

20th EALTA Conference  
**Taking Stock –**  
Looking at the past, present, and future of language  
assessment in Europe and beyond

4-9 June, 2024, Belfast, Northern Ireland

*Preliminary Programme (29 April, 2024)*

## Pre-Conference

Tuesday, 4 June (2pm) – Thursday, 6 June, 2024 (noon)

### Workshop 1

Methods for evaluating standard setting workshops

*Paraskevi (Voula) Kanistra & Charalambos (Harry) Kollias*

### Workshop 2

Eq(ual)ity, Diversity, and Inclusion in Language Assessment: Perspectives from Research & Practice

*Nahal Khabbazbashi & Amy Devine*

Thursday, 6 June, 2024

**12.00-14.00** Early Registration

### Parallel SIG Meetings

**14.00-17.30** **Classroom-Based Assessment & Multilingual Language Assessment (Joint meeting)**  
*Dina Tsagari, Karin Vogt & Eleni Meletiadou*

**Migration**  
*Laura Schildt*

**Equality, Diversity and Inclusion**  
*Gemma Bellhouse & Richard Spiby*

**Artificial Intelligence for Language Assessment**  
*Olena Rossi & Sha Liu*

**16.00-18.00** Registration

**Welcome Reception**

# Conference

Friday, 7 June, 2024

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| 08.00-09.00 | Registration   |   |  |
| 09.00-09.15 | <b>Opening Ceremony</b><br><i>Slobodanka Dimova, EALTA President</i>   |   |  |
| 09.15-10.15 | <b>Keynote: Days of Future Passed: Language Testing in Europe</b><br><i>Barry O'Sullivan</i>   |   |  |
| 10.15-11.00 | Coffee   |   |  |
| 11.00-12.30 | Parallel Paper Presentation  |   |  |
|             | 11.00-11.25<br><b>Speaking on topic – what do raters think</b><br><i>Judith Fairbairn</i>  | 11.00-11.25<br><b>Artificial Intelligence, Automated Essay Scoring, Large Language Models</b><br><i>Erik Voss, Margaret Malone &amp; Young-A Son</i>  | 11.00-11.25<br><b>Comparing multiple-choice and open-ended items in listening tests: Implications for their use in an academic context</b><br><i>Andrew Fleck</i>  |
|             | 11.30-11.55<br><b>Relationship of Pronunciation and Fluency Criteria in Second Language Oral Proficiency Assessment</b><br><i>Sari Ohranen</i>                   | 11.30-11.55<br><b>Keeping the Human in the Loop with Automated Item Generation</b><br><i>Andrew Runge, Jacqueline Church, Yena Park, Yigal Attali, Phoebe Mulcaire &amp; Geoffrey T. LaFlair</i>  | 11.30-11.55<br><b>Refining rating scales in a test of speaking for students at lower CEFR levels</b><br><i>Fumiyo Nakatsuhara, Chihiro Inoue, Jamie Lesley, Katie Halley, Lucy Adams, Reshmi V.M. &amp; Barry O'Sullivan</i> |
|             | 12.00-12.25<br><b>Examining the comparability of linguistic features of communication in virtual and physical classroom settings</b><br><i>Slobodanka Dimova</i> | 12.00-12.25<br><b>Generative AI in language education and assessment: enabler or disruptor? Insights from language teachers from around the world</b><br><i>Nahal Khabbzbashi, Evelina Galaczi, Fumiyo Nakatsuhara, Safiatu Lopes, Helen Allen &amp; Katherine Halley</i> | 12.00-12.25<br>N. N.   |
| 12.30-14.00 | Lunch ( <i>provided</i> )  |   |  |

