



**53<sup>rd</sup> Meeting and Conference Day**  
*53<sup>e</sup> vergadering en congresdag*

**Multilingual Access to Education**  
*Meertalige toegang tot onderwijs*

**24<sup>th</sup> – 26<sup>th</sup> April 2019**  
*24 – 26 april 2019*

**PROGRAMME/ *Programma***

Hosted by the InterUniversity Testing Consortium, [www.iutc.be](http://www.iutc.be)  
*Organisatie: Inter-University Testing Consortium, [www.iutc.be](http://www.iutc.be)*

## **Welkom op de 53ste ALTE-vergadering en congresdag in Gent**

ALTE, het *InterUniversity Testing Consortium (IUTC)* en het *Universitair Centrum voor Talenonderwijs (UCT)* van de Universiteit Gent verwelkomen u op de 53<sup>ste</sup> ALTE-vergadering en congresdag.

Het IUTC is een uniek interuniversitair samenwerkingsverband binnen ALTE en daar zijn we niet minder dan trots op. Opgericht in 2012, verenigt het consortium de taalinstellingen van vier deelnemende Vlaamse universiteiten.

- Universiteit Antwerpen: *LINGUAPOLIS*
- Vrije Universiteit Brussel: *ACADEMISCH CENTRUM VOOR TAALONDERWIJS (ACTO)*
- Universiteit Gent: *UNIVERSITAIR CENTRUM VOOR TALENONTWERWIJS (UCT)*
- KU Leuven: *INSTITUUT VOOR LEVENDE TALEN (ILT)* en *TALENCENTRUM KU LEUVEN-CAMPUS BRUSSEL*

Het IUTC stelt zich als doel om curriculumonafhankelijke, gestandaardiseerde en ERK-gerelateerde taaltesten te ontwikkelen en af te nemen. Het interuniversitaire karakter van de ontwikkelde testen garandeert een hoge mate van standaardisering, een flexibele bruikbaarheid en een brede aanvaarding.

De ITNA (Interuniversitaire Taaltest Nederlands voor Anderstaligen) en de ITACE (Inter-University Test of Academic English) zijn allebei projecten van het consortium. De ITNA is een meetinstrument dat op een valide en betrouwbare manier weergeeft of de kandidaat minimaal het B2-niveau van het Europees Referentiekader voor Talen (ERK) heeft bereikt. Dit is het niveau dat van anderstalige studenten verwacht wordt bij de start in het Vlaamse hoger onderwijs. De ITNA is een algemene taalvaardigheidstoets, die ook wordt ingezet om de vereiste taalkennis te attesteren van anderstalige universiteitsdocenten (C1-niveau). De ITACE beoordeelt de academische taalvaardigheid in het Engels en bestaat in een versie voor studenten en een versie voor docenten (niveaus B2-C1). De versie voor docenten werd in 2013 ontwikkeld om tegemoet te komen aan de C1-voorwaarde voor lesgevers in het hoger onderwijs die decretaal werd afgekondigd door de Vlaamse Regering. Beide testen vormen de referentie voor taaltesten Engels en Nederlands op universitair niveau in Vlaanderen.

Als thema voor deze ALTE-bijeenkomst werd gekozen: meertalige toegang tot het onderwijs, met aandacht voor de rol van taaltesten en “assessment” in de diverse strata van onderwijs (lager, secundair en hoger), zowel in de context van migratie (nieuwkomers) als bij de toegang tot onderwijs (certificering van studenten/cursisten en docenten). We kijken ernaar uit om dit actuele maatschappelijk en belangrijk wetenschappelijk onderwerp met u te bespreken. We hebben een aantal lokale en internationale experts uitgenodigd, die vanuit hun eigen perspectief bijdragen tot een discussie over de regulerende rol en toenemende impact van taaltoetsen in onderwijs, migratie en maatschappij. We delen uiteraard ook graag de expertise die we binnen ons IUTC opgebouwd hebben hieromtrent. Wij zijn ervan overtuigd dat de presentaties en workshops waardevolle ideeën zullen opleveren voor verder onderzoek en voor toetsontwikkeling en dat verworven inzichten tevens de weg zullen vinden naar lespraktijk en taalbeleid.

