

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Preconference Days

Tuesday and Wednesday, June 2 - 3

Tuesday, June 2 (8:00 a.m. to 4:00 p.m.)

8:00-9:00	Workshop registration and breakfast (Symphonie Foyer)	
9:00-12:00	Preconference workshop A (Symphonie 3)	Preconference workshop B (Symphonie 2)
12:00-1:00	Lunch (Symphonie Foyer)	
1:00-4:00	Preconference workshop A (Symphonie 3)	Preconference workshop B (Symphonie 2)

Wednesday, June 3 (8:00 a.m. to 9 p.m.)

9:00-4:00	ILTA Executive Board meeting (room and lunch sponsored by UQAM Centre d'évaluation de compétences linguistiques)
-----------	---

8:00-9:00	Workshop registration and breakfast (Symphonie Foyer)	
9:00-12:00	Preconference workshop C (Symphonie 2)	Preconference workshop D (Symphonie 3)
12:00-1:00	Lunch (Symphonie Foyer)	
1:00-4:00	Preconference workshop C (Symphonie 2)	Preconference workshop D (Symphonie 3)
4:15-4:45	Newcomer session (Opera AB)	
5:00-6:30	Opening ceremony (Opera AB)	
6:30-9:00	Opening reception (Opera C and Grand Foyer) Cocktails sponsored by Duolingo, reception sponsored by Cambridge University Press & Assessment	

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 1 – Thursday, June 4
(7:30 a.m.-10:45 a.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
7:30-8:30	Registration and Breakfast (Opera C and Grand Foyer) Sponsored by Goethe Institut						
All-day	Exhibitors: ACTFL, Canadian Association of Language Assessment, Cambridge IELTS, Duolingo, ETS TOEFL, Goethe Institut & Pearson (Opera C)						
8:30-9:30	The 2026 Samuel J. Messick Memorial Lecture Award (Opera AB) Sponsored by ETS From Literacy to Legitimacy: Validity in the Assessment Literacy Ecosystem Christopher DeLuca						
Session chairs		Alister Cumming	Shahrazad Saif	Alain Meunier	Benjamin Kremmel	Suzanne Springer	Claudia Harsch
9:40-10:10	Paper session 1.1	Assessing with AI: How Raters Negotiate LLM Suggestions in Writing Scoring Hongyi Yang, Gabrielle Gaudeau, Andrew Caines, Andreas Säuberli	Global Frameworks, Local Contexts: Evaluating the Cultural Appropriateness of English Language Tests for Vietnamese Candidates Brigita Seguis, Quynh Nguyen, Nadir Zanini	The Impact of Rater Cognition on the Assessment of Interactive Listening in Vietnamese Higher Education Context Huong Tram Anh Nguyen	Integrating Criticality in Language Assessment Education Lia Plakans, Kwangmin Lee, Marina Durinova	Reverse-Engineered Validity: Retrofitting a Legacy Multiple-Choice Test Through Assessment Engineering Principles Petia Alexevia, Troy L. Cox, Matthew Wilcox	Demo session 1
							Demo session 2
10:15-10:45	Paper session 1.2	A GenAI Writing Examiner for ESL writing: Scoring quality and revision engagement in test preparation and classroom contexts Daniel Yu-Sheng Chang, Chun Chia Chang	Global Measures, Local Outcomes: ELP Test Predictive Validity in Graduate Admissions Allison Michalowski, Ramsey Lee Cardwell, Jill Burstein, Steven Nydick, Anthony Verardi	Integrated Speaking Tasks: Investigating Content Across CEFR Levels Nazlinur Gokturk, Sermin Vardal Ocakli, Gokce Fidan	Pre-service teachers' knowledge, practices and conceptions of writing assessment: A Comparative Study of Anglophone and Francophone Sectors in Quebec Amira Ben Hmida	The Role of Language Proficiency and Background Factors in Predicting International Students' Academic Success Okim Kang, Yuna Bae, Masha Kostromitina, Harriet Dentaa	Demo session 3

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 1 – Thursday, June 4

Details of Demos (Ovation Room 9:40-10:45) Facilitator: Claudia Harsch				
1. Assessing multilingual learners in kindergarten: incorporating age-appropriate design features into a high-stakes test Mark Derek Chapman, Gordon Blaine West, Marcy Olson, Beth DeVito, Christy Shepherd, Regina DiBella	2. Context-Aware Adaptive Assessment Model (CAAM): Bridging Global Frameworks and Local Realities in LLM-Driven Language Testing Kamaleddine Tabine	3. Improving Proctoring Consistency in Remote English Language Assessment: A Feedback and Training Tool for Proctor Decision Making William Belzak, Yigal Attali	4. LLM-Simulated Student Reasoning Plausibility: A Novel Metric for Evaluating Distractor Quality in English Reading Comprehension Assessments Ruixue Liang, Han Bao, Yang Zhao, Shichen Hong, Lianzhen He	5. A Fully AI-mediated Learning-Oriented Assessment of Interactional Competence: A Demonstration from an Operational Test in Japan Anastasia Ramjag, Masaki Eguchi, Elliott Bruce, Mao Saeki, Hiroaki Takatsu, Max Thomson, Daniel Travin, Yuta Ishida, Sadahiro Yoshikawa, Yoichi Matsuyama

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 1 – Thursday, June 4
(10:50 a.m.-12:20 p.m.)

