



CHARLES
UNIVERSITY



EU2022.CZ

Czech Presidency of the Council
of the European Union



58th Meeting and Conference

58. setkání a konference

**The less widely
spoken languages
from the perspective
of plurilingualism**
Méně rozšířené jazyky
z pohledu plurilingvismu

9th – 11th November 2022

9.–11. listopadu 2022

Hosted by Charles University

Hostí Univerzita Karlova

programme/program

Welcome Message

Welcome to the ALTE 58th Meeting and Conference Day, and welcome to Prague! The Institute for Language and Preparatory Studies (ILPS) of Charles University is proud to host the ALTE 58th Meeting and Conference Day.

Founded in 1348, Charles University is known as the oldest university north of the Alps and east of Paris. Although the ILPS is much younger, it has played a major role in teaching and later assessing Czech as a foreign/second language for the past 60 years. Besides methodological and research activities, it specializes in preparing foreign students for studying at Czech universities. The ILPS developed the Czech Language Certificate Exam (CCE), which is at present offered from A1 to C1.

Charles University has been a Full Member of ALTE since 2009. One year later, in 2010, the ALTE delegates met in Prague in the Carolinum, the university's historical main building, to discuss Fairness and Quality Management in Language Testing. Unsurprisingly, striving for fairness and quality in language teaching and assessment is a topic likely to thread through the ALTE 58th Meeting and Conference Day on The Less Widely Spoken Languages from the Perspective of Plurilingualism. Dr Nick Saville, the current ALTE Secretary-General, delivered a speech on quality management systems at the meeting in Prague 12 years ago, and as he will return to the topic this year, the delegates may review how far language assessment and teaching have come since that time.

We live in a multilingual world and society and we teach and assess plurilingual individuals within it. The development and practice of plurilingual learning, teaching and assessment is a priority in multilingual Europe, and the aims include: maintaining Europe's linguistic diversity, in which the less

widely spoken languages play a crucial role; encouraging the mobility of Europe's citizens as well as social cohesion; and, last but not least, the access to quality education for all. The 2022 conference theme is meant to encourage discussion about finding ways to deal with challenges specific to learning, teaching and assessment of languages with smaller numbers of speakers or smaller numbers of exam candidates, as well as point out challenges that, on the other hand, languages with large numbers of speakers or larger numbers of exam candidates may face. Challenges in testing less widely spoken languages typically result from the limited possible use of quantitative analyses. Less widely spoken languages also deal with fewer resources and data for e.g., content issues in the construction phase (corpora, text analysis tools, etc.). Nonetheless, challenges in testing more widely spoken languages such as administration and logistics, training and monitoring examiners or monitoring the examination centres will not be put aside at this meeting and conference.

We wish all delegates a fruitful conference, hopefully full of face-to-face meetings, discussions and social events after two years of mainly virtual meetings, and a pleasant stay in Prague.

Dr Dana Hůlková Nývltová
Director of the ILPS

Dr Nick Saville
ALTE Secretary-General

Vítejte na 58. setkání a konferenčním dni ALTE, vítejte v Praze! Ústav jazykové a odborné přípravy Univerzity Karlovy (ÚJOP UK) je hrdým hostitelem 58. setkání a konferenčního dne ALTE.

Univerzita Karlova, založená v roce 1348, je známá jako nejstarší univerzita severně od Alp a východně od Paříže. Přestože je ÚJOP UK mnohem mladší, hraje významnou roli ve výuce a později i v hodnocení češtiny jako cizího/druhého jazyka již 60 let. Kromě metodické a výzkumné činnosti se specializuje na přípravu zahraničních studentů ke studiu na českých vysokých školách. ÚJOP UK vyvinul Certifikovanou zkoušku z češtiny pro cizince (CCE), která se v současné době nabízí na úrovních A1 až C1.

Univerzita Karlova je od roku 2009 plnoprávným členem ALTE. O rok později se delegáti ALTE sešli v Praze v historické budově Karolína, aby diskutovali o spravedlivosti a zajišťování kvality v jazykových zkouškách. Není překvapením, že snaha o spravedlivost a kvalitu ve výuce a hodnocení jazyků představuje téma, které se pravděpodobně bude prolínat i 58. setkáním a konferenčním dnem ALTE s názvem Méně rozšířené jazyky z pohledu plurilingvismu. Dr. Nick Saville, současný generální tajemník ALTE, přednesl na zasedání v Praze před 12 lety projev o systémech zajišťování kvality, a protože se letos k tomuto tématu vrátí, mohou účastníci konferenčního dne zhodnotit, jak daleko se od té doby hodnocení a výuka jazyků posunuly.

