



Curtin University

*8th International Conference on TESOL:  
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: **Thursday, Aug 10, 2017**

Time: **15:40-16:45**

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Presenter/s: **Dr. Jamie DUNLEA**

**Bio:**

Dr. Jamie DUNLEA is a Senior Researcher for the Language Assessment Research Group at the British Council, based in London. He works on a range of language test development and validation projects for assessment systems designed and developed by the British Council, as well as collaborating on projects with researchers and organizations internationally. Jamie joined the British Council in 2013, and was previously Chief Researcher at the Eiken Foundation of Japan, a not-for-profit organization which develops and administers EFL examinations in Japan. He has 25 years of experience working in EFL education, first as a teacher, then in test development and production and assessment research. His research interests include standard setting in relation to the CEFR and integrating the latest developments in validity theory with the experience and expertise of educational and assessment practitioners working in local contexts. Further information:  
<https://www.britishcouncil.org/exam/aptis/research/assessment-group/jamie-dunlea>

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Title: **Designing Tasks for Speaking Tests for University Students**

**Abstract:**

Working with test tasks is an increasingly important role for many teachers, either creating them for use within a class or institution, or using them to help students prepare for high-stakes assessments. This workshop will focus on developing test tasks for assessing speaking. Underlying all good test tasks is an explicit design template referred to as a specification, or spec. The task spec should not only make clear what the purpose of the task is, but also clearly identify criterial features of both any input and also of the expected output. We will begin by exploring an example of how to design test specifications for speaking, and what features need to be included in such a specification. We shall also look at some tools for identifying what kind of performance a speaking task needs to elicit, and how to evaluate it. We will focus mainly on the context of university language education, and consider what aspects of speaking are most relevant for these students, and how we might develop appropriate tasks to evaluate these features.