



Call for Papers

The British Council is proud to announce the 7th edition of New Directions in English Language Assessment in East Asia to be held in Yokohama, Japan on 8-9 December 2019.

❖ About New Directions

New Directions in English Language Assessment is a series of annual conferences organised by the British Council providing perspectives and insight on trends and approaches in English language assessment locally and internationally.

The conference aims to provide a forum for the presentation of innovative approaches and practical solutions, with a focus on real-life case studies and works-in-progress reports.

Previous East Asia New Directions conferences were held in Beijing (2013), Tokyo (2014), Seoul (2015), Hanoi (2016), Shanghai (2017) and Kuala Lumpur (2018).

Conference Objectives:

- ❖ Establish a unique platform for sharing both cutting-edge developments and best practice in English language assessment in education systems.
- ❖ Provide a dynamic space in which regional and international policy makers, educational professionals, academics, teachers and assessment practitioners can interact, exchange information and keep abreast of the leading developments in the field.
- ❖ Facilitate an ongoing dialogue amongst a range of regional and international professionals to explore assessment solutions that meet local needs and achieve global standards.

❖ Theme of Conference

Realising Potential: Policy, Engagement and Impact

The 7th British Council New Directions in English Language Assessment conference in East Asia will focus on the critical role that language assessment plays in the creation and implementation of policy.

Since the early 1980s, testing boards have come to realise that the quality of language tests is not only determined by the internal content and behaviour of test items, but also by a number of external, consequential factors such as ethics and fairness. The role that policy plays in determining which tests are selected and how they are used is thus a key element of our current operationalisation of validity.

In preparation for this year's conference, we would like to invite papers that focus on the consequential elements of assessment policy, including how policy is created, how it is implemented, and the effect it has on stakeholders. This view of 'test use' includes the effect on test-takers, how teachers orient syllabi towards tests, decisions based on test results, the motivations of policy makers when introducing tests and the overall effect of test use on language knowledge.



❖ Conference Sub-themes

Alignment of Policy with Context

An integral consideration of test consequence aims to provide evidence that language tests are oriented in a way that produces results useful to particular groups, communities, or society as a whole. For this sub-theme, we invite proposals that explore how decisions about the use of tests have been made according to considerations of localised group needs and goals, and the impact of an alignment or misalignment of this perspective.

Stakeholder Engagement

Policy decisions may impact all stakeholders when implemented in educational systems, and it is often end-users – test practitioners and test-takers – that fully feel the effects of assessment policy. For this sub-theme, we invite proposals that look at how a range of different stakeholders have or have not adapted to policy decisions, their motivations for doing so, and the impact of these decisions on language knowledge and acquisition.

Assessment and Inclusion

An important responsibility of test developers is to ensure that tests are fair and accessible for all individuals in educational systems, which is reflected in ILTA's code of ethics, stating: "Language testers shall have respect for the humanity and dignity of each of their test takers. They shall provide them with the best possible professional consideration and shall respect all persons' needs, values and cultures in the provision of their language testing service." This sub-theme invites proposals that explore how policy makers, testing boards, or teachers strive to make tests inclusive for all test-takers.

Implementing Performance Assessment

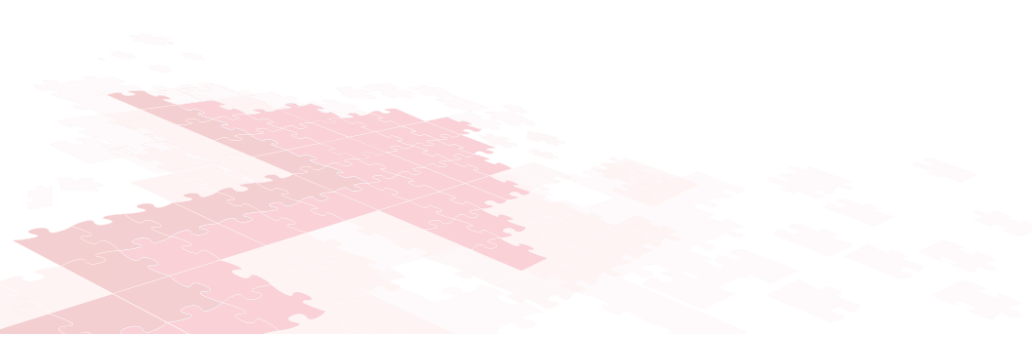
With a greater understanding of international standards and communicative language ability, policy makers around the East Asia region are increasingly interested in the assessment of all four skills involved in communication, including the performance of writing and speaking. Nonetheless, this presents challenges at the implementation level, as institutions and educators may be ill-equipped to deal with the practicalities involved. For this sub-theme, we invite proposals that look at the challenges and impact of the introduction of performance assessment into classrooms and educational systems.

Technology and Consequences

As we advance into the 21st century, technology is playing a pivotal role in emerging trends in language education and assessment. Computer-based delivery of tests, computer-automated assessment, and even automated formative feedback of performance skills are increasingly common. What is less documented, however, is how the use of technology in language assessment may impact test-takers, educators, policy-makers, or even the test itself. This sub-theme invites papers that consider the consequences of implementing technology in language assessment.

General Strand

In addition to the theme and sub-themes above, the general strand aims to provide an opportunity for researchers to submit outstanding proposals on topics, innovative research and projects of general interest to the region or the wider field of language testing. For the general strand, we invite contributions of a more general nature dealing with other areas of enquiry in language testing and assessment not directly related to the main theme.



❖ Conference Information

○ Dates and Location

Dates: 8-9 December 2019
Location: Yokohama, Japan

○ Target Audience

With a focus on language assessment, New Directions is aimed at education and testing practitioners, policy makers and implementers, as well as other stakeholders with an interest in the role of language assessment in education systems. It will also appeal to language testing academics wishing to gain insight into current research in the field as well as emerging trends in testing and assessment.

○ Submission of Proposals

We invite proposals addressing the main theme and sub-themes of the conference and are particularly interested in those describing practical approaches, research case studies and innovative perspectives on challenges in language assessment in the East Asian context.

○ Criteria for Submission of Abstracts

Proposals should be:

- › 250 words or less in length
- › Reflective of at least one of the themes or sub-themes of the conference
- › Relevant to the target audience
- › Relevant to the East Asia region or including a regional perspective on an international theme
- › Original and insightful
- › Submitted in English
- › Submitted to <https://easychair.org/conferences/?conf=nd2019>
- › Deadline for submissions is 12 May 2019

Presentations should be:

- › 20 minutes in length plus 10 minutes for Q&A
- › In English

Please note that the working language of the conference is English.

❖ Timeline

Submission of proposal abstracts: 12 May 2019
Notification of acceptance: 15 June 2019

❖ Submission Guidelines



Create an account and submit a proposal at:
<https://easychair.org/conferences/?conf=nd2019>



Submission instructions can be found at:
www.britishcouncil.jp/en/new-directions



For any questions, please contact:
NewDirectionsEastAsia@britishcouncil.org

