

New Directions Series

**English Language Assessment
Conference**

10 March 2023, Tashkent, Uzbekistan

Contents

Welcome Message from the Country Director	3
Welcome Message from the Conference Chair	4
About New Directions	5
British Council in Uzbekistan.....	5
Thank You to our New Directions 2023 Partners	6
Conference Themes	7
Agenda	8
Speakers	10
Plenary Speakers:.....	10
Interactive Discussion: (10.40-11.10).....	14
Pitch panel (12.20-13.00):.....	16
Parallel Workshops (13.00-14.15 / REPEATED: 14.20-15.00)	18
Map of venue	21

Welcome Message from the Country Director

A very warm welcome to all delegates attending our second New Directions Series English Language Assessment Conference in Uzbekistan. While it's our second New Directions Series Conference, it is the first face-to-face conference, and we're really delighted to have the opportunity to come together with some excellent international and local professionals working in the field.

This conference is held in the context of the 'Year of Quality Education' in Uzbekistan in 2023 and the ongoing reforms taking place across the country. It's an exciting time to be working in education, and this event brings together Uzbek and UK expertise to discuss assessment-related challenges and solutions as part of a holistic approach to teaching, learning and assessment. The conference provides a forum to discuss how language assessment can drive and shape educational reform.

The British Council has been working in Uzbekistan for over 26 years, supporting the Government of Uzbekistan's ambitions in education, English and arts and culture. In recent years, we have worked with the Ministry of Pre-School and School Education on the development of a national English curriculum delivery strategy, helped reform pre-service teacher training (PRESETT) across 18 universities in Uzbekistan, and we are currently working on a new PRESETT assessment module. We co-chair with the Ministry, the English Reform Steering Group, which aims to ensure a holistic approach to teacher education and to the main drivers of reform. In addition, we deliver teacher training support through our Online Teacher Community to over 4,000 public school teachers of English in Uzbekistan each year. As a global leader in English language teaching and assessment solutions, we also deliver thousands of UK English language qualifications in Uzbekistan each year.

I very much hope you enjoy the day and take full advantage of the excellent platform for networking and knowledge sharing that New Directions provides.



Denise Waddingham
Country Director Uzbekistan

Welcome Message from the Conference Chair

I would like to welcome you to the 2nd New Directions Series English Language Assessment Conference in Uzbekistan.

The New Directions Series events focus on specific country contexts and seek to connect key stakeholders in continuing discussion around the key topics in language assessment and reform relevant to local contexts.

This year, I am proud to present a high-quality programme and to welcome a range of international and local speakers and influencers around the topic of *English Reform and Quality Education. 2023* is the year of Quality Education in Uzbekistan, and it is an honour to chair an event which will discuss the pivotal role of assessment in ensuring education systems are effective and quality driven.

The themes and speakers have been carefully selected to resonate with current shifts in education systems and new developments in the field of language assessment. However, what makes New Directions truly unique is you, the audience. By convening a diverse audience, we aim to drive dialogue, not only at the academic, ministry or classroom levels, but between different stakeholders from across the region and the globe to develop understanding, overcome challenges and find solutions together. We see diversity of know-how, skills and experience as the key to achieving successful outcomes.

We would like to express our sincere appreciation to all our official partners for their ongoing support, and to the Ministry of Pre-School and School Education and for their active participation and engagement.

We sincerely hope you leave the conference with new insights, new ideas and new partners in language assessment and educational reform that bring positive impact to our learning systems of the future.



Aidan Holland
Manager, Assessment Solutions Projects
British Council

About New Directions

New Directions in English Language Assessment is the British Council's flagship language testing and assessment conference. Since its establishment in 2013, the conference has celebrated 12 editions, ten in East Asia and two in Latin America. The conference provides perspectives and insight on trends and approaches in English language assessment at a local, regional, and international level.

New Directions aims to:

- 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

British Council in Uzbekistan

We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide.

We uniquely combine the UK's deep expertise in arts and culture, education and the English language, our global presence and relationships in over 100 countries, our unparalleled access to young people and influencers and our creative sparkle.

We work directly with individuals to help them gain the skills, confidence and connections to transform their lives and shape a better world in partnership with the UK. We support them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications.

Our centre in Uzbekistan was established in 1996. We are here to create learning and development opportunities for people in Uzbekistan by providing access to information, ideas and expertise from the UK and around the world.