Žijeme ve vícejazyčném světě a společnosti, učíme a hodnotíme vícejazyčné jedince. Rozvoj a praxe vícejazyčného učení se, výuky a hodnocení je v mnohojazyčné Evropě prioritou a mezi cíle patří zprvu zachování jazykové rozmanitosti Evropy,

v níž hrají klíčovou roli méně rozšířené jazyky, zadruhé podpora mobility evropských občanů i sociální soudržnosti a v neposlední řadě také přístup ke kvalitnímu vzdělávání pro všechny. Téma konference v roce 2022 má podnítit diskusi o hledání způsobů, jak se vypořádat s výzvami specifickými pro učení se, vyučování a hodnocení jazyků s menším počtem mluvčích nebo menším počtem uchazečů o zkoušky, a zároveň poukázat na výzvy, kterým naopak mohou čelit jazyky s velkým počtem mluvčích nebo větším počtem uchazečů o zkoušky. Problémy při testování méně rozšířených jazyků obvykle vyplývají z omezené možnosti využití kvantitativní analýzy. Méně rozšířené jazyky se rovněž potýkají s menším množstvím zdrojů a dat např. pro tvorbu obsahu ve fázi konstrukce testu (korpora, nástroje pro analýzu textu atd.). Nicméně na tomto setkání a konferenci nebudou ponechány stranou ani výzvy při testování rozšířenějších jazyků, jako je administrativa a logistika, školení a kontrola zkoušejících nebo monitoring zkušebních center.

Přejeme všem účastníkům příjemný pobyt v Praze a především plodnou konferenci, po dvou letech převážně virtuálního potkávání tentokrát plnou osobních setkání, diskusí a společenských akcí.

Dr. Dana Hůlková Nývltová
Ředitelka ÚJOP UK

Dr Nick Saville
Generální tajemník ALTE

ALTE 58th Meeting

Prague



Wednesday 9th
November 2022

All sessions will take place in the [Carolinum Building, Ovocný trh 3, Prague 1](#).
All sessions are in CET (Central European Time).
Please check your timezone, [here](#).

Time	Session	Venue
8:45–9:00	Registration	Small Conference Room
9:00–10:30	Standing Committee Meeting (Elected members of the committee only)	Small Conference Room
10.30–11.00	Coffee	Small Conference Room
11:00–12:30	Standing Committee Meeting continues	Small Conference Room
12.30–14.00	Lunch	Reception Hall/Ground floor
14:00–15:30	Board of Trustees Meeting (Elected Trustees only)	Small Conference Room
15:30–16:00	Coffee	Small Conference Room
16:00–17:30	Board of Trustees Meeting continues	Small Conference Room
18:00–19:00	Sightseeing guided tour through the Carolinum Building	Carolinum Building Entrance



All sessions will take place in the [Carolinum Building, Ovocný trh 3, Prague 1](#).
All sessions are in CET (Central European Time).
Please check your timezone, [here](#).

Time	Session	Venue
8:00 – 9:00	Registration	Forehalls
8:15 – 9:00	SIG chairs meeting (Chairs and Co-chairs of SIG groups only)	Small Hall
9:00 – 9:20	Introduction and Welcome (All ALTE delegates)	Hall of the Patriots
9:30 – 11:00	Parallel SIGs (All ALTE delegates)	
	QMS working group	Hall of the Patriots
	SIG on Technology in Language Assessment	Small Hall
11:00 – 11:30	Coffee	Reception Hall/Ground floor
11:30 – 13:00	Parallel SIGs (All ALTE delegates)	
	LAMI SIG	Hall of Patriots
	ALTE SIG on Less Widely Tested Languages	Small Hall
	CEFR SIG	Small Conference Room
13:00 – 14:00	Lunch	Reception Hall/Ground floor
14:00 – 15:30	Parallel Workshops (All ALTE delegates)	
	Parallel workshop 1 – Dina Vilcu, BBU-RCI, Romania <i>Less widely tested languages – meeting the challenges of practicality</i>	Hall of Patriots