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| <b>14.00-15.30</b> | <b>Parallel Paper Presentations</b>  |   |   |
|                    | <p>14.00-14.25</p> <p><b>Investigating the language assessment interests and needs of professional registration bodies in the UK</b></p> <p><i>John Pill &amp; Susan Sheehan</i></p>                     | <p>14.00-14.25</p> <p><b>Language testers' perceived responsibility for social justice: A survey-based exploration</b></p> <p><i>Cecilie Hamnes Carlsen &amp; Lorenzo Rocca</i></p> | <p>14.00-14.25</p> <p><b>Research on integrated writing in the past 4 decades: insights from a meta-analysis study</b></p> <p><i>Sathena Chan</i></p>   |
|                    | <p>14.30-14.55</p> <p><b>Exploring the vertical dimension of language assessment literacy: A content analysis of pre-service teachers' reflections</b></p> <p><i>Armin Berger &amp; Helen Heaney</i></p> | <p>14.30-14.55</p> <p><b>A tick or to tick? Experiences with digital reading assessment in centralised tests.</b></p> <p><i>Fauve De Backer &amp; Sabine Dierick</i></p>            | <p>14.30-14.55</p> <p><b>Reflecting the impact of technological change on language constructs: Test-takers' processing of multimodal viewing-to-write tasks</b></p> <p><i>Tineke Brunfaut &amp; Judit Kormos</i></p>  |
|                    | <p>15.00-15.25</p> <p><b>Re-thinking foreign language teacher assessment identity: Lessons from the Ukrainian context</b></p> <p><i>Olga Ukrayinska</i></p>  | <p>15.00-15.25</p> <p><b>Improving proficiency descriptors in the 21st century: Incorporating diversity, equity and inclusion</b></p> <p><i>Margaret Malone</i></p>                 | <p>15.00-15.25</p> <p><b>Understanding the use of vocabulary and organizational scaffolds in a standardized writing</b></p> <p><i>Gerriet Janssen Nehal Sadek, Laura Ballard-Todd, Larry Davis &amp; Alexis López</i></p>   |
| <b>15.30-16.00</b> | <b>Coffee</b>  |   |   |
| <b>16.00-17.30</b> | <b>Parallel Work-in-Progress Presentations</b>   |   | <b>Symposium</b>  |
|                    | <p>16.00-16.25</p> <p><b>Examining LAL Among Dutch Language Teachers in Flanders: Implications for Educational Development</b></p> <p><i>Bart Deygers, Carolien Frijns &amp; Fauve De Backer</i></p>     | <p>16.00-16.25</p> <p><b>Scoring integrated writing performances – Reliability and validity issues</b></p> <p><i>Sonja Zimmermann</i></p>   | <p><b>Irish Medium Education in Northern Ireland: the role of language teaching and assessment</b></p> <p><i>Aisling O'Boyle, Mel Engman, Yecid Ortega, Sultan Turkan, Orlaith Uí Dhaibhín, Fionnghuala Nic Roibeaird, Eoin Ó Coisneacháin &amp; Ian Collen</i></p> |
|                    | <p>16.30-16.55</p> <p><b>Online Communities of Practice(CoPs) as Catalysts for Enhancing Language Assessment</b></p>   | <p>16.30-16.55</p> <p><b>ChatGPT for academic writing in L2 contexts: Assessing feedback quality and student acceptance</b></p> <p><i>Sha Liu &amp; Lulu Zhang</i></p>              |   |

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|  | <p><i>Asli LidiceGokturk<br/>Saglam, Ece Sevgi Sole,<br/>Dina Tsagari &amp; Karin<br/>Vogt</i></p>  |  |  |
|  | <p>17.00-17.25</p> <p><b>Investigating the impact of candidate characteristics on testing immigrants' language</b></p> <p><i>Hrisztalina Hrisztova-Gotthardt, Gábor Szabó</i></p> | <p>17.00-17.25</p> <p><b>Alignment of language teaching and assessment practices to the CEFR / CV: The future of language assessment in the Ukrainian higher education context</b></p> <p><i>Karin Vogt &amp; Olga Kvasova</i></p> |  |
|  | <p><b>Social Events: Walking Tour of Belfast</b></p>  |  |  |

