

WORKSHOPS AND OPENING RECEPTION: THURSDAY 27 NOVEMBER

Registration	12:00-1:00 3:00-4:00	Foyer in front of Room 302 and 303, Social Sciences building (no. 24)	
		Room 303 (Social Sciences building (no. 24))	Room 302 (Social Sciences building (no. 24))
Workshops	1:00-3:30	Workshop 1 Large-scale, standardized and classroom assessments <i>Professor Micheline Chalhoub-Deville</i>	
Afternoon tea	3:30-4:00	Foyer in front of Room 302 and 303, Social Sciences building (no. 24)	
	4:00-6:30		Workshop 2 The role of interpretation in assessment for learning in languages education <i>Associate Professor Angelo Scarino</i>
	4:00-6:30	Workshop 3 Improving EAL learning outcomes through enhancing teacher assessment literacy <i>Professor Chris Davison</i>	
Registration	5:30-6:30	Foyer in front of Room 302 and 303 in Social Sciences building (no. 24)	
Opening reception	6:45-	UQ Art Museum (James and Mary Emelia Mayne Centre, Building 11)	

CONFERENCE DAY 1: FRIDAY 28 NOVEMBER

Registration	8:00-9:00	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Welcome	9:15-9:30	Auditorium (Room 212, Sir Llew Edwards Building [no. 14])			
Plenary address	9:30-10:30	The new frontiers of validity and L2 constructs <i>Professor Micheline Chalhoub-Deville, University of North Carolina, Greensboro</i>			
		Room 115	Room 116	Room 217	Room 216
Parallel Session A	10:35-11:05	Language assessment policy and practice: ethics and accountability Validating test-takers' voices <i>Liyong Cheng</i>	Research methodology for exploring language assessment Assessment of students with complex language contact backgrounds in Australia and the United States: the need for a contextualised research methodology <i>Denise Angelo, Catherine Hudson & Rosalie Grant</i>	Standardised tests: development, implementation and/or use by institutional stakeholders Involving Test-takers in Validating Uses of High-stakes Language Assessments: Opportunities and Challenges <i>Ngoc T. H. Hoang</i>	
Morning Tea	11:05-11:30	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Parallel Session B	11:30-12:00	Pleading guilty without understanding? The challenges of assessing English comprehension in a forensic context <i>Catherine Elder</i>	The interface between test validation and research methodology: The pledge of mixed-methods research (MMR) <i>Mehdi Riazi</i>	High-stakes test preparation across different contexts: Australia, China and Iran <i>Shahrzad Saif, Jia Ma, Lyn May & Liyong Cheng</i>	Language assessment policy and practice: ethics and accountability Weekly diary studies of the washback of a National English Test on Student Out-of-Class English Learning in China

					<i>Xiaohua Liu</i>
Parallel Session C	12:05-12:35	Linking theory to practice in the assessment of second language spoken proficiency: Teachers' and students' perspectives on different assessment types <i>Martin East</i>	Measuring rater variability in interpreter performance testing: Using classical test theory, generalizability theory and Rasch measurement <i>Chao Han</i>	NAPLAN and the problem LBOTE category: Patterns in LBOTE student test answers and their English language proficiency level <i>Sue Creagh</i>	Assessing language for academic purposes What makes a good performance? – analysis of test-taker discourse of the IELTS Academic Speaking Task <i>Noriko Iwashita & Claudia Vasquez</i>
Parallel Session D	12:40-1:05	The place of English in the University Entrance Examination in China: An update <i>Peter Yongqi Gu</i>	Unleashing the power of the Halliday-an third eye; 'tone' in letter writing tasks made visible <i>Johanna Motteram</i>	Second language proficiency models and implications for developing assessment tasks Tripartite conceptualizations of English language proficiency in Australian higher education and the role of post-entry language assessment <i>Paul Moore & Michael Harrington</i>	"An ability-in writer-in context": An interactive model of L2 academic writing performance <i>Mehdi Riazi</i>
Lunch and ALTAANZ AGM	1:05-2:15	Lunch - Level 1 Foyer, Sir Llew Edwards Building (no. 14) AGM – Room 116, Sir Llew Edwards Building (no. 14)			
Works in Progress*	2:15-3:15	1, 2 and 3	4, 5 and 6	7, 8 and 9	10, 11, 12 13, 14, 15* Room TBA
Parallel session E	3:15-3:45	Living with IELTS: A narrative inquiry into the	Comparing the predictive power of	Standardised tests: development,	Assessing language for academic purposes