**Prof Dr Stef Slembrouck**  
on behalf of IUTC

**Dr Nick Saville**  
ALTE Secretary-General

## Welcome to the 53rd ALTE Meeting and Conference in Ghent

ALTE, the InterUniversity Testing Consortium (IUTC) and Ghent University's Language Centre (UCT) welcome you to the 53<sup>rd</sup> ALTE Meeting and Conference.

IUTC occupies a unique position within ALTE, as the only inter-university consortium. We take pride in this. Founded in 2012, the consortium brings together the relevant expertise and staff capacity of the language institutes of four Flemish universities which participate in it.

- Antwerp University: *LINGUAPOLIS*
- Free University of Brussels: *ACTO LANGUAGE CENTRE*
- Ghent University: *UNIVERSITY LANGUAGE CENTRE (UCT)*
- KU Leuven: *LEUVEN LANGUAGE INSTITUTE (ILT)* and the *UNIVERSITY LANGUAGE CENTRE KU LEUVEN-BRUSSELS CAMPUS*

The central mission of IUTC is the development of curriculum-independent, standardised, CEFR-related language tests. Developing these between the universities helps guarantee standardisation, flexibility in use and a broad acceptance of the tests.

The ITNA (InterUniversity Test of Dutch for Speakers of Other Languages) and the ITACE (InterUniversity Test of Academic English) are both projects of the consortium. The ITNA provides a reliable and valid measure at B2/C1-level. B2 is the expected level for entry into higher education in Flanders. The ITNA is a general language proficiency test, which is also used for international university lecturers who teach in Dutch (C1-level). The ITACE assesses academic language proficiency in English. There are two versions: one for students and one for lecturers (levels B2-C1). The ITACE for Lecturers was developed in 2013 in response to the Flemish government's introduction of a C1-proficiency requirement in the language of instruction for anyone teaching in higher education. Both tests, ITNA and ITACE, count as important points of reference for language testing in Dutch and English at university level in Flanders.

The theme of the 53<sup>rd</sup> ALTE Meeting and Conference is *multilingual access to education*, with particular reference to the increasing role of language testing and assessment in all tiers of education (primary, secondary and higher), both in contexts of migration (newcomers) and of entry into education (certification of learners and teachers/lecturers). We look forward to discussing this important societal and scientific topic with you. We have invited a number of local and international experts, who will contribute specifically to the discussion of the regulating role and increasing impact of language testing in education, and discuss more generally its role in processes of migration and in society. Naturally, the IUTC is also happy to share the expertise that has been built up on these topics in their testing consortium. We are convinced that the presentations and the workshops will result in valuable ideas for new research and test development, as well as find their way into language policy and teaching practice.

**Prof Dr Stef Slembrouck**  
on behalf of IUTC

**Dr Nick Saville**  
ALTE Secretary-General

## ALTE 53<sup>rd</sup> Meeting and Conference Wednesday 24<sup>th</sup> April, 2019

All the sessions will take place at NH Hotel Gent Belfort, Hoogpoort 63.

Time	Session	Room
08.45 - 09.00	<i>Registration</i>	Lobby
09.00 - 11.00	<b>Standing Committee Meeting</b> (elected members of committee only)	Bourdon 1
11.00 - 11.30	<i>Coffee</i>	Lobby
11.30 - 13.00	<b>Standing Committee Meeting continues</b>	Bourdon 1
13.00 - 14.30	<i>Lunch (only for Members of the Committees)</i>	Lobby
14.30 - 16.00	<b>Executive Committee Meeting</b> (elected members of committee only)	Bourdon 1
16.00 - 16.30	<i>Coffee</i>	Lobby
16.30 - 18.00	<b>Executive Committee Meeting continues</b>	Bourdon 1
19.00 - 21.30	Guided city tour "Well-known places, unexpected stories"	Meeting point at 19:00 lobby NH hotel Gent Belfort

# ALTE 53<sup>rd</sup> Meeting and Conference

## Thursday 25<sup>th</sup> April, 2019

All the sessions will take place at NH Hotel Gent Belfort, Hoogpoort 63.