# Conference

Saturday, 8 June, 2024

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| <b>9.00-10.30</b>  | <b>Parallel Paper Presentations</b>  |  |  |
|                    | <p>09.00-09.25</p> <p><b>Bias for best in test delivery—minimising construct irrelevance, enhancing test fairness</b></p> <p><i>Hye-won Lee, Emma Bruce &amp; Tony Clark</i></p>       | <p>09.00-09.25</p> <p><b>Enhancing automated writing assessment: Leveraging GPT for synthetic data generation and score prediction</b></p> <p><i>Jing Wei, Alistair Van Moere &amp; Steve Lattanzio</i></p>            | <p>09.00-09.25</p> <p><b>Awareness and use of the CEFR CV in adult language education in Spain</b></p> <p><i>Cristina Rodriguez &amp; Julia Zabala Delgado</i></p>     |
|                    | <p>09.30-09.55</p> <p><b>Examining the domain relevance of a language test that has differing designated purposes</b></p> <p><i>Rose Clesham, Sarah Hughes &amp; Lauren Millar</i></p> | <p>09.30-09.55</p> <p><b>Pronunciation proficiency testing with automatic speech recognition (ASR): Presence of gender and first language bias?</b></p> <p><i>Carey Nelson &amp; Carol Johnson</i></p>                 | <p>09.30-9.55</p> <p><b>Standard setting: Two novel approaches to evaluating panellist discussion</b></p> <p><i>Paraskevi (Voula) Kanistra &amp; Brad Bolender</i></p> |
|                    | <p>10.00-10.25</p> <p><b>Random-item Rasch models and item difficulty explanation: Worked examples using L2 vocabulary test item responses</b></p> <p><i>Karen Dunn</i></p>            | <p>10.00-10.25</p> <p><b>A Novel Dual-Stream Model for Enhanced Automatic Pronunciation Assessment of Non-native English L2 Learners</b></p> <p><i>Jianqiao Cui, Jingwen Wang, Ying Zheng &amp; Laixiang Zhang</i></p> | <p>10.00-10.25</p> <p><b>Alignment of high-stakes test items to curriculum target levels</b></p> <p><i>Raili Hilden &amp; Marita Härmälä</i></p>                       |
| <b>10.30-11.00</b> | <b>Coffee</b>  |  |  |

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| 11.00-12.30 | <b>Parallel Work-in-Progress Presentations</b>   |  |   |
|             | <p>11.00 -11. 25</p> <p><b>The impact of degree of interaction in computer-based spoken pragmatic assessment</b></p> <p><i>Philip Horne</i></p>  | <p>11.00 -11. 25</p> <p><b>A novel approach of researching voices from test takers: What do memes tell us about students' perceptions of a high-stakes exam?</b></p> <p><i>Viktoria Ebner, Eva Konrad, Benjamin Kremmel &amp; Kathrin Eberharter</i></p> | <p>11.00 -11. 25</p> <p><b>Redressing the imbalance - assessing higher-order reading processes in a test of academic reading ability for university entry purposes</b></p> <p><i>Stephen Walker</i></p>   |
|             | <p>11.30-11.55</p> <p><b>Interviews vs language lab – a comparison of test-taker performance in Speaking tests</b></p> <p><i>Jarkko Kekki</i></p>  | <p>11.30-11.55</p> <p><b>How Policymakers Use Language Assessment Expertise</b></p> <p><i>Laura Schildt</i></p>  | <p>11.30-11.55</p> <p><b>Understanding and developing foreign language reading by merging dynamic and diagnostic assessment online and in the classroom</b></p> <p><i>Dmitri Leontjev, Ari Huhta, Matthew Poehner, Roman Yangarber</i></p>              |
|             | <p>12.00-12.25</p> <p><b>Looking to the future: the assessment of embodied resources of interactional competence in multimodal higher education digitally mediated EMI classrooms</b></p> <p><i>Katherine Halley</i></p>   | <p>12.00-12.25</p> <p><b>Leveraging research findings into an academic language socialization self-assessment tool</b></p> <p><i>Heike Neumann, Sandra Zappa-Hollman &amp; Saskia Van Viegen</i></p>   | <p>12.00-12.25</p> <p><b>Accommodations in listening assessment: Exploring the effect of self-paced listening on test scores and anxiety of learners with differing L1 literacy skills</b></p> <p><i>Elisa Guggenbichler &amp; Benjamin Kremmel</i></p> |
| 12.30-13.30 | <b>Lunch</b> <i>(provided)</i>   |  |   |
| 13.30-14.15 | <p>Poster Session</p> <p><b>Investigating the role of item presentation mode in self-paced listening: Tracking test taker anxiety using biosensors</b><br/><i>Simone Baumgartinger, Elisa Guggenbichler &amp; Benjamin Kremmel</i></p> <p><b>EFL teachers' assessment literacy: trajectories from the north to the south</b><br/><i>Dina Tsagari &amp; Spyros Armostis</i></p> <p><b>Learning Conversations as Formative Assessment in the Subject English</b><br/><i>Elin Hauer</i></p> <p><b>(No) Can do?</b><br/><i>Birgitte Grande &amp; Hege Kristine Skilleås</i></p> <p><b>"Too Long; Didn't Read" - Assessing written online communication in the 21st century</b><br/><i>Alina Reid</i></p> |  |   |

