The Inaugural ALTAANZ Conference

Innovative Language Assessment: Challenges and Complexity

November 8 -10, 2012
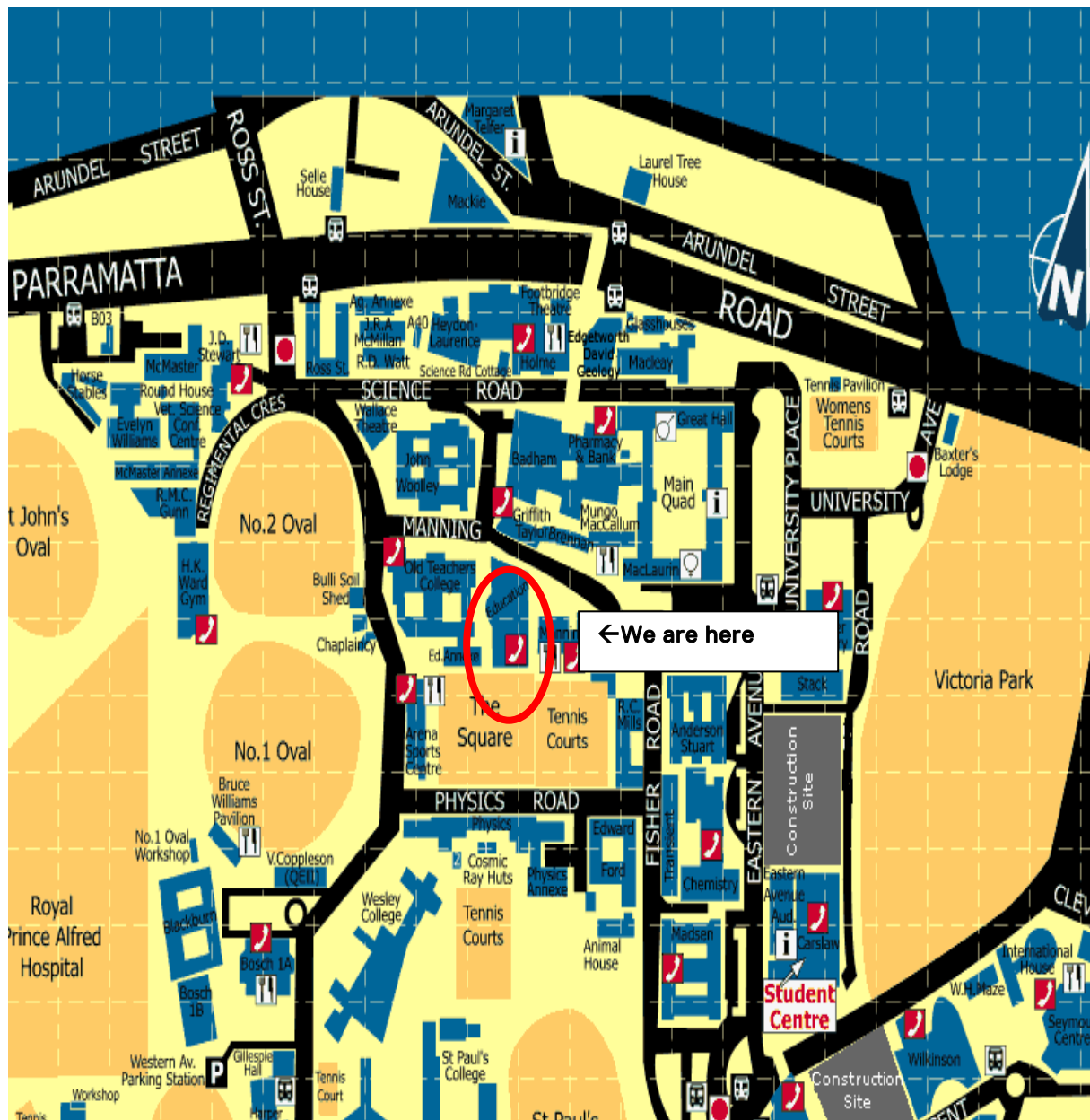
Faculty of Education and Social Work
The University of Sydney
AUSTRALIA

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MAP TO THE CONFERENCE

Directions: The Faculty of Education and Social Work is located on the Camperdown Campus at the University of Sydney. It is in the Education Building (A35) on Manning Road and is between the Old Teachers' College and Manning Bar.

For a larger map, please visit: http://sydney.edu.au/facilities/maps/guide_01.shtml.

ABOUT ALTAANZ

The purpose of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) is to promote best practice in language assessment in educational and professional settings in these two countries and to foster collaboration between academia, schools and other agencies responsible for language testing or assessment. Its goals are listed under three broad headings below:

Training:

Stimulate professional growth and best practice in language testing and assessment through workshops and conferences

Research:

Promote research in language testing and assessment through seminars, conferences and/or publications (ALTAANZ publishes a web-based journal and a newsletter).

Policy formation/advice:

Provide advice on assessment to public and other relevant agencies on assessment-related issues, and advocate on behalf of test-takers, students and other stakeholders whose life chances may be affected by assessment-related decisions.

For further information about the organisation, please visit the website at: http://www.altaanz.org.

To become a member of ALTAANZ, please download a membership form from the website and email it to altaanz@gmail.com.

WELCOME MESSAGE FROM THE ALTAANZ COMMITTEE

Welcome to the University of Sydney and the inaugural Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ) Conference.

The conference has succeeded in bringing together over 100 researchers from Australia and New Zealand as well as in attracting delegates from destinations including Singapore, Hong Kong and Korea.

The program promises to deliver a range of high quality presentations on a diverse range of topics. The theme of this year's conference, "Innovative Language Assessment: Challenges and Complexity", has been successfully realized in a number of respects including a keynote (Chapelle), paper strand and posters on the implications of innovations of technology on the design and delivery of assessment. There is also a focus on issues in assessing social language (Roever) and citizenship testing as well as the special challenges involved in assessing indigenous students and languages.

We would like to acknowledge the hard work of the conference organisers, Ute Knoch (University of Melbourne), Lyn May (Queensland University of Technology), Aek Phakiti (University of Sydney), Ahmar Mahboob (University of Sydney), Rosemary Erlam (University of Auckland), and Nick Zhiwei Bi (University of Sydney), and the generous support of the Faculty of Education and Social Work's Office of Research and TESOL Research Network University of Sydney in hosting this event.

We would also like to thank our official sponsors, ETS, Cambridge ESOL, IDP IELTS, Pearson, and the Language Testing Research Centre (LTRC).

Finally we would like to thank the student volunteers and session chairs for their role in ensuring the smooth running of this conference.

We hope this will be the first of many successful ALTAANZ conferences and look forward to seeing you all in Wellington next year.

Tim McNamara & Kathryn Hill

Co-Presidents

ALTAANZ CONFERENCE WORKING PARTIES

Conference Organising Committee

Nick Zhiwei Bi, University of Sydney

Rosemary Erlam, University of Auckland

Ute Knoch, University of Melbourne

Ahmar Mahboob, University of Sydney

Lyn May, Queensland University of Technology

Aek Phakiti, University of Sydney

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John Read, University of Auckland

Carsten Roever, University of Melbourne

Angela Scarino, University of South Australia

Student Volunteers

Higher degree research students in TESOL and Applied Linguistics at The University of Sydney

SUPPORTERS AND SPONSORS

PRE-CONFERENCE WORKSHOPS

Pre-Conference Workshops – Thursday 8 November

Registration open	8.45-9.00	Near the Reception of Education Building (A35)
Workshops	9.00 – 12.00	**Workshop 1 (Old Teacher College 436)**
		Argument-based validity Chapelle
Lunch break & registration	12:00 – 13.00	
Workshops	13.00 – 16.00	Workshop 2 (Old Teacher College 436)
		Exploring measures of depth in vocabulary assessment Read
		Workshop 3 (Old Teacher College 442)
		Assessing and teaching pragmatics in the language classroom Roever
Registration open	16.00-17.00	Conference registration Near the Reception of Education Building (A35)
Welcome reception	17.00-19.00	**Welcome reception** Manning Bar (Top of Manning Building next to Education Building)

Note

Food and drinks can be purchased at the Manning Food Court in Manning Building next to Education Building.

