



Università
per Stranieri
di Perugia



PROGRAMME

ALTE 59th MEETING AND CONFERENCE

ROME, 8th – 10th NOVEMBER 2023



Host: CLIQ (Certificazione Lingua Italiana di Qualità) and
Università per Stranieri di Perugia

www.associazionecliq.it

info@associazionecliq.it

ALTE 59th Meeting, Rome, November 2023

Wednesday 8th November 2023

All sessions will take place in the CLIQ venue: Palazzo Firenze, Piazza Firenze, 27.

All sessions are in Central European Time (CET).

Time	Session	Venue
8:45–9:00	<i>Registration for members of the Standing Committee and Trustees</i>	Sala Walter Mauro
9:00–10:30	Standing Committee Meeting (elected members of committee only)	Sala del Consiglio
10.30–11.00	<i>Coffee</i>	Sala Walter Mauro
11:00–12:30	Standing Committee Meeting continues (elected members of committee only)	Sala del Consiglio
12.30–14.00	<i>Lunch</i>	Sala Walter Mauro
14:00–15:30	Board of Trustees Meeting (elected Trustees only)	Sala del Consiglio
15:30–16:00	<i>Coffee</i>	Sala Walter Mauro
16:00–17:30	Board of Trustees Meeting continues (elected Trustees only)	Sala del Consiglio
18:00–19:00	Social event – Discovering the historical CLIQ palace (open to all ALTE delegates)	Palazzo Firenze (meeting point entrance hall)

ALTE 59th Meeting, Rome, November 2023

Thursday 9th November 2023

All sessions will take place in the CLIQ venue: Palazzo Firenze, Piazza Firenze, 27.

All sessions are in Central European Time (CET).

Time	Session	Venue
8:15–9:00	<i>Registration</i>	Sala Walter Mauro
8:30–9:00	SIG chairs meeting (Chairs and Co-chairs of SIG groups only)	Aula Conti
9:00–9:20	Introduction and Welcome Alessandro Masi, President of CLIQ Graham Seed, ALTE Secretariat Manager Nick Saville, ALTE Secretary-General	Primaticcio Sala Walter Mauro
9:30–11:00	Parallel SIGs (all ALTE delegates)	
	QMS working group	Primaticcio
	LSP SIG	Aula I
	Social Justice Discussion Group	Aula Conti
	YAL SIG	Aula VI
11.00–11.30	<i>Coffee</i>	Sala Walter Mauro Cortile/Giardino
11.30–13.00	Parallel SIGs (all ALTE delegates)	
	LAMI SIG	Primaticcio
	CEFR SIG	Aula Conti
	ALTE Less Widely Tested Languages	Aula I
13.00–14.00	<i>Lunch</i>	Sala Walter Mauro Cortile/Giardino
14.00–15.30	Parallel Workshops (all ALTE delegates)	
	*Workshop 1 – Prof Stephen Sireci, University of Massachusetts, USA <i>Understanding the ITC/ATP Guidelines for Technology-Based Assessments and Their Implications for Language Assessment</i>	Primaticcio
	Workshop 2 – Prof Karen Schramm, University of Vienna, Austria <i>Exploring digital tools for internal differentiation in the German as a foreign language reading classroom</i>	Aula I
	Workshop 3 – Letizia Cinganotto, Paola Vecchio, Paola Masillo, Diego Cortés Velásquez, CLIQ, Italy <i>Connecting Learning, Teaching, and Assessment: language testers engagement within the migration context</i>	Aula Conti
15.30–16.00	<i>Coffee</i>	Sala Walter Mauro Cortile/Giardino
16.00–17.30	ALTE Annual General Meeting (AGM) (all ALTE members)	Primaticcio Sala Walter Mauro
18:30–19:45	<i>Walking tour Rome (the walking tour will finish at the venue of the gala dinner)</i>	Palazzo Firenze (meeting point entrance hall)
19:45	<i>Gala dinner</i>	La Campana Restaurant

*This workshop has been organised by the chairs of the ALTE SIG on Technology in Language Assessment.

ALTE 59th Conference Day

Friday 10th November 2023

ALTE's commitment to systemic alignment using the CEFR: integrating learning, teaching and assessment

All sessions will take place in: Congress center [Roma Eventi – Piazza di Spagna](#), Via Alibert, 5/a, 00187, Roma and **will be video recorded**.

All sessions are in Central European Time (CET). Please check your timezone [here](#).

