

# CURRICULUM VITAE

## Full name and date

Name: Huhta, Ari Jaakko Juhana  
Gender: male  
Date of CV: 22.9.2013

## Date and place of birth, nationality, current residence

Date and place of birth: October 13th 1960, Ylistaro, Finland  
Citizenship: Finnish  
Current residence:

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University of Jyväskylä  
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## Education and degrees awarded

- FT (Ph.D), University of Jyväskylä, Applied Linguistics 16.3.2010 Jyväskylä
- FL (Phil.Lic.), University of Jyväskylä, Applied Linguistics 1994 Jyväskylä
- FM (M.A.), University of Jyväskylä, Applied Linguistics 1989 Jyväskylä

Career stage: professor

## Language skills:

Finnish (first language)  
English (C1-C2)  
Swedish (comprehension B2, production A2)  
French (comprehension B1, production A2)  
German (comprehension A2, production A1)  
Spanish (comprehension A2)

## Current position

Kielitaidon arvioinnin professori (Professor of language assessment), Centre for Applied Language Studies, University of Jyväskylä, since August 1, 2012

## Previous work experience

- University of Jyväskylä, Language Centre for Finnish Universities
  - Research assistant 1985 – 1986
  - Researcher 1987 – 1996
- University of Jyväskylä, National Institute for Educational Research
  - Researcher 1996 (2 months)
- University of Jyväskylä, Centre for Applied Language Studies
  - Researcher 1996 – 2012

## Research funding, academic leadership, and supervision

### Research funding:

As the main applicant:

- **Post-doctoral researcher** (2011-14), Academy of Finland: 328 708 € (when I obtained my current professorship in August 2012, I had to discontinue this research grant)
- **Diagnosing the development of writing ability** (in 2010 for 2010-11): Pearson Assessment, UK: £ 10 000
- **Creation of Fin-Clarín compatible learner writing corpus** (2012): Fin-Clarín consortium, Finland, 11 000 €

Significant contribution (i.e. one of the 2-3 main writers) in the following applications:

- **DIALUKI** project (in 2009 for 2010-2013) Academy of Finland (AF): € 500 000 (PI Charles Alderson, Lancaster University, till July 2012; PI Ari Huhta from August 2012)
- **CEFLING** project (in 2006 for 2007-09) AF: € 220 000 (PI Maisa Martin, U. of Jyväskylä)
- **DIALANG** project, Phase 1 (in 1996 for 1997-99) (European Commission); total Dialang budget for 1997-2004 was € 4.5 million of which the Commission grant was, unusually, about 75% (PI Kari Sajavaara, U. of Jyväskylä)
- Project for the evaluation of the effectiveness of language education in Finland (in 1995 for 1996-97; AF (PI Kari Sajavaara, U. of Jyväskylä)

Participation as a member of a larger group of writers in these successful applications:

- **TOPLING** (Paths in Second Language Acquisition) (in 2009 for 2010-2013) AF: € 500 000 (PI Maisa Martin, U. of Jyväskylä)
- **CEFCult** project (in 2009 for 2009-11); EU Life Long Learning (PI Lut Baten, Katholieke Universiteit Leuven)
- **TOLP** (Towards Future Literacy Pedagogies) project (in 2006, for 2007-09) AF: € 220 000 (PI Minna-Riitta Luukka, U. of Jyväskylä)
- **ENLTA** (European Network on Language Testing and Assessment) project (in 2003, for 2003-05) (European Commission) (PI Charles Alderson, Lancaster University)
- **DIALANG** project, Phase 2 & 3 (1999-2004) (European Commission); for the grant, see above (PI Wolfgang Mackiewicz, Freie Universität Berlin)

