



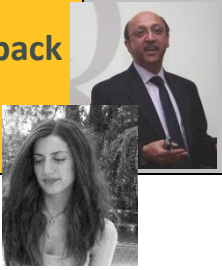
Wednesday 3rd May

Times	Plenary room	Sydney Room	Grace Room	Audrey Room	Liz Room	Regency Room
13.00-14.00	Registration & Welcome Coffee					
14.00-14.30	Opening					
14.30-15.15	<p>Language policy and social cohesion: What links between social environment and regimes of learning and assessment? Prof Joseph Lo Bianco</p> 					
15.15-15.35	<p style="text-align: center;">WORKSHOP</p> <p style="text-align: center;">Mediation and exploiting one's plurilingual repertoire: exploring classroom potential with proposed new CEFR descriptors</p> <p style="text-align: center;">Brian North Enrica Piccardo</p>	<p style="text-align: center;">WIPs</p> <p>Beliefs driving the assessment of speaking: An empirical study in a Brazilian public classroom Eber Clayton Dutra, Gladys Quevedo-Camargo</p>	<p>Using open source and open standards to create best-of-breed language learning solutions Mark Molenaar</p>	<p>Assessment literacy and language teachers? A case study with teachers of Portuguese as Foreign Language Catarina Isabel Sousa Gaspar, Maria José dos Reis Grosso</p>	<p>Certification of Proficiency in Polish as a foreign language and its influence over the Polish labour market Dominika Bartosik</p>	<p>Integrating corpus linguistics & classroom-based assessment: Evidence from young learners' written corpora Trisevgeni Liontou, Dina Tsagari</p>
15.35-15.55		<p>Generating the assessment literacy profile of EAP teachers in the Mainland China: An evidence-based approach Olana Rossi</p>	<p>Open Badges: A new way to prove skills Sarah Ellis</p>	<p>What do teachers really think about using international speaking exams as a goal for students? Views from a bilingual programme Mark Griffiths</p>	<p>Spanish for business in language accreditation Marta García</p>	<p>Learning from assessment: Teachers' relationship with data driven learning Elaine Boyd</p>
15.55-16.15		<p>Tatar exams needs analysis: The case of Kazan Marina Solnyshkina, Gulnara Sadykova, Alsu Ashrapova, Alyona Kharkova</p> <p>Online language testing of immigrant languages: A nightmare or just a challenging reality check for the CEFR? Christoph Schepers</p>	<p>Penser l'organisation dématérialisée de tests de langue à grande échelle Dominique Casanova</p>	<p>Exploring teachers' language assessment literacy: A social constructivist approach to understanding effective practice Vivien Berry, Susan Sheehan</p>	<p>Language learning and assessment transformation: An opportunity for educative innovation Mònica Pereña</p>	<p>LT123: meeting the challenges of providing quality outsourced test materials for a range of clients Felicity O'Dell, Russell Whitehead</p>
16.15-17.00	Break & Poster Session 1					
