



The 35th Annual Language Testing Research Colloquium

LTRC 2013

July 1 - 5 , 2013 Seoul, Korea

Broadening Horizons : Language Assessment, Diagnosis, and Accountability

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ILTA President's Message

It is with great pleasure that I welcome you all to LTRC 2013 – our 35th conference – here in the beautiful city of Seoul. The conference organizers have been working hard to provide a rich and varied intellectual, professional, social and cultural experience for us and I feel certain that we will all enjoy getting together with friends and colleagues in such historic and inspiring surroundings.

I'd like to offer a particular welcome to all those participating in LTRC for the first time. We hope you'll see this as a friendly gathering where you'll find it easy to share your ideas and hear about the work of others in the field. Please consider joining us as members and so benefitting from the association of other professionals for years to come.

I want to welcome, too, the many post-graduate students who are here to present their work and to learn about the latest developments in our field. We look forward to your involvement in our profession and helping guide it to a productive future.

In my inaugural President's Message in January, I listed a number of initiatives that the International Language Testing Association conducts, and I'd now like to give you a brief report on progress in these activities that enhance the profession in different ways.

Our association with the International Civil Aviation Organization in the endorsement of aviation English tests continues under the guidance of Carolyn Turner. Recently, ICAO asked us to consider putting together a list of testing experts with an interest in aviation English who might serve as consultants to Member States and test development organizations in constructing new tests of aviation English. We continue to engage in this interesting and potentially useful initiative.

In January I reported on our ties with TESOL and AAAL. Now, we are exploring an opportunity for collaboration with the British Council, through Barry O'Sullivan, Senior Advisor for English Language Assessment. We'll be meeting with Barry during this LTRC to discuss how we might cooperate in the area of language assessment literacy.

An exciting, and much needed, project to translate the ILTA Code of Ethics into various languages to make it more accessible to practitioners is making great progress. Lorena Llosa and Yasuyo Sawaki, who are heading up the work, report that translations are completed in Traditional Chinese, Simplified Chinese, and, appropriately for this LTRC, Korean. Almost complete is a translation into Japanese, and two others, Hebrew and Arabic, are well underway.

The ILTA By-Laws Committee (John Read, Chair; Fred Davidson, and Lynda Taylor) has completed its work. We will discuss the revised By-Laws at the Annual Business Meeting on Thursday. I encourage all ILTA members to attend this important meeting.

Alistair Van Moere has been chairing a task force on Membership and Finance to consider enhancing the Institutional Membership category and benefits for members. He will present a report on results at the ABM.

As I mentioned above under ties with other professional organizations, our initiative concerning Assessment Literacy is moving forward with dedicated task force members Liz Hamp-Lyons, Yan Jin, Deborah Crusan, Zeynep Urkun, Lynda Taylor, and me. We look

forward to developing collaboration with the British Council in this important outreach effort.

An important, and very pleasurable part of ILTA's professional life is offering awards recognizing excellence in various aspects of our profession. This year we are pleased to announce the following: **ETS Samuel J. Messick Memorial Lecture Award**: Dr. Terry Ackerman (University of North Carolina-Greensboro, USA); **Jacqueline Ross TOEFL Dissertation Award**: Robert Charles Johnson (Macquarie University, Australia); **Caroline Clapham IELTS Masters Award** for 2012: Veronika Timpe (Lancaster University, UK); **ILTA Best Article Award**: Dorry M. Kenyon, David MacGregor, Dongyang Li and H. Gary Cook; **ILTA Student Travel Award**: Nick Zhiwei Bi (University of Sydney, Australia); Chih-Kai (Cary) Lin (University of Illinois at Urbana-Champaign, USA); Soo Jung Youn (University of Hawai'i at Mānoa, USA); **ILTA Workshops and Meetings Award**: Atta Gebril, Deena Boraie, Elizabeth Arrigoni, and Jonah Moos; Maria-Ionela Neagu.

Congratulations to all the recipients, and many thanks to the various selection committees for their work. I might also point out that the Robert Lado Memorial Award for the best student presentation at LTRC will be given during this conference, and that the Cambridge/ILTA Lifetime Achievement Award, which has been renamed the Cambridge/ILTA Distinguished Achievement Award, will not be awarded in 2013.

The work of our International Language Testing Association, like the LTRC conference program this year, is rich, varied, and extensive. I wish you all the best of conference experiences, and I look forward to meeting as many of you as possible and to sharing ideas and experience in this most congenial of professional meetings. During this LTRC, let us each be the kind of participant who, to quote the great Korean philosopher, Psy, "has bulging ideas rather than muscles."

Dan Douglas

ILTA President 2013-2014

LTRC 2013 CO-CHAIRS' WELCOME MESSAGE

Dear Colleagues and Participants,

On behalf of the Organizing Committee, we would like to enthusiastically welcome you to LTRC 2013; more formally, to the 35th Language Testing Research Colloquium. It is also our great pleasure to welcome you to the vibrant city of Seoul, which offers many exciting attractions for international participants to visit and enjoy.

For the past three years, the LTRC 2013 Organizing Committee, under the auspices of the ILTA Executive Board and with the help of the Advisory Committees, has worked tirelessly to prepare this year's annual conference. The long journey actually began in 2010 when a group of representatives from Korea attended the LTRC held in Cambridge to present a hosting proposal. Now, we are overjoyed to see these efforts finally come to fruition.

We would like to take this opportunity to briefly highlight some noteworthy features of this year's conference program that are closely related to the conference theme, "Broadening Horizons: Language Assessment, Diagnosis, and Accountability." One central subtheme, as you know, is diagnostic language assessment, which represents an important battle front where language testers and measurement specialists have been working hard to make an important breakthrough. We included in the program several preconference workshops directly and indirectly devoted to this topic, including the ones on cognitive diagnostic assessment and speaking and writing assessment, as well as the ones on ELP test development and item response theory. Overall, we have been encouraged by the record-breaking number of enrollments for the preconference workshops this year, with more than 170 people signing up for a total of 5 workshops.

In relation to this, another important feature of this year's conference that is also worthy of mention are two plenary speakers: the Samuel J. Messick Memorial Lecturer Dr. Terry Ackerman from University of North Carolina-Greensboro; and the British Council Scholar Lecturer Dr. Barry O'Sullivan from the British Council. Their keynote speeches will enlighten us on ways to bridge the gaps between language learning and assessment.

This year's conference program also has several invited and featured symposia addressing diagnostic assessment, not to mention numerous excellent presentations on this issue. In particular, we would like to bring your attention to an invited symposium on the "Future of Diagnostic Language Assessment" in which Luke Harding, Matthew Poehner, Eunice Jang, Carol Chapelle, and Alister Cumming are participating as presenters and a discussant, respectively. Also included in the program are several other symposia touching upon related topics, organized by Johh Read, Ari Huhta, and Carsten Wilmes, as well as a great number of paper, poster, and work-in-progress presentations focusing on diagnosis and feedback in many different contexts of language assessment. We are very grateful to all those who responded to our call for presentations on this timely issue.

Another important subtheme of the conference has to do with broadening the base of language assessment around the world. As globalization increases its influence on language ecology, we are seeing not only the expansion of English, but of other languages as well, and with them, an increasing need for language tests. As a result, a growing number of English-language tests are being developed in so-called "outer circle" or

“expanding circle” countries; simultaneously, tests of other languages are gaining prominence, including German, Chinese, Japanese, Korean, and so forth. We have long felt that there is an urgent need for the field of language testing to reflect these worldwide trends in language teaching and assessment. In this spirit, we are pleased to have a symposium and a special session dealing with issues of English language assessments in the Asian context, one organized by Young Shik Lee and Sangbok Park. We also want to recommend some of the presentations on non-English language tests, although we have only a few, and look forward to seeing more at future conferences.