		Ovation Room - Facilitator: Jee Wha Dakin
10:50-12:20	WIPs	1. Localizing the “global” CEFR framework for a national assessment project in Cuba Yoan Martínez Márquez, Claudia Harsch
		2. From Humans to Chatbots: Emotional Mediation between Task Mode and Performance in L2 Speaking Assessment Lin Shi, Shuting Zhang, Yang Zhang
		3. Cheating is in the eye of the beholder: exploring views on academic integrity and cheating in contemporary language assessment Anna Soltyska
		4. Comparing BERT, LLM, and Human Ratings of Elementary Students’ Writing Strategies Angelie Ignacio, Hajung Kim, Bosco Zeng, Han Lai, Eunice Eunhee Jang
		5. Language Classroom Assessment and its Psychological Consequences: Examining ESL Learners’ Perceptions of Assessment, Mental Health, and Subjective Wellbeing Wei Yan, Glenda Christou, Peiyu Wang
		6. From Global Models to Local Uptake: Examining AI-Mediated Feedback and Instructor Mediation in Japanese Students’ Academic English Writing Johanathan Woodworth, Darlene Yamauchi
		7. L2 Test Takers’ Cognitive Engagement in Video-Based Listening Assessments: An EEG Study Shanshan He, Ruslan Suvorov
		8. Tracking L2 writing development with China’s Standards of English Language Ability: Application of longitudinal cognitive diagnosis models Hui Wang, Shangchao Min
		9. Comparing Dependency-Based Collocation Indices and LLM-Derived Surprisals and Semantic Similarity Measures in Predicting L2 Writing Scores Rui Zheng, Hang Li
		10. Examining the Reliability of LLMs Scoring for Integrated Writing Tasks Yijia Luo
		11. To what extent do computer-based speaking performances relate to interactive performances in group oral discussions? Yujia Zhou, Masashi Negishi, Asako Yoshitomi, James Carpenter
		12. Exploring Raters’ Cognitive Processes in Summary Content Evaluation: A Preliminary Think-Aloud Study Yutaka Ishii, Yasuyo Sawaki, Yumi Fujita
		13. Leveraging LLM to Identify Writing Strengths and Weaknesses Across Achievement Levels for Instructional Support Maggie Dunlop, Hyunah Kim, Zhimei Gu, Jennifer Hove
		14. Aligning the content and scores of a large-scale K-12 test to an international framework Meg Malone, Camelot Marshall, Reuben Vyn, Abbie Finnegan, Carly Favero, Aliza Price
		15. Contextualizing AI Ethics for Local Language Assessment: A Mixed-Methods Study of University Policies and Stakeholders’ Ethical Awareness in China Qi Wang, Yan Jin

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 1 – Thursday, June 4
(10:50 a.m.-2:20 p.m.)

		Ovation Room - Facilitator: Jee Wha Dakin
10:50-12:20	WIPs	16. Examining L2 Learners' Cognitive Processing During GenAI-Mediated Multimodal Speaking Tasks Sha Liu, Richard Spiby, Carolyn Westbrook
		17. Glocalizing Language Assessment: Designing an Integrated Performance Assessment for Montreal's Sociolinguistic Reality Fanny Mace
		18. Developing a Partial Interpretation Argument for a Learning-Oriented, AI-Enhanced, Scenario-Based Language Assessment for Business Case Study Daniel Eskin
		19. The Alignment Between Language Frameworks and Curriculum Standards: The Case of English Speaking Standards in China Shuai Zou, Yan Jin
		20. Customising GPT for learning-oriented test preparation in second language writing Carrie Xin Peng, Xingcheng Wang
		21. Validating a Standardized Mandarin Chinese Reading Assessment for Children as Heritage Language Speakers: A Cognitive and Learner-Centered Approach Chia Hsin-Yin
		22. Needs and Content Analysis for the Brigham Young University (BYU) English Language Admissions Test: Listening and Speaking Shantona Mir
		23. How Do Interactional Patterns Differ in Human-AI and Human-Human Speaking Tasks? An Alignment Perspective Yang Zhang, Lin Shi, Shuting Zhang
12:20-1:20	Lunch (explore local options)	

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3
1:20-2:20	Professional sessions	Graduate Student Assembly (GSA)	ILTA Code of Ethics Discussion	ILTA Equity and Diversity Working Group Meeting	CALA Annual General Meeting (AGM)