We aim to work with partners countrywide and our priorities are to support:

- Education and training needs of young people in Uzbekistan
- Development of reform policies
- English language learning needs of teachers and students
- Creative communities and building cultural links with the UK
- Social development

Thank You to our New Directions 2023 Partners

The British Council would like to thank the following institutions and people for their help in organising the New Directions Series English Language Assessment Conference 2023:

- The Ministry of Pre-school and School Education of the Republic of Uzbekistan and the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan for being inspiring partners in shaping our portfolio in Uzbekistan to contribute to national education reform
- The Uzbek State World Languages University for being long term partners in English reform and for being gracious hosts of this conference
- National PRESETT team and all our speakers and contributors to the programme for making the conference relevant to the needs of all stakeholders in Uzbekistan



MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



Conference Themes

The four themes outlined below have been chosen in consultation with major English reform partners in order to best implement the educational reform ambitions in Uzbekistan. The conference is being held in the 'Year of Human Care and Quality of Education' in Uzbekistan announced by the President of the Republic of Uzbekistan.

<p>1. Holistic Approaches to Language Education Reform: Implementing a Comprehensive Approach to Language Teaching, Learning and Assessment</p> <p>This theme will consider the importance of ensuring the key elements of education and learning systems (curriculum, delivery and assessment) are aligned.</p> <p>Key theories/concepts:</p> <ul style="list-style-type: none">• Comprehensive Learning System (O'Sullivan, 2020)• Common standards (e.g., CEFR)• Assessment in teacher education (PRESETT, INSETT, CPD)	<p>2. Realising Potential: Policy, Engagement, and Impact</p> <p>This theme will explore how language assessment policy is shaped and implemented, and its impact on education.</p> <p>Key theories/concepts:</p> <ul style="list-style-type: none">• The role of assessment in language policy creation, reform and implementation• Working with stakeholders
<p>3. English for 21st-century Work, Study and Personal Needs: The Case for Four-skills Testing</p> <p>This theme will discuss the importance of four skills testing as a way of ensuring positive impact and washback in the classroom.</p> <p>Key theories/concepts:</p> <ul style="list-style-type: none">• Four-skills testing• Positive impact and washback	<p>4. Quality Assurance in English Language Education through Quality Assessment Practices and Products.</p> <p>This theme will address the importance of formative assessment for improving teaching and learning of English as well as the importance of sound assessment practices to provide evidence of gains in proficiency and accountability for spending on language teaching and learning initiatives.</p> <p>Key theories/concepts:</p> <ul style="list-style-type: none">• Quality assurance• Formative and summative assessment

Agenda

Time	Activity	Details
08.30 -09.30	Registration	Registration
09.30 -10.00	Opening & Housekeeping	Alisher Abidjanov, <i>Vice Rector, Uzbek State World Languages University</i> , Denise Waddingham, <i>Country Director British Council Uzbekistan</i> , H.E. Tim Torlot, <i>British Ambassador to Uzbekistan, Ministry of Higher Education</i> (representative TBC).
10.00 -10.40	Plenary 1	Building Better Learning Systems: The CEFR and the Comprehensive Learning System Professor Barry O'Sullivan, <i>British Council</i>
10.40 -11.10	Interactive Discussion	Implementation of the Comprehensive Learning System in Uzbekistan Aidan Holland, <i>British Council (Discussion Chair)</i> Professor Barry O'Sullivan, <i>British Council</i> Avazbek Abbosov, <i>Agency for Assessment of Knowledge and Competences</i> Sardor Radjabov, <i>Department of Education Quality Assessment, Licensing and Accreditation within the Ministry of Pre-school and School Education</i> Kamola Muradkasimova, <i>Uzbek State World Languages University</i>
11.10 -11.40	Tea Break and Networking	
11.40 -12.20	Plenary 2	Teacher Education and Assessment: PRESETT Assessment Module Yayra Abduraimova & Nodira Isamukhamedova, <i>Uzbek State World Languages University</i>
12.20 -13.00	Pitch Panel	Holistic Education Reform: Overcoming the Challenges Aidan Holland, <i>British Council (Panel Chair)</i> Elena Volkova, <i>Westminster International University in Tashkent</i> Nilufar Begibaeva, <i>British Council Uzbekistan</i> Erkin Mukhammedov, <i>Westminster International University in Tashkent</i> Umida Khakimova, <i>Agency for Specialised Educational Institutions</i> Eleanora Menglieva, <i>Mercy Corps</i>

