

cordially invites you to the online event on  
*Teaching English to Young Learners*

## “Teaching, Learning and a Growth Mind Set – where assessment can help”

hosted online with the support of the Language Centre, Free University of Bolzano  
on Friday 27th November 2020 from 14:00 - 16:00

### Speaker: Dr. Shelagh Rixon

Associate Professor (retired), Dept of Applied Linguistics, University of Warwick  
Currently Associate Tutor, Dept of English, University of Leicester

**Abstract:** Much assessment takes place at the end of a stage of learning. This session is about formative assessment - assessment that supports learning while that learning is still going on. Formative assessment was originally focused on finding out about learners' learning so that the teacher could decide what to do next - reteach lessons or try a different approach, for example. That is still valid but these days there is a vital extra factor, working more in partnership with learners, and enabling them to think about their own learning and how to improve. In its new guise, formative assessment is often known as Assessment for Learning (AfL). AfL does not replace other assessment. It has a different purpose and takes place in a different time zone as it is deeply integrated with teaching. It is powerfully associated with building a Growth Mindset, which emphasises reflection, resilience and perseverance – qualities much needed in today's world.

AfL is a practical framework. It is currently well established in areas such as maths and mother tongue teaching but less so in Foreign Language Learning. There is much to be done and I am delighted that we have the chance to share perspectives on it as well as look at practical activities.

**Speaker biography:** Shelagh Rixon graduated from the University of Cambridge in Classics but then, having taught English in Rome for 3 years, qualified as a teacher of TESOL to primary and secondary school children. She spent 16 years as a career officer in the British Council, returning to Italy as English Language Officer in Rome and then Milan during the 1980s when so many developments in Young Learners Foreign Language Teaching were taking place. She joined the University of Warwick in 1991 to set up and co-ordinate the MA in Teaching English to Young Learners. She has worked extensively in assessment of Young Learners and has recently edited and co-authored two books on the subject. For 20 years she has acted as a school governor and volunteer in two UK primary schools which is where she has gained much of her experience and enthusiasm for Assessment for Learning and Growth Mindset development in mainstream education.

Papp, S., and Rixon, S (2018). *Examining Young Language Learners: The Cambridge English approach*. Cambridge University Press.

Prošić-Santovac, D., and Rixon, S. (editors). (2019) *Integrating assessment into early language learning and teaching*. Early language learning in school contexts series, edited by Janet Enever. Bristol: Multilingual Matters.

**Raffle:** Three lucky attendees will win their choice of a book from the Multilingual Matters ‘Early Language Learning in School Contexts’ series, in which the book on integrating teaching and assessment edited by Shelagh Rixon and Danijela Prošić-Santovac appears. Names will be drawn during the event. Attendees must be present to win.

To register for the event please sign up using the following link no later than Friday 20th November 2020: [REGISTRATION LINK](#). *Once you have signed up you will receive information as to how to follow the event online shortly before the scheduled event time.*

FOR FURTHER INFORMATION, PLEASE CONTACT Jennifer Hill, Local Group Coordinator, at [tesol.valdadige.etschtal@gmail.com](mailto:tesol.valdadige.etschtal@gmail.com).

The event is open to TESOL Italy members. For those who are not TESOL Italy members for the current year, a free, one-time provisional membership card will be issued. The conditions of this card will be explained by the local group coordinator. All participants will receive a certificate of attendance providing they request one and complete the online feedback survey.\*

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