Time	Session	Venue
8:30–9:00	<i>Registration</i>	Hall
9:00–9:10	Welcome - Representatives from ALTE: Dr Nick Saville, ALTE Secretary-General Graham Seed, ALTE Secretariat Manager	Sala Fellini
9:10–9:30	Opening address Alessandro Masi, President of CLIQ Valerio De Cesaris, Rector of the University for Foreigners of Perugia Tomaso Montanari, Rector of the University for Foreigners of Siena Massimiliano Fiorucci, Rector of the University Roma Tre	Sala Fellini
9:30–10:00	Dr Sarah Breslin, Executive Director, European Centre for Modern Languages and Head of Language Policy (ECML), Council of Europe <i>The Council of Europe: a catalyst for innovation and systemic change in the field of language education</i>	Sala Fellini
10.00–10:45	*CLIQ Association (Sabrina Machetti, Letizia Cinganotto, Diego Cortés Velásquez, Lorenzo Rocca) <i>The impact of CLIQ on language policies at cross-national and national level: toward a learning-oriented approach to teaching and assessment</i>	Sala Fellini
10:45–11:10	<i>Coffee/Exhibition</i> Drop-in session with Kasia Woźniak (ALTE Services Unit Manager)	Sala Michelangelo
11.10–11:50	Prof Claudia Harsch, University of Bremen, Germany <i>Using the CEFR for aligning teaching, learning and assessment – practices in Cuba and Germany</i>	Sala Fellini
11:50–12:30	Prof Karen Schramm, University of Vienna, Austria <i>Internal differentiation in foreign language reading instruction</i>	Sala Fellini
12:30–13:10	Prof Stephen Sireci, University of Massachusetts, USA <i>Aligning Curriculum, Instruction, and Assessment to Promote Learning: Technological Advances</i>	Sala Fellini

13:10–14:30	<i>Lunch/Exhibition</i> Drop-in session with Kasia Woźniak (ALTE Services Unit Manager, from 14:00–14:30)	Sala Michelangelo
14:30–15:10	**Prof Guido Benvenuto, Università “La Sapienza” di Roma, Italy <i>Assessment for learning in language teacher education</i> <i>La valutazione per l'apprendimento e per la formazione della professionalità insegnante</i>	Sala Fellini
15:10–15:45	***Round Table <i>Learning-oriented teaching and assessment: focus on Italy</i> Moderator: Gisella Langé Participants: ALTE, CLIQ, Ministry of University (MUR), Ministry of Foreign Affairs (MAECI), Ministry of Interior (MI), Ministry of Education (MIM)	Sala Fellini
15:45–16:00	Closing remarks	Sala Fellini

* The plenary presentation of CLIQ will be both in English and in Italian: introduction and conclusion in English, as well as the slides, with main contents in Italian.

** The plenary presentation of Prof Benvenuto will be in Italian, with slides in English.

***The round table on Friday afternoon will be in Italian and no interpretation will be provided.

Below the QR CODE for Wifi connection in the Congress center Roma Eventi – Piazza di Spagna



RomaEventi

Welcome to the 59th ALTE Meeting and Conference in Rome!

ALTE and the CLIQ Association (Associazione CLIQ, Certificazione Lingua Italiana di Qualità) welcome you to the 59th ALTE Meeting and Conference.

The CLIQ Association was established in 2012 by four members: Università per Stranieri di Perugia, Università per Stranieri di Siena, Università degli Studi Roma Tre and Società Dante Alighieri, who are recognised for the Italian as a foreign and second language exams CELI, CILS, Certit and PLIDA, respectively.

All four CLIQ members are also ALTE members. Università per Stranieri di Perugia, is an ALTE Full Member and co-founder.

The founding agreement was signed by the Ministry of Foreign Affairs, then received the recognition of the Ministry of Education and the Ministry of Interiors. Since its inception, CLIQ has pursued the goal of promoting the culture of assessment by emphasizing the value represented by a plurality of certifying bodies.

Joining the ALTE family has meant for CLIQ the growing sharing of professional standards within the scientific community, as part of the process of improving the quality of the exams. Since its foundation, CLIQ has carried out numerous activities, participating in studies and projects even beyond certification, in full awareness of a wide-ranging mission that emphasizes the connections between learning, teaching and evaluation.

These connections represent the overall topic of these two days you are going to spend in Rome, as the theme of the 59th ALTE Meeting and Conference is *ALTE's commitment to systemic alignment using the CEFR: integrating learning, teaching and assessment*.

Since its launch and, more recently, thanks to its Companion volume, the CEFR increasingly represents the benchmark for the exams developed by the CLIQ members and many other ALTE members. At the same time, the CEFR constitutes an essential reference tool in the broader area of education, in several contexts of learning and teaching, and in other sectors. Such contexts and such sectors will be addressed during the conference, e.g. highlighting the importance of the CEFR at a global level and by focusing on the concept of alignment in relation to the new technologies applied to language testing.

