This bibliography has been compiled by the Graduate Student Assembly of ILTA.

Entries and corrections may be submitted throughout the year using our submissions portal: https://bit.ly/3r9AMQB
# Editorial Board

<table>
<thead>
<tr>
<th>Volume</th>
<th>Years</th>
<th>Editor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1990–1999</td>
<td>Jayanti Banerjee, Caroline Clapham, Phoebe Clapham, Dianne Wall</td>
</tr>
<tr>
<td></td>
<td>1999–2012</td>
<td>Annie Brown</td>
</tr>
<tr>
<td></td>
<td>2013–2018</td>
<td>Tineke Brunfaut</td>
</tr>
<tr>
<td>2</td>
<td>2019</td>
<td>Olena Rossi, Wenjun (Elyse) Ding</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>Dylan Burton (Editor in Chief), Jorge Beltrán, Hyunah Kim, Wenjun (Elyse) Ding, Minh Ngo, Haoshan (Sally) Ren, Olena Rossi, Yan (Niles) Zhao</td>
</tr>
<tr>
<td>3</td>
<td>2021</td>
<td>Dylan Burton (Editor in Chief), Wenjun (Elyse) Ding, Haeun Kim, Hyunah Kim, Minh Ngo, Liberato Silva dos Santos, Monique Yoder, Yan (Niles) Zhao</td>
</tr>
</tbody>
</table>

Questions about the bibliography may be directed to Dylan Burton: burtonjd@msu.edu


applications. Lancaster University.


Dissertations


Elham Fruzande. (2008). TEFL program evaluation at Master’s level in Iran. Shiraz University, Iran.


Fox, Janna. (2001). It’s all about meaning: L2 test validation in and through the landscape of an evolving construct. McGill University.


Grabowski, Kirby (2009) Investigating the construct validity of a test designed to measure grammatical and pragmatic knowledge in the context of speaking. Teachers College, Columbia University. 


Gui, Min. (2011). Investigating the construct validity of the reading comprehension section of the College English Test in China: A structural equation modeling approach. The University of Texas at Austin.


Huang, Heng-Tsung Danny. (2010). Modeling the relationships among topical knowledge, anxiety, and integrated speaking test performance: A structural equation modeling approach. The University of Texas at Austin.


Im, Gwan Hyeok. (2019). Stakeholder voices: Validity argument for score meaning and use of the Test of English for International Communication (TOEIC) in international business workplaces. Queen's University.


Ji, Yong-II. (2012). Comparing strategic processes in the iBT speaking test and in the academic classroom. University of Leicester.


Joo, M.-J. (2007). Korean university students' attitudes to and performances on a Face-to-Face Interview (FTFI) and a Computer Administered Oral Test (CAOT). Institute of Education, University of London.


Kangzhou, Peng. (2014). A validation study of listening comprehension based on criterion-referenced language assessment which has been done in 2010. Shanghai International Studies University.

Kasai, Masahiro. (1997). Application of the rule space model to the reading comprehension section of The Test of English as a Foreign Language (TOEFL). University of Illinois at Urbana-Champaign.


Khalifa, Hanan. (1997). A study in the construct validation of the reading module of an EAP proficiency test battery: Validation from a variety of perspectives. Reading University.


Lallmamode, Sheila P. (2012). The development and argument-based validation of an analytic rubric for L2 writing electronic portfolios. International Islamic University Malaysia


© ILTA, 2021


Liao, Yen-Fen. (2009). A construct validation study of the GEPT reading and listening sections: re-examining the models of L2 reading and listening abilities and their relations to lexicogrammatical knowledge. Teachers College, Columbia University.


Lin, Yu-Chen Tina. (2016). Decoding complex constructs of the integrated reading-writing task: Modeling relationships among second language reading/writing proficiency, familiarity with text features, perceived cognitive operation difficulty, and summary writing through the structural equation modeling approach. Indiana University Bloomington.


Mäkipää, Toni. (2021). "I have never received feedback from my teachers." Students’ perceptions of assessment and feedback practices in Finnish general upper secondary education. University of Helsinki. https://helda.helsinki.fi/bitstream/handle/10138/336417/m%c3%a4kip%c3%a4%c3%a4_toni_dissertation_2021.pdf?sequence=1&isAllowed=y


Schoonen, Rob. (1991). De evaluatie van schrijfvaardigheidsmetingen. Een empirische studie naar betrouwbaarheid, validiteit en bruikbaarheid van schrijfvaardigheidsmetingen in de achtste groep van het basisonderwijs [The evaluation of writing assessments. An empirical study into the reliability, validity and utility of writing assessments in final grade of elementary school.] University of Amsterdam. [Dutch, summary in English]


Shin, Ji-young. (2021). Towards optimal measurement and theoretical grounding of L2 English elicited imitation: Examining scales, (mis)fits, and prompt features from item response theory and random forest approaches. Purdue University.


So, Young Jang. (2010). The development and evaluation of a systematic training program for increasing both rater reliability and rating accuracy. University of Illinois at Urbana-Champaign.


Tsagari, Dina. (2007). Investigating the washback effect of a high-stakes EFL exam in the Greek context: participants' perceptions, material design and classroom

Tsai, Constance. (2004). Investigating the relationships between ESL writers’ strategy use and their second language writing ability. Teachers College, Columbia University.


Wall, Dianne. (1999). The impact of high-stakes examination on classroom teaching: A case study using insights from testing and innovation theory. Lancaster University.

Waller, Daniel. (2015). Investigation into the features of written discourse at levels B2 and C1 of the CEFR. University of Bedfordshire.


Weiler, Theresa. (2018). Investigating the construct tested through four item types used to assess lexicogrammatical competence in English as a foreign language. Lancaster University.


Xu, Jing. (2015). Predicting ESL learners’ oral proficiency by measuring the collocations in their spontaneous speech. Iowa State University.
Zhang, W. (1998). The rhetorical patterns found in Chinese EFL student writers’ examination essays in English and the influence of these patterns on rater response. Hong Kong Polytechnic University.

© ILTA, 2021