

LTRC 2016 Conference Schedule

Monday, June 20:
Workshops (S. Antonino)

Centro Linguistico e Scuola d'Italiano per Stranieri
Università di Palermo
Piazza S. Antonino, 1, Palermo

Time	Workshop 1	Workshop 3	Workshop 4	Workshop 5
9:00 to 16:30	<i>Interaction in L2 Assessment: A Conversation Analytic Perspective</i> Carsten Roever and Gabriele Kasper Room 109	<i>Multi-Level Modeling in SLA & Language Assessment</i> Steven J. Ross Library	<i>Scenario-based Language Assessment in Educational Settings: Theoretical Foundations, Prototype Examples & Future Applications</i> John Sabatini, Tenaha O'Reilly, and James E. Purpura Room 101	<i>Understanding & Using Standard Setting in LT: A Practical Foundation</i> Dorry M. Kenyon and David MacGregor Room 108

Tuesday, June 21:
Workshops (S. Antonino)

Time	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
9:00 to 16:00	<i>Interaction in L2 Assessment: A Conversation Analytic Perspective</i> Carsten Roever and Gabriele Kasper Room 109	<i>Metodi e Tecniche per la Costruzione di Test [Methods & Techniques for Large-Scale Italian Test]</i> Roberto Ricci Room 104	<i>Multi-Level Modeling in SLA & Language Assessment</i> Steven J. Ross Library	<i>Scenario-based Language Assessment in Educational Settings: Theoretical Foundations, Prototype Examples & Future Applications</i> John Sabatini, Tenaha O'Reilly, and James E. Purpura Room 101	<i>Understanding & Using Standard Setting in LT: A Practical Foundation</i> Dorry M. Kenyon and David MacGregor Room 108

Time	Event
12:00 to 17:00	ILTA Pre-Conference Executive Advisory Board Meeting Room 105
16:00 to 17:00	Newcomers session (Sponsored by Language Learning and Testing Foundation) Charlie Stansfield and Meg Malone Room 101

Tuesday June 21:
LTRC Opening Sessions
(Palazzo Steri, Sala Magna)

Palazzo Chiaramonte-Steri (Sala Magna)
Università di Palermo
Piazza Marina, 61, Palermo

Time	Event
15:00 to 17:30	Registration Palazzo Steri, Balcony
17:30 to 17:45	Welcome to LTRC 2016 James E. Purpura and Monica Barni Palazzo Steri, Sala Magna
17:45 to 18:00	Welcome from University of Palermo Palazzo Steri, Sala Magna
18:00 to 18:30	Plenary <i>The Dynamics of Test Impact in the Context of Australia's Skilled Migration Policy: RE-Interpreting Language Constructs and Scores</i> Kellie Frost Palazzo Steri, Sala Magna
18:30 to 19:00	Plenary <i>Young Learners' Processes and Rationales for Responding to Different Types of Self-assessments</i> Yuko Butler Palazzo Steri, Sala Magna
19:00 to 21:00	Opening Reception (Sponsored by Cambridge English) Palazzo Steri, Roof

Wednesday, June 22: LTRC
(University of Palermo, Faculty of Engineering
Engineering classrooms & Aula Magna)

Scuola Politecnica e Aula Magna Ingegneria
Via delle Scienze 7
Palermo

Time	Event
8:00 to 9:00	Registration Aula Magna Lobby
10:00 to 16:00	Book Exhibit & Sponsors Tables Classroom Building Hall (1st floor)

Times	Event
9:00 to 9:55	The Alan Davies Lecture (Sponsored by the British Council) <i>Reframing the SLA-Assessment Interface: 'Constructive' Deliberations at the Nexus of Interpretations, Contexts, and Consequences</i> John Norris Aula Magna

4 Parallel Sessions				
10:00 to 10:30	<i>Examining the Validity of a Performance-Based Oral Test for University Lecture Certification</i> Slobodanka Dimova Aula Magna	<i>Double-rating Methods for Direct Speaking Tests: Construct(s) Measured by Live, Audio and Video Rating Modes</i> Fumiyo Nakatsuhara, Chihiro Inoue, and Lynda Taylor Room 6	<i>Examining L2 Learning and Learning Outcomes as a Result of Embedded Classroom Assessments</i> James Purpura, Jorge Beltrán, Heidi Han-Ting Liu, and Michelle Stabler-Havener Room 7	<i>Validation of an LSP Test Aligned with the CEFR</i> Joan Jamieson, Daniel Isbell, and L. D. Nicolas May Room 8
10:30 to 11:00	Coffee Break			

