

Language Assessment Matters

Issue 16, May 2022

The Newsletter of the Association for Language Testing and Assessment of Australia and New Zealand

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Message from the Co-Presidents

Greetings ALTAANZ Community,

Although we might be viewed from the outside as a highly specialized, even niche, group concerned with best practice in *language* testing and assessment, the work of ALTAANZ spans diverse educational, work and professional contexts, and it reaches into vast policy areas such as immigration, citizenship and education. None of these contexts is commonly understood as being primarily about *languages*, yet languages are an active ingredient in all of them, often through assessment processes that may or may not be called ‘language assessments’. On top of this, across all these contexts, there is currently a great deal of adaptation underway in the field. Necessary adaptations can be witnessed in diverse, but frequent activities such as carrying out formative assessment effectively in virtual classrooms or administering high-stakes tests securely. So, across our ALTAANZ professional network, we are trying to improve practice in changed circumstances. We are also keeping an eye on policy developments that are using *language assessments* or *assessing via language*. In relation to this, we’d like to draw your attention to three relevant discussions:

1. The ALTAANZ contribution to the [ALANZ-ALAA-ALTAANZ Conference](#) (25-27 November, Wellington, NZ) will be a Colloquium titled ***The invisibility of language in ‘mainstream’ assessment tools***. The ALTAANZ school teacher representatives (Denise Angelo, Julie Luxton and Catherine Hudson) have been working hard to create a space for a thoughtful discussion on how English language proficiency can be overlooked in ‘mainstream’ school assessment instruments and the ramifications of this.

2. In this edition, NZ Teacher Rep, Julie Luxton, has given an update on the **NZ Certificate of Educational Achievement (NCEA) Change Programme** proposal for two new subjects – English as a Second Language and Comparative Language – which have the potential to improve learning and further education opportunities for English language learners.
3. ALTAANZ has responded to the Australian Government [Review of Education services for overseas students](#) which is seeking input on the use of an independent assessment in the transition to university, among other things. The response is included in this edition.

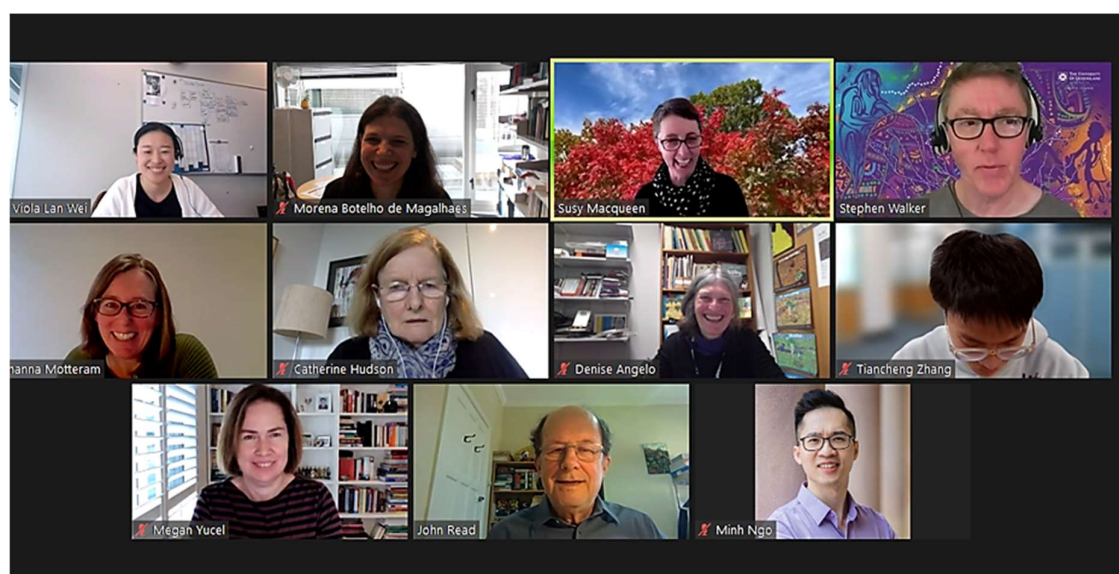
With the **2021 ALTAANZ Online Research Forum** now under our belts, we can feel satisfied that we have been able to adapt to the constraints of the pandemic and connect with each other on research matters. Although virtual events have their own constraints, for diverse memberships such as ALTAANZ, there is a lot to be said for inexpensive and accessible ways of disseminating and discussing research. At the forum, we also held our 2021 AGM and were pleased to welcome our **new NZ Student representative, Tiancheng Zhang (Will)**. And talking of adaptation, in this edition, our student representatives report on their event ‘Dealing with COVID-19 disruptions’.

