New challenges for Language Centres: Towards mutual recognition of qualifications

European seminar to mark the 10th Anniversary of the Language Centre of the Universitat Politècnica de València

Valencia, March 25th - 27th, 2015

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

Centro de Lenguas

New challenges for Language
Centres: Towards mutual
recognition of qualifications

European seminar to mark the 10th Anniversary
of the Language Centre of the Universitat
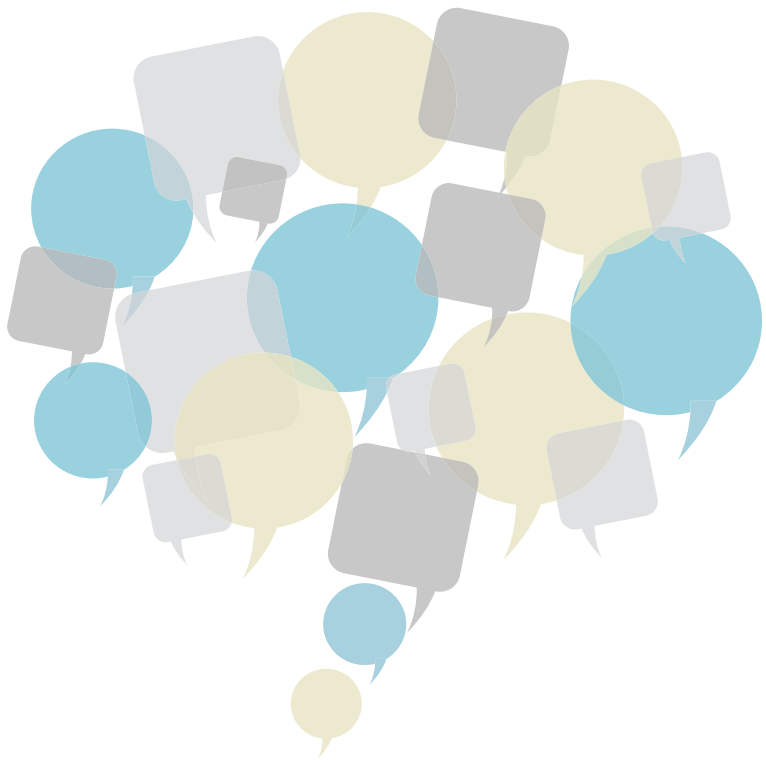Politècnica de València

Valencia, March 25th - 27th, 2015

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Welcome

The Organising Committee of the European seminar to mark the 10th Anniversary of the Language Centre of the Universitat Politècnica de València (UPV) welcomes you to Valencia and would like to thank all the speakers and attendees for agreeing to take part in this event. The Language Centre of the Universitat Politècnica de València is delighted to host this Seminar in Valencia and is most grateful for the support we have received which has allowed us to bring this event about.

The number of participants representing national and international institutions makes apparent the interest in the topic of the Seminar *New challenges for Language Centres: Towards mutual recognition of qualifications.*

We trust that this Seminar will be a great opportunity to share ideas and to engage in discussion and reflect on specific aspects which are crucial for the future of Language Centres and International organisations. Our aim is to be a meeting point for Presidents of National Associations, Language Centre Directors, and representatives of national and international examining bodies for the purpose of strengthening the ties between Language Centres and fostering mutual recognition of qualifications.

We hope that the different oral presentations, the planned plenary sessions and roundtable will fulfil the expectations of all participants creating an environment in which collaboration and innovation will be fostered.

Once again, we would like to thank all those who have helped to organise this seminar, and extend our gratitude to the many sponsors, whose participation and support have made this event possible.

 Welcome, and do enjoy your stay!

 THE ORGANISING COMMITTEE

European seminar to mark the 10th Anniversary of the Language Centre of the
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The Language Centre of the UPV

The Language Centre was created in 2005 to offer extracurricular language courses to the whole university community. At that time our premises consisted of a few prefabricated classrooms equipped with limited technical resources and facilities, and a total number of 508 students. However, the Bologna process and the incorporation of the University into the European Space for Higher Education evidenced the need for a flexible academic-administrative structure to fulfil the University's needs in the field of foreign languages.

As a result, in 2010 the CDL moved to our new premises, with better facilities, which allowed us to increase the number of language courses, as well as the services offered to the university community.

The activities of the Language Centre (CDL) are focused on the following areas:

A) Training in foreign languages.

B) Official language exams.

C) Support to UPV teaching staff in the field of foreign languages.

D) Translation and revision of research papers.

Additionally, we created a meeting point where we organise leisure and cultural activities for all those interested in learning about other cultures through language, music and cultural traditions, and also as an instrument for UPV and international students to interact and learn to understand each other better.

The incorporation of the American Space in 2013 was a valuable asset to the CDL opening up a wide range of professional, academic and cultural opportunities to our community.

At the CDL we are aware of the importance of having highly qualified staff through training, encouraging research amongst CDL members and participation in national and international events.

The CDL has also been one of the founding members of the Spanish Association of Higher Education Language Centres (ACLES) and its head, Dr. Cristina Perez-Guillot, is currently the President of the ACLES association. Within this organisation, we have taken an active part in the development of a language accreditation model, CertAcles, which is now offered to UPV students and recognised nationwide and by CercleS.

All these achievements have been possible thanks to the enthusiastic effort of the CDL staff, teachers and collaborators and the great support of the UPV's governing team.
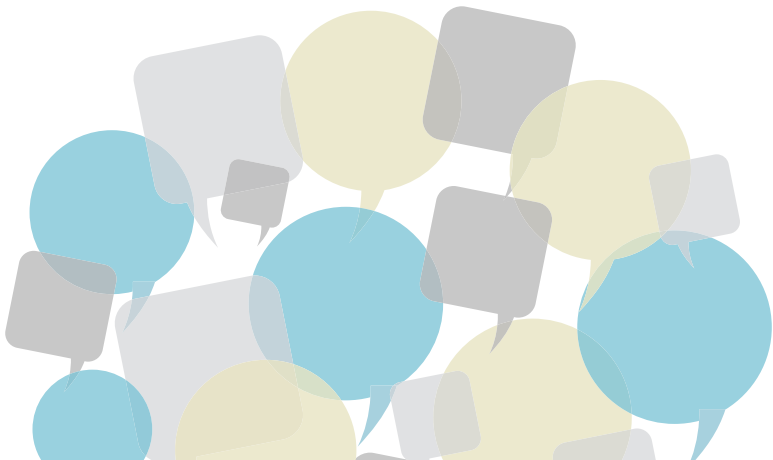
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Dr. Asunción Jaime Pastor (Universitat Politècnica de València)
Dr. Julia Zabala Delgado (Universitat Politècnica de València)
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- Bernadette Maguire (Adviser Examinations and Accreditation Exams Department - British Council)
- Dr. Elaine Boyd (Senior Academic - English Language Testing & Assessment - Trinity College London)
- Dr. Cristina Pérez Guillot (Head of the Language Centre of the Universitat Politècnica de València)
- Dr. Asunción Jaime Pastor (Deputy Head of the Language Centre of the Universitat Politècnica de València)
- Dr. Marisa Carrió Pastor (Head of the Applied Linguistic Department of the Universitat Politècnica de València)
- Dr. Julia Zabala Delgado (Language Assessor CDL - Universitat Politècnica de València)
- Carol Spoettl (Senior Lecturer. MA. Universität Innsbruck)

OUR SPONSORS

We would like to thank and acknowledge the following sponsors for their generous contribution to the success of this seminar

Preferential Airline:

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SEMINAR VENUE

Centro de Lenguas (CDL)
Universitat Politècnica de València
Building 4P
Avenida Tarongers

Building 4P is located across the road from the tram station La Carrasca
UPV Gate N (Green Sector)

ROOMS

• MULTIMEDIA 3 (3rd floor) = Workshop 25th & 26th

• CDL Hall (Ground floor)= Registration, 10th Anniversary Cocktail & Concert

• SALON DE ACTOS (3rd floor) = Opening, Plenaries

• ROOM 03 (Ground floor) = Parallel sessions 27th-Panel 1; CercleS executive meeting

• SEMINAR (1st floor): Parallel sessions 26th & 27th - Panel 2; ACLES executive meeting 27th

• AMERICAN SPACE: (1st floor): Parallel sessions 26th Panel 1; 27th Panels 1&3

• SALA DE JUNTAS (Rectorate Building- 2nd floor) = Roundtable Forum & Closing ceremony 27th

• 1st FLOOR: Coffee breaks, Exhibitors' stands

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GENERAL INFORMATION FOR PARTICIPANTS

• Participants may pick up their Conference folders in the Language Centre Hall (CDL- UPV - Building 4P) on the 26th and 27th of March. Certificates of attendance can be collected at the registration desk.

