RANÇAIS DES AFFAIRES
RENCH FOR BUSINESS

CCI PARIS ILE-DE-FRANCE EDUCATION

A L T E
Association of Language Testers in Europe

57th MEETING & CONFERENCE
57e rencontre & conférence

The future place of humans in language assessment

La place de l'humain dans l'évaluation en langue de demain

Paris, 20th – 22nd April 2022
Paris, du 20 au 22 avril 2022

PROGRAM
Programme

WELCOME MESSAGE
from ALTE and Le français des affaires

" **A warm welcome, on behalf of ALTE and Le français des affaires of Paris Île-de-France Chamber of Commerce and Industry, to the 57th Meeting and Conference of ALTE (Association of Language Testers in Europe).** "

The hybrid format of this meeting and conference will allow ALTE Members to adapt participation to the circumstances of the Covid-19 pandemic. Adaptation and hybridization are two keywords that characterize recent evolutions in language testing.

In reaction to the pandemic, ALTE Members and test centres often had to adapt their exam delivery to maintain their testing service and allow candidates to continue their application processes (e.g. for university entrance, immigration or citizenship) when possible. Technology has played a major role in these adaptations. Digitalization of test delivery makes it possible to take exams online, remote proctoring offers the possibility to maintain a high level of integrity for tests taken in isolated places (e.g. at home), and video-conferencing allows the remote organization of speaking exams. In other settings, language testing has maintained onsite organization with small groups, but with remote interviewers using video-conferencing to limit physical contact. These changes proved not only necessary but effective, sometimes allowing for more flexibility in language testing. And they are possibly just a beginning, in view of the new possibilities offered by artificial intelligence.

The development and growing use of technology and artificial intelligence offers new opportunities but also exposes us to new challenges. Digitalization can make services accessible to physically isolated persons, but when no alternative is offered it excludes people not at ease with technology. Similarly, social media offers a great opportunity for new contacts and the possibility of sharing thoughts to a large audience, but it can also become oppressive or restrict our openness to the world. Voicemails are useful to deliver a message, but they tend to reduce oral interaction. Automatization helps increasing efficiency and may reduce cost in the long term, but it may dehumanize the service and cut off jobs. And what are the consequences of these changes on the way we communicate, the way we learn languages and the evolution of language itself?

As ways of communicating are evolving, what should the stand of language testers be? Should they accommodate the change, anticipate it or defend conventional uses of language? This issue concerns the construct of the test as well as the way our organizations communicate with the test-takers throughout their journey. It also raises ethical issues regarding the impact of our technological choices on the candidates, the language testing staff and society at large. The topic fits well within ALTE's mission to set standards, sustain diversity and maximise insights. More information can be found on our webpage alte.org/Mission, with wider information about who we are available on our website and social media platform.

This topic is all the more important as changes are occuring faster and faster in numerous domains, and people are more and more exposed to automatons or driven to act themselves like automatons. We sincerely hope that the issues discussed this week will enable all participants to reflect more critically on how they can make wise and reasoned use of technology in language testing. Our 33 Full Members, 100 Associate Members and 20 Individual Expert Members work together towards fulfilling the mission of our association. This conference is one further step towards this, and we are grateful to the help received from colleagues at Le français des affaires who have helped organize this week's meetings and conference day.

Representing the interests of more than 840,000 French companies, most of them involved in global strategies, the Paris Île-de-France Regional Chamber of Commerce and Industry (CCI) believes that being able to work in several languages is a precious added value for individuals, executives and companies. As a key player in the education field, through its renowned business and vocational schools, the Paris Île-de-France Regional CCI is deeply involved in training future talents and assessing professional skills. Through its service Le français des affaires, created in 1958, the CCI is also promoting the French language and its role in business. Le français des affaires has been an ALTE Member since 2007. It develops and administers, through its affiliated centres around the world, exams for the attainment of Diplomas in French for professions (DFP) that attest ability to use French in different professional contexts (Business, International Relations, Tourism, Hospitality, Catering and Healthcare) as well as different version of the Test d'évaluation de français (TEF), mainly used in the scope of application procedures for residency, citizenship or access to higher education in France, Quebec and Canada. Le français des affaires also provides teacher training courses related to its tests and diplomas as well as training in the design and implementation of training systems in French for specific objectives.

We hope that the hybrid format proposed for this conference will encourage and maintain fruitful exchanges for us all.

We will do our best to make our exchanges lively and all-encompassing. ALTE and Le français des affaires wish you all an enjoyable conference and renew their welcome!

