<table>
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<tr>
<th>Room</th>
<th>Main Hall</th>
<th>Barbaros A</th>
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<td>14.30-14.55</td>
<td>Evaluating the impact of applying indigenous assessment criteria in an LSP test</td>
<td>Cathy Elder</td>
<td>Understanding the role of subject-matter knowledge in ESP ability: messages for teachers Yayang Cai</td>
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<td>15.00-15.25</td>
<td>School teachers and trained raters assessing L2 writing of the same students</td>
<td>Mitja Tarnasen</td>
<td>Teacher positioning towards high-stakes exams in the ESOL sector Simon Webster</td>
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<td>15.30-15.55</td>
<td>Hong Kong’s Language Proficiency Assessment for Teachers (LPAT): an impact study</td>
<td>Neil Drave</td>
<td>A task-based approach to investigating the language proficiency needed to teach EFL. Sultan Turkan &amp; Spiros Papageorgiou</td>
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<td>16.30-16.50</td>
<td>The impact of using graphic organizers to test reading comprehension</td>
<td>Marcia Nelson Özer</td>
<td>Monitoring the effects of exam renewal: teachers views on preparation material Jayanti Banerjee &amp; Barbara Deme</td>
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<td>16.55-17.15</td>
<td>Game Over? – Investigating the impact of ECL exams on successful candidates</td>
<td>Gábor Szab &amp; Robert Márcz</td>
<td>Examining washback in multi-exam preparation classes in Greece Irini Papakakammenou</td>
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<td>17.20-17.40</td>
<td>Making the most of the CEFR: developing an assessment programme beyond Europe</td>
<td>Kathryn Brennan</td>
<td>Computerized ToEFL exam acceptance Kubra Karakaya Özyer &amp; Beyza Dunya</td>
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<td>18.30-22.30</td>
<td>Social Event: Evening on the Grande Hotel de Londres Terrace</td>
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Saturday 25th May

9.00-10.00
Plenary 2: Professor Art Graesser The impact of automated measurement of text characteristics

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
Doris Frietscher

10.30 -11.00
Getting ready: a study of the impact of test preparation
Glyn Jones

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 Elżbieta Zawadowska
The impact of classroom assessment on Thai EFL undergraduate students Jirada Wudthayagorn
Item development, the CEFR, and the perils of Cinderella testing Thom Kiddle

12.00 -12.25
Developing and validating band levels for reporting overall examinee performance Xiaoming Xi
Examining the consequential validity of a standardised test in a classroom setting Christine Doe
Fairness in the secondary schools: A Singapore case Chih-Min Shih & Li-Yi Wang

12.30 -12.55
Exploring the criterion-related validity of the new HSK and its impact Yang Lu
Using and interpreting English proficiency tests scores in the graduate admission process April Günther
Peer evaluation impact on testing oral presentation skills Okan Önalan

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 Nijja de Jong

15.00 -15.30
An interpretive argument for automated writing evaluation as a formative assessment tool Stephanie Link & Ahmet Dursun

15.30 -16.00
Coffee Break

16.00 -17.30
Annual General Meeting (Main hall)

19.00 -23.30
Social event: Bosphorus cruise and conference dinner

Sunday 26th May

9.00 -10.00
What is the impact of diagnostic language tests? Ari Huhta

10.00 -10.30
Task design for automatic scoring of interactive spoken pragmatic skill Jared Bernstein

10.30 -11.00
Factors affecting long-term examination impact and the fate of the examinations themselves Dianne Wall

11.00 -11.30
Coffee Break

11.30 -12.30
Plenary 3 Professor Dan Douglas Nobody Speaks English Here Today: The Notion of Impact in the Context of Aviation English

Conference Close

1.30 -6.00
Social event: Istanbul city tour

Poster sessions (Friday and Saturday 13.00-14.30, main foyer)

Flipped washback? Improvisational theatre as a means of preparing dialogical oral assessment Karin Vogt & Raphaele Beecroft

Tests for Turkish as a heritage language Sibyllie Plasemann

Righting writing practices: The impact of exam reform Kremmel Benjamin, Kathrin Eberhardt & Eva Konrad

The impact of gender on interviewer behaviour during oral proficiency interviews Ene Alas & Suliko Liiv

Comparing two modes of test administration Linda Nepivodová

The English test washback of Thai university entrance examination on teachers and students Channan Pura

The impact of the speaking component of an institutional test on students’ anxiety level Selen Sökmen & Şehnaz Şahinkarakaş

Exploring the washback effects of high-stake tests on ELT in Russia Ludmila Kochenikova & Viktoria Levchenko