



PROGRAMME

ALTE 52ND MEETING & CONFERENCE DAY

The Roles of Test Takers and
Users in Striving for Fairness

21, 22, 23 November 2018
Salamanca, Spain

ALTE 52ND MEETING & CONFERENCE DAY

Monday 19th November

Registration and all sessions will take place at Hospedería Fonseca (C/ Fonseca, 2).

TIME	SESSION	ROOM
9.00-17.00	ALTE orientation training to audit system (not public)	Aula 2.4

Tuesday 20th November

TIME	SESSION	ROOM
9.00-17.00	ALTE coordination session (open only to ALTE auditors)	Aula 2.4
9.00 - 17.00	ALTE Course on item writing	Aula 2.7

ALTE 52ND MEETING & CONFERENCE DAY

Wednesday 21st November

Registration, breaks, lunch and all sessions will take place at Hospedería Fonseca (C/ Fonseca, 2).

TIME	SESSION	ROOM
8.45-9.00	<i>Registration</i>	Hall auditorio
9.00-11.00	Standing Committee Meeting (elected members of committee only)	Aula 2.4
11.00-11.30	<i>Coffee</i>	Cafetería
11.30-13.00	Standing Committee Meeting continues	Aula 2.4
13.00-14.30	<i>Lunch</i>	
14.30-16.00	Executive Committee Meeting (elected members of committee only)	Aula 2.5
16.00-16.30	<i>Coffee</i>	Cafetería
16.30-18.00	Executive Committee Meeting continues	Aula 2.5
18.45-20.00	<i>Social activity</i>	Old University building
20.00-21.30	<i>Reception</i>	Salón Chimenea del Colegio Fonseca

ALTE 52ND MEETING & CONFERENCE DAY

Thursday 22nd November

Registration, breaks, lunch and all sessions will take place at Hospedería Fonseca (C/ Fonseca, 2).

TIME	SESSION	ROOM
08.30-09.00	<i>Registration</i>	Hall auditorio
09.00-09.20	Official opening	Sala Menor
09.25-10.10	Parallel SIGs (All ALTE delegates)	
	CEFR SIG	Aula 2.4
	LSP SIG	Aula 2.5
	QMS working group	Aula 2.7
10.15-11.00	Parallel SIGs (All ALTE delegates)	
	LAMI SIG	Aula 2.7
	Special Requirements and Circumstances SIG	Aula 2.5
	Teacher Training SIG	Aula 2.4
	SIG on Technology in Language Assessment	Sala Menor
11.00-11.30	<i>Coffee</i>	Cafetería
11.30-13.00	Principles of Good Practice workshops (All ALTE delegates)	
11.30-12.00	Plenary Session	Sala Menor
12.00-13.00	Parallel Workshops	
	Workshop: Ethical Considerations and the Concept of Usefulness in Examinations	Aula 2.4
	Workshop: Examination Qualities	Sala Menor
	Workshop: ALTE Quality Management System	Aula 2.5
	Workshop: ALTE Support and Resources	Aula 2.7
13.00-14.30	<i>Lunch</i>	Cafetería
14.30-16.00	Workshops	
	Associate Professor Lia Plakans, University of Iowa Engaging stakeholders in the language assessment cycle	Salón de actos
	Dr. Kamran Khan, Universidad de Lleida Dialogic approaches to test constructs and test preparation	Aula 1.2
16.00-16.15	<i>Coffee</i>	Cafetería
16.15-16.35	Report from the Principles of Good Practice workshops	Sala Menor
16.35-18.00	Extraordinary Annual General Meeting – ALTE Members only	Sala Menor
20.30-23.00	<i>Gala dinner</i>	Salón de Pinturas del Colegio Fonseca

ALTE 52ND MEETING & CONFERENCE DAY

Friday 23rd November

Registration, breaks, lunch and all sessions will take place at Hospedería Fonseca (C/ Fonseca, 2).

