

# 54<sup>th</sup> Meeting and Conference Day

## 54. srečanje in javni posvet

Monolingual testing in a multilingual reality?

Language ideologies and their influence on language testing

Enojezično testiranje v večjezični resničnosti?

Jezikovne ideologije in njihov vpliv na jezikovno testiranje

Ljubljana, 6–8 November 2019

Ljubljana, 6.–8. november 2019

## PROGRAMME

## PROGRAM

## Dobrodošli v Ljubljani!

ALTE, Univerza v Ljubljani, Filozofska fakulteta in njen Center za slovenščino kot drugi in tuji jezik pri Oddelku za slovenistiko vas toplo pozdravljajo na 54. srečanju in javnem posvetu v Ljubljani.

Center za slovenščino je – kakšno naključje števil! – že 54 let osrednja ustanova na področju slovenščine kot drugega in tujega jezika. Njegove dejavnosti obsegajo poučevanje slovenščine, razvijanje učbenikov, priročnikov in jezikovnih programov, raziskovanje, strokovno usposabljanje in svetovanje, ena od osrednjih dejavnosti pa je tudi preverjanje in certificiranje znanja slovenščine kot neprvega jezika. Program Izpitni center je bil formalno ustanovljen pred 25 leti, a izpiti iz znanja slovenščine se – z bolj ali manj jasno ideološko agendo – izvajajo že od leta 1991. To je eden od razlogov, da smo v središče ljubljanskega srečanja postavili prav jezikovne ideologije. Slovenski prostor se zaradi zgodovinskih razlogov zdi tem ideologijam še posebej izpostavljen. Navsezadnje so pred 100 leti vodile tudi ustanoviteljke prve slovenske univerze – med prvimi njenimi fakultetami sta bili tudi Filozofska in Pravna fakulteta, ki nam je prijazno odstopila svoj prostor – in tako tudi slovenščini omogočile polno institucionalno življenje.

Živimo v večjezični stvarnosti ter promoviramo večjezičnost kot objektivni družbeni pojav in raznojezičnost kot subjektivno zmožnost. A so, paradoksalno, naši jezikovni izpiti enojezični, kar v primeru nacionalnih jezikov politika močno spodbuja, jezikovne skupnosti pa pogosto pričakujejo. Z današnje perspektive se zdi enojezičnost zastarel koncept; uporabniki jezikov se mu upiramo s fluidnimi in hibridnimi sporazumevalnimi praksami, ki jih zaznamuje uporaba vseh razpoložljivih (jezikovnih) virov, integriranih v posameznikov repertoar. Pa vendar se zdi včasih uporaben ideološki in politični koncept. Kako pri izvajanju jezikovnih izpitov lahko učinkovito upoštevamo obe načeli – enojezičnost kot družbeno in politično prakso in raznojezičnost kot posameznikovo izkušnjo? Jezikovno testiranje po svoji naravi izključuje medjezikovno dinamiko, od udeležencev izpitov ne pričakujemo, da bodo uporabljali svoj celotni jezikovni repertoar in strategije, kakršna je na primer jezikovno prepletanje, kot to velja za realno sporazumevanje. Ali pač?

To so vprašanja, ki bi jih radi nagovorili na srečanju v Ljubljani.

Srečevanja v okviru ALTE so nadvse dragocena, na njih se zastavljajo relevantna vprašanja; paradoksi jezikovnega testiranja zagotovo sodijo mednje.

Veselim se druženja z vami.



## Welcome to Ljubljana!

*ALTE, the University of Ljubljana, the Faculty of Arts and its Centre for Slovene as a Second and Foreign Language at the Department of Slovenian Studies warmly welcome you to its 54th Meeting and Conference Day.*

*The Centre for Slovene has been – and what a numerical coincidence this is! – for 54 years the central institution for Slovenian as a second and foreign language. Its activities include teaching Slovenian, developing textbooks, manuals and language programmes, researching, providing professional training and counselling, and, as one of its main activities, verifying and certifying Slovenian as a non-native language. The Examination Centre programme was formally established 25 years ago, and examinations testing Slovenian knowledge were – with a more or less ideological agenda – first carried out in 1991. This is one of the reasons why we have placed language ideologies at in the centre of the Ljubljana meeting. For historical reasons, the Slovenian space seems particularly exposed to these ideologies. After all, 100 years ago the founders of the first Slovenian university were guided by them – among the first faculties were the Faculty of Philosophy and the Faculty of Law, which kindly made space for us – and this is what allowed Slovenian to assume a full institutional life.*

