

**43rd LANGUAGE TESTING RESEARCH COLLOQUIUM
MARCH 7 – 11, 2022 ONLINE**

CONFERENCE THEME

Linking Assessment to Language Learning and Teaching



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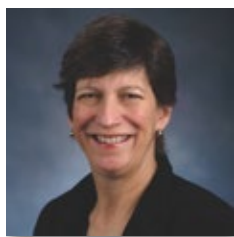
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Message from the ILTA President



On behalf of the International Language Testing Association (ILTA) Executive Board, I am pleased to welcome you all to the 43rd Language Testing Research Colloquium (LTRC), our second virtual conference. The organizing committee, ably led by Yasuyo Sawaki, Yoshinori Watanabe, Rie Koizumi, and Aaron Olaf Batty, has been working hard to create an online experience for us that maximizes opportunities to participate for attendees in every time zone. The combination of live and prerecorded sessions available on demand, along with the interactive features of the Whova platform, will provide more flexibility to attendees and new ways of interacting with other participants. I would like to thank all the faculty and student committee members, whose names are listed in this program, along with the 2022 LTRC advisory committee, chaired this year by India Plough. Terry Dougherty and Michele Doyle from our management company, Nardone, have also been extremely generous with their time and expertise.

The theme of this year's conference is Linking Assessment to Language Learning and Teaching. Many of the presentations address this theme directly, addressing questions and providing insights about how assessments and assessment results can empower both teachers and students and improve student learning. Other presentations showcase the latest research and scholarship in language test development, validation, and use across a variety of contexts.

As was the case in 2021, most of our sessions are pre-recorded, but this year the presentations will be available from the start of the conference so that attendees around the globe can watch them at a convenient time. The presenters will be available during their appointed sessions to interact with participants via chat, and many have agreed to attend one or more of six scheduled networking sessions. Although there are set Virtual Networking Events on the schedule during which attendees can meet to talk with presenters (look for an event listed for their session), the virtual networking space will also be open 24 hours a day, so you can meet up with old friends or make new ones at any time of the day or night. We are very much looking forward to the Messick Award lecture by Dr. Peter Skehan and the Davies Award lecture by Dr. Jessica Wu, and we are grateful to ETS and the British Council, respectively, for their sponsorship of these awards. We also congratulate Dr. Yan Jin on receiving the Cambridge/ILTA Distinguished Achievement Award, sponsored by Cambridge Assessment English along with ILTA, and we look forward to her lecture as well.

If you are a first-time attendee, I encourage you to attend the Newcomers' Session, to be held on Tuesday, March 8th from 5 to 6:15 pm Tokyo time. This event will give you an opportunity to meet other newcomers, learn something about our professional organization and the history of LTRC, and get advice on how to make the most out of the conference.

I also urge everyone to attend the Annual Business Meeting on Friday, March 11th, from 11:45 am to 1:15 pm JST. At this meeting you will have the opportunity to hear about more upcoming ILTA activities, including plans for future LTRC conferences. Finally, at our closing ceremony where we will recognize ILTA award winners, including the winner of the Lado award for best student paper, at 7:40 pm JST that same day. I look forward to seeing everyone at these events.

Along with our annual conference, ILTA provides many resources and opportunities for professional development, which you can read about on our website. Our webinar series is free to ILTA members, as are many of the webinars sponsored by our Special Interest Groups (SIGs). We have an active Graduate Student Assembly (GSA) that provides opportunities for graduate students to build community and network together. If you are not already a member of ILTA, we encourage you to join to take advantage of these benefits (<https://www.iltaonline.com/page/MembershipPlans>).

Three years ago this month, we met together in my home town of Decatur, Georgia, little knowing that a year later we would have to postpone the conference and then go online for two years in a row. I have been impressed with the resilience of our members and grateful for the ingenuity of our conference teams for the past two years. This week, let us celebrate the fact that we can come together virtually once more, while we look forward to meeting in person again in 2023!

Sara Cushing

ILTA President 2022

Welcome from the Organizing Committee



Welcome to the 43rd annual Language Testing Research Colloquium (LTRC)! We would have loved to host you here in Tokyo, where the season is finally turning and the plum blossoms are beginning to bloom, but we think that we have lined up a great online conference for you to enjoy.

We have worked hard to construct a program that takes participants' time zones into consideration and offers flexibility in watching talks when it's convenient, while still including as many opportunities and venues for live events and conversation as possible. We have leveraged the benefits of our online conference platform, Whova, to provide access to talks throughout the conference, with presenters being

available for Q&A at their scheduled time; the benefits of Zoom for meetings, symposia, and keynotes; and the benefits of Wonder.me for more unstructured interactions with presenters and other participants. We hope you'll take advantage of the features of all three throughout the next few days.

The theme of this year's LTRC is "Linking assessment to language learning and teaching." We chose this theme to acknowledge the renewed and growing research interest in the role of assessment in learning and teaching. Interest in the intersections between language teaching/learning and assessment is especially strong in East Asia, where teachers must balance their students' need to gain real-world language ability with that of navigating their testing-centered educational advancement. Simultaneously from the assessors' perspective, a growing understanding of washback is spurring test developers, both in the public and private sectors, to rethink their assessment strategies to encourage better educational outcomes. It's the right time and the right place for this topic to be discussed, and we think you will find the many talks addressing it this year thought-provoking and instructive.

We are especially excited to welcome Jessica Wu as this year's Alan Davies Lecture Award speaker, Yan Jin as this year's Distinguished Achievement Lecture Award speaker, and Peter Skehan as this year's Messick Lecture Award speaker. All three talks will be presented via Zoom, with the speakers available for live Q&A.

We would like to thank the ILTA Executive Board, with special recognition of Erik Voss, who generously shared his LTRC 2021 experience with the online platforms by which we are delivering this conference as well as the LTRC Advisory Committee headed by India Plough along with Hanan Khalifa and Lorena Llosa. We would especially like to express our enduring gratitude to the unflappable Terry Dougherty, Michele Doyle, and Andi Edwards of Nardone, ILTA's management company, for whom online conferences are now "old hat." We also extend our thanks to our many reviewers, organizers of the workshops and roundtable, and to our conference volunteers. We must also recognize our amazing and generous sponsors for their support of LTRC and ILTA, without whom such an event as this would not be possible.

Finally, we would like to thank you, the participants, for coming together to share this experience with us. Let's have a scintillating and enjoyable LTRC 2022!

The LTRC 2022 Organizing Committee

LTRC 2022 Organizing Committee

Committee Co-Chairs



Yasuyo Sawaki
Waseda University



Yoshinori Watanabe
Sophia University



Rie Koizumi
Seisen University



Aaron Olaf Batty
Keio University

Faculty Committee Members



Gen Fujita
Tokyo Keizai University
Tokyo Eiwa University



Yasuhiro Imao
Osaka University



Fumiko Ishinuki
Kumamoto Gakuen University



Makiko Kato
Tohoku University



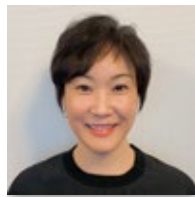
Yoko Oi
Komazawa University
Nippon Sport Science University



Jeffrey Stewart
Tokyo University of Science



Akiko Watanabe
Ritsumeikan University



Izumi Watanabe-Kim
International Christian University
Sophia University



Yujia Zhou
Tokyo University of Foreign Studies

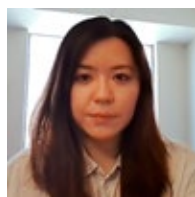
Not pictured:

Toshihiko Shiotsu
Kurume University

Student Committee Members



Shotaro Baba
Tokyo University of Foreign Studies



Makiko Dixon
Sophia University



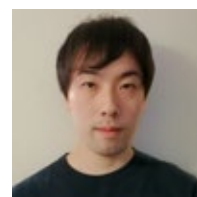
Mari Imai
Tokyo University of Foreign Studies



Satoshi Kurokawa
Tokyo University



Kana Matsumura
Waseda University



Tatsuro Tahara
Waseda University

Proposal Reviewers

Khaled Barkaoui	Sahbi Hidri	Fumiyo Nakatsuhara	Masanori Suzuki
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April Ginther	Sari Luoma	Rob Schoonen	Guoxing Yu
Peter Gu	Susy Macqueen	Sun-Young Shin	Ying Zheng
Luke Harding	Meg Malone	Jeffrey Stewart	Yujia Zhou
Claudia Harsch	Atsushi Mizumoto	Ruslan Suvorov	

ILTA Executive Board & Committee Members 2022

Executive Board

President: Sara Cushing, Georgia State University, USA

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Secretary: Eunice Eunhee Jang, University of Toronto, Canada

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Luke Harding, Lancaster University, UK

Noriko Iwashita, University of Queensland, Australia

Heike Neumann, Concordia University, Canada

ILTA Staff

Terry Dougherty, CAE, CMP (Sr. Association Manager).

Michele Doyle (Association Assistant).

ILTA Nominating Committee 2021

Chair: Rie Koizumi, Seisen University, Japan

Heidi Liu Banerjee, PSI Services LLC, USA

Becky H. Huang, University of Texas San Antonio, USA

Cecilia Guanfang Zhao, University of Macau, Macau SAR (PRC)

LTRC Advisory Committee

Chair: India Plough, Michigan State University, USA

Hanan Khalifa, Cambridge Assessment, UK

Lorena Llosa, New York University, USA

Award Committees

Cambridge/ILTA Distinguished Achievement Award

Chair: Catherine Elder, University of Melbourne, Australia

Nick Saville, Cambridge University, UK

Claudia Harsch, University of Bremen, Germany

Jim Purpura, Columbia University, USA

ILTA Student Travel Awards Committee

Chair: Micheline Chalhoub-Deville, University of North Carolina at Greensboro, USA

Luke Harding, Lancaster University, UK

Heike Neumann, Concordia University, Canada

Lado Award Committee

Chair: Heike Neumann, Concordia University, Canada

Erik Voss, Columbia University, USA

Franz Holzknecht, University of Applied Sciences in Special Needs Education Zürich, Switzerland

Salomé Villa Larenas, Universidad Alberto Hurtado, Chile

Ute Knoch, University of Melbourne, Australia

Atta Gebril, The American University in Cairo, Egypt

Sabrina Machetti, University for Foreigners of Siena, Italy

Sage/ILTA Best Book Committee

Chair: Benjamin Kremmel, University of Innsbruck, Austria

Jason Fan, University of Melbourne, Australia

Kellie Frost, University of Melbourne, Australia

Rie Koizumi, Seisen University, Japan

Lia Plakans, University of Iowa, USA

Awards

Jacqueline Ross TOEFL Dissertation Awards 2022

Dr. Scott Grapin, *Multimodal assessment of English learners in science: Expanding what 'counts' as evidence of content learning*,

New York University, USA

Supervisor: Lorena Llosa

Dr. Daniel Isbell, *Diagnosing second language pronunciation*, Michigan State University, USA

Supervisor: Paula Winke

Caroline Clapham IELTS Masters Award 2021

Svetlana Mazhurnaya, *A comparative investigation of the interactional profile of convergent and deviant cases across proficiency levels in a paired EAP oral test*, Lancaster University, UK

Supervisor: Luke Harding

Davies Lecture Award

Jessica Wu, Language Training and Testing Center, Taiwan

Changing landscape of English language testing: Globalization and validation in practice

Cambridge/ILTA Distinguished Achievement Award

Yan Jin, Shanghai Jiao Tong University, PRC

Decision making in language testing: Intersections of policy, practice, and research

Samuel J. Messick Memorial Lecture Award

Peter Skehan, Honorary Research Fellow, University College London, UK

Theory and research with second language speaking tasks: Potential contributions to language testing

TOEFL Small Grants for Doctoral Research in Second or Foreign Language Assessment 2021

Susanne DeVore, Syntactic Development of L2 Mandarin, University of Hawai'i at Mānoa, USA

Yi (Laura) Tan, Including Second Language Varieties of English on High-Stakes International Tests of English Proficiency, Georgia State University, USA

TOEFL Essentials New Scholar Award 2021

Xun Yan, University of Illinois at Urbana-Champaign

TIRF Doctoral Dissertation Grant Awardees in Language Assessment 2021

Mariana Lima Becker, *Equity, Interdependence, and belonging: Brazilian Immigrant children's experiences in a dual language bilingual education program and community spaces in the United States*, Boston College, USA

Supervisor: Gabriella Oliveira

Yi Cao, *Understanding EFL learners' reading self-assessment: The case of an English reading self-assessment scale in China*, Shanghai Jiao Tong University, PRC

Supervisor: Zhengcai Zhu

Haoshan (Sally) Ren, *Bridging corpus linguistics to ITA training and testing - Validation of functional language in academic lectures*, Georgia State University, USA

Supervisor: Sara Cushing

Soohye Yeom, *Investigating the impact of the National Matriculation English Test (NMET) in China: A mixed-methods approach*, The University of Melbourne, Australia

Supervisor: Jason Fan

Yan Zhao, *Using international English proficiency tests in EMI contexts: A comparison of tasks and student performance on TOEFL iBT writing tasks and course assignments in Korean Universities*, New York University, USA

Supervisor: Lorena Llosa

7th March (Mon.)

EST	UTC	JST	Session
19:00* – 23:00*	0:00 – 4:00	9:00 – 13:00	<p>Workshop 1</p> <p><i>Lessons for classroom evaluation: Understanding the complexity and fluency features of young language learners' speech</i></p> <p>Mark Chapman, Meg Montee, Gordon Blaine West</p>
4:00 – 7:30	9:00 – 12:30	18:00 – 21:30	<p>Workshop 2</p> <p><i>Introduction to IRT and CAT with R</i></p> <p>Atsushi Mizumoto</p>
7:30 – 9:00	12:30 – 14:00	21:30 – 23:00	SIG meeting: Automated Language Assessment (ALA)

8th March (Tue.)

EST	UTC	JST	Session
19:00* – 22:30*	0:00 – 3:30	9:00 – 12:30	<p>Workshop 3</p> <p><i>Putting dynamic assessment to work: Teaching-learning as target and process in assessment</i> Matthew Edward Poehner</p>
23:15* – 2:30	4:15 – 7:30	13:15 – 16:30	<p>Roundtable</p> <p><i>Writing and speaking assessment in the world</i> Coordinator: Yujia Zhou</p> <p><i>Ceibal en Inglés: On-line national speaking test</i> Cecilia Marconi, Alina Alvarez</p> <p><i>Speaking and Writing in school-leaving exams and the national curriculum in Azerbaijan</i> Nathan Carr</p> <p><i>The role of technology-mediated performance feedback for formative assessment of summary writing in the L2 academic writing classroom in Japan</i> Yasuyo Sawaki, Yutaka Ishii, Hiroaki Yamada, Takenobu Tokunaga</p> <p><i>Towards innovative and contextually appropriate classroom-based assessment practices for university level Spanish speaking tests</i> Ana Maria Ducasse</p>
3:00 – 4:15	8:00 – 9:15	17:00 – 18:15	<p>Newcomers' Session</p> <p>ILTA & LTRC: All you need to know (Claudia Harsch)</p> <p>ILTA & LTRC history (Charles Stansfield)</p> <p>My first LTRC experience (Leila Zohali, Noriko Iwashita)</p> <p>Tips for navigating the LTRC platforms (Aaron Olaf Batty)</p> <p>Socializing session (at Wonder.me)</p>
4:20 – 6:20	9:20 – 11:20	18:20 – 20:20	<p>Opening Symposium</p> <p><i>Implementing formative and summative classroom assessments of speaking and writing: Promises and challenges of learning-oriented practices</i> Chair: Rie Koizumi Discussant: Fumiyo Nakatsuhara</p> <p><i>Formative test feedback in classroom-based speaking assessment in a Japanese senior high school</i> Rie Koizumi, Akiyo Watanabe, Makoto Fukazawa, Chihiro Inoue</p> <p><i>Classroom-based assessment of the paired oral test for non-English major Japanese college students</i> Kana Matsumura, Ryo Moriya</p> <p><i>Triangulating self, peer, and teacher assessment of L2 summary writing in Japanese universities</i> Hiroyuki Yamanishi, Masumi Ono, Yuko Hijikata</p> <p><i>Effectiveness of AI feedback in writing assessment of Japanese senior high school students</i> Ichiko Matsui</p>
7:30 – 9:00	12:30 – 14:00	21:30 – 23:00	SIG meeting: Aviation Testing

9th March (Wed.)

EST	UTC	JST	Session				
18:00* – 18:30*	23:00* – 23:30*	8:00 – 8:30	Opening Ceremony Welcome from the Organizing Committee (Yasuyo Sawaki, LTRC 2022 Co-Chair) Welcome from the ILTA President (Sara Cushing) Using the conference platform (Aaron Batty, LTRC 2022 Co-Chair)				
18:40* – 21:05*	23:40* – 2:05	8:40 – 11:05	Parallel Papers				
18:40* – 19:10*	23:40* – 0:10	8:40 – 9:10	<i>Active users of assessment: Transformation of CHC students' learner beliefs through learning-oriented assessment in EAP classrooms</i> Rika Tsushima	<i>Revisiting the assessment potential of read-aloud speech performance: Cognitive validity and predictive validity</i> Shungo Suzuki, Ryuki Matsuura, Mao Saeki, Yoichi Matsuyama	<i>Discoveries in analysing recurrent word sequences and linguistic complexity in French academic writing assessment</i> Randy Appel, Angel Arias, Beverly Baker, Rosalie Hirsch, Guillaume Loignon	<i>Establishing the vertical relationship of different score scales in a suite of language proficiency tests</i> Venessa F. Manna, Spiros Papageorgiou	<i>Measuring young EFL students' progress in reading and listening skills: A mixed-method study</i> Mikyung Kim Wolf, Ikkyu Choi, Alexis Lopez, Jeremy Lee
19:15* – 19:45*	0:15 – 0:45	9:15 – 9:45	<i>Examining the effects of teaching and rating experience on rater performance</i> Huiying Cai	<i>Register-driven text creation for high-stakes language assessments</i> Geoffrey T. LaFlair, Yigal Attali, Sarah Goodwin, Andrew Runge	<i>Investigating multiword sequence and speaking fluency influences in high-stakes assessments</i> Daniel Hougham, Jon Clenton, Takumi Uchiara	<i>Unpacking Chinese students' cognitive processes in formative self-assessment of English as a Foreign Language (EFL) reading: A longitudinal inquiry</i> Weiqiang Wang, Liying Cheng	<i>Breaking the machine: Exploring the impact of test taker strategies on the automated scoring of speaking</i> Trevor John Breakspear, Radosveta Valkova
19:45* – 20:00*	0:45 – 1:00	9:45 – 10:00	Break				
20:00* – 20:30*	1:00 – 1:30	10:00 – 10:30	<i>Fairness of an operational academic English listening test featuring non-standard accent inputs</i> Hitoshi Nishizawa	<i>Formulaic sequences in advanced native and non-native writing in a standardized English proficiency test</i> You-Min Lin	<i>Preservice teachers' implementation of formative assessment in English writing classrooms: Mentoring matters</i> Qin Xie	Demonstration <i>Assessing the English language development of multilingual learners in kindergarten</i> Mark Derek Chapman, Gordon West	
20:35* – 21:05*	1:35 – 2:05	10:35 – 11:05	<i>The importance of considering language proficiency profiles when using language proficiency test scores for graduate admissions purposes</i> Sharareh Taghizadeh Vahed	<i>Test taker performance on recorded- and synthetically-generated listening stimuli: A comparison in an English L2 assessment context</i> Ikkyu Choi, Jiyun Zu	<i>Comparing rating scales for roleplays as L2 Chinese pragmatics assessment</i> Yunwen Su, Sun-Young Shin	<i>Initial validation of a meaning-recall online L2 Spanish Vocabulary Levels Test</i> Pablo Robles-García, Jeffrey Stewart, Stuart McLean	<i>Local English testing in China's tertiary education: Contexts, policies and practices</i> Jason Fan, Kellie Frost, Yan Jin

(cont.)