17.00-17.20	<p style="text-align: center;">PANEL</p> <p style="text-align: center;">The challenges of a learning oriented and multilingual school assessment policy</p> <p style="text-align: center;">Coordinators: Koen Van Gorp & Piet Van Avermaet</p> <p style="text-align: center;">Presentations: Koen Van Gorp Piet Van Avermaet Nick Saville Stef Slembrouck Fauve De Backer</p> <p style="text-align: center;">Discussant: James Purpura</p>	<p style="text-align: center;">WIPs</p> <p>Language assessment in teacher education programmes in Colombia Bozena Lechowska</p>	<p>The impact of online teaching practices on Greek EFL learners' reading perceptions & exam performance Trisevgeni Liontou</p>	<p>A comparative study on the washback of writing tasks in two international EFL tests on Chinese test-takers Xiangdong Gu, Yue Hong, Chengyuan Yu</p>	<p>Assessment challenges in CLIL: new perspectives in teacher education Lucilla Lopriore</p>	<p>The Development of Diagnostic Assessment System for Senior High Schools in China Liping Liu, Zunmin Wu</p>
17.20-17.40		<p>From global student populations to localized HE settings: An example of an IMDP screening process for academic English and readiness Miia Konttinen, Lisa Lahtela</p>	<p>How far can digitalised language assessment assist in the teaching and learning of languages within the Italian university system? Thomas Wulstan Christiansen</p>	<p>Students and instructors' perceptions of the construct-(ir)relevance of language to literacy competence in testing literature: A work in progress Seyed Rahim Moosavinia, Kioumars Razavipour</p>	<p>Designing a principled approach for rater training and norming protocols: Integrating theory and practice Daniel J Reed, Heekyoung Kim, Aaron Ohlrogge</p>	<p>Learners' goals and the impact of assessment for and as learning: Examples from computerised diagnostic and dynamic assessment Dmitri Leontjev</p>
17.40-18.00		<p>Assessment in a globalised economy: A task-based approach to assess the proficiency of Dutch in specific occupational domains Sarah Smirnow, Lucia Luyten</p>	<p>Empowering learners for a demanding labour market: the "Groups for the Experimentation of Plurilingualism" program in Catalonia Montserrat Montagut Montagut</p>	<p>Assessment literacy in college learners of EFL Writing Shu-Chen Huang</p>	<p>Goethe's professional development of raters: Live-test data analysis as assessment Michaela Perlmann-Balme, Jane Lloyd</p>	<p>Diagnostic assessment: Its use in teaching and learning foreign languages Hyunsoo Hur</p>
18.00-18.20		<p>Évaluer la compétence à communiquer en français dans l'entreprise Dominique Casanova François Renaud, Alexandre Holle</p>	<p>La verifica come occasione di apprendimento e aggiornamento attraverso l'esperienza della certificazione glottodidattica DILS-PG di II livello Nicoletta Santeusano</p>	<p>The evaluation of Chinese students of Italian L2: Practices at the Universities for Foreigners of Perugia and Siena Giuliana Grego Bolli, Sabrina Machetti</p>	<p>Análisis del comportamiento de los calificadoros de una prueba de expresión escrita en el contexto de una prueba de domino Juan Miguel Prieto Hernández</p>	<p>From online diagnostic language assessment to tailored EFL learning --- CDA-based EFL listening diagnostic model construction Xiaomei Ma</p>
18.20-18.30						


