

ALTE 54th Meeting and Conference

54. srečanje in javni posvet ALTE

Monolingual testing in a multilingual reality?

Language ideologies and their influence on language testing

Enojezično testiranje v večjezični resničnosti?

Jezikovne ideologije in njihov vpliv na jezikovno testiranje

Ljubljana, 6–8 November 2019

Ljubljana, 6.–8. november 2019

PROGRAMME
PROGRAM

Welcome to Ljubljana!

ALTE, the University of Ljubljana, the Faculty of Arts and its Centre for Slovene as a Second and Foreign Language (CSDTJ) at the Department of Slovenian Studies warmly welcome you to its 54th Meeting and Conference Day.

The Centre for Slovene has been – and what a numerical coincidence this is! – for 54 years the central institution for Slovenian as a second and foreign language. Its activities include teaching Slovenian, developing textbooks, manuals and language programmes, researching, providing professional training and counselling, and, as one of its main activities, verifying and certifying Slovenian as a non-native language. The Examination Centre programme was formally established 25 years ago, and examinations testing Slovenian knowledge were – with a more or less ideological agenda – first carried out in 1991. This is one of the reasons why we have placed language ideologies at in the centre of the Ljubljana meeting. For historical reasons, the Slovenian space seems particularly exposed to these ideologies. After all, 100 years ago the founders of the first Slovenian university were guided by them – among the first faculties were the Faculty of Philosophy and the Faculty of Law, which kindly made space for us – and this is what allowed Slovenian to assume a full institutional life.

We live in a multilingual reality and we celebrate multilingualism as a social phenomenon and plurilingualism as an individual ability. But, paradoxically, our exams in national and other languages are strictly monolingual. Such exams are currently being strongly promoted by the authorities and our language communities often expect them to have this form. Yet, it can be argued that monolingualism is an outmoded practice; the reality of speakers in the globalised world consists of fluid and hybrid language practices, marked by the use of all the available language resources in an individual's repertoire. However, monolingualism sometimes still seems to be a valuable ideological (and political) concept.

How can language testers efficiently approach both principles – monolingualism as a social and political practice and plurilingualism as an individual person's experience? Language testing, by its very nature, excludes interlanguage dynamics. When sitting the exam – and contrary to real-life communication – test-takers are not supposed to use their whole language repertoires and strategies such as translanguaging. But perhaps they should?

We would like to address questions such as these at our meeting in Ljubljana.

ALTE meetings are extremely valuable, as they raise relevant questions – and the paradoxes of language testing are among these relevant questions.

We look forward to meeting and spending time with you!

Dr Ina Ferbežar

Head of the Examination
Centre, CSDTJ

Professor Simona Kranjc

Head of the CSDTJ

Dr Nick Saville

ALTE Secretary-General

ALTE 54th Meeting and Conference

Wednesday 6 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

Time	Session	Room
08:45–09:00	Registration	Lobby (in front of seminar rooms, basement)
09:00–11:00	Standing Committee Meeting (elected members of committee only)	Seminar 3
11:00–11:30	Coffee	Lobby (basement)
11:30–13:00	Standing Committee Meeting continues	Seminar 3
13:00–14:00	Lunch	Lobby (basement)
14:00–15:30	Executive Committee Meeting (elected members of committee only)	Seminar 3
15:30–16:00	Coffee	Lobby (basement)
16:00–17:30	Executive Committee Meeting continues	Seminar 3
18:00–19:30	Pocket Slovene: mini language course	University of Ljubljana, Centre for Slovene as a Second and Foreign Language, Kongresni trg 12, 2 nd floor