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 1 – Thursday, June 4
(4:00 p.m.-5:40 p.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
Session chairs		Jieun Kim	Maryam Wagner	Suzanne Springer	Gemma Bellhouse	Angel Arias	Yena Park
4:00-4:30	Paper session 3.1	University staff's language assessment literacy development: cross-contextual comparisons Angela Gayton, Daniel MK Lam, Beverly Baker, Coral Yiwei Qin, Emma Bruce, Mojtaba Heydari	Evaluating Consequences in Dynamic/Diagnostic Language Assessment: An Integrated Framework for Macro-Micro and Global-Local Impact Yong-Won Lee	Introducing Behavioral Differential Item Functioning in Language Testing Sébastien Béland, Sandip Sinharay, Yikai Lu	Can Paired Tests Assess the Interactional Competence of Beginner Learners in EFL Classroom Settings? Kazuyo Kawamura	Contextualizing Automated Reading Assessment with Dynamic Human Mediation Melissa R Hunte, Eunice Eunhee Jang, Angelie Ignacio	Investigating the impact of calm music on L2 listening test anxiety through electrodermal activity (EDA) sensors and self-reports Ga Eul You, Ruslan Suvorov
4:35-5:05	Paper session 3.2	Putting measurement to the test. Assessing the construct validity of implicit and explicit measurement instruments for vulnerable learners. Emma Maes, Bart Deygers, Marieke Vanbuel	An ethnographic approach to domain analysis in LSP assessment design: Exploring local and global dimensions of English in a Turkish Tech Start-up Jennifer Kay Morris	Exploring the Impact of Learning Journals as a Formative Assessment Tool on Chinese-English Major Students' Self-Regulated Listening Strategy Use Qiaozhen Yan, Shiyao He	AI Feedback for Speaking Assessment Sherry Hsin-Ying Li, Jessica Row-Whei Wu, Rachel Yi-Fen Wu, Berlin Chen, Fu-An Chao	Harnessing Generative AI to Develop L2 Reading Comprehension Tests: A Human-AI Comparison Ray J. T. Liao, GoMee Park, I-Chun Hsiao	AI or No AI: Contextualizing Listening Assessment Across Languages and Proficiency Levels Ruth Maria Baptista, Jennifer Hansen, Matthew Wilcox
5:10-5:40	Paper session 3.3	How Raters with Different Backgrounds Judge West-African Test Takers' Video Interviews Kadidja Kone, Paula Winke	Bridging Global Assessments and Local Contexts: How Learner Background Shapes Young Learners' English Proficiency Mohammadreza Dalman, Okim Kang, Maria Nelly Gutierrez Arvizu, Francesca Grixoni	Supplementing calibration with linguistic and cognitive item features: lessons from large-scale English language tests Nadir Zanini, Mark Elliott, Yan Huang, Lina Loxley, Siyuan Tang	Tailoring the Learning Journey: Unveiling Personalized Learning Paths in L2 Speaking through Cognitive Diagnosis Shuting Zhang	Design and Validation of a Language Placement Test: Insights from Class Performances, CEFR-Based Self-Assessment, and Test Perceptions Punchalee Wasanasomsithi	Investigating the cognitive validity of an integrated listen-to-summarize test: A mixed-methods analysis of test-taker notes Rebecca Yeager, GoMee Park, Junhee Park

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 2 – Friday, June 5

(7:30 a.m.-10:45 a.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
7:30-8:30	Registration and Breakfast (Opera C and Grand Foyer)						
All-day	Exhibitors: ACTFL, Canadian Association of Language Assessment, Cambridge IELTS, Duolingo, ETS TOEFL, Goethe Institut & Pearson (Opera C)						
8:30-9:30	The 2026 Alan Davies Lecture Award (Opera AB) Sponsored by the British Council The Local Social Life of Language Tests: Insights from Recent Qualitative and Mixed-Methods Studies Paula Winke						
Session chairs		Fahri Yilmaz	Alain Meunier	Claudia Harsch	Rachel Brooks	Gemma Bellhouse	Shahrazad Saif
9:40-10:10	Paper session 4.1	LLM surprisal as a meaningful indicator of writing proficiency in L2 French Guillaume Loignon, Angel Arias, Émilie Courteau	Predictive roles of nonverbal behavioral patterns for analytic scores in L2 speaking assessment Jiayi Wu, Shangchao Min, Zhuohan Hou	Investigating the Role of Rater Profiles in Applying Rating Rubrics for Second Language Comprehensibility Aki Tsunemoto, Rie Koizumi, Ryo Maie, Yo In'nami, Makoto Fukazawa, Mariko Abe	Does word class matter? Investigating the relationship between word frequency and item difficulty across parts of speech in L2 French vocabulary testing Ji-young Shin, Jeffrey Steele, Magda Tigchelaar	Applicability of Dynamic Assessment in EFL Classrooms: An Investigation of Teachers' Perceptions Reza Monfared	Evaluating a Simulation-Based German for Medical Purposes Test: A Many-Facet Rasch Model Analysis Laura Mair
10:15-10:45	Paper session 4.2	Defining and Operationalizing GenAI Application Skills in Academic Writing: An AI-Mediated Performance Task Shuhui Yin	Meaningful Measures: How well can computer-based speaking assessments measure real-world communicative language proficiency? Anastasia Ulicheva, Ellen Barrow, Sarah R. Hughes	Multi-stage development of an L2 prosody scoring rubric for Chinese learners of English Yuanyue Hao	Derivational Morphology Gaps Among EFL Learners: Implications for Population-Specific Vocabulary Assessment Mastoor Al-Kaboody, Geoffrey G. Pinchbeck	Emerging Language Assessment Literacy in Preservice Teacher Practicum: Challenges and Insights from a Brazilian Context Vanessa Borges-Almeida	Reducing Avoidable Research Waste in AI-Driven Language Assessment: Is Radical Transparency the Panacea? Talia Isaacs, Hamish Chalmers