4 Parallel Sessions				
11:00 to 11:30	<i>Assessing Low Educated Learners – Implications for the Test Construct for Large-Scale Assessment</i>	<i>Validation of a Rating Scale for the Assessment of Summary Writing within an Argument-based Framework</i>	<i>Maximizing Feedback for Learning: Investigating Language Learners' Differing Cognitive Processing when Receiving Computer-Based Feedback</i>	<i>Investigating the Predictive Validity of a High-Stakes French Admission Test</i>
	Cecilie Hamnes Carlsen Aula Magna	Woranon Sitajalabhorn Room 6	Maggie Dunlop Room 7	Romain Schmitt and Shahrzad Saif Room 8

2 Symposia	
11:35 to 13:00	<p>Organizers: Beverly Baker and Gillian Wigglesworth <i>Assessment of Indigenous Languages: Examining the Cases of Australia and Canada</i></p> <p>Paper 1: <i>Challenges in the assessment of indigenous languages</i> (Gillian Wigglesworth)</p> <p>Paper 2: <i>The impact of standardised testing on children in indigenous communities</i> (Ute Knoch)</p> <p>Paper 3: <i>A narrative inquiry into the formative assessment practices of an indigenous language teacher</i> (Joyce Germain and Beverly Baker)</p> <p>Paper 4: <i>NEZOLNEW 'One mind, one people': Developing a context-relevant Assessment Tool for adult Indigenous language learners in Canada</i> (Onowa Mclvor, Peter Jacobs, and Barbara Jenni)</p> <p>Discussant: Elana Shohamy</p> <p>Room 7</p>
	<p>Organizers: Dorry M. Kenyon and David MacGregor <i>Using a Comprehensive Framework to Integrate Constructs, Contexts, and Content in a Large-Scale Language Assessment</i></p> <p>Paper 1: <i>The Need for a Comprehensive Assessment Framework</i> (Dorry M. Kenyon)</p> <p>Paper 2: <i>Using the Framework to Address Issues Related to Test Consequences, Decisions, and Interpretations</i> (Ah-young Alicia Kim and Mark Chapman)</p> <p>Paper 3: <i>Using the Framework to Address Issues Related to Constructs and Content</i> (Jennifer Norton)</p> <p>Paper 4: <i>Using the Framework to Address Measurement Issues in Assessment Delivery</i> (David MacGregor and Xin Yu)</p> <p>Discussant: Lyle Bachman</p> <p>Room 8</p>
13:00 to 14:30	<p>Lunch Break</p> <p>Language Assessment Quarterly EAB Meeting</p> <p>Room 6</p>

4 Parallel Sessions				
14:30 to 15:00	<i>After the Entrance Test. A Longitudinal Study of L2 Students' Experiences at University</i>	<i>"I can see that": Developing Shared Rubric Category Interpretations through Score Negotiation</i>	<i>Applying a Concept Model of Dynamic Assessment to a Large-Scale Speaking Test</i>	Demo <i>Using Web-Technology and Spoken Dialogue Systems to Assess L2 Pragmatic Ability</i>
	Bart Deygers	Valerie Meier, Jonathan Trace, and Gerriet Janssen	Tziona Levi	Veronika Timpe Laughlin, Heidi Han-Ting Liu, Jennifer Wain, and Keelan Evanini
	Aula Magna	Room 6	Room 7	Room 8

4 Parallel Sessions				
15:05 to 15:35	<i>Is the Large-scale Testing of English for Academic Purposes a Misnomer?</i>	<i>Comparability of Students' Writing Performance on TOEFL-iBT and Required University Writing Courses</i>	<i>Complex Systems Interacting in a Classroom-Based Dynamic Assessment</i>	Demo <i>Test-ify: Software for Assessment Design and Instruction</i>
	Jo Lewkowicz, Constant Leung, and Jennifer Jenkins	Lorena Llosa, Margaret Malone, Anne Donovan, Christopher Van Booven, and Scott Grapin	Clarissa Lau and Eunice Eunhee Jang	Adrian Palmer and Daniel Dixon
	Aula Magna	Room 6	Room 7	Room 8
15:35 to 16:00	Coffee break			
16:00 to 16:30	Plenary <i>Diagnosing Development of Reading and Writing in a Foreign Language - A Longitudinal Perspective</i> Ari Huhta, Charles Alderson, Lea Nieminen, Riikka Ullakonoja, and Eeva-Leena Haapakangas Aula Magna			