Time	Session	Venue
14:00 – 15:30	Parallel workshop 2 – Jane Lloyd, ALTE Validation Unit <i>Statistical analysis possibilities for small numbers</i>	Small Hall
	* Parallel workshop 3 – Asbjørn Nybo, Denmark; Sari Ohranen, Finland; Signe Wiger, Norway <i>Nordic ALTE – what we can learn & what we have learned from each other</i> <i>*The aim of this workshop is to share the experience of the Nordic Association with all ALTE Members and Associate Members.</i>	Large Conference Room
15:30 – 16:00	Coffee	Reception Hall/Ground floor
16:00 – 17:30	* ALTE Annual General Meeting (AGM) All Members, Associate Members and Individual Expert Members are encouraged to attend <i>*This session will also be available for attendees online</i>	Blue Lecture Hall
18:30	Walking tour Prague	Carolinum Building Entrance
19:30	Gala dinner	Café Louvre



All sessions will take place in the [Carolinum Building, Ovocný trh 3, Prague 1](#).
All sessions are in CET (Central European Time).
Please check your timezone, [here](#).

The Conference Day will be available for attendees online except for the workshops in the afternoon.

Time	Session	Venue
8:00 – 9:00	Registration	Basement
9:00 – 9:10	Welcome Representatives from ALTE: Dr Nick Saville , ALTE Secretary-General Graham Seed , ALTE Secretariat Manager	Blue Lecture Hall
9:10 – 9:30	Opening address Prof Milena Králíčková , Rector of Charles University Dr Václav Velčovský , Vice-Minister for International Affairs, EU and ESIF, MEYS Dr Dana Hůlková Nývltová , Director ILPS CU	Blue Lecture Hall
9:30 – 10:10	Waldemar Martyniuk , Jagellonian University in Kraków, Poland <i>Languages maybe less widely used, taught and tested – most fascinating to learn, however!</i>	Blue Lecture Hall
10:10 – 10:50	Dina Vilcu , BBU-RCI, Romania <i>The Time for Less Widely Tested Languages</i>	Blue Lecture Hall
10:50 – 11:20	Coffee	Basement
11:20 – 12:20	Round table <i>Language learning and assessment in the plurilingual society: challenges for less widely and more widely spoken languages</i> Stefanie Dengler , Goethe Institut Vincent Folny , France Éducation International Anne Gallagher , ALTE Individual Expert Member Eva Lehečková , Charles University Nick Saville , ALTE Secretary-General – Cambridge University Press and Assessment Moderator: Martina Hulešová	Blue Lecture Hall

Time	Session	Venue
12:20 – 13:50	Lunch	Basement
13:50 – 14:20	Martina Hulešová , Charles University, Czech Republic <i>Local approaches to common problems: meeting ALTE Minimum Standards in the Czech Language Certificate Exams</i>	Blue Lecture Hall
14:20 – 14:50	Anne Gallagher , ALTE Individual Expert Member, Ireland <i>Languages in competition: attempts to level the playing field</i>	Blue Lecture Hall
14:50 – 15:00	Closing remarks Dr Nick Saville , ALTE Secretary-General Graham Seed , ALTE Secretariat Manager	Blue Lecture Hall
15:00 – 15:30	Coffee	Basement
15:30 – 17:00	Parallel Workshops	
	Parallel workshop 1 – Dina Vilcu , BBU-RCI, Romania <i>Less widely tested languages – meeting the challenges of practicality</i>	Blue Lecture Hall
	Parallel workshop 2 – Jane Lloyd , ALTE Validation Unit <i>Statistical analysis possibilities for small numbers</i>	Hall of Patriots
	Parallel workshop 3 – Petra Vallin , Charles University, Czech Republic <i>CLIL as an effective tool for learning academic language</i>	Small Conference Room
	Parallel workshop 4 (in Czech) – Kateřina Vodičková , Charles University, Czech Republic Eva Složilová , Masaryk University, Czech Republic <i>Assessing Czech as L2/FL or assessing plurilingualism? / Čeština jako druhý/cizí jazyk, nebo plurilingvismus: Co hodnotíme?</i>	Large Conference Room



Dina Vîlcu, BBU-RCI, Romania

Less widely tested languages – meeting the challenges of practicality

Abstract

In this workshop, the aspect of practicality in test development will be looked at from multiple perspectives. Initially, the discussion will focus on the factors which might determine the decision to provide an examination in a less widely tested language (LWTL) and/or for small candidatures. Among these factors, practicality might be a significant one, since balancing requirements and resources is more challenging for these contexts. For example, test takers available for pretesting, guidelines produced in various languages or language/assessment competency are more difficult to ensure. This is the problem the second part of the workshop will focus on. Discussions and exercises based on proposed test design or redesign processes will have the purpose of encouraging the participants to share experiences and to uncover or to suggest solutions for ensuring the necessary resources, which might also prove useful for other kinds of examinations and contexts. In conclusion, the participants in the workshop will try to answer two questions: What weight should the factor of practicality have in deciding about the need of an examination in LWTL? What modalities can be accessed for ensuring resources for examinations with small candidatures?