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 2 – Friday, June 5

(10:50 a.m.-1:25 p.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
10:50-11:20	Paper session 4.3	Diagnosing rater effects in writing assessment: Comparing three analytical frameworks Mark Elliott, Nadir Zanini, Madeleine Auste	When Emotion Meets Cognition: An Eye-Tracking Investigation in L2 Summary Writing Yang Zhang, Lin Shi, Lianzhen He	Uncovering Panelist Decision Strategies: Insights from Mapping CELPIP Test Scores to CEFR Standards You-Min Lin, Michelle Chen	Where measurement meets machine learning: Explaining item difficulty with examples from L2 vocabulary assessment Karen Dunn, Lucy Skidmore, Thomas Rogers	Participants as Co-Researchers: A Co-Analysis Approach to Language Assessment for Immigration Coral Yiwei Qin	A Meta-Analysis of Reported Agreement Between Large Language Models and Human Raters in Essay Scoring Hongli Li, Che Han Chen, Chiho Young-Johnson, Soyoung Lim, Yali Feng, Kevin Fan
11:20-12:20	Lunch (explore local options)						
12:20-1:25	Special Interest Groups (SIGs) meetings		Language assessment literacy (LAL SIG)	Language assessment for young learners (YL SIG)	Integrated assessment (IA SIG)	Automated language assessment (ALA SIG)	



Day 2 – Friday, June 5
Symposia (1:30 p.m.-3:00 p.m.)

	Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
1:30-3:00	From Policy to Practice: Local and Global Co-operation Nahal Khabbazzbashi Discussant: Yasuyo Sawaki - Policy Formation and Implementation Yoshihiro Takizawa - Research and Development Barry O’Sullivan, Richard Spiby - Delivery and Rating Akihiro Matsuura - Performance and Impact Karen Dunn, Barry O’Sullivan	Are Humans Needed? The Use of Spoken Dialogue Systems in Assessing L2 Oral Communication Gary Ockey & Elvis Wagner Discussant: Elvis Wagner - Spoken Dialogue Systems and Potential Interactions with Test-Taker Personal Characteristics Gary Ockey - Conversational AI as Interlocutor Erik Voss, Hansun Zhang Waring - Revisiting the Socio-Cognitive Framework for AI-Mediated Oral Communication Assessment: Validity Considerations Evelina Galaczi, Yasin Karatay	Multilingual assessment - toward a principle of localization Saskia Van Viegen & Sunny Lau Discussant: Constant Leung - Localizing Assessment in Tanzania’s Language-in-Education Policy Context: A Systematic Review Jamie Schissel, Donather Magabe - Exploring Multilingual Primary Students’ Cross-Lingusitic Awareness in French-English Education Susan Ballinger, Beverly Baker, Claude Quevillon Lacasse - Creating multilingual assessment ecologies in Canadian classrooms Saskia Van Viegen, Sunny Lau - Translanguaging for Equity and Justice in Assessment: A Systematic Review Zhongfeng Tian, Chia-Hsin Yin, Jessica McConnell	Contextualizing Standard Setting and Alignment in Canada: Local Practices, Global Frameworks, and Policy Relevance Angel Arias & Eunice Eunhee Jang Discussant: Stephen Sireci - Landscape of Canadian Standard Setting and Alignment Research and Practice Eunice Eunhee Jang - A Triangulated Approach to Standard Setting for Language-Specific Purposes (LSP) Maryam Wagner - Renewing Language Proficiency Standards for Teacher Certification in Canada: A Multi-Phase Standard-Setting Initiative Angel Arias - Aligning the Canadian Language Benchmarks with the AI-enhanced, adaptive Duolingo English Test using Item-Descriptor Matching Jeanne Sinclair	Reframing Language Assessment Literacy in Latin America: The Multiple Cases of Brazil, Colombia and Mexico Elsa Fernanda Gonzalez Discussant: Gladys Quevedo-Camargo - Presenting a Brazilian Language Assessment Literacy Course: Syllabus, Pre-Service Teachers’ Perceptions and Short-Term Impact Isadora Teixeira Moraes - Developing Language Assessment Literacy in Early English Education: Insights from Latin America Juliana Reichert Assunção Tonelli - Links between teaching and assessment in context: a workshop to develop in-service teachers’ (L)AL Sonia Patricia Hernández-Ocampo - Mexican young learner EFL teachers and training instructors’ perspectives: How useful is online LA training? Elsa Fernanda Gonzalez	Connecting Global Assessment Systems and Local Practices: Trust, Affect, and AI in Language Education Canadian Association of Language Assessment Discussant: Samira ElAtia - Beyond Language Proficiency Scores: Exploring the Socio-Emotional Learning Dimension of Study Abroad Suzanne Springer, Martyna Kozłowska, Jaime Demperio - Reframing Teacher Identity and Relationality in the AI Era: A Mixed-Methods Study of TESL Educators’ Role Perceptions Johanathan Woodworth - Taking a positive turn for the affective dimension of the Learning-Oriented Assessment Framework: "These things give us courage" Christine Doe, Krista Ritchie - Responsive Human Mediation and Higher-Order Language Skills Development: A Bayesian Time-Series Case Study Melissa R. Hunte, Nanda Warren

