



jointly organize on 1<sup>st</sup> March 2014 a Study Day on:

## **New: Deadline Extension**

# **Assessment: Opening Pandora's Box?**

Assessment is inextricably linked to learning and teaching. Whether it takes the form of informal assessment, formal assessment, alternative assessment, or self-assessment, it needs to be better understood. Teachers and learners alike need to be clear on what it is that has to be assessed, how it should be assessed and when it should be assessed.

Assessment at tertiary level has not received as much attention as have other levels. This is unfortunate in view of the centrality of assessment in teachers' and students' lives, especially in the new LMD system where assessment takes place on an almost daily basis. This reluctance to investigate a key issue such as this is perhaps due to some fear to open Pandora's box, and as a result the question is often avoided. However, this should not go on forever, and experts and teachers are urged now, more than ever before, to venture into this box and try to disentangle some of its intricacies.

The Study Day addresses this pressing issue and its relevance to the educational system in the university setting in Tunisia. It aims to provide a forum for the discussion of theoretical and practical issues related to Language Assessment by bringing together scholars, teacher trainers, teachers, and (postgraduate) students, thus giving researchers and practitioners the opportunity to share their insights, experiences, and assessment practices. It also aims to explore the ways in which effective testing and the huge body of research on assessment of English language skills can encourage and promote learning.

Preference will be given to proposals that clearly incorporate the current aspects of Language Assessment. These include, but are not limited to, the following topics:

- Classroom-based Language Assessment
- Impact, bias, validity and reliability
- Innovations in language testing theories and practices

- Application of theories, innovations and practices in other fields (e.g., SLA, psycholinguistics, educational psychology) to Language Assessment
- Assessment policies and practices
- Differences between assessing language skills, linguistics, literature and culture studies

Proposals on other topics related to the Study Day theme are also welcome.

Proposals for contribution should be submitted in English (not exceeding 250 words) to **Dr. Chokri Smaoui**, via [language.assessment.flshs@gmail.com](mailto:language.assessment.flshs@gmail.com)

**Important dates:**

**Extended deadline for receipt of proposals:** 13 February 2014

**Notification of abstract acceptance:** 15 February 2014

*We look forward to receiving your proposals!*