

Language Testing Research Colloquium (LTRC) 2010 12-16 April 2010 – University of Cambridge, UK

PROVISIONAL PROGRAMME OVERVIEW

Updated 18 February 2010

Given the unprecedented number of proposals (300) submitted for LTRC Cambridge 2010, the Local Organising Committee has decided to program several parallel sessions at this year's conference. As well as enabling as many people as possible to present their work, this decision ensures that we can offer a broad and stimulating conference programme for all participants, who now come to LTRC from many parts of the world and represent a growing range of professional interests. As far as possible, research papers have been grouped according to a common theme/topic.

Please be aware that this remains a provisional programme and it may be subject to change over the next couple of months as we finalise plans for the conference.

MONDAY 12 APRIL		
8.15 – 4.15	Conference registration	
9.00 – 4.00	Workshop 1: <i>The CEFR: its purpose, origins, development and current status</i> (Neil Jones, Nick Saville, John Trim, Brian North and Norman Verhelst)	
9.00 – 4.00	Workshop 3 (Day 1): <i>Assessing levels of academic language proficiency: conceptualization, operationalization, alignment, and validation</i> (Margo Gottlieb, Carsten Wilmes, Tim Boals, Dorry Kenyon, Fred Davidson, Youngshin Chi and Chih-Kai (Cary) Lin)	

TUESDAY 13 APRIL		
8.15 – 5.30	Conference registration	
9.00 – 4.00	Workshop 2: <i>The CEFR: alignment and standard-setting issues</i> (Neil Jones, Karen Ashton, Brian North, Norman Verhelst, Neus Figueras and Sylvie Lepage)	
9.00 – 4.00	Workshop 3 (Day 2): <i>Assessing levels of academic language proficiency: conceptualization, operationalization, alignment, and validation</i> (Margo Gottlieb, Carsten Wilmes, Tim Boals, Dorry Kenyon, Fred Davidson, Youngshin Chi and Chih-Kai (Cary) Lin)	
9.00 – 4.00	Workshop 4: <i>Sharing your story: developing your academic conference skills</i> (Lynda Taylor and Liz Hamp-Lyons)	
2.00 – 4.30	Workshop 5: <i>Cambridge Assessment Tour</i>	
4.10 - 5.10	'Meet the Journal Editors' Session	
5.15 – 6.15	LTRC Newcomers' Session	
6.30 – 8.00	Opening Reception, University of Cambridge Museum of Zoology	

WEDNESDAY 14 APRIL		
8.15 – 6.00	Conference registration	
8.45 – 9.00	Opening welcome	
10.00 – 6.00	Publishers' Exhibition	
9.00 – 9.10	Introduction to Messick Memorial Lecturer	
9.10 – 9.55	Messick Memorial Lecture <i>Professor Michael Kane</i>	
9.55 – 10.00	Presentation of Messick Award	
10.00 – 10.30	Refreshment break (incl. conference photograph)	
10.30 – 12.00	Paper Session 1 (plenary): <i>Basic language cognition and the construct of language proficiency: theoretical and empirical perspectives (Jan Hulstijn)</i> <i>A mixed methods approach to construct definition: identifying underlying factors in L2 oral interactive tasks for nurses in a minority setting (Carolyn Turner, Michel Laurier and Talia Isaacs)</i> <i>Assessing health literacy: a new domain for collaboration between language testers and health professionals? (Catherine Elder)</i>	
12.00 – 1.30	Lunch break <i>Language Assessment Quarterly Editorial Board Meeting</i>	
1.30 – 3.00	Poster Session	
3.00 – 4.30	Paper Session 2 (plenary): <i>Which aspects of fluency should be taken into account when describing oral proficiency levels? (Nivja de Jong)</i> <i>Comparing human and machine judgements of collocations and relating them to speaking proficiency (Jing Xu and Xiaoming Xi)</i> <i>Turn, turn, turn again (Michael McCarthy)</i>	
4.30 – 4.50	Refreshment break	
4.50 – 5.50	Paper Session 3 (plenary): <i>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)</i> <i>Can we get a little higher? Proficiency levels in aviation English (Carol Lynn Moder and Gene Halleck)</i>	

6.15 – 7.30	CUP Bookshop Reception	
7.30 – 10.00	ILTA Executive Board Meeting, The University Centre	

THURSDAY 15 APRIL		
8.15 – 6.00	Conference registration	
9.00 – 6.00	Publishers' Exhibition	
8.30 – 8.35	Announcements	
8.35 – 10.15	Paper Session 4 (parallel)	
Session 4a:	<p><i>Assessing young learners' writing: using complementary validity evidence to evaluate the quality of two L2 rating scales (Ari Huhta and Mirja Tarnanen)</i></p> <p><i>The interaction patterns in paired assessment among young learners and their effect on performance evaluation (Yuko Butler and Wei Zeng)</i></p> <p><i>The CEFR: its virtues and shortcomings when teaching and assessing young learners (Hanan Khalifa, Angela French and Szilvia Papp)</i></p>	
Session 4b:	<p><i>Multicompetence and assessment: recognizing variability in the L1 benchmark (Amanda Brown)</i></p> <p><i>Linguistic characteristics of NS and NNS responses to impromptu essay prompts (Sara Weigle and Eric Friginal)</i></p> <p><i>Validation of a benchmarking study by means of repeated measures classification consistency (Rebecca Present-Thomas and Alistair van Moere)</i></p>	
Session 4c:	<p><i>Predicting difficulty in PISA reading items: the process of describing item difficulty (Tom Lumley, Juliette Mendelovits, Dara Searle, Irwin Kirsch, Charles Alderson, John de Jong and Dominique Lafontaine)</i></p> <p><i>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 (Youngsoon So)</i></p> <p><i>Evidence of lack of processing of multiword lexical items in reading tests (Ron Martinez)</i></p>	