• Speakers will have 20 minutes for their presentations and 5 minutes for discussion and questions.

• Certificates of the presentations will only be given to speakers/authors who have formally registered, paid the conference fee and presented their paper(s).

• There will be a Seminar notice board in the Language Centre Hall indicating any last minute changes or modifications to the programme.

• All rooms are equipped with computers, projectors and Internet connection for the speakers' convenience.

• Internet Access: UPV: Wi-fi is available in the entire building, and the password is given in the Conference folders. University members have access through EDUROAM.

• Helpers: members of the CDL team are available to assist participants throughout the Seminar. You will recognise them by their RED badges.

• Exhibition: Stands can be found on the 1st floor.

GENERAL PROGRAMME

Wednesday 25	Thursday 26	Friday 27	
		9.00-9.30 Registration (Hall)	
	9.00- 13.30 Workshop: "Best practices" by Carol Spoettl, MA Senior lecturer MA Universität Innsbruck. (Multimedia 02- 2nd fl)	**9.30- 10.30** "The feeling's mutual? Reflecting on 'mutual' as a key word in (the) context of Language Centre collaboration" by Gillian Mansfield, President of CercleS (Salón de Grados-3rd fl)	
		10:30-11:00 Coffee break sponsored by Trinity College (1st fl)	
		11.00-12.00 CercleS Focus groups. Final remarks and conclusions	**11.00-13.30** PARALLEL SESSIONS (Room 03-ground floor/ Seminar/American Space– 1st fl)
	13.30 - 15.30 Registration (Hall)	**13.30 - 15.00** Lunch sponsored by British Council (1st fl)	
16.30-19.30 Workshop: "Best practices" by Carol Spoettl, MA Senior lecturer MA Universität Innsbruck. (Multimedia 02- 2nd fl)	**15.30-15.45** Opening. (Salón de Grados- 3rd fl) Dr. Jose F. Mora Mas, Rector UPV **15.45-16.45** Plenary: "Local & Global accreditations: quality, sustainability and the role of the CEFR" by Dr. Neus Figueras, EALTA expert (Salón de Grados - 3rd fl)	**15.00 - 16.00** ACLES executive meeting (Seminar-1st fl) CercleS executive meeting (Room 03-ground floor)	**15.00- 16.00** Plenary:"Cambridge First Exam Strategies and Techniques" by Mr. Steven McGuirre, International House. (Sponsored by MacMillan) (Salón de Grados-3rd fl)
	16.45-17.00 Break	**16:00-16:30** Break	
	17.00-18.45 CercleS Focus Group meeting	**17.00-19.00** PARALLEL SESSIONS (Seminar/ American Space – 1st fl)	**16.30-18.30** (Sala de Juntas – Rectorate Building- 2nd fl)) ROUNDTABLE Forum "STRENGTHENING TIES": Language qualification in Spain and Europe. Chair: Dr. Juan Miguel Martínez Rubio Dr. Fernando Galván Reula Dr. Neus Figueras Ms. Bernadette Maguire Dr. Elaine Boyd
	19.30 10th anniversary Celebration at CDL Cocktail and concert (Hall- Ground floor)	**18:30** Closing ceremony (Sala de Juntas – Rectorate Building) **18.40** Visit to the city	

PARALLEL SESSIONS

TOPIC: Higher Education Testing & Accreditation

- PANEL 1: Test Development

- PANEL 2: National & International recognition

- PANEL 3: Accreditation requirements & needs

THURSDAY 26: 17:00-18:30

	PANEL 1: AMERICAN SPACE (1st floor)	PANEL 2: SEMINAR (1st floor)
17:00-17:25	*Development of bilingual and monolingual oral papers in English for Medical Purposes* **Anita Hegedus** University of Pécs (Hungary)	*ACERT- final language exam at Polish universities developed by SERMO association* **Liliana Szczuka-Dorna & Iwona Gajewska-Skrzypczak** Centre of Languages and Communication, Poznan University of Technology (Poland)
17:30-18:00	*An analysis of the test development process at the UAB Language Service* **Laura Riera Grau & Rebeca García-Rueda** Language Service, Universitat Autònoma de Barcelona (Spain)	*National and International recognition of EMP tests* **Dr. Vilmos Warta** Director of PROFEX Testing Centre, head examiner of sTANDEM Testing System
18:05-18:30	*Speaking skills testing for Business Administration undergraduates. How to assess persuasive speeches in B1 business English courses* **Dr. Marta Conejero López** Universitat Politècnica de València (Spain)	

FRIDAY 27: 11:00-13:30

	PANEL 1: ROOM 03 (Ground floor)	PANEL 2: SEMINAR (1st floor)	PANEL 1: AMERICAN SPACE (1st floor)
11:00-11:25	*Using Learning Portfolios in the Adult EFL Classroom* **Anna Wright** British Council Valencia (Spain)	*Comparative analysis of the State Testing System in the Russian Language for Foreigners (TORFL) and the Language Accreditation Model for the Spanish Association of Language Centres in Higher Education (CertAcles): towards mutual recognition.* **Dr. Oksana Polyakova & Dr. Julia Zabala** Language Centre – UPV (Spain)	*Integrated Tasks in Testing: a Fad or Necessity?* **Jose Rufo** ETS
11:25-11:50	*The Language Profiles of Spanish Graduates: present challenge, future solutions.* Bernadette Maguire The British Council (Spain)	*Internationalization and the role of English in tertiary education* Martin Bradbeer Techical University of Applied Sciences, Wildau (Germany)	*Cutting edge techniques to excel at official language exam* Stephen Narkevitz eLearning Project Manager, Dexway
11:50-12:15	*Analysis of B2 Listening tasks in UPV CertAcles certification exams* **Dr. Cristina Pérez-Guillot & Dr. Asunción Jaime** Language Centre – UPV (Spain)	*The Andalusian challenge to build a regional system of mutual recognition of qualifications in language assessment* **Joaquín Manuel Cruz Trapero** Higher Center for Studies in Modern Languages, University of Jaén (Spain)	*Assessing Writing for Higher Education: time to transform?* **Dr. Elaine Boyd** Trinity College, London (UK).

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	PANEL 1: ROOM 03 (Ground floor)	PANEL 2: SEMINAR (1st floor)	PANEL 1: AMERICAN SPACE (1st floor)
12:30-12:55	*University Teacher Training in Content & Language Assessment Training* **Marta Genís Pedra & Teresa Martín de Lama** Universidad Nebrija (Spain)	*Different tests for different purposes: What makes achievement tests and prochievement tests at university so special?* **Johann Fisher** Georg-August-Universität Göttingen (Germany)	*Measuring linguistic competences through Erasmus+ online linguistic support: advantages and drawbacks.* **María Boquera** Universitat Politècnica de València (Spain)
12:55-13:20	*eLADE: e-Test of Spanish Proficiency by the Centre of Modern Languages of the University of Granada (Spain). Construction and validation process* **Steve Sylvester & Adolfo Sánchez Cuadrado** Centre of Modern Languages, University of Granada (Spain)	*Focus on management and leadership – collegial support for language centre directors* *Heidi Rontu et al.*	*Accreditation requirements for students and teachers in the ehea: a revision of universities' language policies and its viability considering the level of competence of first year students and lecturers.* **Gretchen Obernyer & Elena Orduna** Universidad Francisco de Vitoria (Spain)
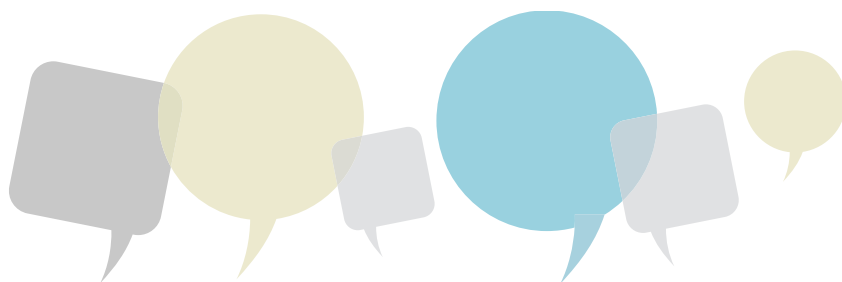
FULL PROGRAMME AND ABSTRACTS

WORKSHOP: 25th & 26th
MUTIMEDIA 2 (3rd floor)

Best Practices in Language Testing and Assessment
Carol Spoettl, MA Senior Lecturer
Universität Innsbruck.

