

Conference Schedule and Session Information



2021 Virtual Conference

October 15 & 16, 2021

Conference Theme

Crosscurrents: Proficiency Testing & Classroom Assessment

Assessment covers a broad territory, from the language classroom to large-scale testing centers. While there is common ground between proficiency testing and classroom assessment, for example the critical importance of validity and reliability, they also have their own distinctive features (e.g., formative feedback and classroom assessment). This conference, as with our organization, focuses on both of these types of assessment and the intersections, commonalities, and differences between them. With a focus on promoting assessment literacy and best practices, this conference includes an international group of presenters from around the world for the first ELT Society conference. Thank you for your participation!

Conference Co-chairs: **Dr. Michael Burri** (University of Wollongong, Australia), **Dr. Eddy White** (University of Arizona, USA), **Dr. Sahbi Hidri** (University of Higher Technology, United Arab Emirates)

This document contains the schedule of presentations for the two-day conference, followed by a summary of the presentation and information about the presenters. **Note that:**

- Consecutive presentations are 25 minutes long, aside for the two Plenary talks at the beginning of each day. A host (co-chair) will introduce presenters.
- We have presenters from around the world – for example, Australia, Iran, Poland and Canada. This is the reason for the later start on October 16, so presenters are not scheduled too early or too late in the day.
- All the times listed in the schedule are **Eastern Standard Time (EST)** in the USA.
- Use this world clock to check local times in your area: <https://www.worldtimebuddy.com/>

The conference will be hosted on the Zoom platform. Links for both days will be sent to all **registered attendees** three days prior to the beginning of the conference.

Conference Schedule

DAY 1 – October 15	
Important Note: All of the times are in EST (Eastern Standard Time, e.g., New York).	
09:00	Login to the main Zoom meeting room
09:15-09:25	Welcome message
09:30-10:25	Plenary 1 <i>Test Impact: The Effects of High Stakes Testing and Classroom Assessment on Learning Outcomes</i> Dr Shahrzad Saif
10:30-10:55	<i>Plagiarism Contested: Sustaining a Culture of Academic Integrity in L2 Teaching and Learning</i> Diana Aljahromi
11:00-11:25	<i>Washback Effects of Task-based Assessment on Iranian Intermediate EFL Learners' Reading Comprehension and Motivation</i> Behzad Ghonsooly & Mitra Khalilzad
11:30-11:55	<i>Exploring Equity in Online Assessment in Teacher Education</i> Aysha AlShamsi
Break	
12:30-12:55	<i>The Future of Assessment in a Post Pandemic World</i> Phil Quirke
13:00-13:25	<i>English Language Proficiency for Employability: Defining and Operationalizing the Construct in Speaking Test Tasks</i> Muhammad Tanveer
13:30-13:55	<i>Relationship between E-Learning, Assessment and Feedback in the Context of COVID-19</i> Sviatlana Karpava
14:00-14:25	<i>Assessing Language and/or Content? Teachers' Perspectives on Assessment in CLIL Classrooms</i> Katarzyna Papaja
14:30-14:35 Day 1 Wrap-up	

DAY 2 – October 16	
Important Note: All of the times are in EST (Eastern Standard Time, e.g., New York).	
15:45-15:55	Login to the main Zoom meeting room
15:55-16:00	Day 2 Welcome
16:00-16:55	Plenary 1 <i>Large-Scale Tests and Evolving Constructs</i> Dr Micheline Chalhoub-Deville
17:00-17:25	<i>An Analysis and Reflection of Descriptors-based Language Proficiency Scales for K-12 English Language Learners</i> Mandy Lau
17:30-17:55	<i>Developing Institutional Listening Tests</i> Michael Fields
18:00-18:25	<i>An Investigation of the Impact of Jagged Profile on L2 Speaking Test Ratings: Evidence from Rating and Eye-tracking Data</i> Wenyue Ma & Paula Winke
18:30-18:55	<i>What do International Teaching Assistants Learn from Oral Proficiency Tests?</i> Edwin Everhart & Julia Nagai
Break	
19:30-19:55	<i>Are You Assessment Literate? Self-Assessing Your Assessment Competence</i> Eddy White
20:00-20:25	<i>Peer Assessment to Enhance Oral Skills in Remote Language Learning</i> Gabriela Flores
20:30-20:55	<i>Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment</i> Donald Harootian
21:00-21:25	<i>Designing a Rubric to Assess L2 Willingness to Communicate in English Language Textbooks in the Japanese Context</i> Yuki Ogawa
21:30-21:55	<i>EVP as a Tool for Evaluating the CEFR Level-appropriateness of ESL Reading Examinations: Corpus Analysis of Ukrainian State Assessment</i> Daniel Ozernyi
21:55-22:00	Farewell Message

We wish to acknowledge and thank **iTEP International** for their sponsorship. Their support for the conference is much appreciated.



