

## 22<sup>nd</sup> EALTA Conference


# Literacies across different stakeholder groups

**9-14 June, 2026, Siena, Italy**

*Preliminary Programme*

Pre-Conference		
<i>Tuesday, 9 June (from 2 pm)</i>	<i>Wednesday, 10 June (all day)</i>	<i>Thursday, 11 June (until noon)</i>
<p><i>Workshop 1</i></p> <p><b>Designing Scenario-Based Language Assessments with the Assistance of AI Technologies</b></p> <p><i>Soo Hyoung Joo, Daniel Eskin, James E. Purpura &amp; Giulia Peri</i></p>		
	<p><i>Workshop 2</i></p> <p><b>Grounded Theory Methodology in Practice: from Data to Theory</b></p> <p><i>Mina Patel</i></p>	
	<p><i>Workshop 3</i></p> <p><b>Q Methodology for Language Assessment Research – Principles &amp; Applications</b></p> <p><i>Nicola Lupi Morea</i></p>	

Thursday, 11 June, 2026	
<b>12.00-14.00</b>	<b>Early Registration</b>
<b>14.00-17.00</b>	<b>Parallel SIG Meetings</b>
	<p><b>Classroom-Based Assessment &amp; Multilingual Language Assessment (Joint meeting)</b> <i>Dina Tsagari, Karin Vogt &amp; Eleni Meletiadou</i></p>
	<p><b>EDI</b> <i>Gemma Bellhouse &amp; Richard Spiby</i></p>
	<p><b>CEFR</b> <i>Armin Berger &amp; Neus Figueras</i></p>

17.15-18.00	<b>Newcomer Session</b> <i>Slobodanka Dimova &amp; Sonja Zimmermann</i>	
16.00-18.00	<b>Registration</b>	
18.00	<b>Welcome Reception</b>	sponsored by 


<h2>Conference</h2>			
Friday, 12 June, 2026			
08.00-09.00	<b>Registration</b>		
09.00-09.30	<b>Opening Ceremony</b> <i>Slobodanka Dimova, EALTA President</i> <i>Prof. Jacopo Tabolli, Vice-Rector, University for Foreigners of Siena (UNISTRASI)</i>		
09.30-10.30	<b>Jamie Dunlea Lecture</b> <b>Assessment and feedback literacies in the context of GenAI: The centrality of design</b> <i>David R. Carless</i>		sponsored by 
10.30-11.00	<b>Coffee</b>		
11.00-12.30	<b>Parallel Paper Presentation</b>		
	11.00-11.25 <b>Food for thought: Fostering mutual development of literacies through discussion of stakeholders' language assessment interests and needs</b> <i>Susan Sheehan, John Pill, Thuy Thai &amp; Geisa Davila Perez</i>	11.00-11.25 <b>Exploring the effect of AI-mediated speaking practice on interactional competence: A mixed-methods intervention study</b> <i>Szilvia Papp &amp; Hye-won Lee</i>	11.00-11.25 <b>DeFINE: a test evaluation tool to support stakeholders with responsible test selection</b> <i>Richard Spiby &amp; Emma Bruce</i>
	11.30-11.55 <b>Developing assessment literacies for equitable EMI: Educator beliefs and professional development pathways</b> <i>Yulia Kharchenko</i>	11.30-11.55 <b>Assessing pragmatics and interactional competence online: Rethinking literacies for digital speaking tests</b> <i>Philip Horne</i>	11.30-11.55 <b>Transparency and assessment literacy: reframing assessment transparency for inclusive stakeholder engagement</b> <i>Nathaniel Owen &amp; Ananda Senel</i>

