



The 3rd National Symposium on English Language Assessment

# **Looking to the Future: Language Assessment 2020 and Beyond**

**1, 8, 15 and 22 October 2020**

## Previous Symposiums

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### **1st National Symposium on English Language Assessment**

Theme : New Directions for Indonesia

Dates : 19, 21, 23 March 2018

Venues: Millennium Hotel Sirih Jakarta, Novotel Surabaya Hotel , The Phoenix Hotel Yogyakarta

The first national symposium explored themes such as the current challenges in assessing English language, the criteria which needs to be considered when choosing tests to ensure they are fit for purpose and how a globally recognized proficiency framework (CEFR) can benefit assessment, teaching, and curriculum design.



### **2nd National Symposium on English Language Assessment**

Theme : The Alignment of Teaching and Assessment in Learning Systems

Dates : 20 & 21 March 2019

Venues : Universitas Negeri Jakarta

The second national symposium was held in collaboration with TEFLIN. It discussed the current opportunities and challenges for language assessment in the Indonesian educational context, explored the link between proficiency standards and classroom practice and raised awareness of developments in teaching, assessment and learning systems in Indonesia.



## Event Schedule

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### Session 1

Subtheme : The Importance of English Language Assessment: Assessment Standards, Frameworks and Current Practice in Indonesia

Day & Date : Thursday, 1 October 2020

Time : 13.30 — 15.30 (WIB)

Digital Platform : Link to be provided for each session in the email notification sent to participants

Time (WIB)	Activity	Speaker
13.30 - 13.40	Opening Remarks	Prof. Dr. Joko Nurkamto, M.Pd.— TEFLIN
13.40 - 13.50		Colm Downes - British Council Indonesia
13.50 - 14.10	Session 1: How Standards and Frameworks Drive the Education System and Improvement of Language Skills	Dr Jamie Dunlea - British Council
14.10 - 14.30	Session 2: Standards and Reference Frameworks in the Indonesian context: Aims and Ambitions	Sisilia Setiawati Halimi, S.S., M.A., Ph.D. - TEFLIN
14.30 -14.50	Session 3: Improving EL Teachers' Proficiency: Issues and Prospects	Dr Willy A Renandya - Nanyang Technological University
14.50 -15.30	Q & A; Closing Remarks	



## Event Schedule

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### Session 2

Subtheme : Improving English Language Assessment: The Common European Framework of Reference for Languages

Day & Date : Thursday, 8 October 2020

Time : 13.30 — 15.30 (WIB)

Digital Platform : Link to be provided for each session in the email notification sent to participants

<b>Time (WIB)</b>	<b>Activity</b>	<b>Speaker</b>
13.30 - 13.40	Session 1: The Purpose and Uses of the CEFR	Richard Spiby & Carolyn Westbrook - British Council
13.40 - 13.50	Session 2: The CEFR in Indonesia - Relevance, Use, Adaptation	Prof Fuad Al Hamid - Universitas Pendidikan Indonesia
13.50 - 14.50	Workshop: How Teachers Can Leverage the CEFR for Use in the Classroom - Some Practical Examples	Chris Redmond, Richard Spiby & Carolyn Westbrook - British Council
14.50 - 15.00	Sharing Session: Indonesian Teachers and the CEFR: Challenges and Opportunities	Dr Sintha Tresnadewi - Universitas Negeri Malang
15.00 - 15.10		Harumi Manik Ayu Yamin, M.Hum. - Universitas Indonesia
15.10 - 15.30	Q & A	



## Event Schedule

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### Session 3

Subtheme : Future Trends: Exploring the Growing Use of A.I. and Technology in Language Assessment

Day & Date : Thursday, 15 October 2020

Time : 13.30 — 15.30 (WIB)

Digital Platform : Link to be provided for each session in the email notification sent to participants

<b>Time (WIB)</b>	<b>Activity</b>	<b>Speaker</b>
13.30 - 14.00	Session 1: Technology in Education and Language Assessment: Ambitions for Indonesia.	TBC
14.00 - 14.30	Session 2: Technology in Education and Language Assessment: Overcoming Challenges in Indonesia.	Prof. Suwarsih Madya, Ph.D. - Universitas Negeri Jogjakarta
14.30 - 14.50	Session 3: Developing a Localised High-stakes Test to Assess Speaking in Japan	Judith Fairbairn & Robin Skipsey - British Council
14.50 - 15.10	Session 4: AI and Language Assessment: Challenges and Potential	Sheryl Cooke & Trevor Breakspear - British Council
15.10 - 15.30	Q & A	