Biodata

Dr Dina Vîlcu teaches and assesses Romanian as a foreign language (RFL) at Babeş-Bolyai University, Cluj-Napoca. She teaches general language and LSAP courses (for social and humanistic sciences and arts), as well as tailor-made courses for interpreters and translators. She also teaches courses on LSP and language assessment at MA level. She coordinated the issue of *Studia Univesitatis Babeş-Bolyai, Philologia* dedicated to assessing RFL, and has edited volumes on language assessment. She is interested in the challenges involved in language assessment for less widely tested languages (LWTL), currently chairing ALTE's LWTL SIG. Other dimensions of her research are general linguistics and sociolinguistics.

Jane Lloyd, ALTE Validation Unit, UK

Statistical analysis possibilities for small numbers

Abstract

This workshop will provide hands-on experience of statistical analysis which can be used with small numbers of candidates or examiners. It will provide an overview of how statistical analysis can provide information on

- the performance of constructed response items
- overall test reliability for receptive skills
- rater agreement for productive skills.

This workshop is not particularly theoretical, technical or based around a specific software programme, but aims to help language assessment specialists better understand the role of statistics and how to interpret them when working with analysts and other colleagues. The workshop provides an overview of classical analysis, split-half reliability and use of correlation, but no previous knowledge of statistics is required.

Participants are encouraged to submit their own test or rater data for analysis prior to the workshop. All data will be treated with strict confidentiality.

Biodata

Jane Lloyd is a Senior Research Manager at Cambridge University Press and Assessment. Her current responsibilities involve working on standard setting and alignment of Cambridge English tests, and advising other national test providers on test validation. This includes statistical analysis of items, analysis of rater performance, research into exam and language use at regional and national level, delivering courses and training in assessment, preparation for audits, and training for item writers, test designers and raters. She also works on large-scale educational reform projects with ministries and NGOs.

Before joining Cambridge, Jane worked in Japan, South-East Asia, Turkey and the Middle East as a teacher, trainer and manager in state schools and higher education for over 20 years. Her interests include alignment to the CEFR and other external frameworks, validation and standardisation of tests and curricula at national level, assessment literacy training for non-specialists, and research projects which involve national organisations, ministries or institutions involved in large-scale testing. She has a degree in Linguistics, a DELTA, an MA in Linguistics and TESOL, and an MA in Language Testing. She is currently studying for a PhD in Language Testing at CRELLA.

Asbjørn Nybo, Denmark;
Sari Ohranen, Finland;
Signe Wiger, Norway

Nordic ALTE – What we can learn & what have we learned from each other

Abstract

Nordic ALTE has existed for more than 20 years and is a cooperation between Norway, Sweden, Finland and Denmark.

As small countries with small test communities, language test professionals in the Nordic countries are dependent on cooperation with colleagues in other countries.

Nordic ALTE provides the opportunity for its members to discuss shared issues and challenges related to the validity and construct of their national language tests. What makes a collaboration between the Nordic countries particularly beneficial is the fact that Norwegian, Swedish and Danish are similar languages, generally enabling the members of Nordic ALTE to read and understand each other's output. We can therefore discuss tasks, items and test responses, such as written and spoken production, without translation.

Nordic ALTE also provides the opportunity for its members to inspire and learn from each other, especially on topics or in areas where scarce resources prevent the countries from doing comprehensive work on their own.

In this workshop, we will give an overview of 20 years of Nordic ALTE cooperation with concrete examples of how we have collaborated and what we have learned from each other. Furthermore, we will invite the participants to engage in a discussion about the possible benefits of working together in smaller networks and the potential starting point for such collaborations. The discussion will not be limited to countries with similar languages e.g. Nordic, Roman or Slavonic languages, but opened up to countries with similar immigration issues, language policy issues or less widely tested languages.

