



教育學院
School of Education



Humanistic Approach to
Assessment, Standards, Innovation, and Accountability



AALA 2026 PROGRAMME BOOK

The 12th International Conference of the
Asian Association for Language Assessment 2026

18–21 September 2026
City University of Macau, Taipa Campus

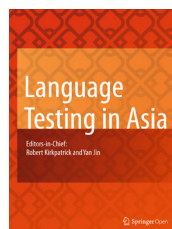


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Welcome Messages

Message from the AALA Presidents



On behalf of the Executive Board of the Asian Association for Language Assessment, we would like to warmly welcome you to the 12th International Conference of AALA! This year's conference theme, "Humanistic Approach to Assessment, Standards, Innovation, and Accountability," highlights an important agenda—revisiting the critical role that humans play in ensuring the quality of second language teaching, learning, and assessment in the era of rapid technological advancement. AALA's mission is to bring together researchers, practitioners, educators, and students to promote language assessment research and practice in Asia. In particular, AALA takes great pride in its annual conference, which presents great opportunities for exchange of ideas and collaboration among our members, as well as for welcoming new participants to our vibrant community. We are delighted to share with you the exciting program of this year's conference, featuring distinguished speakers as well as symposia, research papers, and posters on diverse topics that showcase the quality of the research conducted by our colleagues in Asia and beyond.

We are grateful to all those who have worked hard to organize the AALA 2026 conference. First, we would like to express our heartfelt thanks to the local co-chairs, Liying Cheng and April Jiawei Zhang, as well as the members of the Organizing Committee. Your leadership, dedication, and tireless efforts have been instrumental in putting together this wonderful conference. Our special thanks also go to the sponsors of this year's conference: British Council, Duolingo English Test, Language Training and Testing Center (LTTC), the TOEIC Program at ETS, Pearson, LanguageCERT, City University of Macau, Language Testing and Assessment, Language Testing in Asia, Hong Kong Elite and Education Association, Sejong Korean Language Assessment (SKA), and Hong Kong Macao China Education Research Institute. With your valuable support, we look forward to making this conference a great success.

This year's annual conference is the first to be held in Macau. The city's rich culture and unique charm provide an ideal setting for a truly memorable conference. We sincerely hope that you enjoy every aspect of this four-day event!

Sincerely

Yasuyo Sawaki, President, Asian Association for Language Assessment
Jason Fan, Co-President, Asian Association for Language Assessment



Welcome Messages

Message from the Local Conference Co-Chairs



It is a privilege and tremendously responsibility to welcome you ALL to the 12th International Conference of the Asian Association for Language Assessment, hosted by City University of Macau from 18 to 21 September 2026.

Asia holds a uniquely strategic geopolitical, economical, and educational location in the world today. Asian scholars play a leading role in international testing and assessment research. For this very reason, we chose the theme of ASIA – Assessment, Standards, Innovation, and Accountability – foundational pillars in our field of research. We added “Humanistic Approach to Assessment, Standards, Innovation, and Accountability” to consider how language assessment should remain centred on people while responding thoughtfully to ever fast technological changes, evolving local and international standards, and increasing demands for accountability globally. These conversations are especially timely as our field explores new challenges and possibilities while continuing to uphold fairness, inclusivity, ethical responsibility, and respect for learners as our central goal in education.

We proudly host more than 200 speakers from 19 countries and regions this year at the 12th International Conference of the Asian Association for Language Assessment. During the conference, we will listen to high-impact plenary speeches from 3 internationally recognised Asian-heritage scholars, four competence-packed workshops, 36 featured speakers representing leading research from various Asian regions and 12 local and international sponsors, 110 parallel sessions, and 20 posters. Most importantly, you will engage in informal exchanges that bring together researchers, educators, practitioners, and students from across Asia and beyond. The conference will provide a welcoming space in which we can share our work, encounter fresh perspectives, renew professional connections, and begin new collaborations.

We are delighted to host you in Macau, a city where diverse traditions, cultures, and cuisines meet. Enjoy not only the intellectual richness of the conference but also the distinctive heritage, hospitality, and character of our city!

Thank you very much to our speakers, presenters, participants, sponsors, volunteers, and the organising committee for making this milestone gathering possible. We wish you a stimulating, rewarding, and memorable AALA 2026 right here at the City University of Macau.

Warmly,
Liying Cheng, Local Conference Co-Chair
April Jiawei Zhang, Local Conference Co-Chair



AALA Awards and Special Issue

AALA Outstanding Dissertation Award 2025

Shengkai Yin (Federation University Australia)

Assessing Critical Thinking in EAP Speaking: The Development and Validation of a Rating Scale

Submission ID: AALA20260148

Best Student Paper and Poster Awards

The Winner of the 2026 AALA Best Student Paper Presentation

Yanxin Wang (Zhejiang University, China)

Feature-Based Modeling and LLM-generated Scores for Automated Speech Evaluation

Submission ID: AALA2026073

The Winner of the 2026 AALA Best Student Poster Presentation

Han Yining (Nanyang Technological University, Singapore)

Comparing human and GenAI-mediated interlocutors in L2 speaking assessment: Effects on linguistic and neurocognitive behaviour

Submission ID: AALA20260134

Special Issue Supported by Language Testing in Asia

A Humanistic Approach to Assessment, Standards, Innovation, and Accountability

Eligibility and deadline. The Springer Nature collection is open until 1 April 2027. Only work accepted and presented at AALA 2026 is eligible for consideration.

Focus. Human-centred assessment design and practice; standards, fairness and equity; innovation and technology; and accountability, policy and public trust.

Selection. Stage 1 screens AALA 2026 presentations for quality, relevance and methodological rigour. Invited manuscripts then undergo Language Testing in Asia's standard double-blind peer review; an invitation does not guarantee publication.

Guest editors. Wei Wei (Macao Polytechnic University), April Jiawei Zhang (City University of Macau) and Liying Cheng (City University of Macau).

Timeline. Conference selection: 18–20 September 2026; invitations: 1 October 2026; full manuscripts: 1 April 2027; first reviews: 1 July 2027; revisions: 1 November 2027; final decisions: 1 December 2027; delivery to LTA: February 2028; expected publication: early–mid 2028.

Collection page. link.springer.com/collections/hfddgecgfa

Conference Theme and Host

Humanistic Approach to Assessment, Standards, Innovation, and Accountability

AALA 2026 explores how humanistic perspectives can guide and transform contemporary assessment practices, policies and technologies. The conference brings together researchers, educators, practitioners and students to examine how assessment can remain ethical, fair, context-sensitive and accountable while responding to rapid technological and social change.

The programme highlights human-centred assessment design, fairness and equity across multilingual and digital contexts, innovation including generative AI and automated feedback, and the role of transparency and public trust in educational and high-stakes assessment.

Hosted by City University of Macau — School of Education

Address in English: Avenida Padre Tomás Pereira Taipa, Macau

Taxi Address in Chinese: 澳門城市大學氹仔校區行政樓

Taxi Address Pronunciation in Mandarin (Pinyin): Àomén Chéngshì Dàxué Dàngzǎi Xiàoqū Xíngzhèng Lóu

Taxi Address Pronunciation in Cantonese (Jyutping): Ou3 mun4*2 sing4 si5 daai6 hok6 tam5 zai2 haau6 keoi1 hang4 zing3 lau4

Venue and Campus Map

Registration, help desk and lost and found are at the Culture Centre entrance.



Main programme locations

Culture Centre in Building C;

HG01, HG02 and HG03 are in Building H;

Classrooms are in Building L.

Please consult the detailed programme for the room assigned to each presentation.

