

Preliminary programme

Language learning, teaching and assessment...

... in a globalised economy

Investigating the necessary elements to design and implement a communicative test for engineering students: A backwash effect

Ada Luisa Arellano Méndez, Mextesol, Mexico

The written English Matura exam in Poland: Assessment, policy, and practice

Aleksandra Kasztalska, Southern Arkansas University, United States

Aleksandra Swatek, Purdue University, United States

Validating university entrance test assumptions: Some inconvenient facts

Bart Deygers, KU Leuven, Belgium

Language assessment in teacher education programmes in Colombia

Bozena Lechowska, Universidad Industrial de Santander, Colombia

Assessment in a globalised economy: A task-based approach to assess the proficiency of Dutch in specific occupational domains

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Testing pre-service teachers' spoken English proficiency: Design, washback and impact

Daniel Xerri, University of Malta, Malta

Odette Vassallo, University of Malta, Malta

Sarah Grech, University of Malta, Malta

Certification of Proficiency in Polish as a foreign language and its influence over the Polish labour market

Dominika Bartosik, Jagiellonian University Kraków, Poland

Évaluer la compétence à communiquer en français dans l'entreprise

Dominique Casanova, CCI Paris Ile-de-France – Centre de langue française, France

François Renaud, CCI Paris Ile-de-France – Centre de langue française, France

Alexandre Holle, CCI Paris Ile-de-France – Centre de langue française, France

Language learning, teaching and assessment...

Intersubjectivity, foreign language proficiency and the development of pre-service teachers' linguistic-communicative competences in teletandem interactions

Douglas Altamiro Consolo, State University of Sao Paulo (UNESP), Brazil

Gerson Rossi dos Santos, Federal Institute of Education, Science and Technology of Sao Paulo (IFSP), Brazil

Assessing the pragmatic competence of EFL learners at B2-C2 levels

Edit Ficzer Willcox, Oxford Brookes University, United Kingdom

QualiCEFR: A Quality Assurance template to achieve innovation and reform in language education through CEFR implementation

Enrica Piccardo, OISE, University of Toronto, Canada

Brian North, Eaquals/Eurocentres, Switzerland

Eleonora Maldina, OISE, University of Toronto, Canada

How politics influences the reception of a test: The case of an English C1-test for lecturers in Flemish universities

Frank Van Splunder, Interuniversity Testing Consortium, Belgium

Catherine Verguts, Internuversity Testing Consortium, Belgium

Standard valutativi e didattici per l'italiano nel mondo: le attività della Società Dante Alighieri

Giammarco Cardillo, Società Dante Alighieri, Italy

Paola Vecchio, Società Dante Alighieri, Italy

Redefining language assessment policy and practice in Vietnam: The Case for a National Testing Centre

Huu Nguyen, Ministry of Education and Training of Vietnam, Vietnam

Does language testing open doors? A qualitative study of social consequences of language testing in the context of employment

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Academic literacy and language proficiency in testing: Overlapping and diverging constructs

Kevin Cheung, Cambridge English Language Assessment, United Kingdom

Mark Elliott, Cambridge English Language Assessment, United Kingdom

L'évaluation comme élément essentiel dans la conception des programmes de formation du français sur objectifs spécifiques « FOS »

Kherra Nawel, Université Sétif 2, Algeria

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Washback research in the expanding circle: Insights from social psychology and linguistic imperialism

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L'évaluation en FOS (Français sur objectif spécifique): pour une acquisition efficace de la langue

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Narratives on testing: How are perceptions on language learning shaped through the multiple language assessment requirements in the market?

