

ALTE
PARIS
2014

ALTE 5th International Conference

La 5ème conférence internationale ALTE

Language Assessment for Multilingualism

L'évaluation linguistique pour le multilinguisme

10 – 11 April 2014 | 10 – 11 avril 2014

Programme



Conference
Co-organiser



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Introduction

Welcome from the ALTE Manager

I would like to welcome you all to the ALTE 5th International Conference to discuss the theme '*Language Assessment for Multilingualism: promoting linguistic diversity and intercultural communication*'.

The conference is an opportunity for us to continue an established tradition of discussion and debate amongst the broadest range of delegates – from those closely involved in language assessment theory and practice, to the policy-makers responsible for national language strategies. Like our previous international conferences in Barcelona (2001), Berlin (2005), Cambridge (2008), and Kraków (2011), this promises to be an enriching and engaging event, delivering valuable insights and making a real contribution to one of the most important areas where the language, assessment community can make a significant contribution to society.

Since ALTE's first meeting in 1990, we have grown to include 34 members representing 26 languages, as well as around 30 institutional affiliates and several hundred

individual affiliates around the world. The diversity of our membership adds value to our discussions, enabling us to share knowledge and best practice and encourage open dialogue. In the last two decades we have come a long way in increasing understanding and developing a common standard for language assessment throughout Europe, and this conference is an important part of this ongoing process.

I would like to thank our colleagues at CIEP (Centre international d'études pédagogiques) for their help and support in co-organising this conference and for their continuing support for ALTE's work.



Dr Michael Milanovic
ALTE Manager

Introduction

Mot de bienvenue du Directeur d'ALTE

J'aimerais vous souhaiter la bienvenue à la 5ème Conférence internationale ALTE au cours de laquelle nous aborderons le thème de « *l'évaluation linguistique pour le multilinguisme : promouvoir la diversité linguistique et la communication interculturelle.* »

Cette conférence est l'occasion pour nous de perpétuer la tradition que nous avons établie, consistant à organiser discussions et débats avec le plus grand nombre de participants possible : de ceux impliqués de près dans la théorie et la pratique de la conception des examens de langue, jusqu'aux décideurs responsables des stratégies linguistiques nationales. Comme nos précédentes conférences internationales à Barcelone (2001), Berlin (2005), Cambridge (2008) et Cracovie (2011), celle-ci promet d'être un événement enrichissant et captivant, qui permettra d'obtenir des points de vue intéressants et d'apporter une réelle contribution à l'un des secteurs les plus importants, là où la communauté de l'évaluation en langue peut jouer un rôle déterminant au sein de la société.

Depuis le premier rassemblement ALTE en 1990, nous nous sommes développés au point de compter aujourd'hui 34 membres qui couvrent 26 langues, ainsi

qu'environ 30 institutions affiliées et plusieurs centaines d'affiliés individuels. La diversité de nos membres est pour nous l'occasion d'alimenter nos discussions et nous permet ainsi de partager nos connaissances et nos bonnes pratiques, tout en encourageant les dialogues ouverts. Ces vingt dernières années, nous avons fait du chemin en ce qui concerne l'amélioration de la compréhension et nous avons également développé une norme commune pour l'évaluation en langues à travers l'Europe. Cette conférence fait partie intégrante de ce processus continu.

J'aimerais remercier nos collègues du CIEP (Centre international d'études pédagogiques) pour leur aide dans la co-organisation de cette conférence, ainsi que pour leur soutien inconditionnel envers le travail d'ALTE.



Dr Michael Milanovic
Directeur d'ALTE

Welcome address

CIEP, co-organiser of the ALTE 2014 conference in Paris

On behalf of the *Centre international d'études pédagogiques* (CIEP), I would like to welcome all delegates attending the ALTE 5th international conference to be held this year in Paris. CIEP was created in 1945 and has been a national public institution since 1987. It is the benchmark public operator for ministries responsible for education and higher education, as well as the primary operational partner of the Ministry of Foreign Affairs with regards to educational cooperation. CIEP also contributes to reflection on matters of international cooperation on education and is supported in its operations by a network of experts and national and international partners, as well as the expertise of a team of some 250 people. The institution is recognised both within France and abroad for its authority in the field of expertise, training, assessment and international project management. Since its creation, CIEP has been responsible for establishing and maintaining dialogue with education systems the world over, making the opportunity presented by ALTE to co-organise this fifth international conference a perfectly logical step.

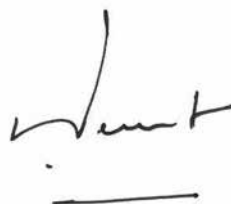
French as a foreign language is a discipline that is firmly rooted in the history of education worldwide and has been taught in universities for several decades. The assessment of proficiency in French as a foreign language accounts for a significant part of the discipline and is undergoing a period of significant development. The qualifications in French as a foreign language issued by the French Ministry of Education (DILF, DELF and DALF) and the *Test de connaissance du français* ('French Proficiency Test', TCF), which are run by CIEP, are now available in 172 countries thanks to a network of over 1,000 examination centres and are chosen by over half a million candidates every year.

Nowadays, when it comes to studying in France, living in France or even becoming a French citizen, tools for assessing French as a foreign language, just like

systems put in place in other countries both in Europe and worldwide, have become sources of major support. There is more to assessing proficiency in French, however, than merely official usage, with a very high number of candidates sitting our examinations for the purposes of cultural enrichment or even professional mobility. We strongly believe that the use of language certifications is closely linked to the promotion of linguistic diversity and intercultural communication.

This is the first time that an international ALTE conference has been held in Paris and it is a real honour for France to be involved in its organisation, particularly at a time in European history when linguistic diversity and intercultural communication are more important than ever. The fact that the ALTE conference is being held in Paris reflects the efforts that ALTE members have put into defending languages in Europe and promoting the quality of assessment tools for over 20 years. It will give everyone the opportunity to play their part in a collective movement and benefit from sharing experiences with others.

It is with great pleasure that CIEP welcomes you to this fifth international conference and we hope that your interactions will be mutually beneficial. We would also like to take this opportunity to encourage you to take advantage of your stay in Paris to discover the French art of living.



François Perret
CIEP Director

Mot de bienvenue du CIEP, co-organisateur de la conférence ALTE 2014 à Paris

Au nom du *Centre international d'études pédagogiques* (CIEP), je voudrais souhaiter la bienvenue à l'ensemble des participants de la cinquième conférence internationale ALTE qui a lieu cette année à Paris. Le CIEP, créé en 1945, est un établissement public national depuis 1987. Il est l'opérateur public de référence des ministères chargés de l'éducation et de l'enseignement supérieur, et le principal partenaire opérateur du ministère des affaires étrangères pour la coopération éducative. Le CIEP contribue à la réflexion dans le domaine de la coopération internationale en éducation et s'appuie, pour conduire ses actions, sur un réseau d'experts et de partenaires nationaux et internationaux, ainsi que sur le savoir-faire d'une équipe de 250 personnes. Cette institution est reconnue en France et à l'étranger pour ses compétences en matière d'expertise, de formation, d'évaluation et de gestion de projets internationaux. Depuis sa création, le CIEP a pour mission de dialoguer avec les systèmes éducatifs du monde entier ; l'opportunité, offerte par ALTE, de co-organiser cette cinquième conférence internationale s'inscrit pleinement dans cette mission.

Le français langue étrangère est une discipline pleinement inscrite dans l'histoire de la pédagogie mondiale et fait l'objet d'enseignements universitaires depuis plusieurs décennies. L'évaluation des compétences en français langue étrangère a pris une part importante dans cette discipline et connaît un développement significatif. Les diplômes de français langue étrangère du ministère de l'éducation nationale (DILF – DELF – DALF) et le Test de connaissance du français (TCF), gérés par le CIEP, sont aujourd'hui implantés dans 172 pays, grâce à un réseau de plus de 1 000 centres d'examen, et sont choisis, annuellement, par plus d'un demi-million de candidats.

Aujourd'hui, pour étudier en France, vivre en France, ou encore devenir citoyen français, les outils d'évaluation en français langue étrangère sont devenus, à l'instar de dispositifs mis en place dans d'autres pays d'Europe

et du monde, des auxiliaires significatifs. Toutefois, l'évaluation des compétences en français va au-delà des utilisations officielles car de très nombreux candidats passent nos examens dans une optique d'enrichissement culturel ou encore de mobilité professionnelle. Nous sommes convaincus que l'utilisation des certifications en langue est intimement liée à la promotion de la diversité linguistique et à la communication interculturelle.

C'est la première fois qu'une conférence internationale ALTE se déroule à Paris. C'est un honneur pour la France d'en assurer la co-organisation, en particulier à un moment de l'histoire européenne où la diversité linguistique et la communication interculturelle sont plus fondamentales que jamais. L'organisation de la conférence ALTE à Paris poursuit le chemin tracé depuis plus de 20 ans par les membres d'ALTE pour défendre les langues en Europe et promouvoir la qualité des outils d'évaluation. Elle permettra à chacun d'inscrire son action dans un mouvement collectif, de pouvoir s'enrichir des expériences des autres et d'enrichir les autres de ses propres expériences.

C'est avec plaisir que le CIEP vous accueille pour cette cinquième conférence internationale et nous espérons que vos échanges seront nourris et enrichis des qualités des uns et des autres. Nous vous invitons également à profiter de votre séjour parisien pour découvrir ou retrouver l'art de vivre à la française.



François Perret
Directeur du CIEP

Conference Timetable – Thursday 10 April 2014

M Mobility **D** Diversity **IC** Intercultural Communication **FQ** Fairness & Quality

All presentations will be presented in the language of their title

Time	Presentation type	Plenary Espace Adenauer	Parallel Session 1 Espace Adenauer	Parallel Session 2 Salle Branet	Parallel Session 3 Salon David-Weill
08.30–09.30	Registration				
09.30–10.15		Opening ceremony Emyr Davies, Chair of the ALTE Executive Committee, will speak on behalf of ALTE; Kristina Cunningham, Head of Sector, Multilingualism Policy, DG EAC – Education and Culture, European Commission, will speak on behalf of the European Commission; François Perret, Directeur du CIEP, will speak on behalf of the conference co-organiser, CIEP.			
10.20–11.05		Plenary 1 D Lid King – The Diverse Cosmopolis. Babel and the Multicultural City			
11.05–11.35 Break/Exhibition					
11.35–12.05	Two sessions		D Anthony Manning – Investigating aspects of Assessment Literacy for teachers of English for Academic Purposes (EAP)	M Jorge Sánchez-Iglesias – La evaluación de la producción escrita en situaciones multilingües por movilidad: El rasero del nativo	M Gisella Langé – CLIL/Emile in Italy: a real driver for lifelong learning
12.05–12.35			FQ Beverly Baker – Determining the Language Assessment Literacy of Admissions Decision-Makers in Higher Education	D Carlos Soler Montes – Evaluación del español en contextos multiculturales: Datos sobre la adquisición del nivel A1 en escuelas primarias de Norteamérica	IC Neil Jones – Learning Oriented Assessment and intercultural communication
12.35–13.35 Lunch/Exhibition					
13.35–13.50	Poster sessions – Galerie Honnorat				
13.50–13.55 Transition time					
13.55–14.25	Two sessions		IC David Donnarumma – Communicating in a Lingua Franca – What's missing?	D Clara de Vega Santos; Laura Vela Almendros – La evaluación lingüística como instrumento para motivar a los alumnos: el BULATS español en Taiwán	M Stefanie Haberzettl; Mirja Gruhn – Language assessment for appropriate school placement – the case of German unaccompanied minor refugees
14.25–14.55			D Ines Busch-Lauer – Assessing Language Skills in the English for Engineering Students' Classroom	FQ Javier Fruns – Formación en línea de examinadores: el modelo DELE	D Eli Moe; José Pascoal – The language of schooling and language requirements in mathematics and history
14.55–15.00 Transition time					
15.00–15.30	Two sessions		D Margaret Malone – Assessment of heritage language learners: A pilot study of self-assessment and learner beliefs	IC Susanne Altenberg – Wie testet man Dolmetscher für die Praxis – oder die hohe Kunst der Sprachbeherrschung?	IC Denise Lussier – Intercultural communicative competence in language education: the modeling of the Canadian conceptual framework
15.30–16.00			IC Antonia García Rodríguez – Heritage Spanish speakers in the United States: how do we classify and assess them?	M Hella Klemmert – GER-bezogene berufliche Anforderungen an die Deutschkenntnisse bei Zweitsprachlern: Arbeiten aus der Bundesagentur für Arbeit	M Enrica Piccardo – Assessment as recognition: a Personal Language Portfolio (PLP) for valuing Canada's linguistic diversity
16.00–16.30 Break/Exhibition					
16.30–17.00	Two sessions		FQ Ardeshir Geranpayeh – Cheating trends in large-scale assessment	D Henna Tossavainen; – Challenges of the test construct: Testing Sami as L2 in Finland	M Paola Masillo – Language assessment for migration and social integration: a case study
17.00–17.30			IC Maria Stathopoulou – Assessing Test-Takers' Translanguaging Competence: The Case Of The Greek National Exams For Foreign Language Proficiency	D Paul Tucker – Measuring Proficiency in Modern Standard Arabic among Native Speakers of Arabic Dialects: Field Test Results	M José Pascoal – Language competence for citizenship: a profile in intercultural communication embracing general and language competences
17.30–17.35 Transition time					
17.35–18.25		Plenary 2 FQ Jessica Wu – Ensuring Quality and Fairness in the Asian EFL context: Challenges and Opportunities			
18.30–20.00	Reception – Salon Honnorat				

Parallel Session 4 Salon Gulbenkian	Parallel Session 5 Mexico House	Parallel Session 6 Salle Nathan	Parallel session 7 Salle Satsuma	Time
				08.30–09.30
				09.30–10.15
				10.20–11.05
11.05–11.35 Break/Exhibition				
D Daniela Fasoglio; Claire Smulders – Chinese A1 and A2 tests in Dutch secondary education	FO Sébastien Georges – Contrôle de l'exposition des items utilisés dans des évaluations à grande échelle	FO Jozef Colpaert; Ann Aerts; Margret Oberhofer – Time for a new CEFR? Recommendations from the field	FO Koen Van Gorp; Lucia Luyten; Sabine Steemans – A concurrent validity study of two academic placement tests	11.35–12.05
D Jamie Dunlea; Karen Dunn – Investigating English learning outcomes in a multilingual learning context	FO Marianne Laurent – Impact de la méthode de calcul du score sur les résultats des candidats	FO Cecilie Hamnes Carlsen; Eli Moe – How valid is the CEFR as a construct for language tests?	FO Daniel Xerri; Patricia Vella Briffa – Teacher Involvement in High-Stakes Assessment: Designing and Implementing an English Speaking Examination	12.05–12.35
12.35–13.35 Lunch/Exhibition				
Poster sessions – Galerie Honnorat				13.35–13.50
13.50–13.55 Transition time				
FO Beate Zeidler – Getting to know the Minimally Competent Person	FO Hichem Belhocine – Effet du support de passation d'un test sur les résultats des candidats	FO Roger Hawkey; Sarah Ellis – Impacts of international language assessments on multilingualism: evidence from iterative studies of Progetto Lingue 2000	D Sathena Chan – The context validity of reading-into-writing test tasks	13.55–14.25
FO Gunter Maris – An IRT based extension of the Angoff and bookmark methods for standard setting	D Vincent Folny; Chantal Surgot; Delphine Petitjean – Développement d'un examen standardisé en Langue des signes française (LSF) destiné au public des entendants	FO Masashi Negishi – An update on the CEFR-J project and its impact on English language education in Japan	FO Jesús García Laborda – Improving quality output through interactional theory in the High School Final Diploma	14.25–14.55
14.55–15.00 Transition time				
FO Anika Müller-Karabil; Claudia Pop – Fair assessment for impaired test-takers – problems and prospects	FO Pierre Antoine Harlaux – Impact du type de support dans une épreuve d'expression écrite	FO Jane Lloyd; Christina Gregor – Exploring reliability in assessing language exam performance in the Goethe-Institut's worldwide network of raters	D Tobias Haug; Bencie Woll – Preliminary results on the test framework for an online sign language receptive skills test	15.00–15.30
FO Hanan Khalifa; Lynda Taylor – Assessing Students With Disabilities: Voices From The Stakeholder Community	M Marie Beillet – Nouvelle épreuve du TEF-académique: évaluation de la fidélité inter-juge	FO Liljana Skopinskaja; Suliko Liiv – Exploring Cultural Differences in Rating Oral Performance During the National English Language Examination in Estonia	D Wolfgang Mann – Introducing a new approach to assessment of deaf children's vocabulary knowledge in signed languages	15.30–16.00
16.00–16.30 Break/Exhibition				
FO Michaela Stoffers – When Braille is not enough anymore: New technologies for assessing candidates with special needs	D Alexandre Holle; Dominique Casanova – Évaluer les compétences langagières propres à l'exercice d'un métier : le cas des infirmiers	FO Ene Alas; Suliko Liiv – Working towards Fairness and Quality in Scoring Speaking Tests during National Examinations	D Rønnaug Katharina Totland; Margaret Farstad; Britt Greve – Developing tests adapted for the deaf – according to the CEFR	16.30–17.00
FO Geraldine Ludbrook – Investigating the use of voice synthesis in the language testing of students with SpLDs	M Katrin Ahlgren; Maria Rydell – Evaluation des capacités d'expression orale – le cas du suédois pour les immigrants adultes	FO Danilo Rini; Jane Lloyd – Meeting standards in assessing speaking: monitoring and improving the quality of examinations in Italian	IC Laura Kanto; Ritva Takkinen – The process of adapting a BSL receptive skills test into Finnish Sign Language	17.00–17.30
17.30–17.35 Transition time				
				17.35–18.25
Reception – Salon Honnorat				18.30–20.00

Conference Timetable – Friday 11 April 2014

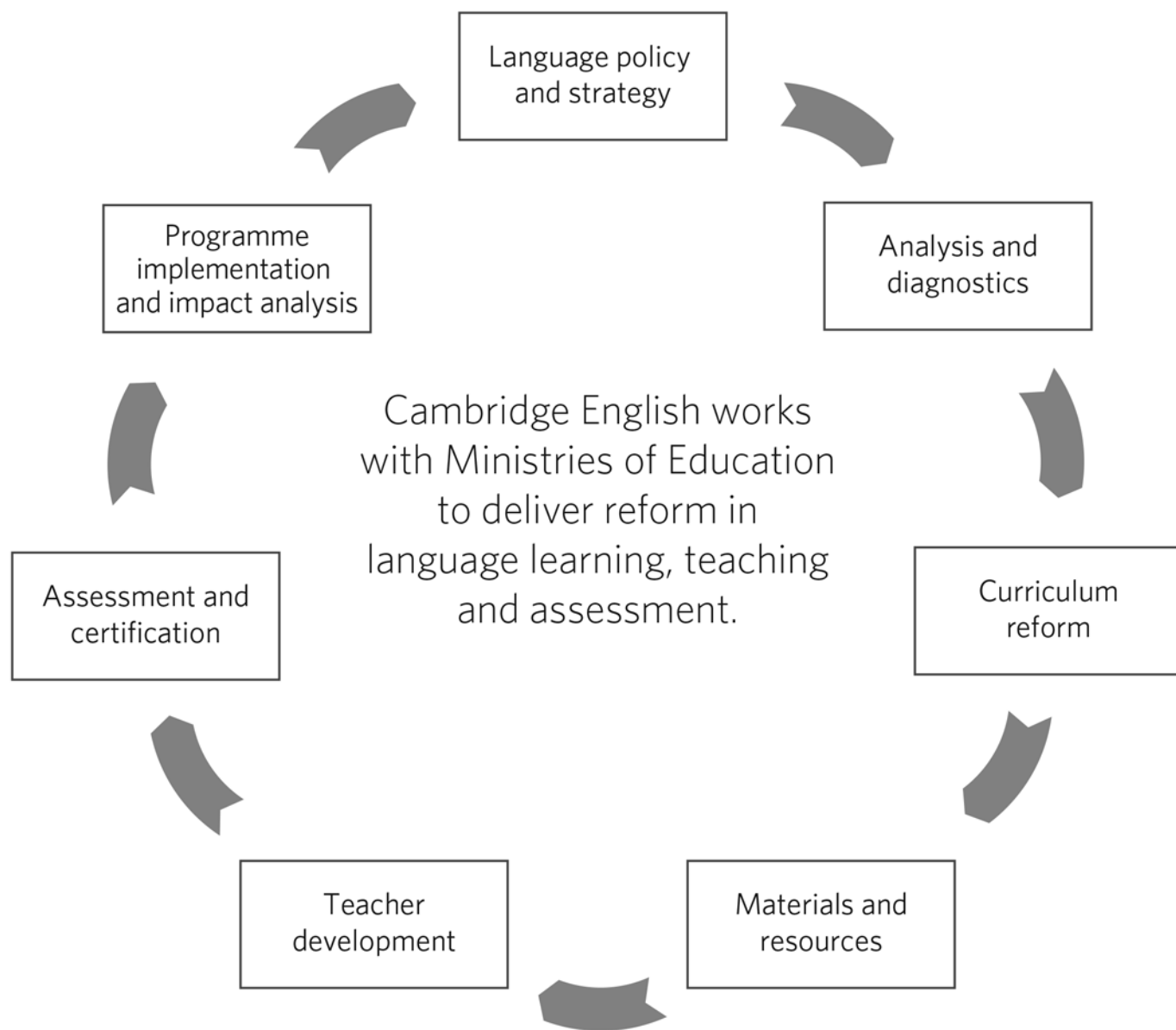
M Mobility **D** Diversity **IC** Intercultural Communication **FQ** Fairness & Quality

Time	Presentation type	Plenary Espace Adenauer	Parallel Session 1 Espace Adenauer	Parallel Session 2 Salle Branet	Parallel Session 3 Salon David-Weill
09.00–09.15		Opening ceremony			
09.20–10.05		Plenary 3 M Bruno Mègre – Démarche qualité en évaluation des compétences langagières et mobilité internationale : le cas du français			
10.05–10.30 Break/Exhibition					
10.30–11.00	Two Sessions		Language Assessment for Migration and Integration (LAMI) Forum	FQ Pei-Yu (Marian) Pan – Investigating the Dimensionality of L2 Reading Comprehension Competence of Taiwanese EFL Beginners	FQ Aleidine Moeller – Language Assessment and Mixed Methods Research
11.00–11.30				IC Rachel Yi-fen Wu – Establishing test form comparability: a case study of a Chinese-English translation test	D Nahal Khabzbashi; Hanan Khalifa – An investigation into the impact of a workplace English language programme in Egypt
11.30–11.35 Transition time					
11.35–12.05	Two Sessions		LAMI Forum and Discussion	FQ Daniel Reed; Heekyoung Kim; Susan Gass – Establishing fair testing practices through an intercultural collaboration between Greek and American educational institutions	IC Ana Jovanović – Education for mobility or intercultural competence? Parents' attitudes toward foreign language learning
12.05–12.35				FQ Gwendydd Caudwell – Exploring Judgements of Speaking Performance by Native and Non-Native Raters	IC Liliana Szczuka-Dorna; Iwona Gajewska-Skrzypczak – Intercultural Communication at International Campus at Poznan University of Technology
12.35–13.30 Lunch/Exhibition					
13.30–14.00	Two Sessions		D Sibylle Plassmann – Assessment for the workplace: the new German test for doctors	D Christian Krekeler – Assessing language for specific purposes: The role of background knowledge	M Maria José Grosso; Catarina Gaspar – Migrant associations get involved: A Portuguese experience on non-formal education and learning PLE
14.00–14.30			M Ina Ferbežar – "I swear by Apollo Physician..." Language requirements for medical doctors in Slovenia	FQ Lucia Luyten; Petra Poelmans; Willemijn van den Berg – Task-based language testing – avoiding the pitfalls and strengthening the potential	M Matteo Santipolo; Alberta Novello – Testing socio-pragmalinguistic competence for social integration
14.30–14.35 – Transition time					
14.35–15.20		Plenary 4 D Anne Gallagher – Le plurilinguisme et la lingua franca : le role de l'évaluation pour restaurer l'équilibre			
15.20–15.45 Break/Exhibition					
15.45–16.15	Two Sessions		FQ Vivien Berry; Barry O'Sullivan – Language standards for medical practice in the UK: issues of fairness and quality for all	D Julia Todorinova – A Differential Item Functioning Study for Less Widely-Taught Languages	M Angeliki Salamoura; Angela french – An investigation into the use of standardised assessment for employability purposes in India
16.15–16.45			IC Maria Brau; Ewa Zeoli – Assessing Competence in Intercultural Communication: The Interagency Language Roundtable Skill Level Descriptions	FQ Mohammad Alavi – Examining Differential Item Functioning in a Rasch model, Logistic Regression, and Mantel-Haenszel	IC Marina Solnyshkina; Elena Kharkova – The first Language Assessment course in Kazan University (Russia): Learning Outcomes
16.45–16.50 Transition time					
16.50–17.35		Plenary 5 IC David Graddol – The changing status of English in the Pearl River Delta, China			
17.35–17.55		Closing			

Parallel Session 4 Salon Gulbenkian	Parallel Session 5 Mexico House	Parallel Session 6 Salle Nathan	Parallel session 7 Salle Satsuma	Time
				09.00–09.15
				09.20–10.05
10.05–10.30 Break/Exhibition				
IC Trisevgeni Liontou – Cultural Familiarity and Reading Comprehension Performance: The test-takers' perspective	FO Claire Tardieu; Pascale Manoïlov – Analyse des interactions orales professeur-élève et élève-élève en situation de « speed meeting	FO Tomoyasu Akiyama – Examining test fairness: Focusing on Rater Behavior in the Case of Employing Prospective English Teachers	IC Hatice Asvaroğlu – English as a Foreign Language Teachers' Intercultural Awareness and its Influence on their Assessment Practices	10.30–11.00
FO Jesús García Laborda – From monolingual to bilingual through testing: Achievements of the OPENPAU Project (FFI2011-22442)	FO Marine Willam – Analyse des feedback proposés par les développeurs de contenus au sein de l'environnement électronique d'apprentissage "Franel"	FO Robert Edwards – How good is good enough? Setting standards on a language test for pre-service ESL teachers	IC Brian North – Profiling Teacher Competences: the multilingual validation of the European Profiling Grid (EPG)	11.00–11.30
11.30–11.35 Transition time				
FO Anthony Green; Colin Finnerty – How do we balance statistical evidence with expert judgment when aligning tests to the CEFR?	IC Inmaculada Borrego Ledesma; Jorge Sánchez-Iglesias – Género textual e interculturalidad en la evaluación de la expresión escrita: El parámetro de adecuación	M Winfried Koch; Kathrin Hahn – BULATS: A tool for measuring and comparing progress in language learning?	IC Chariklia Michalakopoulou – Teaching vocabulary in English as a tool for discovering linguistic and cultural interrelationships among languages	11.35–12.05
D Emyr Davies; Anthony Green – A less widely taught language in international perspective: linking tests of Welsh to the CEFR	M Cristina Pérez-Guillot; Julia Zabala-Delgado – Requisitos lingüísticos para alumnos de intercambio: salvando distancias entre expectativas y realidad	FO Xiangdong Gu – Voice from Test-Takers: An Exploratory Study on Business English Certificate within Chinese Context	IC Monique Reichert – Do German speaking students take the same test as French speaking students?	12.05–12.35
12.35–13.30 Lunch/Exhibition				
IC Henrik Bøhn; Gro-Anita Myklevold – Assessing spoken EFL in Norway: How native-speaker centered?	IC Jacqueline Van Houten – Innovation in the use of intercultural competency standards for state assessment data on student growth	FO Rachel Brooks – Comparing Native and Non-Native Raters of US Federal Government Speaking Tests	D Xiangdong Gu – ATAP Study of Thai Test-takers' Processes of Taking a Chinese Vocabulary Test	13.30–14.00
D Felix Etxeberria – Assessing the Oral Competence in Basque of Native and Immigrant Pupils	IC Aleidine Moeller; Sarah Osborn; Kristen Nugent – Assessing Competence in the Language Classroom	FO Chihiro Inoue – Measuring Syntactic Complexity of Spoken Performance	D Shujiao Wang – Exploring the Chinese proficiency test, Hanyu Shuiping Kaoshi and its washback effects: The test-takers' perspective	14.00–14.30
14.30–14.35 – Transition time				
				14.35–15.20
15.20–15.45 Break/Exhibition				
IC Rita Marzoli – The interplay between bilingualism and reading abilities in predicting reading literacy and attitudes towards reading	FO John Tucker – Test specifications and item writer guidelines in a multilingual world: issues and solutions	IC Claudia Harsch – Intercultural competencies for entering the global workplace – a possible approach to assessment and validation	D Bart Deygers; Cecilie Hamnes Carlsen – The B2 level and its applicability in university entrance tests	15.45–16.15
D Lisbeth M Brevik – Mapping Tests: Comparing Upper Secondary Students' Reading Skills in L1 and L2	M Geoff Tranter – A Language Testing System Designed to Enhance Mobility for Professionals in Technical Industries	IC Yuliyana Gencheva – Speaking of and in languages – towards more discerning assessment in the international classroom	IC Stéphanie McGaw – Language certification in French universities: an attempt to bridge the gap between theory and practice	16.15–16.45
16.45–16.50 Transition time				
				16.50–17.35
				17.35–17.55

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Plenary sessions: abstracts and biographical information

Anne Gallagher

Multilingualism and the lingua franca: a role for assessment in redressing the balance

This presentation will be presented in French with simultaneous interpretation available in English

Abstract

Despite the stated objective of the European Union that all countries should aspire to a knowledge of “mother tongue plus two” (additional languages), multilingualism in Official Europe is in something of a crisis. In most European countries, learning a foreign language now means learning English, with the status of other European languages increasingly displaying features of their traditionally minoritised counterparts.

In parallel, the language problem in Anglophone countries is particularly serious: slipping educational standards, the position of English as a lingua franca, and consequent poor motivation have conspired to diminish the foreign language capacity of these countries, as evidenced in the four-yearly Eurobarometer surveys. In addition to the obvious losses to their economies, this foreign languages deficit has serious implications for full participation in the European project at a time of increasing cynicism regarding the direction the latter has taken over the last few years.

This paper will argue that this new European diglossia must be addressed as a matter of urgency. A first step should be more meaningful language assessment practices. Currently, a language degree tells us

nothing about the language ability of the holder. In the United States, the language levels of both language undergraduates and postgraduates of some universities are assessed externally and described according to the ACTFL levels. Here in Europe, the Common European Framework of Reference for Languages (CEFR) is ideally suited to this purpose but only if its use is monitored at national and European level.

Anne Gallagher is Associate Dean of Arts, Celtic Studies and Philosophy and Director of the Language Centre at the National University of Ireland, Maynooth, Ireland.

The Language Centre develops and administers tests in Irish for adult learners. Over the past 30 years, Anne Gallagher’s work has included language teaching, the development of language education policy, and research on multilingualism in Ireland. Widely published, Anne has also published research with the Council of Europe, and collaborated with Cambridge English Language Assessment. She is former chairperson of the Irish Association for Applied Linguistics (2004–7) and Raidió na Gaeltachta (2010–13), Ireland’s national Irish language radio station. In November 2012 she was appointed Chairperson of the Board of Údarás na Gaeltachta, the Irish regional authority responsible for the economic, social and cultural development of the Irish-speaking regions.

Le plurilinguisme et la lingua franca : le rôle de l'évaluation pour restaurer l'équilibre

Résumé

Malgré l'objectif défini par l'Union européenne que tous les pays aspirent à la connaissance d'une « langue maternelle plus deux » (autres langues), le plurilinguisme traverse une sorte de crise au sein de l'Europe officielle. Dans la plupart des pays européens, l'apprentissage d'une langue européenne correspond désormais à l'apprentissage de l'anglais, tandis que le statut des autres langues européennes affiche de façon croissante des caractéristiques similaires à celles de leurs homologues traditionnellement minoritaires.

Parallèlement, le problème de la langue dans les pays anglophones devient particulièrement préoccupant : la baisse du niveau d'enseignement, le statut de l'anglais comme *lingua franca*, ainsi qu'un manque de motivation important ont contribué à réduire les compétences en langues étrangères de ces pays, comme l'ont montré les études de l'Eurobaromètre paraissant tous les quatre ans. En plus de générer des pertes évidentes pour leurs économies, ce manque de représentation des langues étrangères a des implications non négligeables sur une pleine participation au projet européen, dans un contexte où le cynisme apparaît de plus en plus évident quant à la direction prise par ce projet au cours des dernières années.

L'objet de cette plénière est de démontrer qu'il est urgent de s'attaquer à cette diglossie européenne. La première étape consisterait en des modes d'évaluation des langues plus pertinents. Aujourd'hui, un niveau en langues ne nous dit rien des compétences

linguistiques de son détenteur. Aux États-Unis, les niveaux en langues des étudiants de premier comme de deuxième cycle sont évalués en externe et définis selon les niveaux ACTFL. En Europe, le Cadre européen commun de référence pour les langues (CECR) serait parfaitement adapté à cet objectif, mais uniquement à condition de contrôler son utilisation à l'échelle nationale et européenne.

Anne Gallagher est doyenne adjointe en arts, études celtiques et philosophie et Directrice du Centre linguistique de l'Université nationale d'Irlande (Maynooth, Irlande).

Le Centre linguistique développe et dirige des évaluations en gaélique irlandais pour des apprenants adultes. Ces trente dernières années, Anne a consacré sa vie professionnelle à l'enseignement des langues, au développement d'une politique pédagogique d'éducation linguistique et à la recherche sur le multilinguisme en Irlande. Anne, dont les écrits ont été largement diffusés, a également publié ses recherches en partenariat avec le Conseil de l'Europe et collaboré avec Cambridge English Language Assessment. Elle est l'ancienne présidente de l'Irish Association for Applied Linguistics (Association irlandaise des langues appliquées (2004-2007)) et de Raidió na Gaeltachta (2010-2013), la radio nationale en gaélique irlandais. En novembre 2012, elle a été nommée présidente du conseil d'Údarás na Gaeltachta, l'autorité régionale irlandaise en charge du développement économique, social et culturel des régions de langue gaélique.

