CONFERENCE THEME

Linking Assessment to Language Learning and Teaching

ILTA
INTERNATIONAL LANGUAGE TESTING ASSOCIATION
LTRC 2022 Sponsors

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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.iltatime.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!
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
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Jeffrey Stewart
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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
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Mari Imai
Tokyo University of Foreign Studies

Satoshi Kurokawa
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Kana Matsumura
Waseda University

Tatsuro Tahara
Waseda University
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Aaron Olaf Batty  Ching-Ni Hsieh  Heike Neumann  Lynda Brigid Taylor
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Mark Derek Chapman  Yo In'nami  Sally O'Hagan  Dina Tsagari
Yeonsuk Cho  Talia Isaacs  Barry O'Sullivan  Carolyn Turner
Martyn Clark  Gerriet Janssen  Gary John Ockey  Alan Urmston
Deborah Crusan  Yan Jin  Spiros Papageorgiou  Alistair Van Moere
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Jee Wha Dakin  Rie Koizumi  India Plough  Elvis Wagner
Catherine Elder  Benjamin Kremmel  David D. Qian  Yoshinori Watanabe
Jason Fan  Antony Kunnan  Stephanie Lee Rummel  Albert Weideman
Janna Fox  Yong-Won Lee  Shahrzad Saif  Gillian Wigglesworth
Glenn Fulcher  Constant Leung  Yasuyo Sawaki  Paula Winke
Ardeshir Geranpayeh  Gad Lim  Jonathan Schmidgall  Mikyung Kim Wolf
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  Mikyung Kim Wolf
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ILTA Staff
Terry Dougherty, CAE, CMP (Sr. Association Manager).
Michele Doyle (Association Assistant).

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Chair: Rie Koizumi, Seisen University, Japan
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Cecilia Guanfang Zhao, University of Macau, Macau SAR (PRC)

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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
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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
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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: Glocalization 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 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

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
7th March (Mon.)

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

* Session takes place on the previous calendar day for the listed time zone.
### Workshops

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<td>9:00 - 12:30</td>
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**Workshop 3**  
*Putting dynamic assessment to work: Teaching-learning as target and process in assessment*  
Matthew Edward Poehner

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<td>13:15 - 16:30</td>
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**Roundtable**  
*Writing and speaking assessment in the world*  
Coordinator: Yujia Zhou

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<td>17:00 - 18:15</td>
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**Newcomers’ Session**  
ILTA & LTRC: All you need to know (Claudia Harsch)  
ILTA & LTRC history (Charles Stansfield)  
My first LTRC experience (Leila Zohali, Noriko Iwashita)  
Tips for navigating the LTRC platforms (Aaron Olaf Batty)  
Socializing session (*at Wonder.me*)

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**Opening Symposium**  
*Implementing formative and summative classroom assessments of speaking and writing: Promises and challenges of learning-oriented practices*  
Chair: Rie Koizumi  
Discussant: Fumiyo Nakatsuha