*We live in a multilingual reality and we celebrate multilingualism as a social phenomenon and plurilingualism as an individual ability. But, paradoxically, our exams in national and other languages are strictly monolingual. Such exams are currently being strongly promoted by the authorities and our language communities often expect them to have this form. Yet, it can be argued that monolingualism is an out-moded practice; the reality of speakers in the globalised world consists of fluid and hybrid language practices, marked by the use of all the available language resources in an individual's repertoire. However, monolingualism sometimes still seems to be a valuable ideological (and political) concept.*

*How can language testers efficiently approach both principles – monolingualism as a social and political practice and plurilingualism as an individual person's experience? Language testing, by its very nature, excludes interlanguage dynamics. When sitting the exam – and contrary to real-life communication – test-takers are not supposed to use their whole language repertoires and strategies such as translanguaging. But perhaps they should?*

*We would like to address questions such as these at our meeting in Ljubljana.*

*ALTE meetings are extremely valuable, as they raise relevant questions – and the paradoxes of language testing are among these relevant questions.*

*We look forward to meeting and spending time with you!*

### **Dr Ina Ferbežar**

Examination Centre  
Centre for Slovene as a Second  
and Foreign Language



### **Professor Simona Kranjc**

Centre for Slovene as a Second  
and Foreign Language



### **Dr Nick Saville**

ALTE Secretary-General



# ALTE 54<sup>th</sup> Meeting and Conference

## Wednesday 6 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

| Time        | Session   | Room  |
|-------------|---|---|
| 08:45–09:00 | Registration  | Lobby (in front of seminar rooms, basement)   |
| 09:00–11:00 | <b>Standing Committee Meeting</b><br>(elected members of committee only)  | Seminar 3   |
| 11:00–11:30 | Coffee  | Lobby (in front of seminar rooms, basement)   |
| 11:30–13:00 | <b>Standing Committee Meeting continues</b>                               | Seminar 3   |
| 13:00–14:00 | Lunch   | Lobby (in front of seminar rooms, basement)   |
| 14:00–15:30 | <b>Executive Committee Meeting</b><br>(elected members of committee only) | Seminar 3   |
| 15:30–16:00 | Coffee  | Lobby (in front of seminar rooms, basement)   |
| 16:00–17:30 | <b>Executive Committee Meeting continues</b>                              | Seminar 3   |
| 18:00–19:30 | <b>Pocket Slovene: mini language course</b>                               | University of Ljubljana,<br>Centre for Slovene as<br>a Second and Foreign<br>Language, Kongresni trg 12,<br>2 <sup>nd</sup> floor |



# ALTE 54<sup>th</sup> Meeting and Conference

## Thursday 7 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

| Time        | Session   | Room  |
|-------------|---|---|
| 08:30–9:00  | Registration  | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor)               |
| 09:00–09:20 | <b>Official opening</b>   | Zlata dvorana   |
| 09:25–11:00 | <b>Parallel SIGs</b> (All ALTE delegates)   |   |
|             | <b>SIG on Technology in Language Assessment</b>   | Seminar 3   |
|             | <b>LSP SIG</b>  | Seminar 4   |
|             | <b>LAMI SIG</b>   | Seminar 5   |
| 11:00–11:30 | Coffee  | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor)               |
| 11:30–13:00 | <b>Parallel SIGs</b> (All ALTE delegates)   |   |
|             | <b>QMS working group</b>  | Seminar 3   |
|             | <b>Special Requirements and Circumstances SIG</b>   | Seminar 4   |
|             | <b>Teacher Training SIG</b>   | Seminar 5   |
|             | <b>CEFR SIG</b>   | Zlata dvorana   |
| 13:00–14:00 | Lunch   | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor)               |
| 14:00–15:30 | <b>Parallel workshops</b>   |   |
|             | <b>Siân Morgan</b> , Cambridge Assessment English, UK<br><i>Success beyond the test: The importance of creating positive impact by design</i> | Seminar 3   |
|             | <b>Dr Benjamin Kremmel</b> , University of Innsbruck, Austria<br><i>Avoiding bias in language test development</i>                            | Seminar 4   |
| 15:30–16:00 | Coffee  | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor)               |
| 16:00–16:15 | <b>Reports from SIGs</b>  | Zlata dvorana   |
| 16:15–18:00 | <b>ALTE Members'update – ALTE Members only</b>  | Zlata dvorana   |
| 18:15–19:45 | <b>Evening city walk</b><br>(from the Faculty of law to dinner venue – Švicarija)   | Meeting point: Faculty of law (main entrance)                                   |
| 20:00–23:00 | <b>Conference dinner</b>  | Švicarija, Meeting point (no sightseeing): 19:15 Faculty of law (main entrance) |

