# CURRICULUM VITAE
## Antony John Kunnan
E-mail address: akunnan@gmail.com
Personal website: www.antonykunnan.com

## 1. EDUCATION
Ph.D. Applied Linguistics. University of California, Los Angeles, 1991
M.Litt. English Language Teaching, Central Institute of English and Foreign Languages, 1984
Post-Grad. Dip. in Teaching English, Central Institute of English and Foreign Languages, 1981
M.A. English Language and Literature, Bangalore University, 1976
B.A. Social Sciences, Bangalore University, 1974.

## 2. APPOINTMENTS
**Current**
Principal Assessment Scientist, Duolingo, Inc., Pittsburgh, July 2020-
Senior Research Fellow, Carnegie Mellon University, Pittsburgh, September 2020-

**Past appointments**
English Language Specialist, U.S. State Dept., Natl. Research Univ., Moscow, June 2020
Professor and Associate Dean, University of Macau, 2016-2020
Professor, Nanyang Technological University, 2012-2015
Honorary Professor, University of Hong Kong, August 2009-
Professor and Dean, American University in Armenia, 2009-12
Professor, University of Hong Kong, 2008-2009
Fulbright Professor and Senior Scholar, Tunghai University, Taiwan, 2006-2007
Visiting Professor, Chulalongkorn University, Summer 2015
Visiting Professor, University of Southern California, Summer 2005 and 2009
Visiting Professor, UCLA, Spring 2003, Fall 2008, Winter 2009
Assistant, Associate and Full Professor, California State University, Los Angeles, 1992-2013
Lecturer, Regional Institute of English, Bangalore, 1980-86
Senior English teacher, St. Germain High School, Bangalore, 1974-80

## 3. AWARDS
Excellence in Research, Faculty of Arts and Humanities, University of Macau, 2019
Yunshan Research Scholar, Guangdong University of Foreign Studies, Fall 2015
Apple Lecturer Award, Teachers College, Columbia University, February 2010
Fulbright Professor-Researcher, Tunghai University, Taiwan, 2006-2007
Outstanding Ph.D. Dissertation Research Award for Language Testing, ETS, Princeton, 1994
TOEFL Grant for TESOL Convention, San Antonio, 1989

## 4. HONORS
Individual Expert, Association of Language Teachers in Europe, 2020-
Founding President and Past President, *Asian Association for Language Assessment,* 2014-16
President and Vice President, *International Language Testing Association*, 2002-04 (elected)
Treasurer, *International Language Testing Association,* 2000-02 (elected)
[More than 115 plenary and keynote speeches; see 8. Academic Talks]

## 5. EDITORSHIPS
Editor-in-Chief, *Journal of Asia TEFL*, 2017-present
Co-Editor, Series, *New Perspectives in Language Assessment*, Routledge, NY, 2011-present
Founding Editor, *Language Assessment Quarterly*, Routledge, 2003-2013, 2020-present
Founding Editor, Issues in Applied Linguistics (UCLA), 1988-90

## 6. RESEARCH GRANTS & CONTRACTS as PI (Awarded total: about US $1.39 million)
Grant, 2018-19, U.S. Consulate for Hong Kong & Macau, "AWL 2 & 3 Conference" - $16,300.
Grant, 2017-19, Univ. of Macau, Conference, "AWL 1-3 Conferences and projects"- $235,750.
Grant, 2016-17, LTTC, Taipei, "A survey of Young Learners' English proficiency" - $65,000.
Grant, 2009: TOEFL Board. "Language Assessment Ethics" - $43,800.
Contract, 1998-00, USAID, "English Lang. Testing Inst. for Egyptian Educators" - $ 1,100.000.

## 7. PUBLICATIONS (91 total): ORCID: 0000-0003-0756-3749
**Google scholar citation indices:** Total citations: 4308; h-index: 29; i10 index: 37

### Authored books [5]
[5]     **Kunnan, A. J.** (2018). *Evaluating language assessments*. Routledge.
[4]     Bachman, L. F. & **Kunnan, A. J.** (2005). *Statistical analysis for language assessment Workbook and CD*. CUP.
[3]     **Kunnan, A. J.** (1995). *Test taker characteristics and test performance.* CUP.
[2]     **Kunnan, A. J.** (1995). New Gul Mohur Practice Book 3, Orient Longman, Chennai.
[1]     **Kunnan, A. J.** (1985). Gul Mohur Practice Book 3, Orient Longman, Madras.

### Edited books [6]
[6]     **Kunnan, A. J.** (Ed., 2023). *A concise companion to language assessment*. Wiley.
[5]     **Kunnan, A. J.** (Ed., 2016). *Talking about language assessment.* Routledge.
[4]     **Kunnan, A. J.** (Ed., 2015). *Language testing and assessment*. Routledge.
[3]     **Kunnan, A. J.** (Ed., 2014). *The companion to language assessment* [4-volume]. Wiley.
[2]     **Kunnan, A. J.** (Ed., 2000). *Fairness and validation in language assessment*. CUP.
[1]     **Kunnan, A. J.** (Ed., 1998) *Validation in language assessment*. Lawrence Erlbaum.

### Guest editorships [3]
[3]     **Kunnan, A. J.** (2007). Test fairness and DIF. *LAQ, 4*.
[2]     **Kunnan, A. J**. & Lakshmanan, U. (2006). Language assessment-Language acquisition: A cross-linguistics perspective. *LAQ, 3*.
[1]     **Kunnan, A. J.** (1998). Structural Equation Modeling and language assessment. *LT, 15*, *3*.

### Refereed journal articles, book chapters, encyclopedia entries, reviews [77]
[77]    **Kunnan, A. J.,** Qin, C., & Zhao, C. (2022). Developing a Scenario-Based English Language Assessment in an Asian University. *Language Assessment Quarterly, 19*, 1-26.
[76]    Mathew, R. & **Kunnan, A. J.** (2021). Examining assessment literacy among language teachers in Goa: Narratives and two scenarios. *Journal of Asia TEFL, 18*, 1370-1384.

[75]   **Kunnan, A. J.,** Matthew, R., & Zhang, E. (2021). Examining assessment literacy among language teachers in Goa: Analyses of a survey questionnaire and teacher-made tests. *Journal of Asia TEFL*, 18, 904-922.

