



ALTE 63RD

MEETING AND CONFERENCE

*Novel Approaches for Accessibility and
Inclusivity within Standardized Language
Testing*

PROGRAMME

PÉCS

5th – 7th

NOVEMBER

2025



Welcome from ECL

Dear ALTE Members, Associate Members, and Colleagues,

It is our great pleasure to welcome you to Pécs, Hungary, for the 63rd ALTE Meeting and Conference on November 5–7, 2025. The event will be hosted by the Foreign Language Centre of the University of Pécs, which is the headquarters of the ECL Language Examination System. We look forward to three days of professional engagement, collaboration, and exchange.

The first two days, November 5–6, will be dedicated to sessions for ALTE Full Members, Associate Members, and Individual Expert Members to participate in Special Interest Groups (SIGs), committee meetings, and the Annual General Meeting.

On Friday, November 7, we invite all professionals and interested stakeholders in the field of language assessment to participate in the open conference, focusing on the theme of “Novel Approaches for Accessibility and Inclusivity within Standardized Language Testing”. This topic was chosen in recognition of the need to promote inclusive and fair practices in standardized language testing, reflecting the increasing diversity of test-taker populations. The aim of the conference is to explore effective approaches and share good practices that support equitable assessment for all candidates. Presentations and discussions will primarily explore how language exams can respond to individual differences – whether cognitive, socio-economic, or cultural – to ensure that all test-takers are treated fairly throughout the assessment process.

As hosts, we are committed to providing a welcoming, collegial, and stimulating environment for all participants. We trust that your time in Pécs – a city rich in academic tradition and cultural heritage – will be both productive and rewarding.

Dr Reza Hemmati
Director, International Studies Centre and Foreign Language Centre
University of Pécs

Az ECL Nyelvvizsgaközpont köszöntője

Tisztelt ALTE-tagok, Társult Tagok és Kollégák!

Nagy örömünkre szolgál, hogy a 63. ALTE Találkozó és Konferencia alkalmából 2025. november 5. és 7. között Pécsen, Magyarországon üdvözölhetjük Önöket. A rendezvény házigazdája a Pécsi Tudományegyetem Idegen Nyelvi Központja, amely egyben a nemzetközi ECL Nyelvvizsgarendszer központja is. Szakmai megbeszélésekben, együttműködésekben és tapasztalatcserében gazdag, tartalmas három napra számítunk.

Az első és a második napon (2025. november 5-6.) az ALTE tagjai, társult tagjai és egyéni szakértői számára szervezett szakmai programokra kerül sor: munkacsoport-ülésekre (SIG-ekre), bizottsági megbeszélésekre és a közgyűlésre.

2025. november 7-én a konferencia megnyitja kapuit a szélesebb nyilvánosság előtt is. Hívunk és várunk minden nyelvi méréssel és értékeléssel foglalkozó szakembert és érdeklődőt az *Egyenlő esélyek és az inkluzivitás támogatása a standardizált nyelvvizsgákban: új megközelítések* című konferenciára. A témaválasztást az ihlette, hogy a vizsgázók egyre diverzebb háttérrel rendelkeznek, ami indokoltá teszi olyan vizsgáztatási gyakorlatok kialakítását, amelyek a standardizált nyelvvizsgák keretén belül biztosítanak egyenlő esélyeket minden résztvevő számára. A konferencia célja, hogy új szempontok alapján közelítsük meg a felvetett témákat, és megosszuk azokat a jó gyakorlatokat, amelyek méltányos vizsgakörnyezetet teremtenek. Az előadások és a beszélgetések során arra keressük a választ, hogyan tudják a nyelvvizsgaközpontok figyelembe venni az egyéni különbségeket – legyenek azok kognitív, társadalmi-gazdasági vagy kulturális jellegűek –, annak érdekében, hogy a teljes vizsgafolyamat során minden résztvevő fair elbánásban részesüljön.

