

Online colloquium **Multilingual assessment: A global conversation**

The paradigm associated with the extensive body of work on assessment has largely been illustrated by a monolingual database, whereas a significant part of the research corpus on multilingual education articulates around teaching and learning, and has only infrequently foregrounded formal, non-spontaneous assessment. The foregoing is as true for language pedagogy as it is for content teaching. Therefore, the purpose of this colloquium is to take forward incipient convergence between assessment and multilingualism in education by facilitating, especially, dialogue between the Northern scholarship on the former and the Southern scholarship on the latter. Colleagues will present multilingual projects in South African Higher Education and on projects advancing theorization and practice of assessment in Europe and will discuss conceptualizations, opportunities, contexts, practices, projects, conceptual and implementational challenges associated with assessment, multilingualism as well as their interface in the context of education.

Following the success of an initial meeting in November 2020, the convenors would like to continue the global conversation on this occasion. The purpose of the colloquium is to continue to explore issues of interest in depth and co-ordinate perspectives.

The colloquium will feature 15-minute presentations with 10 minutes for discussion.

Date: Saturday, 13th November, 2021

Time: 9:00 – 2:00pm (GMT+1); ZA time 10:00am – 3:00pm

Venue: online

Please e-mail Kristen Nawrotzki (nawrotzk@ph-heidelberg.de) for the access link.



The colloquium is convened by:

Prof. Dr. Karin Vogt (vogt@ph-heidelberg.de)
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Programme (as of 11 November 2021)

| Time (UTC+1, please add one hour for ZA) | Presenter | Presentation title |
|--|---|--|
| 9:00 – 9:10 | Bassey Antia & Karin Vogt University of the Western Cape, South Africa & University of Education Heidelberg, Germany | Welcome from the convenors |
| 9:10 – 9:35 | Susan Coetzee van Roy North-West University, South Africa | South African university students' multilingual repertoires: Implications for conceptualizing multilingualism in assessment |
| 9:35 – 10:00 | Dina Tsagari Oslo Metropolitan University, Norway | The practice and challenges of assessing language competencies in multilingual learners |
| 10:00 – 10:25 | Gudrun Erickson Gothenburg University, Sweden | Assessing languages in a multilingual context – reflections from a Swedish perspective |
| 10:25 – 10:50 | Mbulungeni Madiba Stellenbosch University, South Africa | Beyond monolingual assessment: A case for translanguaging approach in assessing multilingual students |
| 10:50 – 11:00 | <i>Break</i> | |
| 11:00 – 11:25 | Zikho Dana, Siphokazi Magadla, Dion Nkomo Rhodes University, South Africa | Political and International Studies in isiXhosa: the policy and practice interface regarding multilingual assessment at a South African university |
| 11:25 – 11:50 | Henning Rossa, Daniel Helsper Trier University, Germany | Standards-based Language Assessment in Germany: Using (external) assessment information to adapt (local) teaching to the language development needs of learners |
| 11:50 – 12:15 | Maria Stathopoulou, Magdalini Liontou, Phyllisienne Gauci, Sílvia Melo-Pfeifer ECML, Council of Europe | On the role of assessment in cross-linguistic mediation: the case of the ME.T.L.A project |
| 12:15 – 12:30 | <i>Break</i> | |
| 12:30 – 12:55 | Jenny Liontou National and Kapodistrian University Athens, Greece | Corpus-based assessment techniques in multilingual contexts: Putting theory into practice |
| 12:55 – 13:20 | Eleni Meletiadou London Metropolitan University, United Kingdom | Using translanguaging and English as a Lingua Franca (ELF) to promote an inclusive multilingual approach towards comprehension in assessment in Higher Education in the UK |
| 13:20 – 13:45 | Discussion and ways forward | |