13.00 -14.15	Lunch			
14.15 -14.55	Parallel Workshops	Assessing Writing through Authentic Tasks Erkin Mukhammedov, Elena Volkova <i>Westminster International University in Tashkent</i> Svetlana Khan, <i>Mercy Corps.</i>	Understanding and Applying Formative Assessment in the Classroom Aidan Holland, <i>British Council</i> Yayra Abduraimova, <i>Uzbek State World Languages University</i>	Looking at Equality, Diversity and Inclusion) (EDI) in Language Testing and in the Classroom Gemma Bellhouse, <i>British Council</i> Andrey Maksakov, <i>British Council Uzbekistan</i> Jamilya Gulyamova, <i>British Council Uzbekistan</i>
14.55 -15.00	<i>Break</i>			
15.00 -15.40	Parallel Workshops	Assessing Writing through Authentic Tasks Erkin Mukhammedov, Elena Volkova <i>Westminster International University in Tashkent</i> Svetlana Khan, <i>Mercy Corps.</i>	Understanding and Applying Formative Assessment in the Classroom Aidan Holland, <i>British Council</i> Yayra Abduraimova, <i>Uzbek State World Languages University</i>	Looking at EDI (Equality, Diversity and Inclusion) in Language Testing and in the Classroom Gemma Bellhouse, <i>British Council</i> Andrey Maksakov, <i>British Council Uzbekistan</i> Jamilya Gulyamova, <i>British Council Uzbekistan</i>
15.40 -16.00	Tea Break and Networking			
16.00 -16.40	Plenary 3	Promoting Equality, Diversity and Inclusion (EDI) in Testing Gemma Bellhouse, <i>British Council</i>		
16.40- 17.00	Closing	Denise Waddingham, <i>Country Director British Council Uzbekistan</i> , Alisher Abidjanov, <i>Vice Rector, Uzbek State World Languages University</i> Keshav Sreedharan, <i>British Council Regional Exams Director Wider Europe</i>		

Speakers

The speakers at the 2nd New Directions Series English Language Assessment Conference in Uzbekistan include key thought leaders, policy makers, educational experts and tertiary education specialists in the field of English Language Assessment.

Plenary Speakers:

Plenary 1 (10.00-10.40): Building Better Learning Systems: The CEFR and the Comprehensive Learning System

Professor Barry O'Sullivan OBE



Barry has been involved in language testing for thirty years and during this time has written extensively on the subject and well as presenting his work at conferences around the world on hundreds of occasions. His work includes the development and validation of the British Council's Aptis test (2012) and more recently the conceptualization of the socio-cognitive model of test development and validation. He 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 the 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).

Barry has conducted research into factors affecting spoken performance, assessing rater behaviour, assessing speaking and writing, specific purpose assessment, benchmarking English language tests and materials to the Common European Framework of Reference for Languages and standard setting in professional contexts. Most recently, he has explored the application of artificial intelligence and machine learning to language assessment.

In addition to his work in the area of language testing, Barry has taught in Ireland, England, Peru and Japan.

Areas of expertise

- Issues related to performance testing
- Test development and validation
- Testing and Assessment in Learning Systems
- Test-data management and analysis

Abstract

In this talk, I propose that for learning programmes to function efficiently they should be seen as a system. Within the system the three core elements (curriculum, delivery, assessment) must be based on a single philosophy of learning supported by a clearly defined model of language ability and progression and underpinned by a measurement model.

The system itself does not exist in a vacuum, but instead, is situated within a specific educational and social context, which is defined by the key stakeholders who comprise that context. In addition to meeting the academic and pedagogic requirements of the three core elements, for a system to work well and be accepted, a clearly described theory of action based on the needs and expectations of the key stakeholders is critical, as is the need to communicate with these groups and individuals in a timely and appropriate manner. In this way, the social consequences (both intended and unintended) of the implementation of the system can be closely monitored and effectively dealt with. All of this thinking is reflected in two approaches to test development and validation: the Comprehensive Learning System (O'Sullivan, 2020) and the Integrated Arguments approach (Chalhoub-Deville and O'Sullivan, 2020). All of this is supported by the CEFR, which forms the basis of the underlying language model and the teaching, learning and assessment (TLA) philosophy that will drive the whole system.