Cécile ECALLE
Directrice / Director
Direction de l'Attractivité Internationale
Education division - International relations

Dr Nick Saville
ALTE Secretary-General

ALTE 57th MEETING & CONFERENCE

Wednesday 20th April 2022

All the sessions will take place at the CCI Paris Île-de-France, CCI Porte de Champerret, 6-8 Av. de la Porte de Champerret, 75017 Paris.

All sesssions are in CET (Central European Time). Please check your timezone, here.

Time (CET)	Session	Room
08.45 - 9.00	*Registration*	*Lobby*
09.00 - 11.00	**Standing Committee Meeting** (elected members of committee only)	**913**
11.00 - 11.15	*Coffee break*	*Near room 913*
11.15 - 12.30	**Standing Committee Meeting continues**	**913**
12.30 - 14.00	*Lunch*	*CCI Paris Île-de-France Canteen*
14.00 - 15.30	**Board of Trustees Meeting** (Trustees only)	**913**
15.30 - 15.45	*Coffee break*	*Near room 913*
15.45 - 17.15	**Board of Trustees Meeting continues**	**913**

ALTE 57th MEETING & CONFERENCE

Thursday 21st April 2022

All the sessions will take place CCI Paris Île-de-France, CCI Porte de Champerret, 6-8 Av. de la Porte de Champerret, 75017 Paris.

All sesssions are in CET (Central European Time). Please check your timezone, here.

Time (CET)	Session	Room
8.30 - 9.00	*Registration*	*Lobby*
09.00 - 09.15	**Introduction and Welcome**	**912-913-914**
09.20 - 10:50	**Parallel workshops**	
	Dr Erik Voss, Columbia University, USA	**913**
	Supporting learning through interactive video assessment	
	Dr Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK	**912**
	Dr Lyn May, Queensland University of Technology, Australia	
	Evaluating computer-mediated speaking test tasks that elicit features of pragmatic and interactional competence	
	Professor Thomas François, Université catholique de Louvain, Belgium	**914**
	Introducing CEFRLex and its perspectives for automated scoring	
10.50 - 11.20	*Coffee break*	*Near room 913*
11.20 - 11.50	**SIG Chairs Meeting** (Chairs and Co-chairs of SIG groups only)	**913**
11.50 - 12.50	**Parallel SIGs** (All ALTE delegates)	
	SIG on Technology in Language Assessment	**913**
	SIG LAMI	**914**
	SIG CEFR	**912**

12.50 - 13.50	*Lunch break*	**Salle Europe**

13.50 - 14.50   **Parallel SIGs** (All ALTE delegates)

                 SIG Less Widely Tested Languages   **914**

                 QMS (Quality Management System) working group   **912**

14.50 - 15.20	*Coffee Break*	*Near room 913*

15.20 - 17.00   ALTE Members' update   **912-913-914**

ALTE 57th CONFERENCE DAY

Friday 22nd April 2022

The future place of humans in language assessment

All the sessions will take place CCI Paris Île-de-France, CCI Porte de Champerret, 6-8 Av. De la Porte de Champerret, 75017 Paris.

All sesssions are in CET (Central European Time). Please check your timezone, here.

Time (CET)	Session	Room
8.30 - 9.00	*Registration*	*Lobby*
9.00 - 9.20	**Welcome** Representatives from ALTE: **Dr Nick Saville, ALTE Secretary-General, UK** **Graham Seed, ALTE Secretariat Manager, UK**	**Jacques Coeur**
9.20 - 9.40	**Opening address** **Cécile Ecalle, Director, Education division - International relations, CCI Paris Île-de-France**	**Jacques Coeur**
9.40 - 10.10	**Dominique Casanova, Head of scientific development, Le français des affaires, CCI Paris Île-de-France, France** *Technology in language assessment: have we already opened Pandora's Box?*	**Jacques Coeur**
10.10 - 10.50	**François Renaud, Le français des affaires, CCI Paris Île-de-France, France** *Assessing speaking in a vocational communication*	**Jacques Coeur**
10.50 - 11.20	*Coffee break*	*Near Jacques Coeur*
11.20 - 12.00	**Dr Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK** **Dr Lyn May, Queensland University of Technology, Australia** *Eliciting pragmatic and interactional competence in semi-direct speaking tests*	**Jacques Coeur**
12.00 - 12.30	**Dr Nick Saville, Cambridge University Press and Assessment, UK** *The interplay between humans and machines*	**Jacques Coeur**