Carol Spoettl was the exam reform project leader from 2007-2015 in Austria which introduced a new school leaving exam in the foreign languages. The project developed CEFR linked tests at 2 CEFR levels, for the skills reading, listening, writing and language in use and for four of the languages taught; English, French, Italian and Spanish. All tests were standard set with the assistance of international judges, including representatives from Spain. She is currently the co-ordinator of the Language Testing Research Group at the University of Innsbruck's School of Education.

WEDNESDAY 25: 16:30-19:30

16:30-17:45	The principles of language assessment
17:45-18:15	**Break**
18:15-19:30	The test development cycle

WEDNESDAY 25: 16:30-19:30

9:00 – 10:30	Developing CEFR linked productive tasks
10:30-10:45	**Break**
10:45- 11:45	Assessing speaking
11:45-12:00	**Break**
12:00 –13:30	Developing a checklist to recognise qualifications

THURSDAY 26

13:30-15:30 | **Registration: Hall (Ground floor)**

15:30-15:45 | **Opening: Salon de Grados (3rd Floor)**
Dr. José F. Mora Mas
Rector of the UPV

15:45-16:45 | **PLENARY: Salón de Grados (3rd Floor)**

Local and global accreditation needs: quality, sustainability, and the role of the CEFR
Dr. Neus Figueras
EALTA Expert

The publication of the CEFR with its level labels and level descriptors provided an answer to the worldwide need for objective international standards and has given an unprecedented impetus to the development of local and global examination systems – private and public - which aim at providing honest, reliable, valid, transparent and portable certificates.

These systems – many of them less than ten years old - have benefited from the growing body of research available on how language assessments are planned, developed and administered, and on how the CEFR verbally defined levels of proficiency can be translated into numerical scores on student performances by means of standard setting procedures. Associations like ALTE, EALTA, IATEFL or ILTA have also played an important role in facilitating the necessary networking structures to facilitate the exchange of expertise.

This session will address the usefulness of locally relevant language assessment systems, the impact that the CEFR has had in their planning and development, and the past, present and future challenges that such systems face in striving to achieve and sustain quality over time.

Neus Figueras started her career as a teacher of English at the Escuela Oficial de Idiomas de Barcelona. She worked for 20 years in the Departament d'Ensenyament de la Generalitat de Catalunya, where she coordinated the certificate exams for foreign language adult learners. She currently lectures part-time at the University of Barcelona and the Universitat Pompeu Fabra. She has been involved in a number of international research and de-

velopment projects and collaborates regularly with the Council of Europe in the dissemination of the CEFR in relation with testing and assessment. She has published articles in the field of language teaching and assessment and is one of the authors of the Manual for Relating examinations to the CEFR (2009) of the Council of Europe. She has recently co-authored Pautas para la evaluación del español como lengua extranjera (2013) published by Edinumen. She has given courses and presented at universities in Spain and in different European countries, in Asia and the USA. She was the first President (2004-7) of the Association for Language Testing and Assessment (EALTA) in which she is now an expert member.

16:45-17:00	**Coffee break (1st floor)**
17:00-18:45	**CercleS: Focus group meeting**
17:00-18:30	**PARALLEL SESSIONS**
17:00-17:25	## PANEL 1: ROOM 03 (Ground floor)

Development of bilingual and monolingual oral papers in English for Medical Purposes
Anita Hegedus University of Pécs (Hungary)

This paper aims to investigate the oral paper of the PROFEX English for Medical Purposes (EMP) examination at the Medical School, University of Pécs, Hungary. The paper aims to compare and contrast a monolingual and a bilingual EMP speaking paper conducted at the University of Pécs. Both the monolingual and the bilingual paper include monologic (presentation), as well as dialogic discourse (simulated conversations). Investigations were directed at two factors: Since the input for the tasks in the bilingual exam is in Hungarian, the question whether the paper involves an element of foreign language mediation skills (oral translation) arises. In the case of the monolingual exam, the input for the tasks is provided in English, thus it is inevitable to include some of the keywords the candidate needs to supply, making the exam easier and less reliable for the candidate. A further factor taken into consideration is that the compilation of the tasks of the bilingual exam was influenced by the rules brought by the Hungarian Committee for Accreditation of Language Exams. Namely, the exam has included an introductory conversation on the candidate's professional background based on the committee's decision for a few years. The introductory conversation is evaluated in the same way as the other tasks of the paper, although it is easy for the candidate to prepare for it in advance. Also, the correlation between

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this task and the other tasks of the monolingual exam was found to be weaker than that between the other tasks. The impact of another decision brought by the committee to reduce the number of profiles of the speaking paper to a maximum of three (medicine, pharmacy, general health care) is also investigated.

Keywords: speaking, English for medical purposes, monolingual, bilingual.

17:30-18:00

An analysis of the test development process at the UAB Language Service
Laura Riera Grau & Rebeca García-Rueda   Language Service, Universitat Autònoma de Barcelona (Spain)

In pursuing one of the main goals of the Association of Language Centres in Higher Education (ACLES) to help to improve the quality of University language centres, ACLES published a model for the accreditation of language competence in January 2011. The ACLES model, which allows for university autonomy, establishes a set of common guidelines and standards relating to test specifications, exam administration and exam analysis, among other aspects, in order to promote exam quality, transparency and cooperation. Since the publication of the ACLES model, most university language centres have adapted their own exam specifications and exam procedures to fulfil the ACLES requirements.

Since its foundation, the Language Service at the Universitat Autònoma de Barcelona (UAB) has been concerned with developing a quality exam system to certify a level of language proficiency in terms of the levels described by the Common European Framework of Reference (CEFR). With the publication of the ACLES model, the interdisciplinary group in charge of exams at the UAB Language Service, including test developers, language teachers and psychometricians, analysed its own exam specifications and procedures in order to obtain the exam quality stamp awarded by ACLES.

In this presentation, we will describe the steps involved in test development (test construction, item development, item evaluation, exam administration; scoring and reporting) and the analysis of our process of test development. We will highlight the strengths and weaknesses detected in the analysis, and the changes made in our process. We will present our experience and the problems encountered in the process, as well as discussing the improvements to be made in the near future.

Keywords: test development, test construction, item development, item evaluation, exam administration, scoring.

Speaking skills testing for Business Administration undergraduates. How to assess persuasive speeches in B1 business English courses
Dr. Marta Conejero López - Universitat Politècnica de València (Spain)

This paper explains how to test and assess B1 students' speaking skills (SS) in the UPV Faculty of business administration (FADE). Undergraduates learning Business English in this Faculty need to be competent EFL users, capable of persuading in all contexts. Once they finish their B1 English course, they have to be particularly effective persuaders in a business context. They have to succeed both when studying B2 English the following year (generally, the 4th and last academic year) and when going to job interviews in English.

The testing and assessment proposal analysed in this study focuses on persuasiveness achieved by students after learning persuasive strategies in class; consolidating them by watching a relevant polimedia-UPV video called "persuasive communication" is the second step. This audiovisual material, containing 5 basic strategies to convince, was designed by the author of this paper. Both the video watching and the learning of 5 basic strategies in class take place in the first 10 hours of the B1 English for business course. Two phases will be developed: testing and assessing. Before the testing phase, students are informed very briefly about Aristotle's rhetoric (source of the 5 strategies). They watch the polimedia video at home and prepare a first version of a 3-minute persuasive speech, trying to apply the 5 strategies taught in this video. In the testing phase, the instructor's objective is to give students the opportunity to apply the 5 strategies studied. The assessment phase will measure the persuasiveness degree achieved by students; their performance is examined using marking rubrics which include the 5 specific strategies to persuade.

This study can help students tested and assessed in this way find assessment more rewarding. Persuasiveness gives EFL users more confidence in their speaking performance, improved by applying 5 simplified rhetorical strategies. Higher education teachers of EFL can use this proposal as a guide when testing and assessing SS more effectively.

Keywords: speaking skills, testing, persuasive speeches, assessment

PANEL 2: SEMINAR (1st Floor)

17:00-17:25

ACERT- final language exam at Polish universities developed by SERMO association
Liliana Szczuka-Dorna & Iwona Gajewska-Skrzypczak - Centre of Languages and Communication, Poznan University of Technology (Poland)

SERMO-Polish association of language centres was founded in 2006. One of its aims is to standardize language outcomes at three cycles of study. Members of SERMO have taken one of their most important decision in the SERMO activity i.e. they developed procedures and requirements for all member universities for final exams students take at Bachelor level.

The presentation is divided into three parts. The first part gives some historical outline and describes the development of the exam. The authors present some technical and logistics considerations which have been taken into account.

The second part concentrates on analyzing practical application and evaluation of the first exam results. Examples of exams are described focusing on language requirements and differences in university profiles.

The third part presents academics' and students' opinions about the exam. Scores at different universities are given and compared.

ACERT gets more popularity within Polish universities although a lot of problems have to be overcome. Presently SERMO association concentrates its activity on both promoting ACERT among SERMO members and developing national and international recognition.

Keywords: ACERT, final exam, CEFR, recognition

17:30-18:00

National and International recognition of EMP tests
Dr. Vilmos Warta - Director of PROFEX Testing Centre, head examiner of sTANDEM Testing System

The focus of teaching English has remarkably changed in the past decades. Teaching English for Specific Purposes (TESP) has emerged from the shadow of general English and has become more and more demanded and widespread all around the academic world. Inevitably, English language testing centres should have responded to this change. Now, there are a great number of newly established English for Specific Purposes (ESP) test-

ing systems and projects with the primary aim to develop one both in the academic setting and in the real market. This altered approach is especially present in medicine. There is a vast need to test English for Medical Purposes (EMP) competences, giving a reliable and valid feedback on test-takers oral and written EMP skills, both for candidates and for stake-holders. Here, I intend to present and compare two EMP testing systems harmonised to the principles of the Common European Framework of Reference for Languages, PROFEX and sTANDEM. The former, PROFessional EXamination, is a bilingual EMP test accredited by the Hungarian Language Testing Accreditation Board in 2000. The latter, STANDardised English for Medical Purposes, is the result of a project supported by the European Union, in which ten partners, the Jagiellonian University, the Innsbruck Medical University, the Elanguest English Language School, the University of Pecs, the University of Medicine and Pharmacy of Târgu-Mures, the University of Edinburgh, the University of Burgundy, Dijon School of Medicine, the Tokyo Medical University, the European Association of Science Editors and the European Association in Health Care Communication worked together. Finally, the presentation tries to give some guidelines for national LSP centres to achieve international recognition.

Keywords: EMP tests, bilingual and monolingual tests, national recognition, international recognition

19:00   **10th Anniversary Celebration: Cocktail & Concert**
(Hall - Ground floor)

FRIDAY 27

9:30-10:30

PLENARY: Salón de Grados (3rd Floor)

The feeling's mutual? Reflecting on 'mutual' as a key word in (the) context of Language Centre collaboration.
Gillian Mansfield
President of CercleS

"Mutual" is a word that crops up in numerous text types, from business (e.g. mutual insurance fund, mutual financial interests) to legal (e.g. mutual legal assistance) to humanistic documents (e.g. mutual understanding). In this paper, I will investigate a number of frequent collocations of "mutual" such as, and among others, "mutual recognition", "mutual respect", "mutual support" with a view to discussing the implications of their use in the fostering of language learning in higher education throughout Europe. I will also base my contribution on the overall key concept of "mutual collaboration and co-operation" as applied to and by national and European institutions, teachers and learners alone or together, each in their own professional and/ or teaching - learning environments.

Bearing in mind that CercleS and its members are the pivotal force of my discussion, my aims are manifold. First, I will highlight the areas in which we as members of CercleS are already mutually supportive of each other. As an extension to this, I will also observe where we are meeting the challenge for further mutual recognition and accreditation as well as support of our activities. Finally, I will stress where we need to strengthen our mutual collaborative efforts in the internationalization of higher education, and the significant role that language centres must necessarily play in the process.

Gillian Mansfield is Associate Professor of English language and translation at the University of Parma. Her present research interests include wordplay in media texts, the use of corpus linguistics in language learning awareness, cultural identity in global advertising and technology enhanced collaborative language learning. At present, she is taking part in a 3-year project at her university on the implementation of e-learning for learning languages.

She has been both treasurer and secretary of AICLU (Associazione Italiana dei Centri Linguistici Universitari). From September 2008 to September 2012 she became Secretary General of CercleS (European Confederation of Language Centres in Higher Education) after which she was elected (2012) and re-elected President in 2014. In her capacity as president she has also

become, with David Little, Editor-in-Chief of the CercleS academic journal Language Learning in Higher Education.

10:30-11:00	**Coffee break (1st floor) sponsored by Trinity College**

TRINITY
COLLEGE LONDON

11:00-12:00   **CercleS: Focus groups. Final Remarks and conclusions**

11:00-13:30   **PARALLEL SESSIONS**

11:00-11:25   ## PANEL 1: ROOM 03 (Ground floor)

Using Learning Portfolios in the Adult EFL Classroom
Anna Wright - British Council Valencia (Spain)

The British Council Valencia is no different from many learning environments in facing the perennial problem of maintaining student satisfaction in terms of actual linguistic progress. A system of Continuous Assessment and twice termly one-one counselling is in place but learner feedback sometimes reflects disappointment or comments like 'I don't feel prepared for my exam' or 'I'm still making the same mistakes' and can result in falling student numbers

The idea of language portfolios is not a new one. Much interesting work was done in 2001 when the CEFR was first introduced (Little, 2003; O'Toole, 2004). A previous trial of portfolios in Valencia proved only partially successful with Young Learner classes whose students and teachers quickly saw their value. However, feedback from the adult pilot was less positive. Common laments were 'It's just too time consuming'.

This presentation will describe the findings of a project in which portfolios have been repiloted in both exam and general English classes. Portfolio content is based around a cycle of needs analysis, reflection and learner training in logging and organising completed assignments and work. The aim: to address the problem of perceived lack of progress and enhance student achievements and results, thus aiding student retention. Such a system could be easily adapted to other university or FE courses.

Keywords: Learner Training and Motivation

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11:25-11:50

The Language Profiles of Spanish Graduates: present challenge, future solutions.
Bernadette Maguire   The British Council (Spain)

Fifteen years have passed since the initiation of the Bologna Process and the implementation of the European Higher Education Area (1999). Seven years have passed since its introduction in Spain (2007) along with the corresponding creation of a large number of new university degrees.

Many of these new study programmes demand a minimal level of foreign language competence on the part of the students and in some cases, teaching staff. Spanish universities have been required to resolve the many and varied challenges created by this situation. The critical role of the university language centres in the provision of quality language courses is vital to the success of many students in Higher Education.

Much has changed both within Spanish universities as well as in the minds of students and teaching staff regarding language certification. The discussion of foreign language teaching and learning issues has intensified across all institutions and debate surrounding these issues continues to enjoy a high profile in both traditional and social media.

The presentation describes the often unbalanced profile of university English language users in terms of their performance in several types of examinations and tests. It is not unusual to find a significant gap between candidates' linguistic competence across the skills, this occurring most commonly in the areas of Speaking and Writing.

The overall academic effectiveness of exchange programmes such as Erasmus can be diluted if participants are unable to use the language of the target institution at the required level. Furthermore, graduates' professional confidence and indeed their success often depends on their linguistic competence in a language they have often been studying for years.

The importance of attempting to establish a more balanced overall language performance is discussed, and ways of achieving this are suggested.

Keywords: testing, speaking, writing, communication, skills, CEFR

Analysis of B2 Listening tasks in UPV CertAcles certification exams

Dr. Cristina Pérez-Guillot & Dr. Asunción Jaime Language Centre – UPV (Spain)

In the last two decades, higher education in Europe has undoubtedly undergone significant changes that are forcing change in the teaching and learning of foreign languages. The creation of the European Higher Education Area (EHEA) has evidenced the need for the development of language policies at universities that support exchanges, networks and mutual learning between schools, universities or training centres.

University-based language centres have made a great contribution to the development of language learning since their emergence and have played a major part in the development and implementation of language policies and language education and have been vital to meet the challenges of the Bologna Process and the emerging multilingual Europe

A new function of language centres has become vital as university students need to prove their language competence at different stages and for many purposes. This new function of language centres can be defined as the need for the development of more reliable systems for the accreditation or certification of language competence which will provide a basis for comparability of levels of assessment at European level, i.e. to standardize the different language competence levels according to what the CEFR stated and to homogenize the corresponding evaluation systems.

ACLES (The Spanish Association of Higher education language Centres) has recently launched a certification, called CertAcles based on a consensus among Spanish universities. The Language Centre (CDL) of the Universitat Politècnica de València (UPV) has been closely involved and actively collaborating in the development of CertAcles certification scheme.

In this paper we describe and analyse the different tasks that we have developed for the CertAcles B2 listening paper as we have checked that it is the weakest skill for Spanish students. The results will be used for the design of more specific courses for the preparation of this kind of papers.