Day 1 Plenary

Test Impact: The Effects of High Stakes Testing and Classroom Assessment on Learning Outcomes

Dr Shahrzad Saif (Canada)

This presentation explores test impact on teachers and learners both from a measurement perspective, which attributes success to an increased test score, and from a learning perspective, which is primarily concerned with improvement in language abilities targeted by the course. Using evidence from research projects in EFL, ESL and FSL contexts, I will discuss how high stakes tests impact classroom teaching, learning, and assessment practices. Furthermore, research findings pointing to the intended effects of classroom language assessments on learning will be discussed. I will argue that the enhanced validity of classroom-based assessments, resulting from such context-specific factors as stakeholders' perceptions, learners' needs, and teachers' understanding of the program and curriculum objectives, is largely responsible for improved learning outcomes.



Shahrzad Saif is a professor of Applied Linguistics at the Département de langues, linguistique et traduction, Université Laval (Quebec, Canada). Her main research focus is on the validation of language tests with particular emphasis on the impact of high-stakes tests on the immediate classroom teaching/learning activities, and the larger educational and social contexts. Graduate student research conducted under her supervision has widely addressed the impact of large-scale standardized tests of English and French as well as the practical issues in the assessment of English and French at all levels of the educational system (public schools, colleges, universities) in Canada and beyond. Her research has been funded by research grants from Université Laval, Fonds Québécois de la recherche sur la société et la culture, Social Studies and Humanities Research Council, and Health Canada.

Dr. Saif is currently serving as the President of the Canadian Association of Language Assessment and is a member of the Board of Directors of the Center for Canadian Language Benchmarks. She is the co-editor of ILTA Newsletter and a member of the Canadian English Language Benchmark Assessment for Nurses (CELBAN) Advisory Board.

Day 2 Plenary

Large-Scale Tests and Evolving Constructs

Dr. Micheline Chalhoub-Deville (USA)

Second language (L2) assessments cover a broad range of purposes and types, including classroom-based and large-scale, admissions testing. While these assessments overlap in their attention to the L2 construct, they are distinct in terms of what they seek to achieve, e.g., documentation of learning versus predictive utility. The present talk explores current operations in large-scale, admissions tests and potential changes to an L2 construct representation. An argument is made that the future of L2 testing is likely to involve a convergence of testing paradigms. Assessments embedded in L2 learning programs and utilized to make admissions types of decisions are likely to be the future of testing.



Micheline Chalhoub-Deville (Ph.D., The Ohio State University, USA) is Professor of Educational Research Methodology at the University of North Carolina at Greensboro. Prior to UNCG, she worked at the University of Minnesota and the University of Iowa. Professor Chalhoub-Deville is Past President of the International Language Testing Association (ILTA). Professor Chalhoub-Deville has published widely especially in the areas of second language testing and validity. She has led federally funded projects as well as presented and consulted all around the world on topics such as the design and development of foreign language proficiency tests, computer adaptive tests, K-12 academic English language assessment, admissions language exams, and validation.

Professor Chalhoub-Deville is the recipient of the Outstanding Young Scholar Award by the Educational Testing Service—TOEFL Program, the ILTA Best Article Award, and the UNCG School of Education Outstanding Senior Scholar Award. She is Founder of the Mid-West Association of Language Testers (MwALT). She is a founding member of the British Council Assessment Advisory Board and the Duolingo English Test (DET) Advisory Board. She is a former Chair of the TOEFL Committee of Examiners as well as a member of the TOEFL Policy Board. She currently serves on the MetaMetrics Technical Advisory Committee, the DET Advisory Board as well as the Language Testing and Language Assessment Quarterly Editorial Boards.

Both of our distinguished plenary speakers are sponsored by **Via Lingua**, a global educational organization. Their support for the conference is much appreciated.