Another exciting initiative from our Student Representatives is the ‘In Conversation with PLTA authors’ series which is in the format of a reading group. You can read about the first session, which was on the somewhat elusive notion of *Interactional Competence*. These sessions are a fantastic opportunity to get behind the scenes on published research and we thank the authors Alfred Rue Burch and Katharina Kley for their generosity in participating in this event.

Finally, please do reach out to ALTAANZ if you would like to suggest a professional development opportunity or draw our attention to an assessment or policy matter.

With best wishes as we head into the cooler months,

Susy and Morena
ALTAANZ Co-Presidents



Pictured: ALTAANZ Executive Committee members during the May 2022 meeting. Missing from picture: Ute Knoch (Vice President), Jason Fan (PLTA Co-Editor), Julie Luxton (Teacher Representative, New Zealand), Leila Zohali (Student Representative, Australia) and Annemiek Huisman (administrative officer).

Introducing Tiancheng (Will) Zhang, new student representative for New Zealand

Tiancheng Zhang is a third-year Ph.D. candidate in the Faculty of Education and Social Work, the University of Auckland. His research focuses on using Cognitive Diagnostic Assessment to understand and improve the DELNA listening assessment task. Tiancheng developed an interest in language assessment when he taught English as a second language at a University in Xi'an, China. The teaching and research experiences always encouraged him to figure out what kinds of assessment and feedback can best facilitate language learning and teaching.





ALTAANZ Online Research Forum 2021
Current Issues in Language Assessment & Testing
2–3 December 2021

Pictured: ALTAANZ Online Research Forum 2021 banner

ALTAANZ Online Research Forum 2021 – Another successful event!

At the end of a second year of lockdowns and travel restrictions, ALTAANZ held another successful online event. Our 2021 Research Forum took place on 2 and 3 December, with live presentations on Zoom and 82 participants from around the globe. Delegates from Australia, New Zealand, Asia, the Middle East, Europe, and North America attended the forum.

The event started with an informal gathering followed by a welcome message from the forum organising committee. Soon after the official opening, the first presenters took the virtual floor and day one proceeded with presentations covering a wide range of topics, including work-in-progress projects. Research study papers, conceptual papers, and assessment practice presentations were delivered with active participation from the audience. Attendees were enthusiastic (regardless of the time zone they were in 😊) and interesting discussions were held in the many sessions throughout the day. Participants also interacted in the student gathering and in the teacher networking session held on day one, and during the breaks when a 'Social Zoom' was open. Feedback from attendees revealed that the social rooms were well-received and "added a nice element to the event". The rooms were available during every break on both days, and people could come and go as they pleased. Members of the organising committee were always present, which helped create "a really relaxed atmosphere", one participant remarked.

But the highlight of the forum's first day was the keynote address by our very own Susy Macqueen, Co-President of ALTAANZ. Susy offered a re-interpretation of test constructs, seeing them as dynamic phenomena, developing from 'private' activities of test developers and test-takers to the more 'public' activities of marketers and policy makers. She focused on the "perceived construct" and discussed some of the ways in which perceived constructs can guide social, political, and cognitive activity in and around test-taking. She argued that this means seeing constructs as "a dynamic network of activity has the potential to enable more congruence between how people understand and use language assessments and how they are experienced by test-takers". Susy answered questions on her address and more informal ones during the ALTAANZ Social Event, which closed the activities of the first day. Susy's speech will be made available to the public in the near future.