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 2 – Friday, June 5
(3:00 p.m.-4:35 p.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
3:00-3:30	Coffee break (Opera C and Grand Foyer) and Group photo (Festival Terrasse; Opera AB in case of rain)						
Session	chairs	Saskia Van Viegen	Samira ElAtia	Shahrazad Saif	David MacGregor	Gladys Quevedo	Erik Voss
3:30-4:00	Paper session 5.1	Diagnosing Language Ability with China's Standards of English Language Ability: A Cross-sectional Comparison across Educational Stages Hui Wang, Shangchao Min	Language Assessment Literacy among Colloquial Arabic Instructors: Convergence and Divergence between Local Practices and Global Assessments Hadeel Arqbi	Text Ease and Readability Assessment of Human-versus ChatGPT-Generated Listen-to-Summarize Conversation Scripts Lixia Cheng, Rodrigo A. Rodríguez-Fuentes	Global Standards, Local Practices: Rethinking Note-Taking Modes in Language Testing Jieun Kim	Language Assessment Literacy In Practice: EFL Teachers' Implementation of Classroom-Based Assessments in Chile Evelyn Diaz-Iturriaga	Developing a rating scale for a large language model-driven spoken dialogue system-delivered paired discussion tasks Zhuohan Hou, Shangchao Min
4:05-4:35	Paper session 5.2	Validating the Elicited Imitation Task through Eye-Tracking Evidence Yulin Pan, Huiying Cai, Amanda Li, Angie Lee	Ethical Dimension in the Language Assessment Practices of University Language Teachers in Mexico Hugo A. Andrade-Mayer, Virna Velazquez, Georgia Grondin	Which AI should we use? Using corpus linguistics to compare and evaluate ChatGPT- and Claude-generated texts for TOEFL iBT's Writing for an Academic Discussion task Che-Han Chen	Exploring the relationship between self-assessment and objective measures of reading and listening abilities among young Spanish learners of English Renka Ohta, Ching-Ni Hsieh	From interactional data to measurement modelling: Investigating cognitive processing of L2 pragmatic competence in the design of a UK pre-sessional speaking test Shishi Zhang	Can an LLM-powered spoken dialogue system accommodate L2 learners of varying proficiency levels? Jing Xu, Masaki Eguchi, Yasin Karatay, Mao Saeki, Nicholas Glasson, Anastasia Ramjag, Annabelle Pinnington, Elliott Bruce, Evelina Galaczi, Max Thomson, Martin Robinson, Yoichi Matsuyama

