

EALTA Conference 2014 Programme

Tuesday, 27 th May – Thursday, 29 th May				
Pre-Conference Workshops				
Ramphal Building				
	Workshop 1 R0.14	Workshop 2 R1.15	Workshop 3 R1.13	Workshop 4 R1.03
Tues 14.00- Thu 12.15	Using automated programmes & approaches for test development or assessing productive skills <i>Scott Crossley, Danielle McNamara</i>	Test Item Analysis for Teachers: Applying Classical Test Theory using Excel <i>Chihiro Inoue, Sathena Chan, Carolyn Westbrook</i>	Assessment of Intercultural Communicative Competencies <i>Claudia Borghetti, Jan Van Maele</i>	Good Practice in Assessing Speaking <i>Carol Spoettl, Nivja De Jong, Jayanti Banerjee</i>

Thursday, 29 th May			
12.30-1.30	Early registration Foyer Scarman		
	SIG meetings Ramphal building		
13.30-17.30	Ramphal R0.14 Classroom-based Assessment <i>Dina Tsagari</i>	Ramphal R1.15 Assessing Speaking <i>Carol Spoettl, Nivja De Jong, Jayanti Banerjee</i>	Ramphal R1.03 Academic Purposes/ Assessing Writing <i>Peter Holt, Claudia Harsch</i>
17.00-20.00	Registration Scarman Foyer		
19.00-21.00	Social Event: Opening Reception at Scarman		

Friday, 30 th May	
8.00-8.45	Registration Scarman Foyer
8.45-9.00	Welcome Arts Centre, Woods-Scawen Room
9.00-10.00	Plenary 1: <i>David Little</i> Learning, teaching, assessment: an exploration of their interdependence in the CEFR
Papers (Presentation: 20 minutes, Questions: 10 minutes)	
10.00-10.30	The CEFR illustrative descriptors: past, present and future <i>Brian North</i>
10.30-11.00	Standard setting in Europe and Asia: Linking listening tests to the CEFR <i>Tineke Brunfaut & Luke Harding</i>
11.00-11.30	Coffee Break
11.30-12.00	Local needs vs global standards: Incommensurable demands? <i>Emma Bruce, Liz Hamp-Lyons & Roxanne Wong</i>
12.00-12.30	Using the CEFR in diagnosing writing in a second or foreign language <i>Ari Huhta</i>
12.30-13.00	Poster Mini-Presentations (2-3 minutes each)

13.00-14.30	Lunch Break Poster Presentation Foyer at Arts Centre Registration Scarman Foyer		
Parallel Papers (Presentation: 20 minutes, Questions: 5 minutes) Scarman Conference Centre			
	Room 8	Room 9	Room 10
14.30-14.55	Empirical evidence on effects of peer feedback on second language oral performance <i>Rong-Xuan Chu</i>	Setting multiple CEFR cut scores for assessments intended for young learners <i>Patricia Baron</i>	How useful is the CEFR?—Assessing the learning outcomes of the Finnish 9th graders <i>Marita Härmälä, Raili Hildén</i>
15.00-15.25	Target language descriptors for language teachers <i>Alexey Korenev</i>	Use of the CEFR in the development of an academic speaking test <i>Daniel Joyce</i>	Linking Examinations to the CEFR: Implications for English Language Assessments <i>Craig Davies</i>
15.30-15.55	Academic Writing in English: a corpus-based inquiry into the linguistic characteristics of levels B1-C2 <i>Rebecca Present-Thomas</i>	The challenge of relating national grading in examinations to the CEFR <i>Taina Juurakko-Paavola</i>	CEFR and Language Testing: Recommendations from the field <i>Mathea Simons</i>
15.55-16.30	Coffee Break		
Parallel Work-in-Progress Sessions (Presentation: 15 minutes, Questions: 5 minutes)			
	Room 8	Room 9	Room 10
16.30-16.50	MERLIN—A multifunctional trilingual learner corpus related to the CEFR <i>Katrin Wisniewski</i>	Assessing Writing at the CEFR A1 Level <i>Gulay Yigit</i>	Is my B2 your B2? Standard setting in broad European context <i>Margreet van Aken, Evelyn Reichard, Rob Verheijen, Alma van Til</i>
16.55-17.15	Arabic Profile: CEFR for Arabic—a learner corpus approach <i>Bjorn Norrbom</i>	Looking beyond scores—A study of raters and ratings of Speaking <i>Linda Borger</i>	Implementing CEFR in an Intensive English Program at an American University <i>Eddy White</i>
17.20-17.40	Intercultural competence: to what extent is this integral to test validity <i>Kathryn Brennan</i>	Common European Framework impact on English language speaking test rater standardization <i>Vita Kalnberzina</i>	The washback effect of Cambridge English examinations in German secondary school contexts <i>Gillian Horton-Krueger</i>
19.30 - open end	Social Event: Dinner at Scarman Restaurant (please book in advance)		