9th March (Wed.), cont.

EST	UTC	JST	Session			
21:10* – 22:10*	2:10 – 3:10	11:10 – 12:10	Poster Session 1			
21:10* – 22:10*	2:10 – 3:10	11:10 – 12:10	<i>Collecting domain analysis evidence for development of a diagnostic assessment of L2 pragmatic competence in the U.S. university setting</i> Ananda Astrini Muhammad	<i>Developing a coding scheme to explore listening item difficulty for young multilingual learners</i> Stephen O'Connell, Monique Yoder, Ahyoung Alicia Kim, Jennifer Feldmann	<i>Perceptions of Brazilian researchers and practitioners about language assessment: Connections to teaching-learning processes</i> Douglas Altamiro Consolo, Liberato Silva dos Santos, Isadora Teixeira Moraes, Ana Lúgia Barbosa de Carvalho Silva, Gladys Quevedo-Camargo, Rodrigo Nascimento Queiroz, Estogildo Gledson Batista	
			<i>Exploring Korean test-takers' perceptions towards the TOEFL Speaking Test: Test preparation strategies and test taking experiences</i> Ha Ram Kim, Yunjung Nam, Joon Suh Choi	<i>Teaching at the point of need: Mobilizing data-based instruction in French immersion</i> Miriam C. A. Semenik		
22:15* – 23:00*	3:15 – 4:00	12:15 – 13:00	Virtual Networking Event 1			
4:00 – 5:10	9:00 – 10:10	18:00 – 19:10	Alan Davies Lecture <i>Changing landscape of English language testing: Globalization and validation in practice</i> Jessica Wu			
5:15 – 6:15	10:15 – 11:15	19:15 – 20:15	Poster Session 2			
5:15 – 6:15	10:15 – 11:15	19:15 – 20:15	<i>Linking diagnostic assessments to the teaching and learning of academic reading: Practices and needs in EFL teacher education</i> Camilo Ramos	<i>Defining TLU task characteristics distinguishing the different CEFR levels through a textbook analysis: The case of a university speaking placement test</i> Kotaro Takizawa, Xiaofei Liu, Shungo Suzuki, Yanping Deng, Kana Matsumura, Keita Nakamura, Yoko Oi, Tatsuro Tahara, Akiko Watanabe, Tan Zhou	<i>Towards creating diagnostic feedback of a standardized English test in a context of university entrance examination reform in Japan</i> Tatsuro Tahara	
6:15 – 7:15	11:15 – 12:15	20:15 – 21:15	ILTA Graduate Student Assembly Annual General Meeting 1			

10th March (Thu.)

EST	UTC	JST	Session				
17:10* – 17:55*	22:10* – 22:55*	7:10 – 7:55	Virtual Networking Event 2				
18:05* – 19:45*	23:05* – 0:45	8:05 – 9:45	Parallel Papers				
18:05* – 18:35*	23:05* – 23:35*	8:05 – 8:35	Admissions officers' interpretation and use of ELP test results Ramsey Lee Cardwell	Exploring linguistic correlates of speaking ability on the IELTS speaking test Xun Yan, Shelley Staples, Mariana Centanin Bertho, Ping-Lin Chuang, Huiying Cai, Seunggho Jang, Siqi Wang	Effects of EFL peer assessment activity on speaking, listening, and peer comments in Japanese junior high school Hidetoshi Saito	Characteristics of English learners with significant cognitive disabilities: Insights from the individual characteristics questionnaire Laurene Christensen, James Mitchell, Vitaliy Shyyan	Demonstration TestPredikt: utilizing machine learning in improving language test equity and accessibility M. Gregory Tweedie, Saina Kiani, Anika Tabassum
18:40* – 19:10*	23:40* – 0:10	8:40 – 9:10	Modelling vocabulary size gains using many-faceted Rasch measurement Trevor Holster, J. Lake	Understanding language assessment literacy and training needs of foreign language instructors: A first step in establishing a professional development program Ahmet Dursun, Phuong Nguyen, Cathy Baumann	Positive educational impact of the plagiarism test on L2 student writers Izumi Watanabe-Kim		
19:15* – 19:45*	0:15 – 0:45	9:15 – 9:45	Source use in second language integrated argumentative writing assessment Ping-Lin Chuang	Investigating the quality of source integration in an academic writing proficiency exam Amber Vanderwoude, Liubou Shefarevich, Mika Hama	Speaking performances, stakeholder perceptions, and scores: Extrapolating from the Duolingo English Test to the university Daniel Richard Isbell, Dustin Crowther, Hitoshi Nishizawa	A meta-analysis of self-assessment and language performance in language testing and assessment Minzi Li, Xian Zhang	Which is more appropriate in lexical diversity assessment, flemma or lemma? Thwin Myint Myint Maw, Jon Clenton, George Higginbotham
19:45* – 20:00*	0:45 – 1:00	9:45 – 10:00	Break				
20:00* – 21:10*	1:00 – 2:10	10:00 – 11:10	Cambridge/ILTA Distinguished Achievement Award Lecture Decision making in language testing: Intersections of policy, practice, and research Yan Jin				
21:10* – 22:10*	2:10 – 3:10	11:10 – 12:10	ILTA Graduate Student Assembly Annual General Meeting 2				
22:15* – 23:00*	3:15 – 4:00	12:15 – 13:00	Virtual Networking Event 3				

(cont.)