	<p>12.00-12.25</p> <p><b>Doctor-patient communication: developing students' assessment literacy in a Medical English course</b></p> <p><i>Magdalini Liontou</i></p>	<p>12.00-12.25</p> <p><b>Do monologic speaking tasks measure the same construct as avatar-delivered oral proficiency interviews? Evidence from a confirmatory factor analysis of the DET interactive speaking task</b></p> <p><i>Jacqueline Church, Yigal Attali, Kai-Ling Lo, Yena Park &amp; Andrew Runge</i></p>	<p>12.00-12.25</p> <p><b>Introducing a new score scale to support score interpretation for an academic language test</b></p> <p><i>Spiros Papageorgiou</i></p>
12.30-14.00	Lunch		<p>sponsored by</p> 
13.15-14.00	<p><b>Lunchtime Session</b></p> <p><b>The Pioneering Contribution of Bernard Spolsky to Language Testing: From 'Measured Words' to Social Responsibility</b></p> <p><i>Elana Shohamy &amp; Ofra Inbar-Lourie</i></p>		
14.00-15.30	<b>Parallel Paper Presentations</b>		<b>Symposium</b>
	<p>14.00-14.25</p> <p><b>Beyond predictive validity: Contextual factors in interpreting English proficiency test scores</b></p> <p><i>Okim Kang &amp; Maria Kostromitina</i></p>	<p>14.00-14.25</p> <p><b>AI, Anxiety and Authenticity: Learners' perspectives on AI-mediated speaking tasks in Indonesia</b></p> <p><i>Anita Handayani</i></p>	<p><i>Symposium</i></p> <p><b>AI-mediated assessment literacies across stakeholder groups</b></p> <p><i>Dina Tsagari, Stergiani Kostopoulou, Karin Vogt, Vera Vesala, Matthew E. Poehner, Dmitri Leontjev, Ari Huhta, Asli Lidice Gokturk Saglam, Raili Hilden, Anna von Zansen &amp; Olena Rossi</i></p>
	<p>14.30-14.55</p> <p><b>A novel validation method for level descriptors and what it means for teachers' understanding of assessment results</b></p> <p><i>Craig Grocott &amp; Norman Verhelst</i></p>	<p>14.30-14.55</p> <p><b>Putting students' AI and assessment literacy at the centre of assessment design</b></p> <p><i>James Ackroyd</i></p>	


	15.00-15.25 <b>What's in a score? Triangulating test-taker perceptions, cognitive processes, and performance data to communicate score meaning</b> <i>Ellen Barrow, Sarah Hughes &amp; Ana Ulicheva</i>		
15.30-16.00	<b>Coffee</b>		
16.00-17.00	<b>Parallel Work-in-Progress Presentations</b>		
	16.00-16.25 <b>An empirical validation of the CEFR CV grid of phonological control</b> <i>Jan Kühn</i>	16.00-16.25 <b>Beyond assessment literacy: Building literacies through industry-integrated TESOL training</b> <i>Agnes Bodis</i>	16.00-16.25 <b>Exploring language assessment literacy of secondary school teachers in Thailand: Implications for professional development</b> <i>Poonyavee Navetra &amp; Punchalee Wasanasomsithi</i>
	16.30-16.55 <b>Welcome to the No-Phone Zone: Does a phone-free and tech-light classroom environment lead to improved engagement, performance, and assessment literacy?</b> <i>Panagiota Kesidou</i>	16.30-16.55 <b>The development of automated assessment tools for multimodal L2 interaction</b> <i>Anna von Zansen &amp; Joona Juselius</i>	16.30-16.55 <b>Consequential validity and equitable language assessment: analyzing the impact of standardized language tests on low-literate adult migrants (LESLLA learners) in Italy</b> <i>Valentina Cotesta</i>
17.00-18.00	<b>Graduate students' meeting</b>		
	<b>Social Event: Guided Tour of Siena</b>		

