American Association of Applied Linguistics (AAAL) and Language Testing Research Colloquium (LTRC)

Magda Tigchelaar
Western Michigan University, magda.tigchelaar@wmich.edu

Follow this and additional works at: https://scholarworks.wmich.edu/instructional-development-grants

Part of the Applied Linguistics Commons, First and Second Language Acquisition Commons, and the Higher Education Commons

WMU ScholarWorks Citation
https://scholarworks.wmich.edu/instructional-development-grants/18
The AAAL conference is one of the foremost conferences in the field of second language learning and assessment. The International Language Testing Association’s Language Testing Research Colloquium (LTRC) is a conference specializing in questions related specifically to second language testing.

Both conferences were held in Atlanta, Georgia in 2019. The conferences were scheduled back to back, as they are every year, since most second language testing professionals are also applied linguists, and participate in the Assessment strand at AAAL.

The AAAL conference included a colloquium sponsored by ILTA on assessing English as a lingua franca competence. This was organized by Luke Harding (Lancaster University) and included papers from Canagarajah; Kennedy, Trofimovich, Blanchet, and Bertrand; Jenkens and Leung. The discussant was Tim McNamara.

I also attended a colloquium organized by Paula Winke at AAAL on assessing young learners of English. This included presentations by Kim-Wolf and Papageorgiou.

My goal in attending these two conferences was to find papers that would be of interest to my Master’s level students in the MA TESOL and ESL Certificate programs. Specifically, I used some of the information presented at these conferences to share with students in my ESL Teaching Methods (TEL6310) and ESL Assessment (TEL6320), and Advanced Assessment (TEL6320) classes.

The following are tasks and discussion questions that were developed after my participation in the AAAL and LTRC conferences:

**Question for TEL6220:** Create a description of the young ELs in your class as (individually) compared to their NS peers.

**Task for TEL6220:** Based on Jenkens and Leung’s suggestion to include authentic examples of situated language use as part of admissions processes, design three self-assessment tasks for international students at WMU that they could evaluate to determine whether they would be suitable participants in the MA TESOL program.

**Task for TEL6230:** Compare a WIDA level 5 Kindergartener with a NS peer; what differences do you see?

**Task for TEL6230:** Based on Canagarajah and Roberts’ recommendation to include authentic examples of situated language use as part of admissions processes, design three self-assessment tasks for international students at WMU that they could evaluate to determine whether they would be suitable participants in the MA TESOL program.

**Question for TEL6310:** What is a native speaker and how do differences?