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Supporting progression in language learning: assessment in the Curriculum for Wales

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Title: Supporting progression in language learning: assessment in the Curriculum for Wales

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Glossary

Acronym/Key word	Definition
AaL	Assessment as Learning
AfL	Assessment for Learning
AoL	Assessment of Learning (for the purposes of this report, this does not refer to 'Areas of Learning' in the Foundation Phase in the school curriculum in Wales)
Area(s)	Area(s) of Learning and Experience
BERA	British Educational Research Association
BSL	British Sign Language
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
DCELLS	Department for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government (2006–2011)
EAL	English as an additional language
EFAL	English as first additional language
EFL	English as a foreign language
ESL	English as a second language
LLC Area	Area of Learning and Experience: Languages, Literacy and Communication
LNF	National Literacy and Numeracy Framework
LoLT	Language of learning and teaching
L1	First language
L2	Second language
LOA	Learning-oriented Assessment
NPEP	National Professional Enquiry Project
OECD	The Organisation for Economic Co-operation and Development
PET	Cambridge English: Preliminary English Test
SBA	School-based assessment
KS2	Key Stage 2 (7–11 year-old)
KS3	Key Stage 3 (11–14 year-old)
KS4	Key Stage 4 (14–16 year-old)
WAL	Welsh as an additional language

1. Introduction

- 1.1 The aim of this research project was to gain an understanding of how Assessment for Learning (AfL) can support learner progression in language learning within the Area of Learning and Experience: Languages, Literacy and Communication (LLC Area) in the Curriculum for Wales. The research was carried out between October 2021 and January 2022, and was undertaken in-house by a PhD intern in the Social Research and Information Division, with support from the Welsh Government Library Services.

Policy context

The Curriculum for Wales from 2022

- 1.2 The [Curriculum for Wales](#) (2022) is the new school curriculum for 3-16 year-old learners in Wales that is due to be implemented from Nursery to Year 6 in 2022 and rolled out year-by-year from Year 7 to Year 11 between 2022 and 2026. In July 2021, Jeremy Miles MS, the Minister for Education and Welsh Language, announced that secondary schools will be able to delay the introduction of the new curriculum until 2023, owing to the pressures of the COVID-19 pandemic. The [Renew and reform: supporting learners' wellbeing and progression](#) (Welsh Government 2021b) and [Renew and reform: supporting learners' wellbeing and progression: update for September 2021](#) (Welsh Government 2021c) guidance was published in 2021 as the education COVID-19 recovery plan to sit alongside the Curriculum for Wales. Qualifications for 14-16-year-old learners are also being reformed in Wales, and the implementation of the reformed qualifications is due from 2025 (Qualifications Wales 2021).
- 1.3 The Curriculum for Wales was initiated by the [Successful Futures](#) (Donaldson 2015) report authored by Professor Graham Donaldson. Draft proposals for the curriculum were published in 2019, and curriculum guidance was first published in 2020. These curriculum guidance documents have been co-constructed by practitioners in Wales, with a new focus on allowing schools to design and implement their own curriculum and assessment arrangements, tailored to the needs of their learners. A central element of the curriculum is learner progression along a learning continuum,

recognising that the pace of each learner's progression is different. The overarching purpose of assessment is to support learners in their progression.

Language learning and instruction

- 1.4 The LLC Area of the Curriculum for Wales is the policy area that is central to this study. The *Cymraeg 2050* strategy and the Global Futures plan are also key policy areas that underpin the considerations under discussion (see 1.10 and 1.11). The study acknowledges that all learners in Wales are at different stages on their language learning continuum, and that relationships with languages, and competences in languages, are particular to each learner.
- 1.5 The Curriculum for Wales has six Areas of Learning and Experience (Areas), bringing together similar disciplines to encourage cross-disciplinary links. One of the six Areas is [Languages, Literacy and Communication](#) (Welsh Government 2021d). This Area brings together the learning of Welsh, English and international languages, including literature, and schools will need to ensure progression in all of these languages. This is the first time that languages have been included together under one Area within Wales' curriculum context.
- 1.6 In the LLC Area, learners journey through progression steps for Welsh/English, Welsh in English-medium settings/schools/streams, international languages and British Sign Language (BSL) for deaf BSL users and for others learning as a second, third or subsequent language (international language). Learners are expected to progress in Welsh, English and at least one international language, from primary school, but progression may look different for each individual learner. There is also provision for English as an additional language (EAL) and Welsh as an additional language (WAL) where neither Welsh nor English is the learner's first language. International languages are understood in the curriculum as languages other than Welsh and English, including community languages, modern languages, classical languages and BSL.
- 1.7 The LLC Area aims to enable learners to communicate effectively using languages, and to encourage learners to transfer their knowledge of skills in one language to their learning and use of other languages. This is called the 'multilingual and plurilingual approach' (Welsh Government 2021d). In the LLC Area, plurilingualism

is understood as the knowledge, use and connections made between languages, where learners may have varying proficiencies in these languages. This is different from multilingualism, which is understood in the curriculum as languages co-existing in a given society.

- 1.8 In the LLC Area, learners move along a continuum of language learning by building on their understanding and use of languages, literacy and communication. The curriculum recognises that learners are at different stages of progression in different languages. However, according to the curriculum, focusing on plurilingualism will allow learners to use their knowledge of languages to help with communication and to learn from the relationships that exist between languages. It is also noted in the curriculum that drawing on learners' entire linguistic repertoire aids them to progress in all of their languages.
- 1.9 The concept of plurilingualism is explicitly discussed in the Curriculum for Wales from 2022 for the first time in relation to language learning in the education system in Wales. However, plurilingualism is not a new concept in the field of language learning. The Council of Europe, since the first edition of the *Common European Framework of Reference for Languages* (CEFR) in 2001, has been a key driver in the promotion of plurilingualism and plurilingual education. In the CEFR, plurilingualism is understood as individuals having uneven, changing and varying competences in their languages (Council of Europe 2020). The CEFR also notes that plurilingual individuals have a 'single, interrelated repertoire' of languages that they combine with general competences and strategies in order to complete tasks (Council of Europe 2020, p. 30).
- 1.10 Another key policy area for the Welsh language is the Welsh Government's strategy for one million Welsh speakers in Wales by 2050, [Cymraeg 2050: A million Welsh speakers](#) (Welsh Government 2017). The Welsh Government has three strategic themes to achieve this goal. One of these themes is to increase the number of Welsh speakers, and one of its aims is to create a statutory education system that increases the number of confident Welsh speakers. As the Curriculum for Wales is introduced, exemplifying what a continuum of teaching and learning Welsh looks like in practice for all learners in all schools and settings will be necessary, to ensure learners are able to progress and become confident Welsh speakers over

time. Ongoing work to develop a framework and resources for the teaching of Welsh in English-medium schools, as well as implementing new arrangements for categorising schools according to the amount of Welsh provided (through curricular as well as non-curricular activities) have a part to play in realising this vision. Local authorities, in delivering commitments made in their Welsh in Education Strategic Plans, will be expected to plan purposely for an increase in learners accessing their education through the medium of Welsh. New regulations came into force in January 2020, requiring local authorities to plan for this increase according to Welsh Government targets that align with the national *Cymraeg 2050* education milestones. By 2031, it is expected that 30 per cent of year 1 learners are taught through the medium of Welsh.

- 1.11 Another policy driver is the Welsh Government's plan, [*Global Futures: a plan to improve and promote modern foreign languages in Wales 2020 to 2022*](#) (Welsh Government 2021a). This plan aims to:
- 'increase the number of young learners studying languages at all levels and across all sectors
 - provide clear guidance, principles and raise awareness in all sectors to support multilingualism in schools in Wales
 - support excellent teaching and learning of international languages for all learners' (Welsh Government 2021a).
- 1.12 The Welsh Government, regional education consortia and Global Futures partners work together to achieve the aims. This plan follows on from the Welsh Government's 2015-2020 plan, [*Global Futures: a plan to improve and promote modern foreign languages in Wales 2015-2020*](#) (Welsh Government 2015).

Assessment

- 1.13 This study explores classroom assessment arrangements aimed at furthering learner progression, widely known as Assessment for Learning (AfL). The term AfL has been widely used in Wales and understood by the Welsh Government (e.g. Welsh Assembly Government 2010) as knowing where learners are on their learning continuum, where they need to go in their learning, and how best to achieve this.

- 1.14 The term AfL was coined by the Assessment Reform Group in 1999 (Grant et al. 2021). The Assessment Reform Group, or ARG as it was later known, was a group of researchers initially brought together as the Policy Task Group on Assessment by the British Educational Research Association (BERA) in 1989 (Nuffield Foundation 2021). The group published seminal works, including *Inside the Black Box: Raising Standards through Classroom Assessment* (Black and Wiliam 1998), and *Assessment for Learning: Beyond the Black Box* (The Assessment Reform Group 1999). The term AfL has been widely used in the literature relating to assessment arrangements in the UK and internationally.
- 1.15 Since the term AfL was coined, the Welsh Government has used it in relation to curriculum assessment approaches, especially in the Curriculum for Wales from 2008. However, the term AfL does not feature in the Curriculum for Wales from 2022 although its principles remain within the curriculum. In the Curriculum for Wales from 2022, assessment is understood to be ‘integral to learning and teaching’ and its overarching purpose is to support learner progression (Welsh Government 2021b).
- 1.16 This report uses the term ‘Assessment for Learning’ to reflect the aim and research objectives of this study. The report uses both ‘Assessment for Learning’ and ‘assessment to support learner progression’ as terms to reflect the terminology used in the Wales-related literature and international literature. The Progression Code, published in November 2021, has been developed under Section 7 of the Curriculum and Assessment (Wales) Act 2021: [Curriculum for Wales: Progression Code](#). The Code includes an explanation of progression:
- ‘Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to them embodying the four purposes and to progressing into different pathways beyond school.’ (Welsh Government 2021e, p. 5).

Aim and objectives of the study

1.17 The aim of the study was to explore how AfL can support learner progression in language learning within the LLC Area in the Curriculum for Wales from 2022. The study involved reviewing the evidence that is already available about AfL in Wales as well as in relation to language learning more widely, in Wales and internationally. The evidence gathered was then applied to the understanding of language learning within the LLC Area. This was done in order to provide areas for future consideration for developing progression in language learning. The study's findings are intended to add to the Welsh Government's evidence base, to inform advice and support to schools and other education stakeholders as they plan, design and implement their curriculum. The study had three research objectives.

1.18 Objective A:

- To examine how AfL has been approached in statutory education in Wales to date, and how the need to further develop the field has been articulated.

This involved reviewing the evidence relating to:

- guidance on AfL strategies produced by the Welsh Government and education partners in Wales,
- how AfL has been put into practice to date in Wales,
- the role of AfL within the current context of curriculum and assessment reform in Wales, and
- the recent research on AfL in Wales focusing on evidence published after the *Successful Futures* (Donaldson 2015) report.

1.19 Objective B:

- To examine how AfL has previously and is currently being put into practice in the context of language learning.

This involved:

- undertaking a review of how AfL is applied to support learner progression in language learning, drawing on Wales-specific and international literature, and
- examining the opportunities, challenges and other considerations of AfL in the language learning context.

1.20 Objective C:

- To develop possible approaches to AfL to support progression in language learning in the Curriculum for Wales from 2022.

This involved:

- exploring ways in which approaches to AfL can support the focus on learner progression in language learning in the Curriculum for Wales from 2022,
- appraising how AfL approaches could support the focus on developing learners' plurilingual repertoires, and
- exploring whether, and in what ways, the co-construction approach to the design of the Curriculum for Wales from 2022 could enhance or support the development of approaches to AfL.

1.21 The scope for developing Research Objective C was restricted owing to the limitations of the evidence that was found, and the time constraints of the study. Aspects of this objective are presented as areas for future consideration in Chapter 5: Conclusions.

1.22 This report is structured as follows. Chapter 2 describes the research methodology. Chapter 3 presents the findings in relation to Research Objective A, and Chapter 4 the findings in relation to Research Objective B. In Chapter 5, the conclusions of the study are presented along with areas for future consideration for developing possible approaches to AfL to support language progression in the Curriculum for Wales from 2022.

2. Methodology

2.1 Two evidence reviews were carried out for this study. The searches for the Research Objective A review were undertaken by the researcher, and the searches for the Research Objective B review were undertaken by the Welsh Government Library Services. The researcher conducted the screening process and synthesis for both reviews. Information to provide contextual policy background for some of the evidence (particularly in relation to Research Objective A) was obtained through discussion with Welsh Government officials. This chapter sets out the approaches taken for both reviews.

Research Objective A: Assessment for Learning in the Wales context

2.2 A literature review of AfL in statutory education in Wales (Research Objective A) was carried out in October 2021. Welsh Government policy officials reviewed the search strategy to provide feedback on areas of potential literature sources.

Search term development

To search for literature for Research Objective A, the key terms ‘assessment’, ‘Assessment for Learning’ and ‘progression’ were used, as they reflect the terminology used to refer to assessment in the Curriculum for Wales from 1998, from 2008 and from 2022. Searches were conducted using all key terms in English and Welsh.

Inclusion criteria for review

2.3 Inclusion criteria were developed to set the parameters of the review. Research Objective A involved searching literature produced by the Welsh Government, education partners in Wales, and the Organisation for Economic Co-operation and Development (OECD) as set out in Table 1. The review for Research Objective A was informed by the Welsh Government education system three-tier model as noted in the [Education in Wales: Our National Mission, Action Plan 2017-21](#) (Welsh Government 2017, p. 10). The three-tier model comprises the organisations that are partners in the education system in Wales. The review was also governed by time constraints owing to the short timescale of the study.

Table 1: Inclusion criteria for Research Objective A searches

Date of publication:

- Literature published from 1999 onwards. Education was devolved to the National Assembly for Wales in 1999.
-

Type of literature:

- Officially published documents relating to the education system in Wales – guidance documents, Senedd Cymru proceedings, research reports
-

Organisations searched:

- CAMAU Project (collaboration between the University of Wales Trinity Saint David and the University of Glasgow, funded by the Welsh Government and University of Wales Trinity Saint David)¹
- Education consortia
- Education Workforce Council
- Estyn
- The Organisation for Economic Co-operation and Development (OECD) Welsh Government commissioned research
- Qualifications Wales
- Senedd Cymru
- Welsh Government – guidance documents and reports
- Welsh Government’s Government Social Research reports
- WJEC

Searches

- 2.4 All searches were carried out online. The Welsh Government Library Services’ catalogues and the websites of all identified organisations were searched using the key terms. When screening certain items, additional relevant items were uncovered and were subsequently included as items for screening.

Screening

- 2.5 Each item was screened for relevance to Research Objective A. This was carried out by accessing each item and using the search tab to search for the key terms

¹ OECD and CAMAU Project publications searched after discussions with policy officials.

within the items themselves. Items were identified as being relevant to Research Objective A based on the inclusion criteria set out in Table 2.

Table 2: Inclusion criteria for Research Objective A screening

- The item must make reference to Research Objective A.
-
- The item must include Research Objective A's identified key terms in the title and/or in the body of the item.

2.6 52 items were identified as being relevant to Research Objective A, and are synthesised in the report. All other items found were excluded from the synthesis.

Research Objective B: Assessment for Learning for language learning

2.7 The review of literature examining AfL in the language learning context was undertaken between November and December 2021. The Welsh Government Library Services carried out the searches between October and November 2021.

Search term development

2.8 The researcher collaborated with policy officials to ensure that as many relevant key terms as possible were included in the searches. Searches were conducted using all key terms in English and Welsh. Appendix A provides further information about the key terms used to search databases, representing both assessment and language learning.