# ALTE 54<sup>th</sup> Meeting and Conference

## Friday 8 November 2019

All the sessions will take place at the Faculty of Law, University of Ljubljana, Poljanski nasip 2, 1000 Ljubljana

| Time        | Session  | Room  |
|-------------|--|---|
| 08:30–9:00  | <b>Registration</b>  | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor) |
| 9:00–9:10   | <b>Welcome</b><br>Representatives from ALTE:<br><b>Dr Nick Saville</b> , ALTE Secretary-General<br><b>Graham Seed</b> , ALTE Manager   | Zlata dvorana   |
| 9:10–9:30   | <b>Opening address</b><br><b>Professor Roman Kuhar</b> , the Dean of the Faculty of Arts, University of Ljubljana<br><b>Professor Simona Kranjc</b> , the Head of the Centre for Slovene as a Second and Foreign Language  | Zlata dvorana   |
| 9:30–10:00  | <b>Professor Marko Stabej</b> , University of Ljubljana, Slovenia<br><i>Colingualism: Utopia or reality?</i>   | Zlata dvorana   |
| 10:00–10:30 | <b>Petra Likar Stanovnik</b> , University of Ljubljana, Slovenia<br><i>How prejudices affect rating (Case study Slovenia)</i>  | Zlata dvorana   |
| 10:30–11:00 | <b>Coffee break and exhibition</b>   | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor) |
| 11:00–12:15 | <b>Round table</b><br><i>Language policy makers' (close) encounters: the case of Slovenia</i><br>Presenters:<br><b>Professor Alojz Ihan</b> , University of Ljubljana, Faculty of Medicine<br><b>Professor Marko Stabej</b> , University of Ljubljana, Faculty of Arts<br><b>Dr Lana Zdravković</b> , The Peace Institute<br><b>Representative of the Ministry of the Interior Slovenia (tbc)</b><br><b>Representative of the Chamber of Commerce and Industry of Slovenia (tbc)</b><br>Moderator:<br><b>Dr Ina Ferbežar</b> , University of Ljubljana | Zlata dvorana   |
| 12:15–13:30 | <b>Lunch</b>   | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor) |

| Time        | Session  | Room  |
|-------------|--|---|
| 13:30–14:10 | <b>Professor Anne Gallagher</b> , National University of Ireland Maynooth, Ireland<br><i>'She speaks fluent Irish': some challenges encountered in minority-language testing</i>   | Zlata dvorana   |
| 14:10–14:50 | <b>Graham Seed</b> , Cambridge Assessment English, UK<br><i>What is Plurilingual Assessment?</i>   | Zlata dvorana   |
| 14:50–15:10 | <b>Closing remarks and introduction to the workshops</b><br><b>Dr Nick Saville</b> , ALTE Secretary-General  | Zlata dvorana   |
| 15:10–15:30 | <b>Coffee</b>  | Lobby (in front of the Zlata dvorana hall, 1 <sup>st</sup> floor)   |
| 15:30–17:00 | <b>Parallel Workshops</b>  |   |
|             | <b>Tanja Jerman</b> , University of Ljubljana, Slovenia<br><b>(Benchmarking workshop in Slovene)</b><br><i>SEJO v praksi: naravni govorec kot referenca?</i><br><i>(Kako umeščamo pisne produkcije na ravni SEJO)</i><br><i>The CEFR in practice: native speaker as a reference?</i> | University of Ljubljana, Centre for Slovene as a Second and Foreign Language, Kongresni trg 12, 2 <sup>nd</sup> floor |
|             | <b>Dr Lorenzo Rocca</b> , CVCL, University for Foreigners of Perugia, Italy<br><i>Moderator of a follow up workshop on Language policy makers' (close) encounters (the case of Slovenia)</i>   | Zlata dvorana   |
|             | <b>Siân Morgan</b> , Cambridge Assessment English, UK<br><i>Success beyond the test: The importance of creating positive impact by design</i>  | Seminar 3   |
|             | <b>Dr Benjamin Kremmel</b> , University of Innsbruck, Austria<br><i>Avoiding bias in language test development</i>   | Seminar 4   |