CONFERENCE DAY 1 – FRIDAY 9 NOVEMBER

Registration open	8.00–8.50	Near the Reception of Education Building (A35)			
Welcome	8.50-9.00	Welcome to the Inaugural ALTAANZ Conference			
Plenary address	9.00–10.00	**Plenary Address (Education 351)**			
		The innovation-technology connection in language assessment Carol Chapelle, Iowa State University			
		Policy Symposium (Education 351) *Tim McNamara* (Chair)	Washback and impact (Education 424) *Kellie Frost* (Chair)	Technology and language assessment (Education 436) *Renata Chylinski* (Chair)	University entrance and progression (Education 508) *Douglas Meyer* (Chair)
	10.00-10.30	**Morning tea** (Common Room 401)			
Parallel session A	10.30–11.00	**How can those with expertise in language/s assessment/testing engage with/and or enter the policy making process?** Hudson, Scarino, Moore, Angelo	**Washback and Impact revisited: What would Basil think?** Motteram	**Challenges using social media activities for student assessment** Cartner	**The use and interpretation of English proficiency test scores in the graduate admissions process** Elder, Fraser, Ginther
Parallel session B	11:00–11:30		**A Critical Language Testing Case Study** Moore	**Text Adaptation in Support Adaptive Tests: New Challenges and Innovations in Language Assessment** Jaturapitakkul, Richard Watson Todd, Keyuravong, Towns, Dehgan	**Getting the level right: Validating an online placement procedure for University students of French** Knoch, McGregor, Penry Williams, Fraser
Parallel session C	11.30-12.00		**Gate-keeping by IELTS: Equity issues from critical language testing and World**	**Automated scoring of school student writing for diagnostic feedback:**	**Tracking international student English proficiency over the first**

			Englishes perspectives Hamid	analysis of multiple tasks and multiple criteria Bovell, Brown	semester of undergraduate study Humphreys
Lunch	12:00–13:30	Lunch (Common Room 401) & AGM (Education 424)			
	13:30–14:30	**Work-in-progress session** (Titles and presenters can be found on pages 15-16)			
	14.30– 14.50	**Afternoon tea** (Common Room 401)			
		Post-entry language assessment (PELA) symposium (Education 351) *Anne Taib* (Chair)	Citizenship testing (Education 424) *Stephen Moore* (Chair)	Technology and language assessment (cont.) & Research methods (Education 436) *Michael Harrington* (Chair)	Assessing vocabulary (Education 508) *Catherine Hudson* (Chair)
Parallel session D	14:50–15:20	**Implementing PELA models in Australian and New Zealand tertiary contexts – lessons learned** Coben, McCartney, Hamilton, Bak	**Citizenship testing in Australia and Beyond** Ryan	**Investigating an online rater training program: product and process** Erlam, von Randow	**Beyond Word Frequency: Rethinking the Construct of Lexical Proficiency** Tucker
Parallel session E	15:20–15.50		**Testing Language, Testing Culture: Integration Courses for Citizenship in Germany** Mollering	**Structural Equation Models: English Language Proficiency and Mathematics Achievement of English Learners in US States** Grant, Cook, Phakiti	**Lexis and lexicogrammatical patterns across task types and proficiency levels in TOEFL iBT writing** Macqueen, Knoch

		PELA Symposium (cont.) + Task-based language assessment (Education 351)	Assessing Speaking (Education 424) *Jenny Osborne* (Chair)	Assessing writing (Education 436) *Masayoshi Ogino* (Chair)	Assessing vocabulary (cont.) (Education 508) *Peter Gu* (Chair)
Parallel session F	16:00–16:30	**PELA Symposium (cont)**	**Testing L2 speaking in the advanced classroom by focussing on listening: Peer assessment of content in language proficiency** Ducasse	**Learner background as a factor in Japanese written and oral test performances** Iwashita	**"Can-do": What can they do after all?** Davou
Parallel session G	16:30–17:00	**Task-based language assessment: What are the issues for New Zealand teachers of international languages?** East	**The Impact of Examiners' Cultural background on Speaking performance assessment** Ivanova	**Exploring the discourse of candidate responses to the IELTS test of academic writing** Knox, Riazi	**Response-time as a measure of L2 vocabulary knowledge.** Harrington
	17. 00-17.10	**Day 1: Group photos outside Education Building**			
	18.30	**Conference dinner** To be held at **Thai Riffic Newtown**. Details about the restaurant can be found at their website: http://www.thairifficnewtown.com.au/.			

CONFERENCE DAY 2 – SATURDAY 10 NOVEMBER

Registration open	8.00–9.00	Near the Reception of Education Building (A35)				
Plenary address	9.00–10.00	Plenary Address (Education 351)				
		Issues in post-entry language assessment in English-medium universities John Read, The University of Auckland				
		Action research in ELICOS Symposium (Education 351) *Katherine Brandon* (Chair)	Washback and impact (Education 424) *Kellie Frost* (Chair)	L2 assessment in school contexts (Education 436) *John Pill* (Chair)	Assessing indigenous students and languages (Education 508) *Janet von Randow* (Chair)	Frameworks, performance standards (Education 461) *Kathryn Hill* (Chair)
	10.00-10:20	**Morning tea** (Common Room 401)				
Parallel session H	10:20–10:50	**Exploring classroom-based assessment practices through action research** Edwards, Herlihy, Pottage, Vella, Woods	**IELTS test preparation: A case study of instructional practices** May	**Alternative assessment at secondary schools in Singapore** Shih, Wang	**Testing an indigenous L2 language in the Finnish context** Lammervo, Tossavainen, Ahola	**Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress** Cook, Linquanti
Parallel session I	10.50-11.20		**The Washback Effect of the Caribbean Secondary Education**	**Classroom assessment literacy for EFL teachers: Conceptualisation, elicitation**	**Developments in proficiency scales for Indigenous learners of**	**Multilingual, Multimodal Yardsticks: challenges and opportunities**

			Certificate French Exam on High-School Teaching Practices Lewis, Saif	and analysis Gu	Standard Australian English Angelo	**afforded by integrating measurement tools for teachers and researchers** Nielsen, Nielsen
Parallel session J	11.20–11.50		**The impact of the university entrance English test on English teaching and learning in Vietnam** Tran	**Development and Implementation of a Formative Assessment System Focusing on Academic Language Literacy for ELLs** Cook, White	**How much input is enough? Correlating passive knowledge and child language input in an endangered language** Meakins, Wigglesworth	
Lunch	11:50–13:00	**Lunch** (Common Room 401)				
		Classroom based assessment Symposium (Education 351) *Chris Davison* (Chair)	Post-entry language assessment and support (Education 424) *Helen Drury* (Chair)	Assessing languages for specific purposes (Education 436) *Catriona Fraser* (Chair)	Strategy use in language assessment (Education 508) *Michael Harrington* (Chair)	
Parallel session K	13:00–13:30	**Teacher assessment literacy: How do we know it when we see it?** Michell, Hill,	**Are we on track? A study of Chinese test takers** Jones	**Extending the scope of speaking assessment criteria in a specific-purpose language test** Pill, O'Hagan	**Exploring the relationship among proficiency, strategy use, and L2 writing development** Abe	

		Longmore, Alonzo			
Parallel session L	13:30–14:00		**Interdisciplinary collaboration to develop rubrics for the assessment of language and academic literacy** Briguglio, de Rosa, Symons	**Investigating test taker processes on an LSP reading test designed to prompt skimming and scanning** Frost, Knoch, Pill	**Exploring the relationships between test-takers' lexico-grammatical strategic processing and their test performance** Bi	
Parallel session M	14:00–14:30		**When PELA results are dismissed: addressing the implications of students' inaccurate perceptions of skill levels** McNaught	**The hunt for 'indigenous criteria' in workplace communication assessment: The case of health professionals** McNamara, Elder	**Washback effects on language learning strategies: A case study using PTE Academic integrated- skills items** Wei	
	14:30–15:00	**Afternoon tea** (Common Room 401)			
Plenary address	15:00-16:00	Plenary Address (Education 351) **Assessing social language use: A complex challenge** Carsten Roever, The University of Melbourne			
16.00-16.15		**Conference closing** Announcement of the Best Student Paper presentation award Day 2: Group photos outside Education Building			

WORK IN PROGRESS SESSIONS

Presentation rooms:

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Tables 8-11: Education 508

Tables 12-13: Education 514

Table	Title	Presenters & Affiliation
1	**Online oral assessment for professional purposes**	Ms Louise Courtney & Dr Annie Brown, *Australian Council for Educational Research*
2	**Incorporating Facebook as an innovative platform into portfolio assessment**	Dr Masayoshi Ogino, *University of Canterbury, New Zealand*
3	**Role of Web-based Peer Feedback on Quality of Online News Writing of ESL Students in Higher Education**	Dora Wong, *The Hong Kong Polytechnic University*
4	**International tests for international education quality? A Vietnamese case study**	Nha Vu, School of Education, *University of New South Wales*
5	**Efficacy: Student perceptions of English language tests as indicators of academic preparedness**	Dr Stephen Howlett & Mr John Gardiner, *The University of Sydney Centre for English Teaching*
6	**Degrees of proficiency: post-entry English language assessment in Australia's universities**	Helen Drury, *The University of Sydney, Australia* Katie Dunworth, *Curtin University, Western Australia* Cynthia Kralik, *RMIT, Melbourne, Australia* Tim Moore, *Swinburne University, Melbourne, Australia* Denise Mulligan, *Curtin University, Western Australia*
7	**The relative utility of three distinct picture prompts for measuring creativity and language skills**	Jungok Bae, *Kyungpook National University*
8	**Student perceptions of giving peer feedback in a critical writing course.**	Foo Yang Yann, Susan Khoo & Joe MacKinnon, *Nanyang Technological University, Singapore*
9	**Beyond words: improving English vocabulary tests in Japan**	Douglas Meyer, *Victoria University of Wellington, New Zealand*

