

The EALTA Special Interests Groups
Classroom-based Language Assessment (CBLA SIG)
&
Multilingual Language Assessment (MLA SIG)

Thursday, 11 June 2026, 14.00–17.15 CET

(prior to 22nd EALTA Conference, University for Foreigners of Siena (UNISTRASI), Piazza Carlo Rosselli 27/28, Siena, Italy. <https://ealta-annual-conference.org/>)

14:00 WELCOME

14:00–14:20 Vera Vesala & Dmitri Leontjev: *“At this point I'm all for AI myself”: Resolving classroom tensions through development of teacher assessment and AI literacy in dialectical teacher-research partnership’*

14:20–14:40 Renika Papakammenou: *“Practical Methods for Unified Assessment of SEN and Multilingual Students’*

14:40–15:00 Rousoulioti Thomais, Dina Tzagari and Eleni Pagakalou: *‘Assessment of Plurilingual Students in History Classrooms: Challenges, Emotional Experiences, and Inclusive Practices’*

15:00–15:20 Anna Raneri: *Operationalising and integrating feedback provisions in the L2 writing classroom at Italian secondary school*

15:20–15:40 Karim Rezagah: *The development and integration of assessment-focused AI literacy into teachers’ assessment practices*

15:40–15:50 BREAK

15:50–16:10 Agnes Bodis: *Assessment of plurilingual learners in Australian higher education*

16:10–16:30 Angeliki Salamoura: *Embedding Learning Oriented Assessment in Educational Systems: Preconditions for Validity and Implementation*

16:30–16:50 Luca Lötano: *Making plurilingual mediation visible: shared video observation and process-oriented classroom-based assessment*

16:50–17:10 Mahbubur Rahman Rony: *De-centering Visual Norms in Classroom-Based Language Assessment: A Study of Visually Impaired Teachers’ Practices in Mainstream Classrooms in Bangladesh*

17:10–17:15 CLOSING REMARKS

“At this point I'm all for AI myself”: Resolving classroom tensions through development of teacher assessment and AI literacy in dialectical teacher-research partnership

Vera Vesala & Dmitri Leontjev

University of Jyväskylä, Finland

This presentation reports on a part of the DD-Lang project, one of the aims of which is to develop English teachers' conceptions about assessment and how information coming from computerised dynamic assessment (DA; Poehner & Leontjev, 2020), including learner engagements with AI-based chatbot, can inform the classroom teaching and learning process. We will build an argument for developing teacher assessment and AI literacy as interrelated with classroom teaching and learning in Vygotskian praxis—a dialectical teacher-researcher partnership (Lantolf & Poehner, 2014), which allows teachers to connect theory and practice to resolve classroom challenges. We will trace the developmental trajectory of one teacher, who worked towards resolving a tension between efficiency in assessment and making learners active participants in the assessment as a development-oriented process. Simultaneously, the teacher moved from conceptualising AI as a threat to academic integrity to a tool making classroom assessment more efficient towards a tool that helps to support and promote learning. The data used to illustrate our praxis with the teacher comes from our audio and video-recorded meetings, as well as classroom intervention plans that we developed and implemented collaboratively. We will discuss how using concepts coming from the DA framework, especially mediation, guided the teacher's developmental process.

Practical Methods for Unified Assessment of SEN and Multilingual Students

Renika Papakammenou

Papakammenou Foreign Languages, Agrinio, Greece

Bridging the gap between theory and the daily classroom, this paper addresses the increasing diversity of modern EFL environments, characterized by the co-occurrence of multilingualism and Special Educational Needs (SEN). As standardized, "Western-centric" exam cultures often fail to provide equitable assessment for such diverse cohorts, this study advocates for a shift toward inclusive and Classroom-Based Assessment (CBA).

Drawing on the "multilingual turn" (2024–2026), the presentation highlights how teachers increasingly view home languages as cognitive assets rather than obstacles. It presents specific practitioner strategies for material modification, such as replacing

generic stimuli with student-generated content to ensure cultural relevance. Furthermore, it explores the role of AI in fostering equity by generating real-time, personalized scaffolding and multilingual instructions tailored to individual SEN profiles.

By integrating translanguaging rubrics and alternative assessment techniques, the paper demonstrates how teachers can move from an "English-only" to an "English-plus" model. Attendees will gain insights into practical methods for preparing inclusive materials that promote "language admiration" and ensure that all students, regardless of their linguistic background or learning needs, can succeed in a unified classroom setting.

