



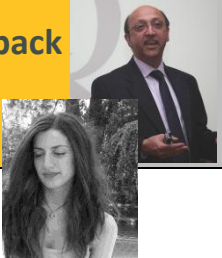
Wednesday 3<sup>rd</sup> May

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

Thursday 4<sup>th</sup> May


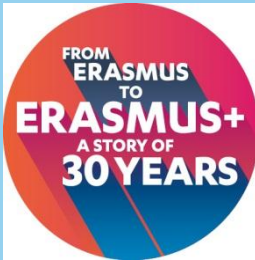
Times	Plenary room	Sydney Room	Grace Room	Audrey Room	Liz Room	Regency Room
9.00-9.45	<p><b>Construct and content in context: Implications for language learning, teaching and assessment in China</b> Prof Jin Yan</p> 					
9.45-10.30	<b>Break &amp; Poster Session 2</b>					
10.30-10.50	<p style="text-align: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

Thursday 4<sup>th</sup> May

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



Friday 5<sup>th</sup> May

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



**Poster Session 1 – Wednesday 3<sup>rd</sup>, 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 4<sup>th</sup>, 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 4<sup>th</sup>, 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 5<sup>th</sup>, 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