Moving ahead: change, challenges and innovation in language assessment and ESP

IATEFL TEASIG & ESPSIG Joint Conference
School of Health
Zurich University of Applied Sciences
Winterthur, Switzerland

6-7 September 2024

PROGRAMME

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Welcome to the conference!

Dear Colleagues

On behalf of the IATEFL TEASIG (*Testing, Evaluation and Assessment Special Interest Group*) and ESPSIG (*English for Specific Purposes Special Interest Group*), we are delighted to welcome you to the Swiss city of Winterthur, the perfect setting for our international conference.

The theme of the conference is '*Moving ahead: change, challenges and innovation in language assessment and ESP*'. The event brings together educators, researchers and practitioners from different parts of the globe to explore the dynamic landscape of language assessment and English for Specific Purposes (ESP). As we navigate the complexities of an ever-evolving world, this conference aims to foster insightful discussions, share recent research, and highlight innovative practices that address the changing needs of learners and educators. Together, we will delve into the challenges and opportunities presented by new technologies, diverse learning environments, and emerging pedagogical trends, preparing ourselves to meet the demands of tomorrow.

You'll find a wealth of presentations and workshops to participate in over the next two days as well as opportunities for networking and visiting our sponsors' stands to discover their latest innovations and resources. This programme includes the timetable and details of all the talks and workshops, so please take a moment to read and pinpoint those which interest you.

Our thanks go to IATEFL Head Office for their advice and support, and to the plenary speakers, Anna Soltyska, William Agius, Clarice Chan and Blair Matthews, and to the presenters for taking time out of their busy schedules to take part in this conference. We would also like to extend our thanks to the local team at the ZHAW's School of Health for their support here at the venue.

Finally, we would also like to thank you, the delegates, for joining us here in Winterthur at this exciting event. We hope you enjoy it as much as we've enjoyed putting it together!

On behalf of the ESPSIG and TEASIG committees

Caroline Hyde-Simon (IATEFL ESPSIG Coordinator) *Maggi Lussi Bell (TEASIG)*

General information

Registration: Your conference badge entitles you to access to all talks, workshops and plenaries, as well as all coffee breaks and the wine and chocolate receptions. Please wear it at all times when at the conference venue. The registration desk is open from 9.00 – 9.45 on Friday, 6 September and from 8.30 – 9.00 on Saturday, 7 September; outside these times, please contact one of the helpers.

Refreshments: Complimentary tea and coffee will be served twice a day near the entrance to the exhibition room. This will be accompanied by croissants and biscuits on Friday, cake on the Saturday morning, and Lindt chocolate tasting at the closing reception. The tap water in Switzerland is safe to drink – you will find drinking water fountains on campus and tap water in the toilets.

Lunch: Restaurants for lunch near the conference venue include

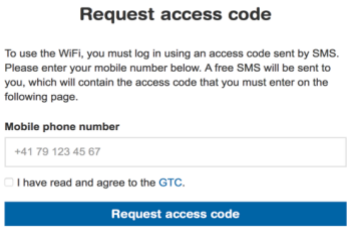
- Brewhouse Restaurant
- Bistro – SKILLS PARK (limited choice on Saturdays)
- 70/30
- Coop Bistro – Winterthur Lokwerk
- Gottlieber 'Sweets & Coffee' (with savoury food too)
- Manta Bar
- Migros Takeaway – Neuwiesen (Migros is one of Switzerland's biggest supermarket chains)
- Migros-Restaurant – Neuwiesen
- the in-house cafeteria on the ground floor (Friday only)

… and the numerous bakeries and take-aways at and around the station (Tenz Momo, Oh My Greek etc..).

Wine reception: This will take place on Friday, 6 September from 17.45 – 18.45. Wine from the ZHAW's own cellars and cheese (sponsored by the British Cheese Deli Zurich) will be served. All participants are invited to the reception, which is included in your registration fee. There will also be the opportunity to purchase cheese from our sponsor to take home with you.

Publishers' exhibition stands: These can be found in room MG 01.143 next to the plenary room.

Internet access: This is available free of charge at the conference venue. Simply select *guest-ZHAW*, fill in your mobile number and input the code:



Programme changes and updates: Any updates to the conference programme will be displayed on the information board.

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What is IATEFL ESPSIG?

Our mission

The English for Specific Purposes Special Interest Group (ESPSIG) is one of IATEFL's 16 SIGs. We are a niche body representing professionals and practitioners in English for Specific Purposes (ESP), English for Academic Purposes (EAP) and English for Occupational / Professional Purposes (EOP/EPP). We have over 250 members working in the field of ESP who join us from all over the world and regularly attend our workshops, seminars, conferences and webinars.

The mission of our SIG is to **disseminate good practice in ESP** (as well as EAP and EOP/EPP) through our membership, and to **promote models of excellence in ESP** to ELT professionals in the UK and abroad. Our coverage of ESP includes not only the teaching of this area of ELT, but also teacher training and materials design. Our main objectives, therefore, are to:

- promote globalisation in ESP and EAP
- organise a system of support for fellow ESP/EAP practitioners
- support individual or organisational ESP projects which may not prove feasible without our recommendation
- link and unite ESP/EAP professionals in different educational sectors
- give sufficient prominence to distinct sub-areas of ESP and EAP
- collaborate with other Special Interest Groups (SIGs) in IATEFL for better synergies
- organise joint events with organisations of a similar interest or profile.

Publications and the ESP SIG journal

The ESPSIG's has a peer-reviewed journal, *Professional and Academic English*, published bi-annually with articles from researchers and practitioners working in the field of academic, professional or occupational English in various contexts and disciplines. These articles range from research-based work to personal experience of experimenting with or implementing an ESP course.

Join us!

We currently have 321 members (figure correct as of 31.7.24), and one of our on-going aims is to expand on this. We also have a growing Facebook community. Since 2022, our Page Followers have increased by 50% and our posts have reached 6071 people organically in the last 28 days.

Along with our ever-expanding membership numbers, our committee is also expanding. In the last few years, for example, we have appointed an Outreach Officer and are looking to increase our team further. If you would like to join us on the ESPSIG committee, please email espsig@iatefl.org.

Events

In addition to the Pre-Conference Event and SIG Showcase, the ESPSIG holds a number of events throughout the year, such as our popular webinar series. If you have any ideas as to suitable webinar topics, or would like to be involved as a facilitator, please let us know: espevents@iatefl.org.

What is IATEFL TEASIG?

Our mission

IATEFL's Testing, Evaluation and Assessment Special Interest Group aims to address the needs, respond to the interests of, and promote professional development for its members in connection with testing, evaluation and assessment in all areas of English language teaching. In order to do this, TEASIG

- provides a platform to connect students, teachers, educators and testing, evaluation and assessment experts worldwide to promote the sharing of resources and ideas
- arranges specialised plenaries, talks and workshops at international events
- publishes a journal 2-3 times per year and regularly hosts webinars on TEA-related themes
- keeps its members abreast of developments in the field.

Our events and activities

TEASIG organises a full-day Pre-Conference Event (PCE) each year with a focus on a particular aspect of testing, evaluation and assessment. As part of the annual IATEFL Conference, TEASIG hosts a Showcase with sessions relating to different aspects of assessment. This full-day event closes with the Open Forum, giving participants the opportunity to meet the TEASIG committee and network with fellow testing enthusiasts as well as discuss topical and upcoming issues.

TEASIG also organises a further event each year with plenaries, talks and workshops relating to a specific area of testing, evaluation and assessment. These events have already taken us halfway round the world, and included venues in Dubai, Beijing, Istanbul, Hyderabad, Barcelona, Dublin, Opatje, Siena and London as well as Winterthur for this year's joint conference with ESPSIG.

Our webinars and online activities

TEASIG regularly hosts webinars throughout the year on a variety of testing topics. The webinars are free of charge for both members and non-members. TEASIG members have access to all previous webinars (dating back to 2016) under 'My Resources' on the IATEFL website.

Other activities include the TEASIG Blog and Tea with TEA, well worth checking out on our website https://tea.iatefl.org/. You can also find us on Facebook and Instagram.

Our publications

The TEASIG journal, *Testing, Evaluation & Assessment Today*, is published bi-annually with articles from researchers and practitioners working in the field, many of whom are TEASIG members. The articles range from research-based work to personal experience and innovative practice. Please contact the editorial team at teasigeditor@iatefl.org if you would like to contribute. Again, TEASIG members can find previous issues under 'My Resources'.

To celebrate many years of informative, thought-provoking contributions to TEASIG publications, three volumes of *Best of TEASIG* have been published, tracing developments in testing, evaluation and assessment from 1992 onwards. *Best of TEASIG 3* was published in May this year. All three volumes are available to members at 'My Resources'.

Scholarships

As part of its commitment to encourage teachers with an active interest in testing and assessment, each year TEASIG awards two scholarships covering registration for the PCE and IATEFL Conference, membership of IATEFL and TEASIG for one year, and £800 towards conference-related expenses.

As you can see, TEASIG has a lot to offer. If you are not already a member, why not join us?

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Meet the IATEFL ESPSIG Committee!

Caroline Hyde-Simon – ESPSIG Coordinator

Christine Barth – ESPSIG Social Media Officer

Katalin Egri Ku-Mesu – ESPSIG Editor-in-Chief

Dolon Gupta – ESPSIG Outreach Officer

Blair Matthews – ESPSIG Webmaster

Jemma Prior – ESPSIG Scholarships Manager

Milena Tanasijevic – ESPSIG Joint Events & Webinar Coordinator

Meet the IATEFL TEASIG Committee!

Maria Davou – TEASIG Joint Coordinator

Joanna Wrzesinska – TEASIG Joint Coordinator

Myleni Ishida – TEASIG Events Coordinator

Natassa Manitsa – TEASIG Webmaster & Social Media Coordinator

Reshmi Murali – TEASIG Editor & Webinar Co-moderator

Mina Patel – TEASIG Events Coordinator

Anna Soltyska – TEASIG Webinar Coordinator

Panagiota Vampoula – TEASIG Co-editor

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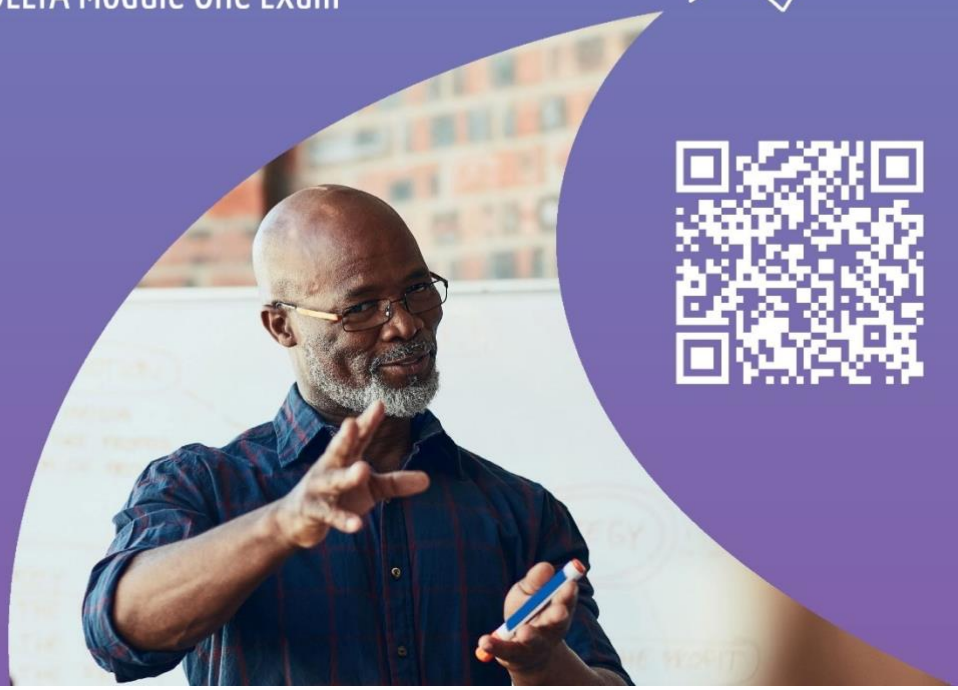

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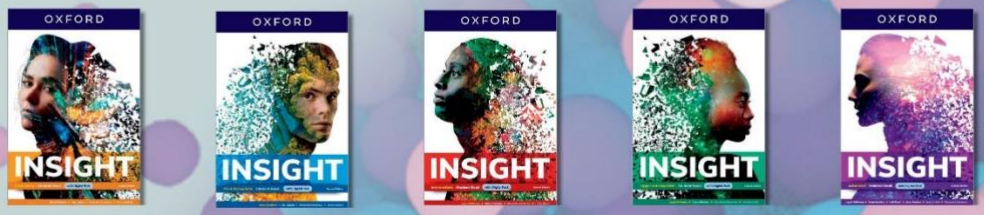

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Thank you to all our presenters!

Afia, Amel	Mohamed Cherif Messaadia University - Souk Ahras, Algeria
Agius, William	Zurich University of Applied Sciences
Ashford, Stephanie	Baden-Württemberg Cooperative State University VIillingen-Schwenningen
Bennett, Anna	Trinity College London
Bullock, Neil	EnglishPlus Language Consultancy
Chan, Clarice	University of St Andrews, UK
Chen-Fliege, Catherine	Technische Hochschule Mittelhessen
Coimbra-Gomes, Elvis	University of Lausanne
Dribko, Iryna	TESOL-Ukraine
Kuttig, Khanh-Duc	Heidelberg University of Education
Levrai, Peter	University of Turku, Finland
Lysaght, Gerard	Freelance English teacher and editor
Manitsa, Natassa	Hellenic Open University
Matthews, Blair	University of St Andrews, UK
Mejri, Ridha	University of Applied Sciences Worms, Germany
Mirovic, Ivana	Faculty of Technical Sciences, University of Novi Sad, Serbia
Molt, Elizabeth	Hogeschool Rotterdam)
Nash-Steer, Wendy	Pearson
Passmore, Karen Sarah	Technische Hochschule Georg Agricola, Germany
Perino, Hansjürg	University of Zurich / Digital Learning Hub / pincoach.ch
Prewett-Schrempf, Catherine	FHWien der WKW
Rossborough, Keith	Zurich University of Applied Sciences, School of Life Sciences and Facility Management
Salli, Aysegul	Eastern Mediterranean University
Sendur, Agnieszka M.	Krakowska Akademia im. Andrzeja Frycza Modrzewskiego
Soltyska, Anna	Ruhr-Universität Bochum
Sudhershan, Aleksandra	Berliner Hochschule für Technik
Vampoula, Panagiota	TESOL Greece
Wrzesinska, Joanna	ETS EMEA, TEASIG

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Theme: **Moving ahead: change, challenges and innovation in language assessment and ESP**

Venue: ZHAW School of Health Sciences, Katharina-Sulzer-Platz 9, 8400 Winterthur

Friday, 6 September 2024

09:00 – 09:45	Registration (Ground floor)		
09:45 – 10:00	Opening Caroline Hyde-Simon / Urs Hilber (Room MG 01.142)		
10:00 – 11:00 Plenary 1	*Continuity or innovation: assessment and language for specific purposes at the crossroads* Anna Soltyska (Room MG 01.142)		
11:00 – 11:15	Sponsors' pitches (Room MG 01.142)		
11:15 – 11:40 Coffee break	Coffee and croissants, sponsored by ETS (Catering zone)		
11:40 – 12:40 Session 1: Workshops	*Implications of GenAI for teaching and testing L2 business writing* Stephanie Ashford (Room MG 01.023)	*Use of AI in formative and self-assessment* Hansjürg Perino (Room MG 01.027)	*The email task: where are we, where are we heading?* Joanna Wrzesinska (Room MG 01.032)
12:40 – 14:00 Lunch break	Sponsors' exhibition (Room MG 01.143)		
14:00 – 14:30 Session 2: Talks	*Collaborative intelligence: partnering up for business writing* Catherine Prewett-Schrempf (Room MG 01.023)	*The thorny issue of assessing collaborative assignments: a way forward* Peter Levrai (Room MG 01.027)	*'Descriptive grades' in summative assessments to support students' learning process* Elvis Coimbra-Gomes (Room MG 01.032)
14:40 – 15:40 Session 3: Workshops	*Breaking boundaries in language testing: the ISE Digital exam* Anna Bennett, Trinity College London (Room MG 01.023)	*Being bold – towards valid and appropriate listening assessment in ESP* Neil Bullock (Room MG 01.027)	*Future-proofing (ESP) education through problem-based learning* Aleksandra Sudhershan (Room MG 01.032)
15:40 – 16:00 Coffee break	Coffee & biscuits/mini-muffins, sponsored by OUP (Catering zone)		
16:00 – 16:30 Session 4: Talks	*Assessing engineering students' presentation skills – a genre-based approach* Ivana Mirovic (Room MG 01.023)	*Critical thinking in 'Corporate Adventure' – an entrepreneurial project* Ridha Mejri (Room MG 01.027)	*Virtual exchange projects: 21st century cultural awareness* Elizabeth Molt (Room MG 01.032)
16:40 – 17:40 Plenary 2	*Identifying indigenous criteria for the assessment of air traffic controllers* William Agius (Room MG 01.142)		
17:45 – 18:45	Wine (sponsored by ZHAW) and cheese (sponsored by British Cheese Deli, Zurich) reception (Catering zone)		

- Publisher's exhibition: Room MG 01.143
- Quiet room: Room MG 01.070
- Photographer: Room MG 01.077

Theme: **Moving ahead: change, challenges and innovation in language assessment and ESP**

Venue: ZHAW School of Health Sciences, Katharina-Sulzer-Platz 9, 8400 Winterthur

Saturday, 7 September 2024

08:30 – 09:00	Registration (Ground floor)		
09:00 – 09:05	Opening (Room MG 01.142)		
09:05 – 10:05 Plenary 3	*How can ESP practitioners get inspirations to innovate courses and assessment methods?* Clarice Chan (Room MG 01.142)		
10:05 – 10:20	SIG intros & scholarship winners (Room MG 01.142)		
10:30 – 11:00 Session 1: Talks	*Behind the curtain of language proficiency: unveiling technology powered assessment* Wendy Nash-Steer, Pearson (Room MG 01.023)	*Designing AI-powered assessments: insights from pre-service ELT teachers* Aysegul Salli - TEASIG Scholarship winner (Room MG 01.027)	*Reimagining ESP & EAP teaching and assessment through the lens of philosophy and art* Natassa Manitsa (Room MG 01.032)
11:00 – 11:30 Coffee break	Coffee, sponsored by ETAS, & cake, sponsored by Pearson (Catering zone)		
11:30 – 12:00 Session 2: Talks	*Assessing pre-service teachers' profession-related language competences* Khanh-Duc Kuttig (Room MG 01.023)	*Insights into test-taker behaviour and psychology in AI versus human-administered exams* Panagiota Vampoula (Room MG 01.027)	*Critical thinking – what we can learn from culture and business* Gerard Lysaght (Room MG 01.032)
12:10 – 13:10 Session 3: Workshops	*Examining in ESP using writable PDFs* Karen Sarah Passmore (Room MG 01.023)	*Standardised test preparation during times of crisis and emotional distress* Iryna Dribko (Room MG 01.027)	*Developing an advanced ESP course for digital medicine Master's students* Catherine Chen-Fliege - ESPSIG Scholarship winner (Room MG 01.032)
13:10 – 14:30 Lunch break	Sponsors' exhibition (Room MG 01.143)		
14:30 – 15:00 Session 4: Talks	*Foreign language exams taken from home: can the certificates be trusted?* Agnieszka M. Sendur (Room MG 01.023)	*Flipped classroom assessment in ESP: the case of an Indian NGO* Keith Rossborough (Room MG 01.027)	*Validation of AI-driven assessment tools for ESP proficiency in English Medium Instruction settings: strategies and implications* Amel Afia (Room MG 01.032)
15:10 – 16:10 Plenary 4	*Locating the human in a time of machine intelligence: generative AI and its impact on ESP testing and assessment* Blair Matthews (Room MG 01.142)		
16:15 – 17:00	Closing reception & prize draw with coffee, sponsored by Swiss Exams, and chocolate, sponsored by Lindt (Catering zone)		

