

# NEW DIRECTIONS

Connecting Contexts

Linking assessment, learning, and language use



New Directions East Asia 2020 - Online

## Conference report - External

October 5th-31st, 2020

[www.britishcouncil.sg/new-directions](http://www.britishcouncil.sg/new-directions)

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## Overview

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[#NewDirections2020](https://twitter.com/NewDirections2020)

# Regional Exams Director Steve Adams opened the conference and Sasha Hampson Regional Director from Pearson also gave a welcome message



# Among our 6 plenaries were Professor Guoxing Yu from the University of Bristol and Professor Lynda Taylor from CRELLA

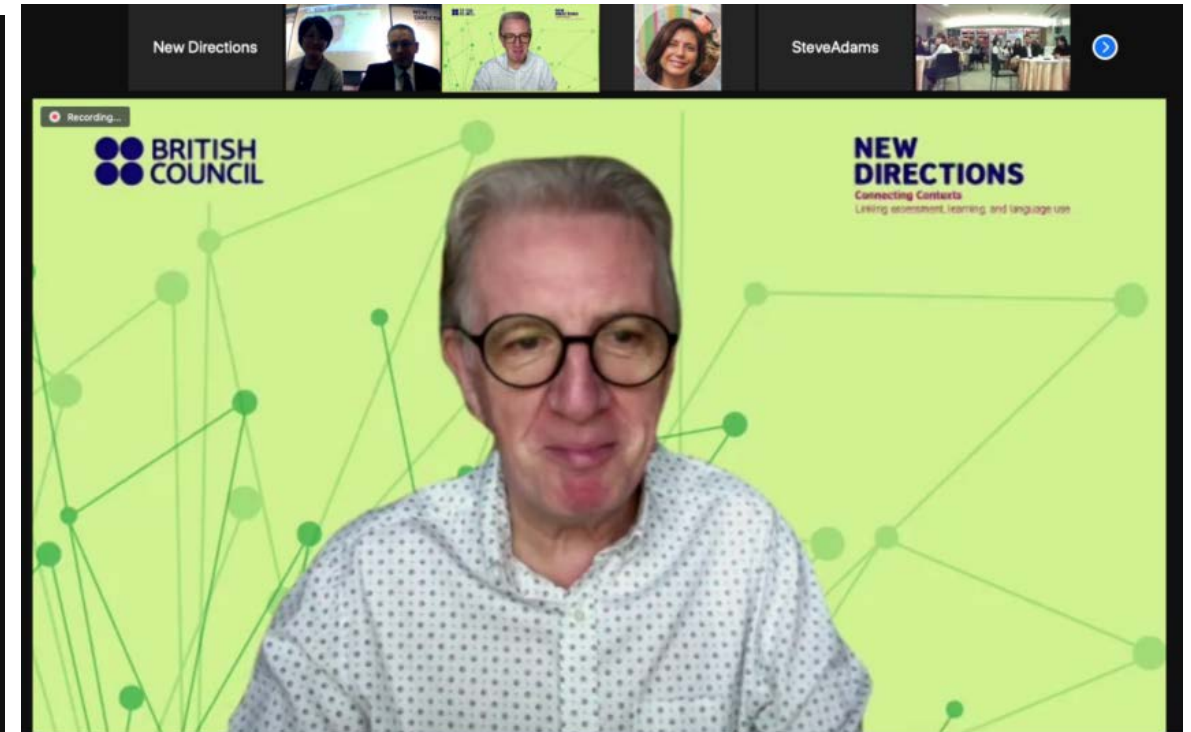


**Orientation metaphors**  
- drawing on spatial orientation in physical/cultural environments

<b>UP</b>	<b>DOWN</b>
<i>more</i>	<i>less</i>
<i>better</i>	<i>worse</i>
<i>high</i>	<i>low</i>
<i>good</i>	<i>poor</i>
<i>strong</i>	<i>weak</i>

A small video call window in the bottom right corner of the slide, showing Professor Lynda Taylor. She is a woman with short grey hair, wearing glasses and a dark top. The background shows a bookshelf. A small name tag 'all Lynda Taylor' is visible below her video.

# We had a hybrid event with the British Council in Taipei as part of our Spotlights strand



# Hong Kong team held a socially distanced networking event with key partners on the evening of the first day



# We had over 100 speakers, 60+ presentations, 3 symposia, 3 workshops and 2 panel discussions



**Unpacking India's new National Education Policy 2020 & implications**

- Focus on Early Years: Continuum from age 3 to age 8
- Foundational literacy and numeracy to be achieved by Grade 3
- Wherever possible, medium of instruction in home language/mother tongue/local language in primary grades

**WHY** is clear.

**WHAT** is in place? What more needs to be done?

**HOW** is the process going to roll out?

**WHO** is in place? Who needs to get ready?

**WHEN** or by when does what need to happen?

... the nature of the **language policy arbiter** is such that they tend to make the process more hierarchical and structured by exerting their power.

Figure 3. Language Policy arbiters (Johnson & Johnson, 2015, 238-239)

New Directions 2020 2020/10/30

Dr Marie Yeo	Senior Language Specialist and Co-Editor, RELC Journal SEAMEO Regional Language Centre (RELC) Singapore
Dr Jayanti Banerjee	Director of Language Trinity College London
Dr Gog Soon Joo	Chief Futurist & Chief Skills Officer SkillsFuture Singapore
Dr Claudia Harsch	Professor for Research into Language Learning and Teaching and Director of the Languages Centre for the Universities in the Land Bremen
Dr Sarah Richardson	Deputy Chief Executive Officer and Research Director at Australian Council for Educational Research (ACER) UK



**Test 1: Singapore WPLN test**

Consequences/Impact  
On both Stakeholders and Test Development

Test takers  
**Parents**  
**Teachers**  
Administrators  
Broader Society  
Test Developers  
Policy makers

Training  
EDI support  
**Candidate Guide**  
Familiarisation Sessions  
Webinars  
**Test Demos**

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# Overview

## Registration

Full pass	136
Voucher holder	312
Complimentary pass	574
Total	1022

## Lobby users

Users Logged-in	593
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## Zoom session users

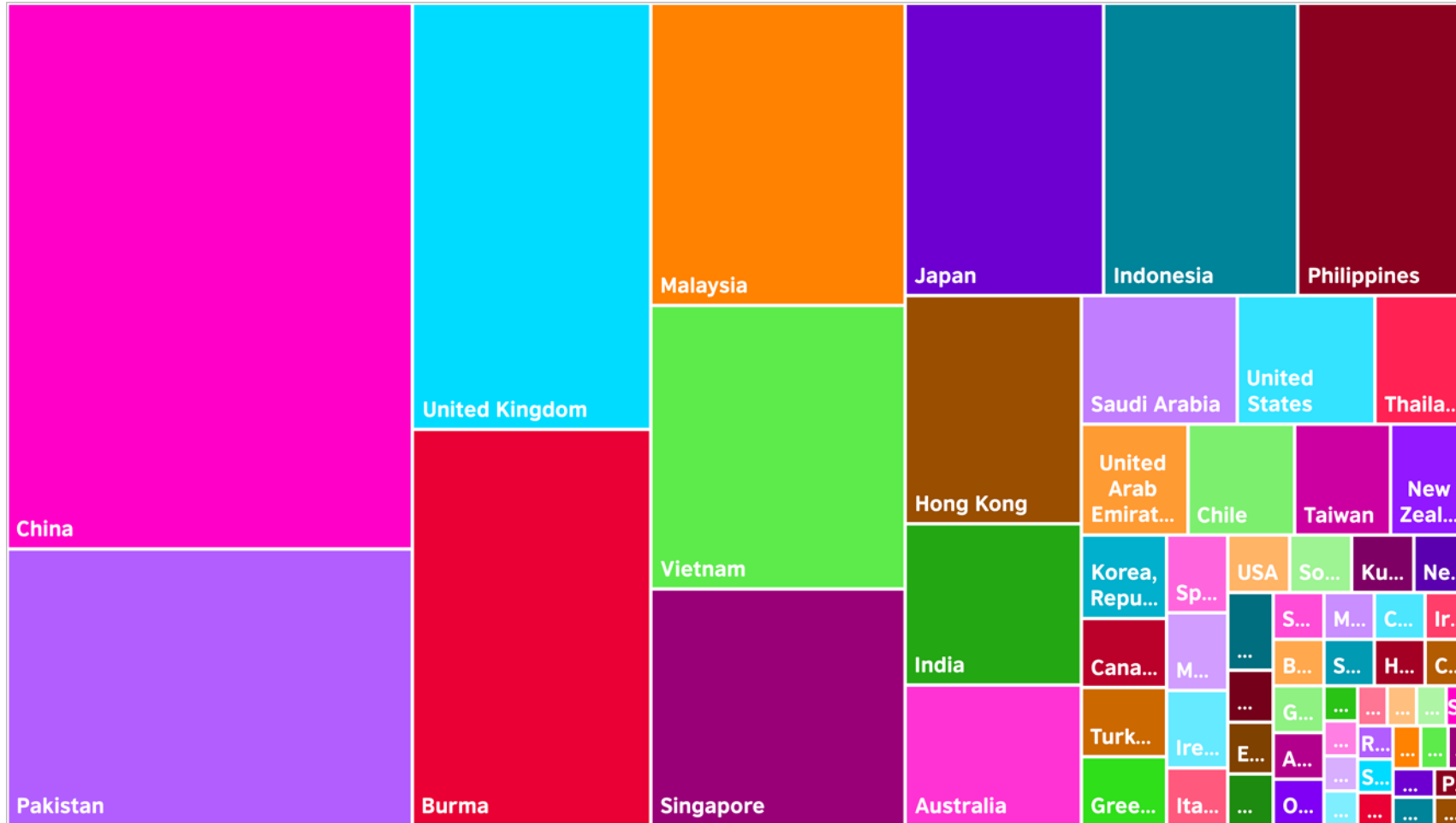
Pre-conference events	207
Plenary sessions	243
Breakouts/Strands	322
Total	521