Forum participants met again the following day, which began with another informal gathering before the presentations started. As on day one, the many presenters were welcomed by a lively audience asking questions and providing feedback. The ALTAANZ AGM was held on day two, with elections for office bearers. Ute Knoch (Vice President), Viola Lan Wei (Secretary), Megan Yucel (Treasurer), Leila Zohali (Student Representative), and Xuan Minh Ngo (Student Representative) were confirmed in their positions, and we welcomed Tiancheng Zhang (Will), our in-coming New Zealand Student Representative. Forum participants also had the opportunity to learn more about our journal in the session with PLTA editors John Read and Jason Fan, which was of particular interest to many of our student members.

The 2021 online forum came to an end with the Awards Ceremony and some closing remarks at the end of day two. Two awards were presented: 'People's Choice Paper Presentation' and 'Best Student Paper Presentation'. The winner of the People's Choice Award was selected by the audience. Forum attendees participated in ballots at the end of every presentation. The best student paper was selected by the ALTAANZ 2021 Best Student Paper Committee, which was presided over by Ivy Chen. Jiayi Li and Peter Gu won the People's Choice Award with their presentation titled 'What's Developed in Teacher Continuous Professional Development in Classroom Assessment Literacy?'. Former ALTAANZ Student Representative, Maria Treadway was awarded the Best Student Paper Presentation with her paper 'Setting standards: Using Subject Matter Experts to Decide How Much is Enough'.

The ALTAANZ Online Research Forum 2021 provided an opportunity for members of our community to network and learn together. Despite the adversities of recent times, our community welcomed another online event which attracted participants from various professional groups and diverse research interests. One participant commented that they attended the forum in the hope of finding out more about "research trends in applied linguistics and language assessment happening across the globe". The same participant remarked that the forum did exactly that.

NCEA Review and Learning Languages in Aotearoa NZ – Update

Schools in Aotearoa NZ are currently dealing with the rapid spread of Omicron. The focus is on adaptation to high staff and student absences through hybrid learning approaches and year level attendance rostering. In recognition of the significant impact of the COVID-19 pandemic on schools and on the workloads of leaders and teachers, the NZ Certificate of Educational Achievement (NCEA) Change Programme has been rephased over an additional year. This means that the new achievement standards will now be implemented for all NZ Curriculum and Te Mātauranga o Aotearoa subjects in 2024 (Level 1), 2025 (Level 2) and 2026 (Level 3). In 2022 full pilots will be run only for the Literacy and Numeracy and for Te Reo Matatini me te Pāngarau standards and for Te Ao Haka, a new Māori performing arts standard. There will be mini-pilots in other subjects.

In the last newsletter, I wrote about the proposal for two new Learning Languages approved subjects – English as a Second Language and Comparative Language – assessed against achievement standards for NCEA Levels 2-3. 2021 public consultation survey responses indicated strong support (78.9%) for the proposal that ESOL become an approved subject. This would provide more equitable opportunities for English Language Learners from a range of backgrounds – migrants, refugees and international students - including pathways into further study and employment, especially if the subject could also be approved for University Entrance. The TESOLANZ submission noted that 90% of its members surveyed in 2019 wanted achievement standards for ELLs in secondary schools.

However, the Ministry of Education (MOE) has recommended deferment of this development because ‘ESOL will require a bespoke development process’ involving simultaneous development at all three NCEA levels – similar to the approach planned for NZ Sign Language. TESOLANZ has written to the MOE about this deferment, which is likely to be long given the extended NCEA Change timeframe. It is viewed as an opportunity for TESOLANZ to engage in consultation with the MOE at the scoping and development phases to ensure equitable outcomes for the diverse cohort of learners who will study ESOL and be assessed against the achievement standards. Useful information about EAL/D provision in a range of Australian states has been shared by ALTAANZ Executive colleagues to help inform future consultation conversations.