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Spanish for business in language accreditation

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European Portfolio for Student Teachers of Languages (EPOSTL) for assessment literacy

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The Cambridge English Global Analysis: Understanding English proficiency worldwide

Michael Corrigan, Cambridge English Language Assessment, United Kingdom

Andrew Coombe, Cambridge English Language Assessment, United Kingdom

Goethe's professional development of raters: Live-test data analysis as assessment

Michaela Perlmann-Balme, Goethe-Institut, Germany

Michaela Stoffers-Lang, Goethe-Institut, Germany

From global student populations to localized HE settings: An example of an IMDP screening process for academic English and readiness

Miia Konttinen, University of Jyväskylä Language Centre, Finland

Lisa Lahtela, University of Jyväskylä Language Centre, Finland

Empowering learners for a demanding labour market: the “Groups for the Experimentation of Plurilingualism” program in Catalonia

Montserrat Montagut Montagut, Government of Catalonia, Department of Education, Spain

Public examinations in Hong Kong: Stakeholder recognition and understanding

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La verifica come occasione di apprendimento e aggiornamento attraverso l'esperienza della certificazione glottodidattica DILS-PG di II livello

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Comprehension of conversational implicature: A matter of culture or a matter of knowledge

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The role of national assessments in determining MTB-MLE effectiveness: A review of EGRA and language assessment for the primary grades

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Language assessment practices: Implications of student involvement

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Measuring (linguistic) integration? German tests for migrants

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Implications of employing performance-based testing in a university context

Snezana Mitrovic, Sapienza University of Rome, Italy

A meaningful teaching experience: Women who inspire undergraduate students in a public university, overcoming stereotypes with a global citizenship approach

Sonia Claudia Duque Cuartas, Universidad de Antioquia, Universidad Nacional de Colombia, Sede Medellín and Universidad Pontificia Bolivariana, Colombia

Validation of a language test linked to a learning programme

Vincent Folny, CIEP, France

Sébastien Portelli, CIEP, France

Certifications: Tools for a policy of educational cooperation and to accompany language learning. The example of French in Italy

Virginie Salles, Institut français d'Italie/Ambassade de France en Italie, Italy

Lucile Chapiro, CIEP, France

Developing operational framework and descriptors of pragmatic effectiveness for China's standard of English

Wang Shuhua, NEEA, China

An investigation into scale descriptors for spoken English proficiency: Analysis based on descriptor pool

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... in a multilingual world

Verifica delle possibilità per una certificazione della lingua araba

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Pensare CLIL con Cambridge

Alessandra Varriale, Cambridge International Examinations, United Kingdom

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Assessing speaking – the challenge of eliciting authentic performance

Alex Thorp, Trinity College London, United Kingdom

Cathy Taylor, Trinity College London, United Kingdom

From language assessment literacy to better teaching and learning

Anna Okhotnikova, Ural Federal University, Russia

Anna Muzafarova, Ural Federal University, Russia

Julia Daminova, Ural Federal University, Russia

Empowering teachers through assessment literacy: Professional development in an under-resourced context

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Cut scores for combined constructs

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Comparing L2-speech perception across different L1-backgrounds: Intelligibility and the Common European Framework of Reference for Languages (CEFR)

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Validating gap-filling summarization as a reading task in Nets

Cao Linlin, Guangdong University of Foreign Studies, China

Assessment literacy and language teachers? A case study with teachers of Portuguese as Foreign Language

Catarina Isabel Sousa Gaspar, University of Lisboa, Portugal

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Teaching Italian as a second language to migrants. Mixed competence levels and linguistic backgrounds in the same classroom: A challenge

Cecilia Pani, Comunità di Sant'Egidio, Italy

Online language testing of immigrant languages: A nightmare or just a challenging reality check for the CEFR?

Christoph Schepers, Studieskolen, Denmark

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Assessing the English language proficiency of Italian students with dyslexia: What connections can we make?