# Attendee conversion



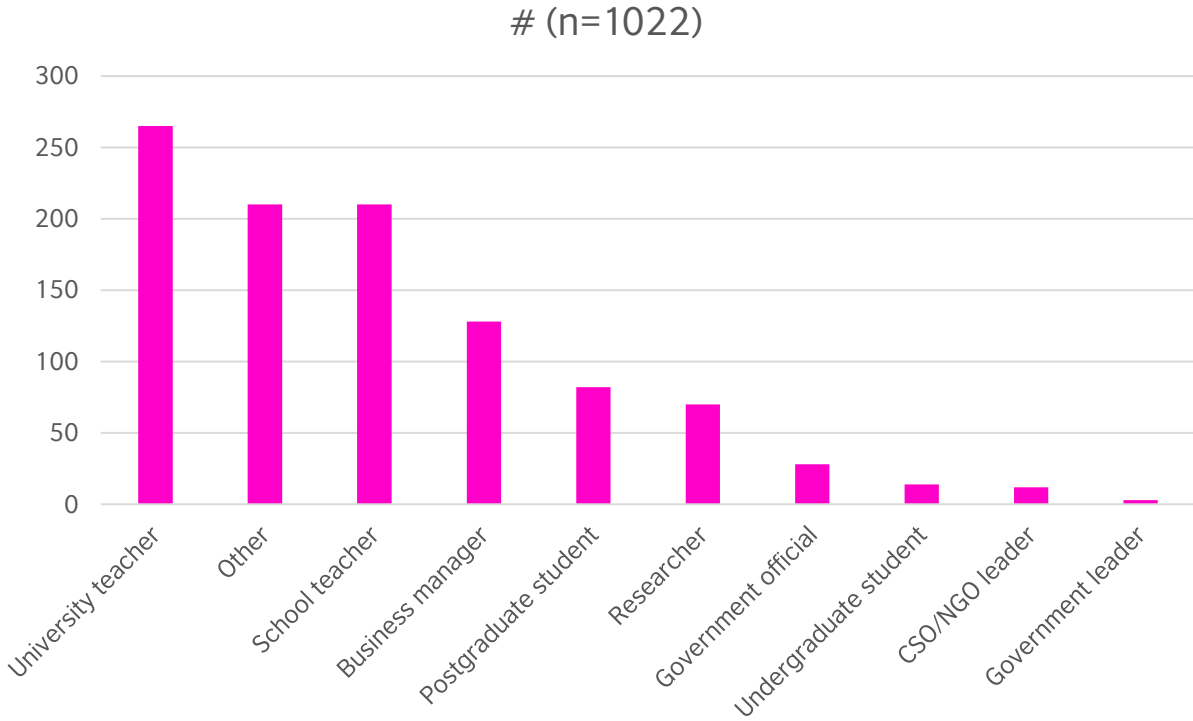
# Registrations by country

n=1022



China	187	Argentina	2
Pakistan	95	Egypt	2
United Kingdom	86	Czech Republic	2
Burma	80	Switzerland	2
Malaysia	65	Mexico	2
Vietnam	61	Cyprus	2
Singapore	51	Iran	2
Japan	49	Belgium	2
Indonesia	48	Germany	2
Philippines	44	Austria	2
Hong Kong	34	Oman	2
India	24	Sri Lanka	2
Australia	21	Hungary	2
Saudi Arabia	17	Colombia	2
United States	15	Sweden	1
Thailand	11	Ghana	1