16:30 to 17:45	Posters Chairs: Lucilla Lopriore and Barbara Dobson	
	Classroom Building Hall (2 nd Floor, Upper floor)	
	<i>Language Assessment Expert, Yes, But Are You a Police Interrogation Expert?</i>	Margaret van Naerssen
	<i>Oral Composition and Mini-debate: Do They Measure the Same Construct?</i>	Liu Xu
	<i>Assessment of the Speaking Proficiency and the Civic Competence within the Migration Context: A Case Study on a Large Scale Certification</i>	Lorenzo Rocca
	<i>The Interface of Construct, Contexts, and Content in the Revision of a Reading Test</i>	Gad Lim and Mark Elliott
	<i>Using Proficiency Test Data to Set Program Goals: Interpretation, Speculation, and Collaboration</i>	Daniel Reed, Susan Gass, Paula Winke, and Shinye Lee
	<i>Monitoring Assessment of Writing in Large Scale Examinations Context: A Tool to Improve Raters' Self-Awareness</i>	Danilo Rini
	<i>Improving Quality in Classroom-Based Language Assessment: The Case of a Toolkit Alternative Assessment</i>	Koen Van Gorp, Piet Van Avermaet, and Fauve De Backer
	<i>Testing for Differential Item Functioning with No Internal Matching Variable and Continuous Item Ratings</i>	Michelle Y, Chen, Wendy Lam, and Bruno D. Zumbo
	<i>Effects of Changing TOEFL Cut-off Scores: The Impact of Raising the Bar</i>	Laura Decker, Troy Cox, and Jesse Egbert
	<i>Validating a Scale Revision Project: Results and Implications for the Underlying Model of Validation</i>	Jamie Dunlea, Judith Fairbairn, and Barry O'Sullivan
	<i>The Effects of Test Re-Dos on Learner Performance and Development</i>	Kristen Sullivan
	<i>Comparability of the GEPT – Advanced and the iBT: Content and Constructs</i>	Antony Kunnan and Nathan Carr
	<i>Developing an Electronic Pre-Test for the EPPL Examination: Test Design, Technical Challenges and Mobile Technology</i>	Douglas Altamiro Consolo, and Debora Mieko
	<i>Measuring Progress in English for Tourism in a Hungarian University Context</i>	Zoltán Lukácsi
	<i>Creating a Computer Delivered, Multimedia Listening Test: Challenges, Choices and the AUA</i>	May Tan, Nancy Powers, Roderick Broeker, and Ruth Lucas
	<i>OLA (Offerta Linguistica di Ateneo) at UniCa1: Designing and Implementing a New Test Format</i>	Carmen Argondizzo, Jean Jimenez, and Ian Robinson
	<i>Teacher Assessment Literacy Enhancement: Identifying Contextual Factors</i>	Dina Tzagari, Tony Green, Karin Vogt, Ildiko Csepes, and Nicos Sifakis
	<i>Bridging the Gap between Research and Practice: Reflections from Constructing a Cognitive Diagnostic Reading Assessment</i>	Junli Wei
<i>Adding an Additional Oral English Language Assessment after University Admission</i>	Erik Voss and Annie Hsu	
<i>Test Development at the Intersection of Context, Construct, and Content</i>	Yasuko Okabe, Catherine Pulupa, Karen Feagin, and	

		Charis Walikonis
	<i>Study on Comparability of Language Testing in Europe</i>	Nick Saville and Esther Gutierrez Eugenio
	<i>Learning-Oriented Assessment in and out of Class: Text and Context at Work</i>	Angela Fenara
	<i>Developing a Speaking Rubric for the Vietnamese Standardized Test of English Proficiency (VSTEP)</i>	Huu Nguyen, Hoa Nguyen, Tuan Huynh, Phuong Tran, Ha Do, Thao Nguyen, Thuy Pham, Duyen Can, Anh Nguyen, and Fred Davidson

Time	Event
19:00 to 21:00	Winetasting (Subsidized by Pearson) Villa Tasca (Bus to Venue at 18:00: meeting place TBA)

Thursday, June 23: LTRC
(University of Palermo, Faculty of Engineering
Engineering classrooms & Aula Magna)

Scuola Politecnica e Aula Magna Ingegneria
Via delle Scienze 7
Palermo

Time	Event
8:00 to 9:00	Registration Aula Magna Lobby
10:00 to 16:00	Book Exhibit & Sponsors Tables Classroom Building Hall (1st floor)