In addition to the significance of the conference theme, this year's LTRC marks several significant historical milestones. To begin with, in LTRC's 35 year history, this is the first time for the conference to be held in Korea. It is also the first time that a major international applied linguistics organization with a global representation has held an international conference here in Korea. Perhaps it is not a coincidence that the first such conference would be for language testing, since it is something Korea is famous for in this age. In fact, Korea has a long and rich history of language testing, going back almost a thousand years to the Gwageo exams. These Korean exams were used to place people into either the civil service, military, or other professional positions in pre-modern Korea. We are hoping that a special LTRC 2013 session organized by Kyung-Ae Jin and her colleagues will give you a glimpse of the history of language assessment in Korea and beyond.

We trust that you will enjoy not only the presentations and discussions here but also various social events and gatherings. We have planned an opening reception, formal banquet, and other scheduled events to introduce Korean culture, including opportunities to tour some national landmarks. In addition, the conference venue is located in downtown Seoul, not far from several major tourist attractions, so we hope you will have a chance to explore the rich history, culture, and traditions of Seoul and the surrounding areas.

In closing, I would like to express my deep appreciation to the two co-hosting institutions, Language Education Institute of Seoul National University (SNU LEI) and Korea Institute for Curriculum and Evaluation (KICE), all of the major and minor sponsors and exhibitors, the members of the ILTA Executive Board, Advisory and Organizing Committees, presenters, discussants, session chairs, and all other participants for their support and help in organizing this great conference.

We sincerely hope that LTRC 2013 will be a memorable and enjoyable event for everyone who attends. Thank you very much.

WonKey LEE
Kyung-Ae Jin
Yong-Won Lee

Co-chairs,
LTRC 2013 Organizing Committee

LTRC 2013 FEATURED SYMPOSIA & PRESENTATIONS

Special Lectures: Building Connections Between Assessment & Learning			
July 3 (Wed.) 9:55-10:55am Grand Hall	Samuel J. Messick Memorial Lecture	Establishing a validation framework for classroom assessment	Terry Ackerman, <i>University of North Carolina Greensboro</i>
July 4 (Thur.) 10:00-11:10am Conf. Hall A	British Council Scholar Lecture	Accountability: Standards and assessment in learning systems	Barry O'Sullivan, <i>The British Council</i>
Featured Symposia: Broadening Horizons & Expanding the Base of LT			
July 3 (Wed.) 3:40-5:40pm Grand Hall	Future of Diagnostic Language Assessment: Moving Beyond Where We Are	Organizers: Yong-Won Lee, <i>Seoul National University,</i> and Eunice Jang, <i>University of Toronto</i> 1. Charles Alderson, Tineke Brunfaut, and Luke Harding, <i>Lancaster University</i> 2. Matthew Poehner and James Lantolf, <i>Pennsylvania State University</i> 3. Eunice E. Jang, <i>University of Toronto</i> 4. Carol Chapelle, Elena Cotos, and Jooyoung Lee, <i>Iowa State University</i> Discussant: Alister Cumming, <i>University of Toronto</i>	
July 4 (Thur.) 2:50-4:50pm Conf. Hall A	The Challenges and Issues in Developing English Language Tests in the Asian EFL Context	Organizers: Young Shik Lee, <i>Hannam University</i> Sang-Bok Park, <i>Korea Institute for Curriculum and Evaluation</i> 1. Kyung-Ae Jin, <i>Korea Institute for Curriculum and Evaluation</i> 2. Yan Jin, <i>Shanghai Jiao Tong University</i> 3. Michael Todd Fouts, <i>Eiken Foundation of Japan</i> 4. Jessica R. W. Wu, <i>The Language Training and Testing Center</i> 5. Neil Drave and Cameron Smart, <i>Hong Kong Examinations and Assessment Authority</i> Discussant: Lyle Bachman, <i>University of California, Los Angeles</i>	
July 5 (Fri.) 2:55-4:55pm Conf. Hall A	Exploring the Diagnostic Potential of Post- Admission Language Assessments in English-medium Universities	Organizer: John Read, <i>University of Auckland</i> 1. Ute Knoch and Cathie Elder, <i>University of Melbourne</i> 2. John Read, Janet von Randow, and Eleanor Clemeau <i>University of Auckland</i> 3. Janna Fox, John Haggerty, and Zinat Goodarzi <i>Carleton University</i> 4. Alan Urmston, Michelle Raquel, and Carrie Tsang <i>Hong Kong Polytechnic University</i>	
Featured Paper Sessions: Diagnosis, Performance Assessment, & Technology			
July 3 (Wed.) Grand Hall	Session Theme: Diagnostic Language Assessment		
11:10-11:40	How do language teachers diagnose reading and writing in a second or foreign language?	Lea Nieminen, Eeva-Leena Haapakangas, <i>University of Jyvaskyla,</i> J. Charles Alderson, <i>Lancaster University,</i> Riikka Ullakonoja, and Ari Huhta, <i>University of Jyvaskyla</i>	
11:45-12:15	Implementing CDA in an institutional test: A new networking model and experiment with a new CDM and task type	Yeon-Sook Yi, <i>Seoul National University</i>	

12:20-12:50	An MFRM approach to subskill divisibility in diagnostic language assessment	Hongwen Cai , <i>Guangdong University of Foreign Studies</i>
July 4 (Thur.) Conf. Hall B	Session Theme: Speaking Assessment	
11:10-11:40	Do test-takers' self-assessments correspond to their oral test performance?	Yujie Jia , <i>University of California, Los Angeles</i>
11:45-12:15	Embedding nonverbal delivery into speaking assessment: A mixed-method rating scale validation	Mingwei Pan , <i>The Hong Kong Polytechnic University</i>
12:20-12:50	Modeling speaker proficiency, comprehensibility, and perceived competence in a language use domain	Jonathan Schmidgall , <i>University of California, Los Angeles</i>
July 5 (Fri.) Seminar Room	Session Theme: Automated Essay & Speech Scoring	
2:55-3:25	Can you "game the system" by responding off-topic in automatically scored speaking tests?	Jian Cheng, Alistair Van Moere, and Masanori Suzuki , <i>Pearson</i>
3:30-4:00	Factor structure of a spoken Chinese test: Investigating five subskill scores for diagnosis	Masanori Suzuki and Yujie Jia , <i>Pearson</i>
4:05-4:35	Developing an automated essay scoring system for the NEAT	Doyoung Park, Kija Si, Yongsang Lee, Sangwook Park, Eunyoung Lim, Seulki Koo, and Hwangkyu Lim , <i>Korea Institute for Curriculum and Evaluation</i>
Featured Presentations: Non-English Language Tests		
July 4 (Thur.) Seminar Room 5:45-6:15pm	Cantonese-speaking Chinese heritage learners' response patterns at a placement test	Wei-Li Hsu , <i>University of Hawaii at Manoa</i>
Seminar Room 6:20-6:5pm	Morpheme-by-morpheme Rasch analysis of a Korean C-test as a diagnostic tool	Hyunah Ahn , <i>University of Hawaii at Manoa</i>
July 5 (Fri.) Conf. Hall B 8:30-9:00am	Examining testlet effects in the TestDaF Reading Section: A testlet response modeling approach	Thomas Eckes , <i>TestDaF Institute</i>
Conf. Hall B 9:05-9:35am	Development of diagnostic Japanese vocabulary assessment for non-native speakers' learning	Yuan Sun , <i>National Institute of Informatics</i> Hiroko Yabe , <i>Tokyo Gakugei University</i> Megumi Shimada , <i>Tokyo Gakugei University</i>
LTRC 2013 Special Session		
July 3 (Wed.) 6:00-7:00pm Grand Hall	Language Testing in Korea	Kyung-Ae Jin & a few others <i>Korea Institute for Curriculum and Evaluation</i>