Dr David Graddol

The changing status of English in the Pearl River Delta, China

Abstract

The Pearl River Delta, stretching from Macau and Hong Kong at the mouth of the Pearl River to the inland city of Guangzhou, is where most of the 'Made in China' goods, now so familiar in all parts of the world, are manufactured. But the economy of the region is restructuring fast, and with it, the aspirations and demand for English.

The Pearl River Delta is a surprisingly diverse area, embracing four official languages, three currencies, three legal and educational systems, and several closely integrated economies. Drawing on recent research I carried out for Cambridge English Language Assessment, I will explore the changing relationships which English has with other languages in the delta, and how the status of English reflects the changing job market in different parts of the delta.

The study provides useful insights into a number of questions facing language education policy-makers, such as 'How does (or should) English fit with other languages in a multilingual society?'; 'How does language education reflect the needs of the local economy?' I will use notions of level, including the Common European Framework of Reference for Languages (CEFR), to illustrate the impact of globalisation and the shift from a manufacturing to services-based economy. I will argue that what is taking place in this part of south China is by no means unique, but rather provides a case study which helps us understand the changing role of English in other parts of the world.

David Graddol is well known as a writer, lecturer and policy consultant on issues related to global English and educational trends. David is Director of The English Company (UK) and was until the beginning of this year joint editor of the Cambridge University Press journal *English Today*. He is on the editorial boards of several other journals, including *Language Problems and Language Planning*, and *Visual Communication*.

David's publications include several important research and policy documents commissioned by the British Council. *The Future of English?* (1997) set out a new agenda for understanding the growing importance of English as an international language and its role in globalisation. *English Next* (2006), provided an update on English in global education and this was followed by *English Next India* (2010), which explores the changing status of English in India and its role in India's economic development. He is currently working on 'English Next Brazil' which will be published next March, and a book for Cambridge English Language Assessment, 'Profiling English in China: The Pearl River Delta' is now in press.

David previously worked for 25 years in the Faculty of Education and Language Studies at the UK Open University and has also been a Visiting Associate Professor at City University of Hong Kong (British Council Distinguished Visiting Scholar). He has worked as a consultant on various ELT projects in China, India and Latin America since the early 1990s.

L'évolution du statut de l'anglais dans le delta de la rivière des Perles en Chine

Résumé

Le delta de la rivière des Perles s'étend de Macao et Hong Kong, à l'embouchure de la rivière des Perles, jusqu'à la ville de Canton, à l'intérieur du pays. C'est là que la plupart des marchandises « fabriquées en Chine », désormais répandues dans le monde entier, sont produites. L'économie de la région se restructure à toute vitesse, tout comme les aspirations et les demandes concernant la maîtrise de l'anglais.

Le delta de la rivière des Perles est une région étonnamment diversifiée, qui embrasse quatre langues officielles, trois monnaies, trois systèmes juridiques et éducatifs, et plusieurs économies étroitement intégrées. En m'appuyant sur les recherches que j'ai récemment menées pour le Cambridge English Language Assessment, je m'intéresserai à l'évolution des relations entretenues par la langue anglaise avec les autres langues du delta, ainsi qu'aux répercussions du statut de l'anglais sur la mutation du marché du travail dans les différentes régions du delta.

Cette étude offre un aperçu des questions auxquelles se confrontent les décideurs du secteur de l'enseignement en langues. En voici quelques exemples : « Comment l'anglais s'adapte-t-il (ou devrait-il s'adapter) aux autres langues dans une société multilingue ? » ; « Comment l'enseignement en langues répond-il aux besoins de l'économie locale ? ». J'utiliserai des outils d'évaluation de niveau, comme le Cadre européen commun de référence (CECR), afin d'illustrer l'impact de la mondialisation et le passage d'une économie industrielle vers une économie basée sur les services et je poursuivrai en affirmant que la situation observée dans cette partie du sud de la Chine n'est aucunement un cas isolé : cette étude de cas devrait, au contraire, nous permettre de mieux comprendre l'évolution du rôle de l'anglais dans d'autres régions du monde.

David Graddol est un écrivain reconnu, un maître de conférences et un consultant politique réputé sur des sujets liés à l'anglais et aux orientations éducatives internationales. David est le Directeur de The English Company (Royaume-Uni) et était, jusqu'au début de cette année, corédacteur adjoint de la revue de la Cambridge University Press (Presse universitaire de Cambridge), *English Today*. Il fait partie du comité de rédaction de nombreuses autres revues, notamment de *Language Problems* et *Language Planning*, ainsi que de *Visual Communication*.

Parmi ses publications, on compte de nombreux et importants documents de recherche et analyses politiques, commandités par le British Council. *The Future of English?* (1997) a défini un nouveau programme destiné à mieux comprendre l'importance croissante de l'anglais en tant que langue internationale et son rôle dans la mondialisation. *English Next* (2006) faisait le point sur la place de l'anglais dans l'éducation internationale et a été suivi par *English Next India* (2010), qui a analysé le changement de statut de l'anglais en Inde ainsi que son rôle dans le développement économique du pays. Il travaille actuellement sur *English Next Brazil*, qui sera publié en mars prochain, et le livre *Profiling English in China: The Pearl River Delta*, écrit pour Cambridge English, est actuellement sous presse.

Avant cela, David a travaillé pendant 25 ans à la Faculty of Education and Language Studies (Faculté d'éducation et d'études de langues) de l'Université ouverte du Royaume Uni et a également été Professeur associé invité à la City University of Hong Kong (Université de la ville de Hong Kong), au titre de British Council Distinguished Visiting Scholar (Professeur distingué invité du British Council). Il a travaillé en tant que consultant sur divers projets ELT en Chine, Inde et Amérique latine depuis le début des années 90.

Dr Lid King

The Diverse Cosmopolis. Babel and the Multicultural City

Abstract

The multilingual dream of 'unity in diversity' is a noble aspiration which has been at the heart of European language policy since the 1980s. In reality this aspiration seems threatened by the predominant role of English. This is reflected in the practices and to a large degree the policy discourses of such multilingual institutions as the European Union itself.

Yet there is another reality which portrays our societies as becoming more, not less diverse. The apparent dominance of English is actually restricted to certain, relatively elite, groups. At the same time the use of a wide range of languages for communication, for example, on the internet, is growing not diminishing. Paradoxically, this too could be a challenge to the multilingual dream – not true old multilingualism but a series of parallel monolingualisms, the recreation of Babel.

What seems clear is that the 20th-century conception of a gradual linear acquisition of languages as distinct entities – the 'mother tongue plus 2' formula – is now inadequate. What we are seeing instead is the growth of

more complex linguistic identities and repertoires which require a refocusing of the debate from the concept of language to the role of the communicative individual or community. A key terrain for this new paradigm will be the Cosmopolis – the multilingual, multicultural city which is both responding to and driving change. Major questions which as yet have no clear answers will be how such a complex reality can be supported by educational systems and how the dominant position of English can help rather than hinder this process.

A languages teacher in secondary, higher and adult education, advanced level examiner and materials writer, **Dr Lid King** was Director of CILT from 1992 to 2003. From 2003 to 2011 he was National Director for Languages, taking forward the implementation of the National Languages Strategy for England. He is co-author – with Lord Ron Dearing – of The Languages Review, and has represented the UK on languages at both the European Union and The Council of Europe. As Director of the Languages Company, he is primarily involved in European projects and policy analysis.

Une Cosmopolis différente, Babel et la cité multiculturelle

Résumé

Le rêve multiculturel d'« unité dans la diversité » constitue une noble aspiration qui a été placée au cœur de la politique européenne en matière de langues depuis les années 1980. En réalité, cette aspiration semble menacée par le rôle prédominant de l'anglais. Cette situation se reflète dans les pratiques et dans une large mesure dans les discours politiques d'institutions multilingues telles que l'Union européenne.

Pourtant, une autre réalité dépeint notre société comme étant plus, et non moins, diversifiée. La domination apparente de l'anglais se limite en réalité à certains groupes appartenant en quelque sorte à une élite. Parallèlement, l'utilisation d'un grand nombre de langues à des fins de communication, par exemple sur Internet, augmente plutôt qu'elle ne diminue. Paradoxalement, cette situation pourrait également remettre en question le rêve du plurilinguisme, non pas le bon vieux mythe du plurilinguisme mais un ensemble de monolinguisms parallèles, la reproduction de Babel.

Il semble clair que la conception du XX^{ème} siècle d'une acquisition linéaire progressive des langues comme entités distinctes (la formule « langue maternelle + 2 ») n'est plus adaptée désormais. Nous assistons plutôt au développement d'identités linguistiques et de

répertoires plus complexes nécessitant de recentrer le débat du concept de langue vers le rôle de l'individu ou de la communauté qui communique. Cosmopolis, la cité multilingue et multiculturelle qui à la fois réagit au changement et le provoque, constituera un élément clé de ce nouveau paradigme. Les principales questions, qui n'ont pas encore trouvé de réponse claire, consisteront à savoir comment une réalité aussi complexe peut être portée par les systèmes d'enseignement et de quelle façon la position dominante de l'anglais peut permettre d'avancer dans ce sens plutôt que d'entraver le processus.

Professeur de langues dans l'enseignement secondaire, supérieur et pour adultes, examinateur niveau avancé et rédacteur d'ouvrages, le Docteur **Lid King** a occupé le poste de directeur du CILT entre 1992 et 2003. De 2003 à 2011, il a assuré la fonction de National Director for Languages (Directeur national des langues), menant de front le développement de la National Languages Strategy (Stratégie nationale des langues) en Angleterre. Co-auteur avec Lord Ron Dearing de The Languages Review, il a été le représentant du secteur des langues pour le Royaume-Uni à l'Union européenne et au Conseil de l'Europe. En tant que directeur de The Languages Company, il est avant tout impliqué dans des projets européens et dans l'analyse d'une politique pédagogique.

Bruno Mègre

Quality initiative for assessing language skills and international mobility: the case of French

This presentation will be presented in French with simultaneous interpretation available in English.

Abstract

The level of quality certifying bodies aim to achieve when it comes to developing their foreign language skills assessment tools should be proportional to the challenge they represent. In the case of the French language, traditionally only higher education institutions had the option of contacting certifying bodies to ascertain the language skill levels of non-francophone students. Other French administrative bodies, both European and otherwise, have been incorporating standardised tests and diplomas into regulatory initiatives over recent years. We shall illustrate this intention in terms of the use of certifications for the purposes of obtaining nationality, renewing a residency permit, accessing employment or being admitted on to a higher education programme. In order to comply with these orders, certifying bodies must incorporate development, drafting and administrative processes that meet international quality standards. This represents a two-pronged challenge for certifying bodies in the form of both producing results under the fairest possible conditions whilst incorporating the principles of justice and righteousness into their drafting processes and providing sponsors with sufficient

criteria to guarantee delivery of the most valid and reliable results possible. As a result of incorporating these quality standards into its subject-specific procedures, CIEP is also in a position to provide administrative bodies with a number of valuable indicators that enable them to establish linguistic profiles and target the needs of a wide variety of populations. We will also look at how this quality initiative is made possible through the support of organisations such as ALTE.

Bruno Mègre, a lecturer on evaluation and assessment at the University of Sorbonne Nouvelle (Paris 3), and the author of several books on evaluation and language learning, is Head of CIEP's Department of Evaluation and Certification. Founded in 1945, CIEP is a National Public Institution in France, recognised for its expertise in evaluation, training and assessment, and for its management of international projects. CIEP focuses on French language education, and on the assessment and certification of French as a foreign language, especially in the context of international mobility. CIEP works closely with the French Ministries of Education and Higher Education, and is also the French Ministry of Foreign Affairs' main operating partner with regard to the French language.

Démarche qualité en évaluation des compétences langagières et mobilité internationale : le cas du français

Résumé

Le degré de qualité visé par les organismes certificateurs pour élaborer leurs outils de mesure des compétences en langue étrangère devrait être proportionnel à l'enjeu qu'ils représentent. Pour la langue française, traditionnellement, seuls les établissements d'enseignement supérieur avaient recours aux services des organismes certificateurs pour connaître le niveau de compétence en langue des étudiants non francophones. Depuis quelques années, d'autres administrations francophones, européennes ou non, ont intégré tests et diplômes standardisés dans des démarches réglementaires. Nous illustrerons ce propos par l'utilisation faite des certifications dans le cadre de l'obtention d'une nationalité, du renouvellement d'un titre de séjour, de l'accès à l'emploi ou de l'admission dans un programme d'études supérieures. Pour répondre à ces commandes, les organismes certificateurs doivent intégrer des processus de développement, d'élaboration et d'administration répondant aux standards de qualité internationaux. Il s'agit d'un double défi pour les organismes certificateurs : délivrer des résultats dans la plus grande équité possible en intégrant dans leurs processus d'élaboration des principes de justice et de justesse ; fournir aux commanditaires des critères qualitatifs

suffisants pour garantir la délivrance de résultats les plus fiables et valides possibles. En déclinant ces standards de qualité à ses procédures métier, le CIEP est également en mesure de doter les administrations de véritables indicateurs permettant de définir les profils linguistiques et de cibler les besoins de populations très variées. Nous verrons également comment cette démarche qualité est rendue possible par l'appui de structures comme ALTE.

Bruno Mègre, chargé d'enseignement en évaluation à l'Université de la Sorbonne Nouvelle (Paris 3) et auteur de différents ouvrages sur l'évaluation et l'apprentissage des langues, est responsable du département Évaluation et Certifications du CIEP. Le CIEP est un opérateur public français créé en 1945, reconnu pour ses compétences en matière d'évaluation, de formation et de certification de niveau ainsi que pour sa gestion de projets internationaux. Le CIEP est axé sur l'enseignement en français ainsi que sur l'évaluation et la certification du français comme langue étrangère, tout particulièrement dans un contexte de mobilité internationale. Le CIEP travaille en étroite collaboration avec les Ministères de l'Éducation nationale et de l'Enseignement supérieur et de la Recherche et constitue également le principal partenaire du Ministère des Affaires étrangères en matière de langue française.

Dr Jessica R.W. Wu

Ensuring Quality and Fairness in the Asian EFL context: Challenges and Opportunities

Abstract

Although objective testing originated and was developed in ancient China, today's English language assessment in China and other Confucian heritage cultures in Asia, such as Taiwan, Japan and Korea, has been heavily influenced by Western testing theories. Unlike generic international language tests that are intended to suit test-takers around the world, the English language tests developed in the Asian EFL domain are tailored to the specific educational systems and the changing contexts of test use within those territories. Also, these locally produced tests are often high-stakes examinations conducted on a very large scale. This results in challenges of ensuring test fairness and quality, especially given the presence of various constraints such as tight schedules for development and operation, and limited resources. Taking a fuller account of social and cultural contexts, this talk will also provide examples of the GEPT (The General English Proficiency Test) practice in Taiwan in relation to fairness and quality, while in the broader sense embedding these two concepts in validity arguments. In addition, this talk will discuss the continuing

efforts of testing bodies in Asia to share information with one another about their attempts to ensure test quality and fairness. To conclude, this talk will suggest that while language testers in both the West and the East face similar problems in language assessments and though they may adopt different methods to achieve their common goal, they have the same responsibility to achieve fairness and quality. It is hoped that through the efforts and experience of its practitioners, the testing practice in the Asian context can have a positive impact on the revision of international standards or codes of practice.

Jessica Wu is R&D Program Director, The Language Training & Testing Center (LTTTC), Taipei, Taiwan.

She holds a PhD in language testing. She supervises research and development of the GEPT, which targets English learners at all levels in Taiwan. She also serves as an adviser on the development of L1 tests in her country. She has published numerous articles and book chapters in the field of language testing. She is currently a member of the Editorial Board of LAQ and a member-at-large of ILTA.

Assurer une qualité et une situation d'équité dans le cadre de l'EFL asiatique : défis et opportunités

Résumé

Bien que les tests objectifs soient nés et aient été développés dans la Chine antique, l'évaluation de la langue anglaise aujourd'hui en Chine et au sein d'autres cultures asiatiques d'origine confucéenne telles que Taïwan, le Japon et la Corée, a été fortement influencée par les théories de tests occidentales. À la différence des tests de langues génériques internationaux conçus pour convenir à tous les candidats aux tests à travers le monde, les tests d'anglais élaborés dans le cadre de l'EFL asiatique sont spécifiquement conçus pour les systèmes d'enseignement et les différents contextes de test utilisés au sein de ces territoires. En outre, ces tests créés localement correspondent généralement à des examens de haut niveau menés à très grande échelle. Cela implique plusieurs difficultés afin d'assurer l'équité et la qualité des tests, en particulier du fait de l'existence de différentes contraintes telles que des délais serrés pour l'élaboration et la mise en œuvre ainsi que des ressources limitées. En prenant davantage en compte les contextes socioculturels, cet exposé offrira également des exemples de la pratique du GEPT (General English Proficiency Test) à Taïwan par rapport à l'équité et à la qualité, en intégrant ces deux concepts à des arguments de validité de manière plus générale.

Par ailleurs, cet exposé évoquera les efforts continus des différents organismes de tests en Asie pour partager leurs informations concernant leurs tentatives d'assurer la qualité et l'équité des tests. En conclusion, cet exposé expliquera que si les responsables des tests de langues en Orient comme en Occident doivent faire face à des difficultés similaires lors de l'évaluation des langues et bien qu'ils adoptent parfois des méthodes différentes pour atteindre leur but, la même responsabilité leur incombe en matière de qualité et d'équité. Il faut espérer que grâce aux efforts et à l'expérience des responsables de ces tests, la pratique des tests en Asie ait un impact positif sur la révision des normes ou des codes de pratique internationaux.

Jessica Wu est responsable du Programme R&D, The Language Training & Testing Center (LTTTC, Centre de Formation et d'Évaluation Linguistique), Taipei, Taiwan.

Elle est titulaire d'un doctorat d'évaluation en langues. Elle supervise la recherche et le développement du GEPT, qui cible les apprenants en anglais à tous les niveaux à Taïwan. Elle fait également office de conseillère pour le développement de tests L1 dans son pays. Elle a publié de nombreux articles et chapitres d'ouvrage dans le domaine de l'évaluation en langue. Elle est actuellement membre du conseil éditorial de LAQ et membre éloignée de l'ILTA.



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Under the auspices of the Secretary
General of the Council of Europe,
Mr Thorbjørn Jagland

Language Assessment for Migration and Integration (LAMI) Forum

Multilingualism in Metropolitan Areas

The Language Assessment for Migration and Integration (LAMI) Forum organised by ALTE members will be held at the ALTE 5th International Conference in Paris, 10–11 April, 2014 under the auspices of the Secretary General of the Council of Europe, Mr Thorbjørn Jagland.

This forum continues the discussions ALTE has been engaged in for almost a decade, notably at previous forums in Berlin, Cambridge and Kraków in 2005, 2008 and 2011, respectively, but also at other seminars and conferences in Berlin, Rome and Munich to reflect on the growing prominence of language testing in European migration policy. In recent years, increasing migration has led to the increasing diversity and cosmopolitanism of metropolitan areas, and the challenges this poses for the creation of more inclusive societies is the focus of the forum's discussions in Paris.

Since 2002, when the European Union's Council of Ministers set the ambitious target of 'mother tongue plus two foreign languages for every EU citizen', the European institutions have encouraged the learning and teaching of languages. This is of course a very laudable goal. However, at the same time, Europe's linguistic diversity is one of its greatest challenges.

Negotiating multiple and sometimes conflicting backgrounds and identities in schools, workplaces and other public spaces at the same time as developing a sense of belonging and social cohesion in the midst of high rates of mobility and a continuous influx of new arrivals from other countries, are just some of the challenges linked to linguistic diversity. These issues and others will be discussed during the forum, which will bring together key stakeholders such as politicians, policy-makers, language educators and language testers.

ALTE will include a report of the forum in the conference proceedings which will be published as part of the Studies in Language Testing (SiLT) series as for the previous ALTE International Conferences in Barcelona, Berlin, Cambridge and Kraków.

The programme will be structured in the following way:

Introduction

- **Opening remarks** – Dr Nick Saville, Cambridge English Language Assessment (co-ordinator)
- **Multilingualism in the context of globalization**
Dr Piet Van Avermaet, Centre for Diversity and Learning, University of Ghent

Case Studies

- **Unlocking the gates of diversity through multilingualism**
Bharti Girjasing, Representative of Utrecht City Authority, The Netherlands
- **The integration of migrants in the metropolitan area: the concrete actions of the Community of Sant'Egidio in Rome**
Cecilia Pani, Representative of Comunità di Sant'Egidio, Italy
- **An impact study across Europe – the LAMI questionnaire**
Lorenzo Rocca, Università per Stranieri, Perugia, Italy and José Pascoal, Universidade de Lisboa, Portugal

Panel discussion

Members of the panel will include the presenters as well as representatives of ALTE members and others, and they will consider issues related to 'Multilingualism in Metropolitan Areas'. The audience is strongly encouraged to participate in the discussion.

Conclusion

- **Closing remarks** – Dr Nick Saville, Cambridge English Language Assessment (co-ordinator)

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Sous les auspices du Secrétaire Général
du Conseil de l'Europe,
M. Thorbjørn Jagland

Forum sur l'évaluation en langues dans le cadre de la migration et de l'intégration (LAMI),

Multilinguisme dans les aires métropolitaines

Le forum sur l'évaluation en langues dans le cadre de la migration et de l'intégration (LAMI) sera organisé par les membres d'ALTE, lors de la 5ème Conférence Internationale ALTE à Paris, les 10 et 11 avril 2014, sous les auspices du Secrétaire Général du Conseil de l'Europe, M. Thorbjørn Jagland.

Ce forum permettra de poursuivre les discussions engagées par ALTE depuis presque 10 ans déjà, lors des précédents forums tenus à Berlin, Cambridge et Cracovie (respectivement en 2005, 2008 et 2011), mais également à l'occasion d'autres séminaires et conférences (Berlin, Rome et Munich), afin de s'interroger sur la place toujours plus importante de l'évaluation en langues dans le cadre des politiques migratoires européennes. Ces dernières années, la croissance des flux migratoires a conduit à une augmentation de la diversité et du cosmopolitisme dans les aires métropolitaines. Les discussions du forum de Paris porteront essentiellement sur les enjeux liés à la création de sociétés plus inclusives.

Depuis 2002, lorsque le Conseil des Ministres de l'Union européenne a défini l'objectif ambitieux d'amener chaque citoyen européen à maîtriser deux langues étrangères en plus de sa langue maternelle, les Institutions européennes encouragent l'apprentissage et l'enseignement des langues. Cet objectif apparaît évidemment plus que louable. Mais paradoxalement, la diversité linguistique inhérente à l'Europe demeure l'un de ses principaux enjeux.

S'efforcer d'instaurer au sein des écoles, espaces de travail et autres espaces publics un équilibre entre les multiples origines et identités parfois en opposition, tout en développant un sentiment d'appartenance et de cohésion sociale, et ce malgré des taux de mobilité élevés et des flux d'arrivants continus en provenance d'autres pays, constituent quelques-uns des enjeux liés à la diversité linguistique. Lors du forum, ces problématiques seront abordées parmi d'autres, par les acteurs incontournables du domaine : politiciens, décideurs, enseignants et évaluateurs en langues.

Comme ce fut le cas lors des précédentes conférences internationales ALTE à Barcelone, Berlin, Cambridge et Cracovie, ALTE publiera un rapport sur le forum dans le

compte rendu de la conférence et l'inclura dans la série d'études sur la conception d'examens de langue (SiLT).

Le programme s'articulera de la manière suivante :

Introduction

- **Discours d'ouverture** – Dr. Nick Saville, Cambridge English Language Assessment (coordinateur)
- **Le multilinguisme dans un contexte de mondialisation** - Dr. Piet Van Avermaet, Centre pour la diversité et l'apprentissage, Université de Gand

Études de cas

- **Résoudre les problèmes liés à la diversité à travers le multilinguisme**
Bharti Girjasing, Représentant de l'administration municipale d'Utrecht, Pays-Bas
- **L'intégration des migrants dans l'aire métropolitaine : les actions concrètes de la Communauté de Sant'Egidio à Rome**
Cecilia Pani, Représentante de la Communauté de Sant'Egidio, Italie
- **Une étude d'impact au niveau européen – le questionnaire LAMI**
Lorenzo Rocca, Università per Stranieri, Perugia (Pérouse), Italie et José Pascoal, Universidade de Lisboa (Lisbonne), Portugal.

Table ronde

Cette table ronde réunira notamment les conférenciers ainsi que les représentants des membres d'ALTE. Ils aborderont les questions liées au « Multilinguisme dans les aires métropolitaines ». Le public est vivement encouragé à prendre part aux discussions.

Conclusion

- **Discours de clôture** – Dr. Nick Saville, Cambridge English Language Assessment (coordinateur)

Forum session abstract and biographical information

Nick Saville is a member of the Cambridge English Senior Management Team and is responsible for directing the work of the Research and Validation Group. He holds a PhD from the University of Bedfordshire in language test impact, as well as degrees in Linguistics and in TEFL from the University of Reading. He has specialised in language assessment since 1987. Before joining Cambridge in 1989, he taught at the University of Cagliari, Italy, and managed test development projects in Tokyo.

Nick has close involvement in European initiatives, such as the Council of Europe's Common European Framework

of Reference for Languages (CEFR) and related 'toolkit', and represents Cambridge English Language Assessment in the Association of Language Testers in Europe (ALTE). His current research interests include: the development of models for investigating test impact; the implementation of quality management systems (QMS) in test development and validation; the uses of language assessment for migration and citizenship purposes; and the use of language corpora in test development and validation.

Résumé des sessions du forum et éléments de biographie

Nick Saville est membre de l'équipe de direction de Cambridge English et dirige les travaux du groupe de recherche et de validation. Il est titulaire d'un doctorat de l'université de Bedfordshire sur l'impact des tests linguistiques et de maîtrises en linguistique et en enseignement de l'anglais comme langue étrangère en TEFL obtenues à l'université de Reading. Il s'est spécialisé en évaluation linguistique depuis 1987. Avant de rejoindre Cambridge en 1989, il a enseigné à l'université de Cagliari, en Italie et a dirigé des projets de développement à Tokyo.

Nick s'est fortement impliqué dans différentes initiatives européennes telles que le Cadre européen commun de

référence pour les langues (CEFR) du Conseil de l'Europe ainsi que sa série d'outils et représente Cambridge English au sein de l'Association of Language Testers in Europe (ALTE). Il effectue actuellement des recherches sur différents sujets : l'élaboration de modèles d'enquête sur l'impact des tests, la mise en œuvre de systèmes de gestion de la qualité (QMS pour « Quality Management System ») pour l'élaboration et la validation de tests, les différentes utilisations de l'évaluation linguistique pour des problématiques de migration et de citoyenneté, ainsi que l'utilisation de corpus linguistiques pour l'élaboration et la validation de tests.

Multilingualism in the context of globalization

Piet Van Avermaet

It cannot be ignored that over the last 20 years migration flows have been strongly influenced by processes of globalization and localization. People have become more mobile, both factual and virtual. Paradoxically this mobility concentrates highly in metropolises and large cities. This process of 'glocalization' leads to socially, culturally and linguistically superdiverse spaces. This 'glocalized' reality impacts processes of integration and is often in direct conflict with many of the current integration policies in Europe.

The contradictory developments in terms of language diversity are a clear case in point. On the one hand, an increase in language varieties and diversity in different geographical and social spaces can be observed. Each of these varieties serves specific and useful purposes. On the other hand, greater uniformity and standardization due to pre-determined hierarchical relations of static times and spaces can be found. A majority of the current integration policies disaffirm the multilingual reality and only promote the knowledge of one language variety, mostly through formal L2 language courses and standardized monolingual tests.

Within a context where 'super diversity' is becoming the norm it is important, however, to reflect on the boundaries of the current linguistic recipes (policies) and definitions of concepts that are being used to 'promote and strengthen social and civic activity'. In this paper the observed contradictions and the limits of the current language (testing) policies and practices will be discussed. More appropriate perspectives for language teaching, learning and assessment, that meet the current realities, will be presented.

Piet Van Avermaet is Director of the Centre for Diversity and Learning at the University of Ghent, Belgium, where he also teaches Multicultural Studies. His expertise and research interests are: diversity and social inequality in education, educational linguistics, multilingual and multicultural education, language and integration of immigrants, sociolinguistics and language testing. He worked for many years at the Centre for Language and Education at the University of Leuven, where he was co-ordinator of the Certificate Dutch as a Foreign Language (CNaVT).

Le multilinguisme dans un contexte de mondialisation

Piet Van Avermaet

Depuis deux décennies, les flux migratoires ont été fortement influencés par les processus de mondialisation et de localisation, il s'agit là d'un fait indéniable. Les gens sont devenus beaucoup plus nomades, aussi bien sur le plan factuel que virtuel. Paradoxalement, la mobilité se concentre essentiellement autour des métropoles et des grandes villes. Le processus de « mondialisation » conduit à des espaces ultra-diversifiés, à la fois socialement, culturellement et d'un point de vue linguistique. Cette réalité « internationale » agit sur les processus d'intégration et va souvent à l'encontre de nombreuses politiques d'intégration menées actuellement en Europe.

Les développements contradictoires en matière de diversité linguistique incarnent de parfaits exemples. D'un côté, un accroissement de la variété et de la diversité linguistiques peut être observé au sein des différents espaces géographiques et sociétaux, chacune de ces variétés répondant à des objectifs précis et utiles. D'un autre côté, une plus grande uniformité et une meilleure homogénéisation peuvent être identifiées, dans la mesure où il existe des relations hiérarchiques prédéterminées compte tenu du caractère d'immobilité des espaces et du temps. La plupart des politiques d'intégration actuelles désapprouvent la réalité multilingue et n'encouragent l'apprentissage que d'une seule variété de langue,

principalement par l'intermédiaire de cours de langue formels (L2) et d'évaluations monolingues uniformisées.

Dans un contexte où « l'ultra-diversité » tend à devenir la norme, il demeure important de s'intéresser aux limites des méthodes linguistiques actuelles (politiques) et de s'interroger sur la définition des concepts utilisés afin de « promouvoir et renforcer les actions sociales et civiques ». Au cours de cette présentation, seront abordées les contradictions et les limites observées en matière de politiques (examens) et pratiques linguistiques actuelles. Des perspectives plus pertinentes en phase avec les réalités d'aujourd'hui en matière d'enseignement, d'apprentissage et d'évaluation linguistique seront également présentées.

Piet Van Avermaet est directeur du Centre pour la Diversité et l'Apprentissage à l'université de Gand, en Belgique où il enseigne également les Études Multiculturelles. Ses domaines de spécialisation et de recherche sont les suivants : diversité et inégalités sociales en éducation, pédagogolinguistique, éducation multilingue et multiculturelle, langue et intégration des immigrés, sociolinguistique et tests de langue. Il a travaillé pendant de nombreuses années au Centre des Langues et de l'Éducation de l'université de Louvain où il coordonnait le Certificat le Néerlandais comme Langue étrangère (CNaVT).

Case Studies

Unlocking the gates of diversity through multilingualism

Bharti Girjasing, Advisor International Affairs, City of Utrecht

Based on partners and research we gathered from all over the world, we are developing a sustainable and programmatic approach, all in order to make maximum use of the potential of the multilingual capacity and ambitions of the citizens, with the growth of Utrecht as the main goal.

Together with a core team, the municipality will initiate the Sustainable Multilingual Urban Programme (SMUP). The core team consists of people with different backgrounds, but in some way, related to multilingualism. We will involve universities, cultural organisations, tourist organisations, language institutes, the Chamber of Commerce and the municipality as members of the support team. This team's work is on the outline of the programme and its implementation along with other partners in and outside the city.

In order to get the most out of this programme, we will split it into four different pillars: economy, culture, knowledge and citizenship. These four pillars will focus on the economic

and social benefits of multilingualism. Among these pillars various activities will be organised. Think of language festivals, multilingual bed and breakfast, urban language camp, signage in the city, the supply of other languages in neighbourhoods, language programmes within companies, and a language cafe.

One of the tasks of **Bharti Girjasing** is making policy regarding multilingualism in the city of Utrecht. The city is a torch-bearer for multilingualism and is stimulated by the EU's fresh discourse on multilingualism; the linguistically diverse city of Utrecht in the Netherlands has decided to more actively promote its multilingual features.

As representative of the municipality, Bharti is responsible for research and policy which should make it possible to exploit the benefits of a multilingual city. This means she often works together with knowledge institutes and initiates research with trainees. She is also the project co-ordinator of the Sustainable Multilingual Urban Programme (SMUP). This programme is intended to convert the diversity of the city into economic and social benefits.

Études de cas

Résoudre les problèmes liés à la diversité à travers le multilinguisme

Bharti Girjasing, Conseiller en affaires internationales, ville d'Utrecht (Pays-Bas) Grâce à nos partenaires et en nous appuyant sur des recherches recueillies dans le monde entier, nous sommes en train de développer une approche programmatique durable, destinée à tirer le meilleur profit de la capacité et des ambitions multilingues de nos citoyens, en ayant pour principal objectif la croissance de la ville d'Utrecht.

Accompagnée d'une équipe dédiée au projet, la municipalité lancera le Sustainable Multilingual Urban Programme (SMUP, Programme urbain multilingue durable). Cette équipe sera composée de personnes dont les profils sont différents, mais d'une certaine manière, liés au multilinguisme. Nous inviterons des universités, des organisations culturelles, des organisations touristiques, des écoles de langue, la Chambre de commerce et la municipalité à devenir membres de l'équipe de soutien. La fonction de cette équipe portera sur la conception du programme et sa mise en œuvre avec d'autres partenaires, à l'intérieur et à l'extérieur de la ville.

Afin d'optimiser ce programme, nous l'avons divisé en 4 principaux piliers : l'économie, la culture, l'apprentissage et la citoyenneté. Ces quatre piliers se concentreront sur les avantages du multilinguisme sur les plans économiques

et sociaux. Au sein de ces piliers, diverses activités seront organisées : festivals linguistiques, auberges multilingues, colonies linguistiques, signalisation dans la ville, offre de formations linguistiques dans les quartiers, programmes linguistiques dans les entreprises, ou encore ouverture d'un bar multilingue.

L'une des missions de **Bharti Girjasing** consiste à élaborer des politiques concernant le multilinguisme dans la ville d'Utrecht. Fer de lance du multilinguisme, la ville bénéficie de l'impulsion des discours actuels de l'UE en la matière. Reconnue pour son importante diversité linguistique, Utrecht a mis tout en œuvre pour promouvoir plus activement ses caractéristiques multilingues. .

