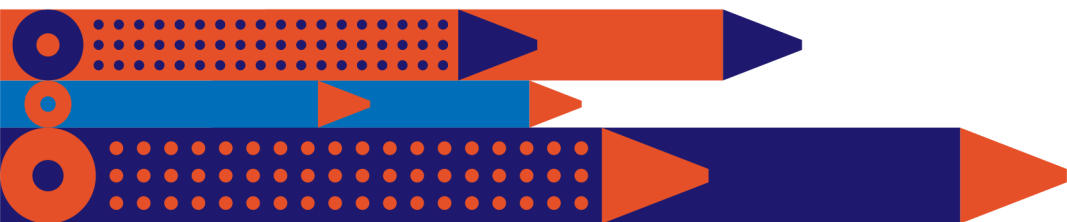


New Directions Series

**Transforming language
learning and assessment:**
real-world communication in
an increasingly digital age



Berlin, Germany
4-5 March 2025

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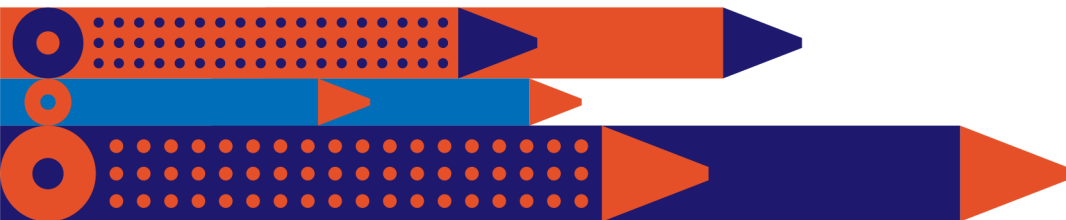
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Get a deeper insight into some of the sessions that will take place over the two day conference.

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Overview of the services, activities and objectives of the British Council.



About New Directions

New Directions in English Language Assessment is the British Council's flagship language testing and assessment conference. The conference provides perspectives and insight on trends and approaches in English language assessment at a local, regional, and international level. Since being established in 2013, the conference has celebrated 16 editions in East Asia, Latin America and Sub-Saharan Africa. This year's conference in New Delhi is the first one in South Asia.

New Directions aims to:

- establish a unique platform for sharing both cutting-edge developments and best practices in English language assessment in education systems.
- provide a dynamic space in which regional and international policymakers, 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.

With a focus on language assessment, New Directions is aimed at education and testing practitioners, policy makers and implementers, and 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.



Programme Day 1

- 13:00 – 14:00** **Welcome & Registration**
.....
- 14:00 – 14:15** **Opening Ceremony**
Work Lab,
Ground Floor
.....
- 14:15 – 15:00** **Keynote I**
Work Lab,
Ground Floor
Integrated reading-into-writing – how to assess the complexities?
Claudia Harsch
.....
- 15:00 – 15:30** **Spotlight I**
Training
Room I & II,
1st floor
But can they do their job?
Evan Frendo
- Work Lab,**
Ground Floor
Spotlight II
AI in action: learning, teaching, and feedback for digital global citizenship education
Regina Schulz
.....
- 15:30 – 16:00** **Coffee Break**
DO Cafe Area

16:00 – 16:45

Work Lab,
Ground Floor

Keynote II

Through the looking
glass: ethical reflections
on AI in language
learning and assessment

Mariano Felice

.....

16:45– 18:00

Work Lab,
Ground Floor

Panel I

Learning, teaching,
and assessment:
opportunities and
challenges in making
AI productive for
human stakeholders

Barry O’Sullivan

Detmar Meurers

Geoff Stead

Regina Schulz

Chaired by:

Mariano Felice

.....

18:00 – 20:00

DO Cafe Area

Networking & Dinner

Progamme

Day 2

09:00 – 09:45

Work Lab,
Ground Floor

Keynote III

Context, communication and technology: the comprehensive learning systems of the future

Barry O’Sullivan

.....

09:45 – 11:00

Work Lab,
Ground Floor

Panel II

What makes a good test?

Johann Fischer

Katharina Klein

Lars Hoffmann

Magdalena Igiel

Sonja Zimmermann

Chaired by:

Barry O’Sullivan

.....