[74]   **Kunnan, A. J.** (2021). Revisiting language assessment for Immigration and Citizenship: The case of US citizenship and the naturalization test. In G. Fulcher & L. Harding (Eds.), *The Handbook of Language Testing* (2nd Edition; pp. 96-116). Routledge.

[73]   **Kunnan, A. J.** & Saville, N. (2021). Setting standards for language learning and assessment in educational contexts: A multilingual perspective. In A-B Wendy & J. Bellamy (Eds.), *The Cambridge Handbook of Language Standardization* (pp. 496-516). Cambridge University Press.

[72]   Ho, A. O., Yao, D., & **Kunnan, A. J.** (2021). An analysis of Macao's *Joint Admission Examination-English* for Universities. *Journal of Asia TEFL, 18*, 208-222.

[71]   **Kunnan, A. J.** (2020). A case for an ethics-based approach to evaluate language assessments. In G. Ockey & B. Green (Eds.), *Festschrift for Lyle Bachman* (pp. 77-93). Springer.

[70]   **Kunnan, A. J.** (2020). Evaluating language assessment from an ethics perspective: Suggestions for a new agenda. *Japanese Language Testing Association*, 23, 3-13.

[69]   Cai, Y. & **Kunnan, A. J.** (2020). Mapping the fluctuating effect of strategy use on English reading performance for nursing students. *Language Testing, 38,* 1-25.

[68]   Cai, Y., & **Kunnan, A. J**. (2019). Detecting the language thresholds of the effect of background knowledge on an LSP reading performance: A case of the island ridge curve. *Journal of English for Academic Purposes, 42*, 1-32.

[67]   **Kunnan, A. J.** & Liao, L. (2019). Modeling young learners' self-assessment, learning attitude, and test performance. *The Journal of Asia TEFL, 16*, 701-710.

[66]   **Kunnan, A. J.** (2019). An agenda for language assessment research and pedagogy. *Journal of Asia TEFL, 15,* 327-333.

[65]   Cai, Y**.** & **Kunnan, A. J.** (2018). The inseparability of content knowledge from LSP ability: Evidence from modeling of bifactor-MIRT based scores. *Language Assessment Quarterly, 14,* 1-21.

[64]   **Kunnan, A. J.** (2017). Large scale language assessment: Empirical studies. In E. Hinkel (Ed.), *Handbook of research in second language learning,* 2nd Ed. (pp. 476-489). Routledge.

[63]   **Kunnan, A. J.** & Carr, N. (2017). A comparability study of the GEPT-Advanced and iBT TOEFL. *Language Testing in Asia, 7,* 1-16.

[62]   Hoang, G. & **Kunnan, A. J.** (2016). Automated essay evaluation for English language learners: A case study of *MyAccess*. *Language Assessment Quarterly, 13*, 359-376.

[61]   Sims, J. & **Kunnan, A. J.** (2016). Developing evidence for a validity argument for an English placement exam from multi-year test performance data. *Language Testing in Asia*, *6*, 1-14.

[60]   Liu, S. & **Kunnan, A. J.** (2016). Investigating the application of automated writing evaluation to Chinese undergraduate English majors: A study of *WriteToLearn. CALICO Journal, 33*, 71-91.

[59]   Wagner, E. & **Kunnan, A. J**. (2015). Duolingo English Test. *Language Assessment Quarterly, 12*, 320-331.

[58] **Kunnan, A. J.** & Zhang, L. (2015). How can teachers be responsible language assessors? In Y. Huizhong (Ed.), *The sociology of language testing* (pp. 210-231). Shanghai Foreign Language Press.

[57] **Kunnan, A. J.** (2015). Introduction. *Talking about language assessment: The LAQ Interviews* (pp. 1-3)*.* Routledge.

[56] **Kunnan, A. J.** (2015). *Assessing the quality of large-scale assessment: The case for a fairness and justice approach*. In F. Hamied, I. Yadnya, I. & I. Sosiowati (Eds.), Developing indigenous models of English language teaching and assessment (pp. 131-142). Udayana University Press.

[55] **Kunnan, A. J.** (2015). Introducing *Language Testing and Assessment*. In A. J. Kunnan (Ed.), *Language Testing and Assessment* (pp. 1-10). Routledge.

[54] Wagner, E. & **Kunnan, A. J.** (2014). Examination for the Certificate of Competency in English. In J. Carlson, K. Geisinger, & J. Jonson (Eds.), *The 19th Mental Measurements Yearbook* (pp. 286-288). Buros Institute.

[53] **Kunnan, A. J.** & Wagner, E. (2014). Computerized Oral Proficiency Instrument (Arabic and Spanish). In J. Carlson, K. Geisinger, & J. Jonson (Eds.), *The 19th Mental Measurements Yearbook* (pp. 189-191). Buros Institute.

[52] **Kunnan, A. J.** (2014). Fairness and justice in language assessment. In A. J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 1098-1114). Wiley.

[51] Zhang, L. Goh, C., & **Kunnan, A. J.** (2014). Analysis of test takers' metacognitive and cognitive strategy use and EFL reading test performance: A multi-sample SEM approach. *Language Assessment Quarterly, 11*, 76-102.

[50] **Kunnan, A. J.** (2014). English learning in East Asia. In D. Qian & L. Li (Eds.), *Teaching and Learning English in East Asian Universities* (pp. 1-5). Cambridge, U.K.: Cambridge Scholars Publishing.

[49] **Kunnan, A. J.** (2014). Introducing *The companion to language assessment.* In A. J. Kunnan (Ed.), *The companion to language assessment* (xli-xlvi). Wiley.

[48] **Kunnan, A. J.** & Grabowski, K. (2013). Large scale second language assessment. In M. Celce-Murcia et al. (Eds.), *Teaching English as a second or foreign language*, 4th Ed. (pp. 304-319). Heinle Cengage.

[47] **Kunnan, A. J.** (2012). Language assessment for immigration and citizenship. In G. Fulcher & F. Davidson (Eds.), *The handbook of language testing* (pp. 152-166). Routledge.

[46] **Kunnan, A. J.** & Carr, N. (2012). Statistical analysis of test results. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 5396-5403). Wiley.

[45] **Kunnan, A. J.** (2012). Lyle F. Bachman. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-10). Wiley.

[44] **Kunnan, A. J.** (2012). High-stakes language testing. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-7). Wiley.

[43] **Kunnan, A. J.** (2012). Inter-rater reliability. In P. Robinson (Ed.). *The encyclopedia of second language acquisition* (1-3). Routledge.

[42] **Kunnan, A. J**. (2010). Fairness matters and Toulmin's argument structures. *Language Testing, 27,* 183-189.

[41] **Kunnan, A. J.** (2010). Statistical analysis for test fairness. *Revue Française de Linguistique Appliquée, 16,* 39-48.

[40]    **Kunnan, A. J.** (2010). Publishing in the era of electronic technologies. *The Modern Language Journal, 94,* 643-645.

[39]    **Kunnan, A. J.** (2009). Politics and legislation in citizenship testing in the U.S. *Annual Review of Applied Linguistics, 29,* 37-48.

[38]    **Kunnan, A. J.** (2009). The U.S. Naturalization Test. *Language Assessment Quarterly, 6,* 89-97.

[37]    **Kunnan, A. J.** & Jang, E. (2009). Diagnostic feedback in language assessment. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 610-627). Wiley.

[36]    **Kunnan, A. J.** & Wu, J. (2009). Language Training and Training Center, Taiwan: Past, present and future. In L. Cheng & A. Curtis (Ed.), *Language assessment for Chinese learners* (pp. 77-91). Routledge.

[35]    **Kunnan, A. J.** (2008). Large-scale language assessment. In E. Shohamy & N. Hornberger (Eds.), *Encyclopedia of language and education*, 2^(nd) Edition, Vol. 7: Language testing and assessment (pp. 135-155). Springer.

[34]    Jamieson, J., Eignor, D., Grabe, W. & **Kunnan, A. J.** (2008). The frameworks for the re-conceptualization of TOEFL. In C. Chapelle, J., Jamieson and M. Enright (Eds.), *Building a validity argument for The New TOEFL* (pp. 55-95). LEA.

[33]    **Kunnan, A. J.** (2008). Towards a model of test evaluation: Using the Test Fairness and Wider Context frameworks. In L. Taylor & C. Weir (Eds.), *Multilingualism and assessment: Achieving transparency, assuring quality, sustaining diversity* (pp. 229-251). Cambridge University Press.

[32]    Geranpayeh, A. & **Kunnan, A. J.** (2007). DIF in terms of age in the Certificate of Academic English exam. *Language Assessment Quarterly*, *4,* 190-222.

[31]    **Kunnan, A. J.** (2007). Test fairness, test bias & DIF. *Language Assessment Quarterly, 4,*109-112.

[30]    **Kunnan, A. J.** & Lakshmanan. U. (2006). Language assessment-language acquisition: A cross-linguistics perspective. *Language Assessment Quarterly, 3, 91-95.*

[29]    **Kunnan, A. J.** (2005). *Scaling Procedures* by R. Netemeyer et al. *International Journal of Testing, 5*, 97-101.

[28]    **Kunnan, A. J.** (2005). *Arabic Proficiency Test*. In J. C. Impara & B. S. Plake (Eds.), *The 16th Mental Measurements Yearbook* (pp. 57-59). Buros Institute.

[27]    **Kunnan, A. J.** (2005). Language assessment from a wider context. In E. Hinkel (Ed.), *Handbook of research in second language learning* (pp. 779-794). LEA.

[26]    **Kunnan, A. J.** (2004). Test fairness. In M. Milanovic & C. Weir (Eds.), European language *testing in a global context* (pp. 27-48). Cambridge University Press.

[25]    **Kunnan, A. J**. & Davidson, F. (2004). Situated ethics in language assessment. In D. Douglas (Ed.), *English language tests and testing practice*(pp. 115-132). NAFSA.

[24]    **Kunnan, A. J.** (2003). *The art of nonconversation* by M. Johnson. *The Modern Language Journal, 87,* 338-340.

[23]    Slovacek, S., **Kunnan, A. J.** & H.-J. Kim (2002). Do Charter Schools make the best Accelerated Schools? *Proc. of SIG Conf. on Charter Schools*, New Orleans.

[22]    **Kunnan, A. J.** (2000). Fairness and justice for all. In A. J. Kunnan (Ed.), *Fairness and Validation in language assessment* (pp. 1-13). Cambridge University Press.

[21]    **Kunnan, A. J**. (1999). Fundamentals [in language testing]. In B. Spolsky (Ed.), The

Concise *Encyclopedia of Educational Linguistics* (pp. 707-711). Elsevier Science.

[20]   **Kunnan, A. J.** (1999). Recent developments in language assessment. *Annual Review of Applied Linguistics, 19,* 235-253.

[19]   **Kunnan, A. J.**  (1998). An introduction to structural equation modeling for language assessment research. *Language Testing, 15,* 295-332. Reprinted in A. J. Kunnan (Ed.) *Language Testing and Assessment* (pp. 225-260). Oxford, U.K.: Routledge.

[18]   **Kunnan, A. J.** (1998). *Mark My Words* by University of Melbourne. *Language Testing, 15,* 415-417.

[17]   **Kunnan, A. J.** (1998). Approaches to validation in language assessment. In A. J. Kunnan (Ed.), *Validation in language assessment* (pp. 1-16). LEA.

[16]   **Kunnan, A. J.** (1997). *Chinese Proficiency Test*, In J. C. Coloney and J. Kramer, (Eds.), *The 13th Mental Measurements Yearbook* (pp. 247-248). Buros Institute.

[15]   **Kunnan, A. J.** (1997). *Chinese Speaking Test*, In J. C. Coloney and J. Kramer (Eds.), *The 13th Mental Measurements Yearbook* (pp. 250-251). Buros Institute.

[14]   **Kunnan, A. J.** (1997). Connecting validation and fairness in language testing. In A. Huhta et al. (Ed.), C*urrent developments and alternatives in language assessment* (pp. 85-105). University of Jyväskylä.

[13]   **Kunnan, A. J.** (1996). *Measured Words* by B. Spolsky. *Language Testing, 13*, 116-121. *Linguistics, 3,* 179-184.

[12]   **Kunnan, A. J.** (1995). The development of a criterion-referenced ESL test for nonnative English-speaking graduate students. *Journal of English as a Foreign Language, 11*, 118-35.

[11]   **Kunnan, A. J.** (1994). *Language and Proficiency* by J. Oller (Ed.). *Language, 70,* 216.

[10]   **Kunnan, A. J.** (1994). Modeling relationships among some test-taker characteristics and tests of English as a Foreign Language. *Language Testing, 11*, 225-252.