En tant que représentante de la municipalité, Bharti est responsable de recherches et de politiques permettant d'exploiter les avantages d'une ville multilingue. Pour cela, elle travaille souvent en collaboration avec des instituts de recherche et lance des recherches avec des apprentis. Elle est également la coordinatrice du Sustainable Multilingual Urban Program (SMUP), visant à transformer la diversité de la ville en avantages économiques et sociaux.

The integration of migrants in the metropolitan area: the concrete actions of the *Community of Sant'Egidio* in Rome

Cecilia Pani

Since the 1980s more than 100,000 migrants of 130 different nationalities have attended the free language courses of the Community of Sant'Egidio in Italy, mainly in an urban context. A holistic approach, through the personal and concrete meeting of men and women, has proved to be a successful factor aimed at full integration into Italian society. In 1999 the creation of the association called People of Peace gathered together Italians and foreigners with some leading ideas and a citizenship project based on solidarity according to the model of 'métissage' described by Jacques Audinet. This presentation will look at the results of this project, with particular regard to the concrete actions in the Rome metropolitan area.

Cecilia Pani is a teacher of foreign languages in a state school, and co-ordinates the free language school of the *Community of Sant'Egidio* in Rome. She has taken part in various meetings about migration and coordinated projects for the integration of immigrants in Italy. Her latest publication is the course book 'Italiano per Amico' Advanced Level, written with other teachers of the Language school of Sant'Egidio in Rome.

L'intégration des migrants dans l'aire métropolitaine : les actions concrètes de la Communauté de Sant'Egidio à Rome

Cecilia Pani

Depuis les années 80, plus de 100 000 immigrants de près de 130 nationalités ont assisté aux cours de langues gratuits de la Communauté de Sant'Egidio en Italie, principalement dans un contexte urbain. L'adoption d'une approche holistique, matérialisée par la mise en place de réunions individuelles et concrètes avec des hommes et des femmes, s'est avérée très efficace afin d'intégrer de manière complète ces personnes dans la société italienne. En 1999, la création d'une association nommée People of Peace a rassemblé les Italiens et les étrangers autour d'idées dominantes et d'un projet de citoyenneté basé sur la solidarité, conformément au modèle du « métissage » décrit par Jacques Audinet. Cette présentation observera les

résultats de ce projet, en s'intéressant particulièrement aux actions concrètes menées dans l'aire métropolitaine de Rome.

Cecilia Pani est professeure de langues étrangères dans une école publique et coordonne l'école de langue gratuite de la Communauté de Sant'Egidio à Rome. Elle a participé à différentes rencontres sur le thème de l'immigration et a coordonné plusieurs projets pour l'intégration des immigrés en Italie. Sa dernière publication est le livre scolaire *Italiano per Amico*, niveau avancé, rédigé en collaboration avec d'autres enseignants de l'école de langue de Sant'Egidio à Rome.

An impact study across Europe: the LAMI questionnaire

José Pascoal

Lorenzo Rocca

The LAMI questionnaire (LQ) is intended for migrants who have attended a language course and/or taken a language test. It was developed to investigate the impact through users' feedback, giving ALTE the chance to use a common instrument. In fact, starting from an English general template (that functions as a sample, according to the various contexts), ALTE added four other LQ versions in German, Italian, Portuguese and Slovenian. In 2013 the LAMI SIG administered the LQ, collecting more than 1,500 samples. This presentation will consider the first results of this administration, in terms of the preliminary data emerging from Italy and Portugal, and also by comparing the reports from the two countries involved.

José Pascoal is a senior lecturer and a researcher at the Faculty of Letters of the University of Lisbon (UL). He is also the director of the Assessment Centre for Portuguese as a foreign language. He is the UL representative in ALTE where he is a member of the Standing Committee and chairs the YAL SIG. He is a team member of the Language Descriptors project within the 2012–15 ECML Programme.

He co-authored the National Syllabus for Portuguese (L1) for secondary education, the framework for YAL of Portuguese background and the Council of Europe Threshold Level for Portuguese. He also authored a Portuguese language course for the UN High Commission for Refugees. He co-ordinates the Lidel series Exams of Portuguese for Speakers of other Languages.

Lorenzo Rocca has a degree in Classics and a postgraduate degree in the Didactics of L2 Italian.

After having been a teacher of Italian as a Foreign Language, he has worked at the Centre for Evaluation and Language Certification (CVCL) since 2004. His duties range from marking and examining to item writing and running seminars. Since 2006 he has been the co-ordinator of a research project focused on the link between teaching and evaluation in the migration context. He has published both the specifications for the CVCL exams for adult migrants and a Knowledge of Society book for A2 learners of Italian. Lorenzo is the co-ordinator of the Language Assessment for Migration and Integration (LAMI) Special Interest Group in ALTE.

Une étude d'impact au niveau européen : le questionnaire LAMI

José Pascoal

Lorenzo Rocca

Le questionnaire LAMI (LQ) est destiné aux immigrants qui ont suivi un cours de langue et/ou ont passé un examen en langue. Il a été conçu afin de mesurer l'impact obtenu, grâce aux retours de commentaires des utilisateurs, donnant ainsi à ALTE l'opportunité d'utiliser un instrument commun. Ainsi, à partir d'un modèle général établi en anglais (qui faisait office d'échantillon, en fonction des divers contextes), ALTE a ajouté 4 autres versions du LQ : en allemand, italien, portugais et slovène. En 2013, le SIG (Groupe travaillant sur des sujets spécifiques) LAMI a distribué le LQ et a collecté plus de 1 500 échantillons. Cette présentation observera les premiers résultats de cette opération, notamment les données préliminaires en provenance d'Italie et du Portugal, et comparera également les rapports émanant des deux pays impliqués.

José Pascoal est maître de conférences et chercheur à la Faculté de Lettres de l'Université de Lisbonne (UL). Il est également directeur du Centre d'évaluation du portugais comme langue étrangère. Il représente l'UL au sein de l'ALTE, où il est membre du Comité permanent (« Standing Committee ») et préside le groupe d'intérêt spécifique YAL. Il est membre de l'équipe chargée du projet des descripteurs de langue, dans le cadre du programme ECML 2012-2015.

Il est co-auteur de l'ouvrage intitulé Programme national pour le portugais (L1) destiné au secondaire et constituant le cadre du YAL pour un contexte portugais et le niveau minimum exigé par le Conseil de l'Europe pour le portugais. Il est également l'auteur d'un cours de portugais pour le Haut Commissariat des Nations unies pour les Réfugiés. Enfin, il coordonne les examens de portugais de la série Lidel pour les Locuteurs de langues étrangères

Lorenzo Rocca est titulaire d'un diplôme de Lettres classiques et d'un diplôme de troisième cycle de didactique pour l'italien comme langue seconde.

Après avoir enseigné l'italien comme langue étrangère, il a travaillé au centre d'Évaluation et de Certification linguistiques (CVCL) à partir de 2004. Ses différentes fonctions incluent la notation, la passation d'examen, la rédaction d'items et l'organisation de séminaires. Depuis 2006, il coordonne un projet de recherche étudiant le lien entre enseignement et évaluation dans le contexte de l'immigration. Il a publié les spécifications des examens du CVCL destinés aux migrants adultes et un ouvrage de connaissances culturelles pour les personnes apprenant l'italien au niveau A2. Enfin, Lorenzo coordonne le groupe d'intérêt spécifique d'évaluation des langues dans le cadre de la immigration et de l'intégration (LAMI) au sein de l'ALTE.

Panel Discussion

Lid King: A languages teacher in secondary, higher and adult education, advanced level examiner and materials writer, Dr Lid King was Director of CILT from 1992 to 2003. From 2003 to 2011 he was National Director for Languages, taking forward the implementation of the National Languages Strategy for England. He is co-author – with Lord Ron Dearing – of The Languages Review, and has represented the UK on languages at both the European Union and The Council of Europe. As Director of the Languages Company, he is primarily involved in European projects and policy analysis.

Bruno Mègre, a lecturer on evaluation and assessment at the University of Sorbonne Nouvelle (Paris 3), and the author of several books on evaluation and language learning, is Head of CIEP's Department of Evaluation and Certification. Founded in 1945, CIEP is a National Public Institution in France, recognised for its expertise in evaluation, training and assessment, and for its management of international projects. CIEP focuses on French language education, and on the assessment and certification of French as a foreign language, especially in the context of international mobility. CIEP works closely with the French Ministries of Education

and Higher Education, and is also the French Ministry of Foreign Affairs' main operating partner with regard to the French language.

Philia Thalgott joined the Council of Europe in 1979 and has contributed to a wide range of areas such as communication and public relations, political affairs, the Council of Europe Development Bank and the European Youth Foundation. For the past 25 years she has devoted herself to the wide-ranging and expanding programmes managed by the Language Policy Unit, which included the European Year of Languages campaign in 2001 and the related annual 'Day', a project on teaching/learning Romani, the co-ordination of several Language Education Policy Profiles for countries or regions. She is currently responsible for the co-ordination of an ambitious programme on linguistic integration of adult migrants (LIAM). This involves research, intergovernmental conferences, a dedicated website and included two surveys among the 47 Council of Europe member states. The results of the third one (conducted in 2013) will be made public for the third conference to be held on 3–4 June 2014 in Strasbourg (www.coe.int/lang-migrants).

Débat

Lid King est professeur de langues dans l'enseignement secondaire et supérieur ainsi qu'auprès des adultes, examinateur pour le niveau avancé et rédacteur de supports pédagogiques. Lid King a été directeur du CILT entre 1992 et 2003. Entre 2003 et 2011, il a occupé les fonctions de directeur national pour les Langues et a mis en place la Stratégie nationale en matière de langues pour l'Angleterre. Il est coauteur, avec Lord Ron Dearing, de la publication intitulée Languages Review, et a représenté le Royaume-Uni sur le thème des langues à l'Union européenne et au Conseil de l'Europe. En tant que directeur de la Languages Company, il participe à des projets européens et à l'analyse de politiques.

Bruno Mègre, chargé d'enseignement en évaluation à l'Université de la Sorbonne Nouvelle (Paris 3) et auteur de différents ouvrages sur l'évaluation et l'apprentissage des langues, est responsable du département Évaluation et Certifications du CIEP. Le CIEP est un opérateur public français créé en 1945, reconnu pour ses compétences en matière d'évaluation, de formation et de certification de niveau ainsi que pour sa gestion de projets internationaux. Le CIEP est axé sur l'enseignement en français ainsi que sur l'évaluation et la certification du français comme langue étrangère, tout particulièrement dans un contexte de mobilité internationale. Le CIEP travaille en étroite

collaboration avec les Ministères de l'Éducation nationale et de l'Enseignement supérieur et de la Recherche et constitue également le principal partenaire du Ministère des Affaires étrangères en matière de langue française.

Philia Thalgott a rejoint le Conseil de l'Europe en 1979 et a effectué des contributions dans un grand nombre de domaines tels que la communication et les relations publiques, les affaires politiques, la Banque de développement du Conseil de l'Europe et le Fonds européen pour la Jeunesse. Au cours des 25 dernières années, elle s'est consacrée aux programmes variés et en développement de l'unité Politique linguistique, comprenant la campagne de l'Année européenne des langues en 2001 ainsi que la journée annuelle correspondante, un projet d'enseignement/apprentissage du romani, la coordination de différents Profils de politiques pour l'enseignement des langues destinés aux pays ou aux régions. Elle gère actuellement la coordination d'un ambitieux programme d'intégration linguistique des adultes migrants (LIAM), comprenant des recherches, des conférences intergouvernementales, un site Internet dédié et ayant produit deux enquêtes effectuées auprès des 47 États membres du Conseil de l'Europe. Les résultats de la troisième enquête (menée en 2013) seront rendus publics lors de la troisième conférence qui se tiendra les 3 et 4 juin 2014 à Strasbourg (www.coe.int/lang-migrants).

Session abstracts and speaker biographical information

Paper presentations are listed alphabetically by surname, with the main speaker listed first.

Each presentation will be in the language of its title and has been categorised according to one of the four strands of the conference:

M Mobility

D Diversity

IC Intercultural Communication

FQ Fairness & Quality

Katrin Ahlgren, Stockholm University, Sweden

Maria Rydell, Stockholm University, Sweden

Evaluation des capacités d'expression orale – le cas du suédois pour les immigrés adultes **M**

Cet article examine l'évaluation des capacités d'expression orale dans un cadre super-diverse et multilingue. Les données proviennent du projet Samtal på gång– un document d'orientation pour l'évaluation des capacités d'expression orale dans le test national en suédois pour les immigrés adultes, qui mesure trois niveaux, de A1/A2 à B1+. Les participants ont différentes origines linguistiques, ethniques et éducatives et des raisons différentes pour migrer vers la Suède.

Katrin Ahlgren, PhD student and test constructor at the Department of Language Education at Stockholm University.

Maria Rydell, PhD student and test constructor at the Department of Swedish Language and Multilingualism at Stockholm University.

Tomoyasu Akiyama, Bunkyo University, Japan

Examining Test Fairness: Focusing on Rater Behavior in the Case of Employing Prospective English Teachers **FQ**

This study examines test fairness of employing prospective English teachers, focusing on rater behavior in the context of teacher employment examinations both quantitatively (Many-Facet Rasch Analysis) and qualitatively (think-aloud method) using NVivo9. Results reveal that despite rating assessment criteria provided to raters, raters rated candidates differently based on their teaching core values and ideal images of English teachers and English classes, which are not included in the assessment criteria.

Tomoyasu Akiyama is a professor at Bunkyo University in Japan. He obtained his PhD at the University of Melbourne. He has taught teaching methods, research methods and language testing. His research interests include learners' motivation and mindsets as well as validity investigations of high school, university and teacher employment examinations using the Rasch measurement.

Ene Alas, Tallinn University, Estonia
Suliko Liiv, Tallinn University, Estonia

Working towards Fairness and Quality in Scoring Speaking Tests during National Examinations

As of spring 2014, a new framework will be implemented during the national examination in the English language in Estonia, more closely aligned with the CEFR. The presentation will report on a study conducted in connection with the framework change, investigating the interviewers'/raters' involvement with/attitude to the CEFR. A 4-stage training sequence to attain fairness and maintain quality during the speaking tests of the national examination will be proposed.

Ene Alas is a lecturer in the Department of English at Tallinn University. Her research interests involve language testing, test development and teacher education.

Suliko Liiv is a professor in the Department of English at Tallinn University. Her research interests concern language policy, intercultural communication, language testing and contrastive language studies.

Mohammad Alavi, University of Tehran, Iran

Examining Differential Item Functioning in a Rasch model, Logistic Regression, and Mantel-Haenszel

This study compared DIF of 35 grammar, 30 vocabulary, and 35 reading comprehension items in three DIF detection techniques, i.e. a Rasch model, Logistic Regression, and Mantel-Haenszel. The test was administered to 3,000 applicants to different postgraduate courses in the University of Tehran. The results indicated that the Rasch model is the most liberal method in detecting DIF while logistic regression is the most conservative one.

the University of Tehran. His main areas of research are language testing and assessment, English for Specific Purposes, and Task-based Language Teaching and assessment. He has taught courses related to his main interests to undergraduate and postgraduate levels. He also tackled these issues in his national and international publications. Currently, he is the chair of Language Testing Center of University of Tehran.

Dr Sayyed Mohammad Alavi is an associate professor at the department of English language and literature in

Susanne Altenberg, European Parliament, DG Interpretation and Conferences, Belgium

Wie testet man Dolmetscher für die Praxis – oder die hohe Kunst der Sprachbeherrschung?

Wie werden Dolmetscher für die Praxis im Europäischen Parlament getestet? Welche Anforderungen werden an die Sprachbeherrschung gestellt? Wie testet man aktive und passive Sprachbeherrschung? Wie ist der Bezug zum Europäischen Referenzrahmen für Sprachen? Wie kann man alle 552 möglichen Sprachkombinationen testen? Welche Evaluierungskriterien garantieren Qualität und Fairness? Machen neue Technologien Tests fairer und effizienter?

Das Ziel ist die nachhaltige Sicherung einer hochwertigen und bedarfsgerechten Mehrsprachigkeit im Europäischen Parlament.

Susanne Altenberg is a trained conference interpreter for German, English, French, Dutch, Spanish and Polish. After several years of work as a freelance interpreter and translator she joined the European Parliament in 2000 as staff interpreter. In 2008 she became Head of Unit of the German Language Unit and later acting Head of the Polish Language Unit. Since 2011 she is Head of Unit for Multilingualism Support and since 2012 also acting Head of Unit for e-learning in DG Interpretation and Conferences of the European Parliament. Her main areas of work are testing of interpreters, cooperation with universities training interpreters, inter-institutional cooperation as well as research and studies on multilingualism.

Hatice Asvaroğlu, Girne American University, Cyprus
**English as a Foreign Language Teachers' Intercultural Awareness
 and its Influence on Their Assessment Practices** 

This study aims to investigate English as a foreign language teachers' intercultural awareness and its impact on their assessment practices. Six English language instructors with diverse backgrounds participated in the research study which was conducted at the Foundation English School of an English Medium University in Cyprus. Research data was obtained by means of teacher interviews and examination of the English language tests. The study revealed some interesting insights.

Currently Hatice works as the Director of Foundation English School, Girne American University. She has an

undergraduate Diploma in English Language Teaching, MA in Applied Linguistics and PhD in English Language Teaching which is still in progress. Hatice worked as a teacher of English as a foreign language at different secondary public schools in Cyprus for 20 years and has six years' experience as an English Language Inspector. Hatice has worked in her current position for over one year now. She is a pre-service and in-service English Language teacher trainer. Her professional interests include 'English Language Teacher Ongoing Professional Development', 'Reflective Teaching', 'Assessment and Evaluation', 'English for Academic Purposes' and 'Cross-cultural Communication'.

Beverly Baker, McGill University, Canada
**Determining the Language Assessment Literacy of Admissions
 Decision-Makers in Higher Education** 

University admissions decision-makers need a certain amount of Language Assessment Literacy (LAL) to enable them to make use of language test scores effectively and ethically (O'Loughlin, 2011; 2013). We surveyed university admissions officers across Canada, inquiring about knowledge, beliefs, and levels of confidence in using language test scores in their work. Results revealed an intuitive awareness of measurement concepts, and suggested the most appropriate content for later informational workshops.

Beverly A. Baker is a faculty member and Undergraduate Program Director in the Department of Integrated Studies in Education at McGill University, Montreal, Canada. Her research interests include writing assessment, ESP assessment, and language test development and validation. She is a member of the Founding Executive Committee of the Canadian Association for Language Assessment/Association Canadienne d'Évaluation des Langues (CALA/ACEL).

Marie Beillet, Université de Mons, Belgium

Nouvelle épreuve du TEF-académique: évaluation de la fidélité inter-juge **M**

Afin d'évaluer le niveau linguistique d'étudiants allophones, une grille critériée permettant d'évaluer leur production écrite est proposée par l'Université de Mons et la CCI de région Paris Ile-de-France. Pour déterminer la validité de l'outil, une expérimentation dans le but de déterminer la corrélation inter-juges a été menée, au moyen du coefficient alpha de Krippendorff. La communication présente l'expérimentation, les résultats obtenus, et les perspectives d'amélioration de l'outil.

Marie Beillet est doctorante boursière au sein de l'Université de Mons. Co-financée par la Chambre de Commerce et d'Industrie de région Paris Ile-de-France depuis Octobre 2011, ses recherches portent sur le développement d'un outil de mesure des compétences linguistiques en français académique pour les étudiants non-francophones, de manière à faciliter leur intégration à l'université et à améliorer leur taux de réussite.

Hichem Belhocine, CIEP, France

Effet du support de passation d'un test sur les résultats des candidats **FO**

Cette présentation mesure l'effet de la mise en œuvre d'une procédure de validation des items par étalonnage masqué (seeding-test) sur les résultats des candidats. Pour cela, nous avons utilisé une version officielle du test au format 'papier/crayon', 'sur ordinateur' et 'en étalonnage masque'. Les couples de résultats des candidats sont comparés pour vérifier le score obtenu selon le support de passation.

2008-2010: Diplôme Universitaire Technologique en Statistiques et Informatique Décisionnelle

Depuis Septembre 2010: Psychométricien au Département Evaluation et Certifications (CIEP)

Hichem Belhocine, CIEP, France

Effect of the evaluation material of a test on the candidates' results **FO**

This study measures the effect of the application of a procedure of items' validation by seeding-test on the candidates' results. For that purpose, we have used an official version of the test in 'paper/pen' form, 'on computer' and 'in seeding-test'. Pairs of candidates' results are compared to check the achievement/result obtained according to the evaluation material.

2008 – 10: Technology University Diploma in Statistics and Business Intelligence

Since September 2010: Psychometrician in the Evaluation and Certifications Department (CIEP)

Vivien Berry, British Council, London, UK

Barry O'Sullivan, British Council, London, UK

Language standards for medical practice in the UK: issues of fairness and quality for all

This study addresses the question of requiring evidence of English language ability from all medical practitioners seeking admission to the General Medical Council (GMC) register in the UK. Qualitative analysis of focus group discussions results in a recommendation that a UK language standard and standard assessment procedures should be developed for demonstrating the English language proficiency of all aspiring registrants, not simply those who are 'non-native' speakers of English.

Vivien Berry currently works as Senior Researcher in the English Language Assessment Research Centre of the British Council in London. Prior to this, she worked at the University of Roehampton where she conducted a research project for the GMC and for 15 years at the University of Hong Kong where she taught courses in language testing and research methodology. Her book, 'Personality Differences and Oral Test Performance', was published by Peter Lang in 2007.

Barry O'Sullivan is Senior Advisor, English Language Assessment, to the British Council in London and worldwide. He is particularly interested in issues related to performance testing, test validation and test-data management and analysis. His publications have appeared in a number of international journals and he has presented his work at international conferences around the world. His first book 'Issues in Business English Testing' was published by Cambridge University Press in the 'Studies in Language Testing' series in 2006. His second (Modelling Performance in Oral Language Testing) was published by Peter Lang in 2008. He is currently working on two edited volumes which will appear in the coming year. In addition to his work in the area of language testing, Barry taught in Ireland, England, Peru and Japan before taking up his current post.

Henrik Bøhn, Østfold University College, Norway

Gro-Anita Myklevold, Østfold University College, Norway

Assessing spoken EFL in Norway: How native-speaker centered?

The focus of the current study is English Foreign Language (EFL) teachers' orientations as regards to the assessment of EFL spoken performance at the upper secondary level in Norway. Using a mixed methods approach, the study investigates which criteria the teachers find salient when assessing pronunciation and intonation, including to what extent they find the native speaker concept to be a relevant standard for the assessment of spoken L2 production.

Henrik Bøhn has a master's degree in English from the University of Oslo and has taught English at the upper secondary level in Norway for three years. Since 2000 he has been working with English proficiency and intercultural communication at Østfold University College (ØUC), Norway. Since 2008 he has also been involved in the Teacher Education Programme at ØUC. He is currently

taking a PhD in language assessment at the University of Oslo, working on a project on the assessment of oral English proficiency at the upper secondary level. His publications include a book and several articles on intercultural communication, Content and Language Integrated Learning and English proficiency.

Gro-Anita Myklevold has a master's degree in English from the University of Oslo and has taught English at the upper secondary level for 10 years. Since 2009 she has been working in the English department at Østfold University College, teaching English proficiency, British Culture, English literature and English didactics to teacher students. Her research interests include language assessment and English literature and didactics. She is currently co-editing an anthology in foreign language didactics.

Inmaculada Borrego Ledesma, Universidad de Salamanca, Spain

Jorge Sánchez-Iglesias, Universidad de Salamanca, Spain

Género textual e interculturalidad en la evaluación de la expresión escrita: El parámetro de adecuación

Esta propuesta considera la relación entre los géneros textuales y la interculturalidad (que condiciona la constitución de la comunidad discursiva en el caso de L2), y su reflejo en la evaluación. En la producción escrita, la imagen y la identidad exceden el mero reajuste de las convenciones textuales que a cada género corresponden, y es necesario estudiar su impacto en los parámetros de evaluación (por ejemplo, el de adecuación).

Inmaculada Borrego Ledesma graduated from the University of Salamanca where she gained degrees in Spanish and English Philology. She obtained a master's degree in teaching Spanish as a foreign language. Since 1990 she has been working at Cursos Internacionales of the University of Salamanca as a teacher of Spanish to foreigners. She also specializes in teacher training courses. She has published several articles and she is co-author of Spanish textbooks as a second language. Also, she has been responsible for a wide range of general Spanish test papers (DELE).

She has been the co-ordinator of the SurveyLang test development team at the University of Salamanca. Her main research fields are: foreign language assessment, and the adaptation of DELE examinations to the Common European Framework of Reference for Languages.

Jorge J. Sánchez-Iglesias (PhD) read Spanish and Italian at the University of Salamanca (Spain). His research and teaching focus is on applied linguistics (foreign/second language and translation). He is a lecturer of Spanish and Discourse Analysis at the Faculty of Translation and Documentation. He previously taught Spanish as a foreign language at Cursos Internacionales. He has published "Errores, corrección y fosilización en la didáctica de lenguas afines" and co-edited "Del texto a la lengua: La aplicación de los textos a la enseñanza-aprendizaje de español L2-LE" and "La fosilización en la adquisición de segundas lenguas." His research interests are writing (first/second language), assessment and fossilization.

Maria Brau, Federal Bureau of Investigation/Language Testing and Assessment Unit, USA

Ewa Zeoli, Federal Bureau of Investigation/Language Testing and Assessment Unit, USA

Assessing Competence in Intercultural Communication: The Interagency Language Roundtable Skill Level Descriptions

A set of Skill Level Descriptions for Competence in Intercultural Communication has been approved by the Interagency Language Roundtable for use by United States Government agencies. Based on a 0 to 5 ordinal scale, the descriptions are written in clear language accessible to non-experts, and incorporate both linguistic and extra-linguistic elements at every level. Curricula and criteria-referenced assessment tools are currently being developed.

Dr Maria Brau has a PhD from Georgetown University and has presented at various conferences on testing and assessment issues, including the last ALTE Conference on the development and validation of FBI verbatim translation tests. She has been the Chief of the FBI Language Testing and Assessment Unit for over ten years, and chaired

the Interagency Language Roundtable committees that developed Skill Level Descriptions for Translation, Interpretation, Audio Translation and, most recently, Competence in Intercultural Communication.

Ewa Zeoli is an Applied Linguist with the FBI's Language Testing and Assessment Unit. She was born in Krakow, Poland, and graduated from the Pedagogical University of Krakow, Harvard University and the University of Chicago. As a member of the Interagency Language Roundtable (ILR) Special Committee, she was instrumental in developing the ILR Skill Level Descriptions for Competence in Intercultural Communication and currently serves as Co-Chair to the ILR Culture Committee.

Lisbeth M. Brevik, University of Oslo, Norway

Mapping Tests: Comparing Upper Secondary Students' Reading Skills in L1 and L2

This study provides insight into upper secondary students' reading skills in their first language and second language. The analytic focus on cross-linguistic reading enables another contribution, through regression analysis. This is a population study that analyses how 10,000 upper secondary students read across languages, which

component reading skills correlate within and across languages, and whether reading skills in L1 can be explained by reading skills in L2 and vice versa.

Lisbeth M. Brevik is a PhD student at the University of Oslo.

Rachel Brooks, Federal Bureau of Investigation/Language Testing and Assessment Unit, USA

Comparing Native and Non-native Raters of US Federal Government Speaking Tests

Native and non-native speaker raters were compared in a new manner, by expanding the breadth of proficiency levels rated to include highly articulate examinees, regrouping the raters to represent three ideas of nativeness (native/non-native speakers, speaking proficiency, and first language), and examining final and linguistic ratings to reveal the raters' scoring constructs. The results suggested that organizations should consider rater proficiency rather than whether the rater is a native speaker.

Rachel Lunde Brooks serves as Program Manager of the Testing Standards Program in FBI's Language Testing and Assessment Unit, where she oversees the speaking tester program, quality control of FBI tests, research and validation projects, and training of testers. Dr Brooks' research and publications address testing in the US Federal Government, native speaker roles in speaking testing, and Forensic Linguistic methods to determine cheating. Dr Brooks co-chairs the Testing and Assessment Expert Group under the US Government Foreign Language Executive Committee. Dr Brooks received a PhD in Linguistics from Georgetown University.

Ines Busch-Lauer, Westsächsische, Zwickau, Germany

Assessing Language Skills in the English for Engineering Students' Classroom

Engineering students need a certification of their professional English skills. Proper tests are still missing. The paper briefly presents the contents of English for Engineering courses at the University of Applied Sciences in Zwickau (Germany). It then describes the type of exams used to evaluate the acquired language skills on B2/C1 level (CEFR). Sample English tests from biomedicine, microsystems technology and computer science will be used to illustrate the approach.

Ines Busch-Lauer, Professor for English/Communication at UAS Zwickau since 2006. PhD and postdoc thesis in LSP communication from Leipzig University, LSP lecturer and teacher at various institutions of tertiary education. Research areas: LSP research, textlinguistics, L1/L2 writing, language testing, LSP didactics.

Gwendydd Caudwell, British Council, Dubai, United Arab Emirates Exploring Judgements of Speaking Performance by Native and Non-native Raters **FO**

This study explores the decision-making process when rating a speaking test for placement purposes. Two groups of raters (NS and NNS) rated the same speaking tests and their decision-making process was recorded using think-aloud protocols. Follow-up questionnaires were used to investigate any points arising from them. Implications on the standardisation and training processes and the potential effect of misplacement for institutions, amongst others, are discussed.

Gwendydd Caudwell started as an English Language teacher and has worked in South America, Eastern Europe, the Middle East and South-East Asia in that role before joining the British Council and going into management and running Teaching Centres in both Eastern Europe and more recently India. In 2009 she completed the Roehampton University course in Language Testing which spurred her into doing her MA in Language Testing at Lancaster University which she successfully completed last year. During her time in India Gwendydd worked on some large testing projects and is now the Aptis Product Development Manager for the British Council based in Dubai.

Sathena Chan, Centre for Research in English Language Learning and Assessment, UK

The context validity of reading-into-writing test tasks **D**

The study examined the contextual features of two sampled real-life academic writing tasks and two types of reading-into-writing test tasks in terms of a) overall task setting, b) input text features, and c) the linguistic complexity of the input texts by expert judgement (n=10) and automated textual analysis. The presenter will present the results, discuss the implications for the use of such integrated tasks; and provide recommendations for test writers.

Sathena Chan is a Postdoctoral Research Fellow at the Centre for Research in English Language Learning and

Assessment (CRELLA). Her major areas of research include integrated reading-into-writing assessments, test development and validation, cognitive processing of language use, textual analysis of written performance, and rating scale development. She is the principal investigator for a few test validation research studies and test revision projects for examination boards and educational organisations in the UK and worldwide. She also has extensive experience in statistics analysis for language test development and research in language testing and applied linguistics.

Jozef Colpaert, Universiteit Antwerpen, Belgium

Ann Aerts, Universiteit Antwerpen, Belgium

Margret Oberhofer, Universiteit Antwerpen, Belgium

Time for a new CEFR? Recommendations from the field

The conference 'Language Testing in Europe: Time for a new Framework?' brought together 188 researchers, practitioners and policy-makers. We will highlight the findings from the preconference surveys (n=350), and the post-reflection with the participants, which led to 10 recommendations: suggestions regarding the critical awareness of stakeholders, the clarity of the descriptors, a platform for exchanging good practices and the need for more examples for course designers and teachers.

Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the University of Antwerp, Belgium. He is director R&D of the Linguapolis Language Institute. He is editor of Computer Assisted Language Learning (Taylor and Francis) and organizer of the biennial International CALL Research Conferences. He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and research method.

Ann Aerts is the Scientific Communication Co-ordinator within Linguapolis, the Institute for Language and Communication at the University of Antwerp. Since 2007 she has been and still is co-ordinating and organising several international conferences related to CALL and language learning or teaching. For an overview please go to www.uantwerpen.be/ann-aerts. From 1999 until 2006 Ann was a research assistant and developed language materials for R&D projects related to e-learning and language learning. Currently, Ann is also Language Advice and Text Editing Co-ordinator within Linguapolis, every year she leads several national and international translation projects.

Margret Oberhofer is International Projects Co-ordinator at the Linguapolis Language Institute and teaching assistant at the Institute for Education and Information Sciences (IOIW).

Emyr Davies, CBAC-WJEC, UK

Anthony Green, University of Bedfordshire, UK

A less widely taught language in international perspective: linking tests of Welsh to the CEFR

This paper addresses the CEFR linking process for tests in less widely taught languages. Through a case study of test items, it considers the impact of the CEFR on the design, operational item production and retrospective validation of tests of Welsh. Challenges in using the Council of Europe Manual in a context where the CEFR is not yet widely used and where numbers of test takers are limited are evaluated.

Dr Emyr Davies is the Welsh for Adults Examinations Officer at CBAC-WJEC, based in Cardiff. He graduated in Welsh at the University of Wales Aberystwyth and was appointed lecturer in Welsh at Trinity College, Carmarthen. He is responsible for a suite of examinations for adult learners of

Welsh, and for developing resources. He represents the Welsh examinations in ALTE and is currently chair of the Executive Committee.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire and is President of the International Language Testing Association (ILTA). He has co-ordinated projects to link tests of various European languages to the CEFR. He is author of 'Language Functions Revisited' (CUP), which provides additional descriptors targeting the higher 'C' levels of the framework. His most recent book 'Exploring Language Assessment and Testing' (Routledge) provides trainee teachers and others with an introduction to the field.

Bart Deygers, KU Leuven, Belgium
Cecilie Hamnes Carlsen, Vox, Norway

The B2 level and its applicability in university entrance tests **D**

This paper discusses the usability of the B2 level in an academic context and its consequences on testing academic language skills by analysing quantitative and qualitative data from a Norwegian and a Belgian context. At the University of Bergen, 941 L2-students took part in a questionnaire about their academic functioning. In the Belgian study, 17 students took part in three consecutive semi-structured interviews during their first semester at university.

Bart Deygers has been responsible for Ghent University's academic language policy for the past four years. During that same period, he has been employed with the Certificate of Dutch as a Foreign Language, both on an operational and on

a research level. He is currently working on a PhD into the predictive validity of LAP tests and – together with a German colleague – chairs the CEFR group within ALTE.