11:00 – 11:30

DO Cafe Area

Coffee Break

.....

11:30 – 12:30

Training
Room I & II,
1st floor

Workshop I

Real-world integrated academic language assessment: bridging skills for authentic learning

Sonja Zimmermann

Work Lab,
Ground Floor

Panel III

Current challenges and future visions in integrating learning, teaching and assessment

Carolyn Westbrook

Ian McMaster

Phillip Siepmann

Samantha Lewis

Chaired by:

Barry O’Sullivan

12:30 – 13:30
DO Cafe Area

Lunch Break



13:30 – 14:30
Work Lab,
Ground Floor

Workshop II

Effective communication in international teams: new approaches to teaching and testing

Ian McMaster

Training
Room I & II,
1st floor

Workshop III

Inclusive formative assessment for young learners

Samantha Lewis



14:30 – 15:30
Work Lab,
Ground Floor

Panel IV

Real-world communication and the future of (English) language teaching

Alberto Lázaro

Barry O'Sullivan

Evan Frendo

Nathalie Topaj

Chaired by:

Claudia Harsch



15:30 – 16:00
Work Lab,
Ground Floor

Closing Ceremony

Speakers



Claudia Harsch

Claudia Harsch specialises in language learning, teaching and assessment; she is also the director of the Language Centres of the Universities in the Land Bremen.

She has worked in Germany and in the UK, and is active in teacher training worldwide. Her research interests focus on language assessment and educational evaluation, language in the context of migration, language assessment literacy, linguistic preparedness in academic contexts, and the implementation of the Common European Framework of Reference (CEFR). Claudia supervises MA and PhD work in the realm of language learning, teaching and assessment.

Claudia is a member of the editorial board of *Assessing Writing*, of the IRIS advisory group and of the Assessment Advisory Board of the British Council. She was associate editor for *Language Assessment Quarterly* and a member of the ETS Council of Examiners. Claudia is currently immediate past president of ILTA (president from 2023-24), was president of the European Association for Language Testing and Assessment from 2016-2019 and a Member at Large of the ILTA Executive Committee from 2017-2018. She has been convening the EALTA Assessing Writing SIG since 2011.



Evan Frendo

Evan Frendo has been involved in ESP and business English teaching since 1993, primarily within the corporate sector. Based in Berlin, Germany, he divides his time between training, writing, and consulting, travelling widely to work with clients in different parts of the world. He also speaks regularly at conferences and other ELT events, and was the opening plenary speaker at the 2023 IATEFL Conference in Harrogate. He has considerable experience in creating corporate in-house training materials, managing teams of up to 20 writers, and has also authored several coursebooks and methodology books. The latter include "How to Teach Business English" (Pearson, 2005), a staple in business English teacher training courses. His recent projects include training and consulting for the maritime industry, lecturing on the ESP module of the University of Malta's MA TESOL programme, and developing in-house materials for corporate clients.

Please visit www.e4b.de to find out more.





Regina Schulz

Regina Schulz is a teacher at Gymnasium Grootmoor, Hamburg. She works as a teacher educator at the Landesinstitut für Lehrerbildung und Schulentwicklung in the intersection of foreign languages, AI and sustainability, focussing on Global Digital Citizenship. She is a fellow of the Digital and Data Literacy in Teaching Lab (DDitLab) at the University of Hamburg, focussing on the transformation of learning.

Regina publishes her teaching materials as OER on digitallearninglab.de.



Barry O'Sullivan

Professor Barry O'Sullivan OBE has been involved in language testing for over thirty years. He has written extensively on the subject, with over one hundred publications, and has presented his work at conferences around the world on many occasions. He designed and led the development and validation of the British Council's Aptis test and is recognised for his work on the socio-cognitive model of test development and validation. He has also contributed significantly to assessment in education policy through his paper on the Comprehensive Learning System (2020) and his work on localisation in learning systems. Most recently, he has explored the practical application of artificial intelligence and machine learning to language assessment.

Barry is the founding president of the UK Association of Language Testing and Assessment and is a visiting professor at the University of Reading in the UK and a special advisory professor to Shanghai Jiao Tong University in China.

His work has been recognized by the Academy of Social Sciences in the UK (awarded Fellowship in 2016); The Asian Association for Language Assessment (elected to Fellowship in 2017); and by the government of the UK (awarded an OBE in 2019).



