

## Full Programme

### Workshops Monday 12 April

**9.00 am – 4.00**

**Workshop 1: The CEFR: its purpose, origins, development and current status**

**Location: Recital Room**

Neil Jones, Nick Saville and Szilvia Papp, *University of Cambridge ESOL Examinations*

John Trim, *former Director of the Council of Europe's Modern Languages Projects*

Brian North, *Eurocentres*

Norman Verhelst, *CITO*

**Workshop 3: Assessing levels of academic language proficiency: conceptualization, operationalization, alignment, and validation (Day 1)**

**Location: Lecture Room 3**

Margo Gottlieb, Tim Boals and Carsten Wilmes, *WIDA Consortium*

Dorry Kenyon, *Center for Applied Linguistics*

Fred Davidson, Youngshin Chi and Chih-Kai (Cary) Lin, *University of Illinois, Urbana-Champaign*

### Workshops Tuesday 13 April

**9.00 am – 4.00**

**Workshop 2: The CEFR: alignment and standard-setting issues**

**Location: Recital Room**

Neil Jones and Angeliki Salamoura, *University of Cambridge ESOL Examinations*

Brian North, *Eurocentres*

Norman Verhelst, *CITO*

Neus Figueras, *Generalitat de Catalunya*

Sylvie Lepage, *Centre International d'Études Pédagogiques (CIEP)*

**Workshop 3: Assessing levels of academic language proficiency: conceptualization, operationalization, alignment, and validation (Day 2)**

**Location: Lecture Room 3**

Margo Gottlieb, Tim Boals and Carsten Wilmes, *WIDA Consortium*

Dorry Kenyon, *Center for Applied Linguistics*

Fred Davidson, Youngshin Chi and Chih-Kai (Cary) Lin, *University of Illinois, Urbana-Champaign*

**Workshop 4: Sharing your story: developing your academic conference skills**

**Location: Lecture Room 5**

Lynda Taylor, *University of Cambridge ESOL Examinations*

Liz Hamp-Lyons, *University of Nottingham*

**2.00 pm – 4.00**

**Workshop 5: Cambridge Assessment Tour**

**Meeting point: Foyer, Faculty of Music**

<b>4.10 – 5.10</b>	<b>Meet the Journal Editors</b>	<b>Auditorium</b>
<b>5.15 – 6.15</b>	<b>LTRC Newcomers Session</b>	<b>Auditorium</b>
<b>6.30 – 8.00</b>	<b>Opening Reception</b>	<b>Museum of Zoology</b>

## Wednesday 14 April 2010

**ALL SESSIONS IN AUDITORIUM OF FACULTY OF MUSIC UNLESS OTHERWISE NOTED**

**8.45 – 9.00      Welcome to LTRC**

**9.00 – 9.10      Introduction to Messick Memorial Lecture**

Nick Saville, *Cambridge ESOL*

**9.10 – 9.55      Samuel J Messick Memorial Lecture:**

Professor Michael Kane

(Sponsored by the TOEFL Board, Educational Testing Service (ETS), Princeton, New Jersey)

**9.55 – 10.00    Presentation of Messick Award**

Cathy Wendler, ETS

**10.00 – 10.30    BREAK (inc. conference photograph)**

**10.30 – 12.00    Paper Session 1 (plenary)**

Chaired by: Randy Thrasher

**Basic language cognition and the construct of language proficiency: theoretical and empirical perspectives**

Jan Hulstijn, *University of Amsterdam*

**A mixed methods approach to construct definition: identifying underlying factors in L2 oral interactive tasks for nurses in a minority setting**

Carolyn Turner and Talia Isaacs, *McGill University*

Michel Laurier, *Université de Montreal*

**Performance decision trees**

Glenn Fulcher and Jenny Kemp, *University of Leicester*

Fred Davidson, *University of Illinois at Urbana-Champaign*

**12.00 – 1.30    LUNCH**

*Language Assessment Quarterly (LAQ) Editorial Board Meeting: Lecture Room 1*

**1.30 – 3.00      Poster Session, Faculty of Music**

**1. Knowing the test takers: investigating test taker background, test taker characteristics, and their test performance**

Ying Zheng and Kirsten Ackermann, *Pearson Language Tests*

**2. Developing an English language proficiency test for pilots**

Henry Emery, *emery-roberts*

**3. Proficiency assessment in less commonly taught languages**

Martyn Clark, *Center for Applied Language Studies*

**4. Promoting assessment literacy for language educators and learners: challenges, approaches and practices**

Victoria Nier, Margaret E Malone and Chengbin Yin, *Center for Applied Linguistics*

