

The Third Conference of the Asian Association for Language Assessment

Full Program

Updated 19 May 2016

| May 19, 2016 (Thursday): Pre-Conference Workshops | | Sanur Paradise Plaza Hotel |
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| 8:30-8:30 | Registration at Sanur Paradise Plaza Hotel | |
| 9:00-9:15 | Welcome Jessica Wu, AALA Co-President (Language Training and Testing Center, Taipei) | |
| 9:15-1:00 | Workshop 1 <i>Assessing Listening</i> Luke Harding (University of Lancaster) | [Combined Room 1] <i>11:00-11:20 Coffee Break</i> |
| 1:00-2:00 | Lunch | Denpasar Room |
| 2:00-2:15 | Welcome Jirada Wudthayagorn, AALA 2 nd Vice President (Chulalongkorn University) | |
| 2:15-6:00 | Workshop 2 <i>Assessing Speaking</i> Nathan Carr (California State University, Fullerton) | [Combined Room 1] <i>4:00-4:20 Coffee Break</i> |
| 2:30-6:00 | AAALA Executive Board Meeting Chair: David D. Qian, AALA President (Hong Kong Polytechnic University) | [Bandung Room] |
| 7:00-11:00 | Welcome Dinner (free for all registered participants) Denpasar Room Welcome speech (7:30-7:45) by Hsien-Hao Liao, Executive Director, Language Training and Testing Center, Taipei (sponsor of the event) | |

| May 20, 2016 (Friday): Conference Day 1 | | Sanur Paradise Plaza Hotel | |
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| 8:00-5:00 | Registration | | |
| Plenary Session 1 | | Combined Room 1 | |
| 8:30-8:45 | Opening David D. Qian, AALA President (Hong Kong Polytechnic University) | | |
| 8:45-9:25 | Plenary Speech 1 <i>Empowering students' writing skill through performance assessment</i> I Made Suastre, Deputy Rector, University of Udayana Introduction: Ni Luh Nyoman Seri Malini (University of Udayana) | | |
| 9:25-10:25 | Keynote Speech <i>Diagnostic language assessment: From theory to practice</i> Luke Harding (Lancaster University) Introduction: David D. Qian (Hong Kong Polytechnic University) | | |
| 10:25-10:45 | Group Photo | | |
| 10:45-11:05 | Coffee Break | | |
| Parallel Paper Session 1 | | | |
| | Learning-Oriented Assessment <i>Combined Room 1</i> | Assessing Speaking <i>Mangupura Room</i> | Assessment Development & Validation <i>Singaraja Room</i> |
| 11:05-11:35 | Understanding teacher belief and practice as a foundation for developing learning-oriented assessment <i>Paul Wicking</i> | Uneven profiles of test-takers' oral proficiency as a threat to validity in an EFL speaking test <i>Hongwen Cai</i> | Cancelled |
| 11:35-12:05 | Using student self-evaluation tools to build confidence and motivation <i>Ellen Head</i> | Oral composition and mini-debate: Do they measure the same construct? <i>Liu Xu</i> | Taking test validation a step further through a two-level structure of Assessment Use Arguments <i>Bjorn Norrbom</i> |
| 12:05-12:35 | Implementation of self-assessment in teaching English as a foreign language to young learners <i>Arni Sukmiarni</i> | Cancelled | Constructing an interlanguage pragmatic scale for Chinese tertiary EFL learners <i>Weiyang Huang & Wei Ren</i> |
| 12:35-1:35 | Lunch | | |
| Parallel Paper Session 2 | | | |
| | Learning-Oriented Assessment | Assessing Listening & Speaking | Assessment Case Studies <i>Singaraja Room</i> |

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| | Combined Room 1 | Mangupura Room | |
| 1:35-2:05 | A framework of reference for vocabulary: Combining corpus data and teacher judgments Veronica Benigno | Validating a listening lexical segmentation test Matthew P. Wallace | Analyzing score changes with repetition of paper versions of TOEFL: A natural experiment Betty Lanteigne, Hana Sulieman, Zeinab Safieddine, Shireen Baghestani, Sadaf Ahmad & Nawar Saba |
| 2:05-2:35 | Plus/Delta Chart: Adding a formative assessment to create a positive change in the classroom environment Casey L. Moorman | Validating score interpretations of an EFL listening diagnostic test Hsin-min Liu | Investigation of the reliability of CEFR-J questionnaire and its link to the scores of newly developed test of English for university admission purposes Keita Nakamura |
| 2:35-3:05 | Advancing written assessment feedback praxis through a teacher-researcher collaboration in a university-level Spanish program Kathryn Hill & Ana Maria Ducasse | Meeting new challenges posed by emerging varieties of English: a verbal protocol study of rater orientation to linguistic richness Tammy Huei-Lien Hsu | Mitigating tension between validity and reliability in the large-scale delivery of Oral Proficiency Interviews: A qualitative analysis of the effects of an enhanced examiner support programme Sheryl Cooke |
| 3:05-3:25 | Coffee Break | | |
| Parallel Paper Session 3 | | | |
| | Learning-Oriented Assessment Combined Room 1 | Assessment Development & Validation Mangupura Room | Assessing Writing Singaraja Room |
| 3:25-3:55 | Challenges in implementing alternative assessment in a first semester English course at Universidade Nacional Timor Lorosa'e in Timor-Leste Joanie Andruss | Comparing TOEFL iBT™ speaking tasks with real-world academic speaking tasks Ana Maria Ducasse & Annie Brown | Diagnosing English academic writing of Hong Kong university students and tracking changes Qin Xie |
| 3:55-4:25 | Construction and validation of diagnostic proficiency scales for Chinese EFL readers in a high school Tingting Fan | Building a validity argument for a school-based English test: Evidence from construct and predicative validity Jingsong Fan | Rater perceptions of writing quality and their influence on scoring academic essays Olena Rossi |
| 4:25-4:55 | Timed oral reading: A useful method for second-language | Ensuring fairness in testing English proficiency | Validating the continuation task for second language |

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| | reading fluency assessment and intervention <i>Lixia Cheng & Matthew Allen</i> | in the University of Languages and International Studies, Vietnam National University <i>Nguyen Thi Quynh Yen & Nguyen Thi Phuong Thao</i> | assessment <i>Chuming Wang, Luxia Qi & Hongwen Cai</i> |
| Plenary Session 2 | | Combined Room 1 | |
| 5:00-5:40 | Plenary Speech 2 <i>Renewing our commitment to Alan's ethical vision</i> Randy Thrasher (International Christian University Tokyo) Introduction: Rama Mathew (University of Delhi) | | |
| 5:40-6:20 | Plenary Speech 3 <i>Non-test assessment in the Indonesian TEFL context</i> Fuad Abdul Hamied (Indonesia Education University) Introduction: Young Shik Lee (Hannam University) | | |

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| May 21, 2016 (Saturday): Conference Day 2 | | Sanur Paradise Plaza Hotel | |
| 8:00-12:00 | Registration | | |
| Parallel Paper Session 4 | | | |
| | (Re)conceptualizing Assessment Practice <i>Combined Room 1</i> | Assessment Development & Validation <i>Mangupura Room</i> | Focusing on the Learner <i>Singaraja Room</i> |
| 8:30-9:00 | Canceled | Aligning Chinese EFL students' language proficiency with the Common European Framework of Reference for Languages (CEFR) in the educational context <i>Chuan Peng</i> | Understanding the role of likeability in the peer assessment of university students' oral presentations <i>Seyed Vahid Aryadoust</i> |
| 9:00-9:30 | Reconceptualization of fairness in classroom-based assessment <i>Seyed Mohammad Alavi & Amirhossein Rasooli</i> | Cancelled | Investigating the relationships between second language test takers' strategy use and Chinese reading comprehension test performance <i>Lin Lin</i> |
| 9:30-10:00 | What should test validation be linked with: Language competence or language performance? <i>Byron Gong</i> | An overview of Rasch model: Status quo and prospect in China <i>Quan Zhang</i> | Strategy use and English language test performance among young learners: A case study in Taiwan <i>Jessica Row-whei Wu</i> |

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| 10:00-10:20 | Coffee Break |
| Plenary Session 3 Combined Room 1 | |
| 10:20-11:20 | <p>AAALA Presidential Speech <i>Stepping out of the ivory tower: Does our rating standard suffice for real-world communication needs?</i> David D. Qian (Hong Kong Polytechnic University) Introduction: Xien-Hao Liao (Language Training and Testing Center, Taipei)</p> |
| 11:20-12:00 | <p>Plenary Speech 4 <i>TOEFL iBT reading test preparation: Does the level of performance feedback provided during reading practice matter?</i> Yasuyo Sawaki (Waseda University) Introduction: Keita Nakamura (Eiken Foundation Japan)</p> |
| 12:00-1:00 | Lunch |
| 1:00-2:00 | AAALA General Membership Meeting [Combined Room 1] <i>Chair: Jessica Wu</i> |
| 2:00-3:10 | <p>Poster Session [Singaraja Room] <i>Chair: Jirada Wudthayagorn</i></p> <ol style="list-style-type: none"> 1. <i>EFL Teachers' Needs of Authentic Assessment: An Implication to the New Indonesian 2013 Curriculum</i> Anak Agung I. N. Marhaeni (Ganesha University of Education (UNDIKSHA) Bali) 2. <i>Paraphrasing in high-scoring and low-scoring L2 integrated writing test task responses</i> Santi B. Lestari (University of Warwick) 3. <i>Designing an experiment to test how delivery on a mobile device impacts a test's fairness</i> Adrian Raper (Clarity Language Consultants Ltd) 4. <i>Assessing test dimensionality: A comparison of four measurement models</i> Sayyed Mohammad Alavi & Hossein Karami (University of Tehran) 5. <i>What can we learn about Chinese English language teachers' professional support needs from the questions they ask about one English proficiency test?</i> Colin Barnett (British Council China) 6. <i>A deontological and teleological investigation into social media comments from Mainland Chinese test-takers</i> Johnathan Michael Cruise (British Council China) 7. <i>Sensitising communication to facilitate the oral test process</i> Kwong Wing Yee (BC Education Consulting (Beijing) Co Ltd) 8. <i>Investigating the application of dynamic(al) systems theory, chaos, and complexity in second language assessment</i> Seyed Vahid Aryadoust (National University of Singapore) 9. <i>Automated writing evaluation for formative assessment of Chinese EFL writing: Investigating the usefulness and effects on students' writing as part of argument-based validation</i> Sha Liu (China West Normal University) 10. <i>Diagnosing academic writing in English: Investigating Q-matrix with Coh-Metrix</i> Qin Xie (Hong Kong Institute of Education) 11. <i>Using a cognitive diagnostic model to examine remedial Japanese university students' grammatical knowledge</i> Takaaki Kumazawa (Kanto Gakuin University) 12. <i>Recent categories in language testing research</i> Robert Kirkpatrick (Gulf University for Science and Technology) |

13. *Development and modification of 1-blank multiple-choice partial dictation items*
Tetsuhito Shizuka (Daito Bunka University)
14. *Implementing the use of learning-oriented assessment in a language classroom to promote learner-centeredness in learning and testing*
Raveewan Viengsang & Punchalee Wasanasomsithi (Chulalongkorn University)
15. *Multilingual norms for assessing speaking skills of adult learners*
Rama Mathew & Tulika Prasad (University of Delhi)
16. *Effects of test language on a frequency-level based written receptive vocabulary size test for Chinese freshmen majoring in English*
Xiangdong GU & Chengyuan Yu (Chongqing University)
17. *Effects of dynamic assessment on reading comprehension test in English for science and math class of upper secondary students*
Kritsada Punyapratheep (Chulalongkorn University)
18. *Design and implementation of an in-house computerized feedback system*
Roxanne Wong (City University of Hong Kong/University of Jyväskylä)
19. *Alternatives in assessment: A glance of thought for techniques, challenges, and opportunities due to the implementation of 2013 curriculum in Indonesia*
Ni Luh Putu Eka Sulistia Dewi (Universitas Pendidikan Ganesha)

Parallel Paper Session 5

| | Assessing Reading <i>Combined Room 1</i> | Assessing Writing <i>Mangupura Room</i> | <i>Singaraja Room</i> Chair: Sha Liu |
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| 3:10-3:40 | The effect of task formats on meaning construction in a reading comprehension test <i>Limei Zhang</i> | Using multidimensional analysis to scale lexico-grammatical complexity on a large-scale writing test <i>Xun Yan & Shelley Staples</i> | Graduate Student Networking |
| 3:40-4:10 | Reading comprehension as interactional competence: evidence from repeated Rasch measures <i>Parisa Daftarifard & Parviz Birjandi</i> | An evaluation paradox: The issues of test validity in the realm of writing test as the final school examination in the senior high school milieu <i>David Imamyartha & Gunadi Harry Sulistyo</i> | |
| 4:10-4:30 | Coffee Break | | |
| Plenary Session 4 | | | Combined Room 1 |
| 4:30-5:10 | Plenary Speech 5 <i>Building a structural model for scaling language learning</i> John de Jong & Veronica Benigno (Pearson English/Vu University Amsterdam) Introduction: Yan Jin (Shanghai Jiao Tong University) | | |
| 5:10-5:50 | Plenary Speech 6 <i>Improving authenticity and validity in teaching and assessment</i> Nathan Carr (California State University, Fullerton) Introduction: Yasuyo Sawaki (Waseda University) | | |

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| 5:50-6:00 | Closing Speech Jessica Wu, AALA Co-President (Language Training and Testing Center, Taipei) Chair: Yasuyo Sawaki |
| 6:30 | Banquet and Presentation of Awards |