Keywords: accreditation, listening, test design, CertAcles certification, B2 Level.

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| 12:30-12:55 | **University Teacher Training in Content & Language Assessment Training**
Dr. Marta Genís Pedra & Teresa Martín de Lama -Universidad Nebrija (Spain) |

As it is widely known, foreign language learning is particularly important in education as linguistic competence in at least one foreign language is a crucial asset for future professional life. This paper tries to draw some conclusions about the situation of the learning and teaching of foreign languages, and how assessment issues are assessed in education training, in the light of the findings of AECLIL, a European research project on assessment and evaluation in CLIL (Content & Language Integrated learning). Assessment practices for content and language classes are not established yet and there are many questions that need to be clarified in order to have a compromise, e.g. if it is necessary to have an integrated content and language assessment, if the assessment tools to be used are different, if the process itself should be assessed along with students and teacher performance, and some others.

It will be interesting to analyze to what extent Spanish universities have faced this new requirements regarding content and language assessment and which measures have been taken in initial training programmes to improve future teachers knowledge on this key matter.

The objectives are to reflect on the actions taken to improve CLIL assessment, if any, and to open a productive debate about the similarities and differences among the Spanish universities.

Keywords: language competence, plurilingualism, foreign language learning, CLIL approach, teacher training.

| 12:55-13:20 | **eLADE: e-Test of Spanish Proficiency by the Centre of Modern Languages of the University of Granada (Spain). Construction and validation process**
Steve Sylvester & Adolfo Sánchez Cuadrado - Centre of Modern Languages, University of Granada (Spain) |

The Centre of Modern Languages of the University of Granada initiated in 2009 a thorough updating process of its assessment practices that lead in 2014 to the creation of eLADE B1/B2 (Examen en Línea de Acreditación de Dominio de Español), the first e-Test of Spanish Proficiency to be completely reliable. This test is aligned with the CEFR and constructed complying with the standards for best-practice assessment of institutions such as EALTA and ALTE. It is also recognized by all the Universities belonging to the Associations of Language Centres in Higher Education in Spain (ACLES) and Europe (CERCLES). In this lecture, we will describe the test, its specifications

and administration, together with the construction and validation process that make it the first on-line test of Spanish proficiency to be fully fair, validated and reliable.

Keywords: on-line, test, Spanish, proficiency, accreditation, validation

PANEL 1: AMERICAN SPACE (1st Floor)

11:00-11:25

Integrated Tasks in Testing: a Fad or Necessity?
Jose Rufo - ETS

Teaching skills in isolation clashes with the way language is used in everyday communication and does not ensure effective preparation for high performance in an academic environment. The results of ETS® research showed that it is critical for the students to be able to integrate skills in order to be successful in a classroom. In this sense, this seminar explains further how ETS assesses integrated skills with a sample of integrated writing tasks in the TOEFL iBT.

11:25-11:50

Cutting edge techniques to excel at official language exams
Stephen Narkevitz - eLearning Project Manager, Dexway

In an increasingly globalized world learning languages and even more so achieving globally recognized language certifications, has become a key to international success in both academia and business.

In order to surpass any of the official language exams, such as the Cambridge or TOEFL, students must strengthen grammar foundations and develop specific comprehension, and written and oral expression skills.

This process can be difficult and time consuming.

Modern technology is a great ally for students and professionals who wish to prepare for any of the official language exams. A mixture of face-to-face and online training has proven to be a combination that ensures both accessibility and success.

This method allows the learning of languages in a structured and visually appealing way by using real contexts that immerse the student in the use of the language, interacting and participating in dialogues. They are exposed to the practical use of the language with interactive exercises, videos with real life situations and speech recognition.

Students evolve at their own pace, overcoming the issue of heterogeneity that arises in a conventional classroom setting.

Working on online courses designed to address in great depth all of the linguistic competencies (listening and reading comprehension, and oral and written expression) and having face-to-face lessons with a tutor provides official language candidates with all the skills required to surpass and succeed at official exams."

Keywords: e-learning, official language exams, foreign language certification.

11:50-12:15

Assessing Writing for Higher Education: time to transform?
Dr. Elaine Boyd - Trinity College, London (UK).

In a world where the rise of English as a lingua franca has allowed consequent ownership by its speakers and contexts, writing in higher education - and specifically academic writing - is still seen as a universal or international standard. The assessment of academic writing relies on appropriate identification of the features of successful scripts. An added complication is that any formal assessment of academic writing skills has to serve two masters – the test user, i.e. the university and its tutors, and the test taker. But whose needs are being served? Test developers invest a huge amount of research resources into identifying the appropriate and measurable features of academic writing but, at a time when in other areas of English we are broadening our understanding of what is communicative and acceptable, in the academic sphere we are narrowing down writing into a mechanical craft.   Assessment very often drives learning so test takers (and their teachers) focus on getting to grips with the minutiae of sometimes very complex assessment schemes in order to guide their learning. But, in their demonstration of this, they produce the over formal, cold, mechanical writing that is abhorred by university tutors, who are frustrated that they cannot find writing which expresses the writer's individual voice (Zhao & Llosa, 2008).

In an attempt to offer a new approach, this session will present ideas from a Fellowship scheme in the UK which uses fiction writers to support students in their academic writing. This body of writers has stood back from the fray and identified the fingerprints of academic writing at a higher level. This model, which both simplifies and broadens the criteria, is not only helpful in promoting equivalence in standards (and assessment of those standards) but also appears more manageable and accessible to the test taker. It is a model which supports the development of the elusive quality of coherence

and puts the notion of telling a story back into the heart of writing, allowing the writer's voice to be heard.

Keywords: international standard, mechanical, coherence, individual voice

PANEL 2: SEMINAR (1st Floor)

11:00-11:25

Comparative analysis of the State Testing System in the Russian Language for Foreigners (TORFL) and the Language Accreditation Model for the Spanish Association of Language Centres in Higher Education (Cert-Acles): towards mutual recognition.
Dr. Oksana Polyakova & Dr. Julia Zabala - Language Centre – UPV (Spain)

The Bologna Process has modified the structure of Higher Education for all member states of the European Higher Education Area (EHEA) and has thus introduced new language requirements for all those involved in academic exchanges within the area.

Traditionally, the EHEA is identified with the European Union and academic collaboration is deemed easier within European states. However, the EHEA encompasses many other countries with whom academic collaboration is not as straightforward due to the differences between degrees and the lack of mobility programmes. Furthermore, geographical location also plays a major factor for bilateral academic collaboration. This is particularly the case for countries such as the Russian Federation and Spain.

This paper presents a comparative analysis between the State Testing System in the Russian Language for Foreigners Examination (TORFL) and the Language Accreditation Model of the Spanish Association of Language Centres in Higher Education (CertAcles). Each model is respectively recognized by its issuing country and accepted by higher education institutions to accredit language competence.

The goal of our study is to introduce a proposal for mutual recognition of the aforementioned examination models. In order to do this, we will analyse both exam models for level B2 of the Common European Framework of Reference for Languages (CEFR) and we will present the results. Providing both countries with additional methods of language accreditation would help overcome the barriers for academic mobility as regards language requirements, which is an additional barrier for Russian and Spanish students.

Keywords: language competence, European Higher Education Area (EHEA), language testing, mutual recognition.

11:25-11:50

Internationalization and the role of English in tertiary education
Martin Bradbeer - Technical University of Applied Sciences, Wildau (Germany)

With an ever increasing emphasis on internationalization and the continuous rise of English as a lingua franca, comes a growing need for universities to offer degree courses in English. This consequently leads to increasing English language demands on the teaching staff. But where does this leave the non-native English speaker lecturer? This talk will look at results of research run at the University of Applied Sciences in Wildau near Berlin, dealing with issues of providing English language support to university teaching staff and discuss how English teachers in higher education institutions can deal with the needs of lecturers who need English language support in order to successfully run their courses in English.

Keywords: EMI, internationalization, teacher training

11:50-12:15

The Andalusian challenge to build a regional system of mutual recognition of qualifications in language assessment
Joaquín Manuel Cruz Trapero - Higher Center for Studies in Modern Languages, University of Jaén (Spain)

The quality of language assessment is nowadays measured along four main axes, namely reliability, validity, fairness and, more recently in Europe, the correlation of assessment results with CEFR standards. In the last ten years, policy makers in Andalusia have made great efforts to respond to the challenges that these four facets pose.