Committees and Volunteers

Local Organising Committee

- Liying Cheng — City University of Macau
- April Jiawei Zhang — City University of Macau
- Jiayi Li — City University of Macau
- Shelly Ye — City University of Macau
- Wei Wei — Macao Polytechnic University
- Cecilia Guanfang Zhao — University of Macau
- Qin Xie — University of Macau
- Matthew Wallace — University of Macau

Proposal Reviewers

- Cecilia Guanfang Zhao — University of Macau
- Qin Xie — University of Macau
- Rachel Wu — National Taiwan University
- Rie Koizumi — University of Tsukuba
- Xun Yan — University of Illinois at Urbana-Champaign
- Yong-Won Lee — Chair, Seoul National University
- Youngsoon So — Seoul National University

AALA Executive Board

- Yasuyo Sawaki — Waseda University
- Jason Fan — University of Melbourne
- Yong-Won Lee — Seoul National University
- Mingwei Pan — Shanghai International Studies University
- Thi Ngoc Quynh Nguyen — VNU University of Languages and International Studies
- Jing Zhang — Yunnan University
- Keita Nakamura — Tohoku University
- Yasuhiro Imao — The University of Osaka
- Ying Chen — Ocean University of China
- Shangchao Min — Zhejiang University
- Limei Zhang — Nanyang Technological University

Conference Volunteers

We extend our sincere gratitude to the dedicated volunteers whose time, effort, and commitment were instrumental to the success of this conference.



Wei Wei, Cecilia Guanfang Zhao, April Jiawei Zhang, Liying Cheng, Qin Xie, Matthew Wallace, Jiayi Li, Shelly Xueting Ye

Plenary Speakers

Professor Eunice Eunhee Jang

University of Toronto



Saturday 19 September | 09:30–10:30 | Culture Centre

Empowering Learners and Educators: Critical AI Literacy for Learning-Oriented Language Assessment in the Age of Generative AI

When students can ask ChatGPT to help them write an essay or practice a conversation, what does it really mean to be a competent language user? This is not merely an academic integrity issue. It challenges us to rethink what language ability actually entails (Xi, 2025). If AI can produce fluent text, then competence may lie less in the final product itself and more in learners' capacity to engage meaningfully with language tasks and use feedback to improve. This plenary argues that learning-oriented assessment (LoA) offers a constructive response to this challenge because it shifts the focus from measuring linguistic output to facilitating deeper cognitive and metacognitive competencies (Turner & Purpura, 2016).

Drawing on two research projects, BalanceAI with school-age children and APLUS with university students, the talk examines how AI-supported LoA can provide timely feedback that strengthens learner agency and self-regulated learning through the metacognitive cycle of goal-setting, monitoring, and reflection that characterizes autonomous learners (Zimmerman, 2008). For teachers, such assessment systems can provide timely diagnostic information that supports responsive instruction. Yet, realizing this promise requires more than technical proficiency. Teachers need critical AI literacy to understand not only how to use these tools, but also how to question their limitations and blind spots. The reality is that AI systems often work less well for the students we serve. Research shows scoring differences for students from different linguistic backgrounds, and speech recognition systems may privilege native-speaker speech features (Hannah et al., 2022; Jang & Sawaki, 2025; Kim & Ockey, 2024; Wang & von Davier, 2014). Teachers therefore play a crucial role in interpreting results, challenging bias, and ensuring that AI serves all learners fairly.

The talk concludes by charting future directions for the language assessment community, advocating for culturally responsive AI design, human-in-the-loop approaches (Bolender et al., 2023), regional validation studies, and collaborative frameworks that welcome Asian voices in shaping how these technologies are developed and deployed.



Dr. Eunice Eunhee Jang is a Professor at the Ontario Institute for Studies in Education (OISE), University of Toronto. She believes that how we assess students shapes not only what they learn, but who they become. Her work reimagines assessment as a practice of recognition rather than gatekeeping, with a particular commitment to multilingual learners and historically underserved communities. She played a key role in developing Ontario's Steps to English Proficiency framework and now leads projects such as BalanceAI and APLUS, exploring how AI-supported diagnostic and learning-oriented assessments can strengthen teachers' and students' agency.



Plenary Speakers

Professor Xun Yan

University of Illinois Urbana-Champaign



Saturday 19 September | 13:00–14:00 | Culture Centre

Innovating the Assessment of Argumentation: The Story Behind the Evolution of a Local Writing Assessment

Assessing the construct of argumentation in second language writing is a perennial concern for both language testing and second language writing specialists. While scholarship in L2 writing has substantially deepened the theoretical construct of argumentation, language testing research must constrain its operationalization to ensure reliability, validity, and practicality. In large-scale assessments, argumentation is often captured indirectly, folded into broader categories such as organization or task completion. Local assessments, however, can serve as productive sites to explore more direct and fine-grained approaches to assessment argumentation. This talk traces the evolution of a local writing placement test designed to measure argumentation more directly and serve a complex network of stakeholders associated with the local writing program. Largely through a community of practice approach, this collaborative work has involved developing a shared construct definition among stakeholders, revising writing tasks to elicit argumentation, validating new rating scales, and exploring technological tools to automate selected processes. Ultimately, these innovations can strengthen alignment between assessment and instruction, enhancing the instructional effectiveness of L2 writing instructors and the learning experience of L2 writers.



Xun Yan is a professor of Linguistics, Second Language Acquisition and Teacher Education, and Educational Psychology at the University of Illinois Urbana-Champaign. His research interests include speaking and writing assessment, psycholinguistic and computational approaches to language testing, and language assessment literacy. His work can be found in *Applied Linguistics*, *Assessing Writing*, *Journal of Second Language Writing*, *Language Assessment Quarterly*, *Language Learning*, *Language Testing*, *Studies in Second Language Acquisition*, *TESOL Quarterly*, among others. He is a co-editor for *Language Testing*. Xun was the recipient of the ETS TOEFL Essentials New Scholar award in 2022 and the ILTA/Sage Best Book Award in



Plenary Speakers

Professor Ying Zheng — Jamie Dunlea Lecture

University of Southampton



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Sunday 20 September | 09:30–10:30 | HG02

Researching Mandarin Chinese Education Beyond Asia: Evidence, Challenges, and Synergies

As Mandarin Chinese continues to play an important role in education, particularly amid growing interest in multilingualism and global engagement, understanding the interplay between teaching, learning, and assessment of this Asian language in a non-Asian context remains essential. This presentation draws on a series of empirical studies, offering insights into key aspects of Mandarin Chinese education, including learner motivation, teacher development, and exam evaluation.

I will present findings from studies conducted in recent years by the Southampton team, exploring factors that shape learner motivation across educational stages, from primary school to university, and Mandarin teachers' professional development, including the experiences of language teachers across borders and the ways transnational trajectories influence classroom practice. I will also present research findings on the alignment of A-Level Mandarin exams with the CEFR and the challenges teachers encounter in translating exam requirements into classroom practice.

To conclude, I will propose a reflective synergy approach that encourages teachers to engage as researchers, bridging the gap between research and practice to enhance Mandarin teaching and assessment. The presentation will highlight the wider relevance of this work for strengthening Mandarin Chinese as a foreign language education globally, where learner profiles, exposure patterns, and institutional expectations differ, supporting more equitable, context-sensitive, and sustainable approaches to teaching and assessment.



Ying Zheng is a Professor in the Department of Languages, Cultures and Linguistics at the University of Southampton, UK. She holds a PhD in Cognitive Studies from Queen's University, Canada, specialising in second language testing and assessment. Before joining Southampton in 2013, she worked as a psychometrician and later director of research in the language testing division at Pearson London. Her research focuses on psychometrics, large-scale test validation, scale alignment, Mandarin exams in the UK school system and AI-enabled language assessment. *Jamie Dunlea Lecture supported*



Pre- and Post-Conference Workshops

Professor Dina Tsagari

Oslo Metropolitan University



Friday 18 September | 14:00–17:00 | Culture Centre Room 1

Assessing English Language Students with Specific Learning Difficulties

Dina Tsagari is Professor in the Department of Primary and Secondary Teacher Education at Oslo Metropolitan University. Her research spans language testing and assessment, differentiated instruction, multilingualism, distance education, learning difficulties and inclusive education.