WORK IN PROGRESS SESSIONS

10	**Linguistic Laypersons' Perspectives on Second Language Oral Communicative Ability**	Takanori Sato, *The University of Melbourne*
11	**Teachers' awareness and use of scales to map the progress of children who speak English as an Additional Language or Dialect.**	Michele de Courcy, Education, *University of South Australia* Misty Adoniou, *Education, University of Canberra* Ngoc Doan, *Education, University of South Australia*
12	**The diagnostic English language tracking assessment (DELTA) project for Hong Kong Universities**	Dr. Jane Lockwood & Professor Liz Hamp-Lyons, *City University, Hong Kong*
13	**The Development and Validation of RELTA (RMIT English Language Test for Aviation)**	Sibastian Malouf, John Keech, Katherine Cao, Andrew Reily & Amal Khabbaz, *RMIT English Worldwide (REW), RMIT Training, Melbourne*

PLENARIES

Plenary 1: "The innovation-technology connection in language assessment"

Carol Chapelle, *Iowa State University*

Day: Friday 9 November

Time: 9.00-10.00

Room: Education 351

Contact: carolc@iastate.edu

Abstract

Over the past thirty years, explorations of computer technology for second language assessment, at least implicitly, have linked technology to innovation. The link is evident in the title of Alderson's 1986 volume of *Language Testing Update--Innovation in Language Testing: Can the Micro-computer Help?* In language testing, "innovation" is used to refer to a range of new ideas, approaches, and practices in test development and use.   Moreover, innovation typically has a positive connotation, so innovations are intended to be good, or at least to represent an attempt at improvement. However, test developers who have worked with technology in language assessment recognize the superficiality of both the technology-innovation connection and the presumed positive connotation that accompanies innovation in language assessment. This paper examines the implicit innovation-technology connection in language assessment from the perspective of diffusion of innovation theory in applied linguistics (Markee, 1996). The theory guides analysis of innovations within a social context where players such as innovators, adopters, and resisters all act as agents whose motives and interactions jointly determine outcomes. I will illustrate four ways in which technology has been suggested to carry out innovation in language assessment in an English for academic purposes (EAP) context. Drawing upon recent test development projects for EAP, I will analyze the nature of the innovations in test methods, constructs, and uses. Through the lens of diffusion of innovation theory, I will look at these examples in the social context of their EAP program, where adoption of innovation depends on not only the quality of the innovation but also on the relevant players and their setting. I will consider how the evidence gathered for the validity argument in each case intersects with the intended diffusion of the innovation.   I will underscore why each innovator needs to develop a coherent and well-documented validity argument for test interpretation, use and consequences. The examples show the need for a nuanced understanding of the technology-innovation connection in language assessment, where innovation has many meanings and innovations need to be justified to prospective adopters.

Biography

Carol A. Chapelle, Distinguished Professor of Liberal Arts and Sciences and Professor of TESL/applied linguistics, is Co-Editor of the Cambridge Applied Linguistics Series. Her research explores issues at the intersection of computer technology and applied linguistics. She is Past President of the American Association for Applied Linguistics (2006-2007) and former editor of *TESOL Quarterly* (1999-2004). Her papers have appeared in journals such as *TESOL Quarterly, Language Learning, Language Testing, and Language Learning & Technology.* She has published several books and Handbooks and Encyclopedias of Applied Linguistics. She was awarded the 2012 Lifetime Achievement Award in Language Testing by the University of Cambridge and International Language Testing Association and the 2012 Samuel J. Messick Memorial Lecture Award by Educational Testing Service.

PLENARIES (cont.)

Plenary 2: "Issues in post-entry language assessment in English-medium universities"

John Read, The University of Auckland

Day: Saturday 10 November

Time: 9.00-10.00

Room: Education 351

Contact: ja.read@auckland.ac.nz

Abstract

At tertiary institutions in both Australia and New Zealand there have been a variety of initiatives for some time now to assess the English language ability of incoming students, in response to clear evidence that a significant proportion of these students will find it difficult to cope with the language demands of their degree courses. One of the longest established and most comprehensive initiatives of this kind is the Diagnostic English Language Needs Assessment (DELNA) at the University of Auckland, which is closely linked to a similar programme (DELA) at the University of Melbourne. This talk will review the key features of DELNA which have contributed to its successful implementation at Auckland in the last ten years. This will lead to a broader consideration of some significant issues in post-entry language assessment. One is the nature of the construct on which such assessments are based and, more particularly, the justification for defining it in generic rather than discipline-specific terms. A related issue is whether this kind of assessment can appropriately be considered "diagnostic" in nature, given the current interest in diagnosis in the field of language assessment. For this purpose, it is useful to compare an assessment like DELNA with a proficiency test or a placement test. Another issue to be explored is the validity of a post-entry assessment, from both conceptual and empirical perspectives, taking into account in particular its purpose of identifying students with academic language needs and the extent to which the needs of these students are actually addressed.

Biography

John Read (PhD, University of New Mexico) is an associate professor and former head of the Department of Applied Language Studies and Linguistics at the University of Auckland. He previously taught at Victoria University of Wellington, the Regional Language Centre in Singapore, the University of Texas-El Paso, and Indiana University. His primary research interests are in second language vocabulary assessment and the testing of English for academic and professional purposes. At Auckland, he is Academic Coordinator of the Diagnostic English Language Needs Assessment (DELNA). He is the author of *Assessing Vocabulary* (Cambridge, 2000), as well as numerous journal articles and book chapters in his areas of expertise. He was co-editor of *Language Testing* from 2002 to 2006 and is President of the International Language Testing Association in 2011-12. Currently he also serves as a member of the Committee of Examiners for the Test of English as a Foreign Language (TOEFL).

PLENARIES (cont.)

Plenary 3: "Assessing social language use: A complex challenge"

Carsten Roever, The University of Melbourne

Day: Saturday 10 November

Time: 15.00-16.00

Room: Education 351

Contact: carsten@unimelb.edu.au

Abstract

There is increasing interest in assessing L2 learners' ability to use language in social contexts and teaching social language use in pedagogical settings. Research in assessment and pedagogy initially focused on the production of individual speech acts (e.g., Ahn, 2005; Hudson, Detmer, Brown, 1995; Liu, 2006; Rose & Kasper, 2001; Tada, 2005; Yamashita, 1996; Yoshitake, 1997) but expanded to include other aspects of pragmatics such as implicatures and routine formulae (House, 1996; Itomitsu, 2009; Roever, 2005; Taguchi, 2008). Some assessment studies also employed extended discourse (Grabowski, 2009; Walters, 2007) but remained focused on assessing specific, atomized aspects of interaction. I will argue that work on assessing and teaching social language needs to encompass a broader construct of "interactional competence" (Hall, 1993; Hall, Hellerman, & Pekarek Doehler, 2011; Young & Miller, 2004). Interactional competence is the ability for use of interactive practices to do actions and accomplish tasks by means of language, e.g., giving, taking, modifying or rejecting advice, proposing candidate suggestions and reacting to them, introducing and carrying through a topic, or raising "delicate" matters. Knowledge of situated practices goes beyond knowledge of speech act, and its measurement and teaching is challenging. I will propose a research agenda for integrating interactional competence more in the assessment and teaching of social language use, including exploring the role of proficiency, the importance and feasibility of modelling and practicing situationally bound, connected discourse, and the thorny issue of whose performance we are assessing (McNamara, 1997, 2012).

Biography

Carsten Roever is a Senior Lecturer in Applied Linguistics in the School of Languages and Linguistics at The University of Melbourne. His research interests include second language acquisition, interlanguage pragmatics, language testing, and quantitative research methods. His single-authored volume "Testing ESL pragmatics" has recently gone into a second printing. He has also co-authored a book with Tim McNamara entitled "Language Testing: The social dimension". Carsten has published several research articles in *Language Testing*, *Language Assessment Quarterly* and *Applied Linguistics* as well as several book chapters.

SYMPOSIA

Symposium 1: "How can those with expertise in language/s assessment/testing engage with/and or enter the policy making process?"

Chair: Catherine Hudson (University of Queensland)

Presenters: Catherine Hudson (University of Queensland), **Angela Scarino** (University of South Australia) & **Denise Angelo** (North Queensland Indigenous Schooling Unit, Department of Education Training and Employment)

Discussant: Tim McNamara (University of Melbourne)

This symposium focuses on issues related to language/s assessment/testing and education policy. The main focus of analysis will be the current experience of engagement by activists at different stages of the policy process in Australia at national and state levels. The policy making process is seen to fall within a number of contexts in the policy cycle (see Ball 2006). There will be three presenters: one with expertise in ESL/EAL assessment and curriculum; one with expertise in curriculum design and assessment in languages education; one with expertise in curriculum and assessment in Indigenous ESL language education. The presenters will explore interventions by activists, drawing on critical policy studies, in the initial policy making stages, in policy-text production, in policy analysis, policy consultation processes and policy implementation. They will also give consideration to ethical issues which arise at all points of the process. The purpose of the symposium will be to heighten awareness of possible roles, the nature and effort of engagement in the policy making process, and the outcomes it may produce.

The symposium will begin with an introduction to the question, three longer presentations and commentary from the discussant followed by discussion and questions from the floor.