Mariano Felice

Mariano leads the artificial intelligence (AI) strategy for language learning and assessment at the British Council. His role involves researching the application of natural language processing (NLP) in language assessment, providing guidance for the development and adoption of AI solutions, and promoting AI literacy and the responsible use of new technologies.

Throughout his career, Mariano has worked on a wide range of topics in NLP for language assessment and published numerous papers in top-tier conferences in his field. He is a regular reviewer and speaker at international conferences, as well as a visiting scholar at the universities of Reading and Cambridge.





Detmar Meurers

Detmar Meurers heads the Language and AI in Education lab at the Leibniz Institut für Wissensmedien (IWM) in Tübingen, where he is also a professor of computational linguistics at the university. His research at the interface of computational linguistics and empirical educational science addresses second and academic language acquisition as well as the use of language in subject-specific learning: from the analysis of linguistic complexity in readability and proficiency classification to the development of intelligent tutoring systems and adaptive search engines.

He conducts randomized, controlled field studies and uses learning analytics to interpret ecologically valid learning process and product data for basic research and for the development of effective digital tools that address real desiderata of educational practice.

Detmar Meurers studied linguistics, computer science and psychology at the University of Tübingen, where he received his doctorate in computational linguistics in 1999. From 2001 to 2008 he was a faculty member at the Department of Linguistics at Ohio State University, where he co-developed the computational linguistics track of the PhD program. In 2008, he was appointed to the Chair of Theoretical Computational Linguistics at the university of Tübingen.



Geoff Stead

Geoff is a visionary digital product leader who builds the teams and visions that blossom into innovation. As Chief Product Officer for Babbel, MyTutor, and Cambridge English, his novel learning tools have empowered millions worldwide.

Geoff is the author of *Engines of Engagement – A Curious Book About Generative AI*, which achieved notable success by landing in Amazon's top 50 business books on AI while simultaneously being offered as a free resource for educators. Bridging strategic leadership and innovative thinking, Geoff divides his professional time between driving product innovation as a Chief Product Officer, providing strategic advice to investors and start-ups, and sharing insights on maximising the potential of AI and learning technologies.



Nathalie Topaj

Dr. Nathalie Topaj has worked for many years as a researcher at the Leibniz Centre for General Linguistics (ZAS) in Berlin and coordinates the Berlin Interdisciplinary Network for Multilingualism (BIVEM). Her research focuses on multilingual language acquisition, language development and language teaching, especially in relation to heritage languages.

In addition to her research activities, she works as a lecturer at the Humboldt University of Berlin and is involved in the development of language support materials and language assessments for multilingual children. She also offers training and advice for educational professionals, parents and institutions.





Johann Fischer

Johann Fischer is the Director of ZESS (Centre for Languages and Transferable Skills) at Georg-August-Universität Göttingen and Head of the Scientific Committee of UNlcert, the German quality label for language teaching, testing and certification in higher education. He is a former Secretary General and President of CercleS, the Confédération Européenne des Centres de Langues de l'Enseignement Supérieur. He is one of the founders of NULTE – the Network of University Language Testers in Europe.

His research focuses on the implementation of the CEFR, task-based teaching & assessment, staff development and change management. He has been coordinator of various European projects with the European Commission and the ECML, e.g. an ECML project developing Guidelines for task-based university language testing ([GULT](#)) and a project on the implementation of the aspects addressed by the CEFR Companion Volume in teaching, learning and assessing languages at university and in vocational training ([VITbox](#)).



Katharina Klein

Katharina Klein works as a test developer for the Goethe-Institut e.V., the Federal Republic of Germany's cultural institute. Her focus is on quality assurance of exams and aligning procedures. Katharina manages various test development projects for different CEFR levels. These include, for example, the standard setting for the Goethe-Zertifikat C1 and the practical use of AI in examinations. Before she joined the test development team, she was in charge of the computer-based adaptive test, Goethe-Test PRO for professionals. She holds a Master's degree in Intercultural German Studies and was a teacher for German as a Foreign Language in Germany as well as abroad.

