

# Catherine Elder

## Education and Qualifications

PhD	
The University of Melbourne, Department of Linguistics and Applied Linguistics.	1997
The University of Melbourne MA Applied Linguistics (H1)	1990
The University of Melbourne Diploma of Education	1976
International House, London Diploma in the Teaching of English as a Foreign Language	1970
The University of Melbourne BA (H2A) French and Italian Literature	1970
Presbyterian Ladies College Matriculant	1964

## Awards

Commonwealth Postgraduate Scholarship (Priority Award)	1992-1997
ILTA Award for Best Published Article on Language Testing	1996
Robert Lado Award for Best Graduate Student Presentation 19th Language Testing Research Colloquium, Orlando, Florida	1997
ILTA Award for Best Published Article on Language Testing (shared with two co-authors)	2001

## Employment History

Monash University Associate Professor of Second and Foreign Language Teaching Faculty of Education	2004
The University of Auckland Associate Professor	2000-2004
Department of Applied Language Studies and Linguistics The University of Melbourne Language Australia Language Testing Research Centre (LTRC) Department of Linguistics & Applied Linguistics Director, Acting Director, Deputy Director, Research Fellow, Lecturer & Senior Lecturer (Master of Applied Linguistics program)	1990-99
Phillip Institute of Technology, School of Community Services & Policy Studies, Language and Intercultural Studies Section Lecturer, Acting Head of Department	1986-90
Preston College of Technical and Further Education Coordinator, Languages Other than English	1984-5
Latrobe University, Department of Italian Studies Lecturer, Senior Tutor, Tutor	1977-82
Council of Adult Education, Melbourne Education Officer	1975-6
Delaware River Port Authority, Milan, Italy. Administrative Officer	1973-4
Federal-Mogul, Turin Italy. Translator/Interpreter	1972-3
International House, Turin and London Teacher of English as a Foreign Language and Trainer of EFL teachers	1970-72
Oak Park High School Teacher of French	1969

## Publications

## Books/monographs

Elder, C. (in preparation) The limits of fairness in language testing: assessing learners from diverse language backgrounds. Clevedon: Multilingual Matters.

Davies, A. A. Brown, C. Elder, K. Hill, T. Lumley, T. McNamara (1999) Dictionary of Language Testing. Cambridge: Cambridge University Press.

### **Edited Books/Journals**

Davies, A. and C. Elder (Eds). (2004) Handbook of Applied Linguistics. Blackwell.

Elder, C., A. Brown, A. K. Hill, N. Iwashita, T. Lumley, T. McNamara, K. O'Loughlin (Eds.) (2001) Experimenting with uncertainty: language testing essays in honour of Alan Davies. Cambridge, Cambridge University Press.

Elder, C. (ed) (2000) Defining standards and monitoring progress in languages other than English. Australian Review of Applied Linguistics, S Number 18, ANU, Canberra

Iwashita N. and C. Elder (ed) (1997) Melbourne Papers in Language Testing Volume 5, Issue. 2

Wigglesworth, G. and C. Elder (eds) (1996) The language testing cycle: from inception to washback. (pp. 1-12) Australian Review of Applied Linguistics Series S Number 13, ANU, Canberra.

### **Chapters in Books**

Elder, C. Erlam, R. Philp, J. (submitted). Explicit language knowledge and focus on form. Options and obstacles for TESOL teacher trainees. In S. Fotos & H. Nassaji (eds.) Form-focussed instruction and teacher education Studies in Honour of Rod Ellis. Oxford, Oxford University Press.

Davies A. and Elder, C. (2005) Validity and validation in language testing. In E. Hinkel (ed.) Handbook of Research on Second Language Learning. Mahwah, NJ: Lawrence Erlbaum

Elder, C. & Iwashita N. (2005) Planning for test performance. In R. Ellis (ed.) Planning and Task Performance in Second Language Learning. (pp. 219-237) Amsterdam John Benjamins.

Elder, C. (2004) Introduction to Part 2. Applied-Linguistics. In A. Davies & C. Elder (eds) Handbook of Applied Linguistics. Oxford, Blackwell

Basturkmen, H. & Elder, C. (2004) The practice of LSP. In A. Davies & C. Elder (eds) Handbook of Applied Linguistics. (pp. 1-12) Blackwell.

Davies, A. & Elder, C. (2004) Applied Linguistics: subject to discipline? In A. Davies & C. Elder (eds) Handbook of Applied Linguistics. Blackwell.