- Publishers' exhibition: Room MG 01.143
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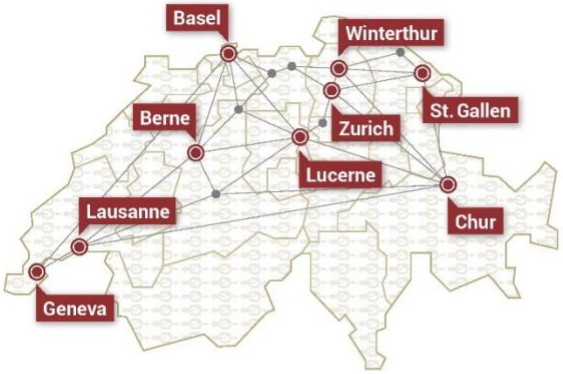

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Plenary speakers and abstracts

Plenary 1

Continuity or innovation: assessment and languages for specific purposes at the crossroads

Anna Soltyska (Ruhr-Universität Bochum) anna.soltyska@ruhr-uni-bochum.de

Abstract
The social, economic and environmental changes now being experienced in virtually every area of personal and professional life are clearly also shaping the future of language assessment and education. New ways of communicating require the practice of new skills and a rethinking of the test constructs designed to measure these new skills. Innovative, often AI-assisted, ways of learning and assessing languages in an increasingly autonomous and self-directed way are affecting the role of teachers and placing new demands on different stakeholders in the field of education. Evolving patterns of global movement of people, rethinking of priorities in the face of various crises, and a widening generation gap are leading to increasingly diverse and heterogeneous groups of learners whose educational needs have yet to be identified and addressed.

At the same time, some constants can still provide guidance and serve as points of reference for reconsidering teaching and assessment practices. O'Sullivan's (2021) Comprehensive Learning System, for example, could support the alignment of new learning objectives, adjusted teaching methods and revisited assessment schemes, and Weir's socio-cognitive framework (2005) could be used to inform test development, research and validation. The universal test quality criteria of validity, reliability and objectivity should remain the guiding principles for assessment activities, regardless of the circumstances.

This talk aims to discuss the common challenges that language assessment and the teaching and learning of English for specific purposes are experiencing today, in the face of rapidly changing external circumstances. While it is notoriously difficult to make reliable predictions, reflecting on the current trends affecting the work of English language teachers serves to inform teacher training and professional development, the areas in which IATEFL SIGs can best support their members.

Biodata
Anna Soltyska is a member of the academic staff at Ruhr-Universität Bochum, Germany, where she teaches English for General and Specific Academic Purposes and coordinates the English programme at the University Language Centre. Her current research interests include teaching and testing of languages for academic and specific purposes, the impact of AI-based tools on institutionalised foreign language learning and assessment, promoting multilingualism in higher education, and various aspects of assessment-related malpractice and academic integrity. Anna is a member of IATEFL and has been a TEASIG webinar coordinator since April 2020.

Plenary 2

Identifying indigenous criteria for the assessment of air traffic controllers

William Agius (Zurich University of Applied Sciences) agiu@zhaw.ch

Abstract
This presentation reports on research to investigate the features of performance that air traffic controllers value in their peers. Through a process of qualitative analysis of focus group transcripts, a framework of aeronautical radiotelephony communication was developed from which five new rating criteria were derived. The new criteria emphasise interactional competence and the ability to achieve mutual intelligibility through language accommodation. Language accommodation refers to the process by which air traffic controllers adapt their language output to the perceived limitations of their interlocutors on the radiotelephony frequency – based on their experience and good judgement. The results suggest that the pertinent features of language performance in the target language use domain are underrepresented in the linguistically informed rating scale that is currently in use for the assessment of air traffic controllers' English language proficiency. They also suggest that the features of performance in the scale do not adequately reflect the linguistic challenges that air traffic controllers encounter in the workplace in their daily routine. The study highlights the need for the inclusion of subject matter experts in every stage of the development process of tests that are designed to measure communicative competence in contexts of specific purpose language use and as a lingua franca.

Biodata
William Agius is the deputy head of the Centre for Aviation of the School of Engineering at the ZHAW (Zurich University of Applied Sciences). He holds Master's degrees in English Linguistics from the University of Zurich, in Corporate Communication Management from the University of Northwestern Switzerland, and in Language Testing from Lancaster University. William wrote his doctoral thesis on indigenous criteria at Lancaster University, under the supervision of Dr John Pill. William's research focusses on test and rating scale development in contexts of language use for specific purposes as a lingua franca. He is the lead developer for the ELPAC test suite for air traffic controllers and pilots, which is currently in use in 64 countries.

Plenary 3

How can ESP practitioners get inspirations to innovate courses and assessment methods?

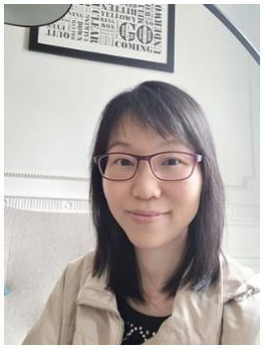
Clarice Chan (University of St Andrews, UK) clarice.chan@st-andrews.ac.uk

Abstract
For most ESP practitioners designing courses and assessment methods is a key aspect of their work. To ensure that learners can benefit from well-designed courses that help them meet the challenges of using English in an ever-changing world, innovative design in learning activities and assessment methods is crucial. In this plenary, I will discuss how ESP practitioners can find inspiration for implementing new ideas into their own teaching and assessment by referring to relevant research. Despite their usefulness, research studies are not always consulted, possibly because the vast number in the literature can seem overwhelming, and the relevance of research to course design and assessment may not always be obvious.