Cecilie Hamnes Carlsen is the head of Norsk Språktest. Her research interests include rating scale design, communicative language testing and the CEFR. She has written a PhD about rating scales and the effect of rater training on reliability and validity. Her most recent publication is 'Norsk Profil', which validates the linguistic CEFR scales against authentic learner data and presents language specific Reference Level Descriptors (RLD) for Norwegian.

David Donnarumma, BPP University, UK

Communicating in a Lingua Franca – What's missing? **IC**

The focus of this study is the challenges in English as a Lingua Franca communication in an international hotel group in India. Although the speakers were highly proficient in English, communication was not always successful. This was exacerbated by poor repair work. This presentation considers whether miscommunication occurs because "one needs the capacity to negotiate diverse varieties [of English]" (Canagarajah, 2006: 233) or whether there are other factors impeding communication.

David Donnarumma is Teaching Qualifications Manager at Trinity College, London. He has been involved in the field of English Language Teaching for 15 years as an academic, teacher educator and materials developer both online and in print. He is also an author of a Communication Skills textbook. He has presented at several conferences and is currently studying for a Doctorate in Education in ELF and online communication. In his current role he manages the delivery of TESOL teaching qualifications and reviews and updates existing teaching qualifications.

Jamie Dunlea, British Council, London, UK

Karen Dunn, Lancaster University, UK

Investigating English learning outcomes in a multilingual learning context **D**

This paper presents the results of a pilot study to analyse data from a large-scale survey into learning outcomes in rural India. Several research questions were investigated, including the relationship between L1 literacy and L2 reading ability at the primary school level. By extending such research to this dynamic, multilingual context, the study makes an important contribution to the literature investigating the relationship between L1 literacy and L2 proficiency.

Jamie Dunlea is a researcher for the British Council specializing in English language assessment. Jamie is based in the UK and joined the British Council in 2013 after a 20-year career in EFL education Japan. From 2007–2013, Jamie was the Chief Researcher for the Eiken Foundation in Japan, leading validation research into a large-scale, high-stakes testing program. He has extensive experience in the application of validation theory to test development, and has presented widely in Japan and internationally. His research interests include applying international language

testing validation frameworks to locally developed tests, investigating the relationship of tests to the CEFR, and applying automated textual analysis tools to investigate the lexical and linguistic features of reading and listening tests, and the production of L2 learners.

Karen Dunn is working on the final stages of a PhD in Applied Statistics at the University of Lancaster. Her personal research focus is on the analysis of vocabulary test item responses for learners of English as a foreign language, although Karen has contributed to a number of other projects involving the evaluation of test items and test outcomes. During her time at Lancaster she has been an active member of the Language Testing Research Group. Karen has also been involved in cross-disciplinary teaching and consultancy roles, with a particular interest in the use of latent trait and multilevel models across a range of social science and psychology applications.

Robert Edwards, Université de Sherbrooke, Canada

How good is good enough? Setting standards on a language test for pre-service ESL teachers **D**

This paper reports on a standard-setting exercise for a test of speaking and writing required by non-native speaking pre-service ESL teachers. The process involved representatives of various stakeholder groups and made use of both quantitative and qualitative approaches. Findings indicate differences in perceptions of minimal ability levels across stakeholder groups; possible sources of these differences are discussed.

Dr Robert Edwards is Professor of Applied Linguistics and Chair of English and Intercultural Studies at the Université de Sherbrooke in Quebec, Canada, where he teaches courses in language assessment and language acquisition. He has piloted development projects for tests of English, French and Spanish for various purposes including a test of language proficiency for language teachers. His current interest is in diagnosing the language learning needs of non-native speakers enrolled in university programs across various disciplines.

Felix Etxeberria, University of the Basque Country, Spain **Assessing the Oral Competence in Basque of Native and Immigrant Pupils**

We examined recordings of oral tests with 393 pupils from the 2nd year and 285 from the 6th year of Primary school.

There are significant differences as regards to the origin of the pupils, the scoring of pupils of immigrant origin being significantly below that of native pupils.

Native pupils increased their score levels on going from 2nd to 6th years, while foreign or immigrant pupils did not change.

Felix has a PhD in Sciences of Education and is a professor in the University of the Basque Country. Felix researches issues of multilingualism, education and immigration and is a member of the research group DREAM (Donostia Research on Education and Multilingualism).

Daniela Fasoglio, SLO, The Netherlands *Claire Smulders, Graduate School of Teaching, Leiden University, The Netherlands* **Chinese A1 and A2 tests in Dutch secondary education**

In a pilot project aimed at the introduction of Chinese as school subject in Dutch secondary education (2011–2013), language tests for the four language skills at A1 and A2 level of the CEFR were developed, piloted and then administered to secondary school pupils in the fourth and sixth year of secondary schools. In this presentation issues related to test construction, test specifications and validity will be discussed.

Daniela Fasoglio has worked at SLO since 2004 as foreign language curriculum developer in upper secondary education. She co-ordinated some major projects such as the Dutch CEFR implementation master plan, the development of the Dutch CEFR web portal (www.erk.nl) and the Dutch

European Language Portfolio. In 2009 she was co-author of a curriculum proposal of Chinese language and culture for pre-university education in the Netherlands. From 2010 to 2013 she was project manager of a Dutch pilot study aiming at investigating feasibility, workability and testability of targets and contents of the new curriculum.

Claire Smulders is Chinese language teacher trainer at the Graduate School of Teaching (ICLON), Leiden University. She was a member of a project co-ordinated by SLO (National Centre for Curriculum Development) aimed at the introduction of Chinese in Dutch secondary education. In this project she co-developed Chinese language tests.

Ina Ferbežar, University of Ljubljana, Slovenia

“I swear by Apollo Physician ...”: Language requirements for medical doctors in Slovenia **M**

Due to the deficit of medical doctors in Slovenia, the required language proficiency level for medical doctors has been lowered and may be set by their employers. Consequently, more doctors sit for lower level exams. The majority are indeed speakers of languages closely related to Slovene. However, the question is not whether Slovene patients understand these languages but whether a doctor should also be able to understand non-standard Slovene varieties.

Ina Ferbežar is the Head of the Examination Centre at the Centre for Slovene as a Second/Foreign Language, University of Ljubljana, Slovenia. For several years she worked as a teacher of Slovene as a second/foreign language in Slovenia

and Germany and as a language tester. She was a member of the Threshold Level Slovene team (2004) and a co-editor of the Slovene version of the CEFR (2011). She is also highly active in developing language and integration policy documents – a member of the working groups to prepare ‘The White Book on Education’ (2011), ‘Slovene language policy’ (2012), ‘The strategy on the migrant integration into Slovene educational system’ (2013) etc. She is the author of a book on text comprehension and comprehensibility and a co-author of textbooks and handbooks for language teachers and testers. The area of her expertise is language teaching and testing, text comprehension and text comprehensibility.

Vincent Folny, CIEP, France

Chantal Surgot, Visuel-LSF, France

Delphine Petitjean, Visuel-LSF, France

Développement d'un examen standardisé en Langue des Signes Française (LSF) destiné au public des entendants **D**

L'objectif que s'est fixé l'association Visuel-LSF en développant des examens en Langue des Signes Française (LSF) est d'offrir aux entendants des outils de valorisation des acquis en langue des signes, outils alignés sur les standards de qualité d'ALTE. Lors de la présentation, seront expliqués les choix faits pour définir les construits des épreuves, les spécifications, mais aussi la qualité de mesure. Il s'agit d'expliquer comment a été développé l'argumentaire qualité.

Depuis sept ans, Vincent Folny travaille au CIEP (Centre International d'Etudes Pédagogiques), institution opérateur du ministère de l'Education nationale qui se consacre à la diffusion et à la certification de la langue française. Au CIEP, il est responsable pédagogique de la Cellule qualité et expertise (CQE) du Département évaluation et certifications (DEC). Il est en charge du suivi et de la veille qualité des examens du CIEP mais participe également à la mise en place de tests de langue en Europe et dans le monde. Vincent FOLNY participe aux réunions de l'association ALTE où il fait depuis deux ans partie de plusieurs comités.

Plongée dans le monde des sourds dès le début de sa formation professionnelle, Chantal Surgot a d'abord choisi le métier d'orthophoniste puis s'est formée par elle-même à la

langue des signes française qu'elle pratique couramment. Actuellement, elle fait partie de l'équipe pédagogique de Visuel-LSF, avec Delphine Petitjean leur rôle est d'élaborer des programmes d'apprentissage de la LSF. Chantal Surgot a pour mission, depuis l'année 2004, d'étudier le CECRL et sa version adaptée à la LSF, de l'intégrer dans les formations d'apprentissage de la LSF et de l'enseigner aux futurs formateurs de langue des signes.

Pratiquant la langue des signes depuis son plus jeune âge, Delphine Petitjean a voulu très vite se tourner vers l'enseignement de la langue des signes qu'elle estimait d'une grande richesse et qu'elle souhaitait diffuser auprès du monde entendant. Son objectif était de créer une ouverture entre le monde des sourds et celui des entendants. Mme Petitjean est titulaire d'un diplôme universitaire d'enseignement de la LSF, a été formatrice de LSF pendant 20 ans, directrice de l'association Visuel-LSF Bourgogne Franche-Comté, et, actuellement, est directrice pédagogique nationale de Visuel-LSF. Elle organise l'évaluation des apprenants du niveau A1 au niveau C2. Elle est chargée de cours et jury d'examen dans la formation universitaire DPCU (spécialisation d'enseignement de la LSF) à l'université Paris 8.

Vincent Folny, CIEP, France
 Chantal Surgot, Visuel-LSF, France
 Delphine Petitjean, Visuel-LSF, France

Development of a standardised test in French sign language (Langue des Signes Française) designed for people who can hear

The aim of the Visual-LSF Association in developing exams in French Sign Language (LSF) is to offer those that can hear the tools for developing sign language skills, tools that work alongside the quality standards of ALTE. This paper will explain the choices for defining the built in tests and the specifications but also for quality measurement. It explains how the quality argument has been developed.

Vincent Folny has been working at CIEP (Centre international d'études pédagogiques) for seven years, the benchmark public operator for the ministry of National Education which is dedicated to the promotion and the certification of the French language. At CIEP, he is the pedagogical supervisor of the Cellule Qualité et Expertise (CQE) within the Evaluation and Certifications Department (DEC). He is in charge of monitoring and supervising CIEP's test quality. He also takes part in the establishment of language tests in Europe and worldwide. Vincent Folny takes part in ALTE association meetings, in which he has been a member of several committees for two years.

Immersed into the world of the hearing-impaired from the beginning of her vocational training, Chantal Surgot first chose to become a speech therapist. She then educated

herself in French sign language which she frequently practices. She is now part of the pedagogical team of Visuel-LSF, alongside Delphine Petitjean. Their role is to develop French sign language learning programmes. Since 2004, Chantal Surgot has been in charge of studying the CEFR and its adapted version to the French sign language and of teaching it to sign language future trainers.

Practising the sign language from an early age, Delphine Petitjean soon wanted to teach sign language, which she found to be an extremely rich one that she wanted to spread among the hearing world. Her aim was to create an opening between the world of the hearing-impaired and that of the hearing. Mrs Petitjean has a university degree in French Sign Language teaching, she has been a French Sign Language trainer for twenty years and is the manager of Visuel-LSF Bourgogne Franche-Comté Association. Currently, she is Visuel-LSF's national pedagogical manager. She organises the assessment of learners from level A1 to level C2. She is a lecturer and belongs to the examination board in the DPCU university training (LSF teaching specialization) at University Paris 8

Javier Fruns, Instituto Cervantes, Spain

Formación en línea de examinadores: el modelo DELE

En esta presentación veremos cómo formar a examinadores de lenguas en línea, siguiendo el modelo del curso de Acreditación de examinadores DELE del Instituto Cervantes. Desde una perspectiva teórica explicaremos la posible estructura del curso, qué contenidos lo deben integrar y cómo pueden trabajarse. Desde una perspectiva de carácter más técnico veremos cómo implementar el curso, desarrollar las actividades interactivas y organizar las actividades de comunicación entre los participantes.

Javier Fruns Giménez es doctor en Letras por la Universidad de Massachussets (Estados Unidos) y licenciado en Filología Hispánica por la Universidad Autónoma de Madrid (España).

Es técnico del Departamento de Certificación Lingüística del Instituto Cervantes, en el que trabaja en la elaboración de

los exámenes de los Diplomas de Español como Lengua Extranjera (DELE) y en el diseño e impartición de los cursos de formación de examinadores. Anteriormente participó durante años en la elaboración de cursos de español por Internet para el Departamento de Tecnología Lingüística.

También colabora en el Curso de Experto Universitario de Español como segunda lengua: enseñanza y aprendizaje, de la Universidad Nacional de Educación a Distancia y ha impartido clases en másteres y cursos de formación de profesores de español en universidades, consejerías autonómicas y centros Cervantes de varios países.

Javier es coautor del manual de ELE En acción 2 y 3 y del libro de ejercicios Actividades para el Marco común europeo: A2.

Jesús García Laborda, Universidad de Alcalá, Spain

Improving quality output through Interactional Theory in the High School Final Diploma

Socio-constructivist approaches are not common in language testing. This paper reports on a preliminary study carried out in Spain with 40 first semester college students. By promoting interactional speaking tasks in a High School Final Diploma test simulation students showed better output than when just interacting with the interviewer. The paper suggests why this happens and the benefits of interactional theory against cognitive approaches and even the Dynamic Assessment.

Jesús García Laborda is an associate professor at Universidad de Alcalá (Madrid, Spain). Dr García Laborda has a PhD in English Philology and an EdD in Language Education. His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training: (i) special applications

of low stakes online testing, especially focused to the Spanish University Entrance Examination for concepts such as washback, test design, beliefs, emotions, etc. This also includes the study of interface and computer architecture in other languages and their evaluation and assessment; (ii) the development of socio-constructivism approaches to computer assisted language learning, which applies ideas of Vygotsky to the development of speaking and listening skills in computer-based scenarios; (iii) it includes practical applications of mobile learning for commercial purposes to help to introduce a computer-based test in high stakes exams as DELE (Spanish) or the Spanish University Entrance Examination (English, French, German); (iv) the implications of implementing such test in teacher training along with more traditional approaches to teacher education and their development of both cognitive and computer skills.

Jesús García Laborda, Universidad de Alcalá, Spain

From monolingual to bilingual through testing: Achievements of the OPENPAU Project (FFI2011-22442)

Spain needs to develop bilingual English-Spanish citizens. To do so, it is necessary to revise the impact of language testing in improving the competence of Spain's students, implement longitudinal testing along with informal assessments and revise the current High School Leaving Diploma. The presentation will address: Needs of language testing in Spain, current research in the test construct and specifications through a Delphi and a SWOT analyses, and conclusions.

Jesús García Laborda is an associate professor at Universidad de Alcalá (Madrid, Spain). Dr García Laborda has a PhD in English Philology and an EdD in Language Education. His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training: (i) especial applications of low stakes online testing, specially focused to the Spanish

University Entrance Examination for concepts such as washback, test design, beliefs, emotions, etc. This also includes the study of interface and computer architecture in other languages and their evaluation and assessment; (ii) the development of Socio constructivism approaches to computer assisted language learning, which applies ideas of Vygotsky to the development of speaking and listening skills in computer based scenarios; (iii) it includes practical applications of mobile learning for commercial purposes to help to introduce a computer based test in high stakes exams as DELE (Spanish) or the Spanish University Entrance Examination (English, French, German); (iv) the implications of implementing such test in teacher training along with more traditional approaches to teacher education and their development of both cognitive and computer skills.

Antonia García Rodríguez, Pace University, USA

Heritage Spanish speakers in the United States: how do we classify and assess them?

Currently, the Spanish language is the second most spoken language in the United States after English, and increasing numbers of Spanish heritage students are enrolling in Spanish language college classes. My intent in this study is to explore the definitions of heritage speaker and learner and attempt to decipher the criteria established to identify these students and assess them at the university level.

Antonia García Rodríguez (PhD, Binghamton University). Her research interests include the Latino (Latina) population of the United States and their language, culture and creative expression. She has worked as a teacher of English to speakers of other languages in the United States and is particularly interested in Spanish heritage speakers and learners at the university level. Dr García Rodríguez has

taught Spanish and French language, literature and culture courses at Pace University for over 20 years and prior to coming to Pace University taught at Colgate University. Her publications are mostly in the area of the literature and culture of Latin America, the Spanish Caribbean, and the Latino population of the United States. Her current project involves the study of assessment practices of Spanish heritage speakers of the United States and the complex relationship between class and ethnicity in this assessment. She is the co-editor of a forthcoming book on Latin America and the author of articles on the languages of Latin America and Latino literature and the arts. She has served as the New York State Chairperson of the National Association of Hispanic and Latino Studies.

Yuliyana Gencheva, Johannes Kepler University, Austria

Speaking of and in languages – towards more discerning assessment in the international classroom

The author proposes a reflective glance into class work and assessment in an undergraduate course testing both language skills and (inter)cultural knowledge. Special attention is drawn to the challenging dimensions of the cross-cultural learning space with regard to evaluation standards. To address the issue of fair assessment, the discussion introduces tested educational formats – in particular, concrete class assignments – for more insightful and comprehensive evaluation of diverse learners.

Dr. Yuliyana Gencheva is currently Senior Lecturer of English at Johannes Kepler University, Linz, Austria, where she teaches courses in Business English and European culture

and language policies. Her educational background joins the fields of Applied Linguistics, Intercultural Communication and Chinese Studies. Her doctoral research examines the representation of childhood by the (socialist) state. Scholarly essays on this project have appeared in the Red Feather online journal and the journal Problems of Culture. Ms. Gencheva has presented conference papers on socialist childhood, the role of media in post-socialist societies, Chinese-American film and literature, Fifth Generation Chinese directors, and diasporic identities. Her professional interests further include ethnography and performance studies, interpersonal communication, East/West cultural crossing points, art history, religion.

Sébastien Georges, CIEP, France

Contrôle de l'exposition des items utilisés dans des évaluations à grande échelle

Nous présentons, dans cet exposé, le travail engagé au CIEP pour améliorer le contrôle de l'exposition des items utilisés dans des évaluations à grande échelle. Cette étude vise à proposer, à partir de l'exemple d'utilisation du Test de connaissance du français, des indicateurs simples à obtenir et faciles à interpréter pour compléter le statut des items en banque et envisager des conditions d'évaluation favorables à la fidélité des versions utilisées.

Depuis 2010: Adjoint du responsable du département évaluation et certifications (CIEP)

Depuis 2008: Responsable de la cellule qualité et expertises- psychométrie (CIEP)

2004-2006: Psychométricien au CIEP

Avant 2004: Enseignant de statistiques et de psychologie expérimentale dans différentes universités parisiennes

1998-2003: DEA de Sciences Cognitives et thèse en psychophysique du système visuel humain (CNRS- Collège de France)

Avant 1998: Formation universitaire en psychologie expérimentale et psychophysologie (Université de Rouen)

Sébastien Georges, CIEP, France

Items' exposure control used in large-scale assessments

In this study, we introduce the work begun at the CIEP in order to improve the items' exposure control used in large-scale assessments. Based on the example of the use of the Test de Connaissance du Français (French language test), this study aims to offer simple indicators to obtain and easy to interpret for completing the status of items in bank and considering evaluation/testing conditions that are favorable to the reliability of used versions.

Since 2010: Assistant Head of the Evaluation and Certifications Department (CIEP)

Since 2008: Head of the Cellule Qualité et Expertises – psychometrics (CIEP)

2004-2006: Psychometrician at the CIEP

Before 2004: Teacher of Statistics and Experimental Psychology in different universities in Paris

1998-2003: Masters degree in Cognitive Sciences and PhD in Psychophysics of the Human Visual System (CNRS – Collège de France)

Before 1998: University education in experimental psychology and psychophysiology (University of Rouen)

Ardeshir Geranpayeh, Cambridge English Language Assessment, UK **Cheating trends in large-scale assessment**

Cheating has become a very serious problem in schools and colleges alike. It can take a wide variety of forms and may involve any of the stakeholders. This talk explains the concept of cheating, the context under which it happens, what is at stake, and the reasons underlying this increasingly widespread phenomenon. The standards for the prevention of cheating and various measures to control this phenomenon will be discussed.

Dr Ardeshir Geranpayeh is the Head of Psychometrics & Data Services at the Cambridge English Language Assessment. He leads a large team of research managers and analysts who carry out the statistical analysis of Cambridge English exams, run the computer-based testing engines and develop the associated IT systems. Ardeshir has 23 years' experience of test validation and has contributed to the design, development, validation, revision

and evaluation of many internationally recognised language proficiency tests. He has served as a member of Test Security Committee of the Association of Test Publishers and has helped producing a Security Messaging for Testing Programmes. Ardeshir has run several workshops on Test Security discussing various aspects of Practices, Policies, Consequences and technical advancements in cheating detection. He is a regular presenter and workshop leader in several international conferences such as: National Council on Measurement in Education, Association of Test Publishers, Language Testing Research Colloquium, Language Testing Forum, and International Test Commission; and has published extensively on language proficiency testing and malpractice. His most recent publication is 'Detecting Plagiarism and Cheating' in A.J. Kunnan's (Ed.) 'The Companion to Language Assessment' (Wiley-Blackwell Publishing).

Anthony Green, University of Bedfordshire, UK *Colin Finnerty, Oxford University Press, UK*

How do we balance statistical evidence with expert judgement when aligning tests to the CEFR?

This paper outlines the activities that underpinned the alignment of the Oxford Test of English B (OTE-B) to the CEFR and explores the process of triangulating objective test data with subjective expert judgement. The two methods rarely match perfectly, but must be reconciled in the interests of quality and fairness. This presentation will explore the findings of these different alignment methods and the approach adopted to establishing a common scale.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire and is President of the International Language Testing Association (ILTA). He has co-ordinated projects to link tests of various European

languages to the CEFR. He is author of 'Language Functions Revisited' (CUP), which provides additional descriptors targeting the higher 'C' levels of the framework. His most recent book, 'Exploring Language Assessment and Testing' (Routledge), provides trainee teachers and others with an introduction to the field.

Colin Finnerty has been working as a Senior Assessment Manager at Oxford University Press since 2011, where he developed the Oxford Young Learners Placement Test and has been developing the Oxford Test of English suite of online adaptive general proficiency tests. He has carried out a range of benchmarking exercises for both these products.

Maria José Grosso, University of Macau, Macau/ China and University of Lisbon, Portugal

Catarina Gaspar, University of Lisbon, Portugal

Migrant associations get involved: A Portuguese experience on non-formal education and learning PLE

Research Paper on a Non-formal educational project of the state-run ACIDI in collaboration with researchers from the University of Lisbon. In this project migrant associations were encouraged to organize Portuguese Language Courses. Concentrating on the results in A2 examination (CIPLE) of this Second Language Training for Adults the paper discusses how this self-organizing educational endeavour achieved an above average outcome in language sufficiency

Maria José Grosso dos Reis has been Associate Professor in the Faculty of Letters, University of Lisbon, since 1987; she was Director of the Center of Assessment of Portuguese as a Foreign Language (2009–2012) and Director of Postgraduate Studies (Masters and PhD in Language and Culture Portuguese PLE/PL2) (till 2012). She holds a PhD in Applied Linguistics (2000) with the thesis 'The methodological discourse of teaching Portuguese in Macau to Chinese native speakers', a study resulting from her stay in Macau as a lecturer at the University of Macau and as Director of the Center for Portuguese Language the Portuguese Institute of the East. Her areas of study and teaching focus on Applied Linguistics to the Teaching

of Portuguese (PLE/PL2) and benchmarks in the areas connected to it, including Teaching, Learning, Assessment (PLE/PI2), Disclosure Policy and Language Teaching of Languages and Intercultural Studies; in these areas has focussed on her masters and PhD, developed projects, written several articles and done teacher training in Portugal and abroad.

Catarina Gaspar is Assistant Professor in the University of Lisbon, where she has taught since 2000. She holds a PhD in Linguistics (Latin Linguistics) from the University of Lisbon (Portugal, 2009). Her research interests include: Late Latin, romance languages; Latin grammarians; language policy. She is the author of articles and papers, presented in national and international conferences. Between 2009 and 2013, she worked as a researcher at the Center of Assessment of Portuguese as a Foreign Language (CAPLE). As part of her teaching or research, she teaches in postgraduate Program in Portuguese as Foreign Language/Second Language (Multilingualism and Language Policy) and also in the area of multiculturalism and Intercultural Communication and Culture and Globalization.

Xiangdong Gu, Consultant to Cambridge English Language Assessment, Chongqing University, China

A TAP Study of Thai Test-takers' Processes of Taking a Chinese Vocabulary Test

This study adopted a think-aloud protocol (TAP) method to explore Thai test-takers' processes of taking a high-level Chinese vocabulary test. Twelve Thai postgraduates at three different proficiency levels studying in a university in China participated in this study. The study focuses on what types of information sources and strategies Thai test-takers use and whether there is any difference in their information source and strategy use at different proficiency levels.

Professor Xiangdong Gu is director of the Research Centre of Language, Cognition and Language Application and Director of the Assessment Research Institute in Chongqing University, China. She also serves as professor at the English Department in the same university and as senior research

consultant to Cambridge English Language Assessment. She holds a PhD in Linguistics and Applied Linguistics from Shanghai Jiaotong University (China) supervised by Professor Huizhong Yang, and furthered her study at University of California Los Angeles supervised by Professor Lyle F. Bachman after her PhD. She had a one-year visiting professorship (Oct. 2011–Sept. 2012) supervised by Dr Nick Saville in Cambridge ESOL Research and Validation Group. Since 2000, she has published and presented academic papers widely on language assessment, EFL teaching and learning, and teacher development. Her recent interests mainly focus on validation and impact studies of large-scale and high-stakes national and international EFL tests in China.

*Xiangdong Gu, Consultant to Cambridge English Language Assessment,
Chongqing University, China*

**Voice from Test-takers: An Exploratory Study on Cambridge English:
Business Certificate (BEC) within Chinese Context** 

One of the most influential English proficiency tests in China, BEC has been going strong for 20 years. The purpose of the research was to identify potential issues about BEC as linked to construct dependent and construct irrelevant variance factors by interviewing thirty test takers who just took the test. A standard thematic coding process was used to analyze a test-taker's experience. The result gives suggestions on test conditions and administration, timing and question design.

Professor Xiangdong Gu is director of the Research Centre of Language, Cognition and Language Application and Director of the Assessment Research Institute in Chongqing University, China. She also serves as professor at the English

Department in the same university and as senior research consultant to Cambridge English Language Assessment. She holds a PhD in Linguistics and Applied Linguistics from Shanghai Jiaotong University (China) supervised by Professor Huizhong Yang, and furthered her study at University of California Los Angeles supervised by Professor Lyle F. Bachman after her PhD. She had a one-year visiting professorship (Oct. 2011–Sept. 2012) supervised by Dr Nick Saville in Cambridge ESOL Research and Validation Group. Since 2000, she has published and presented academic papers widely on language assessment, EFL teaching and learning, and teacher development. Her recent interests mainly focus on validation and impact studies of large-scale and high-stakes national and international EFL tests in China.

Stefanie Habertztl, Universitaet des Saarlandes, Germany

Mirja Gruhn, Universitaet des Saarlandes, Germany

**Language assessment for appropriate school placement – the case of
German unaccompanied minor refugees** 

In the majority of Germany's federal states education for minor refugees is mandatory. However, the transition from literacy courses to regular schooling is not regularized. In this context, we will discuss the role of language assessment for newcomer students. Comparing educational standards and native students' test results reveal significant discrepancies. We therefore propose to redefine the notion of target competence, being crucial for appropriate school placement for newcomers.

Prof Stefanie Habertztl holds the chair of German as a Foreign and Second Language at Saarland University in Germany. Her research interests focus on untutored acquisition of German as a second language with special respect to morphology and syntax, theory of language acquisition and bilingualism, methodology of second

language teaching, literacy education and language assessment.

Mirja Gruhn studied German and French Language and Literature, German as a Second Language, Politics and Educational Sciences at the Institut d'Etudes Politiques de Bordeaux, France, and Bremen University, Germany. She works as a research assistant at the Department of German as a Foreign/Second Language at Saarland University, Germany. She is currently writing her PhD thesis on the intercultural professionalization of secondary school teachers in culturally and linguistically diverse schools in Germany and Luxembourg. Her main research interests are intercultural education, education policy and foreign/second language teaching and testing.

Cecilie Hamnes Carlsen, Vox, Norway
Eli Moe, University of Bergen, Norway

How valid is the CEFR as a construct for language tests?

This paper presents a study in which an electronic learner corpus was used in a validation of several of the predictions made in the linguistic scales of the CEFR in an attempt to meet a frequent criticism of the CEFR, i.e. that it lacks empirical underpinning (Fulcher 2004). The paper presents aims, method, data and results of the study, a collaboration between SLA-researchers and language testers finalized in 2013.

Cecilie Hamnes Carlsen holds a PhD in language assessment from 2003, and a master degree in SLA-research from 1995. She has been working with test development for adult immigrants since 1997 and for a couple of years, with national tests in English for Norwegian school children. Since 2011 she's been head of Norsk språktest, which develops tests in

Norwegian for adult immigrants at several levels. Her main research interests are performance testing, rating scale development and validation, CEFR, and test ethics.

Eli Moe is a language test developer and researcher working for the University of Bergen and Vox – Norwegian Agency for Lifelong Learning. She is involved in developing computerised national tests in English for Norwegian schoolchildren and computerised tests in Norwegian for adult immigrants. She is and has been leading several projects for The Norwegian Directorate for Education and Training, Vox, The Norwegian Centre for Foreign Languages in Education and The European Centre for Modern Languages. Her main research interests are second language acquisition, computerized testing, test validation and standard setting.

Pierre-Antoine Harlaux, CIEP, France

Impact du type de support dans une épreuve d'expression écrite

Dans cet exposé, nous présentons une expérimentation ayant porté sur l'impact de quatre types de document support d'une première tâche dans une épreuve d'évaluation de l'expression écrite. Les résultats des 209 étudiants ayant participé à cette étude sont présentés et discutés en soulignant notamment l'homogénéité entre les résultats des quatre variantes du premier exercice avec les résultats du second exercice.

Depuis 2011: Master statistique et mathématiques appliquées (en cours)

Depuis 2009: psychométricien au CIEP

2007-2009: consultant en informatique décisionnelle (Business & Decision)

2007: Licence de statistique et de data-mining

2003-2004: Maîtrise de psychologie

Pierre-Antoine Harlaux, CIEP, France

Impact of the type of material in a written expression paper

We introduce an experiment having focused on the impact of four types of supporting material of a first task in a written expression test paper. The results of the 209 students having participated in this study are presented and discussed by highlighting in particular the homogeneity/cohesion between the results of the first exercise's four variations with the results of the second exercise.

Since 2011: Masters degree in Statistics and Applied Mathematics (in progress)

Since 2009: Psychometrician at the CIEP

2007-2009: Consultant in business intelligence (Business & Decision)

2007: First degree in Statistics and Data Mining

2003-2004: Masters degree in Psychology

Claudia Harsch, University of Warwick, UK

Intercultural Competencies for entering the global workplace – a possible approach to assessment and validation

Intercultural competencies are an important employability skill in the global market. The paper presents a data-driven approach to conceptualising and assessing 'cognitive preparedness' of graduates entering the global workplace. Starting with the stages of needs analysis and construct development, for which preliminary findings are presented, the work-in-progress paper gives an outlook on planned steps of test development and construction of competency levels, as well as validation studies accompanying each step.

Claudia Harsch researches and teaches at Warwick in the field of language teaching, intercultural competencies, and testing and assessment. She teaches and supervises undergraduates, postgraduates and PhD students, and is active in teacher training. Her research interests focus on

the analysis and implementation of the CEFR, assessing writing and constructing rating scales, qualitative methods to develop and validate assessment tools, teacher training in the field of assessment literacy, difficulty-determining characteristics for assessing receptive skills, the role of assessment across cultures, and conceptualisations and possible approaches to assessing intercultural competencies. She has presented at international conferences and published widely in the area of language testing and assessment. Her current research projects include investigating the predictive validity of the TOEFL iBT test (funded by ETS), and exploring possible ways of assessing intercultural competencies. Claudia is convenor of the EALTA SIG Assessing Writing.

Tobias Haug, University of Applied Sciences of Special Needs Education Zurich, Switzerland

Bencie Woll, University College London, UK

Preliminary results on the test framework for an online sign language receptive skills test

The British Sign Language (BSL) Receptive Skills Test has served as a template for adaptations into other sign languages, e.g. German Sign Language. This standardized BSL test assesses the development of selected aspects of morphology and syntax in 3–11-year-old children.

An online platform has been developed to host the different sign language versions of the British template and to collect data and undertake research on sign language acquisition.

Tobias Haug is program director and lecturer in the sign language interpreter training program at the University of Applied Sciences of Special Needs Education in Zurich, Switzerland. Since 2002 he has hosted the Sign Language Assessment website that presents existing sign language tests. One of his areas of research lies in the sign language assessment for different user groups (L1/L2 learner of a sign language). He has worked on the adaptation of a British Sign Language skills test for German Sign Language and is currently developing an online platform for sign language tests that will host different versions of this receptive skills test. He is also currently involved in different research projects developing assessments for Swiss German Sign

Language for deaf children. He founded the company Sign Language Assessment Services that offers an online platform to host different types of sign language tests.

Bencie Woll is Director of the Deafness Cognition and Language Research Centre at University College London where she also is Professor of Sign Language and Deaf Studies. Before coming to London, she was at Bristol, where she was a co-founder of the Centre for Deaf Studies, pioneering research on the linguistics of BSL and on Deaf Studies and then at City University. Her research and teaching interests embrace a wide range of topics related to sign language, including the linguistics of British Sign Language (BSL) and other sign languages, the history and sociolinguistics of BSL and the Deaf community, the development of BSL in young children, and sign language and the brain. Professor Woll has co-authored 'Sign Language: the study of Deaf People and their Language', and 'The Linguistics of BSL: an Introduction', and most recently (2012) 'Sign Language: an International Handbook'. Professor Woll was elected as a Fellow of the British Academy in 2012.