## Parallel workshops on Thursday

**Siân Morgan** (Cambridge Assessment English)

### **Success beyond the test: The importance of creating positive impact by design**

The increasingly widespread use of English language tests for decision-making purposes places great responsibility on test providers to develop fair, valid, and reliable tests, to ensure that both the intended and unintended consequences of the tests are positive.

In this interactive workshop we will examine the notion of impact as envisaged in the forthcoming ALTE Principles of Good Practice, as well as the principle of 'impact by design' (Saville, 2009) as an essential component of the validity argument for a language test.

We will consider

- procedures and practices which promote positive impact on teaching and learning,
- how stakeholders can be engaged,
- how impact can be measured over time.

A case study will be presented to illustrate how the impact of a large-scale educational project in Malaysia was measured.

**Dr Benjamin Kremmel** (University of Innsbruck)

### **Avoiding bias in language test development**

Bias in language tests jeopardizes test fairness and threatens the validity of interpretations we can draw on the basis of the scores tests yield. As such, efforts to avoid and monitor bias regarding L1, gender, or other factors are integral to test development to preempt the possibility that the internal properties of a test will disadvantage or negatively affect particular subgroups of test takers. Testing organisations such as ALTE, ILTA or EALTA thus all feature this dimension of test fairness in the documents of professional standards and codes of practice they have set out. In this workshop, we will look at potential sources for such "systematic error that disadvantages the test performance of one group" (Shephard, Camilli, & Averil, 1981), both in terms of item bias as well as rater bias. We will talk about ways and procedures of preventing and monitoring bias in choice of content, rating and other areas of test construction and evaluation, and discuss whether bias can only be minimized or eliminated completely.



## Plenary presentations on Friday

### **Professor Marko Stabej** (University of Ljubljana) **Colingualism: Utopia or reality?**

This paper discusses the relationship between the European and Slovene national language policies and the possibility of developing, in the contemporary Slovene linguistic community, a new concept of harmonious multilingualism and plurilingualism, which we refer to as colingualism. In this context, the deep-rooted ideology of monolingualism must be overcome and adapted to new circumstances. This is not possible without a redefinition of language policy and language planning, which must take into account both the practical and the identity aspects of the modern linguistic situation in Slovenia.

### **Petra Likar Stanovnik** (University of Ljubljana, Centre for Slovene as a Second and Foreign Language) **How prejudices affect rating (case study Slovene)**

Exams in Slovene as a second and foreign language are high-stakes exams. Test-takers sitting those exams are mostly immigrants from former Yugoslav republics and are speakers of South Slavic languages that are closely related to Slovene. One would expect that – due to positive language transfer – they would be able to achieve higher scores.

Research shows that some raters have higher expectations regarding the language performance of former fellow citizens than they do of others – and they rate test-takers' performance in line with these expectations. They argue that speakers of languages other than South Slavic ones should be rewarded also for the fact they have to make far greater efforts to learn Slovene. They therefore suggest different rating criteria for these 'others'. Taking that into consideration, the presentation will address questions of prejudice.

### **Round table: Language policy makers' (close) encounters (the case of Slovenia)**

Due to its specific historical circumstances, Slovene has always had a strong identification role for Slovenes. It was the basis of the nation's existence and often the argument for and the aim of political action. This is one of the key reasons why the concept of monolingualism is still strongly anchored in Slovenia, in spite of – or maybe because of – the fact that Slovenia has long been a country of immigration.

In the discussion, participants from various fields will, from their own point of view, attempt to answer the complex questions of the relationship between the need for immigration (e.g. due to a lack of workers in certain areas, such as healthcare and tourism in Slovenia), (actual) communication needs of immigrants, the expectations of the linguistic community regarding their knowledge of Slovene, the official language requirements, and the linguistic rights and duties of all communication partners.