12.30 - 14.00	*Lunch*	Salle Europe

14.00 - 14.40	**Professor Thomas François, Université catholique de Louvain, Belgium** *Automated essay scoring: where do you stand and where are we going?*	**Jacques Coeur**
14.40 - 15.20	**Dr Erik Voss, Columbia University, USA** *The supporting role of technology in learning-oriented assessment*	**Jacques Coeur**
15.20 - 15.50	**Round table** (moderator: Dominique Casanova) **François Renaud, Fumiyo Nakatsuhara, Nick Saville, Thomas François, Erik Voss** *Technology, language construct and society*	**Jacques Coeur**
15.50 - 16.00	**Closing remarks** **Dr Nick Saville, ALTE Secretary-General, UK** **Graham Seed, ALTE Secretariat Manager, UK**	**Jacques Coeur**

PARALLEL WORKSHOPS - THURSDAY

Dr Erik Voss, Columbia University, USA

Supporting learning through interactive video assessment

ABSTRACT

Research on interactive video for language learning began decades ago with older technologies such as DVDs and television (Vanderplank, 2009). Current interactive video applications can deliver instructional content or authentic materials and provide affordances for interacting by streaming video content via mobile and web-based applications. These interactions can occur at specific timestamps embedded as assessments and activities throughout a video by prompting viewers to respond, for example, by answering a question, providing a written response, reviewing a portion of the video clip, pausing for reflection, or following a link to additional content. Providing options for review of content and the ability to reattempt a task supports both the development of tasks as learning tasks and students' development of self-evaluative capacities (Voss, 2021). In addition, instructors can collect data about students' comprehension and identify individual students that would benefit from more assistance through repetition and additional practice.

This interactive workshop will focus on the applications of interactive video assessment for language learning and assessment. Using a web-based authoring interface, participants will develop an interactive video activity by adding interactional events at various timestamps throughout a selected educational video clip. The design of the task ultimately lies with the instructor, who guides students towards mastery of learning objectives. We will discuss the ways in which interactions can support language learning while also collecting evidence that can be used to assess language learning and progress toward mastery of learning objectives. The workshop will conclude with a discussion of how interactive video can be implemented in language-oriented assessment using emerging technologies such as applications using augmented and virtual reality.

BIODATA

Erik Voss, Ph.D. is a Lecturer in the Applied Linguistics and TESOL program at Teachers College, Columbia University in New York City where he teaches courses on corpus linguistics, computational linguistics and second language teacher education. His research interests include applications of artificial intelligence and natural language processing in applied linguistics, language assessment and technology, and language assessment validation research. In addition to publishing and presenting on language and technology, Dr. Voss has recently co-edited the volume 'Validity Argument in Language Testing: Case Studies of Validation Research'. He has served as secretary of the Midwest Association of Language Testers (MwALT), as member-at-large on the board of the International Language Testing Association (ILTA) and is currently on the editorial board of NYS (New York State) TESOL Journal.

Dr Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK
Dr Lyn May, Queensland University of Technology, Australia

Evaluating computer-mediated speaking test tasks that elicit features of pragmatic and interactional competence

ABSTRACT

This workshop proceeds in three parts. The first part of the workshop discusses the definitions of pragmatic and interactional competence and explores the features of pragmatic and interactional competence it may be possible to elicit and assess in a range of computer-mediated speaking tests.

In the second part, we will introduce a useful test specification framework for speaking assessment that can guide test designers' test development and evaluation processes. Participants will then have the opportunity to map computer-mediated speaking test tasks that require a degree of pragmatic or interactional competence (e.g. voice mail task, video-conferencing task, semi-direct task with video input, interactional task with AI) against the framework and evaluate these tests.

The final part of the workshop invites participants to reflect on how the key parameters of the speaking assessment framework discussed in the workshop may be implemented in their local contexts.

The overall aim of this workshop is to develop participants' skills and confidence in being able to identify key issues and considerations in assessing communicative language skills through computer-mediated speaking tests, so that recent technological innovations in approaches to assessing speaking can be effectively evaluated and managed in their own test development and validation processes.

BIODATAS

Fumiyo Nakatsuhara is Reader in Language Assessment at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, UK. She currently serves as Convenor of the British Association for Applied Linguistics, Testing, Evaluation, and Assessment Special Interest Group (BAAL TEASIG). Her main research interests include the nature of co-constructed interaction in speaking tests, task design, rating scale development, and the relationship between listening and speaking skills. Fumiyo's publications include the books, 'The Discourse of the IELTS Speaking Test' and 'The co-construction of conversation in group oral tests'. Her work also appears in journals such as *Language Testing*, *Language Assessment Quarterly*, *Modern Language Journal, ELT Journal,* and *System*. She has recently edited a special issue for *Assessment in Education: Principles, Policy & Practice* on the use of innovative technology in oral language assessment (2021, vol.28, Issue 4).