2.9 Key search terms used to encompass assessment included 'Assessment for Learning', 'assessment for progression', 'learning-oriented assessment' (used as a synonym for AfL by Joo (2016)), and 'learning-oriented language assessment'. 'Assessment as learning' (AaL) was not included as a key term because there appear to be ambiguities in the literature surrounding its links to AfL. Some studies understand AaL as a subset of AfL (e.g. Lee *et al.* 2019) while others highlight their differences (e.g. Sadeghi and Rahmati 2017).

Inclusion criteria for searches

2.10 Inclusion criteria were developed to set the parameters of the searches as demonstrated in Table 3.

Table 3: Inclusion criteria for Research Objective B searches

Date of publication:

- Literature published from 1999 onwards. The term AfL was coined in 1999.

Type of literature:

- Academic literature
- Grey literature (mainly research reports and documents)

Context:

- Literature relating to statutory primary and secondary school contexts in Wales and internationally

Language of item:

- English and Welsh
- Literature written in French and Spanish, with abstracts in Welsh or English – the researcher has knowledge of French and Spanish

Searches

2.11 The literature searches used key terms that linked the concept of AfL with language learning. Initially, two databases were searched: British Education Index and ERIC (Educational Resources Information Center). Two other databases were then searched: Teacher Resource Center and Web of Science. This was followed by an additional search of the British Library catalogue. In total, 138 items were identified through the searches carried out for Research Objective B.

Screening – stage one (title and abstract)

To decide upon the relevance of each item to Research Objective B, an initial screening process was conducted based on inclusion and exclusion criteria that involved reading the title and abstract of each item in full. The inclusion and exclusion criteria are set out in Table 4.

Table 4: Inclusion and exclusion criteria for Research Objective B screening

Inclusion criterion for Research Objective B screening

The title and / or abstract refers to an element of Research Objective B, i.e. AfL in the language learning context must be directly discussed.

Exclusion criteria for Research Objective B screening

Language learning in non-school settings

Forms of grey literature where it cannot be established whether the item has been formally reviewed and / or edited

Not enough information in the abstract to establish relevance of item to the study

2.12 Items were categorised as ‘clearly relevant’, ‘uncertain’ and ‘clearly not relevant’, based on the above inclusion and exclusion criteria. All items categorised as ‘clearly relevant’ and ‘uncertain’ proceeded to stage two of the screening. All items marked as ‘clearly not relevant’ were excluded from further screening.

2.13 During this screening stage, 91 relevant items were found (51 from the ‘clearly relevant’ category and 40 from the ‘uncertain’ category). However, 34 were unavailable either through open access or through the Welsh Government’s institutional subscriptions (20 not available from the ‘clearly relevant’ category and 14 not available from the ‘uncertain’ category). Given the limited timescale of the study, these 34 items were excluded from further screening. There were 57 relevant available items at the end of stage one (31 available from the ‘clearly relevant’ category and 26 available from the ‘uncertain’ category).

Screening – stage two (partial text scan)

2.14 The 57 items resulting from the first stage of screening progressed to a second stage of screening. For articles, book chapters, reviews and reports, this involved reading the introduction, methodology and conclusion sections. For books, the partial scan involved looking at content pages, and any relevant chapters. Items were sorted using the same inclusion and exclusion relevance criteria as in stage one of the screening. The terms ‘Assessment as Learning’, ‘formative assessment’, ‘classroom assessment’, ‘school-based assessment’ and ‘teacher assessment’ were not used as key search terms for the review. However, where these terms

appeared as key concepts within items, these items were included in the synthesis as they also discuss AfL principles and / or include AfL as a keyword in their abstracts.

- 2.15 Items were categorised as 'clearly relevant', 'uncertain' and 'clearly not relevant' based on the relevance criteria. All items categorised as 'clearly relevant' and 'uncertain' proceeded to stage three of the screening. All items marked as 'clearly not relevant' were excluded from further screening. There were 45 items at the end of stage two of the screening that proceeded to stage three of the screening (39 from the 'clearly relevant' category' and 6 from the 'uncertain' category).

Screening – stage three (full text review)

- 2.16 Stage three of the screening involved reading in full the 45 items remaining at the end of stage two of the screening. However, two items became inaccessible online. Item information was recorded for the 43 items on an Information Extraction Form (Appendix B). Items were sorted using the same inclusion and exclusion relevance criteria as for stages one and two of the screening. Items were categorised as 'relevant', and 'not relevant'. All items categorised as 'relevant' proceeded to the synthesis stage. 37 items remained at the end of stage three for inclusion in the synthesis.

Items of interest – not included in the synthesis

- 2.17 A total of 101 items were excluded during one of the stages of the screening process. Of these 101 items, 16 items were identified as being of potential interest to the Welsh Government and education stakeholders in Wales, although they did not meet the criteria for this particular study. These items of interest are education resources such as workbooks providing guidance and examples of AfL practice in language learning. Appendix C provides a bibliographic list of these items.

Methodological limitations of the study

- 2.18 There are some methodological limitations to this study that need to be taken into account.

Research Objective A

- 2.19 The approach adopted for Research Objective A broadly followed the techniques of a literature review, with a limited number of key terms used to identify relevant items. The key terms ‘assessment’, ‘Assessment for Learning’ and ‘progression’ were used, as they reflect the terminology used to refer to assessment in the Curriculum for Wales from 1998, from 2008 and from 2022. However, it is possible that using further key terms could have yielded further literature. It is also important to recognise that the study did not collect evidence from practitioners and policy officials in Wales who may have been able to share further Wales-based AfL resources and guidance that were not available online. The report, therefore, does not seek to provide a fully comprehensive account of AfL in the education system in Wales.

Research Objective B

- 2.20 Research Objective B involved using some of the techniques of a rapid evidence assessment, in relation to the approach taken in defining inclusion and exclusion criteria, and in searching and screening the evidence. However, it did not include a systematic process of assessing the quality and robustness of the items that were sourced. The findings of the study need to be interpreted with some caution because of this. The limits set for the scope of the searches also need to be taken into account. Four databases and one library catalogue were searched. There were 34 items that could have proceeded to stage two of the screening but these were excluded as they were not available either through open access or through the Welsh Government’s institutional subscriptions. Both the limited number of databases searched and the exclusion of some items on the basis of availability may have excluded key literature. It is also possible that the selection of specific key terms, over alternative terms that could have been used, had a bearing on the literature that was examined for Research Objective B. Only literature written in English and in Welsh was searched, in addition to abstracts in English or Welsh for items in Spanish and French. It is possible that extending the search to include other languages would have yielded a greater number of relevant items. The report, therefore, is not intended to provide an exhaustive picture of the existing research in relation to AfL in the context of language learning.

3. Research Objective A Findings

3.1 This chapter presents a synthesis of the evidence reviewed in relation to Research Objective A of the study, which was to examine how AfL has been approached in statutory education in Wales to date, and how the need for further development of the field has been articulated. A total of 52 items are included in this synthesis. The items are discussed chronologically within three overarching timeframes: Curriculum for Wales from 1998, Curriculum for Wales from 2008, and Curriculum for Wales from 2022.² References included in this chapter are provided as full references in the Reference section.

Curriculum for Wales from 1998

3.2 One item discusses AfL in relation to the Curriculum for Wales from 1998 in the early 2000s. The *Learning Pathways Through Statutory Assessment: Key Stages 2 and 3* (Daugherty *et al.* 2004) report was a 2004 review into the *National Curriculum for Wales*' assessment arrangements for Key Stage 2 (KS2) and Key Stage 3 (KS3). Published by the Daugherty Assessment Review Group, the report notes how AfL practices had been constrained by the perceived need to focus on test performance, especially at KS3. They discuss how AfL 'could not or should not be regulated by statute' but rather 'as a set of learning and teaching practices which contribute directly to learning' (Daugherty *et al.* 2004, p. 30). The authors also state that statutory assessment must not be so prevalent that AfL is not able to bring about the benefits that it can offer. They argue that AfL should be given a much higher priority in classrooms. Recommendation 23 of the report states that developing AfL practices 'should be a central feature of a programme for development in Wales of curriculum and assessment.'

Curriculum for Wales from 2008

3.3 There are many documents included in the synthesis that relate to the [Curriculum for Wales from 2008](#) (Welsh Government 2022a). The publication dates of these documents cover the period from 2005 to 2021 but are in relation to the Curriculum for Wales from 2008. Overall, AfL is widely used in the Curriculum for Wales from

² The 'Curriculum for Wales from 2022' is also referred to in the report as 'Curriculum for Wales', 'the curriculum' and 'the new curriculum'.

2008 in terms of practice as well as in policy documents, as is illustrated in the following sections.

AfL practice in the Curriculum for Wales from 2008

- 3.4 One of the early key milestones of AfL practice in Wales was the Develop Thinking and Assessment for Learning Programme. From 2005 to 2008, the then Department for Children, Education, Lifelong Learning and Skills (DCELLS) ran this programme as a pilot project. DCELLS worked in partnership with nine Local Education Authority advisers, one Special School officer and 42 partner schools across Wales including 28 primary schools, 10 secondary schools and four special schools (BMG Research 2008).
- 3.5 Amongst some of its key findings, an evaluation of the pilot programme (BMG Research 2008) found that the programme had a positive impact on learner engagement with learning overall. However, there was insufficient evidence to indicate that there had been a significant impact on learner attainment and performance resulting from the programme. The programme had an effect on classroom practice, and in relation to AfL, there was considerable support for this approach, although slightly fewer teachers had tried implementing AfL than 'developing thinking' pedagogy. In general, there was 'overwhelming support' for the programme (BMG Research 2008, p. 5).
- 3.6 Following the pilot programme, a formal programme was launched in 2009 under the same name (c.f. Welsh Assembly Government 2010b; Welsh Assembly Government 2011). Its aim was to upskill a minimum of 1,000 teachers per year, for these teachers to cascade skills learnt to other practitioners through professional networks, placing emphasis on self-sustainability. Year 1 of the programme ran from 2009-2010, and involved 400 primary and secondary schools embedding best practice in pedagogy. Local Authority reports on the programme noted improvements in school understanding and teaching strategies. Evaluation responses from learners and teachers noted improvements in learners' skills development and application. Gains in learners' motivation and engagement, an increase in self-esteem and self-confidence as well as benefits to morale, behaviour and lesson enjoyment were also reported. There were early indications that there was an improvement in learners' attainment (Welsh Assembly Government (2010b)).

The programme ran for a second and third year (2010-11, and 2011-12). During its second year, the programme aimed to train a further 1,000 teachers from another 400 schools, as well as extending the programme's focus to transition at KS3 to Key Stage 4 (KS4).

- 3.7 Estyn's [*Innovation in Key Stage 3*](#) (Estyn 2010) report cites the Developing Thinking and Assessment for Learning Programme. Many schools were reported to have been involved in the programme. In half the schools visited for the report, the most significant change was the more profound focus on strategies for learners to assess their own learning and 'developing thinking'. Schools were reported to be using a number of approaches to develop teacher knowledge, citing the involvement in the programme as an example of this.
- 3.8 Following on from the Developing Thinking and Assessment for Learning Programme, publications explored AfL practice across schools in Wales. These publications highlight the benefits and successes of using AfL practice, but also express concerns.
- 3.9 Estyn discusses AfL practice in a number of Annual Reports of Her Majesty's Chief Inspector. Overall, these reports highlight the positive effects of AfL, focusing on the primary sector. In [*The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2011-2012*](#) (Estyn no date (n.d.)), Estyn discusses that schools in the Foundation Phase were developing assessment strategies that were involving learners more directly in AfL. Many trainee teachers were reported to be using a good range of AfL strategies. In [*The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2012-2013*](#) (Estyn n.d.), Estyn discusses a special school case study. It is noted that AfL is a 'major strength' of the school as practitioners keep detailed records of learner progress to then set customised targets for learner improvements (Estyn n.d., p. 30). In [*The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2014-2015*](#) (Estyn n.d.), Estyn notes that AfL is integral to the success of the curriculum in good primary schools at KS2. In [*The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2016-2017*](#) (Estyn n.d.), Estyn discusses that in the primary sector, in around seven in ten schools over the inspection cycle, teachers had implemented AfL strategies. The report also contains a primary school

case study which highlights AfL good practice. In [The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2018-2019](#) (Estyn n.d.), Estyn presents a primary school case study which highlights good practice in AfL.

- 3.10 Estyn has also published other documents highlighting good practice in AfL. For example, between 2017 and 2019, Estyn published a range of effective practice case study examples of AfL in practice (Estyn 2017a; Estyn 2018b; Estyn 2019; Estyn n.d.). These primary school case study examples illustrate teacher collaboration in developing AfL practice and common understandings, self and peer-assessment, as well as setting up professional learning communities to discuss AfL principles. The [Active and Experiential Learning: Effective Foundation Phase Practice in Delivering Literacy and Numeracy in Year 1 and Year 2](#) (Estyn 2017b) report was also published by Estyn in 2017. The report contains a small section on developing effective AfL strategies. In Estyn's thematic study, [Improving Teaching](#) (Estyn 2018a), evidence from inspections and school visits, as well as educational research are discussed. The report presents examples of case study schools to demonstrate how they had improved the quality of teaching, with eight case studies having embedded AfL practices within school pedagogy.
- 3.11 However, Estyn's reports also highlight some of the challenges of AfL implementation. In Her Majesty's Chief Inspector's Annual Report 2011-2012, Estyn states that AfL in the Foundation Phase remained 'underdeveloped' in many schools (Estyn n.d., p. 21). In the 2016-2017 Annual Report of Her Majesty's Chief Inspector, Estyn (n.d.) notes that the quality of learner feedback had remained variable in the primary sector during the inspection cycle. Around one in five schools received recommendations to ensure that learner feedback provides clear guidance on how to improve. Likewise, in [The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2019-2020](#), Estyn (n.d.) notes that in a minority of primary schools inspected during the inspection cycle, teachers applied AfL strategies without reflecting on their quality and their impact on learner progress.
- 3.12 The Welsh Government also highlights the successes and challenges of AfL practice. For example, in *Why Develop Thinking and Assessment for Learning in the Classroom?* (Welsh Assembly Government 2010c), it is stated that there was

'much good practice' in relation to AfL across Wales at the time, although there was 'wide variation' within and between schools and Local Education Authorities (Welsh Assembly Government 2010c, p.9). The guidance document also highlights that the removal of National Curriculum Tests and the reduction of content of the National Curriculum should give more time for practitioners to think about classroom strategies to develop more productive learning. Likewise, the Welsh Government's *Qualified for Life: an Education Improvement Plan for 3 to 19-Year-Olds in Wales* (Welsh Government 2014b), although highlighting AfL successes, expresses another concern. The document notes that the Welsh Government has supported AfL as 'an aid to greater personalisation of learning' (Welsh Government 2014b, p. 14), as well as developing the National Literacy and Numeracy Framework (LNF) as an AfL tool. However, the document also reports that AfL practices are 'not well-embedded in all schools' (Welsh Government 2014b, p. 13).