## Event Schedule

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### Session 4

Subtheme : Practical Solutions for Online Assessment

Day & Date : Thursday, 22 October 2020

Time : 13.30 — 15.30 (WIB)

Digital Platform : Link to be provided for each session in the email notification sent to participants

<b>Time (WIB)</b>	<b>Activity</b>	<b>Speaker</b>
13.30 - 14.00	Session 1: Rising to the Challenge of Remote Testing	Dr. Gumawang Jati - Institut Teknologi Bandung
14.00 - 15.00	Workshop: Practical Online Tools and Strategies to Support Teachers to Deliver Remote Classroom Testing	Will Bayliss - British Council
15.00 - 15.20	Sharing Session 1: Teachers' Experience of Classroom Testing During COVID-19 and Remote Testing	Dr. Nur Arifah Drajiati - Universitas Sebelas Maret
15.20—15.30	Q & A	



## Speakers

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### Dr Jamie Dunlea



Dr Jamie Dunlea is the British Council's Senior Researcher & Manager of ARG. Jamie works on a range of language test development and validation projects for assessment systems designed and developed by the British Council, as well as collaborating on projects with researchers and organisations internationally. Jamie has advised Ministries of Education and national agencies on assessment reform projects, overseen research for collaborative, international projects such as linking UK examinations to the China's Standards of English, and is active in the language assessment research community. He joined the British Council in 2013 and was previously Chief Researcher at the Eiken Foundation of Japan, a not-for-profit organization which develops and administers EFL examinations in Japan. He has over 25 years of experience working in EFL education, first as a teacher, then in test development and production and assessment research.

## How Standards and Frameworks Drive the Education System and Improvement of Language Skills

This talk asks the question: "How can standards and frameworks drive the education system". Well-developed descriptive proficiency frameworks and standards, such as the Common European Framework of Reference (CEFR), have the potential for positive impact, but equally for misuse and mistakes in implementation. Developed properly with appropriate consideration for the balance between local and wider needs, standards such as the CEFR can play an important part in the improvement of language skills through giving focus and structure to language education reform goals. They can provide an accessible nexus, a point of transparent synergy that can bring different stakeholders together to form a common understanding of what the different levels and aspects of proficiency mean. While each important stakeholder group may require much more detailed technical specification to support the appropriate use of these standards, the front-facing, descriptive descriptions of proficiency themselves provide the frame of reference in which shared interpretations can be built to link these worlds of expertise; for example the different needs and approaches of teachers, materials developers, and test developers. At the same time, the potential power of these descriptive frameworks also leads to some common pitfalls, such as the over-simplistic adoption of standards as a policy panacea without the attention to developing the infrastructure necessary to support their appropriate implementation. This talk will attempt to shed light on some of the important questions we need to ask when considering the use of standards in language education policy and how we might go about getting some of the answers.

## Speakers

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### Sisilia Setiawati Halimi



Sisilia Setiawati Halimi is a senior lecturer in the Department of Linguistics, Faculty of Humanities, Universitas Indonesia. She earned her B.A. in linguistics from Universitas Indonesia, her M.A. in English Language Teaching (ELT) from the University of Warwick, U.K. and her Ph.D. in ELT from La Trobe University, Australia. Her field of interests includes Language Assessment, English for Specific Purposes, English Language Teaching and Teacher Education, and she has facilitated various teacher training workshops on various ELT topics. She has been an active member and the Vice President of the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) since 2003. She can be reached at this email address [sshalimi@gmail.com](mailto:sshalimi@gmail.com).

## Standards and Reference Frameworks in the Indonesian context: Aims and Ambitions

This presentation will review the current practice in English language assessment in schools and universities in Indonesia to identify the overlaps and inconsistencies in the curricular requirements at different educational stages. Then it will explore the needs and benefits of developing a national framework of reference for English language proficiency and finally it will discuss the challenges that will be encountered to achieve the ultimate purpose of improving English teaching, learning and assessment in Indonesia.