Time	Session	Room
08.30 - 9.00	<i>Registration</i>	Lobby
09.00 - 09.10	<b>Welcome and housekeeping</b> <b>Graham Seed, ALTE Manager</b>	Bourdon 1
09.10 - 09.20	<b>Official opening</b> <b>Prof Dr Stef Slembrouck, Ghent University</b>	Bourdon 1
09.25 - 11.00	<b>Parallel sessions SIGs (All ALTE delegates)</b>	
	<b>Technology in Language Assessment SIG</b>	Bourdon 2
	<b>LSP SIG</b>	Bourdon 3
	<b>LAMI and CEFR joint SIGs</b>	Bourdon 1
11.00 - 11.30	<i>Coffee</i>	Lobby
11.30 - 13.00	<b>Parallel sessions SIGs (All ALTE delegates)</b>	
	<b>QMS Working Group</b>	Wolfers 1+2+3
	<b>SRC SIG</b>	Bourdon 2
	<b>Teacher Training SIG</b>	Bourdon 3
13.00 - 14.30	<i>Lunch</i>	Lobby
14.30 - 16.00	<b>Workshop</b> <b>Prof Cecilie Hamnes Carlsen, Western Norway</b> <b>University of Applied Sciences</b> <b>Dr Bart Deygers, CNaVT</b> <i>Language teaching and testing of low literate learners</i>	Bourdon 1
16.00 - 16.30	<i>Coffee</i>	Lobby
16.30 - 16.50	<b>Reports from SIGs</b>	Bourdon 1
16.50 - 18:30	<b>Annual General Meeting – ALTE Members only</b>	Bourdon 1
19.30 - 23.00	<i>Conference dinner</i>	The Crypt “Il Trovatore” NH Hotel Gent Belfort

**ALTE 53<sup>rd</sup> Conference Day**  
**Friday 26<sup>th</sup> April, 2019**  
***Multilingual Access to Education***

The sessions will take place at the Aula, “Campus Aula”, Ghent University, Voldersstraat 9, 9000 Ghent, (morning + early afternoon) and **NH Hotel Gent Belfort, Hoogpoort 63** (afternoon).

<b>Time</b>	<b>Session</b>	<b>Room</b>
8.30 - 09.00	<b><i>Registration</i></b>	Lobby AULA
09.00 - 09.10	<b>Welcome Representatives from ALTE: Dr Nick Saville, ALTE Secretary-General Graham Seed, ALTE Manager</b>	AULA
09.10 - 09.30	<b>Opening address Prof M. Van Herreweghe, Vice-Rector of Ghent University</b>	AULA
09.30 - 10.15	<b>Plenary presentation 1 Prof Micheline Chalhoub-Deville, University of North Carolina at Greensboro <i>Accountability in language testing</i></b>	AULA
10.15 - 10.45	<b><i>Coffee break and exhibition</i></b>	Peristilium
10.45 - 11.30	<b>Plenary presentation 2 Prof Cecilie Hamnes Carlsen, Western Norway University of Applied Sciences <i>Justice in practice: what it means and why it is our responsibility</i></b>	AULA
11.30 - 12.15	<b>Plenary presentation 3 Prof Dr Stef Slembrouck, Ghent University Prof Piet Van Avermaet, Ghent University <i>Critical reflections on the Flemish (language) testing landscape</i></b>	AULA
12.15 - 13.30	<b><i>Lunch</i></b>	Peristilium

13.30 - 15.00	<p><b>Fact Session</b></p> <p><b>1. Tom De Moor, Ghent University</b>  <b>Catherine Verguts, Ghent University</b>  <i>Does the English proficiency of Flemish university lecturers hinder access to content for students of English-taught programmes?</i></p> <p><b>2. Dr Frank van Splunder, Antwerp University</b>  <i>The English language test for lecturers: a deal or an ordeal for the Flemish universities?</i></p> <p><b>3. Emily Davis-James, Trinity College London</b>  <i>Accommodating candidates with special educational needs: how can awarding organisations and testing boards best serve all our candidates?</i></p> <p><b>4. Fauve De Backer, Ghent University</b>  <i>How do we walk down the path of multilingual testing?</i></p> <p><b>5. Dr Koen Aesaert, KU Leuven</b>  <i>Girls outperforming boys in listening and reading skills: true gap or psychometric error?</i></p>	AULA
15.00 – 15.15	<p><b>Closing remarks and introduction to the workshops</b>  <b>Dr Nick Saville, ALTE Secretary-General</b></p>	AULA
15.15 – 15.30	<i>Coffee</i>	Peristilium