Time	Event
9:00 to 9:55	The Samuel Messick Memorial Lecture (Sponsored by ETS) <i>A Framework for Defining and Evaluating the Validity of Instructionally Relevant Assessments</i> Jim Pellegrino Aula Magna
10:00 to 10:30	Plenary <i>A Measurement Model for Integrated Language Assessment Tasks</i> Ikkyu Choi and Youngsoon So Aula Magna
10:30 to 11:00	Plenary <i>Language Performance Rating Issues in Argument-Based Validity</i> Ute Knoch and Carol Chapelle Aula Magna
11:00 to 11:30	Coffee Break

	4 Parallel Sessions			
11:30 to 12:00	<i>Diagnosing EFL Learner's Writing Difficulties in Chinese Secondary Schools</i> Cecilia Guanfang Zhao Room 5	<i>The Validity of Reader/Text Matching Algorithms</i> Kathleen Sheehan Room 6	<i>Examining the Writing Construct under Different Contexts Using Automated Features</i> Chaitanya Ramineni and Brent Bridgeman Room 7	<i>An Investigation of Young EFL Students' Performance on a Timed Argumentative Writing Task</i> Mikyung Kim Wolf, Saerhim Oh, Yuan Wang, and Fred Tsutagawa Room 8

	4 Parallel Sessions			
12:05 to 12:35	<i>Construct Validity of a High-Stakes Writing Test: The Effects of Two Types of Expository Essay Writing</i> Hyun Jung Kim and Jooseung Lee Room 5	<i>Testing Bilingualism: Incorporating Translanguaging into a Listening Task for University Professors</i> Beverly Baker and Amelia Hope Room 6	<i>Language Assessment Raters in the Call Centre Industry: Interfaces between Language and Subject Matter Experts</i> Jane Lockwood and Michelle Raquel Room 7	<i>Young EFL Learners' Strategy Use during L2 Speaking Task Performance</i> Ching-Ni Hsieh and Lin Gu Room 8
12:35 to 14:00	Lunch Break Language Testing EAB Meeting Room 6			
14:00 to 14:30	Plenary <i>Face-to-Face and Video-Conferencing Technology Delivered Speaking Tests: Comparing Constructs</i> Vivien Berry, Fumiyo Nakatsuhara, and Chihiro Inoue Aula Magna			

14:30 to 16:00	1 Symposium Organizers: Liying Cheng and Antony Kunnan <i>How does Context Mediate Construct and Content? A Political, Social and Pedagogical Analysis of English Language Testing in Asia</i> <i>Paper 1. The contextual mediation of educational and social features influencing test construction (Yan Jin)</i> <i>Paper 2. The Demise of NEAT: Whose Defeat or Triumph Is It? (Yong-Won Lee)</i> <i>Paper 3. Understanding “the ability-in-language user-in-context” through the eyes of stakeholders (Jirada Wudthayagorn)</i> <i>Paper 4. English language demands at universities—what is the construct of “academic English” in the Japanese context? (Yasuyo Sawaki)</i> Room 7		4 Demos (Speaking Assessment) Chair: Evelina D. Galaczi <i>Using Technology to Help Learners and Teachers in a Learning-Oriented Approach to Assessment</i> Evelina D. Galaczi and Sarah Unsworth <i>The Use of Live Voice Communication Virtual Environments to Assess L2 Oral Communication</i> Gary Ockey, Lin Gu, and Madeline Keehner <i>Say Hello to TELL</i> Masanori Suzuki, William Bonk, and Alistair Van Moere <i>Educator Rater Training Materials for the ACCESS for ELLs 2.0 Speaking Test</i> Mark Chapman and Meg Montee (WIDA) Room 8		
16:00 to 16:30	Coffee Break				
16:30 to 17:00	4 Parallel Sessions				
	<i>A Score Augmentation Approach to the Investigation of the Added Value of Subscores in Reading and Listening Tests</i> Spiros Papageorgiou and Ikkyu Choi Room 5	<i>The Effects of Test Task and Pairing Types on Heritage and Non-Heritage Korean Learners’ Speaking Performance</i> Sun-Young Shin Room 6	<i>An Eye-Tracking Study of Task Types and Attention to Nonverbal Cues in Video Listening Tests</i> Aaron Olaf Batty Room 7	<i>Towards Developing English Ability Indicators for College Students in Taiwan—Constructing tests of English for specific academic purposes</i> Jessica Wu and Rachel Y. F. Wu Room 8	
17:05 to 17:50	Works-in-Progress (WIPs)				
	Chairs: Lorenzo Rocca and Barbara Dobson Classroom Building Hall (2 nd Floor, upper level)				
	<i>Investigating the Prompt Effect on Test Scores and Score Interpretations of a Group Oral Test</i>			Zhouyang Lu	
	<i>Behavior in Speaking Tests: A Preliminary Model of Interaction</i>			Jayanti Banerjee and India Plough	
	<i>Justifying the Use of Computer Automated Scoring in Portfolio-Based Writing Assessment in EFL Classroom</i>			Shangchao Min, Lianzhen He, and Dajian Chen	