United Arab Emirates	10	Iraq	1
Chile	10	Russia	1
Taiwan	9	Bolivia	1
New Zealand	8	Cuba	1
Korea, Republic of	6	Bahrain	1
Canada	5	Serbia	1
Turkey	5	Rwanda	1
Greece	5	Slovakia	1
Spain	4	Lao People's Republic	1
Macau	4	Afghanistan	1
Ireland	4	Uruguay	1
Italy	3	Morocco	1
USA	3	Albania	1
South Africa	3	Russian Federation	1
Kuwait	3	Peru	1
Nepal	3	Qatar	1
Ukraine	3		

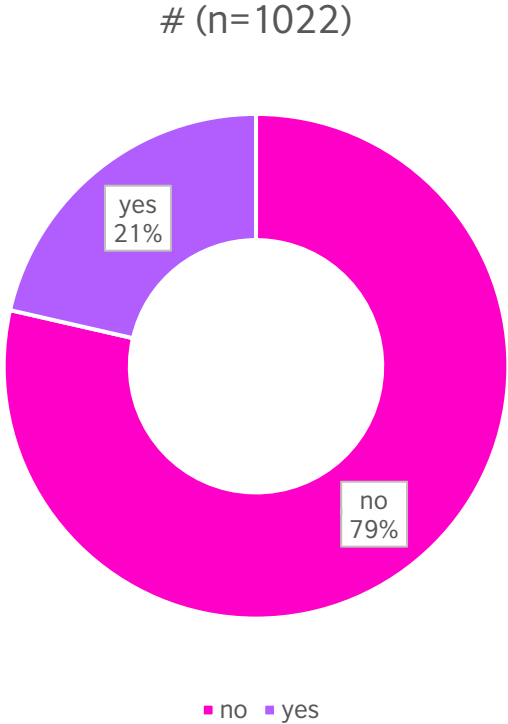
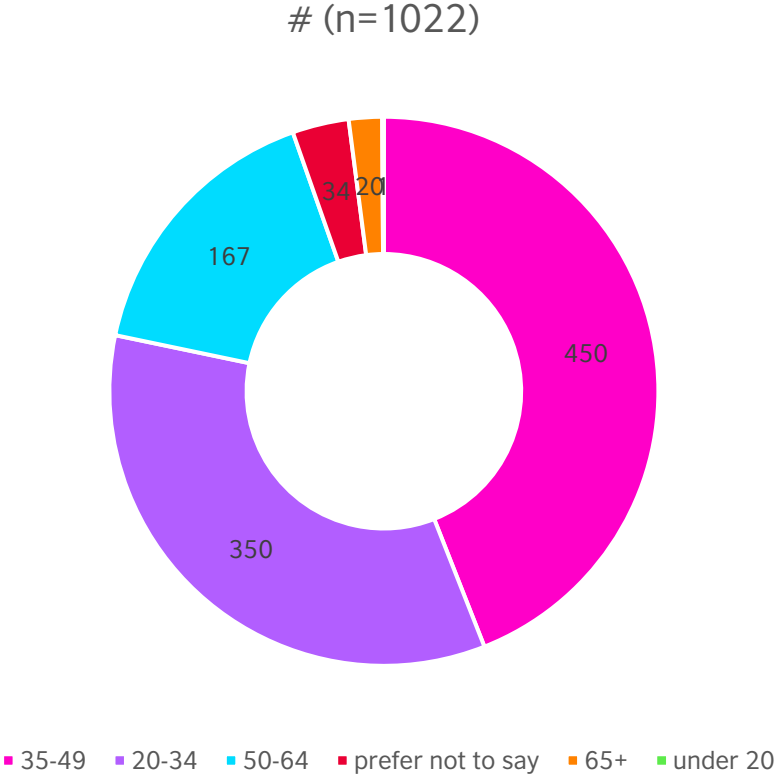
# Registrations by profession



