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Information for contributors

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. 8,000 words), essays/discussion papers on theory (max. 5,000 words), research digests (2,000-3,000 words), book reviews (1,000-2,000 words) and test reviews (2,000-4,000 words).

Manuscripts should be prepared according to the following guidelines:

- Include the author(s)' contact details, academic title and affiliation.
- Articles Research papers/discussion papers should be preceded by an abstract of no more than 200 words and by up to 5 keywords.
- Sections of articles should be headed, but not numbered.
- Referencing should conform to APA style as set out in the *Publication Manual of the American Psychological Association* (7th ed.). An example of a guide to APA 7 can be found [here](#).
- Double quotation marks should be used for short quotations.
- Quotations of 40 words or more should be indented.
- 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.

SPECIAL ISSUE

Negotiating tensions between language assessment policies and practices: the role of the language testing professional

A celebration of 30 years of work at the University of Melbourne's Language Testing Research Centre (1990-2020)¹

Guest editor: Cathie Elder

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¹ https://arts.unimelb.edu.au/_data/assets/pdf_file/0008/3940676/LTRC-History_Elder_McNamara_2020.pdf

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Introduction

Language tests are widely used in Australia and elsewhere to implement institutional policy, to serve educational goals and to regulate transitions into study and employment. The different roles language testers play in promoting fair and just test use in these highly consequential contexts and the factors promoting or constraining the effectiveness of their interventions with policy makers, employers, educators and test takers have seldom been discussed. This special anniversary issue, celebrating 30 years of work at the University of Melbourne's Language Testing Research Centre (1990-2020), offers a series of reflections on these matters by past and present Centre staff and associates. All contributors draw on their experience with Centre projects to reflect on the different dimensions of language testers' policy engagement. The papers consider the diverse stakeholders and competing constructs and agendas implicated in the provision and uptake of policy advice in various contexts of test use and the understandings of tests and test scores by various consumers and actors in the policy arena.

Two founding fathers of the Centre, Professors Joe Lo Bianco and Tim McNamara, have generously offered a response to these papers. McNamara's opening piece serves to frame the contributions, which he sees as marking a growing and long overdue awareness of the policy-centred character of our discipline. Lo Bianco's closing remarks outline the "generational" achievements of the Centre and what each paper reveals about the traction of tests and testing expertise within a changing and challenging policy environment.

The issue concludes with two book reviews written by valued associates of the Centre and authored by current and former staff.

Cathie Elder
Guest Editor