# Conference

Saturday, 13 June, 2026

9.30-10.30	<b>Parallel Paper Presentations</b>		
	9.30-9:55 <b>Interpreting multilingual assessment policy: How stakeholder assessment literacies shape implementation in an English-medium schooling context of Nepal</b> <i>Prithvi Shrestha</i>	9.30-9:55 <b>A scoping review of literature in multilingual assessment in higher education</b> <i>Marella Tiongson, Sanne Larsen, Joyce Kling &amp; Slobodanka Dimova</i>	9.30-9:55 <b>Enhancing revision and learning transfer through multiple high-level AI suggestions in writing tasks</b> <i>Lo Kai-ling, Yigal Attali, Jacqueline Church, Yena Park &amp; Andrew Runge</i>
	10:00-10:25 <b>Understanding writing literacies across EAP stakeholders in higher education</b> <i>Alina Reid</i>	10:00-10:25 <b>What does it mean to use a test in two languages? Validation, equivalence, and stakeholder understanding in multilingual post-entry assessment</b> <i>Michelle Czajkowski</i>	10:00-10:25 <b>Developing multiliteracies for learning-oriented assessment: Language assessment literacy, feedback literacy, and genAI literacy in EAP writing</b> <i>Stergiani Kostopoulou</i>
	10.30-11.00		<b>Coffee</b> <i>sponsored by</i> 
11.00-12.00	<b>Parallel Paper Presentations</b>		
	11.00-11.25 <b>Same test, different device: C-Test equivalence across desktop and mobile</b> <i>Anastasia Drackert</i>	11.00-11.25 <b>Assisted and unassisted rating of source-text use in the context of integrated academic writing</b> <i>Valeriia Koval</i>	11.00-11.25 <b>Establishing a community of practice for developing teachers' language assessment literacy: An action research on competency-oriented English task design in China</b> <i>Zhengqing Luo</i>

	<p>11.30-11.55</p> <p><b>Can elicited imitation tasks measure comprehension? Evidence from comprehension tasks and eye-tracking data</b></p> <p><i>Xun Yan, Yulin Pan, Huiying Cai</i></p>	<p>11.30-11.55</p> <p><b>What do test candidates say? Investigating the difficulties and mental processes of an integrated listening-speaking task</b></p> <p><i>Claudia Pop</i></p>	<p>11.30-11.55</p> <p><b>Enhancing Assessment literacy through digital integration in EFL classrooms for young learners: Teachers' perceptions and curriculum implications</b></p> <p><i>Sviatlana Karpava &amp; Effraimia Nikolaou</i></p>
<p><b>12.00-13.00</b></p>	<p><b>Lunch</b> (<i>provided</i>)</p>		
<p><b>13.00-14.00</b></p>	<p><i>Posters</i></p> <p><b>An exploration of item writers' language assessment and digital literacies in the context of item production</b> <i>Ozlem Terzioglu</i></p> <p><b>Re-imagining language assessment literacy in the AI era: Needs and collaborative pathways</b> <i>Dina Tsagari &amp; Stergiani Kostopoulou</i></p> <p><b>How is language assessment literacy fostered around the world?</b> <i>Benjamin Kremmel &amp; Paula Winke</i></p> <p><b>Adult migrants' lived experiences when completing a language test for integration</b> <i>Viktoria Ebner, Benjamin Kremmel, Laura Schildt &amp; Bart Deygers</i></p> <p><b>How do policymakers and test developers conceptualize and operationalize language tests for migration and integration?</b> <i>Eva Konrad, Benjamin Kremmel, Laura Schildt &amp; Bart Deygers</i></p> <p><b>How to reach out to test takers in a non-written language?</b> <i>Hanne Bowmer, Stine Sørli &amp; Kacper Piotrowski</i></p> <p><b>Shared ownership – Stakeholder engagement as a pathway to LAL development</b> <i>Sonja Zimmermann</i></p> <p><b>Multilingual Education and Assessment Literacy: Support for Teachers of Languages Beyond English</b> <i>Thomas Rousoulioti &amp; Dina Tsagari</i></p> <p><b>Bridging the gap: Enhancing Assessment Literacy in Multiprofessional Rating Teams in German for Medical Purposes Testing</b> <i>Laura Mair</i></p> <p><b>The Influence of Test Design on Listening Proficiency Outcomes: Exploring Construct and Test-Taker Strategies in Digital National Assessments</b> <i>Åsa Sebestyén, John Löwenadler &amp; Anna-Karin Lindqvist</i></p> <p><b>Examining Expert Consensus: Do Small Panels Represent Broader Stakeholder Views in Language Assessment?</b> <i>Birgitte Grande &amp; Clayton D. Leishman</i></p> <p><b>Developing Critical Language Assessment Literacy: Critical Pedagogy Assessments in an Online Class in a Philippine University</b> <i>Marella Tiongson</i></p>		