10th March (Thu.), cont.

EST	UTC	JST	Session				
3:00 – 3:45	8:00 – 8:45	17:00 – 17:45	Virtual Networking Event 4				
4:00 – 6:00	9:00 – 11:00	18:00 – 20:00	Symposia				
4:00 – 6:00	9:00 – 11:00	18:00 – 20:00	Symposium <i>Why is interaction so difficult to assess, and what can we do about it?</i> Chairs: Evelina Galaczi, Gary Ockey Discussant: Noriko Iwashita		Symposium <i>Language assessment in EMI: Linking assessment to learning in new domains</i> Chairs: Slobodanka Dimova, Joyce Kling Discussant: Ofra Inbar-Lourie		
			<i>Interactional competence and rateability challenges</i> Daniel Lam, Fumiyo Nakatsuhara, Lyn May		<i>Linguistic preparedness in EMI contexts</i> Claudia Harsch, Johannes Hartig		
			<i>The role of nonverbal communication in the interactional competence construct</i> Sonca Vo		<i>Comparing EMI university reading materials with students' reading proficiency: Implications for testing in EMI contexts</i> Franz Holzknecht, Elisa Guggenbichler, Matthias Zehentner, Monique Yoder, Eva Konrad, Benjamin Kremmel		
			<i>What does beginner interaction look like? Video-call candidate interactions with a focus on speaker continuation and transition</i> Nick Glasson, Andrew Mullooly, Evelina Galaczi		<i>Interrogating the validity of international and local English tests for admissions: Re(-)presenting the domain</i> Luke Harding, John Pill		
			<i>Spoken Dialogue systems: Opportunities, challenges, and promising directions</i> Gary Ockey, Evgeny Chukharev-Hudilainen, Roz Hirsch		<i>EMI assessment as a language policy instrument</i> Frank van Splunder		
6:00 – 6:15	11:00 – 11:15	20:00 – 20:15	Break				
6:15 – 7:55	11:15 – 12:55	20:15 – 21:55	Parallel Papers				
6:15 – 6:45	11:15 – 11:45	20:15 – 20:45	<i>Source-based writing from web-based resources: Analysis of EFL students' writing process and source text use in the academic context</i> Katayoun Rezaei, Susan Marandi	<i>Who raters are is what they do: How personality and experience predict rater severity in L2 speaking tests</i> Alun E. M. Roger	<i>Towards an innovative diagnostic system: Building a granular model of second language listening</i> Hye-won Lee, Mark Elliott, Andrea Revesz	<i>Investigating the validity argument for an interactional competence checklist</i> Zahra Montasseri, Alireza Ahmadi	<i>Exploring the alignment of the test tasks with the curriculum goals among Finnish 6th graders learning English</i> Marita Härmälä, Raili Hildén
6:50 – 7:20	11:50 – 12:20	20:50 – 21:20	<i>Exploring the influences of Chinese EFL teachers' assessment-related experiences on their assessment practices and beliefs: A multiple case study</i> Jingwei Song	<i>The impact of time allowances on EAP students in a reading-to-write assessment context</i> Emma Bruce	<i>Working with raters to introduce and operationalise a comprehensibility scale</i> Sheryl Cooke, Reza Tasviri, Jan Langeslag	<i>The impact of a national test of English on classroom assessment: The case of INVALSI test of English as a foreign language in Italian schools</i> Monica Barni, Silvia Minardi	<i>Exploring an alternative assessment method across languages: Bilingual comparative judgment</i> Louise Badham, Antony Furlong

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10th March (Thu.), cont.

EST	UTC	JST	Session				
6:15 – 7:55	11:15 – 12:55	20:15 – 21:55	Parallel Papers, cont.				
7:25 – 7:55	12:25 – 12:55	21:25 – 21:55	<i>Investigating source text use in an integrated EAP reading and listening-into-writing task</i> Carolyn Westbrook, Tony Clark, Elena Appl, Johnathan Cruise, Renyu Jiang	<i>Adapting CEFR linking procedures to inform program reform</i> Fumiyo Nakatsuhara, Chihiro Inoue, Tony Green, Yusuke Kondo, Yasuyo Sawaki	<i>The difficulty of understanding the links between language assessment, teaching, and learning: An empirical continuum of assessment-related competencies</i> Armin Berger, Helen Heaney	<i>Enhancing EFL learning with more authentic assessment: An investigation of the validity of a Scenario-based Listening and Speaking Test</i> Dajian Chen, Jiehui Hu, Xuecen Hao	<i>Remote proctoring in language assessment: Exploring the impact on test takers' scores and perceptions</i> Radosveta Valkova
8:00 – 9:00	13:00 – 14:00	22:00 – 23:00	Publishing in Language Testing/Assessment Journals				

11th March (Fri.)