This will be the background for a professional exchanging of ideas on key topics that we'll try to consider from different perspectives, taking a wide range of implications into account. We thank the local and international experts, and we hope programme provides food for thought for new research and good practice from the several SIGs meetings, the three workshops on Thursday and the presentations of the Conference Day on Friday.

We are really looking forward to hosting you!

Alessandro Masi
President of Associazione CLIQ

Prof. Alessandro Masi


Dr Nick Saville
ALTE Secretary-General

Nick Saville


Benvenuti al 59° ALTE Meeting and Conference di Roma!

ALTE e l'Associazione CLIQ (Certificazione Lingua Italiana di Qualità) vi danno il benvenuto al 59° ALTE Meeting and Conference.

L'Associazione CLIQ è stata costituita nel 2012 da quattro Istituzioni: l'Università per Stranieri di Perugia, l'Università per Stranieri di Siena, l'Università degli Studi Roma Tre e la Società Dante Alighieri, riconosciute dallo Stato per la certificazione dell'italiano come lingua straniera e lingua seconda rispettivamente attraverso gli esami CELI, CILS, Certit e PLIDA. Tutti e quattro i membri CLIQ sono anche membri ALTE; l'Università per Stranieri di Perugia, in particolare, è ALTE full member, nonché cofondatore dell'ALTE stessa. L'accordo istitutivo è stato firmato con il Ministero degli Affari Esteri e ha poi ricevuto il riconoscimento del Ministero dell'Istruzione, dell'Università e della Ricerca e del Ministero degli Interni. Fin dalla sua nascita, CLIQ ha perseguito l'obiettivo di promuovere la cultura della valutazione sottolineando il valore insito in una pluralità di organismi certificatori.

L'ingresso nella famiglia ALTE ha significato per CLIQ la crescente condivisione di standard professionali con la comunità scientifica di riferimento, all'interno del processo di miglioramento della qualità degli esami.

Fin dalla sua fondazione, CLIQ ha svolto numerose attività, partecipando a studi e progetti anche al di là della certificazione in senso stretto, nella piena consapevolezza di una missione di ampio respiro che sottolinea le connessioni tra apprendimento, insegnamento e valutazione. Proprio queste connessioni rappresentano l'argomento generale di questi due giorni che trascorrerai a Roma, poiché il tema del 59° Meeting and Conference ALTE è *L'impegno di ALTE per l'allineamento sistemico utilizzando il QCER: integrare apprendimento, insegnamento e valutazione.*

Fin dal suo lancio e, più recentemente, grazie al suo Volume complementare, il QCER rappresenta sempre più il benchmark per gli esami prodotti dai membri CLIQ e da molti altri membri ALTE. Al contempo costituisce un riferimento imprescindibile nel più ampio ambito dell'istruzione, in diversi contesti di apprendimento e insegnamento, nonché in diversi settori. Tali contesti e tali settori saranno affrontati durante la conferenza, ad esempio evidenziando l'importanza del QCER a livello globale e concentrandosi sul concetto di allineamento in relazione alle nuove tecnologie applicate ai test linguistici. Tutto ciò consentirà uno scambio professionale su argomenti chiave che considereremo da diverse prospettive, tenendo conto di una vasta gamma di implicazioni.

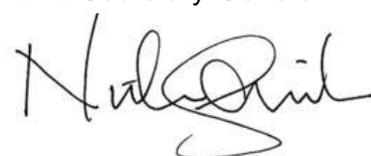
Grazie agli esperti locali e internazionali, speriamo che troverete coinvolgente il programma traendo spunti di riflessione per nuove ricerche e buone pratiche dai numerosi incontri dei SIG, i tre workshop del giovedì e le presentazioni della Conferenza del venerdì.

Non vediamo l'ora di ospitarvi!

Alessandro Masi
President of Associazione CLIQ

Prof. Alessandro Masi


Dr Nick Saville
ALTE Secretary-General

Nick Saville


Parallel workshops, Thursday 9th November

Prof Stephen Sireci, University of Massachusetts, USA

Understanding the ITC/ATP Guidelines for Technology-Based Assessments and Their Implications for Language Assessment

Abstract

In December 2022, the International Test Commission (ITC) and the Association of Test Publishers (ATP) published the Guidelines for Technology-Based Assessments, which are freely available on both the [ITC](#) and [ATP](#) websites. These Guidelines represent a monumental effort across both organizations involving 47 authors and over 100 reviewers from almost every continent. The purposes of the Guidelines are to provide information about the key factors and issues that should be considered when designing and delivering tests using digital platforms; and to provide guidance to test developers, test administrators, and test users, on how to best ensure fair and valid assessment in a digital environment. In this presentation, we will review the content and scope of the Guidelines, and discuss its implications for fair, efficient, secure, and valid assessment of language proficiency. Paramount among these implications are the chapters on test design and development, test security, fairness and accessibility, and global considerations. Ample time will be provided for discussion, particularly questions related to issues that should be included in future versions of the Guidelines, and how technology can best be used to improve the assessment of linguistic proficiencies.

