



EUROPEAN ASSOCIATION
FOR LANGUAGE TESTING
AND ASSESSMENT

17th EALTA Conference

Variations on Common Standards

4-5 June 2021, Online Conference

Programme (26.05.2021)

Friday 4 th June, 2021	
09.15-09.30	<p>Opening</p> <p>Welcome by <i>Peter Lenz, EALTA President</i></p> <p><i>Housekeeping notes/Remarks on Organisation by EALTA 2021 Organising Committee</i></p>
09.30-10.30	<p>Keynote</p> <p>Fairness and accessibility in language testing for candidates with specific learning difficulties</p> <p><i>Judit Kormos</i></p> <p><i>Chair: Peter Lenz</i></p>
10.30-11.00	Break (virtual gathering in <i>wonder</i> available)
11.00-12.00	Parallel Paper Session
	<p><i>Chair: Emma Bruce</i></p>
	<p><i>Chair: Slobodanka Dimova</i></p>
11.00-11.25	<p>Vocabulary knowledge of international students entering German university: development and relationships to reading, listening, writing and academic success</p>
11.00-11.25	<p>Language test localisation: a theoretical model to inform practice</p> <p><i>Johanna Motteram</i></p>

	<i>Jupp Möhring and Katrin Wisniewski</i>		
	11.30-11.55 Using a corpus of speaking test performances to chart lexical and grammatical patterns across CEFR levels: Exploring variation across local contexts <i>Luke Harding, Dana Gablasova, Vaclav Brezina, Jamie Dunlea, Richard Spiby and Carolyn Westbrook</i>	11.30-11.55 Developing context-appropriate assessment for heritage language learners: An argument-based validity study <i>Young-A Son</i>	
12.00-13.00	Lunch break (virtual gathering in <i>wonder</i> available)		
13.00-14.30	Parallel Paper Session		
	<i>Chair: Zoltán Lukácsi</i>		<i>Chair: Barry O’Sullivan</i>
	13.00-13.25 Why a unified approach to language scales matters: The case for comparative judgement <i>Sarah R. Hughes and Rose Clesham</i>	13.00-14.30 Symposium Local language testing: Local needs and conditions require context-appropriate responses	13.00-14.30 <i>Xun Yan, Slobodanka Dimova, April Ginther, Shangchao Min and Melissa Bowles</i> Discussant: Cathie Elder
	13.30-13.55 Standard setting for writing using the Body of Work method <i>Martina Hulešová and Norman Verhelst</i>		
	14.00-14.25 Variations in setting cut scores: How comparable are cut scores across media, methods, time and instrument length? <i>Charalambos Kollias</i>		
14.30-15.00	Break (virtual gathering in <i>wonder</i> available)		
15.00-16.30	Parallel Work-in-Progress Session		
	<i>Chair: Anna Nunan</i>	<i>Chair: Peter Holt</i>	<i>Chair: Spiros Papageorgiou</i>
	15.00-15.25 Investigating writing processes across languages – same standardized task, varying processes? <i>Elisa Guggenbichler and Benjamin Kremmel</i>	15.00-15.25 Assessing Interaction in language tutoring: A new view on interactional competence <i>Henning Vahlenkamp</i>	15.00-15.25 Towards higher authenticity in language for specific purpose testing: Assessing target language proficiency in foreign language teacher education

			<i>Thomas Roderer and Olivia Rützi-Joy</i>
	15.30-15.55 Syntactic structures characterising young learners' written English (L2) <i>Eli Moe</i>	15.30-15.55 Using formative assessment to enhance self-regulated learning in Finnish upper secondary schools <i>Toni Mäkipää</i>	15.30-15.55 Discourse features, content accuracy, and summarization pattern in read-listen-speak task performance <i>Ching-Ni Hsieh</i>
	16.00-16.25 Relating the assessment of writing to the Common European Framework of Reference (CEFR): Alignment of level B1 writing practice in Turkish L2 <i>Yigit Savuran</i>	16.00-16.25 Digital support for training and assessing second language speaking <i>Ari Huhta, Raili Hildén, Mikko Kuronen and Anna von Zansen</i>	16.00-16.25 Variations of common expectations – what does linguistic preparedness mean for EMI contexts? <i>Claudia Harsch and Johannes Hartig</i>
16.30-16.45	Break		
16.45-17.45	AGM (for registered EALTA members only)		

