

Initiatives in Language Assessment in Asia: Challenges and Opportunities

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Asian Context

- 48 countries
- Approximately 2200 languages
- 4.44 billion people
- Vast linguistic, cultural, ethnic, socioeconomic, and geographical differences
- Different historical backgrounds with language education, national curricula, pedagogies, and governmental policy approaches



“The extensive permeation of English worldwide has transformed both the governments and individuals’ ideologies and practices, believing that the language is a powerful tool to solve various deep-seated social issues such as class division, poverty, and unemployment and closely increase educational opportunities, economic value, and social equity” (Kirkpatrick & Bui, 2016, p.7).

Initiatives in Language Assessment in Asia

Language Testing in Asia

Editors-in-Chief
Robert Kirkpatrick and Yan Jin

Pakistan - 2

India - 2

China - 25
CSE

S. Korea - 4
NEAT

Japan - 17
CEFR-J

Taiwan - 6

Hong Kong - 1
SBA

Phillippines - 4

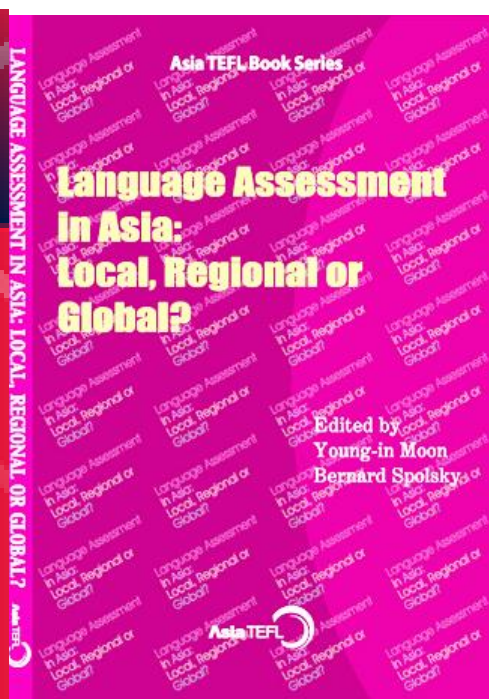
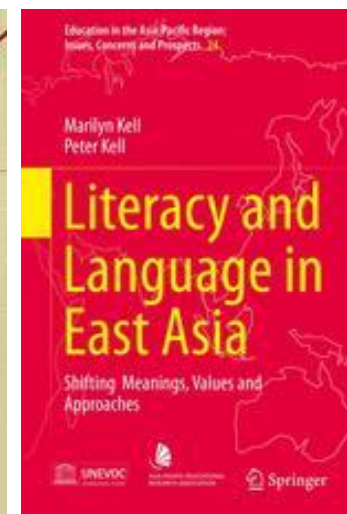
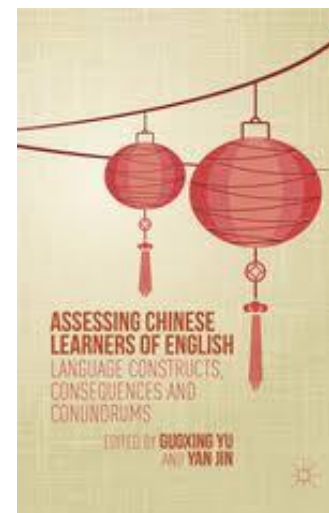


Connecting Assessment with Teaching and Learning

The 3rd International Conference on Language Testing and Assessment and
the 5th British Council New Directions in English Language Assessment Conference

2017 Shanghai China

December 2nd — 3rd



The 5th Annual International Conference of the Asian Association for Language Assessment (AALA)

Theme: Standards in Language Assessment

October 18-20, 2018, Shanghai, China

Host: Shanghai Jiao Tong University

Associate Host: Foreign Language Teaching and Research Press

**VIETNAM
LANGUAGE
ASSESSMENT
SYMPOSIUM**
HCMC 23 MAY 2017

Case Studies

East and Southeast Asia

Assessment Policy – Hong Kong and South Korea

- Changes in educational and assessment policy
- Implementation of **communicative language teaching and testing** into curricula and assessment
- Hong Kong – introduction of School-Based Assessment (SBA) in 2005 for formative assessment
- South Korea – introduction of Teaching English in English (TEE) and National English Ability Test (NEAT) of all four skills
- Despite support, some teachers **resistant to change**
- Cite lack of training and confidence in teaching speaking and writing
- Positive impact on classroom practice

Assessment Policy – Thailand, Singapore and Malaysia

Thailand

- Major investments in education
- Policy claims to support productive skills / performance assessment
- Nonetheless, tests largely multiple-choice
- Only initiative to include writing performance dropped in 2007