Roger Hawkey, Consultant to Cambridge English Language Assessment, UK

Sarah Ellis, Cambridge English Language Assessment, Italy

Impacts of international language assessments on multilingualism: evidence from iterative studies of Progetto Lingue 2000

The Italian Progetto Lingue 2000 encouraged communicative approaches in schools and introduced international language certification at all levels. An iterative Cambridge impact study of PL2000, involves language learners, teachers, school heads, parents and exam managers in north, central and southern Italy. The presentation discusses and illustrates 12 years of PL2000 impact on language levels, teaching/learning approaches, the lingua franca role of English, and language assessment fairness and quality.

Dr Roger Hawkey has a BA and MA in modern languages from Cambridge University, a PGCE (EFL) and a PhD (in language learner factors) from the Institute of Education, London, and an MA (Linguistics) from Reading University.

He has enjoyed a long career in applied linguistics, English language teaching, teacher education, curriculum development and assessment. He was with the British Council from 1962 to 1984 on language education, needs analysis and assessment assignments in Uganda, Thailand, Nigeria, UK, Europe and Zimbabwe.

From 1984 to the present, Roger Hawkey has held academic, management and consultancy positions with three

Universities: the postgraduate Asian Institute of Technology (1984–99); Consultant to Cambridge English Language Assessment (1999 to the present) and, as a Senior Research Fellow and Visiting Professor at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire (2006 till now). He has supervised and examined a number of doctoral students over this latter period.

His current research interests include language exam impact and development. He has published consistently in these areas, including in three books and several book chapters in the 'Studies in Language Testing' series, and in a fair number of journal articles.

Sarah Ellis has an extensive background in teaching, teacher training and language testing, working with learners and teachers in both Italy and the UK. She is currently Head of Assessment Services, Southern Europe for Cambridge English Language Assessment, involved in co-ordinating impact studies and other research and validation projects in the region. Sarah has played a leading role in the implementation and management of the Cambridge Progetto Lingue 2000 Impact Study over the past four years.

Alexandre Holle, Chambre de Commerce et d'Industrie de Région Paris–Ile de France, France

Dominique Casanova, Chambre de Commerce et d'Industrie de Région Paris–Ile de France, France

Évaluer les compétences langagières propres à l'exercice d'un métier: le cas des infirmiers **D**

Dans un contexte économique qui pousse de nombreux infirmiers non francophones à s'installer durablement en France, la Chambre de Commerce et d'industrie de Paris– Ile de France a élaboré une certification permettant d'évaluer leur aptitude à exercer leur profession en langue française.

La communication mettra en évidence les particularités d'un outil dont la vocation est d'évaluer la compétence à mobiliser différentes ressources pour la réalisation de tâches professionnelles.

Alexandre Holle coordonne les activités pédagogiques liées au développement du TEF, test d'évaluation de français. Il supervise l'ensemble des activités de conception et d'édition des épreuves de ce test à forts enjeux.

Formateur de formateurs dans le domaine de l'évaluation et du français sur objectif spécifique (FOS), il a exercé les fonctions d'attaché de coopération pour le français et de directeur d'Alliance française. Co-auteur d'articles relatifs à la

qualité du TEF (<http://www.francais.cci-paris-idf.fr/articles>), il est également chargé de la création d'outils d'évaluation et de formation innovants en français professionnel.

Le Centre de langue française de la CCI Paris Ile de France intervient dans les domaines de la formation et de la certification en français langue professionnelle. Il participe au développement d'un environnement linguistique favorable aux entreprises françaises qui recherchent un personnel opérationnel en français pour accroître leur compétitivité au sein de l'espace francophone ou à l'international.

Ingénieur en informatique et mathématiques appliquées, Dominique Casanova a dirigé les Cours de langue de l'Institut français de Rabat (Maroc) pendant 6 ans avant de rejoindre la CCI Paris IDF en 2005. Depuis lors, il intervient sur les aspects informatiques et psychométriques du Test d'évaluation de français (TEF) et des autres certifications du Centre de langue française.

Chihiro Inoue, Centre for Research in English Language Learning and Assessment, UK

Measuring Syntactic Complexity of Spoken Performance **F0**

It is generally assumed that learner performance may be more syntactically complex at higher levels. How can we measure syntactic complexity in speaking? This presentation reports on a comparative study of different variables of syntactic complexity, using performances by 65 Japanese EFL learners on spoken monologic tasks. The results are discussed along with the relevant issues and considerations that must be given when measuring syntactic complexity in speaking.

Chihiro Inoue obtained a PhD in Language Testing from Lancaster University in 2011, and is currently a Post-doctoral Research Fellow at the Centre for Research in English Language Learning and Assessment, University of Bedfordshire. Her PhD research was a multi-method examination into the equivalence of picture-based spoken narrative tasks using both quantitative and qualitative methodologies, and her main research interests continue to lie in the task design of speaking tests, task complexity, and the development and criterial features of learner language.

She has also carried out various projects in the development and validation of language tests (Japanese and English) for different testing organisations, including Trinity College London (UK), Benesse Corporation (Japan), Japan Foundation (Japan), and Avant Assessment (USA).

After completing her PhD, she has taught and supervised MA students of Language Testing (Distance) at Lancaster University. She is particularly interested in supervising dissertations which focus on speaking skills, but would also welcome proposals concerned with other areas of language testing.

Chihiro also has varied English teaching experience in Japan; she has taught at senior high school, college, and university levels. She has an MA in TEFL from Tokyo University of Foreign Studies and a Postgraduate Certificate in Teaching EAP from Sheffield Hallam University.

Neil Jones, Consultant to Cambridge English Language Assessment, UK Learning Oriented Assessment and intercultural communication

At the ALTE conference in Kraków in 2011 I urged language testers to look beyond the proficiency levels of the CEFR towards a wider framework for language education. Cambridge English's Learning Oriented Assessment (LOA) framework assigns complementary roles for measurement and teaching expertise. As the European Survey on Language Competences indicated, communicative language use is a key success factor. In LOA, intercultural communication figures naturally as a means and end for improving language learning outcomes.

Neil Jones has a PhD in Applied Linguistics from the University of Edinburgh on applying item response theory in language assessment. He joined Cambridge English Language Assessment in 1992 after teaching English in a

number of countries including Poland and Japan, where he set up programmes at university level. He has worked on innovative developments including item-banking and computer-adaptive testing, and on the construction and use of multilingual proficiency frameworks, including the CEFR for Languages. He directed research for Asset Languages, developed for the UK government's national languages strategy, and most recently directed the first European Survey on Language Competences, co-ordinated by Cambridge English Language Assessment for the European Commission. Recently retired, he continues his association with Cambridge English Language Assessment on a consultancy basis. A current focus of his work is to develop a theoretical position and practical implementation of the concept of Learning Oriented Assessment.

Ana Jovanović, University of Kragujevac, Serbia Education for mobility or intercultural competence? Parents' attitudes toward foreign language learning

The educational reform in Serbia brought a new curriculum framework which aims at creating multilingual individuals with greater intercultural sensitivity. However, this research project indicates that foreign language study is mainly seen as a vehicle for improving child's social status. There seems to be a lack of understanding among the parents of the importance of intercultural competence for successful cross-cultural communication, which calls for reconsideration of parents' roles in multilingual education.

Ana Jovanovic graduated at the Department of Iberic Studies, Faculty of Philology at the University of Belgrade in Serbia. She pursued a master's and doctoral studies at the Department of Foreign Languages and Literatures at Purdue

University, USA, where she received a PhD degree in Spanish Applied Linguistics in 2008.

She is currently an Assistant Professor of Applied Linguistics and the Spanish language at the University of Kragujevac, Faculty of Philology and Arts, Serbia. She teaches courses related to teacher training and SLA. Her primary research interests are in an interdisciplinary approach to issues related to individual differences, language policy and planning, and classroom dynamics in L2 learning. She authored a book 'Student and teacher attitudes in foreign language instruction' in 2009, and is author and co-author of a number of scientific papers published in Serbian, English, and Spanish.

Laura Kanto, University of Jyväskylä, Finland
Ritva Takkinen, University of Jyväskylä, Finland

The process of adapting a BSL receptive skills test into Finnish Sign Language

The process of adapting a test from one language to another requires a careful consideration of the linguistic differences that exist between the two languages, but at the same time may provide a realistic approach with methodological and theoretical advantages. The aim of our presentation is to describe the on-going process of adapting the test Assessing British Sign Language Development: Receptive Skills Test (BSL RST) into FinSL.

Laura Kanto's enthusiasm for language and especially for sign language started already from her childhood. Both of her parents are deaf and she acquired simultaneously both spoken language and sign language from early childhood. After starting her studies in department of Logopedic in Oulu University in 2002 she became very interested to know how the process of her acquisition of two languages in two modalities proceeded and how she grew to be bilingual. After this her career as a researcher began. In her Master's of Thesis she studied the simultaneous language acquisition of five children who had deaf parents. In her PhD she continued to do more in-depth research especially on early bimodal bilingual language acquisition which offers a unique insight for theories concerning early bilingualism and language acquisition. When collecting the data for her PhD and working as a speech therapist she frequently ended up not having sufficient test instruments for evaluating the

language development of children acquiring sign language. This is the motivation for her on-going research to adapt the test Assessing British Sign Language Development: Receptive Skills Test (BSL RST) into Finnish Sign Language. In addition to the research work she has also been lecturing on sign language and sign language acquisition for students and counselling the deaf-parented families with hearing and deaf children in communication between family members and in child language acquisition.

Ritva Takkinen received her Ph.D. in Applied Linguistics from the University of Jyväskylä and is currently Professor of Finnish Sign Language at the university of Jyväskylä. She has conducted research on sign language acquisition of deaf children, bilingual first language acquisition (Finnish Sign Language (FinSL) and Finnish) in children with a cochlear implant, on depicting signs and existential expressions in FinSL. She has been head of the Finnish sign language section of the Department of Languages, University of Jyväskylä since 2005 and chair of Advisory board of Sign Language Centre at the University of Jyväskylä since 2010. She has also been lecturing on sign language acquisition and bilingual acquisition of a spoken and signed language for families of deaf children and professionals with deaf children.

Nahal Khabbzbashi, Cambridge English Language Assessment, UK
Hanan Khalifa, Cambridge English Language Assessment, UK

An investigation into the impact of a workplace English language programme in Egypt

This presentation focuses on the impact of an English language initiative in Egypt aimed at developing the workplace language skills of university students and pedagogical skills of teachers. It describes the different components of the initiative including a blended learning course, a teacher trainer course and certificates of language proficiency. It subsequently reports on the results of an on-going project into the impact of the initiative using a mixed-methods design.

Nahal holds a DPhil in Education from the University of Oxford which focused on second language speaking assessment. She currently works as Senior Research and Validation Manager at Cambridge English Language Assessment and is involved in research projects related to the assessment of language for specific purposes and

impact studies. Nahal has published in the 'Language Learning Journal' and presented at relevant conferences.

Hanan is the Head of Research and International Development at Cambridge English Language Assessment. She holds a PhD in Language Testing from the University of Reading and has extensive assessment experience working with Egyptian universities, ministries of education and international development agencies in the MENA region. Her expertise lies in the fields of assessing reading, educational evaluation, strategic planning, and issues related to the CEFR and impact assessment. She is the senior editor of 'Research Notes' and her published work was a runner-up for the prestigious Sage/ILTA award for Best Book on Language Testing.

Hanan Khalifa, Cambridge English Language Assessment, UK
Lynda Taylor, Consultant to Cambridge English Language Assessment
Assessing Students with Disabilities: Voices from the Stakeholder Community 

Growing numbers of students with disabilities are learning a second language. This paper reports on a recent study investigating issues surrounding the accommodations provision of one major international examination board, which used surveys, interviews and case studies to explore the perspectives of and relationships between stakeholders, candidates and those responding to requests for modified exams. The outcomes deepen our understanding of the challenges of offering appropriate accommodations for such learners.

Hanan has extensive assessment and evaluation experience working with Egyptian universities, ministries of education and international development and donor agencies in the MENA region. Her expertise lies in the fields of assessing reading, educational evaluation, strategic planning, and issues related to the CEFR and impact assessment.

Lynda Taylor is Senior Lecturer at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, as well as Consultant to CCambridge English Language Assessment, where she was formerly Assistant Director of Research and Validation. She has over 30 years' experience of theoretical and practical issues in language learning, teaching and assessment and has provided expert assistance for major test development projects worldwide – including China and the Baltic States. She regularly teaches and presents at international workshops and conferences, and has published widely in academic journals and volumes in the field.

Hella Klemmert, Federal Employment Agency, Germany
GER-bezogene berufliche Anforderungen an die Deutschkenntnisse bei Zweitsprachlern: Arbeiten aus der Bundesagentur für Arbeit 

Im Beitrag werden typische Vorgehensweisen im Berufspsychologischen Service (BPS) der Bundesagentur für Arbeit (BA) dargestellt, die sich bei Kundinnen und Kunden ergeben, die Deutsch nicht als Muttersprache erworben haben. Die Frage, ob die vorhandenen Deutschkenntnisse für eine angestrebte Qualifizierung ausreichen, wird mit Rückgriff auf den Gemeinsamen Europäischen Referenzrahmen für Sprachen (GER) beantwortet. Für einige exemplarische Qualifizierungen wurden GER-bezogene Einstufungen der Anforderungen an die Deutschkenntnisse in einem Projekt erarbeitet.

Hella Klemmert PhD (diploma in Mathematics and in Psychology, PhD in Psychological Methods) is Research Manager at the Psychological Service of the German Federal Employment Agency (Bundesagentur für Arbeit). She is responsible for projects in the area of cognitive ability testing, e.g. development of language tests or assessment of math and reading competences, of special interest in all projects is the interpretation of test results with regard to vocational requirements.

Winfried Koch, BDS Koch, Germany
Kathrin Hahn, Goethe-Institut, Germany

BULATS: A tool for measuring and comparing progress in language learning?

In a research project on the use of iPads in the German foreign language classroom, the progress of the participants was measured by testing and retesting with BULATS test German.

This paper presents the applied methods and first results, discussing whether BULATS is a useful tool for measuring progress in language learning; this progress was analyzed as a function of BULATS at baseline, institute (three sites) and use of iPad (yes, no).

Winfried Koch has worked over 30 years for the pharmaceutical development of drugs as a study statistician, project statistician and as local and global head

of statistical departments. He now continues providing support to clinical development as a consulting statistician. Beyond that Winfried Koch is interested in the application of statistics in biomedical, economic, social and educational sciences.

Kathrin Hahn studied educational sciences and German as well as media education at the Pädagogische Hochschule Heidelberg, Germany. Since October 2011 she has been working at the department for Multimedia and Distance Learning at the Goethe-Institut's headquarters in Munich. She is currently working on her PhD on the use of iPads in foreign language learning.

Christian Krekeler, Konstanz University of Applied Sciences, Germany

Assessing language for specific purposes: The role of background knowledge

According to Douglas (2001), language knowledge and specific background knowledge are inextricably intertwined. On this assumption, specific background knowledge is part of language for specific purposes (LSP) tests. However, test developers of LSP tests go out of their way to minimise the role of background knowledge. This presentation reviews LSP tests from different disciplines and identifies and evaluates strategies to avoid specific background knowledge.

Christian is professor of German as a Foreign Language at Konstanz University of Applied Sciences, head of the Center for International Students; editor of a journal on German language teaching ('Informationen Deutsch als Fremdsprache'); PhD in language testing from the University of Duisburg-Essen.

Gisella Langé, Ministry of Education, Italy

CLIL/Emile in Italy: a real driver for lifelong learning

In Italy in 2014/15 a subject taught in a Foreign Language will be mandatory in the last year of upper secondary schools. The Ministry of Education has designed a framework for the training of subject teachers where universities are responsible for offering qualifications in CLIL. The talk will focus on the characteristics of CLIL courses and the process of lifelong learning that is changing both university and school teachers.

Professor Gisella Langé is a Foreign Languages Inspector with the Italian Ministry of Education, advising on internationalisation and foreign languages. She is a researcher, writer and consultant on issues relating to language policies, foreign language teaching, testing and certifications, curriculum development and intercultural

education. She has vast experience of working on developing culture and language learning solutions and web-based teacher training. She has published various CLIL materials and has organised several web-based teacher training courses on regional and national platforms.

An expert within the European Commission and the Council of Europe, thematic groups and studies she has been involved with include 'Key Data on Teaching Languages at School in Europe 2012' (Eurydice study), 'Early Language Learning' (European Commission Thematic group), the 'European Language Portfolio' (CoE Validation Committee and IMPEL project of ECML in Graz), the 'Autobiography for Intercultural Encounters' (co-translator of the CoE document into Italian), and CLIL Cascade Network.

Marianne Laurent, CIEP, France

Impact de la méthode de calcul du score sur les résultats des candidats

Dans cet exposé, nous présentons l'impact de différentes méthodes de calcul du score sur les résultats des candidats aux épreuves à questions à choix multiple du test de connaissance du français. La première méthode ne propose aucune pénalité, la deuxième pénalise les mauvaises réponses et la troisième utilise un critère proportionnel de réussite d'items pour chaque niveau.

Depuis 2004: psychométricienne au CIEP

2002/2003: Diplôme d'études supérieures spécialisées en ingénierie de la statistique

Marianne Laurent, CIEP, France

Impact of the score calculation method on the candidates' results

In this study, we introduce the impact of different score calculation methods on the candidates scores with the multiple choice questionnaire of the test de connaissance du français (French language test). The first method does not penalise the candidate, the second one penalises

wrong answers and the third one uses a proportionate criteria of items' success for each level.

Since 2004: Psychometrician at the CIEP

2002/2003: Masters degree in Statistics Engineering

Trisevgeni Liontou, RCeL, Greece

Cultural Familiarity and Reading Comprehension Performance: The test-takers' perspective

This presentation focuses on the effect culture-specific schemata have on test-takers' attitudes to the reading comprehension test paper of the Greek State Certificate of English Language Proficiency exam (KPG). Data from the KPG English Survey conducted by the RCeL on a national scale in the form of questionnaires administered to 7,500 candidates sitting for the KPG exams will be presented along with a discussion on difficulty from test-takers' perspective.

Dr Trisevgeni Liontou holds a PhD in Linguistics from the Faculty of English Studies, National and Kapodistrian University of Athens. She holds a BA in English Language

& Literature and an M.A. in Lexicography: Theory and Applications, both from the same faculty. She also holds a MSc in Information Technology in Education from Reading University, UK. She has worked as an expert item consultant for AvantAssessment, USA, a research assistant at the Research Centre for Language Teaching, Testing and Assessment (RCeL) and as a freelance item writer, oral examiner and script rater for various EFL examination boards. She has made presentations in national and international conferences and has published papers in the aforementioned fields. Her current research interests include theoretical and practical issues of EFL reading comprehension performance.

Jane Lloyd, ALTE Validation Unit, UK

Christina Gregor, Goethe-Institut, Germany

Exploring reliability in assessing language exam performance in the Goethe-Institut worldwide network of raters

The Goethe-Institut's large worldwide network of raters assessing German language exam performance locally requires specific measures to assure quality. One example of the Goethe-Institut's practical and analytical measures to ensure and verify the reliability of rater performance will be presented. The presentation is particularly useful for people involved in rater training and those people addressing issues of rater reliability in their own contexts.

Jane Lloyd holds a degree in Linguistics from York University, an MA in Linguistics and TESOL from Leicester University, and an MA in Language Testing from Lancaster University. Her current responsibilities involve working with three ALTE members on the statistical analysis of their tests and on improving quality assurance procedures. Before joining the ALTE Validation Unit, Jane worked in Japan, South-East Asia, Turkey and the Middle East as a teacher, trainer and manager in state schools and higher education. Her interests lie in

change management, institutional culture and the validation of tests at national level, and research projects which involve national organisations, ministries or institutions involved in large-scale testing.

Christina Gregor, cultural scientist and teacher of German as a foreign and second language, has worked in the language department of the Goethe-Institut head office in Munich since 2008. For three years she co-ordinated two transnational projects, funded by the European Integration Fund, aimed at pre-integrative language training in Turkey, North Africa/Near East and South-East Asia.

Today she is responsible for the quality management of the German examinations of the Goethe-Institute focusing on training and certification of raters, test administration and audits for test centres.

*Jane Lloyd, ALTE Validation Unit, UK
Danilo Rini, CVCL, Italy*

Meeting standards in assessing speaking: monitoring and improving the quality of examinations in Italian

This presentation illustrates how one institution addresses inconsistencies in raters of high-stakes speaking assessments in Italian. It discusses management, training and selection of raters, and how quantitative data analysis can be used to inform decision-making for positive impact. The presentation is of interest to delegates who need an overview of how simple statistical procedures and practical data collection can be easily applied to their own contexts.

Jane Lloyd holds a degree in Linguistics from York University, an MA in Linguistics and TESOL from Leicester University, and an MA in Language Testing from Lancaster University. Her current responsibilities involve working with three ALTE members on the statistical analysis of their tests and on improving quality assurance procedures. Before joining the ALTE Validation Unit, Jane worked in Japan, South-East Asia, Turkey and the Middle East as a teacher, trainer and manager in state schools and higher

education. Her interests lie in change management, institutional culture and the validation of tests at national level, and research projects which involve national organisations, ministries or institutions involved in large-scale testing.

Danilo Rini taught Italian as a foreign language both in Italy and abroad before joining the CVCL (Centro per la Valutazione e le Certificazioni Linguistiche) of the University for Foreigners of Perugia, in 2005. There, he worked as a rater, examiner, and on the planning and development of the internal item banking system. He currently works on the development of a computer-based test, as a test developer and reviewer for CELI (Certificato di Lingua Italiana) exams, as an examiner and trainer for examiners, and cooperates with the ALTE Validation Unit, for the quality assurance of CELI exams through statistical analyses.

Geraldine Ludbrook, Ca' Foscari University of Venice, Italy

Investigating the use of voice synthesis in the language testing of students with SpLDs

Recent legislation in Italy has established national guidelines that set out accommodations for students certified with specific learning disabilities (SpLDs), including the use of voice synthesis in both classroom and testing settings. This paper reports on a research project that sets out to investigate issues related to the challenge of providing fair and valid language tests for university students with SpLDs while applying the accommodations required by Italian law.

Geraldine Ludbrook is a researcher in English language and linguistics at the Ca' Foscari University of Venice where she teaches at undergraduate and postgraduate level. She

is also involved in language teacher training, specifically in the field of Content and Language Integrated Learning (CLIL). Her research interests include English for Specific Purposes, Language Testing, and English as a Lingua Franca. She has recently been involved in several projects investigating the development of English language tests for specific purposes, including the assessment of the language of Italian CLIL teachers and the development of a language test for European university students within an ELF framework. She is currently involved in a national research project aimed at developing protocols for the delivery of fair and valid language tests to Italian university students with SpLDs.

Denise Lussier, McGill University, Canada

Intercultural communicative competence in language education: the modelling of the Canadian conceptual framework

This presentation focuses on intercultural communicative competence and the empirical validation of the affective dimension. It reports on a research study involving 1,200 young adults and relies on data from a written questionnaire and 200 interviews. It also introduces profiles of CCI. These are supported by the modelling of the conceptual framework and the results of an analysis which points out the CCI evolution process and profiles of its development.

Denise Lussier, PhD is specialized in educational psychology and language assessment. She is currently Emeritus Professor and Researcher in Education at McGill University, Montreal. She was the principal investigator of a Canadian research project on Cultural representations,

ethnic identity and intercultural competence (2004–12). From 2004 to 2007, she was Co-ordinator of Research in Education and Training, at the Interuniversity Centre of Research of Immigration and Metropolis funded by the Research Council of Canada. She also co-coordinated two projects for the Council of Europe/European Centre for Modern Languages: the first one on Cultural mediation in language learning and teaching (2000–04) and the second on Guidelines for the Assessment of Intercultural Communicative Competence in Europe (2005–07). She also co-directed a research project on Language Benchmarks in French as a Second Language for Adult Immigrants (Laurier & Lussier, 1998) and is now co-directing a project to define profiles of language competencies for health professionals.

Lucia Luyten, KU Leuven, Belgium

Petra Poelmans, Fontys University of Applied Sciences, The Netherlands

Willemijn van den Berg, KU Leuven, Belgium

Task-based language testing – avoiding the pitfalls and strengthening the potential

Although a task-based approach to language testing has become mainstream in recent years, it is as yet not an uncontested practice. By referring to the recent international developments in TBLA and by using the CNaVT as an exemplar, we will argue how a thorough content domain, task specifications and analytic rating help to overcome the pitfalls of TBLA and underscore its strengths, such as content validity, face validity and authenticity.

Lucia Luyten is research assistant at KU Leuven. She is involved in language testing for Dutch as a foreign and as a second language in adult education in developing tests, as well as in research projects. At the Certificate of Dutch as a Foreign Language (CNaVT), she is responsible for the academic exam suite. Her research interests include authentic (task-based) language testing, reliability and rating scale validation.

Dr Petra Poelmans is employed with the Certificate of Dutch as a Foreign Language. Amongst other things, she is responsible for the academic exam suite and the innovation process of the exam. She also is a teacher trainer and researcher at Fontys University of Applied Sciences. Her research interests include accuracy and complexity in second language speech and the process of listening in a second language, as well as more sociolinguistic topics as attitude towards accent in an educational setting.

Willemijn van den Berg is a scientific employee at the Centre for Language and Education, KU Leuven. She is responsible for the societal exam suite. Her research interests include task-based language assessment.

Margaret Malone, Center for Applied Linguistics, USA

Assessment of heritage language learners: A pilot study of self-assessment and learner beliefs **D**

Many multilinguals in the United States are identified as heritage or community language learners. Although the number of heritage language learners is increasing in the US (Brecht & Ingold, 2002), little research addresses their assessment needs (Malone, Peyton, & Kim, 2011). The paper reviews the results of a pilot research study of HLLs of Mandarin Chinese and their perceptions of task efficacy relative to their own oral proficiency.

Margaret E. Malone (PhD, Georgetown University) is Associate Vice President for World Languages and International Programs at the Center for Applied Linguistics. Dr Malone currently directs a variety of projects, including a three-year research study investigating student language learning outcomes from study abroad, the annual evaluation of a federal initiative to train teachers of and teach languages to students of critical languages in grades K-16, and a study of similarities and differences between English language academic writing and test tasks. Dr Malone has directed the development of six computer-delivered oral proficiency assessments, in Arabic, Chinese, English for the workplace, Korean, and Spanish as well as the development of interactive software programs that provide training on rating oral proficiency. In addition, she

directed the development of a mediated online course and self-access multimedia workshop on the fundamentals of assessment for world language instructors.

Dr Malone serves as Co-Director of the National Capital Language Resource Center, Chair of the Council of Directors of the Language Resource Centers (COD), Secretary of the International Language Testing Association, and is the co-founder of the East Coast Organization of Language Testers. The author of a number of peer-refereed journal articles, book chapters, and encyclopaedia entries on language assessment, her current research also focuses on the state of applied linguistics graduate programs in the United States.

Previously, Dr Malone was the Language Testing Specialist for Peace Corps-Worldwide where she managed training for language testers in approximately 60 countries and 150 languages. Prior to her work at Peace Corps, Dr Malone was Research Associate at the Evaluation Assistance Center East and provided technical assistance on assessment and evaluation to six US states. Dr Malone has taught graduate courses in language testing and language teaching methods at American and Georgetown Universities and the University of Maryland.

Wolfgang Mann, City University London, UK

Introducing a new approach to assessment of deaf children's vocabulary knowledge in signed languages **D**

This study explored the use of a novel approach to measure the strength of deaf children's vocabulary knowledge in sign language. The aim was to investigate whether there is evidence of a hierarchy of vocabulary strength and, therefore, whether signed vocabulary acquisition proceeds incrementally, as is the case for spoken languages. Data from two signed languages, ASL and BSL, is presented and issues related to test development are discussed.

Wolfgang Mann received his PhD in Special Education from the University of California, Berkeley. Since then, he has

worked as researcher/part-time lecturer in the Department of Language & Communication Science at City University London and at the Deafness Cognition and Language Research Centre (DCAL) at University College London (UCL). Dr Mann's areas of interest include language development and language difficulties in deaf children as well as (sign) language assessment. Currently, he is a visiting Marie Curie research fellow at the University of Texas at Austin where he studies deaf children's response to dynamic assessment procedures within a language-learning context.

Anthony Manning, University of Kent, UK

Investigating aspects of Assessment Literacy for teachers of English for Academic Purposes (EAP)

This paper investigates the Assessment Literacy of teachers of English for Academic Purposes (EAP). The data for this paper is drawn from the presenter's doctoral research findings. The enquiry which underpins this paper is driven by a keen objective to explore and enhance the professional practice of EAP teachers involved in the testing and assessment of EAP in the context of the admission of international students into higher education.

Anthony Manning is Director of the Centre for English and World Languages (CEWL) and is responsible for all aspects of the Centre's provision and management. His key objective, through CEWL, is to deliver high-quality modules, programmes and short courses in English and a wide range of other major world languages.

Anthony is particularly interested in internationalising the UK Higher Education experience through providing access to international students and offering world language learning opportunities to the wider university community.

Anthony's own area of academic specialism is in the teaching and assessment of English for Academic Purposes and Modern Foreign Languages. Anthony is one of the principal authors of the Transferable Academic Skills Kit, published by Garnet. Some of his other recent publications include a text book for students of English Language and Linguistics, in the award-winning ESAP series and a graded reader for Oxford University Press.

Anthony has completed a Doctorate in Applied Linguistics with a focus on language testing. In addition to language testing, Anthony's other academic interests include English as a global language and English for specific purposes. Anthony Manning joined the University of Kent in 2010 having previously worked at the University of Reading as Assistant Director to the International Study and Language Centre. During his career Anthony has also taught in France, Germany, China and Japan.

Gunter Maris, CITO, The Netherlands

An IRT-based extension of the Angoff and bookmark methods for standard setting

An IRT-based method for setting performance standards is proposed that combines the advantages of the classical bookmark and Angoff methods. The method extends the bookmark method to situations in which items not only differ in difficulty, and the Angoff method by providing raters direct information on the psychometric properties of items. We illustrate the method with the listening exam of the Exam for Dutch as a Foreign Language.

Gunter Maris is a principal research scientist at CITO, the Dutch institute for educational measurement, and a professor of psychological methods at the University of Amsterdam. His main research interest is in the development of psychometric models, statistical inference for such models, and applied educational measurement.

Rita Marzoli, INVALSI, Italy

The interplay between bilingualism and reading abilities in predicting reading literacy and attitudes towards reading

According to various authors, bilingualism is a relevant factor in children's development of literacy. In this paper we examine the relationships between bilingualism, reading literacy and students' positive attitudes towards reading and the extent to which bilingualism interacts with students' reading abilities before entering primary school. We also examine students' gender, families' economic and cultural levels in predicting two important school objectives at fourth grade – reading literacy and reading attitudes.

Rita Marzoli is senior research technician at INVALSI, Institute for the Evaluation of the Education and Training System. She is co-ordinator of the INVALSI project Test of English as a Foreign Language in the Schools. Her interests include standardized tests, computer-based assessment, foreign language teaching and assessment. She is Director of the INVALSI Library and has taught courses in information literacy at the Sapienza University of Rome (PhD in experimental pedagogy).

Paola Masillo, Università per Stranieri di Siena, Italy

Language assessment for migration and social integration: a case study

Nowadays a growing number of countries are imposing a language test on migrants for obtaining the right to inhabit the country. This restrictive policy hides a monolingual/normative model of language that underpins test as its criterion, ignoring the plurilingual repertoire of the test-takers. Our aim is to analyze a case study, the Italian one, and investigate how much the assessment criteria fit in the test takers' performances.

Paola Masillo, PhD student in Linguistics and Educational Linguistics, University for Foreigners of Siena, CILS (Centre for Language Assessment and Certification). Paola Masillo has a master's degree in 'Linguistics and Intercultural Communication' at the University for Foreigners of Siena. She is attending a PhD Program at the University for Foreigners of Siena. Her PhD research project is focussing on validity and reliability analyses on language tests developed in Italy for obtaining long-term residence permit.

Stéphanie McGaw, University of Corsica, France

Language certification in French universities: an attempt to bridge the gap between theory and practice

This presentation will consider the way multilingualism can be promoted and assessed in French universities. In the line of C. Springer's work on the purpose and impact of certifications, we will focus on the integration of the CLES (Certificat de compétences en Langues de l'Enseignement Supérieur) as a possible lever to help students develop multilinguistic competences, trigger pedagogical shifts and improve the evaluation in higher education.

Stéphanie is teacher of linguistics at the University of Corsica. Stéphanie McGaw, first taught English at secondary school level for ten years. In 2003, she joined the University of Corsica where she established a language policy and implemented the CLES (Higher Education Language Certificate). Her position as Vice-president for International Relations impacted her vision on certificates and opened a way for her to lead research in this field (PhD candidate). She is now in charge of LANSAD studies and Certifications at the University of Corsica.

Chariklia Michalakopoulou, 2nd Junior High School, Greece

Teaching vocabulary in English as a tool for discovering linguistic and cultural interrelationships among languages **C**

Teaching English vocabulary to junior high school students can lead to the exploration of the linguistic, historical and cultural influences among languages, promoting respect for, and understanding of other cultures, while facilitating multilingualism.

Chariklia Michalakopoulou is an English, French and Italian teacher and a graduate from the Departments of English, French and Italian Philology, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece, and a postgraduate student in 'Studies of European Literature and Culture' at the same university. She has a masters in 'Contemporary Learning Environments and Teaching Material Designing' from the School of Pedagogy, University of Thessaly, Greece.

She has been a foreign language teacher for almost 20 years, both as a language-school owner and in the Greek public sector (secondary education), where she has participated in the Comenius European Programme. Since 2003, she has been an oral examiner for KPG, the State Language Certificate. Her interests range from the comparative analysis of modern languages and literature to the designing of teaching material for the secondary school classroom to the teaching and evaluation of writing.

Eli Moe, University of Bergen, Norway

José Pascoal, University of Lisbon, Portugal

The language of schooling and language requirements in mathematics and history **D**

Young learners with an immigrant or minority background, the language of schooling and the subjects of mathematics and history are key elements in the project we report on. The aim is to indicate a link between language requirements in maths and history for two different age groups and proficiency levels of the CEFR. The focus groups are young/ adolescent learners in compulsory education at the age of 12/13 and 15/16.