ALTE 54th Meeting and Conference

Thursday 7 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

Time	Session	Room
08:30-9:00	Registration	Lobby (in front of the Zlata dvorana hall, 1 st floor)
09:00-09:20	Official opening	Zlata dvorana
09:25-11:00	Parallel SIGs (All ALTE delegates)	
	SIG on Technology in Language Assessment	Seminar 3
	LSP SIG	Seminar 4
	LAMI SIG	Seminar 5
11:00-11:30	Coffee	Lobby (1 st floor)
11:30-13:00	Parallel SIGs (All ALTE delegates)	
	QMS working group	Seminar 3
	Teacher Training SIG	Seminar 5
	CEFR SIG	Zlata dvorana
13:00-14:00	Lunch	Lobby (1 st floor)
14:00-15:30	Parallel workshops	
	Siân Morgan , Cambridge Assessment English, UK <i>Success beyond the test: The importance of creating positive impact by design</i>	Seminar 3
	Dr Benjamin Kremmel , University of Innsbruck, Austria <i>Avoiding bias in language test development</i>	Seminar 4
15:30-16:00	Coffee	Lobby (1 st floor)
16:00-16:15	Reports from SIGs	Zlata dvorana
16:15-18:00	ALTE AGM (CIO) – ALTE Members only	Zlata dvorana
18:15-19:45	Evening city walk (from the Faculty of Law to dinner venue – Švicarija)	Meeting point: Faculty of Law (main entrance)
20:00-23:00	Conference dinner	Švicarija, Meeting point (no evening city walk): 19:15 Faculty of Law (main entrance)

ALTE 54th Meeting and Conference

Friday 8 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

Time	Session	Room
08:30-9:00	Registration	Lobby (in front of the Zlata dvorana hall, 1 st floor)
9:00-9:10	Welcome Representatives from ALTE: Dr Nick Saville , ALTE Secretary-General Graham Seed , ALTE Manager	Zlata dvorana
9:10-9:30	Opening address Professor Roman Kuhar , the Dean of the Faculty of Arts, University of Ljubljana, Slovenia Professor Simona Kranjc , the Head of the Centre for Slovene as a Second and Foreign Language, University of Ljubljana, Slovenia	Zlata dvorana
9:30-10:00	Professor Marko Stabej , Faculty of Arts, University of Ljubljana, Slovenia <i>Colingualism: Utopia or reality?</i>	Zlata dvorana
10:00-10:30	Petra Likar Stanovnik , Faculty of Arts, University of Ljubljana, Slovenia <i>How prejudices affect rating (case study Slovene)</i>	Zlata dvorana
10:30-11:00	Coffee break and exhibition	Lobby (1 st floor)
11:00-12:15	Round table (in Slovene and simultaneously interpreted into English) <i>Language policy makers' (close) encounters (the case of Slovenia)</i> Presenters: Igor Cetina , Internal Administrative Affairs, Migration and Naturalisation Directorate, Migration Office, Migration Policy and Legislation Division, Ministry of the Interior, Slovenia Professor Alojz Ihan , Faculty of Medicine, University of Ljubljana, Slovenia Professor Marko Stabej , Faculty of Arts, University of Ljubljana, Slovenia Dr Lana Zdravković , The Peace Institute, Slovenia Tina Zupančič , company Revoz, d. d., Slovenia Moderator: Dr Ina Ferbežar , Faculty of Arts, University of Ljubljana, Slovenia	Zlata dvorana
12:15-13:30	Lunch	Lobby (1 st floor)

Time	Session	Room
13:30–14:10	Professor Anne Gallagher , National University of Ireland, Maynooth, Ireland <i>'She speaks fluent Irish': some challenges encountered in minority-language testing</i>	Zlata dvorana
14:10–14:50	Graham Seed , Cambridge Assessment English, UK <i>What is plurilingual assessment?</i>	Zlata dvorana
14:50–15:10	Closing remarks, introduction to the workshops, and message about ALTE 7th International Conference	Zlata dvorana
15:10–15:30	Coffee	Lobby (1 st floor)
15:30–17:00	Parallel workshops	
	Tanja Jerman , University of Ljubljana, Slovenia (benchmarking workshop in Slovene) <i>The CEFR in practice: native speaker as a reference?</i>	University of Ljubljana, Centre for Slovene as a Second and Foreign Language, Kongresni trg 12, 2 nd floor
	Dr Lorenzo Rocca , CVCL, University for Foreigners of Perugia, Italy <i>Moderator of a follow up workshop on Language policy makers' (close) encounters (the case of Slovenia)</i>	Zlata dvorana
	Siân Morgan , Cambridge Assessment English, UK <i>Success beyond the test: The importance of creating positive impact by design</i>	Seminar 3
	Dr Benjamin Kremmel , University of Innsbruck, Austria <i>Avoiding bias in language test development</i>	Seminar 4

Parallel workshops on Thursday

Siân Morgan (Cambridge Assessment English)

Success beyond the test: The importance of creating positive impact by design

The increasingly widespread use of English language tests for decision-making purposes places great responsibility on test providers to develop fair, valid, and reliable tests, to ensure that both the intended and unintended consequences of the tests are positive.