Lyn May is a Senior Lecturer in TESOL at the Queensland University of Technology, Australia. Her research interests include the rating of L2 speaking tests, operationalising the construct of interactional competence, and learning-oriented assessment. She was co-editor of *Papers in Language Testing and Assessment* (PLTA) for four years and her publications include the book 'Interaction in a Paired Speaking Test'. Her work also appears in journals such as *Language Testing*, *Language Assessment Quarterly* and *Assessment in Education: Principles, Policy & Practice*.

Professor Thomas François, Université catholique de Louvain, Belgium

Introducing CEFRLex and its perspectives for automated scoring

ABSTRACT

Since Thorndike's list of the 20,000 most frequent words in English, vocabulary lists have been thoroughly used to help define learning goals for the lexical component of foreign language curriculums or for testing purposes. Two main approaches have been used to build such lists: estimating word frequencies in large native language (L1) corpora (Kucera & Francis, 1967; Baayen et al., 1993; Brysbaert & New, 2009) or relying on expert knowledge, as is the case for the Reference Level Descriptions (RLD) of the CEFR (Common European Framework of Reference for Languages).

The CEFRLex project draws from the frequence-based approach, but offers richer frequency information about words, namely their frequency distributions across the CEFR scale. These distributions have been estimated on corpora of pedagogical materials intended for L2 purposes such as textbooks and simplified readers (receptive version) or from learners' data (productive version). The resulting resources have been manually checked and are are machine-readable and open-licensed. So far, they are available for various European languages: French, Swedish, English, Spanish, Dutch, and German.

In our presentation, we will first summarize the methodological principles underlying the CEFRLex project and introduce the different resources. Then we will demonstrate a new enhanced web interface for the CEFRLex project as well as the text analysis tool FABRA, which outputs various readability/competence indexes based on CEFRLex resources. Finally, we will discuss the use of the CEFRLex resource for testing purposes.

BIODATA

Thomas François is Professor of Applied Linguistics at the Université catholique de Louvain (UCLouvain), Belgium. He is currently leading a team whose research focuses on the automatic evaluation of linguistic complexity (text readability, complex word identification, etc.), automatic text simplification, and the automatic assessment of the writing proficiency of learners of French as a foreign language. He completed his Ph.D. at the CENTAL, (UCLouvain) and has received the best Ph.D. Thesis award by the ATALA in 2012. He spent a one-year research stay at IRCS (University of Pennsylvania) as a B.A.E.F. and Fulbright Fellow. As a follow up, he returned to UCLouvain and benefited from several post-doctoral research scholarships at CENTAL, before becoming a member of the UCLouvain academic staff. He has led projects such as CEFRLex, a CEFR-graded lexicon for foreign language learning, AMesure, a platform to support simple writing of administrative texts and the FABRA readability tool.

Dominique Casanova, Head of scientific development, Le français des affaires, CCI Paris Île-de-France, France

Technology in language assessment: have we already opened Pandora's Box?

ABSTRACT

Language testers have long taken advantage of the new possibilities offered by technology. The motivation for its use is often to gain in efficiency, but also to limit the impact of inter-human variation in the organizing and scoring of tests. Such innovations can, however, have an impact on the construct assessed. The construct should then be questioned, or even changed, the daily use of the language also being influenced by the dissemination of new technologies.

The digitization of test delivery and other organizational processes, as well as the use of the ability of IT to process natural language, are part of this story. They may reflect an evolution in human interaction, which until recently remained at the heart of language communication. This presentation will raise questions regarding the evolution of language communication and the model of language communication language testers convey through their exams. As technology takes an increasingly central place in our lives, how much humanity do we want to keep in our language interactions?

BIODATA

Dominique Casanova is the Head of scientific development at Le français des affaires, which is part of the education division of CCI Paris Île-de-France. He joined Le français des affaires in 2005 to coordinate the electronic version of the Test d'évaluation de Français. In 2013-15 he managed the renovation of the IT system of Le français des affaires. He currently manages the psychometrics developments and projects involving machine learning and natural language processing, such as automated rating of written expression tests. Dominique has regularly participated in meetings and conferences of ALTE. He is one of the chairs of the ALTE Special Interest Group (SIG) on Technology in Language Assessment.