Via Lingua

Day 1 Presentations

Plagiarism Contested: Sustaining a Culture of Academic Integrity in L2 Teaching and Learning

Diana Aljahromi (Bahrain)

Educationists and practitioners in academia have always strived to combat plagiarism and enhance learners' awareness and implementation of academic integrity. Amidst the outbreak of COVID-19, decision-makers and teachers in academia have been facing an exalted level of academic dishonesty while administering online assessment and have attempting to combat plagiarism using certain methods and techniques. The aim of the current presentation is to identify the importance of maintaining academic integrity in HE institutes especially in the era of instructional digitalization, establish an academic integrity framework, differentiate between cheating, plagiarism and collusion, recognize different plagiarism types in light of online teaching and learning, share customized strategies to ensure sustainable academic integrity in L2 learning contexts, identify means of minimizing plagiarism opportunities through the use of certain mechanisms, and showcase hands-on easy-to-use plagiarism detection tools. While also referring to the most updated literature, the presentation also extols on the findings of comparing assessment of L2 writings before and after the deployment of these tools as an intervention to reduce plagiarism in L2 students' writings enrolled in the capstone course at the University of Bahrain. A potential outcome of the presentation will be providing L2 practitioners with the tools that would help reduce plagiarism in the online teaching-learning milieus facilitated on the different learning management systems (LMSs) and to spread a sustainable culture of academic integrity among university students.



Diana Aljahromi is Assistant Professor of Linguistics and Director of the Unit for Teaching Excellence and Leadership at the University of Bahrain. She has a PhD in Linguistics from the University of Sheffield, and her research interests include discourse analysis, sociolinguistics,

computational linguistics, corpus linguistics, L2 writing, quality assurance, assessment, instructional technologies/e-learning, and faculty professional development.

Washback Effects of Task-based Assessment on Iranian Intermediate EFL Learners' Reading Comprehension and Motivation

Behzad Ghonsooly & Mitra Khalilzad (Iran)

This study was an attempt to investigate the washback effect of task-based assessment on Iranian intermediate EFL learners' reading comprehension and motivation. The study was carried out at the Jamea language center in Tabriz. From among 65 initial participants, 42 were selected based on the results of the PET Proficiency test. Then, the selected participants were randomly assigned to an experimental and a control group, each consisting of 21 participants. The reading subtest of PET was considered as the participants' reading scores. In addition, a motivation questionnaire, adapted from Salimi (2000), including 36 items on a 5- point Likert Scale, was administered at the beginning of the study to the students in both experimental and control groups in order to evaluate their motivation. Subsequently, they underwent treatment for 12 sessions. The experimental group received treatment based on task-based quizzes. The traditional instruction was conducted in the control group. Two independent samples t-tests were run to examine the results of two research null hypotheses. The results revealed that the washback effects of task-based assessment have a statistically significant effect on Iranian intermediate EFL learners' reading comprehension as well as their motivation. The obtained results have some implications for teachers. Through applying task-based assessment in their classes, teachers can help students improve their reading comprehension and motivation.



Behzad Ghonsooly has 20 years of experience in introspection research. He has published a book on think-aloud in reading as a second language plus a number of virtual course books for Ferdowsi University of Mashhad. He has published over 120 articles in a wide variety of journals.



Mitra Khalilzad is a Ph.D. student in English language teaching at the University of Tehran. Her Ph.D. focuses on assessment literacy, and she speaks English, French, and Persian.

Exploring Equity in Online Assessment in Teacher Education

Aysha AlShamsi (United Arab Emirates)

Higher education institutions have faced extraordinary challenges in teaching and learning activities and conducting assessments remotely due to the COVID-19 pandemic. In this study, the equity in remote assessment during the COVID-19 pandemic in higher education institutions was explored. Six students enrolled in an early childhood education online course at the Higher Colleges of Technology (HCT) were included in the study. WebQuest is based on a process-based assessment that ensures equity among students, and hence promotes authentic learning environment, which make the learning and assessment process more effective (AlShamsi, 2016.). The findings suggested that integration of various assessment methods, that are based on a process based learning and continuous feedback, helps to minimize inequity since the instructors are better able to support the students within a process-based assessment in an online inquiry-based learning environment.



Aysha AlShamsi received her M.ED in Curriculum and Instruction and PhD. in Language Education & Literacy from UAE University. She is currently an Assistant Professor in the HCT Faculty of Education, and her research interests include bilingualism and biliteracy in classrooms, and bilingual education policy. Aysha has initiated a new research approach around technology and assessment in Higher Education after joining HCT.

