

## **Exploring language assessment literacy: What do Taiwanese CLIL teachers need to learn and relearn?**

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### **Abstract**

Assessment as a regular feature of classroom activity has long been understood as indispensable to monitor student progress and inform instructional decisions. However, research studies (Giraldo, 2018) showed that language teachers who largely engage in classroom assessment practices held a weak understanding of assessment-*for*-learning (AfL), which emphasizes the integration between assessment and curriculum. This incapability prevents teachers from identifying learners' strengths and weaknesses and interpreting the test results with caution. This phenomenon is especially observed in recent bilingual courses in Taiwan. In 2019, the Ministry of Education implemented bilingual education promoting dual learning objectives of maintaining content and English language competence in both primary and secondary learning contexts. The curricula change offers opportunities for teachers to empower themselves on bilingual topics through participating in professional development, such as the Content and Language Integrated Learning (CLIL) workshops. Yet, the issues of CLIL assessment have not been addressed appropriately in professional development workshops, probably because of its complexity. For instance, the dual assessment processes of CLIL instruction and the insufficient CLIL-type teaching materials and assessment criteria. Since a lack of understanding of both language and assessment issues and a lack of familiarity with the assessment tools result in misconceptions, which could undermine the quality of bilingual education, this project aims to investigate Taiwanese CLIL teachers' current level of assessment concepts and identify their training needs in designing CLIL assessment.

A language assessment survey (LAL) adopted from Wu (2014) and Kremmel & Harding (2020) was applied to explore both content and English language teachers' perceptions and practices. Nine components are included in the survey: (1) Previous training on language testing, (2) personal beliefs and attitudes, (3) content and concepts about assessment, (4) design of assessment, (5) uses of Assessment, (6) assessment forms and frameworks, (7) interpretation of assessment results, (8) assessment and teaching, and (9) analysis and scoring. 161 in-service teachers involved in the CLIL professional development were recruited for the current project. The exploratory factor analysis was applied to uncover the underlying structure of variables within the administrated LAL survey. Semi-structured interviews were also conducted to triangulate the aspects that might be left unclarified in the proposed LAL survey, which targets solely for Taiwanese in-service CLIL teachers. The findings derived from this project allowed the principal investigator to propose the content and materials for the design of CLIL teachers' professional development. It will also contribute to the construction of an LAL knowledge base that helps teachers gain different perspectives toward the function of assessment and realize its relation to CLIL instruction.

**Keywords:** Language assessment literacy, CLIL teacher professional development, bilingual education

### 探討語言評量專業識能：臺灣雙語教師需要的學習與重新學習

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作為課堂活動之一的評量，長久以來被認為是檢測學生進步和指導教學決策不可或缺的部分。然而研究顯示，語言教師對於學習評量理論的理解，以及於課堂中整合評量與教學的實作較為薄弱，此等能力的缺乏阻礙了教師識別學習者的學習優點與劣勢，以及正確解讀學生測驗評量的結果。這現象在臺灣最近的雙語課程中尤為明顯。2019 年，教育部開始實施雙語教育，於國民中小學階段推廣學科與內容整合之雙重學習目標。此課程變革雖為教師帶來了專業培訓的增能機會，然而，雙語教師增能培訓中仍尚未適當解決 CLIL 評量的問題，其原因可能來自於雙語評量本身之複雜性、CLIL 教材與評量標準的缺乏，雙語教師對於語言和評量問題的理解不足，以及對評量工具的不熟悉，這些不確定皆會削弱雙語教育之品質，因此，本研究旨在調查臺灣 CLIL 教師目前的評量概念水平並檢視教師在設計 CLIL 評量方面的培訓需求。

本研究採用 Wu(2014)和 Kremmel & Harding(2020)的語言評量調查(LAL)來探討學科教師和英語教師對評量之觀念與課堂實踐。調查包含九個部分：(1) 語言測驗的培訓，(2) 個人對評量的態度，(3) 有關評量的內容和概念，(4) 評量設計，(5) 評量的用途，(6) 評量形式和框架，(7) 評測結果的解讀，(8) 評量與教學，和(9) 評分與成效分析。本研究招募了 161 名參與 CLIL 專業培訓的在職教師，採探索性因素分析來調查在 LAL 問卷中變量的潛在結構；並進行半結構式訪談，試圖找出 LAL 問卷調查，尤其針對臺灣在職 CLIL 教師族群，尚未闡明的方面。本研究結果針對 CLIL 教師專業發展的內容與方向提出建議，這也有助於構建一個 LAL 知識庫，以幫助雙語教師獲得不同的評量功能觀點，並了解其與臺灣在地化雙語教學的關聯。

**關鍵字：**語言評量識能、CLIL 教師專業培訓、雙語教育