# Other:



# Registration by age / Have you attended ND before?



# Sponsors

Principal	Major
Pearson	Tata Consultancy Services
	University of East Anglia
	Bristol University
	Bishop Grosseteste University
	Aptis
	Lancaster University
	British Council / IELTS

The Southeast Asian Ministers of Education Organisation, Regional Language Centre (SEAMEO RELC )was our key partner for the conference

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# Session Attendance

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## Pre-conference events

	Mode*	Median*	peak	unique
<b>Singlish</b>	8	8	10	13
<b>Compulsory Distancing workshop</b>	8	12	16	24
<b>Eye-tracking symposium</b>	55	52	56	64
<b>Recent research into and application of technology in language assessment validity in a dynamically changing assessment context Symposium</b>	51	51	54	70
<b>Assessment as a teaching tool</b>	20	21	26	38
<b>Disruption in Language Assessment and Education in 2020 Challenges and Responses</b>	61	61	65	81

\*Mode and Median are calculated by minute: e.g. 8 users was the number of users present in the Singlish Workshop for the most number of minutes (mode)



# On-demand viewing

\*All on-demand figures as of November 11th

Title	View count
Symposium 1: Eye-Tracking in Language Assessment	126
Compulsory Distancing: Language Assessment in a Remote Learning Environment	109
Symposium 2: Recent Research into and Application of Technology in Language Assessment	78
Assessment as a teaching tool to boost motivation – practical approaches and action research [Workshop]	74
Variations in Singaporean English: Singlish and its role in Singapore's society	36
Symposium 3: Disruption in language assessment and education in 2020: challenges and responses	18

## Plenaries and Panel Discussions

	mode	median	peak	unique
Day 1	60	70	121	155
Day 2	mode	median	peak	unique
	67	61	71	125
Both	mode	median	peak	unique
	67	66	121	243

\*these 2 talks had to be re-uploaded on Nov 5, so view count is reduced

# On-demand viewing

Title	View count
Plenary 1 - Technology, values, ethics and consequences: From innovation to impact in language assessment, Luke Harding	86
Plenary 2 - Validity: An integrated arguments approach, Professor Barry O'Sullivan and Professor Micheline Chalhoub	52
Day 2 Opening & Professor Peter Gu – Validity in classroom-based formative assessment	41
Panel Discussion 2 - The Power of Tests: Creating Opportunity and Fostering Inclusion	31
Recording of the Conference opening and welcome speeches	23
Plenary 3 - Metaphors we test by: communicative concepts that connect language assessment with contexts of use	22
Panel Discussion 1 - Evidence-driven influence: Affecting change in educational policy	11
*Integrated language assessment in a digital age: Some fundamental considerations in task design and validation - Professor Yu	11
*New Directions in language assessment: implications of India's new educational policy for foundational learning, Dr. Banerjee	8