<b>14.00-15.00</b>	<b>Parallel Paper Presentations</b>		
	<p>14.00-14.25</p> <p><b>The role of keystroke process features in L2 writing assessment</b></p> <p><i>Yigal Attali</i></p>	<p>14.00-14.25</p> <p><b>Developing Learner Assessment and Digital Literacies in AI-Proctored Language Testing for University Entry</b></p> <p><i>Svetlana Mazhurnaya</i></p>	<p>14.00-14.25</p> <p><b>Language assessment literacy for university admissions: Who needs to know what and how?</b></p> <p><i>Emma Bruce, Daniel Lam, Karen Ottewell &amp; Angela Gayton</i></p>
	<p>14.30-14.55</p> <p><b>Critical, intercultural, and digital literacies in sign language assessment: Insights from the DSGS receptive adaptive test</b></p> <p><i>Tobias Haug, Charalambos Kollias &amp; Paraskevi (Voula) Kanistra, Regula Perrollaz, Katja Tissi, Sascha Thiemeyer, Olaf Bärenfänger &amp; Sabine Kutschera</i></p>	<p>14.30-14.55</p> <p><b>Conceptualising AI literacy for the language assessment profession</b></p> <p><i>Stefan O'Grady, Olena Rossi &amp; Nazlinur Gokturk</i></p>	<p>14.30-14.55</p> <p><b>The washback of IELTS on test retakers and their motivation</b></p> <p><i>Yuyuan Zhang</i></p>
<b>15.00-15.30</b>	<b>Coffee and AGM Registration</b>		
<b>15.30-17.00</b>	<b>AGM</b>		
	<b>Conference Dinner: All'Orto de' Pecci</b>		<p>Welcome Drinks sponsored by</p> 

# Conference

Sunday, 14 June, 2026

<b>9.30-11.00</b>	<b>Parallel Paper Presentations</b>		
	<p>9.30-9.55</p> <p><b>Reproducing and resisting literacy ideologies: How micro-Level assessment practices shape stakeholder literacies</b></p> <p><i>Stavroula Tsiplakou &amp; Dina Tsagari</i></p>	<p>9.30-9.55</p> <p><b>Beyond perfecting the prompt: Can text-mapping enhance the quality of genAI-generated B2 reading items?</b></p> <p><i>Olena Rossi &amp; Josep Montcada Escubairó</i></p>	<p>9.30-9.55</p> <p><b>Evaluating the cultural appropriateness of English language tests: Integrating statistical evidence and stakeholders' voices</b></p> <p><i>Brigita Seguis, Zanini Nadir &amp; Quynh Nguyen</i></p>
	<p><b>10.00-10.25</b></p> <p><b>Assessment Literacy of language teachers in Italy</b></p> <p><i>Dmitry Zagorskiy</i></p>	<p>10.00-10.25</p> <p><b>AI and Item writing in high-stakes testing: Practical and procedural literacies</b></p> <p><i>Andrew Fleck</i></p>	<p>10.00-10.25</p> <p><b>Teaching and assessing speaking in the context of curricular reform</b></p> <p><i>Tziona Levi &amp; Orly Haim</i></p>
	<p>10.30-10.55</p> <p><b>25 years of building language assessment literacy in Norway</b></p> <p><i>Cecilie Hamnes Carlsen &amp; Eli Moe</i></p>	<p>10.30-10.55</p> <p><b>From Comparative Judgement Ratings to Operational Item Difficulty Estimates: Exploring a Hybrid Item Calibration Approach for Receptive Items</b></p> <p><i>Ying Zheng, Rory Smith &amp; David Booth</i></p>	<p>10.30-10.55</p> <p><b>Bridging the gap behind bars: AI-mediated language assessment literacy for mixed-ability, plurilingual classes in restricted environments</b></p> <p><i>Luca Bottone</i></p>
<b>11.00-11.30</b>	<b>Coffee</b>		
<b>11.30-12.30</b>	<p><b>Keynote:</b></p> <p><b>Nuove migrazioni tra repertori plurilingui e alfabetizzazione / New migrations between plurilingual repertoires and literacy</b></p> <p><i>Mari D'Agostino</i></p>		
<b>12.30-13.00</b>	<b>Closing Ceremony</b>		