**The 6th International Conference of the Asian Association for Language Assessment**

**Pre-conference Workshops and Conference Program**

**Theme**

**Language Assessment: Principles, Policies, and Practices**

**October 16, 2019 (Wednesday): Pre-Conference Workshops**

**C3 Block – University of Languages and International Studies, Vietnam National University, Hanoi**

|  |  |
| --- | --- |
| 08.00 | **Registration (C3 Lobby)** |
| **Time** | **Conference Room 2** | **Conference Room 3** | **Conference Room 4** |
| 08.30-12.30 (Tea break at 10.15 - 10.45) | **Workshops 1**Comparing Tests and Linking Test Scores - A Practical Guide ***Alistair Van Moere & Jing Wei*** | **Workshops 2**Standards in The Classroom ***Richard Spiby, Sheryl Cooke, & Johnathan Cruise***  | **Workshops 3**Speaking and Writing Rater Training ***Sara Cushing***  |
| 12.30-13.30 | **Lunch break** |
| 13.00-13.30 | **Registration (C3 Lobby)** |
| 13.30-17.30 (Tea break at 15.15 - 15.45) | **Workshops 1 (cont.)** | **Workshops 2 (cont.)** | **Workshops 4**Assessing Students in the CLIL (Content and Language Integrated Learning) Classroom ***Lorena Llosa***  |
| 18.00-20.00 | **Welcome dinner (Hall 1 – Sunwah Building)** |
| 17.00 – 20.30 | **AALA Executive Board Meeting (Hall 2 – Sunwah Building)** |

October 17, 2019 (Thursday): Conference Day 1

Vu Dinh Lien Grand Hall & C3 Block – University of Languages and International Studies, Vietnam National University, Hanoi

|  |  |
| --- | --- |
| Time | Vu Dinh Lien Grand Hall |
| 08.00 | Registration |
| 08.30-09.00 | OpeningJessica Wu, AALA President (The Language Training and Testing Center)Do Tuan Minh, President of the University of Foreign Languages and International Studies, Vietnam National University, Hanoi)Representative of the Ministry of Education and Training of Vietnam |
| 09.00-09.20 | Awards Ceremony |
| 09.20-10.10 | Keynote Speech 1**A Theory of Everything (Well Not Quite EVERYTHING!)***Barry O'Sullivan*  |
| 10.10-10.30 | Group photo |
| 10.30-10.45 | Tea break |
| 10.45-12.15 | Plenary Panel Discussion **Language Practices in Multilingual Contexts. An Agenda for Change in Learning and Assessment***Huu T. M. Nguyen* *Rama Matthew* *Anthony Kunnan* *Kellie Frost* Chair: Nick Saville  |
| 12.15-13.30 | Lunch break (Vu Dinh Lien Square)Graduate Student Networking Lunch (Vu Dinh Lien Grand Hall) – Lucky Draw |
| 13.30-14.20 | Plenary Speech 1Assessment Literacy for Writing Teachers*Sara Cushing*  |
| Time | Conference Room 2 & Conference Room 4 |
| 14.25-15.15 | Poster Presentations1. Using Automated Writing Evaluation As a Diagnostic Assessment Tool in Chinese EFL Writing Instruction: A Mixed-Method Study*Sha Liu - The AALA 2019 Best Student Poster Awardee*2. Assessing Interlingual Errors in MA's Students' Descriptive Essays: The Case of Error Classification*Bahman Gorjian* 3. Administrators' and Teachers' Perceptions of Changes in Assessment of Undergraduates' English Learning Outcomes at a Vietnamese University*Thu Minh Dinh & Nguyen Thi Hien* 4. A Rhetorical Structure Analysis of Japanese Students’ Written Products by Applying the Toulmin Model of Argument to English Writing Instruction*Kana Matsumura* 5. Context Validity of VSTEP Listening Test – Test-takers’ Perspective*Lan Thuy Le* 6. The Implementation of Self-Assessment in EFL Writing Class - From the Perspectives of Vietnamese Students*Hien Thu Dinh*7. Mobile-mediated Learning-Oriented Assessment: Tag-Talk —“Who’s it?” “I’m it.”*Hee-eun Kim*8.An Investigation into the Relationship Between Rater Severity and Rater’s Tolerance of Ambiguity in Speaking Assessment*Yanping Deng* 9. Why absolute frequency is insufficient: Exploring frequency effects on collocational knowledge*Ivy Win-Wen Chen* 10. Managing Feedback on IELTS Writing Portfolios: An Implementation of Written Corrective Feedback Research*Anthony Kevin Matthews* 11. Capacity Building on Standardized Test Development for Laotian Teachers at Higher Education*Chi Nguyen, Hoa Nguyen, Quynh Nguyen, Yen Nguyen, Thongsouk Keomany, Thavone Sounthone, Nanludet Moxom, & Ladomchanh Khantry*12. An Investigation of the Standardized Tests in Chinese Proficiency – Level 5 for Determining Outcome Standards of Students at the Faculty of Chinese Language and Culture, ULIS-VNU, Hanoi*Anh Le Kim Ha & Thu Thi Hong Dinh* 13. Rubrics as a Source of Motivation and Clear Expectations in an American University Bridge Program*Michael Thomas Bade & Adam Joseph Boothe* 14. Use of Projects to Give Students More Freedom to Choose the Way to Be Assessed*Ha Ngan Nguyen* 15. Fairness of the New Entrance Examination for Universities in Japan in Terms of Test Site Capacity and Household Burden*Yuichiro Yokouchi*16. French Language Assessment in Thailand*Agnieszka Atthasit*  |
| 15.15-15.30 | Tea break |
| 15.30-16.20 | **Plenary Speech 2****Assessing Learners at the Intersection of Content and Language***Lorena Llosa*  |