Claudia D'Este, Ca' Foscari University of Venice, Italy

Geraldine Ludbrook, Ca' Foscari University of Venice, Italy

Designing a principled approach for rater training and norming protocols: Integrating theory and practice

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Heekyoung Kim, Michigan State University, United States

Aaron Ohlrogge, Michigan State University, United States

Modeling Oral Proficiency Development across Four Languages with the ACTFL OPIc

Daniel R Isbell, Michigan State University, United States

The use of test taker productions in redesigning writing assessment grids: A corpus based study

Dina Vilcu, Babeş-Bolyai University Cluj-Napoca, Romania

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Antonela Arieşan, Babeş-Bolyai University Cluj-Napoca, Romania

Beliefs driving the assessment of speaking: An empirical study in a Brazilian public classroom

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Gladys Quevedo-Camargo, University of Brasília, Brazil

Measuring the washback of a learning-oriented assessment

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Learning from assessment: Teachers' relationship with data driven learning.

Elaine Boyd, Trinity College London, United Kingdom

Can a test of structural reasoning help to predict language outcomes?

Elina Stordell, Testipiste, Finland

Investigating scoring procedures in language testing

George Ypsilandis, Aristotle University of Thessaloniki, Greece

Anna Mouti, University of Thessaly, Greece

Puglia integrante – dalla vulnerabilità all'integrazione: percorsi di inclusione per rifugiati e minori sperimentando un toolkit del Consiglio d'Europa

Gianvito Ricci, Associazione Quasar, Italy

The evaluation of Chinese students of Italian L2: Practices at the Universities for Foreigners of Perugia and Siena

Giuliana Grego Bolli, University for Foreigners of Perugia, Italy

Sabrina Machetti, University for Foreigners of Siena, Italy

Diagnostic assessment: Its use in teaching and learning foreign languages

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Performance of multilingual speakers of Dutch on the ITNA admission test for higher education

Ines Blomme, IUTC, Belgium

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Outcomes of the introduction an external English language assessment in Portugal

Jane Lloyd, Cambridge English Language Assessment, United Kingdom

¿Aprender en varias lenguas incide en el rendimiento en las competencias básicas?

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25 Years of UNCert® – Quality Assurance in university language teaching and learning

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Evaluar la revisión en entornos multilingües

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El español y la certificación lingüística en la Universidad de Salamanca

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Marta García, Cursos Internacionales Universidad de Salamanca, Spain

An investigation of the influence of age-related factors on the construction of China's standards of English

Jun Wang, Shanghai Jiao Tong University, China

Miao Gao, Central University of Finance and Economics, China

Students and instructors' perceptions of the construct-(ir)relevance of language to literacy competence in testing literature: A work in progress

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Comparing speaking performances across tests and languages: Evaluating the success of an institutional rater training program

Koen Van Gorp, Michigan State University, United States

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Post-entry language assessment in higher education: The interaction between home and school language in relation to academic language proficiency

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Assessment OF learning and FOR learning: Teachers and students working towards progress

Luciana Verónica Fernández, ESSARP, Argentina

Developing productive writing tasks that test young learner A1 and A2 level communicative writing abilities

Maggie Dunlop, Cambridge English Language Assessment, United Kingdom

Kathryn Davies, Cambridge English Language Assessment, United Kingdom

Tatar exams needs analysis: The case of Kazan

Marina Solnyshkina, Kazan Federal University, Russia

Gulnara Sadykova, Kazan Federal University, Russia

Alsu Ashrapova, Kazan Federal University, Russia

What do teachers really think about using international speaking exams as a goal for students? Views from a bilingual programme

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Reflective practice and professional development qualifications for teachers of bilingual learners

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Student perceptions of the CEFR levels and their ability to rate their speaking in English

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What can we learn from language assessment results with a statistical perspectives?