To help ESP practitioners overcome such obstacles, I will illustrate how a curriculum development framework, which I proposed in an award-winning article (Chan, 2018), can serve to guide them in identifying relevant research findings. These findings can then provide ideas for innovating various aspects of ESP practice, including course design and assessment. I will also show how practitioners can access research output through various channels, such as open access journals and research summaries.

Reference:
Chan, C. S. C. (2018). Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English. *English for Specific Purposes, 52*, 27-46. doi: 10.1016/j.esp.2018.07.001

Biodata
Clarice Chan, PhD, SFHEA, is a researcher and practitioner in the areas of ESP, EAP and business communication. She supervises doctoral students in TESOL at the University of St Andrews, UK. Her co-edited book, *New Ways in Teaching Business English* (TESOL, 2014), was a finalist in the British Council's 2015 ELTons Award for Teacher Innovation. Her 2018 paper, 'Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English', published in *English for Specific Purposes*, won an Outstanding Article on Business Communication Award from the Association for Business Communication, USA.



Plenary 4

Locating the human in a time of machine intelligence: generative AI and its impact on ESP testing and assessment

Blair Matthews (University of St Andrews, UK) bm221@st-andrews.ac.uk

Abstract
Advances in generative artificial intelligence (gen-AI), particularly large language models (LLMs) such as Chat GPT, offer the potential to transform language education. Some argue that AI promises efficient tools which can enhance language learning opportunities (Son, et al., 2023; Rusmiyanto, et al., 2023). However, many worry that AI may undermine the validity and reliability of student work (Maier, 2022; Anderson and Rainie, 2024; Darvishi, et al. 2024). Although the long-term impacts of generative AI are difficult to predict, what is certain is that language learning is now taking place in a very different environment, and there is a need to understand how learners can be independent and self-determining in light of how language learning becomes increasingly entangled and interdependent with machine intelligence.

In this talk, I explore the 'working-together' of human and machine intelligence in order to identify what gen-AI does well and what it does not do well. I argue that, while gen-AI offers new ways of doing things, it may not increase learner autonomy, instead orienting behaviour towards the management of the technology. I discuss the implications of a permanent gen-AI presence for the testing and assessment of ESP. I finish by arguing that data-driven learning practices can be applied to gen-AI, particularly how it can be used with corpora of specific genres.

Biodata
Blair Matthews is a lecturer in TESOL and International Education at the University of St Andrews, UK, where he teaches English for Academic Purposes and Research Methods. He is interested in student and teacher agency, and supervises Master's and Doctoral students in these areas. His website is: https://linktr.ee/blairteacher.

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Breaking Boundaries in Language Testing: the ISE Digital Exam

Workshop - 6th September

This workshop explores the ISE Digital exam as a cutting-edge assessment tool that is meticulously designed based on careful needs analysis and current theoretical frameworks.

We will examine the innovative format and exam structure of ISE Digital, how the exam tasks mimic real-world scenarios, and its alignment with modern educational needs and comprehensive approach to evaluating communicative competence.

Anna Bennett

Head of Product Support for English Language
Trinity College London Central Europe

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Presenters and abstracts

Friday, 6 September

Session 1: 11:40 – 12:40 (workshops)

Implications of GenAI for teaching & testing L2 business writing
Stephanie Ashford (Baden-Württemberg Cooperative State University VIillingen-Schwenningen)
stephanie.ashford@dhbw.de
Abstract
This interactive workshop explores the impact of generative artificial intelligence (GenAI) on teaching and testing writing skills in university ESP courses. It considers challenges and opportunities presented by AI-assisted writing tools, and suggests ways of integrating them in curriculum design while ensuring fair assessment. Two contrasting approaches to assessment are introduced, alongside recommendations to maximise GenAI's potential while mitigating risks.

Use of AI in formative and self-assessment
Hansjürg Perino (University of Zurich / Digital Learning Hub / pincoach.ch) coach@perino.info
Abstract
Embrace the future of assessment with AI! Join our workshop on how to apply AI in formative and self-assessments. Explore cutting-edge tools and strategies that boost speedy feedback of high quality and empower students to take charge of their own learning. An idea of how to approach summative assessment is also included.

The email task: where are we, where are we heading?
Joanna Wrzesinska (ETS EMEA, TEASIG) jwrzesinska@etsglobal.org
Abstract
Writing effectively remains highly relevant for businesses worldwide. In TEFL, the email task has stood the test of time and continues to be included in curricula across courses. What have we learned about business email communication and the email writing task itself over the years? What implications does it all carry for the classroom? Attend this session to find out.

Session 2: 14:00 – 14:30 (talks)

Collaborative intelligence: partnering up for business writing
Catherine Prewett-Schrempf (FHWien der WKW) catherine.prewett@fh-wien.ac.at
Abstract
Considering the recent surge in student use of AI (artificial intelligence), we have been looking into meaningful ways to design and assess writing assignments for our tertiary-level students. Our talk will present our findings on how our Business English students partnered up with AI to compare and validate what they had produced in a newly designed writing assignment.

The thorny issue of assessing collaborative assignments: a way forward
Peter Levrai (University of Turku) pflevr@utu.fi
Abstract
Collaborative assignments (e.g. group essay or group presentation) feature in EAP programmes but carry tensions around assessment, with particular concerns around fairness. This talk will evaluate the different assessment lenses available (including individual complementary assignments and assessing collaboration itself) and discuss the decision-making process in developing a rationalised, justified and fairer assessment scheme for collaborative assignments.

Descriptive grades' in summative assessments to support students' learning process

Elvis Coimbra-Gomes (University of Lausanne elvis.coimbragomes@unil.ch

Abstract

The summative assessment of spoken/written tasks often involves a scale of rubrics that are associated with a specific number of points that we add up to calculate the final grade. Due to this calculation, the grade does not fully reflect the specific assessed skills. Based on Pasquini's work (2021), I will present an assessment grid that completely avoids the counting of points, while generating a 'descriptive grade' that distinguishes between fundamental and enhancement assessment criteria, and aligns with the paradigm of assessment for learning.