Plenary 2 (11.40-12.20): Teacher Education and Assessment: PRESETT Assessment Module



Nodira has initiated, ran and participated in several national and international educational projects in Uzbekistan, South and Central Asia, and Canada. Nodira is also the founder of English Language Teachers from Uzbekistan and Mentor Hub social projects aimed at providing professional support to teachers and learners.

Nodira Isamukhamedova, Hornby Alumni (2004-2005), PhD in Linguistics, Master's degree in TESOL, University of Leeds, Project Management Certificate (University of Toronto, Canada) has 20+ years in education, teaching English, online education, materials and curriculum design. Currently, she is the Senior Lecturer at Westminster International University in Tashkent leading the Master's in Teaching and Learning programme. She is also the National Academic Coordinator to the British Council PRESETT assessment module development project.



Yayra Abduraimova started teaching English at Uzbek State World Languages University in Tashkent. Yayra is a self-directed, action-oriented English Language teacher with over 22 years of experience in education. She is a co-author of a number of books on English Language teaching. She has been involved in several projects of the British Council. Yayra has extensive experience in developing curriculum as well as conducting teacher training. She gained her International TESOL and CELTA certifications to broaden her opportunities in teaching English and attended trainer courses in Norwich Institute of Language Education (NILE).

Abstract

Recent national reforms in foreign language teaching and learning require significant change in English teaching across education sectors. These changes include the alignment of the curriculum, resources and teaching practices with assessment as well as the possible use of international examinations such as IELTS and Aptis for purposes of national benchmarking, university entrance and employment. To respond to these changes in Uzbekistan and based on the recommendation of the 1st New Directions Series English Language Assessment Conference organised in Uzbekistan on 15-17 November 2021, the British Council and PRESETT universities agreed to develop a new Assessment Module for the national PRESETT programme in Uzbekistan. This new module is to be implemented in over 18 universities preparing future teachers of English. This presentation will share the highlights of the baseline study on identifying the current status of assessment literacy of pre-service teachers of English across Uzbekistan. Presenters will also share how the Comprehensive Learning System is implemented in the revised/developed modules. The presentation will cover the expected learning outcomes and indicative content which includes not only principles and purposes of assessment, assessing language skills but also consideration of diversity and inclusivity in assessment.

Plenary 3 (16.00-16.40): Promoting Equality, Diversity and Inclusion (EDI) in Testing



Gemma Bellhouse is the Test Quality Assurance Manager within the Global Assessments team at the British Council. She has been working in the quality assurance, production and management of language tests since 2015 and is especially impassioned by topics of Equality, Diversity and Inclusion (EDI) in language testing. Gemma holds an MSc from Oxford in Applied Linguistics & Second Language Acquisition and plans to begin a PhD in 2023 on the topic of gender differences in language testing. She published a book chapter on her MSc study focused on classroom washback and training teacher-examiners within the Springer book *Teacher Involvement in High Stakes Language Testing*. Next year along with her British Council colleagues Dr Johanna Motteram and Richard Spiby, she will publish EDI research and data in the prestigious journal *Language Testing* on special accommodations for a Global Assessments test that is currently delivered in Singapore. Her other research interests and work experience include language learning strategies, item writer training and corpus linguistics.

Abstract

The British Council produces both international and localised standardised English language tests, and in recent years has committed to creating test content that is compliant with our commitment to Equality, Diversity and Inclusion (EDI) as well as ensuring inclusive test accessibility. As such, test candidates taking Aptis or other tests such as IELTS may notice a shift to more diverse and culturally inclusive test content and should prepare themselves for these potential changes. This presentation will focus on answering the questions: 'How can test developers incorporate accessibility into ongoing test operations?' and 'How can teachers make their students' test preparation and classroom materials more EDI-focused?' In this presentation, aspects of EDI that can impact on the testing experience and test scoring will be considered. These aspects include increasing familiarity with other cultures and scenarios, considering gender and power roles and increasing familiarity with a range of accents. Practical techniques will be discussed for use in their classroom, namely, how to choose, adapt and create EDI-compliant images, audios and texts.

Interactive Discussion: (10.40-11.10)

In the Interactive Discussion, the speakers will hold an informal discussion related to the implementation of the Comprehensive Learning System (CLS). The speakers discuss the ways in which the CLS has been applied to the local context or to international contexts with relevance to Uzbekistan.



