listening/speaking), written language skills (reading/writing), grammar, pronunciation, etc.
2. **Assessing / Evaluating English for Specific Purposes:** Needs wants, and lacks, syllabus design, course effectiveness, evaluation, etc.
3. **Technology and Language Assessment:** What is the value of digital assessment and how does it differ from traditional evaluation? What is the contribution of digital technology to the evaluation process? etc
4. **Intercultural Communication and Assessment:** Assessing and evaluating intercultural competence, intercultural communication training, etc.
5. **Assessing Literary Studies and Human / Social Sciences:** What is the state of assessment and evaluation in social studies today? What are assessment and evaluation challenges for social studies teachers?, etc.
6. **Assessing Translation Studies:** Assessing and evaluating trainee translators, literary and sacred texts, etc.
7. **Evaluating Research Methodology:** How to evaluate the quality of research?
8. **Types of Assessment:** Pre-assessment or diagnostic assessment, Formative assessment, Summative assessment, Confirmative assessment, Norm-referenced assessment, Criterion-referenced assessment, self-assessment, learning-oriented assessment, etc.
9. **Types of Tests:** Diagnostic Test, Placement Test, Proficiency Test, Achievement Test, etc.
10. Assessment of learning of / for / as learning

#### **References:**

- Brindley, G. (2001). *Assessment. The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Brown, D. (1994). *Principle of Language Learning and Teaching*. San Francisco state university: Longman.
- Cohen, A.D. (1994). *Assessing language Ability in the Classroom*. Boston, MA: Heinle and Heinle.
- Davidson, E.J. (2005). *Evaluation Methodology Basics*. New park, CA: Sage Publications, Inc.
- Purpura, J. E. (2016). Second and Foreign Language Assessment. *The Modern Language Journal*, 100(S1), 190–208. <https://doi.org/10.1111/modl.12308>

#### **IV. Conditions for Accepted Abstracts/ Papers**

- Abstracts should be written in English, French, or Arabic, not exceeding 300 words **without references**, related to one of the conference axes.
- Participants should send a brief Bio with the abstracts on separate sheets of paper.
- Topics should be original.

- Papers should be written in (A4) with Times New Roman 12 pts., double-spaced, no more than 20 pages.
- Papers should be written using APA standards.

## V. Important Dates:

- **Abstract and Short Bio Submission:** 22/03/2023.
- **Notification of Acceptance:** 10/04/2023.
- **Full Article Submission Deadline:** 31/04/2023.
- **Conference Days:** May 24 /25, 2023
- **Please, use the following link to submit your abstract and brief bio:**

**<https://forms.gle/P6nQhv9YQMLNRaMW9>**

## KEYNOTE SPEAKERS



**Prof. Purpura,  
James Enos**

*Professor Emeritus  
of Language and  
Education*

*Director of the  
Scenario-Based  
Language  
Assessment Lab*

**USA**



**Prof. Feyza  
DOYRAN**

*Hasan Kalyoncu  
University ·  
Department of  
English Language  
Teaching*

**TURKEY**



**Dr. Pascale  
Manailov**

*Research Expert  
in ELT and  
interaction  
Discourse  
Analysis Paris  
Nanterre  
University  
France*



**Prof. Donna M.  
Brinton**

*An American  
applied linguist,  
author, and global  
educational  
consultant on  
second language  
education*

**USA**

## **VI. Bodies of the Conference:**

**7.1. Honor Presidents:** Prof.Lakhdar GUERINE, the Rector of the Chlef University  
Prof.Nourredine DAHMANE, the Dean of the Faculty of Foreign Languages

**7.2. Chairs:** Dr. Malika ZOURGUI / Dr. Nacéra BENALI REGUIEG

### **7.3. Scientific Committee**

**President of the Scientific Committee:** Prof. Leila KARA MOSTAFA BOUSSENA  
U.Chlef

#### **Members of the Scientific Committee:**

1. Prof. James EnosPurpura TC. U. Columbia. USA
2. Prof.Emad Abu-Ayyash, the British university - Dubai
3. Prof.Feyza Doyran Hasan Kalyoncu University-Turkey
4. Prof. Claire Schneider Language Matters, Santa Fe, New Mexico, USA
5. Prof.IlknurIstifci U. Anadolu- Turkey
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30. Dr. Ibtissem BENTALEB U.Chlef Algeria



31. Dr. KamelEddine ATTA ALLAH U.Chlef Algeria
32. Dr. Leila BENSTAALI U. Mostaganem Algeria
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41. Dr. Samir ARAB U.Chlef Algeria
42. Dr. Sarah MEHARET U.Chlef Algeria
43. Dr. Soraya HAMANE U. Oran Algeria
44. Dr. Soraya MEZHOUD ENS Constantine Algeria
45. Dr. Tayeb MEHDI U.Chlef Algeria
46. Dr. Toufik BOUAKAL U.Chlef Algeria
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50. Dr. Kouider MAKHLOUF U. Chlef Algeria
51. Dr. Imane HADJ HENNI U. ChlefAlgeria
52. Dr. Afaf RABEHI U. ChlefAlgeria


#### **7.4. Organizing Committee:**

##### **Presidents of the Organizing Committee:**

- Dr. Tayeb MEHDI
- Dr. Ibtissam BENTALEB

##### **Members of the Organizing Committee:**

1. Dr. Tayeb MEHDI U. Chlef
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  25. Mr. Farouq CHERFA U. Chlef
  26. Mr. Abderrahmane ELHIRECHE U. Chlef
  27. Miss Sarah Nahi U. Chlef
  28. Mr. Abdelkarim BENHALIMA U. Chlef

## Participation Form

**CODE:...**

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PhoneNumber(s): .....

Email (s): .....

University of Affiliation: .....

**Title of the Communication:**

**CODE:...**

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## Abstract

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