Assessing oracy

Models of assessment of speaking and listening in LSAs and classroom setting

Description
The assessment of oracy in its various forms is still a rather newly established field in many countries. The exchange between the different approaches can lead to a better and more valid exploration of this area.

For this special issue, we are collecting contributions focusing on oracy in different countries and different grade levels. Their common aim is to describe different models of assessing oracy. The papers include research on listening comprehension as well as on speaking. Most papers will be descriptive of the research that has already been completed. However, the special issues should also provide materials that can be adopted in the classroom. This special issue emphasizes different approaches from several different countries.

The papers can be split into distinct groups: some of the papers focus on specific tools provided for teachers to assess their student’s competencies and development of skills in the classroom. These tools were developed to support teachers in assessing oracy fairly and comparably.

The other group of papers focuses on large scale assessments in different countries. These LSAs aim to identify areas of weaknesses and opportunities in curricula and educational policy. However, they also aim to stimulate educational initiatives and teacher training. With the special focus on oracy these papers will provide insight into the development in different countries.

Proposal type: closed proposal