- 3.13 Various reports by the Organisation for Economic Co-operation and Development (OECD) explore the challenges of AfL implementation across schools in Wales. In the OECD's 2014 report, [*Improving schools in Wales: an OECD perspective*](#) (OECD 2014), it is noted that the Curriculum for Wales from 2008 emphasised using AfL as a practice, but questions why the emphasis on such formative assessment did not result in improvements in learner performance. In [*The Welsh Education Reform Journey: A Rapid Policy Assessment*](#) (OECD 2017) report, the OECD states that there were still many teachers lacking the skills to implement quality formative assessment and to use assessment data to support learners learning.
- 3.14 In the [*Developing Schools as Learning Organisations in Wales*](#) (OECD 2018) report, the OECD notes that when schools and school systems increase their capacity collectively to engage in AfL, and regularly evaluate their interventions, major improvements can be achieved. However, the report asserts that AfL practices are reported not to be well embedded in teaching practice in Wales (OECD 2018, p. 222). The introduction of teacher assessments at the end of the Foundation Phase, KS2 and KS3 in 2008 is also discussed in this report. The authors note that numerous individuals with whom the OECD engaged, believed that using the data from such tests to hold schools to account publicly made these tests high stakes, and further reduced their reliability. The Statutory National

Reading and Numeracy Tests were introduced for Year 2 to Year 9 learners in 2013. Even though such tests were designed to provide schools with nationally standardised information on their learners with the aim of supporting improvements in reading and numeracy skills, as the OECD has noted, they were not always perceived in this way at a school level. The OECD (2018, p. 223) states that the new online adaptive personalised assessments phased in from 2018/19 as part of Curriculum for Wales from 2022 will be an ‘important step forward’.

AfL in policy documents in the Curriculum for Wales from 2008

- 3.15 Following the Develop Thinking and Assessment for Learning Programme, a number of Curriculum for Wales from 2008 related documents include AfL as a key term and as practice. AfL is often included and discussed in publications along with ‘developing thinking’ strategies.
- 3.16 During this time, AfL was defined as knowing where learners are on their learning continuum, where they need to go in their learning, and how best to achieve this (Welsh Assembly Government 2008a; Welsh Assembly Government 2010ba; Welsh Assembly Government 2010c; Welsh Government 2013). AfL was understood as formative assessment (Welsh Assembly Government 2008a; Welsh Government 2013) and as a ‘type’ of formative assessment (Welsh Assembly Government 2010c, p. 3). There was also recognition that using summative tests for additional formative purposes should be seen as a positive part of the learning process for AfL (Welsh Assembly Government 2010d).
- 3.17 In the early years of the Curriculum for Wales from 2008, AfL is often discussed in Welsh Government publications. For example, in the [*Ensuring Consistency in Teacher Assessment Guidance for Key Stages 2 and 3*](#) (Welsh Assembly Government 2008a) booklet, AfL is discussed and it is made clear how AfL differs from Assessment of Learning (AoL). While in the *Skills Framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government 2008b), developing AfL is not one of the core progression elements, it is mentioned in relation to its common strategies with ‘developing thinking’. In the [*Making the most of assessment 7-14*](#) (Welsh Assembly Government 2010a), guidance is provided to ensure alignment between AfL and AoL in order to improve learning outcomes and school effectiveness. The guidance notes how AfL ‘must dovetail’ with AoL (Welsh Assembly Government

2010a, p. 5), and that AfL should lead on assessment practices in the day-to-day classroom. AfL operates as part of a 'learning conversation' to see where learners are in terms of their progression, where they need to go, and how to achieve this (Welsh Assembly Government 2010a, p. 8).

- 3.18 The [Why develop thinking and assessment for learning in the classroom?](#) (Welsh Assembly Government 2010c) guidance document formed part of a series of guidance documents for AfL, along with the *How to develop thinking and assessment for learning in the classroom* (Welsh Assembly Government 2010d). There are two editions of both documents, in 2007, during the then Welsh Assembly Government's Develop Thinking and Assessment for Learning pilot programme, and in 2010. There are no major amendments between these two editions. The second edition for both documents has been included for synthesis.
- 3.19 The *Why develop thinking and assessment for learning in the classroom?* (Welsh Assembly Government 2010c) document provides guidance on what constitutes 'developing thinking' and AfL strategies, and why there is a need to develop these skills. The Assessment Reform Group (1999) is cited, providing an explanation of the different forms of assessment:
- 'A clear distinction should be made between assessment of learning for the purpose of grading and reporting, which has its own well-established procedure, and assessment for learning, which calls for different priorities, new procedures and new commitment' (cited in the Welsh Assembly Government 2010c, p. 7).
- 3.20 The guidance notes that it is key that learners take action to progress along their learning continuum, with AfL strategies categorised into three main areas: questioning, quality of feedback, and peer and self-assessment. Factors that improve and inhibit AfL progress are discussed. Characteristics of lessons for 'developing thinking' and AfL strategies are set out as well as a section on managing effective group work, which is seen as an overarching feature to improve the quality of thinking and developing AfL. An overview of recent research in AfL is

provided, citing the work of Black *et al.* (2002) as well as a bibliography for further reading, practical classroom resources and web resources.³

- 3.21 [How to develop thinking and assessment for learning in the classroom](#) (Welsh Assembly Government 2010d) was the second document in the series providing guidance on AfL strategies with a focus on ‘how’ to develop such practices. The document notes that AfL and ‘developing thinking’ are ‘inextricably linked’, and similar teaching tools may be used for both (Welsh Assembly Government 2010d, p. 5). It sets out strategies for enabling group work as well as questioning strategies, managing metacognition, ‘developing thinking’ principles and AfL principles. In the AfL section, the focus is on three main classroom strategies for developing AfL:
- questioning technique;
 - providing feedback for learners, and
 - peer-assessment and self-assessment.
- 3.22 This document states that learners need to be aware of and understand success criteria to make progress in their learning in relation to peer- and self-assessment strategies. There is also a section on planning for ‘developing thinking’ and AfL, including the type of questions teachers should ask themselves, as well as an overview of ‘developing thinking’ and AfL principles for teachers to trial. Guidance is also provided on how to use tools and strategies for both ‘developing thinking’ and AfL. In relation to AfL, suggested ideas for tools and strategies are provided for formative feedback, peer- and self-assessment as well as for improving the quality of questions / talk. A list of 83 ideas is also included with explanations for activities for ‘developing thinking’ and AfL, as well as a bibliography of useful resources.
- 3.23 Following on from the two Welsh Government guidance documents on ‘why’ and ‘how’ to develop AfL, various other publications explored AfL practice during the time of the Curriculum for Wales from 2008. For example, the *How to Develop Thinking and Assessment for Learning in the Classroom* guidance document is further cited in [A Guide to Using PISA as a Learning Context](#) (Welsh Government

³ Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2002). *Working inside the black box: assessment for learning in the classroom*. London: King’s College London, Department of Education and Professional Studies.

2012). It is cited as a recommendation to teachers on how to stimulate 'developing thinking' and AfL in this context.

- 3.24 Another example is the Welsh Government's [Assessment for Learning and the National Literacy and Numeracy Framework](#) (Welsh Government 2013), aimed to support practitioners in implementing AfL through the LNF and vice versa. It provides details about key elements of AfL, the LNF and how to use both together; involving parents and carers; and using AfL and LNF to develop literacy and numeracy skills with a specific focus on the Foundation Phase. Also explored is the idea of using AfL and LNF to develop literacy and numeracy skills across the school curriculum, and guidance is provided on this. The document includes mini case studies of strategies in use, and five detailed school-based case study examples of lessons using both AfL and the LNF. The idea of linking AfL with the LNF is further alluded to in the [Assessment, recording and reporting using the National Literacy and Numeracy Framework](#) (Welsh Government 2014a) document. Guidance is provided for schools on assessment, recording and reporting using the LNF. AfL is mentioned again as the document notes how effective whole-school AfL policy and practice supports progress against the LNF.

Curriculum for Wales from 2022

- 3.25 There are many documents included for synthesis that relate to the Curriculum for Wales from 2022. The publication dates of these documents cover the period from 2015 to the present but are in relation to the Curriculum for Wales from 2022. Overall, the term AfL is not used in the Curriculum for Wales from 2022 although its principles are still visible. This section details the shift in terminology as well as illustrating the position of AfL in current practice.

Assessment for Learning – shift in terminology

- 3.26 The starting point of the current curriculum reform is the [Successful Futures](#) (Donaldson 2015) report. In this report, many references are made to the term AfL. Donaldson (2015) states that Progressions Steps will form the basis of AfL, and recognises that good teaching and learning will mean using AfL principles. Donaldson (2015) calls for a stronger role for assessment to support progression in learning, and puts forward a number of recommendations. Recommendation 40

notes that where the main purpose of assessment is AfL, the need for teacher assessment reliability between schools is less than in those cases where the results of assessment are to be used for purposes of comparison.

- 3.27 In *A Curriculum for Wales – a Curriculum for Life*, the Welsh Government (2015) sets out the plan for taking forward the recommendations of *Successful Futures*. One of the eight essential building blocks for the new curriculum is the development of a new assessment and evaluation framework. This framework prioritises AfL and aligns assessment with the Four Purposes of the curriculum and the achievement outcomes of the Areas.
- 3.28 In her statement to the Welsh Assembly on 24 May 2017 (Welsh Assembly 2017), the then Cabinet Secretary for Education discussed AfL in general terms, and specifically in relation to the Curriculum for Wales from 2022. Kirsty Williams explained how AfL and accountability are critical in the new curriculum, but that ‘the lines between the two have often been blurred’ (Welsh Assembly 2017, para. 212). She added that this has led to negative consequences in the classroom and a lack of focus on standards (Welsh Assembly 2017, para. 212). She also expressed how more needs to be done in terms of professional learning to support teachers’ skills in AfL practices (Welsh Assembly 2017, para. 235).
- 3.29 In the [*Education in Wales: Our National Mission, Action Plan 2017-21*](#) (Welsh Government 2017), the Welsh Government sets out how the education system will move forward until 2021, towards the implementation of the new curriculum. In terms of professional learning priorities, the plan notes that it will be ‘imperative [to] equip our education workforce to deliver the four purposes of our new curriculum [...] and to improve the quality of assessment for learning’ (Welsh Government 2017, p. 26).
- 3.30 However, in *Assessment proposals to inform the development of statutory guidance* (Welsh Government 2019a) for the new curriculum, there is a shift away from using AfL as a term. Here the term ‘assessment for formative purposes’ is used (Welsh Government 2019a, p. 8). The document notes that the statutory guidance for the new curriculum will recommend that assessment for formative purpose should be given priority over summative assessment, and that the focus should be on establishing learner progression and informing next steps in learning and teaching.

Although ‘assessment for formative purposes’ is used in the guidance, there is one reference to AfL. In presenting assessment proposals in this document, the Welsh Government sets out how it is taking steps to separate the purposes of AfL from accountability at a national level. Teacher assessment data and the National Reading and Numeracy Tests data will no longer be published at school, Local Authority and consortium level.

- 3.31 After the publication of the draft assessment proposals for the new curriculum, the [Curriculum for Wales blog: assessment within curriculum for Wales - supporting learner progression](#) (Welsh Government 2019b) blog post was published on the Curriculum for Wales Blog by the Assessment Team at the Welsh Government. In this blog post, it is noted that the Welsh Government refers to formative and summative assessment in their discussions and documents. However, having considered feedback following the publication of the draft assessment proposals for the new curriculum in 2019, the Assessment Team realised that employing terms such as formative and summative ‘can lead to an unhelpful dichotomy’ (Welsh Government 2019b). In the blog post, the Assessment Team note that the Welsh Government would, from then on, focus on the purpose of assessment as a way to ‘support the progression of each individual learner in relation to the 3-16 continuum’ (Welsh Government 2019b). Whilst this blog explains the transition from the terms ‘formative’ and ‘summative’ to ‘progression’, it does not explain the reasons behind the shift away from using the term ‘Assessment for Learning’.
- 3.32 The work of the CAMAU Project has supported the Welsh Government’s understanding of progression in the new curriculum.⁴ CAMAU’s report, [Learning Progression for Wales](#) (CAMAU Project 2018) aims to provide evidence to support the development of learning progression frameworks in Wales. This report notes that the literature demonstrates that AfL has the potential to enhance learning but that there are challenges with AfL implementation. The authors state that the CAMAU Project:

⁴ See also [Learning about Progression: Languages, Literacy and Communication](#) (CAMAU Project 2018) and [An Overview of the Assessment of Language Proficiency in a Sample of Bilingual Jurisdictions](#) (Hopwood et al. 2018).

‘seeks to work with policy makers and practitioners to build progression frameworks that are, as far as is possible, evidence informed and supportive of assessment practices that are consistent with the ‘spirit’ rather than the ‘letter’ of assessment for learning (Earl, Volante & Katz, 2011; Marshall & Drummond, 2006).’ (CAMAU project 2018, p. 7)^{5 6}

- 3.33 The CAMAU Project report potentially illustrates the transition away from AfL in terms of assessment in the new curriculum. Indeed, the [Curriculum for Wales from 2022](#) (Welsh Government 2022b) guidance documents as well as the [Curriculum and Assessment \(Wales\) Act 2021](#) (Senedd Cymru 2021) do not use the term Assessment for Learning. However, the definition of the principles of progression in the new curriculum and in the Act closely reflect the definition of AfL provided by the Welsh Government during the Curriculum for Wales from 2008.
- 3.34 Assessment is understood in the Curriculum for Wales from 2022 as ‘integral to learning and teaching’ (Welsh Government 2022e). Its overarching purpose is to support learner progress. The curriculum notes that learner-practitioner collaboration is central to supporting progression and the foundation of this is establishing learners’ current position in their learning, where they need to go, and how they can progress (Welsh Government 2022e). In the Curriculum and Assessment (Wales) Act 2021, schools and funded non-maintained nursery settings must ensure that their curricula are supported by assessment arrangements. This is viewed as assessing learner progress, identifying next steps for their progression, and the learning and teaching needed to make such progress (Welsh Government 2020, p 30; Senedd Cymru 2021, p. 26).
- 3.35 The Curriculum for Wales from 2022 current understanding of progression, therefore, seems to mirror the understanding of AfL during the Curriculum for Wales from 2008 period, where AfL was also understood as knowing where learners are on their learning continuum, where they need to go in their learning, and how best to achieve this (e.g. Welsh Assembly Government 2010c). Although AfL is no longer used as a term, it seems that its principles underpin the conceptualisation of

⁵ Earl, L., Volante, L. and Katz, S. (2011). [Unleashing the Promise of Assessment for Learning](#).

⁶ Marshall, B. and Drummond, M. J. (2006). [How teachers engage with Assessment for Learning: lessons from the classroom](#) *Research Papers in Education* 21(2), pp. 133-149.

progression in the Curriculum for Wales from 2022. This is further illustrated in the [Achieving the New Curriculum for Wales](#) OECD (2020) report, which notes that AfL ‘inherently forms’ part of the new curriculum (OECD 2020, p. 89). This same report proposes a number of actions and recommendations to ensure that the new curriculum is to be implemented effectively. As part of action point 2.1 it is suggested that AfL strategies that are aligned and can gauge learner progress should be considered (OECD 2020).

- 3.36 The Curriculum for Wales from 2022 focuses on assessment to support learner progression, moving away from using the term AfL that was widely used in guidance to support the National Curriculum from 2008. However, in the [Practitioners’ Preparations for the Roll-out of the Curriculum for Wales: Interim Report](#) (Welsh Government 2021), around half of senior leaders surveyed were not clear at the time about how assessment ‘will change in their school’ under the new curriculum and what they need to do to plan for assessment arrangements. Many senior leaders and practitioners reported a need for more guidance on developing their own assessment arrangements to support learner progression within their curriculum. They reported a lack of knowledge about how future assessment approaches should be developed and what measures would be taken to ensure consistency of assessment arrangements and approaches to progression between schools. These concerns were raised most frequently by practitioners, particularly in secondary schools. Respondents also noted anxiety about how assessment and learner progress would be recorded and how the accountability processes might look. It should be noted that more detailed proposals for the legislative framework for assessment were published after the survey was completed.

Assessment for Learning – current practice

- 3.37 Current curriculum reform has involved a shift away from using the term Assessment for Learning, although its use in current practice is still visible to varying degrees, both in terms of its use as a term and its principles.
- 3.38 In the [National Numeracy and Reading Online Personalised Assessments](#) (Welsh Government 2022c; Welsh Government 2022d) phased in ahead of the new curriculum, AfL principles are implied. These assessments are adaptive

assessments – questions are selected based on learner response to previous questions. According to the Welsh Government, this adaptability provides:

‘a tailored assessment experience for each learner and will help all learners develop their skills through understanding what they can do, the things they need to work on, and their next steps’ (Welsh Government 2022d).

