


22nd EALTA Conference Literacies across different stakeholder groups

9-14 June, 2026, Siena, Italy


Programme (27 May, 2026)

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>Designing Scenario-Based Language Assessments with the Assistance of AI Technologies</p> <p><i>Soo Hyoung Joo, Daniel Eskin, James E. Purpura & Giulia Peri</i></p>		
	<p><i>Workshop 2</i></p> <p>Grounded Theory Methodology in Practice: from Data to Theory</p> <p><i>Mina Patel</i></p>	
	<p><i>Workshop 3</i></p> <p>Q Methodology for Language Assessment Research – Principles & Applications</p> <p><i>Nicola Lupi Morea</i></p>	

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

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

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


	<p>12.00-12.25</p> <p>Doctor-patient communication: developing students' assessment literacy in a Medical English course</p> <p><i>Magdalini Liontou</i></p>	<p>12.00-12.25</p> <p>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</p> <p><i>Jacqueline Church, Yigal Attali, Kai-Ling Lo, Yena Park & Andrew Runge</i></p>	<p>12.00-12.25</p> <p>Introducing a new score scale to support score interpretation for an academic language test</p> <p><i>Spiros Papageorgiou</i></p>
<p>12.30-14.00</p>	<p>Lunch</p>		<p>sponsored by</p> 
<p>13.15-14.00</p>	<p>Lunchtime Session</p> <p>The Pioneering Contribution of Bernard Spolsky to Language Testing: From 'Measured Words' to Social Responsibility</p> <p><i>Elana Shohamy & Ofra Inbar-Lourie</i></p>		
<p>14.00-15.30</p>	<p>Parallel Paper Presentations</p>		<p>Symposium</p>
	<p>14.00-14.25</p> <p>Beyond predictive validity: Contextual factors in interpreting English proficiency test scores</p> <p><i>Okim Kang & Maria Kostromitina</i></p>	<p>14.00-14.25</p> <p>AI, Anxiety and Authenticity: Learners' perspectives on AI-mediated speaking tasks in Indonesia</p> <p><i>Anita Handayani</i></p>	<p><i>Symposium</i></p> <p>AI-mediated assessment literacies across stakeholder groups</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 & Olena Rossi</i></p>
	<p>14.30-14.55</p> <p>A novel validation method for level descriptors and what it means for teachers' understanding of assessment results</p> <p><i>Craig Grocott & Norman Verhelst</i></p>	<p>14.30-14.55</p> <p>Putting students' AI and assessment literacy at the centre of assessment design</p> <p><i>James Ackroyd</i></p>	

	15.00-15.25 From Comparative Judgement Ratings to Operational Item Difficulty Estimates: Exploring a Hybrid Item Calibration Approach for Receptive Items <i>Ying Zheng, Rory Smith & David Booth</i>	15.00-15.25 AI and Item writing in high-stakes testing: Practical and procedural literacies <i>Andrew Fleck</i>	
15.30-16.00	Coffee		
16.00-17.00	Parallel Work-in-Progress Presentations		
	16.00-16.25 An empirical validation of the CEFR CV grid of phonological control <i>Jan Kühn</i>	16.00-16.25 Beyond assessment literacy: Building literacies through industry-integrated TESOL training <i>Agnes Bodis</i>	16.00-16.25 Exploring language assessment literacy of secondary school teachers in Thailand: Implications for professional development <i>Poonyavee Navetra & Panchalee Wasanasomsithi</i>
	16.30-16.55 Welcome to the No-Phone Zone: Does a phone-free and tech-light classroom environment lead to improved engagement, performance, and assessment literacy? <i>Panagiota Kesidou</i>	16.30-16.55 The development of automated assessment tools for multimodal L2 interaction <i>Anna von Zansen & Joonas Juselius</i>	16.30-16.55 Consequential validity and equitable language assessment: analyzing the impact of standardized language tests on low-literate adult migrants (LESLLA learners) in Italy <i>Valentina Cotesta</i>
17.00-18.00	Graduate students' meeting		
	Social Event: Guided Tour of Siena		

Conference

Saturday, 13 June, 2026

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

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

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

Conference

Sunday, 14 June, 2026

9.30-11.00	Parallel Paper Presentations	
	9.30-9.55 Interpreting multilingual assessment policy: How stakeholder assessment literacies shape implementation in an English-medium schooling context of Nepal <i>Prithvi Shrestha</i>	9.30-9.55 Bridging the gap behind bars: AI-mediated language assessment literacy for mixed-ability, plurilingual classes in restricted environments <i>Luca Bottone</i>
	10.00-10.25 Assessment Literacy of language teachers in Italy <i>Dmitry Zagorskiy</i>	10.00-10.25 Beyond perfecting the prompt: Can text-mapping enhance the quality of genAI-generated B2 reading items? <i>Olena Rossi & Josep Montcada Escubairó</i>
	10.30-10.55 25 years of building language assessment literacy in Norway <i>Cecilie Hamnes Carlsen & Eli Moe</i>	10.30-10.55 Evaluating the cultural appropriateness of English language tests: Integrating statistical evidence and stakeholders' voices <i>Brigita Seguis, Zanini Nadir & Quynh Nguyen</i>
11.00-11.30	Coffee	
11.30-12.30	Keynote: Nuove migrazioni tra repertori plurilingui e alfabetizzazione / New migrations between plurilingual repertoires and literacy <i>Mari D'Agostino</i>	sponsored by 
12.30-13.00	Closing Ceremony	