Biodata

Stephen G. Sireci, Ph.D. is Distinguished University Professor and Executive Director of the Center for Educational Assessment in the College of Education at the University of Massachusetts Amherst. He is known for his research in evaluating test fairness, particularly issues related to content validity, test bias, cross-lingual assessment, standard setting, and technology-based assessment. He has authored/co-authored over 160 publications, and is the co-architect of the multistage-adaptive Massachusetts Adult Proficiency Tests. He is a Fellow of the American Educational Research Association, and of Division 5 of the American Psychological Association; Past-President of the National Council on Measurement in Education; and President of the International Test Commission.

Google Scholar: <https://scholar.google.com/citations?user=qrGrogMAAAAJ&hl=en>

Prof Karen Schramm, University of Vienna, Austria

Exploring digital tools for internal differentiation in the German as a foreign language reading classroom

Abstract

In this workshop, we will discuss three lesson plans for teaching reading at the A2 level in a heterogeneous German as a Foreign Language (GFL) classroom. After a short introduction to the project *Level-Adequate Texts in Language Learning (LATILL, 2022-2024)*, three groups will critically discuss a lesson plan each for intensive reading. The first one focuses on working with several versions of text difficulty; the second one uses visualization of text elements as a means for internal differentiation; and the third one uses task variation to challenge readers at different levels. After their discussion, one person from each group will meet with two colleagues from the other groups in order to present identified strengths and weaknesses of the three lesson plans to each other. On this basis, we will conclude with a plenary discussion on how we envision AI assistants will help us in developing materials for internal differentiation in reading instruction in the future.

Reference

Kienberger, M., García-Holgado, A., Schramm, K., Raveling, A., Meurers, D., Labinska, B., Koropatnitska, T., & Therón, R. (2023). Enhancing Adaptive Teaching of Reading Skills Using Digital Technologies: The LATILL Project. In: F.J. García-Peñalvo, & A. García-Holgado (eds.), *TEEM 2022: Tenth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 1092-1098). Springer. Lecture Notes in Educational Technology. https://doi.org/10.1007/978-981-99-0942-1_115

Biodata

Karen Schramm serves as Professor of German as a Foreign Language (GFL) at the University of Vienna, Austria. Her research focuses on GFL teacher education (e.g. experience- and video-based approaches), methods of GFL teaching (e.g. L2 reading and literacy), and qualitative research methods (e.g. classroom discourse analysis). She has taught at universities in Germany, the Republic of Korea and the U.S., and she has conducted GFL teacher education workshops worldwide. She currently serves as co-editor of the journal *Fremdsprachen Lehren und Lernen* and the book series *Grundlagen Deutsch als Fremd- und Zweitsprache und Studien Deutsch als Fremd- und Zweitsprache*, as well as chairperson of the Scientific Advisory Board of the *Österreichisches Sprachdiplom Deutsch*.

Letizia Cinganotto, University for Foreigners of Perugia
Paola Vecchio, Società Dante Alighieri
Paola Masillo, University for Foreigners of Siena
Diego Cortés Velásquez, University Roma Tre

Connecting Learning, Teaching, and Assessment: language testers engagement within the migration context

Abstract

This workshop delves into the outcomes and impacts of the CLIQ Association's initiatives in the field of language support for migrants and their integration. The workshop aims at highlighting the need for a mutual exchange of experiences in terms of language testers advocacy in implementing language policy actions within the migration context, focusing on the connections between learning, teaching, and assessment.

One of the key outcomes discussed is the recognition of the importance of language proficiency in the host country for migrants to effectively communicate, exercise their rights, and engage in the integration process. CLIQ advocates for a learning-oriented approach that perceives migrants as valuable resources, contributing to a plurilingual and intercultural education project. This approach aims to acknowledge and celebrate the diverse identities and cultures that migrants bring.

The first part of the workshop considers CLIQ's involvement in several European projects at the national level since 2010 as an example of the aforementioned advocacy. In particular, it showcases the practical implementation of CLIQ's initiatives in the Asylum, Migration and Integration Fund (AMIF) 2023-2027 program, aligning with the supranational language support policies established by the Council of Europe.