Biodata

Sari Ohranen (MA) has been a researcher in the National Certificates of Language Proficiency (NCLP) in Finland since 2011, with a break in 2014 to work on a Finnish language placement test for integration training of adult migrants. She is particularly interested in raters' uses and views of speaking assessment criteria and how they are reflected in speech proficiency ratings.

Asbjørn Nybo (MA) is a Chief Advisor for the Danish Agency for International Recruitment and Integration (SIRI), the Ministry for Foreigners and Integration. He is currently supervising the construction and development of Danish language and citizenship tests as well as the training of raters and item writers. Before his position in SIRI, he worked for many years as a language teacher of adult immigrants as well as a textbook writer.

Signe Wiger is a former language teacher who now works within test development at the Norwegian Directorate for Higher Education and Skills. Her main responsibility is the testing of writing skills in Norwegian for adult immigrants, but she is also involved in work within testing of speaking, listening and reading skills (Levels A1-C1).

Petra Vallin, Charles University, Czech Republic

CLIL as an effective tool for learning academic language

Abstract

This workshop aims to introduce what CLIL methodology is and shows how it may look like in practice. Participants will experience various CLIL activities from the perspective of foreign language learners. Then, they will have the opportunity to reflect on that and discuss the potential of CLIL for teaching and learning academic language. This workshop will be concluded by a list of teaching methods and strategies that are appropriate for CLIL lessons.

Biodata

Petra Vallin, Ph.D. is a teacher and a teacher trainer. She has been teaching foreign languages for more than 10 years. Currently, she is a freelancer cooperating with various institutions training teachers and enhancing innovations in the Czech educational system, ITC International Training Centre in particular. She is also a university lecturer at the Faculty of Education, Charles University in Prague. Her field of interest and also research is the CLIL methodology. She teaches courses related to topics such as encouraging creative thinking, inclusive education and use of game as a teaching method.



Waldemar Martyniuk, Jagellonian University in Kraków, Poland

*Languages maybe less widely used, taught and tested –
most fascinating to learn, however!*

Abstract

Czy mówisz po polsku? – Do you speak Polish? – this seemingly straightforward question has been guiding the activities in the area of learning, teaching and testing Polish as a foreign language – one of those ‘less widely used, taught, and tested’.

The word Polish in the English version of the question stands for Polish language and the meaning created here may be analysed in terms of a classical SVO structure: Subject (you) – Verb (speak) – Object (Polish) – pretty straightforward also. However, the meaning created in the Polish original is more complex and may be analysed in terms of an intriguing VSA structure: Verb-Subject (you speak – *mówisz*) – Adverbial (Polish – *po polsku*). The intriguing feature of the Polish version is that there is no Object, no such ‘thing’ as ‘the Polish language’ there! The adverbial phrase *po polsku* means literally the Polish way, thus leading us towards a considerably different concept of language than the nominal phrase in the English version. Do you speak the Polish way? would be the correct English translation of the Polish opening. The concept of ‘language’ as an object, ‘a thing’ to speak is replaced by a concept of ‘language’ as ‘a way’ to speak, indicating that there may be many ways to speak – English, German, Swedish, Czech, etc. – and there is one we identify as Polish.

In my contribution, using the example of Polish as one of languages considered less widely used, taught and tested, I am going to examine this specific Polish way of doing things with words, discussing some implications for the assessment of this ability.

Biodata

Waldemar Martyniuk is Professor at the Institute of Polish Language and Culture for Foreigners of the Jagiellonian University in Kraków, Poland. He holds a PhD in Applied Linguistics and is a teacher trainer, and author of several textbooks, curricula, and testing materials for Polish as a foreign language. He is a Visiting Professor and lecturer at universities in Germany (Bochum, Giessen, Goettingen, Mainz, Muenster), Switzerland (Basel), and in the USA (Stanford University). He was seconded to the Council of Europe, Language Policy Division in Strasbourg, France (2005-2006), and from 2008 to 2013 held the post of Executive Director

of the European Centre for Modern Languages in Graz, Austria. Since 2019, he has been the Chair of the Board of Trustees at the Association of Language Testers in Europe (ALTE).