15.45 - 17.15	<p><b>Parallel Workshops</b></p>	<b>NH Hotel Gent Belfort</b>
	<p><b>Prof Micheline Chalhoub-Deville, University of North Carolina at Greensboro</b>  <i>Test validity and validation: comparative perspectives on quality assurance</i></p>	Wolfers 1+2+3
	<p><b>Prof Esli Struys, Free University of Brussels</b>  <b>Prof Jill Surmont, Free University of Brussels</b>  <i>Teaching and assessment in CLIL: integrating language and content</i></p>	Bourdon 1
	<p><b>Dr Kirsten Rosiers, Ghent University</b>  <b>Joke Ysenbaert, Ghent University</b>  <i>A critical reflection on assessment practices in superdiverse multilingual classrooms</i></p>	Bourdon 2
	<p><b>Ines Blomme, KU Leuven</b>  <b>Sabine Steemans, Antwerp University</b>  <b>Ann Vlasselaers, KU Leuven – Brussels</b>  <b>Catherine Verguts, Ghent University</b>  <b>WORKSHOP IN DUTCH</b>  <i>Is deze student klaar om talig te functioneren in het hoger onderwijs?</i>  <i>("Is this student ready to function linguistically in higher education?")</i></p>	Bourdon 3

### **PLENARY PRESENTATION 1**

#### ***Accountability in language testing***

**Prof Micheline Chalhoub-Deville, University of North Carolina at Greensboro**

Within educational and learning systems, interrelated terms such as policy-based, reform-driven, and accountability-based testing abound. In 2012, Cumming stated that “accountability requires not only accounting for proper expenditure of funding but also student achievement outcomes for all students” (p. 11). Similar notions are articulated in related measurement, education, and learning disciplines. For example, Perie, Park and Klau (2007) write that educational accountability is “a mechanism for thinking globally about schooling, how we measure effectiveness of our schools in promoting learning, and how we provide the supports necessary to ensure our schools become even more effective” (p.4).

Policies increasingly mandate testing, which is intended to reform teaching/educational systems and improve learning. Accountability testing is meant for improving education. The paper addresses the interconnections among policy ambitions, testing functions, teaching/learning goals, and the scope of validation undertaken. The discussion challenges established views regarding the responsibility of investigating validity and documenting consequences and makes a case to incorporate research of consequences into technical validation plans. The paper affirms the need to develop communication engagement plans that move technical information beyond traditional circles of researchers and professionals in the field. Also the paper revisits the concept of social impact analysis (SIA), which promotes a proactive rather than a reactive approach to validity, in order to inform policy formulation upfront.

### **PLENARY PRESENTATION 2**

#### ***Justice in practice: what it means and why it is our responsibility***

**Prof Cecilie Hammes Carlsen, Western Norway University of Applied Sciences**

In Europe and beyond, language tests are increasingly being used to control and regulate integration and immigration and serve the purpose of linguistic border walls (McNamara, 2005; Van Avermaet & Pulinx, 2014; Khan & McNamara, 2017). The concept of justice in language testing and assessment has therefore never been more pressing than it is today.

This use of language tests is not value neutral (McNamara & Ryan, 2009). The question discussed in this presentation is whether those who develop language tests used for such purposes should strive to remain neutral, or on the contrary, whether they have a professional responsibility to take action when their tests are being used for purposes which are potentially harmful for their test takers. In this paper, a case is made for the latter.

I will argue that taking Messick’s definition of validity seriously implies a responsibility for justice. And, a responsibility for justice implies action.

In this presentation, I will show how language test developers of a large-scale, high-stakes test of Norwegian for adult immigrants have been advocates for justice and worked actively to prevent misuse of their tests in relation to three different test uses: in integration policy, in the labour market and in higher education. I will also demonstrate how the actions taken need to be adapted to the particular context in order to be effective.

