

Language Testing Forum 2021
Lancaster University – online event

Times are UK time (GMT/UTC).

WORKSHOP

Wednesday & Thursday, 24 & 25 November

10.00am-12.00noon Using #LancsBox in language testing: Corpus approaches to creating wordlists
Convenors: **Dana Gablasova & Vaclav Brezina** (Lancaster University)

CONFERENCE

Friday, 26 November

9.00am-9.30am Welcome

9.30am-10.30am **CYRIL J. WEIR LECTURE**
What can language assessment learn from learner corpora? The case of pragmatic macrostructures in L2 speech
Tony McEnery Distinguished Professor of English Language and Linguistics, Lancaster University

10.30am-11.00am **BREAK**

11.00am-11.30am An analysis of answer changes to infer listening test takers' response processes
Franz Holzknecht (Winner of 2020 Best Student Presentation award)

11.30am-1.00pm

Strand A: **Items and item writing**

Strand B: **EAP/ESP contexts**

An innovative method of item calibration: Use of the IRT model in standard setting

Merve Demiralp & Yasmin Hatt

Test-taker interpretations and perceptions of an integrated reading-writing task

Aynur Ismayilli Karakoc

Examining the English used in multiple-choice vocabulary questions using authenticity presented in corpora

Hiroko Usami

Effects of task repetition and feedback on written performance on an integrated listening-to-write task by English as a Second Language university students

John Bandman

The role of linguistic knowledge in item writers' assessment literacy and professional practice

Olena Rossi

Language use in professional settings: Defining and operationalizing the construct in speaking test tasks

Muhammad Tanveer

1.00pm-2.00pm

LUNCH

2.00pm-3.30pm

Strand A: **Technological innovation**

Strand B: **Interfaces in applied linguistics**

Remote proctoring in language assessment: Exploring the impact on test takers' scores and perceptions

Radosveta Valkova

Language testing as a means of protecting and promoting less widely used and taught languages

Hanne Lauvik

	Off-topic detection systems for spoken language assessment Vatsal Raina & Mark J. F. Gales	Language learning motivations in high school: An investigation of differences between grade 9 and grade 12 students Karen Dunn & Richard Spiby
	Validating AI scoring engine usage in language testing Barry O'Sullivan, Trevor Breakspear & William Bayliss	Learning lessons in design: the reciprocity among applied linguistic artefacts Albert Weideman
3.30pm-4.00pm	BREAK	
4.00pm-5.30pm	New methods, new constructs	
	Using voicemail tasks to assess pragmatic competence in an online speaking test Chihiro Inoue, Nahal Khabzbashi, Daniel Lam & Nathaniel Owen	
	Task effects on lexical complexity in L2 spoken exams: Evidence from the Trinity Lancaster Corpus Raffaella Bottini	
	On-line revision behaviours and meaning-related revisions among ESL and L1 English adolescent test takers Sathena Chan & Daniel Lam	
5.30pm-6.00pm	Social event	

Saturday, 27 November

9.30am-11.00am	INVITED PANEL	
	The future of language constructs	
	1. Construct as spheres of activity: A conceptual outline Susy Macqueen Australian National University	
	2. Exploring the speaking construct in academic settings in a digital age Fumiyo Nakatsuhara University of Bedfordshire	
	3. Extrapolating language constructs from data mining tools: Applications for analysing informed consent documents Talia Isaacs UCL–Institute of Education	
	Discussion. Constructing the future: Potential directions in applied linguistics and language assessment Lynda Taylor University of Bedfordshire	
11.00am-11.30am	BREAK	
11.30am-1.00pm	Strand A: Teacher assessment literacy and classroom assessment	Strand B: Raters and decision-making
	Contextualized dimensions of language assessment literacy: Voices from Indonesian teachers of English as a foreign language Agustinus Hardi Prasetyo	Official and unofficial EAP constructs at work: Pitfalls and possibilities in oral presentation assessment Louise Palmour
	Developing the language assessment literacy skills of English language teachers Peter Davidson & Christine Coombe	Examiner judgments of collocational proficiency in L2 English learners' writing Ben Naismith

	Dynamic assessment in the L2 classroom: Applicability and effectiveness <i>Mohammed A. Aljohani</i>	Exploring and analysing rater perceptions of linguistic proficiency when making holistic judgements of extended speech and the specific factors contributing to these judgements <i>Catherine Hughes</i>
1.00pm-2.00pm	LUNCH	
1.15pm-1.45pm	including Postgraduate and early-career researcher networking event	
2.00pm-3.00pm	Three-minute speed presentations	
	Investigating accommodation strategies in the conversation task of the Graded Examinations in Spoken English <i>Geisa Davila</i>	
	A corpus-based analysis of responding in L2 opinion-giving <i>Yejin Jung</i>	
	Using peer assessment as an inclusive learning strategy in higher education institutions: Its impact on students' writing performance and motivation <i>Eleni Meletiadou</i>	
	What do we talk about when we talk about diagnostic language assessment? Conceptualisations and practices in EFL teacher education in Chile <i>Camilo Ramos</i>	
	China's university English teachers' language assessment literacy in the digital age <i>Jing Zhang</i>	
	Exploring Chinese university English teachers' language assessment literacy: A mixed methods study <i>Lulu Zhang, Ying Zheng & Dongying Yang</i>	
3.00pm-3.30pm	BREAK	
3.30pm-5.00pm	Validity and automated scoring	
	Investigating automarker reliability in the assessment of L2 English speaking <i>Jing Xu, Edmund Jones, Victoria Laxton & Evelina Galaczi</i>	
	Building validity arguments for the use of measures of utterance fluency in Automatic Speech Evaluation (ASE) as reasonable representations of the oral proficiency construct <i>Zoe Handley & Haiping Wang</i>	
	Methods for validating and interpreting automated scoring models <i>Tim Elks & Nathaniel Owen</i>	
5.00pm-5.30pm	Awards, round-up, introduction to LTF 2022 and closing	