

Guidelines for WIP presentations

How to prepare and bring your presentation

Please note that **we will not provide laptops or projectors for WIPs**, so make sure to bring your own laptop and/or printed materials to show to the delegates. Please decide in advance if you will provide handouts for the delegates to keep, or whether you will just bring materials for them to look at during the presentation.

If you are including any media (e.g., audios, videos) or online resources (e.g., YouTube videos) in your presentation, please make sure to bring also the files separately in case for some reason they do not open correctly from the PowerPoint presentation or the internet connection is not working.

On the day of your presentation

Please try to arrive at the room a bit before the beginning of your session, especially if there is a break just before. Otherwise, please try to locate the room of your presentation in advance so you can go there as soon as the previous session has finished.

When you arrive at the room, an attendant will be waiting for you and direct you towards your table (see "Table allocation" below).

Delegates will sit around the table with you, look at your presentation and/or materials, and provide feedback and comments. They will move from table to table approximately every 20 minutes, so you should be ready to repeat your presentation several times during the session. The room attendant will be timing the presentation and will indicate when you are coming to the end of each 20-minute slot. Presenters are required to finish their presentation when indicated by the attendant to ensure delegates can move to other tables.

Equipment

Please note that, given the nature of WIP presentations, we will not provide any technical equipment.

Wi-Fi

Although free Wi-Fi is available throughout the conference venue, the connection cannot be guaranteed; please try not to rely on it for the content of your presentation.

Assistance

There will be an attendant available in each room throughout the day and an AV technician available on call. If you require any assistance, please contact your room attendant and she will contact the AV technician if necessary.

Table allocation

| Wednesday 3rd May, 15:15-16:15 | |
|---|-------|
| Presentation | Table |
| Beliefs driving the assessment of speaking: An empirical study in a Brazilian public classroom Eber Clayton Dutra, Gladys Quevedo-Camargo | 1 |
| Generating the assessment literacy profile of EAP teachers in the Mainland China: An evidence-based approach Olana Rossi | 2 |
| Tatar exams needs analysis: The case of Kazan Marina Solnyshkina, Gulnara Sadykova, Alsu Ashrapova, Alyona Kharkova | 3 |
| Online language testing of immigrant languages: A nightmare or just a challenging reality check for the CEFR? Christoph Schepers | 4 |

| Wednesday 3rd May, 17:00-18:30 | |
|---|-------|
| Presentation | Table |
| Language assessment in teacher education programmes in Colombia Bozena Lechowska | 1 |
| From global student populations to localized HE settings: An example of an IMDP screening process for academic English and readiness Miia Konttinen, Lisa Lahtela | 2 |
| Assessment in a globalised economy: A task-based approach to assess the proficiency of Dutch in specific occupational domains Sarah Smirnow, Lucia Luyten | 3 |
| Évaluer la compétence à communiquer en français dans l'entreprise Dominique Casanova, François Renaud, Alexandre Holle | 4 |

Thursday 4th May, 14:30-16:00

| Presentation | Table |
|--|-------|
| Performance of multilingual speakers of Dutch on the ITNA admission test for higher education Ines Blomme, Leen Verrote | 1 |
| Puglia integrante – dalla vulnerabilità all’integrazione: percorsi di inclusione per rifugiati e minori sperimentando un toolkit del Consiglio d’Europa Gianvito Ricci | 2 |
| The use of blogs, Skype and authentic tasks in the modern language classroom Sara Bruun | 3 |
| Do foreign language learners and native speakers mark coherence and cohesion in a different way? Sabine Steemans, Catherine Verguts, Ann Vlasselaers | 4 |

Thursday 4th May, 16:45-17:45

| Presentation | Table |
|--|-------|
| The role of language exams in Colombian higher education Bozena Lechowska, Edga Uribe Salamanca, Olga Uribe Enciso | 1 |
| Digital challenges in the assessment of advanced European languages students in their final undergraduate year Emmanuelle Lacore-Martin, Carlos Soler Montes | 2 |
| Scoring writing digitally – a tool for raters and test administrators Hanne Lauvik, Ingvild Kleiveland Vevle | 3 |
| How value stream mapping at a Kaizen workshop at Cambridge English lead to a digital transformation in our test analysis Hugh Moss | 4 |