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**SIG meeting: Aviation Testing**
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<tr>
<td>18:00* – 18:30*</td>
<td>21:00* – 23:30*</td>
<td>8:00 – 8:30</td>
<td>Opening Ceremony</td>
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<td>18:40* – 21:05*</td>
<td>23:40* – 2:05</td>
<td>8:40 – 11:05</td>
<td>Parallel Papers</td>
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<tr>
<td>18:40* – 19:10*</td>
<td>23:40* – 0:10</td>
<td>8:40 – 9:10</td>
<td>Active users of assessment: Transformation of CHC students’ learner beliefs through learning-oriented assessment in EAP classrooms Rika Tsushima</td>
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<td>18:40* – 19:10*</td>
<td>23:40* – 0:10</td>
<td>8:40 – 9:10</td>
<td>Discoveries in analysing recurrent word sequences and linguistic complexity in French academic writing assessment Randy Appel, Angel Arias, Beverly Baker, Rosalie Hirch, Guillaume Lognon</td>
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<td>19:15* – 19:45*</td>
<td>0:15* – 0:45</td>
<td>9:15 – 9:45</td>
<td>Establishing the vertical relationship of different score scales in a suite of language proficiency tests Venessa F. Manna, Spiros Papageorgiou</td>
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<td>19:45* – 20:00*</td>
<td>0:45* – 1:00</td>
<td>9:45 – 10:00</td>
<td>Measuring young EFL students’ progress in reading and listening skills: A mixed-method study Mikyung Kim Wolf, Ikkyu Choi, Alexis Lopez, Jeremy Lee</td>
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<tr>
<td>20:00* – 20:30*</td>
<td>1:00* – 1:30</td>
<td>10:00 – 10:30</td>
<td>Break</td>
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<tr>
<td>20:35* – 21:05*</td>
<td>1:35* – 2:05</td>
<td>10:35 – 11:05</td>
<td>The importance of considering language proficiency profiles when using language proficiency test scores for graduate admissions purposes Sharareh Taghizadeh Vahed</td>
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<td>20:35* – 21:05*</td>
<td>1:35* – 2:05</td>
<td>10:35 – 11:05</td>
<td>Comparing rating scales for roleplays as L2 Chinese pragmatics assessment Yunwen Su, Sun-Young Shin</td>
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<td>20:35* – 21:05*</td>
<td>1:35* – 2:05</td>
<td>10:35 – 11:05</td>
<td>Initial validation of a meaning-recall online L2 Spanish Vocabulary Levels Test Pablo Robles-García, Jeffrey Stewart, Stuart McLean</td>
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<td>Local English testing in China’s tertiary education: Contexts, policies and practices Jason Fan, Kellie Frost, Yan Jin</td>
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### 9th March (Wed.), cont.

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<tr>
<th>EST</th>
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<th>Session</th>
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</table>
Ananda Astrini Muhammad |
| 21:10* – 22:10* | 2:10 – 3:10 | 11:10 – 12:10 | Developing a coding scheme to explore listening item difficulty for young multilingual learners  
Stephen O’Connell, Monique Yoder, Ahyoung Alicia Kim, Jennifer Feldmann |
Douglas Altamiro Consolo, Liberato Silva dos Santos, Isadora Teixeira Moraes, Ana Lígia Barbosa de Carvalho Silva, Gladys Quevedo-Camargo, Rodrigo Nascimento Queiroz, Estogildo Gledson Batista |
| 22:15* – 23:00* | 3:15 – 4:00 | 12:15 – 13:00 | Exploring Korean test-takers’ perceptions towards the TOEFL Speaking Test: Test preparation strategies and test taking experiences  
Ha Ram Kim, Yunjung Nam, Joon Suh Choi |
| 22:15* – 23:00* | 3:15 – 4:00 | 12:15 – 13:00 | Teaching at the point of need: Mobilizing data-based instruction in French immersion  
Miriam C. A. Semeniuk |
| 4:00 – 5:10 | 9:00 – 10:10 | 18:00 – 19:10 | Virtual Networking Event 1 |
Changing landscape of English language testing: Glocalization and validation in practice  
Jessica Wu |
Camilo Ramos |
| 5:15 – 6:15 | 10:15 – 11:15 | 19:15 – 20:15 | Defining TLU task characteristics distinguishing the different CEFR levels through a textbook analysis: The case of a university speaking placement test  
Kotaro Takizawa, Xiaofei Liu, Shungo Suzuki, Yangping Deng, Kana Matsumura, Keita Nakamura, Yoko Oi, Tatsuro Tahara, Akiko Watanabe, Tan Zhou |
Tatsuro Tahara |

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<tr>
<td>18:05* – 19:45*</td>
<td>23:05* – 0:45</td>
<td>8:05 – 9:45</td>
<td>Parallel Papers</td>
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| 18:05* – 18:35* | 23:05* – 23:35* | 8:05 – 8:35 | Admissions officers’ interpretation and use of ELP test results  
Ramsey Lee Cardwell                                                   |
| 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                                                |
| 19:15* – 19:45* | 0:15 – 0:45       | 9:15 – 9:45 | Source use in second language integrated argumentative writing assessment  
Ping-Lin Chuang                                                        |
| 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                                                                  |

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<tr>
<td>4:00 – 6:00</td>
<td>9:00 – 11:00</td>
<td>18:00 – 20:00</td>
<td>Symposia</td>
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|           |           |           | *Why is interaction so difficult to assess, and what can we do about it?*  
|           |           |           | Chairs: Evelina Galaczi, Gary Ockey  
|           |           |           | Discussant: Noriko Iwashita                        |
|           |           |           | **Interactional competence and rateability challenges**  
|           |           |           | Daniel Lam, Fumiyo Nakatsuha, Lyn May  
|           |           |           | Sonca Vo                                            |
|           |           |           | **The role of nonverbal communication in the interactional competence construct**  
|           |           |           | Nick Glasson, Andrew Mulloloo, Evelina Galaczi       |
|           |           |           | **What does beginner interaction look like? Video-call candidate interactions with a focus on speaker continuation and transition**  
|           |           |           | Nick Glasson, Andrew Mulloloo, Evelina Galaczi       |
|           |           |           | **Spoken Dialogue systems: Opportunities, challenges, and promising directions**  
|           |           |           | Gary Ockey, Evgeny Chukharev-Hudilainen, Roz Hirch     |
| 6:00 – 6:15 | 11:00 – 11:15 | 20:00 – 21:00 | Break                                               |
|           |           |           | Katayoun Rezaei, Susan Marandi                      |
|           |           |           | Who raters are is what they do: How personality and experience predict rater severity in L2 speaking tests  
|           |           |           | Alun E. M. Roger                                    |
|           |           |           | Towards an innovative diagnostic system: Building a granular model of second language listening  
|           |           |           | Hye-won Lee, Mark Elliott, Andrea Revesz             |
|           |           |           | Investigating the validity argument for an interactional competence checklist  
|           |           |           | Zahra Montasser, Alireza Ahmadi                      |
|           |           |           | Exploring the influences of Chinese EFL teachers’ assessment-related experiences on their assessment practices and beliefs: A multiple case study  
|           |           |           | Jingwei Song                                         |
|           |           |           | The impact of time allowances on EAP students in a reading-to-write assessment context  
|           |           |           | Emma Bruce                                           |
|           |           |           | Working with raters to introduce and operationalise a comprehensibility scale  
|           |           |           | Sheryl Cooke, Reza Tasviri, Jan Langeslag            |
|           |           |           | 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  
|           |           |           | Monica Barni, Silvia Minardi                        |
|           |           |           | Exploring an alternative assessment method across languages: Bilingual comparative judgment  
|           |           |           | Louise Badham, Antony Furlong                      |

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Carolyn Westbrook, Tony Clark, Elena Appl, Johnathan Cruise, Renyu Jiang |
Fumiyo Nakatsuha, Chihiro Inoue, Tony Green, Yusuke Kondo, Yasuyo Sawaki |
| 8:00 – 9:00| 13:00 – 14:00| 22:00 – 23:00| **The difficulty of understanding the links between language assessment, teaching, and learning: An empirical continuum of assessment-related competencies**
Armin Berger, Helen Heaney |
|            |            |             | **Enhancing EFL learning with more authentic assessment: An investigation of the validity of a Scenario-based Listening and Speaking Test**
Dajian Chen, Jiehui Hu, Xuecen Hao |
|            |            |             | **Remote proctoring in language assessment: Exploring the impact on test takers’ scores and perceptions**
Radosveta Valkova |

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Updated: 2022/03/09

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<th>EST</th>
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<tbody>
<tr>
<td>13:00* – 14:30*</td>
<td>18:00* – 19:30*</td>
<td>3:00 – 4:30</td>
<td>SIG meeting: Language Assessment for Young Learners</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Works in Progress 1</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Enhancing efficiency and student autonomy with a local directed self-placement test Beverly Baker, Louis-David Bibeau, Margret Norenberg, Jennifer St. John, Yiwei (Coral) Qin, Angel Arias</td>
</tr>
<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Exploring interactional competence in a video-mediated speaking test Jan Xian Li</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Challenges and barriers of providing appropriate accommodations: Perspectives from various stakeholder groups Michelle Y. Chen, Jennifer J. Flasko</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Exploring assessment impact on language learning and teaching from a macro-level perspective: Voices from decision-makers from EFL teacher education programmes Salomé Villa Larenas, Daniel Muñoz Acevedo</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Impact of TOEFL primary tests on young test-takers and their parents Jia Guo, Liying Cheng</td>
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<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Chinese students’ conceptions of feedback and their relationships with self-regulated learning, self-efficacy and English language achievement in the college English class Shasha Lu, Liying Cheng</td>
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<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Towards an aural English phrasal verb test Yi Tan, Sanghee Kang</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Examining pre-equating vs. post-equating quality in ACCESS speaking test Kyoungwon Bishop, Shangchao Min</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>Washback of an EFL final test on students’ perceptions of their self-efficacy in a middle school in Vietnam Davy Tran</td>
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<tr>
<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>The role of native speakerism in the effects of teacher assessment of speaking performance on students’ cognitive and affective processes Yanping Deng</td>
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<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>EFL learners’ reading self-assessment: A case study of Chinese students using a newly developed self-assessment scale targeting reading proficiency Yi Cao</td>
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<td>18:00* – 19:00*</td>
<td>23:00* – 0:00</td>
<td>8:00 – 9:00</td>
<td>The effect of diagnostic assessment and personal traits on L0 reading development: A longitudinal investigation Tingting Fan, Xun Yan</td>
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<tbody>
<tr>
<td>19:05* – 21:35*</td>
<td>0:05 – 2:35</td>
<td>9:05 – 11:35</td>
<td><strong>Symposium</strong></td>
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<td><em>Improving the policies and practice of the assessment of young linguistic-minority students in elementary education</em></td>
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<td>Chair: Mikyung Kim Wolf</td>
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<td>Discussant: Mark Chapman</td>
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<tr>
<td>19:05* – 21:05*</td>
<td>0:05 – 2:05</td>
<td>9:05 – 11:05</td>
<td><strong>Introduction - Assessing L2 learners in elementary education: Diverse contexts and needs</strong></td>
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<td>Mikyung Kim Wolf</td>
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<td>Jo-Kate Collier, Becky Huang</td>
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<td>Yuko Goto Butler, Chiho Sakurai</td>
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<td>Erik Voss, Hung Phan, Xijia Wang</td>
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<tr>
<td>23:15* – 0:00</td>
<td>4:15 – 5:00</td>
<td>13:15 – 14:00</td>
<td><strong>Examining the extrapolation inference of the Duolingo Test of English at two canadian universities</strong></td>
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<td>Khaled Barkaoui, Heike Neumann, Saskia Van Vieggen</td>
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<td>4:00 – 5:00</td>
<td>9:00 – 10:00</td>
<td>18:00 – 19:00</td>
<td>Using a source-text use detection tool in the rating of integrated writing performances: Raters’ perceptions and challenges</td>
<td>Keith Menary</td>
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<tr>
<td>4:00 – 5:00</td>
<td>9:00 – 10:00</td>
<td>18:00 – 19:00</td>
<td>Using self-assessment to enhance self-regulated learning in Swedish courses in Finland</td>
<td>Valeria Koval</td>
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**Messick Award Lecture**

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

Peter Skehan

**Parallel Papers**

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<tr>
<td>6:25 – 6:55</td>
<td>11:25 – 11:55</td>
<td>20:25 – 20:55</td>
<td>“Students know when they are being asked to jump through hoops”: Transforming classroom assessment in Vygotskian praxis with teachers</td>
<td>Dmitri Leontiev, Rebecca Clegg-Sasaki, Mark Antony deBoer</td>
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</table>
Chihiro Inoue, Daniel Ming Kei Lam |
| 7:00 – 7:30 | 12:00 – 12:30 | 21:00 – 21:30 | Assessing L2 English speaking using automated scoring technology:  
Examining automarker reliability  
Jing Xu, Edmund Jones, Victoria Laxton, Evelina Galaczi |
| 7:40 – 9:00 | 12:40 – 14:00 | 21:40 – 23:00 | Aligning assessment with learner needs: An example from a speaking practice and assessment app  
Sylwia Macinska, Martine Holland, Nick Glasson, Evelina Galaczi |
| 9:00 – 9:45 | 14:00 – 14:45 | 23:00 – 23:45 | A learning-oriented approach to test-preparation – Insights from the digital TestDaF  
Sonja Zimmermann, Leska Schwarz, Anja Peters, Günther Depner |
|          |         |         | An innovative method of item calibration: Use of the IRT model in standard setting  
Merve Demiralp, Yasmin Hatt |

#### Closing Ceremony

- **Thank you from the Organizing Committee** (Rie Koizumi, LTRC 2022 Co-Chair)
- **Closing remarks** (Sara Cushing)
- **Award presentations** (Various)

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