

LE FRANÇAIS DES AFFAIRES  
FRENCH FOR BUSINESS

CCI PARIS ILE-DE-FRANCE  
EDUCATION

ALTE

Association of Language Teachers in Europe

# Technology in language assessment: have we already opened Pandora's Box?

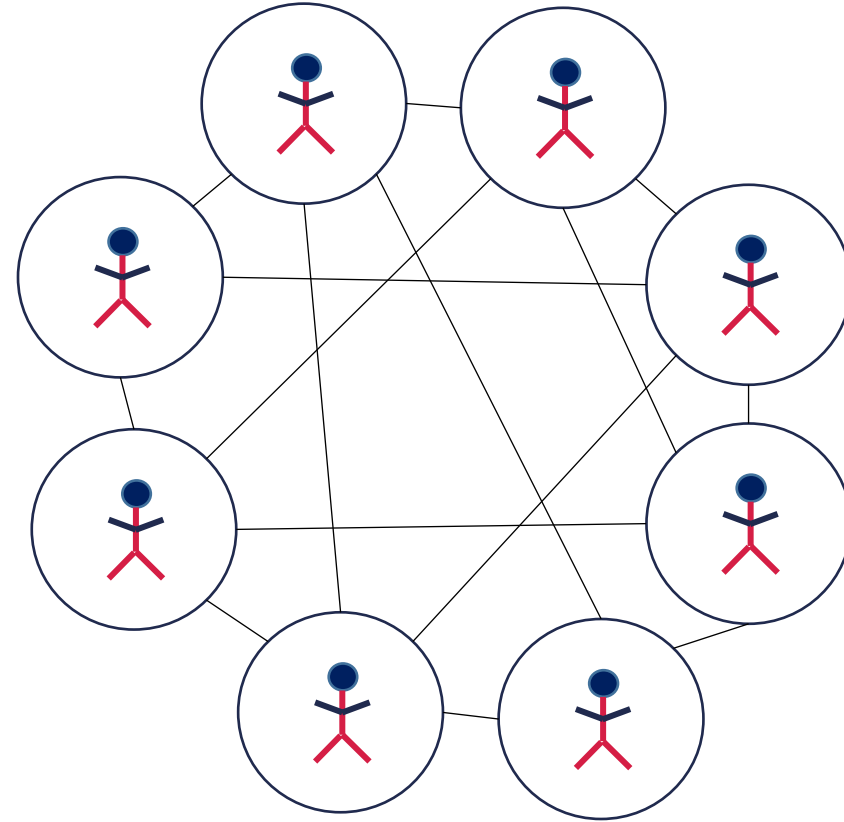
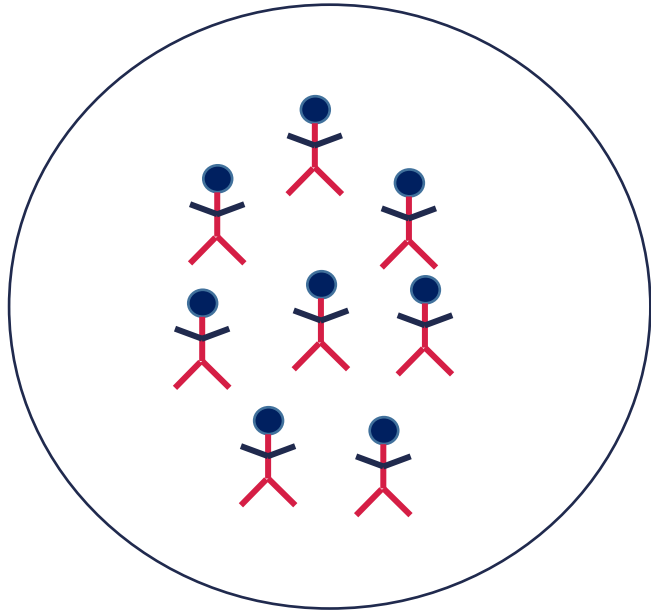
Dominique Casanova – Le Français des affaires

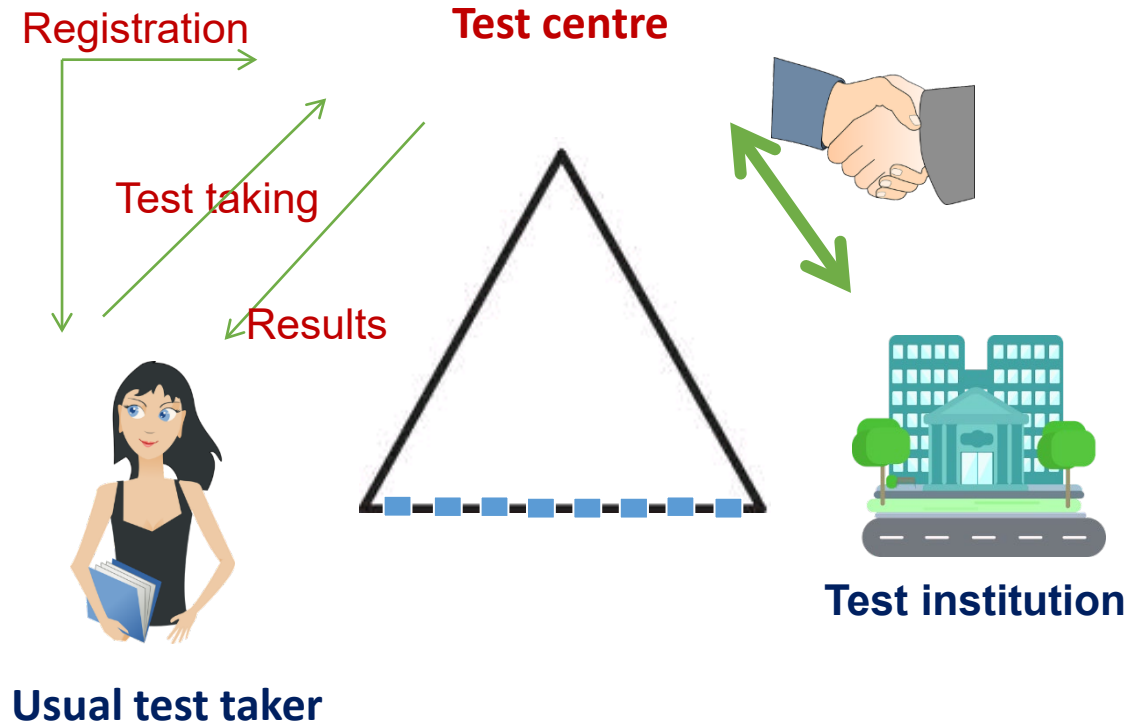
La Fabrique

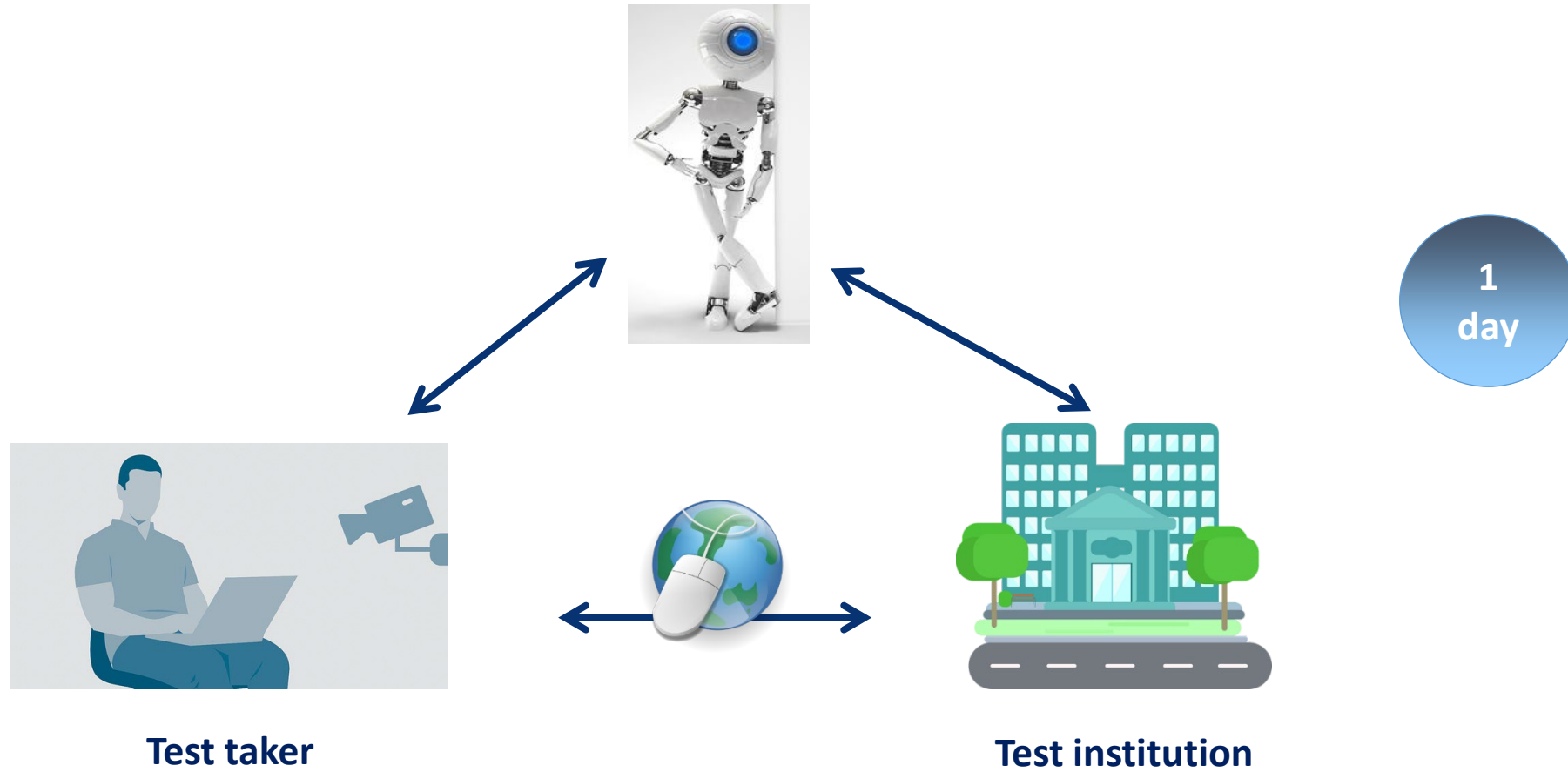
Sup.Vente

HEC  
PARIS

# WARMING-UP

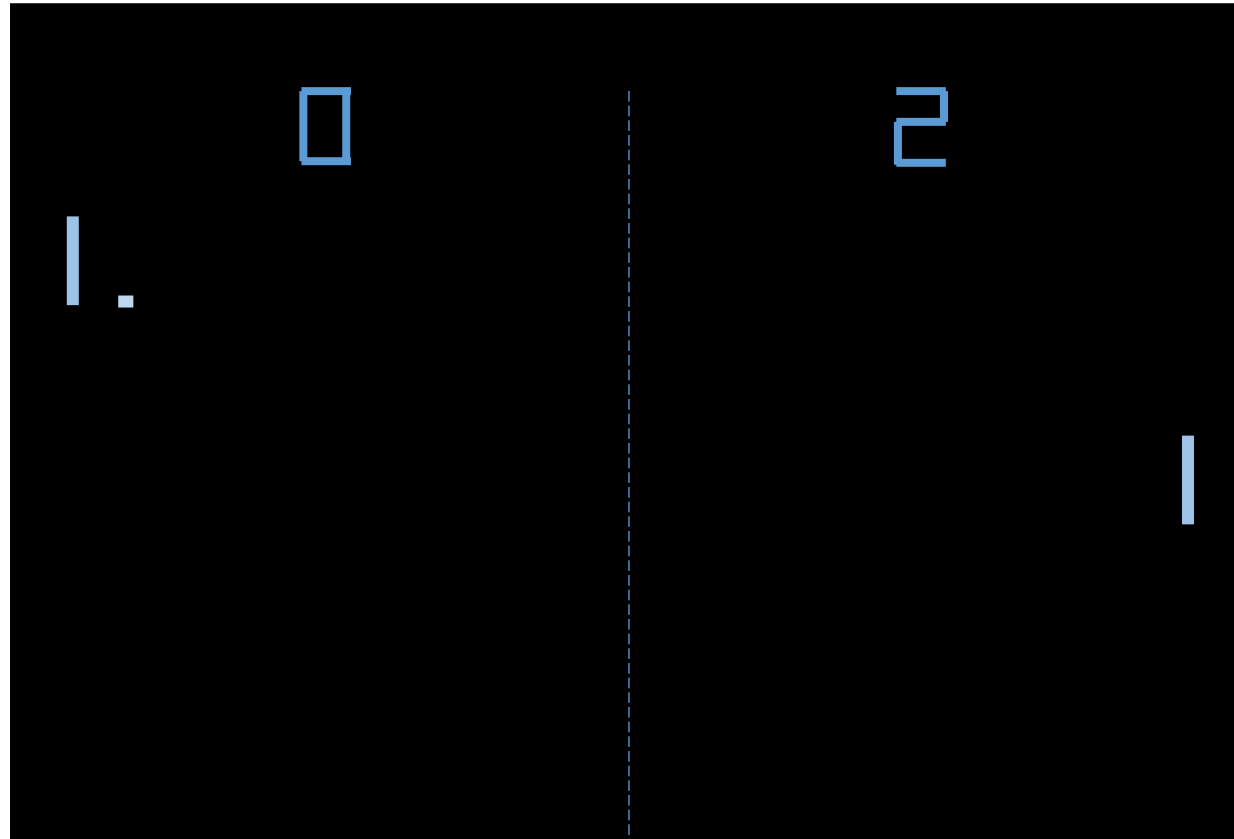






*CEFR, p.9*

The approach adopted here, generally speaking, is an action-oriented one in so far as **it views users and learners of a language primarily as ‘social agents’**, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.





François Renaud, Le français des affaires, CCI Paris Île-de-France, France

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## Assessing speaking in a vocational communication



*Companion Volume, p. 30*

Both the CEFR descriptive scheme and the action-oriented approach put **the co-construction of meaning (through interaction) at the centre** of the learning and teaching process.

Dr Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK

Dr Lyn May, Queensland University of Technology, Australia

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## **Eliciting pragmatic and interactional competence in semi-direct speaking tests**