Presenting and exchanging views on these topics will be:

- Dr Marko Stabej, professor of Slovene language at the Faculty of Arts of the University of Ljubljana and a specialist in language policy;
- Dr Alojz Ihan, a medical doctor and professor of microbiology and immunology at the Faculty of Medicine at the University of Ljubljana, who is also a writer;
- Dr Lana Zdravkovič, a philosopher, an expert in migration at the Peace Institute and an activist in the field of human rights;
- a representative of the Ministry of the Interior of the Republic of Slovenia;
- a representative of the Chamber of Commerce and Industry of Slovenia;
- Dr Ina Ferbežar, who runs the Examination Centre at the Centre for Slovene as a Second and Foreign Language, where one must take into account the positions of different stakeholders when it comes to developing Slovene language exams.

**Professor Anne Gallagher** (Maynooth University)

### **'She speaks fluent Irish': some challenges encountered in minority-language testing**

The ultimate goal of many learners as they begin their language studies is a form of balanced bilingualism, or what is often called 'native-speaker competence'. This is also the expectation of many monolingual employers seeking to recruit employees proficient in languages. Language testers, however, encounter many different forms of bilingualism/plurilingualism: candidates who are L2 native speakers but who have difficulty writing the language; candidates whose knowledge of the L2 is limited to the receptive skills; candidates from total immersion programmes, many of whom tend to use a large number of calques, for example. A further complication arises when the L2 is a minority language which hardly features in certain domains of use. The CEFR allows for the definition of some of these partial competences, but, so far, very little attention has been paid to the L2 speaker who does not fit the profile of the successful learner but nevertheless manages to communicate reasonably effectively. This presentation will consider these challenges and some implications for language testing and certification.

**Graham Seed** (Cambridge Assessment English)

### **What is Plurilingual assessment?**

ALTE has always placed a high value on a language learner's ability to use many different languages. Plurilingualism, a term used by the CEFR to refer to an individual's communicative competence involving all the languages they have experienced, has been given increased emphasis recently due to the CEFR's Companion Volume. Related terms such as multilingualism, language mediation, translanguaging, heteroglossia and many others are also in vogue. As the CEFR is to be used for learning, teaching and assessment, what does plurilingualism mean for our field of language assessment? Is plurilingual assessment even possible? I will start by explaining some of the different terminology, and go on to discuss how to frame the concept of plurilingual assessment. I will present and demonstrate some ways in which it has been, or could be, put into practice.

## Parallel workshops on Friday

**Tanja Jerman** (University of Ljubljana, Centre for Slovene as a Second and Foreign Language)

**SEJO v praksi: naravni govorec kot referenca? (Kako umeščamo pisne produkcije na ravni SEJO)**

**The CEFR in practice: native speaker as a reference? (Benchmarking workshop in Slovene)**

What or who is our reference when we rate the language performance of non-native speakers of Slovene? It seems that the raters do not focus on the message but rather to linguistic accuracy, and, as language proficiency rises so too do our expectations rise in proportion to them. In the workshop, we will present the procedures for linking written productions of non-native speakers of Slovene to the CEFR levels, we will test the CEFR levels in practice, and discuss which language categories we find more important, and why.

**Language policy makers' (close) encounters (the case of Slovenia)**

**Follow up workshop**

In the follow up workshop participants will continue the discussion about the influence of language ideologies on language testing, focusing on their own experience.

Moderator: **Dr Lorenzo Rocca** (CVCL, University for Foreigners of Perugia)

**Siân Morgan** (Cambridge Assessment English)

**Success beyond the test: The importance of creating positive impact by design**

(See Thursday workshops)

**Dr Benjamin Kremmel** (University of Innsbruck)

**Avoiding bias in language test development**

(See Thursday workshops)



## Speakers & workshop moderators

### **Siân Morgan**

Siân Morgan is a Senior Research Manager at Cambridge Assessment English, where she works on education projects, teaching qualifications, and speaking assessment. Previously she taught English at universities in Italy, New York and the UK. She has an Ed.M in Applied Linguistics (Language Assessment) from Columbia University, New York. Her professional interests include learning-oriented assessment, assessment literacy, and performance assessment.