Aidan Holland (Discussion Chair) is working as Manager, Assessment Solutions Projects in Wider Europe for the British Council. He has been working for the British Council in a variety of roles since 2009. He has over 20 years international experience in teaching and teacher training and almost a decade of experience in academic management positions. He holds an MA in TEFL/SL from the University of Birmingham and is currently completing a second MA in Language Testing with the University of Lancaster. He is currently based in Spain.

Speakers:



Professor Barry O'Sullivan OBE Barry has been involved in language testing for thirty years and during this time has written extensively on the subject as well as presenting his work at conferences around the world on hundreds of occasions. His work includes the development and validation of the British Council's Aptis test (2012) and more recently the conceptualization of the socio-cognitive model of test development and validation. He 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 the Shanghai Jiao Tong University in China.



Avazbek Abbosov is currently the chief specialist of the department of assessment of foreign language proficiency at the Agency for Assessment of Knowledge and Competences under the Ministry of Higher Education, Science and Innovation. Before working at the Agency, Avazbek worked as an English language teacher and has experience with teenagers and adults, and is well-versed with the English language, modern teaching approaches, and assessment methods. He has an MA in TEFL/SL from Webster University. Avazbek has a particular interest in language assessment. He has been responsible for developing rating scales for speaking and writing examinations, training the raters, as well as the statistical analysis and quality assurance of language proficiency test at the Agency for Assessment of Knowledge and Competences under the Ministry of Higher Education, Science and Innovation.



Sardor Radjabov is currently Director of the Department of Education Quality Assessment, Licensing and Accreditation within the Ministry of Pre-school and School Education. Previously he held the position of Deputy Director of State Test Center under the Cabinet of Ministers of the Republic of Uzbekistan where he contributed to improving the quality and transparency of university entrance exams. He was also involved in several projects to develop tests for university candidates and teachers in Uzbekistan and more specifically, he was tasked with providing validation for a multi-level English proficiency test in order to gain international recognition. In addition, his duties included launching international language tests in Uzbekistan. He is currently

expanding cooperation with British Council, Cambridge Assessment, ETS, CITO and other international organizations to improve assessment in Uzbekistan. He constantly attempts to develop professionally and implement the latest experience in the field of assessment in Uzbekistan.



Dr Kamola Muradkasimova is an associate professor at the Uzbek State World Languages University. Her main area of investigation is Language Testing and Assessment. She has conducted research in this particular field and has a number of publications. In 2022 she obtained her DSc (Doctor of Science) degree.

Pitch Panel (12.20-13.00):

In the Pitch Panel, a series of panellists will each briefly present a solution to a specific assessment challenge in Uzbekistan. The objective is for the panellists to persuade the audience of their solution. The panellists respond to questions from the Chair of the panel and from the audience at the end of the presentations.



Aidan Holland (Panel Chair) is working as Manager, Assessment Solutions Projects in Wider Europe for the British Council. He has been working for the British Council in a variety of roles since 2009. He has over 20 years international experience in teaching and teacher training and almost a decade of experience in academic management positions. He holds an MA in TEFL/SL from the University of Birmingham and is currently completing a second MA in Language Testing with the University of Lancaster. He is currently based in Spain.

Pitch: The Importance of Backward Design



Elena Volkova started her professional career as an English Language teacher in 1994 and after six years of teaching at a secondary school, she moved to teacher training in 2000. Initially, her training activity was only focused on language teachers but eventually she moved to general education. In 2004 Elena joined Westminster International University after graduating from her MEd in Trainer Development from the University of Exeter. Over the years at Westminster, she tried herself in different roles - leading the English Language area, leading the faculty, taking the responsibility for colleagues' professional development and currently she is responsible for the MA in Learning and Teaching, the only British validated course in Central Asia. She also has vast

experience in consultancy on teaching and learning and curriculum development.

Pitch: The Use of Teacher Self-Assessment using British Council's CPD Framework for Teachers



Nilufar Begibaeva joined British Council Uzbekistan as English Projects Manager in 2021. Previously she was the Head of Testing and Assessment Department at the Innovation Pedagogical Centre at Uzbek State World Languages University, senior teacher at Andijan State University, UNDP Andijan region site administrator and Mercy Corps DIPECHO project instructor. Nilufar has been actively involved in volunteer work including being Head of Uzbekistan Teachers of English Association (UzTEA) in Andijan region from 2008 to 2013. Nilufar is a Hornby alumna and graduated from the University of

Warwick majoring in Testing and Assessment and minoring in Teacher Education Development.