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 3 – Saturday, June 6
(7:30 a.m.-10:45 a.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
7:30-8:30	Registration and Breakfast (Opera C and Grand Foyer) Sponsored by the Language Training and Testing Centre						
All-day	Exhibitors: ACTFL, Canadian Association of Language Assessment, Cambridge IELTS, Duolingo, ETS TOEFL, Goethe Institut & Pearson (Opera C)						
8:30-9:30	2026 Cambridge/ILTA Distinguished Achievement Award (Opera AB) ... and no Bob, the answer isn't blowin' in the wind! Barry O'Sullivan						
Session chairs		Jérôme Simon	Alicia Kim	Alister Cumming	Angel Arias	Giulia Peri	Rie Koizumi
9:40-10:10	Paper session 6.1	Assessing metapragmatic awareness for intercultural communication: Test localisation targeting UK pre-sessional students Shishi Zhang	Test Taker Perceptions of Fairness, Validity, and Impact in a Local Standardized English Proficiency Test I-Chun Vera Hsiao	Attention Allocation in L2 Summary Writing: Insights from Eye-Movement Data Lin Shi, Yang Zhang, Lianzhen He	Global to Local: Examining the Predictive Validity of the DET Interactive Listening Tasks Noriko Iwashita, Hong Giang Nguyen, Anh Nguyen, Van-Trao Nguyen, Trung Quang Doan, Hanh Hong Kieu	Does the Rating Make the Score? Comparing how Human Ratings affect Automated Essay Scoring in a Large-Scale Dutch Writing Assessment Joni Kruijsbergen, Marieke Vanbuel, Amaury Van Parys, Bart Deygers, Orphée De Clercq	Invisible Assessment & Transparent Evidence with LACES Olivia Seow
10:15-10:45	Paper session 6.2	A mixed methods study of rater judgements of pronunciation in a paired discussion task Liberato Silva dos Santos	Prompt design based on communication strategies to facilitate spoken interaction between generative AI and EFL learners, and validation of its effectiveness Yutaka Yamauchi	Effects of task type on the variability pattern of syntactic complexity in second language writing Minh Nhut Nguyen	Global Standards, Local Impact: Educational and Social Consequences of EXAVER, Mexico's English Certification Marion Alain Meunier Colula	A Language-for-Specific-Purposes Approach to University Admission: Meeting Local Needs through Needs Analysis and Test Innovation Ashlee Farnsworth, Shantu Mir, Troy L. Cox	Response Patterns of Native and Non-Native English Speakers on PIAAC Literacy Items: A Latent Profile Analysis Hongli Li, Boshi Wang, Natalie Pruitt

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 3 – Saturday, June 6
(10:50 a.m.-1:35 p.m.)

		Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Symphonie 4	Ovation
10:50-11:20	Paper session 6.3	Human Judgment or Algorithmic Ease? Score Comparability and Student Perceptions in Adolescent EFL Writing Assessment Chia-Hsin Yin	Supporting the Validity Argument of a High-Stakes Language Assessment Through Evidence of Test-Taker Identity Verification Ramsey Lee Cardwell, William Belzak, Manqian Liao, Geoffrey T. LaFlair	Does Input Modality Affect L2 Integrated Writing Consistently? Examining the Moderating Effect of English Proficiency, Modality Preference, and Visual-spatial Working Memory Jiayi Deng	From Global Standards to Local Realities: Rethinking Vocabulary Testing for Chinese and Arabic Learners. Geoffrey Pinchbeck, Mastoor Al Kaboody	Assessing a Localized Construct of Writing Ability: A Validity Argument for an NGSS-Aligned Scenario-Based Language Assessment Soo Hyoung Joo	Yup'ik Students' Voices: Alaska Native Language (Yugtun) assessment Catherine Moses, Rosalie Lincoln, Sally Samson, Rosalie Grant
11:20-12:25	ILTA Annual Business Meeting (lunch included for first 100 participants – Ovation Room)						
Session chairs		May Tan	Jing Xu	Gladys Quevedo	Sarah Goodwin	Nadir Zanini	Rie Koizumi
12:30-1:00	Paper session 7.1	A Framework for Validating Hybrid-Marking Models of L2 Speech & Writing Mark Brenchley, Trevor Breakspear, Yan Huang	Local writing placement tests and generative AI assistance: A domain analysis of an evolving academic construct Rebecca Yeager, Rurik Tywoniw, Ha Ram Kim, Melissa Meisterheim, Shireen Baghestani, Jim Ranalli, Sara Cushing	Test-taker agency in writing assessment: Balancing universal proficiency constructs with context-sensitive design through topic choice Hye-won Lee, Carla Pastorino-Campos	Can you prototype in the field?: Revisiting the tripartite model of preoperational testing Yena Park, Xiaowan Zhang	Bridging Policy and Practice: A multi-method evaluation of a high-stakes language test's fitness-for-purpose in the Canadian migration context Ellen Barrow, Sarah Hughes	Exploring the potential of AI-generated reformulation and model texts in a resource-constrained assessment context: An eye tracking and stimulated recall study Atta Gebriel, Khaled ElEbyary, Ramy Shabara
1:05-1:35	Paper session 7.2	Qualitative Patterns of Change in Argument Development in a Test of L2 Argumentative Speaking Ability Jorge Luis Beltran Zuniga	Bridging Traditional and AI-Assisted Writing Constructs in the Chinese EFL Context Jianda Liu, Xuan Zhou	Assessing the Impact of Note-Taking Methods on Specialized Vocabulary Knowledge and Lecture Comprehension in EMI Graduate Classroom Nataliya Borkovska, Pelin Irgin	Failing Forward in Local Contexts: Marginal Gains and the Infinite Game of Language Learning Troy L. Cox	Context Matters: Proctor Language and Procedural Equity in Remote English Testing Jieun Kim	Revision and learning transfer effects of actionable high-level suggestions on writing drafts Yigal Attali, Kai-Ling Lo, Yena Park, Jacqueline Church, Andrew Runge

LTRC 2026 – Montréal
6/2/2026 to 6/6/2026
DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 3 – Saturday, June 6
Symposia (1:40 p.m.-3:10 p.m.)