Elder, C., McNamara, T. & Congdon, P. (2004) Rasch techniques for detecting bias in performance assessments: example comparing the performance of native and non-native speakers on a test of academic English. In F. O'Jara (ed.) Introducing Rasch Measurement. Journal of Applied Measurement Press.

Elder, C. (2000) Preface. In C. Elder (ed.) Defining Standards and Monitoring Progress in Languages other than English. Guest edited issue of the Australian Review of Applied Linguistics. 23,2:1-5.

Elder, C. (2000) Learner diversity and its implications for outcomes-based assessment. In Elder, C. (ed) Defining Standards and Monitoring Progress in Languages other than English. Guest edited issue of the Australian Review of Applied Linguistics. 23,2: 36-61.

Elder, C. (2001) Introduction. In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. Lumley, T. McNamara, O'Loughlin (Eds.) Experimenting with uncertainty: language testing essays in honour of Alan Davies. Cambridge, Cambridge University Press.

Davies, A. and C. Elder (1997) Language distance as a factor in the acquisition of literacy in English as a second language. In P. McKay et al. The bilingual interface project report: the relationship between first language development and second language acquisition. (pp. 93-105) Canberra: Department of Employment, Education, Training and Youth Affairs

Elder, C. and G. Wigglesworth (1996) Perspectives on the testing cycle: setting the scene. In G. Wigglesworth and C. Elder (eds) The language testing cycle: from inception to washback. (pp. 1-12) ARAL Series S Number 13, ANU, Canberra.

Elder, C. and L. Bregu-Hougaz (1989) Italian in Victorian Colleges: directions & developments. In Bettoni, C. & Bianco, J. (eds.) Understanding Italy. (pp. 202–207) Frederick May Foundation, Sydney.

### Conference publications

Elder, C. (2000) Is it fair to assess native and non native speakers in common on school "foreign" language examinations? In Kunnan, A. (ed.) Fairness in language testing: Proceedings of the 19th Language Testing Research Colloquium. Cambridge: Cambridge University Press.

Elder, C. (1994) How do we determine what Italian teachers need to know? In Bivona, A. (ed.) Italian Towards 2000: The role of Italian Studies in Australian Universities: Prospects for the future. (pp. 343–352) Victoria University of Technology, Melbourne.

Elder, C. (1991) Predicting performance in teacher education: a dilemma for language testers. In Thao Le & McCausland (eds.) Language Education: Interaction & Development. Proceedings of the International Conference, Vietnam. (pp. 262–277) University of Tasmania at Launceston.

### Single author articles

Elder, C. (2005). Evaluating the effectiveness of heritage language education. What role for testing? International Journal of Bilingualism and Bilingual Education 8, 2 & 3: 198-212.

Elder, C. (2003) The DELNA Initiative at the University of Auckland. Language Testing Update.

Elder C. (2001) 'Assessing the language proficiency of teachers: Are there any border controls?' Language Testing 1: 149-170.

Elder, C. (2000) Outing the native speaker: the problem of diverse learner backgrounds in foreign language classes. Language Curriculum and Culture 13,1: 86-108.

Elder, C. (1997) What does test bias have to do with fairness? Language Testing 14, 3: 261-277

Elder, C. (1996) The effect of language background on 'foreign' language test performance: the case of Chinese, Italian and Modern Greek. Language Learning 46, 2: 233–282

Elder, C. (1996) Do bilinguals perform better than monolinguals on school foreign language examinations? Melbourne Papers in Language Testing 5,1: 21–54

Elder, C. (1996) How to take it? Troubles with talk between pharmacists and patients. Melbourne Papers in Applied Linguistics 8, 1: 17–24

Elder, C. (1995) Background speakers of LOTE: should they be treated differently?' Australian Language Matters 4.

Elder, C. (1995) The effect of language background on 'foreign' language test performance: problems of classification and measurement' Language Testing Update, 17.34–36.

Elder, C. (1995) Are raters' judgements of language teacher effectiveness wholly language-based? Melbourne Papers in Language Testing 3, 2: 40–59.

Elder, C. (1994) Performance testing as benchmark for foreign language teacher education. Babel. Journal of the International Federation of Modern Language Teachers Associations 29,2:9–19. Also published in Melbourne Papers in Language Testing (1994) 3,1:1–26.

Elder, C. (1994) What language skills should we require of language teachers? Australian Language Matters.2,4: 1–10

Elder, C. (1993) Language proficiency as predictor of performance in teacher education Melbourne Papers in Language Testing 2,1:

Elder, C. (1993) How do subject specialists construe classroom language proficiency? Language Testing 235–254.