Singapore & Malaysia

- Commitment to productive skills through holistic classroom assessment in Singapore
- High-stakes tests for university entrance include productive skills in both countries
- Positive impact on classroom teaching and learning

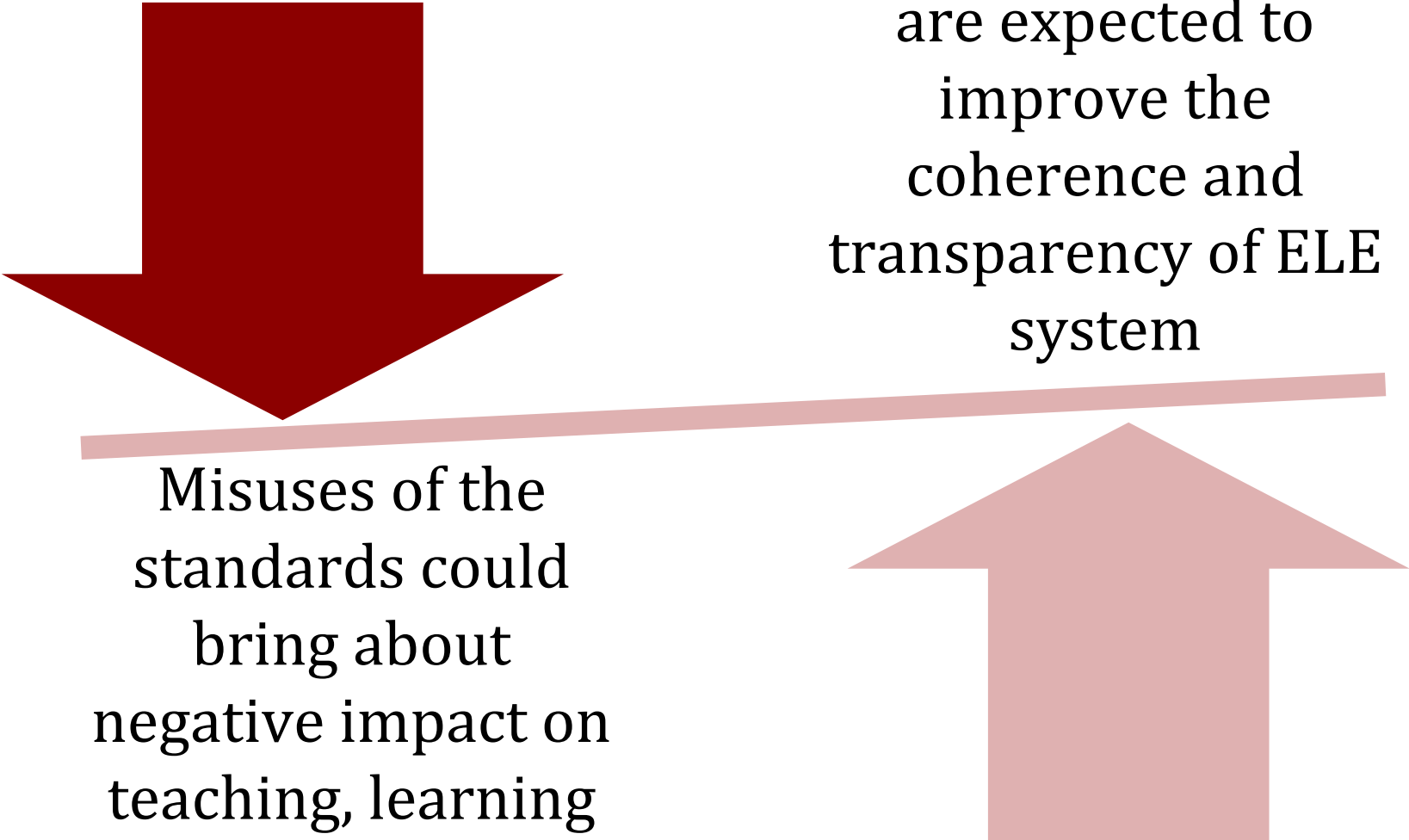
Development of National Standards – Japan and China

- Lack of transparency across curricula, textbooks, and tests
- Separate development of CEFR-J and China Standards of English (CSE)
- Intended to foster communication amongst professionals
- Introduce communicative skills into language assessment



Use of National Standards

Unified standards
are expected to
improve the
coherence and
transparency of ELE
system



Misuses of the
standards could
bring about
negative impact on
teaching, learning
and assessment

Alignment/Linking Projects of Local Tests to Frameworks

- STEP Eiken (Japan)
- College English Test (CET) (China)
- General English Proficiency Test (GEPT) (Taiwan)
- Vietnamese Standardized Test of English Proficiency (VSTEP)