EST	UTC	JST	Session				
13:00* – 14:30*	18:00* – 19:30*	3:00 – 4:30	SIG meeting: Language Assessment for Young Learners				
18:00* – 19:00*	23:00* – 0:00	8:00 – 9:00	Works in Progress 1				
18:00* – 19:00*	23:00* – 0:00	8:00 – 9:00	<i>Enhancing efficiency and student autonomy with a local directed self-placement test</i> Beverly Baker, Louis-David Bibeau, Margret Norenberg, Jennifer St. John, Yiwei (Coral) Qin, Angel Arias	<i>Exploring interactional competence in a video-mediated speaking test</i> Jan Xian Li	<i>Challenges and barriers of providing appropriate accommodations: Perspectives from various stakeholder groups</i> Michelle Y. Chen, Jennifer J. Flasko	<i>Exploring assessment impact on language learning and teaching from a macro-level perspective: Voices from decision-makers from EFL teacher education programmes</i> Salomé Villa Larenas, Daniel Muñoz Acevedo	<i>Impact of TOEFL primary tests on young test-takers and their parents</i> Jia Guo, Liying Cheng
			<i>Chinese students' conceptions of feedback and their relationships with self-regulated learning, self-efficacy and English language achievement in the college English class</i> Shasha Lu, Liying Cheng	<i>Towards an aural English phrasal verb test</i> Yi Tan, Sanghee Kang	<i>Examining pre-equating vs. post-equating quality in ACCESS speaking test</i> Kyoungwon Bishop, Shangchao Min	<i>Washback of an EFL final test on students' perceptions of their self-efficacy in a middle school in Vietnam</i> Davy Tran	<i>The role of native speakerism in the effects of teacher assessment of speaking performance on students' cognitive and affective processes</i> Yanping Deng
			<i>EFL learners' reading self-assessment: A case study of Chinese students using a newly developed self-assessment scale targeting reading proficiency</i> Yi Cao	<i>The effect of diagnostic assessment and personal traits on L0 reading development: A longitudinal investigation</i> Tingting Fan, Xun Yan			

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11th March (Fri.), cont.

EST	UTC	JST	Session	
19:05* – 21:35*	0:05 – 2:35	9:05 – 11:35	Symposia	
19:05* – 21:05*	0:05 – 2:05	9:05 – 11:05	<div>Symposium</div> <div>Improving the policies and practice of the assessment of young linguistic-minority students in elementary education</div> <div>Chair: Mikyung Kim Wolf</div> <div>Discussant: Mark Chapman</div> <div>Introduction - Assessing L2 learners in elementary education: Diverse contexts and needs</div> <div>Mikyung Kim Wolf</div> <div>English as an additional language assessment framework for schools in England</div> <div>Constant Leung</div> <div>Educator perceptions of intended and unintended consequences of a high-stakes state ELP assessment of young learners</div> <div>Jo-Kate Collier, Becky Huang</div> <div>The development of a classroom-based assessment for language minority students in Japan: Challenges and implications for policy</div> <div>Yuko Goto Butler, Chiho Sakurai</div>	<div>Symposium</div> <div>Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages</div> <div>Chairs: James E. Purpura, Heidi Liu Banerjee</div> <div>Discussant: Antony Kunnan</div> <div>The affordances of using scenario-based assessment in cross-linguistic assessment contexts</div> <div>James E. Purpura</div> <div>Designing cross-linguistic scenario-based assessments with parallel scenario narratives</div> <div>Heidi Liu Banerjee</div> <div>Examining ESL learners’ situated language proficiency and topical learning through a scenario-based assessment</div> <div>Jorge Beltran, Daniel Eskin, Soo Hyoung Joo, James E. Purpura, Heidi Liu Banerjee</div> <div>Examining Korean learners’ situated language proficiency and topical learning through a scenario-based assessment</div> <div>Soo Hyoung Joo, Ji-Young Jung, Yuna Seong, Joowon Suh</div> <div>Examining Persian learners’ situated language proficiency and topical learning through a scenario-based assessment</div> <div>Payman Vafaei, Mahshad Davoodifard, Nahal Akbari-Saneh</div> <div>Examining Italian learners’ situated language proficiency and topical learning through a scenario-based assessment</div> <div>Sabrina Machetti, Giulia Peri, Paola Masillo</div> <div>Comparing learners’ situated language proficiency, topical learning, and perceptions in cross-linguistic scenario-based assessments</div> <div>James E. Purpura, Joowon Suh, Nahal Akbari-Saneh, Sabrina Machetti</div>
			21:05* – 21:35*	2:05 – 2:35
21:10* – 21:40*	2:10 – 2:40	11:10 – 11:40	Parallel Papers	
21:10* – 21:40*	2:10 – 2:40	11:10 – 11:40	<div>A validity argument to support automated scoring models for a test of written Spanish</div> <div>Erik Voss, Hung Phan, Xijia Wang</div>	<div>Examining the extrapolation inference of the Duolingo Test of English at two canadian universities</div> <div>Khaled Barkaoui, Heike Neumann, Saskia Van Viegen</div>
21:45* – 23:15*	2:45 – 4:15	11:45 – 13:15	ILTA Annual Business Meeting	
23:15* – 0:00	4:15 – 5:00	13:15 – 14:00	Virtual Networking Event 5	

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11th March (Fri.), cont.