Elder, C. (1992) How do subject specialists construe language proficiency? Melbourne Papers in Language Testing 17–36

Elder, C. (1991) Second language proficiency testing in relation to classroom performance: Two NLIA Language Centre projects. Language Testing Update, 10: 34-38.

Elder, C. (1989) Drowning or waving? An evaluation of an Italian partial-immersion program at a Victorian primary school. Melbourne Papers in Applied Linguistics, Vol. 1,2: 9-17

### Co-authored articles

Davies, A. & Elder, C. & Hamp-Lyons, L. (in preparation) Assessing English as a Lingua Franca. Special issue of AILA Review edited by Mary McGroarty

Kim, S. H. & Elder, C. (submitted) Target language use in foreign language classrooms: practices and perceptions of native speaker teachers. Language and Education

Elder, C. G. Barkhuizen U. Knoch and J. von Randow (in press) Evaluating the utility of online training for L2 writing assessment: how responsive are ESL raters? Language Testing

Elder, C U. Knoch, G. Barkhuizen, J. von Randow (2005) Individualized feedback to enhance rater training: does it work? Language Assessment Quarterly 2, 3: 175-196.

Kim-Sun-Hee and Elder, C. (2005) Language choices and pedagogic functions in the foreign-language classroom: a cross-linguistic functional analysis of teacher-talk. Language Teaching Research 9,4: 355-380.

Elder, C. & D. Manwaring (2004) The relationship between metalinguistic knowledge and learning outcomes among undergraduate students of Chinese. Language Awareness 13,2: 145-162

Laufer, B., Elder, C. Hill, K. & Congdon, P. (2004) Size and strength: do we need both to measure vocabulary knowledge? Language Testing 21,2: 202-225.

Yu Shianjang & C. Elder (2003) Code-switching as an index of language shift? Case study of a Chinese-English child. Hong Kong Journal of Applied Linguistics 8, 1: 53-66.

Elder, C., McNamara, T. & Congdon, P. (2003) Rasch techniques for detecting bias in performance assessments: an example comparing the performance of native and non-native speakers on a test of academic English. Journal of Applied Measurement 4,2: 181-197

Kim, S-H & Elder, C. (2002) When mother tongue medium becomes foreign language object: the case of English speaker teachers in New Zealand. New Zealand Studies in Applied Linguistics 8, 63-88.

Elder, C. Iwashita, N. McNamara, T. (2002) Estimating the difficulty of oral proficiency tasks: what does the test taker have to offer? Language Testing 19, 4: 347-368

Iwashita, N. McNamara, T. Elder, C. (2001) 'Investigating predictors of task difficulty in the measurement of speaking proficiency. Language Learning 21, 401-436.

Elder, C., J. Warren, J. Hajek, D. Manwaring and A. Davies (1999) Metalinguistic knowledge: how important is it in studying a language at the university? Australian Review of Applied Linguistics

Elder, C. And A. Davies (1998) Performance on ESL examinations: is there a language distance effect? Language Education 11: 1-17

Elder, C., A. Davies, J. Hajek, D. Manwaring, and J. Warren (1997) Is grammar good for you? The relationship between metalinguistic knowledge and success in studying a language at the university. Melbourne Papers in Applied Linguistics 5,1: 35-55

Elder, C. & N. Iwashita (1997) Expert feedback? Assessing the validity of test-taker reactions to a proficiency test by teachers of Japanese. Melbourne Papers in Applied Linguistics 6, 1: 53-67 (first author C. Elder)

Davies, A. C. Elder, J. Hajek, D. Manwaring and J. Warren (1996) What do they know? Language awareness among tertiary students of LOTE. Australian Language Matters 5, 1: 12

Elder, C. and B. Lynch (1996) Investigating test impact: public perceptions of the LAP tests in Victoria. Language Testing Update 20: 53-4

Brown, A., C. Elder, T. Lumley, T. McNamara and J. McQueen (1992) Mapping abilities and skill levels using

techniques. Melbourne Papers in Language Testing 1,1: 34-66

Elder, C. and S. Zammit (1992) Assessing performance in languages other than English: the contribution Australian Language Certificates. Vox 6: 14-20.