[9]    **Kunnan, A. J.** (1993). *Assessing Second Language Writing in Academic Contexts* by L. Hamp-Lyons (Ed.). *The Modern Language Journal, 77*, 229-230.

[8]    **Kunnan, A. J.** (1992). Response to Luppescu's "The limits to biased item analysis". *TESOL Quarterly, 26*, 598-602.

[7]    **Kunnan, A. J**. (1992). An investigation of a criterion-referenced test using G-theory, factor and cluster analyses. *Language Testing, 9*, 30-49.

[6]    **Kunnan, A. J.** (1993). *Assessing Foreign Language Proficiency of Undergraduates* by R. Teschner (Ed.). *Studies in Second Language Acquisition, 15*, 266-267.

[5]    **Kunnan, A. J.** (1992). *Multilingualism in India* by D. Pattanayak (Ed.). *Issues in Applied*

[4]    **Kunnan, A. J**. (1990). Differential item functioning: The case of an ESL placement examination. *TESOL Quarterly, 24*, 741-746.

[3]    Bachman, L. F., Lynch, B. & **Kunnan, A. J.** (1990). Response to Henning's "Cambridge-TOEFL." *Language Testing, 6*, 223-229.

[2]    Bachman, L. F., Lynch B. & **Kunnan, A. J.**, & Vanniarajan, S. (1988). Task and ability analysis as a basis for examining content and construct comparability in two EFL proficiency test batteries. *Language Testing, 5*, 128-159.

[1]    **Kunnan, A. J.** (1986). Making classroom testing useful to teachers and learners. *Indian Journal of Applied Linguistics, 12*,101-118.

**Technical, research, evaluation reports and conference proceedings (26; 16 as sole author)**

[26]    Burstein, J., LaFlair, G., **Kunnan, A. J.,** van Davier, A. (2021). A Theoretical assessment Ecosystem for a Digital-First Assessment - The Duolingo English Test. Duolingo.

[25]    **Kunnan, A. J.** et al. (2018). Test of Academic English. University of Macau.

[24]    **Kunnan, A. J.,** Mathew, R., & Staniute, L. (2018). Assessment knowledge among school teachers in Macau and Goa. University of Macau.

[23]    **Kunnan, A. J**., Wu, J., Staniute, L., Jiamin, O., Chen, K., & Zhen, S. (2017). A survey of English language proficiency among young learners in eight Chinese-speaking cities. Final report. Language Training and Testing Center, Taipei.

[22]    **Kunnan, A. J.** & Carr, N. (2015). A comparability study of the GEPT-Advanced and iBT (TOEFL). Final report. Language Training and Testing Centre, Taipei. https://www.lttc.ntu.edu.tw/lttc-gept-grants/RReport/RG06.pdf

[21]    Slovacek, S., **Kunnan, A. J**. & Lee, T. (2015). An Ohio Schools Accountability Model: An analysis using state academic testing. California State University, Los Angeles.

[20]    **Kunnan, A. J.** (2013). Responsibility in small scale language assessment. Proceedings of the English Teaching Association Conference, Taipei.

[19]    **Kunnan, A. J.** (2013). Fairness in language assessment: Public reasoning. Proceedings of the CELC Conference, National University of Singapore.

[18]    **Kunnan, A. J.** & Martin, J. (2012). Test accommodations for vocational and professional tests. Final report. OfQual. Coventry.

[17]    **Kunnan, A. J.** (2011). North American Mobility Program Evaluation report 2, Higher Education Grant, GSU-Universidad Pedagogic Naçional, Mexico City.

[16]    **Kunnan, A. J**. (2010). Structural Equation Modeling workshop and materials for language assessment, University of Cambridge.

[15]    **Kunnan, A. J.** (2009). Evaluation report 1, Higher Education Grant, GSU-Universidad Pedagogic Naçional, Mexico City.

[11-14] **Kunnan, A. J.** (2005-2008). Evaluation report 1-4, North American Mobility Program. GSU, Atlanta, GA.

[10]    **Kunnan, A. J.** (2004). Data collection and design for the Accelerated School Phase 1 Report. Accelerated School, Los Angeles.

[9]     **Kunnan, A. J.** (2003). TOEFL 2000 Research. In C. Chapelle, J. Jamieson & M. Enright (Eds.), *New TOEFL Documentation Project*. Educational Testing Service, Princeton, N.J.

[8]     **Kunnan, A. J.** (2003). Evaluation of the effect of the Dance Program in two schools in Los Angeles. Luckman Center for Performing Arts, CSULA.

[7]     **Kunnan, A. J.** (2002). Language Assessment Ethics: Is it a r(R)ight turn? *Proceedings of the Language Assessment Ethics Conference*. Pasadena, California.

[6]     **Kunnan, A. J.** (2002). Test bias and its implications for EFL examinations. University of Cambridge.

[5]     **Kunnan, A. J.** & Dewidar, A. (2002). Pre-Service evaluation of IELP-II programs in colleges and universities in Egypt, IELP-II, Cairo.

[4]     Slovacek, S., **Kunnan, A. J.,** & Kim, H-J. (2001). Charter schools in California: A report on minority success. Los Angeles, CA: CSULA.

[3]     **Kunnan, A. J.** (2001). Test accommodations for language testing. University of

Cambridge.
[2]     **Kunnan, A. J.** (1994). Cultural fairness in two forms of the Test of English Language
          Development: A study of DIF. Rancho Santiago College, Santa Ana, California.
[1]     **Kunnan, A. J.**, Lord, C. & Butler, F. (1993). The role of language in assessment of
          content area knowledge: A first look. CRESST-UCLA.