LTRC 2013 CONFERENCE OVERVIEW

MONDAY, JULY 1		THURSDAY, JULY 4	
8:30-9:00	Workshop Registration	7:45-6:50	Conference Registration
9:00-12:00	Morning Sessions (4 parallel workshops)	8:00-6:50	Exhibition
12:00-1:00	Lunch Break	8:00-9:40	Paper Session 2 (3 Parallel Sessions)
1:00-5:00	Afternoon Sessions (4 parallel workshops)	09:40-10:00	Break
6:00-8:00	Workshop Reception	10:00-10:55	British Council Scholar Lecture
TUESDAY, JULY 2		10:55-11:10	Break
8:30-9:00		11:10-12:50	Paper Session 3 (3 Parallel Sessions)
9:00-12:00	Morning Sessions (3 parallel workshops)	12:50-2:50	Lunch Break
12:00-1:00	Lunch Break	12:50-2:50	ILTA Business Meeting
1:00-5:00	Afternoon Sessions (3 parallel workshops)	2:50-4:50	Symposia 2 (3 Parallel Sessions)
12:00-5:00	ILTA Executive Board Session	4:50-5:10	Break
5:10-6:00	LTRC Newcomers Session	5:10-6:50	Paper Session 4 (3 Parallel Sessions)
6:30-8:00	Opening Reception (KICE)		
WEDNESDAY, JULY 3		FRIDAY, JULY 5	
8:15-5:30	Conference Registration	8:15-5:25	Conference Registration
8:30-5:30	Exhibition	8:30-5:25	Exhibition
9:00-9:30	Opening Ceremony	8:30-10:10	Paper Session 5 (3 Parallel Sessions)
	Conference Chair, ILTA President,		
	Vice Minister of Education, SNU Executive Vice President & Provost	10:10-10:30	Break
	President of KICE, Seong Taeje	10:30-12:00	Works-In-Progress Session
9:30-9:45	GROUP PHOTO	12:00-1:30	Lunch Break
9:45-9:55	Remembering John Trim	1:30-2:35	Paper Session 6 (3 Reduced Parallel Sessions)
9:55-10:55	Samuel J. Messick Memorial Lecture	2:35-2:55	Break
10:55-11:10	Break	2:55-4:55	Symposia 3/Paper Session 7 (2 symposia + 1 paper session)
11:10-12:50	Paper Session 1 (2 Parallel Paper Sessions)	4:55-5:25	Closing Comments
12:50-2:20	Lunch Break		
12:50-2:20	Language Assessment Quarterly Editorial Board Meeting	6:30-9:30	Banquet and Awards Presentation
2:20-3:20	Poster Session		
3:20-3:40	Break		
3:40-5:40	Symposium Session 1 (Plenary – no parallel sessions)		
6:00-7:00	LTRC 2013 Special Session on Language Testing in Korea		

CONFERENCE SCHEDULE

PRECONFERENCE WORKSHOPS

Time	MONDAY, JULY 1	Location
8:30-9:00	Workshop Registration	Workshop Rooms Seoul National University (SNU)
9:00-5:00	Morning Sessions (4 parallel workshops)	
	Workshop 1 – Speaking <i>Rating Scales and Raters in Speaking Assessment</i> Gad S. Lim , <i>Cambridge English Language Assessment</i> Evelina D. Galaczi , <i>Cambridge English Language Assessment</i>	Room 309 Shinyang Humanities Hall
	Workshop 2 – Writing <i>Defining and Assessing Writing Ability: Best Practices and Current Issues in Classroom and Large-Scale Writing Assessment</i> Sara Cushing Weigle , <i>Georgia State University</i> Lynda Taylor , <i>University of Bedfordshire</i>	Room 302 Shinyang Humanities Hall
	Workshop 3 – CDA <i>Cognitive Diagnostic Assessment: Modeling and Application</i> Eunice Eunhee Jang , <i>University of Toronto</i> Jimmy de la Torre , <i>Rutgers University</i>	Room 115 Building 3
	Workshop 5 – ELP Tests <i>Developing English language Proficiency Tests: An Integrated Framework for Understanding the Steps</i> Dorry M. Kenyon , <i>Center for Applied Linguistics</i>	Room 301 Shinyang Humanities Hall
12:00-1:00	Lunch Break	
1:00-5:00	Afternoon Sessions (4 parallel workshops)	Shinyang Humanities Hall & Building 3
	Workshop 1 – Speaking <i>Rating Scales and Raters in Speaking Assessment</i> Gad S. Lim , <i>Cambridge English Language Assessment</i> Evelina D. Galaczi , <i>Cambridge English Language Assessment</i>	Room 309 Shinyang Humanities Hall
	Workshop 2 – Writing <i>Defining and Assessing Writing Ability: Best Practices and Current Issues in Classroom and Large-Scale Writing Assessment</i> Sara Cushing Weigle , <i>Georgia State University</i> Lynda Taylor , <i>University of Bedfordshire</i>	Room 302 Shinyang Humanities Hall
	Workshop 3 – CDA <i>Cognitive Diagnostic Assessment: Modeling and Application</i> Eunice Eunhee Jang , <i>University of Toronto</i> Jimmy de la Torre , <i>Rutgers University</i>	Room 115 Building 3

Workshop 5 – ELP Tests <i>Developing English language Proficiency Tests: An Integrated Framework for Understanding the Steps</i> Dorry M. Kenyon, <i>Center for Applied Linguistics</i>		Room 301 Shinyang Humanities Hall
6:00-8:00	Reception for Workshop Participants	Conference Hall SNU Faculty Club

Time	TUESDAY, JULY 2	Location
8:30-9:00	Workshop Registration	Workshop Rooms Seoul National University (SNU)
9:00-12:00	Morning Sessions (3 parallel workshops)	
	Workshop 2 – Writing <i>Defining and Assessing Writing Ability: Best Practices and Current Issues in Classroom and Large-Scale Writing Assessment</i> Sara Cushing Weigle, <i>Georgia State University</i> Lynda Taylor, <i>University of Bedfordshire</i>	Room 302 Shinyang Humanities Hall
	Workshop 3 – CDA <i>Cognitive Diagnostic Assessment: Modeling and Application</i> Eunice Eunhee Jang, <i>University of Toronto</i> Jimmy de la Torre, <i>Rutgers University</i>	Room 115 Building 3
	Workshop 4 – EQSIRT <i>Item Response Theory Modeling with EQSIRT</i> Peter M. Bentler, <i>UCLA</i> Eric Wu, <i>Multivariate Software Inc.</i>	Room 316 CTL Building
12:00-1:00	Lunch Break	
1:00-5:00	Afternoon Sessions (3 PARALLEL WORKSHOPS)	Shinyang Humanities Hall, Building 3 & CTL Building
	Workshop 2 – Writing <i>Defining and Assessing Writing Ability: Best Practices and Current Issues in Classroom and Large-Scale Writing Assessment</i> Sara Cushing Weigle, <i>Georgia State University</i> Lynda Taylor, <i>University of Bedfordshire</i>	Room 302 Shinyang Humanities Hall
	Workshop 3 – CDA <i>Cognitive Diagnostic Assessment: Modeling and Application</i> Eunice Eunhee Jang, <i>University of Toronto</i> Jimmy de la Torre, <i>Rutgers University</i>	Room 115 Building 3
	Workshop 4 – EQSIRT <i>Item Response Theory Modeling with EQSIRT</i> Peter M. Bentler, <i>UCLA</i>	Room 316 CTL Building

Eric Wu, <i>Multivariate Software Inc.</i>	
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12:00-5:00	ILTA Executive Board Session	Fraser Place Conference Room 2 (2 nd Floor)
5:10-6:00	LTRC Newcomers Session	Meeting Room Olive Tower (22 nd Floor)
6:30-8:00	Opening Reception (sponsored by KICE)	Reception Hall Ofelis Olive Tower (21 st Floor.)