		lived experiences of IELTS test candidates. <i>Megan Yucel</i>	regression, CART, and Artificial Neural Networks: An English reading comprehension study <i>Vahid Aryadoust</i>	implementation and/or use by institutional stakeholders Efficacy: Student perceptions of English language tests as indicators of academic preparedness <i>John Gardiner & Stephen Howlett</i>	Coherence and cohesion in academic writing: An observational study of discussions between raters <i>Janet von Randow & Helen Basturkmen</i>
Afternoon tea	3:45-4:10	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Parallel Session F	4:10-4:40	Listening to test-taker voices <i>M. Obaidul Hamid</i>	Effects of corrective feedback on L2 pragmatic development <i>Nguyen Thi Thuy Minh Do Thanh Ha, Nguyen Tuan Anh & Pham Thi Thanh Thuy Khoi Ngoc Mai</i>		Integrating pragmatic and interactional features of language use into academic language assessment: What discursive features are measurable? <i>Naoki Ikeda</i>
Parallel Session G	4:45-5:15	Washback effect on Chilean teachers of English: The case of SIMCE test <i>Silvana Flores</i>	How do pre-service teachers do language testing and assessment in their practicum? <i>Nguyen Thi Huynh Loc</i>		Predicting integrated writing performance from lexico-grammatical knowledge and reading proficiency using Structural Equation Modeling <i>Vahid Aryadoust & Susan Tan</i>
Group photos	5:20	TBA			
Conference Dinner	6:30-	St Leo's College, College Road, St Lucia (J13 on the campus map)			

CONFERENCE DAY 2: SATURDAY 29 NOVEMBER

Registration	8:00-9:00	Level 1 Foyer Sir Llew Edwards Building (no. 14)			
Plenary address	9:00-10:00	Auditorium (Room 212, Sir Llew Edwards Building [no. 14]) Expanding language assessment practices: The possibilities and challenges of assessing the interpretation and exchange of meaning in language learning in the context of linguistic and cultural diversity <i>Angela Scarino, University of South Australia</i>			
		Room 115	Room 116	Room 217	Room 216
Parallel Session H	10:05-10:35	Classroom-based assessment What does classroom interaction look like in high-stakes exam classes? <i>Dina Tsagari</i>	Assessing language for professional purposes In-service teachers' responses to a language assessment and training program in Vietnam <i>Khoi Ngoc Mai</i>	Technology and language assessment Using CALL Pre-reading Activities on Assessing Learners' Reading Comprehension <i>Bahman Gorjian</i>	Symposium Teacher Responses to Assessment at ICTE-UQ Introduction to ICTE-UQ context Iain Mathieson 'Stand and deliver': reflections on the content and assessment of a bespoke English language academic programme <i>Maree Sandeford</i>
Morning Tea	10:35-11:00	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Parallel Session I	11:00-11:30	Assessment for learning in EFL classroom: A case study of practices in a Vietnamese university	Building a validation argument for the Occupation English Test (OET): Investigating test	The Reliability of Automated Rating Machines in Predicting the Quality of Reflective	Symposium (cont.) Auditory Thinking: a scaffold for helping learners answer

		<i>Duyen T. Tran</i>	taker processes on the listening subtest <i>Kellie Frost & Ute Knoch</i>	Blog Posts Based on Limited Linguistic Features <i>Brad Blackstone, Wu Siew Mei & Vahid Aryadoust</i>	knowledge-based test questions on connected speech <i>Arizio Sweeting & Martin Dutton</i> It's a Musical Language: The effect of intervention on pronunciation assessment outcomes <i>Vicki Bos & Megan Yucel</i>
Parallel Session J	11:35-12:05	Assessing the impact of teacher feedback on accuracy in the writing of EFL learners: A longitudinal study <i>Ali Rastgou</i>	Transitioning from university to the workplace: Stakeholder perceptions of academic and professional writing demands <i>Ute Knoch, Lyn May, Susy Macqueen, John Pill & Neomy Storch</i>	Validation of a web-based test of ESL sociopragmatics <i>Carsten Roever, Catriona Fraser & Catherine Elder</i>	Symposium (cont.) Using a web-based interactive tool for formative assessment via mobile devices <i>Paul Forster</i> Q & A
Lunch & Posters**	12:05- 1:00	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Parallel Session K	1:05-1:35	Assessment Literacy of Foreign Language Teachers: Findings of a European Study <i>Dina Tsagari & Karin Vogt</i>	Stakeholder perceptions of test impact: The case of IELTS and overseas trained teachers <i>Judie Cross, Jill Murray & Ken Cruickshank</i>	Network Group Forum Meeting of Minds: Educators reveal issues in their diverse classroom contexts for language testing and assessment researchers <i>Cathie Elder, Denise Angelo, Cath Hudson</i>	
Parallel Session L	1:40-2.10		Language testing in medical registration procedures: Perceptions		

			of the role of language and communication skills <i>John Pill & Sally O'Hagan</i>	<i>(coordinators)</i>	
Parallel Session M	2:15-2.45pm	Identifying and assessing the full cohort of year two English language learners in a regional town of northern Queensland <i>Courtney Farley & Denise Angelo</i>	Writing demands of healthcare professionals <i>Susy Macqueen, Sharon Yahalom, Hyejeong Kim & Ute Knoch</i>	Assessing language for academic purposes What can you see in those clouds? : An image based PELA <i>Craig Baird & Patricia Dooley</i>	
Afternoon tea	2:45-3:15	Level 1 Foyer, Sir Llew Edwards Building (no. 14)			
Closing plenary	3:15-4:15	Auditorium (Room 212, Sir Llew Edwards Building [no. 14]) Teacher-based assessment of English as a second or additional language: Challenges in theorizing our practice <i>Chris Davison, The University of New South Wales</i>			
Conference closing	4:15-4:35	Includes announcement of Best Student Presentation award			
Group photos	4:40	TBA			

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