Workshop overview

An inclusive-assessment workshop examining how specific learning difficulties, including dyslexia and ADHD, may affect language learning and assessment. Participants consider barriers in conventional assessment and apply differentiation, reasonable accommodations and Universal Design for Learning to classroom-based assessment.

Dr Gwan-Hyeok Im

Konkuk University Glocal Campus



Friday 18 September | 14:00–17:00 | Culture Centre Room 2

Validity and Validation in Language Assessment: Concepts, Evidence, and Argument-Based Approaches

Gwan-Hyeok Im is Assistant Professor in the Department of English Language and Culture at Konkuk University Glocal Campus. His research focuses on validity and validation in second-language testing, English-medium instruction, digital literacy and emerging technologies in education.

Workshop overview

A practical introduction to contemporary validity and argument-based validation. Participants work with claims, assumptions, evidence and rebuttals, analyse possible sources of measurement error and collaboratively construct a simple validity argument. No advanced statistical background is required.



Pre- and Post-Conference Workshops

Dr Yuanyue Hao

University of Oxford



Friday 18 September | 14:00–17:00 | HG01

Unpacking Deep Learning and Neural Networks: Fundamentals and Hands-On Application in Language Assessment Research

Yuanyue Hao is a doctoral researcher in the Department of Education at the University of Oxford. His work examines automated pronunciation assessment, algorithmic fairness, auditing algorithms and the rigorous use of machine learning and causal inference in applied linguistics.

Workshop overview

A conceptual and hands-on introduction to deep neural networks for language assessment. The workshop covers key training concepts, a guided Python analysis and critical questions involving fairness, interpretability and transparency. Participants should bring a laptop and have access to a valid Google account for the Colab notebook.

Professor Quan Zhang

South China Business College of Guangdong University of Foreign Studies



Monday 21 September | 09:30–12:30 | Culture Centre Room 1

Item Analysis and Test Equating in the Age of AI

Quan Zhang is a visiting professor at South China Business College of Guangdong University of Foreign Studies and Secretary-General of the Pacific Rim Objective Measurement Society for mainland China. His long-standing work includes large-scale examination development, item production and Rasch modelling for language testing.

Workshop overview

This post-conference workshop introduces Classical Test Theory item analysis and Rasch-based test equating with Rasch-GZ. It combines conceptual foundations, software demonstration, classroom practice and discussion. Participants may bring their own data for on-site analysis.



Essential Attendee Information

Conference venue	City University of Macau, Taipa Campus
Wi-Fi SSID	CityU-Event-Guest
Wi-Fi password	AALA2026@CITYU
Help desk/Lost and Found	Culture Centre Entrance throughout the conference days

Registration

- Campus registration is at the Culture Centre entrance.
- Registration at Zam Zam, Regency Art Hotel, is available only from 17:30-18:30 on Friday 18th September before the Welcome Reception.

Meals, Reception and Banquet

- Coupons for two lunches and the Welcome Reception are included in the conference bag.
- Please present the appropriate coupon when collecting your lunch box.
- The Welcome Reception is open to registered attendees and takes place at Zam Zam, Regency Art Hotel.
- Banquet eligibility is marked on the name badge. Please wear your badge to enter the banquet at 17th Floor, Altira Macau.

Paper Presentations

- Each paper presentation is allotted 20 minutes for the presentation and 5 minutes for questions and answers.
- Bring the presentation file on a USB drive and keep a PDF backup copy.
- Arrive at the session starts and classroom at least 10 minutes before the session and ask a volunteer to copy the file to the classroom computer.

Poster Presentations

- Poster size is A1 (841 × 594 mm).
- Presenters must print and bring their own posters to the venue.
- Volunteers will assist presenters in mounting posters on the designated boards from 9:00 am on the day.
- Poster display hours are 10:30–15:30 on 19 and 20 September.

Attendance Certificate

Your individual presentation certificate can be collected from the reception desk at Culture Centre entrance.

Session-Chair Instructions

Chair assignment

The first scheduled presenter in each classroom serves as chair for that session block.

- Arrive at least 10 minutes early and confirm the presentation order with the volunteer and presenters.
- Briefly welcome the audience, introduce each presenter and keep the session to the published timetable.
- Give a two-minute warning near the end of each 20-minute presentation and stop the presentation at 20 minutes so that 5 minutes remain for questions.
- Invite concise questions, manage transitions and ensure that the next presentation begins on time.
- Report technical problems or presenter absences to the classroom volunteer or registration/help desk.

AALA2026 at a glance - Workshops - Schedule

18 & 21 September | Workshops, registration and shared activities

Friday, 18 September Shared activities and workshops					Monday, 21 September Shared activities and workshops				
Shared activities		Culture Centre Room 1		Culture Centre Room 2		HG01		A207	
13:00-14:00 Culture Centre Entrance Programme activity Registration at Culture Centre Entrance		14:00-17:00 Workshop Assessing English language students with Specific Learning Difficulties Dina Tsagari		14:00-17:00 Workshop Validity and validation in language assessment: Concepts, evidence, and argument-based approaches Gwan-Hyeok Im		14:00-17:00 Workshop Unpacking deep learning and neural networks: Fundamentals and hands-on application in language assessment research Yuan Yue Hao		14:00-16:00 EB activity AALA EB Meeting	
17:30-18:30 Zam Zam (poolside, ground floor, Regency Art Hotel) Programme activity Registration at Zam Zam								09:00-09:30 Culture Centre Entrance Programme activity Registration at Culture Centre Entrance	
18:30-20:30 Zam Zam (poolside, ground floor, Regency Art Hotel) Social Welcome Reception Open to all registered attendees. Please wear the name badge provided in your conference bag to attend the reception. Supported by Pearson								09:30-12:30 Workshop Item Analysis and Test Equating in the Age of AI Quan Zhang	

AALA2026 at a glance - Day 1 - Schedule

Day 1 - 19 September | Shared sessions, including plenary sessions

Saturday

19 September

08:15-09:00 | Culture Centre Entrance | Programme activity
Registration at Culture Centre Entrance

09:00-09:30 | Culture Centre Theatre | Programme activity
Opening

09:30-10:30 | Culture Centre Theatre | Plenary
Empowering Learners and Educators: Critical AI Literacy for Learning-Oriented Language Assessment in the Age of Generative AI
Eunice Eunhee Jang

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10:30-11:00 | Culture Centre Room 1 & 2 | Programme activity
Morning tea break

11:00-12:00 | HG01, HG02, HG03, L205, L206, L207 | 6 rooms
Concurrent sessions

12:00-13:00 | Culture Centre Room 1 & 2 | Programme activity
Lunch

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12:00-12:30 | HG02 | EB activity
Student Committee Networking

13:00-14:00 | Culture Centre Theatre | Plenary
Innovating the assessment of argumentation: The story behind the evolution of a local writing assessment
Xun Yan

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14:00-15:00 | HG01, HG02, HG03, L205, L206, L207, L305, L306, L307 | 9 rooms
Concurrent sessions

15:00-15:30 | Culture Centre Room 1 & 2 | Programme activity
Afternoon tea break

Supported by


15:00-15:30 | Space between Culture Centre Room 1 & 2 | Poster presentation
Poster presentations

15:30-17:30 | HG01, HG02, HG03, L205, L206, L207, L305, L306, L307 | 9 rooms
Concurrent sessions

18:30-20:30 | 17th Floor, Altira Macau | Social
Conference Banquet and Award Ceremony
For paid and invited attendees.

Supported by


Detailed room assignments are shown on the following pages.