# Breakouts

room	theme	mode	median	peak	unique
1	connecting assessment / rethinking assessment: innovation in a crisis	16	18	35	130
2	The impact and consequences of technology	12	13	27	101
3	A teaching perspective	13	11	17	80
4	English Ownership / Alternative approaches to assessment in learning systems	9	10	25	92
5	Connecting contexts / Connecting assessment	17	14	24	111
6	Official partners	14	9	16	72
7	Spotlights	19	17	23	114

time	duration	breakout	connecting assessment and real-life language use	the impact and consequences of technology	a teaching perspective: quality assessment and the impact in the classroom	english ownership: rethinking assessment in learning systems	connecting contexts: linking assessment, learning, and language use	official partners	country spotlights
13:40	30 mins	Breakout 1	Miri Fiqailamieren – Student-centred assessment approaches for real-life language use	Fumyo Nakashima, Lin May and Nahal Khabzabadi – Academic speaking in a digital age: What does the emerging construct look like?	Sheng Liu and Qing He – IELTS preparation and coaching in COVID-19 era: massive transition from offline to online	Carl Philips – Traditional course going online: a shift from teamwork to independent learning	Shoun Shizuka and Kohei Nakamura – What good came out of the postponed university entrance examination reform in Japan?	Agile – the flexible, accurate English assessment for a local context: an introduction with a case study in Singapore; Dr Johanna Mollerain, with Ren Ong, British Council	Malaysia – Exploring Creative Assessment in the Precohort Classroom: A New Perspective Towards Library Development Among Young Learners; Dr T. Vanitha Thangabalan, Ministry of Education Malaysia
14:20	30 mins	Breakout 2	Pooja Singal and Vania Chopra – Re-evaluating teaching and assessment practice: an exploratory study of the perspectives of pre-service teachers and teacher educators, and implications for real-life language use	William Bayliss – Investigating scale length and inter-rater reliability in auto-rater assessment	Soe Marlin Lwin – Occurrence-based approach to designing English language proficiency test materials for university students	Ferit Kilickaya – Take-home assignments and contract cheating: opportunities and challenges	Gayle Almazulak Miller, Grace Anasari Othman, and Rosalie Grant – Developing a test for an Asian native language, Yagun	Tala Consultancy Services – TCS: UK Transforming Remote Assessments powered by AI – The way forward for new normal – Vial P. Shah, Solution Engineering Head, International Business Head, TCS UK	Indonesia – The Need for Standardisation in English Tests in Indonesia; Prof. Dr. Joko Nurkanto, M.Pd. President UPI, UN
15:00	30 mins	Breakout 3	Lyn May et al – Exploring semi-direct speaking tasks: can we take into interaction and pragmatic competence?	Frederic Breakpear – An investigation into the provision of pronunciation feedback in an AI-driven speaking solution	Soo Iba et al – The predictive validity of the English entrance test for a national language gifted high school in Vietnam	Philip Home – Nam writers as stakeholders: a training and developmental model	Philip Home – Nam writers as stakeholders: a training and developmental model	Hong Kong – Assessment of disciplinary writing in a Hong Kong University: A case study review; Shun Dunsathar, Lughair, Senior Lecturer, HKU-ELC and Dr Esther Tong, Principal Lecturer, POL@POLICE	
15:30	30 mins	Break							
16:00	30 mins	Breakout 4	Andrew Stokes and Ian Corrick – How to run a level test across 17 time zones	Nadea Hanayeen, Huda Cahyani and Andrian Setiawan – How to run a level test across 17 time zones	Joel Menaldo – Asset-based language assessment in post-secondary education: why and how?	Johanna Mollerain – Standard English as spoken by Singaporeans: exploring language test localisation and the impact of accent in listening comprehension	Joel Menaldo – Asset-based language assessment in post-secondary education: why and how?	Joel Menaldo – Asset-based language assessment in post-secondary education: why and how?	Taiwan – English Impact Taiwan: Professor Barry O'Riordan, British Council, Ralph Rogers, British Council, Lin Shu-Ming, Ministry of Education, Taiwan