## Editorials, Forewords, Notes (16)
[16]   **Kunnan, A. J.** (2021). Foreword. In Lanteigne, B., Coombe, C. & Brown, J. D. (Eds.),
          *Challenges in Language Testing Around the World* (pp. 1-3). Springer.
[15]   **Kunnan, A. J.** (2021). CIEFL in the 1980s: My journey into language assessment.
          *CIEFL Notes.*
[14]   **Kunnan, A. J.** (2017). Editorial. *Journal of Asia TEFL, 8*, 3.
[13]   **Kunnan, A. J.** (2014). Editorial: Looking back, looking ahead. *LAQ, 11.*
[12]   **Kunnan, A, J,** (2008). In Memory: Sally Jacoby. *IAL, 8.*
[11]   **Kunnan, A, J,** (2007). Obituary: Sally Jacoby. *LAQ, 4*, 367-69.
[10]   **Kunnan, A. J.** (2007). Test fairness, test bias & DIF. *LAQ, 4*,109-112.
[9]     Saville, N., & **Kunnan, A. J.** (2006). History and language tests: An interview with
          Bernard Spolsky. *LAQ*, *3*, 200-235.
[8]     **Kunnan, A. J.** & Lakshmanan, U. (2006). Language acquisition and assessment: A
          cross-linguistic perspective. *LAQ*, *3,* 90-94.
[7]     **Kunnan, A. J.** (2005). 40 years in Applied Linguistics: An interview with Alan Davies.
          *LAQ, 2,* 35-50*.*
[6]     **Kunnan, A. J.** (2004). Editorial. *LAQ, 1, 4,* 205.
[5]     **Kunnan, A. J.** (2004). Editorial: Regarding language assessment. *LAQ, 1,* 1-4.
[4]     **Kunnan, A. J.** (1998). Editorial. [SEM for language assessment research]. *LT, 15*, 1.
[3]     **Kunnan, A. J.** (1990). Political challenges. *IAL, 2*, 1-6.
[2]     **Kunnan, A. J.** (1990). Applied linguistics. *IAL, 1*, 142-148.
[1]     **Kunnan, A. J.** (1989). The unsung melodies. *IAL, 1,* 2-7.

## Interviews/Media (7)
[7]     **Kunnan, A. J.** (2018). Interviewed by Karim Sadeghi. *IJLTR, 6, 3*, 103-107.
[6]     **Kunnan, A. J.** (2016). Interviewed by Jinlin Jiang. *Language Assessment Quarterly*, *13*,
          75-88. http://dx.doi.org/10.1080/15434303.2016.1269770
[5]     **Kunnan, A. J.** (2016). Interview by Rongchan Lin. *AALA Newsletter.* [available on
          www.aalawebsite.com]
[4]     **Kunnan, A. J.** (2015). Interviewed by Vahid Nimehchisalem. *International Journal of
          Education & Literacy Studies, 3*, 2015.
          http://www.journals.aiac.org.au/index.php/IJELS/article/view/2034/1831
[3]     **Kunnan, A. J.** (2013). Interviewed by Sam Harnett. National Public Radio (USA). Aired
          on October 15. How citizenship tests differ in Korea, the UK and Australia (pri.org)
[2]     **Kunnan, A. J.** (2010) Interviewed by students at Teachers College, Columbia
          University. http://journals.tc-library.org/index.php/tesol/article/viewArticle/526/350
[1]     **Kunnan, A. J.** (2004). McGraw-Hill Teleconference on Testing in the SL classroom.
          (with S. Savignon, E. Bernhardt, R. Davis and A. Farley). http://www.amp.csulb.edu/mh

**As Series Co-Editor, New Perspectives in Language Assessment [with J. Purpura, Routledge, NY]**

[1]     *The Diagnosis of Reading in a Second or Foreign Language.* J. Charles Alderson, Eeva-Leena Haapakangas, Ari Huhta, Lea Nieminen, Riikka Ullakonoja (2014)
[2]     *Talking about Language Assessment.* Ed. Antony John Kunnan (2014)
[3]     *Evaluating Language Assessment.* Antony John Kunnan (2018)
[4]     *The Diagnosis of Writing in a Second or Foreign Language.* Ari Huhta, Claudia Harsch and Lea Nieminen. (2021; in final preparation)
[5]     *Learning-oriented language assessment.* James Purpura and Carolyn Turner. (2023)


**8.   ACADEMIC TALKS, WORKSHOPS & PRESENTATIONS (159 total)**
**Plenary talks, invited talks and workshops, 1994-2022 (127 in 36 countries)**

**2021-23 (20)**
[127] Language assessment for immigration and citizenship. Workshop at LTRC, NY. 2023
[126] The future of modern digital language assessments. AAAL Conference, 2023
[125] Applying fairness and justice principles to local assessments. TESOL Arabia, 2023
[124] Workshop on Ethics, CULI, Bangkok, November 5-7
[123] Innovation in language assessment during the COVID-era. AFELTA/CULI Conference, Bangkok, November 5-7
[122] Applying a fairness and justice framework to language assessments in the Indian context AALA Conference, Chennai, October 25-28
[121] Ethics in language assessment: Considering a few scenarios. AALA Conf, Oct 25-28.
[120] UECA Conference, Gold Coast, Australia, October 19-21
[119] What is the future of language assessment? Asia TEFL Conference, Malang, August 5-7
[118] Scenario-based language assessment: Promise and trepidation. AAAL Conference, Pittsburgh; LTRC, Tokyo (v)
[116-117] On the historiography of U.S. immigration, citizenship, and language policies. Teachers College, Columbia University (v); California State University, LA (v)
[112-115] Innovative language assessment: Scenario-based approach. AALA Conference. Seoul, South Korea. (v); UK ALTA, Queens University Belfast, Northern Ireland. (v); Sultan Qaboos University, Oman, UAE. (v)
[111] Scenario-based language assessment. Workshop for English-Australia, Australia. (v)
[110] Standards and Ethics. King Sejong Institute of Korea, South Korea. (v)
[109] Teaching English Abroad. California State University, Fullerton, USA. (v)
[108] Language assessment for citizenship: The USNT. Duolingo, Pittsburgh, USA. (v)

**2020 [3]**
[107] Evaluating language assessments: Fairness and Justice. Duolingo, Pittsburgh, USA. (v)
[106] Assessment for Language for Specific Purposes, Moscow, Russia. (v)
[105] Publishing in language assessment. ILTA Webinar. (v=virtual)

**2019 [6]**
[104] TEPS 20th anniversary Conference, Seoul, South Korea.
[103] Multilingualism and assessment. AALA Conference, Hanoi, Vietnam.

[102] Evaluating language assessments in Japan. JLTA Conference, Niigata, Japan.
[101] Individual and institutional responsibility in language assessment. Melakka. Malaysia.
[100] Institutional responsibility in justifying language assessments. HK Institute of Linguists.
[99] Panel discussion on technology in language assessment. HK, British Council.