Consultation feedback on Comparative Language as a proposed subject was varied. 54.4% of respondents were in favour of its development. They cited a gap in current language education for heritage or fluent speakers, especially as languages such as Hindi, Cantonese, Tagalog, Fijian and Afrikaans are not taught in Aotearoa NZ schools. TESOLANZ supported Comparative Language as providing ‘an opportunity for community language knowledge to be recognised and affirmed in the NCEA context’. Most respondents wanted more clarity about its intent and purpose, as well as who would be defined as a ‘heritage’ speaker of a language. Development of Comparative Language has therefore been deferred as well.

Further information can be accessed at [2021 Recommendation and Rationale for the New Zealand Curriculum NCEA Level 2 and 3 final subjects](#)

Secondary English Language specialist teachers have been involved in online discussions about the implications for English language learners of the draft foundational Literacy standards which will be piloted in over 200 schools this year. Achieving these Reading and Writing standards will be a co-requisite for achieving NCEA and – unlike the current approach – they will be assessed externally via a Common Assessment Activity (CAA) delivered by the NZ Qualifications Authority. This CAA can be attempted by students when they are ready, from Year 9 onwards. This change is designed to

strengthen requirements and assessments because of declining literacy and numeracy levels, but it has received a mixed response from school leaders and teachers. English Language teacher discussions at this stage have focused on building understanding of standard requirements and exploring strategies to help ELLs develop the required skills for these assessments - without compromising the rich cross-curricular nature of English Language courses in our schools.

See [NCEA Education: Literacy](#) for further information.

Julie Luxton

ALTAANZ Teacher Representative (Aotearoa NZ)

julielux2019@gmail.com

Building a consortium for Language and Linguistics advocacy in Australia

ALTAANZ is participating in an initiative to bring together various language-focused associations for the purposes of building a consortium for language and linguistics advocacy. This effort may include joint statements and submissions on policy matters as well as public communication and outreach among other things.

An initial joint exercise was a submission to the Australian Senate Inquiry about the Ministerial capacity to veto applications recommended for funding by the Australian Research Council. Thanks to Ilana Mushin, President of the Australian Linguistic Society, for her rapid drafting of this response, and for her leadership of this broader initiative to create a stronger voice from language-focused associations for engagement in advocacy and publicity work that is of national concern.

At an initial roundtable with at least eight other associations in November last year, Denise Angelo, ALTAANZ Teacher Representative, introduced the work of ALTAANZ to the consortium. Denise proposed that language-focused organisations commit to being informed, building shared and deep understandings of language issues broadly in relation to policies for different professions and different language communities.

In particular, Denise pointed to the need to engage in areas outside those that have 'language' as an obvious and central concern, for example, education, health and citizenship. She highlighted the need to pay attention to policy developments in which language is a key, but not often visible, mediator in policy concerns such as "school readiness" and "literacy". Denise noted that ALTAANZ has made a commitment to being better informed about language-in-education through giving a central role to our teacher representatives from different education sectors, for example via their monthly reports on matters of concern.

ALTAANZ will continue to advocate independently about issues that concern our membership, but the potential for joint work in language-related matters is a welcome initiative given the typically tight turnaround for input to policy matters.

We welcome input from ALTAANZ members on any areas in need of advocacy in our region. Please get in touch if you have ideas about where we should direct our efforts or if you hear of any public consultations, reviews, etc., you think we should pay attention to: [<altaanz@gmail.com>](mailto:altaanz@gmail.com)

In conversation with PLTA authors: Burch and Kley on assessing interactional competence

To connect ALTAANZ members in general and graduate students in particular with cutting-edge research literature, the ALTAANZ student representatives (Maria Treadaway, Leila Zohali, and Xuan Minh Ngo) convened an online reading group series entitled *In conversation with PLTA authors* in conjunction with Papers in Language Testing and Assessment (PLTA), ALTAANZ's flagship publication on 13 August 2021. The inaugural session featured Alfred Rue Burch (Kobe University) and Katharina Kley (Rice University), who discussed their recent article on assessing interactional competence published in [PLTA, Volume 9, Issue 1](#) to a highly enthusiastic audience. To continue the discussion, which was cut short due to the time limit, we invited Rue and Katharina to share their reflections on the session below.