time	duration	breakout	rethinking assessment: innovation in a crisis	the impact and consequences of technology	a teaching perspective: quality assessment and the impact in the classroom	english ownership: rethinking assessment in learning systems	connecting contexts: linking assessment, learning, and language use	official partners	country spotlights
13:50	30 mins	Breakout 1	Amy Reeves, David and Emma Marston – New perspectives on conducting performance assessments of writing: new insights from both education and business	Rita Clewley – Selecting and designing writing tasks in automated scoring systems	Geoffrey Alan – Tests as a means of change in education: contributing to research and the possibility of work-based assessment through academic and communication activities	John Carter, James King and Richard Spill – Using the gap: connecting writing skills and reading research in teacher education colleges in Myanmar	Lin Hsiao – If you can't say a complete analysis of local context or research paper, Chinese learners of different proficiency	Yoko Horiuchi et al. – The Impact of COVID-19 on the English Language Proficiency Test in Japan	Singapore – Form Assessment for Learning in English Language Assessment at the Singapore Education Research Institute
13:40	30 mins	Breakout 2	Berjaya Kweh and Daniel B. Ward – Using time for high-stakes tests during COVID-19 challenges and opportunities of at-home administration	Rita Clewley – Selecting and designing writing tasks in automated scoring systems	Geoffrey Alan – Tests as a means of change in education: contributing to research and the possibility of work-based assessment through academic and communication activities	John Carter, James King and Richard Spill – Using the gap: connecting writing skills and reading research in teacher education colleges in Myanmar	Lin Hsiao – If you can't say a complete analysis of local context or research paper, Chinese learners of different proficiency	Yoko Horiuchi et al. – The Impact of COVID-19 on the English Language Proficiency Test in Japan	Singapore – Form Assessment for Learning in English Language Assessment at the Singapore Education Research Institute
14:20	30 mins	Breakout 3	Laura Jones and Joseph Dwyer – Exploring the impact of technology on writing: a review of research and implications for second language writing assessment and feedback	Vahid Arasteh and Moe H. Jafar – A systematic review of computer-aided English writing research	Geoffrey Alan – Tests as a means of change in education: contributing to research and the possibility of work-based assessment through academic and communication activities	John Carter, James King and Richard Spill – Using the gap: connecting writing skills and reading research in teacher education colleges in Myanmar	Lin Hsiao – If you can't say a complete analysis of local context or research paper, Chinese learners of different proficiency	Yoko Horiuchi et al. – The Impact of COVID-19 on the English Language Proficiency Test in Japan	Singapore – Form Assessment for Learning in English Language Assessment at the Singapore Education Research Institute
14:40	30 mins	Break							
15:20	30 mins	Breakout 4	Fred Muir and Joyce McKinnon – Re-evaluating writing assessment opportunities in a pandemic	Tara Macgregor, William Elliot and Jan Leppanen – Coping with online writing: the challenges of online writing assessment in a global crisis: what is to be done?	Geoffrey Alan – Tests as a means of change in education: contributing to research and the possibility of work-based assessment through academic and communication activities	John Carter, James King and Richard Spill – Using the gap: connecting writing skills and reading research in teacher education colleges in Myanmar	Lin Hsiao – If you can't say a complete analysis of local context or research paper, Chinese learners of different proficiency	Yoko Horiuchi et al. – The Impact of COVID-19 on the English Language Proficiency Test in Japan	Singapore – Form Assessment for Learning in English Language Assessment at the Singapore Education Research Institute
16:00	30 mins	Breakout 5	Edith Cheong, Arie Rosana Daid and Ferra Marwan – Coping with loss in face-to-face learning: assessment in a global crisis: what is to be done?	Tara Macgregor, William Elliot and Jan Leppanen – Coping with online writing: the challenges of online writing assessment in a global crisis: what is to be done?	Geoffrey Alan – Tests as a means of change in education: contributing to research and the possibility of work-based assessment through academic and communication activities	John Carter, James King and Richard Spill – Using the gap: connecting writing skills and reading research in teacher education colleges in Myanmar	Lin Hsiao – If you can't say a complete analysis of local context or research paper, Chinese learners of different proficiency	Yoko Horiuchi et al. – The Impact of COVID-19 on the English Language Proficiency Test in Japan	Singapore – Form Assessment for Learning in English Language Assessment at the Singapore Education Research Institute

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# Feedback

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# Feedback

*“...I really enjoyed the conference too! It was very well-designed and well run. Lots of thought-provoking talks, and good opportunities for interaction. You've set the bar high for future online language assessment conferences.” – plenary speaker Luke Harding*