Elder, C. and L. Worley (1990) Miscommunication in the medical encounter: A function of language or social role? Australian Review of Applied Linguistics 14,1:17-34 Also published in Melbourne Papers in Applied Linguistics 2,1 1990: 19-32

### **Book reviews**

Elder, C. (2004) Researchers bring grist to the bilingual mill. Review of Oller, D.K. & R. E. Eilers (2000) 'Language and Literacy in Bilingual Children'. (Multilingual Matters.) *Australian Language and Literacy Matters* 18 & 32

Elder, C. (2003) The craft and conduct of language testing. Review of K. O'Loughlin (2001) *The Equivalence of Direct and Indirect Test of Speaking Proficiency* (CUP) and E. Shohamy (2001) *The Power of Tests*. Pea Education. Prospect. Abridged version of the review to appear in a forthcoming issue of TESOLANZ Journal

Elder, C. (2000) Review of C. Bettoni and A. Rubino (eds) *Emigrazione e comportamento linguistico: un'indagine sul trilinguismo dei siciliani e dei veneti in Australia*. Galatina (Le) Congedo Editore, 1996. Journal of Bilingualism and Bilingual Education. Reprinted in Australian Language Matters 8,3 2000 16-18.

Elder, C. (1997) What do sociolinguists have to say to language teachers? Review of S. Mackay & N. Hornberger (eds.) *Sociolinguistics and the Language Teacher*. Cambridge: Cambridge University Press 1996 . Melbourne Papers in Applied Linguistics 9, 1

### **Reports (technical and professional)**

Elder, C. & G. Wigglesworth (2005) An investigation of the validity and effectiveness of planning time on part IELTS Australia. November. 41pp..

Elder, C. (2004) LOTE teaching and learning in Victoria: overview and research agenda. In J. Loughran & B. Doe (Eds.) Environmental Scan on Learning and Teaching (Vol. 2 Literature Review): A report of the Department of Education and Training.

Elder, C. & Wette, R. (2003) Assessing the English language needs of overseas trained general Practitioners RN. Uniservices, University of Auckland. September, 13 pp..

Elder, C. & K. O'Loughlin (2003) Score gains on IELTS after 10-12 weeks of intensive English study. IELTS Research Reports, Volume 4.

Elder, C. & J. von Randow (2002) Report of the DELNA administration at the Institut Perguruan Bahasa-Bahasa Antarabangsa., Kuala Lumpur, Malaysia. September. 32pp.

Elder, C. & J. von Randow (2002) Report on the 2002 pilot implementation of DELNA at the University of Auckland. December 30pp.

Elder, C. (2001) Report on the development and evaluation of the Diagnostic English Language Needs Assessment (DELNA) for the University of Auckland. December.

McNamara, T. Elder, C. Iwashita, N. (2000) Investigating predictors of task difficulty in oral proficiency testing. report to the Educational Testing Service. 25pp.

Elder, C. & Mayer Attenborough, C. Bayside Secondary College: Arabic-English Bilingual Program. External evaluator's report. 40pp. July 2000.

Elder, C. & Liem, I. Abbotsford Primary School: Chinese-English Bilingual Program. External evaluator's report. 16pp. Melbourne, Victoria: Language Testing Research Centre. July 2000.

Elder, C. & Liem, I. Richmond West Primary School: Chinese-English Bilingual Program. External evaluator's report. 28pp. Melbourne, Victoria: Language Testing Research Centre. July 2000.

Elder, C. Language background and its implications for VCE LOTE provision in Greek, Spanish and Arabic. Report to Multicultural Advisory Committee on Languages and Multicultural Education. 53pp. Melbourne, Victoria

Language Testing Research Centre. October 2000.