Eli Moe is a language test developer and researcher working for The University of Bergen and Vox, Norwegian Agency for Lifelong Learning. She is involved in developing computerised national tests in English for Norwegian schoolchildren and computerised tests in Norwegian for adult immigrants. She is and has been leading several projects for The Norwegian Directorate for Education and Training, Vox, The Norwegian Centre for Foreign Languages in Education and The European Centre for Modern Languages.

Her main research interests are second language acquisition, computerized testing, test validation and standard setting.

José Pascoal is a senior lecturer and a researcher at the Faculty of Letters of the University of Lisbon (UL). He is also the director of the Assessment Centre for Portuguese as a foreign language. He is the UL representative in ALTE where he is a member of the Standing Committee and chairs the YAL SIG. He is a team member of the Language Descriptors project within the 2012–15 ECML Programme.

He co-authored the National Syllabus for Portuguese (L1) for secondary education, the framework for YAL of Portuguese background and the Council of Europe Threshold Level for Portuguese. He also authored a Portuguese language course for the UN High Commission for Refugees. He co-ordinates the Lidel series Exams of Portuguese for Speakers of other Languages.

Aleidine Moeller, University of Nebraska-Lincoln, USA

Language Assessment and Mixed Methods Research

Drawing on a pragmatic worldview, mixed methods research is well suited to explore research questions in language assessment where questions of “what works” are explored by integrating both quantitative and qualitative data. This session will illustrate the added value of a mixed methods approach in language assessment through the example of a longitudinal study conducted with 23 school districts investigating oral skill development over four years at the classroom level.

Aleidine J. Moeller is the Edith S. Greer Professor of Foreign Language Education at the University of Nebraska-Lincoln. Her areas of scholarly interests include foreign language teacher education, integration of digital media in language acquisition, distance education and language assessment.

She is past president of the American Association of Teachers of German, is the President of the National Federation of Modern Language Teachers Associations and serves as AP College Board Advisor in German language. She has published widely in professional journals including *Modern Language Journal*, *Foreign Language Annals*, *CALICO* and *Unterrichtspraxis* and is a frequent presenter at national and international conferences. Most recently she co-facilitated the testing and assessment strand at the *Internationaler Deutschlehrerverband* in Bolzano, Italy. She has served as editor of the ‘Central States Conference Report’ (1998, 2007, 2008), Interim Editor of ‘*Unterrichtspraxis, Teaching German*’, (Volume 37 1, 2) and Guest Editor of the ‘*International Journal of Educational Research*’.

Aleidine Moeller, University of Nebraska-Lincoln, USA

Kristen Nugent, University of Nebraska-Lincoln, USA

Sarah Osborn, University of Nebraska-Lincoln, USA

Assessing Intercultural Competence in the Language Classroom

Assessing language learning within an intercultural perspective is best situated within an alternate assessment paradigm focused on meaning making in the context of language and culture. The role of learner as active inquirer is central. Examples of language assessment tasks that can document learning growth will be presented.

Aleidine J. Moeller is the Edith S. Greer Professor of Foreign Language Education at the University of Nebraska-Lincoln. Her areas of scholarly interests include foreign language teacher education, integration of digital media in language acquisition, distance education and language assessment. She is past president of the American Association of Teachers of German, is the President of the National Federation of Modern Language Teachers Associations and serves as AP College Board Advisor in German language. She has published widely in professional journals including *Modern Language Journal*, *Foreign Language Annals*, *CALICO* and *Unterrichtspraxis* and is a frequent presenter at national and international conferences. Most recently she co-facilitated the testing and assessment strand at the *Internationaler Deutschlehrerverband* in Bolzano, Italy. She has served as editor of the ‘*Central States Conference Report*’ (1998, 2007, 2008), Interim Editor of ‘*Unterrichtspraxis, Teaching German*’,

(Volume 37 1, 2) and Guest Editor of the ‘*International Journal of Educational Research*’.

Kristen Nugent is a doctoral student in foreign language education/second language acquisition at the University of Nebraska-Lincoln (UNL). Her primary research interests lie in language teacher education, intercultural communication, instructional technology and multicultural/urban education. She earned an MA in French at Middlebury College and spent ten years teaching French in middle schools and high schools in Chicago, Illinois, Omaha, Nebraska, and Lincoln, Nebraska. She serves as a teaching assistant in the Department of Teaching, Learning and Teacher Education at UNL.

Sarah Osborn is a doctoral student in foreign language education/second language acquisition at the University of Nebraska-Lincoln (UNL). Her primary research interests lie in language teacher education, language pedagogy, second language acquisition and language teaching and learning. She has taught French and English as a Second Language at the university level and serves as a research assistant and teaching assistant in the Department of Teaching, Learning and Teacher Education at UNL.

Anika Müller-Karabil, TestDaF Institute, Germany

Claudia Pop, TestDaF Institute, Germany

Fair assessment for impaired test-takers – problems and prospects

Special accommodations and facilities for impaired test-takers are offered by many language testing institutions. However, the empirical basis upon which these modifications rest is sparse. This presentation investigates the main reasons for lack of systematic research, focusing on the aspect of fairness, the implications for the test construct, and perspectives for future research.

Anika Müller-Karabil works as a test development officer at the TestDaF Institute since 2011. She is responsible for the reading comprehension section of the TestDaF and takes care of participants with special needs. Anika Müller holds a University Diploma in Cultural Sciences and has finished a

postgraduate course in German as a foreign language. She has been a member of academic staff at the department for German as a foreign language at Saarland University and has worked as a teacher in the same field in Turkey.

Claudia Pop is a test development officer at the TestDaF Institute since 2012. She is responsible for the speaking section as well as rater trainings and co-ordinates the inspections of test centres. Before joining the TestDaF Institute, she has worked as a language coach at Ruhr-University Bochum. She holds a BA in Philosophy and Educational Science and an MA in Second Language.

Masashi Negishi, Tokyo University of Foreign Studies, Japan

An update on the CEFR-J project and its impact on English language education in Japan

In this paper, we will present a progress report on the CEFR-J project, the adaptation of the CEFR in English language teaching/learning in Japanese contexts. So-called 'big data' in the Internet were investigated in order to investigate how people respond to these frameworks and relate them. We will discuss possible implications of the survey as well as the CEFR-J project and its future directions.

Professor Masashi Negishi is Professor of Applied Linguistics at Tokyo University of Foreign Studies (TUFS), Japan. He has participated in a number of research projects, including

national education surveys and the development of English proficiency tests in Japan. He has also published several authorised English secondary school textbooks. His current interests focus on the application of the CEFR to English language teaching in Japan, and the analysis of criterial features across the CEFR levels. He is a member of the CEFR-J Project, and is at present a member of the Japanese Ministry of Education Committee on Foreign Language Education Policy.

Brian North, EAQUALS, Switzerland

Profiling Teacher Competences: the multilingual validation of the European Profiling Grid (EPG)

Do languages have radically different pedagogic cultures? Is there is such a thing as 'best practice' that can be shared? Can one develop 'context-free' descriptors not just for learner competences (e.g. CEFR) but also for teacher competences? The EPG emulates the CEFR/ELP self-assessment grid for learners. Qualitative and quantitative validation was carried out in five languages in a variety of teaching contexts and 2,100 teachers from 86 countries provided the data.

Brian North worked for 37 years for Eurocentres, the Swiss-based foundation that teaches languages where they are spoken, an official NGO to the Council of Europe since 1968. He is actively involved in EAQUALS, of which he was Chair 2005–10. The subject of his PhD was the development of the

descriptor scales for the CEFR, of which he was co-author. He was also co-developer of the prototype European Language Portfolio, the manual for relating examinations to the CEFR, the first CEFR illustrative performance samples and the Core Inventory for General English. Other descriptive work has included quality standards and teacher competences – he authored the original grid which developed into the EPG. From 1990 his work has concerned establishing common standards across languages. He was academic advisor to the CIEP's 2008 project to provide multilingual CEFR performance samples, co-ordinated the translation of the EPG descriptors and was the project's analyst.

Pei-Yu (Marian) Pan, National Taiwan Normal University, Taiwan

Investigating the Dimensionality of L2 Reading Comprehension Competence of Taiwanese EFL Beginners

The present study investigated whether L2 reading comprehension competence is divisible for beginning language learners. We analyzed the English reading comprehension items of the BCTEST, which is a high-stake examination for junior high school graduates in Taiwan. The language proficiency level of the graduates is equivalent to ALTE Level 1. The results of confirmatory and exploratory factor analysis suggested a unitary reading competence for L2 learners with low proficiency.

Pei-Yu is currently a doctoral student in educational psychology at National Taiwan Normal University and also a researcher in Research Center for Educational and Psychological Testing. Pei-Yu's research interest mainly lies in reading psychology and language acquisition. Pei-Yu's research team is currently developing a computerized diagnostic assessment tool for EFL students in Taiwan.

José Pascoal, University of Lisbon, Portugal

Language competence for citizenship: a profile in intercultural communication embracing general and language competences

This is a work in progress drawing on from Byram and Bennett's seminal developments in IC, approaches to IC assessment in place in the USA and Shoamy's key research on language policy and the uses of language tests. The paper analyses migrant candidates' performances in speaking and writing in an A2 Portuguese exam to build a framework aimed at profiling migrants' abilities for social integration.

José Pascoal is a senior lecturer and a researcher at the Faculty of Letters of the University of Lisbon (UL). He is also the director of the Assessment Centre for Portuguese as a foreign language. He is the UL representative in ALTE

where he is a member of the Standing Committee and chairs the YAL SIG. He is a team member of the Language Descriptors project within the 2012–15 ECML Programme.

He co-authored the National Syllabus for Portuguese (L1) for secondary education, the framework for YAL of Portuguese background and the Council of Europe Threshold Level for Portuguese. He also authored a Portuguese language course for the UN High Commission for Refugees. He co-ordinates the Lidel series Exams of Portuguese for Speakers of other Languages.

Cristina Pérez-Guillot, Universitat Politècnica de València, Spain

Julia Zabala-Delgado, Universitat Politècnica de València, Spain

Requisitos lingüísticos para alumnos de intercambio: salvando distancias entre expectativas y realidad

La declaración de Bolonia cuenta entre sus objetivos la promoción de la dimensión europea en la educación superior y la promoción de la movilidad. Consecuentemente, las distintas universidades establecen requisitos de idioma para los candidatos a becas de movilidad.

Con el objetivo de analizar la viabilidad de estos requisitos en la UPV, se realizaron pruebas de nivel a 2600 candidatos a becas de movilidad en los cursos académicos 2011-2012/2012-2013.

Dr Cristina Pérez-Guillot received her PhD from the Universitat Politècnica de València in 2003, she is currently Senior Lecturer of Business English at Universitat Politècnica de València, Department of Applied Linguistics, Head of Language Centre of The Universitat Politècnica de València (Spain) and President of ACLES (Spanish Association of Language Centres in Higher Education).

Julia Zabala-Delgado is Language Advisor at the Language Centre of the Universitat Politècnica de València. Research areas: PhD dissertation in progress in the area of Assessment and Testing of English as a Second Language/ development of assessment tools/Course syllabi design.

Enrica Piccardo, OISE-University of Toronto, Canada

Assessment as recognition: a Personal Language Portfolio (PLP) for valuing Canada's linguistic diversity

Even though Canada is home to linguistically diverse populations, 'non-dominant' languages are frequently not recognized and undervalued. The introduction of a Personal Language Portfolio (PLP) inspired by the ELP but designed specifically for the diversity of the Canadian linguistic landscape could function as a catalyst for introducing ideological and pedagogical change in language learning and assessment.

The presentation relates to a collaborative project, involving researchers from Canadian and US universities.

Enrica Piccardo is Assistant Professor at the Ontario Institute for Studies in Education, University of Toronto. She has a large international experience in language teaching and testing. Her publications in different languages (French,

English, Italian and German) focus on three main domains of research: the role of creativity in second/foreign language learning, assessment and its role in the curriculum, and language teacher education. A specialist of the CEFR and former co-ordinator of the Encouraging the Culture of Evaluation among Professionals project of the ECML, she has given several talks, presentations and seminars in different countries of the world and has published articles and book chapters in the fields of language education and teacher development. She has published textbooks and worked as a consultant for school publishers, curriculum developers, educational institutions, and as consultant expert to the revision of the Canadian Language Benchmarks and the Niveaux de Competence Linguistique Canadiens.

Sibylle Plassmann, telc GmbH, Germany

Assessment for the workplace: the new German test for doctors

Challenges in developing the test format of telc Deutsch B2–C1 Medizin were (among others): What kind of technical terminology do doctors use? Which aspects of medical jargon should be tested? On CEFR Levels B2 and C1, what can be expected of doctors, especially in the productive skills? Solutions found during the development phase and experiences gained from test use will be presented. Examples will be explained for a non-German-speaking audience.

Dr Sibylle Plassmann is the Head of Test Development at the Frankfurt-based telc – language tests. Her main expertise is German as a foreign and second language as well as the comparability of assessment across languages. She has recently taken part in developing a German test for doctors.

Daniel Reed, Michigan State University, USA

Heekyoung Kim, Michigan State University, USA

Susan Gass, Michigan State University, USA

Establishing fair testing practices through an intercultural collaboration between Greek and American educational institutions

Collaborators from Greek and American educational institutions discuss the role of intercultural communication in establishing fair and high-quality testing practices. The presentation will highlight details of multiple facets of the project including how age-appropriate content was established through interviews and classroom observation, how design features of the test were determined, and what measures were taken by the collaborating institutions for planning and administering the tests.

Dr Daniel J. Reed is a language testing specialist at Michigan State University. He directs the testing activities of the English Language Center and serves as the testing co-ordinator for the Center for Language Teaching Advancement. At Michigan State University, he is responsible for developing test forms to evaluate the English language abilities of international students, including those graduate students who apply for teaching assistant positions. He also oversees foreign language proficiency testing for colleges that have a proficiency-based language requirement. He has played major roles in the development of proficiency tests in more than half-a-dozen languages and has conducted research on language aptitude and the learning of less commonly taught languages and has published articles on this work and presented at national and international conferences.

Dr Heekyoung Kim is a testing co-ordinator at Michigan State University. She manages item-writing and editing

activities for the MSU English language examinations that are administered in Greece. She also manages the day-to-day testing activities for in-house tests and is also in charge of various test development and research to validate these tests. Her professional interests include assessing second language skills, testing pragmatics, sociolinguistics, and individual differences. She has presented the work she has done with her colleagues to validate MSU's English language tests at national, and international conferences.

Dr Susan Gass is University Distinguished Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. Her research is in Second Language Acquisition and includes the areas of Input and Interaction, Language Universals and Language Transfer. More recently she has become interested in the area of attention and how it relates to acquisition. She has written/edited a number of books on second language acquisition and has taught and lectured in various parts of the world. She co-edits Second Language Acquisition Research with Alison Mackey, published by Routledge. At Michigan State University, she is the Chair of the Department of Linguistics and Germanic, Slavic, Asian and African Languages, the Director of the English Language Center, Co-Director of the Center for Language Education and Research, Co-Director of the Center for Language Teaching Advancement and Director of the Second Language Studies PhD Program.

Monique Reichert, University of Luxembourg, Luxembourg

Do German speaking students take the same test as French speaking students?

We examine the extent to which a French C-test measures the same construct across two language groups. Multi-group CFA is used to test for measurement invariance across students speaking Luxembourgish or German as compared with students speaking a romance language. The results do not support the measurement invariance of the C-test. The discussion takes into account hypothesized language proficiency differences and the students' use of French in their daily life.

Dr Monique Reichert is a psychologist specialised in language assessment, cognitive science issues and empirical methods. From 2002 to 2004 she worked as a research assistant at LIFE Research & Consult, where she was involved in the research of second and foreign

language learning. In 2004, she joined the EMACS Research Unit of the University of Luxembourg, where her main areas of work lie in the development and appraisal of language assessment methods. Since 2006, she has been responsible for the development of language tests – in particular French and German reading comprehension and C-tests – used in the context of large-scale monitoring projects aimed at evaluating specific aspects of the Luxembourg educational system. She took part in different European projects relating to language evaluation, such as in the EBAFLS (2004-2007; http://www.cito.com/research_and_development/participation_international_research/ebafils.aspx), or the CEF-ESTIM project (2008-2011, <http://cefestim.ecml.at/>), and is an expert consultant of the Institut National des Langues (Luxembourg).

Angeliki Salamoura, Cambridge English Language Assessment, UK

Angela ffrench, Cambridge English Language Assessment, India

An investigation into the use of standardised assessment for employability purposes in India

The Government of Gujarat in India set up SCOPE with the aim of improving English proficiency and, as a result, employability opportunities for Gujarati people. SCOPE offers a course-led programme covering CEFR Levels A1-B2 at the end of which students sit a Cambridge English exam. In a mixed methods study, we investigate the impact of the programme and assessments on both the students' language skills and their employability opportunities.

Angeliki holds a PhD in English and Applied Linguistics from the University of Cambridge. She is Principal Research and Validation Manager at Cambridge English Language Assessment, where she leads a team of assessment experts with responsibilities for the delivery of bespoke assessment services (e.g. benchmarking to the CEFR, test

and course evaluation) for governmental and educational organisations worldwide. She also works on CEFR-related issues, the English Profile Programme, second language learning and its interface with assessment. In addition to the above areas, her research interests currently include bilingualism, learner corpus analysis and test impact. Several pieces of Angeliki's work in the above fields have been published.

Angela ffrench is an education professional with 40 years of experience in both teaching and testing. Based in Chennai, Ms ffrench co-ordinates the activity of Cambridge English Language Assessment within the South and South-East Asia regions, providing quality assessment services to both the educational and corporate sectors.

Jorge Sánchez-Iglesias, Universidad de Salamanca, Spain

La evaluación de la producción escrita en situaciones multilingües por movilidad: El rasero del nativo **M**

Los grupos multilingües en la educación superior se han multiplicado con los programas de movilidad/intercambio, pero ¿qué ocurre con dichos estudiantes cuando el objetivo es la producción escrita? Por ejemplo, en las materias de español (u otra lengua A) de las titulaciones en Traducción, programadas en virtud de los nativos. Y así cabe preguntarse: ¿los evaluamos igual? Y si la respuesta es negativa, ¿en qué se diferencia?

Jorge J Sánchez-Iglesias (PhD) read Spanish and Italian at the University of Salamanca (Spain). His research and

teaching focus is on applied linguistics (foreign/second language and translation). He is a lecturer of Spanish and Discourse Analysis at the Faculty of Translation and Documentation. He previously taught Spanish as a foreign language at Cursos Internacionales. He has published 'Errores, corrección y fosilización en la didáctica de lenguas afines' and co-edited 'Del texto a la lengua: La aplicación de los textos a la enseñanza-aprendizaje de español L2-LE' and 'La fosilización en la adquisición de segundas lenguas'. His research interests are writing (first/second language), assessment and fossilization.

Matteo Santipolo, University of Padua, Italy

Alberta Novello, University of Padua, Italy

Testing socio-pragmalinguistic competence for social integration **M**

The paper aims to report the first results of research about the assessment of socio-pragmalinguistic competence for social integration in students of Italian as a second/foreign language.

In particular the following will be presented:

- a syllabus with pragmatic and sociolinguistic elements, selected on the basis of their significance in a first social integration
- a selection of task and items suitable for assessing socio-pragmalinguistic competence.

Matteo Santipolo is associate professor in modern language education at the University of Padua. He has been a visiting professor in Australia, South Africa, Malta and Nepal and has held seminars and conferences in more than 30 countries. He is author of more than 100 publications.

His main research interests regard foreign language education (in particular Italian and English as a second language), the teaching of the sociolinguistic aspects of foreign languages, sociolinguistics and linguistic policies and the relation between Folk Linguistics and language teaching.

Alberta Novello has a PhD in modern language education (language testing) at the University of Venice. She is professor on contract in Italian as a second language education at the University of Verona, she teaches Italian as a second language at the University of Venice and works as a teacher trainer in language education.

Her main research and publications regard language testing and assessment.

Liljana Skopinskaja, Tallinn University, Estonia

Suliko Liiv, Tallinn University, Estonia

Exploring Cultural Differences in Rating Oral Performance during the National English Language Examination in Estonia **FO**

The present study investigates the problem of rater reliability in the assessment process of student performances during the oral proficiency interview of the Estonian national English language examination. We are concerned if the cultural background of non-native raters has any bearing on their judgements. The discussion is based on a case study involving Estonian and Russian raters assessing video recordings of the examination and a questionnaire study of their perceptions.

Liljana Skopinskaja (PhD) is Associate Professor of applied linguistics and FLT methodology at Tallinn University, Estonia. She has administered pre and in-service teacher education programmes, held intercultural communication workshops, made presentations in several European countries and written coursebooks for secondary school and adult learners which have been published in the Baltic countries, Poland, Russia and China. Her research

interests range from teacher education to intercultural communication and the assessment of intercultural communicative competence. She has co-ordinated and participated in research and training projects related to intercultural phenomena at the European Centre for Modern Languages in Graz, Austria. She publishes widely in the field of FLT methodology and intercultural communication.

Suliko Liiv is Professor of English at Tallinn University, Estonia. She holds a PhD in Germanic philology from St Petersburg Pedagogical University, Russia. She is the author of a number of articles in the field, and has taught on and administered ELT programmes for over 30 years at Tallinn University. Her research interests include contrastive linguistics, language teacher education and intercultural communication. She is a member of Societas Linguistica Europaea and several other international associations.

Carlos Soler Montes, Instituto Cervantes, Spain

Evaluación del español en contextos multiculturales: Datos sobre la adquisición del nivel A1 en escuelas primarias de Norteamérica **D**

El español es una de las lenguas extranjeras que cada vez se estudia en más lugares del mundo y desde edades más tempranas. En Norteamérica podemos encontrar multitud de centros educativos que ofrecen español desde el comienzo de la enseñanza reglada. En este proyecto analizamos el nivel de competencia escrita de alumnos de primaria, escolarizados en contextos plurilingües y multiculturales en escuelas estadounidenses y canadienses.

Licenciado en Filología Hispánica (Universidad Complutense de Madrid), posee un máster en Estudios Hispánicos (Universidad de Connecticut) y el Diploma de Estudios

Avanzados en Lingüística hispánica (UNED); realiza su tesis doctoral sobre la enseñanza del español como lengua extranjera en la Universidad Antonio de Nebrija de Madrid. Ha sido profesor de español en centros y universidades de España, Estados Unidos y Canadá, formador de profesores, editor y autor de múltiples materiales didácticos y artículos de investigación. En 2005 se incorpora al Instituto Cervantes donde ha desempeñado puestos de responsabilidad académica en los centros de Calgary (Canadá) y Albuquerque (Estados Unidos). En la actualidad trabaja como técnico en el Departamento de Certificación y Acreditación de la Sede Central del Instituto Cervantes en Madrid

Marina Solnyshkina, Kazan Federal University, Russia

Elena Kharkova, Kazan Federal University, Russia

The first Language Assessment course in Kazan University (Russia): Learning Outcomes

The report is a case study of the impact of the Language Assessment Course in Kazan University piloted in 2012–13 as part of the implementation of TEMPUS Proset 2011–14 Project, the major participants of which are CRELLA and 14 Russian Universities.

The areas the course had most impact on: attitudes to professional development, beliefs about learning & teaching, research skills, knowledge of ELT theory, planning skills, sensitivity to learners.

Marina Solnyshkina, Doctor of Philology, Professor. A teacher trainer and a well-known EFL innovator in Russia, she lectures in Linguistic Typology, Semiotics, Methods of Linguistic Research, Translation and tutors in Professional languages (ESP) and Language Policy. She is Co-Director of the Resource Center of Language Assessment at Kazan Federal University.

Marina Solnyshkina is a researcher with degrees in both Education and Philology. She has been actively involved in developing and item writing of the first in Russia

standardized National Exam in English for high-school leavers since 2009. She has 28' years' experience in Pre- and In-Service teacher training. She is author of two books, a dictionary, an edited collection and co-author of a textbook. Her last sole-authored book was 'The Language of a Professional: A Three-Stage Model' (2005) and she is currently writing on language corpora, language assessment, comparative studies.

Elena Kharkova, Doctor of Philology, is an associate professor at Kazan (the Volga Region) Federal University, Kazan, Russia. Her professional experience includes teaching EFL, EAP, lecturing on Lexicology, Stylistics and General Linguistics.

Her prime areas of research involve Lexicology, Testing and Assessment. Dr. Elena Kharkova has 21 published articles on a variety of linguistic and methodological topics ranging from Lexicography to Cognitive Linguistics.

Maria Stathopoulou, University of Athens, Greece

Assessing Test-takers' Translanguaging Competence: The Case of the Greek National Exams for Foreign Language Proficiency

Given the need for the promotion of multilingual testing, the Greek national foreign language exams assess test-takers' translanguaging competence (the ability to mediate or relay information from one language to another). This paper discusses the implications of a project which has drawn data from the particular exams. The research, which investigated what strategies lead to successful mediation performance, provides insights to test developers who wish to assess mediation ability.

Maria Stathopoulou holds a PhD (with distinction) and an MA degree in Applied Linguistics (valedictorian) from the Faculty of English Language and Literature. She is currently working for the Research Centre for Language Teaching,

Testing and Assessment, University of Athens, as a research associate. Since 2008, she has been a member of the English team preparing the national exams for the Greek State Certificate of Foreign Language Competence (known as KPG). Her work, which primarily focuses on EFL testing and assessment, the evaluation of mediation performance and the investigation of test-taking strategies, has been presented in national and international conferences. Her recent papers are: 'The linguistic characteristics of written mediation tasks' which is to appear in 'Versita' (Polland) and 'Test-taking strategies in the KPG reading test: Instrument construction & investigation results', which has been published in 'The Journal of Applied Linguistics' (JAL).

Michaela Stoffers, Goethe-Institut, Germany

When Braille is not enough anymore: New technologies for assessing candidates with special needs

The Goethe-Institut, as one of the language test providers in the German-speaking world, administers more than 200,000 exams each year and has always had to deal with candidates with special needs and requirements.

This paper will show how the Goethe-Institut ensures accessibility and fairness for these candidates and supports its more than 500 test centres. The main focus will be on the new technologies, its opportunities and challenges.

Michaela Stoffers, with a trainee background in test development and performance measurement at the Goethe-Institut head office, is now responsible for quality management. After being involved in the development of the Deutsch-Test für Zuwanderer, she became subject officer for the Goethe-Zertifikat A1: Start Deutsch 1, which is recognized as language proof for migrants wishing to join their spouse in Germany. Main areas of her work today are internal quality management and management of the audit system for test centres.

Liliana Szczuka-Dorna, Poznan University of Technology, Poland
Iwona Gajewska-Skrzypczak, Poznan University of Technology, Poland
 Intercultural Communication at International Campus at Poznan
 University of Technology 

Poznan University of Technology (Poland) has introduced international studies both in Bachelor and Master cycles.

Foreign students can acquire international experience in Poland, develop language and communication skills learning a lot about the Polish language and culture. Academic staff promotes internationalization in didactics and research using different methods and techniques.

The authors present findings from their survey- examples and opinions of students and academic staff.

Liliana Szczuka-Dorna is a graduate of Adam Mickiewicz University in Poznan, English School. Doctor in Applied Linguistics. She successfully completed postgraduate studies: Methodology of English Language Teaching (1987), Public Relations (1995), and Master of Business Administration (2001). She is a sworn-in translator at the Ministry of Justice.

A member of:

- SERMO (Polish Association of Academic Foreign Languages Centers)- president
- Polish Neo-philology Society, Poznan Branch
- PTLS – Polish Association of Applied Linguistics
- ICLHE-Integrating Content & Language in Higher Education

She conducts Interpersonal Communication and Intercultural Business Communication courses in English to Polish and international students at PUT: English for Academic Purposes, English for Special Purposes, Introduction to Management, Intercultural Communication. Some courses are blended learning ones on the Moodle platform.

She has participated in international projects: e.g. Tempus, Phare, Leonardo da Vinci: Magicc, Language Rich Europe.

Professional interests: specialized language teaching, interpersonal and intercultural communication, European educational programmes.

Since 1996, the Director of Center of Languages and Communication.

Iwona Gajewska-Skrzypczak is a graduate of Adam Mickiewicz University in Poznan. She completed postgraduate studies in the Methodology of English Language Teaching. In 2011 she obtained a Ph.D. in humanities.

A member of:

- IATEFL Poland – International Association of Teachers of English as a Foreign Language
- PTN – Polish Neo-Philology Society
- PTLS – Polish Association of Applied Linguistics
- SERMO – Polish Association of Academic Foreign Languages Centres

She is an active participant of domestic and international conferences related to foreign language teaching. She has co-organized several conferences held at the Centre of Languages and Communication, PUT. She participated in the Project Engineering Era. The development of PUTs potential within which she created ESP courses for PUT students, and in LOLIPOP and Tempus projects.

She was English and French section director between 1997 and 2012. Since 2011 she has been deputy director of the Centre of Languages and Communication at PUT, Poland.

Claire Tardieu, University of Sorbonne Nouvelle, France

Pascale Manoïlov, University of Sorbonne Nouvelle, France

Analyse des interactions orales professeur-élève et élève-élève en situation de « speed meeting »

Il s'agira de présenter les résultats d'une micro-expérimentation conduite en 2013 en lien avec le Département de l'Évaluation, de la Performance et de la Prospective au Ministère de l'éducation Nationale faisant appel à une situation de « speed meeting » impliquant des élèves de 15 ans de niveau A1, A2, B1 et des professeurs/évaluateurs afin de comparer les performances de deux élèves accomplissant la même tâche avec des partenaires différents.

Claire Tardieu is currently Professor of English Didactics at the University of Sorbonne Nouvelle Paris3. She lectures on foreign language teaching and learning to undergraduates, postgraduates and teacher students. She is assistant director in the English Department, in charge of the Master of Education.

Since 2002 she has worked for the French Ministry of Education as contributor to the Department of Evaluation, Prospective and Performance (DEPP). She took part in three European projects relating to evaluation and certification. She conducts her research with Prismes EA4398 at Sorbonne Nouvelle and is particularly interested in issues involving stance, standpoint and didactic positioning.

Pascale Manoïlov is a qualified teacher and a PhD student at Sorbonne Nouvelle under the supervision of Professor Aliyah Morgenstern. Her doctoral thesis focuses on a multimodal analysis of spoken interactions between students at Junior High school level. She works as a teacher trainer at Université de Cergy-Pontoise near Paris, in the department of Education. Her research unit is Prismes EA4398 and she is involved in the SITAF project.

Julia Todorinova, Department for Language Teaching, Sofia University, Bulgaria

A Differential Item Functioning Study for Less Widely Taught Languages

The paper describes how EZDIF computer programme (Niels Waller) has been successfully applied for DIF study of the Standardized Test of Bulgarian with only 480 examinees involved. An extended DIF analysis was conducted to detect and measure age, gender, native tongue (L1) and education level item bias in two ways: (1) with the MH procedure for the uniform and (2) with the Logistic Regression Procedure for non-uniform DIF.

Julia Gochova Todorinova, Assistant Professor of Bulgarian and English at Sofia University, Department for Language

Teaching and International Students (DLTIS) and Sofia University representative in ALTE. Julia is a member of ALTE Standing and Executive Committees and is an ALTE auditor. She is a co-ordinator of the Testing Centre at the Department and responsible for the development and validation of Standardized Test in Bulgarian, test analyses and post-examination review. Her research interests are in language teaching and testing, particularly in relation to test fairness.

Henna Tossavainen, University of Jyväskylä, Finland

Challenges of the test construct: Testing Samí as L2 in Finland

The paper presents the results of a study which focuses on testing North Samí as L2 in the Finnish National Certificates of Language Proficiency. The aim of the study was to discover possible challenges in testing the language when using the same specifications as the other eight languages in the test system.

Henna Tossavainen has MA in English and Finnish languages. She has been involved in language testing since 1997 mainly working as researcher and project researcher in the Finnish National Certificates of Language Proficiency. Her research interests include various aspects of test development and the development of writing at the levels of language proficiency.

Rønnaug Katharina Totland, Vox, Norway
Margaret Farstad, Vox, Norway
Britt Greve, Vox, Norway

Developing tests adapted for the deaf – according to the CEFR **D**

This presentation focuses on the challenges of developing language tests for deaf and hard-of-hearing adult immigrants. Learners, who can read Norwegian Sign Language combined with written Norwegian, have the possibility to sit for more or less the same exams as their hearing peers. In 2015 computerized tests in reading sign language for the levels A1/A2 and A2/B1 will be administered and integrated in the Norwegian Tests for Adult Immigrants.

Rønnaug Katharina Totland has worked as a test developer at Norsk språktest/The University of Bergen since 2005. She has been engaged in a project making the Norwegian Tests for adult Immigrants available for deaf and hard of hearing learners. She is now developing computerized tests for Vox.

Margaret Farstad has worked with adapting Norwegian Sign Language to CEFR since 2009 in cooperation with the University of Bergen/Vox and Skullerud Adult Education centre, Oslo. She is now in the process of translating new listening tests to be integrated by videoclips in the new computer test battery.

Britt Greve has worked as a project leader adapting Norwegian Sign Language to CEFR since 2009 in cooperation with the University of Bergen/Vox and Skullerud Adult Education centre, Oslo. She is now co-ordinating the work of adapting new tests for the deaf on computers.

Geoff Tranter, MONDIALE-Testing, Switzerland

A Language Testing System Designed to Enhance Mobility for Professionals in Technical Industries **M**

The workshop will present ideas on ways to solve the problems resulting from the many interests among Technical English students. Examples will be taken from the MONDIALE-Testing Online Technical English Test (MOTET) which is based on innovative principles that exploit the candidate-friendly opportunities inherent in online testing. These include a high degree of modularity allowing professionals to demonstrate their language skills enhancing their mobility in the international technology market.

Geoff has wide experience in all aspects of vocational and non-vocational language training/testing, including CEFR-based syllabus design, teacher-training, materials development, etc. He is a freelance consultant for German Ministries, the German Civil Aviation Authority, MONDIALE-Testing GmbH, and teaches TE at Dortmund Technical University.