Házigazdaként barátságos, szakmailag inspiráló és együttműködést ösztönző környezetet szeretnénk biztosítani. Bízunk benne, hogy e néhány nap, amelyet velünk töltenek az egyetemi múltjára és kulturális örökségére büszke városunkban, eredményes és élményekben bővelkedő lesz.

Dr. Hemmati Reza
igazgató
Pécsi Tudományegyetem
Nemzetközi Oktatási Központ és Idegen Nyelvi Központ



Welcome from ALTE

On behalf of ALTE, I would like to extend our warmest thanks to the Foreign Language Centre of the University of Pécs for hosting the 63rd ALTE Meeting and Conference. We are grateful to all those involved in the organisation of this event, as well as to the speakers and participants who have joined us here in Pécs to contribute their expertise and perspectives.

The conference theme, “Novel Approaches for Accessibility and Inclusivity within Standardized Language Testing,” resonates deeply with ALTE’s mission to promote fairness, quality, and diversity in language assessment. As the language assessment landscape continues to evolve, so too must our commitment to ensuring that all candidates – regardless of background, ability, or circumstance – are given a fair opportunity to demonstrate their language proficiency.

ALTE has long championed inclusive practices, and previous events have explored related topics such as accommodations for test-takers with special needs, cultural sensitivity in test design, and the role of ethics in assessment. What sets this conference apart is its focus on novel and practical approaches – from technological innovations to policy frameworks – that can help us move from intention to implementation in practical ways.

This theme matters now more than ever. As our societies become increasingly diverse, the responsibility lies with us to ensure that assessment reflects and respects that diversity. We hope this conference will serve as a platform for sharing ideas, challenging assumptions, and building partnerships that will continue to shape the future of inclusive practices in language assessment. We look forward to a stimulating and collaborative few days together.

Dr Nick Saville
ALTE Secretary-General

Az ALTE főtitkárának köszöntője

Az ALTE nevében szeretném legőszintébb köszönetünket tolmácsolni a Pécsi Tudományegyetem Idegen Nyelvi Központja felé, amiért vállalták a 63. ALTE Találkozó és Konferencia házigazdájának szerepét. Hálásak vagyunk mindazoknak, akik részt vettek az esemény megszervezésében, továbbá köszönjük az előadóknak és a résztvevőknek, hogy elfogadták a meghívást, és eljöttek Pécsre, hogy szakértelmükkel és meglátásaikkal gazdagítsák a rendezvényt.

A konferencia témája – Egyenlő esélyek és az inkluzivitás támogatása a standardizált nyelvvizsgákban: új megközelítések – összhangban áll az ALTE azon küldetésével, hogy elősegítse a méltányosság, a minőségbiztosítás és a sokszínűség elvének megvalósulását a nyelvvizsgáztatás folyamatában. A nyelvi értékelés terén bekövetkező változások új irányok kijelölését teszik szükségessé annak érdekében, hogy továbbra is minden vizsgázónak – élethelyzetétől, képességeitől vagy háttérétől függetlenül – egyenlő esélyt biztosítsunk nyelvtudása igazolására.

Az ALTE mindig is szorgalmazta az inkluzív gyakorlatokat. Több korábbi esemény alkalmával is foglalkoztunk hasonló témákkal – legyen szó a speciális igényű vizsgázók támogatásáról, a kulturális érzékenység érvényesítéséről a tesztfejlesztésben, vagy az etikai megfontolásokról az értékelés folyamatában. A mostani konferencia különlegességét az adja, hogy a hangsúly az újszerű és gyakorlati megközelítésekre kerül – az innovatív technológiai megoldásoktól a szabályozási vagy stratégiai keretekig –, hozzájárulva ezáltal ahhoz, hogy a terveket kézzelfogható, gyakorlati megvalósítássá alakítsuk.

A felvetett téma különösen aktuális. Társadalmaink egyre sokszínűbbé válnak, és a mi felelősségünk, hogy a nyelvi értékelés ezt a sokféleséget tükrözze és tiszteletben tartsa. Bízunk benne, hogy a konferencia lehetőséget teremt az eszmecserére, a szemléletformálásra, valamint olyan együttműködések kialakítására, amelyek hosszú távon formálják az inkluzív gyakorlatokat a nyelvi értékelés területén.