In this interactive workshop we will examine the notion of impact as envisaged in the forthcoming ALTE Principles of Good Practice, as well as the principle of ‘impact by design’ (Saville, 2009) as an essential component of the validity argument for a language test.

We will consider

- procedures and practices which promote positive impact on teaching and learning,
- how stakeholders can be engaged,
- how impact can be measured over time.

A case study will be presented to illustrate how the impact of a large-scale educational project in Malaysia was measured.

Dr Benjamin Kremmel (University of Innsbruck)

Avoiding bias in language test development

Bias in language tests jeopardizes test fairness and threatens the validity of interpretations we can draw on the basis of the scores tests yield. As such, efforts to avoid and monitor bias regarding L1, gender, or other factors are integral to test development to preempt the possibility that the internal properties of a test will disadvantage or negatively affect particular subgroups of test takers. Testing organisations such as ALTE, ILTA or EALTA thus all feature this dimension of test fairness in the documents of professional standards and codes of practice they have set out. In this workshop, we will look at potential sources for such “systematic error that disadvantages the test performance of one group” (Shephard, Camilli, & Averil, 1981), both in terms of item bias as well as rater bias. We will talk about ways and procedures of preventing and monitoring bias in choice of content, rating and other areas of test construction and evaluation, and discuss whether bias can only be minimized or eliminated completely.



Plenary presentations on Friday

Professor Marko Stabej (University of Ljubljana)

Colingualism: Utopia or reality?

This paper discusses the relationship between the European and Slovene national language policies and the possibility of developing, in the contemporary Slovene linguistic community, a new concept of harmonious multilingualism and plurilingualism, which we refer to as colingualism. In this context, the deep-rooted ideology of monolingualism must be overcome and adapted to new circumstances. This is not possible without a redefinition of language policy and language planning, which must take into account both the practical and the identity aspects of the modern linguistic situation in Slovenia.

Petra Likar Stanovnik (University of Ljubljana)

How prejudices affect rating (case study Slovene)

Exams in Slovene as a second and foreign language are high-stakes exams. Test-takers sitting those exams are mostly immigrants from former Yugoslav republics and are speakers of South Slavic languages that are closely related to Slovene. One would expect that – due to positive language transfer – they would be able to achieve higher scores.

Research shows that some raters have higher expectations regarding the language performance of former fellow citizens than they do of others – and they rate test-takers' performance in line with these expectations. They argue that speakers of languages other than South Slavic ones should be rewarded also for the fact they have to make far greater efforts to learn Slovene. They therefore suggest different rating criteria for these 'others'. Taking that into consideration, the presentation will address questions of prejudice.

Round table

Language policy makers' (close) encounters (the case of Slovenia)

The round table will be in Slovene, and will be interpreted simultaneously into English.

Due to its specific historical circumstances, Slovene has always had a strong identification role for Slovenes. It was the basis of the nation's existence and often the argument for and the aim of political action. This is one of the key reasons why the concept of monolingualism is still strongly anchored in Slovenia, in spite of – or maybe because of – the fact that Slovenia has long been a country of immigration.

In the discussion, participants from various fields will, from their own point of view, attempt to answer the complex questions of the relationship between the need for immigration (e.g. due to a lack of workers in certain areas, such as healthcare and tourism in Slovenia), (actual) communication needs of immigrants, the expectations of the linguistic community regarding their knowledge of Slovene, the official language requirements, and the linguistic rights and duties of all communication partners.