Dina Vîlcu, BBU-RCI, Romania

The Time for Less Widely Tested Languages

Abstract

Language testing reflects the need of proving language skills for international business and education. It has become a huge business, mostly carried out for a small number of very intensely used languages around the world. The more a language is used by other speakers than the native ones, the more it is taught and tested. Not surprisingly, the reverse is also true. The less a language is used, the less it is taught and tested. The central idea of this presentation is that testing more a language can contribute to its preservation and promotion, and sometimes to its revitalisation, including for its native speakers. The arguments for this idea range from the stimulation of the creation of teaching and testing resources to the contribution to linguistic democracy and the promotion of linguistic human rights. Within the so intensely used construction “multilingualism and linguistic diversity” the two terms are far from carrying equal weight. Multilingualism often reflects the international use, the teaching and testing of the same few languages. But let us not mistake this for linguistic diversity. If linguistic diversity is something we consider needs to be kept and developed, now is the time to change things in promoting languages, in teaching and no less in testing.

Biodata

Please see page 12



Stefanie Dengler has a Master's degree in German as a Foreign Language, Slavonic and Finno-Uralic languages. She has taught in Germany and abroad, before joining the Goethe-Institut, the Federal Republic of Germany's cultural institute. The Goethe-Institut offers worldwide language courses and exams for all levels of German as a Foreign Language. For over a decade she has worked in the department of examinations and is currently responsible for test development and the ALTE audit among others. She has been taking part in ALTE Conferences and courses since 2011, and since 2022 she has been a member of the Standing Committee.

Vincent Folny has been active in the field of language testing for more than 20 years. He started his career in Madagascar dealing with test centres and has spent 6 years in Mexico, where he managed the national network of test centres (DELF/DALF/TCF). This fruitful experience has been reinforced by studies in Canada in Measurement and Evaluation in Education. Vincent joined France Education International (FEI) in 2006. He has been in charge of test development and quality management (for construct, specifications and validation processes). He participated in the development of various tests internally and for public ministries. Since 2021, he has been the innovation and new developments manager for French examinations at FEI. He is head of a new rating system project based on AI. He has been involved in ALTE activities for more than 15 years: a member of the Board of Trustees, the chair of the Standing Committee, and as an ALTE auditor.

Anne Gallagher studied modern languages in Ireland and France. Her research focuses on multilingualism, teaching and learning Irish, and the literature of Brittany. Following 10 years as a lecturer of French, German and Irish for specific purposes and over 20 years as Director of the Language Centre in Maynooth University, she was appointed Director of the Centre for Irish Language Research, Teaching and Testing and Head of the School of Celtic Studies in the same university until retirement in January 2021.

She was a member of Coimisiún na Gaeltachta, a government-appointed policy commission for Irish-speaking areas (2000-2002) and of the language education policy working group in the Irish Department (Ministry) of Education and Skills (2008-2009). She is a former chairperson of the Irish Association for Applied Linguistics (2004-2007), Raidió na Gaeltachta (2010-2013) and Údarás na Gaeltachta (2012-2017, 2017-2023). She continues to serve on committees on the teaching and promotion of languages, and the digital transformation of the regions of Europe. In 2008 she was honoured by the French Government for services to plurilingualism.

Eva Lehečková has a Master's Degree in Czech Language and Literature and in French and a Doctoral Degree in the Czech Language. Her professional interests are mainly grammar and semantics of the Czech language, and the multimodality of spoken interactions from the perspective of cognitive linguistics and constructional grammar. She is a member of the research group Empirical Perspectives on Communication and Cognition led by Dr. Mirjam Fried. She is involved in the development of the multimodal corpus of spoken Czech called Czico. She is a founder and member of the committee of the Czech Association for Language and Cognition as well as of the educational platform Library of Languages/Knihovna řečí, which focuses on promoting linguistic diversity, language learning and gamification in language education. Since 2022, she has served as the Dean of the Faculty of Arts of Charles University, Prague.

Nick Saville is Director of Thought Leadership for English at Cambridge University Press and Assessment (University of Cambridge), and is the elected Secretary-General of ALTE. His research interests include: assessment and learning in the digital age; the use of ethical AI; language policy and multilingualism; the CEFR; Learning Oriented Assessment; and Impact by Design. He sits on several University of Cambridge committees, including the Interdisciplinary Research Centre for Language Sciences and the Institute for Automated Language Teaching and Assessment. He is a Director of English Language iTutoring (ELiT), which provides AI-informed automated systems for learning and assessment.