Assessment of Plurilingual Students in History Classrooms: Challenges, Emotional Experiences, and Inclusive Practices

Rousoulioti Thomais, Dina Tsagari and Eleni Pagakalou

Aristotle University of Thessaloniki, Greece and OsloMet, Norway

Assessment within inclusive educational frameworks requires stakeholders to address the diverse linguistic, cognitive, and emotional needs of all learners in equitable ways (UNICEF, 2017). In this context, the increasing presence of plurilingual students in secondary education highlights the need to better understand how their learning and assessment are shaped across content subjects (García & Wei, 2014; Shohamy, 2001). This study addresses the role of assessment literacy and inclusive practices in evaluating plurilingual learners within content subjects, responding to the conference focus on stakeholder literacies and equity in assessment. Specifically, it explores how classroom-based assessment (CBLA) operates in history lessons in an intercultural secondary school context, contributing to discussions on multilingual assessment in classroom settings (Leung & Lewkowitz, 2006). Adopting a mixed-methods design, the study combines qualitative data from semi-structured interviews with six history teachers and quantitative data from questionnaires completed by 42 plurilingual students. The analysis focuses on how linguistic demands, assessment practices, and available support mechanisms shape students' performance and engagement.

Findings indicate that limited proficiency in the language of schooling, particularly in subject-specific academic vocabulary, constrains students' ability to interpret historical texts and assessment tasks (Cummins, 2000). Current assessment practices are also associated with heightened anxiety, insecurity, and occasional disengagement, highlighting the emotional dimension of assessment literacy. Both teachers and students report a need for more inclusive and linguistically responsive approaches, including the use of digital translation tools, collaborative learning, and alternative assessment formats. The study contributes to the field of language testing and assessment by highlighting the intersection of multilingualism, assessment literacy, and emotional factors in CBLA, and by proposing practical strategies to enhance equity and inclusion in content-area assessment.

Operationalising and integrating feedback provisions in the L2 writing classroom at Italian secondary school

Anna Raneri

CRELLA, University of Bedfordshire, UK

This presentation addresses two sub-themes of the conference, *Learning from practice* and *Breaking new ground*, by discussing ongoing quasi-experimental research in Italian secondary schools. By adopting a new complementary approach (i.e., integrating peer and teacher feedback) in contexts where feedback is largely absent, this project aims to enhance feedback literacy while measuring feedback impact on L2 (English) essay writing.

Following the successful completion of pilot study, the ongoing main study involves the classroom operationalisation of feedback integration with five experimental and four control groups, totalling five teachers and a hundred students. Both groups receive training based on the same prompts for guided provision/response, and act upon the feedback received on three essays. However, while the experimental groups are given peer feedback training, give peer feedback and have their peer comments reviewed by teachers, the control groups only receive training to respond to teacher feedback.

As well as comparing the effects of different feedback approaches on essay scores and textual features across three feedback opportunities, this study examines whether integrated formative peer and teacher feedback can be practically implemented within the Italian secondary school to bridge the gap between current and desired performance in English essay writing.

It is hoped that the research will inform future teacher training and CPD in Italy while contributing to feedback practice development in the English L2 writing class.

The development and integration of assessment-focused AI literacy into teachers' assessment practices

Karim Rezagah

University of Jyväskylä, Finland

The rapid growth of Artificial Intelligence (AI) in various aspects of education is so remarkable that equipping teachers with assessment-focused AI literacy (AFAI) for integrating it into their assessment practices has become a necessity. The AFAI is indeed the novel literacy that needs to be incorporated into teachers' training and professional development programs. For that to happen AFAI needs to be conceptualized, developed, and verified to help teachers implement it in practice. Ding et al. (2024) conceptualize AI literacy as the requisite knowledge and skills, the

methods for collaboratively engaging with AI, and the capacity to assess the pedagogical and ethical implications of their AI integration endeavors in teaching and learning” (p. 2). The framework will be informed by the available literature, therefore, a literature review, adherent to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA, Page et al., 2020) guidelines will be conducted for locating the available literature. The framework will bring the three domains of assessment literacy, technological pedagogical content knowledge (TPACK), and AI literacy together. The purpose of the framework is to empower teachers to practically implement AI in their classroom practices, enhance teachers’ AFAI literacy, and inform teacher training and development programs.

Assessment of plurilingual learners in Australian higher education

Agnes Bodis

Macquarie University, Australia

Despite high linguistic diversity at Australian universities, institutional practices remain shaped by a monolingual habitus (Gogolin, 2013), framing academic life through a monolingual lens. This talk presents assessment-related findings from a larger project examining university educators’ beliefs and pedagogical practices in teaching plurilingual students at an Australian university. The analysis of online questionnaires and focus group discussions shows that while deficit view of plurilingual students persist, educators’ beliefs also reflect orientations toward ‘language-as-a-resource’ and ‘language *development*- as-a-right’ (Ruiz, 1984). Educators reported employing plurilingual pedagogical practices that support both *horizontal multilingual skills*, by engaging students’ full linguistic repertoires, and *vertical multilingual skills*, by developing English for academic participation. However, assessment practices were found to focus predominantly on the latter, prioritising ‘the final product’ in English. The study argues for the development of a ‘multilingual habitus’ through institutional structures and policies that recognise and value the linguistic resources, experiences, and knowledge production of plurilingual students.