*Applied Linguistics* 2021: 42/5: 924–944

doi:10.1093/applin/amaa067 Advance Access published on 1 February 2021

# Human versus Computer Partner in the Paired Oral Discussion Test

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## AVIS N°3 AGENTS CONVERSATIONNELS : ENJEUX D'ÉTHIQUE



“In the medium and long term, **the use of chatbots with a habituation effect can have a lasting impact on human language and on the evolution of behavioral norms.** For example, if chatbots respond with short, linguistically poor sentences, without any politeness, people risk imitating these language characteristics when addressing other people.”

Google translation

Dr Nick Saville, Cambridge University Press and Assessment, UK

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## The interplay between humans and machines

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# GOOD PROCTOR OR “BIG BROTHER”? AI ETHICS AND ONLINE EXAM SUPERVISION TECHNOLOGIES

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A PREPRINT

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November 17, 2020



# GDPR

CHALLENGES > EDUCATION

Education

Iéseg, Essca... Les concours d'écoles de commerce  
Sésame et Accès pollués par la fraude

## CONSTRUCT AGAIN!



**“Computers do not understand anything about our languages, which does not prevent them from rendering us services, from helping us in the accomplishment of various and varied tasks relating to our language productions. “**

*Google translation*



**Attali, Y. (2013). Validity and reliability of automated essay scoring.**  
In M.D. Shermis & J.C. Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 181-198).  
New York, NY: Routledge.

**Deane, P. D. (2013). On the relation between automated essay scoring and modern views of the writing construct.**  
*Assessing Writing* 18(1):7–24.

Professor Thomas François, Université catholique de Louvain, Belgium

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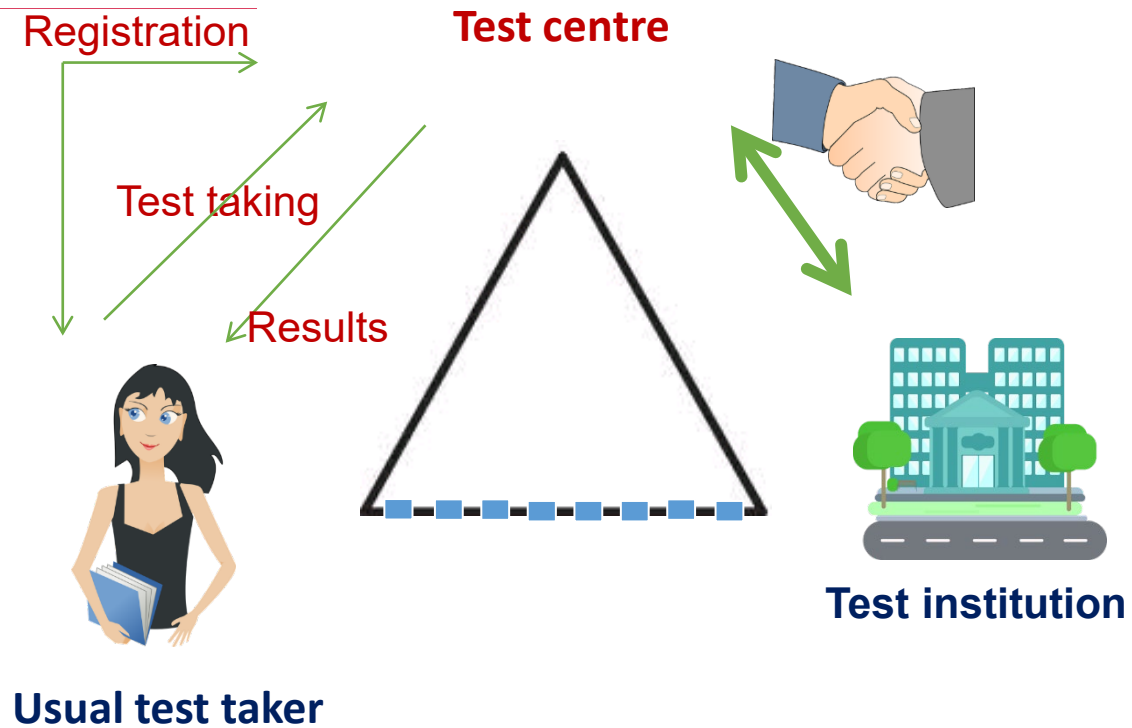
## **Automated essay scoring: where do you stand and where are we going?**