- 3.39 The definition of AfL as it was understood during the Curriculum for Wales from 2008 can be seen in the adaptability of the Online Personalised Assessments in terms of establishing what learners can do, and what they may need to work on next to take their learning forward. Although the term AfL is not used, its principles seem to underpin the adaptability and individualised approach taken in these assessments.
- 3.40 In the [*National Professional Enquiry Project \(NPEP\)*](#) (Welsh Government 2022f), the term AfL is used and its practice is illustrated. The aim of the NPEP is to develop a national programme of teacher professional enquiry, with Phase 1 taking place in 2018/19. There are various enquiry projects categorised into domains. One of these domains is ‘assessment and progression’, with formative practice as one of its sub-domains. In many case study school examples for Phase 3 (2020/21) for the formative practice sub-domain, AfL is used as a term and the use of its principles is made clear, especially within the primary sector (Welsh Government n.d.; Welsh Government n.d.; Welsh Government n.d.). There were also three primary school case study projects recorded during Phase 2 (2019/20) for the formative practice sub-domain, all of which make explicit reference to AfL as a term and as practice (Welsh Government n.d.; Welsh Government n.d.; Welsh Government n.d.).

4. Research Objective B Findings

- 4.1 This chapter presents a synthesis of the evidence reviewed in relation to Research Objective B of the study, which was to examine how AfL has been put into practice for language learning. As noted in Chapter 2: Methodology, searches were carried out by the Welsh Government Library Services, and the items screened and synthesised by the researcher. This chapter sets out the main themes of the 37 items searched, and a summary of what the evidence tells us. References included in this chapter are provided as full references in the Reference section of this report.⁷
- 4.2 Table 5 shows the main themes identified in the literature. The table also notes which languages and geographical locations are discussed in each item. The synthesis includes more qualitative studies than mixed-methods studies and quantitative studies. A small number of reviews and conceptual papers are also included in the synthesis.

⁷ Studies that have not been included in the synthesis for Research Objective B but that have been cited in items that are in the synthesis are not included in the Reference Section of this report; they are included as footnotes.

Table 5: Themes and characteristics of Research Objective B items

Themes discussed in items	
Assessment for Learning in the writing classroom	
Assessment for Learning practices and tools for language learning	
Assessment rubrics and criteria	
Computer-based assessment	
Portfolio work	
Self-assessment and peer-assessment	
Scaffolding and monitoring	
Teacher perceptions and practices	
Assessment for Learning and language teaching methods	
Integration of Assessment <i>for</i> , <i>as</i> and <i>of</i> Learning	
Benefits of Assessment for Learning implementation	
Challenges of Assessment for Learning implementation	
Support for future development of Assessment for Learning	
Languages discussed in items	Number of items
English as an additional language (EAL) / English as a first additional language (EFAL) / English as a foreign language (EFL) / English as a second language (ESL)	18
English	6
Language not specified	7
Dutch	1
Irish	1
Kosraean (first language)	1
Literacy	1
Second language (not specified)	1
Modern Foreign Languages	1
Countries of studies in items	Number of items
No country specified	7
Hong Kong	6
Iran	4
Norway	4
New Zealand	3
Australia	2
Singapore	2
South Africa	2
Spain	2
Asia	1
England	1
Kosrae, Federated States of Micronesia – a Pacific Island	1
Lebanon	1
Turkey	1

4.3 Many items synthesised discuss AfL in relation to English second language learning. It should be noted that English as a second language (ESL) and English as a foreign language (EFL) do not feature in Wales to the extent that they do in other contexts, although learners whose first language is Welsh can acquire English as a second language. However, there are learners in Wales, whose first language is not Welsh nor English, who learn Welsh and English as additional languages. Although the linguistic landscape of Wales differs from other contexts, items discussing ESL and EFL can still be of value to the discussion regarding AfL in language learning in Wales, and can potentially suggest areas to consider in terms of AfL implementation more widely.

Assessment for Learning in the writing classroom

- 4.4 Many items examine AfL within the writing classroom, predominantly in the EFL context. A variety of topics are discussed in these items. The following section details only some of these items, as other relevant items have been discussed under other themes. It is interesting to note that many items explore the writing classroom specifically. This could suggest that there is an emphasis on assessing writing within language learning classrooms over other language skills.
- 4.5 There are a few items that consider the ESL / EFL writing classroom in Hong Kong. These point towards the tension between AfL and Assessment of Learning (AoL) practices within writing tasks, as well as the advantages and challenges of implementing AfL within the writing classroom. However, other studies consider a range of countries. These explore the effect of teachers' different feedback practices on learners' writing, and the potential for learners to play an active role in the assessment of their own writing.
- 4.6 Lee (2007a) considers key AfL concepts to develop writing skills and provides suggestions for ESL / EFL writing teachers to introduce AfL practices in their classrooms. Lee describes five principles for AfL in the writing classroom, and notes that the principles are drawn from the key principles of the Assessment Reform Group. The author suggests sharing learning goals in relation to writing with learners, as well as aiding learners in understanding the writing standards they are working towards achieving. The author suggests involving learners in assessment through self-assessment and peer-assessment, and providing feedback that helps

learners understand the strengths and weaknesses of their writing, and how to set goals for further development. Lee also suggests creating a culture within the classroom where mistakes are seen as a natural part of learning to write, and where all learners can improve. Having proposed these suggestions, Lee argues that teachers should integrate teaching, learning and assessment in the writing classroom when putting AfL into practice, as this makes assessment an integral part of learning and teaching.

- 4.7 Lee (2007a) also notes that, in order to successfully implement AfL in EFL writing, certain considerations need to be addressed. It is important to give learners a selection of tasks, and to empower learners by developing their motivation and their autonomy to play an active role in their writing classroom. There should also be a consistent error feedback policy that is selective, relates to the work, and promotes self and peer editing. Teachers should consider whether there is always a need to provide learners with scores, and perhaps only provide scores after revisions have been submitted. Lee argues that teachers should integrate teaching, learning and assessment in the writing classroom when putting AfL into practice, as it makes assessment an integral part of learning and teaching. The author notes that support through continuous professional development is important for AfL, and that AfL should be considered as a key professional skill.
- 4.8 In another study by Lee (2007b), Hong Kong secondary school English teachers' feedback on English second language (L2) writing tasks was explored to ascertain the extent to which teacher feedback serves AfL. The study reveals that teacher feedback was used primarily for AoL rather than AfL, and was influenced by institutional values. Feedback focused on language errors, none of the teachers used any specific criteria to evaluate writing, and learners were not required to revise their written texts. The author notes that this type of feedback resulted in a 'by and large negative and discouraging evaluation of writing' (Lee 2007b, p. 195), making most students less interested in writing except for the more proficient learners. According to Lee, the findings suggest that learners were interested in engaging in a wider set of feedback practices such as in-class discussions, peer-assessment and meetings with their teachers. The author notes how learners were also interested in alternative ways of responding to teacher feedback, including

revising their work and learning more about the criteria of good writing. The author argues that learner voice is crucial in guiding teachers to plan their feedback practices, and that teachers' written feedback and instructional activities that support AfL need to be emphasised.

- 4.9 Parr and Timperley (2010) explored the ability of primary school teachers in New Zealand to give formative written feedback on a writing task. The results of the study reveal that there was a strong relationship between teachers' ability to give quality AfL feedback and learner progress. Based on the results, the authors argue that the more able the teacher is to provide quality AfL feedback for writing, the greater the progress of their students in writing. The study suggests that teacher pedagogical content knowledge is necessary in order to be able to provide such feedback.
- 4.10 Lee and Coniam (2013) explored the implementation of AfL for EFL writing in an examination-driven AoL system in Hong Kong. The study considered one secondary school, and AfL's impact on Grade 7 learners' motivation, writing performance, and factors that may facilitate or inhibit the implementation of AfL.⁸ The authors note that teachers were able to make learning goals clear for their learners by sharing assessment criteria and familiarising learners with the requirements of the writing task. The authors note that learners' better understanding of the writing task 'likely led' to better writing (Lee and Coniam 2013, p. 43). However, according to the authors, learners did not play an active role in the learning and assessment process such as multiple drafting and peer evaluation, as teachers were constrained by lack of time and school policies. The findings also suggest that AfL had the potential to enhance student motivation, but there was tension between teachers trying to implement AfL and conventional practices emphasising summative purposes of assessment and error-free writing. Lee and Coniam (2013) note that teacher enthusiasm, and AfL professional knowledge and skills, were factors that facilitated AfL at the school, while a school emphasis on error feedback and an examination-oriented system posed obstacles for implementing AfL within the writing classroom.

⁸ The study does not note learners' age, but it is assumed that they are aged 12-13 years.

- 4.11 Lee and Coniam (2013) conclude their study with a number of implications. Assessment training is important to equip teachers with the necessary skills to implement AfL. Learners need to understand what is expected of them in their writing tasks, and should play an active role in the assessment process. Teachers need support from school administrators to move away from summative approaches, and there is a need to involve parents in the assessment process to promote their understanding of alternative assessments such as AfL. Schools could also explore delaying the release of scores on classroom assessment tasks so that learners can concentrate more on teacher feedback.
- 4.12 Mak and Lee (2014) considered four teachers from two primary schools in Hong Kong, and their implementation of AfL-oriented approaches in English L2 writing classes with Primary 6 learners.⁹ The findings showed that teachers introduced AfL tools before the writing task took place, during the task and after the task. In the stage before the writing task took place, learners set goals that aided teachers' understanding of the learners' needs, and familiarised the learners with the assessment criteria. During the task, peer and teacher feedback forms aligned with the assessment criteria set up during the pre-writing stage. After the task, learners noted the number of errors in their log book and reflected on their process. The author notes that implementing AfL before, during, and after the writing task helped learners to become reflective and autonomous, and enabled them to take more responsibility for their learning.
- 4.13 While Mak and Lee's (2014) findings show that teachers aimed to implement AfL strategies throughout the school year, they were not always able to do so because of contradictions arising from introducing AfL to the teaching context. These contradictions included differing beliefs between English teachers when applying feedback, and the difference between teachers' objectives in trying to enhance student learning and administrators' objectives of aiming for good learner results. There were also issues with the division of labour, as existing school policies did not provide sufficient support for the AfL implementation innovation. The authors conclude that different school practitioners should come together to develop a common vision of classroom writing assessment, and that support from

⁹The study does not note learners' age, but it is assumed that they are aged 11-12 years.

administrators for teachers is needed to implement AfL approaches. Rather than a top-down curriculum, Mak and Lee (2014, p. 83) call for a common vision and goals of classroom writing assessment among school practitioners, and for head teachers to consider a more 'equitable relationship' with teachers. For Mak and Lee (2014), implementing AfL relies on a trained teacher workforce.

- 4.14 Lam (2016) critically reviewed the literature regarding the implementation of AfL in the English language curriculum at both primary and secondary level in relation to Confucian Heritage Cultures in Hong Kong. The author notes that in studies relating to EFL writing feedback, teacher beliefs about traditional correction of errors was an obstacle to implementing AfL practices. According to Lam (2016), the review reveals that the reality of marking accountability does not align with innovative feedback practices such as those promoted under AfL. The author concludes that teachers, parents, head teachers, administrators and government need to align teaching, learning and assessment in a wider reform context for AfL to work.
- 4.15 A study by Jones (2018) considered the reading and writing of two primary learners in Singapore who were learning English as an L2. The author notes how AfL practice makes it clear to teachers how learners process language. Jones (2018) notes that guided reading and writing in small groups allows teachers to pay more attention to learners' individual needs by using diagnostic information from AfL practices. The author concludes that employing AfL has great potential to improve learning and teaching, as AfL can provide in-depth information about learners' language use in school.
- 4.16 A qualitative study by Lee *et al.* (2019) considered the implementation of Assessment as Learning (AaL) within primary school writing classes. In this study, AaL is understood as a subset of AfL, as AaL highlights the student-centred dimension of AfL. The research explores the perceived benefits and challenges of implementing AaL for English L2 learning in Hong Kong from teachers' perspectives and Grade 5 and 6 learners' perspectives.¹⁰ Findings show that implementing AaL in the writing classroom can be a difficult task for teachers. More emphasis was put on sharing learning goals, success criteria and peer review, with less time given to

¹⁰ The study does not note learners' age, but it is assumed that they are aged 10-12 years.

learner self-reflection and self-assessment, owing to time constraints. Teachers' perceived benefits of AfL related to their own personal learning and their learners' enhanced learning. Teachers' perceived challenges of implementing AaL included lack of time, teachers' insufficient knowledge, learners' hesitancy to participate in AaL practices especially when conducted in English, and the lack of support provided by other colleagues. Findings suggest that continuing professional development is key when planning to deliver AaL.

- 4.17 In Lee *et al.*'s (2019) study, learners' perceived benefits of AaL included their improved understanding of writing requirements, a stronger ownership of their work as they were setting goals and reflecting, and the benefits of peer review. Learners' perceived challenges of AaL were predominately related to goal setting and peer review. This was especially true for younger learners and learners who lacked English proficiency as goal setting, self-monitoring and peer review are demanding tasks, according to the authors. Lee *et al.* (2019) discuss preparing learners for AaL practice and how changing their attitudes and expectations is key. The authors suggest that teachers consider using AaL practices in the first language (L1) with young learners before using AaL practices in the L2 when learners are ready. To facilitate AaL practice, the authors suggest that teachers have a crucial role to play by coaching, modelling and supporting learners to learn, as well as promoting the use of feedback, rather than providing scores on tasks.
- 4.18 A study by Otnes and Solheim (2019) in Norway explored learners' writing processes by examining teachers' written feedback to primary school Grade 7 learners (aged 12-13) and learners' subsequent revision processes. Among the findings were references to AfL. The findings show that only a few learners revised their written work on their own initiative, with revisions often being fragmented and responding directly to the comments provided by teachers. The findings also indicate that teachers, when providing feedback on language and grammar, correct or make concrete suggestions rather than explaining or questioning. However, the authors argue that it is challenging for teachers to provide feedback to promote text revision without them 'taking over the texts' (Otnes and Solheim 2019), and that part of this issue is that learners have not been trained to make use of such feedback. Otnes and Solheim (2019) explain how in their study, parallels were found with

Hawe and Dixon's (2014) arguments: as learners are not encouraged to take ownership and responsibility over their learning, AfL practices for writing development often fail to reach their potential. The authors conclude that an active and dialogic teacher-learner relationship and numerous feedback practices should be considered to see feedback as a more integrated part of the writing process.

Assessment for Learning practices and tools for language learning

Assessment rubrics and criteria

- 4.19 Most of the studies that examine the use of assessment rubrics and assessment criteria are based in the writing classroom. Overall, these studies demonstrate the positive effects of learners' understanding of assessment rubrics and criteria.
- 4.20 Ghaffar *et al.* (2020) reported on the positive effects of rubrics being constructed between a teacher and learners to promote English L2 writing skills. Ghaffar *et al.*'s (2020) mixed methods exploratory case study was carried out in a middle school in Lebanon with Grade 8 learners.¹¹ The authors understand rubrics as 'illustrative scoring mechanisms that can be formulated by teachers, students, or other evaluators', which 'specify the criteria needed for a certain assignment and the different levels of the quality of work' (Ghaffar *et al.* 2020). The authors note that co-construction and use of writing rubrics positively impacted learners' writing skills, and that there was a clear positive influence on learners' attitudes and perceptions towards writing. Learners who had participated in exit interviews were more satisfied with writing tasks than they were before the intervention, as they were more aware of the evaluation criteria and were better informed about teacher expectations. Questionnaire results showed that the learners who had undertaken the intervention demonstrated higher confidence in their writing skills. The authors note that their findings are consistent with those of other studies (Andrade 2001; Andrade *et al.* 2009) that show that the rubrics contribute to the quality of learners' writing as well as to their understanding of the qualities of effective writing.^{12 13}

¹¹ The study does not note learners' age, but it is assumed that they are aged 13-14.