Day: Friday   **Time:** 10.30-12.00   **Room:** Education 351

Symposium 2: "Implementing PELA models in Australian and New Zealand tertiary contexts – Lessons learned"

Chair: Anne Taib (Victoria University, Australia, Anne.Taib@vu.edu.au)

Presenters: Diana Coben (The University of Waikato, New Zealand) **, Nicola McCartney** (The University of Waikato, New Zealand)**, John Hamilton** (Victoria University, Australia) **& Tao Bak** (Victoria University, Australia)

Discussant: Helen Moore

Establishing the LLN capabilities of commencing students at tertiary institutions has become an important priority. This symposium explores the experience of two large scale NZ and Australian PELA initiatives. Three case studies highlight different practical and conceptual approaches to PELA delivery and explore challenges and benefits encountered. Shared experience will frame a deeper discussion of issues. These include the tension between use of generic online and more contextualised, discipline-specific PELA models. Positive wash back effects on teaching and learning practice and curriculum design and the capacity of PELAs to raise awareness and shift understandings within institutions will also be explored.

Day: Friday   **Time:** 14.50-16.30   **Room:** Education 351

SYMPOSIA (cont.)

Paper 1: Overview – Issues and Contexts

This presentation will introduce the central aim and structure of the symposium, define the central concepts related to PELA design and implementation and establish the contexts of the three case studies which derive from two large scale PELA delivery initiatives in Australia and New Zealand. Background to the specific cases will be provided to scaffold the development of the symposium. The audience will be invited to consider stimulus questions which may frame their participation and involvement in the later, facilitated discussion.

Paper 2: Lessons from the New Zealand experience

This presentation will look at lessons to be learned from the New Zealand approach to teaching and assessing adult literacy and numeracy in the non-university tertiary sector. That approach is 'embedded', i.e., "Successful approaches [...] clearly link the literacy, numeracy and vocational components of the course".   We shall explore the relationship between the embedded literacy and numeracy approach and its assessment through the generic online adaptive Literacy and Numeracy for Adults Assessment Tool.

Paper 3: Assessing the post entry Language and Literacy skills of TAFE students

This case study traces the implementation of an online generic assessment tool, aligned to the Australian Core Skills Framework (ACSF) levels, for all commencing students within the TAFE component of an Australian dual sector university. The introduction of this assessment has primarily served to meet new imperatives, including governmental requirements, to generate broad-based data regarding students' LLN capabilities. Both the challenges and opportunities involved in implementing this initiative will be explored in this presentation. While the value of contextualised assessment is well documented, this presentation will reflect on some potential benefits of the more generic approach as drawn from this particular institutional experience. Firstly, both the scale the generic nature of the assessment has meant that the results have had broad relevance to almost all teachers, as opposed to teachers of a single or particular discipline. Secondly, this relevance has been reinforced, it will be suggested, by the situating of this assessment within an institution-wide language, literacy and numeracy strategy, which has provided a valuable context for staff to engage with the important work of responding meaningfully to the results.

Paper 4: Assessing the language skills of commencing HE students using a discipline-specific, contextualised PELA model

Framed by the whole of institution LLN strategy, this presentation reports on collaborative initiatives to design and administer discipline-specific, contextualised writing PELA across a range of HE faculties. These include both assessments specifically designed for PELA purposes, and the use of student early assessment tasks as a source of writing for rating purposes (based on the Australian Core Skills Framework). Issues in reporting PELA results to faculties, including a tension between deficit and developmental approaches to LLN, will be discussed. While there are many examples of effective collaborations between academic teaching staff and language and learning specialists within this institution, there is still much scope for growth in this area. Within this context the implications of PELA for teaching and learning will also be explored, and examples of recent collaborative practice presented.

SYMPOSIA (cont.)

Symposium 3: "Exploring classroom-based assessment practices through action research"

Chair: Katherine Brandon (English Australia, kathbrandon@englishaustralia.com.au).

This symposium presents action research case studies focusing on classroom-based assessment drawn from a national program for ELICOS teachers that commenced in 2010. The aim of this program is to provide teachers with the opportunity to develop skills in researching their own practice, within the broad priorities and goals of the ELICOS program nationally.

In 2012 the program had the overarching theme of assessment in ELICOS, and projects explored a range of classroom concerns related to this theme. They included online assessment, assessment of speaking skills, assessment of writing skills and assessment of pronunciation. Teacher researchers, individually or in pairs, undertook their projects in their own classrooms supported by the personnel facilitating the program and by the other participants. Action research was considered an ideal methodology for teachers to address issues related to assessment, as it can be applied broadly to investigate almost any issue.

Following a brief introduction to the program and to the central concepts used to conduct action research, researchers from the Action Research in ELICOS program will outline how they explored aspects of interest to them, and the conclusions they came to.

Day: Saturday   **Time:** 10.20-12.00   **Room:** Education 351

Paper 1: Using the assessment rubric as a teaching tool

Presenter: Christine Vella, UNSW Institute of Languages, Sydney

This paper outlines a project undertaken in the 2011 Action Research in ELICOS Program to help students in an English for Academic Purposes (EAP) course at a large university ELICOS college to develop their understanding of academic conventions in writing and to build upon their ability to use the features that are intrinsic to academic texts. To this end new courseware intended to unpack the writing assessment rubric was piloted and students' progress monitored. At the core of the both the new courseware and our intervention was a commitment to Assessment for Learning (AfL) approaches. All students were able to pass their course and students reported that they had a better understanding of what was required and the rubric provided a guide for improvement.

Paper 2: Using writing assessment rubrics to develop learner autonomy

Presenter: Emily Edwards, The English Language Company, Sydney

This paper describes a project involving students studying EAP and IELTS preparation at a private ELICOS college in Sydney. The researcher investigated how the explicit use of assessment rubrics with her class could help students to assess their own formative written assignments and to set progress goals, in line with Assessment for Learning theory. A detailed set of assessment rubrics was developed to provide feedback on formative written tasks and these rubrics were then integrated into learning activities. Results showed that setting and monitoring goals using the rubrics greatly assisted students in improving their writing and becoming more autonomous.

Paper 3: Formative assessment of speaking using VoiceThread

Presenters: Damien Herlihy & Zeke Pottage, Swinburne College

This paper reports on a project developed to investigate how a Web 2.0 technology, VoiceThread, used for formative assessment could impact on motivation and speaking performance of students studying EAP at a large university ELICOS college. The students, preparing to study either IT, business or design, were introduced to the technology which enables them to post audio, video or text comments on content posted on a website. The researchers found that the students were more likely to be engaged if they were able to respond to each other and reflect on each other's speaking. Although not all students liked using the technology it appeared to improve their speaking skills.

SYMPOSIA (cont.)

Paper 4: Developing a framework for formative speaking assessment

Presenter: Elizabeth Woods, University of Newcastle Language Centre, Newcastle, NSW

This paper outlines a framework for formative speaking assessment that complements real-time classroom feedback and other practices relating to the formative assessment of speaking. The students who participated in the project were studying 10-week courses at a university ELICOS centre. The classroom intervention introduced a formative approach to progressive assessment practices, so that teaching and learning were more immediately guided by assessment feedback from both teachers and students. This intervention involved the regular recording of students' speech and uploading this to personal speaking journals for teachers and students to review and give feedback. The university's learning management system, Blackboard, was used to manage, archive and communicate about the recordings. The students and the teachers all found the approach helped to focus on speaking skill development and enhanced the learning and teaching experience. Most of the students and teachers who used the framework and intervention sited numerous benefits and expressed a desire to continue using the framework.

Symposium 4: "Teacher assessment literacy: How do we know it when we see it?"

Chris Davison (chair) (University of New South Wales, Australia, c.davison@unsw.edu.au)

Educational systems throughout the world have has been strongly encouraging a shift from assessment *of* learning to assessment *for* learning, where assessment tasks, activities and criteria are linked to learning and teaching and where students are active participants in the assessment process, and even summative assessment expected to be used for formative purposes. For most teachers, there are major assessment reforms, entailing substantial changes in assessment attitudes and culture as well as in pedagogic expectations. To be effective, these changes require language teachers who are not only confident and skilled at making highly-contextualized, consistent and trustworthy assessment decisions, but also teachers who understand the underlying rationale for and changes in assessment philosophy; in other words, teachers who are assessment –literate. Traditionally, assessment literacy has been defined as "a teacher's familiarity with those measurement basics related directly to what goes on in classrooms" (Popham, 2009, p. 4). Popham argues that "assessment-literate teachers will typically make better decisions, and because we want students to be better taught, it should be obvious that today's teachers must acquire more assessment literacy" (p. 6). However, it is not always very clear what sets of attitudes, behaviours, or competencies comprise assessment literacy, even when we are researching actual classroom assessment practice. Researchers have often argued there are problems with teachers' interpretations of assessment, for example, Torrance (1993) claimed that teachers are often at risk of assuming formative assessment is at best "fairly mechanical and behaviouristic … in the graded test tradition"; at worst summative, "taking snapshots of where the children have 'got to', rather than where they might be going next" (p. 340). Nearly twenty years later we are still debating what constitutes quality assessment practice when it comes to classroom-based assessment and still trying to develop better constructs and frameworks to evaluate what teachers know and do.

Drawing on interviews, observations and retrospective accounts from studies in Australia, Brunei and Hong Kong, in primary, secondary and tertiary contexts, in English and languages other than English, this colloquium will bring together a series of papers which look at various aspects of the problem of identifying, describing and evaluating teacher assessment literacy. The implications for assessment theory as well as for professional development and systemic support will also be discussed.

Day: Saturday   **Time:** 13.00-14.30   **Room:** Education 351

SYMPOSIA (cont.)