Following European regulations and the recommendations of the CRUE (Propuestas sobre la acreditación de idiomas [Madrid, 23 de febrero de 2011]), nine Andalusian universities signed an agreement (Convenio de colaboración entre universidades andaluzas para la acreditación de lenguas extanjeras [Sevilla, 2 de julio de 2011]) to define the standards that would regulate the mutual recognition of foreign language qualifications in Andalusian Higher Education. After this agreement was signed, a board of experts was created to implement the terms of the mentioned agreement. The board of experts included representatives of all nine Andalusian universities whose main achievements up to date include:

A clear definition of the guidelines that official language examinations developed by universities must have in Andalusia in terms of validity, reliability and fairness in such a way that they allow for mutual recognition across the Autonomous Community. These guidelines establish the technical specifications that test designers must follow in their job allowing for enough autonomy and quality standards across examinations.

Implementation of the previous requirement.

A definition of which external certificates (i.e. not designed by universities) are to be recognized and their correspondence with the CEFR in order to have a common position as regards the great many number of such certificates.

The creation of a board of experts and representatives from the nine universities that meet periodically in order to update these guidelines.

At the same time, this board regulates internally at each university, the language policies developed by the nine institutions that signed the agreement. Thus the board acts as a link between the linguistic demands of the stakeholders at universities and the different rectorates, balancing the impact of language assessment policies in the Autonomous Community.

The following paper is a historical account of the different stages through which this common effort has gone and one updated account of the main challenges that the consortium of universities has had to face up to present.

Keywords (language) assessment, reliability, validity, fairness, CEFR.

12:30-12:55

Different tests for different purposes: What makes achievement tests and prochievement tests at university so special?
Johann Fisher - Georg-August-Universität Göttingen (Germany)

In this paper we will look at the variety of test types that cater for the broad range of different needs in various educational contexts. We will then analyse the differences between language examinations linked to a teaching programme at university and stand-alone examinations before having a closer look at university language testing and its specificities.

We will then focus on achievement tests and prochievement tests at university. These tests are linked to a specific syllabus, put more emphasis on content, cater for the needs of LSP programmes, and allow a task-based approach, but they also require different exam settings. They also allow us to

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link language teaching and testing to specific degree programmes in different academic disciplines. In a task-based approach we can simulate specific situations in an academic context with a focus on oral presentations, oral interaction and academic writing.

In this context we will provide examples from the UNIcert context, the language teaching and testing system of the German Association of University Language Centres AKS, and refer to the results of the GULT Project ("Guidelines for task-based university language testing"; http://gult.ecml.at/), financed by the European Centre for Modern Languages in Graz during their 3rd Medium Term Programme.

Keywords: university language testing, LSP, content and relevance in testing

12:55-13:20

Focus on management and leadership – collegial support for language centre directors
Heidi Rontu et al.

The CercleS focus group on management and leadership was founded in October 2013. The group aims at creating a network for language centre directors and those in management positions. The main mission of the group is to support director colleagues in questions of leadership and management. It focuses on facilitating benchmarking, sharing of information, and exchanging best practices. The focus group endeavours to offer a low threshold connection point for directors who have minimal or non-existent support in their home university, or who seek for new input from outside their own academic context, e.g. from (an) international colleague(s).

In the current paper, we will report on the work of the focus group, the virtual working methods of the group, the stimulating variety of experience and academic context in questions of leadership among the members of the group. We will offer an outline of the issues we have addressed in the focus group and the working methods applied. At the beginning of 2015 the group has sent out a survey to CercleS language centre directors on the desired forms of support and conceivable collegial collaboration. We will also report on the preliminary results of this survey.

PANEL 3: AMERICAN SPACE (1st Floor)

Measuring linguistic competences through Erasmus+ online linguistic support: advantages and drawbacks.
María Boquera - Universitat Politècnica de València (Spain)

The new Erasmus+ programme of the European Commission (EC) promotes language learning and linguistic diversity. One of the main barriers to participate in it is the lack of language competences. The EC has devised an Online Linguistic Support (OLS) as a new opportunity for Erasmus+ participants to improve their language skills. It provides E+ students and trainees with the opportunity to assess their knowledge of the language they will use to study or work abroad before and after their mobility period. This will help participants monitor progress in language competences. The results of the language assessment carried out by the participants before their departure will not prevent them from taking part in the mobility activity. Data will be collected and connected with the EC Mobility Tool letting Member States share and compare statistical knowledge on language competence.

OLS also gives a number of students and trainees the possibility of following an online language course to improve their language skills. It is available in six languages of instruction: German, English, French, Spanish, Dutch and Italian.

This presentation will show the data management of the OLS platform, the assessment tool and the steps to be followed for its completion. It will open panel discussion about the tool itself, its use and implications.

Keywords: language competence, online assessment, data management.

12:55-13:20

Accreditation requirements for students and teachers in the ehea: a revision of universities' language policies and its viability considering the level of competence of first year students and lecturers.
Gretchen Obernyer & Elena Orduna - Universidad Francisco de Vitoria (Spain)

The reform promoted by Bologna agreements and the European Higher Education Area (EHEA) encourages plurilingualism in tertiary education. Thus, many universities are redesigning their language policies in order to suit the needs of the different undergraduate and postgraduate programs and to incorporate bilingual tracks, subjects taught in English, seminars in a second language, and more international opportunities for students and teachers.

However, there are some points open to debate. Up to what extent accreditation requirements for students and teachers are realistic in Spain? Is there common agreement? Are the EHEA objectives on L2 viable considering the level of competence of first year students and lecturers in Spanish universities? Has the level of L2 of first year students L2 increased? Are the different language policies capable of responding to the needs of the academic life? The present paper tries to answer some of these key questions and has a double-fold objective: a) present the results on a study done at University Francisco de Vitoria regarding the development of the L2 competence of first year students in the past 6 years, and of teachers who will be involved in bilingual tracks; b) explain the basic changes of our university language policy and share a series of good practices that are allowing to implement new programs with a more international approach and to reinforce the learning of L2 at university, so as to meet the accreditation demands of the EHEA.

Keywords: L2 competence, accreditation requirements, language policy, bilingual programs.

13:30-15:00	**LUNCH (Hall Ground floor)** **sponsored by British Council**

15:00-16:00	**ACLES executive meeting (SEMINAR - 1st floor) / CercleS executive meeting (ROOM 0.3 Ground floor)**

15:00-16:00	**PLENARY: SALÓN DE GRADOS (3rd floor)**

Cambridge First Exam Strategies and Techniques
Steven McGuirre
International House
(Sponsored by MacMillan)

Cambridge First: Techniques and Strategies One of the main aims of many young adults in Spain is to achieve the Cambridge First, which provides evidence of a good working knowledge of English. Students are more likely to pass the exam if they know how to tackle the different sections. I will give you a taste of a strategy course to illustrate how students who employ these techniques do better in the exam and improve their skills in general.

Steven is Director of Teacher Training at International House Madrid. He is responsible for in-service development of International House Madrid

teachers, coordinates the IH Madrid Young Learner Certificate course and is a Cambridge CELTA and DELTA Tutor. He trains teachers from both the private and public sector and one of his main interests is exploiting technology more effectively in class. Steven is one of MTS's principal trainers. He's given very popular courses on the planning of effective, engaging classes, on how to integrate Cambridge Young Learner exams into class, and on classroom management. Currently he is working on online projects with the MTS course creation team.

16:00-16:30	**Break**

ROUNDTABLE Forum: Sala de Juntas – Rectorate Building (2nd Floor)

16:30-18:30	**"Strengthening ties"** Language qualification in Spain and Europe CHAIR: Dr Juan Miguel Martínez Rubio Dr. Fernando Galván Reula Dr. Neus Figueras Ms. Bernadette Maguire Dr. Elaine Boyd
18:30	**Closing ceremony (Sala de Juntas – Rectorate Building (2nd Floor)**
18:40	**Visit to the city**

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jrrfuo@etsglobal.org

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READING | LISTENING | SPEAKING | WRITING

BIODATA

WORKSHOP INSTRUCTOR'S BIODATA

Spoettl, Carol

Carol Spoettl was the exam reform project leader from 2007-2015 in Austria which introduced a new school leaving exam in the foreign languages. The project developed CEFR linked tests at 2 CEFR levels, for the skills reading, listening, writing and language in use and for four of the languages taught; English, French, Italian and Spanish. All tests were standard set with the assistance of international judges, including representatives from Spain. She is currently the co-ordinator of the Language Testing Research Group at the University of Innsbruck's School of Education.