Várakozással tekintünk az előttünk álló inspiráló napok elé.

Dr. Nick Saville
az ALTE főtitkára

PROGRAMME

ALTE 63rd Meeting and Conference Wednesday 5th November 2025

TIME	SESSION	LOCATION
8.45 – 9.00	Registration for Standing Committee members and Trustees	Community space, 1 st floor
9.00 – 10.30	Standing Committee Meeting (elected members of committee only)	Room 1.05/1
10.30 – 11.00	Coffee break	Community space, 1 st floor
11.00 – 12.30	Standing Committee Meeting continues (elected members of committee only)	Room 1.05/1
12.30 – 13.30	Lunch break	Room 1.08
13.30 – 15.00	Board of Trustees Meeting (elected Trustees only)	Room 1.05/1
15.00 – 15.15	Coffee break	Community space, 1 st floor
15.15 – 16.45	Board of Trustees Meeting continues (elected Trustees only)	Room 1.05/1
18.00 – 23.00	Social activity: Dinner and excursion to the wine region around Pécs	Preregistration required (limited capacity) Meeting point: Barbakán Square

PROGRAMME

ALTE 63rd Meeting and Conference Thursday 6th November 2025

TIME	SESSION	LOCATION
8.15 - 9.00	Registration	Community space, ground floor
8.30 - 9.00	SIG chairs meeting (Chairs and Co-chairs of SIG groups only)	Room 1.06
9.00 - 9.20	Introduction and Welcome	Room 1.12
9.30 - 11.00	Parallel SIGs (All ALTE delegates)	
	Less Widely Tested Languages SIG	Room 1.06
	YAL SIG	Room 1.09
	ACC SIG	Room 1.08
11.00 - 11.30	Coffee break	Community space, 1 st floor
11.30 - 13.00	Parallel SIGs (All ALTE delegates)	
	LAMI SIG	Room 1.06
	CEFR SIG	Room 1.09
	SIG on Technology in Language Assessment	Room 1.07
13.00 - 14.00	Lunch break	Room 1.08

TIME	SESSION	LOCATION
14.00 - 15.30	Parallel SIGs (All ALTE delegates)	
	MLTDE Working Group	Room 1.06
	QMS Working Group	Room 1.09
	Social Justice Discussion Group	Room 1.07
15.30 - 15.50	Coffee break	Community space, 1 st floor
15.50 - 17.30	ALTE Annual General Meeting (AGM) (All Members, Associate Members and Individual Expert Members)	Room 1.12
18.30	Social activity: Guided city walk in Pécs, concluding at the venue for the gala dinner	Meeting point: Széchenyi Square
19.30	Gala dinner	Palatinus Grand Hotel Király street 5, Pécs

PROGRAMME

ALTE 63rd Meeting and Conference

Friday 7th November 2025

CONFERENCE DAY

TIME	SESSION	LOCATION
8.30 – 9.00	Registration	
9.00 – 9.10	Welcome – Representatives from ALTE: <i>Dr Nick Saville,</i> ALTE Secretary-General <i>Graham Seed,</i> ALTE Secretariat Manager	Room 1.12
9.10 – 9.30	Opening address <i>Professor Dr Attila Miseta,</i> Rector of the University of Pécs <i>Dr Reza Hemmati,</i> Director of the Medical School ISC, University of Pécs	Room 1.12
9.30 – 10.10	<i>Professor Antony Kunnan</i> Assessing language proficiency around the world: A novel approach to increase inclusivity and accessibility	Rooms 1.12
10.10 – 10.40	<i>Professor Judit Kormos</i> Increasing test fairness for neurodiverse test-takers through the use of special adjustments	Room 1.12
10.40 – 11.10	Coffee break and ALTE Members' exhibition	Community space, 1 st floor
11.10 – 11.40	<i>Dr Benjamin Kremmel</i> Self-pacing as an accommodation in L2 listening tests: A straightforward accomodation?	Room 1.12
11.40 – 12.10	<i>Dr Magdolna Lehmann</i> Neurodiverse foreign language test-takers in the Hungarian context	Room 1.12