John Tucker, British Council, Poland

Test specifications and item writer guidelines in a multilingual world: issues and solutions **FO**

This paper provides insights from an innovative test into an element of test development not often discussed in the literature: item writing. These include: online training and resources, work spaces for item writers of different linguistic backgrounds to peer review their work and clarify underlying constructs, as well as examples of how these practices are being employed to ensure quality in what is a core element of testing development.

John Tucker: Aptis Test Production Coordinator, British Council, Warsaw, Poland

Education

2012–13: MA in Language Testing (Distance), Lancaster University

2011: Certificate: Theory and Practice in Language Testing, University of Roehampton

2009: Diploma: Introduction to Management, British Council

2008: Diploma in Teaching English to Speakers of Other Languages, Trinity College

Paul Tucker, Avant Assessment, USA

Measuring Proficiency in Modern Standard Arabic among Native Speakers of Arabic Dialects: Field Test Results **D**

Many Arabic-speaking countries are witnessing the erosion of mother-tongue literacy with a growing sense of alarm as English threatens the viability of Arabic as a language of academics, commerce, and even daily communication. This study presents field-test results from an assessment of general proficiency in MSA for native speakers of Arabic, designed to provide data that will support the implementation of new policies and programs aimed at reversing this trend.

Paul Tucker, Chief Product Officer and VP of Research and Product Development at Avant Assessment, has more than 30 years' experience in theoretical and applied linguistics as an educator, field researcher, and test developer. An active

member of ILTA, AAAL, and the ILR's testing committee, Paul is one of the principal authors of ASTM's Standard Practice for Assessing Language Proficiency. Paul serves on the executive committee of ASTM's main committee F43 on Language Services and Products, where he currently serves as the chair of the Committee on Language Testing and as a member of the US delegation to the ISO Technical Committee on Learning Services for Non-Formal Education and Training. Paul has graduate degrees in applied and theoretical linguistics, and is currently working on a PhD in Language Assessment at the University of Bedfordshire's Centre for Research in English Language Learning and Assessment (CRELLA).

Koen Van Gorp, KU Leuven, Belgium

Lucia Luyten, KU Leuven, Belgium

Sabine Steemans, University of Antwerp, Linguapolis – Institute for Language and Communication, Belgium

A concurrent validity study of two academic placement tests **FQ**

In Flanders, passing a test at the B2 level of the CEFR is a prerequisite for university enrolment. ITNA and PTHO are the most widely accepted of such tests but they operationalize academic language proficiency differently. ITNA is a largely indirect and computer-based test. PTHO is paper-based and task-based. A concurrent validity study was conducted to determine to what extent they measure the same skills at the same level.

Dr Koen Van Gorp co-ordinates the Certificate of Dutch as a Foreign Language and heads the sections of primary and secondary education at the Centre for Language and Education (KU Leuven). His research interests include task-based language teaching and assessment, multilingualism and second language acquisition.

Lucia Luyten has been working at the Centre for Language and Education, Katholieke Universiteit Leuven (KU Leuven)

since 2002. She is responsible for the academic exam suite at the Certificate of Dutch as a Foreign Language. The projects she has been focusing on are mainly situated in adult education. She specializes in literacy and language testing. The research domain of Lucia Luyten has to do with validity, reliability, objectivity and standardization in language testing.

Sabine Steemans has 20 years of experience teaching Dutch as a Second/Foreign Language and is team co-ordinator for the Dutch courses taught at the university's language institute. She has been involved in language testing since 1999. After having attended seminars in language testing by Prof. Dr. Alan Davies, she developed the entrance examination Dutch for Speakers of Other Languages for the University of Antwerp. She is currently part of the IUTC-team responsible for the 'Interuniversity Test of Dutch for Speakers of Other Languages' (ITNA).

Jacqueline Van Houten, Kentucky Department of Education, USA
 Innovation in the use of intercultural competency standards for state
 assessment data on student growth **IC**

This paper will address how two US states, Kentucky and South Carolina, are using intercultural competency statements in their standards document to provide benchmarks and learning indicators. Based on Byram's intercultural theories, the US Defense Language Institute's cross cultural competencies, and European Language Portfolio, this self-assessment tool provides a means for the collection of evidence that charts learning, and provides data for student growth for school accountability and teacher effectiveness.

Jacqueline Van Houten (BA, MAT University of Louisville; MA U. of Cincinnati; PhD Miami University) is the World Language & International Education consultant at the

Kentucky Department of Education. Prior to her state work, Jacque taught French in elementary, high schools and universities, and undergraduate and graduate courses in education and K-12 methodology. An active advocate for language learning, Jacque has held numerous state, regional, and national positions, including: president of the Kentucky World Language Association (KWLA), board member of Central States Conference on the Teaching of Foreign Languages (CSCTFL), treasurer of the Joint National Committee on Foreign Languages–National Council for Languages & International Studies (JNCL-NCLIS), president of the National Council of State Supervisors (NCSSFL) and president of the National Network for Early Language Learning (NNELL).

Clara de Vega Santos, Universidad de Salamanca, Spain
Laura Vela Almendros, Universidad de Wenzao, Taiwan

La evaluación lingüística como instrumento para motivar a los alumnos:
 el BULATS español en Taiwán **D**

La visión de la evaluación de lenguas ha cambiado. La evaluación de las capacidades lingüísticas del estudiante puede tener una influencia muy positiva en su aprendizaje.

La experiencia con los alumnos de español que realizan el examen BULATS en la Universidad de Wenzao (Taiwán), nos mostrará cómo y por qué los aprendices perciben la evaluación como una forma de orientar y estimular su progreso en el estudio del idioma.

Clara de Vega Santos es Profesora de español en Cursos Internacionales de la Universidad de Salamanca y formadora de profesores en diversos másteres y cursos de profesores en instituciones españolas y extranjeras. Especialista en evaluación de ELE, ha formado parte de la unidad de evaluación que elabora y corrige los Diplomas de Español como Lengua Extranjera desde su creación. Representante de la Universidad de Salamanca en la Asociación Europea de Examinadores de Lenguas (ALTE) desde su fundación en 1990 hasta 2001, ha coordinado varios proyectos de exámenes de español desarrollados por la Universidad de Salamanca en colaboración con otros miembros de ALTE. Ha colaborado también con el Consejo de Europa en proyectos

relacionados con la evaluación de lenguas. En la actualidad se encarga de la promoción y difusión de los exámenes BULATS y es coordinadora de idiomas en el proyecto CertiUni de la Conferencia de Rectores de las Universidades Españolas.

Laura Vela Almendros es Doctora en Lingüística por la Universidad Complutense de Madrid. Profesora a tiempo completo en el Departamento de Español de la Universidad de Idiomas Wenzao (Taiwán) desde 2003. También desde este año es miembro del tribunal de DELE en Taiwán, niveles desde A1 hasta C1. Asistente de Asuntos Internacionales del Departamento de Español de la Universidad de Wenzao desde 2011. Responsable de la organización de los exámenes BULATS en Wenzao desde abril de 2012. Formó parte del comité organizador del I y II Congreso de Español como Lengua Extranjera en Asia-Pacífico (CELEAP).

Ha publicado diversos trabajos sobre lexicografía, lingüística y español con fines específicos: Turismo. Así como el libro: Elipsis: estudio diacrónico y sincrónico (2010) 高雄復文圖書出版社. Sus últimas investigaciones están basadas en los exámenes del DELE y el BULATS.

Daniel Xerri, University of Malta, Malta

Patricia Vella Briffa, University of Malta, Malta

Teacher Involvement in High Stakes Assessment: Designing and Implementing an English Speaking Examination **FO**

This paper discusses teachers' involvement in high stakes assessment and the implications of such involvement. It seeks to contribute to a better understanding of the benefits that may arise when teachers are invited to play an instrumental role in developing the policies and practices governing high stakes examinations. The authors report on their experience of involvement in the design and implementation of an English speaking examination in Malta.

Daniel Xerri teaches English at the University of Malta Junior College. He is currently completing doctoral research at the University of York and his main area of interest concerns teachers' and students' beliefs in relation to assessment and pedagogy. He is the author of a number of publications

and regularly speaks at international conferences. For the past nine years he has been involved in a number of English proficiency tests, administered by Maltese and international examination bodies.

Dr Patricia Vella Briffa is currently engaged as a full-time lecturer of English language and literature at the University of Malta Junior College. Her teaching experience encompasses teaching English to learners at various stages of language learning who require the knowledge and practice of the four language skills for general, specific, examination or academic purposes. Her research interests are teaching and assessment of the post-secondary second language learner. She is actively involved in language testing.

Shujiao Wang, McGill University, Canada

Exploring the Chinese proficiency test, Hanyu Shuiping Kaoshi and its washback effects: The test-takers' perspective **D**

The HSK is the only national standardized test of Chinese language proficiency for non-native speakers. Studies on washback effects of the HSK are rare. By using a mixed methods research approach, this study investigated the test-takers' perception and the washback effects of the HSK on learner factors. The results revealed the HSK construction needed to be improved. The HSK had positive washback on some learners but negative effects on others.

Shujiao Wang is a PhD student in the Department of Integrated Studies in Education, at McGill University, Canada. She received her MA from McGill University, Canada in 2013


and received her MEd in Teaching Chinese to Speakers of Other Languages (CSOL) from Nanjing University, China, in 2008. She has been a Chinese language instructor for more than five years in Chinese and North American universities, during which time she has taught a variety of pre-university language courses, undergraduate courses and professional development courses. Her research interests focus on the impact of large-scale language testing on teaching and learning, the relationship between learning oriented assessment, instruction in language classrooms and teaching Chinese as a second language.

Marine Willam, Université de Mons, Belgium

Analyse des feed-back proposés par les développeurs de contenus au sein de l'environnement électronique d'apprentissage «Franel» **M**

« Franel » est un environnement électronique d'apprentissage du néerlandais et du français langues étrangères. L'outil auteur « Educamtic » offre la possibilité aux développeurs de contenus de concevoir des feed-back guidant l'utilisateur de l'outil dans ses apprentissages. La communication présente la façon dont l'environnement d'apprentissage « Franel » appréhende le feed-back en la confrontant à des modèles théoriques et propose d'en tester son efficacité.


Marine Willam holds a Bachelor of French and French language (HECFH - Mons) since 2009 and a Master in Educational Science (UMONS) since 2012. As research assistant, she collaborated with the Centre for Modern Languages (UMONS) to develop learning contents for the "Franel" environment as part of the research COBALT (Interreg IV 2008-2012).

Rachel Yi-fen Wu, The Language Training and Testing Center, Taiwan
 Establishing test form comparability: a case study of a Chinese-English translation test 

The purpose of this study is to develop an a priori approach for specifying 'test points', i.e. problems which translators encounter in the process of producing a translation, during the development phase, in order to enhance parallel-form reliability of English-to-Chinese translation test papers. The empirical results showed that using the test points to design the tasks could effectively ensure that the difficulty level of the tasks was approximately the same.

Rachel Wu is the Head of Testing Editorial Department at the Language Training and Testing Center, Taipei. In

2011, she earned her doctoral degree in language testing and assessment from Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, UK. She has been closely involved in the research and development, test production and validation of the General English Proficiency Test (GEPT), Taiwan's first country-wide English language proficiency test. Her research interests include reading assessment, language test development and validation, and methodological approaches to linking examinations to the CEFR.

Beate Zeidler, telc GmbH, Germany
 Getting to know the Minimally Competent Person 

It is generally acknowledged that in determining cut-off scores, it is essential that the panelists should be able to describe the least proficient candidate who would still be considered to meet the standard as closely as possible. However, panelists' understanding of the standard may not always be uniform. The presentation will focus on ways to help panel members to form such an understanding, using data from reference examinations.

Beate is a validation officer for telc GmbH, a not-for-profit company owned by Deutscher Volkshochschulverband

(DVV), the largest adult education association in Germany. She has been working full-time for DVV since 1991, after being an English teacher and doing freelance work for DVV. She has taught courses on language learning and testing at the University of Mainz, has been an author for 'Zertifikat Deutsch' and other examinations, and has been involved in developing the telc Deutsch B2, telc Deutsch C1 and Deutsch-Test für Zuwanderer (German for immigrants) examinations. She is also deputy chair of the ALTE Standing Committee and member of the CEFR/Manual working group.

Poster abstracts and presenter biographical information

Poster presentations are listed alphabetically by surname, with the main speaker listed first.

Each presentation has been categorised according to one of the four strands of the conference:

M Mobility

D Diversity

IC Intercultural Communication

FQ Fairness & Quality

Katherine Groves, Istituto Statale Sordi di Roma, Italy
Mathilde D. De Geus, ADEL Summer School, The Netherlands
Academic English for Deaf Learners and the CEFR: Adapting the Self-Assessment Grid **M**

This talk focuses on a re-evaluation of the CEFR self-assessment grid from the perspective of D/deaf English language learners at the higher education and professional levels, particularly those from non-English-speaking countries. Attention will be given to 'can/can't do' abilities in regard to the particular communication situations that D/deaf people find themselves in.

Katherine M. Groves is a researcher and instructor in Deaf Education at the Istituto Statale Sordi di Roma and a PhD student in Linguistics at the Università degli Studi Roma

Tre. Her studies focus on language attitudes and contact linguistics in multimodal bilingual Deaf Communities.

Mathilde D. De Geus is a researcher and consultant in Deaf Education. She has 14 years of teaching experience with the National Institute for the deaf in the Netherlands. Now she focuses on consultation and coaching of deaf and Hard of Hearing students from a wide range of ages and educational environments.

Chia-Ling Hsu, Steering Committee for the Test Of Proficiency-Huayu, Taiwan

Evaluating Cut-off Scores for the Test of Chinese as a Foreign Language in Alignment with CEFR **FQ**

The purpose of this study was to evaluate the quality of the cut-off scores obtained by the Yes/No Angoff method on the Test of Chinese as a Foreign Language (TOCFL) Listening and Reading Tests. The results showed that the validity of the cut-off scores for the TOCFL Listening and Reading tests was examined via the use of procedural, internal and external evidence.

Chia-Ling Hsu is the Research Assistant of the Steering Committee for the Test of Proficiency-Huayu (SC-TOP). Her

major work is on statistical analysis for all of the tests of the SC-TOP. Prior to joining the SC-TOP in January 2013, she was a Senior Research Assistant of the Assessment Research Centre in Hong Kong.

Miss Hsu obtained a PhD from the Department of Psychology of the National Chung Cheng University in Taiwan in 2009. Her research interests include computerized adaptive testing, Rasch measurement, item response theory, and psychometrics.

Nedelina Ivanova, The Communication Centre for the Deaf and Hard of Hearing, Iceland

Assessing skills of school-aged deaf children with CI in Icelandic Sign Language **D**

Assessing skills of school-aged deaf children with CI in Icelandic Sign Language is a one-year project starting in October 2014. The primary goal of the project is to assess the sign language skills of 6–16-year-old deaf children with CI for the first time since they started school. The main challenge is the choice of assessing instruments because of the inclusive education.

Nedelina Ivanova has an MA degree in Icelandic grammar and has been working at the Centre since 2008. Sign language lexicography has been her primary study field. She started to assess sign language skills of 0–16-year-old children in 2010 and has a lot of experience in the field. Another of her main tasks is to collect data on Icelandic sign language acquisition based on the assessments done. Nedelina works closely with her colleague Svava Johannesdottir who has a long experience of glossing sign language and working with deaf children.

Bozena Lechowska, Universidad Industrial de Santander, Colombia

Pre-service language teachers and intercultural competence: a case study from Colombia **IC**

What knowledge, skills, attitudes and values do gifted student teachers exhibit that would allow them to successfully engage in promoting intercultural dimension in their own teaching practice? This poster presentation examines the results of a survey carried out among pre-service teachers in one Colombian university. Next, it considers issues related to eliciting and assessing a sample of student teachers' intercultural capability as well as the resulting training requirements.

Bozena Lechowska is a PhD candidate at the University of Sorbonne Nouvelle. She studied English Philology at Jagiellonian University, where she received her MA in 1986. She is an Associate Professor of English and Applied Linguistics at the Universidad Industrial de Santander, Bucaramanga, Colombia since 1988. She teaches courses in English phonetics and phonology, British cultural studies and translation. Her current research interests focus on language policy and planning and intercultural communication.

Laetitia Puissant-Schontz, Université Paris Ouest Nanterre la Défense & Laboratoire MODYCO, CNRS UMR7114, France

Caroline Bogliotti, Université Paris Ouest Nanterre la Défense & Laboratoire MODYCO, CNRS UMR7114, France

Marion Blondel, Laboratoire SFL Paris 8, CNRS UMR 7023, France

Elaboration d'un outil d'évaluation de la morphosyntaxe en LSF et ses enjeux linguistiques **D**

Nous allons présenter notre outil pilote d'évaluation de la morphosyntaxe en LSF. Cet outil répond à une urgence du terrain : évaluer les compétences langagières en LSF et poser un éventuel diagnostic de trouble spécifique du langage. Il ouvre également des pistes de réflexion sur la description linguistique de la LSF, notamment sur les aspects morphosyntaxiques.

Laetitia Puissant-Schontz est orthophoniste en libéral à La Rochelle et intervient auprès de nombreuses personnes sourdes. Enseignante d'un cours du module surdité à l'Université de Poitiers, elle s'intéresse plus particulièrement à la LSF. Dans le cadre d'un master 2 de recherche à l'université de Nanterre en 2012-2013, son mémoire s'intitulait "Création d'un outil d'évaluation de la morphosyntaxe en LSF," dont les résultats ont été présentés

lors d'une session de poster au TISLR 11 à Londres. Elle poursuit ce projet en thèse de doctorat avec Paris Ouest Nanterre la Défense.

Caroline Bogliotti est maître de conférences en Linguistique à l'université Paris Ouest et fait partie du laboratoire MODYCO (CNRS-UPOND). Ses recherches portent sur les troubles du langage, et notamment sur l'évaluation et la caractérisation des troubles du langage en LSF.

Marion Blondel est chargée de recherche au laboratoire Structures Formelles du langage (CNRS-Paris8) depuis 2007 et spécialiste des langues des signes. Ses recherches concernent notamment l'acquisition bilingue bimodale (LSF-français), le registre poétique et la prosodie dans les langues des signes.

Gladys Quevedo-Camargo, University of Brasília, Brazil

Methodology Options in Washback Investigations **FO**

This poster presentation aims at presenting a literature review of studies on the washback of language exams carried out in Brazil and in other countries between 2004 and 2012. The objectives were to map the context in which such studies were developed and to identify patterns and regularities in the methodological procedures used. A discussion of the researchers' methodological options will be conducted so as to contribute for future studies.

Gladys Quevedo-Camargo is a professor at the Department of Foreign Languages and Translation at the University of Brasília, Brazil, where she works with students from the English translation, licensure and BA programmes. She holds a BA in English Language and Literature, an MA in Applied Linguistics and Language Studies and a PhD in Language Studies. She also holds the RSA/DELTA. She has been teaching for almost 30 years and has been studying and researching issues related to language assessment for eight years. Her interests include washback, language test development and assessment in specific contexts.



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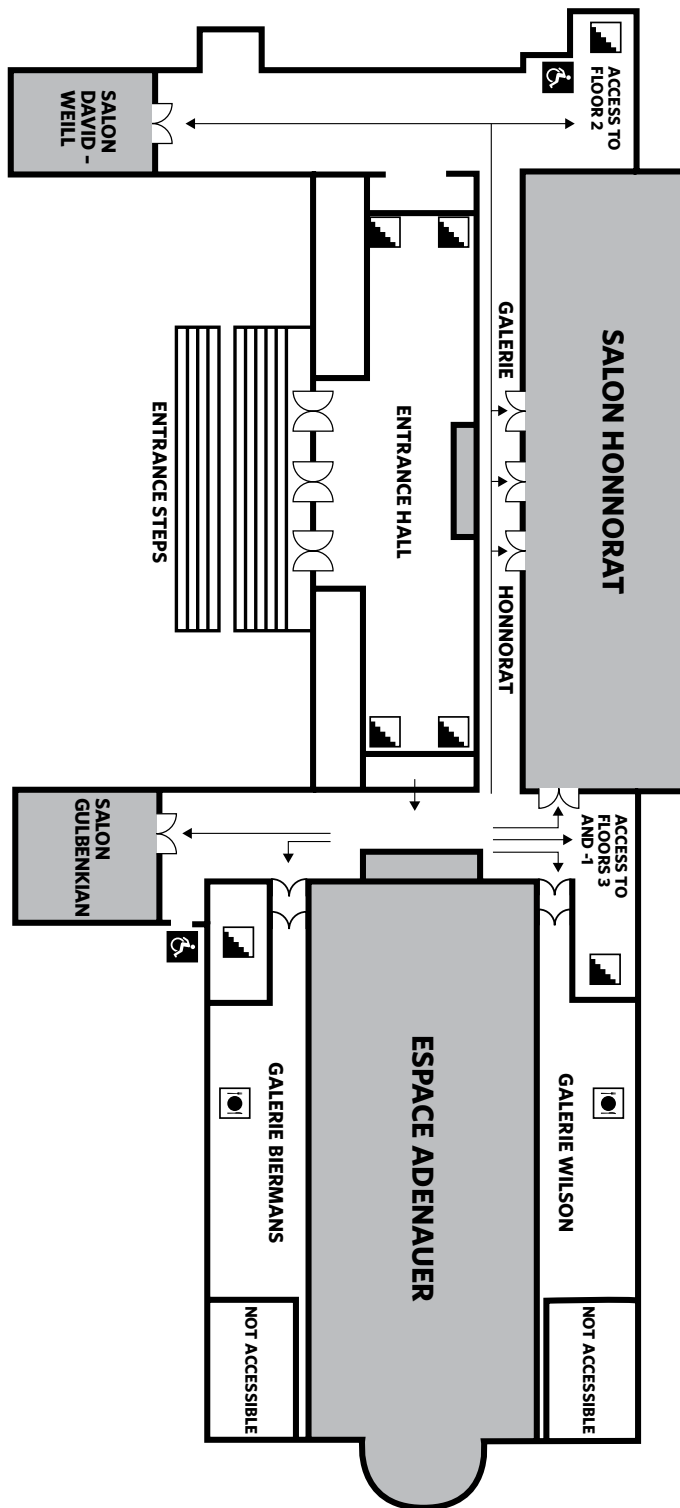
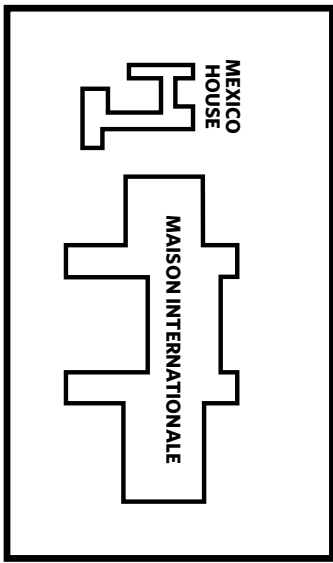
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Klemmert, Hella

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Stoffers, Michaela

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Soler Montes, Carlos

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INVALSI, Italy

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Gencheva, Yuliyana

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Reed, Daniel

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Langé, Gisella

MONDIALE-Testing, Switzerland

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National Taiwan Normal University, Taiwan

Pan, Pei-Yu (Marian)

National University of Ireland, Ireland

Gallagher, Anne

OISE – University of Toronto, Canada

Piccardo, Enrica

Østfold University College, Norway

Bøhn, Henrik
Myklevold, Gro-Anita

Oxford University Press, UK

Finnerty, Colin

Pace University, New York, USA

García Rodríguez, Antonia

Poznan University of Technology, Poland

Gajewska-Skrzypczak, Iwona

Szczuka-Dorna, Liliana

SLO, The Netherlands

Fasoglio, Daniela

Steering Committee for the Test Of Proficiency-Huayu, Taiwan

Hsu, Chia-Ling

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TestDaF Institute, Germany

Müller-Karabil, Anika

Pop, Claudia

The Communication Centre for the Deaf and Hard of Hearing, Iceland

Ivanova, Nedelina

The English Company (UK) Ltd, UK

Graddol, David

The Language Training and Testing Center, Taiwan

Wu, Jessica

Yi-fen Wu, Rachel

The Languages Company, UK

King, Lid

Tokyo University of Foreign Studies, Japan

Negishi, Masashi

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García Laborda, Jesús

Universidad de Salamanca, Spain

Borrego Ledesma, Inmaculada

de Vega Santos, Clara

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Bozena Lechowska

Università per Stranieri di Siena, Italy

Masillo, Paola

Universitaet des Saarlandes, Saarbruecken, Germany

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Haberzettl, Stefanie

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Zabala-Delgado, Julia

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Beillet, Marie

Université de Sherbrooke, Sherbrooke, Canada

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Université Paris Ouest Nanterre la Défense & Laboratoire MODYCO, CNRS UMR7114, France

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Colpaert, Jozef

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Woll, Bencie

University of Applied Sciences of Special Needs Education Zurich, Switzerland

Haug, Tobias

University of Athens, Greece

Stathopoulou, Maria

University of Bergen, Norway

Moe, Eli

University of Brasília, Brazil

Quevedo-Camargo, Gladys

University of Corsica, France

McGaw, Stéphanie

University of Jyväskylä, Finland

Kanto, Laura

Takkinen, Ritva

Tossavainen, Henna

University of Kent, UK

Manning, Anthony

University of Kragujevac, Serbia

Jovanović, Ana

University of Lisbon, Portugal

Gaspar, Catarina

Pascoal, José

University of Ljubljana, Slovenia

Ferbežar, Ina

University of Luxembourg, Luxembourg

Reichert, Monique

University of Macau, China

Grosso, Maria José

University of Malta, Malta

Xerri, Daniel

Vella Briffa, Patricia

University of Nebraska-Lincoln, USA

Moeller, Aleidine

Nugent, Kristen

Osborn, Sarah

University of Oslo, Norway

Brevik, Lisbeth M

University of Padua, Italy

Novello, Alberta

Santipolo, Matteo

University of Sorbonne Nouvelle, France

Manoilov, Pascale

Tardieu, Claire

University of Technology, Poland

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University of the Basque Country, Spain

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Utrecht City Authority, The Netherlands

Girjasing, Bharti

Visuel-LSF, Paris, France

Petitjean, Delphine

Surgot, Chantal

Vox – Norwegian Agency for Lifelong Learning, Norway

Farstad, Margaret

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The Association of Language Testers in Europe (ALTE)

ALTE is an association of providers of foreign language examinations, founded in 1990. It includes many of the world's leading language assessment bodies and currently has 34 members, representing the testing of 26 languages, as well as around 30 institutional affiliates and several hundred individual affiliates.

The principal objectives of ALTE are:

- To address issues of quality and fairness related to the exams which the members provide;
- To establish common standards for all stages of the language-testing process and adhere to those standards;
- To adhere to the common levels of proficiency established by the ALTE members. Levels are aligned to the Common European Framework of Reference for Languages (CEFR) in order to promote the transnational recognition of certification in Europe;
- To engage in activities for the improvement of language testing and assessment in Europe through

collaboration on joint projects and in the exchange of ideas, know-how and sharing of best practice, especially through the medium of the special interest groups;

- To provide training in language testing and assessment;
- To raise awareness on issues related to language assessment;
- To provide leadership in the field of language assessment globally.

ALTE members provide testing in: Basque - Bulgarian - Catalan - Czech - Danish - Dutch - English - Estonian - Finnish - French - Galician - German - Greek - Hungarian - Irish - Italian - Lithuanian - Luxembourgish - Norwegian - Polish - Portuguese - Russian - Slovenian - Spanish - Swedish - Welsh.

For further information about the work of ALTE and for full details of its members, please visit: www.alte.org

L'Association des Évaluateurs en Langues en Europe (ALTE)

ALTE est une association d'organismes certificateurs en langues étrangères, fondée en 1990. Elle regroupe un grand nombre d'organismes à la pointe en matière d'évaluation en langues, à l'échelle internationale, et possède actuellement 34 membres, qui couvrent l'évaluation de 26 langues, ainsi qu' environ 30 institutions affiliées et plusieurs centaines d'affiliés individuels.

Les principaux objectifs d'ALTE sont :

- Soulever les questions liées à la qualité et à l'équité, relatives aux examens que les membres proposent ;
- Établir des normes communes intervenant à chacune des étapes du processus d'évaluation des examens de langues et adhérer à ces normes;
- S'aligner sur les niveaux de compétence en langue élaborés par les membres d'ALTE. Ces niveaux sont alignés sur ceux du Cadre européen commun de référence (CECR), dans le but de promouvoir la reconnaissance transnationale des certifications en Europe ;

- S'engager dans des activités destinées à améliorer la conception d'examens de langue et l'évaluation en Europe, grâce à des collaborations sur des projets communs, à des échanges d'idées, de savoir-faire et au partage des bonnes pratiques, notamment par l'intermédiaire de groupes travaillant sur des sujets spécifiques ;
- Offrir des formations en matière de conception d'examens de langue et d'évaluation ;
- Sensibiliser le public aux questions portant sur l'évaluation en langue ;
- Avoir un rôle moteur dans le domaine de l'évaluation en langues, au niveau mondial.
- Les membres de l'ALTE fournissent des examens en : basque, bulgare, catalan, tchèque, danois, hollandais, anglais, estonien, finnois, français, galicien, allemand, grec, hongrois, irlandais, italien, lituanien, luxembourgeois, norvégien, polonais, portugais, russe, slovène, espagnol, suédois, gallois

Pour plus d'informations sur le travail d'ALTE et de détails sur ses membres, veuillez consulter : www.alte.org

How to join ALTE

It is possible to join ALTE as a Member or as an Affiliate.

1. Membership

There are two types of ALTE members. Since ALTE is constituted as a European Economic Interest Grouping (EEIG), Full Membership of the association is open only to organisations from member countries of the European Union and European Economic Area. However, it is possible for EEIGs to admit Associate Members, the main difference being that Associate Members do not have voting rights within the EEIG.

A. Full Members: organisations based within the EU/EEA which have as a primary activity the production of examinations of the official language or languages which is/are spoken or signed in their own country or region, and which have duly completed the ALTE auditing procedure with the outcome: Resolved.

B. Associate Members: organisations which fulfil the criteria for full audited membership but which have their legal place of establishment outside the EU/EEA.

Full Membership

The usual procedure for an organisation wishing to join ALTE as a Full Member is first to send a letter to the ALTE Secretariat setting out an interest in joining. The interested organisation should provide information about the examinations it produces such as:

- their levels
- how many people take them
- who sets them and how they are administered
- what kind of statistical analyses of results are carried out
- any new examinations which are planned for the future.

The organisation seeking Full Membership will be required to undergo an audit of one or more of its examinations. Please contact the ALTE Secretariat for further information on ALTE auditing procedures. Organisations seeking Membership are required to join first as Affiliates in order to meet the Members and learn about the organisation and its procedures.

The annual subscription fee for Members is 2,000 euros.

If you are interested in ALTE Membership, please contact the ALTE Secretariat: Secretariat@alte.org

Associate Membership

The procedure for Associate Members to join ALTE is the same as for Full Members. Associate Members have the same rights and obligations as Full Members but without voting rights, and this is reflected in a lower annual subscription fee: 1,000 euros.

Both Full Members and Associate Members will have their details posted on the ALTE website, with links to their organisations' home pages.

2. Affiliate Status

This is intended for two groups:

A. Institutional Affiliates

Institutions that are involved in language testing but which do not meet the criteria for ALTE Membership because language testing is not one of the institution's primary activities and/or because the institution does not produce tests of the official language or languages spoken in the country or region in which it is based; or institutions that may intend to seek Membership of ALTE at a later date, including those that may not currently have the expertise to do so.

Institutional Affiliate status with ALTE offers:

- a listing on the ALTE website
- an invitation to attend ALTE biannual conferences and other events organised for Members and Affiliates
- reduced delegate rates at specified ALTE events and training seminars
- the opportunity to receive ALTE communications via e-mail
- an opportunity to exhibit at appropriate ALTE events
- an opportunity to work in collaboration with ALTE Members in appropriate ALTE Special Interest Groups
- opportunities to build international links through the ALTE network.

Affiliates are not Members of ALTE and may not represent themselves as such, nor use the ALTE logo.

B. Individual Affiliates

Individuals who have an interest in the language testing field and would like to receive some of the benefits that are available to ALTE Institutional Affiliates and Members such as attending ALTE conference days. Individual Affiliate status is open to any individual with an interest in language testing and evaluation.

Individual Affiliates receive ALTE e-zines, which provide the latest information on ALTE examinations, events and training. Individual Affiliates are invited to attend ALTE open conference days and may also be invited to attend other events organised for Members and Affiliates. These events include sessions on language testing issues and provide the opportunity to discuss language testing issues and meet members of ALTE. They may also be offered reduced rates at ALTE events.

If you are interested in affiliation and wish to learn more, please contact the ALTE Secretariat: Secretariat@alte.org

Comment rejoindre ALTE

Il est possible de rejoindre ALTE en tant que membre ou affilié.

1. Adhésion

Il existe deux types de membres d'ALTE. Depuis qu'ALTE s'est constitué en Groupement européen d'intérêt économique (GEIE), l'adhésion à part entière à l'association n'est ouverte qu'aux organisations des pays membres de l'Union européenne et de l'Espace économique européen. Les GEIE restent malgré tout en mesure d'accepter des membres associés, la principale différence résidant dans le fait que les membres associés n'ont pas le droit de voter au sein du GEIE.

A. Membres à part entière : les organisations basées au sein de l'UE/EEE, dont l'activité principale est de concevoir des examens dans la ou les langues officielles parlée(s) ou signée(s) du pays ou des régions où elles sont établies, et qui ont dûment effectué la procédure d'audit d'ALTE, en obtenant le résultat : « Résolu ».

B. Membres associés : les organisations qui remplissent les critères pour l'adhésion à part entière (à l'issue de l'audit), mais dont le lieu d'établissement juridique se situe en dehors de l'UE/EEE.

Adhésion à part entière

La procédure habituelle pour une organisation qui souhaite rejoindre ALTE en tant que membre à part entière est tout d'abord d'envoyer une lettre au Secrétariat d'ALTE en manifestant son intérêt. L'organisation intéressée doit fournir les informations suivantes, à propos des examens qu'elle conçoit :

- Quels sont ses niveaux ?
- Quel est le nombre de candidats ?
- Qui gère ces examens et comment sont-ils dirigés ?
- Quelles analyses statistiques sont menées ?
- Quels sont les éventuels nouveaux examens prévus à l'avenir ?