	<i>Incentivizing Students to Reach Stated Proficiency Goals</i>	Bill VanPatten, Susan Gass, Paula Winke, and Koen Van Gorp
	<i>Mapping Language Use to the CLB and CELPIP-General LS within Workplace Contexts for New Immigrants</i>	Christine Doe, Scott Douglas, and Liying Cheng
	<i>Investigating the Validity of the Multiple-Choice Method for Assessing Comprehension of Conversational Implicature</i>	Stephen O'Connell
	<i>Mediation of Self-Regulation and Students' Reactions to Teacher Feedback in the English Writing Assessment</i>	Yongfei Wu
	<i>Investigating the Usefulness of the TOEFL® Primary™ Reading and Listening Tests to Measure Young EFL Students' English Learning Progress</i>	Ian Blood and Yeonsuk Cho
	<i>The Discursive Construction of "Security": An Analysis of the UK Secure English Language Testing Policy</i>	Johann Unger, Luke Harding, and Tineke Brunfaut
	<i>Investigating Language Assessment Literacy in Brazil</i>	Gladys Quevedo-Camargo and Matilde Scaramucci
	<i>The Construct of EFL Academic Writing Ability as Operationalized in the Context of Chinese Colleges</i>	Cecilia Guanfang Zhao, and Jinsong Fan
17:05 to 17:50	<i>Investigating Teachers' Attitudes towards Portfolio Based Language Assessment (PBLA) in Language Instruction for Newcomers to Canada (LINC) Program</i>	Fatemeh Mohammadian Haghghi
	<i>Investigating Cognitive Validity in a Test of English for Italian Students with SpLDs</i>	Geraldine Ludbrook and Claudia D'Este
	<i>A Fresh Look at the Word Associates Format to Measure Depth of Vocabulary knowledge</i>	John Read
	<i>Exploring the Relationship between TOEFL Scores and Academic English Performance on Reading, Speaking and Writing Tasks at a Colombian University</i>	Isabel Tejada-Sanchez
	<i>Diagnostic Writing Assessment of First-Year Engineering Students: Providing Profile-Based Pedagogical Support to Develop Academic Language Proficiency</i>	Janna Fox and Maryam Wagner
	<i>Authorial Voice in Integrated Writing Assessment Tasks</i>	Atta Gebril
	<i>ACTFL Proficiency Levels and TOEFL Scores of Students Entering US Universities</i>	Daniel Reed, Susan Gass, and Erwin Tschirner
	<i>Investigating the Validity of TOEFL iBT Integrated Writing Assessment: Do the Tasks and the Rating Scheme Used Require Any Revision?</i>	Maryam Homayounzadeh and Alireza Ahmadi
	<i>ECD for MSA - Developing a Comprehensive Construct Definition</i>	Bjorn Norrbom, Yong Lou, and Abdulrahman Alshamrani
17:55	Group Photo (In front of Aula Magna)	

Friday, June 24: LTRC
(University of Palermo, Faculty of Engineering
Engineering classrooms & Aula Magna)

Scuola Politecnica e Aula Magna Ingegneria
Via delle Scienze 7
Palermo

Time	Event
8:00 to 9:00	Registration Aula Magna Lobby
10:00 to 16:00	Book Exhibit & Sponsors Tables Classroom Building Hall (1st floor)

Time	Event
9:00 to 10:30	<p>Symposium Organizers: Xiaoming Xi and Larry Davis <i>Evolving Academic English Constructs and New Innovative Tasks</i></p> <p>Paper 1: <i>Integrating multiple sources and digital affordances into reading assessment: opportunities and challenges</i> (Tenaha O'Reilly and Mary Schedl)</p> <p>Paper 2: <i>Incorporating audience into source-based writing tasks – design challenges and considerations</i> (Yeonsuk Cho, Ikkyu Choi, Robert Kantor and Jakub Novák)</p> <p>Paper 3: <i>User perceptions of task design features intended to improve the test-taking experience and validation argument for innovative speaking tasks</i> (Jonathan Schmidgall, Yuan Wang, Larry Davis, Pam Mollaun, and Ching-Ni Hsieh)</p> <p>Paper 4: <i>Development and evaluation of innovative speaking tasks: Increased context to evaluate communicative appropriateness</i> (Larry Davis, Pam Mollaun, Jonathan Schmidgall, Ching-Ni Hsieh, and Yuan Wang) Aula Magna</p>
10:30 to 11:00	Coffee break