François Renaud, Le français des affaires, CCI Paris Île-de-France, France

Assessing speaking in a vocational communication

ABSTRACT

As the Diplomas in French for professions went digital, from 2016, it was decided that the testing of speaking would continue being made through human to human interaction, with no machine mediation, via a set of two activities or communication situations: one of interaction and one of presentation. The construct of the exam is based on the action-oriented approach of communication, which is particularly relevant for professional communication.

How does the emphasis put on the actual efficiency of a communicative act appear in the conception of the communication tasks of the exam? What kind of assessment criteria may point out the various factors of this speaking efficiency, that are not limited to the use of linguistic tools (such as phonetical or grammatical levels of command) but include verbal and non-verbal abilities, as well as interactional and mediation-based strategic decisions? What are the various roles and functions of a human interlocutor in this assessment situation? Is the complex entanglement of verbal, non-verbal and strategic dimensions in the candidate's performance and their separate assessment yet accessible to the machine? Or is the human rater still the best alternative for the time being?

BIODATA

François Renaud is an Education Manager at Le français des affaires, CCI Paris Île-de-France Education. He coordinates the conception of the Diplomas in French for Professions and liaises with examination centres on training and assessment matters. He is also involved in the creation of education resources in partnership with TV5Monde Apprendre and RFI Savoirs, and regularly conducts training sessions for French teachers in Didactics of French for specific purposes.

Dr Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK
Dr Lyn May, Queensland University of Technology, Australia

Eliciting pragmatic and interactional competence in semi-direct speaking tests

ABSTRACT

Despite its practical advantages, a semi-direct test, which does not permit reciprocal interaction between speakers, is limited in the range of constructs that it can assess. However, building upon recent speaking test research (e.g. May et al., 2020; Willcox-Ficzere, 2019) and harnessing technology available in a computer-mediated test (e.g. Litman et al., 2018), this talk explores ways in which a computer-delivered speaking test can tap into a wider range of communicative language ability.

In so doing, we will share our recent research where innovative tasks were designed in order to elicit selected features of pragmatic and interactional competence under semi-direct testing conditions. We first developed task specifications to identify target proficiency levels (CEFR B1, B2 and C1) and sub-skills of pragmatic and interactional competence that can be tapped into by a computer-delivered test, as well as the types, length and difficulty of input and output language. We then designed four semi-direct speaking tasks, two designed to tap into pragmatic competence and two into interactional competence. Next, the four tasks were piloted with 48 test-takers in China and Austria whose level of proficiency ranged from B1 to C1. A post-test questionnaire was administered to all participants, after which selected participants were interviewed.

The performances were analysed to identify linguistic features relevant to pragmatic and interactional competence across the three proficiency groups. The thematic analysis of the questionnaire and interview data revealed test-takers considered who they were speaking to and adapted their language accordingly, which offers evidence for the authenticity and relevance of the four tasks. The study highlights the potential for semi-direct speaking tests to target features of pragmatic and interactional competence, with implications for developing tasks and rating scales.

BIODATA

Dr Fumiyo Nakatsuhara, please see page 10

Dr Lyn May, please see page 10

Dr Nick Saville, *Cambridge University Press and Assessment, UK*

The interplay between humans and machines

ABSTRACT

In the context of multilingual language assessment, this conference focuses on the role of humans in educational processes under the increasing influence of digital technology. Several talks focus on assessment solutions that already use technology as part of language assessment, e.g. in assessing interactive speaking skills; for automating scoring of productive skills; and for providing formative feedback to learners. These are just a few examples amongst many that are currently gaining ground in our field.

In my talk I will consider the interplay between humans and machines and pose the following questions about future directions:
- *What are the known risks of the emerging technologies and how can these be mitigated?*
- *How can we ensure that humans continue to interact with machines in a positive way in order to achieve better language learning outcomes?*

In providing some possible answers I will cover the following topics that are currently being discussed in our field:
Hybridity, e.g. rating systems using machine learning and human scorers; AI-based systems tutoring combined with teachers; assessment scenarios that combine face-to-face and online tasks.
Explainable AI and algorithmic transparency.
Ethical considerations, including stakeholder engagement in designing acceptable solutions and equal access to the new systems themselves (e.g. to bridging the digital divide).

I am particularly interested in the possible ways that we can take advantage of the human-machine interplay without losing sight of the educational and societal values that are at the heart of our mission: *setting standards and sustaining diversity in a multilingual world*.