AAIA2026 at a glance - Day 1 - Concurrent Overview

Day 1 - 19 September | Horizontal Room Overview

Submission IDs by room and start time | Shared activities and breaks are listed in the preceding section.

White gaps mark time breaks

TIME	HG01	HG02	HG03	L205	L206	L207	L305	L306	L307
11:00	AAIA20260114	AAIA20260204	AAIA20260212	AAIA2026059	AAIA20260110	AAIA2026019			
11:30	AAIA20260201	AAIA20260164	AAIA20260199	AAIA2026091	AAIA2026053	AAIA2026020			
14:00	AAIA20260210	AAIA20260207	AAIA20260203	AAIA2026003	AAIA2026045	AAIA2026015	AAIA2026010	AAIA2026078	AAIA2026081 WITHDRAWN
14:30	AAIA20260179	AAIA20260114	AAIA20260054	AAIA2026008	AAIA2026039	AAIA2026063	AAIA2026030	AAIA2026076	AAIA2026079
Posters 15:00-15:30 Space between Culture Centre Rooms 1 & 2									
	AAIA2026001	AAIA2026005	AAIA2026028	AAIA2026061	AAIA2026066	AAIA20260100	AAIA20260102	AAIA20260125	AAIA20260134
15:30	AAIA2026007	AAIA20260191	AAIA2026048	AAIA2026032	AAIA2026049	AAIA2026074	AAIA2026036	AAIA2026094	AAIA20260101
16:00				AAIA2026009	AAIA2026046	AAIA2026043	AAIA2026012	AAIA2026040	AAIA2026088
16:30	AAIA2026006	AAIA20260116	AAIA2026092	AAIA2026011	AAIA2026050	AAIA2026047	AAIA2026044	AAIA2026087	AAIA20260111
17:00				AAIA2026017	AAIA2026068	AAIA2026051	AAIA2026058	AAIA20260182	AAIA20260115

Colour key
Featured

Theme 1

Theme 2

Theme 3

Theme 4

Symposium

EB symposium / other

Poster presentation

AALA2026 at a glance - Day 1 - Concurrent Sessions

Day 1 - 19 September | Concurrent sessions 11:00-12:00 | 6 rooms | Section page 2 of 6

HG01	HG02	HG03	L205	L206	L207
11:00-11:30 Featured/HK AALA20260114 Automated feedback in language education and beyond: GenAI opportunities and challenges David Carless	11:00-11:30 Featured/Macau AALA20260204 Dynamic Assessment with LLMs: What Does It Look Like? Haomin Zhang	11:00-11:30 Featured/Mainland China AALA20260212 Engaging with GenAI-generated feedback in L2 writing: A process analysis of learner uptake Wei Ren; Bin Shen	11:00-11:30 Theme 3 AALA2026059 What critical thinking skills are measured by each item of the English Critical Thinking Test (ECTT)? Akiyo Hirai; Hideaki Oka; Hiroki Maeda; Angelina Kovalyova	11:00-11:30 Theme 1 AALA20260110 Writing Assessment Literacy in Practice: Insights from the classroom of a university English teacher Ling Gan; Ricky Lam	11:00-11:30 Theme 1 AALA2026019 AI-Assisted Score Equating in a School-Based Online Speaking Test: An Application of the Many-Facet Rasch Model Wei Jie
11:30-12:00 Featured/HK AALA2026021 Developing Multilingual Assessment with Teachers to Engage Students' Learning Potential Saskia Van Vriegen	11:30-12:00 Featured/Macau AALA20260164 Writing with AI outside of classrooms: Secondary Students' experience with a Customized AI-Bot Qin Xie; Yu Zhou	11:30-12:00 Featured/Mainland China AALA20260199 Using Self-Assessment to Investigate Comparability of the CEFR and CSE: An Exploratory Study Wen Zhao; David Coniam	11:30-12:00 Theme 3 AALA2026091 The Best of Both Worlds? A Mixed-Methods Evaluation of AI-Mediated Formative Feedback and Feedback Literacy in Malaysian Higher Education Norhaslinda Hassan	11:30-12:00 Theme 1 AALA2026053 Development of the Sejong Korean Assessment and Its Prospects as a Proficiency Test Mijin Won	11:30-12:00 Theme 1 AALA2026020 Reevaluating AI-Based Writing Feedback: A Comparative Study of Holistic and Linguistic-Specific Evaluation Criteria in EFL Learners' XIAOLIAN JIN (Soyeon Kim)

AALA2026 at a glance - Day 1 - Concurrent Sessions

Day 1 - 19 September | Concurrent sessions 14:00-15:00 | 9 rooms | Section page 3 of 6

HG01	HG02	HG03	L205	L206	L207	L305	L306	L307
14:00-14:30 Featured AALA20260210 Validity Evidence for TOEIC® Tests in International Workplace Contexts Saerhim Oh	14:00-14:30 Featured AALA20260207 AI Forward: perspectives from the Association of Language Testers in Europe 2026 Letizia Cinganotto; Waldemar Martyniuk; Nick Saville	14:00-14:30 Featured AALA20260203 When Scores Travel: Concordance, Transparency, and Interpretation Leda Lampropoulou	14:00-14:30 Theme 3 AALA20260003 Evaluating Generative AI in writing assessment: Automatic scoring and model text generation Junyan Guo	14:00-14:30 Theme 3 AALA2026045 Surveying the assessment landscape of digital multimodal composing in L2 contexts: A scoping review Yuming Liu; Ricky Lam	14:00-14:30 Theme 1 AALA2026015 Test anxiety revisited: a comparison of at-home vs in-centre high stakes English proficiency tests Ruolin Hu	14:00-14:30 Theme 2 AALA2026010 Fairness and Bias in the IELTS Speaking Test - An Examiner's Autoethnographic Inquiry Jason Chan	14:00-14:30 Theme 1 AALA2026078 Toward the Development of a Short-Form Korean Elicited Imitation Test: Content Representativeness and Measurement Comparability Hojung Kim; Yongkook Won; Jiyoung Kim	14:00-14:30 Theme 1 AALA2026081 WITHDRAWN The Impact of AI Scoring on IELTS Speaking Test Validity: Analyzing Test Takers' Trust and Acceptance Li Yi
14:30-15:00 Featured AALA20260179 An examination of rater judgements of comprehensibility in extended speech Meha Dayal	14:30-15:00 Featured AALA2026014 'Traditional' and 'efficient' writing assessment tasks: Do they support similar interpretations of writing ability? Ching-Ni Hsieh; Huiying Cai	14:30-15:00 Featured AALA2026054 Responsible AI in Language Assessment: Ethical Innovation and Pair-wise Comparisons David Booth; Ying Zheng	14:30-15:00 Theme 3 AALA2026008 Do AI-Generated Audios Impact Chinese Language Learners' Comprehension? An Experimental Study Daria Zhigulskaia	14:30-15:00 Theme 3 AALA2026039 Exploring the Potential of Generative AI in Assessing Intercultural Communicative Competence of Chinese Language Teachers Wenqi Dai	14:30-15:00 Theme 2 AALA2026063 The impact of language policy on L3 learning motivation: a study of Tibetan-Chinese-English trilingual learners Qingzeng Zhuoma; Shangwen Chen	14:30-15:00 Theme 2 AALA2026030 Human Judgment and Data-Driven Evidence in Dialogue: A Multi-Method Approach to CEFR Standard Setting Sun-Young Shin; Sijia Huang	14:30-15:00 Theme 1 AALA2026076 Why the Disfluency in Mandarin? A Diagnostic Study of Cognitive Fluency Considering Socio-Cultural Contexts Bosheng Wang; Mengzhen Xu; Chengqun Liu	14:30-15:00 Theme 1 AALA2026079 Harmonious Discourse Analysis of the Reading Discourses in NMET from the Perspective of Transitivity: Taking the 2025 NMET as an Example Yuhang Chen; Xiangdong Gu