## Speakers

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### Dr Willy A Renandya



Dr. Willy A Renandya is a Principal Lecturer at the ELL Department, National Institute of Education, Singapore. Prior to his current position, he taught at SEAMEO RELC, Singapore, where he also served as Head of the Department of Language Education and Research. He has taught in many parts of Asia, including Singapore, Malaysia, Indonesia, the Philippines, and Vietnam. He is a frequent speaker at language conferences in the Asian region. He holds an MA in TESL and a PhD in Educational Psychology. His teaching and research interests include second and foreign language pedagogy, extensive reading, language testing and curriculum development. He has published research articles in various journals, authored an ESL textbook, and edited numerous books and anthologies. His latest publications include *Motivation in the language classroom* (2014, TESOL International), *simple, powerful strategies for Student Centered Learning* with George Jacobs and Michael Power (2016, Springer International), and *English language teaching today: Linking theory and practice* with Handoyo P Widodo (2016, Springer International).

## Improving EL Teachers' Proficiency: Issues and Prospects

Limited language proficiency among EFL teachers is not uncommon in many places in the world. Indonesia is no exception. ELT experts and policy makers in Indonesia have long acknowledged the need to raise the proficiency levels of English teachers, but attempts to improve their overall proficiency have not produced the desired results. Many continue to show lack of confidence in using English for teaching purposes, much less using it for communicative and real-world purposes outside the classroom. The purpose of this presentation is to articulate more clearly the pressing need to increase the proficiency level of English teachers in Indonesia, arguing that unless English teachers possess the required level of proficiency in English, the goal of raising the English language standards of the students will continue to be a distant dream.



## Speakers

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### Christopher Redmond



Christopher Redmond is an Assessment Solutions Consultant, East Asia Assessment Solutions Team at the British Council. Chris has taught in public and private institutions in Ireland, South Korea and China. He received an MA in Applied Linguistics and TESOL from the University of Leicester and has written articles for publications such as *Modern English Teacher*, *English Teaching Professional* and *Korea TESOL Journal*. In his role as an assessment solutions consultant with the British Council's East Asia Assessment Solutions Team (EAAST), Chris provides academic support for the British Council's Marketing teams and has delivered numerous assessment-related workshops and presentations in mainland China, Hong Kong, Malaysia and Japan.

### Carolyn Westbrook



Carolyn Westbrook is a Test Development Researcher, Assessment Research Group at the British Council. She is a Senior Fellow of the Higher Education Authority and, before joining the British Council, was an Associate Professor in EFL. She has over 25 years' experience teaching and testing ESP, EAP, Business English and General English in Spain, Austria, Germany and the UK. Her main interests are in teaching and testing ESP and EAP, and she has also been involved in several projects developing assessment literacy for teachers.

### Richard Spiby



Richard Spiby is a Test Development Researcher, Receptive Skills, Assessment Research Group at the British Council. He has been a Test Development Researcher with the Assessment Research Group since June 2016. His main responsibilities involve overseeing operational analysis and developing the receptive skills components of new and existing Aptis test variants. He also works on a variety of assessment development and training projects worldwide. His areas of interest include language assessment literacy, standard setting, statistical analysis and inclusivity in language assessment.

## The Purpose and Uses of the CEFR

The CEFR is typically understood as a framework upon which we can evaluate a learner's level of language proficiency. A learner at B2, for example, can be said to be able to "interact with a degree of fluency and spontaneity", while a learner at B1 "can produce simple connected text on topics which are familiar or of personal interest." How, then, can this be applied in the classroom so that students can progress up through the CEFR levels? This workshop will outline several strategies that teachers can use to recognise examples of certain CEFR descriptors (e.g., simple, connected text) and design teaching activities that would enable students to meet the requirements outlined in the CEFR descriptors. The opportunity for students to self-assess their own CEFR level is also an important component of the CEFR, and participants will be shown how students can use the CEFR to assess their own levels of proficiency.



## Speakers

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### **Prof. Fuad A. Hamied, Ph.D.**



Prof. Fuad A. Hamied, Ph.D. is professor of language education at Indonesia University of Education in Bandung, Indonesia. A former Vice Rector at the University (1996-2003) and Deputy Minister for Education at the Coordinating Ministry for People's Welfare (2005-2010), he is currently President of Asia TEFL. His book chapters and journal articles have appeared in publications from leading publishers including Cambridge University Press, Routledge, Multilingual Matters and Springer. Email: [fuadah@upi.edu](mailto:fuadah@upi.edu)

### **The CEFR in Indonesia - relevance, use and adaption**

Prof. Fuad A. Hamied, Ph.D. will share information on how selected universities in Indonesia use CEFR. Specifically, he will address the questions of the relevance of CEFR to their academic policies in general, specific purposes of CEFR adoption, and how much adaptation is done, if any, of CEFR for their assessment within their institutions.