**5. Rating guide development for Speaking's dimensions: delivery, language use and topic development**

Joan Jamieson, *Northern Arizona University*

Kornwipa Poonpon, *Kon Khaen University, Thailand*

6. **Developing authentic online test tasks for oral intercultural professional communication in CEFcult**  
Jan Van Maele, *Group T – Leuven Engineering College*  
Lut Baten, *Leuven Language Institute, K.U. Leuven*  
Lutgart Duser, *K.U. Leuven/Living Stone Intercultural Entrepreneurship*
7. **Effects of utterance speed, timing control, and repeated exposure on elicited imitation performance in Japanese as a Second Language**  
Dan Dewey, Hitokazu Matsushita and Kayleen Dewey, *Brigham Young University*
8. **Developing a new theoretical framework for cognitive diagnostic assessment of second language reading**  
Ah-Young Kim, *Teachers' College, Columbia University*
9. **Validation of rating scale descriptors for International Teaching Assistants' Oral English**  
So-young Jang, Jane Alsberg, Amanda Huensch and Kyeongsuk Kim, *University of Illinois at Urbana-Champaign*
10. **Test adaptiveness in development of an oral proficiency test for International Teaching Assistants**  
Kyeongsuk Kim, Jane Alsberg, Amanda Huensch and So-young Jang, *University of Illinois at Urbana-Champaign*
11. **Language policy and language proficiency assessment in English and Putonghua: is what is proposed, possible?**  
Jane Lockwood and Michelle Raquel, *Hong Kong Institute of Education*
12. **Automated rating of an ESL Writing placement test: can we trust machines?**  
Chih-Kai (Cary) Lin, *University of Illinois, Urbana-Champaign*
13. **The effects of the arrangement of questions in can-do self checklists on students' responses and their ease of use**  
Tomoko Fujita, *Tokai University*
14. **The European Survey on Language Competences: an update on progress**  
Neil Jones, *University of Cambridge ESOL Examinations*
15. **Graphical protocol analysis: a method to measure a writer's language competency**  
Putri Afza Maria Zulkifli and Peter Cheng, *University of Sussex*
16. **Creating a multidimensional scale of language proficiency**  
Michelle Raquel and Jane Lockwood, *Hong Kong Institute of Education*
17. **Language and Integration**  
Martin Nuttall and Nick Beresford-Knox, *Association of Language Testers in Europe*
18. **Evaluating the New College English Test (Band 4) with a comparative approach**  
Min Liu and David D Qian, *The Hong Kong Polytechnic University*
19. **Investigating accuracy and complexity across levels: towards a valid scale for the Language Proficiency Examination for Foreign Language Teachers (EPPL) in Brazil**  
Vanessa Borges-Almeida, *UnB – University of Brasilia*  
Douglas Consolo, *UNESP – State University of Sao Paulo*
20. **Investigating CEFR levels of Japanese University students with DIALANG: comparison of results with outcomes from the DIALANG Pilot Study**  
Chisato Saida, *Ibaraki University, Japan*

**3.00 – 4.00 Paper Session 2 (plenary)**

Chaired by: Barbara Dobson

**Which aspects of fluency should be taken into account when describing oral proficiency levels?**Nivja de Jong, *Utrecht University***Comparing human and machine judgements of collocations and relating them to speaking proficiency**Jing Xu, *Iowa State University*Xiaoming Xi, *Educational Testing Service (ETS)***Turn, turn, turn again**Michael McCarthy, *University of Nottingham***4.30 – 4.50 BREAK****4.50 – 5.50 Paper Session 3 (plenary)**

Chaired by: David Qian

**Fitting the framework: how raters co-construct understandings of domains and levels from different educational and assessment contexts**Alan Urmston, Felicia Fang and Carrie Tsang, *Hong Kong Polytechnic University***Can we get a little higher? Proficiency levels in aviation English**Carol Lynn Moder and Gene B Halleck, *Oklahoma State University***6.15 – 7.30 Cambridge University Press Bookshop Reception****7.00 – 10.00 ILTA Executive Board Meeting, The University Centre**

## Thursday 15 April 2010

## NOTE PARALLEL SESSIONS ACROSS MULTIPLE VENUES TODAY

**8.30 – 8.35**     **Announcements** [will be made in all 3 parallel session venues]

**8.35 – 10.15**     **Paper Session 4 (parallel)**

**Paper Session 4a**

**Location: G-R06/07 Seminar Room, Faculty of English**

Chaired by: Vivien Berry

**Assessing young learners' writing: using complementary validity evidence to evaluate the quality of two L2 rating scales**