The Goethe Institut offers worldwide language courses and exams for all levels of German as a Foreign Language for adult and young learners. Since 1991, the Goethe-Institut has been a full member of the Association of Language Testers in Europe (ALTE).



Lars Hoffmann

Dr. Lars Hoffmann is a senior scientific advisor and postdoctoral researcher at the Institute for Educational Quality Improvement (IQB) in Berlin. The IQB supports Germany's 16 federal states in monitoring and improving the quality of their educational systems. Dr. Hoffmann earned his diploma in psychology from TU Dresden and completed his PhD in educational science and psychology at the University of Potsdam.

His research focuses on selective educational opportunities (e.g., private schools, study abroad), educational quality and monitoring, alternatively certified teachers, and teacher diagnostic competencies, particularly in grading practices. As a senior advisor, Dr. Hoffmann is responsible for cooperation with the working level of state ministries, state institutes, and the Standing Conference of the Ministers of Education and Cultural Affairs (KMK), as well as for the promotion of early career researchers at the IQB and for the internationalization of the institute.



Magdalena Igiel

Magdalena Igiel is the Head of Test Development at telc GmbH. She manages the digital language assessment and validation processes. One of her major projects as a test developer involved managing the vocational language test suite development.

She holds a PhD in International Communication from the University of Oklahoma, where she focused on semiotics of social change in international contexts. Prior to joining telc, she taught a variety of in-person, hybrid, and online communication courses at the New York City College of Technology.



Sonja Zimmermann

Dr Sonja Zimmermann is the Head of Product Development, with a focus on testing at g.a.s.t. (Gesellschaft für akademische Studienvorbereitung und Testentwicklung; Society for academic study preparation and test development). She has many years of experience in language assessment development and validation projects, mainly for productive skills.

Sonja holds a PhD in Research into Language Learning and Teaching from the University of Bremen with a focus on integrated writing assessment and is an active member of the academic community. She regularly reviews articles for leading journals in language assessment and presents at national and international conferences.



Carolyn Westbrook

Dr. Carolyn Westbrook is a Test Development Researcher at the British Council. She has worked on a number of testing and assessment development projects and provided language assessment literacy training for teachers around the world.

Formerly an Associate Professor in EFL, Carolyn is a Senior Fellow of the UK Higher Education Academy (now Advance HE) and has worked as a teacher, teacher trainer and materials writer for over 30 years. She has a wide range of experience teaching and assessing General English, Business English, EAP and ESP.



Ian McMaster

Dr. Ian McMaster is a business communication consultant, author, and journalist. He was editor-in-chief of Business Spotlight magazine from 2001 to 2021 and is a former coordinator of IATEFL's Business English Special Interest Group (BESIG).

His latest publication — completely in English despite the German title — looks at the communication skills needed to work effectively in international teams: Trainingsbuch Business English – Kommunikation und Zusammenarbeit in internationalen Teams (with Bob Dignen; Haufe.)



Philipp Siepmann

Dr. Philipp Siepmann is Senior Lecturer in English Language Education at the University of Münster. He was Deputy Professor at the University of Erfurt (2024-2025) and Seconded Teacher at the University of Münster (2019-2024). In his empirical, design-based postdoctoral research project, he developed an integrated concept for teaching and assessing oracy in foreign language education (The OraCycle) in close collaboration with teachers.

He obtained a Ph.D. in 2014 from the Ruhr University Bochum and worked as a teacher for English and (bilingual) Geography at several secondary schools in North Rhine-Westphalia (2014-2019). His research interests include alternatives in assessment, bilingual education/CLIL and cultural learning.



Samantha Lewis

Samantha Lewis is an experienced academic manager, content designer and teacher trainer specialising in young learner language teaching and pedagogy and author of print and digital young learner international ELT publications for Secondary learners.

She works for the British Council in Spain as national academic manager for Secondary learners and leads on the implementation of the British Council Young Learner project-based product, Secondary Plus, to learners aged 12-17. She has recently led on regional and global teacher training of classroom-based assessment which includes a formative assessment cycle and CEFR-linked summative assessment, and focuses on supporting SEND students throughout the assessment process.