## Speakers

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### Dr. Sintha Tresnadewi



Dr. Sintha Tresnadewi is one of the teaching staff in the Department of English, Universitas Negeri Malang, Indonesia who teaches English and ELT courses, particularly assessment related courses, to under graduate and graduate students. She has been interested in assessment since she was in her graduate program and has done some studies on English testing including the one that she and her colleagues have currently developed, that is a research-based proficiency exit test for ELT fresh graduates in Indonesia.

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## Indonesian Teachers and the CEFR: Challenges and Opportunities in Higher Education

Aligning Indonesian high-stakes tests of English to CEFR is at the right time now since, for the time being, the Ministry of Education and Culture is planning to change the national assessment system from school subject-based assessment to minimum competency assessment or *Asesmen Kompetensi Minimal (AKM)* in 2021. Unlike the previous national exam, with AKM, students' competence will be seen from literacy and numerical tests only and it is of formative, not summative, assessment in nature. The reason behind the change was that Indonesian students' PISA results have been very low for the last few years. Aside from the opportunity, there are also a number of challenges especially for English teachers, many of whom are not familiar with both CEFR and PISA-based literacy tests.



## Speakers

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### Harumi Manik Ayu Yamin



Harumi Manik Ayu Yamin is a lecturer at English Studies Program, Faculty of Humanities, Universitas Indonesia, where she received her master's degree in Language Teaching. She is currently the Vice Secretary of the Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN). Her research interests include language and identity, interculturality, and ELT material development.

### **Indonesian Teachers and the CEFR: Challenges and Opportunities for Universities — “Keeping CEFR in Mind: Assessing University Students’ Learning Outcomes”**

As the role of CEFR has become increasingly prominent in the field of language education, universities offering studies programs related to language learning and language education need to revamp their ways in designing curricula, teaching, and assessing students. This is to ensure that their students and graduates can reach a level of language proficiency described in CEFR and expected from them. The presentation will cover how a prestigious public university in Indonesia created a set of proficiency tests aligned with CEFR to assess its students' language proficiency regularly after completing one year of study. In particular, the stages to design the tests and the details entailed in the process will be explored.



## Speakers

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### Prof. Suwarsih Madya, Ph.D.



After obtaining her Ph.D. from Macquarie University in 1988, Suwarsih Madya returned to Yogyakarta State University as an English Department faculty member. She felt lucky to have experiences in interacting with education professionals from different countries through positions in different places: as the Attache for education and culture, Indonesian Embassy in Bangkok, Asst. Director of the Postgraduate School in Yogyakarta, Head of the Bureau for Foreign Cooperation and PR, Jakarta the Vice-Rector for Foreign Cooperation and Development at her university in Yogyakarta. She is actively involved in developing the Indonesian Testing Service Centre, of which one of the test is TOEP (Test of English Proficiency.). She currently assumes a position as the chief commissioner there. Professor Madya is still active national and international professional organizations (TEFLIN, Asia TEFL, APRACSI) as Board members of the Indonesian Testing Service Centre.

## Technology in Language Education and Assessment: Challenges and Opportunities in Indonesia

Developed to ease our life in this world, technology benefits people in many ways, yet simultaneously poses challenges which can become opportunities for those who are knowledgeable and competent. This is also true to language education and assessment. Under the present condition, with numerous restrictions, we have rethink how we manage our education and assessment activities by seizing or even creating opportunities to answer the challenges through the use of technology, to optimize the benefits and minimize the drawbacks or disadvantages. This paper will explore the potentials of technology to help in improving the effectiveness/efficiency and improvement of language education and assessment under the present challenging situation and condition.



## Speakers

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### Judith Fairbairn



Judith Fairbairn leads on assessment development projects for the British Council's Global Assessments team, which includes assessment design, item writing, test quality assurance and bespoke assessment solutions for clients. Areas of expertise include research into rating speaking and writing tests, online rater training, rating scale development, and equality, diversity and inclusion in testing. Judith has an MA in Language Testing (Lancaster University) and is studying a PhD at University College London, Institute of Education focusing on rater decision making processes when marking speaking tests.

