



The 3rd National Symposium on English Language Assessment

Looking to the Future: Language Assessment 2020 and Beyond

1, 8, 15 and 22 October 2020

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Welcome Message from the British Council

Welcome to the 3rd National Symposium on English Language Assessment which has been initiated by the British Council Indonesia Foundation in collaboration with TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia). Whilst we held our previous symposia in various Indonesian cities including Jakarta, Surabaya and Yogyakarta, this year will be our first online edition. Going online we are delighted to welcome participants from universities, polytechnics, schools and other institutions all across Indonesia from Papua to Aceh.

The theme for this year's symposium is 'Looking to the Future: Language Assessment 2020 and Beyond'. The symposium brings together experts and practitioners from the broadest range of educational institutions to discuss challenges and opportunities arising from current practices in the design and use of English language assessment for students in Indonesia.

The British Council has long-standing experience in delivering high quality English teaching and assessment. Providing individuals and organisations with qualified English language development and assessment has been one of our premier language services. By going online, we hope to engage as many English and assessment professionals as possible. Professional understanding of assessment aims and methods is of paramount importance in getting a true measure of learning and teaching objectives, as well as of individual aptitudes, and thereby to help the country reach educational standards commensurate with its socioeconomic ambition. In short, learners need to better understand their own level of English; individual strengths, weaknesses and language proficiency objectives to aim for. Their language development will be faster with support from teachers trained to accurately monitor and assess English language learning across all four skills.

Assessment is one of the most significant educational themes of our day and we are delighted to be providing a forum to discuss and understand assessment better. Thank you for participating in this symposium which we hope will illuminate and inspire you. We hope that you will be able to take back to your institutions valuable new insights into language assessment in Indonesia and wider Asia, with your students as the main eventual beneficiaries.

Colm Downes

Director English, Education and Society

British Council Indonesia



Welcome Message from TEFLIN

On behalf of the National Executive Board of TEFLIN, first of all I would like to welcome you all to “The 3rd National Symposium on English Language Assessment” 2020, organised by the British Council Indonesia Foundation in collaboration with TEFLIN. Secondly, I would like to express my sincere appreciation to the British Council for devoting special attention to the field of language assessment, as is reflected in their dedication to the symposiums on the field held over the past three years.

The theme of this year’s symposium is “Looking to the Future: Language Assessment 2020 and Beyond”. I think that the choice of the theme is extremely appropriate, bearing mind that the Indonesian Government has not yet officially adopted a standard or assessment framework, specifically for English language assessment, like the Common European Framework of Reference (CEFR). One of the consequences of this is that educational institutions, such as universities and language centres, develop their own assessment tools (tests) with different standards and frameworks. This means that scores vary and fail to reflect the true competence of test takers. In addition, the use of technology in assessment also requires special attention because this may become a trend in the future. The phenomenon of the covid-19 pandemic currently taking place is forcing us to work using technology, and this is making us more aware of the importance of the use of technology in language education, in particular in the field of language assessment, and how important it is for us all to possess digital literacies. I feel sure that all the speakers will be able to elaborate well on the above theme.

I would like to take this opportunity to thank all the speakers for their willingness to share knowledge, experience and expertise in the field of language assessment. They are (1) Dr Jamie Dunlea — British Council, (2) Prof. Fuad Abdul Hamid, Ph.D.— Universitas Pendidikan Indonesia, (3) Prof. Suwarsih Madya, Ph.D. - Universitas Negeri Jogjakarta, (4) Dr. Willy A Renandya - Nanyang Technological University (5) Sisilia Setiawati Halimi, S.S., M.A., Ph.D.- Universitas Indonesia, (6) Richard Spiby - British Council, (7) Carolyn Westbrook – British Council, (8) Chris Redmond - British Council, (9) Dr. Sintha Tresnadewi - Universitas Negeri Malang, (10) Harumi Manik Ayu Yamin, S.S., M.Hum. - Universitas Indonesia, (11) Judith Fairbairn - British Council, (12) Robin Skipsey -British Council, (13) Sheryl Cooke - British Council, (14) Trevor Breakspear- British Council, (15) Dr. Nur Arifah Drajiati, M.Pd. - Universitas Sebelas Maret, (16) Dr. Gumawang Jati - Institut Teknologi Bandung, (17) William Bayliss — British Council and (18) Robin Skipsey — British Council.

I would also like to offer a special word of thanks to the Director of the British Council in Indonesia for working together so well with TEFLIN, especially in the organisation of various academic activities, such as seminars, conferences, and symposiums. Last but not least, allow me to express my highest appreciation to all the participants who are taking part in this online symposium, and without whom the symposium would not have been possible. I hope you all enjoy the symposium. Thank you.

Joko Nurkamto

TEFLIN President

About the 3rd National Symposium on English Language Assessment

The 3rd National Symposium on English Language Assessment is a language assessment initiative organised by the British Council Indonesia Foundation in collaboration with TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia).