In the second part of the workshop, participants will be engaged in activities focused on language policies at national level. The main content and aims of the AMIF will be discussed in small groups, especially in terms of suitability to the different countries. Then, attendees will be invited to think about possible solutions to key aspects addressed by AMIF, by giving their views in terms of suggested actions. Finally, these suggested actions will be compared with the solutions proposed by CLIQ.

Biodata

Diego Cortés Velásquez is an Associate Professor of Second Language Instruction at Roma Tre University. He is a member of CERT-IT's Scientific Board, CLIQ's Scientific Committee, and serves as Assistant Editor of the ISLA (Instructed Second Language Acquisition) Journal. His research focuses on multilingualism, task-based language teaching, and cross-cultural pragmatics.

Letizia Cinganotto, former Senior Researcher at INDIRE, currently teaches language teaching at the University for Foreigners of Perugia, where she is also Rectoral Delegate for International Relations and a member of the Board of Directors of CVCL. She is also a member of different working groups and scientific committees both nationally and internationally. She is a member of the consultancy team of the ECML of the Council of Europe.

Paola Vecchio is responsible for the certification PLIDA of the Società Dante Alighieri, that attests the linguistic and communicative competence of Italian as a Foreign Language through standardized tests aligned with the CEFR. She has many years of experience in the field of teaching Italian L2/LS as a teacher, trainer, creator of teaching materials and tests for assessment and certification. She holds a PhD in Historical Linguistics and History of the Italian Language at the Sapienza University of Rome and has carried out research in the field of Italian Linguistics at the same university and at the Romanisches Seminar in Zurich.

Paola Masillo has a PhD in Linguistics and Teaching Italian as Second Language, University for Foreigners of Siena. Her main research focuses on learning Italian as a foreign/second language, language assessment and language policies. She has been a post-doctoral research fellow at the CILS Centre of the University for Foreigners of Siena, where she is currently working in the technical-scientific and data processing area.

Plenary presentations, Friday 10th November 2023

Dr Sarah Breslin, Executive Director, European Centre for Modern Languages and Head of Language Policy (ECML), Council of Europe

The Council of Europe: a catalyst for innovation and systemic change in the field of language education

Abstract

In her keynote speech, Sarah will set the theme of the conference – ALTE’s commitment to systemic alignment using the CEFR: integrating learning, teaching and assessment – within the wider context of the Council of Europe’s key contribution to the field of language education over many decades: at multiple levels from policy; through research and teacher education; in classroom practice; and involving multiple stakeholders, not least among these the Council’s successful cooperation with ALTE.

In her dual functions as head of Language Policy and Executive Director of the European Centre for Modern Languages (ECML) at the Council of Europe, she will argue for strengthened European cooperation in the field of language education, taking the principles of strategic alignment as exemplified by the CEFR and its Companion Volume to a higher, more political level. She will demonstrate the added value of adopting a comprehensive approach to language education that crosses boundaries between countries, languages, cultures, sectors, professional roles and organisations, and pedagogical traditions. While recognising some of the very real challenges inherent in such an approach, she will suggest that we must work together to overcome them in the name of equity, social justice and, ultimately, peace in Europe.

Biodata

Sarah Breslin is the Executive Director of the European Centre for Modern Languages (ECML) and Head of Language Policy at the Council of Europe. Prior to joining the Council in 2013, she was the Director of Scotland’s National Language Centre (SCILT) and of the Confucius Institute for Scotland’s schools.

She has worked in a range of sectors and countries in the field of language education, as a teacher, teacher educator, senior manager, and in qualification development. In 2020, she achieved her Doctorate degree focusing on the contribution of the ECML to the professional growth of language teacher educators.

Sabrina Machetti, University for Foreigners of Siena
Letizia Cinganotto, University for Foreigners of Perugia
Diego Cortés Velásquez, University Roma Tre
Lorenzo Rocca, Società Dante Alighieri

The impact of CLIQ on language policies at cross-national and national level: toward a learning-oriented approach to teaching and assessment