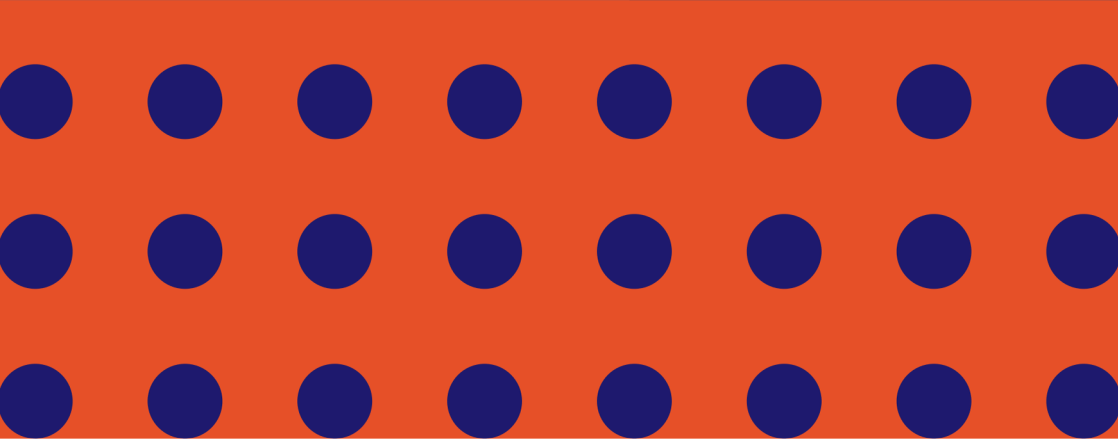
Alberto Lázaro

Alberto Lázaro is Professor of English Philology at the University of Alcalá, Spain, where he has been teaching English literature and applied linguistics since 1987. His research interests include British fiction, with a focus on the historical novel, censorship and translation. He has also conducted extensive research on English language teaching methodology. His contributions to the latter field include the book *Acquisition and Assessment of Communicative Skills: Practical Issues in the English Classroom* (1996) and various essays published in books and academic journals.

One of his notable articles, co-authored with Ana Halbach and Javier Pérez Guerra, titled: “La lengua inglesa en la nueva universidad del EEES” (The English Language in the New University Framework of the EHEA), was published in *Revista de Educación* in 2013. More recently, he co-authored the book chapter “Up for Debate: English Tests in the Spanish University Entrance Exams”, which appeared in *Advances in English and American Studies: Current Developments, Future Trends* (2020). For over 20 years he has been a member of the committee responsible for designing English tests for the university entrance exams. Since 2011, he has chaired the English Linguistic Committee of the CRUE Language Accreditation section, which issues recommendations and addresses requests from universities and other institutions regarding English certification in Spain.



Session Abstracts



Integrated reading-into-writing – how to assess the complexities?

Claudia Harsch

A key requirement for students entering higher education is academic language skills. To elicit these skills, integrated task formats such as summaries or text-based explanations are particularly valuable as they are authentic academic task formats, thus linking assessment to the language use domain. Not surprisingly, integrated writing tasks are also part of the Abitur in Germany, highlighting these important real-world communication aspects.

Assessing such integrated tasks is a challenging endeavour, due to the complexities involved in source-based writing, such as differentiating students' own language and ideas from language and ideas borrowed from the source-text. Hence, despite training, raters often rely on prior experience to evaluate language use and source integration. Notwithstanding a substantial body of research comparing the performance of expert and novice raters (Barkaoui, 2010; Cumming, 1990; Lim, 2011), no consensus has been reached on the impact of expertise on rating quality.

I will report on a mixed-methods study that examined differences between trained novice and expert raters when rating integrated writing tasks with an analytic scale. A series of four writing tasks (summaries and arguments) were administered to Abitur students and first year university students. Ten trained raters (six novice university students and four experienced language teachers from the HE context) rated these text products, using an analytic rating scale with nine criteria. The criteria, which I will also present in the talk, aim to operationalise the complex integrated construct, taking the most salient communicative aspects into consideration. They were also developed with a diagnostic feedback purpose in mind, to formatively report results to students.

For the study reported here, we analysed the ratings of a sub-selection of 72 text products (36 summaries and 36 statements) that were evaluated by all 10 raters to investigate rater severity and inter-rater agreement. In addition, we collected think-aloud protocols with all raters for four texts, and analysed the TAPs with a coding scheme that was based on prior research on rating processes and strategies (Lumley, 2005; Cumming et al., 2002; Crisp, 2012), in order to examine rating processes and strategies.