The Future of Assessment in a Post Pandemic World

Phil Quirke (United Arab Emirates)

The shift to online learning and testing during the pandemic raised numerous issues on the reliability, validity, and appropriacy of large-scale tests initially designed for a very different world than the one we are now teaching in. This presentation challenges historical assumptions of testing effectiveness and introduces the concept of language learner profiles, which can help assessment designers, employers, higher education institutions, teachers, and learners themselves to focus on the individual language skills required for specific contexts. Using this learner-oriented and competency-based approach to assessment, a vision for the future of a new assessment world is proposed.



Phil Quirke is Executive Dean of Education, Higher Colleges of Technology, UAE. He has been in Higher Education leadership positions for over twenty years and published widely on teacher education, reflective writing, and educational management and leadership. His latest book "Developing Teachers as Leaders" can be reviewed [here](#).

English Language Proficiency for Employability: Defining and Operationalizing the Construct in Speaking Test Tasks

Muhammad Tanveer (Oman)

The use of commercial or large-scale proficiency tests to assess English for recruiting candidates in the corporate sector has been criticised for not being fit for this purpose (Lockwood, 2008). Similarly, the use of in-house tests for the same purpose has been criticised for lacking validity, reliability and consequently the interpretations of their results (Newby and Mery, 2010). This presentation will share a part of an on-going PhD research project that aims to provide a research-informed assessment solution for the call centre industry in Oman to facilitate the recruitment of candidates with better oral interactional competence. The study deals with two important strands, namely specifying typical speech functions required to perform the role of a Customer Service Representative (CSR) and designing speaking test tasks to elicit speech functions more representative of the TLU domain than the current tasks/procedures being used to recruit CSRs in a call centre. Following a mixed methods approach, the study has used interviews, document analysis, observations, and functional analysis of recorded calls to analyse TLU domain. A customised version of O'Sullivan, et al. s' (2002) Observation Checklist (OC) framework was used to conduct functional analysis. The presenter will share the results of the preliminary analysis of the data collected and how it fed into designing and validating speaking test tasks following Bachman and Palmer's (1996) test development and validation framework. The findings will be shared to receive some constructive feedback from the audience regarding the final stage of data analysis and presentation.



Muhammad Tanveer is a senior English language Lecturer at Majan University College, Oman. He has a Masters in ELT from Glasgow University, and is about to complete his PhD at the

Centre for Research in English Language Learning and Assessment, University of Bedfordshire. He has presented at international ELT conferences and published widely.

Relationship between E-Learning, Assessment and Feedback in the Context of COVID-19

Sviatlana Karpava (Cyprus)

This study investigates the relationship between e-assessment, feedback and learning in the context of COVID-19. It focuses on such issues as student engagement in on-line environment, the role of blogging in the development and assessment of cognitive, social and self-directed learning skills of students during a teaching methodology, teaching practicum course. The participants were 40 Cypriot Greek university students (18 to 25 years old). The analysis of the data showed that overall students had a positive attitude towards e-learning and assessment but they preferred either blended learning or face-to-face learning, especially in the post-COVID time.



Sviatlana Karpava is a Lecturer in Applied Linguistics/TESOL at the Department of English Studies, University of Cyprus. Her area of research is applied linguistics, syntax, semantics and pragmatics, phonetics and phonology, speech perception and production, orthography, first/second, heritage language acquisition, bilingualism, multilingualism, sociolinguistics, teaching/education, critical digital literacy; family language policy and intercultural communication.

Assessing Language and/or Content? Teachers' Perspectives on Assessment in CLIL Classrooms

Katarzyna Papaja (Poland)

Taking into consideration CLIL, one crucial issue should be pointed out here, namely, the notion of separating content and language mastery, which is problematic. The aim of this presentation is to provide an outline of assessment techniques used in CLIL classrooms. The study, which is to be presented, was conducted among CLIL teachers working in primary and secondary education, and is based on a questionnaire and interviews with the CLIL teachers especially prepared for this study. The main aim of the study was to investigate various assessment techniques used in CLIL classrooms, which the teachers find useful when evaluating both content and language. Additionally, the aim was to find out the difficulties that the CLIL teachers might have while trying to integrate content and language assessment.



Katarzyna Papaja works as an Assistant Professor at the Institute of Linguistics, University of Silesia (Poland). She is former Deputy Dean for Philology and Business Linguistics at the European Tischner University in Kraków, and specialises in Methods of Teaching English as a Foreign Language and Bilingual Education. Katarzyna has published widely on bilingual education methodologies and CLIL.

Day 2 Presentations

An Analysis and Reflection of Descriptors-based Language Proficiency Scales for K-12 English Language Learners

Mandy Lau (Canada)

In Ontario, Canada, the number and diversity of plurilingual students who are English language learners in grade K-12 continue to grow. In response, educators are exploring pedagogy that support the learning of academic English while building linguistically inclusive learning spaces through plurilingual and multimodal practices.

This presentation will discuss how Ontario's STEP framework can be used to support teacher-learning and teacher-planning for students' language learning goals. I offer an example of classroom teachers negotiating spaces within the framework and school language policies to engage in a plurilingual and multimodal project that affirm learners' identities.



Mandy Lau is a doctoral student in the Linguistics and Applied Linguistics program at York University in Canada. She is a former teacher, ESL consultant, newcomer assessor, and vice-principal. Her current research interests include algorithmic language policy in machine learning and big data, minoritized language rights, and language and identity.

Developing Institutional Listening Tests

Michael Fields (USA)

University Intensive English Programs (IEP) and other similar programs may face a choice between using teacher-made final exams, which can be of varying quality, or paying for

commercially produced exams, which are expensive and may not match the curriculum exactly. An alternative is to create in-house exams to be used on a regular basis at the institutional level. This presentation details the development of a suite of listening tests developed for a large public university IEP.



Michael Fields is the assessment committee chair at the University of Delaware's English Language Institute. He has an MA in TESL from the University of Leicester, where he specialised in Language Assessment. Michael is also a writer and editor of large-scale commercial exams.

An Investigation of the Impact of Jagged Profile on L2 Speaking Test Ratings: Evidence from Rating and Eye-tracking Data

Wenyue Ma & Paula Winke (USA)

We investigated the impact of jagged and flat score profiles on rating behaviors by examining the scores collected from 28 raters while they were assessing 36 speakers with three distinct speech profiles, based on subscores reflecting pronunciation and lexical and grammatical competence. We enriched the research design with the eye-tracking data of 11 L1 English-speaker raters. Using mixed-effect modeling, the results suggest that raters' scoring outcomes, as well as their attention, were influenced by speakers' score profiles. The study highlights that special attention needs to be paid to test takers with jagged-profiles in discussions of benchmark performances and rubric-use in rater-training sessions.



Wenyue Ma is a PhD candidate in the Second Language Studies program at Michigan State University. Her research interests lie in second language testing and assessment.



Paula Winke is Professor and Director of the Second Language Studies Ph.D. program at Michigan State University. She is co-editor of the journal “Language Testing” and is on the editorial board of the Modern Language Journal.

What do International Teaching Assistants Learn from Oral Proficiency Tests?

Edwin Everhart & Julia Nagai (USA)

Language assessment tests themselves must be considered as engines of learning. This is especially the case for the oral proficiency tests that ensure high-quality English language skills for employees like international teaching assistants (ITAs). This paper presents a study based on one testing center, in which we ask what test takers learn before, during, and after the test itself. We find that not all of this information was equally memorable or useful to test takers. We briefly review the specific communicative skills that ITAs need to learn across all stages of the testing process.



Edwin Everhart is a linguistic anthropologist (PhD, UCLA, 2018) interested in social and institutional customs surrounding language variation. He has written about linguistic life history research, and the perception of accents. He is currently affiliated with the University of Pittsburgh School of Education.

Julia Nagai is a graduate student at the University of Tsukuba. She received a bachelor’s degree from UCLA, where she studied linguistics and anthropology. Julia has researched

English oral proficiency tests and is currently studying science and health communication in the context of women's healthcare.

Are You Assessment Literate? Self-Assessing Your Assessment Competence

Eddy White (USA)

Assessment literacy is recognized as a key competency for teachers at all levels of classroom experience. While there are many descriptions and discussions of teachers' assessment competence (or lack thereof) there does not exist a simple, practical, and valid instrument that can be used to measure assessment literacy. This presentation describes such an instrument, developed by an assessment specialist and intended for general usage by classroom teachers, not just English language teachers. The Classroom Assessment Literacy Self-Assessment (CALSA) contains 15 statements representing fundamental classroom assessment principles and practices, as well as scoring scales, that will enable users to determine the strength of their assessment literacy. Whether used by individual teachers, or as a professional development tool for teacher groups, completing the CALSA will enable teachers to measure current competence and set goals for future development in this critical area of teacher professionalism.