BIODATA

Dr Nick Saville is Director of Thought Leadership for English at Cambridge University Press and Assessment (University of Cambridge), and is the elected Secretary-General of ALTE. His research interests include assessment and learning in the digital age; the use of ethical AI; language policy and multilingualism; the CEFR; Learning Oriented Assessment and Impact by Design. He sits on several University of Cambridge committees, including the Interdisciplinary Research Centre for Language Sciences and the Institute for Automated Language Teaching and Assessment. He is a Director of English Language iTutoring (ELiT), which provides AI-informed automated systems for learning and assessment.

Professor Thomas François, Université catholique de Louvain, Belgium

Automated essay scoring: where do you stand and where are we going?

ABSTRACT

Traditionally, operators of official language tests for certification heavily rely on human evaluators to assess the large amount of free productions (written and oral) of learners. Since Page (1966), automatic correction of learners' productions has been investigated, mainly for English, and it has been applied to various standardized tests such as TOEFL. However, various challenges remain when using automated solutions, such as cheating the system, distinguishing the form and the content, or being able to provide feedback on the decision (Klebanov and Madnani, 2020).

In this workshop, we will summarize the main studies in the field of automated essay grading and describe the methodological approaches that have been used or are currently used, such as machine learning and deep learning. In the second part, we will highlight current challenges and paths for future research. Finally, we will report on preliminary experiments for the French language, based on data from the Test de connaissance du français (TCF).

BIODATA

Thomas François, please see page 11

Dr Erik Voss, Columbia University, USA

The supporting role of technology in learning-oriented assessment

ABSTRACT

Information technologies play an increasingly important role in the enhancement of student learning and are essential for facilitating learning-oriented language assessment such as enabling new forms of learning interaction and capturing new forms of evidence for learning (Saville, 2013). Computers are capable of supporting collaborative or independent tasks, enhancing learner engagement, and providing appropriate, timely feedback. Teachers, test developers, and language testing researchers are exploring further uses of information technologies to improve assessing language ability more efficiently and through innovative methods (Chapelle & Voss, 2012) and would benefit from a deeper understanding of the potential capabilities and challenges of assessing language through computer technology (Chapelle & Douglas, 2006).

Since information technology does not have a theory of language learning or assessment, it is the responsibility of the education specialist to find the more appropriate application for existing and emerging technology to support the intended educational task. In this talk, I will discuss ways in which technology can be integrated into learning-oriented assessment while considering appropriate opportunities for learning, reconsidering language constructs, exploring the impact of new assessment methods, and selecting appropriate tools and resources (Chapelle & Voss, 2016). The presentation will highlight applications of existing technologies and options for learning environments with limited access to technology. The discussion will also include future directions for sophisticated and emerging information technologies (e.g., speech recognition, facial recognition, and virtual reality) that can be adapted to support learning-oriented language assessment.

BIODATA

Round table on technology, language construct and society

Moderator: **Dominique Casanova, Le français des affaires, CCI Paris Île-de-France, France**
François Renaud, Le français des affaires, CCI Paris Île-de-France, France
Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK
Nick Saville, Cambridge University Press and Assessment, UK
Thomas François, Université catholique de Louvain, Belgium
Erik Voss, Columbia University, USA

ABSTRACT

Technology can prove very useful for language learning and language testing. It may for instance make language tests accessible to physically isolated persons, provided that they accept to be proctored remotely. But is the generalization of proctoring a wishful evolution or does it contribute to the establishment of a surveillance society by getting people used to being scrutinized by a camera or an AI system? Digitalization of the test delivery makes it very efficient and more available, but if it becomes the only way to take the test, it may exclude or disadvantage people not at ease with technology.

Therefore language testers, beyond the fact that their test can be used for high-stakes purposes, participate through their choices to the kind of society we are building. This is also true regarding language communication. As the way of communicating is evolving with the dissemination of technology in society, what should the stand of language testers be? Should they accomodate the change, anticipate it or reject conventional uses of language? And whatimpact does it have on language construct and testing processes?

BIODATA

François Renaud, Le français des affaires, CCI Paris Ile-de-France, France, please see page 13

Fumiyo Nakatsuhara, CRELLA, University of Bedfordshire, UK, please see page 10

Nick Saville, Cambridge University Press and Assessment, UK, please see page 15

Thomas François, Université catholique de Louvain, Belgium, please see page 11

Erik Voss, Columbia University, USA, please see page 9