Presenting and exchanging views on these topics will be:

- Igor Cetina, senior advisor responsible for some actions for integration of third-country nationals at the Ministry of the Interior;
- Dr Alojz Ihan, a medical doctor and professor of microbiology and immunology at the Faculty of Medicine at the University of Ljubljana, who is also a writer;
- Dr Marko Stabej, professor of Slovene language at the Faculty of Arts of the University of Ljubljana and a specialist in language policy;
- Dr Lana Zdravković, a philosopher, an expert in migration at the Peace Institute and an activist in the field of human rights;
- Tina Zupančič, training manager, who will present the point of view of the employer, the car manufacturer Revoz, d. d.;
- Dr Ina Ferbežar, who runs the Examination Centre at the Centre for Slovene as a Second and Foreign Language, where one must take into account the positions of different stakeholders when it comes to developing Slovene language exams.

Professor Anne Gallagher (National University of Ireland, Maynooth) **'She speaks fluent Irish': some challenges encountered in minority-language testing**

The ultimate goal of many learners as they begin their language studies is a form of balanced bilingualism, or what is often called 'native-speaker competence'. This is also the expectation of many monolingual employers seeking to recruit employees proficient in languages. Language testers, however, encounter many different forms of bilingualism/plurilingualism: candidates who are L2 native speakers but who have difficulty writing the language; candidates whose knowledge of the L2 is limited to the receptive skills; candidates from total immersion programmes, many of whom tend to use a large number of calques, for example. A further complication arises when the L2 is a minority language which hardly features in certain domains of use. The CEFR allows for the definition of some of these partial competences, but, so far, very little attention has been paid to the L2 speaker who does not fit the profile of the successful learner but nevertheless manages to communicate reasonably effectively. This presentation will consider these challenges and some implications for language testing and certification.

Graham Seed (Cambridge Assessment English) **What is plurilingual assessment?**

ALTE has always placed a high value on a language learner's ability to use many different languages. Plurilingualism, a term used by the CEFR to refer to an individual's communicative competence involving all the languages they have experienced, has been given increased emphasis recently due to the CEFR's Companion Volume. Related terms such as multilingualism, language mediation, translanguaging, heteroglossia and many others are also in vogue. As the CEFR is to be used for learning, teaching and assessment, what does plurilingualism mean for our field of language assessment? Is plurilingual assessment even possible? I will start by explaining some of the different terminology, and go on to discuss how to frame the concept of plurilingual assessment. I will present and demonstrate some ways in which it has been, or could be, put into practice.

Parallel workshops on Friday

Tanja Jerman (University of Ljubljana)

The CEFR in practice: native speaker as a reference?

Benchmarking workshop will be in Slovene.

What or who is our reference when we rate the language performance of non-native speakers of Slovene? It seems that the raters do not focus on the message but rather on linguistic accuracy, and, as language proficiency rises so too do our expectations rise in proportion to them. In the workshop, we will present the procedures for linking written productions of non-native speakers of Slovene to the CEFR levels, we will test the CEFR levels in practice, and discuss which language categories we find more important, and why.

Language policy makers' (close) encounters (the case of Slovenia)

Follow up workshop

In the follow up workshop participants will continue the discussion about the influence of language ideologies on language testing, focusing on their own experience.

Moderator: **Dr Lorenzo Rocca** (CVCL, University for Foreigners of Perugia)

Siân Morgan (Cambridge Assessment English)

Success beyond the test: The importance of creating positive impact by design

(See Thursday workshops)

Dr Benjamin Kremmel (University of Innsbruck)

Avoiding bias in language test development

(See Thursday workshops)



Speakers & workshop moderators

Siân Morgan

Siân Morgan is a Senior Research Manager at Cambridge Assessment English, where she works on education projects, teaching qualifications, and speaking assessment. Previously she taught English at universities in Italy, New York and the UK. She has an Ed.M in Applied Linguistics (Language Assessment) from Columbia University, New York. Her professional interests include learning-oriented assessment, assessment literacy, and performance assessment.

Dr Benjamin Kremmel

Benjamin Kremmel researches and teaches language learning, teaching, and assessment at the University of Innsbruck, Austria, where he is the head of the Language Testing Research Group Innsbruck (LTRGI). He holds an MA in Language Testing from Lancaster University, UK, as well as a PhD in Applied Linguistics from the University of Nottingham, UK. His research interests are in assessment of L2 lexical knowledge and L2 reading skills, as well as in language assessment literacy. He has presented at numerous international conferences and his research has been published in *Language Testing*, *Language Assessment Quarterly*, *Applied Linguistics*, *Papers in Language Testing and Assessment* and *TESOL Quarterly*.

Professor Marko Stabej

Marko Stabej is a full professor of Slovene language at the Department of Slovene Studies at the Faculty of Arts of the University of Ljubljana; from 2018 to 2020 he is also head of the department. For a long time he was head of the Centre for Slovene as a Second and Foreign Language. He has worked as a language teacher at the University of Tübingen, and as a visiting professor at the Universities of Vienna, Maribor, Klagenfurt, Zagreb and Primorska. His research deals with the field of contemporary and historical sociolinguistics of the Slovene language community, and he also works in the area of applied linguistics. He has been a member of various national language policy working groups and has authored several language policy papers. He has published the books *V družbi z jezikom* (Socializing with language; 2010) and *Naj gre za jezik* (Let it be about language; 2017). For almost forty years he has been singing with and playing keyboards for the band Melanholiki, for which he also writes songs.

Petra Likar Stanovnik

Petra Likar Stanovnik is employed at the Centre for Slovene as a Second and Foreign Language, Faculty of Arts, University of Ljubljana. She is an experienced teacher of Slovene as a first and a second language. At the Centre for Slovene she is involved in all stages of language test development, acting as an item-writer, tester and rater trainer. Her current professional interest is rating productive skills and rater performance. She is a member of various working groups involved in national and international projects.

Professor Anne Gallagher

Anne Gallagher is Head of the School of Celtic Studies and Director of the Centre for Irish Language Research, Teaching and Testing at Maynooth University. She is a member of the Executive Committee of the ALTE, of the Indicator Expert Group on Multilingualism at the European Commission and of the Royal Irish Academy's Languages, Literature, Culture and Communication Committee. She is a former chairperson of the Irish Association for Applied Linguistics and Raidió na Gaeltachta. In January 2018, she was reappointed chairperson of Údarás na Gaeltachta, the Irish state agency responsible for the linguistic, economic and social development of the Irish-speaking regions, for a second five-year term. She has also served on a number of committees in Ireland and abroad focusing on the teaching and promotion of languages. Her research interests focus on multilingualism, the teaching and learning of Irish and Franco-Breton literature.

Graham Seed

Graham Seed is the European Projects Manager at Cambridge Assessment English and the Secretariat Manager of ALTE. He holds a Masters in Language Testing from Lancaster University and his current professional interests include plurilingualism and the operationalisation of the CEFR in language assessment.

Tanja Jerman

Tanja Jerman is employed as the head teacher of Slovene as a second and foreign language at the Centre for Slovene as a Second and Foreign Language at the Faculty of Arts of the University of Ljubljana. She teaches adult foreigners at all levels and is a co-author of textbooks, didactic and online materials for Slovene as a second and foreign language. She is a member of the Examination Centre's section for preparing exam questions and a rater for exams testing knowledge of Slovene as a second and foreign language. She also trains teachers and participates in national and international projects.

Dr Lorenzo Rocca

Lorenzo Rocca has a degree in Classics and a postgraduate degree in the Didactics of L2 Italian. After having been a teacher of Italian as a Foreign Language, he has worked at the CVCL (Centre for Evaluation and Language Certification) since 2004. His duties range from marking and examining to item writing and running seminars. Since 2006 he has been responsible for research projects focused on the link between teaching and evaluation in the migration context. He has published the specifications for the CVCL exams for adult migrants and the Italian descriptors for low literacy profiles. Lorenzo has been the chair of LAMI (Language Assessment for Migrants' Integration) in ALTE (Association of Language Testers in Europe) since 2008 and a member of the Council of Europe LIAM project since 2014. In 2019 he assumed responsibility for all the activities of the CVCL, within the University for Foreigners of Perugia.