L'organisation désirant obtenir l'adhésion à part entière devra soumettre un ou plusieurs de ses examens à un audit. Veuillez contacter le secrétariat d'ALTE pour plus d'informations sur les procédures d'audit. Les organisations qui désirent obtenir la pleine adhésion à ALTE doivent d'abord devenir affiliées afin de rencontrer les membres et d'apprendre à connaître l'organisation et ses procédures.

Les frais de cotisation annuels pour les membres s'élèvent à 2 000 euros.

Si l'adhésion à ALTE vous intéresse, veuillez contacter le secrétariat d'ALTE : Secretariat@alte.org

Membres associés

La procédure pour devenir membre associé d'ALTE est la même que pour les membres à part entière. Les membres associés ont les mêmes droits et obligations que les membres à part entière, à l'exception du droit de vote. Cela se traduit par une cotisation annuelle moins élevée : 1 000 euros

Les coordonnées des membres à part entière et des membres associés seront indiquées sur le site Web d'ALTE, avec des liens redirigeant vers les pages d'accueil de leurs organisations.

2. Statut affilié

Ce statut s'adresse à deux groupes :

A. Les institutions affiliées

Les institutions impliquées dans la conception d'examen de langue mais ne répondant pas aux critères de l'adhésion à ALTE car la conception d'examens de langue n'est pas l'une de leurs activités principales et /ou car elles ne conçoivent pas d'évaluations dans la langue officielle ou les langues parlées du pays ou de la région où elles sont établies ; ou les institutions qui pourraient tenter d'obtenir l'adhésion à ALTE ultérieurement, y compris celles qui, actuellement, ne possèdent pas les compétences pour le faire.

Le statut d'institution affiliée à ALTE confère :

- Un référencement sur le site internet d'ALTE (inscription à la liste des institutions affiliées)
- Une invitation à participer aux conférences biannuelles d'ALTE et aux autres événements organisés pour les membres et affiliés
- Des tarifs réduits offerts aux délégués pour les événements et les séminaires de formation spécifiques à ALTE
- L'opportunité de recevoir les informations d'ALTE par e-mail
- L'opportunité d'exposer lors des événements ALTE
- L'opportunité de travailler en partenariat avec les membres d'ALTE avec des groupes se réunissant sur des sujets spécifiques.
- L'opportunité de construire des relations internationales grâce au réseau ALTE.

Les affiliés ne sont pas des membres d'ALTE et ne peuvent se présenter en tant que tel, ni utiliser le logo ALTE.

B. Les affiliés individuels

Les affiliés individuels qui possèdent un intérêt dans les domaines de la conception d'examen de langue et qui aimeraient bénéficier de certains avantages dont seuls les institutions affiliées et les membres d'ALTE peuvent disposer (ex. : assister aux conférences ALTE). Le statut de membres individuels est ouvert à toute personne ayant un intérêt pour la conception d'examens de langue et l'évaluation.

Les affiliés individuels reçoivent les publications électroniques d'ALTE qui fournissent les informations récentes concernant les examens, les événements et les formations proposées par ALTE. Les affiliés individuels sont invités à assister aux journées ouvertes

au grand public, journées organisées dans le cadre des conférences d'ALTE. Ils peuvent également être invités à assister à d'autres événements organisés pour les membres institutionnels et les affiliés. Ces événements comprennent des séances sur les questions que soulève la conception des examens de langue, des opportunités pour discuter de ces questions et des rencontres avec les membres d'ALTE. Les affiliés individuels peuvent également bénéficier de tarifs réduits pour les événements ALTE.

Si vous êtes intéressé(e) par l'affiliation à ALTE et si vous souhaitez obtenir plus d'informations, veuillez contacter le secrétariat d'ALTE : **Secretariat@alte.org**

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www.euskadi.net

Bulgarian

University of Sofia "St Kliment Ohridski"
Department for Language Teaching and International
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Evgenia Benova

www.uni-sofia.bg

Catalan

Generalitat de Catalunya
Direcció General de Política Lingüística
Montserrat Montagut Montagut

www.gencat.cat

Czech

Charles University in Prague, Institute for Language
and Preparatory Studies

Jan Podrouzek

www.ujop.cuni.cz

Danish

Ministry of Education
(Danish Language Testing Consortium)

Gitte Østergaard Nielsen

www.ktst.dk

Dutch

Centrum voor Taal en Onderwijs (KU Leuven) –
Certificaat Nederlands als Vreemde Taal (CNaVT)

Koen Van Gorp

www.cnavt.org

CITO

Lyan Bekkers

www.cito.nl

English

Cambridge English Language Assessment

Nick Saville

www.cambridgeenglish.org

Trinity College London

Sarah Kemp

www.trinitycollege.co.uk

Estonian

Foundation INNOVE

Pilvi Alp

www.innove.ee/en

Finnish

University of Jyväskylä Centre for Applied
Language Studies

Henna Tossavainen

www.oph.fi/english/mobility/testing_language_skills

French

Alliance française Paris Ile-de-France

Pascale de Schuyter-Hualpa

www.alliancefr.org

Centre international d'études pédagogiques (CIEP)

Vincent Folny

www.ciep.fr

Chambre de commerce et d'industrie de région
Paris-Ile-de-France (CCI)

Dominique Casanova

www.ccip.fr

Galician

Xunta de Galicia

Maria Cuquejo

www.xunta.es/linguagalega

German

Goethe-Institut

Michaela Perlmann-Balme

www.goethe.de

ÖSD

Waltraud Hassler

www.osd.at

telc GmbH

Sibylle Plassmann

www.telc.net

TestDaF-Institut

Gabriele Kecker

www.testdaf.de

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School of Philosophy
Faculty of Letters
Sophia Papaefthymiou-Lytra
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Hungarian

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Eötvös Loránd University
László Szabó
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Irish

The Language Centre, National University of
Ireland Maynooth
Anne Gallagher
www.nuim.ie

Italian

CVCL (Centro per la Valutazione e le
Certificazioni Linguistiche)
Università per Stranieri di Perugia
Giuliana Grego Bolli
www.cvcl.it

Lithuanian

Department of Lithuanian Studies, Vilnius University
Meilutė Ramonienė
www.lsk.ff.vu.lt

Luxembourgish

Institut National des Langues
Karin Pundel
www.insl.lu

Norwegian

Norsk språkttest, Universitetet i Bergen/
Folkeuniversitetet
Cecilie Carlsen
www.fu.no

Polish

Uniwersytet Jagiellonski w Krakowie
Władysław Miodunka
www.uj.edu.pl

Portuguese

Centro de Avaliação Português Língua
Estrangeira – CAPLE
José Pascoal
www.fl.ul.pt

Russian

The Russian Language Testing Consortium – consisting
of Lomonosov Moscow State University and St.
Petersburg State University (Associate members)
Vera A. Stepanenko, Institute of Russian Language and
Culture, Lomonosov Moscow State University
www.irlc.msu.ru/
www.russian-test.com/eng/index

Tatiana E. Nesterova, The Testing Center of Foreign
Citizens
St. Petersburg State University
<http://russian4foreigners.spbu.ru/>

Slovenian

Univerza v Ljubljani Filozofska
Ina Ferbežar
www.centerslo.net

Spanish

Universidad de Salamanca
Cursos Internacionales
Inmaculada Borrego Ledesma
<http://cursosinternacionales.usal.es/>

Instituto Cervantes (IC)
Richard Bueno Hudson
www.cervantes.es

Swedish

Dept of Swedish Language and Multilingualism
Stockholm University
Sofia Engmann
www.nordiska.su.se

Welsh

CBAC-WJEC
Emyr Davies
www.wjec.co.uk

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TestDaF-Institut

Gabriele Kecker
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Anglais

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www.euskadi.net

Bulgare

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 Department for Language Teaching and International Students (DLTIS)
 Evgenia Benova
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Catalan

Generalitat de Catalunya
 Direcció General de Política Lingüística
 Montserrat Montagut Montagut
www.gencat.cat

Danois

Ministry of Education
 (Danish Language Testing Consortium)
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Espagnol

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Finnois

University of Jyväskylä Centre for Applied Language Studies
 Henna Tossavainen
www.opf.fi/english/mobility/testing_language_skills

Français

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www.alliancefr.org

Centre international d'études pédagogiques (CIEP)

Vincent Folny
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Chambre de commerce et d'industrie de région Paris-Ile-de-France (CCI)

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Grec moderne

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Irlandais

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Lithuanien

Department of Lithuanian Studies, Vilnius University

Meilutė Ramonienė

www.lsk.flf.vu.lt

Luxembourgeois

Institut National des Langues

Karin Pundel

www.insl.lu

Néerlandais

Centrum voor Taal en Onderwijs (KU Leuven) –
Certificaat Nederlands als Vreemde Taal (CNaVT)

Koen Van Gorp

www.cnavt.org

CITO

Lyan Bekkers

www.cito.nl

Norvégien

Norsk språktest, Universitetet i Bergen/
Folkeuniversitetet

Cecilie Carlsen

www.fu.no

Polonais

Uniwersytet Jagiellonski w Krakowie

Władysław Miodunka

www.uj.edu.pl

Portugais

Centro de Avaliação Português Língua
Estrangeira – CAPLE

José Pascoal

www.fl.ul.pt

Russe

The Russian Language Testing Consortium – consisting
of Lomonosov Moscow State University and St.
Petersburg State University (Associate members)

Vera A. Stepanenko, Institute of Russian Language and
Culture, Lomonosov Moscow State University

www.irlc.msu.ru/

www.russian-test.com/eng/index

Tatiana E. Nesterova, The Testing Center of Foreign
Citizens

St. Petersburg State University

<http://russian4foreigners.spbu.ru/>

Slovène

Univerza v Ljubljani Filozofska

Ina Ferbežar

www.centerslo.net

Suédois

Dept of Swedish Language and Multilingualism
Stockholm University

Sofia Engmann

www.nordiska.su.se

Tchèque

Charles University in Prague, Institute for Language
and Preparatory Studies

Jan Podrouzek

www.ujop.cuni.cz

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Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 4 million people take Cambridge English exams each year in more than 130 countries. Around the world over 13,500 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Cambridge English Language Assessment – a not-for-profit organisation.

www.cambridgeenglish.org

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Since 1958 the Chamber of commerce and industry of Paris Ile-de-France has participated in the promotion abroad of French as a tool for trade.

Reinforcing French as a language for international business exchanges contributes to the development of a linguistic and socio-economic environment favorable to French companies in many countries. It is successfully accomplished by strengthening the use of French in professional contexts and by improving familiarity with French socio-economic reality.

The French Language Center concentrates its activities on communication skills in the professional sphere, thus serving not only the needs of foreigners who use French in their occupations but also those of French companies established abroad which require French-speaking personnel. It carries out its mission in close cooperation with institutions involved in the promotion of the French

language, more particularly the Alliance Française and the French Ministry of Foreign Affairs.

Today, the French Language Center offers a unique integrated assessment and training system. General French language skills are assessed via the Test d'Évaluation de Français (TEF) and via its electronic version (the e-tef). Business and professional French skills are developed and tested through a range of customized training programs and a set of 16 diplomas.

www.francais.cci-paris-idf.fr

Sponsor of Lunch – Thursday

CIEP



Founded in 1945 and a national public institution since 1987 the CIEP is recognised both in France and abroad for its skills with regard to expert evaluation, training, assessment, and management of international projects. A key public operator for the Ministries of Education and Higher Education, and the Ministry of Foreign Affairs' main operating partner with regard to the French language, it contributes to the reflection on issues related to international cooperation in education and relies on a network of national and international experts and partners. It has a local Centre on Reunion Island.

The CIEP is responsible for the educational and administrative management of national certifications for non-francophone foreigners (DILF, DELF, DELF Prim, DELF junior/scolaire, DELF Pro, DALF) as well as the TCF (Test de connaissance du français), which is available in a variety of versions: a test for the public at large, for the DAP (TCF DAP), for access to French nationality (TCF ANF), for Quebec (TCF Québec).

The TCF operation system has obtained in 2003 the ISO 9001 quality certification (renewed every 3 years), which brings quality guarantees to the users. The TCF in all its versions and the DELF B2 have respectively received the ALTE quality label 'Q-Mark' in 2009 and March 2013.

The institution also provides expertise in the educational

and psychometric field (support for creation and development of foreign certifications, and help with construction of test item banks, audits, capacitation, etc.).

www.ciep.fr

Sponsor of Drinks Reception – Thursday

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CVCL



CENTRO VALUTAZIONE
CERTIFICAZIONI LINGUISTICHE
Università per Stranieri Perugia

The Università per Stranieri di Perugia, founded in 1921, is the oldest and most prestigious Italian institution involved in the diffusion of the Italian language and culture. In 2005 it established a Centre to deal with all the aspects related to the Assessment and Certification of Italian as a Foreign Language. The Centre, Centro per la Valutazione e la Certificazione Linguistica (CVCL), replaced the former Certification Unit, which had been in charge since 1993. The University is officially recognised as an examination provider by the Italian Ministry of Foreign Affairs; CVCL has 402 Examination Centres throughout the world.

CVCL covers all the aspects of the production and administration of its examinations (named CELI, and covering all six levels of the CEFR, plus exams for specific purposes), including interpretation of test results according to principles of good practice in language testing, as outlined in the ALTE Code of Practice, and in several similar documents.

The list of 17 Minimum Parameters developed by ALTE as a framework through which to judge the quality of tests of language ability is also used by CVCL to guide its provision of quality assurance. CELI examinations from A2 to C2 received the Q mark awarded by the Association to the members' exam(s) that pass its auditing procedures.

www.cvcl.it/

Sponsor of Refreshments – Friday

Goethe-Institut



The Goethe-Institut is the Federal Republic of Germany's cultural institution operating worldwide. With a network in 93 countries worldwide it promotes the study of German. It runs language courses on an international

basis. Language courses and examinations correspond to the levels of the Common European Framework of References for Languages (CEFR) and range from A1 for beginners to C2.

Goethe examinations can be taken at the end of a language course as well as by external candidates. In 2013 approximately 200,000 people took a 'Goethe exam' in more than 500 authorized examination centres. Apart from language exams for adults and for young learners we offer exams for adults in a working context.

Our certificates are recognised worldwide: *Goethe-Zertifikat A1: Start Deutsch 1* as a requirement for family reunification, B2 is recognized in many countries as the initial requirement for study or for medical staff applying to work in Germany. Applicants with a *Goethe-Zertifikat C2* are exempt from the language entrance test at German universities.

www.goethe.de/pruefungen

Sponsor of Refreshments – Thursday

IELTS



Celebrating 25 years, IELTS is the world's leading English language test for higher education and global migration; delivered at over 900 locations in 130 countries and accepted by over 8,000 organisations globally. Last year more than 2 million IELTS tests were taken by people seeking to demonstrate English language proficiency for education, migration or employment. The British Council, IDP: IELTS Australia and Cambridge English Language Assessment jointly own IELTS – their programme of academic research, test development and validation ensures it remains the expert test, recognised and trusted worldwide.

www.ielts.org

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telc stands for The European Language Certificates and currently offers more than 70 examinations in 11

languages. Our range of internationally recognized examinations includes general as well as special purpose language certificates for the business, medical, hotel & restaurant, and technical sectors. *telc – language tests* are currently recognized at universities and within businesses and governmental institutions. In Germany, *telc – language tests* is the federal government's exclusive partner for the language tests taken at the end of the integration courses for migrants. *telc* certificates are recognised as official proof of German language competence required for obtaining citizenship. Likewise, the Department of Foreign Affairs recognises *telc* certificates as proof of language competence for migrants joining their spouses in Germany.

telc is also officially recognized and accepted outside of Germany. In Poland, *telc* certificates are recognised as proof of language competence for civil service applicants. In Hungary, university students must prove foreign language competence at B2 level to obtain their diplomas and *telc* examinations are state-approved. Another example is Switzerland: varying according to canton, *telc* certificates are accepted as pre-requisites for Swiss citizenship or entry into the civil service.

www.telc.net

Sponsor of Lunch – Friday

TestDaF



TestDaF-Institut belongs to the *Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e.V.* (Society of Academic Study Preparation and Test Development), g.a.s.t. for short. This not-for-profit association is concerned with the development, administration, and validation of proficiency and aptitude tests in the domain of higher education: *TestDaF* (*Test of German as a Foreign Language*), *TestAS* (*Test for Academic Studies*), and *onDaF* (*Online Placement Test of German as a Foreign Language*). Together with the Ludwig Maximilians University in Munich, TestDaF-Institut offers the innovative web-based platform Deutsch-Uni Online (DUO) for learning languages and for linguistic- and subject-related preparation for higher education in Germany.

TestDaF-Institut has been an ALTE member since 2005, and the *TestDaF* was one of the first tests to be audited in 2007 after ALTE included audits as part of its Quality Management System. The *TestDaF* successfully completed its second ALTE audit in January 2013 and retained its ALTE Q-mark.

The *TestDaF* is a standardised proficiency test for students

from abroad who apply for admission at studies of higher education. The test is recognized by all institutions of higher education in Germany for linguistic admission. As of December 2013, 187,000 participants have taken the test since its introduction in 2001; 27,166 participants took the test in 2013.

www.testdaf.de

Sponsor of the Delegate Bag

VISUEL-LSF FRANCE



Visuel-LSF France is a non-profit association and it was created in 1990.

Its purpose is to promote French Sign Language (LSF) through the organisation of quality training aimed at a public of deaf and hearing people. It also undertakes research around LSF. Visuel-LSF France is made up of a network of regional associations which are affiliated to it, thus covering the majority of French regions.

Visuel-LSF de France works in 3 main areas:

- Teaching French Sign Language as second language : The teaching of French Sign Language is geared towards an adult hearing clientele.
- Training of teachers : The training of teachers is opened to a public of deaf adults.
- Research : Visuel-LSF manages the research & development centre in different domains:
- Putting together teaching programs for French Sign Language (pedagogic progression, assessment)
- Study of CECRL and creation of a version adapted to LSF
- Grammar research in LSF: creation of a grammar integrated into the progressive stages of the language.

www.visuel-lsf.org

Sponsor of the interpretation from English/French into French Sign Language

Remerciements

Merci aux organisations ayant apporté leur soutien financier

ALTE tient à remercier tous ses parrains pour leur généreux soutien

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Cambridge English Language Assessment fait partie de l'Université de Cambridge. Nous développons et produisons au niveau mondial la gamme la plus intéressante pour les apprenants et les professeurs d'anglais. Plus de 4 millions d'individus passent les examens Cambridge English chaque année dans plus de 130 pays. À travers le monde, plus de 13 500 universités, employeurs, ministères publics et autres structures utilisent nos examens et nos diplômes afin de justifier leur maîtrise de la langue anglaise. Les examens de Cambridge English s'appuient sur le travail de l'équipe de recherche dédiée la plus importante de tous les fournisseurs de produits d'évaluation du niveau d'anglais.

Cambridge English Language Assessment, une association à but non lucratif.

www.cambridgeenglish.org

Cambridge English Language Assessment a financé le programme de la conférence

CCI Paris Ile-de-France



CCI PARIS ILE-DE-FRANCE

Depuis 1958, la Chambre de commerce et d'industrie de Paris Ile-de-France participe à la promotion à l'étranger du français en tant qu'outil commercial.

Le renforcement de l'utilisation du français en tant que langue destinée aux échanges commerciaux internationaux contribue au développement d'un environnement linguistique et socio-économique favorable aux sociétés françaises dans de nombreux pays. Pour ce faire, l'utilisation du français dans des contextes professionnels doit être accrue et la réalité socio-économique française doit être mieux appréhendée.

Le centre de la langue française concentre son action sur le développement des compétences en communication

dans la sphère professionnelle. Il répond ainsi non pas uniquement aux besoins des étrangers qui utilisent le français dans leurs activités, mais également à ceux des sociétés françaises basées à l'étranger pour qui la présence d'employés francophones s'avère nécessaire. Il mène à bien sa mission en étroite collaboration avec les institutions impliquées dans la promotion de la langue française, plus particulièrement l'Alliance française et le Ministère français des Affaires étrangères.

Actuellement, le centre de la langue française offre un système de formation et d'évaluation intégré unique. Les compétences générales en langue française sont évaluées via le Test d'Évaluation de Français (TEF) et sa version électronique (le e-tef). Les compétences en français professionnel et commercial sont développées et évaluées selon une gamme de programmes de formation personnalisés et un ensemble de 16 diplômes.

www.francais.cci-paris-idf.fr

CCI Paris Ile-de-France a financé le déjeuner du jeudi 10 avril 2014

CIEP



Créé en 1945, établissement public national depuis 1987, le Centre international d'études pédagogiques (CIEP) est reconnu en France et à l'étranger pour ses compétences en matière d'expertise, de formation, d'évaluation et de gestion de projets internationaux. Opérateur public de référence des ministères chargés de l'éducation et de l'enseignement supérieur, principal partenaire opérateur du ministère des affaires étrangères pour la langue française, il contribue à la réflexion dans le domaine de la coopération internationale en éducation et s'appuie sur un réseau d'experts et de partenaires nationaux et internationaux. Il dispose d'un centre local à La Réunion.

Le CIEP assure la gestion pédagogique et administrative d'une gamme de diplômes pour étrangers non francophones (DILF, DELF tout public, DELF Prim, DELF junior/scolaire, DELF Pro, DALF), et du Test de

connaissance du français (TCF) décliné en différentes versions : tout public, pour la demande d'admission préalable (TCF DAP), pour l'accès à la nationalité française (TCF ANF), pour le Québec (TCF Québec).

Le système d'exploitation du TCF a obtenu en 2003 la norme ISO 9001 (renouvelée tous les 3 ans), qui apporte des garanties de qualité aux utilisateurs. Le TCF dans toutes ses déclinaisons et le DELF B2 ont respectivement reçu le label qualité d'ALTE « Q-Mark » en 2009 et mars 2013.

Le CIEP possède une expertise pédagogique et psychométrique (audit, formation, habilitation, appui à la conception d'épreuves).

www.ciep.fr

CIEP a financé les boissons de la réception, les navettes entre le CIEP et la maison internationale ainsi que les interprètes de la journée du jeudi 10 avril 2014

CVCL



CENTRO VALUTAZIONE
CERTIFICAZIONI LINGUISTICHE
Università per Stranieri Perugia

L'Università per Stranieri di Perugia (Pérouse), créée en 1921, est la plus ancienne et la plus prestigieuse institution italienne engagée dans la diffusion de la langue et de la culture italiennes. En 2005, elle a fondé un centre traitant de l'ensemble des aspects liés à l'évaluation et la certification de l'italien comme langue étrangère. Le centre, *Centro per la Valutazione e la Certificazione Linguistica* (CVCL), a remplacé la précédente unité de certification, qui opérait depuis 1993. L'Université est officiellement reconnue comme un organisme certificateur par le Ministère italien des Affaires étrangères ; CVCL possède 402 centres d'examen à travers le monde.

Le CVCL couvre l'ensemble des aspects liés à la production et à l'administration de ses examens (intitulés CELI et couvrant les six niveaux du CECR, mais aussi d'autres examens répondant à des besoins spécifiques), y compris l'interprétation des résultats aux tests, conformément aux principes des bonnes pratiques en matière de conception d'examens de langue, comme le soulignent le Code de bonnes pratiques d'ALTE ainsi que divers documents similaires.

La liste des 17 standards de qualité minimale développée par ALTE sert de cadre pour juger de la qualité des tests évaluant les compétences linguistiques. Cette liste est également utilisée par le CVCL, afin de garantir la qualité de ses prestations. Les examens du CELI, du niveau A2 au niveau C2, ont obtenu le label qualité (« Q-mark »)

attribué par l'association aux membres ayant passé les procédures d'audit avec succès.

www.cvcl.it/

CVCL a financé les pauses-café du vendredi 11 avril 2014

Goethe-Institut



L'institut Goethe est l'institution culturelle de République fédérale d'Allemagne qui opère à l'échelle mondiale. Fort d'un réseau de 93 pays à travers le monde, il a pour mission de promouvoir l'étude de la langue allemande. Il dispense des cours de langue à l'échelle internationale. Les cours et les épreuves de langues sont conçus en accord avec le Cadre européen commun de référence pour les langues (CERCL) et vont du niveau A1 pour les débutants jusqu'au niveau C2.

Les examens du Goethe-Institut peuvent être passés à l'issue d'un cours de préparation, mais également par des candidats externes. En 2013, près de 200 000 individus ont passé un « examen Goethe » dans plus de 500 centres d'examen agréés. Outre les examens de langue pour adultes et pour jeunes apprenants, nous proposons des examens pour adultes dans un environnement professionnel.

Nos diplômes sont reconnus dans le monde entier: le niveau *Goethe-Zertifikat A1: Start Deutsch 1* est indispensable dans le cadre du regroupement familial, l'examen de niveau B2 est reconnu dans de nombreux pays comme étant la condition nécessaire pour suivre des études, ou pour que le personnel médical puisse postuler en Allemagne. Les candidats disposant du niveau *Goethe-Zertifikat C2* sont dispensés des tests linguistiques d'entrée pour accéder aux universités allemandes.

www.goethe.de/pruefungen

Goethe Institut a financé les pauses-café du jeudi 10 avril 2014

IELTS



Fêtant ses 25 ans, l'IELTS est le test d'anglais le plus prisé au monde pour l'enseignement supérieur et à la mobilité internationale; il est proposé sur plus de 900 sites, dans 130 pays différents et reconnu par plus de 8,000 structures à l'échelle mondiale. L'année dernière, plus de 2 millions de tests IELTS ont été passés par des candidats désireux de justifier leurs compétences linguistiques en anglais en vue d'accéder aux études, à l'emploi ou à l'immigration. Le British Council, IDP: IELTS Australia et Cambridge English Language Assessment gèrent en commun le test IELTS ; leur programme de recherche académique, de conception et de validation d'examen garantit l'expertise, la reconnaissance et la fiabilité de ce test, partout dans le monde.

www.ielts.org

IELTS a financé les badges et les cordons des badges

telc



telc, *The European Language Certificates* (Les diplômes européens de langue), propose actuellement plus de 70 examens en onze langues. Notre gamme d'examens internationalement reconnus est composée de diplômes généraux mais également de diplômes dont les objectifs sont spécifiquement destinés aux secteurs du commerce, de la médecine, de l'hôtellerie et de la restauration, ainsi qu'au secteur technique. Les *telc – language tests* sont actuellement reconnus dans les universités, les entreprises et les institutions gouvernementales. En Allemagne, *telc – language tests* est le partenaire exclusif du gouvernement fédéral, en ce qui concerne les examens passés à l'issue des cours d'intégration par les immigrants. Les diplômes telc constituent une preuve officielle de la maîtrise de l'allemand, ce qui s'avère indispensable pour obtenir la citoyenneté. De même, le Département des Affaires étrangères considère que les diplômes telc permettent de prouver les compétences linguistiques des immigrant(e)s rejoignant leur époux (se) en Allemagne.

telc est également officiellement reconnu et agréé en dehors des frontières allemandes. En Pologne, on estime que les diplômes telc constituent une preuve de

compétence linguistique pour les personnes postulant à un poste dans la fonction publique. En Hongrie, les étudiants universitaires doivent justifier d'une compétence en langue étrangère de niveau B2 pour obtenir leur diplôme, et les examens telc sont homologués par l'État. La Suisse peut être également citée en exemple : selon les cantons, les certificats telc s'avèrent indispensables pour obtenir la citoyenneté suisse ou pour accéder à la fonction publique.

www.telc.net

telc a financé le déjeuner du vendredi 11 avril 2014

TestDaF



Le TestDaF-Institut appartient au *Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e.V.* (Société de préparation aux études universitaire et de conception d'examen), g.a.s.t. en abrégé. Cette association à but non lucratif s'attache à concevoir, diffuser et valider les examens de compétences et d'aptitude dans le secteur de l'enseignement supérieur : *TestDaF* (Examen d'allemand en tant que langue étrangère), *TestAS* (Examen d'études universitaires), et *onDaF* (Test d'évaluation en ligne d'allemand en tant que langue étrangère). En collaboration avec l'Université Ludwig Maximilians de Munich, TestDaF-Institut met à disposition une plateforme en ligne novatrice, *Deutsch-Uni Online (DUO)*, destinée à l'apprentissage des langues et à tout type de préparation ayant attrait aux langues dans l'enseignement supérieur en Allemagne.

TestDaF-Institut est membre d'ALTE depuis 2005 et *le TestDaF* était l'un des premiers examens à être audité en 2007, après qu'ALTE ait intégré les audits dans son système de gestion de la qualité. Le TestDaF est parvenu à valider son deuxième audit ALTE en janvier 2013 et à maintenir son label qualité (Q-mark) attribué par ALTE.

Le *TestDaF* est un examen standardisé de maîtrise de la compétence en langue destiné aux étudiants en provenance de l'étranger qui souhaitent pouvoir accéder aux études supérieures. L'examen est accepté par toutes les institutions d'enseignement supérieur en Allemagne, en matière d'admission linguistique. Depuis son introduction en 2001 jusqu'au mois de décembre 2013, 187 000 participants ont passé l'examen ; 27 166 l'ont passé en 2013.

www.testdaf.de

TestDaF a financé les sacs remis aux participants

VISUEL-LSF FRANCE



Visuel-LSF France est une association à but non-lucratif qui a été créée en 1990. Son objectif est de promouvoir la Langue des Signes Française (LSF) à travers l'organisation de formations de qualité destinées au public des sourds et malentendants. Visuel-LSF a également des activités de recherche autour de la LSF. Cette association est composée d'un réseau d'associations régionales qui sont affiliées à Visuel-LSF. Ce réseau couvre la plus grande partie du territoire français.

Visuel-LSF travaille dans trois domaines principaux :

- enseignement de la langue de signes française: l'enseignement est destiné à un public adulte entendant.
- formation des enseignants: la formation des enseignants est ouverte à un public d'adulte sourds.
- Recherche : Visuel-LSF s'occupe d'un centre de recherche et de développement dans différents domaines:
- Réunir les programmes d'enseignements pour la langue des signes française (progression pédagogique et évaluation).
- Etude du CECRL et création d'une version adaptée à la LSF.
- Recherche de la grammaire en LSF : création de la grammaire intégrée dans les différentes étapes d'acquisition de la langue.

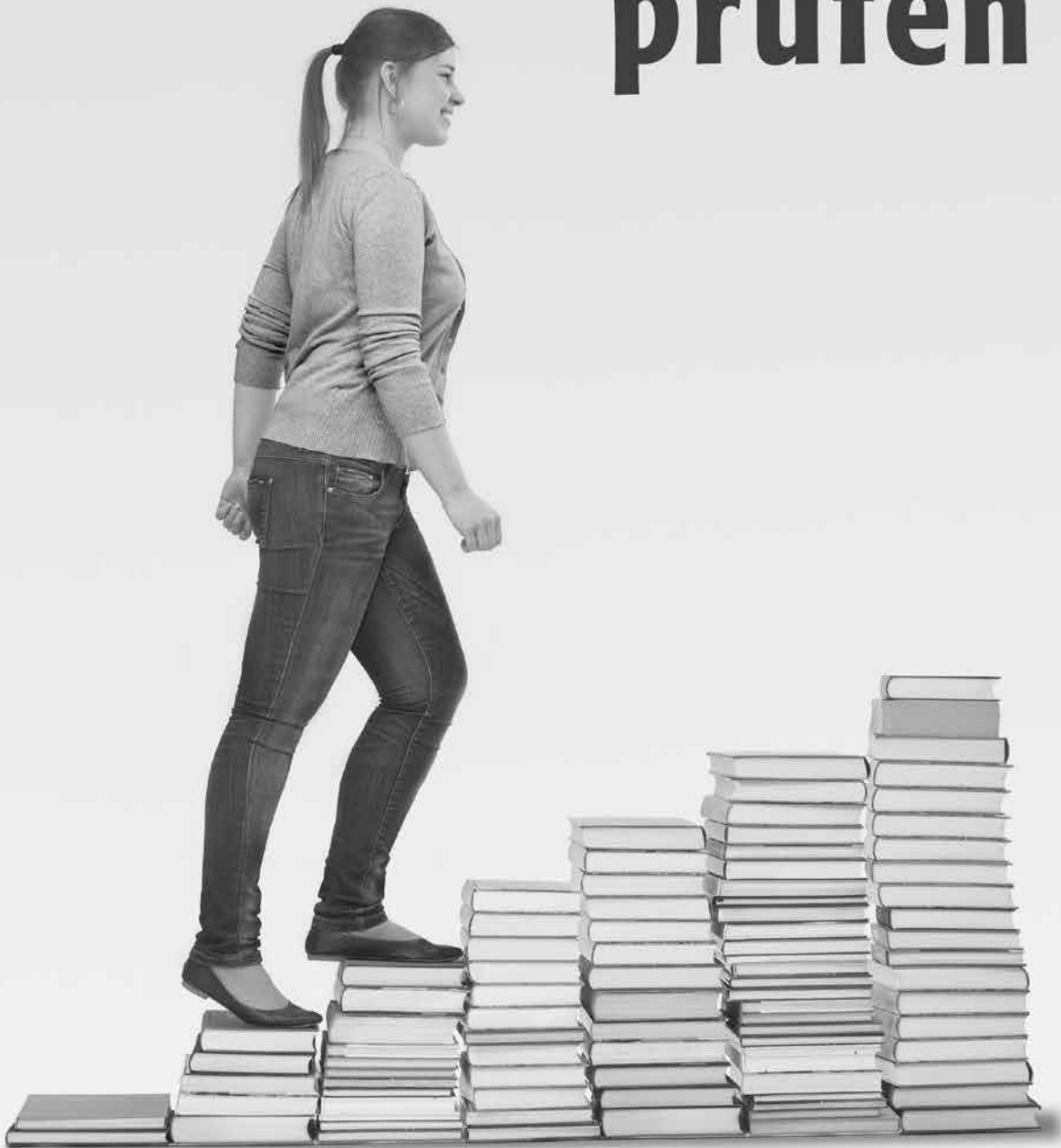
www.visuel-lsf.org

Visuel LSF France a financé la traduction de l' anglais/ français en Langue des Signes Française

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LAMI Forum
11 April 2014



Under the auspices of the Secretary General of the Council of Europe, Mr Thorbjørn Jagland

Programme sponsored by Cambridge English Language Assessment with French translation sponsored by CIEP (Centre international d'études pédagogiques)



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