¹² Andrade, H. (2001). 'The effects of instructional rubrics on learning to write'. *Current Issues in Education* 4 (4), pp. 1-21.

¹³ Andrade, H., Wang, X., Du, Y. and Akawi, R. L. (2009). 'Rubric-referenced self-assessment and self-efficacy for writing'. *The Journal of Educational Research* 102 (4). Doi: 10.3200/JOER.102.4.287-302.

- 4.21 Mak and Lee (2014) observed that in the pre-writing stage, learners set goals which aided teachers in understanding their needs, as well as familiarising the learners with the assessment criteria.
- 4.22 In Sadeghi and Rahmati's (2017) study in Iran, workshops were organised as part of the research to introduce assessment criteria to learners, and sample writings were analysed to aid learners in understanding quality criteria. Sadeghi and Rahmati (2017) note how making learners aware of the quality criteria of assessments is necessary. They note that reliability issues related to learner self-assessment and self-grading can be resolved by sharing assessment criteria with learners. However, they note that this can result in learners complying with criteria rather than a focus on learning, as discussed by Torrance (2007, 2012).^{14 15} The authors suggest that schools adapt standard and detailed assessment criteria from leading assessment organisations.
- 4.23 Hill and Edwards (2019) reported in their study in New Zealand that learners appreciated the skills-development process whereby they were taught by the teacher how to use the success criteria rubric to evaluate their writing work. Findings indicate that without this skills-development stage, learners would not have been able to gain the necessary competence to self-evaluate essay writing.
- 4.24 Fletcher (2021) used large-scale assessment rubrics as a basis for a self-assessment planning template in an Australian context. These were used to explore how a self-assessment planning template could be used to help learners in their self-assessment and to self-regulate their learning as part of a classroom writing project. Learners used the self-assessment process to develop their competences as writers across many aspects represented in the writing rubrics.
- 4.25 Other studies explore the design and use of rubrics and / or criteria to evaluate communicative competence (Torres-Gordillo *et al.* 2020) and cooperative AfL for a Content and Language Integrated Learning (CLIL) context (Casal 2016). Casal (2016, p. 153) argues that rubrics that emphasise 'positive interdependence,

¹⁴ Torrance, H. (2007). 'Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning'. *Assessment in Education* 14(3), pp. 281–294. Doi: 10.1080/09695940701591867.

¹⁵ Torrance, H. (2012). 'Formative assessment at the crossroads: conformance, deformance and transformative assessment'. *Oxford Review of Education* 38(3), pp. 323–342. Doi: 10.1080/03054985.2012.689693.

individual accountability and social skills' can mediate the process of learners becoming self-regulated, autonomous lifelong learners. Torres-Gordillo *et al.* (2020) designed a communicative competence Assessment for Learning model. In their study, certain teachers saw the use of communicative competence assessment criteria as something that improved the teaching-learning process. Communicative competence assessment indicators were incorporated in the daily activities of teachers, and this had positive effects.

- 4.26 Other studies call for an understanding of assessment rubrics and criteria as a way of developing AfL practice. Cheng (2004) suggests that, in order to improve English school based-assessment (SBA) in Hong Kong, teachers could include pre-SBA activities such as discussing assessment rubrics, as it is useful for student learning, as well as using SBA results to adjust the teaching. Lee and Coniam (2013) note that learners need to understand the writing criteria in order for them to understand what is expected from them as learners.

Computer-based assessment

- 4.27 Certain studies consider the concept of introducing computer-based AfL tools into the classroom. These studies demonstrate a variety of results in terms of the advantages and challenges of computer-based AfL. Three of these studies point towards the need for teacher awareness and understanding of how computer-based assessments can be used effectively.
- 4.28 Admiraal *et al.*'s (2020) study presented mixed results. The authors examined how computer-based assessments could provide formative feedback for language learners and inform teachers to prepare their teaching. The research was undertaken at a secondary school with five Dutch-language teachers, one IT support officer, and 47 Grade 7 Dutch language learners.¹⁶ The findings indicate that the computer-based assessment tool, 'Got it Language' provided teachers with a lot of information, but that it did not always provide sufficiently detailed information to support formative assessment for learning on an individual learner level. The authors argue that teachers need the relevant information from computer-based

¹⁶ The study does not note learners' age.

assessment tools and that they should be better informed regarding how to use such information in order to improve the performance of all learners.

- 4.29 However, the teachers in Admiraal *et al.*'s (2020) study reported benefits to using computer-based assessments. The teachers discussed that the computer-based assessments provided additional learning opportunities for learners, and that they valued the information available on individual item responses as they were then able to address learner misconceptions in class. Teachers also discussed the benefits for learners. Low-performing learners put more effort into language learning, as receiving feedback from the computer-based assessment on low scores, due to insufficient practice, made them aware that making an effort has an impact. Low-performing students evaluated this practice more positively than high-performing peers, as low-performing learners were able to benefit from additional feedback from the teacher and high-performing peers. The authors argue that high-performing learners could also benefit from formative assessment through peer teaching or peer feedback, as these learners gain confidence and feel proud by aiding fellow learners. As Admiraal *et al.* (2020) note, 'teaching is the best way of learning'.
- 4.30 Mixed results were also found in Engeness' (2018) study in Norway, where two groups of secondary school (16-17 year old) learners were compared when writing essays in English. Learners wrote multiple drafts of their essays, with the target group receiving feedback from the computer-based essay critiquing tool, EssayCritic, and the comparison group receiving feedback from peers. The findings of the study show that the teacher in the target group paid little attention to the development of learners' AfL skills, although they did aid learners to complete tasks by interacting with EssayCritic. According to the author, this is because teachers' close interaction with EssayCritic and the guidance provided by EssayCritic resulted in teachers' reliance on its feedback.
- 4.31 On the other hand, in the comparison class in Engeness' (2018) study, the teacher appeared to pay attention to the analysis approach of the task and requirements of the essay. The author notes that the teacher in the comparison group may have contributed towards developing learners' AfL competence and promoting learners 'agentic control' (Engeness 2018, p. 19) over the writing practice. The study

concludes that the use of computer-based assessment tools such as EssayCritic can impact teacher guidance of learning. For the author, the findings illustrate the importance of teachers' awareness about the nature of the support that technology provides.

- 4.32 Torres-Gordillo *et al.*'s (2020) study also demonstrated mixed results. They designed a communicative competence AfL model and explored its application in primary education classrooms in Spain. The model was implemented by employing the 'tool for the assessment of linguistic communication competence' (HERACLES) through tablet use. The authors note that certain teachers found the HERACLES tool simple and intuitive, while other teachers experienced several difficulties such as understanding the technology.

Portfolio work

- 4.33 Cheng (2004) calls for the use of portfolio work to increase learners' involvement in the learning process. This is based on online e-mail interview with four secondary school English teachers in Hong Kong and their implementation of school-based assessment (SBA) in relation to AfL. Teacher responses suggest that current practice of English SBA only implements AfL practices to some extent.
- 4.34 Clerkin (2009) reports on the benefits of e-portfolio work in AfL that were found in an action research project conducted in a primary school Irish language classroom in Ireland. Clerkin (2009) was both researcher and teacher and notes that through the use of e-portfolio, they had added to their assessment skill set as a teacher, and that students learned the following skills: self-assessment, peer-assessment, receiving teacher and peer feedback, using a rubric, and recognising the success criteria and the learning intentions. Clerkin notes how e-portfolios were successfully implemented in the AfL process, but also observes that selecting the most appropriate software and the content structure of the e-portfolio itself were necessary preparations. The author notes that the integration of the four skills of writing, reading, listening and speaking was successfully recognised by learners through the use of the e-portfolios.
- 4.35 Lam (2015) critically reviewed studies of L2 / EFL school and university-level writing classes to explore the extent to which AaL can support writing and learning. The

author discusses that in portfolio assessment with a focus on AaL, the approach to teaching and assessing writing is constructively aligned. Lam (2015) notes that when AaL is advocated in classroom-based portfolio work, it can promote teacher skills in their teaching of writing, promote teacher empowerment, promote learner motivation for learning, and improvements in learners' writing. According to the author, AaL portfolio work is likely to facilitate learners' development of self-assessment skills when writing. Lam (2015) argues that AaL writing pedagogy should be encouraged in the EFL setting as it aligns teaching, learning and assessment of writing, and promotes the development of 'metacognitive composing skills'.

Self-assessment and peer-assessment

- 4.36 Certain studies discuss learner participation in relation to AfL with specific reference often to self-assessment and peer-assessment. There are advantages and challenges with both practices, although the focus of these studies is mainly self-assessment practice and its benefits.
- 4.37 Joo (2016) found that peer-assessment and self-assessment are most meaningful when they are centred on learners and their learning. Joo (2016), using the concept 'learning-oriented assessment' (LOA) as a review framework, conducted a review of empirical studies on planned and unplanned assessment. This was carried out in order to consider L2 speaking assessment practices in terms of peer-assessment and self-assessment. Joo (2016) concludes that learners can assess their own oral performances and that of their peers if certain conditions are met. These conditions are noted as follows: task-related criteria that are clear; training; the consideration of learners' traits and perceptions, and integration of assessment into the curriculum. The author also concludes that both the process of being involved in self-assessment and peer-assessment practices, as well as the resulting product of such assessment, can enhance L2 speaking ability.
- 4.38 Hill and Edwards (2019) also explored the positive effects of self-assessment but voiced concerns regarding peer-assessment. In their study, they explored the perceptions of New Zealand secondary school learners (Year 13, 17-18-year olds) regarding the process of learning about, creating, and receiving feedback for essay writing in the English classroom. The authors note that learners in the study saw

feedback as more powerful when it came from themselves as self-regulation than when it came exclusively from their teacher. For Hill and Edwards, the joint student-generated and teacher feedback became shared knowledge between learner and teacher, which often sparked conversations. Findings also show that students were highly engaged through learner-generated feedback. According to the authors, the study affirms that an increase in self-regulation is linked to learner-generated feedback, which is seen as desirable for developing lifelong learners. This aligns with Lam (2015) who argues that learners should be supported and gain sufficient experience in monitoring their writing development through AaL. As Lam (2015, p. 14) notes, this is because 'self-assessment and self-reflection are key skills that equip the students with self-regulatory abilities to promote long-term learning of writing'.

- 4.39 Hill and Edwards' (2019) study indicates that peer-assessment is less straightforward than self-assessment, as some learners questioned the reliability of peer feedback. According to the authors, the study affirms that motivation has a role to play in self-regulation, as time and effort prevented some learners from responding to the feedback. The authors also note that learner confidence in their understanding of essay quality and how to improve supports their sense of ownership of, and responsibility for, their learning. Mak and Lee (2014) also found that implementing AfL in the stages before, during and after the writing task helped learners to become reflective and autonomous, and enabled them to take more responsibility for their learning.
- 4.40 Gan *et al.* (2019) found self-assessment to be a motivator within the EFL classroom in the 'Asia region' (p. 788). The study explored secondary EFL learners' experiences of classroom assessment practices, and how such experiences may affect their motivation to learn English. Based on questionnaire results with 196 learners aged 14-19, the study found that 'teacher-student interactive-informal' assessment and student self-assessment were the best predictors of learners' intrinsic motivation and positive attitudes toward the EFL course (Gan *et al.* 2019, p 796). Afitska (2008), in their study based on primary school English as an additional language (EAL) immersion classes in England, also found that teacher feedback, questioning, peer-assessment and self-assessment had positive effects on learners'

linguistic development. Learners (age 8-10-years old) and teachers reported overall positive attitudes towards these strategies.

- 4.41 Gan *et al.*'s (2019) study also found that 'teacher-controlled performance-oriented assessment' (p. 783) was mostly used in EFL classes. The study demonstrates that teacher monitoring contributed significantly to EFL classroom anxiety and learners' lack of self-confidence, although monitoring included activities such as portfolio work. The authors of the study note that this may be because monitoring practices were used to publicly rank learners. The authors note that their study suggests that school administrators and teachers need to improve monitoring practices.
- 4.42 Fletcher (2021) also commented on the usefulness of self-assessment, in a study of seven teachers and 126 learners from Years 2, 4, and 6 (approximately 7, 8 and 11-year olds) in an Australian independent primary school. The researcher collaborated with teachers to explore how a self-assessment planning template could be used to help learners in their self-assessment, and to self-regulate their learning as part of a classroom writing project. Large-scale assessment rubrics were used as a basis for this planning template. The study's findings suggest that time, confidence and experiences were factors affecting teachers' approaches to scaffolding self-assessment practice in their classes. Learners used the self-assessment process to develop their competences as writers across many aspects represented in the writing rubrics. The author concludes that it is important that both learners and teachers use assessment evidence to make judgements about what has been learnt and to determine the next stages of the learning process.
- 4.43 Not all studies report on the overall benefits of self-assessment. Vattøy (2020) explored EFL teachers' beliefs about feedback practice, in relation to beliefs about learner self-regulation, self-efficacy and language skills in Norway. These 10 teachers taught at lower-secondary level. Interview data reveals that half of the teachers found AfL a challenge because of accountability, with the emphasis on examinations, testing and student marking. According to the author, the study suggests that a summative exam-driven accountability systems hinders the full potential of AfL for EFL teachers. The study also reveals that teachers were divided regarding the extent to which they involved their learners in providing feedback to them as teachers. Half of the teachers did not focus enough on self-regulated

learning tools, and half believed that their learners could not take responsibility for their own learning, as they were not old enough to do so. Half of the teachers concerned themselves more with learner knowledge of teacher expectations rather than with learner self-efficacy. The findings of the study also show that for half of the teachers, 'marking was connected to their feedback practice in a detrimental way for their formative assessment practice' (Vattøy 2020).

- 4.44 Lam (2016) also discusses such challenges. Lam's (2016) review indicates that, in some SBA and AfL studies, teachers and learners have become more receptive to alternative assessment practices. However, Lam's (2016) review indicates that teachers remain sceptical of assessment reform, and that learners find it difficult to monitor their own learning independently, as they are more accustomed to being passive learners in traditional teacher-centred classrooms.
- 4.45 In Sadeghi and Rahmati's (2017) study, challenges of self-assessment are also discussed. In their study, an integrated assessment *as, for* and, *of* learning was used with an experimental group looking at writing ability in English as L2. Learners in the experimental / integrated group enjoyed self-evaluation, but experienced difficulties in implementing self-assessment, especially when revising grammatical errors.