PLENARY SPEAKERS' BIODATA

Figueras, Neus

Neus Figueras started her career as a teacher of English at the Escuela Oficial de Idiomas de Barcelona. She worked for 20 years in the Departament d'Ensenyament de la Generalitat de Catalunya, where she coordinated the certificate exams for foreign language adult learners. She currently lectures part-time at the University of Barcelona and the Universitat Pompeu Fabra. She has been involved in a number of international research and development projects and collaborates regularly with the Council of Europe in the dissemination of the CEFR in relation with testing and assessment. She has published articles in the field of language teaching and assessment and is one of the authors of the Manual for Relating examinations to the CEFR (2009) of the Council of Europe. She has recently co-authored Pautas para la evaluación del español como lengua extranjera (2013) published by Edinumen. She has given courses and presented at universities in Spain and in different European countries, in Asia and the USA. She was the first President (2004-7) of the Association for Language Testing and Assessment (EALTA) in which she is now an expert member.

Mansfield, Gillian

Gillian Mansfield is Associate Professor of English language and translation at the University of Parma. Her present research interests include wordplay in media texts, the use of corpus linguistics in language learning awareness, cultural identity in global advertising and technology enhanced collaborative language learning. At present, she is taking part in a 3-year project at her university on the implementation of e-learning for learning languages.

She has been both treasurer and secretary of AICLU (Associazione Italiana dei Centri Linguistici Universitari). From September 2008 to September 2012 she became Secretary General of CercleS (European Confederation of Language Centres in Higher Education) after which she was elected (2012) and re-elected President in 2014. In her capacity as president she has also become, with David Little, Editor-in-Chief of the CercleS academic journal Language Learning in Higher Education.

McGuirre, Steven

Steven is Director of Teacher Training at International House Madrid. He is responsible for in-service development of International House Madrid teachers, coordinates the IH Madrid Young Learner Certificate course and is a Cambridge CELTA and DELTA Tutor. He trains teachers from both the private and public sector and one of his main interests is exploiting technology more effectively in class. Steven is one of MTS's principal trainers. He's given very popular courses on the planning of effective, engaging classes, on how to integrate Cambridge Young Learner exams into class, and on classroom management. Currently he is working on online projects with the MTS course creation team.

ROUNDTABLE SPEAKERS' BIODATA

Boyd, Elaine

Dr Elaine Boyd is the Senior Academic for Language at Trinity College London. She has over thirty years experience in test design, assessment and teacher training. In her current role she contributes to the research and validation programme for language and communication skills tests and is responsible for Trinity's contribution to the Trinity Lancaster Spoken Learner Corpus. Her PhD researched spoken language, pragmatics and communication.

Figueras, Neus

Neus Figueras started her career as a teacher of English at the Escuela Oficial de Idiomas de Barcelona. She worked for 20 years in the Departament d'Ensenyament de la Generalitat de Catalunya, where she coordinated the certificate exams for foreign language adult learners. She currently lectures part-time at the University of Barcelona and the Universitat Pompeu Fabra. She has been involved in a number of international research and development projects and collaborates regularly with the Council of Europe in the dissemination of the CEFR in relation with testing and assessment. She has published articles in the field of language teaching and assessment and is one of the authors of the Manual for Relating examinations to the CEFR (2009) of the Council of Europe. She has recently co-authored Pautas para la evaluación del español como lengua extranjera (2013) published by Edinumen. She has given courses and presented at universities in Spain and in different European countries, in Asia and the USA. She was the first President (2004-7) of the Association for Language Testing and Assessment (EALTA) in which she is now an expert member.

Galván, Fernando

FERNANDO GALVÁN is Full Professor of English since 1990, and currently President of the University of Alcalá, Madrid (2010-2018). He has been awarded honorary Doctorates from the University of Glasgow (DLitt, 2012), the National Autonomous University of Nicaragua in León (2012) and the National University of Villarrica in Paraguay (2014). In 1993 and 1994 he was Visiting Scholar at the Department of Comparative Literature of Harvard University; in 1994 he became a member of IAUPE (International Association of University Professors of English); in 2003 he was appointed as Corresponding Fellow of The English Association, in the UK; and in 2009 Visiting Fellow of Corpus Christi College, and Associate Member of the Faculty of English of the University of Oxford. He has also been distinguished with the Academic Order "Simón Bolívar" by the University

Simón Bolívar in Colombia (2010), with an Honorary Diploma from the Federal University of the South in Rostov, Russia (2011), and as Honorary Member of the University of La Serena, in Chile (2012). He has received as well the Order of Bernardo O'Higgins from the President of the Republic of Chile (November 2013), and other civilian distinctions from the states of Jalisco and Puebla in Mexico (2012), and the department of Guairá in Paraguay (2014).

He has been awarded a number of research grants from the German DAAD ("Deutscher Akademisches Austauschdienst"), the British Council, and other Spanish prestigious institutions. In his capacity as a philologist, he has held important responsibilities at a national and international level: as President of the Spanish Association for Anglo-American Studies (AEDEAN: 1996-2002) and President of the European Society for the Study of English (ESSE: 2007-2013); as well as Board member of other institutions, like EAAS (European Association for American Studies: 1993-1999), and SELGYC (Spanish Association for Comparative Literature: 1995-2006).

He is Advisory Editor for some twenty peer-review journals in English Studies both in Spain and in other European countries. He has served as a member of numerous committees in teaching and research quality assessment for Higher Education, such as the National Evaluation Agencies of the Ministry of Education and Science of Spain (ANECA, ANEP and CNEAI), several regional Spanish agencies (AGAE, AGAUR, ACSUCYL), the French Evaluation Agency for Research and Higher Education (AERES), and the Italian National Agency for Universities and Research (ANVUR). He is also a member of the Boards of Instituto Cervantes and of Universia Spain, as well as a member of the Executive Committee of this latter organization.

He has an extensive teaching and research experience, as well as a large publication record; and has held numerous relevant jobs in university administration for more than 30 years. He also chaired, in 2013, the Conference of Presidents of the Universities of Madrid (CRUMA). He is now a member of the Executive Committee of the International Association of University Presidents (IAUP) and President of the Steering Committee for Sustainability (CADEP) of the Conference of Presidents of Spanish Universities (CRUE).

Maguire, Bernadette

Bernadette Maguire has worked in the field of English language teaching and testing in Spain for many years. She has extensive experience with students and candidates of all ages and language levels as well as in contexts ranging from primary students in Spanish schools to university students. She now works as an adviser in the Examinations Department of The British Council, Spain.

Martínez-Rubio, Juan-Miguel

He received a BEng degree in electrical engineering and MS and PhD degrees in computer engineering from the Universitat Politècnica de Valencia (Spain), in 1986, 1993, and 1999, respectively.He taught in the the Department of Computer Engineering (DISCA) since 1986, where he is currently a professor at the School of Informatics.

He has co-authored different books and publications related to Informatics and has presented several papers in educational conferences.

From 1992 to 1999 he occupied different positions in the University relating to International Cooperation and International Programmes. From 1992 to 1995 he managed international projects as Vice-Dean of the International Relations Department in the School of industrial Engineering. From 2004 to 2005 he was the Director of the UPV Library. From 2005 to 2014 he

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was Vice-rector at UPV and he is now Head of the Rector´s Office.

His research interests include deadlock handling and congestion control mechanisms for interconnection networks. He has published several papers related to the topics of his research. From 2012 to 2014 he was executive secretary for Internationalisation and Cooperation at the Conference of Rectors of Spanish Universities (CRUE). He has participated as expert in the selection of projects in the following programmes: EC-USA 2001, EC-USA 2002, EC-CANADA 2001, EC-CANADA 2002, Thematic Networks: Programa Cooperación Interuniversitaria España-America Latina 1998, Student Mobility: Programa Cooperación Interuniversitaria España-America Latina 2001.

PRESENTERS' BIODATA

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Maria Boquera holds a degree in English and German Philology from the University of Valencia (UV) (Spain), a Master's Degree in Translation from the Universidad Complutense of Madrid and a PhD in Philology with honours (2005). At present she is an Associate Professor of the Applied Linguistics Department texts and their translation from English into Spanish. She is interested in contrastive and cognitive linguistics, translation theory, terminology, English for Specific Purposes and internationalization.

Boyd, Elaine
Dr Elaine Boyd is the Senior Academic for Language at Trinity College London. She has over thirty years experience in test design, assessment and teacher training. In her current role she contributes to the research and validation programme for language and communication skills tests and is responsible for Trinity's contribution to the Trinity Lancaster Spoken Learner Corpus. Her PhD researched spoken language, pragmatics and communication.