Rue

Being able to discuss our paper with a small attentive audience allowed me personally to revisit one of the points of tension that arises when attempting to use Ethnomethodological Conversation Analysis (EMCA) to inform language assessment practices – that is balancing the *emic* focus of EMCA with the need for *etic* standards in order to ensure fair, valid, and reliable rubrics. As a Conversation Analyst, one of the things that strikes me every time I revisit this topic is that rubrics and scales lend themselves towards a more atomistic perspective on interactional phenomena, rather than a fine-grained analysis that looks at how each action or resources is being used by the participants

themselves *in situ*, regardless of (and sometimes in contradiction to) outside standards. This is natural. Language teachers and testers do not often have the time to transcribe, much less get trained in EMCA, and they are tasked with evaluating performance in a way that is both practical and fair. But this leaves us with a challenge: how do we go about this project in a way that is satisfying to all stakeholders (analysts, teachers/evaluators, administration, and the learners themselves) without sacrificing what each considers integral to the project?

I'm afraid that I do not have an answer for this conundrum at this point, although it is a challenge I face as a teacher who tries to inform my pedagogical and assessment practices through EMCA. But the discussion that we had makes me optimistic – with folks like those who participated in the discussion thinking about this, there will certainly be a variety of worthwhile solutions available in the future. I am looking forward to seeing what develops, and am appreciative that I was allowed to have this discussion.

Katharina

I have always been intrigued approaching Interactional Competence (IC) from a conversation analytic (CA) perspective (what most language testers now do, see for example Zhengdong Gan, Daniel Lam, or Carsten Roever). However, when using CA in language testing, I think that it is also crucial to consider major principles of CA, such as intersubjectivity or mutual understanding (most language testers don't do that yet).

During our session with ALTAANZ members, the question came up if defining IC in terms of obtaining and maintaining intersubjectivity can be accomplished in language testing, that is, if rating scales can be developed. That is a very good question since CA is *emic* in perspective, while



language testing is etic. Language testers set standards; in CA every interaction is considered unique. Despite that discrepancy, I think that etic rating categories can be created after language testers have looked at test taker discourse from an emic perspective (what Rue and I have done for our paper). In that respect, I believe that the heuristic questions we came up with in our paper can be helpful for rating scale development as well as rater training.

In our session, the participants also pointed out that individual differences such as personality and cultural background may play a role in how test takers interact with their interlocutor. That is certainly true and leads us back to the fact that every interaction is unique; a test taker's discourse may somewhat change given his or her conversation partner. Therefore, at least for classroom-based assessments, students may have to interact with more than one interlocutor for teachers to obtain a good idea of what their overall IC is like.

Dealing with Covid-19 disruptions: ALTAANZ students' perspectives

To support ALTAANZ students in addressing the Covid-19 disruptions to their research projects, the ALTAANZ student representatives (Leila, Tiancheng, and Minh) organised an online forum titled 'PhD research and the Pandemic' on Friday March 4th, based on the initiative of Emeritus Professor John Read, the co-editor of ALTAANZ's Papers in Language Testing and Assessment journal. The forum featured Junyan Guo, a PhD candidate from the University of Auckland, who elaborated on how she changed her data collection strategies to overcome the pandemic's disruptive impact. Her sharing was both inspiring and practical, giving the forum participants' problem-solving ideas on a range of issues such as using online platforms, maintaining close communication with supervisors, and adjusting research plans. Junyan's sharing was followed by an engaging discussion where the forum attendees further discussed how to collect data for their own research during a pandemic. For example, Leila shared the challenges of collecting think-aloud data online and her own coping strategies, which attracted a lot of attention from the participants. To keep the discussion on this topic going, we have invited Junyan to share her reflection on the event. It is our hope that Junyan's reflection will inspire fellow ALTAANZ students to conceive their own innovative solutions to deal with Covid-19 disruptions.

Junyan Guo (The University of Auckland)

I was quite hesitant when Emeritus Professor John Read, co-editor of PLTA, kindly invited me to contribute a short version of my paper on data collection (which I intended to submit to PLTA) to the student forum of ALTAANZ. It may sound weird that I would like to publish my data collection experience during this pandemic but feel reluctant to tell the story in front of others. For me, sharing my personal experience in the spoken form is quite different from the written form.