### Direction and coordination of research:

- Principal Investigator of DIALUKI (Academy-funded project 2010-13) since September 2012; Academic Coordinator of DIALUKI January 2010- August 2012.
  - Supervision of two post-doc researchers in the project (Lea Nieminen, Riikka Ullakonaja)
- Member of the steering group of TOPLING (2010-13) and CEFLING (2007-2009), Academy-funded projects, and of DIALANG (EU-funded project, 1997-2004)
  - In DIALANG, I coordinated the subprojects on test design and translations in 2000-2003/04 (13 translation teams and 14 test reviewer teams across Europe)

### Supervision of doctoral students:

Two completed PhD theses, six PhD theses in progress, one Licentiate thesis in progress, all at University of Jyväskylä:

#### Doctoral students who have completed their studies:

- Tuokko, Eeva 2007 Mille tasolle perusopetuksen englannin opiskelussa päästään? [What is the level of proficiency reached in English in lower secondary education] (2<sup>nd</sup> supervisor).
- Leblay, Tarja (2013) ”Voi ei - nää on tosi hyviä muhun verrantuna!” Uudenlaisen arviointimenetelmän toimivuus ranskan suullisen kielitaidon itsearvioinnissa [”Oh no - they are

really good compared to me!” The functionality of a new assessment method for self-assessing speaking in French] (1<sup>st</sup> supervisor)

#### **Doctoral students with their work in progress:**

- Khushik, Abbas Ghulam (in progress) Writing in English across the Common European Framework of Reference levels - An analysis of the linguistic characteristics of writing by Finnish and Pakistani learners (1<sup>st</sup> supervisor)
- Mansouri, Behzad (in progress) Cognitive Diagnostic Assessment of L2 reading Comprehension Ability (1<sup>st</sup>)
- Laakso, Saara (in progress) Formatiivisen arvioinnin merkitys toisen kielen kuuntelutaitojen oppimisessa [The impact of formative assessment in learning to listen in second language] (1<sup>st</sup>)
- Siekkinen, Hellä (in progress) Itseohjautuvuus tradenomiksi opiskelevien englannin opiskelussa ensimmäisenä vuotena amk:ssa [Self-directiveness in the English studies of the students in the tradenom programme in a Polytechnic university] (1<sup>st</sup>)
- Tossavainen, Henna (in progress) Development of metadiscourse in adult and young learner EFL opinion writing at levels of A1-B1 of the Common European Framework of Reference (1<sup>st</sup>)
- Wong, Roxanne (in progress) Feedback for Diagnostic Writing. (2<sup>nd</sup>)
- Leontjev, Dmitri (in progress) Applying Results from Second Language Acquisition Research to Diagnostic Language Proficiency with a Computer Adaptive System. (2<sup>nd</sup>)
- Teija Kyllönen (in progress) Perusasteen yläkoulun oppilaiden vieraan kielen oppimismotivaatio ja sen rakenne [Lower secondary students' motivation to learn languages] (2<sup>nd</sup>)
- Ilola, Maarit (licentiate thesis, in progress) Peruskoulun 9. luokkalaisten käsityksiä englannin suullisesta kielitaidosta [Perceptions of English oral proficiency among the 9th graders in the comprehensive school] (2<sup>nd</sup>)

#### **Merits in teaching and pedagogical competence**

Introductory and advanced courses on **language assessment** at the Department of Applied Linguistics, Dept. of Languages, and Dept. of Teacher Education at University of Jyväskylä since 1988 (usually co-teaching with colleagues). ‘**Project courses**’, i.e., courses based on particular research projects at CALS & Dept. of Languages. Introductory course on **quantitative research methods**. Coordinator of training of two in-service training program on the assessment of oral skills for Finnish Polytechnics language teachers, 2000-2002. Over 100 visiting lectures and training days on different aspects of language assessment and language proficiency in, e.g., in-service programmes for language teachers. Recently, the most common topic has been the use of the Common European Framework for assessment and target setting purposes.