References

- Gogolin, I. (2013). The "monolingual habitus" as the common feature in teaching in the language of the majority in different countries. *Per linguam: a journal of language learning*, 13(2).
- Ruíz, R. (1984). Orientations in Language Planning. *NABE journal / National Association for Bilingual Education*, 8(2), 15-34.

Embedding Learning Oriented Assessment in Educational Systems: Preconditions for Validity and Implementation

Angeliki Salamoura

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Learning Oriented Assessment (LOA) has steadily gained recognition in the last two decades, becoming a prominent approach in classroom-based assessment (e.g. Gebril, 2021; Leung et al., 2018; Purpura and Turner, 2026). While its benefits within the classroom are well documented (e.g., Carless, 2014; Gebril & Brown, 2020; Lam, 2021; Ma, 2023), its implementation at institutional level—such as in schools, universities, or national education systems—has received less attention.

Nonetheless, recent models of learning programmes underscore the need to view assessment as an integral component of the wider learning ecosystem they sit in for understanding the conditions that affect its successful or unsuccessful implementation in different contexts (O’Sullivan, 2020).

This theoretical paper presents a critical review of LOA research conducted at the institutional level (e.g., Gebril, 2021; Ho, 2015; Khan & Hassan, 2021; Leung, 2020). Four key prerequisites for ensuring LOA validity at that level were identified: establishing educational coherence, fostering an understanding of LOA principles among all key stakeholders, building collective teacher efficacy, and closing skill gaps for teachers.

I will discuss the importance of these prerequisites and examine how a lack of connection between them can threaten the integrity of LOA implementation. I will conclude by identifying areas in need of further research.

Making plurilingual mediation visible: shared video observation and process-oriented classroom-based assessment

Luca Lòtano

University of Palermo, Italy

This paper reports a pilot study on classroom-based multilingual assessment in a performance-based Italian L2 laboratory with adult migrants, used as a setting for exploring approaches relevant to other plurilingual educational contexts. Framed by the CEFR Companion Volume, the study treats the plurilingual speaker as a social agent and understands communication as situated, relational, and multimodal. The focus is on how teachers and learners collaboratively interpret evidence of plurilingual mediation. Meaning-making is examined as emerging through reformulation, recourse to multiple languages, mutual support, embodied resources, and group-based mediation.

The study adopts an empirical and inferential view of assessment. Through the shared observation of video-recorded interactions, it seeks to define an observable construct of plurilingual mediation and to develop an observation grid for identifying strategies and interactional features. The corpus includes shared video observation sessions, initial and final interviews, and observation diaries written by participants and teachers. In this perspective, video functions as a resource for self-assessment, peer assessment, and professional reflection. The paper argues that participatory, process-oriented multilingual assessment, developed in a context shaped by migrants' multilingual repertoires, can support awareness and fairer judgement, make plurilingual and multimodal competences more visible within classroom-based language assessment, and inform inclusive assessment practices.

De-centering Visual Norms in Classroom-Based Language Assessment: A Study of Visually Impaired Teachers' Practices in Mainstream Classrooms in Bangladesh

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This paper-in-progress explores how visually impaired (VI) teachers enact classroom-based language assessment (CBLA) in mainstream English classrooms in Bangladesh. While CBLA research increasingly foregrounds equity and inclusion, limited attention has been given to how teachers with visual impairments design and implement assessment practices for sighted learners.

Using a narrative inquiry approach, this ongoing study examines the practices of five VI teachers working in low-resource educational contexts. Data are being collected through classroom reflections, teaching narratives, and participant accounts, focusing on how assessment is enacted beyond visual modes.

Preliminary insights suggest that these teachers employ multimodal assessment strategies, including structured oral feedback, auditory monitoring, and alternative scaffolding techniques, to evaluate student performance and sustain classroom engagement. These practices not only enhance accessibility but also reconfigure conventional assumptions about CBLA, encouraging learners to engage through diverse sensory and cognitive pathways.

By situating VI teachers' work within CBLA and equity-oriented frameworks, this study contributes to inclusive assessment design and foregrounds underrepresented practitioner perspectives. It also opens avenues for exploring how emerging technologies, including AI, may support accessible and multimodal assessment practices alongside traditional pen-and-paper classroom assessment contexts.