CONFERENCE SCHEDULE

MAIN CONFERENCE

Time	WEDNESDAY, JULY 3	Location
8:15-5:30	Conference Registration	Foyer
8:30-5:30	Exhibition	KCCI
9:00-9:30	OPENING CEREMONY Moderator: Young Shik Lee , <i>Hannam University</i>	
	Opening Address Yong-Won Lee , <i>Co-Chair, LTRC 2013 Organizing Committee</i> President's Welcome Address Dan Douglas , <i>ILTA President</i>	
	Congratulatory Speeches Seung-il Na , <i>Vice Minister of Education</i> Chang-Ku Byun , <i>Executive Vice President and Provost of Seoul National University</i> Taeje Seong , <i>President of Korea Institute for Curriculum and Evaluation</i>	
9:30-9:45	GROUP PHOTO	
9:45-9:55	Remembering John Trim	
9:55-10:55	SAMUEL J. MESSICK MEMORIAL LECTURE Session Chair: Antony Kunnan , <i>California State University, Los Angeles/Nanyang Technological University</i>	
09:55-10:00	Introduction	Grand Hall
10:00-10:40	Lecture Establishing a Validation Framework for Classroom Assessment Terry Ackerman , <i>University of North Carolina Greensboro</i>	
10:40-10:50	Q & A	
10:50-10:55	Presentation of the Samuel J. Messick Memorial Lecture Award (by Xiaoming Xi, <i>Educational Testing Service</i>)	
10:55-11:10	BREAK	
11:10-12:50	PAPER SESSION 1 (2 PARALLEL)	
	Session Theme: Diagnostic Language Assessment Session Chair: (3) Alan Urmston , <i>Hong Kong Polytechnic University</i>	
11:10-11:40	How do language teachers diagnose reading and writing in a second or foreign language? Lea Nieminen , <i>University of Jyväskylä</i> Eeva-Leena Haapakangas , <i>University of Jyväskylä</i> J. Charles Alderson , <i>Lancaster University</i> Riikka Ullakonoja , <i>University of Jyväskylä</i>	Grand Hall

	Ari Huhta , <i>University of Jyvaskyla</i>	
11:45-12:15	Implementing CDA in an Institutional Test: A New Networking Model and Experiment with a New CDM and Task Type Yeon-Sook Yi , <i>Seoul National University</i>	
12:20-12:50	An MFRM approach to subskill divisibility in diagnostic language assessment Hongwen Cai , <i>Guangdong University of Foreign Studies</i>	
Session Theme: Diagnostic Language Assessment & Psychometrics Session Chair: Craig Deville , <i>Measurement Incorporated – 4</i>		
11:10-11:40	Comparison of halo detection methods in language proficiency ratings Matthew J. Borneman , <i>SWA Consulting Inc.</i> Eric A. Surface , <i>SWA Consulting Inc.</i>	Seminar Room 4
11:45-12:15	Finite mixture models for extracting learner proficiency profiles based on analytically scored performance assessments Ikkyu Choi , <i>University of California, Los Angeles</i>	
12:20-12:50	Multiple regression formula or correction formulas - a better use for pseudoword false alarm data? Raymond Stubbe , <i>Kyushu Sangyo University</i>	
12:50-2:20	LUNCH BREAK	
12:40-2:20	Language Assessment Quarterly Editorial Board Meeting	Seminar Room 4
2:20-3:20	POSTER SESSION	
	Session Chairs: Hanki Jung , <i>Korea Army Academy at Yeong-Cheon</i> Aejin Kang , <i>Sookmyung Women's University</i>	
A validity argument for the use of scores from a web-search-permitted integrated writing test Heesung Grace Jun , <i>Iowa State University</i>		Developing theory-based diagnostic tests of grammar: application of Processability Theory Ros Hirsch , <i>Seoul National University</i>
MERLIN – Illustrating and researching the CEFR levels with a multilingual online platform Katrin Wisniewski , <i>Technical University of Dresden</i>		Effectiveness of a diagnostic e-report for independent learning Michelle Raquel , <i>The Hong Kong Polytechnic University</i> Carrie Tsang , <i>The Hong Kong Polytechnic University</i> Roxanne Wong , <i>City University of Hong Kong</i> Winnie Shum , <i>Lingnan University</i> Gwendoline Guan , <i>City University of Hong Kong</i>

<p>The eye tracker study of text comprehension and vocabulary knowledge Jungok Bae, <i>Kyungpook National University</i> Sungmook Choi, <i>Kyungpook National University</i> Minho Lee, <i>Kyungpook National University</i> Young-Min Jang, <i>Kyungpook National University</i> Sangwook Kim, <i>Kyungpook National University</i> Moon-Jung Jang, <i>Kyungpook National University</i></p>	<p>The validation process on the Brazilian English Proficiency Exam for Air Traffic Controllers Natalia de Andrade Raymundo, <i>ICEA - Brazilian Air Force</i> Natália de Castro Marques, <i>ICEA - Brazilian Air Force</i></p>
<p>Complexity comparisons between examination passages and real-world reading texts at 2 CEFR levels Daniel J. Reed, <i>Michigan State University</i> Aaron Ohlrogge, <i>Michigan State University</i> Hyojung Lim, <i>Michigan State University</i> Heekyoung Kim, <i>Michigan State University</i></p>	<p>Formative and diagnostic language assessment within a plurilingual approach to language learning in Swiss schools Peter Lenz, <i>University of Fribourg</i></p>
<p>Development of diagnostic tools assessing English teachers' performance Sangha Lee, <i>Korea Institute for Curriculum and Evaluation</i> Bokyung Cho, <i>Korea Institute for Curriculum and Evaluation</i> KyungAe Jin, <i>Korea Institute for Curriculum and Evaluation</i></p>	<p>Teachers' use of English language proficiency descriptor scales in the Ontario educational context: Supporting formative purposes of language assessment Saskia Stille, <i>OISE/University of Toronto</i> June Starke, <i>OISE/University of Toronto</i> Eunice Jang, <i>OISE/University of Toronto</i> Maryam Wagner, <i>OISE/University of Toronto</i> Maggie Dunlop, <i>OISE/University of Toronto</i></p>
<p>Investigating the potential use of learning analytics and data mining in advancing research on language tests Samira ElAtia, <i>The University of Alberta</i></p>	<p>Establishing cut scores through technological resources on the general version of the Listening and Reading Tests of the Canadian English Language Proficiency Index Program (CELPIP-G). Angel Arias, <i>University of Montreal</i> Amery Wu, <i>University of British Columbia</i></p>
<p>Introduction to the NEAT Online Rater Training Program for Speaking in South Korea Mee-Jee Kim, <i>Korea Institute for Curriculum and Evaluation (KICE)</i> Chae Kwan Jung, <i>(KICE)</i></p>	<p>Development and validation of two oral instruments for measuring interlanguage pragmatic competence Rui XU, <i>Guangdong University of Foreign Studies & Jinggangshan University</i></p>
<p>Factor structure and factorial invariance of an institutional English Placement Test (EPT) Zhi Li, <i>Iowa State University</i> Hyejin Yang, <i>Iowa State University</i> Jooyoung Lee, <i>Iowa State University</i></p>	<p>Charting the landscape: Assessing ELLs academic achievement through classroom content tests Beth Clark-Gareca, <i>New York University</i></p>
<p>Impact of English speaking test preparation on Korean test-takers' identity Nahee Kim, <i>University of Leicester</i></p>	<p>Developing a general English proficiency test for NATO military training and cooperation purposes May Tan, <i>Canadian Defence Academy</i></p>
<p>Placement decision of ESL students based on holistic scores of Automated Writing Evaluation (AWE) Hyejin Yang, <i>Iowa State University</i> Zhi Li, <i>Iowa State University</i> Stephanie Link, <i>Iowa State University</i> Volker Hegelheimer, <i>Iowa State University</i></p>	<p>Investigating the effectiveness and impact of three- versus four-option multiple-choice in listening test items using qualitative and quantitative methods Lauren Kennedy, <i>Second Language Testing, Inc.</i></p>