## 2018 [10]
[98] Fairness and Justice in language assessment. KATE Conference, Seoul, South Korea.
[97] How do we make teachers responsible language assessors? Asia TEFL Conference. Macau.
[96] Fairness and justice in language assessment, Hong Kong Polytechnic University.
[95] Developing score report cards for teacher, student, and parent. City Univ. of Hong Kong.
[94] Diagnostic feedback from classroom assessments. University of Hong Kong.
[93] Multilingualism and language assessment. Murray Edwards College, Cambridge University.
[92] ESP assessment: The case of technology. ALTE plenary talk, Cluj, Romania.
[91] Fairness and justice in language assessment. ALTE Conference, Cluj, Romania.
[90] Diagnosis feedback as opportunity-to-learn. Workshop at UTHM, Batu Pahat, Malaysia.
[89] Learning about assessment knowledge. ASEAN ELT Conference, Melakka, Malaysia.

## 2015-17 (13)
[88] Internationally or locally developed language assessments. AFELTA Conference, Taipei.
[87] Workshop on "Learning about assessment knowledge thru scenarios." AALA Conf. Taipei.
[86] Language assessment policies for citizenship. Seoul National University, South Korea.
[85] Classroom language assessment. Talk. Malaysian International Conference on ELT.
[84] Classroom language assessment. Symposium, Malaysian International Conference on ELT.
[83] Automated scoring. Chinese Computational Linguistics Conference, Guangzhou, China.
[76-82] How do we evaluate a language assessment?
 Asia TEFL, Nanjing, China
 Asia TEFL, Workshop, Nanjing, China
 British Council Conference, Seoul, South Korea
 MICELT, Kuala Lumpur, Malaysia
 Anniversary of GDUFS, Guangzhou, China
 TEFLIN Conference, Denpasar, Indonesia
 AALA Conf., Bangkok, Thailand [Presidential address].

## 2013-14 (12)
[75] Assessment literacy. National Institute of Education, Singapore.
[74] What is the scope of language assessment? Ming Chuan University, Taipei, Taiwan.
[70-73] Responsibility in language assessment:
 Asia Education Expo Conference. Singapore,
 ETA Conference, Taiwan,
 Zhejiang University, China,
 University of Macao, SAR China.
 Nanyang Technological University, Singapore.
[69] Workshop on how to train language assessors to be responsible. ETA Conference, Taipei.
[68] Teaching English in "Inner" and "Outer" circle contexts, CSU Fullerton, USA.
[67] Evaluating language assessments, Part 2. University of Modena and Reggio Emilia, Italy.

[66] Evidence for the utilization argument. University of Modena and Reggio Emilia, Italy.
[65] Fairness and Justice: CELC Symposium, National University of Singapore.
[64] Fairness and Justice Workshop. CELC Symposium, National University of Singapore.

**2010-2012 (20)**
[63] Fairness and justice: principles. Language Testing and Training, Taipei, Taiwan.
[61-62] Evaluating language assessments:
      National Chengchi University, Taipei, Taiwan,
      University of Bologna, Part 1 and Part 2, Italy.
[60] Panel discussion. SCALAR Conference, UCLA, USA.
[59] Portability of the CEFR & international English language tests. LTRC, Princeton, NJ., USA
[58] Immigration and citizenship testing. Hong Kong Polytechnic University, SAR China.
[57] Multilingualism and language assessment. AILA [World Congress], Beijing, China.
[56] High-stakes tests. Korean English Language Testing Conference, Seoul, South Korea.
[55] Test Fairness in test development. ALTE Conference/Charles University, Prague, Czech.
[54] Issues in test fairness. ALTE Conference/Charles Univ., Prague, Czech
[53] Issues in language assessment: A colloquium. American Univ. in Armenia, Yerevan.
[52] What evidence do we need to evaluate language assessments? HK Polytechnic University.
[51] Assessment Evaluation Framework. National Taiwan Univ., Taipei, Taiwan.
[50] Differential Item Functioning. Language Testing and Training Centre, Taipei, Taiwan.
[45-49] Assessment data issues:
      Shanghai Jiatong University, China,
      Seoul National University, South Korea,
      Zhejiang University, Hangzhou, China,
      Applied Linguistics Program, UCLA, USA,
      Apple Lecture, Teachers College, Columbia University, USA.
[44] Language assessment for immigration and citizenship. Columbia University, USA.

**2007-2009 (13)**
[43] The U.S. Naturalization Test. American Univ. of Armenia, Yerevan, Armenia
[42] Structural equation modeling for educational researchers. University of Hong Kong
[41] Politics and legislation in citizenship testing in the U.S. SCALAR 12. CSU Fullerton, USA.
[40] Citizenship and testing for citizenship: The U.S. case. UCLA, USA.
[39] Language assessment for citizenship & asylum. AAAL Conf., Washington, D.C., USA
[38] Exploratory and confirmatory factor analysis. LTRC, Hangzhou, China.
[37] How are we to evaluate a test? California State University, Fullerton, CA, USA.
[36] Statistical analyses for language assessment. University of Cambridge, UK.
[35] Statistical analyses for language assessment. LTRC, Barcelona. (with L. Bachman), Spain.
[34] The U.S. Naturalization test redesign: Designing for failure? LTRC, Barcelona, Spain.
[33] Cognitive Diagnostic feedback: Discussant. LTRC, Barcelona, Spain.
[32] Test Development and Standard Setting. Bangalore, India.
[31] Research agenda for test evaluation. LTTC-National Taiwan University, Taipei.

**2004-2006 (16)**
[30] Research methods in language assessment. Guangdong Univ. of Foreign Studies, China.

[29] Code of Ethics, Practice and beyond. ALTE Conference, Sofia, Bulgaria.
[28] ILTA Code of Ethics and Practice. ALTE Conference, Sofia, Bulgaria.
[27] A model for test evaluation.  National Taiwan Normal Univ., Taipei, Taiwan.
[26] Ethics in language assessment. Tunghai Univ. Conference, Taichung, Taiwan.
[25] Language Assessment Research Methods.  National Tsinghua University, Hsinchu, Taiwan.
[24] ILTA Code of Ethics. SCALAR Conference 9, CSU Fullerton, CA, USA.
[23] Language test development for teachers of English, Hindi, & Punjabi. Delhi Univ., India.
[22] Language test development of college teachers of English. Delhi University, India.
[21] Micro and macro test evaluation. ALTE Conference, Berlin, Germany.
[20] Structural Equation Modeling in language assessment. University of Cambridge, UK.
[19] How are we to evaluate a test? American University at Sharjah, UAE.
[18] Statistical analyses for language assessment workshop, Dubai Men's College, Dubai, UAE.
[17] Language assessment issues for teachers, CATESOL Conference. Los Angeles, USA.
[16] Issues in language acquisition and assessment, AAAL Conference, Portland, Oregon, USA.
[15] Statistics for language assessment.  LTRC, Temecula, CA. (with L. Bachman), USA