AALA2026 at a glance - Day 1 - Poster Presentations

Day 1 - 19 September | Poster presentations | 15:00-15:30 | Space between Culture Centre Room 1 & 2

10:30-15:30 | Poster
AALA2026001

Enhancing Beginner HSK Speaking via Generative AI: A Human-Centered Approach to Multilingual Learners
Wang Tong

10:30-15:30 | Poster
AALA2026005

Beyond Test Scores: Developing and Validating the Student Assessment Literacy Scale (SALS) for Chinese EFL Learners
Liu Yuan

10:30-15:30 | Poster
AALA2026028

The Therapeutic Potential of L2 Writing: Using English Diaries to Mitigate Negative Emotions in Students
Miao Yiran

10:30-15:30 | Poster
AALA2026061

Exploring Segmentation Design on Cognitive Load in Chinese Scrambled Sentence Tasks: An Eye-tracking Study
Yuchen Xing; Ying Zheng; Jia Li; Yuxuan Yang

10:30-15:30 | Poster
AALA2026066

Validating Duolingo's Multimodal Tasks: A Longitudinal Triangulation of Cognitive Processes Across Proficiency Levels
Yuxuan Yang; Ying Zheng; Jia Li; Yuchen Xing

10:30-15:30 | Poster
AALA20260100

Towards human-centred reading-into-writing assessment: A study on item writing, source text characteristics, and learner cognition and perceptions
Pham Ngoc Bao Tram

10:30-15:30 | Poster
AALA20260102

Leveraging Process Data Through Multi-Agent Collaboration: A Formative Assessment Framework for Academic English
Xueshan Zhang; Hui Ma; Chenxi Liu; Jonathan James Corbett

10:30-15:30 | Poster
AALA20260106

Teacher Assessment Literacy for Human-in-the-Loop Use of Generative AI in Secondary EFL Writing Feedback
Zihan Sun

10:30-15:30 | Poster
AALA20260125

Formative Assessment Practices in Chinese College English Contexts: New Insights from a Mixed Methods Investigation
Jiang Haitian; April Jiawei Zhang

10:30-15:30 | Poster
AALA20260134

Comparing human and GenAI-mediated interlocutors in L2 speaking assessment: effects on linguistic and neurocognitive behaviour
Han Yining

AAIA2026 at a glance - Day 1 - Concurrent Sessions

Day 1 - 19 September | Concurrent sessions 15:30-16:00 | 9 rooms | Section page 5 of 6

HG01	HG02	HG03	L205	L206	L207	L305	L306	L307
15:30-16:00 Theme 3 AALA2026007 Leveraging large language models for automatic assessment of English-Chinese interpreting: Optimizing in-context learning examples for few-shot prompting Chao Han; Jiang Zhaokun; Lu Xiaolei	15:30-16:00 Theme 3 AALA20260191 Students' Feedback Literacy in the Age of Generative Artificial Intelligence Limei Zhang	15:30-16:00 Theme 1 AALA2026048 The role of metacognitive strategy use in diminishing the negative impact of perceived linguistic difficulty on English reading test performance: A case of the Dual-Mode Hypothesis Huimin Guo; Yuyang Cai; Qianwen Ge; Yan Yang	15:30-16:00 Theme 3 AALA2026032 Interactional Features in AI-Mediated Speaking Tasks: Differential Manifestation and Predictive Validity Hua Wang	15:30-16:00 Theme 3 AALA2026049 Bridging Performance and Pedagogy: A Corpus-Based Analysis of Sectional Achievement and Learner Backgrounds Po-Ya Angela Wang; Chungche Huang; Shu-Kai Hsieh	15:30-16:00 Theme 1 AALA2026074 Adapting CLIL Teachers' Assessment Literacy Framework in a Value-Integrated Foreign Language Curriculum Lin Feng; Yaru Meng; Jinyan Zhang	15:30-16:00 Theme 2 AALA2026036 Against the Deficit View: Dynamic Assessment of Morphological Awareness Contributes to Reading Comprehension via Static Assessment for Ethnic Minority Children Yuyan Xia; Sihui (Echo) Ke	15:30-16:00 Theme 4 AALA2026094 How stakeholder agency shapes test impact: Evidence from Language Other Than English (LOTE) assessments in China's National Matriculation Test (NMT) Chenyang Zhang; Jason Fan; Mingwei Pan	15:30-16:00 Theme 1 AALA20260101 EFL Preservice Teachers' Assessment Literacy Growth in Teacher Education Eunjeong Park

AAIA2026 at a glance - Day 1 - Concurrent Sessions

Day 1 - 19 September | Concurrent sessions 16:00-17:30 | 9 rooms | Section page 6 of 6

HG01	HG02	HG03	L205	L206	L207	L305	L306	L307
16:00-17:30 Symposium AAIA2026006 Leveraging artificial intelligence for assessing translation and interpreting Chao Han; Jiang Xinlei; Lu Xiaolei; Wang Weiwei; Jiang Zhaokun	16:00-17:30 Symposium AAIA20260116 Delivering Language Assessment Online: Research, Validity, and Consequences in a Digital Era Alina A. Von Davier; Geoff Laffair; Hye-won Lee; Sarah Hughes; Liying Cheng	16:00-17:30 Symposium AAIA2026092 Protecting Test Validity by Reducing Test Anxiety Effect: The Role of Learner Agentic Resources Yuyang Cai; Keke Xing; Yan Chen; Qianwen Ge; Yan Yang	16:00-16:30 Theme 3 AAIA2026009 Beyond Agreement: Modeling the Measurement Behavior of Generative AI Configurations in Integrated Writing Assessment Sun-Young Shin; Weejeong Jeong	16:00-16:30 Theme 3 AAIA2026046 From Adoption to Effective Use: Examining Generative AI Usage Quality in Technical Report Writing Noor Dariza Binti Mohamad Zamri	16:00-16:30 Theme 1 AAIA2026043 Criterion Difficulty in IELTS Academic Writing Task 1: Evidence from line chart description tasks Dang Thi Phuong	16:00-16:30 Theme 2 AAIA2026012 Exploring Fairness and suitability in A-level Chinese exam: Teachers' perspectives from England Jia Li; Ying Zheng; Xiaotian Kuai; Yu-Hua Chen	16:00-16:30 Theme 4 AAIA2026040 Comparing Full-Test and One-Skill Retakes in IELTS Speaking: Evidence from Growth Curve Modelling Lulu Zhang; Ying Zheng; Emma Bruce; Xinqian Liu	16:00-16:30 Theme 1 AAIA2026088 Washback on Student Learning: A Comprehensive Systematic Review Ainul Rasyiqah Binti Sazali
			16:30-17:00 Theme 3 AAIA2026011 A Study on the Reliability of ChatGPT-Based English Writing Assessment: Internal and External Perspectives Grace Yunjia Zhang; Boyu Wang	16:30-17:00 Theme 3 AAIA2026050 The Impact of Generative AI-Assisted Visual Materials on Academic English Listening Tests Tong Yao	16:30-17:00 Theme 1 AAIA2026047 Assessing Advanced Chinese Reading Literacy: Designing Print and Digital Tasks for Secondary Students in Singapore Yun-Yee Cheong; Zhili Sur; En-Qi Lim Jasline	16:30-17:00 Theme 2 AAIA2026044 Does morphological awareness assessment matter for Chinese-English bilingual children with reading difficulties? A systematic review and meta-analysis Sihui (Echo) Ke; Shuxin Liu	16:30-17:00 Theme 4 AAIA2026087 Meaningful Measures: Evaluating Computer-Based Speaking Tasks for Real-World Communicative Proficiency Ellen Barrow	16:30-17:00 Theme 1 AAIA20260111 From grades to learning: exploring the relationships between classroom assessment tasks and practices in secondary vocational English classes He Yang
			17:00-17:30 Theme 3 AAIA2026017 Generative AI as a Peer Feedback Partner in EFL Writing: Enhancing Quality, Reducing Anxiety, and Building Literacy Kai Guo; Hua Wang	17:00-17:30 Theme 3 AAIA2026068 Reflecting Through Data: How Chinese EFL Teachers Engage with a Multimodal Learning Analytics System for Professional Development Yi Ding; Jiming Zhou	17:00-17:30 Theme 1 AAIA2026051 Individual differences in L2 speaking performance: The interplay of willingness to communicate, L2 grt, and foreign language anxiety Zhaoyu Zheng; Shangwen Chen	17:00-17:30 Theme 2 AAIA2026058 Rethinking Standard Setting: A Job-Description Driven and Empirically Informed Standard Setting Study Saerhim Oh; Jonathan Schmidgall	17:00-17:30 Theme 4 AAIA20260182 AI Ethics in Language Assessment: A Mixed-Methods Study of Chinese University Policies Qi Wang; Yan Jin; Wei Jie	17:00-17:30 Theme 1 AAIA20260115 Student Agency and Autonomous AI Use in EFL Writing Peer Assessment: A Self-Determination Theory Perspective Wanqing Li; Wenxia Zhang

AALA2026 at a glance - Day 2 - Schedule

Day 2 - 20 September | Shared sessions, including plenary sessions

Sunday

20 September

09:00-09:30 | Culture Centre Entrance | Programme activity
Registration at Culture Centre Entrance

09:30-10:30 | HG02 | Plenary

Researching Mandarin Chinese Education Beyond Asia: Evidence, Challenges, and Synergies
Ying Zheng

Sponsored by
BRITISH
COUNCIL

10:30-11:00 | Culture Centre Room 1 & 2 |
Programme activity
Morning tea break

Supported by
***toeic.**

10:30-11:00 | Space between Culture Centre Room 1 & 2 | Poster
presentation
Poster presentations

11:00-12:00 | HG01, HG02, HG03, L205, L206, L207, L306 | 7 rooms
Concurrent sessions

12:00-13:00 | Culture Centre Room 1 & 2 |
Programme activity
Lunch

Supported by
***toeic.**

12:00-13:00 | HG01 | EB activity
AALA EB GMM

13:00-15:00 | HG01, HG02, HG03, L205, L206, L207, L305, L306 | 8 rooms
Concurrent sessions

15:00-15:30 | Culture Centre Room 1 & 2 | Programme activity
Afternoon tea break

15:30-17:00 | HG01, HG02, HG03, L205, L206, L207, L305, L306 | 8 rooms
Concurrent sessions

17:00-17:30 | HG02 | Programme activity
Closing

Detailed room assignments are shown on the following pages.

AAIA2026 at a glance - Day 2 - Concurrent Overview

Day 2 - 20 September | Horizontal Room Overview

Submission IDs by room and start time | Shared activities and breaks are listed in the preceding section.

White gaps mark time breaks

TIME	HG01	HG02	HG03	L205	L206	L207	L305	L306	L307
Posters 10:30-11:00 Space between Culture Centre Rooms 1 & 2									
	AAIA2026024	AAIA2026041	AAIA2026043	AAIA2026045	AAIA2026056	AAIA20260174	AAIA20260178	AAIA20260185	AAIA20260187
11:00	AAIA20260165	AAIA2026057	AAIA20260155	AAIA20260154	AAIA20260169	AAIA20260118			
11:30	AAIA20260195	AAIA2026025	AAIA20260147	AAIA2026089		AAIA20260119		AAIA20260161	
13:00						AAIA20260120 WITHDRAWN	AAIA2026090	AAIA2026031	
13:30	AAIA20260163	AAIA20260206		AAIA20260140	AAIA20260172	AAIA20260124	AAIA2026084	AAIA2026095	
14:00	AAIA20260148	AAIA20260205	AAIA20260112	AAIA20260146	AAIA20260184	AAIA20260126	AAIA2026067	AAIA20260129 WITHDRAWN	
14:30	AAIA20260173	AAIA20260113	AAIA20260117	AAIA20260150	AAIA20260192	AAIA20260131	AAIA20260138	AAIA20260201 WITHDRAWN	
15:30	AAIA2026108	AAIA2026034	AAIA20260132	AAIA20260158	AAIA20260198	AAIA20260153	AAIA20260196	AAIA20260209	
16:00	AAIA2026055 WITHDRAWN	AAIA2026052 WITHDRAWN	AAIA20260127	AAIA2026099	AAIA20260190	AAIA20260121	AAIA20260141	AAIA20260175	
16:30	AAIA20260136	AAIA2026060	AAIA20260144	AAIA20260149	AAIA20260193	AAIA20260151	AAIA20260171	AAIA20260208	

Colour key



AALA2026 at a glance - Day 2 - Poster Presentations

Day 2 - 20 September | Poster presentations | 10:30-11:00 | Space between Culture Centre Room 1 & 2

10:30-15:30 | Poster
AALA2026024

Investigating washback on teaching from a semi-direct speaking test of English in junior high schools in Metropolitan Tokyo
David Allen

10:30-15:30 | Poster
AALA2026041

L2 Learners' Perceived Effectiveness of AI-Mediated Speaking Practice: A CALL Effectiveness Framework Analysis
Huidan Zheng

10:30-15:30 | Poster
AALA20260143

Research on Ethical Dilemmas and Coping Strategies of University Teachers in the Context of AI-Enabled Assessment
Zhaorui Xie

10:30-15:30 | Poster
AALA20260145

Validating an AI-Mediated Role-Play Prompt Framework for Generating Focused, Explicit Feedback in Speaking
Shereen Wong

10:30-15:30 | Poster
AALA20260156

SCENARIO-BASED NEEDS ANALYSIS OF PRAGMATICS IN EIL CONTEXTS
Dieu Hong Nguyen

10:30-15:30 | Poster
AALA20260167

Cultivating Feedback Literacy in Academic Writing: An AI-Powered Chatbot for Literature Review Assignments
Michelle Reyes Raquel; Simon Boynton; Wim Vergult; Nicholas Mo

10:30-15:30 | Poster
AALA20260174

Comprehending or Responding? Comparing Selective and Interactive Listening Tasks
Guan Shuya

10:30-15:30 | Poster
AALA20260178

Development and Psychometric Validation of an AI Dependency Scale for College Students: Evidence Based on the Rasch Model
Zhong Zhen; Gao Guangming

10:30-15:30 | Poster
AALA20260185

Note-Taking Modality and Its Effects on Performance in Computer-Based Listening Assessment
Yining Yang

10:30-15:30 | Poster
AALA20260187

A Triangulated Study on Generative AI Feedback versus Human Feedback of English-Chinese Consecutive Interpreting
Ip Weng Han

AALA2026 at a glance - Day 2 - Concurrent Sessions

Day 2 - 20 September | Concurrent sessions 11:00-12:00 | 7 rooms | Section page 3 of 7

HG01	HG02	HG03	L205	L206	L207	L306
11:00-11:30 Featured AALA2026057 Assessing Interactional Competence in a Computer-Mediated Test: Innovation and Responsiveness to Communicative Ability in an Interactive Listening Task Noriko Iwashita; Van-Trao Nguyen; Giang Hong Nguyen; Trung Doan Quang	11:00-11:30 Featured AALA2026057 Assessing Interactional Competence in a Computer-Mediated Test: Innovation and Responsiveness to Communicative Ability in an Interactive Listening Task Noriko Iwashita; Van-Trao Nguyen; Giang Hong Nguyen; Trung Doan Quang	11:00-11:30 Featured AALA20260155 A CEFR-based framework for aligning the pedagogical content and assessment practices of university ESL courses to CEFR: A “glocal” perspective Shahrazad Saif; Romain Schmitt	11:00-11:30 Theme 3 AALA20260154 Validating a Computerized Dynamic Diagnostic Assessment of L2 Pragmatic Competence: An ABV and validity-as-fairness argument integrated approach Mengqi Chen; Ying Chen; Xiaoxian Guan	11:00-11:30 Theme 3 AALA20260169 Digital Assessment Literacy in the Perceptions of Language Lecturers in Vietnamese Higher Education Hoa Nguyen Quynh	11:00-11:30 Theme 1 AALA20260118 Development and initial validation of learner engagement with teacher written corrective feedback scale Yabing Wang; Jian Xu	
11:30-12:00 Featured AALA2026025 Investigating the impact of a high-stakes language proficiency exam: A systematic review of IELTS impact research David Allen; Brigita Séguis; Tony Clark	11:30-12:00 Featured AALA20260195 A snapshot of Gen Z's English proficiency to prepare for the assessment of the Gen Alpha in Vietnam Nguyen Thi Ngoc Quynh; Nguyen Thi Phuong Thao; Nguyen Thi Chi	11:30-12:00 Featured AALA20260147 The Learning-Oriented Washback Ecosystem (LOWE) Framework: Integrating Learning-Oriented Assessment and Washback for Assessment Reform in Asian Contexts Alia Baksh Mohamed Ayub Khan; Norhaslinda Hassan; Atta Gebri	11:30-12:00 Theme 3 AALA2026089 A Comparative Study of Teacher and Three AI Feedback: Affective Features in EFL Secondary Writing Huimin Duan	11:30-12:00 Theme 1 AALA20260119 Designing and Using Rubrics for Classroom-Based Formative Assessment: A Humanistic Approach to Academic Presentation Evaluation Xinqing Wang	11:30-12:00 Theme 4 AALA20260161 Understanding CUTEP Test Takers from a Psychometric Perspective through Rasch Measurement Analysis Patharaorn Patharakorn; Sasitorn Limkomolwilas	

AAALA2026 at a glance - Day 2 - Concurrent Sessions

Day 2 - 20 September | Concurrent sessions 13:00-14:00 | 8 rooms | Section page 4 of 7

HG01	HG02	HG03	L205	L206	L207	L305	L306
13:00-14:00 EB symposium AAALA20260163 Keeping humans in the loop: AI and human agency in language assessment Jason Fan; Yasuyo Sawaki; Yong-Won Lee; Mingwei Pan	13:00-14:00 Editors' Forum AAALA20260206 Editors' Forum: Bridging Academia and Publishing - A Dialogue with Editors-in-Chief of Language Assessment Journals Prof Shangchao MIN (Language Testing and Assessment; Zhejiang University); Prof Peter Yongqi GU (Studies in Language Assessment (SiLA); Victoria University of Wellington); Prof Xun YAN (Language Testing (LT); University of Illinois at Urbana-Champaign); Prof Chao HAN (Language Testing in Asia (LTA); National University of Singapore); Prof Qin XIE (Language Education and Assessment (LEA); University of Macau); Noriko Iwashita (Language Assessment Quarterly, The University of Queensland); Moderator: Prof Antony Kunnan (City University of Macau) Supported by 	13:00-13:30 Theme 3 AAALA2026038 An AI-Assisted Writing Assessment and Feedback Tool for Young L2 Learners of English: Investigating Student Use and Perceptions Mikyung Kim Wolf; Michael Sunan	13:00-13:30 Theme 3 AAALA20260140 Language Assessment Literacy among Chinese EFL Teachers in Primary and Secondary Schools Jincheng Wu; Hongmei Liang; Cecilia Guanfang Zhao	13:00-13:30 Theme 3 AAALA20260172 A multi-dimensional analysis of Large Language Models to empower college students' academic writing development Luna Yang; Zhirui Zhang; Nimawengbo; Wei Zhicheng	13:00-13:30 Theme 1 AAALA20260120 WITHDRAWN Enjoyment, Boredom, and Emotional Trajectories in AI-Enhanced Portfolio Assessment: A Mixed-Methods Study Ni Yue; Ricky Lam	13:00-13:30 Theme 2 AAALA2026090 Examining the relevance of the functional adequacy rating scale for L2 writing instruction and assessment in Japanese upper secondary schools Kengo Kikuhara	13:00-13:30 Theme 4 AAALA2026031 Exploring the predictive validity of standardized academic English proficiency tests using longitudinal data analysis Sun-Young Shin
	13:30-14:00 Theme 3 AAALA2026069 Empowering Strategic Preparation via Text-based AI Agents: Enhancing the Mandarin Oral Performance of Ethnic Minority College Students Wenqing Shi; Chengqun Liu	13:30-14:00 Theme 3 AAALA20260133 Exploring the Application Path of Brain-Computer Interfaces in the Age of Artificial Intelligence from the Perspective of PRISMA Wei Jiawen	13:30-14:00 Theme 3 AAALA20260176 Is there a visual component in perceived fluency? An EEG study using GenAI-generated stimuli Jia Yichen	13:30-14:00 Theme 1 AAALA20260124 The Effect of Visual aids on Listening Test on EFL Junior High School Students Zhu, Jia-Chen	13:30-14:00 Theme 2 AAALA2026084 A GRM-Based Observed-Score Equating Study of Large-Scale Writing Tasks Zhang Lu; Wei Jie	13:30-14:00 Theme 4 AAALA2026095 Examining the Mechanism of Washback on Learning of the IELTS Speaking on Chinese EFL Context Liu Yuan	

AALA2026 at a glance - Day 2 - Concurrent Sessions

Day 2 - 20 September | Concurrent sessions 14:00-15:00 | 8 rooms | Section page 5 of 7

HG01	HG02	HG03	L205	L206	L207	L305	L306
14:00-14:30 Outstanding Dissertation for 2025 AALA20260148 Assessing Critical Thinking in EAP Speaking: The Development and Validation of a Rating Scale Shengkai Yin	14:00-14:30 Editors' Forum AALA20260205 Publishing in language assessment: Suggestions to potential authors Antony Kuman	14:00-14:30 Theme 3 AALA20260112 Towards Human-Aligned Automated Scoring for Chinese as a Second Language Writing: Evidence from a GenAI Agent Yonggui Zhao; Yixin Liu; Yifan Zhang; Jining Han	14:00-14:30 Theme 3 AALA20260146 Mapping Theoretical Frameworks Supporting AI Integration in L2 Assessment: A Systematic Review in the GenAI Era Han Qiqi; Xie Qin	14:00-14:30 Theme 3 AALA20260184 What Counts as Useful AI-Mediated Support in EFL Revision? Dai Ruiyang	14:00-14:30 Theme 1 AALA20260126 A Study on the Influence Mechanism of Formative Assessment on Student's Classroom Academic Emotions in English Class of Chinese Universities Jiang Haitian; April Jiawei Zhang	14:00-14:30 Theme 2 AALA2026067 Reconsidering Local Dependence in C-tests and Cloze Tests: Implications for Psychometric Analysis and Scoring Exploration Xinyi Ma	14:00-14:30 Theme 4 AALA20260129 WITHDRAWN Constructing the "Ideal Immigrant": A Policy Archaeology of Language Testing Discourses in Canadian Immigration Coral Yiwei Qin
14:30-15:00 Theme 3 AALA2026073 Integrating Feature-Based Modeling and LLM-generated Scores for Automated Speech Evaluation Yanxin Wang	14:30-15:00 Theme 3 AALA20260113 When GenAI Feedback Gets Deeper, Engagement Gets Thinner: Postgraduates' Selective Engagement with GenAI Feedback in Critical Reading-to-Write Haoming Lin; Wei Wei	14:30-15:00 Theme 3 AALA20260117 Evaluating GEPT iPrep Through Learners' Eyes: Insights on Perceived Utility and Learning Support Stan Tsuo Lin Chiu; Kelvin Kuo; Aaron Cheng-Yao Liu	14:30-15:00 Theme 3 AALA20260150 From Integrity to Inference: VAAI-LLA and the Governance of AI-Mediated Language Assessment Johanathan Woodworth; Mohamed Kharbach; Christine Doe	14:30-15:00 Theme 3 AALA20260192 Beyond the Screen: A Comparative Study of Stakeholder Experiences with Two Platforms of Computer-Based Language Tests Thao Thi Phuong Nguyen	14:30-15:00 Theme 1 AALA20260131 Assessing voice across academic writing tasks: Task effects and rater interpretations Xiao Feiya; Cecilia Guanfang Zhao	14:30-15:00 Theme 2 AALA20260138 Processing Styles, Image-Text Relations, and Fairness in Bilingual Multimodal Reading Assessment Yiwen Sun	14:30-15:00 Theme 4 AALA20260201 WITHDRAWN The "Double-Edged Sword" effect: Impact of High-Stakes Testing on Academic Performance and Improvement Strategies in Sino-Foreign Programs Li Yi

AALA2026 at a glance - Day 2 - Concurrent Sessions

Day 2 - 20 September | Concurrent sessions 15:30-16:30 | 8 rooms | Section page 6 of 7

HG01	HG02	HG03	L205	L206	L207	L305	L306
15:30-16:00 Theme 3 AALA2026108 Meaning Recall as a Measure of EFL Reading Comprehension: Construct Validation and Automated Scoring Dayyeom LEE	15:30-16:00 Theme 1 AALA2026034 Effects of peer feedback in English writing classes on EFL students' writing feedback literacy Fanrong Weng; Cecilia Guanfang Zhao; Shangwen Chen	15:30-16:00 Theme 3 AALA20260132 A humanistic approach to validating digital multimodal speaking tasks: Young language learners' response processes and voices Wenjun (Elyse) Ding; Guoxing Yu	15:30-16:00 Theme 3 AALA20260158 Engagement in Computerized-Dynamic Assessment of L2 Chinese Morphological Awareness: Item- and Learner-level Factors Xiaomeng Li; Sihui Ke; Xintong Xu	15:30-16:00 Theme 3 AALA20260198 AI-Supported Diagnostic Feedback for Tracing L2 Writing Strategy Use Zhenjing Wang	15:30-16:00 Theme 1 AALA20260153 Human Values in AI-Mediated Writing: EFL Learners' Beliefs and Assessment Tensions Xiaoxian Guan; Ying Chen	15:30-16:00 Theme 2 AALA20260196 ESP or EMI? Content or Language or Both? Nguyen Thi Thanh Van; Nguyen Thi Ngoc Quynh	15:30-16:00 Theme 1 AALA20260209 Pre-service English teachers' formative assessment: Literacy and practice Xuelian Li; Jiahui Li
16:00-16:30 Theme 1 AALA2026055 WITHDRAWN What skills matter most? Stakeholder priorities and the future of standardised English language assessment Nathaniel Owen	16:00-16:30 Theme 1 AALA2026052 WITHDRAWN Rethinking the Reading Construct Through the Social Model of Disability Ananda Senel; Colin Finnerty; Lucy Gibbs	16:00-16:30 Theme 3 AALA20260127 Investigating Cognitive Processing in English Paraphrasing Assessment of Korean EFL Learners Minkyung Kim; Hocheon Choi; Jungyeon Koo	16:00-16:30 Theme 3 AALA2026099 Assessing L2 Interactional Competence with LLM-based AI Agents: Do Interaction Styles Matter? Yang Yang; Qin Xie	16:00-16:30 Theme 3 AALA20260190 Investigating the Reliability and Validity of Generative AI in Assessing Asian Learners' Spoken English Victor Yu Liu; Shaoyan Zou	16:00-16:30 Theme 1 AALA20260121 Language Assessment Anxiety and Humanistic Care among Mid-Career Teachers Applying for Overseas Doctoral Programs in the AI Era Chuanbao Peng; Liang Liu; Shiqiang, Zhang	16:00-16:30 Theme 2 AALA20260141 A Comparative Study of Three Chinese Receptive Vocabulary Proficiency Tests for Learners of Chinese as a Second Language Tan Xue Lin; ZHANG Haiwei	16:00-16:30 Theme 1 AALA20260175 Dynamics of SA Scores, Teacher Ratings and OPIc Scores Among EFL College Students Il-Sun, Hyun; Kyoungmi Sim

AALA2026 at a glance - Day 2 - Concurrent Sessions

Day 2 - 20 September | Concurrent sessions 16:30-17:00 | 8 rooms | Section page 7 of 7

HG01	HG02	HG03	L205	L206	L207	L305	L306
16:30-17:00 Theme 1 AALA20260136 Assessment-Instruction in Feedback Loops in ESAP: A Case Study of Tester-Teacher Collaboration Vivian Wen-Chi Liu; Shao-Ting Alan Hung; Hsin Long Hsieh	16:30-17:00 Theme 1 AALA2026060 Human-Centred Re-thinking of Academic English Assessment: Evidence from a Large-Scale Scoping Review and Stakeholder Interviews Hye-won Lee; Carla Pastorino-Campos; Filio Constantinou	16:30-17:00 Theme 3 AALA20260144 Fine-Tuning Large Language Models for Automated Scoring of L2 Chinese Writing: Scoring Performance and Potential Biases Luyu Li; Ying Chen	16:30-17:00 Theme 3 AALA20260149 AI Source Disclosure and Chinese University EFL Learners' Willingness to Use AI-Generated Texts as Reading Materials Qiling Zhang; Cecilia Guant'ang Zhao	16:30-17:00 Theme 3 AALA20260193 Modeling the Interaction between Critical AI Literacy, Writing Self-Efficacy, and GenAI Dependence in EAP Writing Jingyi Wei; April Jiawei Zhang	16:30-17:00 Theme 1 AALA20260151 Individual Differences in L2 Writing Fang Shihui (Helen); Cecilia Guant'ang Zhao	16:30-17:00 Theme 2 AALA20260171 Examining Constructive Alignment in an English for Technical Communication Course at an Indian National Institute of Technology Gottimukkala Amrutha; B Spoorthi	16:30-17:00 Theme 1 AALA20260208 Learning Journals as a Formative Assessment Tool: Fostering Self-regulated Listening Strategy Use Among Chinese English Majors Shiyao He; Qiaozhen Yan

Enjoy Macau

Dining

Rua do Cunha food street. A lively Taipa pedestrian street for Macanese and Portuguese flavours, Chinese snacks and local sweets. Address: Rua do Cunha, Taipa, Macao.

Two local stops. Casa de Bolos Man Kei — G/F, 23–24 Rua do Cunha, Taipa; Mercearia de Mok Yi Kei — Unit A, 9 Rua do Cunha, Taipa.

Macao World Heritage

Ruins of St Paul's. Address: Company of Jesus Square, Macao.

Senado Square. Address: Senado Square, Macao.

A-Ma Temple. Address: Barra Square, Macao.

Nightlife

Waterfront bars and lounges. The Macao Government Tourism Office highlights the bars along Avenida Dr. Sun Yat-Sen near the Kun lam Statue, facing the Outer Harbour and Pearl River. Address: Avenida Dr. Sun Yat-Sen, NAPE, Macao.

SKY 21 rooftop bar. Panoramic rooftop dining and drinks in central Macao. Address: 21/F, AIA Tower, 251A–301 Avenida Comercial de Macau, Macao.

Opening hours and venue arrangements may change; please check before visiting.

Photography, Live Photos and Emergency Contact

Photography and Live-Gallery Notice

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Emergency and On-Site Contact

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Humanistic Approach to
Assessment, **S**tandards, **I**nnovation, and **A**ccountability