	Opera AB	Symphonie 1	Symphonie 2	Symphonie 3	Ovation
1:40-3:10	Situating Language Proficiencies: Assessment From An Ecological Linguaging Perspective Constant Leung, Eunice Eunhee Jang & Angel M. Y. Lin - Language Proficiency – From the Global to the Situated Constant Leung - Ecological Linguaging Competencies (ELC) – Localizing Assessment Angel M.Y. Lin, Paul J. Thibault - Glocalizing Language Assessment: Redesigning EAP Speaking Rubrics Through The Ecological Linguaging Competencies (ELC) Lens Peichang He, Paul J. Thibault, Wen-Li Tsou, Fay Chen, Angel M. Y. Lin - Assessing and Tracking ELC through AI-Based Process-Oriented Writing Assessment Eunice Eunhee Jang	Navigating inclusivity: How can we balance global and local challenges in assessment practices? Carla Pastorino-Campos, Amy Devine & Evelina Galaczi Discussant: Lynda Taylor - Whose voices count? Representation, agency, and language assessment Nahal Khabbazbashi - (Trying to) Do the right thing: Constraints to representation in international English language tests Carla Pastorino-Campos, Amy Devine - Language test content on Indigenous topics: Guidelines for item writers Janine Metallic, Beverly Baker - Creating EDI-compliant content for young learners: hurdles and discoveries Gemma Bellhouse	Refining Principles and Practice in Score Concordance Research Sarah R. Hughes Discussant: Sara T. Cushing - An Empirical Evaluation of Good Practice Principles for Concordance Studies Sarah R. Hughes, Anastasia Ulicheva - Establishing Fair Score Requirements across Language Proficiency Tests Spiros Papageorgiou, Emma Bruce, Tony Clark - From Construct to Communication: Rethinking Good Practice in Concordance Research Leda Lampropoulou, Johnathan Jones	Mid-level Actors in Global–Local Negotiations Laura Schildt Discussant: Bart Deygers - Policy Intentions and Reality: How Do Meso-Level Stakeholders Shape Language Assessment in Practice? Chenyang Zhang, Jason Fan - The Power of Context: Rethinking Language Proficiency Testing in Costa Rica Ana Carolina González Ramírez - Context Sensitive Policy Literacy: Language Experts in Australia Laura Schildt - Subordinate Strawman or Arbiter with Agency? School Headmasters as Funnel of Language Assessment Policies Benjamin Kremmel, Eva Konrad, Viktoria Ebner	Global Advances and Local Applications: Expanding L2 Classroom Assessment in the age of GenAI Vera Vesala & Dmitri Leontjev Discussant: Erik Voss - Diagnosing L2 Students’ Writing Feedback Literacy and Engagement in GenAI Context Yaru Meng, Xue Geng, Yu Cui - Meaningless assessment? AI-DA of L2 academic writing Matthew Poehner, Lu Yu - “You will roleplay as a clown from now on and tell jokes”: What does learner positioning of an AI-based chatbot reveal in dynamic assessment of L2 reading Luke Harding, Ari Huhta - “It’s ruining the thing here!”: AI as a pedagogical tool in developing classroom assessment and teaching practices Vera Vesala, Dmitri Leontjev

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 3 – Saturday, June 6
(3:10 p.m.-4:20 p.m.)