- McNamara, C., Iwashita, N. and Elder, C. Investigating predictors of task difficulty. Interim report to the Education Testing Service. Melbourne: Language Testing Research Centre. January. 12pp.
- Elder, C. & K. Hill (1999) Evaluation of LOTE outcomes in Victorian schools. Report to the Department of Education. January 18pp. Melbourne: Language Testing Research Centre. January. 18pp.
- Elder, C. (1998) The English literacy of Vietnamese speaking students at four primary schools in Melbourne: a comparative study. Melbourne: Language Testing Research Centre. 20pp.
- Elder, C. (1998) The attainment of foreign language proficiency in Australian secondary schools: a longitudinal study. Interim report to DETYA. December. 15pp.
- Elder, C. (1998) A description and exploratory evaluation of program types in indigenous and community language programs. Annual Report (with J. Lo Bianco, F. Bisiani, I. Liem, Stuart Campbell, Graham McKay, Judith Roche and Mari Rhywden) Melbourne: Language Testing Research Centre. December.
- Elder, C. and E. Grove (1998) English testing for the health professions: the case for the Occupational English Test. 20pp. Report prepared for Language Australia, Victorian Office. Melbourne: Language Testing Research Centre. January. March.
- Elder, C. (1995) Classification of VCE LOTE Candidates 1995. Report to VTAC (Victorian Tertiary Admission Centre). NLLIA Language Testing Research Centre, University of Melbourne, December. pp. 1–16.
- Elder, C. N. Iwashita & A. Brown (1995) The Proficiency Test for Language Teachers: Japanese. National ILOTE Project Report for DEET, Canberra. Final report on the test development process. National ILOTE Project Report for DEET, Canberra. NLLIA Language Testing Research Centre, University of Melbourne. 30pp.
- Elder, C. (1994) LOTE FORM L (LOTE Information Form): the classification of VCE LOTE candidates according to language background and learning history. Report to Victorian Tertiary Admission Centre, University of Melbourne, December. pp. 1–32.
- Elder, C. (1993) The native speaker presence in university LOTE courses: Report for the School of Languages, University of Melbourne. 33pp.
- Elder, C. (1993) The Proficiency Test for Language Teachers: Italian. Volume 1: Final Report on the Development Process. National Project Report for DEET, Canberra. 34 pp.
- Elder, C. (1993) The Proficiency Test for Language Teachers: Italian. Volume 2: Appendices. National Project Report for DEET, Canberra. 36pp.
- Elder, C. (1992) Final Report on assessing the English language proficiency of non-English speaking background graduates training as secondary teachers (VEF Project No. 78). 33 pp.
- Elder, C. (1991) The ALL Guidelines on assessment: a review. In A. Davies & D. Ingram (eds) National Languages Assessment Project. Report to the Asian Studies Council, May: 1–6.
- Elder, C. (1991) Methodology. A guide for writers. In A. Davies & D. Ingram (eds) National Languages Assessment Project. Report to the Asian Studies Council, May: 1–21
- Garner, M., C. Elder & L. Worley (1990) Getting the message across: Communication with patients from non-English speaking background in the Outpatients' Department of the Royal Women's Hospital. Report of the Outpatients' Committee. August. 49pp.

### **Language tests and teaching materials**

- Ellis, R. & Elder, C. Tests of implicit and explicit language knowledge.
- Laufer, B. Elder, C. and Hill, K. Computer-adaptive test of vocabulary size and strength.
- Davies, A. A. Brown, C. Elder, R. Evans, E. Grove, N. Iwashita, C. O'Shannassy, T. Lumley, T. McNamara (eds) Mark My Words: Assessing Second and Foreign Language Skills. 6-part video series. Multimedia Production Unit, University of Melbourne.
- Elder, C. and N. Iwashita (1994–5) The Proficiency Test for Language Teachers: Japanese. Reading, writing, listening and speaking sub-tests. Handbook for candidates. Invigilators' guidelines. Rating schedule. Developed

NLLIA Language Testing Research Centre with funding from the Innovative Languages Other Than English Scheme.

Elder C. and R. Summo (1994) The Australian Language Certificate test: Italian. Reading and Listening component. Developed for the Australian Council of Educational Research with funding from the Bicentennial Multiple Foundation

Elder, C. (1993–4) The Proficiency Test for Language Teachers: Italian. Reading, writing, listening and speaking tests. Handbook for candidates. Invigilators guidelines. Rating schedule. Developed for the NLLIA Language Testing Research Centre with funding from the Australian Second Language Program.

Hill, K. R. Parbs, K. Hill and C. Elder (1993) The University Test of English as a Second Language: Listening test. Developed for the NLLIA Language Testing Research Centre with funding from the University of Melbourne

Elder, C. and T. Lumley (1991) The Classroom Language Assessment Procedure. Observation schedule & reporting guidelines. Developed for the NLLIA Language Testing Research Centre with the assistance of funding from the Victorian Education Foundation

### Conference papers

Elder, C. (forthcoming) Taking speaking tests to task. Invited keynote to be delivered at English language assessment conference in Taipei.

Elder, C., Moore, D. Viete, R. Enhancing the international student experience. Monash Faculty of Education Seminar Series. November.

Elder, C. Convenor of LOTE Symposium. Languages Other Than English in Australian Schools: Crossing Communities and Cultures. ALAA Conference, University of Melbourne. October 2005.

Elder, C. & G. Wigglesworth. Planning before speaking: what difference does it make? Paper presented at the Language Testing Research Colloquium, Madison, Wisconsin. July 2005. Also delivered at Australian Association of Applied Linguistics Conference, Melbourne. July.