Ari Huhta and Mirja Tarnanen, *University of Jyväskylä*

**The interaction patterns in paired assessment among young learners and their effect on performance evaluation**

Yuko Butler and Wei Zeng, *University of Pennsylvania*

**The CEFR: its virtues and shortcomings when teaching and assessing young learners**

Hanan Khalifa, Angela French and Szilvia Papp, *University of Cambridge ESOL Examinations*

**Paper Session 4b**

**Location: Lecture Room 2**

Chaired by: Meg Malone

**Multicompetence and assessment: recognizing variability in the L1 benchmark**

Amanda Brown

**Linguistic characteristics of NS and NNS responses to impromptu essay prompts**

Sara Weigle and Eric Friginal, *Georgia State University*

**Validation of a benchmarking study by means of repeated measures classification consistency**

Rebecca Present-Thomas and Alistair van Moere, *Knowledge Technologies, Pearson*

**Paper Session 4c**

**Location: Auditorium**

Chaired by: Micheline Chalhoub-Deville

**Predicting difficulty in PISA reading items: the process of describing item difficulty**

Tom Lumley, Juliette Mendelovits and Dara Searle, *Australian Council for Educational Research (ACER)*

Irwin Kirsch, *Educational Testing Service*

Charles Alderson, *Lancaster University*

John de Jong, *Language Testing Services*

Dominique Lafontaine, *Université de Liège*

**The dimensionality of test scores on a second language reading comprehension test: implications for accurate estimation of a test taker's level of L2 reading comprehension**

Youngsoo So, *University of California, Los Angeles*

**Evidence of lack of processing of multiword lexical items in reading tests**

Ron Martinez, *University of Nottingham*

**10.15 – 10.30**     **BREAK**

**10.30 – 12.10 Paper Session 5 (parallel)****Paper Session 5a****Location: G-R06/07 Seminar Room, Faculty of English**

Chaired by: Yong-Won Lee

**Using the Common European Framework to rate test taker responses**Kirsten Ackermann, *Pearson Language Tests***Getting the levels right: deriving item writer guidelines from CEFR descriptors**John de Jong, *Pearson Language Tests***An alternative approach to linking a suite of examinations to the Common European Framework of Reference (CEFR)**Gergely A Dávid, *Eötvös University and Euro Examinations, Budapest***Paper Session 5b****Location: Lecture Room 2**

Chaired by: Toshihiko Shiotsu

**Vocabulary use in writing test tasks performance**Viphavee Vongpumivitch, *National Tsing Hua University***Linking TOEFL scores to the Lexile Measure**Cathy Wendler and Fred Cline, *Educational Testing Service*Ellie Sandford, *MetaMetrics, Inc.***Lexical resources in legal and general English writing across second language proficiency levels**Ivana Vidakovic and Fiona Barker, *University of Cambridge ESOL Examinations***Paper Session 5c****Location: Auditorium**

Chaired by: Annie Brown

**Investigating participants' understanding of proficiency levels in different educational contexts**Spiros Papageorgiou, *University of Michigan***User perceptions of academic language proficiency and the TOEFL iBT**Margaret E Malone and Chengbin Yin, *Center for Applied Linguistics*Megan Montee, *Georgia State University***What can a can-do do? Developing descriptors that define levels**Anthony Green, *University of Bedfordshire***12.10 – 2.25****LUNCH****12.25****ILTA Annual Business Meeting****Auditorium****2.25 – 3.40****Works-in-Progress Session, Lecture Rooms 1, 4 and 5****Lecture Room 1**

Chaired by: Talia Isaacs

1. **'But I had nothing to say' – building a topic validity argument for the IELTS Speaking test**  
Nahal Khabbazzbashi, *University of Oxford*
2. **Rater feedback on a test of oral proficiency**  
Raili Hildén
3. **Automatic fluency assessment using thin slices of spontaneous speech**  
Suma Bhat, Mark Hasegawa-Johnson and Fred Davidson, *University of Illinois at Urbana-Champaign*

4. Investigation of a CAEL writing band score as diagnostic  
Christine Doe, *Queen's University, Ontario*
5. Online training of raters of university-level writing scripts  
Janet von Randow, *University of Auckland*  
Janna Fox, *Carleton University, Ottawa*
6. Linking words used on various levels of proficiency in argumentative writing  
Henna Tossavainen, *University of Jyväskylä*