Martina Hulešová, Charles University, Czech Republic

Local approaches to common problems: meeting ALTE Minimum Standards in the Czech Language Certificate Exams

Abstract

In 2015, a quality management system was introduced in the Czech Language Certificate Exam with the aim of revalidating the exam development processes and overcoming the issue of the pre-set cut-off score, which was considered a weak point for validity and an obstacle to meeting ALTE minimum standards 4 and 5 concerning test form comparability and alignment to the CEFR. The research also addressed the question of how to fulfil standards for quality and fair assessment in a context of limited resources, both personal and financial, low numbers of candidates, and the pre-set cut-off score.

The mixed method approach was used. The constructs and the specifications were analysed using the ALTE checklist and other qualitative tools. Then, new specifications, rating criteria, and tasks were developed, pretested and reviewed externally, in an iterative development. To deal with the issues of the pre-set cut-off score, the alignment to the CEFR, and test form comparability, two standard-setting methods were applied. For receptive tasks, the Direct Consensus method (Cizek & Bunch, 2007) was found suitable. For writing and speaking, the Body of Work method (Kingston et al., 2001; Cizek and Bunch, 2007) was chosen, and the procedures described in the article by Verhelst et al. (2019) were replicated with some modifications to respond to the local context. For psychometric comparability, linear equating has been applied. The standard-setting has become an ongoing process held several times a year. The cut-off scores for each task have been stored in an Excel-based task bank. The local approach helped to solve the problems encountered. In addition, one of the important outcomes was the deeper involvement of the internal and external teams in the test development, which increased assessment knowledge within the team and assessment literacy within the stakeholders.

Biodata

Martina Hulešová graduated in Spanish Philology at Charles University (Prague, Czech Republic) and later obtained her MA in language Testing at Lancaster University (UK) and PhD in Didactics of Foreign Languages at Masaryk University (Brno, Czech Republic). Her research interests include standard setting, validation and training in language testing and assessment. She works as quality manager for the Research and Test Centre at the Institute for Language and Preparatory Studies (Charles University) and as a freelancer she provides consultancy for

other projects related to language assessment, Czech sign language, diagnostic tests and others. She is a member of the Executive Committee at the EALTA (European Association for Language Testing and Assessment).

Anne Gallagher, ALTE Individual Expert Member, Ireland

Languages in competition: attempts to level the playing field

Abstract

English is currently the most widely taught foreign language in Europe. This surely has implications for the teaching and learning of other languages, including those that are considered to be world languages. But what of lesser used languages or those that are minoritised in their country of origin? This presentation will examine language policies implemented by three European states in an attempt to achieve a balanced offering of language learning to their citizens and to enhance national language capacity from economic, social and cultural perspectives. It will consider how successful they have been to date and what lessons, if any, can be drawn from their experience.

Biodata

Please see page 21



The parallel workshops on Friday 11th November, in the afternoon (except the workshop in Czech) are a repetition of the workshops on Thursday 10th November.

Dina Vîlcu, BBU-RCI, Romania

Less widely tested languages – meeting the challenges of practicality

Abstract and bio please see page 12

Jane Lloyd, ALTE Validation Unit, UK

Statistical analysis possibilities for small numbers

Abstract and bio please see page 13

Asbjørn Nybo, Denmark;

Sari Ohranen, Finland;

Signe Wiger, Norway

Nordic ALTE – What we can learn & what have we learned from each other

Abstract and bio please see page 14 and 15

Petra Vallin, Charles University, Czech Republic

CLIL as an effective tool for learning academic language

Abstract and bio please see page 16

Kateřina Vodičková, Charles University, Czech Republic

Eva Složilová, Masaryk University, Czech Republic

**Assessing Czech as L2/FL or assessing plurilingualism?*

Čeština jako druhý/cizí jazyk, nebo plurilingvismus: Co hodnotíme?