Paper 1: Towards an understanding of teacher assessment literacy supporting curriculum-based assessment

Presenter: Michael Michell (University of New South Wales, Australia, m.michell@unsw.edu.au)

The emergence of the notion of 'assessment literacy' reflects a new concern about the quality and validity of teacher assessment knowledge practice underpinning the quality of curriculum-based assessment. Drawing on recent UNSW research on experienced ESL teachers' evaluations of various ESL testing instruments, this paper examines the nature of teacher assessment literacy and its epistemological status as a basis for trustworthy classroom-based language assessment. Using Vygotsky's dialectical knowledge framework of everyday and scientific concepts, the paper considers the quality of teachers' assessment knowledge practice from interview data, and proposes a construct of teacher assessment literacy as situated professional praxis in which both practical, intuitive and verbalised, theoretical knowledge are combined and synthesised with varying degrees of success. [129 words]

Paper 2: Understanding classroom-based assessment (CBA) processes: A precondition for assessment literacy

Presenter: Kathryn Hill (University of Melbourne, kmhill@unimelb.edu.au)

This paper proposes a comprehensive framework for understanding classroom-based assessment (CBA) processes. It attempts to go beyond the scope of earlier models in addressing a number of gaps in previous research, including consideration of the epistemological bases for observed assessment practices and a specific learner and learning focus. Moreover, by adopting the broadest possible definition of CBA, the framework allows for the inclusion of a diverse range of data, including the more intuitive forms of teacher decision-making found in CBA (Torrance & Pryor, 1998). Finally, in contrast to previous studies the research motivating the development of the framework took place in a school-based foreign language setting. Data from this study, a detailed empirical study of two Australian school classrooms where students aged 11 to 13 were studying Indonesian, will be used to illustrate aspects of the framework. [137 words]

Paper 3: Developing teachers' assessment literacy for the classroom through reciprocal peer-coaching

Presenter: Jason Longmore (University of Technology Sydney (UTS:INSEARCH), Australia, jasonlongmore@optusnet.com.au)

The decision to infuse the English curriculum of an academic pathway provider with Assessment for Learning (AfL) demands a change in assessment culture and the promotion of enhanced assessment literacy. This is because AfL calls traditional testing regimes into question; requiring teachers to rethink what they do in the classroom and rethink what assessment means. As AfL finds its roots in socio-cultural approaches that emphasise interaction, the decision to implement AfL should evoke new interactive ways for supporting teachers to put it into practice. Drawing upon the work of Robertson (2005), Lambert (2002) and others, this paper will describe how learning conversations, through a reciprocal peer-coaching program can be the means through which effective assessment change can take place. Based on experience undertaking such change, it will explain how peer-coaching can be used to radically review approaches to the professional development of staff and facilitate an action research culture.

Paper 4: Evaluating teacher assessment literacy: Towards a standards- based framework

Presenter: Dennis Alonzo (University of New South Wales, Australia/University of Southeastern Philippines, Philippines, alonzo_usepdavao@yahoo.com)

This paper reports on the development of a framework for Assessment for Learning (AfL) competencies which will be the basis for developing and evaluating a more effective AfL literacy program for Brunei and the Philippines. An empirical approach to scale development has been adopted, with the assessment tool framed as standards with descriptions of each level of ability per indicator arranged in increasing order of competence. A factor analytic approach (exploratory factor analysis and confirmatory factor analysis) is being used to determine the number of common factors comprising the construct and to determine the ability of the factor model to fit in an observed data set. Item response theory (a generalised partial credit model) is employed to establish the final item characteristics and the hierarchy of teachers' AfL competence.

INDIVIDUAL PAPER ABSTRACTS

Makoto Abe (Dokkyou University, Japan, synich06@gmail.com)

"Exploring the relationship among proficiency, strategy use, and L2 writing development"

This study attempted to assess EFL leaners' written products based on their L2 proficiency and their strategy use. The participants (N=47) were divided into two groups in terms of proficiency level (intermediate and upper-intermediate), and three more groups based on strategy use (high, medium, and low). The data were the participants' responses of writing strategy questionnaire and their written products (paragraphs and essays). The results revealed that the medium strategy group improved the most throughout the semester while the proficiency level did not have a very strong impact on the improvement of written products.

Day: Saturday   **Time:** 13.00-13.30   **Room:** Education 508

Denise Angelo & Catherine Hudson (Language Perpectives Unit, Far North Queensland Indigenous Schooling Support Unit, Department of Education, Training & Employment, Queensland, Australia, denise.angelo@deta.qld.gov.au)

"Developments in proficiency scales for Indigenous learners of Standard Australian English"

The paper discusses concepts underlying the development of scales to describe the second language proficiency levels of Aboriginal and Torres Strait Islander students in SAE. Through an adaptation of the NLLIA ESL Bandscales, the scales attempted to describe a very complex terrain: the SAE language development in whole-class contexts of Indigenous EFL/ESL/ESD students who speak contact language varieties (creoles and related varieties). Findings in the current Bridging the Language Gap project indicate that classroom teachers are limited by constructs inherited from the original scales and that further adaptations may be necessary.

Day: Saturday   **Time:** 10.50-11.20   **Room:** Education 508

Nick Zhiwei Bi (The University of Sydney, Australia, zhbi6097@uni.sydney.edu.au)

"Exploring the relationships between test-takers' lexico-grammatical strategic processing and their test performance"

This paper reports on a study investigating EFL test-takers¡¯ use of trait and state cognitive and metacognitive strategies and their effects on lexico-grammatical test performance. The study found that trait lexico-grammatical strategic competence is highly complex, which consists of general learner strategy use and trait cognitive and metacognitive strategies. With regard to the relationships between lexico-grammatical strategic processing and state strategies in test situations, the results show that strategic competence has a direct effect on state metacognitive strategies, while state metacognitive strategies directly affect state cognitive strategies and also have an indirect effect on lexico-grammatical test performance via state cognitive strategies.

Day: Saturday   **Time:** 13.30-14.00   **Room:** Education 508

Martina Bovell & Dr Annie Brown (The Australian Council for Educational Research, martina.bovell@acer.edu.au)

"Automated scoring of school student writing for diagnostic feedback: analysis of multiple tasks and multiple criteria"

This paper examines the reliability and validity of the automated scoring of writing by Australian English L1 students aged between 10 and 13. Five writing prompts comprising four different text types were developed, along with a criterion-referenced analytic rating scale specifically designed to provide diagnostic feedback on students' strengths and weaknesses in writing. Using criteria scores and total score data from all tasks, the developers of the assessment examine relationships between automated scores and the scores of trained human raters across tasks and criteria.

Day: Friday   **Time:** 11.30-12.00   **Room:** Education 436

INDIVIDUAL PAPER ABSTRACTS (CONT.)

Carmela Briguglio, Eloise de Rosa & Christine Symons (Curtin University, C.briguglio@curtin.edu.au)

"Interdisciplinary collaboration to develop rubrics for the assessment of language and academic literacy"

Two projects at one Australian University have involved Academic Language and Learning (ALL) staff working with discipline colleagues to embed language development and support into their units of study. In a number of cases this has led to the development of language related rubrics both for diagnostic and for summative assessment. This paper analyses these case studies in the context of interdisciplinary collaboration and discusses how both groups had to draw on the knowledge and understanding of the other in order to create rubrics that would be linguistically valid and able to be understood by students and non-language specialists.

Day: Saturday   **Time:** 13.30-14.00   **Room:** Education 424

Helen Cartner (AUT University, Auckland, New Zealand, helen.cartner@aut.ac.nz)

"Challenges using social media activities for student assessment"

Many teachers find that using Web 2.0 in teaching and learning has created challenges for assessment .The collaborative, two-way creation approach to learning, teaching and assessment is explored in this presentation. The research project uses a case study approach within a qualitative framework where reflective questions were used to gather data which was then analysed according to major themes, to provide information about inquiry, challenge, change and improvement. Findings and recommendations support the creation of marking rubrics to reflect the shift from traditional to Web 2.0 assessment and the constructive alignment of the learning outcomes, the learning and teaching methods, and assessment.

Day: Friday   **Time:** 10.30-11.00   **Room:** Education 436

H. Gary Cook & Robert Linquanti (University of Wisconsin, Madison, USA; WestEd, San Francisco, CA, USA, hcook@wisc.edu)

"Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress"

The research reported here illustrates several empirical methods to help US policy-makers and technical assistance providers to (1) determine a meaningful English language proficiency (ELP) performance standard; (2) establish realistic, empirically anchored time frames for attaining English proficiency; and (3) take into account an English learner's (EL's) ELP level when setting academic progress and proficiency expectations. While framed within a US context, this study can assist those charged with providing empirical information germane to developing or revising EL accountability models and exploring the relationship between English language proficiency and academic content assessments in the primary and secondary school contexts.

Day: Saturday   **Time:** 10.20-10.50   **Room:** Education 461

H. Gary Cook & Paula White (University of Wisconsin, Madison, USA, hcook@wisc.edu)

"Development and Implementation of a Formative Assessment System Focusing on Academic Language Literacy for ELLs"

The FLARE (Formative Language Assessment Records for ELLs) supports the development of a middle and high school formative assessment system for English language learners (ELLs) focusing on academic language literacy. Educators, policymakers and researchers have begun arguing for a more expansive view of assessment to include not only summative, but also benchmark and formative assessment (Redfield, Roeber & Stiggins, 2008). This paper explores how teachers' knowledge of formative assessment and academic language literacy has evolved over the life of the project and documents the benefits and challenges of implementing a formative assessment system for ELLs in United States' urban schools.

