

**10th EALTA Conference 2013
Istanbul, Turkey**

The Impact of Language Testing and Assessment

CONFERENCE PROGRAMME

Tuesday 21st May - Thursday 23rd May			
Pre-conference Workshops			
	Workshop 1 (Sakarya A)	Workshop 2 (Sakarya B)	Workshop 3 (Sakarya C)
Tues. 14.00 - Thurs. 12.15	The Impact of Academic Writing Tests <i>Tony Green, University of Bedfordshire, UK</i>	Testing Vocabulary <i>Diane Schmitt, Nottingham Trent University, UK</i>	Classroom-Based Language Assessment <i>Neus Figueres, University of Barcelona Oscar Soler-Canela, Instituto Cervantes Dina Tsagari, University of Cyprus</i>
12.30 -13.30	Early registration		
SIG Meetings			
	(Sakarya A)	(Sakarya B)	
13.30 -17.30	Classroom-Based Language Assessment <i>Dina Tsagari</i>	Assessing Writing, and Assessing for Academic Purposes (joint meeting) <i>Claudia Harsch, Peter Holt & Filiz Etz</i>	
17.30 -19.00	Registration		
18.30 - 20.30	Social event: <i>Opening Reception at the Istanbul Military Museum</i>		
Friday 24th May			
8.15 - 8.50	Registration		
8.50 - 9.00	Welcome		
9.00 - 10.00	Plenary 1: Professor Liz-Hamp Lyons <i>The challenge of classroom-based assessment</i>		
Papers (Main Hall) (Presentation of paper 20 minutes, 10 minutes for questions)			
10.00 -10.30	The impact of TOEPAS as a language policy tool <i>Slobodanka Dimova</i>		
10.30 -11.00	The consequences of diagnostic assessment on teaching and learning <i>Roxanne Wong & Michelle Reyes Raquel</i>		
11.00 -11.30	Coffee Break		
11.30 -12.00	What are we aligning tests to when we report test-alignment to the CEFR? <i>Claudia Harsch</i>		
12.00 -12.30	The impact of institutional tests on teachers' choice of instructional strategies <i>Songül Yeliz</i>		
12.30 -13.00	Assessing students with disabilities: voices from the stakeholder community <i>Hanan Khalifa</i>		
13.00 -14.30	Lunch, and Poster Session (see page 3 details)		
Parallel presentations (Presentation of paper 20 minutes, 5 minutes for questions)			
Room	Main Hall	Barbaros A	Barbaros B
14.30-14.55	Evaluating the impact of applying indigenous assessment criteria in an LSP test <i>Cathie Elder</i>	Understanding the role of subject-matter knowledge in ESP ability: messages for teachers <i>Yuyang Cai</i>	The impact of a test preparation program as an embedded component of the syllabus <i>Fatma Şentürk</i>
15.00-15.25	School teachers and trained raters assessing L2 writing of the same students <i>Mirja Tarnanen</i>	Teacher positioning towards high-stakes exams in the ESOL sector <i>Simon Webster</i>	TEMPUS Proset: The impact of a language assessment course in a micro-educational context <i>Marina Solnyskina</i>
15.30-15.55	Hong Kong's Language Proficiency Assessment for Teachers (LPAT): an impact study <i>Neil Drave</i>	A task-based approach to investigating the language proficiency needed to teach EFL <i>Sultan Turkan & Spiros Papageorgiou</i>	Torn in two directions? Functional failure in dual function high stakes exams <i>Tania Horak</i>
15.55-16.30	Coffee Break		
Parallel Work-in-Progress Sessions (Presentation of paper 15 minutes, 5 minutes for questions)			
Room	Main Hall	Barbaros A	Barbaros B
16.30-16.50	The impact of using graphic organizers to test reading comprehension <i>Marci Nelson Özer</i>	Monitoring the effects of exam renewal: teachers views on preparation material <i>Jayanti Banerjee & Barbara Dame</i>	The impact of standardised testing on the teaching of English to teenagers <i>Claudia Mewald</i>
16.55-17.15	Game Over? – Investigating the impact of ECL exams on successful candidates <i>Gábor Szab & Róbert Márz</i>	Examining washback in multi-exam preparation classes in Greece <i>Irini Papakammenou</i>	Listening tests - the impact of mode of delivery on performance <i>Eli Moe</i>
17.20-17.40	Making the most of the CEFR: developing an assessment programme beyond Europe <i>Kathryn Brennan</i>	Computerized ToEFL exam acceptance <i>Kubra Karakaya Özyer & Beyza Dunya</i>	
18.30-22.30	Social Event: <i>Evening on the Grande Hotel de Londres Terrace</i>		