	Jacquelin Church, <i>Second Language Testing, Inc.</i>
Investigating the validity of the reading items in the Internet-based National English Ability Test Younghyo Park, <i>Korea Institute for Curriculum and Evaluation (KICE)</i> Su Yon Yim, <i>KICE</i> Jun-Shik Kim, <i>KICE</i> Bokyung Cho, <i>KICE</i> Suh Keong, Kwon, <i>KICE</i>	The effects of different types of feedback on Japanese EFL learners' TOEFL iBT reading practice test performance Yasuyo Sawaki, <i>Waseda University</i>
The relationship between TOEFL iBT speaking scores and oral ability in an academic EFL environment Gary J. Ockey, <i>Educational Testing Service</i> Eric Setoguchi, <i>Kanda University of International Studies</i> Dennis Koyama, <i>Purdue University</i> Angela Sun, <i>Kanda University of International Studies</i>	A meta-analysis of generalizability studies on task and rater effects in L2 speaking and writing Yo In'nami, <i>Shibaura Institute of Technology</i> Rie Koizumi, <i>Juntendo University</i>
Validating the ACTFL Listening Proficiency Test Erwin Tschirner, <i>University of Leipzig</i> Olaf Bärenfänger, <i>University of Leipzig</i>	Extrapolating test performance to non-test setting: The use of SEM for model testing Kadeessa Abdul-Kadir, <i>Public Service Department</i>
Qualitative change in junior high school students' peer assessments on speaking performances Hidetoshi Saito, <i>Ibaraki University</i>	The Effect of Students' Background Characteristics on English Performance in the NAEA Young-Ju Lee, <i>Korea Institute for Curriculum and Evaluation</i>
Test takers' strategy use and reading test performance: A multiple-sample study Limei Zhang, <i>Nanyang Technological University</i> Christine Goh, <i>Nanyang Technological University</i> Antony Kunnan, <i>Nanyang Technological University</i>	Monitoring the effects of exam renewal: examining formulaic phrases in two speaking test formats Fabiana MacMillan, <i>CaMLA</i> Barb Dobson, <i>CaMLA</i> Jayanti Banerjee, <i>CaMLA</i>
Using bifactor-MIRT composite scores as valid indicators of ESP reading test performance Yuyang CAI, <i>The University of Hong Kong</i>	Investigating the impact of different misfit criteria on item parameter estimation using the Rasch model Keita Nakamura, <i>Eiken Foundation of Japan</i>
How impressionistic can holistic scoring be? A test-taker perspective Qin XIE, <i>Hong Kong Institute of Education</i>	Functionality of a contingency-table approach for differential item functioning Seon-Hi Shin, <i>Seoul National University</i>
Comparative diagnostic assessment of foreign language vocabulary: Differences in English and German learners' word knowledge Tibor Vigh, <i>University of Szeged</i> Olga S. Hrebik, <i>University of Szeged</i> Istvan Thekes, <i>University of Szeged</i> Tibor Vidakovich, <i>University of Szeged</i>	Foreign language proficiency testing: Individual differences in the accuracy of self-assessment Daniel S. Stanhope, <i>SWA Consulting Inc.</i> Jennifer Lindberg McGinnis, <i>SWA Consulting Inc.</i> Eric A. Surface, <i>SWA Consulting Inc.</i>
Assessing the impact of rater negotiation on writing and speaking test rubric scores Gerriet Janssen, <i>University of Hawaii at Manoa;</i>	Skill integration in language assessment: A comparative study of PTE-Academic and IB-CET

<i>Universidad de los Andes-Colombia</i> Valerie Meier , <i>University of Hawaii at Manoa</i> Jonathan Trace , <i>University of Hawaii at Manoa</i>	Yan Jin , <i>Shanghai Jiao Tong University</i> Xiaoyi Zhang , <i>Shanghai Jiao Tong University</i>
3:20-3:40	BREAK

3:40-5:40	SYMPOSIA 1 (PLENARY)	
Organizers: Yong-Won Lee , <i>Seoul National University</i> Eunice E. Jang , <i>University of Toronto</i>		
Discussant: Alister Cumming , <i>University of Toronto</i>		
3:40-5:40	Future of diagnostic language assessment: Moving beyond where we are Charles Alderson , Tineke Brunfaut , and Luke Harding <i>Lancaster University</i> Matthew Poehner , <i>Pennsylvania State University</i> Eunice E. Jang , <i>University of Toronto</i> Carol Chapelle , Elena Cotos , and Jooyoung Lee <i>Iowa State University</i>	Grand Hall
6:00-7:00	LTRC 2013 Special Session on Language Testing in Korea Kyung-Ae Jin and her colleagues, <i>Korea Institute for Curriculum and Evaluation.</i>	Grand Hall

Time	THURSDAY, JULY 4	Location
7:45-6:30	Conference Registration	Foyer
8:00-6:30	Exhibition	KCCI
8:00-9:40	PAPER SESSION 2 (3 PARALLEL)	
Session Theme: Construct/Validation		
Session Chair: Yan Jin , <i>Shanghai Jiao Tong University</i>		
8:00-8:30	Assessing English as a global language: An empirical analysis of reading proficiency in CEFR and PISA Johanna Möller , <i>IPN Kiel</i> Michael Leucht , <i>IPN Kiel</i> Hans Anand Pant , <i>IQB Berlin</i> Olaf Köller , <i>IPN Kiel</i>	Conference Hall A
8:35-9:05	A meta-analytic investigation of the relationship between language proficiency and performance Eric Surface , <i>SWA Consulting Inc.</i> Amanda Gissel , <i>SWA Consulting Inc.</i> Matthew Borneman , <i>SWA Consulting Inc.</i>	
9:10-09:40	Theoretical and practical issues in cross-language comparisons of proficiency: The European Survey on Language Competences	

	Neil Jones , <i>Cambridge English Language Assessment</i> Nick Saville , <i>Cambridge English Language Assessment</i>	
Session Theme: Speaking & Writing Assessment Session Chair: Sara Cushing Weigle , <i>Georgia State University</i>		
8:00-8:30	Validation research for developing and applying the automated scoring program for the speaking section of the NEAT Dongkwang Shin , <i>Korea Institute for Curriculum and Evaluation</i> Hoky Min , <i>Korea Institute for Curriculum and Evaluation</i> Sang-Bok Park , <i>Korea Institute for Curriculum and Evaluation</i> Chae Kwan Jung , <i>Korea Institute for Curriculum and Evaluation</i> Hunwoo Joo , <i>Korea Institute for Curriculum and Evaluation</i> Mee-Jee Kim , <i>Korea Institute for Curriculum and Evaluation</i>	Conference Hall B
8:35-9:05	Students' perceptions of the effects of rubric-referenced self-assessment on EFL writing: A developmental perspective Weiqiang Wang , <i>Guangdong University of Foreign Studies</i> Yongqiang Zeng , <i>Guangdong University of Foreign Studies</i> Haiyan He , <i>Guangdong University of Foreign Studies</i>	
9:10-09:40	Investigating rating processes in an EAP writing test: Insights into scoring validity Jessica Wu , <i>The Language Training and Testing Center</i> Tung-Mei Ma , <i>The Language Training and Testing Center</i>	
Session Theme: Performance-Based Assessment Session Chair: Jungok Bae , <i>Kyungpook National University</i>		
8:00-8:30	Handling sparse data in performance-based language assessment under the generalizability-theory framework Chih-Kai (Cary) Lin , <i>University of Illinois at Urbana-Champaign</i>	Seminar Room
8:35-9:05	Writing proficiency and scoring judgment: The case of pre-service EFL teachers in mainland China Li Liu , <i>The Chinese University of Hong Kong</i> Tan Jin , <i>Shutong Research Institute of International Language Education</i>	
9:10-09:40	Context, construct, and consequences: Washback of the College English Test in China Youyi Sun , <i>Queen's University</i>	
9:40-10:00	BREAK	
10:00-10:55	BRITISH COUNCIL SCHOLAR LECTURE Session Chair: Young Shik Lee , <i>Hannam University</i>	
10:00-10:05	Introduction	Conference Halls A & B Seminar Room 4
10:00-10:40	Accountability: Standards and assessment in learning systems Barry O'Sullivan , <i>The British Council</i>	
10:45-10:55	Q & A	
10:55-11:10	BREAK	
11:10-12:50	PAPER SESSION 3 (3 PARALLEL)	
Session Theme: LSP Assessment Session Chair: Yasuyo Sawaki , <i>Waseda University</i>		