## Developing a Localised High-stakes Test to Assess Speaking

The Japanese government introduced a new National Course of Study from 2020, informed by the CEFR, which calls for balanced teaching of Listening, Reading, Writing and Speaking. In order to respond to this new requirement, universities are expected to assess all four skills for undergraduate admissions. While there is an established history of assessing reading, and more recently listening, universities find it very challenging to assess students' speaking abilities. Challenges include logistical ones: how to assess a large number of students at one time, and also test development ones: how to reliably and fairly assess students' speaking ability in a way that links to the use of language in this specific context.

The discussion on the logistical challenges will include our experience of using computer based tests for delivering a speaking test. This part of the talk will examine areas that need to be considered for successful computer test delivery including platforms and hardware; test administration and delivery; and rating the tests by experienced examiners.

This talk will also provide participants with a practical example of test development. A theoretical model of test localisation (O'Sullivan and Dunlea, 2015) was used to develop this test. This talk will explain how this model was used and include a discussion on topic and lexical localisation; cultural and context clashes; and linguistic theory on localisation decisions. The objective was to produce a quality local test that achieves the overall aims of all stakeholders and the talk will share the implications of stakeholders on the test development process, as well as the consequences and impact of the test on stakeholders.



## Speakers

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### Sheryl Cooke



Sheryl Cooke is the Director China Assessment Solutions Team at the British Council. She leads a regional team that provides language assessment solutions for partners throughout East Asia including needs analysis, test development, post-test services and teacher support. Sheryl has 20 years' experience in language assessment, including examiner training and item writing. Her qualifications include an MA Language Testing (Lancaster University), an MA Linguistics (SOAS), and the DELTA. She is currently a PhD candidate at the University of Jyväskylä (Finland), focusing on the assessment of pronunciation and the potential implications for English as a Lingua Franca. Research interests include comprehensibility as a construct, the use of new technologies in language testing and the ethics of language assessment in the global context.

### Trevor Breakspear



Trevor Breakspear has 18 years of teaching and training experience within the Chinese ESL and EAP contexts and over 10 years of project management experience within localisation and assessment fields. In addition to working with Ministry of Education partners in linking tests to the new Chinese Standards of English proficiency framework (CSE), Trevor works in an innovations role within the British Council's East Asia Assessment Solutions Team, currently responsible for the academic development of IELTS Smart Learning, a new AI-driven assessment solution as well as for coordinating and presenting academic and stakeholder research into new test concepts leveraging both AI and human raters. He is currently completing an MA in Language Testing at Lancaster University.

## AI and Language Assessment: Challenges and Potential

Rapid improvements in technology promise to make language assessment more accessible, efficient, economical and reliable. This potential is of huge interest to test developers, educational institutions and governments. In the age of a global pandemic, the possibility of remote testing that computers present is particularly alluring and has lent impetus to the adoption and acceptance of new ways of testing. Yet the prospect of leveraging technology-enabled assessment – and Artificial Intelligence in particular – raises questions around what is possible, what is feasible, and what is desirable in order to provide fair and valid tests that result in positive consequences for all stakeholders. This webinar begins by exploring the current capabilities and future directions of technology-enabled testing, providing examples from British Council projects and global initiatives. While technology is a potential enabler of large-scale, rapid-results assessment of language ability, there are threats associated with it and the webinar seeks to address the alarm raised by McNamara that communicative language assessment is “at a moment of crisis” (2014, p.227) as technological and sociolinguistic factors converge. We highlight the challenges and risks and explore possible actions the language assessment and wider educational communities can take to mitigate these while realising the benefits of new technology. The webinar will be of interest to language testing professionals, educators and policy makers.

Key words: AI, technology in language assessment, test consequences



## Speakers

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### Nur Arifah Drajati



Nur Arifah Drajati is a lecturer in English Department of Teacher Training and Education Faculty of Universitas Sebelas Maret, Indonesia. She focuses on TPACK (technological pedagogical and content knowledge) and multimodality in teaching and learning language. She has taught high schools and primary students and is educator in Indonesia.

## Assessing Learning in Online During Covid-19 Pandemic: the Challenges and Opportunities

The COVID 19 pandemic has begun to change the nature of assessment in higher education. In this session, I will share my experience of assessing students' learning in an emergency situation. My teaching and testing had to be done online with little preparation to ensure the validity, reliability and fairness of the assessment. At the end of the session, I will share my students' responses to the assessment that they experienced during this COVID 19 Pandemic.



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