Results indicate that novices were generally more severe when rating linguistic criteria, but both groups showed similar inter-rater agreement across most criteria. Yet, we found distinct qualitative profiles among both novice and expert raters. These findings suggest that training may have a greater influence on rating quality than expertise. This study aims to contribute to a better understanding of the role of rater expertise on scoring approaches and rating quality in the context of integrated writing assessment.

4 March, 14:15 - 15:00



But can they do their jobs?

Evan Frendo

Many learners of English will need to use it in their workplaces. However, for many in the ELT profession, the world of work is unfamiliar and even uncomfortable. My talk aims to explore this gap and suggest ways to bridge it.

In the first part, we will examine what "English in the workplace" means. Often multilingual, certainly intercultural, inevitably context-specific, and inextricably linked to professional know-how, it offers challenges which learners may not meet in a traditional language learning context. The focus is on *using* the language, not *learning* the language. What defines effective use of English in an international workplace? How can we assess competence in specific contexts? Are teachers equipped to observe and analyze workplace communication and advise learners on avoiding miscommunication in such contexts? How good are our tests, coursebooks, online courses, classrooms, and research in addressing these issues?

In the second part, I will discuss ways to fill this gap. Some methods, like generative AI, informal learning, and microlearning, are emerging but perhaps not yet widely accepted in ELT. Others, such as on-the-job learning, peer coaching, and curation of workplace learning assets, may be less familiar. Not all solutions will be applicable in every context, but the ELT industry needs to be aware of them if it is to remain relevant to learners' needs.

4, March, 15:00 - 15:30



AI in action: learning, teaching, and feedback for digital global citizenship education

Regina Schulz

This session explores resources for educators leveraging AI, framed within the integration of learning, teaching, and assessment. Participants will gain insights into how AI can enhance alignment across these domains to create a cohesive and adaptive educational experience.

Practical examples of human-centered, AI-supported strategies and tools will be showcased and discussed, emphasizing their application in education to foster reflective practices, personalized learning pathways, and meaningful feedback.

Attendees will leave equipped with actionable ideas to integrate AI into their teaching and learning frameworks, moving towards a holistic approach to education in the 21st century.

4 March, 15:00 - 15:30



Through the looking glass: ethical reflections on AI in language learning and assessment

Mariano Felice

In a context of increasing pressure to adopt artificial intelligence (AI) in language teaching, learning and assessment, it is crucial that we take a moment to critically evaluate the tools we use and the ways in which we use them. AI can be a powerful tool, but with great power comes great responsibility.

In this talk, we will explore some of the ethical issues surrounding the use of AI, how an “ethics by design” approach can help identify and mitigate potential risks, and how we can empower stakeholders to make informed decisions.

I will also share our experience at the British Council and the principles we follow to ensure AI is used responsibly, combining the best of human expertise with the transformative power of technology.

4 March, 16:00 - 16:45



Panel - Learning, teaching, and assessment: Opportunities and challenges in making AI productive for human stakeholders

4 March, 16:45 - 18:00



Mariano Felice
Chair



Geoff Stead



Barry O'Sullivan



Regina Schulz



Detmar Meurers

Context, communication and technology: the comprehensive learning systems of the future

Barry O'Sullivan

In this presentation, I will first present an argument in support of the full integration of all elements of a language learning system, presenting a theoretical model (the Comprehensive Learning System) while focusing on the impact of context-of-use on what that learning system might look like and how it might be developed. From this, I will argue that if the system is to be successful, the nature of communication, which is directly linked to the context-of-use, must be fully understood and reflected on the definition of the language construct or constructs that underpin the system.

The reality of our world as we move into the second quarter of the 21st century is that much 'real world' communication is digital and mediated through digital channels (spoken and written). In addition, we are facing an increased focus on human-to-machine communication as opposed to the more traditional human-only model.

All this has led to a de facto change in the nature of the communication construct and how it might be operationalised. The presentation concludes with a conceptual overview of the role technology can play in helping us to build the integrated comprehensive learning systems of the future.

5 March, 09:00 - 09:45



Panel - What makes a good test?

