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An international journal of the Association for Language Testing
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Introduction

This is the second of a two-part special issue on 'Assessing Language in Higher Education'. As with Part 1, the articles cover a range of educational contexts (in this case Egypt, China, the Pacific and the USA) as well as assessment purposes.

Continuing the theme of sensitivity to local contexts, two of the papers explore the effectiveness of 'imported' assessment solutions. In the first of these, Khalifa, Khabbazbashi, Said and Salam investigated the use of a suite of commercial tests as part of a project designed to improve teaching, develop workplace language skills and provide internationally recognized certification for tertiary students in Egypt. The second paper (Johnson & Riazi) used an argument-based approach to investigate the validity of using a placement test designed for use in the US (an English language majority context) in an EFL context .

Building on a growing number of argument-based validation studies, Johnson and Riazi used a hybrid of Kane's (1992, 1994) interpretive model and Bachman's (2005) and Bachman and Palmer's (2010) assessment use argument. The study described in Li's paper, on the other hand, drew on the interpretation and use argument (IUA) structure used by Chapelle, Enright, and Jamieson (2008) to investigate whether a self-assessment tool could be used to provide evidence for the extrapolation inference of an English placement test.

Finally, Song, Cheng, and Klinger report on a study which used DIF and DBT to investigate gender effects in a high stakes postgraduate entry test in China, identifying some serious questions about test quality in the process.

Once again the authors are to be congratulated for their interesting and thought provoking contributions.

Kathryn Hill

Guest Editor

Latrobe University, 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 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.