Elder, C. Modelling language proficiency: the role of explicit and implicit knowledge. Paper delivered at Symposium convened by Professor Rod Ellis at International Association of Applied Linguistics Conference (AILA) July 2005.

Elder, C. The role of language proficiency in academic performance: perspectives from a New Zealand University. delivered as part of Monash Faculty of Education seminar series. April 2004. Also presented as keynote at 4th International Conference for Applied Language and Literacy Research Roundtable Conference, Edith Cowan University, Perth, July 2004.

Elder, C. Testing for teaching and assessment for learning: putting language teachers and learners at centre stage. Keynote paper delivered at WATESOL conference, Perth, July 2004.

Elder, C. Validating a test of metalinguistic knowledge. Paper delivered at American Association of Applied Linguistics Conference, Portland, Oregon May 2004

Elder C. Test validity and validation: why bother? Seminar delivered at Faculty of Education Winterschool, Monash University, Clayton, July 2004

Elder, C. Score gains on IELTS: what to tell the test-taker? (co presenter Kieran O'Loughlin, *Royal Melbourne Institute of Technology, Australia*) Language Testing Research Colloquium, Hong Kong December 12-15 2002

Elder, C. Planning for test performance Paper delivered at Symposium convened by Professor Rod Ellis at AILA Conference, Singapore, December 15-18, 2002

Elder, C. Evaluating bilingual education: what role for language tests? Paper delivered at Symposium convened by Professor Tim McNamara at AILA, Singapore, December 15-18, 2002. Also accepted at American Association of Applied Linguistics Association conference March 2003.

Elder, C. Between two languages: Language alternation amongst native speaker teachers in LOTE classrooms. (co presenter Sun Hee Kim, University of Auckland) National Languages Conference: Languages for Life (27/10) Melbourne Australia.

Elder, C. The perils of prediction: score gains on IELTS after 10 weeks of intensive instruction. Invited paper presented at

at "New times New Approaches" 16<sup>th</sup> Australian International Education Conference 30 sept – 4<sup>th</sup> October  
Hobart, Tasmania, Australia

- Elder, C. (2002) 3 months of intensive English language instruction: what difference does it make? Invited keynote paper for CLESOL Conference, Wellington, NZ July 2002.
- Elder, C. (2001) Evaluating heritage language education: some assessment challenges. Invited paper for a Symposium on Heritage Language Education, Victoria University, Melbourne, July 2001
- Elder, C. (2001) The background speaker of LOTE: what can the tests tell us? Heritage Language Education Conference, Victoria University, Melbourne, July 2001
- Elder, C. (2000) The implications of learner diversity for the notion of common standards in language assessment (Paper delivered at a symposium convened by C. Elder entitled "Monitoring progress and setting standards for school-based assessment" at the Australian Association of Applied Linguistics Conference, Melbourne, July 2000)
- Elder, C. (with N Iwashita, and T. McNamara) 2000. Can we predict task difficulty in oral proficiency tests? exploring the potential of an information processing approach to task design. Paper delivered at a symposium convened by C. Elder on task-based assessment at the 22<sup>nd</sup> Language Testing Research Colloquium, Vancouver, February.
- Elder, C. (2000) Assessing the language proficiency of teachers: are there any border controls? Invited keynote at Asian Language Assessment Research Centre Forum. Hong Kong. January
- Elder, C. (1999) Language testing, whose values? whose responsibility? Invited paper in a Symposium on Responsibilities of the Language Tester 21st Language Testing Research Colloquium, Tokyo July.
- Elder, C. (1999) Fairness in language testing: views from within and without. Paper for a symposium "The interface between applied linguistics and language testing" AILA Japan, August.
- Elder, C. (1998) Public views of a basic skills tests and their ethical implications: the case of the LAP test in Victoria (with Brian Lynch) Language Testing Research Colloquium, Seattle. March.
- Elder, C. (1998) The role of language in vocational assessment. Conference on Vocational Assessment, UMTC. (with Tim McNamara)
- Elder, C. (1993) Are raters' judgements of language teacher effectiveness wholly language-based? 15th Language Testing Research Colloquium, Cambridge, August.
- Elder, C., A. Davies, J. Hajek, D. Manwaring, and J. Warren (1997) The relationship between metalinguistic ability and success in studying a language at university. Paper delivered at American Association of Applied Linguistics Conference, Orlando, Florida. March.
- Elder, C. (1997) Is it fair to assess native and non-native speakers together on school foreign language examinations? Paper delivered at the International Language Testing Research Colloquium, Orlando, Florida. February. (winner of the Lado Award for best graduate student presentation)
- Elder, C. (1997) Research directions for the teaching and learning of languages other than English in Australia. Paper delivered at the Languages Australia Research Forum, Melbourne, April. Elder, C. and A. Brown (1997) Fundamental terms and concepts in language testing. Australian Linguistics Institute, Latrobe University, Melbourne.
- Elder, C. (1996) What does test bias have to do with fairness? Linguistics and Applied Linguistics Graduate Conference, University of Melbourne, May. Also presented at AILA Symposium 'Good Conduct in Language Testing', Tampere, Finland, October.
- Elder, C and A. Davies (1996) Language distance as a factor in the acquisition of literacy in English as a second language. Paper presented at PacSLRF, Wellington, New Zealand, February.
- Elder, C. and A. Brown (1996) Performance testing for the professions: language proficiency or strategic competence? Invited paper for a symposium on Alternative Language Testing. American Association of Applied Linguistics, Chicago, March. Also presented at AILA Symposium 'Bridging the gap Between Language and the Professions', Tampere, Finland, October.
- Elder, C. (1995) Assessing the language proficiency of LOTE Teachers: Invited discussion paper prepared for presentation at NLLIA-SATCC, Adelaide, September.