11:10-11:40	Expanding the construct underlying speaking assessment criteria in a specific-purpose language test Sally O'Hagan, <i>University of Melbourne</i> John Pill, <i>University of Melbourne</i> Barbara Zhang, <i>The OET Centre</i>	Conference Hall A
11:45-12:15	Investigating test takers' processes on an LSP 'skim and scan' reading task: A validation study of the Occupational English Test Kellie Frost, <i>University of Melbourne</i> Hyejeong Kim, <i>University of Melbourne</i> John Pill, <i>University of Melbourne</i> Catriona Fraser, <i>University of Melbourne</i> Ute Knoch, <i>University of Melbourne</i>	
12:20-12:50	Developing a test for diplomats: Challenges, impact and accountability Dhiravat Bhumichitr, <i>Devawongse Varopakarn Institute of Foreign Affairs</i> David Gardner, <i>Devawongse Varopakarn Institute of Foreign Affairs</i> Rita Green, <i>TDTA</i>	
Session Theme: Speaking Assessment Session Chair: Lorena Llosa, <i>New York University</i>		
11:10-11:40	Do test-takers' self-assessments correspond to their oral test performance? Yujie Jia, <i>University of California, Los Angeles</i>	Conference Hall B
11:45-12:15	Embedding nonverbal delivery into speaking assessment: A mixed-method rating scale validation Mingwei Pan, <i>The Hong Kong Polytechnic University</i>	
12:20-12:50	Modeling speaker proficiency, comprehensibility, and perceived competence in a language use domain Jonathan Schmidgall, <i>University of California, Los Angeles</i>	
Theme Session: Washback Session Chair: John De Jong, <i>VU Amsterdam University /Pearson</i>		
11:10-11:40	Interface between language assessment and teaching/learning: Teachers' grading decision-making Liyong Cheng, <i>Queen's University</i> Youyi Sun, <i>Queen's University</i>	Seminar Room
11:45-12:15	The use of external standardised assessment in a school context for motivational and accountability purposes Angeliki Salamoura, <i>Cambridge English Language Assessment</i> Coreen Docherty, <i>Cambridge English Language Assessment</i> Miranda Hamilton, <i>Cambridge English Language Assessment</i> Neil Jones, <i>Cambridge English Language Assessment</i>	
12:20-12:50	A longitudinal case study of the washback of the National College English Test on teachers' teaching	

	processes and behaviours: classroom observation Xiangdong Gu , <i>Chongqing University</i> Zhiqiang Yang , <i>Chongqing University of Science and Technology</i>	
12:50-2:50	LUNCH BREAK	
12:50-2:50	ILTA Annual Business Meeting	Conference Hall A
2:50-4:50	SYMPOSIA 2 (3 PARALLEL)	
	Organizers: Young Shik Lee , <i>Hannam University</i> Sang-Bok Park , <i>Korea Institute for Curriculum and Evaluation</i> Discussant: Lyle Bachman , <i>University of California, Los Angeles</i>	
2:50-4:50	The challenges and issues in developing English language tests in the Asian EFL context Kyung-Ae Jin , <i>Korea Institute for Curriculum and Evaluation</i> Yan Jin , <i>Shanghai Jiao Tong University</i> Michael Todd Fouts , <i>Eiken Foundation of Japan</i> Jessica R. W. Wu , <i>The Language Training and Testing Center</i> Neil Drave , <i>Hong Kong Examinations and Assessment Authority</i>	Conference Hall A
	Organizers: Luke Harding , <i>Lancaster University</i> Huei-Lien Hsu , <i>Fu-Jen Catholic University</i> Discussant: Lynda Taylor , <i>University of Bedfordshire</i>	
2:50-4:50	World Englishes, English as a Lingua Franca and language testing: Change on the horizon? Huei-Lien Hsu , <i>Fu-Jen Catholic University</i> Luke Harding , <i>Lancaster University</i> Hyejeong Kim , <i>The University of Melbourne</i>	Conference Hall B
	Organizer: Ari Huhta , <i>University of Jyvaskyla</i> Discussant: Eunice E. Jang , <i>University of Toronto</i>	
2:50-4:50	Diagnosing reading in a second or foreign language insights from a multi-method study of two different languages Ari Huhta , <i>University of Jyvaskyla</i> Charles Alderson , <i>Lancaster University</i> Lea Nieminen , <i>University of Jyvaskyla</i> Riikka Ullakonoja , <i>University of Jyvaskyla</i> Eeva-Leena Haapakangas , <i>University of Jyvaskyla</i>	Seminar Room 4
4:50-5:10	Break	
5:10-6:50	PAPER SESSION 4 (3 PARALLEL SESSIONS)	
Session Theme: Statistics & Psychometrics for Language Testers Session Chair: Seock-Ho Kim , <i>The University of Georgia</i>		
5:10-5:40	Optimizing raw score usage to reduce measurement error John De Jong , <i>VU Amsterdam University / Pearson</i> Ying Zheng , <i>Pearson</i>	Conference Hall A
5:45-6:15	Item-analysis methods and their implications for the ILTA Guidelines for Practice David Ellis , <i>University of Maryland</i>	

6:20-6:50	Facilitating communication to stakeholders using statistical graphics Sung-Ock Sohn, <i>University of California, Los Angeles</i> Ikkyu Choi, <i>University of California, Los Angeles</i>	
Session Theme: Speaking Assessment Session Chair: Alistair van Moere, <i>Pearson</i>		
5:10-5:40	Rating scale development and use: The rater perspective Evelina Galaczi, <i>Cambridge English Language Assessment</i> Gad Lim, <i>Cambridge English Language Assessment</i> Nahal Khabbzbashi, <i>Cambridge English Language Assessment</i>	Conference Hall B
5:45-6:15	Developing and validating an automated speaking test for elementary students Young Shik Lee, <i>Hannam University</i> Jungtae Kim, <i>Pai Chai University</i> Hyun-Ju Kim, <i>Dankook University</i> Taeyoung Jeong, <i>Korea Military Academy</i>	
6:20-6:50	The role of the native speaker in aviation communication Carol Lynn Moder, <i>Oklahoma State University</i> Gene B. Halleck, <i>Oklahoma State University</i>	
Session Theme: Non-English Language Assessment Session Chair: Yo In'nami, <i>Shibaura Institute of Technology</i>		
5:10-5:40	The usefulness of accreditation-mandated assessment in college foreign language programs John Davis, <i>University of Hawaii at Manoa</i>	Seminar Room
5:45-6:15	Cantonese-speaking Chinese heritage learners' response patterns at a placement test Wei-Li Hsu, <i>University of Hawaii at Manoa</i>	
6:20-6:50	Morpheme-by-morpheme Rasch analysis of a Korean C-test as a diagnostic tool Hyunah Ahn, <i>University of Hawaii at Manoa</i>	

Time	FRIDAY, JULY 5	Location
8:15-5:25	Conference Registration	Foyer
8:30-5:25	Exhibition	KCCI
8:30-10:10	PAPER SESSION 5 (3 PARALLEL SESSIONS)	
Session Theme: Validity, Accountability, & Validation Session Chair: Dan Douglas, <i>Iowa State University -16</i>		
8:30-9:00	What is argument-based validation? Carol Chapelle, <i>Iowa State University</i> Hye-Won Lee, <i>Iowa State University</i>	Conference Hall A

