

Papers in Language Testing and Assessment

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An international journal of the Association for Language Testing and Assessment of Australia and New Zealand.

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Editorial and introduction

It is my pleasure to welcome readers to this inaugural issue of *Papers in Language Testing and Assessment*.

Papers in Language Testing and Assessment was formerly named *Melbourne Papers in Language Testing* and was, since 1992, published by the Language Testing Research Centre at the University of Melbourne. Now, under its new name, the journal is published by ALTAANZ - the Association for Language Testing and Assessment of Australia and New Zealand.

ALTAANZ was born out of a conference held in 2010 at the University of Melbourne to commemorate the 20th anniversary of the Language Testing Research Centre. The timing for this transition to *Papers in Language Testing and Assessment* was chosen to help mark the formation of ALTAANZ. The 20th anniversary conference was host to workshops, symposia, and a wide array of papers reflecting both the history of the Centre and the interests and concerns of the language testing and assessment community today. The conference program is included in an appendix to this issue.

Papers in Language Testing and Assessment is a peer reviewed international journal which publishes original research and review articles of interest to its readership. It is published once or twice each year and is freely available online at ALTAANZ (<http://www.altaanz.org/>), and at the Language Testing Research Centre (<http://ltrc.unimelb.edu.au/>).

In this issue, the themes of fairness and justice in language testing are considered - in an original research paper from the United States on the effects of modality in oral proficiency testing (Yu), and in an essay from Australia on the politics of language and citizenship testing (Ryan). In another original research paper, also from Australia, the implications of stakeholder feedback preferences are considered for a model of large-scale diagnostic writing assessment in a university setting (Knoch). Also in this issue, Khan reviews Extra, Spotti and van Avermaet's *Language testing, migration and citizenship*, while Davies takes a fresh look at Barnwell's *History of foreign language testing in the United States*.

I would like to extend my sincere thanks to the authors, guest reviewers, my colleagues on the Editorial Board, and the Editorial Assistant for their respective contributions to the journal.

Sally O'Hagan

Editor

University of Melbourne

Information for contributors

Papers in Language Testing and Assessment is published online annually or biannually.

Submissions can be made at any time throughout the year and should be sent to the Editorial Assistant at plta.editor@gmail.com as an email attachment.

Correspondence on editorial matters should be addressed to the Editor at plta.editor@gmail.com.

Manuscripts should be prepared according to the following guidelines:

- Articles should be no more than 8,000 words in length, including notes and tables but excluding references and appendices.
- Articles should be preceded by an abstract of no more than 200 words and by up to 5 key words.
- Sections of articles should be headed, but not numbered.
- Referencing should conform to APA 5th style as set out in the Publication Manual of the American Psychological Association, 5th Edition. Examples of APA 5th referencing can be found at <http://www.lib.monash.edu.au/tutorials/citing/apa.html>
- Please use single quotation marks for short quotations. Double quotation marks should be used within single quotation marks to indicate quoted material in the original source.
- Quotations of more than four lines should be indented and separated from the main text by a blank line above and below.
- Tables should be numbered consecutively, and figures should be numbered in another consecutive series.
- Each table and figure should have a brief explanatory title.
- Table titles should be placed above the table, and figure titles should be placed below the figure.