TIME	SESSION	ROOM
08.30-09.00	Registration	Hall auditorio
09.00-09.20	Opening address	Auditorio
09.20- 10.00	Associate Professor Jesús Fernández, Universidad de Salamanca <i>The linguist taking the test: ideas and reflections from an outsider</i>	Auditorio
10.00-10.40	Marios Molfetas, Roger Johnson, PeopleCert <i>Online proctoring: A key feature of secure high-stakes tests in the future?</i>	Auditorio
10.40-11.00	Coffee	Cafetería
11.00-11.40	Dr. Juan Miguel Prieto, Cursos Internacionales, Universidad de Salamanca Marking of Writing tests from the examiner's point of view: consequences for the candidate	Auditorio
11.40-12.20	Associate Professor Lia Plakans, University of Iowa <i>Enhancing the roles of test users and test takers in language testing</i>	Auditorio
12.20-13.00	Professor Gordon Stobart, University College London <i>What is a fair test in a multi-cultural society?</i>	Auditorio
13.00-14.30	Lunch	Cafetería
14.30-15.10	Dr. Kamran Khan, Universidad de Lleida <i>Positioning language testing for immigration: insecurity, borders, surveillance and knowledge bodies</i>	Auditorio
15.10-15.25	Closing remarks and introduction to the workshops	Auditorio
15.30-17.00	Parallel workshops	
	Dr. Marta Seseña, Marian Villoria, Rosario Domínguez, Cursos Internacionales, Universidad de Salamanca <i>La creación de tareas para pruebas de dominio (in Spanish)</i>	Aula 2.4/2.5/2.6
	Dr. Marta García, Dr. Miriam Borham, Universidad de Salamanca <i>Supervision and security: good practices to guarantee the success of exams</i>	Aula 2.7
	Florian Nimmrichter, ÖSD, Austria <i>Striving for fairness: The challenge of meeting special needs and requirements and the minimum standard no. 10</i>	Aula 1.2

*Interpretation through headphones is available for all plenary presentations on the Friday from English into Spanish, except for Juan Miguel Prieto where it will be from Spanish into English.

ALTE 52ND MEETING & CONFERENCE DAY

Parallel workshops on Thursday

Associate Professor Lia Plakans, University of Iowa, USA

Engaging stakeholders in the language assessment cycle

Involving stakeholders in the assessment cycle promotes fairness and transparency in language testing. This engagement with test users and test takers at multiple stages can improve validity, increase investment, and promote assessment literacy. This workshop will engage participants in three approaches that promote stakeholder involvement: asking students to record and analyse their process in a writing assessment task, developing a rating scale for a placement test, and establishing a language assessment research agenda to benefit a community of learners and teachers.

Dr. Kamran Khan, Universidad de Lleida, Spain

Dialogic approaches to test constructs and test preparation

This workshop will use the construction of the LUK (Life in the UK) citizenship test as a way to analyse the competing discourses involved in the formation of the test and how individuals may negotiate it. Such tests are not only the product of developers but also influenced by political and security discourses which may serve to satisfy an electorate as much as educationalists. Quite often tests such as LUK also appeal to notions of integration and national security (Khan 2017).

First, the history and formation of the legal and linguistically-oriented test construct for LUK will be presented. To do so, Bakhtin's notion (1984) of 'dialogism' will be used, which argues that words, voices and test constructs are a product of a diverse range of historical, political and socio-political forces.

Then, an ethnographic study of test negotiation of LUK will be used to demonstrate how construct validity may be subverted, particularly if test preparation undermines state-endorsed preparation methods. Dr Kamran Khan will demonstrate how various 'voices' shape the learning and testwiseness involved in preparing for the LUK test. The result is a subversion of test validity which satisfies yet undermines the technical and ideological basis of the test.

ALTE 52ND MEETING & CONFERENCE DAY

Plenary presentations on Friday

Associate Professor Jesús Fernández, Universidad de Salamanca, Spain

The linguist taking the test: ideas and reflections from an outsider

If beauty is in the eye of the beholder, reactions, emotions and attitudes towards language assessment depend on which side you are on. If you are to take a language test, you are most likely to be overcome with anxiety, lack of confidence or sheer panic; if you are a language tester, it should be feelings of responsibility and fairness that hover over you; if you work for a company in the human resources department, language tests would probably be seen as an efficient and not very expensive way of screening and selecting candidates, and so on and so forth. If your business is linguistics (which does not exclude the other settings, of course), what is it that gets your attention? Is it the authenticity of the language used? Is it whether the tasks candidates have to face are close or far away from real language use? Is it how each linguistic level (from sound to discourse) is represented or misrepresented in the test? Is it the fact that other cognitive abilities are being assessed instead of sheer linguistic or communicative competence? Is it the fact that interlanguage is confronted with native competence in a quite unbalanced duel? These and other connected issues will be dealt with in this presentation, based on examples from English, French, German and Spanish examinations.

