

Papers in Language Testing and Assessment

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An international journal of the Association for Language Testing
and Assessment of Australia and New Zealand.

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Introduction

It is my pleasure to introduce Volume 2, Issue 1 of *Papers in Language Testing and Assessment*, this being the first of two issues that will be published in 2013.

This first issue of Volume 2 features three original research papers that were presented at the inaugural ALTAANZ Conference held at the University of Sydney in November 2012. The theme of the 2012 ALTAANZ Conference, *Innovative Language Assessment: Challenges and Complexity*, is addressed from various perspectives in contributions from New Zealand, Hong Kong and Australia, respectively: in the context of tertiary post-entry language assessment, Erlam, von Randow and Read investigate the validity of an online rater training program and Lockwood discusses the role of a diagnostic assessment tool in addressing academic language support needs, while Motteram proposes a framework for interrogating test constructs for their inherent value assumptions.

Also in this issue, Elder et al. (Australia) report on a project exploring criteria and standards of a specific-purpose English proficiency test for health professionals in relation to workplace expectations of effective communication. The issue includes two book reviews: Hill writes on Kirsch's *Teaching Foreign Languages in the Primary School* and Frost, on Gass's *Second Language Acquisition: An Introductory Course (4th ed.)*.

I would like to thank the contributors to this issue and the reviewers of their work, my co-editor, Ute Knoch, members of the Editorial Board, and the Editorial Assistant for their input and their support for the journal.

I invite readers to enjoy this issue and to look out for the next issue of PLTA in December 2013.

Sally O'Hagan

Co-Editor

University of Melbourne

Information for contributors

Papers in Language Testing and Assessment is a peer reviewed international journal which publishes research, commentary and review articles of interest to its readership. It is published annually or biannually and is freely available online at ALTAANZ (<http://www.altaanz.org/>), and at the Language Testing Research Centre (<http://ltrc.unimelb.edu.au/>).

Submissions can be made at any time throughout the year and should be sent to the Editorial Assistant, Cathleen Benevento, at plta.editor@gmail.com as an email attachment. Correspondence on editorial matters should be addressed to the Editor at plta.editor@gmail.com.

Papers in Language Testing and Assessment accepts original research papers (max. 7,000-8,000 words), essays/discussion papers on theory (max. 5,000 words), book reviews (1,000-2,000 words) and test reviews (1,000-2,000 words).

Manuscripts should be prepared according to the following guidelines:

- Articles should be no more than 8,000 words in length, including notes and tables but excluding references and appendices.
- Articles should be preceded by an abstract of no more than 200 words and by up to 5 key words.
- Sections of articles should be headed, but not numbered.
- Referencing should conform to APA 6th style as set out in the Publication Manual of the American Psychological Association, 6th Edition. Examples of APA 6th referencing can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>.
- Single quotation marks should be used for short quotations. Double quotation marks should be used within single quotation marks to indicate quoted material in the original source.
- Quotations of more than four lines should be indented and separated from the main text by a blank line above and below.
- Tables should be numbered consecutively, and figures should be numbered in another consecutive series.
- Each table and figure should have a brief explanatory title.
- Table titles should be placed above the table, and figure titles should be placed below the figure.