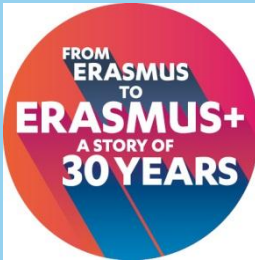
Thursday 4th May

Times	Plenary room	Sydney Room	Grace Room	Audrey Room	Liz Room	Regency Room
9.00-9.45	<p>Construct and content in context: Implications for language learning, teaching and assessment in China Prof Jin Yan</p> 					
9.45-10.30	Break & Poster Session 2					
10.30-10.50	<p style="text-align: center;">PANEL</p> <p style="text-align: center;">The Development of China's Standards of English and its Potential Application</p> <p style="text-align: center;"><u>Coordinator:</u> Wu Sha</p> <p style="text-align: center;"><u>Presentations:</u> Wu Sha Jianda Liu Han Baocheng Wang Weiwei Yu Han</p> <p style="text-align: center;"><u>Discussant:</u> Jin Yan</p>	<p>NEW RESEARCHERS - PAPERS</p> <p>¿Aprender en varias lenguas incide en el rendimiento en las competencias básicas? Jesús Grisaleña Urrecho</p>	<p style="text-align: center;">WORKSHOP</p> <p style="text-align: center;">Online text analysis tools for test development and validation</p> <p style="text-align: center;">Stephen Bax</p>	<p>Comparing speaking performances across tests and languages: Evaluating the success of an institutional rater training program Koen Van Gorp, Daniel Reed, Susan Gass</p>	<p>Validating university entrance test assumptions: Some inconvenient facts Bart Deygers</p>	<p>Developing productive writing tasks that test young learner A1 and A2 level communicative writing abilities Maggie Dunlop, Kathryn Davies</p>
10.50-11.10		<p>Modeling Oral Proficiency Development across Four Languages with the ACTFL OPIc Daniel R Isbell</p>		<p>Cut scores for combined constructs Beate Zeidler</p>	<p>Implications of employing performance-based testing in a university context Snezana Mitrovic</p>	<p>Assessing young learners speaking skills in primary education Mirna Pit</p>
11.10-11.30		<p>Can a test of structural reasoning help to predict language outcomes? Elina Stordell</p>		<p>The Cambridge English Global Analysis: Understanding English proficiency worldwide Michael Corrigan, Andrew Coombe</p>	<p>Academic literacy and language proficiency in testing: Overlapping and diverging constructs Kevin Cheung, Mark Elliott</p>	<p>Reconsidering the impact of language assessment on language learning and teaching: A survey on an Italian examination for young learners Paola Masillo, Carla Bagna, Sabrina Machetti</p>
11.30-11.50		<p>Investigating the necessary elements to design and implement a communicative test for engineering students: A backwash effect Ada Luisa Arellano Méndez</p>	<p style="text-align: center;">WORKSHOP</p> <p style="text-align: center;">Making multilingual language teachers digital in Denmark: ensuring quality in digital language teaching</p> <p style="text-align: center;">Stine Lema Charlotte Lorenzen</p>	<p>Combining the reliability of judgement with the validity of external alignment to create a powerful tool for teacher led assessment Ed Hackett</p>	<p>Encouraging better preparation: a new Test of Academic Literacy for entry onto postgraduate EMI courses Karen Ottewell</p>	<p>How big should the carrot be? An investigation into effects of differential incentivization on students' standardized proficiency test scores Susan Gass, Koen Van Gorp</p>
11.50-12.10		<p>Assessing the pragmatic competence of EFL learners at B2-C2 levels Edit Ficzere Willcox</p>		<p>Predicting readability of texts for Italian L2 students: A preliminary study Giuliana Grego Bolli, Stefania Spina, Danilo Rini</p>	<p>Towards a scale of academic language proficiency Stuart Duncan Shaw</p>	<p>The Impact of an integrated teaching, learning and assessment framework on students' performance and perceptions Huang Jing</p>
12.10-12.30	<p>What characterizes the quality of CLIL instruction? Karina Rose Mahan</p>	<p>Modelli di validazione qualitativa in contesti di large-scale assessment per le competenze linguistiche Cristiana Cervini, Monica Masperi</p>		<p>Post-entry language assessment in higher education: The interaction between home and school language in relation to academic language proficiency Lieve De Wachter, Jordi Heeren</p>	<p>Validation of a language test linked to a learning programme Vincent Folny, Sébastien Portelli</p>	
12.30-14.00	Lunch					