#### Lecture Room 4

Chaired by: Elvis Wagner

7. An in-process meta-analytic study of language criteria across frameworks – opportunities and challenges  
Eric Surface and Kathryn Nelson, *SWA Consulting*
8. 'Can Do' project  
Sarah Brewer and John Slaght, *University of Reading*
9. DIF investigation on gender, academic background, and university type differences in a large-scale high-stakes test  
Xiaomei Song and Liying Cheng, *Queen's University, Ontario*  
Lianzhen He, *Zhejiang University, PRC*
10. Comparison of students' performance in dynamic vs static listening comprehension tests among EFL learners  
Sahbi Hidri
11. Investigating the yes/no vocabulary test: input modality, context and response time  
John Read, *University of Auckland*  
Toshihiko Shiotsu, *Kurume University*
12. Establishing standards for EFL tests in China: test construction, evaluation and use  
Jinsong Fan

#### Lecture Room 5

Chaired by: Lorena Llosa

13. Understanding teachers' classroom assessment practices in relation to students' linguistic and affective changes: a case study in an EFL Speaking course  
Xiaoying Wang
14. Formative assessment practice in a Bachelor of Education/Teaching English as a Foreign Language Program (BEEd/TEFL) in Mainland China: a case study  
Yanming Wu
15. Developing the assessment literacy of IELTS users in higher education  
Kieran O'Loughlin, *University of Melbourne*
16. Investigating the use of English language proficiency tests for decision-making purposes in English-medium universities in Egypt  
Elizabeth Arrigoni, *American University of Cairo*
17. Describing proficiency levels for young students of Italian as L2  
Monica Barni, Sabrina Machetti and Carla Bagna, *Università per Stranieri di Siena*
18. Language aptitude and the study of less-commonly taught languages (LCTLs) by 'average' learners in academic settings  
Daniel Reed and Seongmee Ahn, *Michigan State University*

**3.40 – 4.10      BREAK (inc. SiLT 15th Anniversary Celebration)**

**4.10 – 6.10      Symposium Session A (parallel)**

**Symposium 1: The industrialization of language testing**

**Location: Auditorium**

**Organiser:** Bernard Spolsky

**Introduction: Industrialisation and centralisation**

Bernard Spolsky, *Bar-Ilan University (emeritus)*

**The continuing high cost of industrialized testing**

Jared Bernstein, *Pearson Knowledge Technologies*

**The marketisation of language testing**

Liz Hamp-Lyons, *University of Nottingham*

**Retrofit frameworks for the testing industry**

Glenn Fulcher, *University of Leicester*

**Post-graduate training in language testing**

Fred Davidson, *University of Illinois at Urbana-Champaign*

**Symposium 2: Investigating the grammatical domains of meaning conveyance in language assessments and language assessment frameworks**

**Location: G-R06/07 Seminar Room, Faculty of English**

**Organiser:** James E Purpura

**How do we define grammatical knowledge in terms of form and meaning dimensions at six different CEFR proficiency levels**

James E Purpura, Yoko Ameriks, Jee Wha Dakin and Kirby Grabowski, *Teachers College, Columbia University*

**Investigating the dimensionality of grammatical knowledge across two test forms of the University of Michigan Examination for the Certificate of Proficiency in English (ECPE)**

Yoko Ameriks, *Teachers College, Columbia University*

**Investigating the dimensions of grammatical knowledge in relation to L2 reading and listening abilities within the General English Proficiency Test (GEPT) context**

Yen-Fen Liao, *National Taiwan University*

**Examining the dimensions of grammatical form, grammatical meaning, and pragmatic meaning at three levels of ability in a role-play speaking test**

Kirby Grabowski, *Teachers College, Columbia University*

**7.30 – 11.00      Gala Banquet, King's College**

## Friday 16 April 2010

## NOTE PARALLEL SESSIONS ACROSS MULTIPLE VENUES TODAY

**8.30 – 8.35**     **Announcements** [will be made in all 3 parallel session venues]

**8.35 – 10.15**     **Paper Session 6 (parallel)**

**Paper Session 6a**

**Location: G-R06/07 Seminar Room, Faculty of English**

Chaired by: Tony Green

**A multi-dimensional approach to the exploration of rater variability: the impacts of gender and occupational knowledge on the assessment of ESP oral proficiency**