EST	UTC	JST	Session				
4:00 – 5:00	9:00 – 10:00	18:00 – 19:00	Works in Progress 2				
4:00 – 5:00	9:00 – 10:00	18:00 – 19:00	<i>Digital technology, formative assessment and language assessment literacy: Case studies of EAP teachers' online assessment practices</i> Keith Menary	<i>Using a source-text use detection tool in the rating of integrated writing performances: Raters' perceptions and challenges</i> Valeria Koval	<i>Using self-assessment to enhance self-regulated learning in Swedish courses in Finland</i> Toni Kalevi Mäkipää	<i>Developing a rating scheme to measure air traffic controllers' ability to communicate effectively</i> William Agius	<i>Assessment as part of teaching and learning? Exploring perceptions using Grounded Theory</i> Mina Patel
			<i>Using China's CSE self-assessment scales in tertiary English language classrooms for cultivating self-regulated learners</i> Wenjing Yao, Qiuqiu Yang	<i>Secondary school teachers' practices and perceptions of using China's standards of English language ability in classroom assessment: An exploratory study</i> Weiqiang Wang, Liying Cheng	<i>Investigating the pedagogical usefulness of automated writing evaluation (AWE) system in academic writing instruction</i> Leila Zohali	<i>Development of a test measuring the knowledge of L2 verb subcategorization frames</i> Remi Muraio, Hiroshi Shirono, Shunsuke Tanemura, Tomomi Ishida, Tsunehisa Isaji, Lisa Yoshikawa, Junko Ishikawa, Akiko Honda, Tadashi Noro	<i>Corpus-based investigation of the syntactic development of Japanese EFL learners' writing: A data mining approach</i> Takeshi Kato
			<i>Developing and evaluating an online resource on classroom speaking assessment for Japanese secondary school teachers of English</i> Rie Koizumi, Chihiro Inoue, Makoto Fukazawa, Yuichiro Yokouchi, Masaru Yamamoto	<i>An argument-based validation study of the International Undergraduate English Entrance Examination</i> Ting Chen			
5:10 – 6:20	10:10 – 11:20	19:10 – 20:20	Messick Award Lecture <i>Theory and research with second language speaking tasks: Potential contributions to language testing</i> Peter Skehan				
6:25 – 7:30	11:25 – 12:30	20:25 – 21:30	Parallel Papers				
6:25 – 6:55	11:25 – 11:55	20:25 – 20:55	<i>Aligning lexical concepts across languages and language-modalities to the CEFR</i> Tobias Haug, Aaron Olaf Batty, Franz Holzkecht, Benjamin Kremmel	<i>The effects of the mode of input material on test performance and strategy use in integrated speaking tasks</i> Mengjie Xu, Yan Jin	<i>"Students know when they are being asked to jump through hoops": Transforming classroom assessment in Vygotskian praxis with teachers</i> Dmitri Leontjev, Rebecca Clegg-Sasaki, Mark Antony deBoer	<i>Item writing skills and their development: Insights from an induction item writer training course</i> Olena Rossi	

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11th March (Fri.), cont.

EST	UTC	JST	Session				
6:25 – 7:30	11:25 – 12:30	20:25 – 21:30	Parallel Papers				
7:00 – 7:30	12:00 – 12:30	21:00 – 21:30	<i>Effects of extended planning time in integrated listening-into-speaking tasks</i> Chihiro Inoue, Daniel Ming Kei Lam	<i>Assessing L2 English speaking using automated scoring technology: Examining automarker reliability</i> Jing Xu, Edmund Jones, Victoria Laxton, Evelina Galaczi	<i>Aligning assessment with learner needs: An example from a speaking practice and assessment app</i> Sylwia Macinska, Martine Holland, Nick Glasson, Evelina Galaczi	<i>A learning-oriented approach to test-preparation – Insights from the digital TestDaF</i> Sonja Zimmermann, Leska Schwarz, Anja Peters, Günther Depner	<i>An innovative method of item calibration: Use of the IRT model in standard setting</i> Merve Demiralp, Yasmin Hatt
7:40 – 9:00	12:40 – 14:00	21:40 – 23:00	Closing Ceremony Thank you from the Organizing Committee (Rie Koizumi, LTRC 2022 Co-Chair) Closing remarks (Sara Cushing) Award presentations (Various)				
9:00 – 9:45	14:00 – 14:45	23:00 – 23:45	Virtual Networking Event 6				