

Day 2, Thursday, 21<sup>st</sup> March 2019

## The National Symposium on English Language Assessment: Assessment for Learning

Time	Event/ Speaker
08.15 – 09.00	Registration
09.00 – 09.20	<p><b>Welcome Address</b></p> <p>Prof. Dr. Ismunandar, Ph.D, (Director General – Directorate General of Learning and Student Affair, Ministry of Research, Technology and Higher Education Republic of Indonesia)</p>
09.20 – 10.00	<p><b>Plenary 1:</b> <b>Can-do: Linking Tests to Frameworks of Language Proficiency</b></p> <p>Speaker: Sheryl Cooke, Director East Asia Assessment Solutions Team, British Council</p>
10.00 – 10.40	<p><b>Plenary 2:</b> <b>Assessment for Learning and Needs-based Language Pedagogy: Practical Recommendations</b></p> <p>Speaker: Prof. Dr. Joko Nurkamto, M.Pd., President of TEFLIN</p>
10.40 – 11.10	Coffee/ tea break
11.10 – 12.10	<p><b>Panel Discussion 1:</b> <b>Aligning Learning &amp; Assessment: Challenges and Developments</b></p> <p><b>Panelists:</b></p> <ul style="list-style-type: none"> <li>• Dr Muchlas Suseno M.Pd. - Universitas Negeri Jakarta</li> <li>• Didin Nuruddin Hidayat, MA TESOL, Ph.D. - Universitas Islam Negeri Jakarta &amp; The Coordinator for 5000 Doktor Overseas Scholarship program of The Ministry of Religious Affair</li> <li>• Ardian Wahyu Setiawan - Politeknik Negeri Malang</li> </ul>
12.10 – 13.30	Lunch
13.30 – 14.10	<p><b>Plenary 3:</b> <b>Opening the Black Box: Is AI Technology Ready to Revolutionize Spoken Assessment?</b></p> <p>Speaker: Trevor Breakspear, Innovation Projects Manager, East Asia Assessment Solutions Team, British Council</p>

Time	Event/ Speaker		
14.10 – 15.10	<b>Breakout Sessions</b>		
	<b>Developing Teacher Assessment Literacy</b>	<b>Formative Assessment for Writing</b>	<b>Writing Test Items to Promote Learning</b>
15.10 – 15.45	Coffee/ tea break		
15.45 – 16.45	<p><b>Panel Discussion 2:</b>  <b>Taking Things Forward - Tech, Teaching and Tests</b></p> <p><b>Panelists:</b></p> <ul style="list-style-type: none"> <li>• Prof. Suwarsih Madya, M.A., Ph.D. – TEFLIN</li> <li>• Dr Adrian Raper – ClarityEnglish</li> <li>• Sheryl Cooke - British Council</li> </ul>		
16.45	Closing		

### PLENARY 1

#### **Can-do: Linking Tests to Frameworks of Language Proficiency**

**Speaker: Sheryl Cooke, Director East Asia Assessment Solutions Team, British Council**

Worldwide, Ministries of Education and test developers are increasingly seeking to link their tests and testing systems to global frameworks and standards of language proficiency, or to develop local standards of their own. What is the purpose of language proficiency standards and what does it mean to be linked to the CEFR or any other framework?

This presentation discusses how ‘can-dos’ are at the core of what we do as educators, curriculum designers and test developers. It describes how robust frameworks can help to set learning objectives and inform teaching and formative assessment. Through the description of the standard setting process used in a linking project, the talk also explores what it means for a test to be linked to a framework and the importance of the appropriate interpretation of the mapping of tests to frameworks and, indeed, to other tests. Throughout, the aim is to provide teachers, test-takers and other assessment stakeholders with a clear overview of frameworks and the linking process that they can relate to practice in the classroom, their learning and the wider field of language education.

### PLENARY 2

#### **Assessment for Learning and Needs-based Language Pedagogy: Practical Recommendations**

**Speaker: Prof. Dr. Joko Nurkamto, M.Pd., President of TEFLIN**

Previous studies show that assessment for learning (AfL) is found to give a profound impact on student academic and language skills-related performance, especially when meaningful feedback strategies are adopted. Despite this empirical evidence, in Asia, AfL remains under-practiced particularly in prescribed-mandated curriculum practices where teachers are considered as curriculum transmitters, and exercise-and-test based instruction are still pedagogical rituals in Asian classrooms. To respond to this urgent issue, in this plenary presentation, I would like to explore assessment for learning (AfL) as a new avenue of creating needs-based language pedagogy. This presentation focuses primarily upon how AfL could maximize student learning beyond the mandated language curriculum territory. I would also like to propose what teachers need to know about AfL in order to help students enhance their academic and language skills-related achievements. Since AfL practices are of great concern to curriculum policy makers, school leaders, and teacher educators, I conclude my presentation by offering some practical recommendations.

*Keywords: Assessment for learning, feedback strategies, needs-based language pedagogy, student learning.*

## **PLENARY 3**

### **Opening the Black Box: Is AI Technology Ready to Revolutionize Spoken Assessment?**

**Speaker: Trevor Breakspear, Innovation Projects Manager, East Asia Assessment Solutions Team, British Council**

Whilst language assessment institutions have utilized technology in the administration and delivery of tests for many years, only recently has artificial intelligence (AI) been used to power virtual testing environments, drive scoring engines, and deliver individualized feedback. For many of us, however, the underlying processes linking the microphone to the test report form remain enclosed in a virtual “black box” that can limit a meaningful evaluation of what these technologies can really do.

From the perspective of the test developer, this presentation will attempt to lift the lid on the black box to identify some of the key technologies and processes involved in spoken summative and formative testing and to explore their application in contemporary language assessment. With a consideration of the possible tensions between learner needs and technological capability, the current readiness and future possibilities of spoken AI technologies will then be evaluated in a selection of testing contexts. The talk will conclude by highlighting the crucial role the testing construct plays in defining how and when AI solutions should be adopted and why opening the black box is crucial to ensuring that our needs inform the technology used rather than vice versa.