Thursday 4th May

Times	Plenary room	Sydney Room	Grace Room	Audrey Room	Liz Room	Regency Room
14.00-14.30	 <p>Connecting policy and practice at European level Kristina Cunningham</p>					
14.30-14.50	<p>PANEL</p> <p>Insights from research on sign language tests</p> <p><u>Coordinator:</u> Tobias Haug</p> <p><u>Presentations:</u> Tobias Haug Philida Schellekens Krister Schönström Ingela Holmström Laetitia Puissant-Schontz</p> <p><u>Discussant:</u> Mark Wheatley</p>	<p>WIPs</p> <p>Performance of multilingual speakers of Dutch on the ITNA admission test for higher education Ines Blomme, Leen Verrote</p> <p>Puglia integrante – dalla vulnerabilità all'integrazione: percorsi di inclusione per rifugiati e minori sperimentando un toolkit del Consiglio d'Europa Gianvito Ricci</p> <p>The use of blogs, Skype and authentic tasks in the modern language classroom Sara Bruun</p> <p>Do foreign language learners and native speakers mark coherence and cohesion in a different way? Sabine Steemans, Catherine Verguts, Ann Vlasselaers</p>	<p>Learning Oriented Assessment: Making the connections between learning, assessment and technology Angeliki Salamoura, Sarah Unsworth</p>	<p>The Construction and Validation of China Standards of English-Speaking: Principles, Procedures and Progress Yan Jin, Wei Jie</p>	<p>Measuring (linguistic) integration? German tests for migrants Sibylle Plassmann</p>	<p>Test takers' attitudes to different online speaking assessment formats José F L Pascoal</p>
14.50-15.10			<p>Using technologies to enhance a curriculum for CLIL Letizia Cinganotto, Juliet Wilson</p>	<p>Developing operational framework and descriptors of pragmatic effectiveness for China's standard of English Shuhua Wang</p>	<p>English language learning and assessment needs of economic migrants in the UK Sanjana Mehta</p>	<p>Investigations into the on-screen marking function in a tablet-based English reading test Shinhye Lee</p>
15.10-15.30			<p>Reflective practice and professional development qualifications for teachers of bilingual learners Martin Nuttall</p>	<p>An investigation into scale descriptors for spoken English proficiency: Analysis based on descriptor pool Wei Jie</p>	<p>FREPA descriptors and their role and contribution to integration of students from mixed linguistic backgrounds in a multilingual world Laura Ambrosio</p>	<p>Constraining issues in face-to-face and Internet-based language testing Jesús García Laborda, Mary Frances Litzler</p>
15.30-15.50			<p>Pensare CLIL con Cambridge Alessandra Varriale Gisella Langé</p>	<p>Italiano L2: Nuovi pubblici, nuove tendenze, nuove forme di valutazione Lucilla Lopriore Giuseppina Vitale</p>	<p>How to assess mediation? Waldemar Martyniuk</p>	<p>Integrating technology with language assessment: Automated speaking assessment Jing Xu, Graham Seed</p>
15.50-16.00						
16.00-16.45	Break & Poster Session 3 (New Researchers)					
16.45-17.05	<p>WORKSHOP</p> <p>Thumbs Up or Thumbs Down? Putting Apps to the Test</p> <p>Geoff Stead Evelina Galaczi</p>	<p>WIPs</p> <p>The role of language exams in Colombian higher education Bozena Lechowska, Edga Uribe Salamanca, Olga Uribe Enciso</p> <p>Digital challenges in the assessment of advanced European languages students in their final undergraduate year Emmanuelle Lacore-Martin, Carlos Soler Montes</p> <p>Scoring writing digitally – a tool for raters and test administrators Hanne Lauvik, Ingvild Kleiveland Vevle</p> <p>How value stream mapping at a Kaizen workshop at Cambridge English lead to a digital transformation in our test analysis Hugh Moss</p>	<p>WORKSHOP</p> <p>Languages in Education & CLIL</p> <p>David Marsh</p>	<p>Aligning China Standards of English (CSE) with the CEFR Chuan Peng</p>	<p>Outcomes of the introduction an external English language assessment in Portugal Jane Lloyd</p>	<p>Teaching Italian as a second language to migrants. Mixed competence levels and linguistic backgrounds in the same classroom: A challenge Cecilia Pani</p>
17.05-17.25				<p>An investigation of the influence of age-related factors on the construction of China's standards of English Jun Wang</p>	<p>What will high-stakes language testing bring to Spain through the new LOMCE exams? Jesús García Laborda</p>	<p>Certificazione PLIDA. Alcune riflessioni su valutazione e testing per gli apprendenti provenienti da lingue distanti e in particolare sinofoni Silvia Giugni, Barbara D'Annunzio</p>
17.25-17.45				<p>Development of consecutive interpreting strategic competence scale Yi Xu</p>	<p>QualiCEFR: A Quality Assurance template to achieve innovation and reform in language education through CEFR implementation Enrica Piccardo, Brian North, Eleonora Maldina</p>	<p>Standard valutativi e didattici per l'italiano nel mondo: le attività della Società Dante Alighieri Giammarco Cardillo, Paola Vecchio</p>
17.45-18.30	 <p>Making the connections: digital innovation and diagnostic feedback Dr Helen Yannakoudakis & Dr Ardeshir Geranpayeh</p>					
18.30-21.00	Networking Reception with Drinks, Buffet Dinner & Live Band (offered by ALTE for all delegates)					