*Eddy White is an Associate Professor at the University of Arizona. He has been involved in publishing, presenting, and teacher training about assessment since 2006. His most recent publications include co-editing *Classroom Assessment: Challenges, Choices and Consequences* (Cambridge Scholars Publishing, 2020) and *Handbook of Research on Assessment Literacy and Teacher-made Testing in the Language Classroom* (IGI Global, 2019).*

Peer Assessment to Enhance Oral Skills in Remote Language Learning

Gabriela Flores (Honduras)

The COVID-19 pandemic has brought about many changes in the teaching world, abruptly moving from face-to-face classes to completely online instruction. Considering a context where the technological resources are scarce and many students don't even have permanent access to Internet connection, makes it quite challenging. How can we assess our students' oral skills when we don't see them every day as we used to? How can we give feedback to improve the process of learning when besides limited time we also have large classes? How can they improve their oral skills when only a few opportunities are given to practice the language? Bearing in mind that assessment plays an important role in the process of learning, a classroom action research project was implemented in a foreign language course for true beginners to answer the questions above. The intervention had two stages: peer assessment of oral production and interaction in synchronous meetings and peer assessment of oral

production in recorded audios shared through mobile applications. The results showed that students were more motivated and confident when speaking the target language; they also became more aware of the importance of collaboration and commitment towards peer assessment as they felt it would help them achieve their goals in class and consequently, they improved their speaking ability and performed well in speaking tests.



Gabriela Flores is a language instructor at the Foreign Languages Department of Universidad Nacional Autónoma de Honduras, where she teaches English and Italian as foreign languages. She holds a M.Ed. in Media Education and Methodologies of E-learning and a Bachelor's degree in Language Teaching, and her research interests are ICT, assessment, and language learning.

Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment

Donald Harootian (USA)

Participants are introduced to the Online Diagnostic Assessment (ODA) English, a free web based formative language assessment that gives ESL/EFL learners a tool to evaluate and manage their own learning. ODA English provides users with immediate individualized feedback describing their strengths and weaknesses comprehending authentic reading and listening passages. The session outline is as follows:

1. An Introduction to ODA
2. Accessing ODA English
3. How the system guides the user to an ILR proficiency level estimate
4. The Diagnostic Profile
5. How might ODA English be used most effectively in your language learning context?
6. Questions and Conclusion



Don Harootian is the English Online Diagnostic Specialist at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California. Previously, Don taught English grammar review courses and served as the Academic Advising Program Leader. Before DLIFLC, Don taught ESL/EFL for nearly 20 years in the United States and abroad.

Designing a Rubric to Assess L2 Willingness to Communicate in English Language Textbooks in the Japanese Context

Yuki Ogawa (Australia)

This study presents a rubric that's been designed to assess Japanese government-authorised junior high school English textbooks from the perspective of developing L2 willingness to communicate (L2 WTC). L2 WTC refers to students' readiness to engage in L2 communication (MacIntyre et al., 1998). While textbooks have a significant impact on EFL teachers' practices (Burri & Baker, 2021), few studies have actually examined the extent to which textbooks enhance learners' L2 WTC. Besides an introduction to the rubric, the presenter will briefly discuss some findings, suggesting that the textbooks focus more on accuracy than meaning and may, therefore, need supplementary activities.



Yuki Ogawa is a doctoral candidate at the University of Wollongong in Australia. She also completed a Master's degree in TESOL at Soka University, Japan, in 2013, and taught English at Japanese universities for seven years. Her research interests include L2 willingness to communicate, learner de/motivation, and education for international & cultural understanding.

EVP as a Tool for Evaluating the CEFR Level-appropriateness of ESL Reading Examinations: Corpus Analysis of Ukrainian State Assessment

Daniel Ozernyi (USA)

English Vocabulary Profile as a part of English Profile Project by Cambridge Assessment English (e.g., Harrison and Barker 2015) is a result of work to draw corpus-based lines between lexicons of CEFR levels. This study's aims to assess the Ukrainian state examination (ZNO) for the level-appropriateness of the reading text it uses, and thus ascertain its reliability. The study included texts from the exams of 2017-2021. The results revealed that ZNO is unfit to discriminate between B1 and B2 levels – which it purports to do, and is only suitable for B2/C1 discrimination.



Daniil M. Ozernyi investigates minimalist approaches to multilingual language acquisition and epistemology of such inquiry. An experienced language teacher, he also strives to bridge the gaps between language education and generative linguistics. He is also involved in language testing research and serves as Curriculum and Assessment Advisor to ENGIN program.