Day: Saturday   **Time:** 11.20-11.50   **Room:** Education 436

INDIVIDUAL PAPER ABSTRACTS (CONT.)

Maria Davou (University of Exeter, UK, mdavou@smcvt.edu)

""Can-do": What can they do after all?"

The aim of this study is to explore how learners develop their oral production in terms of formulaic language. For the purposes of this presentation, I focus on a pilot study with six learner interviews at A2, B2 and C2 levels. Analyzing this oral corpus, I explore how learners at different levels use formulaic language to achieve particular communicative objectives and how their performance compares with the "can-do" statements of the CEFR.

Day: Friday   **Time:** 16.00-16.30   **Room:** Education 508

Ana Maria Ducasse (La Trobe University, Australia, a.ducasse@latrobe.edu.au)

"Testing L2 speaking in the advanced classroom by focussing on listening: Peer assessment of content in language proficiency"

It is put forward here that through in-class peer assessment the focus could shift to 'successful communication' assessing whether reception of the content takes place. This paper discusses the potential benefits of incorporating peer assessment into advanced tertiary language programmes by involving the test takers' in the design and development of the assessment instrument, a factor that others have found to be beneficial (Patri, 2002; Williams, 1992). Test takers prepare a quiz for their peers to complete as a rating tool. Students' feedback as test takers and as peer raters during this procedure is analysed to report on 'successful communication of content' as a criteria in a context where content takes precedence over linguistic ability Sato (2012).

Day: Friday   **Time:** 16.00-16.30   **Room:** Education 424

Martin East (The University of Auckland, New Zealand, m.east@auckland.ac.nz)

"Task-based language assessment: What are the issues for New Zealand teachers of international languages?"

As part of curriculum and assessment reform in New Zealand, task-based language teaching (TBLT) is being promoted as an effective language pedagogy, and the place of task-based language assessment (TBLA) is being debated. This paper discusses the potential of TBLA for classroom-based assessments in high schools in New Zealand. In this paper I will (1) provide an overview of the recent curriculum and assessment reform with regard to languages, (2) discuss some of the possibilities and constraints of the assessment reform, and (3) present a research agenda to investigate stakeholders' perspectives on the effectiveness of the reform.

Day: Friday   **Time:** 16.30-17.00   **Room:** Education 351

Catherine Elder, Catriona Fraser & April Ginther (The University of Melbourne, Purdue Unviersity, fraserc@unimelb.edu.au)

"The use and interpretation of English proficiency test scores in the graduate admissions process"

Motivated by current theoretical discussions on consequential aspects of test validity, the paper explores academics' beliefs, understandings and decision-making practices relating to the use of English proficiency tests (IELTS, TOEFL and PTE) used for graduate selection at a major Australian university. Data for this paper consists of responses from a sample of 150 survey respondents and from 15 follow-up interviews. Findings reveal widespread dissatisfaction with current English language standards but limited interest and understanding of language testing in general and English test scores in particular. Both the theoretical and practical implications of the study's findings are discussed.

Day: Friday   **Time:** 10.30-11.00   **Room:** Education 508

INDIVIDUAL PAPER ABSTRACTS (CONT.)

Rosemary Erlam & Janet von Randow (The University of Auckland, New Zealand,

r.erlam@auckland.ac.nz)

"Investigating an online rater training program: product and process"

The Diagnostic English Language Needs Assessment (DELNA) programme at the University of Auckland has traditionally offered face-to-face training to raters of academic writing. For reasons of practicality, an online program to offer refresher training for experienced raters was developed in 2003 (Elder et al., 2007). Recently the issue has arisen as to whether this program can also be used to train new raters. This presentation reports on a study that sought to answer this question. At the same time it allowed for an investigation of the rating behaviours that distinguish new from inexperienced and more reliable from less reliable raters.

Day: Friday   **Time:** 14.50-15.20   **Room:** Education 436

Kellie Frost, Ute Knoch, John Pill & Hyejeong Kim (The University of Melbourne, Australia, tpill@unimelb.edu.au)

"Investigating test taker processes on an LSP reading test designed to prompt skimming and scanning"

Previous research indicated that current reading practices in the workplace were under-represented in the reading sub-test of the Occupational English Test, a specific-purpose language test for health professionals. An additional summary cloze task was therefore designed to prompt the use of relevant strategies in the test. This paper presents research into the construct validity of the new task. Verbal protocol methods were used to investigate whether the processes test takers engaged in while doing the new task resembled those that it was designed to elicit. Findings provide insights into test taker reading strategies and factors that impact on task difficulty.

Day: Saturday   **Time:** 13.30-14.00   **Room:** Education 436

Rosalie Grant, H. Gary Cook & Aek Phakiti (The University of Wisconsin, Madison, USA, The University of Sydney, Australia, rmgrant@wisc.edu)

"Structural Equation Models: English Language Proficiency and Mathematics Achievement of English Learners in US States"

This paper reports on a study using structural equation modeling to investigate latent factors underlying the assessment of English language proficiency of English learners and relationships to mathematics achievement. In total 10 models were developed covering over 31,000 students in grades 3 to 8 in two US states. The same general pattern of relationships between receptive and productive language constructs and mathematics achievement was found in all models. A higher-order construct, possibly academic language or strategic competence, was found which underpinned the productive language constructs of English language proficiency.

Day: Friday   **Time:** 15.20-15.50   **Room:** Education 436

Peter Yongqi Gu (Victoria University of Wellington, New Zealand, peter.gu@vuw.ac.nz)

"Classroom assessment literacy for EFL teachers: Conceptualisation, elicitation and analysis"

This presentation focuses on classroom assessment literacy, the kind of knowledge and skills needed by EFL teachers in order to make use of assessment for formative purposes in classroom teaching. A conceptual framework of ¡°Classroom Assessment Competence¡± is first introduced, followed by an illustration from the classroom practices of an EFL teacher at the secondary level in China. Besides theoretical and empirical discussions, issues in coding and analysing classroom assessment practices will also be discussed.

Day: Saturday   **Time:** 10.50-11.20   **Room:** Education 436

INDIVIDUAL PAPER ABSTRACTS (CONT.)

M. Obaidul Hamid (The University of Queensland, Australia, m.hamid@uq.edu.au)

"Gate-keeping by IELTS: Equity issues from critical language testing and World Englishes perspectives"

Critical Language Testing (CLT) and World Englishes (WE) perspectives encourage us to explore social and political issues in language testing and assessment, but there have been limited attempts at relating these theoretical issues to test-taker perspectives, particularly in relation to the IELTS test. Against this background, this presentation focuses on equity issues drawing on test-takers' responses (n=430) to an IELTS survey that aimed to understand their experiences, perceptions and evaluation of the test. Implications will be drawn for test producers, researchers and TESOL professionals in a globalised world where English is both a global and a local language.

Day: Friday   **Time:** 11.30-12.00   **Room:** Education 424

Michael Harrington (The University of Queensland, Australia, mwharr@uq.edu.au)

"Response-time as a measure of L2 vocabulary knowledge"

The paper examines item response time as a dimension of L2 vocabulary knowledge as measured by the Timed Yes/No Test, a self-report test of recognition vocabulary knowledge. It compares the reliability and sensitivity of item response times to that of accuracy as discriminators of individual differences in post-secondary English L2 users, as measured by a widely used test of L2 English proficiency (n = 300). The contribution of response time is evaluated both as an independent source of information in conjunction with accuracy, and in combination with accuracy as a single measure of L2 lexical facility.

Day: Friday   **Time:** 16.30-17.00   **Room:** Education 508

Pamela Humphreys (Griffith University, Australia, p.humphreys@griffith.edu.au)

"Tracking international student English proficiency over the first semester of undergraduate study"

This paper reports on a study tracking language proficiency changes in international undergraduate students identified as requiring early linguistic intervention at an Australian university. Specifically, it investigates changes in IELTS scores and in students' perceptions of proficiency through a Mixed Methods study. Shifts in proficiency by macro skill were investigated along with the relationship between IELTS scores and GPA. Focus group data explored student perceptions of their proficiency and the match to their levels (as shown by IELTS) as well as the strategies students had developed to raise proficiency during university studies.

Day: Friday   **Time:** 11.30-12.00   **Room:** Education 508

Noriko Iwashita (The University of Queensland, Australia, n.iwashita@uq.edu.au)

"Learner background as a factor in Japanese written and oral test performances"

The study investigated to what extent test-takers' L1 may have an impact on their writing and speaking performances. The data includes writing and speaking test task performances from 110 learners of different L1 backgrounds. Results of quantitative and qualitative analyses provide further insights into complex nature of cross-linguistic influence and assessment of learners from diversified L1 backgrounds.

Day: Friday   **Time:** 16.00-16.30   **Room:** Education 436

INDIVIDUAL PAPER ABSTRACTS (CONT.)