|  |
| --- |
| Concurrent Sessions 1-3 |
| Time | Vu Dinh Lien Grand Hall | **Conference Room 1** | **Conference Room 2** | **Conference Room 3** | **Conference Room 4** |
| 16.25-16.50 | An Investigation of the Construct Validity of the CET-SET: Perspectives on the Construction and Use of Rating Scales ***Zhang Xiaoyi******The AALA 2019 Outstanding Dissertation Awardee*** | The Value of Feedback Comments on Student Writing***Stephanie Rummel*** | HSK and Common European Framework of References for Languages (CEFR) ***George Zhang***  | Assessment Literacy as a Basis for Benchmarking Assessment Procedure for University Foreign Language Programs***Noriko Iwashita & Kayoko Hashimoto***  | Uncovering the Inner-Workings of The Washback on Learning Construct: A Study of Hong Kong Learners’ Reactions to a Graded Approach to English Language Testing***Chi Lai Tsang & Talia Isaacs*** |
| 16.55-17.20 | Voices from Teacher-Raters in Scoring Speaking Performances in a High-Stakes Localised Test of English Proficiency***Thuy Ha Lam Thai******The AALA 2019 Best Student Paper Awardee*** | Beyond Spellcheck: Assessing ELL Writing in the Age of Automated Feedback***Zachary R. Hooker***  | The English Language Reform in Malaysia: The Alignment of the English Exams to the Common European Framework of Reference for Languages (CEFR)***Ardeshir Geranpayeh & Rahimah Adam***  | Enhancing Teachers’ Language Assessment Literacy from A Praxis Perspective***Jessica Wu, Anita Lin, & Judy Lo*** | The Role of Learners’ Test Perception in Forming English Learning Habits: A Structural Equation Model Approach***Lan Thuy Nguyen*** |
| 17.25-17.50 | Stakeholders’ Perceptions of IELTS Writing and Speaking Tests and their Impact on Communication and Achievement***Annita Stell, Noriko Iwashita, Megan Yucel, & Miyuki Sasaki*** | How can AI (Artificial Intelligence) really assess English, with focus on Speaking and Writing?***Alistair Van Moere & Veronica Benigno*** | An Application of the Construct Modeling Approach to Align the Thai National English Test Items with the CEFR Levels***Weeraphat Suksiri & Jirada Wudthayagorn***  | Assessing Young Learners: Language Assessment Literacy of Elementary School Teachers***Ximei Li*** | The Mediating Effect of Listening Metacognitive Awareness between Listening Test Anxiety and Listening Test Performance***Jian Xu*** |
| 17.50-20.00 | **Banquet****Lucky Draw** |

October 18, 2019 (Friday): Conference Day 2

Vu Dinh Lien Grand Hall, C2 & C3 Blocks – University of Languages and International Studies, Vietnam National University, Hanoi

|  |  |
| --- | --- |
| 07.30 | Registration |
| Concurrent Sessions 4-7 |
| Time | Vu Dinh Lien Grand Hall | **Conference** **Room 1** | **Conference** **Room 2** | **Conference** **Room 3** | **Conference** **Room 4** |
| 08.00-08.25 | Effects of Polytomous Multiple-Choice Scoring Approaches on Dependability and Model Fit***Nathan Carr, Quynh Nguyen, Thao Nguyen, & Sao Bui***  | Classroom Assessment Practices and the Impact on Self-directed EFL Learning***Shu-Chen Huang***  | **Symposium A**(8.00 - 9.40)Using Alternative Assessment Tools to Develop Critical Thinking Skills in Tertiary English as a Foreign Language (EFL) Contexts and in Teacher Education in the Asia-Pacific Region***Anna Filipi, Anna Podorova, Tony Richardson, Trang Nguyen, Thao Dang, Anh Nguyen, Huong Ta, An Nguyen, & Nguyen Dao*** | The Validity of TOEIC® Speaking and Writing test Scores: Evidence from Linguistic Laypersons in the International Workplace***Jonathan Schmidgall*** | **Symposium B**(8.00 - 9.40)Assessing Content Subjects of Humanities and Social Sciences Using English as a Medium of Instruction***Mai Vu, Binh Van, Ha H. Nguyen, & Ha T. Nguyen******Discussant: Hanh Hoang*** |
| 08.30-08.55 | Validating the Rating Process and Products of a Performance Test Task with a Multi-dimensional Construct***Lifang Yang***  | What Teachers Think about Assessment and How It Influences Their Classroom-Based Assessment Practices – The Results of a Global Survey***Susan Sheehan*** | A Sociocultural Inquiry into Assessment Literacy Development of EFL English Teachers: Perspectives Toward Taiwan’s 12-Year Basic Education Curricula*Yu-Ting Kao* |
| 09.00-09.25 | Using Multiple Approaches to Examine the Dependability of High School Writing Assessment in Hanoi, Vietnam***Khue Le*** | Assessing EFL College Learners Speaking Competence: An Interactionist Approach to Group Dynamic Assessment***Hsin-Chieh Wang & Yu-Ting Kao*** | The Effect of Intensive Test Preparation on Test-Takers’ Performance in the IELTS Test: The Case of Scholarship Grantees in Indonesia***Dang Arif Hartono*** |
| 09.30-09.55 | Real-world Use of English as a Lingua Franca (ELF) and Pronunciation Assessment: A Validity Argument***Sheryl Cooke*** | Building an Assesment Rubric for the Facebook's Closed Group Project in American Foreign Policy after WW2 Course***Anh Hai Hoang*** | Hello from the Other Side: How Candidates Perceive a High-Stakes Test*Megan Yucel* |
| 09.55-10.15 | Tea break |

|  |
| --- |
| Concurrent Sessions 8-9 |
| Time | Vu Dinh Lien Grand Hall | **Conference** **Room 1** | **Conference Room 2** | **Conference** **Room 3** | **Conference** **Room 4** |
| 10.15-10.40 | The Use of Audiovisual Input in Integrated Academic Speaking Tasks: Effects and Implications***Ching-Ni Hsieh & Larry Davis*** | Syntactic Complexity in Integrated Writing Tasks***Zaha Munahi Alanazi*** | The Use of Portfolio as an Effective Assessment to Improve Public Speaking Skill***Thuy Cam Ngo***  | The Role of Learning-Oriented Assessment in Improving Expected Learning Outcomes of Students***Quy Huu Nguyen*** | The Impact of Problem-Based Hots-Required Formative Assessment Tasks on Students’ Learning of Linguistics***Tam Thi Minh Nguyen***  |
| 10.45-11.10 | What Summarising Skills are We Assessing? Rater Perspectives on Reading-into-Writing and Listening-into-Writing Performances***Lyn May & Sathena Chan***  | Qualitative Analysis on Taiwanese EFL Learners’ Writing Difficulties***Naihsin Li & Jessica Wu*** | Self- and Teacher-Assessment of English Group Discussion: A Case of Chinese EFL Learners***Coral Yiwei Qin***  | Responding to a TOEFL Integrated Speaking Task: Mapping Test Taker Strategic Behaviours and Performance Content***Kellie Frost, Josh Clothier, & Gillian Wigglesworth*** | A Phenomenological Investigation of Learners’ Perceptions and Practices of Formative Assessment in English Language Learning***Ye Sir Lim*** |
| Time | Vu Dinh Lien Grand Hall |
| 11.15-12.05 | **Plenary Speech 3****How Should We Interpret Score Fluctuations in Repeated Test-Taking?***Alistair Van Moere*  |
| 12.05-13.25 | **Lunch break (Vu Dinh Lien Square)****AALA General Meeting (Vu Dinh Lien Grand Hall)** |
| **Concurrent Sessions 10-13** |
| Time | **Vu Dinh Lien** **Grand Hall** | **Conference Room 1** | **Conference Room 2** | **Conference Room 3** |
| 13.25-13.50 | Be Specific: A Bayesian Analysis of Informational Density in an Integrated Writing Task in an Academic English Test***Yuanyue Hao***  | Impact of Raters’ Perceptions of the Tested Construct on Rating***Phuc Diem Le***  | Writing Course Assessments and Cheating in Kuwait***Robert Kirkpatrick***  | Exploring Potential Relationships between Vocabulary Knowledge and Fluency Measures: A Task-Based Approach***Dion Clingwall & Jon Clenton***  |
| 13.55-14.20 | Distinguishing Language Ability from The Context in an EFL Speaking Test***Hongwen Cai***  | Speaking rater training towards standardization: Yes, but the ‘How’ is more important!***Quynh Nguyen, Yen Nguyen, Hien Tran, Thao Nguyen, Sao Bui, Chi Nguyen, & Hoa Nguyen*** | Examining the Washback Effects of the General Secondary English Test on Teaching and Learning in Vietnam: An Inter-Linked Study***Hong-Van Thi Nguyen & Chi-Duc Nguyen***  | Eye-Tracking Study on Cognitive Processing of Reading Used for Comprehension and Summarization on TOEFL iBT®***Mikako Nishikawa, Yukio Horiguchi, & Haruna Kawai*** |
| 14.25-14.50 | Developing Learning-Oriented Assessment Resources for Peer Interaction Speaking Tasks***Daniel M. K. Lam, Lynette May, Fumiyo Nakatsuhara, & Evelina Galaczi*** | Language Assessment Literacy Training: From a pre-service course to the standards language assessment competence for English teachers in Vietnam***Ha Thi Thu Pham & Mai Thu Duong*** | EFL Writing Assessment in Vietnam: From National Policy to Institutional Practice***Xuan Minh Ngo***  | Identifying Benefits from READS: A System Intended to Demystify Students' Reading Comprehension Ability***Lin Siew Eng, Abdul Rashid Mohamed, & Shaik Abdul Malik Mohamed Ismail*** |
| 14.55-15.20 | An Investigation of the Relationship between Writing Proficiency Level and the Strategic Behaviours Involved in Integrated Listening- and Reading-to-Write Performances***Sally O'Hagan, Ute Knoch, Michelle Czajkowski, & Susy Macqueen***  | Fairness in College Entrance Exams in Japan and the Planned Use of External Tests in English***Yuko Butler & Masakazu Iino***  | Improving Learning from Feedback in University-Level Language Programs***Ana Maria Ducasse, Maya Fujioka, Kathryn Hill, Qing Ji, Kerry Mullan, Jindan Ni, & Maki Yoshida*** | Towards Constructing a Deep Word Knowledge Test for Advanced Learners of Vietnamese Using Vietnamese WordNet***Phan Trang & Tinh Nguyen*** |
| 15.20-15.50 | **Tea break** |
| **Concurrent Session 14** |
| 15.50-16.15 | The Island Ridge Curve (IRC): A Theoretical Model Mapping the Interaction between Strategic Competence and Language Proficiency***Yuyang Cai & Antony John Kunnan***  | Tests As Drivers of Change in Education: A Theoretical Model***Gordon Alexander Allan***  | Washback to Language Teachers: A Review of Models and Empirical Research In and Beyond Vietnam***Thu Minh Dinh***  | An Assessment of Vocabulary Knowledge of Vietnamese EFL Learners***Duy Van Vu & Nhung Cam Nguyen*** |
| Time | Vu Dinh Lien Grand Hall |
| 16.25-17.15 | **Keynote speech 2****Principles, Policies and Practices in Multilingual Language Assessment*****Nick Saville***  |
| 17.15-17.45 | **Closing & Gratitude to sponsors**David Qian, AALA Immediate Past President, The Hong Kong Polytechnic UniversityLam Quang Dong, Head of AALA 2019 Organizing Committee (University of Languages and International Studies, VNU, Hanoi)Huu T. M. Nguyen (Vietnam's National Foreign Language Project)Inn Chull Choi (Korea University – President of The Korea English Language Testing Association, AALA2020 Organizing Committee) |