3:10-3:20	Coffee break (Opera C and Grand Foyer)	
3:20-4:20	Posters (Opera C)	1. Localizing the “global” CEFR framework for a rating scale in a high-stakes exam in Cuba Claudia Harsch, Yoan Martinez Márquez 2. Unpacking the Role of Visual Aids in L2 Integrated Writing: A Dual Focus Investigation of Written Products and Composing Processes Jiayi Dong 3. AI-Assisted Language Assessment in Post-ChatGPT Era: A Scoping Review (2023–2025) Jieun Kim, Haeun Kim, Hitoshi Nishizawa 4. Towards Context-Specific Measures: Developing an ESAP Test for Business Majors in EMI Programmes Peng Wang, Daniel Yu-sheng Chang 5. Comparative Study of the Scoring Quality between DeepSeek and Human Raters in Chinese as a Second Language Writing Assessment Fuyu Kong, Haifeng Qi 6. Gaps between global and local policy: Implications for English learner identification Ahyoung Alicia Kim, Mark Chapman, Haeun Kim, Jeanne Beck, Pauline Ho 7. Global Standards, Local Profiles: Implementing the Updated Vocabulary Level Test for Diagnostic Assessment of Thai Graduate Students Sumanee Pinweha, Sutthirak Sapsirin 8. Formative Assessment in Practice: Exploring How Chinese Teachers Support Learning in Elementary ESL Classroom Liying Cheng, Peiyu Wang, Liyan Huang 9. Commonalities and Localized Differences in How Language Testers Teach Language Assessment around the World Benjamin Kremmel, Paula Winke 10. Agile for Equity: Leveraging Agile Project Management Methodologies to Advance Fairness in Local Language Assessment Sharareh Taghizadeh Vahed 11. Assessing second language pragmatic competence for intercultural communication: The case of pre-sessional students in UK higher education Shishi Zhang 12. Trends, Methods, and Practices in Rater Training: A Scoping Review of Rater Training Research in L2 Performance Testing Ryuhei Mizoguchi, Chiho Young-Johnson, Yumi Fujita, Dylan Burton 13. Listening and Reading to Write: Corpus-Based Evidence on Task Type and Proficiency in Portuguese as an Additional Language Elisa Marchioro Stumpf, Juliana Roquele Schoffen, Isadora Dahmer Hanauer, Luiza Sarmento Divino 14. From Global Standards to Local Policy: Contextualizing GEPT and BESTEP in Taiwan’s Language Assessment Landscape Jessica Row Whei Wu, Rachel Yifen Wu, Anita Chun-Wen Lin, Anne Liu

LTRC 2026 – Montréal
 6/2/2026 to 6/6/2026
 DoubleTree by Hilton, Montréal (Canada)
Schedule



Day 3 – Saturday, June 6
(3:20 p.m.-4:20 p.m.)

3:20-4:20	Posters (Opera C)	15. AI literacy as part of student teachers' Language Assessment Literacy - a university teacher students' perspective on the use of generative AI tools for writing assessments in EMI contexts Karin Vogt, Alexander Mayer
		16. Local practices for developing language assessment literacy (LAL) in Brazil: a comparison between LAL courses in three public universities Isadora Teixeira Moraes, Estogildo Gledson Batista, Renan William Silva de Deus
		17. The Language Assessment Accessibility Resource Centre (LaARC): Supporting Inclusive English Assessment in Latin America Juliana Reichert Assunção Tonelli, Gladys Quevedo Camargo
		18. Automated Topic Detection in Spoken Language Assessment: Comparing Human-Labeled Training and Prompt-Based Category Prediction Young-A Son, Erik Voss, Kim Saltee, Meg Malone
		19. Comparing Input Prompt Visuals Using Virtual Reality in L2 English Speaking Task Yilin Zhang, Erik Voss
		20. Integrating Collocations into Predicting L2 Oral Proficiency: Evidence from the TEM8 Speaking Test in China Jinjie Wu, Xini Liao
		21. Bridging global standards and local needs: a conceptual reflection from the Italian scenario-based assessment case study Giulia Peri, Sabrina Machetti
		22. Bridging Local Curriculum and Large-Scale Testing: Evaluating AI-Generated MCQs from Textbook Passages in Preparation for Large-Scale Assessment Jean Young Chun, Jameson Moore
		23. Flexibility Without Compromise: Adapting the Delphi Method to Language Assessment Studies Birgitte Grande, Clayton David Leishman
		24. The development of an audio-visual listening test for the Canadian Armed Forces Military Training and Cooperation Programme Nancy Powers, May Tan
		25. Bridging Cognitive Evidence and Test Validity: A Scoping Review of Biometric Research in L2 Listening Assessment Shanshan He
		26. Bridging Global and Local: Collaborative Reflections on Developing Language Assessment Literacy in Canadian TESOL Teacher Education Shanshan He, Chuan Liu
		27. The Development and Validation of an Innovative, Fully-automated Interactive Speaking Task and its Implications for Contextualized Assessments Yena Park, Yigal Attali, Xiaowan Zhang, Jacqueline Church, Kai-Ling Lo, Andrew Runge, Geoff LaFlair
		28. Writing and Identity Development through Bilingual Writing Portfolios in a Dual Language Bilingual Program in Texas GoMee Park, Jennifer Burden
		29. Investigating writing behaviours, neuro-cognitive processes, and their relationships to test scores in two integrated writing formats Andrea Revesz, Hyeonjeong Jeong, Sathena Chan, Haining Cui, Atsushi Doi, Dominique Jiang, Sewon Kim, Nicola Latimer, Motoaki Sugiura
		30. The Impact of Exposure to Global Englishes Accents on Chinese Children's Learning of EFL (English as A Foreign Language) Zhuohan Chen