### **PLENARY PRESENTATION 3**

#### ***Critical reflections on the Flemish (language) testing landscape***

**Prof Dr Stef Slembrouck, Ghent University**

**Prof Piet Van Avermaet, Ghent University**

Historically, Flanders does not have a tradition of nationally-organised standardised testing with high stake institutional or individual consequences. Recent years have witnessed an increasing number of calls to move



in this direction (among other things, following two decades of highly visible and mediatised forms of standardised testing, such as PISA). Two tendencies have strengthened the calls. One: research which indicates that countries with centralised testing practices appear to have less social inequality, compared to countries with de-centralised practices (van de Werfhorst). This contrasts with the extensive literature on the drawbacks and risks inherent in standardised testing (e.g. teaching to the test). Two: the current era is also one of national and institutional accountability, characterised by a preference for what is quantifiable and lack of attention to processes of language learning (which may be highly individual and “whimsical”). The debate appears to be conducted in dichotomous terms, with believers in fully-fledged standardised systems, at one end, and believers in classroom-based non-standardised assessment, at the other end. Few advocate complementarity of the two paradigms. In our paper, we will sketch the debate with reference to different tiers of education and draw on data from mainstream and immigration-affected educational trajectories.

### **FACT PRESENTATION SESSION**

*Does the English proficiency of Flemish university lecturers hinder access to content for students of English-taught programmes?*

**Tom De Moor, Ghent University**

**Catherine Verguts, Ghent University**

Flemish higher education increasingly installs English-taught study programmes. In 2013, the Flemish government decreed that, when English is not the mother tongue of the lecturers, they need to prove a C1-level. Most did so by taking an internationally audited test specifically developed for this purpose by a consortium of four Flemish universities (the ITACE for Lecturers). A controversy about "deplorable levels" of English of teaching staff raged in national media, but it was mainly based on anecdotal evidence. Is the C1-level, which the Flemish government interprets as an access provider to academic content taught in English by non-native speakers, an attainable goal for the majority of lecturers?

*The English language test for lecturers: a deal or an ordeal for the Flemish universities?*

**Dr Frank van Splunder, Antwerp University**

In response to the language policy implemented by the government, the Flemish universities developed an English language test, which sparked controversy among the lecturers who had to take the test. The test was perceived as a tool of the government to curb academic freedom, instead of a means to improve the quality of education.

*Accommodating candidates with special educational needs: how can awarding organisations and testing boards best serve all our candidates?*

**Emily Davis-James, Trinity College London**

Trinity College London, like all awarding bodies, is subject to legislative and regulatory constraints and guidelines designed to allow equal access to exams for candidates with special educational needs. But how do we know if those measures are actually fair to all test takers – those with accommodations and those without? This presentation outlines the approach to access arrangements in the UK and asks the question: can we be certain that the playing field is level?

*How do we walk down the path of multilingual testing?*

**Fauve De Backer, Ghent University**

This fact presentation will focus on the assets and constraints of multilingual assessment in standardised non-language tests. Does monolingual vs. multilingual testing result in different outcomes? If so, what exactly makes the difference? I will report on the basis of a quantitative study in which multilingual accommodations are applied to a science test (TIMSS) at primary school level in Flanders.

*Girls outperforming boys in listening and reading skills: true gap or psychometric error?*

**Dr Koen Aesaert, KU Leuven**

In my fact presentation I focus on the relationship between primary school students' gender and their probability of correctly completing the items on a language proficiency test (reading and listening in home and second language), while taking differential item functioning (DIF) (item bias) into account. The results indicate that gender is related to differences in students' language proficiency. It will be discussed whether the effect size of the relationship between gender and the pupils' proficiency in reading and listening decreases and remains significant, when DIF for gender is taken into account.

## **PARALLEL WORKSHOP 1**

*Test validity and validation: comparative perspectives on quality assurance*

**Prof Micheline Chalhoub-Deville, University of North Carolina at Greensboro**

The workshop explores the tradition of quality assurance documentation in the UK versus in the US. It also addresses recent theories and applications of validation. This includes notions included in the Standards (AERA, APA, & NCME, 2014), Kane (2013), Weir (2005), O'Sullivan & Weir (2011), and Chalhoub-Deville (2016). Close attention is paid to the testing of special populations, i.e., English and other additional language (L2) learners.