- Elder, C. (1995) The effect of sociolinguistic background on foreign language test performance: the case of Chinese, Greek and Italian. American Association of Applied Linguistics, Long Beach, USA. March.
- Elder, C. (1995) Are VCE LOTE examinations biased against non native speakers? XXth Applied Linguistics Association of Australia Conference, Australian National University, Canberra, September.
- Elder, C. and N. Iwashita (1995) Expert feedback? Assessing the validity of testtaker reactions to a proficiency test for teachers of Japanese. Invited paper for a panel on language testing. 9th Biennial Conference of the Japanese Studies Association of Australia, Brisbane, July. Also presented at AILA Symposium 'Bridging the Gap Between Language and the Professions' Tampere, Finland, October.
- Elder, C. (1994) How do we determine what Italian teachers need to know? Italian Beyond 2000 Conference, Melbourne. September.
- Elder, C. (1994) Test task as a factor in Italian interlanguage variation. Paper presented at XIX ALAA Conference, University of Melbourne, July 14–17.
- Elder, C. and N. Iwashita (1994) Assessing the proficiency of LOTE teachers: two case studies.' Conference of the Australian Federation of Modern Language Teachers Associations Perth, October.
- Elder, C. (1993) Assessing the language proficiency of second language teachers: an LSP approach to test construction. RELC Annual Seminar, Singapore, April.
- Elder, C. (1993) Performance testing as benchmark for foreign language teacher education. International Conference on Teacher Education in Second Language Teaching in Hong Kong, March.
- Elder, C. (1992) IELTS as predictor of performance in teacher education. ACTA/VATME Conference, University of Melbourne. January.
- Elder, C. (1992) How do subject specialists construe language proficiency? Language Testing Research Colloquium, Vancouver. March.
- Elder, C., J. McQueen & S. Zammit (1992) Rewarding second language learning achievement: the Australian Language Certificate scheme. International Foreign Language Teachers' Conference, University of Hawaii. March.
- Elder, C. (1991) Assessing the classroom performance of NESB teachers: the role of language. 16th Applied Linguistics Association of Australia Conference, James Cook University, Townsville, September 30–October 1.
- Elder, C. (1991) Predicting performance in teacher education: a dilemma for language testers. Language Education Interaction & Development Conference, Ho Chi Minh City, Vietnam, March.

### **Talks/seminar presentations**

- Elder, C. (2002) Enhancing the chances of success amongst immigrant students. Lecture to Auckland College of Education. July.
- Elder, C. (2002). The DELNA initiative at the University of Auckland. Public seminar for the Faculty of Education, University of Auckland. April.
- Elder, C. (2000) The public impact of language assessment. Talk delivered to senior secondary teachers at St. James' College, Auckland.
- Elder, C. (2000) Fairness in language testing: assessing learners from diverse language backgrounds. Paper delivered in the Institute of Language Teaching and Learning Public Lecture Series.
- Elder, C. (1999) Assessing learners from diverse language backgrounds: issues of fairness. Seminar delivered in the Department of Applied Linguistics, University of Lancaster. April.
- Elder, C. (1999) A fair go for all? Implications of common assessment procedures for native and non native speakers of foreign languages. Seminar delivered in the Department of Applied Linguistics, University of Edinburgh. February.