#### **Awards, prizes and honours**

Kari Sajavaara memorial award for PhD dissertation in applied linguistics (2011)

#### **Other academic merits**

#### **Memberships and positions of trust in scientific & scholarly societies and expert groups:**

- Member of the **TOEFL Committee of Examiners** (Educational Testing Service, USA) 2009-14
- Expert advisor to the European Commission on the **First European Survey of Language Competences** (2007-2012; 2013)
- **EALTA** (European Association for Language Testing and Assessment) **Expert Member** since 2010 (<http://www.ealta.eu.org/expert-members.php>)
- **Chair of the expert committee** for the Finnish National Board of Education's 2012-13 study of educational achievement in foreign languages in the final year of the comprehensive school
- **Chair of the 2013 Jacqueline Ross TOEFL Dissertation Award** selection committee (2012-13)
- **Chair of the 2012 International Language Testing Association's Best Article Award** selection committee (2011-12), and member of the committee in 2010-11 and 2012-13.
- **Member at large of the ILTA Executive Board** (International Language Testing Association)

2012-

- **Co-chair of the 1996 Language Testing Research Colloquium**, August 1996, Tampere, Finland.
- Member of the Executive Committee of the SLATE (Second Language Acquisition and Language Testing in Europe) research network, since 2009
- **University of Jyväskylä representative in FIN-CLARIN** (a national language research infrastructure consortium) 2008 –
- Chair of the 31<sup>st</sup> Summer School of Applied Language Studies, Jyväskylä, June 2013.
- Member of the supervisor pool for Langnet, the national doctoral school for language studies.
- Member of the advisory board for the National Board of Education initiative on diversifying foreign language education in the comprehensive school, 2008-10
- Member of ILTA (International Language Testing Association) Nominations Committee (2010)
- **Member of the Faculty Senate**, Faculty of Humanities, University of Jyväskylä 2002 – 2008
- **Member of the National Certificates examination board** 2000 – 2005; expert member 2005 –
- Member of the advisory board for the Centre of Sign Language, University of Jyväskylä, 2010 –
- Member of the Board of AFinLA (Association Finlandaise de Linguistique Appliquée) 2001-2003; Member of AFinLA 1993 –
- Member of planning group for the test of Finnish for immigrants of Finnish descent, National Board of Education (2002) / Ministry of Labour (2003-2004)
- Assistant member of the Matriculation Examination board (English; 1992 - 2002)
- Member of ILTA (International Language Testing Association) 1994 –
- Member of EALTA (European Association for Language Testing and Assessment) 2004 –
- Representative of U.of Jyväskylä / CALS & the National Certificates in ALTE (Association of Language Testers in Europe) intermittently between 1996 and 2005.

#### **Referee / review work:**

Reviewer of submissions for the following scientific journals: Canadian Modern Language Journal (2007), Language Assessment Quarterly (since 2007), Language Learning (1996), Language Testing (2000-01, 2010, 2013), Language Teaching (2007-08), Reading in a Foreign Language (2011); Language Learning & Technology (2012-13); Apples (2010-); AFinLA Yearbooks (several occasions),

Reviewer of submissions for The Encyclopedia of Applied Linguistics (2010), for the Educational Testing Service's research proposals and reports (2007-), for Cambridge University Press of the book Computers in Language Testing (2006), for a book proposal for Pearson / Taylor & Francis (2012) and Routledge (2012). Reviewer of conference abstracts: Language Testing Research Colloquium (1996, 2007, 2012-13), EALTA conference (2006-07, 2010, 2013), AAAL (2013), EuroSLA (2013-14), AFinLA conference (several times)

#### **Invited keynote and plenary presentations:**

Diagnosing strengths and weaknesses in S/FL reading: What do SLA and Testing have to offer? J. Charles Alderson & Ari Huhta. Invited plenary talk at EUROSLA 20, Reggio Emilia, Italy, September 1-4, 2010.

Current trends and research in Foreign and Second Language. Invited plenary talk at the 11th Rakenduslingvistika kevadkonverents "Keele mõõtmed". EAAL 11th Annual Conference "Measurement of Language" 26.-27.4.2012, Tallinn, Estonia.