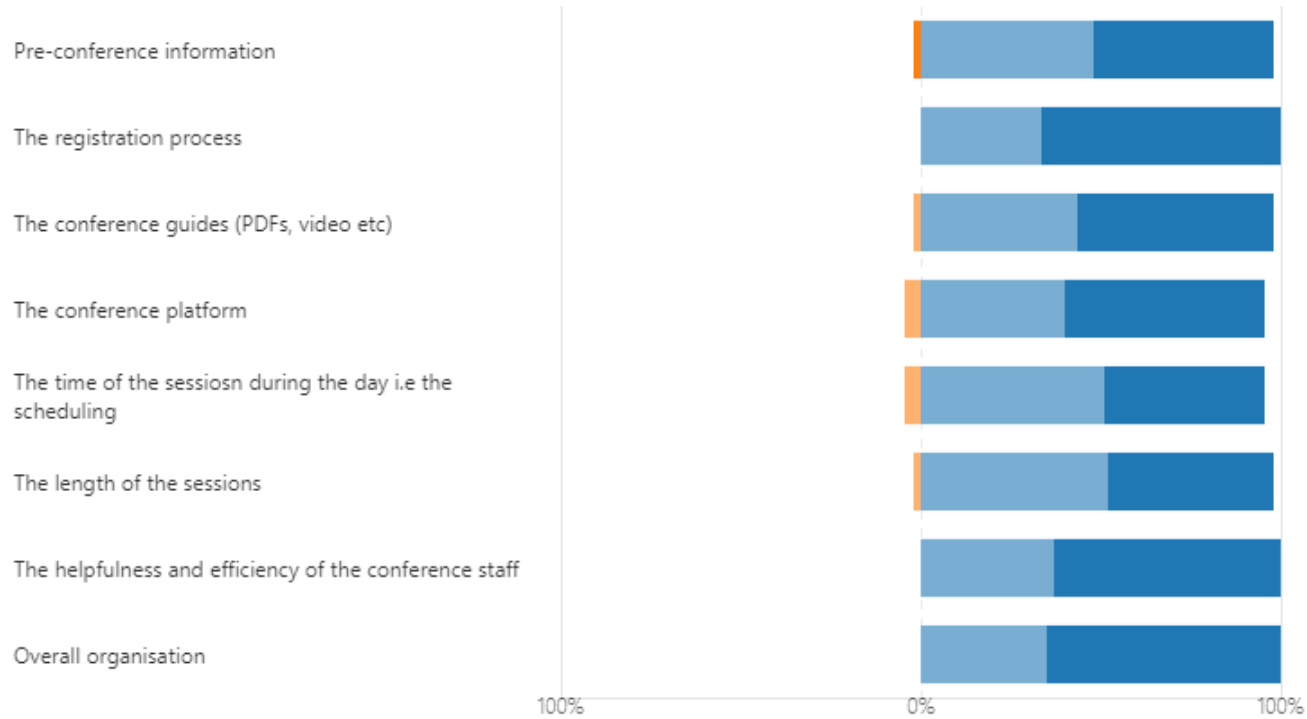
*"The event was great and i know that the next one will be much better. I trust you. Great job!!!" – anonymous*

# How satisfied or dissatisfied were you with:

6. Please tick one box to indicate the extent to which you were satisfied or dissatisfied with the following:

[More Details](#)

very dissatisfied    dissatisfied    satisfied    very satisfied



Sample size = 47

13. Did the conference fulfill your expectations?

[More Details](#)



15. Do you feel you had enough opportunity to interact with other conference participants and speakers?

[More Details](#)



Sample size = 47



20. Do you plan to come to another New Directions Conference?

[More Details](#)



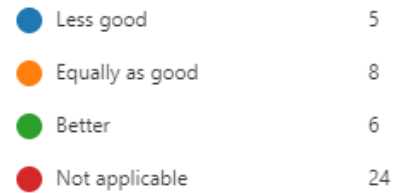
21. Would you recommend the New Directions Conference to your colleagues?

[More Details](#)



22. As an experience how does New Directions Online compare to previous F2F New Directions Conferences?

[More Details](#)



Sample size = 47