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30 April 2010

Dear LTRC 2010 Presenter

Thank you very much indeed for your contribution to the success of the Language Testing Research Colloquium (LTRC) in Cambridge in April 2010. I hope you enjoyed the event and the chance to present your work to a wide audience from our professional field.

We have drawn up preliminary plans for an edited proceedings volume based upon this year's conference themes, to appear in the *Studies in Language Testing* (SiLT) series published jointly by University of Cambridge ESOL Examinations and Cambridge University Press. The current working title for the volume is: *Frameworks, Domains and Levels: Investigating their validity in language assessment*.

We therefore invite you to write up your LTRC 2010 presentation so that the series editors can consider it for inclusion in the proposed volume, planned for publication in the second half of 2011. A final decision on whether to proceed to publication will naturally depend upon the number and quality of papers submitted.

Attached to this letter in Appendix 1 is the preliminary book proposal giving more details of this project, including guidelines on the expected content and focus of the papers selected for publication. We are keen that **all the papers included in the volume should move beyond purely descriptive accounts to contribute critical reflections on key developments and issues** so as to extend our existing knowledge and understanding of the themes addressed during LTRC 2010. All submissions will be evaluated against these criteria, as well as against the standard criteria for volumes in the SiLT series.

Formatting guidelines for authors are provided in Appendix 2 and prospective contributors are asked to submit their draft papers by **30 June 2010**. The papers will then be reviewed by the editorial team and selected for inclusion subject to further editing/revision as needed (in line with the timeframe below).

30 June 2010	Deadline for submission of first drafts (in accordance with author style guidelines)
July 2010	Editorial review of all submissions and selection of papers
By 31 August 2010	Selected papers returned to authors with editorial comments for revision
31 October 2010	Deadline for submission of revised drafts to series editors
Nov-Dec 2010	Compilation of manuscript and copyediting
January 2011	Manuscript goes into production (typically a 6-9mth process)

Papers which are not selected for inclusion in the volume may be posted on the LTRC 2010 website as part of the post-event strategy currently being developed by the hosting organization.

An example of a similar volume to that which is proposed is Volume 31 in the *Studies in Language Testing* series - *Language Testing Matters* – published in December 2009. Volume 31 features the edited proceedings of the 3rd International Association of Language Testers in Europe (ALTE) Conference held in Cambridge in April 2008.

I do hope you will consider taking part in this important publication project. If you have any queries about it, please don't hesitate to contact me.

Best wishes

Dr Lynda Taylor

Consultant to Cambridge ESOL
 Managing Editor of *Studies in Language Testing*
 Chair – LTRC 2010 Local Organising Committee

APPENDIX 1: New Book Proposal for Studies in Language Testing Series

Studies in Language Testing is jointly published by the University of Cambridge ESOL Examinations and Cambridge University Press. The series publishes volumes focusing on important developments in language testing, assessment and evaluation. Since the first volume was published in 1995, over 30 titles have appeared in the series and another ten are at various stages of production.

The underlying aims of the *Studies in Language Testing* series are to:

- support and promote work in the fields of applied linguistics and language assessment, and to maintain Cambridge ESOL's and CUP's role within this community;
- profile in the public domain the test development, validation and research activities conducted by University of Cambridge ESOL Examinations for its wide range of language proficiency examinations;
- enable the language testing community to access and benefit from research which makes a contribution to the field but which might not otherwise reach publication, including PhDs of calibre and selections of papers from conference proceedings.

Volumes are selected for inclusion in the series in accordance with certain criteria which include:

- being a contribution to knowledge;
- being previously unpublished;
- having a sound theoretical basis;
- being well-referenced to the literature;
- being research-based;
- being executed with care and rigour;
- demonstrating analysis and interpretation which is well-founded;
- having the style of an academic monograph.

Titles in the *Studies in Language Testing* series are designed to be of interest to a wide range of test users such as teachers, curriculum designers and educational policy-makers, as well as to language test developers, academic lecturers and researchers.

AUTHOR/EDITOR AND TITLE DETAILS

Tentative book title and subtitle:

Frameworks, Domains and Levels
Investigating their validity in language assessment
(Working title only)

Editors:

Dr Lynda Taylor
Consultant, University of Cambridge ESOL Examinations, UK.

Prof Cyril J Weir
Powdrill Chair in English Language Acquisition and Director of the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, UK.