Session 3: 14:40 – 15:40 (workshops)

Breaking boundaries in language testing: the ISE Digital exam

Anna Bennett (Trinity College London) anna.bennett@trinitycollege.it

Abstract

This workshop explores the ISE Digital exam as a cutting-edge assessment tool that is meticulously designed based on careful needs analysis and current theoretical frameworks. Through practical activities, we will examine its innovative format and exam structure, how the exam tasks mimic real-world scenarios, and its alignment with modern educational needs, together with its comprehensive approach to evaluating communicative competence.

Being bold – towards valid and appropriate listening assessment in ESP

Neil Bullock (EnglishPlus Language Consultancy) neilbullock@englishplus.ch

Abstract

Listening is often described as the 'Cinderella' of language. Visible learning is difficult to observe, and more so to assess. In ESP, where listening skills can be critical, assessment still tends to focus on speaking, meaning inappropriate test results, unfit for purpose. This workshop examines existing test tasks, and focusses on defining constructs for more effective listening assessment in ESP.

Future-proofing (ESP) education through problem-based learning

Aleksandra Sudhershan (Berliner Hochschule für Technik) aleksandra.sudhershan@bht-berlin.de

Abstract

The purpose of this workshop is to discuss the potential of problem-based learning (PBL) in ESP contexts for helping to produce graduates capable of adapting to the rapidly changing employment market driven by the rapid expansion of AI. A model for implementation of PBL and examples of problems used in Business English and Technical English classes will be provided.

Session 4: 16:00 – 16:30 (talks)

Assessing engineering students' presentation skills – a genre-based approach

Ivana Mirovic (Faculty of Technical Sciences, University of Novi Sad, Serbia) mirovicke@gmail.com

Abstract

Effective ESP presentation skills are an important component of engineering students' oral competence and play a significant role in preparing students to function successfully in the discourse community of their future profession. The author aims to establish a set of criteria that take into consideration the genre characteristics of professional presentations and revolve around conversational features of successful engineering presentations.

Critical thinking in 'Corporate Adventure' – an entrepreneurial project

Ridha Mejri (University of Applied Sciences Worms, Germany) mejri@hs-worms.de

Abstract

This talk introduces conference delegates to 'Corporate Adventure', a business project where students create their own company in order to acquire comprehensive business skills. These skills include the 4 C´s (communication, creativity, collaboration and critical thinking) as well as practical skills in marketing, presentation and conflict management. The talk shows how 'Corporate Adventure' can be used to give students real-world entrepreneurial experience, enhance their intercultural awareness and communication skills, and promote innovative 21st-century thinking.

Virtual exchange projects: 21st century cultural awareness

Elizabeth Molt (Hogeschool Rotterdam) e.a.molt@hr.nl

Abstract

This talk presents the successes and pitfalls of (and tools for) organising a virtual exchange project involving engineering students from Rotterdam (NL) and Bordeaux (F). Having started 3 years ago as a pilot, it is now a successful, annual cooperation, with students working on their 21st century skills such as cultural awareness, international communication, reflection, etc.

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Saturday, 7 September

Session 1: 10:30 – 11:00 (talks)

Behind the curtain of language proficiency: unveiling technology powered assessment
Wendy Nash-Steer (Pearson) wnash-steer@pearson.de
Abstract
A dynamic talk on the role of technology in language assessment. We'll cover the shift to AI-powered tests, address AI's benefits and challenges, and showcase Versant by Pearson tests. Learn how technology is making language assessments smarter, quicker and more reliable, and discover real-world ESP outcomes and future trends. Ideal for educators eager to advance in assessment technology.

Designing AI-powered assessments: insights from pre-service ELT teachers
Aysegul Salli, TEASIG Scholarship winner (Eastern Mediterranean University)
aysegul.salli@emu.edu.tr
Abstract
This presentation shares the results of a study on newly graduated pre-service English language teachers' perceptions of using AI tools to create assessment tasks for core language skills. Their technological, pedagogical, and content knowledge (TPACK) is assessed before and after training on AI tools. Findings reveal improvements in TPACK, and insights into the practicality and challenges of integrating AI in language assessment.

Reimagining ESP & EAP teaching and assessment through the lens of philosophy and art
Natassa Manitsa (Hellenic Open University) natassamanitsa@gmail.com
Abstract
This presentation explores the convergence of ESP, EAP, philosophy, and art in education and evaluation, by examining how this blending can enrich learners' critical thinking. Specifically, we'll discuss the challenges in traditional assessment, propose practical solutions, and explore how incorporating philosophy and the arts can revolutionize ESP and EAP instruction, testing, evaluation and assessment.

Session 2: 11:30 – 12:00 (talks)

Assessing pre-service teachers' profession-related language competences
Khanh-Duc Kuttig (Heidelberg University of Education) kuttig@anglistik.uni-siegen.de
Abstract
This talk reports on the use of an assessment instrument to measure pre-service teachers' language competence and language awareness. Departing from conventional beliefs that language teachers only need pedagogical and subject knowledge to teach well, this presentation highlights 'English-for-Teaching' as a variety of ESP, referring to a teachers' ability to use the target language in all aspects of teaching.

Insights into test-taker behaviour and psychology in AI versus human-administered exams
Panagiota Vampoula (TESOL Greece) panvam3@gmail.com
Abstract
This presentation examines test-taker behaviour and psychology in AI versus human-administered exams. Survey observations reveal differences in anxiety, performance, and perception. These insights offer valuable implications for educators and policymakers in creating fair and effective assessment methods in the evolving landscape of AI-driven testing environments.

Critical thinking – what we can learn from culture and business

Gerard Lysaght (Freelance English teacher and editor) successful.dialogues@gmail.com

Abstract

Improving critical thinking skills can help language learners grow in confidence and become more self-empowered. But how should we develop a dialogue about critical thinking in the English language classroom - and where should we look to for inspiration? This presentation will examine critical thinking best practices in culture and business, and discuss how these could be applied in English language classrooms.

Session 3: 12:10 – 13:10 (workshops)

Examining in ESP using writable PDFs

Karen Sarah Passmore (Technische Hochschule Georg Agricola, Germany) karen.passmore@thga.de

Abstract

Writable PDFs are practical, environmentally friendly, and easy to archive. They can be accessed online for examination purposes, both in person and remotely, saving time on pre-examination photocopying and post-examination marking. They are environmentally friendly, reducing the need for paper used in printing exams and answer sheets. Arguably, they are much easier to archive and access on a university server.