Approaches to diagnostic assessment of foreign language proficiency. Invited keynote presentation at the conference English as a Second Language at the Tertiary Level. Anna University, Chennai, India. June 28-29, 2012

Yes / No Vocabulary Size Placement Test in DIALANG - some research findings. Invited keynote presentation. ESRC Seminar: Testing and teaching vocabulary in a second language setting. University of Wales, Swansea, 8.-9.6.2006.

#### **Scientific and societal impact of research**

Of the areas of research that I have been involved in, my work on developing the theory and practice of

diagnostic assessment of second/foreign language proficiency has had the biggest impact internationally. I have had the good fortune to work with several leading experts in language assessment and language learning over the years in different projects, most notably in the DIALANG project in 1997-2004 (with Charles Alderson and Caroline Clapham from Lancaster University, and John de Jong and Norman Verhelst from CITO) and more recently in DIALUKI (in addition to Alderson and de Jong, e.g., Scott Jarvis (Ohio University) and Judit Kormos (Lancaster) were involved in the project in different roles). Research is nowadays very much a team effort, so it is difficult to single out individuals' contribution, including mine, but I feel proud of having been closely involved in research that has made diagnostic testing / assessment as one of the most interesting and rapidly expanding areas of study not only in language testing but in applied linguistics in general. Indications of the rise in importance of diagnostic testing is (1) the emergence of a range of new language tests that are, or at least claim to be diagnostic, and (2) the emergence of diagnostic testing as a regular theme in language testing conferences in the past 5-8 years; in fact, it was the main theme in 2013 of the most important international language testing conference, the Language Testing Research Colloquium. As diagnostic testing is about understanding and measuring the strengths and especially weaknesses in learners' language skills, and about understanding the predictors and underlying reasons of such strengths and weaknesses, it is an area that intersects not only foreign / second language testing and second language acquisition research but also research on first language learning and learning difficulties.

I have also been involved in several national and international projects as an advisor or expert member and have, thus, been able to apply my knowledge gained in research studies, and make a contribution, to a range of studies, projects, examinations or policy initiatives (e.g., the European Commission's survey language proficiency in the schools of 14 European countries in 2008-12 and a similar study in Finland by the Finnish educational authorities in 2012-13; see the list of academic merits above). I have also given numerous presentations on my research and areas of expertise in teachers' in-service courses in Finland.

An important aspect of the impact of my research is through national and international publications and conference presentations, which are described below.

I have a total of about 100 published or in press national and international publications. Of these over 30 are refereed international articles or book chapters (some in print). Publications include edited books and research reports (monographs). About 20 of the publications are popular and/or articles intended for teachers or teaching materials.

I have given well over 100 papers and posters presented in national (over 20) and international (over 80) congresses and seminars, including the LTRC, EALTA, BAAL, AAAL, AILA, JLTA, EUROSLA, EuroCALL & TESOL conferences. Seven invited international presentations (including 1 keynote and 3 plenary presentations). The topics include the development and research on computer-based language assessment systems; students' preparation for a national school-leaving examination, surveys on international testing systems, language teachers' needs for training on assessment, linking assessments to the Common European Framework, using assessment to support language learning research, the development of vocabulary across CEFR levels, and studying conceptual systems with concept mapping and multidimensional scaling approaches.

I have also been the organiser / convener of colloquia at major international conferences:

Approaches to diagnostic assessment of language proficiency: differences and commonalities. R. Ableeva & A.Huhta (Colloquium organisers). AAAL 2012 Annual Conference. 24.-27.3.2012. Boston, USA.

Diagnosing reading in a second or foreign language - insights from a multi-method study of two different languages. A.Huhta (colloquium organiser). Language Testing Research Colloquium, 3.-5.7.2013, Seoul.  
Diagnosing reading in a second or foreign language - insights from a multi-method study of two different languages. A.Huhta (symposium organizer). LTRC 2013. 3.-5.6.2013. Seoul, Korea.