## **PARALLEL WORKSHOP 2**

*Teaching and assessment in CLIL: integrating language and content*

**Prof Esli Struys, Free University of Brussels**

**Prof Jill Surmont, Free University of Brussels**

Content and language integrated language (CLIL) programmes pose great challenges to teachers with no specialised training in language education. This workshop discusses two of these challenges by answering two basic questions. First, what are the language pedagogical principles behind CLIL programmes and what are the pedagogical tools available for CLIL teachers? Second, how can teachers find a good balance between assessing language and content in CLIL? We will start from actual practices in Flemish secondary schools and provide tips and tricks for education professionals to set up an efficient CLIL language policy.

## **PARALLEL WORKSHOP 3**

*A critical reflection on assessment practices in superdiverse multilingual classrooms*

**Dr Kirsten Rosiers, Ghent University**

**Joke Ysenbaert, Ghent University**

In this interactive workshop we will critically reflect on alternative assessment practices by means of an analysis of real classroom situations characterised by multilingual repertoires. The aim is to develop thinking-outside-the-box solutions for multilingual contexts in primary and secondary education. We combine insights from ethnographic research into superdiverse classrooms with case study research of teachers' assessment practices. In the first part of the workshop, participants will be immersed in the daily realities of multilingual classroom practice and will be asked to reflect on the nature of assessment practices, and their strengths and weaknesses, in a multilingual context. In the second part, we will analyse video fragments of multilingual practice in two frameworks: one in which assessment is closely linked to instructional activity, and one in which it is separated from the instructional activity. Participants will be asked to observe and reflect on the enactment of multilingual interaction, the possible effects on pupils and teachers, and the impact on and consequences for assessment possibilities.

## **PARALLEL WORKSHOP 4**

*Is deze student klaar om talig te functioneren in het hoger onderwijs? ("Is this student ready to function linguistically in higher education?")*

WORKSHOP IN DUTCH

**Ines Blomme, KU Leuven**

**Sabine Steemans, Antwerp University**

**Ann Vlasselaers, KU Leuven – Brussels**

**Catherine Verguts, Ghent University**

Across Europe, B2 is the most commonly required level for university entrance. In Flanders, one of the university entrance tests at B2 level is the ITNA (InterUniversity Test of Dutch for Speakers of Other Languages). In this workshop, participants discuss a number of authentic performances of the oral part of this test. We will listen to test takers from different backgrounds, including non-native speakers of Dutch, native speakers, French-speaking students in a CLIL-programme in secondary school, and native speakers who went to an English-medium secondary school. The question we ask is not only whether the performances are at B2 level, but also whether the candidate students have the linguistic resources required to function at the start of higher education.



## **WORKSHOP FOR ALTE MEMBERS AND INSTITUTIONAL AFFILIATES**

*Language teaching and testing of low literate learners*

**Prof Cecilie Hamnes Carlsen, Western Norway University of Applied Sciences**

**Dr Bart Deygers, CNaVT**

Adult migrants are normally required to demonstrate a certain level of written and oral proficiency in the language of the receiving country in order to gain access to education and the labour market, and to obtain permanent residency and citizenship (Deygers et al., 2018; Carlsen et al., 2019; Pulinx et al., 2014; Rocca et al., 2019). Studies have shown that low-literate, low-educated adult L2 learners (hereafter LESLLA-learners) face particular challenges in second language learning and assessment contexts (Allemano, 2013; Carlsen et al., 2014; Djuve et al., 2018).

In this workshop, we will focus on how language teachers and test developers can take LESLLA learners into consideration in teaching and testing. We will first briefly introduce research on LESLLA learners in relation to both *learner-internal* (literacy and schooling effects) and *learner-external factors* (lack of research, lack of tailored teaching programmes, lack of tailored language and knowledge of society tests). These will provide rich opportunities for discussion and experience-sharing between the workshop participants. We will focus particularly on the question how and to what extent LESLLA learners' multilingual repertoire (first language and other earlier learned languages) can be used as a resource in language and literacy learning, as well as in a testing context.

## LIST OF SPEAKERS & WORKSHOP COORDINATORS

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**Koen Aesaert** is head of data analysis and project leader for primary education of the research group Test Development and National Assessments (Centre of Educational Effectiveness, KU Leuven).