Saturday, 31 th May			
Arts Centre, Woods-Scawen Room			
9.00-10.00	Plenary 2: <i>Dorry Kenyon</i> From Test Development to Test Use Consequences: What Roles does the CEFR Play in a Validity Argument?		
Papers (Presentation: 20 minutes, Questions: 10 minutes)			
10.00-10.30	Complementing the CEFR: Developing objective criteria to assess interlingual mediation competence <i>Maria Stathopoulou</i>		
10.30-11.00	Extending and complementing the CEFR <i>John de Jong & Veronica Benigno</i>		
11.00-11.30	Coffee Break		
11.30-12.00	Reading Comprehension Text Complexity & the CEFR: implications for text selection <i>Trisevgeni Liontou</i>		
12.00-12.30	Language descriptors for mathematics and history/civics <i>Eli Moe, Marita Härmälä, Jose Pascoal</i>		
12.30-13.00	How not to use the CEFR: Forced alignment is not equation <i>Lukácsi Zoltán</i>		
13.00-14.30	Lunch Break Poster Presentation at Foyer Arts Centre		
Parallel Papers and Work-in-Progress Presentations (Paper Presentation: 20 minutes, Questions: 5 minutes; WIP Presentation: 15 minutes, Questions: 5 minutes) Scarman Conference Centre			
	Room 8	Room 9	Room 10
14.30-14.55 Paper	Using CEFR-scales for assessing young learners' oral interactional FL-skills in different settings <i>Astrid Jurecka</i>	CEFR as a framework for combining classroom and external assessment data <i>Neil Jones, Angeliki Salamoura</i>	Research Dating; Finding Your EALTA Study Partners <i>Jonathan Rees</i> This session aims to facilitate finding research partners with similar research interests, with a special focus on the projects and works in progress presented at the EALTA conference. We will introduce the session at the beginning of the conference.
15.00-15.20 WIP	The CEFR and testing children's reading <i>Angela Hasselgreen, Hildegunn Helness</i>	CEFR-linked test development in academic context: teachers' perspective <i>Blanka Pojslova</i>	
15.20-15.45	Coffee Break		
15.45-17.00	Annual General Meeting (Scarman, Room 8)		
18.00-23.30	Social Event: Conference Dinner at the Coventry St Mary's Guildhall (please book in advance), pick-up at 18.00 from Scarman, return pick-up at 23.30 in town		

Sunday, 1 st June	
Papers (Presentation: 20 minutes, Questions: 10 minutes) Arts Centre, Woods-Scawen Room	
9.30-10.00	Balancing statistical evidence with expert judgement when aligning tests to the CEFR <i>Anthony Green</i>
10.00-10.30	Investigating the relationship between empirical task difficulty, textual features, and CEFR levels <i>Jamie Dunlea</i>
10.30-11.00	Influence from afar: The CEFR and a New Zealand tertiary-level qualification <i>John Read</i>
11.00-11.30	Coffee Break
11.30-13.00	Round Table Discussion: The CEFR and Language Testing and Assessment – Where are we now? Chair: <i>Neus Figueras</i> Discussants: <i>Brian North, David Little, Dorry Kenyon, Claudia Harsch</i>
Conference Close	
14.30-17.30	Social Event: Trip to Stratford (please book in advance)

Posters Friday and Saturday during coffee and lunch breaks, Foyer Arts Centre	
Assessing functional competence in writing: a corpus-based approach; <i>Franz Holzkecht, Michael Maurer and Antonia Bechtold</i>	
Assessment literacy of national examination interviewers / Raters - Experience with the CEFR; <i>Ene Alas and Suliko Liiv</i>	
Help, I'm Lost!: Mapping EAP descriptors to the CEFR; <i>Lucy Davies and Jon Lishman</i>	
Implementing CEFR in a tertiary context: compromises and balance; <i>Radmila Doupovcová and Eva Složilová</i>	
Item exposure control in FFL large scale assessment; <i>Sebastien Georges</i>	
Linking EFL textbooks to the CEFR; <i>Dina Tsagari</i>	
The PTE Academic score profile, proficiency descriptors and Student Performance at University; <i>Roy Wilson</i>	

We are grateful to the following sponsors for generously supporting the EALTA 2014 conference:

