



PROGRAMME

ALTE 52ND CONFERENCE DAY

The Roles of Test Takers and
Users in Striving for Fairness

23 November 2018
Salamanca, Spain



52

ALTE 52ND CONFERENCE DAY

Bienvenidos a la 52 Conferencia de ALTE

Para la Universidad de Salamanca y Cursos Internacionales es un placer poder celebrar la 52 Conferencia de ALTE en el 800 aniversario de nuestra Universidad. Pensamos que no podría haber otro motivo mejor que este para acoger el congreso de la asociación en Salamanca por cuarta vez, y por eso hemos puesto especial cariño e interés para que los asistentes guarden un buen recuerdo de su paso por Salamanca.

Nuestra Universidad, la más antigua de habla hispana y una de las más antiguas del mundo, imparte cursos de español como lengua extranjera desde 1929. Además de la enseñanza del español, Cursos Internacionales se dedica a la Evaluación y certificación del español. Fue socio fundador de ALTE allá por el año 1989 y, desde entonces, el interés por la Evaluación y sus buenas prácticas ha sido una constante en nuestra institución.

Así, colabora en la elaboración y calificación de las pruebas de examen del Diploma de Español como Lengua Extranjera (DELE), y participa, junto al Instituto Cervantes, la Universidad Nacional Autónoma de México y la Universidad de Buenos Aires en el examen SIELE, un sistema que permite certificar el grado de dominio del español por medios electrónicos. Asimismo, Cursos Internacionales ofrece la certificación de español para el mundo profesional LanguageCert USAL esPro, la única prueba de dominio de español en formato adaptativo, administrada en todo el mundo a través de la plataforma *online* proporcionada por PeopleCert, la empresa matriz de LanguageCert.

En este año, en el que la Universidad de Salamanca se ofrece como anfitriona para celebrar la 52 Conferencia de ALTE, se llevará a cabo una reflexión y análisis del papel del evaluador y del candidato a lo largo del proceso de evaluación con el fin de alcanzar un resultado más justo y fiable.

Estamos seguros de que el programa que hemos preparado servirá para aclarar, reflexionar, sugerir y formular propuestas con el fin de alcanzar la excelencia en una evaluación equitativa.

Les damos la bienvenida a esta ciudad, a esta Universidad que cumple 800 años, y esperamos que su estancia sea agradable y provechosa.



Dr. José Miguel Sánchez Lorente
CEO Cursos Internacionales

Welcome to the 52nd ALTE Meeting and Conference Day

On behalf of the University of Salamanca and Cursos Internacionales, it is a pleasure to be able to celebrate the 52nd ALTE Conference on the 800th anniversary of our University. We think that there could be no better occasion than this to host the Conference of the Association in Salamanca for the fourth time, and that is why we have dedicated special care and interest so that delegates will leave with good memories of their stay in Salamanca.

Our University, the oldest Spanish-speaking university and one of the oldest in the world, has been teaching Spanish as a foreign language since 1929. In addition to teaching Spanish, Cursos Internacionales is dedicated to Spanish assessment and certification. It was a founding member of ALTE in 1989 and, since then, the interest in language testing and its good practices has been a constant value in our institution.

Thus, it collaborates in the preparation and marking of the tests of the Diploma of Spanish as a Foreign Language (DELE); and participates, together with the Instituto Cervantes, the Universidad Nacional Autónoma de México and the Universidad de Buenos Aires in the SIELE exam, a system that allows certification of the level of Spanish proficiency electronically. Likewise, Cursos Internacionales offers certification of Spanish for the professional world through its LanguageCert USAL esPro test, the only proof of proficiency in Spanish in adaptive format, administered throughout the world through the online platform provided by PeopleCert, the parent company of LanguageCert.

In this year, in which the University of Salamanca has been given the role of host to celebrate the 52nd Conference of ALTE, a reflection and analysis of the roles of both evaluator and candidate, throughout the assessment process, will be carried out, in order to achieve a fair and more reliable result.

We are confident that the programme we have prepared will serve to clarify, reflect, suggest and formulate proposals in order to achieve excellence in fair language assessment.

We welcome you to this city, to this University that turns 800 years old, and we hope that your stay will be pleasant and productive.



Dr. Efrem Yıldız Sadak
Vice Chancellor

ALTE 52ND CONFERENCE DAY

En nombre de ALTE, me gustaría agradecer a Cursos Internacionales de la Universidad de Salamanca que sea el anfitrión de su 52º Conferencia con motivo del VIII centenario de la Universidad. Esta es la cuarta vez que la Universidad acoge este evento; el primero fue en 1994. Sin embargo, la relación con la Universidad de Salamanca se remonta aún más allá, hasta noviembre de 1989. Fue entonces cuando mi predecesor, el Dr. Michael Milanovic, del Local Examination Syndicate de la Universidad de Cambridge (ahora llamado Cambridge Assessment), visitó Salamanca y, gracias a la actividad común en ambas organizaciones en la creación de pruebas de idiomas, se hizo evidente la necesidad de una colaboración. De ese encuentro surgió la idea de contactar con otras organizaciones que perseguían objetivos similares en Europa y, así, nació ALTE un año después.

Por consiguiente, en el año 2019 se cumplen 30 años de ese encuentro, y, en estos años, ALTE se ha convertido en un grupo de miembros y afiliados mucho más amplio que busca promover la evaluación imparcial y precisa de la habilidad lingüística en un contexto de multilingüismo.

En esta conferencia, analizaremos de manera específica la cuestión de la equidad, término fundamental para todo tipo de evaluación, y que ALTE prioriza a través de su sistema de auditoría, con la aplicación de 17 estándares mínimos, y con el trabajo de los Grupos de Interés Especial. Esta conferencia también está centrada en el que probablemente sea el componente más importante en el proceso de evaluación de un idioma: el candidato, aquel que aporta un arduo trabajo para aprender idiomas y realizar los exámenes. Junto a los profesores y otros usuarios, son quienes deben ser el foco de nuestro trabajo en ALTE.

Por todo ello, envío los mejores deseos de aniversario tanto a Cursos Internacionales, que celebra su 90 aniversario el próximo año, como a la Universidad de Salamanca en su extraordinario e impresionante 800 cumpleaños, seguro de que seguirán luchando por la equidad para sus estudiantes y examinandos en los años venideros.

Deseo a todos los delegados de esta conferencia una estancia placentera, estimulante y gratificante en esta hermosa e histórica ciudad.

On behalf of ALTE, I would like to thank Cursos Internacionales at the University of Salamanca for hosting the 52nd ALTE Meeting and Conference, on the special occasion of the university's 800th anniversary. This is the fourth time they have hosted such an event, the first being in 1994. However, ALTE's relationship with the University of Salamanca goes back further, notably to November 1989. It was then that my predecessor, Dr Michael Milanovic, from the University of Cambridge Local Examinations Syndicate (now Cambridge Assessment), visited Salamanca, and with the two organisation's common activities of producing language tests, the idea of collaboration became very apparent. It was from that meeting that the idea of contacting other language testing organisations pursuing similar goals across Europe started, and in the following year ALTE was born.

2019 therefore marks thirty years since that meeting, and ALTE has flourished into a much wider group of members and affiliates seeking to promote the fair and accurate assessment of linguistic ability in the context of multilingualism and in many diverse ways. At this conference we look specifically at that theme of fairness, one that is so fundamental to all kinds of assessment and one that ALTE prioritises through its mission and activities – for example, through its auditing system and application of the 17 minimum standards, and the work of the Special Interest Groups. The theme of this conference also focuses on perhaps the most important people in the language testing process – the test takers - those who put in the hard work to learn languages and take language tests. Together with their teachers and other score users, it is these people who must be a central focus of our work within ALTE.

I therefore send the very best anniversary wishes to both Cursos Internacionales, celebrating their 90th anniversary next year, and to the University of Salamanca on its notable and impressive 800th birthday, confident that they will continue to strive for fairness for their students and test takers in the years ahead.

I wish all delegates of this conference an enjoyable, stimulating and rewarding stay in this beautiful and historic city.



Dr Nick Saville
ALTE Secretary-General

ALTE 52ND CONFERENCE DAY

Friday 23rd November

The Roles of Test Takers and Users in Striving for Fairness

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

TIME	SESSION	ROOM
08.30-09.00	Registration	Aula secretaría
09.00-09.10	Welcome Representatives from the ALTE Secretariat, Dr Nick Saville and Graham Seed Representatives from the Universidad de Salamanca Dr. Efreem Yildiz Sadak, Dr. José Miguel Sánchez Llorente y Dr. José Luis Herrero Ingelmo	Auditorio
09.10-09.20	Official opening Dr. Nick Saville, ALTE Secretary-General	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 <i>La calificación de la prueba de Expresión e interacción escritas desde el punto de vista del examinador: consecuencias para el candidato.</i> <i>(Marking of Writing tests from the examiner's point of view: consequences for the candidate)</i>	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, Universitat Oberta de Catalunya <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-Puyal, Universidad de Salamanca <i>Supervision and security: good practices to guarantee the success of exams</i>	Aula 2.7
	Florian Nimmrichter, ÖSD <i>Striving for fairness: The challenge of meeting special needs and requirements and the minimum standard no. 10</i>	Aula 1.2

*Interpretation from English into Spanish through headphones will be available for all plenary presentations on Friday, except for Juan Miguel Prieto, who will present in Spanish and be interpreted into English.

ALTE 52ND 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 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 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, Universitat Oberta de Catalunya, 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 CONFERENCE DAY

About the speakers

Associate Professor Jesús Fernández, Universidad de Salamanca, Spain

Jesús Fernández is Associate Professor of Linguistics and director of the Centro Internacional del Español at the Universidad de 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 Universidad de Salamanca, and 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 the University of Cambridge. 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 Assessment 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 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 CONFERENCE DAY

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

Juan Miguel Prieto 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 tests, 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 (Diploma of Spanish as a Foreign Language), SIELE (Servicio Internacional de Evaluación de la Lengua Española) and LanguageCert USAL esPro test, at the Universidad de Salamanca. He is also the author and co-author of different specialised 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 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, Universitat Oberta de Catalunya, Spain

Kamran Khan is currently an associate lecturer at the Universitat Oberta de Catalunya 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 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-Puyal, 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 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 no. 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 minimum standard no. 10 and the ALTE Code of Practice.

ALTE 52ND CONFERENCE DAY

About the speakers

Marian Villoria, Cursos Internacionales, Universidad de Salamanca, Spain

Marian Villoria is a graduate in Spanish Literature and Titular Teacher of Spanish in Cursos Internacionales at the Universidad de 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, Cursos Internacionales, Universidad de Salamanca, Spain

Marta Seseña teaches Spanish in Cursos Internacionales at the University of Salamanca. She holds a PhD in Spanish Language and a Master's Degree in teaching Spanish as a Foreign Language, both from the Universidad de Salamanca. 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 Universidad de Salamanca.

Rosario Domínguez, Cursos Internacionales, Universidad de Salamanca, Spain

Rosario Domínguez is a graduate in Spanish Literature and Titular Teacher of Spanish in Cursos Internacionales at the Universidad de 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 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 Universidad de 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 Universidad de 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 which 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 Special Requirements and Circumstances (SRC) SIG.