I was about to conduct data collection in China when the sudden outbreak of COVID-19 made this journey impossible. During the following days and months, my life had been full of disruptions to the research agenda and concerns about the physical and mental health of myself and family members. As I still carried on the academic façade of PhD work, the urge to retreat was overwhelming. After months of hesitation and frustration, I knew I needed a change. I started to readjust my expectation, stopped thinking about "productivity",



and focused on the “here and now”. I discussed my situation with my supervisor, reconnected with EFL teachers in China, and tried to find a possible alternative.

The entire process was painful and torturous, involving rounds of trialling and pilot testing, from finding a suitable platform to deliver research instruments, recruiting appropriate participants, to collecting all the data. However, when I shared my story with fellow master’s and PhD students in this forum, I could feel their strong empathy. Doing a PhD during the pandemic is like walking through a dark tunnel; I am not alone in my endeavour to find the light at the end of this tunnel.

ALTAANZ response to Australian Government Review of Education services for overseas students (ESOS)

Recently, the Australian government released the [Australian Strategy for International Education 2021-2030](#). As part of the strategy, the Government is now undertaking a review of the Education Services for Overseas Students (ESOS) legislative framework. This [review](#) includes questions related to language assessment. Rather than taking a position on whether or not to introduce a new English language test, the ALTAANZ response highlights the possible benefits and challenges of a new test instrument in the transition between pathway providers and university courses. We advocate for greater assessment literacy on the part of all parties in this complex educational space. The ALTAANZ responses to the two review questions most relevant to our mission are below.

In addition to the ALTAANZ response, our tertiary sector Teacher Representative, Stephen Walker, and Vice-President, Ute Knoch (on behalf of the *Language Testing Research Centre*), submitted separate responses highlighting different aspects of the role of assessment in the interface between pathway courses and university entrance. Together with the ALTAANZ response, these multiple responses demonstrate a strong representation from the perspectives of language assessment experts.

How can the ESOS framework better support students’ English language skills to match their course requirements on the start of enrolment and ensure an optimal student experience for all students?

ALTAANZ Response:

The ESOS framework could best support a match between students’ language abilities and the linguistic demands of their AQF courses by creating a regulatory environment in which higher education providers become better equipped to understand the issues around English language proficiency and English language assessment for both entry into higher education, and on an ongoing basis throughout students’ study.

The framework should seek ways in which it can support higher education personnel:

- to understand the multiple complex pathways which students may use to enter higher education.
- to evaluate and select tests for admission purposes which measure academic English language proficiency appropriately.
- to interpret selected test results in relation to the initial linguistic demands of specific AQF courses.
- to set course appropriate minimum English language standards for course commencement.
- to understand how students’ language proficiency needs evolve during their course of study and subsequent transition towards employment.
- to understand how ongoing English language assessment can occur throughout a student’s programme of study.
- to access training and instruction in developing the abilities and knowledge required by the points listed above.
- to investigate the academic achievement of students from different pathways over time.

- to access assistance from language assessment specialists when it is required.

Would it be beneficial to introduce an independent assessment of international students' English proficiency before they commence their first AQF course?

ALTAANZ Response:

This question may be interpreted in several ways each of which would elicit a different response. To manage this uncertainty, this answer addresses the following possible scenarios which could involve the introduction of an independent assessment of international students' English proficiency before they commence their first AQF course. In this response, the word 'independent' is taken to mean independent of the particular institutional pathway followed by a student when gaining entrance to an AQF course.

As a test to be used by higher education providers offering AQF level courses

Advantages of introducing an independent assessment:

- An independent assessment could be specifically designed to measure appropriate academic English language abilities for students planning to study in Australian tertiary institutions.
- An independent assessment could provide a transparent, level playing field and means of comparison for all students regardless of the pathway they have followed.
- An independent assessment could reduce the current reliance on test score conversion tables.
- An independent assessment could simplify the training and guidance required for admissions staff regarding the setting of minimum entry standards for different courses if the independent assessment were for all students, regardless of pathway (but see below regarding the nature of assessment development).