**1999-2003 (8)**
[14] Response to validation of TOEFL tasks. TESOL Convention, Salt Lake City, Utah, USA.
[13] Test Fairness. ALTE Conference, Budapest, Hungary; University of Cambridge, UK.
[12] Classroom assessment for university professors.  IELP-II, Cairo, (with S. Slovacek), USA.
[11] National language testing reform. CIEFL, Hyderabad, India.
[10] Recent developments in language testing. NCEEE, Cairo, Egypt.
[8-9] Fundamentals in language testing. CIEFL, Hyderabad; American Univ., of Cairo, Egypt.
[7] Validation and fairness in language assessment. IELP-II, Cairo, Egypt.

**1994-1998 (6)**
[6] Scale development for the IELTS. University of Cambridge, UK.
[5] A framework for structural modeling research with local data. Univ. of Cambridge, UK.
[4] Test taker characteristics and test performance. University of Cambridge, UK.
[3] Using quantitative data analysis for test development and research. CIEFL Hyderabad, India.
[2] Pedagogical seminar in language assessment for Vietnamese educators. UCLA, USA.
[1] Test Development and research approaches. CIEFL, Hyderabad, India.

**Refereed papers read at Conferences (32)**
**2021-**
[32] The future of language assessments. Asia TEFL Conference, Malang, Indonesia.
[31] A survey of English proficiency among young learners in eight cities. AALA, South Korea.

**2000-2018 (15)**
[30] How literate are teachers in Goa in assessment? AALA Conf., Shanghai, China.
[29] Internally or locally developed language assessments, Conf. in Salt Lake City, UT, USA.
[28] How does context mediate the construct of an assessment? LTRC, Palermo, Italy.
[27] Automatic scoring of short-answer responses, AAAL Conf., Orlando, (with Carr), USA.
[26] Duolinguo: Game changer? AAAL Conference, Toronto (with Wagner), Canada.
[25] Building a validation argument from test performance data, AALA, Hangzhou, China.

[24] Gender and test taker strategies in an EFL reading test. LTRC, Amsterdam, Netherlands.
[23] Language examination reform project in India. LTRC, University of Melbourne, Australia.
[22] A language assessment ethic: Language Assessment Ethics Conf., Pasadena, CA, USA.
[21] Structural Equation Modeling in language assessment. University of Cambridge, UK.
[20] Language Testing Workshop for teachers. IELP-II, Cairo (with Weir), Egypt.
[19] How to aspire for the highest achievement?  St. Germain High School, Bangalore, India.
[18] Articulating the concept of test fairness. ALTE Conference, Barcelona, Spain.
[17] Test Qualities: Expanding the engineering approach. LTRC, Vancouver, Canada.
[16] Test Qualities: Expanding the engineering approach. SCALAR Conference 3, UCLA, USA.

**1988-1999 (15)**
[15] Scale development for language testing.  UCLES, Cambridge, UK.
[14] A training model for training of language testing experts. LTRC, Tsukaba, Japan.
[13] Fairness and justice for all.  LTRC, Orlando, USA
[12] What does multiple-group structural modeling have to offer?  LTRC, Orlando, USA.
[11] English language tests for ethically right conduct. TESOL, Orlando, USA.
[10] Modeling test taker characteristics and test performance. AAAL, Chicago, USA.
[9] Connecting validation and fairness in language testing.  LTRC, Tampere, Finland.
[8] Comparing novice readers from expert readers. AAAL, Atlanta, GA, USA.
[7] Developing a test of ELP, RPLLA Conference. Columbus, OH, USA.
[6] Test taker characteristics and test performance. AAAL Conference, Seattle, WA, USA.
[5] Test Taker characteristics and test performance. TESOL Convention, New York, USA.
[4] An investigation of a criterion-referenced test.  LTRC, ETS, Princeton, NJ., USA
[3] Test Taker characteristics and test performance. AAAL, New York, USA.
[2] Test bias and DIF. Second Language Research Forum, UCLA (with Sasaki), USA.
[1] The TOEFL-Cambridge comparability study, LTRC, Urbana-Champaign (with Bachman,
       Lynch & Vanniarajan), USA.

## 9.   UNIVERSITY TEACHING, WORKSHOPS & SUPERVISION
**Teaching at CSULA, NTU, HKU, UMAC, CMU**
Innovation in language assessment (CMU), Introduction to language assessment. Statistical analyses for language assessment. Research design. (UMAC)
Multivariate statistics; EFA, CFA, SEM, Test validation, Test fairness. (NTU, UHK, CSULA)
Ethics in language assessment. Language testing for immigration and citizenship (CSULA).

**Seminars/workshops at other universities**
An introduction to ESP language assessment. National Research University, Moscow, 2020
Fairness in language assessment, Babes-Bolyai University, Cluj-Napoca, Romania, 2018
Language assessment and technology, Chulalongkorn University, Thailand, 2015
Evaluating language assessment, Univ. of Modena & Reggio Emilia, Italy, 2012-2014
Test Fairness, Charles University, Prague, Czech Republic, 2010
Differential Item Functioning, Language Training and Testing Center, Taipei, Taiwan, 2010
Structural modeling, Univ. of Cambridge Language Assessment, 2008
Methods of research and inquiry, Univ. of Hong Kong, 2009
Ethics in language assessment, Tunghai Univ., Taichung, Taiwan, 2006

Statistical analysis, Dubai Men's College, Dubai, United Arab Emirates, 2004
Fairness and validation, UCLA, 2003, 2002
Introduction to language assessment development, USAID, Cairo, Egypt, 2000
Test Development, Central Institute of English & Foreign Languages, Hyderabad, India, 1999