Theme

Looking to the Future: Language Assessment 2020 and Beyond

Subthemes

- **The importance of English language assessment: assessment standards, frameworks and current practice in Indonesia.** In this first session, our speakers will discuss how well-developed descriptive proficiency frameworks and standards, such as the Common European Framework of Reference (CEFR), have the potential for positive impact and driving forward education systems and language education policy making. We will review the current practice in English language assessment in schools and universities in Indonesia, and explore the needs and benefits of developing a national framework of reference for English language proficiency. Finally, we will present the importance of raising the language proficiency levels of English teachers in Indonesia.
- **Improving English language assessment: The Common European Framework of Reference for Languages.** In our second session, leading Indonesian ELT practitioners will share examples of how the Common European Framework of Reference for Languages (CEFR) is being used by selected universities in Indonesia, and the need to align the high-stakes English tests in Indonesian schools to the CEFR. The British Council assessment specialists will deliver a practical one-hour workshop outlining several strategies that teachers can use to recognise examples of certain CEFR descriptors and design teaching activities that would enable students to meet the requirements outlined in the CEFR descriptors. Participants will also be shown how students can use the CEFR to self-assess their own levels of proficiency.
- **Future trends: exploring the growing use of A.I. and technology in language assessment.** Our third session looks towards the future of language assessment, specifically the growing use of technology in language assessment. This session 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. Following this we will present specific case studies on the production and integration of technology in local language assessment tests in Indonesia, including a discussion on potential of technology to help in improving the efficiency of language assessment, especially at this time during the current global pandemic.



About the 3rd National Symposium on English Language Assessment

- **Practical solutions for online assessment.** Our final session will be delivered by ELT technology experts from Indonesia and the United Kingdom. During the workshop, our speakers will introduce and demonstrate several practical online tools and strategies to support teachers to integrate the use of technology into assessment in the classroom and deliver remote classroom testing. The Covid-19 pandemic has caused enormous disruption to education systems around the world, many conventional face-to-face testing sessions have been cancelled. Our session will end sharing language assessment stories from English teachers working in both higher education and schools. We will hear how educators are adapting to emergency remote teaching & testing, including what steps can be taken to ensure online tests are valid, reliable and fair.

The symposium will have the following objectives:

- Influence the introduction and adoption of language standards and frameworks into the education system as a precursor to developing the English language skills of learners and enabling Indonesia to achieve internationalisation aspirations.
- Enhance understanding of the current opportunities and challenges for language assessment in the Indonesian educational context and providing practical recommendations on how to overcome those.
- Connect teachers, education and language assessment professionals to facilitate sharing of expertise in their fields and better understanding of the mutual impact between teaching and testing.

Upcoming 8th New Directions Conference



8th East Asia New Directions in English Language Assessment Conference

Main conference : October 30 - 31, 2020

Pre-conference events: throughout October

Registration : [Registration is now Open!](#)

Venue : All events will take place online

In addition to our 3rd National Symposium on English Language Assessment: Looking to the Future: Language Assessment 2020 and Beyond, at the end of the month we will host our 8th East Asia New Directions in English Language Assessment Conference. Originally planned as a face to face conference in Singapore, due to Covid 19 the conference will be held in an online format. This year's theme is Connecting Contexts: Linking Assessment, Learning and Language Use.

The 8th East Asia New Directions conference focuses on the role of language assessment at the nexus of shifting systems, ideas and lives. Good language assessment practice provides an opportunity to connect teaching, learning and the curriculum; to serve as a frame of reference for comparing performance and ability; and to link test scores to real-life use of language in the workplace, schools and academia. We will explore how language assessment is used as a tool for transition between different stages of the education system and between education systems, how it can facilitate preparation for communication in a globalised world, and the increasing interconnectedness between technology and language use, learning and assessment. As a key regional conference that brings together people from different disciplines, professions, sectors of education and countries across East Asia and beyond, New Directions 2020 aims to provide a rich forum for discussion that extends across various contexts of language assessment and connects a range of different stakeholders.

Register online [here](#) for the 8th East Asia New Directions in English Language Assessment Conference and six Pre Conference events. For more information: <https://www.britishcouncil.sg/new-directions>.

Previous Symposiums



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

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 will 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

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 will be provided for each session in the email notification sent to participants

Time (WIB)	Activity	Speaker
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

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 will be provided for each session in the email notification sent to participants

Time (WIB)	Activity	Speaker
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

Session 4

Subtheme : Practical Solutions for Online Assessment

Day & Date : Thursday, 22 October 2020

Time : 13.30 — 15.30 (WIB)

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

Time (WIB)	Activity	Speaker
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	William 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

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 organisation 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

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.

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

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

Christopher Redmond



Christopher Redmond works as Assessment Solutions Consultant in the British Council's East Asia Assessment Solutions Team. 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 works as Test Development Researcher in the British Council's Assessment Research Group. 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 has been Test Development Researcher - Receptive Skills, with the British Council's 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

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

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

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

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

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

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.

Robin Skipsey



Robin comes from Gillingham, in the south east of England. He studied French Language and European History at the University of East Anglia and lived and worked in the UK and France before moving to Japan in 2005, where he has been working ever since. After teaching in public elementary and junior high schools as part of a British Council team-teaching project in Tokyo, Robin became the Academic Manager responsible for teacher-development at the British Council. From April 2014 to March 2019 he oversaw the design, development and roll-out of the Leaders of English Education Project (LEEP), a 5-year national teacher training initiative commissioned by the Japanese Ministry of Education which trained over 80,000 Elementary, Junior and Senior High School teachers across the country.