Roger Johnson/Marios Molfetas, PeopleCert, UK

Online proctoring: A key feature of secure high-stakes tests in the future?

This presentation introduces LanguageCert (part of the PeopleCert group). It then focuses on the security challenges increasingly faced by test providers, who need to protect their own valuable IP and maintain confidence in publicly available tests. It will consider the experience of one organisation in using up-to-date technology to enhance test security, and how it has invested in a sophisticated online (or remote) proctoring system to protect the test provider and users and to facilitate more flexible access by test takers. The talk will consider the features and benefits of online proctoring which make this approach increasingly suitable for use in high- or medium-stakes tests, and look at the opportunities to connect online proctoring systems with other developments in technology to promote test security in the future.

ALTE 52ND MEETING & CONFERENCE DAY

Dr. Juan Miguel Prieto, Cursos Internacionales, Universidad de Salamanca, Spain

Marking of Writing tests from the examiner's point of view: consequences for the candidate

Marking of Writing tests entails a high level of responsibility for the examiners that participate in the process, as their influence on the awarded score is decisive. As a general rule, in high-consequence rating systems, raters must be accredited and receive refresher courses on a regular basis. The main objective for this accreditation and training is that the scores obtained by candidates in a test depend solely on the level of competence of the raters. However, there may also be unintended effects of using a particular rater, and these must be taken into account. The marker might be excessively severe or lenient when scoring the tests, he or she might use the rating scales inappropriately or idiosyncratic effects such as halo or central tendency can also appear. The format in which the exam is performed, e.g. paper or computer, can also influence the process.

By means of psychometric procedures, it is possible to detect the appearance of these, but in our presentation we are interested in discovering the perception examiners have of their own performance. Our aim is to survey a large team of examiners who mark writing tests in a well-known certification system. We want to know their point of view and draw conclusions about what their influence can be on the scores obtained by the candidates who have taken the test, the real protagonists of the qualification process.

Associate Professor Lia Plakans, University of Iowa, USA

Enhancing the roles of test users and test takers in language testing

This presentation will argue for the critical role of stakeholders in the process of developing, using, and evaluating language assessments. This engagement is important in establishing partnerships between test developers, researchers, and language test users. The presenter will discuss using a community-based participatory research (CBPR) model, adapted from nursing and the health sciences, as a useful approach in language assessment to enhance the roles of test users and test takers. By developing partnerships with communities using assessments, language tests become more grounded in context and decision-making. An example of a project will be used to illustrate approaches to CBPR that led to several studies on the usefulness and fairness of tests used in a language learning program. The challenges and keys to sustainability in these partnerships will be presented along with potential future directions for language assessment in relation to this approach.

ALTE 52ND MEETING & CONFERENCE DAY

Professor Gordon Stobart, University College London, UK

What is a fair test in a multi-cultural society?

In this presentation I claim that fairness in assessment is fundamentally a social and cultural issue, rather than a technical one, and that fair assessment cannot be considered in isolation from both the curriculum and the educational opportunities of the students.

This makes language testing a particularly complex process. I look at four topics in relation to equity: the nature and purpose of the assessment system; recognising the experiences of different groups; cultural diversity; and monitoring group performance.

We can never achieve completely fair assessments, but we can make them fairer. At the heart of this improvement process is a transparency about design, constructs and scoring which make clear the values and limits of our test design processes.

Dr. Kamran Khan, Universidad de Lleida, Spain

Positioning language testing for immigration: Insecurity, borders, surveillance and knowledge bodies

During the last two decades, a number of Western countries have turned to language testing as an instrument for integration. The justification for the introduction and subsequent refinement has often been linked to notions of security for the nation as politicians have aligned the dangers of a lack of integration with potential violence, terrorism and/or radicalisation (Khan 2017). This talk will disentangle those discourses by positioning the role of language testing within broader discourses of national security.

Scholarship in security studies has moved from a focus on material, militaristic forms of security to more diffuse, 'transversal threats' (Bigo 2002) from within, quite often embodied by the figure of the immigrant. Of relevance to this talk are surveillance, borders and the flow of security knowledge among various bodies. Surveillance is not only about visibility but also how risk is distributed in forms of social classification. By introducing tests within security discourses, immigrants are classified as in need of intervention. Tests also embody legal and linguistic barriers to be negotiated (Khan & McNamara 2017). These borders can be adjusted and moved according to the wishes of the government. Finally, I will analyse how test scores are passed through interaction between the individual and the state as well as governmental bodies.