Abstract

The presentation centers around the pivotal role played by the CLIQ Association in aligning language learning, teaching, and assessment with the principles outlined in the Common European Framework of Reference for Languages (CEFR). This alignment extends beyond the specifics of the exams developed by the four member institutions. CLIQ's primary focus has been on language policy initiatives, particularly in the context of migration, where the socio-cultural conditions consistently present challenges in managing diversity within host communities (Council of Europe, 2008). Recognizing proficiency in the host country's language as a fundamental requirement for migrants to effectively communicate, exercise their rights, fulfill their responsibilities, and actively engage in the integration process, CLIQ has been instrumental in these efforts. Furthermore, CLIQ embraces a bilateral approach to integration that emphasizes the value of migrants' linguistic and cultural backgrounds, connecting with the CEFR's principles of intercultural competence and linguistic diversity (Council of Europe, 2022). This approach fosters a rich, plurilingual, and intercultural educational framework, providing due recognition to the diverse identities and cultures that migrants bring with them (Vedovelli, 2017). Thanks to a constant alignment with CEFR, CLIQ ensures that its projects contribute to a more harmonious and inclusive integration process for migrants. In line with a learner-centered philosophy and its commitment to promoting language proficiency, CLIQ has been actively participating in various European projects at the national level since 2010.

The presentation will primarily highlight CLIQ's active role in the Asylum, Migration and Integration Fund (AMIF) 2023-2027 programme, which supports the Council of Europe's supranational policies on language support for migrants, and stress the importance of the tools that the Council of Europe has developed together with ALTE-LAMI in this field.

Furthermore, the presentation will showcase an additional example of the aforementioned connections, this time at cross-national level: the speakers will make reference at the end of the presentation to the recent extension of CLIQ's role outside Italy through the assignment of a project by the French Ministry of Education.

Biodata

Diego Cortés Velásquez *please see page 12*

Letizia Cinganotto *please see page 12*

Lorenzo Rocca, a member of the ALTE Board of Trustees, is responsible of the language projects department at the Società Dante Alighieri in Rome. He worked for many years at the University for Foreigners of Perugia, engaging in test development and teacher training. His research interest is focused on the migration context; within this focus he has been the chair of the ALTE LAMI SIG since 2008 and a member of the Council of Europe LIAM project since 2014. In 2020 he was awarded with the national scientific qualification Associate Professor.

Sabrina Machetti is Associate Professor in Modern Language Education at the University for Foreigners of Siena, where she obtained her PhD in Linguistics and Teaching Italian to Foreigners. She teaches courses in Language Testing and Assessment. In 2018, she was a visiting scholar at Teachers College, Columbia University. She is currently the director of the CILS Center of the University for Foreigners of Siena. She has written articles in several Applied Linguistics journals and edited volumes.

Prof Claudia Harsch, University of Bremen, Germany

Using the CEFR for aligning teaching, learning and assessment – practices in Cuba and Germany

Abstract

In my talk, I will focus on how the CEFR has been used as framework for teaching, learning and assessment in higher education in Cuba and Germany. I will present two projects: one from my Languages Centre in Bremen, Germany, where we adapted the CEFR for end-of term achievement tests for all languages taught at CEFR Levels A1 to C1; the other from the Cuban context, where the Ministry of Higher Education released a new policy requiring English proficiency at CEFR Level B1 for all students at the end of their BA studies, regardless of their subject.

In both contexts, I set up a training series for the language teachers to develop test specifications and tasks that operationalize curricula, learning goals and relevant CEFR descriptors. The training was regularly evaluated by the participating teachers to allow for a needs-based adaptive training approach. I will report how we adapted the CEFR in those two contexts, what challenges we encountered, and how the teachers perceived the training. I will then discuss implications of these two cases for implementing the CEFR for teaching, learning and assessment.

Biodata

Claudia Harsch is a professor at the University of Bremen, specialising in language learning, teaching and assessment. She has worked in Germany and in the UK, and is active in teacher training worldwide. Her research interests focus on areas such as language assessment, language and migration, the development of language assessment literacy, and the implementation of the CEFR. She is the current president of the International Language Testing Association, and was president of the European Association of Language Testing and Assessment from 2016-2019.

Prof Karen Schramm, University of Vienna, Austria

Internal differentiation in foreign language reading instruction

Abstract

How can AI assistants support foreign language teachers with material development for heterogeneous classrooms? In the ERASMUS+ project *Level-Adequate Texts in Language Learning* (LATILL, 2022-2024), we are addressing this question with respect to reading instruction. We are developing digital tools to support teachers of German as a Foreign Language (GFL) in teaching reading competence. These digital tools are to enable teachers to identify, simplify and visualize texts of interest for their classes and individual learners. Current, authentic and, most importantly, level-adequate reading materials are a key factor to successful foreign language learning. To allow for a search of level-adequate texts on a particular topic in the internet, a web search engine is being developed. The characterization of texts according to the CEFR levels is based on the development of a CEFR Reference Corpus for German texts. The tools will be available freely on a platform for teachers of German as a Foreign or Second Language that not only provides a search and analysis function, but also offers various suggestions for working successfully with authentic reading texts in the foreign language classroom.