TIME	SESSION	LOCATION
12.10 – 12.40	<i>Dr Gábor Szabó</i> Qualitative and quantitative methods of ensuring test fairness	Room 1.12
12.40 – 13.00	Announcements	Room 1.12
13.00 – 14.15	Lunch break	Room 1.08
14.15 – 15.45	Parallel workshops (All ALTE delegates)	
	Workshop 1 <i>Professor Antony Kunnan</i> Reimagining language standards to meet local language features and contexts	Room 1.06
	Workshop 2 <i>Professor Judit Kormos</i> How to design fair and accessible digital reading tests for neurodiverse test takers	Room 1.09
	Workshop 3 <i>Dr Benjamin Kremmel</i> How to design fair and accessible digital listening tests for neurodiverse test takers	Room 1.07
	Workshop 4 <i>Professor Piet Van Avermaet</i> Diversity policies in education: From the periphery to the core	Room 0.06
15.45 – 16.00	Coffee break	Community space, 1 st floor

PLENARY PRESENTATIONS, FRIDAY 7TH NOVEMBER, 2025

Professor Antony Kunnan, City University of Macau, China

Assessing language proficiency around the world: A novel approach to increase inclusivity and accessibility

Abstract

This talk is based on a new project that attempts to understand the various assessment approaches used around the world for assessing language proficiency. These approaches are often based on language frameworks, including the CEFR, which was originally articulated for the 47 member states of the Council of Europe.

The CEFR is being increasingly adapted in other parts of the world, including in Asia and Latin America, to conceptualize, design, and make task selection and scoring models that are different from the original contexts in Europe. For instance, in India there is a complex multilingual reality in which there are 22 official languages, and maybe as many as 462 diverse languages from different language families and sub-families are used for everyday communication. This diversity is also visible across Asia, where the linguistic typologies vary greatly in the regions. When such language diversity exists alongside political, economic, cultural, educational, and social differences, a deeper understanding of the linguistic typological and socio-political contexts of a wider range of languages is needed to inform the ongoing adaptations of assessment frameworks.

In summary, by bringing together diverse contributions to assessing language proficiency across the world, this project explores how language assessment practices can and should better reflect structural linguistic differences and the socio-political contexts in which they are embedded. This project seeks to make a significant contribution to language assessment standards that are conceptualized, designed, and articulated with reference to diverse linguistic typologies and local contextual realities. As such it extends what ALTE has been striving to do for over 30 years, with a novel focus on inclusivity and accessibility.

Biodata

Professor Antony John Kunnan has had a long and distinguished career in language assessment, covering many parts of the globe. His professorial appointments have been at: California State University, Los Angeles, the University of Hong Kong, the American University in Armenia, Nanyang Technological University, Tunghai University, Guangdong University of Foreign Studies, and the University of Macau. He has also held visiting posts at UCLA, Chulalongkorn University, and Vietnam National University. He was the founding editor of *Language Assessment Quarterly*; the founding President of the Asian Association for Language Assessment; the editor of the four-volume *Companion to Language Assessment*; a former ILTA President, Vice President and Treasurer; and a prominent thinker in conceptualizing test fairness. He has published 12 books and over 80 articles and book chapters. During his career, he has given over 130 invited talks and workshops across 36 countries, demonstrating his considerable international reputation and impact. He has presented at many ALTE conferences and is an ALTE Individual Expert Member. He was awarded the Cambridge/ILTA Distinguished Achievement Award in 2024.



Professor Judit Kormos, Lancaster University, UK

Increasing test fairness for neurodiverse test-takers through the use of special adjustments

Abstract

The number of students with disabilities taking language proficiency tests is increasing. It is therefore essential that neither the test design nor test implementation procedures create an unfair barrier for these test-takers. This presentation will give a comprehensive overview of what makes a test accessible and inclusive from the perspective of neurodiverse test-takers, with a focus on specific learning difficulties (SpLDs) such as dyslexia and ADHD. In the presentation, I will discuss three main issues in relation to special arrangements, accessibility, and universal design. First, I will consider how special arrangements may impact on the construct being assessed and to what extent this might have an effect on the validity of the test. Second, given the need for special arrangements for certain test-taker groups, the presentation will give an overview of how accommodations might be differentially beneficial for neurodiverse test takers. I will present findings from my research on how various types of special arrangements such as time extension, read-aloud and the use of spell-checkers might affect the performance of students with SpLDs and their peers without SpLDs. Some of these research findings show that everyone might benefit from certain types of special arrangements, which means that test-takers in general may not be able to demonstrate the best of their knowledge under standard test administration conditions. Therefore, the third theme of the presentation will focus on universal design, which aims to ensure that the diverse needs of individuals are met flexibly so that language tests become more accessible for everyone including neurodiverse candidates.

Biodata



Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. She has published widely on the effect of dyslexia on learning additional languages, including a book entitled *The second language learning processes of students with specific learning difficulties* (SpLDs). She is the author of several research papers that have investigated the accessibility of language tests for candidates with SpLDs. She has advised numerous language testing organizations on their access arrangement policies for test-takers with disabilities. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission, and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by FutureLearn.



Dr Benjamin Kremmel, Universität Innsbruck, Austria

Self-pacing as an accommodation in L2 listening tests: A straightforward accommodation?

Abstract

Guidelines for good practice in assessment stipulate the importance of fair and equitable treatment of all candidates in the testing process. Given the increased number of test takers with specific learning difficulties (SpLDs), both providers and researchers of language tests have started to give accessibility arrangements their long overdue attention over the last 15 years. While many current test providers aim to offer appropriate testing conditions, and even Ministries of Education are finally issuing recommendations on the need for accommodating learners with SpLDs, there is still a dearth of empirical evidence when it comes to the actual implementations of such accommodations and their effectiveness.

In this talk, I will briefly introduce SpLDs and considerations of fairness in language assessment before discussing previous studies that have looked into assessment accommodations. In particular, I will draw on studies conducted at our Language Testing Research Group Innsbruck in the context of L2 listening assessment for EFL learners in Austria to illustrate that implementing accommodations might not always result in improvements in performance or support test-takers with SpLDs efficiently. The studies investigated the potential of self-paced listening as an adjustment for learners with low L1 literacy skills, which are relevant proxies for learning difficulties in contexts where systems of official SpLDs diagnoses are lacking. The research examined the impact of self-paced listening on comprehension scores and listening anxiety (e.g. as measured by biosensors). The presentation concludes with a call for increased research efforts to ensure that well-intended measures are evidence-based and efficient in delivering fairness and equity in assessment.

Biodata



Benjamin Kremmel is a Senior Scientist at Universität Innsbruck, where he is the head of the Language Testing Research Group Innsbruck. He holds an MA in English and Psychology/Philosophy Teaching (Universität Innsbruck, Austria), an MA in Language Testing (Lancaster University, UK), and a PhD in Applied Linguistics (University of Nottingham, UK). His research interests are in the area of language assessment, particularly vocabulary assessment, language assessment literacy, test validation, and the interface of second language acquisition and language testing. He has been involved in test development and item writing in several national and international exams over the past 12 years. His work has been published in numerous journals and handbooks. He serves as the book review editor at *Language Testing*, was the guest co-editor of the 2024 *Language Testing* Special Issue, and is the Associate Editor for the *Encyclopedia of Applied Linguistics*, Testing and Assessment section. Benjamin is an EALTA Expert Member and the recipient of the 2023 TOEFL New Scholar Award.