Saturday 25 th May			
9.00-10.00	Plenary 2: Professor Art Graesser <i>The impact of automated measurement of text characteristics</i>		
Papers (Main hall) (Presentation of paper 20 minutes, 10 minutes for questions)			
10.00 -10.30	A national exam's washback on reading assessment in the secondary classroom <i>Doris Fröestscher</i>		
10.30 -11.00	Getting ready: a study of the impact of test preparation <i>Glyn Jones</i>		
11.00 -11.30	Coffee Break		
Parallel presentations (Presentation of paper 20 minutes, 5 minutes for questions)			
Room	Main Hall	Barbaros A	Barbaros B
11.30 -11.55	Washback of new high-stake examinations in English in Poland <i>Elzbieta Zawadowska</i>	The impact of classroom assessment on Thai EFL undergraduate students <i>Jirada Wudthayagorn</i>	Item development, the CEFR, and the perils of Cinderella testing <i>Thom Kiddle</i>
12.00 -12.25	Developing and validating band levels for reporting overall examinee performance <i>Xiaoming Xi</i>	Examining the consequential validity of a standardised test in a classroom setting <i>Christine Doe</i>	Fairness in the secondary schools: A Singapore case <i>Chih-Min Shih & Li-Yi Wang</i>
12.30-12.55	Exploring the criterion-related validity of the new HSK and its impact <i>Yang Lu</i>	Using and interpreting English proficiency test scores in the graduate admission process <i>April Ginther</i>	Peer evaluation impact on testing oral presentation skills <i>Okan Önalın</i>
12.55 -14.30	Lunch, and Poster Sessions (see page 3 for details)		
Papers (Main hall) (Presentation of paper 20 minutes, 10 minutes for questions)			
14.30-15.00	Demonstrating validity for high-impact language tests <i>Nivja de Jong</i>		
15.00-15.30	An interpretive argument for automated writing evaluation as a formative assessment tool <i>Stephanie Link & Ahmet Dursun</i>		
15.30-16.00	Coffee Break		
16.00-17.30	Annual General Meeting (Main hall)		
19.00-23.30	Social event: <i>Bosphorus cruise and conference dinner</i>		
Sunday 26 th May			
(Presentation of papers 20 minutes, 10 minutes for questions) (Main Hall)			
9.30 -10.00	What is the impact of diagnostic language tests? <i>Ari Huhta</i>		
10.00-10.30	Task design for automatic scoring of interactive spoken pragmatic skill <i>Jared Bernstein</i>		
10.30-11.00	Factors affecting long-term examination impact and the fate of the examinations themselves <i>Dianne Wall</i>		
11.00 -11.30	Coffee Break		
11.30-12.30	Plenary 3 Professor Dan Douglas <i>Nobody Speaks English Here Today: The Notion of Impact in the Context of Aviation English</i>		
Conference Close			
1.30-6.00	Social event: <i>Istanbul city tour</i>		
Poster sessions (Friday and Saturday 13.00-14.30, main foyer)			
Flipped washback? Improvisational theatre as a means of preparing dialogical oral assessment <i>Karin Vogt & Raphaelle Beecroft</i>			
Tests for Turkish as a heritage language <i>Sibylle Plassmann</i>			
Righting writing practices: The impact of exam reform <i>Kremmel Benjamin, Kathrin Eberharter & Eva Konrad</i>			
The impact of gender on interviewer behaviour during oral proficiency interviews <i>Ene Alas & Suliko Liiv</i>			
Comparing two modes of test administration <i>Linda Nepivodová</i>			
The English test washback of Thai university entrance examination on teachers and students <i>Chamnan Para</i>			
The impact of the speaking component of an institutional test on students' anxiety level <i>Selen Sökmen & Şehnaz Şahinkarakas</i>			
Exploring the washback effects of high-stakes tests on ELT in Russia <i>Ludmila Kozhevnikova & Viktoria Levchenko</i>			