Standardised test preparation during times of crisis and emotional distress

Iryna Dribko (TESOL-Ukraine) idribko@gmail.com

Abstract

In war-torn Ukraine, educators strive to help students overcome stress and succeed in exams. Despite electricity cutouts, sleep deprivation, and ongoing chaos, we prepare students for standardized tests efficiently, addressing their emotional needs. This workshop will focus on sharing the experience and effective tools approved by students to achieve highest scores.

Developing an advanced ESP course for digital medicine Master's students

Catherine Chen-Fliege, ESPSIG Scholarship winner (Technische Hochschule Mittelhessen) catherine.chen-fliege@sz.thm.de

Abstract

It is essential for ESP practitioners to bridge the knowledge gap of the specific fields of study of their students. ESP courses should ensure that students are able to communicate in English fluently and confidently with their peers both professionally and academically. For this purpose, we will look at an advanced ESP course for Digital Medicine.

Session 4: 14:30 – 15:00 (talks)

Foreign language exams taken from home: can the certificates be trusted?

Agnieszka M. Sendur (Krakowska Akademia im. Andrzeja Frycza Modrzewskiego) asendur@afm.edu.pl

Abstract

This presentation addresses the security challenges of online exams and the resulting concerns over exam integrity. It examines how language testing organisations like Pearson, IELTS, ETS, LanguageCert, Duolingo and OET ensure security, validity and fairness in at-home exams through measures such as exam content protection, testing environment rules, technical requirements, identity verification, note-taking provisions, and remote invigilation.

Flipped classroom assessment in ESP: the case of an Indian NGO

Keith Rossborough (Zurich University of Applied Sciences, School of Life Sciences and Facility Management) keith.rossborough@zhaw.ch

Abstract

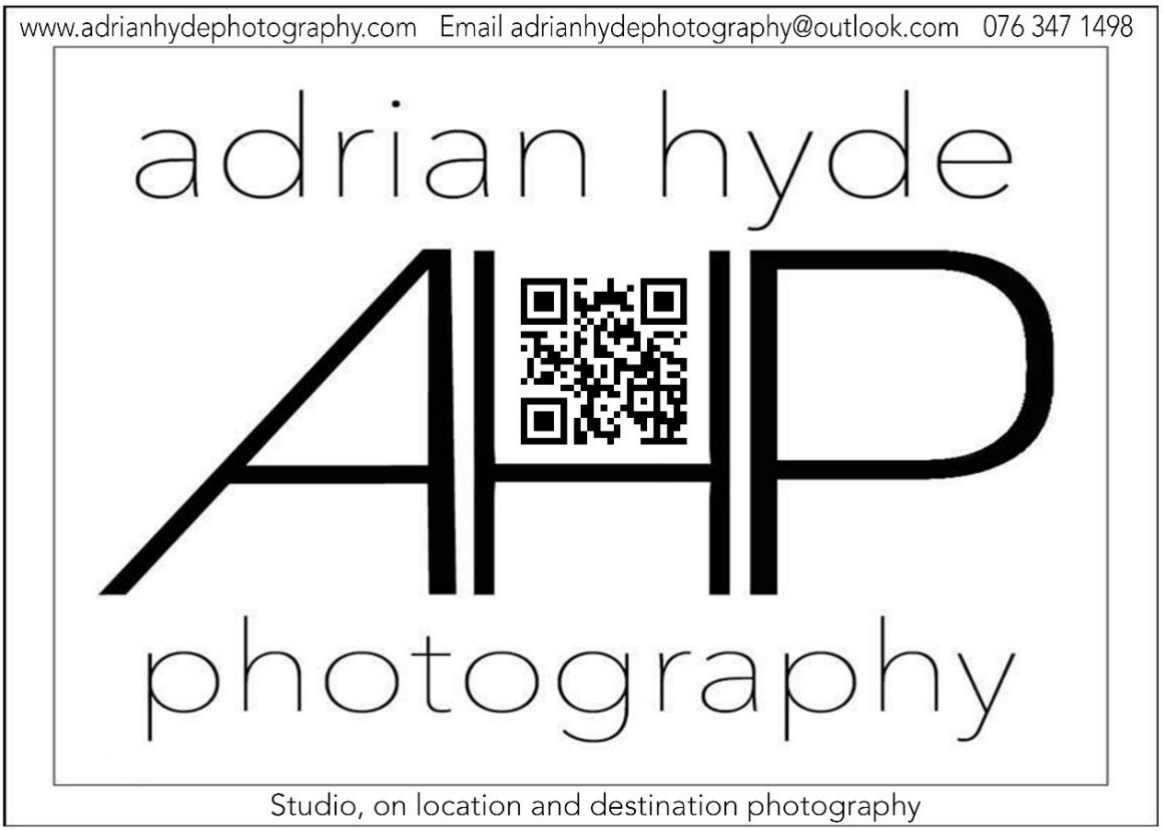
This talk introduces a flipped-classroom assessment approach applied in an Indian NGO setting, where young, unqualified individuals from an underprivileged Dalit area in Madurai receive input through teacher guidance and home study materials. They then teach the learned content to children within the NGO while being observed by the teacher trainer, promoting continuous assessment, peer-learning, reflection, and community engagement to enhance language skills and social development.

Validation of AI-driven assessment tools for ESP proficiency in English Medium Instruction settings: strategies and implications

Amel Afia (Mohamed Cherif Messaadia University - Souk Ahras, Algeria) a.afia@univ-soukahras.dz

Abstract

This study examines the impact of English Medium Instruction (EMI) on validating AI-driven English for Specific Purposes (ESP) assessment tools. By exploring EMI's unique challenges, the research assesses the reliability and validity of these AI systems, offering insights into their effectiveness in global academic settings.



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Join us for the next ESPSIG webinar, 10 September 2024!

Scan the QR code to register:	Fees: This event is FREE for all to attend. Only members of IATEFL receive certificates and have access to recordings.

This webinar will introduce the field of Aviation English. Aviation English aims to develop the English language proficiency of aviation personnel, including pilots, air traffic controllers, maintenance technicians, and more. From a policy perspective, it is guided by the International Civil Aviation Organization (ICAO) Language Proficiency Requirements (LPRs), but the development and implementation of curricula, assessments, and teachers to support the policy are largely unregulated.

Join us for the next ESPSIG Pre-Conference Event, 7 April 2025!