Saturday 5th June, 2021

9.15-9.30	<i>Housekeeping notes/Remarks on Organisation, EALTA 2021 Organising Committee</i>		
09.30-11.00	<p>Keynote symposium <i>Chair: Jamie Dunlea</i></p> <p>Common frameworks and standards in the age of technology-driven language assessment? <i>Martyn Farrows, Luke Harding, Denise Whitelock, Claudia Harsch</i></p> <p>Discussant: Carsten Roever</p>		
11.00-11.30	Break (virtual gathering in wonder available)		
11.30-13.00	Parallel Paper Sessions		
	<i>Chair: Neus Figueras</i>	<i>Chair: Martina Hulešová</i>	<i>Chair: Armin Berger</i>
	<p>11.30-11.55 International language proficiency standards in the local context: Interpreting the CEFR in standard setting for exam reform in Luxembourg <i>Tineke Brunfaut and Luke Harding</i></p>	<p>11.30-11.55 Investigating the cognitive validity of a multilevel L2 writing assessment: A mixed-methods approach <i>Kathrin Eberharter, Elisa Guggenbichler, Benjamin Kremmel, Franz Holzknacht, Matthias Zehentner and Veronika Schwarz</i></p>	<p>11.30-11.55 Enhancing pre-service EFL teachers' assessment literacy skills: An exploratory approach <i>Jenny Liantou and Dina Tsagari</i></p>
	<p>12.00-12.25 An innovative approach to evaluating claims of alignment to the CEFR for tests of different languages <i>Jamie Dunlea, Richard Spiby, Margaret Malone and Vincent Folney</i></p>	<p>12.00-12.25 When writing raters disagree: Resolving score discrepancies through negotiation <i>Ece Sevgi-Sole and Aylin Unaldi</i></p>	<p>12.00-12.25 Setting vocabulary goals for young learners: principles and challenges <i>Veronica Benigno and Thomas Rogers</i></p>
	<p>12.30-12.55 Aligning test scores to a national language proficiency framework: Implications for score interpretation and use <i>Spiros Papageorgiou, Sha Wu, Ching-Ni Hsieh, Richard J. Tannenbaum and Mengmeng Cheng</i></p>	<p>12.30-12.55 Validation evidence to multiple-text reading items through eye-tracking and verbal protocol methods <i>Aylin Unaldi, Hatice Yurtman Kaçar and Emre Oral</i></p>	<p>12.30-12.55 Assessing mediation skills using computer-based speaking tasks <i>Jing Xu and Annabelle Pinnington</i></p>
13.00-14.00	Lunch break (virtual gathering in wonder available)		

14.00-14.30	Poster Session	
	<p>Collaborating in a group: the influence of cooperation and competition factors on task achievement <i>Olga Lankina and Yuliia Petc</i></p> <p>Quality assurance of foreign-language examination systems in Hungary <i>Krisztina Babos, Szilvia Dömők, Szilvia Gróf, Júlia Kissné Adorján, Magdolna Lehmann, Zoltán Lukácsi, Róbert Márcz and Zsuzsanna Soproni</i></p> <p>Using two different scales to analyse Swedish students' written proficiency <i>Maria Håkansson Ramberg</i></p> <p>Developing a set of scales for the assessment of MA theses <i>Gergely A. Dávid and Katalin Brózik-Piniel</i></p> <p>Computer-assisted language testing: A local case study <i>Zsuzsanna Soproni</i></p>	
14.30-15.30	Parallel Paper Session	
	<i>Chair: Kathrin Eberharter</i>	<i>Chair: Monique Yoder</i>
	<p>14.30-14.55 Aligning machine-generated feedback on speaking performance with teacher feedback: Some initial explorations <i>Lin Gu</i></p>	<p>14.30-14.55 Exploring the reading for academic purposes construct validity of an academic English test <i>Gyula Tankó</i></p>
	<p>15.00-15.25 Exploring fully-automated, multi-turn spoken dialogue tasks to provide feedback on pragmatic performance <i>Veronika Timpe-Laughlin and Judit Dombi</i></p>	<p>15.00-15.25 Using common standards to explore the match between reading materials and students' reading ability in EMI programmes <i>Matthias Zehentner, Franz Holzknecht, Benjamin Kremmel and Carol Spöttl</i></p>
15.30-15.45	Break (virtual gathering in <i>wonder</i> available)	
15.45-16.45	<p>Keynote</p> <p>From fun and ease to language certificates: the tapestry of young learners' assessment <i>Marianne Nikolov</i> <i>Chair: Claudia Harsch</i></p>	
16.45-17.00	Closing	