**Ines Blomme** (KU Leuven), **Sabine Steemans** (Antwerp University), **Catherine Verguts** (Ghent University) and **Ann Vlasselaers** (KU Leuven – Brussels) are members of the test development team of the InterUniversity Test of Dutch for Speakers of Other Languages (ITNA). They are affiliated to different university language centres in Flanders (Belgium), where they teach Dutch as a second language and/or Dutch linguistics.

**Micheline Chalhoub-Deville** (Ph.D., The Ohio State University) is Professor of Educational Research Methodology at the University of North Carolina at Greensboro (UNCG, <http://erm.uncg.edu/>). At UNCG, she also serves as Director of a research group, Testing and Evaluation in Educational Accountability Models (TEEAM, <https://www.teeamaccountability.com/>). She is the President of the International Language Testing Association (ILTA, <http://www.iltaonline.com/>). She is the recipient of the TOEFL Outstanding Young Scholar Award by Educational Testing Service, the ILTA Best Article Award, and the UNCG School of Education Outstanding Senior Scholar Award. She has published widely, especially in second language testing and validity. She has also directed federally-funded projects to design and develop foreign language proficiency-based, computer-adaptive tests, and a K-12 academic English language assessment battery. She is the founder of the Midwest Association of Language Testers (MwALT). She is also a founding member of the British Council Assessment Advisory Board and the Duolingo English Test (DET) Advisory Board. She is a former Chair of the TOEFL Committee of Examiners as well as a member of the TOEFL Policy Board. She currently serves on MetaMetrics Technical Advisory Committee, the DET Advisory Board as well as the *Language Testing* and *Language Assessment Quarterly* Editorial Boards.

**Emily Davis-James** manages special needs arrangements and policy at Trinity College London, a provider of examinations in English for Speakers of Other Languages, Music, Drama and the arts. She has a background working in disability charities, specifically in the field of hearing loss.

**Bart Deygers** is a postdoctoral research fellow at KU Leuven. His primary research interest is in the role and impact of high-stakes tests in today's society. When language tests are used to impact the lives and opportunities of people, it is his aim to empirically investigate the policy that enables those tests, its consequences, and the assumptions that support it. He is currently researching the impact of language tests for citizenship and permanent residence on low-educated, low-literate learners.

**Fauve De Backer** is a doctoral researcher at Ghent University. Her project concentrates on multilingual assessment in primary education.

**Cecilie Hammes Carlsen** is a professor at the Western Norway University of Applied Sciences where, since 2017, she has been teaching second language acquisition theories and language assessment. Before she was involved in the development and validation of a high-stakes test of Norwegian for adult migrants, a work she was leading between 2011 and 2017. Her recent and current research interest is on rater behaviour, oral assessment, test use and misuse, and low-literate language learners

**Tom De Moor** teaches Dutch and English as a second language at the University Language Centre at Ghent University. He coordinates the centre's business and academic language education programmes and teaches various academic English courses for the university's doctoral schools.

**Kirsten Rosiers** is a postdoctoral assistant at Ghent University. Her research in Belgian classrooms is inspired by linguistic ethnographical data collection and analysis and focuses on multilingual data in primary, secondary and higher education. She is interested in how teachers and pupils reconcile a monolingual policy with a multilingual reality.

**Stef Slembrouck** is a senior full professor in the Linguistics Department at Ghent University. He is also director of the University Language Centre at Ghent University. He has published extensively on language use, interaction and communication in institutional and professional contexts (education, social welfare, child protection, administration, health). A considerable part of his work concentrates on the nature and implications of globalization-affected multilingualism. He teaches courses on interactional analysis, sociolinguistics and theory and methods of second language acquisition research. He is currently preparing a monograph on the home visiting professional (with Chris Hall and Karen Broadhurst).

**Esli Struys** is an assistant professor of multilingualism and applied linguistics at the Department of Linguistics and Literary Studies at Free University of Brussels. He teaches courses on cognitive aspects of multilingual communication and multilingual education and he is the head of an international team of PhD researchers on these topics.

**Jill Surmont** is an assistant professor of language pedagogy at the Teacher Training Department at Free University of Brussels. Her PhD focused on the impact of CLIL on cognition. Since then, she has focused her research more on the pedagogical aspect of CLIL, with a special interest in how teachers can stimulate the (language) learning process.

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