Scaffolding and monitoring

- 4.46 Two studies specifically considered scaffolding and monitoring practices amongst EFL teachers in Iran. Nasr *et al.* (2018) explored Iranian EFL teachers across language institutions and high schools using questionnaire, interview and classroom observation data. The study was concerned with teacher perceptions of AfL, specifically monitoring and scaffolding, as well as exploring teacher AfL practices in relation to teaching experience, proficiency level taught and academic degree. By paraphrasing Wragg (2004), the authors explain that monitoring can be understood as something that helps teachers in 'evaluating how instruction is going and what needs to be done when guidance is required' (Nasr *et al.* 2018, p. 3).¹⁷ The authors, referring to Gibbons (2002), note that scaffolding can be understood as temporary

¹⁷ Wragg, E. C. (2004). *Assessment and learning in the secondary school*. New York: Taylor & Francis.

assistance provided to learners to complete a task in order for them to later complete a similar task on their own.¹⁸

- 4.47 In Nasr *et al.*'s (2018) study, questionnaire results show that teaching experience, academic degree and proficiency level taught did not affect EFL teachers' perceived monitoring and scaffolding in AfL. Both questionnaire and interview data show that EFL teachers were favourable towards scaffolding practices including questioning, guidance and encouragement, but did not extensively use monitoring practices such as encouraging self-reflection and self-assessment. The study's findings demonstrate that EFL teachers were 'less appreciative' (Nasr *et al.* 2018, p. 25) of monitoring practices such as learners setting learning objectives, learner self-monitoring and learner self-reflection. Nasr *et al.* (2018) note that it seemed that self-assessment, questioning and student involvement were employed more with learners with more advanced English language proficiency, discussing how such practices are more appropriate for more advanced language learners. The authors note that EFL teachers are unable to use certain AfL practices with elementary language level classes. Nasr *et al.* (2018) conclude by noting that training on learning-oriented instruction could aid EFL teachers to draw on wider AfL practice.
- 4.48 One of the aims of another paper by Nasr *et al.* (2019) was to explore EFL teachers' perceptions of AfL monitoring and scaffolding implementation in Iranian high schools and language institutions. Questionnaire and interview data reveals that EFL teachers 'appreciated' (Nasr *et al.* 2019) AfL practices, and drew on scaffolding practices in the classroom – questioning and opening spaces for contribution were most extensively used. However, the study showed that teachers were less inclined to use monitoring practices. The results also demonstrated that the EFL teachers in the language institutes were more apt to implement scaffolding and monitoring practices, in comparison to EFL teachers in high schools. The authors also explore the perceived barriers to the implementation of AfL by teachers: cultural barriers, curriculum-related barriers, student-related barriers and external / practical barriers. These barriers are discussed in the *Challenges of Assessment for Learning implementation* section of this chapter.

¹⁸ Gibbons, P. (2002). *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom*. Portsmouth: Heinemann.

Teacher perceptions and practices

- 4.49 There are a few studies that consider the difference between teacher perceptions of AfL and their practice of AfL in the language classroom. A study by Büyükkarci (2014) examined the beliefs and practices of primary English teachers in Turkey. The questionnaire and interview data shows that teachers held positive attitudes towards formative assessment, and saw tools such as feedback, sharing learning goals, peer-assessment and self-assessment as tools that should be used in their classrooms. However, the study also reveals that teachers cannot always use such formative assessment practices often and effectively: there was a difference between teachers' positive beliefs about formative practices and their actual practices in the classroom context. The author notes that issues such as overcrowded classrooms and heavy workloads make implementing formative assessment very difficult for teachers.
- 4.50 In Hawe and Dixon's (2014) study, three elementary teachers in New Zealand who had expressed similar beliefs about the importance of feedback, learner involvement, and practices aligning with developing learner autonomy, were observed teaching a genre-based writing unit. The study's findings reveal that, although similar strategies were employed by the teachers, there were qualitative differences between teachers. These differences were in relation to the opportunities provided to learners to gain insight into task goals, to be involved in evaluative and productive activities and to make evaluative judgements and productive decisions. The authors argue that these differences significantly impacted the writing experiences provided to learners and the role learners played in their own learning. Hawe and Dixon (2014, p. 78) conclude that developing learners' evaluative knowledge and productive skills while writing involves adopting AfL as 'a unitary notion' and a 'radical transformation' to the roles and responsibilities of teachers and learners.
- 4.51 Burner (2015) observed differences as they explored Grade 8 and 9 lower secondary learner and teacher perceptions and experiences of formative assessment.¹⁹ This was in relation to EFL writing classes in Norway. The findings

¹⁹ The study does not note learners' age, but learners aged 13-16 years attend lower secondary school in Norway.

indicate that learners appreciated writing practice, constructive feedback from teachers and text revision, but found following up on teacher feedback, negative teacher feedback, lack of teacher support and modelling a challenge. Teachers were supportive of AfL in theory but hesitant to practise AfL in terms of learner self-assessment, text revision and student involvement. The challenges faced by teachers in relation to this were mainly related to teachers' low expectations of their learners, a wide-ranging subject, and lack of time. The author concludes that one of the main challenges to be addressed is the significant gap that exists between teacher and learner perceptions of formative assessment of writing. The author argues that teachers and learners need to discuss AfL further to develop a shared language of understanding.

- 4.52 The study of EFL teachers in Iran by Nasr *et al.* (2018) also found a difference between teacher beliefs and actions. The author notes that there was a 'slight mismatch' between teacher perceptions and their beliefs in action. This is because there was an absence in the classroom observations of monitoring practices of self-reflection, metacognitive and learner autonomy as compared to what was noted in the questionnaire.

Assessment for Learning and language teaching methods

- 4.53 There are items that discuss AfL in relation to various language learning and teaching approaches: Content and Language Integrated Learning (CLIL); communicative competence language learning; intercultural language learning; and Language of Learning and Teaching (LoLT).
- 4.54 Casal (2016) provides a framework for teachers to assess social processes and learning outcomes for Cooperative Learning tasks in Content and Language Integrated Learning (CLIL) contexts. The author understands Cooperative Learning as the systematic use of small groups to create learning, develop social skills and promote academic achievement. The author understands CLIL by citing Coyle *et al.* (2010, p. 1), viewing it as a 'dual-focused educational approach'.²⁰

²⁰ Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL content and language integrated learning*. New York: Cambridge University Press.

- 4.55 Casal (2016) notes that AfL should reflect and promote Cooperative Learning if learners engage with Cooperative Learning techniques on a regular basis. The author explores the possibilities of cooperative AfL for CLIL by providing an assessment framework that looks at the three basic components of Cooperative Learning: positive interdependence, individual accountability, and social skills development. Casal (2016) recognises cooperative AfL as knowledge being socially constructed and progressively internalised to become an individual act. According to the author, assessment should reflect ‘socially constructed cognitive and social skills’ as well as ‘individual results of this internalisation process’ (Casal 2016, p. 153).
- 4.56 Guzmán-Simón *et al.* (2020) consider the assessment tasks, criteria, instruments and processes of communicative competence used by primary school teachers in Spain. Guzmán-Simón *et al.* (2020), referring to Canale (1983), understand communicative competence as the development of listening, reading, speaking and writing through different components such as the linguistic, the pragmatic-discursive, the socio-cultural and the strategic interacting.²¹ Focus group data reveals teachers’ lack of awareness of assessment tasks and a lack of techniques and instruments, leading to a weak assessment of communicative competence. The authors note that communicative competence was being assessed mainly through writing, and this also became the way to assess other dimensions such as reading and oral communication. This is because the teachers had not developed their competence to assess the learning process. According to the authors, the study reveals that teachers showed a misunderstanding between the ideas of assessment and qualifications. The authors conclude that there needs to be a new way to include communicative competence in the curriculum, so that these competences become the axis that gives meaning to the other elements of the curriculum. The authors call for appropriate assessment training for teachers.
- 4.57 Torres-Gordillo *et al.* (2020) designed a communicative competence AfL model and explored its application in primary education classrooms in Spain. The model was implemented by employing the ‘tool for the assessment of linguistic communication

²¹ Canale, M. (1983). From communicative competence to communicative language pedagogy. In: *Language and communication*. Richards, J.C., Smith, R. eds. Longman: London, UK, pp. 2–14.

competence' (HERACLES) through tablet use. Focus groups with teachers teaching in second, fourth and sixth years in primary schools reveal that teachers had varying views about the computer innovation (also discussed in the *Computer-based assessment* section). Certain teachers were positive towards the innovation, and saw it as useful as it helped to improve the communicative competence teaching-learning process. Furthermore, communicative competence assessment indicators were incorporated into teachers' daily activities. Teachers reported that these indicators allowed for the evaluation of communicative competence skills not previously assessed, such as gesturing. Oral communication was also developed owing to the simplicity of using a tablet as an assessment instrument. Assessing communicative competence was expanded to different areas of the curriculum, and the use of indicators led teachers to believe that they allowed for more objective assessment in the classroom.

- 4.58 There are two articles that consider the link between languages and culture. Scarino (2017) discusses the shift from communicative language teaching towards intercultural language learning in the K-12 (primary and secondary) context in Australia. The paper draws on a qualitative three-year study exploring language assessment where different languages teachers and researchers worked collaboratively to examine ways of eliciting and judging intercultural language learning. Scarino (2017) explores considerations relating to the need to reconceptualise the nature of assessment in language learning. The author notes that traditional modes of assessment focusing on product rather than process were less able to capture intercultural capability. According to Scarino (2017), there was recognition that language teachers had not developed a framework to make judgements about intercultural language learning, as curriculum and assessment frameworks are mostly structured around the four macro-skills.
- 4.59 In Sellan's study (2017), a group of secondary school English teachers expanded language learning and assessment constructs beyond constructs considered in national examinations and mainstream practices. The teachers were teaching on Integrated Programmes in Singapore, which were shifting the emphasis away from examinations and towards promoting teacher assessment to broaden the learning of able learners in top performing schools. Teachers felt that the Integrated

Programmes scheme encouraged them to aim higher to meet the needs of their able learners.

- 4.60 According to Sellan (2017), teachers aimed higher to meet learner needs by expanding language learning and assessment constructs in four separate ways. Firstly, greater attention was paid to the relationship between language and culture by mainly integrating literary text into the curriculum and assessment. Secondly, teachers built on an extended understanding of genres of language. Thirdly, content knowledge was given increased importance, instead of exclusively emphasising language skills development. Fourthly, more of an emphasis was given to higher-order thinking, learning and communication skills in assessments. The author argues that the study illustrates how English teachers can develop their assessment literacy to move beyond assessment constructs assessed in high stakes tests, in order to promote students' learning in their own contexts.
- 4.61 One article considered the effect of English as the language of learning and teaching on AfL. Mahlambi and Mawela's (2021) study explored Grade 6 primary school mathematics teachers' use of English, as the Language of Learning and Teaching (LoLT), within AfL practice.²² English was a First Additional Language (EFAL) for learners in this study based in South Africa. Interview and observations data reveal that the mathematics teachers did not have sufficient pedagogical knowledge regarding using language in AfL activities in their mathematics classes, although they understood its importance. The authors note that learners' lack of proficiency in the LoLT (English) was obstructing their engagement with AfL activities. The study's findings show how most teachers used learners' home languages to explain the (AfL) activities, and code switched between LoLT and home languages. The authors argue that mathematics teachers should ensure that the languages used for AfL activities are appropriate and that they support learners in their learning and development of mathematics skills.

²² The study does not note learners' age.

Integration of Assessment *for*, *as* and *of* Learning

- 4.62 There are two items that consider the implications of an integrated approach to assessment by integrating AfL, AaL and AoL, and AfL and AaL. The results of both studies demonstrate that an integrated approach has the most positive effect on learner performance in comparison to non-integrated approaches in the classroom in terms of writing and listening comprehension skills.
- 4.63 In Sadeghi and Rahmati's (2017) study, an integrated assessment *as*, *for* and, *of* learning was used with an experimental group exploring English as L2 writing ability. An assessment *for* and *of* (non-integrated) learning model was used with learners in a control group. These learners were English as L2 learners aged 15-18 years old and studying in a private English school in Iran, and were preparing for the *Cambridge English: Preliminary English Test (PET)*. Sadeghi and Rahmati (2017) state that although some experts see AaL as a subset of AfL, there are numerous characteristics that distinguish the two approaches. Sadeghi and Rahmati's (2017) findings show that the integrated assessment group learners performed better than the non-integrated assessment group on the writing component of the PET. The authors note that the study's findings indicate that an integrated assessment approach of AaL, AfL and AoL 'probably' enhances learners' writing ability (Sadeghi and Rahmati 2017, p. 59). Both classroom observations and focus group interview data demonstrate that learners' competence in asking meta-cognitive questions developed with practice in the integrated group.
- 4.64 Sadeghi and Rahmati's (2017) study produced mixed results in terms of boosting learners' autonomy and independence. Learners in the integrated group (assessment *for*, *as*, *of* learning) enjoyed self-evaluation, but experienced difficulties in implementing self-assessment, especially when revising grammatical errors. Learners in the non-integrated group were able to use teacher feedback. The integrated group required more focused teacher feedback to improve their work and therefore saw self-assessment as the most challenging activity. As the authors note, these learners initially relied on teacher guidance and mediation for self-assessment, and this was due to learners' low language proficiency. According to the authors, the study confirms that learners' low English language proficiency is a probable barrier to the implementation of AaL, and that understanding assessment

criteria is another tension. Sadeghi and Rahmati (2017) conclude that their findings suggest that tensions associated with integrated assessment are specific to each context.

- 4.65 In a study by Ghorbanpour *et al.* (2021) examining 100 13-19 year old EFL learners in Iran, three experimental groups and one control group of learners undertook different assessment practices. The authors found a significant improvement in learners' listening comprehension skills when they were exposed to integrated assessment of both AfL and AaL. Ghorbanpour *et al.* (2021) argue that commonalities between AfL and AaL make a more communicative learning process, and that listening comprehension is achieved by such interactive learning where students are engaged in the learning environment. However, Ghorbanpour *et al.* (2021) note that such integration of AfL and AaL may cause learners to be excessively involved in assessment, leading to issues such as boredom.
- 4.66 Since AfL and AaL both use a variety of assessment tools, the authors argue that it may be difficult to compare both and determine which of the two is better. The authors argue that there is no consensus in the field regarding whether one practice is better than the other – AfL or AaL – and that each should be carried out in accordance with the appropriate context and in accordance with the needs of teachers and learners. Ghorbanpour *et al.* (2021) conclude by noting that pedagogy needs to be designed to balance tensions between AaL, AfL and AoL in order to capitalise on the benefits of each to improve learning and teaching, as argued by Mok (2012).²³

Benefits of Assessment for Learning implementation

- 4.67 One common finding of literature examining AfL in terms of assessment rubrics and criteria is that understanding assessment rubrics, criteria and / or tasks is important for learner development. Lee and Coniam (2013), Lam (2015), Hill and Edwards (2019), and Ghaffar *et al.* (2020) report this finding. For Lee and Coniam (2013, p. 43), a better understanding of the writing task 'likely led' to better writing. For Ghaffar *et al.* (2020), the co-construction of teacher-learner rubrics positively impacted learners' writing skills, as well as their attitudes towards, and confidence

²³ Mok, M. M. C. (2012). *Self-directed learning-oriented assessments in the Asia-Pacific*. London: Springer.

while, writing. Lam (2015) and Lee *et al.* (2019) discuss similar points and note that a benefit of AaL is that learners develop an improved understanding of writing criteria and requirements.

- 4.68 Benefits of AfL practices are discussed in the literature concerning portfolio work. Both Clerkin (2009) and Lam (2015) report on the benefits of portfolio work for developing teacher and learner skills. Lam (2015) notes that when AaL is advocated in classroom-based portfolio work, it can also promote teacher empowerment and learner motivation for learning.
- 4.69 There are also benefits regarding computer-based AfL discussed in the *Computer-based assessment* section). Benefits include computer-based assessment being seen as simple and intuitive by certain teachers (Torres-Gordillo *et al.*'s 2020) and being able to provide additional learning opportunities, especially for low-performing learners (Admiraal *et al.* 2020).
- 4.70 Another benefit of AfL is the development of learners' ownership of their work. Mak and Lee (2014) note this in relation to implementing AfL practice before, during and after a writing task, while Hill and Edwards (2019) discuss this in terms of learner confidence in understanding essay quality and how to improve. Lee *et al.* (2019) express a similar point about learners taking ownership of their work owing to AaL practice.
- 4.71 The benefits of self-assessment are discussed in relation to skills development and motivation. Fletcher (2021) notes how self-assessment was used by learners to develop their writing skills, and Joo (2016) argues that self-assessment and peer-assessment can enhance L2 speaking ability. Afitska (2008) also found that peer-assessment and self-assessment had positive effects on learners' linguistic development. Hill and Edwards (2019) and Gan *et al.* (2019) report on self-assessment and its links to motivation. Hill and Edwards' (2019) findings show that students were highly engaged through learner-generated feedback, and Gan *et al.* (2019) found that one of the best predictors of students' intrinsic motivation and positive attitudes toward the EFL course was self-assessment practices.
- 4.72 Integrating different models of assessment are also reported to be advantageous for developing writing and listening skills. According to Sadeghi and Rahmati (2017, p.