- Elder, C. and T. McNamara (1997) Seminar on oral proficiency testing. University of Melbourne School of Languages. September.
- Elder, C. and K. Hill (1995) Discussion paper on assessing the language proficiency of LOTE teachers. 1 SATCC, Adelaide, September.
- Elder, C. and T. Lumley (1995) Seminar on LOTE assessment. NLLIA Professional Development Centre, Perth, September.
- Elder, C. (1994) Assessing the language proficiency of LOTE teachers: two case studies. VATME Miniconference Melbourne, July.
- Elder, C. and E. Grove (1994) General issues in language assessment. Session 2: Some perspectives on test validity. Australian Linguistics Institute, Latrobe University, July.
- Elder, C. (1992) An LSP model for testing the linguistic competence of teachers of Italian. Invited presentation at seminar on the certification of Italian language competence organized by the Italian Consulate in association with the Institute of Italian Culture, November.
- Elder, C. (1992) Modelling language proficiency for the classroom: the development of a test of Italian for teacher accreditation. Seminar presented for tertiary teachers of LOTE. Latrobe University School of Education, September.
- Elder, C. and A. Brown (1992) Direct and indirect language tests. Australian Linguistics Institute, Sydney University, July.
- Elder, C. (1991) ALL about assessment. Conference of the Victorian Association of Teachers of Italian, University of Melbourne, July.
- Elder, C. (1991) The English language proficiency of overseas-trained teachers: two Language Testing Centre projects. Migrant Skills Qualifications Board Seminar, National Languages Institute of Australia, August 1991.

#### **Grants received\***

Australian Second Language Learning Program (DEET) Proficiency test for teachers of Italian Amount: Aus \$50,000	1993-4
Innovative Language Other than English Scheme (DEET) Proficiency test for teachers of Japanese Amount: Aus \$65,000	1995-6
Australian Research Council Grant (small) (B. Lynch and C. Elder) Investigating test impact: public perceptions of the LAP tests in Victoria Amount: Aus \$7,500	1996
Melbourne University Collaborative Grants Scheme A. Davies and C. Elder Measuring discourse complexity in languages other than English Amount: Aus \$15,000	1997
National Asian Languages Secondary Assessment Strategy (NALSAS) Developing indicators of end-of school attainment in Chinese, Korean and Indonesian (A. Scarino and C. Elder) Amount Aus \$130,000	1997-8
Educational Testing Service (T. McNamara, C. Elder, N. Iwashita) Predictors of task difficulty in oral proficiency testing Amount US \$120,000	1998-9
Australian Research Council Grant (small) (C. Elder and D. Manwaring) The relationship between metalinguistic knowledge and success in learning Chinese at the university	1998

Amount: Aus \$7,000	
Melbourne University Pilot Project Grant (C. Elder) Developing a computer-based course to complement the video series "Mark my Words" Amount: Aus \$10,000	1998
Department of Education (C. Elder) Evaluating LOTE Outcomes in Victorian Schools Amount: Aus\$65,000	1999
Vice Chancellor's Research Fund University of Auckland Diagnostic English Language Needs Assessment (Development and validation) NZ\$70,000	2000
University of Auckland Staff Research Fund Validation of a computer-adaptive test of vocabulary size and strength NZ \$7,500	2000
UCLES/IDP (C. Elder & K. O'oughlin) Factors influencing IELTS score gains in intensive EAP courses in Australasia NZ \$46,000	2001
Marsden Fund R. Ellis & C. Elder The relationship between implicit knowledge and explicit knowledge and language proficiency NZ\$390,000	2002
University of Auckland Staff Research Fund Exploring rater responsiveness to an on line training program for the assessment of academic writing NZ \$5,000	2003
IELTS Australia C. Elder & G. Wigglesworth An investigation into the effectiveness and validity of planning time on test performance Aus\$ 30,000	2004
Monash Small Grant C. Elder, A. Kostagriz, R. Viète, J. Brown & J. Miller The construction of second language teacher's professional identity. Aus \$8,250	2004
Centre for Learning and Teaching, Monash University C. Elder, Dennis Moore & R. Viète Enhancing the international student experience Aus \$10,000	2005
Monash Staff Grant C. Elder & M-T . Jensen Metalinguistic knowledge and beliefs of teachers undertaking a postgraduate teaching practicum. Aus \$3,000	2005
Monash Small Grant The role of English proficiency in the classroom performance of non-native pre-service teachers C. Elder & J. Miller Aus \$ 11,000	2005