Weiwei Liu, *Hong Kong Polytechnic University*

**What does it take to make a grade? Teachers assessing grammatical ability in L2 writing with rating scales**

Heike Neumann, *McGill University*

**Rating L2 pragmatics: what does holistic scoring really mean?**

Yuanshan Chen

**Paper Session 6b**

**Location: Lecture Room 2**

Chaired by: Spiros Papageorgiou

**Analysis of factors that influence Korean Middle School students' English achievement by using a latent growth model**

Bokyung Cho, *Korea Institute for Curriculum and Evaluation*

Woojin Jung and Kyungyun Kim, *Korea University*

**The problem of continuity between primary and secondary school languages programs: what can classroom-based assessment tell us?**

Kathryn Hill

**School-based oral language assessment in Hong Kong: students' attitudes and anxiety**

Manman Gao, *University of Hong Kong*

**Paper Session 6c**

**Location: Auditorium**

Chaired by: John de Jong

**Assessing health literacy: a new domain for collaboration between language testers and health professionals?**

Catherine Elder, *University of Melbourne*

**Using a threshold principle to decide when someone is (or is not) at a proficiency level: examples from Hindi and other less commonly taught languages**

Pradyumna Amatya

**Fairness and consistency in assigning testing accommodations in large scale testing**

Jesse Black-Allen, *OISE, University of Toronto*

**10.15 – 10.30**     **BREAK**

**10.30 – 12.30 Symposium Session B (parallel)****Symposium 3: Exploring interactional competence in paired and group speaking tests****Location:** Auditorium**Organisers:** Gillian Wigglesworth and Lyn May**Introduction**Gillian Wigglesworth, *University of Melbourne***Interactional competence across proficiency levels: what (more) have we learned from analysing co-constructed paired test interactions?**Evelina Galaczi, *University of Cambridge ESOL Examinations***Interactional competence from the rater's perspective: how separable are the co-constructed performances in a paired speaking test?**Lyn May, *Queensland University of Technology***Interactional competence measured in group oral tests: how do test-taker characteristics, task types and group sizes affect co-constructed discourse in groups?**Fumiyo Nakatsuhara, *University of Bedfordshire***Group oral tests: what kinds of tasks and functions are optimal for eliciting and measuring functional interactions and interactional competence?**Alistair Van Moere, *Pearson Knowledge Technologies***Discussant:** Annie Brown, *Ministry of Higher Education and Scientific Research, United Arab Emirates***Symposium 4: Testing aviation English****Location:** G-R06/07 Seminar Room, Faculty of English**Organiser:** J Charles Alderson**Introduction**J Charles Alderson, *Lancaster University***Defining communicative effectiveness in aviation**Candace Farris, *McGill University***Using pilots to verify the criteria and scoring levels of the International Civil Aviation Organisation (ICAO) rating scale**Ute Knoch, *University of Melbourne***Testing English for aviation purposes: the Finnish way.**Ari Huhta, *University of Jyväskylä***The politics of aviation English testing**J Charles Alderson, *Lancaster University***Discussant 1:** John Read, *University of Auckland***Discussant 2:** Dan Douglas, *Iowa State University***12.30 – 2.00****LUNCH***Language Testing* Editorial Board Meeting: Lecture Room 1**2.00 – 3.30****Paper Session 7 (plenary)**

Chaired by: Dan Douglas

**Time trials: the relationship between marker speed and quality**Paul Jaquith, *Ministry of Higher Education and Scientific Research, United Arab Emirates*

**A multi-round validation study of descriptors-based STEP language proficiency scales**  
Eunice Jang, Jim Cummins, Maryam Wagner and Saskia Stille, *University of Toronto*

**Theoretical basis and experiments of a computer-assisted marking system on short answer questions**

Xiangdong Gu, *Chongqing University, PRC*  
Fanna Meng, *Henan Normal University, PRC*

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**3.30 – 3.50      BREAK**

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**3.50 – 4.50      Paper Session 8 (plenary)**  
Chaired by: Ardeshir Geranpayeh

**Task difficulty in L2 listening assessment: an investigation of text characteristics and test takers' perceptions of difficulty**

Tineke Brunfaut and Andrea Revesz, *Lancaster University*

**Test taker performance on video vs audio-only L2 listening tests**

Elvis Wagner, *Temple University*

**4.50 – 5.35      UCLES/ILTA Lifetime Achievement Award Lecture**  
Professor Elana Shohamy

**5.35 – 5.45      Closing comments**