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

Sheryl Cooke



Sheryl Cooke is the Director China Assessment Solutions Team at 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.

Speakers

Dr. Gumawang Jati



Gumawang Jati is a senior English lecturer at Bandung Technology Institute. He graduated from Warwick university UK for his Master and completed his doctoral program at Universitas Pendidikan Indonesia, Bandung. He is currently the president of iTELL (Indonesia Technology Enhanced Language Learning Association). Most of his work are related to the use of technology to enhance the English language learning in Indonesia. His latest article was published on August 2020 under the title “Artificial Intelligence in English Language Teaching”.

Assessment for Learning (AfL) and Artificial Intelligence (AI)

Assessment for learning has been defined as the process of interpreting evidence to decide where learners are in their learning, where they need to go and how best to get there (Lambordi. P. 2019). Current practices in assessing the academic performance of students in most of the Indonesian context are still manual. In the first part of this presentation, assessment for learning in the classroom context will be discussed along with some potential technological tools (Artificial Intelligence) for doing AfL. The second part of this presentation, some possible ways of utilizing technological tools (AI) in the classroom activities will be shown, elaborated and discussed. Many online, AI driven learning systems include diagnostic assessments that indicate what students currently know and can do and what they're ready to learn next (Ferrara, S. 2019). The possible future “collaboration” between teacher and AI will be illustrated and followed by a discussion.



Speakers

William Bayliss



William Bayliss works as Assessment Solutions Consultant at British Council. He has worked in the field of language teaching and assessment for 10 years. Working as teacher and then academic manager in Chinese private language schools, before transitioning into the role of assessor, he has a wealth of experience in team management, programming and assessment delivery underpinned by an MSc in Applied Linguistics from Edinburgh University.

Workshop: Practical Online Tools and Strategies to Support Teachers to Deliver Remote Classroom Testing

Delivering assessment is a key element of any teacher's role. For many, however, the daily responsibilities of lesson planning, teaching, student support, professional development and administration do not leave them much spare capacity. This makes the delivery of assessment difficult as it can require a great deal of time and effort.

The British Council has developed this workshop to help teachers in Indonesia and the wider East Asian context gain insight into the notion of online formative and summative assessment, and demonstrate tools that can assist in their delivery.

From the perspective of the teacher, this workshop will briefly contextualize formative and summative assessment within the wider context of assessment literacy. Participants will be shown tools that deliver formative assessment using technology widely available in 2020, showing how formative assessment can help enhance learning efficacy and motivation in the local context.

Session Outline (1 hour)

- 10 minute introduction outlining the broad strokes of assessment literacy
- 35 minute introduction to formative online assessment tools
 - ⇒ A short overview of available online formative and summative assessment tools
 - ⇒ Using Online surveys to assess learning outcomes
 - ⇒ Using video to assess learning outcomes (video diaries/video quizzes)
 - ⇒ Using text-based chat to assess learning outcomes
- 15 minute Q&A

Resources: <https://wakelet.com/wake/73d256c8-4a11-4fdf-8907-388fdf1f2da1>



Speakers

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.

Moderators



Session 1: Farida Limbong

Farida Limbong is the Senior Examinations Business Development Manager at British Council Indonesia Foundation. She has been leading business development of examinations services in Indonesia for over 6 years with its product portfolio comprises of professional and academic qualifications, the British Council's Aptis test and the International English Language Testing System (IELTS). She has been initiating events and workshops focus on English language assessment and IELTS for higher education over the past 3 years.



Session 2: Mariam Kartikatresni, M.M.

Mariam Kartikatresni is the UTS Insearch Country Director for Indonesia. She is also the Vice Chairperson for Aliansi Lembaga Bahasa Asing and the Coordinator of Non-Formal Language Sector, TEFLIN Board. Most recently, she has been elected to be on the board of the IABC (Indonesia Australia Business Council) for the term 2020-2022. She has been in the international education industry for 14 years and has accumulated 24 years of experience in leadership roles in organisations and commercial ventures.



Session 3: Taufik al Makmun, M.A.

Taufiq al Makmun is a lecturer in the English Department, Universitas Sebelas Maret (UNS). He earned his B.A. from the English Department, UNS and his M.A. in Humanities from Utrecht University, the Netherlands and now is a Ph.D. student at the American Culture Studies program of Bowling Green State University, the U.S., funded by DIKTI-Fulbright. His fields of interest include English for Specific Purposes, Language and Culture, and American Culture Studies. He is the Secretary-General of TEFLIN since 2014.



Session 4: Kishore Roy

Kishore Roy is the British Council's Regional Exams Manager for Indonesia, Philippines, Myanmar, Australia and New Zealand. He has worked with various learning technologies and UK qualifications on behalf of the British Council for over 24 years in different regions globally, including Europe, North Africa, South Asia and East Asia. He has been a teacher trainer, content developer and exams administrator, including the writing and delivery of various online courses.

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