CONTENT

Short description of the book:

This volume will explore the central role that educational and measurement frameworks, linguistic domains and proficiency levels play in language testing and assessment by bringing together a selection of edited papers based on presentations given at the 32nd Language Testing Research Colloquium (LTRC) held in Cambridge in April 2010.

The selected papers will focus on the three core themes as follows:

- The nature and value of educational and measurement frameworks
- The validity and separability of linguistic domains
- The differentiation of levels within domains

How the book will match the underlying aims of the series:

The proposed volume will support work in the related fields of applied linguistics and language testing by highlighting recent theoretical and practical developments in language testing and assessment to review the impact these have on education and society. The volume will make a contribution not only to the language testing community but also to the wider world of public policy and social concern nationally and internationally.

How the book will meet the criteria for inclusion in the series:

The selected papers will:

- contribute to and extend existing knowledge;
- be largely previously unpublished material;
- have a sound theoretical basis and/or be research-based;

- be well-referenced to the relevant literature;
- display appropriate academic quality and rigour;
- demonstrate analysis and interpretation which is well-founded.

Expected readership for the volume:

The proposed volume will be a valuable reference work for academics, employers and policy-makers, e.g. universities, education ministries, immigration bodies, in Europe and beyond. It will also be a useful resource for postgraduate students of language testing and for practitioners, i.e. teachers, teacher educators, curriculum developers, materials writers, and anyone seeking to better understand the role of frameworks, domains and levels as they relate to language testing and assessment.

APPENDIX 2: Guidelines for authors/editors when writing and formatting an electronic manuscript for the *Studies in Language Testing* series

These style and formatting guidelines are designed to help you prepare your electronic manuscript for submission. Please follow these guidelines carefully when writing and formatting your manuscript. This will assist you and Cambridge ESOL with the consistency of style and will aid the processes of editing and copy-editing your manuscript prior to typesetting and production. The guidelines below follow the professional style and formatting guidelines implemented by Cambridge University Press.

Text style

- type your manuscript using **double line spacing**
- full stops, commas and semicolons should be followed by single spaces, not double
- include page numbering
- please use clear, straightforward plain English
- type the body text in 12pt Times New Roman, left aligned
- avoid using different font types and sizes [however, the designer and copy editor need to know what you want to have in bold or italics in the text]
- use *italics* if you wish to emphasise points but use them sparingly; [NB if they appear too often their impact will quickly be lost on the reader]
- use UK spelling – e.g. finalise, centralise
- use open punctuation (Dr not Dr. with a full stop)
- use minimal capitalisation (use capitals only when referring to a proper name, e.g. the Faculty of Science, elsewhere use ‘the faculty’ in lower case)
- write numbers in the text in words up to nine, then in figures from 10 onwards (but Chapter 1, 2, page 1 etc.)
- use a comma in numbers from 1,000 upwards
- use percentage symbol (%) rather than spelling out ‘per cent’ except when the figure starts the sentence (e.g. Twenty five per cent of students ... but in total 43% were)
- write dates as follows: 18 June 2004 (not June 18, 2004 or 18th June, 2004); 1980s (no apostrophe)
- write out an acronym in full in the first instance with the acronym in brackets afterwards; make a list of acronyms as you write so that you are sure to refer to them consistently throughout the manuscript
- use a closed en rule (without spaces before and after), not a hyphen, to replace the word ‘to’ in a specified range (1979–80, pages 113–115)
- use single quotation marks for quoted material in text; double quotation marks should be reserved for quotes within quotes
- where accents appear in foreign names and words these must be used
- please provide an abstract of up to 300 words for an article/paper

Chapter titles and headings structure

- for Chapter titles the first letter of the first word should be in upper case (capital) and subsequent words in lower case e.g. *Skill acquisition theory and second language testing*
- headings and subheadings should also follow this style
- create numbered headings within your manuscript and provide a table of contents, as appropriate. The style up to three levels is:
 - 1 Introduction
 - 1.1 Background
 - 1.1.1 Teachers

Note: The copy editor needs to distinguish between your headings and subheadings, so please make this clear (although note that we won't keep this numbering in the final book; instead section headings and subheadings will be differentially weighted, i.e. using size, boldness, italic etc.).