9:05-9:35	Validity and accountability: IELTS as a measure of language ability for medical practitioners Vivien Berry, <i>Centre for Language Assessment Research, University of Roehampton</i> Barry O'Sullivan, <i>The British Council</i> Sandra Rugea, <i>Centre for Language Assessment Research, University of Roehampton</i>	
9:40-10:10	Language ability of young English language learners: Definition, configuration, and implications Lin Gu, <i>Educational Testing Service</i>	
Session Theme: Non-English Language Assessment & Longitudinal Analysis Session Chair: Toshihiko Shiotsu, Kurume University		
8:30-9:00	Examining testlet effects in the TestDaF Reading Section: A testlet response modeling approach Thomas Eckes, <i>TestDaF Institute</i>	Conference Hall B
9:05-9:35	Development of diagnostic Japanese vocabulary assessment for non-native speakers' learning Yuan Sun, <i>National Institute of Informatics</i> Hiroko Yabe, <i>Tokyo Gakugei University</i> Megumi Shimada, <i>Tokyo Gakugei University</i>	
9:40-10:10	Longitudinal and cross-sectional investigation into the development of speaking ability at Japanese schools Rie Koizumi, <i>Juntendo University</i> Yo In'nami, <i>Shibaura Institute of Technology</i>	
Session Theme: Assessment of Pragmatics & Strategic Competence Session Chair: Liying Cheng, Queen's University -18		
8:30-9:00	Validating task-based assessment of L2 pragmatics in interaction using mixed methods Soo Jung Youn, <i>University of Hawaii at Manoa</i>	Seminar Room
9:05-9:35	An investigation into the nature of strategic competence through test-takers' lexico-grammatical test performance Nick Bi, <i>University of Sydney</i>	
9:40-10:10	Testing implicature under operational conditions Carsten Roever, <i>The University of Melbourne</i>	
10:10-10:30	BREAK	
10:30-12:00	WORKS-IN-PROGRESS SESSION	Conference Halls A & B
Session Chairs: Neil Jones, Cambridge English Language Assessment Xiaoming Xi, Educational Testing Service		
L2 collocational proficiency: Expanding the construct of speaking proficiency in automated speech scoring Sumi Han, <i>Northern Arizona University</i>	Investigating the assessment literacy of standardised language test score users in Canadian higher education Beverly Baker, <i>McGill University</i> Rika Tsushima, <i>McGill University</i>	

	<p>Shujiao Wang, McGill University Mariusz Galczynski, McGill University Sarah Desroches, McGill University</p>
<p>The development of second language writing proficiency: A linguistic analysis Yeon Joo Jung, Indiana University</p>	<p>Assessing writing: How do raters deal with aspects not covered in rating scales? Yi Mei, Queen's University</p>
<p>Investigating growth in paragraph writing skills of tertiary students Vahid Aryadoust, National University of Singapore Siew Mei Wu, National University of Singapore</p>	<p>Exploring the criterial features of spoken performances on the same tasks at A2, B1, and B2 Chihiro Inoue, Asahikawa Medical University</p>
<p>Computerized speaking tasks for assessing young English language learners Dorry M. Kenyon, Center for Applied Linguistics Margaret E. Malone, Center for Applied Linguistics Megan Montee, Center for Applied Linguistics</p>	<p>An investigation into the comparability of students' writing performance on the TOEFL-iBT and in university writing courses Lorena Llosa, New York University Margaret Malone, Center for Applied Linguistics Jing Wei, New York University Anne Donovan, Center for Applied Linguistics</p>
<p>Investigating prompt difficulty in automatically scored speaking performance assessments Troy Cox, Brigham Young University</p>	<p>Content validation study of a computerized business English test: developing a language framework Youngshin Chi, University of Illinois at Urbana-Champaign</p>
<p>The role of diagnostic assessment in academic support Jawee Perla, American University</p>	<p>Reconciliation between assessment for learning and assessment of learning in Chinese award-winning teachers' EFL classrooms Jiming ZHOU, The University of Hong Kong</p>
<p>Listening subskills and metacognitive strategies in a diagnostic English language assessment Jeremy Gray, Lingnan University Wai Lan, Winnie Shum, Lingnan University Yuanyuan, Gwendoline Guan, City University of Hong Kong</p>	<p>Automatic writing assessment and feedback: An approach to improve construct and consequential validity Helen Yannakoudakis, University of Cambridge ESOL Examinations Gad Lim, University of Cambridge ESOL Examinations Øistein Andersen, iLexIR Ltd Ted Briscoe, University of Cambridge Computer Laboratory Fiona Barker, University of Cambridge ESOL Examinations</p>
<p>Preparing for the writing tasks of Graduate School Entrance English Examination: Stakeholders' practice as a response to test task demands Shasha Xu, Zhejiang University</p>	<p>Innovative assessment tasks for academic English proficiency: An integrated listening-speaking task vs. a multimedia-mediated speaking task Hye Won Lee, Iowa State University</p>
<p>Bridging assessment for learning to self-regulation in Chinese tertiary EFL writing classrooms Yongfei Wu, Queen's University</p>	<p>Optimizing the diagnostic utility of automated essay scoring Brent Bridgeman, Educational Testing Service Chaitanya Ramineni, Educational Testing Service</p>
<p>Diagnosing EFL writing difficulties in the Chinese context Cecilia Guanfang Zhao, Shanghai International Studies University</p>	
<p>12:00-1:30</p>	<p>Lunch Break</p>

1:30-2:35	PAPER SESSION 6 (3 REDUCED PARALLEL SESSIONS)	
Session Theme: Reading/Writing Session Chair: David Qian, Hong Kong Polytechnic University		
1:30-2:00	Investigating Korean EFL College Students' Perception, Strategy Use and Task Performance on an English Integrated Reading-Writing Task. Yoonhee Choe, Chongshin University	Conference Hall A
2:05-2:35	Relative significance of component skills to EFL reading: Implications for diagnosis and instruction Min Gui, Wuhan University (to be confirmed)	
Session Theme: Disability Accommodation and Technology Issues Session Chair: Ute Knoch, University of Melbourne		
1:30-2:00	Assessing students with disabilities: Listening to voices from the stakeholder community Lynda Taylor, University of Cambridge ESOL Examinations Hanan Khalifa, University of Cambridge ESOL Examinations	Conference Hall B
2:05-2:35	Developing technology-enhanced language assessment tasks: Issues to consider Mikyung Kim Wolf, Educational Testing Service Alexis Lopez, Educational Testing Service	
Session Theme: Integrated Tasks in Language Assessment Session Chair: Gad S. Lim, Cambridge English Language Assessment		
1:30-2:00	Impact of the length of stimulus materials on TOEFL® Junior Comprehensive Integrated Task Performance Youngsoon So, Educational Testing Service	Seminar Room
2:05-2:35	Rhetorics and realities in preparing intensively for TOEFL iBT speaking test: Teacher and test taker perspectives Guoxing Yu, University of Bristol	
2:35-2:55	Break	
2:55-4:55	SYMPOSIA 3 and PAPER SESSION 7 (2 SYMPOSIUM & 1 PAPER PARALLEL SESSIONS)	
Organizer: John Read, University of Auckland		
2:55-4:55	Exploring the diagnostic potential of post-admission language assessments in English-medium universities Ute Knoch and Cathie Elder, University of Melbourne John Read, Janet von Randow, and Eleanor Clemeau University of Auckland Janna Fox, John Haggerty, and Zinat Goodarzi Carleton University Alan Urmston, Michelle Raquel, and Carrie Tsang Hong Kong Polytechnic University	Conference Hall A
Organizer: Carsten Wilmes, WIDA Consortium		