Bradbeer, Martin
Martin Bradbeer is the Head of the Centre of Excellence for Teaching in English and the Director of Studies of the European Management bachelor programme at the University of Applied Sciences Wildau, near Berlin. He has many years of teaching experience spread over the UK, Barcelona and Berlin, has worked for international publishers and is an author of EFL materials.

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Doctor Marta Conejero López is a full-time lecturer of English for specific purposes at Universitat Politècnica de València. Main research interests: persuasive communication, discourse analysis.

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Joaquín Manuel Cruz belongs to the team that coordinates language assessment policies and test design at the University of Jaén. He started his professional career as an entrepreneur founding a very successful language schools with which he still collaborates. This experience provides him with a comprehensive perspective of the public and private aspects of high-stake language assessment. He has worked as language trainer for companies like Shell, EADS, CASA or AENA, and is also individual affiliate of ALTE.

Fischer, Johann

Johann Fischer is Director of the Centre for Languages and Transferable Skills (ZESS) at the University of Göttingen, Germany, and President of UNIcert. He is interested in language testing, task-based language teaching and learning, and more specifically in task-based language testing. He has co-ordinated several projects in this field and has run numerous professional development courses in Europe and Central Asia.

Gajewska-Skrzypczak, Iwona

Dr Iwona Gajewska-Skrzypczak is a Doctor in Applied Linguistics. She is a graduate of Adam Mickiewicz University in Poznan, English Philology. She completed postgraduate studies in the Methodology of English Language Teaching.

She teaches ESP and EAP courses at three cycle of studies at Poznan University of Technology. Iwona Gajewska-Skrzypczak was Head of the English and French Section between 1997 and 2012. She has been Deputy Director of Centre of Languages and Communication at Poznan University of Technology since 2012.

Professional interests: teaching ESP, EAP, European didactic programs. A member of different organizations e.g. SERMO, IATEFL-Poland, ELC- European Language Council, CercleS.

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Rebeca García-Rueda has a Bachelor's Degree in Psychology from the Universitat Autònoma de Barcelona (UAB). She has been working for the UAB Language Service since 2007 as a specialist in psychometrics. Throughout this period she has completed two master's degrees focusing on methodological areas, and is currently studying for a third one.

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Marta Genís works at Universidad Nebrija in Madrid. She was the coordinator of Instituto de Lenguas Modernas for 5 years, co-ordinator and director of the Department of Applied Languages for 11 years. Currently she is the IP of the Research team LAELE. She has held several positions both at national and European level: president of ACLES (Asociación de Centros de Lenguas en la Enseñanza Superior) and Deputy Treasurer, Vicepresident and Secretary General of CercleS (Confédération Européenne des Centres de Langues de l'Enseignement Supérieur). Her research interests are Intercultural Communication, Teacher Training, Academic Language and Language Testing and Assessment.

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Anita Hegedus has been the chief examiner of a Middle Europen bilingual English for Medical Purposes exam (PROFEX) since 2013. Her fields of research include examining the validity of language exams and the development of speaking papers. Besides language testing, she has also taught medical, pharmaceutical and dental English at the Medical School, University of Pécs since 2000.

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Dr. Asuncion Jaime is a Senior Lecturer at the School of Industrial Engineering of the UPV since 1987. Her research work has covered different lines throughout the years, including the areas of

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Bernadette Maguire has worked in the field of English language teaching and testing in Spain for many years. She has extensive experience with students and candidates of all ages and language levels as well as in contexts ranging from primary students in Spanish schools to university students. She now works as an adviser in the Examinations Department of The British Council, Spain.

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Mª Teresa Martín de Lama is an Associate Professor at the Department of Applied Linguistics of Nebrija University (Madrid, Spain) who has specialized in Bilingual Education, CLIL methodology, and ICT applied to foreign language learning. She has coordinated the Master´s Degree in Bilingual Education, and currently teaches several subjects related to bilingual teaching, CLIL didactics and English communicative skills. She was appointed Professor of Spanish at the University of Mälardalens (Sweden) and Linguistic Advisor for the British Council Bilingual Project in different Spanish state bilingual schools.

Narkevitz, Stephen

Stephen Narkevitz received his degree in Economics and TESOL/TESL/TEFL Certification in the United States. He has garnered years of experience in teaching English as second language and has prepared hundreds of students for language exams in both the public and private education sector.

Obernyer , Gretchen

Gretchen Obernyer Copenhaver has dedicated more than 30 years to teaching English as a Second Language in Spain. She holds a B.A. from Wartburg College (USA), a Masters in Humanities from UFV, and is specialized in ESL, holding both the RSA Certificate and Diploma from Cambridge University. Since 1999, she has been an English Professor at Francisco de Vitoria University.

Orduna, Elena

Elena Orduna, holds a Ph.D in English Philology. She is the Director of Language policy and the Language Centre at the Universidad Francisco de Vitoria. Her research and teaching activity has been devoted to the field of interculturality and second language teaching, having participated in the following research proyects AICLE (Content and Language Integrated Learning and evaluation), VESPA (Varieties of English for Specific Academic Purposes), EDICC (European Diploma in Intercultural Competence) and ALTERAE (The linguistic representation of "the foreigner"). Her findings have been published in national and international journals.

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Dr. Cristina Pérez-Guillot is currently a Senior Lecturer of Business English at The UPV, Department of Applied Linguistics, Head of the Language Centre of The Universitat Politècnica de València (Spain) and President of ACLES (Spanish Association of Language Centres in Higher Education. Research areas: Testing and Assessment, Corpus Analysis.

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Laura Riera Grau has a Bachelor's Degree in English Studies from the Universitat Autònoma de Barcelona (UAB). She has received specialist training in language assessment, which is her area of expertise. She heads the Assessment and Certification Unit of the UAB Language Service.

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Heidi Rontu, PhD, adjunct professor, is the director of the Language Centre at Aalto University,Finland (2006-). A Ph.D. (2005) and M.A. (1997) degree in Nordic languages from ÅboAcademy University, Finland. Adjunct professor in Swedish at the University of Turku (2011-). Previously professor in Swedish at the University of Helsinki (2005-2006) and vice director atthe Language Centre (2004-2005).
The areas of research are infant and early bilingual development, pragmatics of codeswitching, textlinguistics in audiovisual media settings and language strategies in higher education.
Currently working on a research project on the implementation of language strategy in European higher education. The most recent academic paper is on the role of research in teaching-oriented institutions in higher eduaction.

Rufo, Jose

Jose Ramón got graduated by UCA in Linguistics. And he studied a MA in Applied Linguistics by University of Georgia, USA. Now, he is writing his PhD thesis in Intercultural Communication, at UNED. At the same time, he is working for ETS GLOBAL as Academic Representative of TOEFL iBT and GRE tests.

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Adolfo Sánchez Cuadrado holds a B.A. in Translation and Interpreting from the University of Granada (Spain) and an M.A. in Foreign Language Pedagogy from the University of Delaware (USA). He is currently conducting his PhD research work in Applied Linguistics with a focus on Pedagogical Translation.
 He has worked as an instructor in United States and Spain since 1998. At the moment, he teaches Spanish and Translation at the Centre of Modern Languages of the University of Granada, where he is also a teacher trainer and a member of the Curriculum and Assessment Team. He is also a certified examiner for the Insittuto Cervantes DELE proficiency exams.
His research and professional interests lay within the fields of classroom and group dynamics, lesson planning, linguistic mediation and pedagogical translation, the use of films in the classroom, and assessment and evaluation best practices.

Sylvester, Steven

Steven Sylvester holds a B.A in Spanish and has taught English as a Foreign Language for more than 35 years. He is currently Assistant Director of Modern Languages at the Centre of Modern

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Languages of the University of Granada and a member of the Assessment Team. He has been a Committee member of ACLES since 2009.

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Liliana Szczuka- Dorna has been Director of Centre of Languages and Communication at Poznan University of Technology since 1996. In the academic years 2008-2012 she was appointed Special Assistant to the Rector for studies in English.

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Anna Wright is the Academic Co-ordinator at the British Council Valencia and has worked in EFL since 1992 in both the private and public sector. She lived and worked in the UK for 10 years, specialising in the teaching of EAP. Anna is also a teacher trainer on the Trinity Diploma. Her research interest is in learner training.

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Julia Zabala Delgado holds a Degree in English Philology from the Universitat de València (UV) and a PhD from the Universitat Politècnica de València (UPV). She worked as a translator for the UPV from 2000 to 2007 before becoming a Language Advisor at the Language Centre of the UPV, the position she currently holds. Her research interests are in the fields of language testing and the development of assessment tools.

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