5 March, 09:45 - 11:00



Barry O'Sullivan
Chair



Lars Hoffmann



Johann Fischer



Magdalena Igjel



Katharina Klein



Sonja Zimmermann

Real-world integrated academic language assessment: bridging skills for authentic learning

Sonja Zimmermann

In a rapidly evolving educational landscape, traditional language assessments often fail to reflect the multifaceted demands of real-world academic communication. Integrated tasks that combine reading, listening, writing, and speaking skills offer a promising alternative to traditional discrete-skill assessments by promoting authentic language learning. However, they also pose significant challenges in terms of task design and scoring. This workshop will explore both the opportunities and the complexities of developing and implementing integrated academic language assessments. Participants will examine key principles behind integrated tasks, focusing on their ability to assess language proficiency more authentically.

We will discuss how these tasks promote higher-order thinking by requiring learners to synthesise information from multiple sources and produce coherent written or spoken responses, thereby bridging essential academic skills with practical language use.

The workshop will also address practical challenges, including task authenticity and maintaining fairness and consistency in scoring practices. Through interactive discussions and case studies, participants will reflect on the benefits and risks associated with integrated assessments. By the end of the session, they will have a clearer understanding of how to create tasks that align with real-world language use while managing the challenges of scoring and implementation

5 March, 11:30 - 12:30



Panel - Current challenges and future visions in integrating learning, teaching and assessment

5 March, 11:30 - 12:30



Barry O'Sullivan
Chair



Philipp Siepmann



Carolyn Westbrook



Samantha Lewis



Ian McMaster

Effective communication in international teams: new approaches to teaching and testing

Ian McMaster

More and more people need to use English to work in international teams, whether as leaders or team members, face-to-face or remotely. This can be stimulating but inevitably involves collaborating with people who have different communication styles and working styles. And this can lead to miscommunication, misunderstandings and conflict.

The typical problems that are identified when discussing international teamwork are language issues, cultural issues, and problems relating to working remotely and/or working in different time zones.

Although such factors are often present — and can indeed cause difficulties — they are often not the underlying problems, which lie more in the mindsets, attitudes and behaviour of the individual team members and leaders.

This suggests that we need different approaches to both teaching and assessing communicative competence in international teamwork.

On the one hand, team members and leaders need to be encouraged to reflect on and self-assess their own attitudes and behaviour, and to consider what they could do differently to become more effective communicators. The use of short “critical incidents” — which involve some kind of communicative misunderstanding or breakdown — can be very helpful in raising awareness of the idiosyncratic nature of our perceptions and the need for a more flexible mindset.

On the other hand, we need to develop more relevant tools for assessing flexible mindsets and effective communicative competence in international teams.

This talk will provide suggestions for how we can proceed on both fronts and encourage participants to share their experiences and try out new approaches.

5 March, 13:30 - 14:30



Inclusive formative assessment for young learners

Samantha Lewis

A comprehensive approach to assessment allows learners to engage in the learning process and see their progress. Our approach to assessment in British Council Teaching Centres states that students learn best when they understand the objectives, receive feedback, reflect, and identify gaps in their learning in order to move it forward. However, a dysregulation of executive functions can get in the way of this process for students with Specific Educational Needs and Disabilities (SEND) and hinder progress.

We will look at a model that provides both structure and flexibility to support inclusive classroom practice while setting SEND learners up for success and enabling them to make progress.

Participants will focus on practical ways to help SEND learners externalise key areas to better manage important information, problem solving and time. We will then look at how to introduce flexibility into the learning process to cater for specific student needs.

Finally, we will explore ideas to scaffold both spoken and written tasks during the formative assessment cycle. These will equip SEND learners with the linguistic support and confidence needed to meet task objectives, reflect on their progress and become more successful in their language learning. This practical workshop is for anyone interested in implementing inclusive formative assessment in the young learner classroom and in supporting learners to achieve their potential.

5 March, 13:30 - 14:30



Panel - Real-world communication and the future of (English) language teaching

5 March, 14:30 - 15:30



Claudia Harsch
Chair



Evan Frendo



Albert Lázaro



Nathalie Topaj



Barry O'Sullivan





About the British Council

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world. We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained. We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly and with 791 million overall, including online and through our broadcasts and publications.