5), their findings suggest that an integrated assessment approach of AaL, AfL and AoL 'probably enhances learners' writing ability. Ghorbanpour *et al.* (2021) found that there was significant improvement in learners' listening comprehension skills when they were exposed to integrated assessment of both AfL and AaL.

Challenges of Assessment for Learning implementation

- 4.73 Practical difficulties such as lack of time is one of the challenges impeding successful development of AfL (Burner 2015, Lee *et al.* 2019, Nasr *et al.* 2019). Lee and Coniam (2013) observe that learners did not play an active role in the learning and assessment process, for example through multiple drafting and peer evaluation, as teachers were constrained by lack of time and school policies. Fletcher's (2021) study suggests that time, confidence and experiences were factors affecting teachers' approaches to scaffolding self-assessment practice in their classes. Furthermore, the lack of support provided for teachers to develop AfL practices is reported as a challenge by Mak and Lee (2014), Lee *et al.* (2019) and Nast *et al.* (2019).
- 4.74 Insufficient and varying knowledge about AfL on the part of teachers is reported in some of the studies (Lee *et al.* 2019, Nasr *et al.* 2019). This is also the case when AfL is used with different language teaching methods. Guzmán-Simón *et al.* (2020) and Scarino (2017) discuss teachers' lack of knowledge of how to assess communicative competence and intercultural language learning through AfL practices. This is also the case in terms of the language used to implement AfL. As Mahlambi and Mawela's (2021) study demonstrates, mathematics teachers did not have sufficient pedagogical knowledge of using language in AfL activities in their mathematics classes.
- 4.75 Some of the evidence discusses obstacles to the implementation of AfL in terms of learners' language proficiency. Lee *et al.* (2019) discuss how certain AfL practices were challenging due to learners' lack of language proficiency. Sadeghi and Rahmati (2017) and Mahlambi and Mawela (2021) reveal similar findings about how learners' lack of proficiency in English was negatively impacting the implementation of AaL for language learning and AfL for language instruction. In Nasr *et al.*'s (2019) study, teachers saw students' different language proficiency levels as an obstacle for AfL, as students' learning objectives were different. In another paper by Nasr *et*

al. (2018), it is noted that certain AfL practices are more appropriate for advanced language learners, and that certain AfL practices cannot be used with less proficient language learners.

- 4.76 Another challenge was the extent to which learners were engaged in the assessment process, and their ability to self-assess and take responsibility for their learning. Nasr *et al.* (2019) cite insufficient teacher-learner interaction as a challenge to implementing AfL, and Otnes and Solheim (2019) note that because learners are not encouraged to take ownership and responsibility over their learning, AfL practices for writing development often fail to reach their potential. Learners were perceived by teachers as unable to take responsibility for their own learning and assessment practices in Vattøy's (2020) study. Lam's (2016) review suggests that learners themselves find it difficult to monitor their own learning independently, as they are more accustomed to being passive learners in traditional teacher-centred classrooms. Similarly, Sadeghi and Rahmati's (2017) study found that learners who engaged with self-assessment experienced difficulties, especially when revising grammatical errors. Hill and Edwards' (2019) study demonstrated that some learners questioned the reliability of peer-feedback.
- 4.77 There is a difference observed in certain studies between teacher perception of AfL and actual AfL practices in the classroom (Büyükkarci 2014; Howe and Dixon 2014; Burner 2015; Nasr *et al.* 2018). Büyükkarci (2014) and Burner (2015) note that teachers were positive about using AfL practices, but there were obstacles impeding the implementation of AfL in practice. For Burner (2015), one of the main challenges to be addressed is the significant gap that exists between teacher and learner perceptions of formative assessment of writing, and their practice.
- 4.78 Challenges are also highlighted in relation to computer-based AfL practices. Challenges were identified in terms of teachers finding it difficult to understand the technology (Torres-Gordillo *et al.*'s 2020), teachers' reliance on computer-based assessment feedback (Engeness 2018), as well as computer-based feedback not always providing the desired type of feedback to support AfL (Admiraal *et al.* 2020).
- 4.79 The tension that exists between AfL practices and AoL practices is also reported as a challenge for the successful implementation of AfL. The emphasis on error marking (Lee and Coniam 2013, Lam 2016), grading and marking (Nasr *et al.* 2019,

Vattøy 2020) as well as on examinations (Vattøy 2020) are reported in some studies to be impeding the successful implementation of AfL. Lee (2007b) notes that teachers were observed applying AoL rather than AfL practices in the writing classroom, and error marking is reported to have disinterested most learners (Lee 2007b).

Support for future development of Assessment for Learning

- 4.80 Some studies call for support for future development of AfL within the language learning classroom. Enhanced collaboration is a common feature in certain studies. Some authors suggest more collaboration and discussions between teachers and learners to support the development of AfL (Burner 2015, Otnes and Solheim 2019). Other authors call for collaboration amongst schools practitioners (Lee and Coniam 2013, Mak and Lee 2014). Lee and Coniam (2013) suggest involving parents in the assessment process to promote their understanding of alternative assessments such as AfL. The collaboration between learners, teachers and the wider community is explored in Low *et al.* (2002). This research considers how a Pacific Island primary school changed school literacy practices, including shifting the focus from AoL to include AfL in early reading classes. Focusing on the Kosraean language, the school initiated change through school-community collaboration and teacher-community literacy projects, and discussions about how reading should be understood across the curriculum and grade expectations for writing. The authors conclude that assessing early reading has been a catalyst for change, strengthening the connections between the community and the school, and improving communication in the classroom, school and community.
- 4.81 Certain studies call for training to enable teachers to implement AfL / classroom assessment practices (Lee 2007a; Mak and Lee 2014; Nasr *et al.* 2018, Guzmán-Simón *et al.* 2020). Lee and Coniam (2013) note that such training is important in order to develop teachers' understanding of assessment. Reyneke (2016), by reviewing relevant literature, explores the implementation of SBA in EFAL in the Further Education and Training phase (Grade 10-12) in schools in South Africa.²⁴

²⁴ The study does not note learners' age.

Reyneke (2016) argues that SBA in EFAL in South Africa could be improved by teachers being assessment literate and prepared to focus on LOA.

- 4.82 Another point explored in the literature to support the future development of AfL is the importance of learners understanding assessment. This is explored in the *Assessment rubrics and criteria* section of this chapter, where authors highlight the importance of learners understanding what is expected of them in terms of the assessment criteria and the positive effects of this. Lee and Coniam (2013) note that learners need to understand what is expected of them in their writing tasks. Lee *et al.* (2019) also discuss preparing learners for AaL practice and how changing their attitudes and expectations is key.
- 4.83 Paying attention to learners' active engagement within AfL is seen as a way to develop this practice (Lee 2007a, Edwards *et al.* 2008, Lee and Coniam 2013). Lee (2007b) argues that learner voice is crucial in guiding teachers when planning their feedback practices, and Hawe and Dixon (2014), Reyneke (2016) and Fletcher (2021) note how important *both* learner and teacher roles are in the AfL process. Cheng (2004) calls for the use of portfolio work to involve learners more in the learning process.
- 4.84 Certain authors call for the alignment of teaching, learning and assessment for the development of AfL. Lee (2007a) calls for this in relation to the writing classroom, and Lam (2016) notes that teachers, parents, head teachers, administrators and government need to ensure this alignment. Reyneke (2016) notes that SBA in EFAL could also be improved by aligning learning, teaching and assessment with curriculum aims, and focusing on high level cognitive and affective learner development.
- 4.85 Other studies call for ensuring a balance between AfL and AoL. Edwards *et al.* (2008) suggest how to find a balance between AfL and AoL in terms of supporting learners' literacy development. They suggest using many forms of assessment to gain a more comprehensive picture of learners' literacy competences, as well as using assessment that is culturally appropriate to gain knowledge about learners' literacy development at home. They also suggest engaging learners in the assessment process, and engaging other school practitioners in assessment and instruction inquiry to maintain a balance between AfL and AoL. Likewise,

Ghorbanpour *et al.* (2021) note that pedagogy needs to be designed to balance tensions between AaL, AfL and AoL in order to capitalise on the benefits of each to improve learning and teaching.

5. Conclusions

- 5.1 The aim of this study was to explore how AfL can support learner progression in language learning within the LLC Area in the Curriculum for Wales. The report does not seek to provide a full and exhaustive picture of the AfL context in Wales, nor of all the existing research in relation to AfL in the language learning context. Rather, the study offers an indication of the evidence available in relation to the research objectives that had been identified. The limitations of the study should be taken into account when considering the findings, conclusions and areas for future consideration.
- 5.2 The Wales-related evidence suggests that the term Assessment for Learning and its principles have played a central role in assessment approaches in the education system in Wales, especially during the Curriculum for Wales from 2008. The Developing Thinking and Assessment for Learning Programme was implemented during the early years of the Curriculum for Wales from 2008. During and following this programme, Welsh Government documents were published to provide further guidance on AfL principles and practice, with ‘developing thinking’ and AfL strategies often discussed together. Guidance was also provided to link AfL practice with the National Literacy and Numeracy Framework. There is evidence that suggests there was AfL good practice occurring in schools, but that AfL methods were underdeveloped in certain schools and that there was a variety in the quality of AfL practices used.
- 5.3 On the basis of the evidence gathered, it would appear that there has been a shift away from using the term Assessment for Learning in the Curriculum for Wales from 2022, with ‘learner progression’ (Welsh Government 2022) seen as the key term for assessment arrangements. However, the understanding of certain elements of progression in the Curriculum for Wales from 2022 mirrors the definition of AfL in the Curriculum for Wales from 2008. Although AfL is no longer used as a term, it seems that its principles still underpin progression in the Curriculum for Wales 2022, and its use as a term and its principles still appear to varying degrees within practice. The international evidence gathered also demonstrates that the term Assessment for Learning and its principles are still widely used in current research and practice.

Area for future consideration

- **AfL is not a central term for assessment in the Curriculum for Wales. However, it could be useful to consider whether it would be beneficial to continue to make practitioners and settings in Wales aware of the term in the international literature. This could contribute towards ensuring that education policy and practice in Wales continue to be based on the most recent developments in research and evidence on AfL practice for language learning.**

5.4 The international evidence gathered includes many items relating to AfL and the teaching of English as a second language. Although one item discusses Irish and another Kosraean, there are no items discussing other lesser used languages, minority languages nor Welsh. Of the international evidence gathered, many items consider the writing classroom. Topics such as AfL practices and tools (assessment criteria and rubrics, computer-based assessment, portfolio work, self-assessment and peer-assessment, monitoring and scaffolding) are also discussed. Whilst this study cannot come to firm conclusions regarding the evidence, there seems to be an emphasis in the literature on assessing writing skills rather than other skills. Furthermore, of the evidence that was examined as part of this study, there are no items specifically exploring AfL in relation to promoting and assessing plurilingualism. However, developing and celebrating learners' plurilingual repertoires is central to the Curriculum for Wales from 2022, as is the discussion of cross-linguistic tools such as translanguaging and mediation.

Area for future consideration

- **An area of consideration could be to examine the availability of evidence that explores AfL to support learners' plurilingualism and cross-linguistic skills, and its applicability to the context of Wales. Such evidence could provide further guidance for practitioners to develop learners' plurilingualism and cross-linguistic skills.**
- **Another area of consideration could be to examine the availability of evidence that explores AfL to support lesser used languages, and its applicability to the context of Wales. Given the emphasis on Welsh language learner progression in the Curriculum for Wales and in the**

Cymraeg 2050 strategy, such evidence could provide further guidance for practitioners to develop learners' Welsh language skills.

5.5 Of the international evidence examined, two items consider the implications of an integrated approach to assessment by integrating Assessment *for, as* and *of* Learning, and Assessment *for* and *as* Learning. The results of both studies demonstrate that an integrated approach has the most positive effect on learner performance in comparison to non-integrated approaches in the classroom, in terms of writing and listening comprehension skills. There are a few studies that examine the difference between teacher perceptions of AfL and their practice of AfL in the language classroom. Some of these studies point towards the difference between teachers' overall positive beliefs about AfL and the challenges teachers face when trying to implement AfL. Whilst many benefits of AfL are discussed in the literature, obstacles remain, and many researchers call for the development of AfL through various initiatives.

5.6 There is also international literature that explores AfL in relation to different language teaching approaches, such as communicative competence language learning and intercultural language learning. The evidence suggests that teachers are not always equipped to assess language skills developed through such approaches, and indicates the need for sufficient training for teachers to develop their understanding of AfL in relation to language learning. This evidence is relevant to the Curriculum for Wales as the LLC Area of the curriculum states that schools should consider how to ensure that learners progress in all their languages, through approaches such as immersion, CLIL and plurilingual activities. Cross-linguistic skills such as mediation and translanguaging are also discussed in the LLC Area.

Area for future consideration

- **One area of consideration could be to examine the need for professional learning opportunities for teachers to develop AfL practice to celebrate and promote learners' plurilingualism, as well as other cross-linguistic skills.**

5.7 The international evidence suggests that learners' language proficiency plays a role in the type of AfL practices that can be used. The literature also suggests that learner understanding of the assessment criteria and tasks has a positive effect on their learning. Furthermore, active learner engagement in the assessment process

is reported to be an important factor in developing AfL practice within the classroom. This evidence could be a useful consideration for the Curriculum for Wales, as the curriculum acknowledges that learners are at the 'heart of assessment and should be supported to become active participants in the learning process' (Welsh Government 2022).

Areas for consideration

- **Sourcing further evidence on how language proficiency plays a role in the delivery of AfL tools and strategies is another area for consideration. This could provide further evidence on the type of assessment tools that are better suited to learners with different language proficiencies.**
- **It could be useful to consider to what extent learners are supported to develop appropriate awareness of assessment criteria, requirements and activities.**
- **Specific attention could also be given to student voice by taking into account learners' ideas about potential ways of assessing their own language learning.**

Reference section

Please note that References have been listed separately for the following chapters of the report: Introduction, Methodology, Research Objective A and Research Objective B. Items by authors with multiple publications in the same year are noted 'a', 'b' etc. in sequence within the relevant section.