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|                    | <p><b>Covering the EAP listening construct: A multimodal dialogue assessment task</b><br/> <i>Sarah Goodwin &amp; Ben Naismith</i></p> <p><b>Exploring the Opportunities and Challenges of Central Assessment in Flanders: A Q-Study Among Stakeholders in Primary and Secondary Education</b><br/> <i>Carolien Frijns &amp; Lisa De Schaepmeester</i></p> <p><b>Analyzing textual features: A comparative study of ELT coursebooks across CEFR levels (B1, B1+, B2)</b><br/> <i>Mehmet Akinci &amp; Aylin Unaldi</i></p> <p><b>Exploring the Impact of a High-stakes Test on English Language Education in Bangladesh</b><br/> <i>Gulnihar Begum</i></p> |
| <b>14.15-15.30</b> | <p><b>Invited Symposium: EALTA 20 years: past, present and future</b><br/> <i>Neus Figueras, Gudrun Erickson &amp; Slobodanka Dimova</i></p>  |
| <b>15.30-16.00</b> | <p><b>Coffee and AGM Registration</b></p>   |
| <b>16.00-17.30</b> | <p><b>AGM</b></p>   |
|                    | <p><b>Conference Dinner: City Hall</b></p>  |

# Conference

Sunday, 9 June, 2024

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| 9.30-11.00  | <b>Parallel Paper Presentations</b>   |   |
|             | 9.30-9.55<br><b>Designing and researching an intertextual reading-into-writing Summary task</b><br><i>Oliver Bigland &amp; Colin Finnerty</i> | 9.30-9.55<br><b>Elaborating the CEFR with a cognitive taxonomy to augment the assessment of listening behaviours</b><br><i>Gyula Tankó &amp; Zsuzsanna Andréka</i>                  |
|             | 10.00-10.25<br><b>Using eye-tracking and stimulated recall methodology to investigate academic writing processes</b><br><i>Ching-Ni Hsieh</i> | 10.00-10.25<br><b>An investigation of a rating scale for the Written expression, mediation and interaction test of the DELE C2</b><br><i>Javier Fruns</i>                           |
|             | 10.30-10.55<br><b>Video-sourced L2 speaking and writing assessment</b><br><i>Jianling Liao</i>  | 10.30-10.55<br><b>Measuring the Tower: Developing and Validating a Multi-Lingual Global Scale Using Multiple Approaches</b><br><i>Ying Zheng, David Booth &amp; Catherine Doyle</i> |
| 11.00-11.30 | <b>Coffee</b>   |   |
| 11.30-12.30 | <b>Keynote: Looking at the past, present and future of the CEFR beyond Europe – from the CEFR to a CGFR?</b><br><i>Claudia Harsch</i>         |   |
| 12.30-13.00 | <b>Closing Ceremony</b>   |   |
|             | <b>Conference trips: Titanic Belfast Experience &amp; Giant's Causeway and Game of Thrones Tour</b>   |   |