Abstract

The assessment of productive skills of learners whose L1 and L2 belong to a related language family group may be affected by the similarity of these languages. The influence of L1 or other acquired languages is expected especially at lower levels according to the updated CEFR Companion Volume (CEFR CV, 2020). But where is the line between what is expected and what the learners are 'entitled' to in relation to the CEFR CV descriptors on one hand, and what is already beyond that line on the other hand? It can be difficult to maintain both inter-rater and intra-rater agreement, as the raters may set the boundaries individually according to their ability to understand other languages and not in accordance with the standard described in the CEFR CV. A typical example of problematic assessment of Czech as a Foreign Language/L2 is the production of native speakers of some Slavic languages, who may, intentionally or not, use words from their own languages with Czech endings, or combine Czech words and endings with other Slavic languages. The influence of the L1 occurs at all language levels. Learners may use lexical or grammatical borrowings from their L1 when they are not familiar with the adequate Czech word or structure; they can switch between Czech and their L1; and in extreme cases, they switch to their L1 believing the rater understands. In the plurilinguistic era, how can the 'purity' of assessment be guaranteed for exams that are not based on the concept of plurilingualism? How can we eliminate the possible perception of the ability to communicate as the ability to communicate using all languages that target language learners are familiar with? How can the boundaries be set within which switching between language is still acceptable? This workshop aims at finding answers to many of these questions in an effort to make the assessment in standardized exams in Czech as a FL/L2 more effective.

***This workshop will be delivered in Czech**

Biodata

Kateřina Vodičková has a Masters in Czech and English Philology from Palacký University, Olomouc and in Language Testing from Lancaster University. She also has a postgraduate degree in the Czech language. She has worked at the Institute for Language and Preparatory Studies at Charles University, Prague since 2005. She collaborates with the National Pedagogical Institute and the Centre on Measurement in Education. She has worked as language teacher, item writer, examiner, rater, and exam consultant. She is the coordinator of the CCE-A1 exam and she runs lectures on assessment in methodological courses.

Eva Složilová has a Master's Degree in Language Testing from Lancaster University and a Doctoral Degree in Foreign Language Teaching from Charles University in Prague. Her experience of assessing foreign languages comprises, among other things, developing tests of English according to STANAG 6001 for the Czech Armed Forces, implementing CEFR standards into foreign language tests developed at Masaryk University Language Centre in Brno, and reviewing test documents for the Institute for Language and Preparatory Studies at Charles University. Recently she participated in developing a diagnostic test of Czech as a second language (a project of the National Pedagogical Institute in Prague).

Abstrakt

Hodnocení produktivních dovedností u uživatelů jazyka, jejichž první a cizí/druhý jazyk patří do příbuzné jazykové podskupiny, může být ovlivněno podobností těchto jazyků. Zejména u nižších úrovní podle aktualizovaného vydání Společného evropského rámce pro jazyky (CEFR - Companion Volume, 2020, dále CEFR CV) lze vliv prvního jazyka, popř. dalších osvojených jazyků předpokládat. Kde ale leží hranice mezi tím, co je očekávatelné a na co mají uživatelé jazyka vzhledem k deskriptorům CEFR CV „nárok“, a mezi tím, co už je za touto hranicí? Hodnocení se v těchto případech může stát velmi složitým a může být těžké udržet shodu hodnotitelů (iter-rater agreement) a vnitřní konsistenci hodnotitele (intra-rater agreement), protože si tyto hranice mohou stanovovat individuálně podle svých schopností porozumět jiným jazykům a ne v souladu se standardem popsáním v CEFR CV. Typickým příkladem problematického hodnocení češtiny jako cizího/druhého jazyka může být produkce rodilých mluvčích některých slovanských jazyků, kteří mohou spontánně nebo úmyslně např. používat slova ze svých jazyků s českými koncovkami, ale také česká slova s jinojazyčnými koncovkami. Vliv prvního jazyka může být v různé míře patrný na všech jazykových rovinách. Uživatelé jazyka mohou občasnými lexikálními či gramatickými výpůjčkami ze svého prvního jazyka řešit neznalost daného lexika nebo struktury v češtině, mohou přepínat mezi češtinou a svým rodným jazykem a v krajním případě až přejít do rodného jazyka s tím, že hodnotitel přece rozumí. Jak lze v éře plurilingvismu zajistit „čistotu“ hodnocení i u zkoušek, které nejsou založeny na konceptu plurilingvismu? Jak eliminovat možné vnímání schopnosti dorozumět se jako schopnosti dorozumět se s použitím všech jazyků, které uživatelé cílového jazyka znají? Jak lze stanovit hranice, v jejichž rámci je přepínání mezi jazyky ještě přijatelné? Workshop si klade za cíl hledat společné odpovědi na mnohé z těchto otázek ve snaze zefektivnit hodnocení standardizovaných zkoušek z češtiny jako cizího/druhého jazyka.



CHARLES
UNIVERSITY



EU2022.CZ

Czech Presidency of the Council
of the European Union

