



Language Testing Forum 2011

18 – 20 November 2011-10-04

TRINITY
COLLEGE LONDON

Empirical Research on Language Testing Impact: Teaching, Learning and the Broader Test Context

Programme

Friday 18 November 2011

17:30 – 18:15	Registration	Scarman Conference Venue
18:15 – 19:15	Opening talk by Liz Hamp-Lyons (University of Bedfordshire)	<i>What do we know now about impact??</i>
19:15 – 19:45	Drinks Reception	Scarman Conference Venue
20.00	Dinner	

Saturday 19 November 2011

9:00-9:30	Paper 1: Charles Alderson & Ari Huhta (Lancaster University & University of Jyväskylä)	<i>Diagnosing reading in a second or foreign language</i>
9:35-10:05	Paper 2: Sathena H C Chan (University of Bedfordshire)	<i>An investigation of the cognitive validity of EAP reading-into-writing test tasks</i>
10:10-10:40	Paper 3: Yi-Jen Tsai (University of Warwick)	<i>IELTS impact: learners' perceptions of the test</i>
10:40-11:10	Tea/Coffee Break	
11:10-11:40	Paper 4: Shelagh Rixon & Szilvia Papp (University of Warwick & Cambridge ESOL)	<i>The Coming of Age of Young Learners' English Teaching and Assessment: Developments from 2000-2011</i>
11:45-12:15	Paper 5: Oksana Afitska (University of Sheffield)	<i>Use of formative language assessment in primary immersion classrooms: a study of Key Stage 2 (Years 4 and 5) learners.</i>
12:20-12:50	Paper 6: Ardeshir Geranpayeh (University of Cambridge ESOL Examinations)	<i>Detecting Cheating in Language Assessment</i>
12:50-14:20	Lunch & Poster Presentations	
14:20-14:50	Paper 7: John De Jong & Ying Zheng (VU University Amsterdam / Pearson & Pearson)	<i>Optimizing raw score usage to reduce measurement error</i>
14:55-15:25	Paper 8: Miranda Hamilton & Neil Jones (University of Cambridge ESOL Examinations)	<i>Integrating assessment with learning by design</i>
15:30-16:00	Paper 9: John Slaght (University of Reading)	<i>The impact of topic and role on candidate performance in paired Speaking Tests</i>
16:00-16:30	Tea/Coffee Break	
16:30-17:00	Paper 10: Carolyn Westbrook (Southampton Solent University / University of Bedfordshire)	<i>Manipulating the relationship between input task characteristics and performance on oral and written output tasks</i>
17:05-17:35	Paper 11: Carole Sedgwick (Roehampton University)	<i>Valuing the local: a study of academic literacy practices of MA thesis writing in two different national locations in Europe</i>
20:30	Dinner in Coventry City	

Posters

- Jong-il Yi (University of Leicester) - *Comparing strategic processes in the iBT speaking test and in the academic classroom*
- Hossein Karami & Saeede Haghi (University of Tehran) - *A bilingual Persian version of the Vocabulary Size Test: development and validation*
- Nahal Khabbazzashi (University of Oxford) - *Topic Effects on Scores in Language Proficiency Interviews*
- Shasha Xu (Zhejiang University, P.R.China) - *Face-to-face Interaction in a Speaking Test: A Corpus-based Study of Chinese Learners' Basic Spoken Vocabulary*
- Sadie Shu-Chen Wang (University of Essex) - *How the time factor in a test affects the reading behaviour of EFL readers at different linguistic proficiency levels--from the perspective of background knowledge use in EFL academic reading tests: implication on the teaching of EFL academic reading.*
- Doris Froetscher (University of Innsbruck/Lancaster University) - *(How) Do tests change tests? Investigating washback of a national exam on assessment in the classroom*
- Qingcheng Lu & Ying Zheng (University of Warwick & Pearson) - *Investigating Item Features that Influence Test-takers' Performance in an 'Summarize-Spoken-Text' Item Type*
- Rashid Al-Hinai (University of Bristol) - *Teachers' use of feedback in classroom-based language assessment in Oman*
- Zahra Al Lawati (Lancaster University) - *Investigating the characteristics of language test specifications and item writer guidelines for testing reading, and their effect on item development*
- Bushra Ahmed Khurram (University of Warwick) - *The Effect of Metacognitive-Focused Instructions on Reading Strategies on the Reading Achievement and Motivation of University Level ESL Learners*
- Eszter Benke (Budapest Business School): *Setting cut scores and maintaining performance standards*

Sunday 20 November 2011

	Colloquium	
9:00-10:30	Ron Martinez (University of Nottingham)	<i>A critical look at the cognitive validity of a test of multiword expressions</i>
	Hilde van Zeeland (University of Nottingham)	<i>Measuring vocabulary knowledge gains from L2 listening</i>
	Toshihiko Shiotsu & John Read (Kurume University & University of Auckland)	<i>Testing the Yes/No Vocabulary Test: Issues of Modality, Context, and Scoring Methods</i>
	Suhad Sonbul (University of Nottingham)	<i>Testing Collocational Knowledge in the EFL Classroom: Combining Explicit and Implicit Measures</i>
10:30-11:00	Tea/coffee Break	
11:00-12:00	Closing Talk by Jo Fond Lam (CINOP, The Netherlands, with Ryan Downey, Pearson Knowledge Technologies, US)	<i>Language tests for immigrants to The Netherlands</i>
12:00-13:00	Panel & Plenary discussion:	<i>Language testing for immigration purposes</i>
13:00-13:15	Forum 2012 – Farewell Followed by buffet lunch	