Pitch: Improving Stakeholders' Assessment Literacy is Vitaly Important

Erkin Mukhamedov is a senior lecturer in the School of Law, Technology and Education at Westminster International University in Tashkent, where he has been a faculty member and consultant to many local and international development agencies for 15 years. Erkin has extensive experience in English language teaching and testing in Uzbekistan. He is involved in many educational reform projects in Uzbekistan including a train-the-trainers programme. He was also involved in baseline studies conducted in Uzbek research universities

where English is taught for research and teaching purposes. Erkin has also been a trainer in various educational projects (e.g., TRED- training for research enterprise development, Cultural skills) and organizations such as Advance HE (UK), etc. His professional interest areas include assessment and continuing professional development. He earned an MA from the University of Warwick (UK) specializing in testing and assessment.



Pitch: Importance of Implementation of Learning Oriented Assessment in EFL Classes at Secondary Schools in Uzbekistan

Umida Khakimova is currently working for the Agency for Specialised Educational Institutions. She is involved in several English teaching projects, including Teaching Excellence and Achievement, 21st Century Learning Explorer, American English Live and UzTEA. Umida received a BA in English Language and Literature in 2005 and then went on to take an MA in TESOL (with distinction) from the University of Warwick.



Pitch: The Need for Formative Assessment Practices in Preschools

Eleanora Menglieva was awarded the Hornby Educational Trust Scholarship in 2018. She holds an MA in TESOL from the University of Warwick, UK. She has been involved in various educational projects mainly related to language assessment, teacher research and teacher professional development. Currently, she is working on the preschool education programme as the Deputy Chief of Party at Mercy Corps in Uzbekistan and leading the Network of Teacher Researchers in Uzbekistan (NETRUZ).

Parallel Workshops (13.00-14.15 / REPEATED: 14.20-15.00)

Assessing Writing through Authentic Tasks

Traditional tests and exams may be useful in providing a snapshot of students' mastery of certain subject knowledge. However, these assessments may not be able to provide information about how students could apply this knowledge beyond their classroom. The use of Authentic Assessment, which will vary by discipline, can be an effective way to demonstrate the extent to which students can successfully transfer knowledge and skills to the real world. This session is based on a case-study and will introduce participants to the principles and types of authentic assessment in writing. It will also emphasize the importance of both the product and the process in authentic tasks for assessing writing. By the end of the session the participants will understand the importance of Authentic Assessment, its principles, and types in assessing writing.



**Erkin
Mukhamedov**
(see bio above)



**Elena
Volkova**
(see bio above)



Svetlana Khan
(see bio below)

Understanding and Applying Formative Assessment in the Classroom

Formative assessment has clear benefits for classroom practice. It enables teachers to better monitor and modify instruction and motivates students by making learning objectives more transparent. Despite the importance of formative assessment, few teachers receive formal training in its design and execution in the classroom. This may be the reason why teachers find that classroom assessments have limited success in improving student learning. This workshop will start by considering the difference between formative and summative assessment before moving on to consider formative assessment in more depth. In order to better understand the underlying principles of formative assessment, participants will discuss a number of practical scenarios in which it is used to good effect. By the end of this hands-on workshop, participants will have gained a better understanding of the nature of formative assessments and the challenges to its effective implementation.



Aidan Holland
(see bio above)



Yayra Abduraimova
(see bio above)

Looking at Equality, Diversity and Inclusion (EDI) in Language Testing and in the Classroom

The British Council produces both international and localised standardised English language tests, and in recent years has committed to creating test content that is compliant with our commitment to Equality, Diversity and Inclusion (EDI) as well as ensuring inclusive test accessibility. In this workshop, we will look at the development of different types of EDI policies with a hands-on and interactive approach. Participants will be invited to discuss their students' needs and to focus on the questions: 'How can I develop EDI standards to meet the needs of my students?' And 'To what extent can I meet the needs of EDI students in teaching, learning, and testing without compromising the experience or the validity of the test?'