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References—Conclusions

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Appendix A: Data bases and keywords used in Welsh Government Library Services literature searches for Research Objective B

Source	Search strategies
<p>Web of Science</p>	<p>Searched Web of Science Core Collection, restricted dates from 01/01/1999 to 31/12/2021.</p> <ol style="list-style-type: none"> 1. TS=("assessment for learning" OR AfL OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd") 2. TS=(Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR BSL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficien* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR "Addysg drochi" OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR tafodi* OR rhuglder OR gallu* OR TESL OR ESOL OR ESL OR ELLS) 3. TS=(child* OR pupil* OR student* OR "young person" OR "young people" OR plentyn OR plant OR disgybl OR myfyr* OR "person ifanc" OR "pobl ifanc" OR school* OR ysgol* OR "primary education" OR "secondary education" OR "addysg gynradd" OR "addysg uwchradd" OR "K-12" OR "statutory education" OR "addysg statudol" OR kindergarten OR FS1 OR FS2 OR "foundation stage" OR "compulsory education" OR "key stage" OR KS0 OR KS1 OR KS2 OR KS3 OR KS4 OR "ISCED Level 0" OR "ISCED Level 1" OR "ISCED Level 2" OR "ISCED Level 3" OR "ISCED Lefel 0" OR "ISCED Lefel 1" OR "ISCED Lefel 2" OR "ISCED Lefel 3" OR "ISCED 0" OR "ISCED 1" OR "ISCED 2" OR "ISCED 3" OR "basic education" OR "cyfnod sylfaen" OR "addysg orfodol" OR "cyfnod allweddol" OR "addysg sylfaenol") 4. #1 AND #2 AND #3 5. Refined "Language" to English and Spanish
<p>ERIC (via ProQuest)</p>	<ol style="list-style-type: none"> 1. ab,ti,su,if("assessment for learning") OR ab,ti,su,if(AfL) OR ab,ti,su,if("learning oriented assessment") OR ab,ti,su,if(LOA) OR ab,ti,su,if("learning oriented language assessment") OR ab,ti,su,if("assessment for progression") OR ab,ti,su,if("Asesu ar gyfer dysgu") OR ab,ti,su,if("asesu ar gyfer cynnydd") 2. ab,ti,su,if(Welsh) OR ab,ti,su,if(English) OR ab,ti,su,if(language*) OR ab,ti,su,if(WAL) OR ab,ti,su,if(EAL) OR ab,ti,su,if(TEFL) OR ab,ti,su,if(TESOL) OR ab,ti,su,if(EFL) OR ab,ti,su,if(plurilingual*) OR ab,ti,su,if(multilingual*) OR ab,ti,su,if(bilingual*) OR ab,ti,su,if(translanguaging) OR ab,ti,su,if(mediation) OR ab,ti,su,if(literacy) OR ab,ti,su,if(communication) OR ab,ti,su,if(grammar) OR ab,ti,su,if(BSL) OR ab,ti,su,if(CLIL) OR ab,ti,su,if(immersi*) OR ab,ti,su,if(vocabulary) OR ab,ti,su,if(pronunciation) OR ab,ti,su,if(listen*) OR ab,ti,su,if(writ*) OR ab,ti,su,if(speak*)

OR ab,ti,su,if(read*) OR ab,ti,su,if(syntax) OR ab,ti,su,if(phonics) OR
ab,ti,su,if(etymology) OR ab,ti,su,if(morphology) OR ab,ti,su,if(dialect*) OR
ab,ti,su,if(fluen*) OR ab,ti,su,if("linguistic repertoire") OR ab,ti,su,if("linguistic awareness")
OR ab,ti,su,if("linguistic identity") OR ab,ti,su,if("linguistic skills") OR
ab,ti,su,if(proficienc*) OR ab,ti,su,if(literature) OR ab,ti,su,if("linguistic progression") OR
ab,ti,su,if(L1) OR ab,ti,su,if(L2) OR ab,ti,su,if(Lx) OR ab,ti,su,if(iaith) OR ab,ti,su,if(ieith*)
OR ab,ti,su,if(Cymraeg) OR ab,ti,su,if(Saesneg) OR ab,ti,su,if(CIY) OR ab,ti,su,if(SIY)
OR ab,ti,su,if(lluosieith*) OR ab,ti,su,if(luosieithog) OR ab,ti,su,if(amlieith*) OR
ab,ti,su,if(dwyieith*) OR ab,ti,su,if(ddwyieithog) OR ab,ti,su,if(trawsieithu) OR
ab,ti,su,if(cyfryngu) OR ab,ti,su,if(llythrennedd) OR ab,ti,su,if(cyfathrebu) OR
ab,ti,su,if(gramadeg) OR ab,ti,su,if("Addysg drochi") OR ab,ti,su,if(geirfa) OR
ab,ti,su,if(ynganu) OR ab,ti,su,if(gwrando) OR ab,ti,su,if(ysgrifennu) OR ab,ti,su,if(siarad)
OR ab,ti,su,if(darllen) OR ab,ti,su,if(cystrawen) OR ab,ti,su,if(ffonoleg) OR
ab,ti,su,if(entymoleg) OR ab,ti,su,if(morffoleg) OR ab,ti,su,if(tafodi*) OR
ab,ti,su,if(rhuglder) OR ti,ab,su,if(gallu*) OR ti,ab,su,if(llenyddiaeth) OR ti,ab,su,if(TESL)
OR ti,ab,su,if(ESOL) OR ti,ab,su,if(ESL) OR ti,ab,su,if(ELLs) OR
MAINSUBJECT.EXACT.EXPLODE("Welsh") OR
MAINSUBJECT.EXACT.EXPLODE("English (Second Language)") OR
MAINSUBJECT.EXACT.EXPLODE("Bilingual Education") OR
MAINSUBJECT.EXACT.EXPLODE("Bilingualism") OR
MAINSUBJECT.EXACT.EXPLODE("English Language Learners") OR
MAINSUBJECT.EXACT.EXPLODE("Language Proficiency") OR
MAINSUBJECT.EXACT.EXPLODE("Second Language Learning") OR
MAINSUBJECT.EXACT.EXPLODE("FLES") OR
MAINSUBJECT.EXACT.EXPLODE("Second Language Programs") OR
MAINSUBJECT.EXACT.EXPLODE("Language of Instruction") OR
MAINSUBJECT.EXACT.EXPLODE("Language Aptitude") OR
MAINSUBJECT.EXACT.EXPLODE("Metalinguistics") OR
MAINSUBJECT.EXACT.EXPLODE("Languages") OR
MAINSUBJECT.EXACT.EXPLODE("Multilingualism") OR
MAINSUBJECT.EXACT.EXPLODE("Mediation Theory") OR
MAINSUBJECT.EXACT.EXPLODE("Literacy Education") OR
MAINSUBJECT.EXACT.EXPLODE("Reading Instruction") OR
MAINSUBJECT.EXACT.EXPLODE("Phonics") OR
MAINSUBJECT.EXACT.EXPLODE("Language Skills") OR
MAINSUBJECT.EXACT.EXPLODE("Communication Skills") OR
MAINSUBJECT.EXACT.EXPLODE("Grammar") OR
MAINSUBJECT.EXACT.EXPLODE("Verbal Ability") OR
MAINSUBJECT.EXACT.EXPLODE("Speech Skills") OR
MAINSUBJECT.EXACT.EXPLODE("Speech Instruction") OR
MAINSUBJECT.EXACT.EXPLODE("Etymology") OR
MAINSUBJECT.EXACT.EXPLODE("Literature") OR
MAINSUBJECT.EXACT.EXPLODE("Native Language") OR
MAINSUBJECT.EXACT.EXPLODE("Listening Skills") OR
MAINSUBJECT.EXACT.EXPLODE("Writing Instruction")

3. 1 AND 2

Filtered results by education level to exclude "Higher Education", "Postsecondary education", "Adult education", and "Two year colleges". Limited publication dates from 1999 to 2021.

British Education Index

1. TI ("assessment for learning" OR "Afl" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

OR

SU ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

OR

AB ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

OR

KW ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd"))

2. DE "ASSESSMENT for learning (Teaching model)"

3. S1 OR S2

4. TI (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR Addysg drochi OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

OR

SU (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR Addysg drochi OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

OR

AB (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR

fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR Addysg drochi OR geirfa OR ynganu OR gwrandu OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

OR

KW (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR Addysg drochi OR geirfa OR ynganu OR gwrandu OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

5. ((((DE "ENGLISH as a foreign language" OR DE "ENGLISH language education for foreign speakers in elementary schools" OR DE "ENGLISH language education for foreign speakers in universities & colleges") OR (DE "FOREIGN language education" OR DE "AUDIOLINGUAL method (Language teaching)" OR DE "COMMUNICATION in foreign language education" OR DE "COMPUTER assisted language instruction" OR DE "ENGLISH language education" OR DE "ERROR analysis in foreign language education" OR DE "FLUENCY (Language learning)" OR DE "IMMERSION method (Language teaching)" OR DE "INTERLANGUAGE (Language learning)" OR DE "IRISH Gaelic language -- Study & teaching" OR DE "ITALIAN language -- Study & teaching" OR DE "LANGUAGE & languages -- Self-instruction" OR DE "LANGUAGE ability" OR DE "LANGUAGE ability testing" OR DE "LANGUAGE transfer (Language learning)" OR DE "MODERN languages -- Study & teaching" OR DE "RHETORIC -- Study & teaching" OR DE "SIGN language -- Study & teaching" OR DE "SPEECH education" OR DE "STRATEGY Inventory for Language Learning" OR DE "STUDY & teaching of the Greek language" OR DE "TELEVISION in foreign language education")) OR (DE "MULTILINGUALISM" OR DE "BILINGUALISM" OR DE "MULTILINGUAL education")) OR (DE "SECOND language acquisition")) OR (DE "LANGUAGE of instruction")) OR (DE "STUDY & teaching of Arabic language for foreign speakers")) OR (DE "JAPANESE language -- Study & teaching -- Foreign speakers")) OR (DE "GERMAN language -- Study & teaching -- Foreign speakers")) OR (DE "BRITISH Sign Language education")) OR (DE "ENGLISH language education for foreign speakers in middle schools")) OR (DE "RUSSIAN language -- Study & teaching -- Foreign speakers")) OR (DE "FRENCH language -- Study & teaching -- Foreign speakers")) OR (DE "FOREIGN language education in middle schools")) OR (DE "FOREIGN language education in elementary schools")) OR (DE "LATIN language -- Study & teaching")) OR (DE "FRENCH language -- Study & teaching -- English speakers")) OR (DE "ENGLISH language education -- Foreign speakers -- Research")) OR (DE "MULTIDIALECTALISM")) OR (DE "LITERACY education" OR DE "INFORMATION literacy education")) OR (DE

"COMMUNICATION education in elementary schools")) OR (DE "COMMUNICATION education in secondary schools")) OR (DE "ENGLISH grammar education")) OR (DE "COMPARATIVE grammar education")) OR (DE "IMMERSION method (Language teaching)" OR DE "ENGLISH language immersion education")) OR (DE "VOCABULARY education")) OR (DE "VOCABULARY education in elementary schools")) OR (DE "PRONUNCIATION -- Study & teaching")) OR (DE "LISTENING skills education" OR DE "LISTENING skills education in preschools")) OR (DE "WRITING education for children")) OR (DE "SPEECH education" OR DE "TELEVISION in speech education")) OR (DE "PHONICS")) OR (DE "LITERATURE studies in elementary education")) OR (DE "LITERATURE studies in middle school education" OR DE "ENGLISH literature education in middle schools" OR DE "POETRY studies in middle school education" OR DE "STUDY & teaching of American literature in middle schools")) OR (DE "LITERATURE studies in secondary education" OR DE "JOURNALISM education (Secondary)") OR (DE "COMMUNICATION education in preschools")) OR (DE "READING (Preschool)") OR (DE "READING (Kindergarten)") OR (DE "READING (Elementary)" OR DE "READING games" OR DE "READING readiness" OR DE "REMEDIAL reading teaching" OR DE "WORD recognition")) OR (DE "READING (Elementary) -- Whole-word method")) OR (DE "READING (Middle school)") OR (DE "READING (Primary)") OR (DE "READING (Primary) -- Direct instruction approach")) OR (DE "READING (Secondary)") OR (DE "SYNTAX (Grammar)" OR DE "CONNECTIVES (Linguistics)" OR DE "DEPENDENCY grammar" OR DE "TEMPORAL constructions (Grammar)") OR (DE "ETYMOLOGY")) OR (DE "MORPHOLOGY (Grammar)" OR DE "AUTOSEGMENTAL theory (Linguistics)") OR (DE "LANGUAGE ability" OR DE "LISTENING skills" OR DE "VERBAL ability")) OR (DE "LANGUAGE awareness")

6. S4 OR S5

7. S3 AND S6

8. Limited publication dates from 1999 to 2021

**British Library
Explore (main
catalogue)**

Searched for all terms anywhere in the record.

"assessment for learning" OR "afl" OR "learning oriented assessment" OR loa OR "learning oriented language assessment" OR "assessment for progression" OR "asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd"

/

welsh OR english OR language* OR eal OR wal OR tefl OR tesol OR efl OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR bsl OR cilil OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR proficien* OR literature OR "linguistic progression" OR l1 OR l2 OR lx OR iaith OR ieith* OR cymraeg OR saesneg OR ciy OR siy OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR "addysg drochi" OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR tafodi* OR rhuglder OR gallu* OR tesl OR esol OR esl OR ells

/

child* OR pupil* OR student* OR "young person" OR "young people" OR plentyn OR plant OR disgybl OR myfyr* OR "person ifanc" OR "pobl ifanc" OR school* OR ysgol* OR "primary education" OR "secondary education" OR "addysg gynradd" OR "addysg uwchradd" OR "k-12" OR "statutory education" OR "addysg statudol" OR kindergarten OR fs1 OR fs2 OR "foundation stage" OR "compulsory education" OR "key stage" OR ks0 OR ks1 OR ks2 OR ks3 OR ks4 OR "iscled level 0" OR "iscled level 1" OR "iscled level 2" OR "iscled level 3" OR "iscled lefel 0" OR "iscled lefel 1" OR "iscled lefel 2" OR "iscled lefel 3" OR "iscled 0" OR "iscled 1" OR "iscled 2" OR "iscled 3" OR "basic education" OR "cyfnod sylfaen" OR "addysg orfodol" OR "cyfnod allweddol" OR "addysg sylfaenol"

**Teacher
Reference Center**

1. TI ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

OR

SU ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

OR

AB ("assessment for learning" OR "AfL" OR "learning oriented assessment" OR LOA OR "learning oriented language assessment" OR "assessment for progression" OR "Asesu ar gyfer dysgu" OR "asesu ar gyfer cynnydd")

2. TI (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR profienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR "Addysg drochi" OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

OR

SU (Welsh OR English OR language* OR WAL OR EAL OR TEFL OR TESOL OR EFL OR plurilingual* OR multilingual* OR bilingual* OR translanguaging OR mediation OR literacy OR communication OR grammar OR ESL OR CLIL OR immersi* OR vocabulary OR pronunciation OR listen* OR writ* OR speak* OR read* OR syntax OR phonics OR etymolog* OR morpholog* OR dialect* OR fluen* OR "linguistic repertoire" OR "linguistic awareness" OR "linguistic identity" OR "linguistic skills" OR profienc* OR literature OR "linguistic progression" OR L1 OR L2 OR Lx OR iaith OR ieith* OR Cymraeg OR Saesneg OR CIY OR SIY OR lluosieith* OR luosieithog OR amlieith* OR dwyieith* OR ddwyieithog OR trawsieithu OR cyfryngu OR llythrennedd OR cyfathrebu OR gramadeg OR "Addysg drochi" OR geirfa OR ynganu OR gwranddo OR ysgrifennu OR siarad OR darllen OR cystrawen OR ffonoleg OR entymoleg OR morffoleg OR

tafodiaith OR tafodieithoedd OR rhuglder OR gallu* OR llenyddiaeth OR TESL OR ESOL OR ESL OR ELLS)

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3. 1 AND 2

4. Limited publication dates from 1999 to 2021

Appendix B: Information Extraction Form for Research Objective B literature

Section A – Description

Title

Link

Citation details (list of all authors, year published, publisher)

Publication type

Language of publication

Study aim(s) and objective(s)

How is the study relevant to the aims of this research?

Overview of methodology

Section B – summary of findings

(What results do the authors report?

What do the authors conclude about the study's findings?)

How relevant is the evidence to the aims of the research?

Notes

Appendix C: References for items not included in the final synthesis for Research Objective B but that may be of interest as education resources

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