Supported by a series of online professionalization webinars, GFL teachers are exploring the use of these tools in their classrooms, and the LATILL project team is empirically evaluating their teaching experience. In my presentation, I explain the rationale behind the LATILL tools' development, and discuss data from a webinar series with Ukrainian and Spanish GFL teachers on their perspectives on these tools.

Reference

Kienberger, M., García-Holgado, A., Schramm, K., Raveling, A., Meurers, D., Labinska, B., Koropatnitska, T., & Therón, R. (2023). Enhancing Adaptive Teaching of Reading Skills Using Digital Technologies: The LATILL Project. In: F.J. García-Peñalvo, & A. García-Holgado (eds.), *TEEM 2022: Tenth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 1092-1098). Springer. Lecture Notes in Educational Technology. https://doi.org/10.1007/978-981-99-0942-1_115

Biodata

Please see page 11

Prof Stephen Sireci, University of Massachusetts, USA

Aligning Curriculum, Instruction, and Assessment to Promote Learning: Technological Advances

Abstract

To promote successful language acquisition, language proficiency assessments are often targeted to curriculum standards. These assessments can best support language acquisition when they operate within a system in which the curriculum, instruction, and assessments work together for the common goal of serving learners. In this presentation, the theory of action for the *English Test for Adults* will be presented, which is focused on aligning all components of the educational system to support English learners' language acquisition. Methods for evaluating alignment — both traditional and those based on artificial intelligence — will be reviewed. In addition, the use of technology in assessment design to deliver personalized assessments to language learners will be discussed. Innovative assessment design includes aligning all components of the system, as well as Design-in-Real-Time (DIRTy) assessment delivery. The goal of personalization and alignment is to develop and deliver assessments that provide valid and actionable information for promoting student learning.

Biodata

Please see page 10

Prof Guido Benvenuto, Università “La Sapienza” di Roma, Italy

Assessment for learning in language teacher education

La valutazione per l'apprendimento e per la formazione della professionalità insegnante

Abstract

Why is teacher education a cornerstone for assessment processes, disciplinary and interdisciplinary teaching, and education and training systems? Because the assessment of learning, in its integration of knowledge and competencies, is a central objective of formal and informal education. Furthermore, the learning processes within school and university education are a function of didactic environments, teaching strategies, and even educational technologies; they are facilitating tools and socially functional to inclusive dimensions. The assessment of learning is, therefore, a function of the didactic action of the educational structures and, thus, of the professional skills of the teaching staff and school management. With assessment for learning, and therefore with a didactic orientation aimed at providing feedback and personalization, it is possible to act seriously on achieving meaningful objectives, competencies and learning.

The main issues that run through the assessment of/for learning are therefore closely linked to the debate on teacher education, their professionalism and the educational paths everyone can participate in during their active lives. Some of these issues can be easily summarized in the form of questions to which the presentation will try and provide research-based and argumentative answers: which teaching competencies are most functional for achieving national and international school standards, but are also required by society? What are the dimensions and methods of assessment that promote significant learning? What are the evaluation devices for system detection in a scenario more oriented towards competence-based teaching and intercultural and multilingual dimensions? Furthermore, finally, if language learning is transversal, and society demands more and more languages and communication modes in the course of each citizen's life, how can we take into account the different levels of literacy, and their evolution as an endowment for development and inclusion, if we do not have flexible and updatable evaluation and certification frameworks throughout life?

Perché la formazione degli insegnanti è pietra angolare per i processi valutativi, sia indirizzati alla didattica disciplinare e interdisciplinare, sia a quella di sistema? Perché la valutazione degli apprendimenti, nella loro declinazione di saperi e competenze, è obiettivo centrale dell'istruzione formale e non formale. E i processi di apprendimento, a carico dell'istruzione scolastica e universitaria, sono funzione degli ambienti didattici, delle strategie di insegnamento, e finanche delle tecnologie educative, intese come strumenti facilitanti e socialmente funzionali a dimensioni inclusive. La valutazione degli apprendimenti è quindi funzione dell'azione didattica delle strutture formative e quindi delle competenze professionali del corpo docente e del management scolastico. Senza una valutazione per l'apprendimento, e quindi senza una didattica orientativa, volta a fornire feedback e personalizzazione, non è possibile agire seriamente sul raggiungimento di obiettivi, competenze e apprendimenti significativi.