	4 Parallel Sessions			
	<i>Session Canceled</i>	<i>Nurses' Perspectives of The Qualities of Referral Letters: Towards Profession-Oriented Assessment Criteria</i>	<i>Advancing Written Assessment Feedback Praxis through a Teacher-Researcher Collaboration in a University-level Spanish program</i>	Demo <i>DELTA Writing Component: An Online Automated Diagnostic Test of Academic Writing</i>
11:00 to 11:30		Sharon Yahalom	Kathryn Hill and Ana Maria Ducasse	Alan Urmston, Michelle Raquel and Roxanne Wong
		Room 6	Room 7	Room 8

	4 Parallel Sessions			
	<i>Exploring Contextualized Tasks Through L2 Students' Oral Performance: How Discriminated, Constrained and Generalizable are the Observed Task Performance Features?</i>	<i>The Challenge of Capturing the Construct of Written Communication for a Health-Specific Language Test</i>	<i>A Meaning-Based, CEFR-Linked Framework for Assessing Vocabulary Knowledge</i>	Demo <i>An Innovative Online Testing and Rating System for the Integrated Reading-Writing Assessment Research</i>
11:35 to 12:05	Naoki Ikeda	Ute Knoch, Tim McNamara, Catherine Elder, Robyn Woodward-Kron, Elizabeth Manias, Eleanor Flynn, and Annemiek Huisman	Veronica Benigno and John De Jong	Yu-Chen Lin and Sheng-Bo Chen
	Room 5	Room 6	Room 7	Room 8

	4 Parallel Sessions			
	<i>Task Design and Validity Evidence for Assessment of L2 Pragmatics in Interaction</i>	<i>Language Testing in National Medical Licensure Procedures: Perceptions of Language and Communication Skills</i>	<i>What's Vocabulary? Challenging Conventions to Re-define the Construct of Vocabulary Size Tests</i>	Demo <i>Measuring Progress Using Adaptive and Automated Scoring Technologies</i>
12:10 to 12:40	Soo Jung Youn	John Pill and Sally O'Hagan	Benjamin Kremmel and Norbert Schmitt	David Booth and Paul Seddon
	Room 5	Room 6	Room 7	Room 8

12:40 to 13:30	Lunch Break
13:30 to 15:30	ILTA Business Meeting Aula Magna
15:30 to 16:00	Plenary <i>Is conversation analysis really the answer in pragmatics assessment research?</i> Kirby Grabowski Aula Magna

	4 Parallel Sessions			
16:05 to 16:35	<i>The Written Discourse Completion Test: Different Versions, Different Constructs</i> Afef Labben Room 5	<i>Assessing Interactional Competence on Managing Topic Transitions in EFL Group Oral Task</i> Patharaorn Patharakorn Room 6	<i>Exploring the Relationship Between Lexical Diversity Measures and L2 Proficiency</i> Veronica Benigno, William Bonk, and Masanori Suzuki Room 7	<i>Practice Makes Perfect: The Likelihood of Success in Retesting</i> Rachel Brooks and Maria Brau Room 8
16:35 to 17:00	Coffee break			
17:00 to 17:30	Plenary <i>Construct Validation of Multimodal Scenario-Based Language Assessment (SBLA) Tasks for Diagnostic Placement Purposes</i> Eunice Eunhee Jang, Maryam Wagner, and Maggie Dunlop Aula Magna			
17:35 to 18:35	The Cambridge/ILTA Distinguished Achievement Award (Sponsored by Cambridge English) <i>Modelling language competence into a global framework: Taking the past into the future</i> John H. A. L. De Jong Aula Magna			
18:35 to 18:45	Closing Session Aula Magna			
20:30	Banquet: Orto Botanico			

Saturday, June 25

10:00 to 13:30

Palermo Walking Tour

9:00 to 21:00

Excursion to Segesta – Trapani—Mondello

Sunday, June 26, 2016

10:00 to 12:30

Palermo Street Art Tour