Having situated the increasing 'security turn' within language testing for immigration and settlement purposes, I will also examine cases of imposing generic tests such as IELTS and DELE within immigration. By using such exams beyond the means intended by test developers, legitimate concerns of test use and retrofitting emerge (Fulcher & Davidson 2009).

ALTE 52ND MEETING & CONFERENCE DAY

About the speakers

Associate Professor Jesús Fernández, Universidad de Salamanca, Spain

Jesús Fernández González is Associate Professor of Linguistics and director of the Centro Internacional del Español at the University of Salamanca (Spain). His research interests include linguistic typology and contrastive analysis, teaching methodology of Spanish as a second language, and the concept of 'nativeness' in a second language. He has also written textbooks of Spanish as a second language, as well as specific materials for pronunciation and the use of games in the foreign language classroom, co-authored with Professor Javier de Santiago Guervós. His latest publication *Fundamentos para la enseñanza del español como 2/L*, also in collaboration with Professor Javier de Santiago Guervós, is a state of the art handbook for current and future teachers of Spanish as a second language. In addition to his academic career, he has been in charge of organisations concerned with the teaching and promotion of Spanish as a second language, for example, Cursos Internacionales at the University of Salamanca, or the Education Offices of Spain in New York and London.

Roger Johnson, Member of Advisory Council, LanguageCert, UK

Roger Johnson has a first degree in law, a Master's in English teaching from the University of Manchester, and an MA from Cambridge University. He is an educational assessment expert with broad experience of developing strategy and introducing process improvements in the risk-averse environment of high-stakes examinations.

Originally a teacher, trainer and examiner both in the UK and overseas, he worked for Cambridge Assessment English for 25 years, in a wide range of roles. When he left Cambridge English in 2017, he was Chief Operating Officer, leading a team of 360 staff, covering assessment design and content, quality assurance and validation, as well as distribution channel management and back-office operations. He has a particular interest in how developments in language teaching and testing can interact to deliver real benefits for learners and teachers.

Marios Molfetas, Business Development Director & Responsible Officer, LanguageCert, UK

Marios Molfetas holds an MSc in Electronic Business Management from the University of Warwick, where he served as Business Consultant and Business Development Manager prior to joining PeopleCert/ LanguageCert in 2009. Since then, he has served as a Manager in the Marketing & Communications and Business Development departments.

Appointed by the Board of Directors, he assumed the role of the Responsible Officer & Manager in 2016, monitoring at high levels the contracts regarding all activities outsourced to LanguageCert. He is also responsible for the sales and marketing, as well as the development and execution, of LanguageCert's business development strategy. He also manages relationships with LanguageCert's business development partners and liaises with the assigned personnel.

ALTE 52ND MEETING & CONFERENCE DAY

Dr. Juan Miguel Prieto, Cursos Internacionales, Universidad de Salamanca, Spain

Juan Miguel Prieto Hernández has a PhD in Hispanic Studies (Universidad de Salamanca) and is Head of the Assessment Department in Cursos Internacionales at the Universidad de Salamanca. His research interests include examiner performance in Writing and Speaking test, the evaluation of second languages, and the methodology of teaching Spanish as a second language. He has given training seminars for teachers/professors in Spanish at foreign universities and official institutions. He is the coordinator of the different teams that develop and mark the DELE (Diplomas of Spanish as a Foreign Language), SIELE (Servicio Internacional de Evaluación de la Lengua Española) and USAL esPro, at the Universidad de Salamanca. He is also the author and co-author of different specialized articles about the methodology of the teaching of Spanish and the evaluation of Spanish as a Foreign Language.

Associate Professor Lia Plakans, University of Iowa, USA

Lia Plakans is associate professor of Foreign Language and ESL Education at the University of Iowa. Her research focuses on second language learning with particular emphasis on language assessment and literacy. She has directed assessment research grants funded by Educational Testing Service (ETS), Cambridge Michigan Language Assessment, and the journal *Language Learning*. She is an associate editor for *Language Assessment Quarterly* and is a member of the Committee of Examiners for the Test of English as a Foreign Language (TOEFL). She has co-authored the books *Assessment Myths: Applying Second Language Research to Classroom Teaching* and *Reading and Writing for Academic Success* (University of Michigan Press). Her research has been published in academic journals such as *TESOL Quarterly*, *Language Testing*, *Language Assessment Quarterly* and *Journal of Second Language Writing*. Currently, she co-directs a U.S. Department of Education grant from the Office of English Language Acquisition (2017-2021, \$2.25 million) that involves training teachers to work effectively with learners of English. She is the K-12 ESL Endorsement Coordinator for the Teacher Education Program and Chair of the Teaching and Learning Department in the College of Education at the University of Iowa. She was an English language teacher for 15 years in Iowa, Texas, Ohio and Latvia.

ALTE 52ND MEETING & CONFERENCE DAY

Professor Gordon Stobart, University College London, UK

Gordon Stobart is Emeritus Professor of Education, Institute of Education, University College London and an Honorary Senior Research Fellow at Oxford University Centre for Educational Assessment (OUCEA).

Before moving to the Institute of Education, he spent twenty years as a senior researcher in policy-related environments, firstly as head of research at an examination board, then at government education agencies. Prior to that he was a secondary school teacher and an educational psychologist. He gained his PhD as a Fulbright Scholar in the USA.

Much of his recent assessment work has involved promoting formative assessment as part of improving teaching and learning. He was a founder member of the Assessment Reform Group which has promoted Assessment for Learning internationally.

His current work is on how experts learn and the implications for classroom teaching and learning. His most recent book is *The Expert Learner: Challenging the Myth of Ability* (2014, Oxford University Press/ McGraw-Hill).

He is a former editor of the international journal *Assessment in Education: Principles, Policy and Practice* and author of *Testing Times: The Uses and Abuses of Assessment* (2008, Routledge).

Dr. Kamran Khan, Universidad de Lleida, Spain

Kamran Khan is currently an associate lecturer at the University of Lleida and visiting scholar at King's College London. He is publishing his first book with Bloomsbury entitled *Becoming a Citizen: linguistic trials and negotiations*, which analyses construct validity in citizenship testing in the UK and the assimilation of citizenship test preparation materials into the everyday lives of people within the naturalisation processes. He is currently co-leading a British Academy project about security and sociolinguistics at King's College London. He holds a joint PhD between the University of Birmingham and University of Melbourne and his research interests in testing include critical approaches, test preparation and security.

ALTE 52ND MEETING & CONFERENCE DAY

Parallel Workshops on Friday

Dr. Marta Seseña, Marian Villoria, Rosario Domínguez, Cursos Internacionales, Universidad de Salamanca, Spain

La creación de tareas para pruebas de dominio

Las tareas de las pruebas de dominio deben cumplir con los objetivos para los que se crean, lo que requiere la aplicación sistemática de un conjunto de técnicas complejas. Son muchos los elementos que deben considerarse durante todas las fases del proceso de elaboración que, de no realizarse de forma correcta, pueden malograr la labor del creador.

El objetivo de estas sesiones es concienciar a los participantes de que la creación de tareas para medir el dominio lingüístico no depende de la capacidad creativa, sino del cumplimiento riguroso de los estándares centrados en la construcción de ítems. Para ello, se les ofrecerá la oportunidad de que conozcan los principales aspectos que han de tenerse en cuenta y la documentación que debe manejarse.

El taller constará de tres sesiones, una por cada nivel (A, B y C), con el fin de que los participantes puedan optar por aquel que más le interese.

Dr. Marta García, Dr. Miriam Borham, Universidad de Salamanca, Spain

Supervision and security: Good practices to guarantee the success of exams

The area of linguistic certification focuses its activity on assessment. Within this field, it pays particular attention to certain aspects of the creation of exams. Hence, efforts concentrate on the development of tests so that they are as reliable and adequate as possible in line with their required purposes. Sometimes, in these attempts other equally important aspects of the process are ignored. In particular, we refer to the administration of the exam and, more specifically, to the supervision of the sessions of the said exam. This part of the process must be performed with careful attention so that the tests can always be conducted with the necessary guarantees, and so the assessment can be successful. Our aim is, then, to establish a decalogue of good practices for any examination. In order to do so, we will suggest the analysis of several documents from different face-to-face qualifications to engage in a discussion of the most relevant aspects, with the intention of creating a standard that could be transferred to any linguistic accreditation.

Florian Nimmrichter, ÖSD, Austria

Striving for fairness: The challenge of meeting special needs and requirements and the minimum standard no. 10

Within the ALTE Code of Practice and the minimum standard 10 there is much leeway given to what special needs exactly means and how accommodations are actually put into practice. This is due to the wide variety of impediments. The special needs result in a very broad spectrum of accommodations and modifications since most of the applications have to be dealt with individually.

In this workshop, we will discuss the results of a survey conducted in 2015 that explored the multitude of support measures ALTE members offer. We will try to find common ground to see if we can identify a set of accommodations that could be considered a solid basis that could be applied on any test and that could also work as a concrete addendum for the minimal standard 10 and the ALTE Code of Practice.

ALTE 52ND MEETING & CONFERENCE DAY

About the speakers

María Antonia Villoria Moreno, Cursos Internacionales Universidad de Salamanca, Spain

María Antonia Villoria Moreno is a graduate in Spanish Literature and Titular Teacher of Spanish in Cursos Internacionales at the University of Salamanca. She holds a Master's Degree in teaching Spanish as Foreign Language. She has also contributed her expertise to the production, development, revision and assessment of the DELE, SIELE and BULATS tests. She has taught seminars in universities and worked in different assessment projects (for example, Surveylang) and her main research is focused on writing assessment. She is currently responsible for the A Level for the DELE Diploma.

Dr. Marta Seseña Gómez, Cursos Internacionales Universidad de Salamanca, Spain

Marta Seseña Gómez teaches Spanish in Cursos Internacionales at the University of Salamanca. She holds a PhD in Spanish Language University and a Master's Degree in teaching Spanish as a Foreign Language. She has also contributed her expertise to the production, development, revision and assessment of the DELE tests and is currently the Academic Coordinator of the B Level for the DELE Diploma.

Her main research interests include ICT (Information and Communication Technologies) in the teaching of Spanish as a Foreign Language and Didactics for audiovisual media in the classroom. She is also specialised in training Spanish teachers for the Instituto Cervantes and has contributed her expertise to several Master's Degrees offered by the University of Salamanca.

Rosario Domínguez López, Cursos Internacionales Universidad de Salamanca, Spain

Rosario Domínguez López is a graduate in Spanish Literature and Titular Teacher of Spanish in Cursos Internacionales at the University of Salamanca. She has taught seminars in universities and official institutions in different countries and worked in different assessment projects (Linguaskill, BULATS). She has also published several manuals for the teaching of Spanish as a Foreign Language and her main research is focused on writing assessment. She is currently responsible for the C Level for the DELE Diploma.

ALTE 52ND MEETING & CONFERENCE DAY

Dr. Marta García, Cursos Internacionales Universidad de Salamanca, Spain

Marta García holds a PhD in Assessment and a Master's Degree in teaching Spanish as a Foreign Language, both from the University of Salamanca. She has extensive experience of teaching Spanish as a Foreign Language.

Aside from teaching, she has also contributed her expertise to the production, development, revision and assessment of the Diploma de Español como Lengua Extranjera (DELE) and Servicio Internacional de Evaluación de la Lengua Española (SIELE) tests, has acted as coordinator for the BULATS Spanish test and is currently the coordinator of LanguageCert USAL esPro test. She has participated in ALTE projects and is currently working in the ALTE Language for Specific Purposes (LSP) group. Her main research interests include non-verbal communication in the teaching of Spanish and assessment for LSP.

Dr. Miriam Borham-Puyal, Universidad de Salamanca, Spain

Miriam Borham-Puyal holds a PhD in English Literature from the University of Salamanca. Between 2010 and 2016 she worked as Assessment and Language Testing Coordinator at the University Language Centre (Salamanca), as one of the permanent members of its Quality Control Committee, and as one of its heads of studies. She now regularly acts as an external expert for the revision of the Diploma de Español como Lengua Extranjera (DELE). She has also published several articles and book chapters on assessment in higher education.

Florian Nimmrichter, ÖSD, Austria

Florian Nimmrichter has a degree in German Philology and has been teaching German as a foreign language since 2001, most recently at the Alpen-Adria-Universität Klagenfurt. Since 2007, he has worked for the ÖSD who offers German exams worldwide and is a full member of ALTE. He is now concerned with quality management and the training of examiners. He is also responsible for the special needs applications and since 2015, has been chair of the ALTE SRC SIG.