According to UNESCO, **21st century skills** encompass the knowledge, life skills, career skills, habits, and traits that are important for learner success in today's world. Teachers, practitioners and researchers from around the world are invited to delve deeper by sharing experiences and exploring trends related to 21st century skills in an exciting new format, including **discussion panels**, **workshops** and **lightning talks**, and coming away from the PCE with **concrete materials and ideas** to apply in teaching and learning contexts.

Keep an eye on our website and social media pages, as well as on the IATEFL website for more details coming soon…

PCE 2025

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Join us for the next TEASIG webinar!

When: 17 September 2024 at 17:00 UK time

Where: online

Joint TEASIG & YLTSIG webinar - Student feedback assessment

Much thought has been dedicated to the role of feedback in the English language teaching classroom as well as in general education. My aim is to present an Action Research study carried out at lower secondary level that sought to identify the perception of students regarding the type of formative feedback they were regularly provided with by their teachers, access grounded information on their learning, and aid the curriculum development in English Language and Literature.
To scaffold the students' learning, the project-based intervention consisted of the planning, implementation and assessment of a collaborative inquiry inspired by deep learning, and integrated various forms of feedback, online and face-to-face. Students' perception and demand of feedback were determined by the different forms of feedback and how reliable and meaningful they found the source of feedback.

Our speaker, Isabel Piñeiro Sorondo, holds MA in Education and studied literature and translation. She is a secondary school teacher and currently based and working in Madrid. Previously she worked in Buenos Aires and Montevideo.

Scan the QR code to register:

Fees: This event is FREE for all to attend. Members of IATEFL receive certificates and have access to recordings.

TEASIG Pre-Conference Event 2025

Edinburgh, 7 April 2025

Putting the learner at the heart of assessment

In an era of rapidly evolving educational paradigms, the focus on learner-centred assessment has never been more critical. This event, 'Putting the Learner at the Heart of Assessment', aims to explore interesting and practical approaches for designing assessments that prioritize the needs, strengths, and experiences of learners.

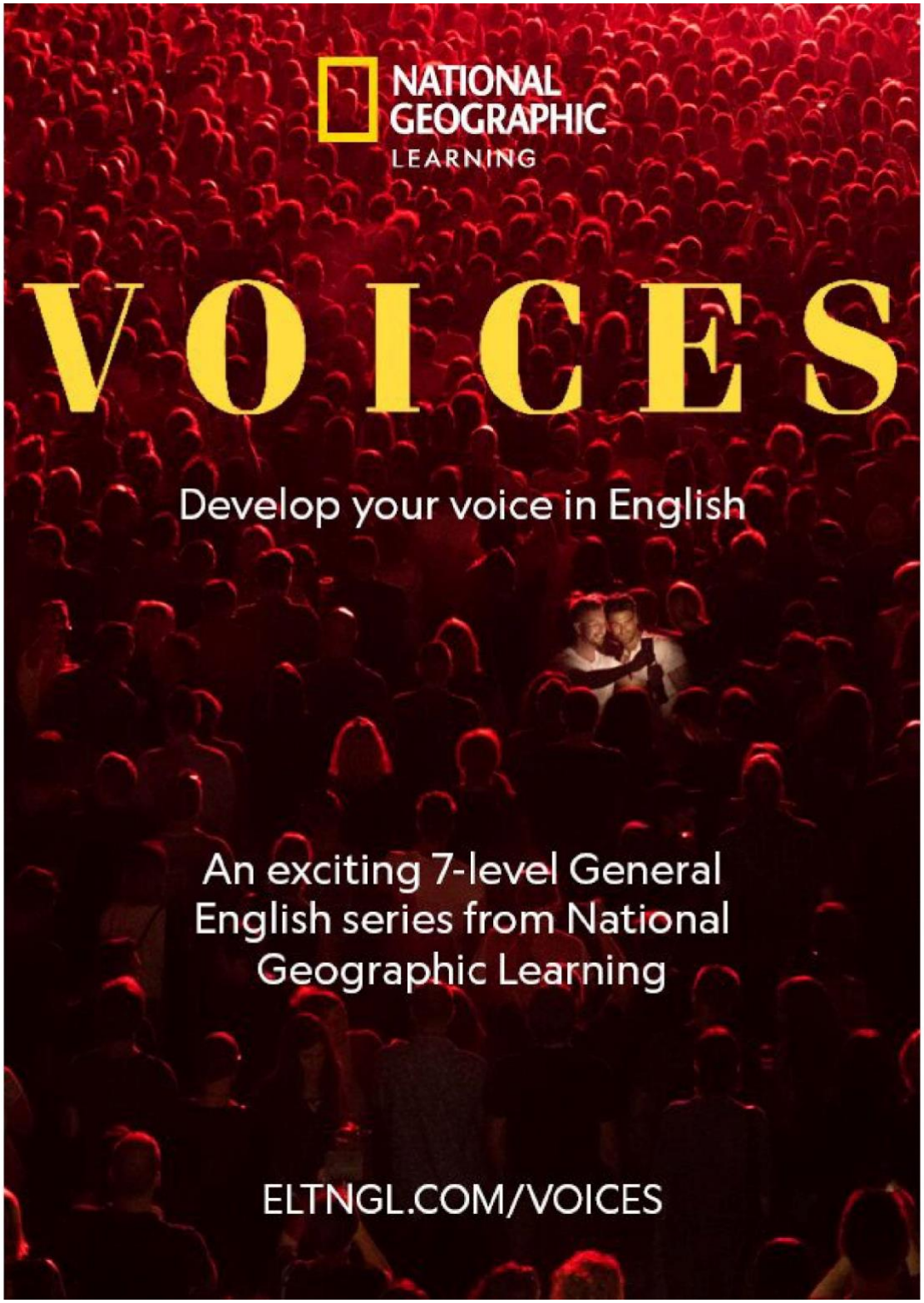
One recent shift has been the adoption of principles ensuring that assessments are accessible and equitable for all learners, including those with specific needs. In addition, integrating principles of justice, equity, diversity, and inclusion (JEDI) help create a fair and supportive assessment environment for every student.

In parallel, enhancing test taker experience became an equally important consideration in an increasingly competitive language education and testing market. This involves not only improving the design and delivery of assessments but also actively responding to test takers' feedback and preferences. By incorporating these insights, educators and assessment organizations can refine their approaches to better support learner success and meet their own growth objectives.

Our event will consist of workshops and presentations highlighting practical strategies for putting the learner at the heart of language assessment, ultimately fostering a more personalized, responsive, inclusive, and effective assessment landscape.

More details will follow soon on the TEASIG website and social media pages as well as on the IATEFL website.

PCE 2025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