### **Dr Benjamin Kremmel**

Benjamin Kremmel researches and teaches language learning, teaching, and assessment at the University of Innsbruck, Austria, where he is the head of the Language Testing Research Group Innsbruck (LTRGI). He holds an MA in Language Testing from Lancaster University, UK, as well as a PhD in Applied Linguistics from the University of Nottingham, UK. His research interests are in assessment of L2 lexical knowledge and L2 reading skills, as well as in language assessment literacy. He has presented at numerous international conferences and his research has been published in *Language Testing*, *Language Assessment Quarterly*, *Applied Linguistics*, *Papers in Language Testing and Assessment* and *TESOL Quarterly*.

### **Professor Marko Stabej**

Marko Stabej is a full professor of Slovene language at the Department of Slovene Studies at the Faculty of Arts of the University of Ljubljana; from 2018 to 2020 he is also head of the department. For a long time he was head of the Centre for Slovene as a Second and Foreign Language. He has worked as a language teacher at the University of Tübingen, and as a visiting professor at the Universities of Vienna, Maribor, Klagenfurt, Zagreb and Primorska. His research deals with the field of contemporary and historical sociolinguistics of the Slovene language community, and he also works in the area of applied linguistics. He has been a member of various national language policy working groups and has authored several language policy papers. He has published the books *V družbi z jezikom* (Socializing with language; 2010) and *Naj gre za jezik* (Let it be about language; 2017). For almost forty years he has been singing with and playing keyboards for the band Melanholiki, for which he also writes songs.

### **Petra Likar Stanovnik**

Petra Likar Stanovnik is employed at the Centre for Slovene as a Second or Foreign Language, Faculty of Arts, University of Ljubljana. She is an experienced teacher of Slovene as a first and a second language. At the Centre for Slovene she is involved in all stages of language test development, acting as an item-writer, tester and rater trainer. Her current professional interest is rating productive skills and rater performance. She is a member of various working groups involved in national and international projects.

## **Professor Anne Gallagher**

Anne Gallagher is Head of the School of Celtic Studies and Director of the Centre for Irish Language Research, Teaching and Testing at Maynooth University. She is a member of the executive committee of the Association of Languages Testers in Europe (ALTE), of the Indicator Expert Group on Multilingualism at the European Commission and of the Royal Irish Academy's Languages, Literature, Culture and Communication Committee. She is a former chairperson of the Irish Association for Applied Linguistics and Raidió na Gaeltachta. In January 2018, she was reappointed chairperson of Údarás na Gaeltachta, the Irish state agency responsible for the linguistic, economic and social development of the Irish-speaking regions, for a second five-year term. She has also served on a number of committees in Ireland and abroad focusing on the teaching and promotion of languages. Her research interests focus on multilingualism, the teaching and learning of Irish and Franco-Breton literature.

## **Graham Seed**

Graham Seed is the European Projects Manager at Cambridge Assessment English and the Secretariat Manager of ALTE (Association of Language Testers in Europe). He holds a Masters in Language Testing from Lancaster University and his current professional interests include plurilingualism and the operationalisation of the CEFR in language assessment.

## **Tanja Jerman**

Tanja Jerman is employed as the head teacher of Slovene as a second and a foreign language at the Centre for Slovene as a Second and Foreign Language at the Faculty of Arts of the University of Ljubljana. She teaches adult foreigners at all levels and is a co-author of textbooks, didactic and online materials for Slovene as a second and foreign language. She is a member of the Examination Centre's section for preparing exam questions and a rater for exams testing knowledge of Slovene as a second and foreign language. She also trains teachers and participates in national and international projects.

## **Dr Lorenzo Rocca**

Lorenzo Rocca has a degree in Classics and a postgraduate degree in the Didactics of L2 Italian. After having been a teacher of Italian as a Foreign Language, he has worked at the CVCL (Centre for Evaluation and Language Certification) since 2004. His duties range from marking and examining to item writing and running seminars. Since 2006 he has been responsible of research projects focused on the link between teaching and evaluation in the migration context. He has published the specifications for the CVCL exams for adult migrants and the Italian descriptors for low literacy profiles. Lorenzo has been the chair of LAMI (Language Assessment for Migrants' Integration) in ALTE (Association of Language Testers in Europe) since 2008 and a member of the Council of Europe LIAM project since 2014. In 2019 he assumed responsibility for all the activities of the CVCL, within the University for Foreigners of Perugia.