

Reflections and Future Directions

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“The function of posterity is to look after itself”.

- Dylan Thomas

**(further reflections and challenges for
Language Assessment over the next 20 years)**

Assessment / Teaching of Welsh

(Connecting Research, Policy & Practice)

○ UKALTA – multilingualism

- ‘What can be done to further the agenda’?
- If we don’t teach non-English UK languages, and teach them effectively, there’ll be nothing to assess (Scotland example)
- Rapid Evidence Assessment Project (2017, Swansea University)
- Purpose / outcome (WG 2050, 3-16)

Chinese EFL students' perception of the IELTS test design and the value of taking a preparation course (Yuan Liu)

The effect of IELTS test preparation and repeated test taking on Chinese candidates' IELTS results, general proficiency and their subsequent academic attainment (Hu, Ruolin)

A number of assumptions made, but questions raised. Could test preparation and subsequent academic study be better aligned? TP broad term, but probably.

- Half of the story
- Assessment literacy as professional development

EFL test-takers' audience awareness in an Email writing task (Ying Chen)

- Register / formality not often part of test criteria (how to assess? The role of individuality and culture)
- 'Inappropriate / negative move' – course fee too high. Cultural link. Who decides what is appropriate?
- Study looked at differences between low-proficient users, but what about native speakers who write emails poorly?
- Teaching students – mirror the sender, but how to assess that? What if the sender is inappropriate?

Assessing languages other than English: challenges & opportunities

- Who is a 'speaker' of a language?
- Is there a story behind 'jagged profiles'?
- Linguistic identities and effects of assessment
- Challenges of translating CEFR descriptors into other languages: the case of Arabic
- Lack of corpora → innovative approaches for developing wordlists
- Alternative assessments?



*Emyr Davies
Elin Arfon
Bjorn Norrbom & Jacob Zuboy
Steve Morris et al.*

Evolving constructs?

- New task types to assess mediation at higher levels
- English as a Medium of Instruction: content or language?
- Interaction
- The use and development of corpora

Reliability remains a challenge...?

- Rating scale development → human-human agreement
- Human-machine agreement
- Examiner strategies

Jing Xu & Annabelle Pinnington

Napol Artmungkhun

Richard Harris

Mark Brenchley

Elena Gandini & Tania Horák

Edmund Jones & Jing Xu

Representation



- Technology reflects the values of its developers
- Gender diversity of multinational technology companies → women **less than one third** of the total workforce/ even smaller proportion in leadership roles (UNESCO, 2019)
- Representation → corpora and training data
- Representation → Welsh and non-English UK languages
- Avoid bias in/bias out

*Beverly Baker
Sha Liu et al.
Mark Brenchley*

Future Challenges - Posterity

Challenge #1 for the next 20 years: How to ensure that UK languages other than English are effectively taught, assessed and used? How can the visible interest be generated beyond LTF?

Challenge #2 for the next 20 years: Implications of ever-shifting sands, how to measure evolving constructs forms of communication?

Challenge #3 for the next 20 years: increased Language Assessment Literacy for stakeholders such as university admissions officers, for example - (basic understanding).The use of scores, vocabulary and lexis.

Diolch!



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