British Council Test Development Initiatives

Vietnam – Hanoi University of Industry

- Series of **General and Occupational English Tests**

Japan – Tokyo University of Foreign Studies

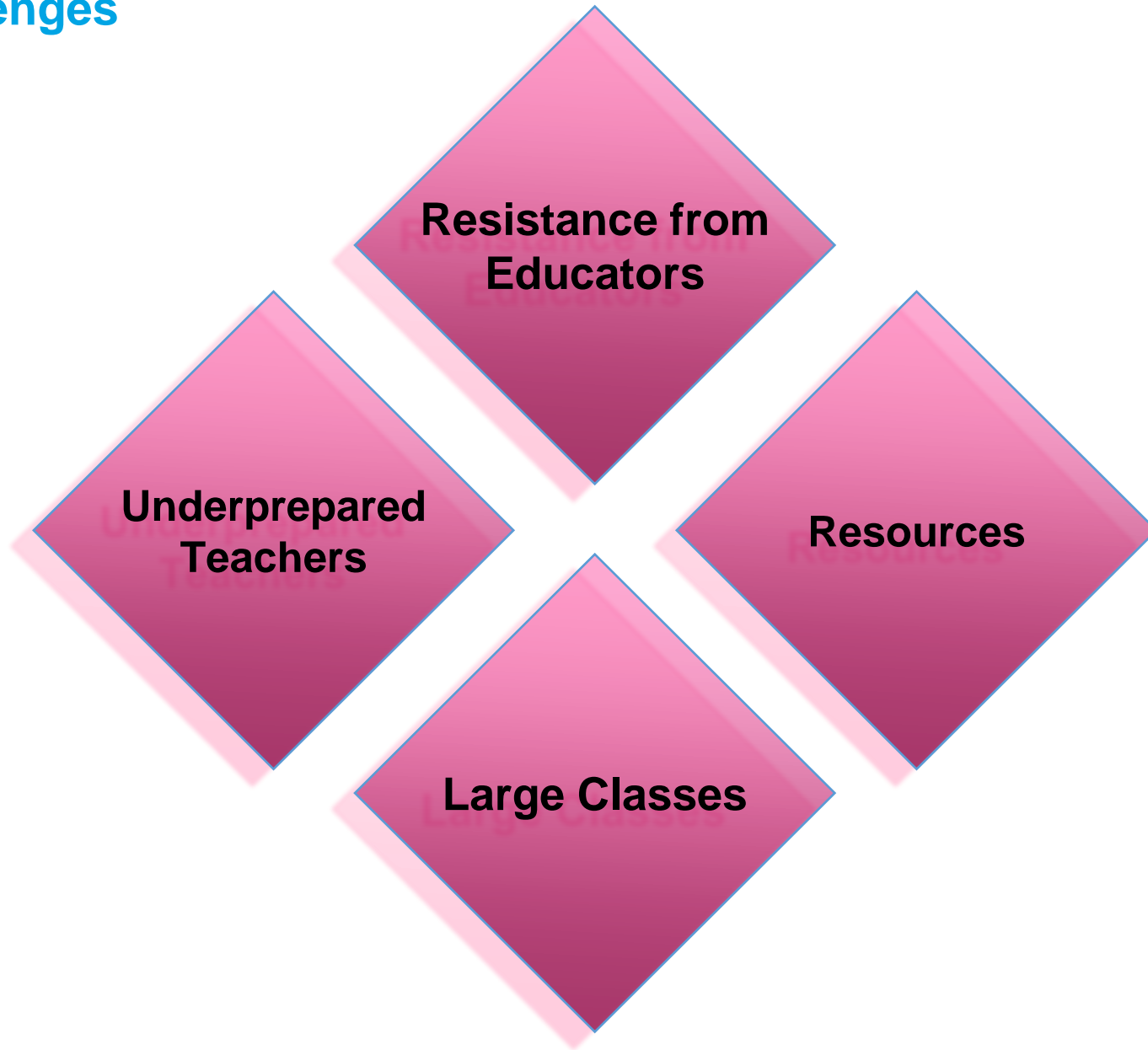
- **Direct speaking test** for university entrance

Myanmar – National Center for English Language

- Organization of **symposiums, workshops, and teacher trainings**

Challenges and Opportunities

Challenges



Opportunities

**Standards based on
the CEFR**



**Stronger link between
teaching, learning, and
assessment.**

**Promotion of productive
skills such as writing and
speaking**



**Greater potential for
formative language
assessment**

**Direct speaking practice
and assessment with
paired interaction**



**Increased motivation through
communicative classrooms —
greater authenticity**

**Better assessment
practices and stronger
tests**



**Positive impact on
stakeholders**

**Opportunities for students
abroad**



**Increased success, and
greater knowledge base in
home country**

Discussion