Anna Ivanova (Defence Force School of Languages, Australia, anna.ivanova@defence.gov.au)

"The Impact of Examiners' Cultural background on Speaking performance assessment"

Because our culture affects the way we think, behave and interact, identifying the way culture impacts on assessors' behaviour is a crucial step in addressing issues of fair and reliable language assessment practices. If representatives of different cultural groups perceive testing situations and assessment practices differently, it can have obvious implications for test reliability. As Connor-Linton (1995) states, "if we do not know what raters are doing [...] then we do not know what their ratings mean" (p.763).   The desire to develop a better understanding of cross-cultural assessment characteristics and the search for fairer test conditions and reduced subjectivity in assessment have motivated the researcher to select this area for research.

Day: Friday   **Time:** 16.30-17.00   **Room:** Education 424

Natjiree Jaturapitakkul, Richard Watson Todd, Sonthida Keyuravong, Stuart Towns & Amin Dehgan (King Mongkut's University of Technology Thonburi, Thailand, natjiree.jat@kmutt.ac.th)

"Text Adaptation in Support Adaptive Tests: New Challenges and Innovations in Language Assessment"

This study proposes an innovative approach to computer-based testing that incorporates scaffolds, namely, Support Adaptive Tests (SATs). In SATs, an incorrect response results in the same item presented again but with support provided. This paper presents the effects of different kinds of text adaptation as scaffolds available in SATs. The study involves 4 reading texts, each with 5 items, with 50 Thai test takers. Each set focuses on a different type of text adaptation. Item analysis is conducted to see how scaffolds affect test-takers' responses. Think-aloud introspections while taking the test from 4 students are analysed to investigate the process of using scaffolds in tests.

Day: Friday **Time:** 11.00-11.30 **Room:** Education 436

Glyn Jones (Pearson, UK, glyn.jones@pearson.com)

"Are we on track? a study of Chinese test takers"

The aim of this study was to ascertain to what extent Chinese test takers exhibit a typical skills profile, and to discover how this might be reflected in their experience of academic study in an English speaking academic environment. The researchers analysed the test scores of a number of international students of Chinese origin who have taken PTE Academic, a high stakes test of EAP. Questionnaire and interview responses were collected from a subset of these test takers, and from their academic tutors, in order to track their academic progress and to investigate how this relates to their test scores.

Day: Saturday   **Time:** 13.00-13.30   **Room:** Education 424

Ute Knoch, Andrew McGregor, Cara Penry Williams, Catriona Fraser (University of Melbourne, uknoch@unimelb.edu.au)

"Getting the level right: Validating an online placement procedure for University students of French"

This paper reports on the development of an efficient online placement test for students enrolling to study French at a large Australian university. We present the results of the validation activities undertaken, including a description of different ways of arriving at the cut-scores used for placement in one or other of the different course levels, ascertaining the accuracy of placement decisions and attending to feedback from a student questionnaire. The paper concludes by setting out a post-implementation research agenda to monitor the ongoing use and efficacy of the placement test.

Day: Friday **Time:** 11.00-11.30 **Room:** Education 508

John S. Knox & Mehdi Riazi (Macquarie University, Australia, john.knox@mq.edu.au)

"Exploring the discourse of candidate responses to the IELTS test of academic writing"

As part of a larger project investigating Task 2 of the IELTS Academic Writing Module, 54 candidate responses were examined using Systemic Functional Linguistics. The candidate responses represented nine categories, generated from: three L1 groups (Arabic, Hindi, and a European language group), and three Task 2 band scores (band 5, 6 and 7). Initial findings from the discourse analysis indicate that there are some differences between L1 groups, while, in general, candidates' ability to use a range of linguistic resources did improve as band scores increased.

Day: Friday **Time:** 16.30-17.00 **Room:** Education 436

Tiina Lammervo, Henna Tossavainen & Sari Ahola (University of Jyväskylä, Finland, tiina.lammervo@jyu.fi)

"Testing an indigenous L2 language in the Finnish context"

This presentation explains the results of a study which focuses on language beliefs of 5 item writers/ raters involved in producing the North Sámi test. North Sámi is one of the three official Sámi languages in the Sámi region. Findings include expressions of a need to preserve the purity of the language, discussion of the great variation traditionally within North Sámi and hinting at gatekeeping of who is accepted as a speaker of the language. Findings are discussed in the context of test development i.e. how they create challenges to effectively meet the requirements of the National Certificates testing system.

Day: Saturday   **Time:** 10.20-10.50   **Room:** Education 508

Dana Lewis & Shahrzad Saif (Ministry of External Affairs, St-Lucia; Universitè Laval, Canada,

shahrzad.saif@lli.ulaval.ca)

"The Washback Effect of the Caribbean Secondary Education Certificate French Exam on High-School Teaching Practices"

This paper reports on a study that examines the washback effect of the Caribbean Secondary Education Certificate French exam (CXC), a high-stakes French language test, on the teaching practices taking place in secondary schools in Saint Lucia. The main objective of the study is to investigate the test impact on teachers' choice of methodology and classroom tasks before and after the test underwent changes in 1998. Data was collected through questionnaires, interviews with stakeholders, and classroom observations. The results and the conclusions of the study along with their implications for classroom teaching are further discussed in this paper.

Day: Saturday   **Time:** 10.50-11.20   **Room:** Education 424

Tim McNamara & Cathie Elder (The University of Melbourne, Australia, tfmcna@unimelb.edu.au)

"The hunt for 'indigenous criteria' in workplace communication assessment: The case of health professionals"

This paper reports on a study investigating indigenous assessment criteria in naturally occurring feedback to trainee health professionals in clinical settings as part of a validation of the criteria used to judge speaking proficiency in the Occupational English Test (OET). It reveals the difficulty of accessing such feedback occasions, and considers the usefulness of simulation of such feedback as an alternative data source. The findings from simulated sessions are compared with findings of naturally occurring settings in one of the health professions concerned, physiotherapy. The paper makes recommendations for the study of indigenous assessment criteria in workplace settings.

Day: Saturday   **Time:** 14.00.14.30   **Room:** Education 436

INDIVIDUAL PAPER ABSTRACTS (cont.)

Susy Macqueen & Ute Knoch (University of Melbourne, Australia, uknoch@unimelb.edu.au)

"Lexis and lexicogrammatical patterns across task types and proficiency levels in TOEFL iBT writing"

This study investigated the amount of nativelike lexicogrammatical patterning in the writing of 480 test takers who undertook the two writing tasks of the TOEFL iBT: an integrated task (reading/listening-to-write) and an independent writing task. A coding method for identifying and quantifying lexicogrammatical patterns was developed and applied to the data, and the findings were compared with other measures of lexical quality. The analysis showed that test-takers' writing varied significantly at different proficiency levels for almost all measures under investigation, with the percentage of lexicogrammatical patterns producing the largest effect size.

Day: Friday   **Time:** 15.20-15.50   **Room:** Education 508

Keith McNaught & Jane Mangano (University of Notre Dame Australia, Fremantle, keith.mcnaught@nd.edu.au)

"When PELA results are dismissed: addressing the implications of students' inaccurate perceptions of skill levels"

Entrants at UNDA, Fremantle, have completed a PELA (post entrance literacy assessment) since 2010. One cohort was identified as particularly weak, and yet none engaged with the support courses on offer. Students 'below benchmark' (BB) in both reading and writing tasks were compared to other students; analysis showed that students BB in both reading and writing incorrectly identified their skill set. There was a mismatch between the students' self perception and PELA results. It is likely that 'at risk' students, without self awareness, would not engage in support.   The implications of the mismatch led to changes to practices, and to the redevelopment of the literacy unit offered in the faculty.

Day: Saturday   **Time:** 14.00.14.30   **Room:** Education 424

Lyn May (Queensland University of Technology, Australia, lynette.may@qut.edu.au)

"IELTS test preparation: A case study of instructional practices"

This study investigated the test preparation practices of three IELTS teachers, in order to explore the washback of the test on their teaching practices, and in particular, the ways in which instructional practices relate to the test requirements. The data included classroom observations, the collection of teaching materials and feedback on written tasks, and interviews with three IELTS teachers. The findings have implications for the teaching of IELTS preparation, and our understanding of the ways in which the test influences instructional practices.

Day: Saturday   **Time:** 10.20-10.50   **Room:** Education 424

Felicity Meakins & Gillian Wigglesworth (University of Queensland, Australia; University of Melbourne, Australia, gillianw@unimelb.edu.au)

"How much input is enough? Correlating passive knowledge and child language input in an endangered language"

In many areas of Australia, input to children of traditional Aboriginal languages is rarely monolingual, but rather often mixed with a contact variety of English. Thus it is not clear whether children receive enough input to later become active speakers of these languages. This paper reports on a study which tested the relationship between passive knowledge and child language input.

Day: Saturday   **Time:** 11.20-11.50   **Room:** Education 508

INDIVIDUAL PAPER ABSTRACTS (cont.)

Martina Mollering (Macquarie University, Sydney, Australia, martina.mollering@mq.edu.au)

"Testing Language, Testing Culture: Integration Courses for Citizenship in Germany"

In this paper, the changes to German citizenship and immigration laws and the introduction of integration courses and citizenship testing at federal level are discussed to show how this linkage is played out. The importance of language in the context of the German citizenship testing regime will be critically discussed with a view to language frameworks like the Common European Framework of Reference (CEFR) and linked to a discussion of a concept of 'integration' that does not seem mutually inclusive, but rather assumes linguistic integration on the part of the immigrant aspiring to citizenship rights.

Day: Friday   **Time:** 15.20-15.50   **Room:** Education 424

Stephen Moore (Macquarie University, Sydney, Australia, Stephen.Moore@mq.edu.au)

"A Critical Language Testing Case Study"

This paper presents the use of critical language testing (CLT) as a framework for reporting a language test impact study. Although CLT broke onto the language testing scene with some force in the late 1990s, more than a decade later one is hard-pressed to find published case studies that claim to be examples of CLT in practice. The case study reported is based on an impact study of the IELTS exam in Cambodia. The framework used is that posited by Lynch 2001, in which Shohamy's principles of CLT are melded with Pennycook's notions of critical applied linguistics.

Day: Friday **Time:** 11.00-11.30 **Room:** Education 424

Johanna Motteram (The University of Adelaide, Australia, johanna.motteram@adelaide.edu.au)

"Washback and Impact revisited; What would Basil think?"

This paper argues that the related concepts washback and impact as they are currently understood limit discussion of the social effects of language testing. As an alternative, Bernstein's model of the pedagogic device (Bernstein, 2000) is employed to represent the processes that produce the social effects described in the washback, impact and critical language testing literature. In particular it argues that the existence of high stakes language tests results in the interested construction of pedagogic discourses in relationship to those tests. The theoretical modelling is illustrated with reference to the literature and examples from the current international language testing landscape.

Day: Friday   **Time:** 10.30-11.00   **Room:** Education 424

Peter Nielsen & Barbara Nielsen (Flinders University, Australia, peter.nielsen@flinders.edu.au)

"Multilingual, Multimodal Yardsticks: challenges and opportunities afforded by integrating measurement tools for teachers and researchers"

This paper provides discussion on the purposes, development and application of classroom-based measurement tools through a collaborative, longitudinal study between a University and an education system. The study's aim was to further develop and trial a Multilingual Literacy approach to the teaching of languages that was disseminated to ten primary schools through a two-year professional learning program.   This paper will review the framework devised for developing and applying classroom measurement tools that enabled reliable and efficient monitoring of student performance within languages programs and the process used to ensure those tools provided legitimate data for the purposes of research.

Day: Saturday   **Time:** 10.50-11.20   **Room:** Education 461

INDIVIDUAL PAPER ABSTRACTS (cont.)

John Pill & Sally O'Hagan (The University of Melbourne, Australia, tpill@unimelb.edu.au)

"Extending the scope of speaking assessment criteria in a specific-purpose language test"

This paper considers the challenges of reconceptualising the scope of "language" in the speaking sub-test of the Occupational English Test, taken by overseas-trained health professionals seeking registration to practise in Australia. Aspects of health professional performance amenable to inclusion in an expanded test construct included discourse management and professional engagement. A checklist using specific examples from a dataset of educators' feedback commentary was an intermediate step in developing the new criteria. Test assessors' feedback following a training workshop and data analyses from trials of the revised assessment tool are discussed to consider the potential of similar re-validation in other tests.

Day: Saturday   **Time:** 13.00-13.30   **Room:** Education 436

Kerry Ryan (Swinburne Institute for Social Research, Swinburne University of Technology, Melbourne, kdryan@swin.edu.au)

"Citizenship testing in Australia and Beyond"

In 2006 and 2007, the Australian government cited the fact that citizenship tests were carried out in many other countries as justification for introducing its own test. In doing so however, the government failed to recognise or take heed of some of the more controversial and problematic aspects of citizenship testing regimes across the world. This paper contends that this oversight was no accident and that citizenship tests in general are implemented by governments primarily in order to present a robust position on immigration in the face of increasing worldwide migration flows.

Day: Friday   **Time:** 14.50-15.20   **Room:** Education 424

Chih-Min Shih & Li-Yi Wang (Nanyang Technological University, Singapore, cauoft@gmail.com)

"Alternative assessment at secondary schools in Singapore"

The present study examines whether secondary school teachers of English in Singapore conduct alternative assessment and what their views of alternative assessment are. 40 secondary school teachers with diverse backgrounds were interviewed, and 5 were observed for 10 sessions. Results showed that expatriate teachers, in general, tended to apply more alternative assessment methods than their local counterparts. This finding seemed to suggest that teachers¡¦ educational backgrounds would affect their choices of assessment approaches. In addition, teachers at international schools were found to use more alternative assessment methods than those at local schools due to more flexible curricula.

Day: Saturday   **Time:** 10.20-10.50   **Room:** Education 436

Phuong Tran (The University of Melbourne, Australia, hoaiphuong76@yahoo.com)

"The impact of the university entrance English test on English teaching and learning in Vietnam"

The University Entrance Examination English test is deemed the most important standardized test for Vietnamese school leavers who aspire to undertake undergraduate studies in majors involving the English language. This paper reports on the impact of the test on English language teaching and learning at secondary and tertiary levels in Vietnam. Evidence from the test content analysis, the empirical evaluation of the test's psychometric properties, and the predictive power of the test scores reveals the impact of the interpretation and use of the test scores. The results have significant implications for future development and validation of university entrance English test.

Day: Saturday   **Time:** 11.20-11.50   **Room:** Education 424

INDIVIDUAL PAPER ABSTRACTS (cont.)

Paul Tucker (Center for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, UK, paulwtucker@gmail.com)

"Beyond Word Frequency: Rethinking the Construct of Lexical Proficiency"

A word frequency-based approach to defining the construct of lexical proficiency propagates an overly simplistic view of how the mental lexicon structured, leading to overly simplistic approaches to curriculum, instruction, and testing.   In this paper, evidence is presented from the English Vocabulary Profile, the Cambridge Learners Corpus, and Princeton's WordNet in support of a more robust theory of how the mental lexicon is structured. Primary Sense meanings and Basic Level categories are shown to be at the nexus of a beginner's vocabulary, with Polysemy and Semantic Specificity as primary growth vectors toward intermediate and advanced levels of lexical proficiency.

Day: Friday   **Time:** 14.50-15.20   **Room:** Education 508

Wei Wei (Learning Skills Unit, RMIT Vietnam Campus, Vietnam, wei.wei@rmit.edu.vn)

"Washback effects on language learning strategies: A case study using PTE Academic integrated- skills items"

The use of integrated-skills tasks in language tests has been debated for years, though the test developers such as ETS and Pearson Tests of English have already used them in their high-stakes English tests. However, current empirical research has rarely investigated the washback effects of the integrated skills task on language learning. This study intended to fill this gap by investigating the extent to which the computerized integrated-skills (speaking and listening) tasks can washback candidates' choices of their learning strategies and materials. The pedagogical implications to facilitate the positive washback effects at the classroom level are also included.

Day: Saturday   **Time:** 14.00.14.30   **Room:** Education 508

THE LANGUAGE TESTING RESEARCH CENTRE (LTRC)

Established in 1990, the Language Testing Research Centre (LTRC) at the University of Melbourne has become an international leader in research and development in language assessment and language program evaluation. It is unique in that it is the only centre in the world dedicated exclusively to research in these fields.

The centre comprises a team of internationally renowned researchers in language assessment and language program evaluation. Directors of the centre have included Professors Alan Davies, Tim McNamara, Liz Hamp-Lyons and more recently, Associate Professor Catherine Elder.

The LTRC continues to provide language test development, assessment and evaluation services to institutions and government agencies both nationally and around the world. Local clients include the Occupational English Test Centre, Australian Educational Assessment Services and the Defence Force School of Languages, while international sponsors have included the Educational Testing Service (Princeton, NJ), the University of Cambridge Local Examinations Syndicate (Cambridge, UK), the South East Asia Ministers of Education Organisation (Singapore), the OECD (Paris) and other agencies in the United States, the United Kingdom, Canada, Korea, Singapore, Hong Kong, Chile and South Africa. The Centre is currently involved in developing an Academic English screening test for post-entry university assessment, as well as placement tests for a number of Asian and European languages. Researchers are also working on a major ARC Linkage project on improved communication in healthcare.

For further information about the LTRC, please visit the website at www.ltrc.unimelb.edu.au or contact Dr Ute Knoch, Acting Director at ltrc-info@unimelb.edu.au.

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Correspondence

Enquiries and manuscripts should be directed to the Editorial Assistant, Cathleen Benevento at **plta.editor@gmail.com**.

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The TESOL Research Network

The TESOL Research Network was established in the Faculty of Education and Social Work at The University of Sydney in 2006, with the aim of fostering research and publication in the area of TESOL. The particular goal of the TESOL Research Network is to profile research activity as well as to increase research and publication activity in the area of TESOL. This occurs through support for and coordination of research activities and a range of other activities for staff and students, early career researchers and postgraduate students working in the area of TESOL. It includes mentoring of beginning researchers and providing support for established researchers to undertake both individual and collaborative research as well as getting published in the area of TESOL. The Network also aims to develop national and international research alliances with others with an interest in TESOL-related research.

The main areas of research for the Network are:

- Second language acquisition
- English for academic purposes
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- The development of research teams with the aim of supporting research and publication in the area of TESOL
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- The University of Sydney Papers in TESOL, a set of refereed papers published by the TESOL Network in online and in paper formats (http://www-faculty.edfac.usyd.edu.au/projects/usp_in_tesol/)

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