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Nursel Tan Elmas, Yunus Emre Institute, Turkey

Nonverbal delivery in speaking assessment: An intercultural case study

Mingwei Pan, Guangdong University of Foreign Studies, China

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Assessing young learners speaking skills in primary education

Mirna Pit, Bureau ICE, Netherlands

Language learning and assessment transformation: An opportunity for educative innovation

Monica Pereña, Generalitat de Catalunya, Spain

Generating the assessment literacy profile of EAP teachers in the Mainland China: An evidence-based approach

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Reconsidering the impact of language assessment on language learning and teaching: A survey on an Italian examination for young learners

Paola Masillo, University for Foreigners of Siena, Italy

Carla Bagna, University for Foreigners of Siena, Italy

Sabrina Machetti, University for Foreigners of Siena, Italy

Aligning China Standards of English (CSE) with the CEFR

Chuan Peng, Guangdong University of Foreign Studies, China

Which test to take? A comparison of two English proficiency tests

Quynh Le, Hoa Sen University, Vietnam

Monitoring languages in a three language policy setting: Experiences in Kazakhstan

Remco Feskens, Cito, National Institute for Educational Measurement, Netherlands

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Do foreign language learners and native speakers mark coherence and cohesion in a different way?

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The use of blogs, Skype and authentic tasks in the modern language classroom

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Test takers' views and feedback on the L2 Sami language and the language test

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Certificazione PLIDA. Alcune riflessioni su valutazione e testing per gli apprendenti provenienti da lingue distanti e in particolare sinofoni

Silvia Giugni, Società Dante Alighieri, Italy

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The implementation of a French language certification: Positive washback and wider resulting effects

Stéphanie McGaw, University of Corsica, France

Towards a scale of academic language proficiency

Stuart Duncan Shaw, Cambridge International Examinations, United Kingdom

How big should the carrot be? An investigation into effects of differential incentivization on students' standardized proficiency test scores

Susan Gass, Michigan State University, United States

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Advanced proficiency: How to get there?

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Writing assessment practice across different EFL contexts

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Developing a Japanese language test for a multilingual online assessment system:

Towards an action-oriented approach to Japanese instruction in Europe

Tomoko Higashi, Université Grenoble Alpes, France

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Integrating corpus linguistics & classroom-based assessment: Evidence from young learners' written corpora

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Language assessment and effective teaching and learning for English language learners in Florida

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Exploring teachers' language assessment literacy: A social constructivist approach to understanding effective practice

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Une enquête sur la motivation à l'apprentissage d'une langue étrangère – le cas des étudiants du département de français

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How to assess mediation?

Waldemar Martyniuk, Jagiellonian University Kraków, Poland

English teachers' perceptions of China's Standards of English for speaking

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Jie Wei, Shanghai Jiao Tong University, China

A comparative study on the washback of writing tasks in two international EFL tests on Chinese test-takers

Xiangdong Gu, Chongqing University, China

Yue Hong, Chongqing University, China

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From online diagnostic language assessment to tailored EFL learning --- CDA-based EFL listening diagnostic model construction

Xiaomei Ma, School of Foreign Studies, Xi'an Jiaotong University, China

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Linking performance assessment to language scales: Challenges of the rating method effect

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Development of consecutive interpreting strategic competence scale

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A corpus-based study of grammatical distinguishing features of Chinese eighth graders for the development of China's standards of English

Xu Yun, Minzu University of China, China

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Situating a diagnostic assessment for Chinese senior high school English learners in Assessment Use Argument framework

Zhang Chunqing, Zhejiang International Studies University, China

Developing and validating a reading strategy scale for Chinese tertiary EFL learners

Zhou Yanqiong, Guangdong University of Foreign Studies, China

... in the digital era

Meeting student needs through informal assessment OR do I know what I need to know?