10.15 – 10.30	Refreshment break	
10.30 – 12.10	Paper Session 5 (parallel):	
Session 5a:	<p><i>Using the Common European Framework to rate test taker responses</i> (Kirsten Ackermann)</p> <p><i>Getting the levels right: deriving item writer guidelines from CEFR descriptors</i> (John de Jong)</p> <p><i>An alternative approach to linking a suite of examinations to the Common European Framework of Reference (CEFR)</i> (Gergely David)</p>	
Session 5b:	<p><i>Vocabulary use in writing test tasks performance</i> (Viphavee Vongpumivitch)</p> <p><i>Linking TOEFL scores to the Lexile Measure</i> (Cathy Wendler, Fred Cline and Ellie Sandford)</p> <p><i>Lexical resources in legal and general English writing across second language proficiency levels</i> (Ivana Vidakovic and Fiona Barker)</p>	
Session 5c:	<p><i>Investigating participants' understanding of proficiency levels in different educational contexts</i> (Spiros Papageorgiou)</p> <p><i>User perceptions of academic language proficiency and the TOEFL iBT</i> (Margaret Malone, Megan Montee and Chengbin Yin)</p> <p><i>What can a can-do do? Developing descriptors that define levels</i> (Anthony Green)</p>	
12.10 – 2.25	Lunch break	
	12.25 ILTA Annual Business Meeting	
2.25 – 3.40	Works-in-Progress Session	
3.40 – 4.10	Refreshment break (incl. SiLT 15th Anniversary celebration)	
4.10 – 6.10	Symposium Session A (parallel)	
Symposium 1:	<p><i>The industrialisation of language testing</i></p> <p>(Organiser: Bernard Spolsky, with contributors Jared Bernstein, Fred Davidson, Liz Hamp-Lyons, Glenn Fulcher)</p>	
Symposium 2:	<p><i>Investigating the grammatical domains of meaning conveyance in language assessments and language assessment frameworks</i></p> <p>(Organisers: James Purpura, Yoko Ameriks, Jee Wha Dakin and Kirby Grabowski, with contributors Simon Beeston, Yen-Fen Liao)</p>	
7.30	Gala Banquet, Kings College	

FRIDAY 16 APRIL		
8.15 – 5.00	Conference registration	
9.00 – 4.00	Publishers' Exhibition	
8.30 – 8.35	Announcements	
8.35 – 10.15	Paper Session 6 (parallel)	
Session 6a:	<p><i>A multi-dimensional approach to the exploration of rater variability: the impacts of gender and occupational knowledge on the assessment of ESP oral proficiency</i> (Weiwei Liu)</p> <p><i>What does it take to make a grade? Teachers assessing grammatical ability in L2 writing with rating scales</i> (Heike Neumann)</p> <p><i>Rating L2 pragmatics: what does holistic scoring really mean?</i> (Yuanshan Chen)</p>	
Session 6b:	<p><i>Analysis of factors that influence Korean Middle School students' English achievement by using a latent growth model</i> (Bokyung Cho, Woojin Jung and Kyungyun Kim)</p> <p><i>The problem of continuity between primary and secondary school languages programs: what can classroom-based assessment tell us?</i> (Kathryn Hill)</p> <p><i>School-based oral language assessment in Hong Kong: students' attitudes and anxiety</i> (Manman Gao)</p>	
Session 6c:	<p><i>Performance decision trees</i> (Glenn Fulcher, Fred Davidson and Jenny Kemp)</p> <p><i>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</i> (Pradyumna Amatya)</p> <p><i>Fairness and consistency in assigning testing accommodations in large scale testing</i> (Jesse Black-Allen)</p>	
10.15 – 10.30	Refreshment break	
10.30 – 12.30	Symposium Session B (parallel)	
Symposium 3:	<p><i>Exploring interactional competence in paired and group speaking tests</i></p> <p>(Organiser: Gillian Wigglesworth, with contributors Lyn May, Evelina Galaczi, Fumiyo Nakatsuhara, Alistair van Moere, Annie Brown)</p>	

Symposium 4:	<i>Testing aviation English</i> (Organiser: Charles Alderson, with contributors Ute Knoch, Ari Huhta, Candace Farris, John Read, Dan Douglas)	
12.30 – 2.00	Lunch break <i>Language Testing</i> Editorial Board Meeting	
2.00 – 3.30	Paper Session 7 (plenary): <i>Time trials: the relationship between marker speed and quality</i> (Paul Jaquith) <i>A multi-round validation study of descriptor-based STEP language proficiency scales</i> (Eunice Jang, Jim Cummins, Marayam Wagner and Saskia Stille) <i>Theoretical basis and experiments of a computer-assisted marking system on short answer questions</i> (Xiangdong Gu and Fanna Meng)	
3.30 – 3.50	Refreshment break	
3.50 – 4.50	Paper Session 8 (plenary): <i>Task difficulty in L2 listening assessment: an investigation of text characteristics and test takers' perceptions of difficulty</i> (Tineke Brunfaut and Andrea Revesz) <i>Test taker performance on video vs audio-only L2 listening tests</i> (Elvis Wagner)	
4.50 – 5.35	UCLES/ILTA Lifetime Achievement Award Lecture <i>Professor Elana Shohamy</i>	
5.35 – 5.45	Closing comments	