Le principali questioni che attraversano quindi la valutazione degli/per gli apprendimenti sono strettamente connesse al dibattito sulla formazione degli insegnanti, della loro professionalità e dei percorsi di formazione a cui ognuno può partecipare nel corso della propria vita attiva. Alcune di queste questioni sono facilmente sintetizzabili sotto forma di

domande a cui l'intervento proverà a dare risposte di ricerca ed evidenza argomentativa: quali le competenze didattiche più funzionali al raggiungimento di standard scolastici, nazionali e internazionali, ma anche che la società richiede? Quali le dimensioni e modalità di accertamento che promuovono apprendimenti significativi? Quali dispositivi valutativi per la rilevazione di sistema, in uno scenario più volto alla didattica per competenze e a dimensioni interculturali e multilingue? E, infine, se gli apprendimenti linguistici sono di natura trasversale, e la società richiede sempre più "lingue" e "linguaggi" nel corso della vita di ogni cittadino, come tener conto dei diversi livelli di alfabetizzazione, della loro evoluzione come dotazione per lo sviluppo e l'inclusione, se non disponendo di quadri valutativi e certificativi flessibili e aggiornabili lungo l'arco della vita?

Biodata

Guido Benvenuto is Full Professor at Research Method in Education, Sapienza, University of Rome, Faculty of Medicine and Psychology, Department of Developmental Psychology and Socialization. His primary teaching courses and research interests are: Assessment and Evaluation Studies, Literacy, Students' Dropout, Social Education. He has participated in numerous research projects at international level: IEA Reading Literacy Study, IEA Writing Assessment, OECD/PISA (Programme for International Students Assessment); at a national level: research commissioned by the Ministry of Education, the Regional Institutes for Educational Research (IRRSAE, now IRRE), and the European Centre of Education (INVALSI - National Institute for the Evaluation of the Educational System of Instruction and Training).

Round table, Friday 10th November 2023

Moderator: Gisella Langé

Participants: ALTE, CLIQ, Ministry of University (MUR), Ministry of Foreign Affairs (MAECI), Ministry of Interior (MI), Ministry of Education (MIM)

Learning-oriented teaching and assessment: focus on Italy

Insegnamento e valutazione orientati all'apprendimento: focus sull'Italia

Abstract

The Round Table will be aimed at collecting thoughts and reflections from different stakeholders and policy-makers about the key role of the learner in language education from a lifelong perspective, covering the whole process of planning, teaching, learning and assessment as highlighted by the Common European Framework of Reference for Languages Companion Volume (2020).

According to this perspective, a focus on the Italian context will consider the concept of 'language awareness' relaunched by the Council of the European Union Recommendation on the comprehensive approach to the teaching and learning of languages (2019). Participants will share opinions and experiences about how to reach the ultimate goal of formative success, making learning, teaching and assessment "visible", clear and transparent to all the actors involved, activating meta-cognition and meta-reflection throughout the learning process. An overview on the current Italian educational and linguistic policies will also be provided.

During the Round Table, representatives from academia and from Italian ministries will provide suggestions and hints on possible actions and interventions to be carried out at different language policy levels –national and supranational – in order to facilitate this process of learning-oriented teaching and assessment. The role of ALTE within this framework will also be highlighted.

Participants will be offered the opportunity to interact with the panellists, asking questions and providing their reflections and thoughts to contribute to the discussion.

La Tavola Rotonda mira a raccogliere e condividere pensieri e riflessioni da parte di diversi attori in gioco, a partire dai responsabili politici, sul ruolo chiave dell'apprendente nell'educazione linguistica, in una prospettiva di apprendimento lungo tutto l'arco della vita, che copre l'intero processo di progettazione, insegnamento, apprendimento e valutazione, come evidenziato dal Quadro Comune Europeo di Riferimento per le Lingue – Volume Complementare (2020). Nell'ambito di questo scenario, si focalizzerà l'attenzione sul contesto italiano, partendo dal concetto di "consapevolezza linguistica" rilanciato dalla Raccomandazione del Consiglio dell'Unione Europea per un approccio globale all'insegnamento e apprendimento delle lingue (2019).

La discussione riguarderà il tema del successo formativo, del coinvolgimento dei vari attori nel processo di apprendimento, insegnamento e valutazione, perché tale processo sia "visibile", chiaro e trasparente per tutti, attivando la metacognizione e la metariflessione durante tutto il percorso formativo. Verrà inoltre fornita una panoramica sulle attuali politiche educative e linguistiche italiane.

Durante la Tavola Rotonda, rappresentanti del mondo accademico e dei ministeri italiani forniranno suggerimenti e spunti in relazione a possibili azioni e interventi da realizzare ai diversi livelli di politica linguistica - nazionale e sovranazionale. Verrà inoltre evidenziato il ruolo di ALTE in questo contesto. I partecipanti avranno l'opportunità di contribuire alla Tavola Rotonda, interagendo con i relatori.