Disadvantages, challenges, and alternatives:

- Developing, validating, and securely delivering a new assessment is a major undertaking requiring significant expertise, time, resourcing and on-going funding.
- A new test may not offer significantly different evidence from that provided by the commercial academic English language tests that are validated for use in this context. Therefore, the scope of any new assessment would, ideally, tap into an academic English ability that is more closely aligned with the demands of study in AQF courses than the existing test options.
- AQF providers would need to develop an understanding of the new test, and this may ultimately end up as just another set of scores in an equivalence relationship with the existing widely-used test scores unless it is an assessment to be universally used for all students regardless of pathway.
- If an independent test became an additional requirement on top of taking a standardised commercial test, it may increase costs.

As a test to be used by ELICOS and Foundation program providers

Assessments currently used on these courses are of varying quality due to the differences in in-house expertise and resources available to different course providers.

Advantages of introducing an independent assessment:

- An independent assessment could ensure the quality, transparency, and comparability of ELICOS and Foundation course assessments.
- An independent assessment could be more representative of authentic academic English in Australian tertiary contexts than widely-used commercial tests and so be more reflective of the language demands of university disciplines.
- An independent assessment developed in Australia might be able to be more reactive to any changes in the linguistic demands of higher education in Australia than large-scale tests can be.

Disadvantages, challenges, and alternatives:

- An independent assessment would not fully match the diverse curricula of some providers' current courses so may necessitate curricular change for some providers and possibly greater homogeneity in the sector.
- An independent assessment would not fully capture all academic skills taught alongside English language proficiency in courses offered by some pathway providers which may impact offerings.
- An independent assessment would need to be carefully designed to provide positive washback into teaching and learning by ensuring that assessment tasks foster communicative academic language learning behaviours rather than a narrow 'test practice' or 'teaching for the test' approach.

As stated in the preceding section, developing, validating, and securely delivering a new assessment is a major undertaking requiring significant expertise, time, and resourcing on an ongoing basis. An alternative approach would be to focus on building the capacity of pathway education providers to develop, validate and monitor their assessment instruments in line with best practice principles. This would also involve substantial investment in training and staff time. Efforts to incentivise investment in professional development and designated assessment roles within institutions are advisable, as is external monitoring of assessment practices.

Papers in Language Testing and Assessment – Invitation to submit

Papers in Language Testing and Assessment (PLTA) is the international peer-reviewed journal (ESCI indexed), published by ALTAANZ.

PLTA publishes original research articles and discussion papers on language testing and assessment. We welcome submissions from both new and experienced researchers, including postgraduate research students. For further information about how to make a submission, please visit <http://www.altaanz.org/contributors.html>.

The co-editors, John Read and Jason Fan, are also interested in broadening the scope of papers published in the journal to include:

1. Articles based on pilot studies or small-scale investigations
2. Literature reviews
3. Discussions of methodological issues
4. Reports on the development of new assessments or revisions of tests
5. Discussions of policy issues and advocacy initiatives

You are encouraged to discuss making a contribution of this kind by contacting the editors at plta.editor@gmail.com.



Upcoming events in Language Testing and Assessment

English Australia Assessment SIG

Staffroom table discussion

Wednesday 25 May, 2022, 4-4.45pm AEST

<https://www.englishaustralia.com.au/professional-development/special-interest-groups>

18th EALTA Conference

Budapest, Hungary 3-5 June, 2022

<http://www.euroexam.com/registration>

Cambridge Assessment Network events in June 2022

Item banking in practice

A101: Introducing the Principles of Assessment

[CPD training courses](#) | [Cambridge Assessment Network and Research](#) for details

Asian Association for Language Assessment Conference

Chennai, India, October 26-28, 2022

<https://2022aalaindia.com/>

CfP closes 30 May 2022

ALANZ – ALAA – ALTAANZ Conference 2022

Wellington, New Zealand, November 25-27, 2022

<http://www.alanz2021.co.nz/>



LTRC 2023

New York, New York 5-9 June 2023