	Discussant: Lyle Bachman, <i>University of California, Los Angeles</i>	
2:55-4:55	Broadening language assessment horizons: From Large-scale accountability to diagnostic purposes Timothy Boals, <i>WIDA Consortium</i> Dorry Kenyon, <i>WIDA Consortium</i> Margo Gottlieb, <i>WIDA Consortium</i> Carsten Wilmes, <i>WIDA Consortium</i> Elizabeth Cranley, <i>WIDA Consortium</i>	Conference Hall B
2:55-3:25	Paper Session 7	
Session Theme: Automated Essay & Speech Scoring Session Chair: Seon-Hi Shin, <i>Seoul National University</i>		
2:55-3:25	<i>Can you “game the system” by responding off-topic in automatically scored speaking tests?</i> Jian Cheng, <i>Pearson</i> Alistair Van Moere, <i>Pearson</i> Masanori Suzuki, <i>Pearson</i>	Seminar Room
3:30-4:00	<i>Factor structure of a spoken Chinese test: investigating five subskill scores for diagnosis</i> Masanori Suzuki, <i>Pearson</i> Yujie Jia, <i>Pearson</i>	
4:05-4:35	Developing an automated essay scoring system for the NEAT Doyoung Park, <i>Korea Institute for Curriculum and Evaluation</i> Kija Si, <i>Korea Institute for Curriculum and Evaluation</i> Yongsang Lee, <i>Korea Institute for Curriculum and Evaluation</i> Sangwook Park, <i>Korea Institute for Curriculum and Evaluation</i> Eunyoung Lim, <i>Korea Institute for Curriculum and Evaluation</i> Seulki Koo, <i>Korea Institute for Curriculum and Evaluation</i> Hwangkyu Lim, <i>Korea Institute for Curriculum and Evaluation</i>	
4:55-5:25	Closing Comments	Conference Hall A
6:30-9:30	Banquet and Awards Presentation	Sejong Hall

Conference Venue:

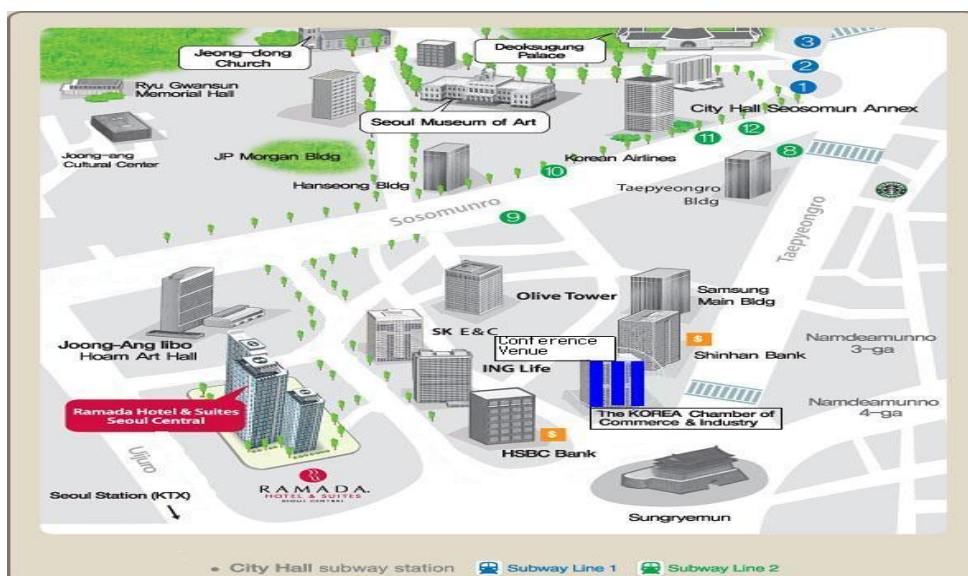
Conference Halls, Korea Chamber of Commerce and Industry

대한상공회의소(大韓商工會議所) 국제회의장

The three-day main conference for the 35th Language Testing Research Colloquium (LTRC) takes place at the KCCI (Korea Chamber of Commerce and Industry) building in downtown Seoul from July 3rd through 5th. The venue is about 10-15 minutes' walk from Seoul Station and City Hall Station.

The KCCI Building is located right across the street from *Namdaemun*, which is easy to find and clearly marked on maps. Seoul Station is another major center that is easy to find on maps, and is within a 10-min walking distance of the conference venue.

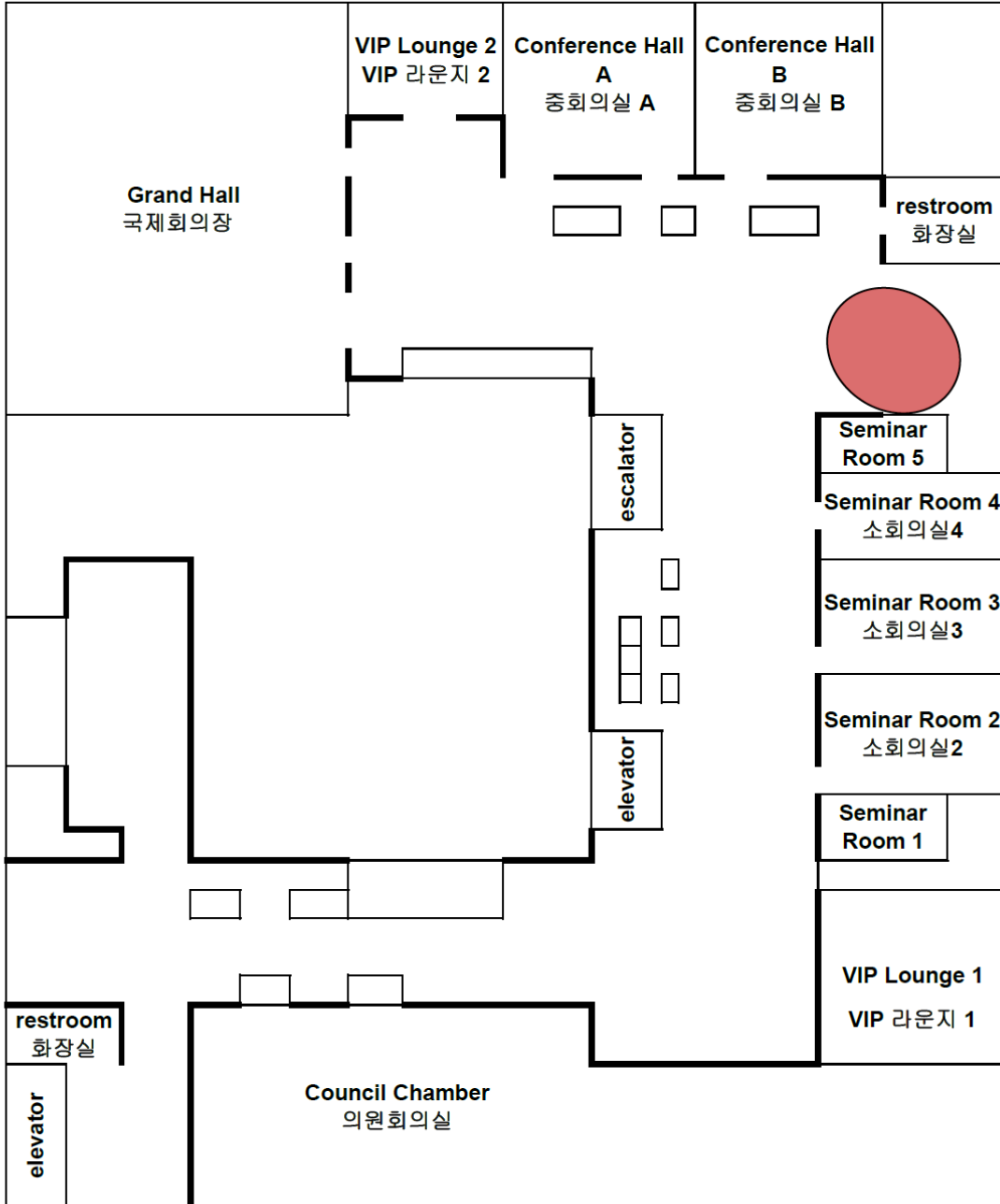
Location





The conference halls are located on the B2 floor of the KCCI Building.

Korea Chamber of Commerce and Industry - B2 Information





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<http://www.youtube.com/watch?v=u1MkRxyFGkc> (Korean)

The LTRC 2013 Organizing Committee

LTRC 2013
THE 35th LANGUAGE TESTING RESEARCH COLLOQUIUM

S E O U L
J u l y 1 - 5

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