



Seminar on “Completing the Unfinished Learning Loop with Formative Learning-Oriented Assessment and Feedback – Practices in EFL Writing and Speaking”

Date: Wednesday 4 September 2019

Time: 13:00 – 14:00

Venue: Room E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

Target Audience: UM Staff and Students, English Teachers

Online Registration: <https://go.um.edu.mo/blmvxsky> or QR Code



Abstract

Early and regular formative assessments can help identify areas of unsuccessful learning and direct classroom efforts more productively. In this presentation, background and recent development of formative assessment will be introduced, followed by two lived examples from teaching EFL in Taiwan. The writing example involves the design of learning-oriented formative assessments that engage learners to regularly respond to feedback from different sources. The speaking example showcases facilitation steps that orient learners toward self-assessment and self-feedback. It is argued that teachers’ time and effort spent on classroom assessment design is worthwhile in building up learners’ self-assessment and self-learning capabilities.

Speaker

Prof Shu-Chen HUANG is Distinguished Professor at Foreign Language Center, Taiwan Chengchi University in Taipei, Taiwan. She has been working in the field of Teaching English to Speakers of Other Languages (TESOL) for more than twenty years at Minghsin University of Science and Technology (8.5 years), Taiwan Chiao Tung University (3.5 years), and Taiwan Chengchi University (11 years, and having served as director of the Foreign Language Center for 5 years). Her research interests include EFL pedagogy, learning motivation, and formative assessment.



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