Dr Magdolna Lehmann, University of Pécs, Hungary

Neurodiverse foreign language test-takers in the Hungarian context

Abstract

The Hungarian context of foreign language testing is unique. The Accreditation Centre for Foreign Language Examinations (OH-NYAK) of the Educational Authority, assisted by the Accreditation Board of five expert members, is responsible for issuing accreditation to foreign language test providers in Hungary, renewing their accreditation biannually, recognizing non-accredited foreign language examinations, and verifying certified language examinations. The present study was initiated by the Board to explore the needs of neurodiverse and physically challenged foreign language test-takers, what difficulties test-providers face in ensuring appropriate test conditions for them, and how to improve the context. Data collection instruments involved analyzing legislation, a questionnaire for test-takers and test providers, and interviews with volunteering test-takers on their experiences of obtaining a foreign language certificate in Hungary in the past two years.

Findings indicate that special test conditions have typically been requested in cases of persons with cognitive and learning disabilities (mainly dyslexia, dysgraphia), persons with sensory disabilities (deaf and hard of hearing, blind and visually impaired persons, persons with speech disabilities), and persons with physical disabilities. The applications are supported by medical opinion. The special conditions provided (based on individual evaluation of the case usually by the chair of the test-provider) involve prior discussion of test-taker needs with parents or care-takers, providing extra time, allowing the use of their own computers, reading the text out loud, using larger font, providing special training for the examiners prior to the exam, allowing an assistant into the examination room, and using Braille. Current Hungarian legislation does not allow providing special foreign language test conditions for persons with learning difficulties, and the questionnaire and interview data from both test-takers and test providers highlighted a strong need for information and guidance in the matter.

Biodata



Magdolna Lehmann is an Associate Professor in English Applied Linguistics at the Institute of English Studies, University of Pécs, and is a language testing expert and chair for the Hungarian Accreditation Board for Foreign Language Examinations (HABFLE). She has earned her PhD in Applied Linguistics (Corpus-based vocabulary testing). Her research interests include corpus linguistics, language testing, TEFL, EAP, and curriculum development. She was a Fulbright visiting scholar at San Diego State University in 2014, working on corpus linguistics research. She has participated in national and international projects focusing on learner autonomy, and developing and using materials and tools for aligning EFL classroom tasks to CEFR levels, as well as national projects on curricular, materials and methodological innovations for the enhancement of teacher competences at secondary school and higher education levels in Hungarian contexts.



Dr Gábor Szabó, University of Pécs, Hungary

Qualitative and quantitative methods of ensuring test fairness

Abstract

Besides traditional measures of test quality, such as reliability and validity, in modern approaches to testing, fairness is considered to be just as important an attribute of a good test. The reason for this is that fairness should rather be seen as a facet of validity than an independent attribute. The essence of validity, measuring exactly what the test intends to measure, is dependent in part on whether the test presents a challenge to test-takers in a way that eliminates sources of bias against or, indeed, in favor of certain segments of the population. In light of this, it seems inevitable for any test provider to establish procedures to ensure that no such bias affects test performances. This can be done at various stages of the test construction process by means of a variety of qualitative and quantitative methods.

This presentation intends to provide an overview of the wide variety of sources of bias along with a discussion of what the effects of bias may be, by linking the concepts of fairness and bias to the notions of test impact and consequential validity. Also, a selection of qualitative and quantitative procedures will be discussed in order to detect specific types of bias likely to occur in tests of language proficiency. Finally, suggestions will be made as to how, in light of the analyses, the sources of bias can be eliminated, including a discussion of measures to prevent the emergence of bias in the first place.

Biodata

Gábor Szabó works at the Department of English Applied Linguistics at the University of Pécs, Hungary. His main field of research is language testing and assessment, and he has worked in a variety of national and international language testing projects. For over 10 years, he was a member of the Hungarian Accreditation Board for Foreign Language Examinations, and since 2008 he has also been working for the European Center for Modern Languages on the framework of a set of projects aimed at providing support for linking test, exams, and curricula to the Common European Framework of Reference for Languages (CEFR). He is a member of the European Association for Language Testing and Assessment (EALTA), and for the last 25 years, he has also been working as Academic Coordinator for the ECL Examination System.

PARALLEL WORKSHOPS, FRIDAY 7TH NOVEMBER, 2025

Professor Antony Kunnan, City University of Macau, China

Reimagining language standards to meet local language features and contexts

Abstract

In this workshop, participants will work with an existing language standard or framework such as the CEFR, GSE or ACTFL to include more local language features and contexts so that the articulation is not too generic. These could be for different language skills (listening, speaking, , and writing) and for different levels of ability (A1 and above; or scale 1 to 9, etc.)

Biodata

Please see [page 12](#)

Professor Judit Kormos, Lancaster University, UK

How to design fair and accessible digital reading tests for neurodiverse test takers

Abstract

In this workshop we will reflect on key considerations in accessible digital test design for test-takers with specific learning difficulties (SpLDs), such as dyslexia, and those who might have difficulties with attention regulation. We will first discuss some of the challenges these candidates might experience when taking digitally delivered reading texts. Then we will review some examples from computer-based reading tests and critically evaluate how accessible they are for this group of language learners. I will also present some illustrative excerpts and findings from my recent interview study with neurodiverse test-takers to showcase how they view the accessibility of the reading components of TOEFL iBT and how they use special arrangements to support their test-taking processes. At the end of the workshop, we will jointly compile a list of key recommendations to enhance the fairness and accessibility of digitally delivered reading tests for neurodiverse language learners.

Biodata

Please see [page 13](#)

Dr Benjamin Kremmel, Universität Innsbruck, Austria

How to design fair and accessible digital listening tests for neurodiverse test takers

Abstract

Designing fair and accessible digital listening tests is an urgent priority in ensuring equity for neurodiverse test-takers in L2 assessment contexts. This interactive workshop explores how Universal Design for Learning (UDL) principles might be applied to create inclusive digital listening assessments that accommodate diverse cognitive processing styles, sensory needs, and attentional differences. Participants will examine key challenges—such as time constraints, interface complexity, audio clarity, and response modalities—that may disproportionately impact neurodiverse individuals. Importantly, given the dearth of research evidence on some of these accommodation strategies, the workshop will create space for participants to exchange institutional practices, policies, and experiences to foster cross-contextual learning.

Biodata

Please see [page 14](#)



Professor Piet Van Avermaet, University of Ghent, Belgium

Diversity policies in education: From the periphery to the core

Abstract

Diversity—social, cultural, linguistic, ethnic—is often seen as a challenge; for some, even as a problem, a deficit, an obstacle to achieving educational goals. Education policy documents in some countries (or regions like Flanders) pay little attention to diversity and how to deal with it in education. But whether we like it or not our education is, by definition, diverse. So, the question is not whether to embrace diversity policies, but what a strong diversity policy should look like and how we can use diversity as a resource; as oxygen for learning in the classroom to reduce social and educational inequality, and help ALL children develop the competences they need to participate successfully in different domains of society. This seminar will argue for a shift in diversity policy from a peripheral approach to an inclusive approach—to the core of education. Why is there resistance to addressing inequality in education, and why is appreciating, valuing and exploiting diversity such a tenacious problem? What could an inclusive diversity policy mean for school pedagogy, classroom didactics, school assessment policies and classroom assessment practices, language and education, etc? What is needed to make it happen, and to enable sustainable change? These and related questions will be discussed and explored—on the basis of propositions—in this workshop.

Biodata



Piet Van Avermaet is Emeritus Professor in Language and Diversity at the Linguistics Department of University of Ghent, Belgium, where he taught multicultural studies; multilingualism in education; language, diversity and globalisation; and language policy. He was also Director of the Research Centre for Diversity & Learning (CDL) at the same university. His expertise and research interests cover topics related to multilingualism in education, social inequality in education, language policy and practice in education, language policy and practice in contexts of (social) inclusion, language assessment, diversity and inclusion, integration and participation, and discrimination in education. Piet Van Avermaet holds the 2024–2025 Francqui Chair at the University of Hasselt, Belgium. He is appointed as extraordinary professor at CMDR, University of the Western Cape, South Africa (2025–2027). He is series co-editor (with Kathleen Heugh and Christopher Stroud) of the book series *Multilingualisms and Diversities in Education* (Bloomsbury).



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