Dr Erik Voss, Columbia University, USA

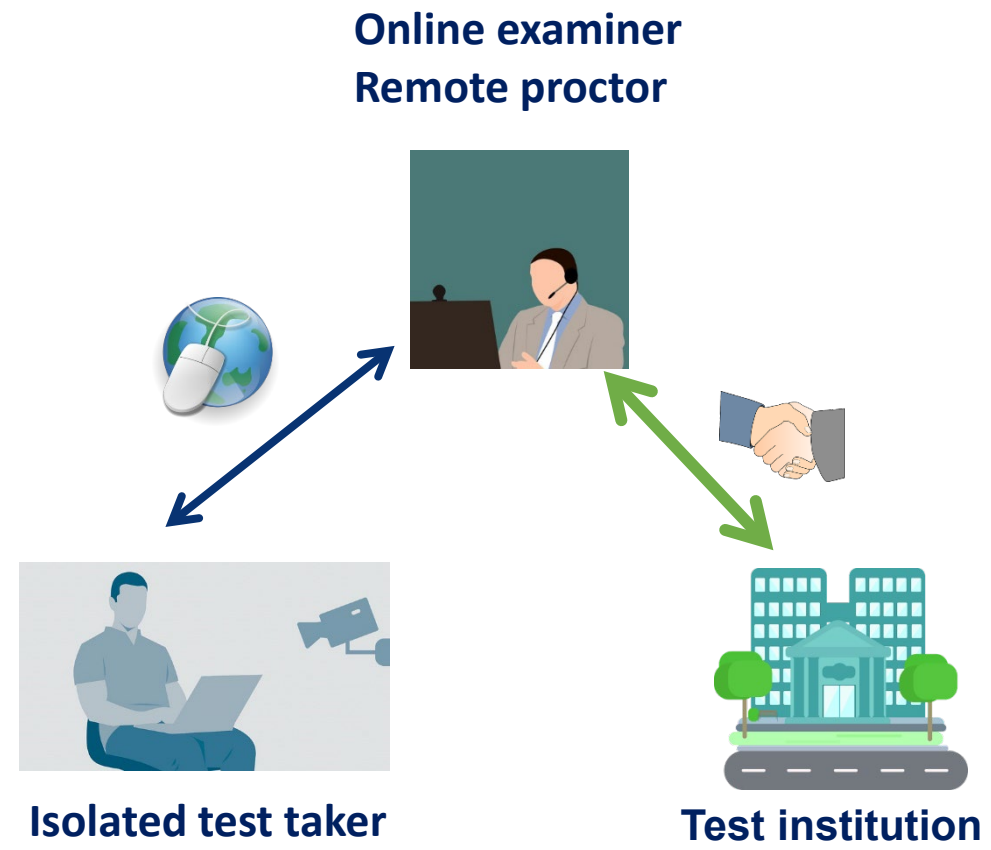
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## The supporting role of technology in learning-oriented assessment

Computers are capable of supporting collaborative or independent tasks, enhancing learner engagement, and **providing appropriate, timely feedback.**



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Rating:



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**ALTE**

Thank you!

Dominique Casanova &  
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