**Thesis, dissertation supervision and examination**
*7 Ph.D. dissertations as chair/co-chair; In progress and completed.*
Emily Zhang Di, University of Macau, 2019-
Shelly Ye Xueting, University of Macau, 2018-
Carol Celestine, Nanyang Technological University, 2014-17
Don Yao Dong, University of Macau, 2018-22
Christine Linyu Liao, University of Macau, 2017-22 [awarded ETS PhD research grant]
Limei Zhang, Nanyang Technological Univ., defended 2015, [awarded ETS PhD research grant,
     2013; now Lecturer, NTU, Singapore]
Yuyang Cai, University of Hong Kong, defended, 2013, [awarded ETS PhD research grant,
     2012; now Asst. Prof., Shanghai International University of Business, China]

*18 Ph.D. dissertations as internal and external examiner;[partial listing]*
Nick Bi, University of Sydney, now Assistant Prof., in a Chinese university
Ricky Jeffrey, now Assistant Prof., University of Nottingham, Ningbo.
Jack Bower, Macquarie University.
Vahid Aryadoust, now Assistant Prof., Nanyang Technological University, Singapore
Aek Phakiti, University of Melbourne, now Associate Professor, University of Sydney
Qin Xie, University of Hong Kong, now Assistant Prof., Educational University of Hong Kong

*65 M.A. theses as chair and committee member; [partial listing]*
Ally Ho, University of Macau, now working at UM, Macau
Olive Qin, University of Macau, now working in testing in Shenzhen
Kayla Chen, University of Macau, now working in testing in Zhuhai
Sara Zheng, University of Macau, now working in a school in Zhuhai
Laura Staniute, University of Macau, now working in Tokyo, Japan
Yao Don Dong, University of Macau, PhD student at UM
Liu Sha, Nanyang Technological University, Singapore, now PhD student, Univ. of Bristol
Paoli Lee, California State University, LA, now a college teacher, Taipei, Taiwan
Giang Hoang, California State University, LA, completed PhD study, Univ. of Melbourne
Beryl Meiron, California State University, LA, formerly, former IELTS Manager, USA

**10. INTERNATIONAL SERVICE**
Honorary Advisor, HK PolyUniv. -Tsinghua Univ. Centre for Language Sciences, 2013-15.
Member, Technical Advisory Committee, Assessments for ELLs, ETS, Princeton, 2012-13.
Member, Fulbright National Review Panel for TEFL/Applied Linguistics, 2010-13.
Member, Fulbright National Screening Committee for East Asia, ETAs, 2010-13.
Strand Coordinator, Assessment & Evaluation, AAAL Conference, 2002, 2008, 2011.
Chair and Member, TOEFL Outstanding Doctoral Dissertation Committee, 2001, 2002, 2010
Member, Fulbright Screening Committee for Junior & Senior Scholars, Taiwan, 2006.

Member, Best article in language testing, ILTA, 2005-06.
Member, Best published paper in TESOL, 2005-2006.
President and Vice President, International Language Testing Association, 2003-05.
Treasurer, International Language Testing Service, 1999-2002.
Chair, ILTA Lifetime Achievement Award Committee, 2002-04.
Member, *NAEP Spanish Language Assessment*, CAL, Washington, 1999-2000.
Member, TOEFL 2000 Research and Development Committee, 1998-2001.
Member, TOEFL Committee of Examiners, 1995-2001.

**Editorial Board membership**
*Language Assessment Quarterly, Pedagogies, Research in Language and Education*

**Professional Consultancies**
U.S. National Academy of Arts and Sciences, Department of State, 2018.
U.S. Board of Nursing, Healthcare curriculum. 2017
Eiken, Japan, 2015.
Language Accessibility Project. OfQual, U.K., 2010-11.
Language Training and Testing Center, Taipei, Taiwan, 2009.
Test structure, bias, accommodations. University of Cambridge, U.K., 1996-2011.
Higher Education Grant in Mexico. Georgia State Univ. & Univ. of Puebla, Mexico, 2009-12.
North American Mobility Program. Georgia State Univ. & Univ. of Puebla, Mexico, 2004-08.
Assessment Institute Workshops, USAID, Cairo, 2001-02.
NAEP Language Assessment. Center for Applied Linguistics, Washington, D.C., 1999-2000.
Academy for Educational Development. Washington, D.C., 1996-2000.

**Services to other Universities**
*Faculty tenure and promotion evaluation*
New York University, UCLA, Teachers College, Columbia University, University of Minnesota
University of Hawai'i, Manoa, Hong Kong Polytechnic University, Iowa State University,
University of Surrey, University of Sydney, University of Hong Kong, National Tsinghua
University, Taiwan, San Francisco State University, University of Bedfordshire

*PhD External examinations*
University of Malaya, University of Melbourne, University of Sydney, Hong Kong Polytechnic
University, University of Hong Kong, Universiti Putri Malaysia, Macquarie University,
University of Nottingham, Ningbo

**Manuscript and abstract reviewer**
**Conferences:** LTRC, AAAL, TESOL, AILA, GURT, AALA.
**Journals**: *Applied Linguistics*, *Asian Journal of English Language Teaching, Educational
    Assessment, Issues in Applied Linguistics, Language Learning, Language Testing,
    TESOL Quarterly, Language Awareness, Language Assessment Quarterly, Language
    Policy, Asia TEFL, The Modern Language Journal*.
**Publishers**: Sage, Lawrence Erlbaum, Pearson-Longman, Cambridge University Press, Yale
    University Press, Routledge, Addison Wiley, Wiley-Blackwell, Cambria Press.

**Agencies:** U.S. State Department, Canadian Language & Literature Research Network, Social Science and Humanities Research Council of Canada, ETS, Princeton, HK Research Grants Council.

**Conferences organized**

Co-Chair, Assessing World Languages 1, 2, 3. Macau, 2017, 2018, 2019.
Co-Chair (with D. Qian), AALA Bangkok and Bali, Indonesia, 2015, 2016
Co-Chair (with L. Bachman & N. Carr), LTRC, Temecula, CA, USA, 2004
Co-Chair (with L. Bachman & N. Carr), LTRC, Hangzhou, China, 2008
Chair, Language Assessment Code of Ethics Conference, Pasadena, CA, USA, 2002
Chair, (with CSULA students), SCALAR, CSULA, USA, 1997-2011
Co-Chair, (with M. Spaan), LTRC Orlando, Florida, USA, 1997

**Professional memberships**

International Language Testing Association (ILTA)
American Association of Applied Linguistics (AAAL)
Asian Association for Language Assessment Association (AALA)

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