Friday 5th May

Times	Plenary room	Sydney Room	Grace Room	Audrey Room	Liz Room	Regency Room
9.00-9.45	<p>Language testing washback and impact in our globalized world Prof Kathleen M Bailey</p> 					
9.45-10.30	Break & Poster Session 4					
10.30-10.50	<p>LESSONS LEARNT FROM ITALY IN LANGUAGE LEARNING, TEACHING AND ASSESSMENT</p> <p>European Policies and Language Education in Italy: managing the change Gisella Langé</p> <p>Linking policy and practice: the example of e-twinning Donatella Nucci</p> <p>Promoting quality in language assessment at the national level: the CLIQ association CLIQ association</p>	<p>NEW RESEARCHERS - PAPERS</p> <p>An AUA Validation Study of the Integrated Teaching and Assessment Framework Huang Jing</p>	<p>WORKSHOP</p> <p>Erasmus+: Funding opportunities for language education Lorenza Venturi</p> 	<p>Measuring the washback of a learning-oriented assessment Edward Li, Keith Tong</p>	<p>Assessing speaking – the challenge of eliciting authentic performance Alex Thorp, Cathy Taylor</p>	<p>How politics influences the reception of a test: The case of an English C1-test for lecturers in Flemish universities Frank Van Splunder, Catherine Verguts</p>
10.50-11.10		<p>Construction of CDA-based Dynamic Intervention for EFL Listening Test Yihe Yan, Xiaomei Ma</p>		<p>The implementation of a French language certification: Positive washback and wider resulting effects Stéphanie McGaw</p>	<p>Nonverbal delivery in speaking assessment: An intercultural case study Mingwei Pan</p>	<p>Certifications: Tools for a policy of educational cooperation and to accompany language learning. The example of French in Italy Virginie Salles, Lucile Chapiro</p>
11.10-11.30		<p>The Generation of an Individualized Cognitive Diagnostic Report for College English Writing Tan Yandan, Xiaomei Ma</p>		<p>Washback research in the expanding circle: Insights from social psychology and linguistic imperialism Kioumars Razavipour</p>	<p>Principled development of a score reporting for young language learners tests based on research in psychology of teaching and learning Maggie Dunlop, Mark Elliott</p>	<p>Public examinations in Hong Kong: Stakeholder recognition and understanding Neil Drave</p>
11.30-11.50		<p>Assessment in the future: A Cognitive Diagnostic Modelling for College English Reading Test Du Wenbo, Xiaomei Ma</p>		<p>Testing pre-service teachers' spoken English proficiency: Design, washback and impact Daniel Xerri, Odette Vassallo, Sarah Grech</p>	<p>The use of test taker productions in redesigning writing assessment grids: A corpus based study Dina Vilcu, Lavinia-Iunia VasIU, Antonela Arieşan</p>	<p>Student perceptions of the CEFR levels and their ability to rate their speaking in English Mary Frances Litzler</p>
11.50-12.10				<p>Investigating scoring procedures in language testing Anna Mouti</p>	<p>Monitoring languages in a three language policy setting: Experiences in Kazakhstan Remco Feskens, Anneke de Graaf</p>	<p>Test takers' views and feedback on the L2 Sami language and the language test Sari Ahola, Henna Tossavainen</p>
12.10-12.30					<p>Developing a Japanese language test for a multilingual online assessment system: Towards an action-oriented approach to Japanese instruction in Europe Tomoko Higashi, Chieko Shirota</p>	<p>Comparing L2-speech perception across different L1-backgrounds: Intelligibility and the Common European Framework of Reference for Languages (CEFR) Bettina Beinhoff</p>
12.30-13.00		<p>Scholarship Awards & Closure</p>				

Poster Session 1 – Wednesday 3rd, 2.00-6.30pm

Intersubjectivity, foreign language proficiency and the development of pre-service teachers' linguistic-communicative competences in teletandem interactions

Douglas Altamiro Consolo
Gerson Rossi dos Santos

Investigating the TestDaF benchmarking process

Claudia Pop

Language assessment and effective teaching and learning for English language learners in Florida

Tunde Szecsi
Janka Szilagyi
Melissa Meehan

English teachers' perceptions of China's Standards of English for speaking

Wang Hua
Jie Wei

Poster Session 3 – Thursday 4th, 2.00-6.30pm (New Researchers)

Developing and validating a reading strategy scale for Chinese tertiary EFL learners

Zhou Yanqiong

Looking into listening: The influence of context videos in computer-based assessment of listening comprehension

Leska Schwarz

From language assessment literacy to better teaching and learning

Maria Guzikova
Tatiana Rasskazova

Linking performance assessment to language scales: Challenges of the rating method effect

Xiaoyi Zhang
Shaoyan Zou

Poster Session 2 – Thursday 4th, 9.00-12.30pm

Meeting student needs through informal assessment OR do I know what I need to know?

Andrea Kulmhofer
Christina Schimböck

The Language Centre at Pisa University faces the challenges of digital assessment in an evolving community

Susan Corrieri
Ida Brucciani

Verifica delle possibilità per una certificazione della lingua araba

Aisha Nasimi

What can we learn from language assessment results with a statistical perspective?

Mehmet Kaplan
Nursel Tan Elmas

Poster Session 4 – Friday 5th, 9.00-12.30pm

25 Years of UNlcert® – Quality Assurance in university language teaching and learning

Johann Fishcer
Astrid Reich

Advanced proficiency: How to get there?

Susan Gass

El español y la certificación lingüística en la Universidad de Salamanca

Juan Miguel Prieto
Marta García