

CONFERENCE PROGRAMME

9th annual EALTA conference 2012
University of Innsbruck, Austria

VALIDITY IN LANGUAGE TESTING AND ASSESSMENT

Pre-conference workshops: Tuesday May 29, 14.00 – Thursday May 31, 12.30	
Workshop 1	Diagnosing Reading and Writing <i>J. Charles Alderson, Ari Huhta</i>
Workshop 2	Assessing Writing: Principles, Practice and Performance <i>Sara Cushing-Weigle, Lynda Taylor</i>

Thursday May 31		
12.30 – 13.30	Registration	
13.30 – 17.30	SIG meetings	
	<table border="1"> <tr> <td>Classroom Based Language Assessment <i>Dina Tsagari</i></td> <td>Assessing Writing <i>and</i> Academic Purposes (joint event) <i>Peter Holt</i></td> </tr> </table>	Classroom Based Language Assessment <i>Dina Tsagari</i>
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17.00 – 19.00	Registration	
19.00 – 21.00	Reception	

Friday June 1	
09.00 – 10.00	Keynote Paper: Values in language assessment: Validity's elephant in the room <i>Tim McNamara</i>
10.00 – 10.30	The validity of assessing speaking - revisited <i>Constant Leung, Jo Lewkowicz</i>
10.30– 11.00	Singling out L2-specific disfluencies for valid fluency assessment <i>Nivja de Jong</i>
11.00 – 11.30	Coffee break
11.30 – 12.00	Representing Fluency: Speech Rate, Mean Syllables per Run, Pause Placement, and Task <i>April Ginther, Soohwan Park</i>
12.00 – 12.30	The effect of ...silent pauses... on native and non-native fluency perception. <i>Hans Rutger Bosker, Hugo Quené, Ted Sanders</i>
12.30 – 13.00	Collecting <i>a priori</i> validity evidence during the development of a speaking test <i>Jamie Dunlea</i>
13.00 – 14.00	Lunch
14.00 – 14.30	Technology, test design, and validity: Which one is in the driving seat? <i>Alistair Van Moere, Jared Bernstein</i>
14.30 – 15.00	A corpus-based investigation into the lexical validity of an academic English test <i>Kirsten Ackermann, Yu-Hua Chen</i>
15.00 – 15.30	Learner corpora and assessment: looking for criterial features at various CEFR levels <i>Maria Belen Diez-Bedmar</i>
15.30 – 16.00	The Impact of test misuse <i>Anne Mullen</i>
16.00 – 16.30	Coffee break
16.30 – 17.00	Does the CEFR reflect SLA-development – a question of construct validity <i>Cecilie Carlsen, Rønnaug Totland, Trinelise Eriksson</i>
17.00 – 17.30	The impact on candidates of examiner interventions in oral interview tests <i>Fumiyo Nakatsuhara, John Field</i>
17.30 – 18.00	Validating Automated Essay Scores: Are Humans the Gold Standard? <i>Brent Bridgeman</i>
18:30 – 23:00	Social event, Seegrube

Saturday June 2			
09.00 – 10.00	Keynote paper: Reading Skills in the Information Age: Cognitive processes and implications for assessment <i>Jean-François Rouet</i>		
10.00 – 10.30	The validity of the reading comprehension test for immigrants: the Dutch case <i>Jo Fond Lam, Ryan Downey</i>		
10.30 – 11.00	Coffee break		
	Work in progress Parallel sessions		Mini symposium
11.00 – 11.20	Validating analytic rating scales for assessing speaking at C1 and above <i>Armin Berger</i>	Validity in reading comprehension items: triangulation of eye-tracking and stimulated recall data <i>Gareth McCray, Charles Alderson, Tineke Brunfaut</i>	Profile analysis: a generalization of DIF analysis <i>Norman Verhelst, Jayanti Banerjee</i>
11.20 – 11.40	Exploring what raters notice in a speaking exam: A cross-cultural study <i>Luke Harding, Mark Griffiths</i>	Electronic text analysis: profiling first year undergraduate texts <i>Robert Millie, Carole Sedgwick</i>	
11.40 – 12.00	Accommodations or modifications? Examining validity in English-language testing for Italian dyslexics <i>Claudia D'Este, Geraldine Ludbrook</i>	"Interface" validity – Investigating the potential role of face validity in content validation <i>Robert Märcz, Gábor Szabó</i>	
12.00 – 13.00	Poster session*		
13.00 – 14.00	Lunch		
14.00 – 14.30	Validity Chains in Classroom Assessment. Findings from Norwegian Schools <i>Henning Fjørtoft</i>		
14.30 – 15.00	Examining validity of explicit contextual clues in oral tasks <i>Slobadanka Dimova, Marjana Vaneva, Veno Pacovski</i>	Assessment practices on an oral language course in Finnish upper secondary school <i>Raili Hildén, Outi Hakola</i>	
15.00 – 15.30	Commenting as a part of rating procedure – a window into rater behaviour <i>Maisa Martin, Ari Huhta, Mirja Tarnanen</i>	How much rater training is enough in the high stakes exams? <i>Eva Kotrčková</i>	
15.30- 16.00	Coffee break		
16.00– 17.30	EALTA Annual General Meeting		
18.30 – 24.00	Conference dinner, Kufstein fortress		

Sunday June 3	
09.00 – 09.30	Automated approaches to establishing context validity in reading tests <i>Cyril J. Weir, Lynda Taylor</i>
09.30 – 10.00	Establishing the cognitive validity of EAP reading-into-writing tests <i>Sathena H. C. Chan</i>
10.00 – 10.30	Mono- or Bilingual Approaches in Language Testing? A matter of validity <i>Rob van Krieken, Gudrun Erickson</i>
10.30 – 11.00	Coffee break
11.00 – 11.30	Investigating young EFL learners' cognitive processes when taking an English language test <i>Yeonsuk Cho, Youngsoon So</i>
11.30 – 12.30	Keynote paper: Validity in classroom assessment <i>Angela Hasselgreen</i>
12.30	Farewell buffet
14.00 – 17:00	Excursion to Tratzberg Castle

***Posters (Saturday 12.00 – 13.00):**

On the validity of timed lexical decision tasks as measures of vocabulary
Aleka Blackwell

Validating the Vocabulary Size Test
Henrik Gyllstad

Is validity a core concept in language tests for immigrants in Italy?
Paola Masillo

Peer assessment of writing: issues of reliability and validity
Elena Meletiadou, Dina Tsagari

A Study of the Teaching Practices Used in EFL Multi-exam Preparation Classes
Irini Papakammenou

A criterion-referenced validation study of Nation's Vocabulary Levels Test
Hans Platzer

Assessment literacy: a practical approach to a difficult area
Kevin Rutherford

Do professional and non-professional raters weigh components of L2 speaking similarly?
Klaartje Dujim

Valid variance in L1 and FL writing assessments
Rob Schoonen

Adapting the CEFR to the Japanese context: how can it be done?
Sasajima Shigeru, Hideo Oka, Mika Kawanari

The validation of an academic listening test piloted at Stellenbosch University
Fiona Stanford

Re-reading Messick: adequacy and appropriateness as conceptual keys
Albert Weideman

Language in Use tasks: what do they assess?
Theresa Weiler

English Language Skills and Academic Performance: A Study of Chinese Test Takers
Ying Zheng, Glyn Jones, Simon Buckland