Formatting

- no footnotes – put explanatory notes in brackets in the text, or use endnotes
- use bullets, numbering and indents wherever necessary
- bullet points – these should be introduced by a colon and begin with initial lower-case letters. There is no punctuation at the end of the line, until the final line, where a full stop is used to indicate the end of the list. Where individual list items contain more than one sentence, each bullet point should begin with an upper-case letter and should end with a full stop
- sub-bullets should take an en dash. Punctuation remains the same as for main bullets, with the final bullet taking the full stop
- all tables, figures and images must be black and white (so replace anything originally in colour with clear grey shading)
- all tables to have a full border around the edge
- text, tables, figures etc. all left aligned
- text for tables in 9pt Arial if possible with headings underneath the table/figure
- as a guideline, quotations of more than about 60 words should be set off (i.e. indented, no inverted commas, with an extra space above and below) from the main text; those of fewer than 60 words should run on in the text inside single inverted commas
- indent direct quotes from data or recordings; if you add explanatory comments into direct quotes, use square brackets [her teacher disagreed]
- be careful when using shades of black and grey in tables or figures – make sure all text is readable

Referencing within text

- author name followed by date and page no. in brackets – e.g. As Messick (1996:245) discussed ...
- more general alternative – e.g. Other studies have also addressed this (McNamara 2001:335–336)
- use italics for book titles
- if a work has between two and five authors, all the names should be spelled out when the reference is first cited (e.g. Hunt, Davies, Palmer and Smith 1995). Thereafter use 'et al' (Hunt et al 1995). If the use of 'et al' may lead to confusion between groups of authors, cite as many as are needed to differentiate between the references

- if you reference several authors in sequence in the text, they should be listed alphabetically (e.g. Bachman 1990, Davies 2008, Lazaraton 2002, Taylor 2007)
- multiple citations for a single author should be listed chronologically (Smith 1987, 1989a, 1989b), but multi-author lists should be in alphabetical order (Briggs 1970, Chase 1968, Markham 1976).

Reference list

- name(s), initial(s) (year) *title*, place: publisher, page numbers.
- title of *book, journal, conference paper, report, thesis, dissertation, unpublished material* in italics
- title of article in a journal or chapter in a book – no inverted commas, no italics
- web addresses – include date retrieved, address in triangular brackets e.g. <www.ielts.org>
- open punctuation, no full stops, limited commas, see examples below

References (sample list)

Skehan, P (1998) *A cognitive approach to language learning*, Oxford: Oxford University Press.

Lewkowicz, J (1997) The integrated testing of a second language, in Clapham, C and Corson, D (Eds) *Encyclopaedia of Language and Education, Vol 7: Language Testing and Assessment*, Dordrecht, The Netherlands: Kluwer, 121–130.

Mangan, S S (1988) Grammar and the ACTFL oral proficiency interview: discussion and data, *Modern Language Journal* 72, 266–76.

Other important points for you to read and note carefully

Title

Please check the title is correct; where relevant, make it clear which part is the main title of the book/paper and which part is a subtitle. Note that the main part of your volume title (before the colon) must take up no more than 30 characters, including spaces between words.

Author name and affiliation

Please check your name and affiliation are correct and accurate at the time of writing. Please provide author's biodata of around 100 words.

References

Please check that you have included full and accurate References in your book/paper, both in the body text and in the bibliography list at the end. Incomplete/inaccurate references (e.g. missing dates or page references) can involve you in unwelcome detective work at a later stage of production and cause significant delays.

Appendices

Please check all appendices are present and are properly numbered/cross-referenced to your main text.

Figures and diagrams

Please ensure that all your figures, graphs, tables, diagrams etc. are clear and can be reproduced accurately at the typesetting stage, i.e. axes labelled, legend provided,

correct alignment, etc. Tables should be typed carefully, using plenty of space, with column headings clearly identified. They should be numbered and labelled.

As far as possible, please remove any colour from text, graphs, tables, figures, diagrams etc as this cannot be produced in the published volume.

Gender stereotyping

Please avoid using he or she in a stereotypical manner (e.g. the tester always being he, the subject always being she).

‘I’

The author should use ‘I’ when referring to himself or herself and ‘we’ when referring to both himself or herself and the reader.

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Assignment of rights

In undertaking to publish your work as a volume in the SiLT series, and to cover the preparation, production and distribution costs involved in doing so, we expect you as the Author/Editor to assign to Cambridge ESOL and Cambridge University Press the full copyright in the Work throughout the world in all forms and media. This includes electronic rights.

As the Author/Editor you naturally retain your moral right always to be identified as the author/editor of the Work in accordance with the provisions of the UK Copyright, Designs and Patents Act 1988.

Dr Lynda Taylor - SiLT Managing Editor
[guidelines last updated January 2010]