Andrea Kulmhofer, Federal Institute BIFIE, Austria

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Learning Oriented Assessment: Making the connections between learning, assessment and technology

Angeliki Salamoura, Cambridge English Language Assessment, United Kingdom

Sarah Unsworth, Cambridge English Language Assessment, United Kingdom

Using Cambridge Write & Improve for ESL learners

Ardeshir Geranpayeh, Cambridge English Language Assessment, United Kingdom

Helen Yannakoudakis, University of Cambridge, United Kingdom

Modelli di validazione qualitativa in contesti di large-scale assessment per le competenze linguistiche

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Learners' goals and the impact of assessment for and as learning: Examples from computerised diagnostic and dynamic assessment

Dmitri Leontjev, University of Jyväskylä, Finland

Ari Huhta, University of Jyväskylä, Finland

Penser l'organisation dématérialisée de tests de langue à grande échelle

Dominique Casanov, Centre de langue française, Chambre de commerce et d'industrie de région

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Combining the reliability of judgement with the validity of external alignment to create a powerful tool for teacher led assessment

Ed Hackett, Oxford University Press, United Kingdom

Digital challenges in the assessment of advanced European languages students in their final undergraduate year

Emmanuelle Lacore-Martin, The University of Edinburgh, United Kingdom

Carlos Soler Montes, The University of Edinburgh, United Kingdom

Exploring an asymmetrical dialogue between human and machine: How do English language learners take the automated words?

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Predicting readability of texts for Italian L2 students: A preliminary study

Giuliana Grego Bolli, CVCL - University for foreigners - Perugia, Italy

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Scoring writing digitally – a tool for raters and test administrators

Hanne Lauvik, Vox, Norwegian Agency for Lifelong Learning, Norway

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The Impact of an integrated teaching, learning and assessment framework on students' performance and perceptions

Huang Jing, China West Normal University, China

How value stream mapping at a Kaizen workshop at Cambridge English lead to a digital transformation in our test analysis

Hugh Moss, Cambridge English Language Assessment, United Kingdom

Dan Dunlavy, Cambridge English Language Assessment, United Kingdom

Constraining issues in face-to-face and Internet-based language testing

Jesus Garcia Laborda, Universidad de Alcala, Spain

Mary Frances Litzler, Universidad de Alcala, Spain

Integrating technology with language assessment: Automated speaking assessment

Jing Xu, Cambridge English Language Assessment, United Kingdom

Graham Seed, Cambridge English Language Assessment, United Kingdom

The impact of an online diagnostic language test on teaching and learning English as a foreign language (EFL)

Jiuliang Li, Beijing Institute of Fashion Technology, China

Test takers' attitudes to different online speaking assessment formats

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Análisis del comportamiento de los calificadoros de una prueba de expresión escrita en el contexto de una prueba de dominio

Juan Miguel Prieto Hernández, Cursos Internacionales, Universidad de Salamanca, Spain

Automated Essay Scoring: How does the system help maintain the fairness in writing assessment?

Kinnie Kin Yee Chan, The Open University of Hong Kong, China

Looking into listening: The influence of context videos in computer-based assessment of listening comprehension

Leska Schwarz, TestDaF-Institut, Germany

Using technologies to enhance a curriculum for CLIL

Letizia Cinganotto, Italian Institute for Documentation, Innovation, Educational Research (INDIRE), Italy

Juliet Wilson, Cambridge English Language Assessment, United Kingdom

Using open source and open standards to create best-of-breed language learning solutions

Mark Molenaar, Open Assessment Technologies, Luxembourg

Gammar checking and self-assessment: A step forward in effective language learning

Rubén Chacón-Beltrán, UNED (Universidad Nacional de Educación a Distancia), Spain

Investigations into the on-screen marking function in a tablet-based English reading test

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The Language Centre at Pisa University faces the challenges of digital assessment in an evolving community

Susan Corrieri, Pisa University, Italy

Ida Brucciani, Pisa University, Italy

The revision patterns of English as a Second Language (ESL) candidates in a computer-based academic writing task

Tanzeela Anbreen, CRELLA, University of Bedfordshire, United Kingdom

How far can digitalised language assessment assist in the teaching and learning of languages within the Italian university system?

Thomas Wulstan Christiansen, Università del Salento, Italy

The impact of on-line teaching practices on Greek EFL learners' reading perceptions & exam performance

Trisevgeni Lontou, Ministry of Education, Greece