**Gemma
Bellhouse**
(see bio above)



**Jamilya
Gulyamova**
(see bio below)



**Andrey
Maksakov**
(see bio below)

Svetlana Khan holds an M.Ed. in Trainer Development from the University of Exeter, UK and is currently working as a material development consultant in the Mercy Corps in Uzbekistan. Her fields of interest include development of educational curricula and syllabi, teacher training and material design for learners at all levels and sectors of the educational system.

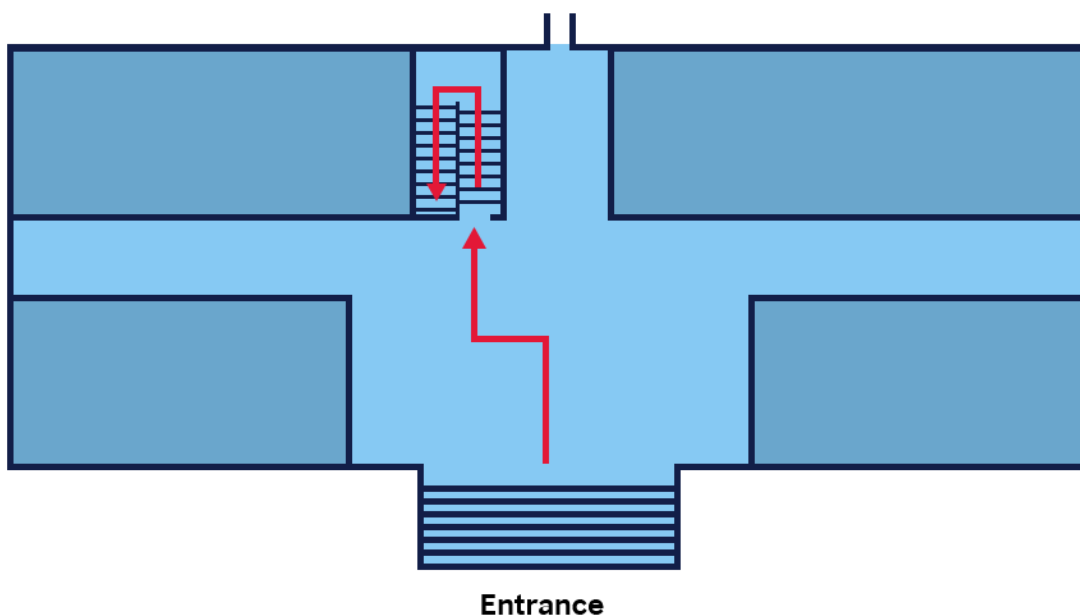
Jamilya Gulyamova is Deputy Director British Council Uzbekistan. Jamilya joined the British Council in 2001. Prior to this she was Head of the English Language Department at the National Foreign Languages Institute and a senior lecturer at the Banking and Finance Academy of Uzbekistan. In 1996 Jamilya established the Uzbekistan Teachers of English Association (UZTea) and held the position of Association President until 2001. Jamilya has 20 years of experience in managing and supervising complex large-scale international, regional and national and international projects in areas including quality assurance in higher education, curriculum reform, educational leadership, internationalizing standards of English language teaching, and education for the creative industries. She holds a PhD from the National University of Uzbekistan in linguistics and a number of internationally recognised certificates from UK universities in online education, monitoring and evaluation and return on investment. She has published in international peer reviewed education journals on language and development, continuing professional development and reform and quality assurance in education. She has also presented at national and international conferences including IATEFL UK, TESOL USA and Going Global.

Andrey Maksakov is the Head of Exams at the British Council Uzbekistan. In this role he oversees effective and efficient delivery of UK examinations for the British Council across Uzbekistan. Andrey is also responsible for the establishment and maintenance of key stakeholders and partner relationships in Uzbekistan for existing and emerging British Council initiated and led assessment projects and programmes. In 2001, Andrey graduated from Tashkent State Teacher Training University with a major in English language and is currently pursuing an MBA from the University of London. Before joining the British Council, Andrey worked in business consulting and was responsible for several commercial development initiatives. He also has extensive experience in the field of international trade and export/import operations as he worked in industry for 11 years in various roles. Andrey combines his educational, commercial and project management skills in his role at the British Council to create opportunities for students, teachers and employees in Uzbekistan through UK qualifications and assessment tools.

Map of venue

The conference will take place in the premises of the Uzbek State World Languages University, 2nd floor, **room #.**

1st Floor:



2nd Floor:

