

Language Test Construction And Evaluation Cambridge Language Teaching Library

Validation in Language Assessment contributes to the variety of validation approaches and analytical and interpretive techniques only recently adopted by language assessment researchers. Featuring selected papers from the 17th Language Testing Research Colloquium, the volume presents diverse approaches with an international perspective on validation in language assessment. Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: * qualitative, quantitative and mixed methods * research techniques and approaches * ethical considerations * sample studies * a glossary of key terms * resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

Classroom tests are an everyday feature of second and foreign language classrooms worldwide. Teachers spend a lot of time and energy making and using tests, and learners spend a lot of time and energy taking them. Nonetheless, such assessments are under-studied, as they are considered routine. This volume illuminates this little-researched area. Featuring fifteen classroom language tests made and used by Chinese, English, French, German, Italian, Japanese, Russian, and Spanish teachers, the book includes parallel teacher commentary and testing content chapters that transparently probe the teachers' processes of making and using their tests. Rather than view teachers' tests as poor shadows of what professional test writers do, this work identifies the reasoning behind teachers' tests. In addition, focused testing content chapters take examples directly from the actual tests and the accompanying teacher commentary. This book is an accessible, applied resource for second and foreign language teachers, language program administrators working with teachers, students in teacher preparation and enrichment programs, and scholars in language teaching, learning, and testing.

This book addresses the need for tests that can diagnose the strengths and weaknesses in learners' developing foreign language proficiency. It presents the rationale for, and research surrounding, the development of DIALANG, a suite of internet-delivered diagnostic foreign language tests funded by the European Commission. The word 'diagnosis' is common in discussions in language education and applied linguistics, but very few truly diagnostic tests exist. However, the diagnosis of foreign language proficiency is central to helping learners make progress. This volume explores the nature of diagnostic testing, emphasizing the need for a better understanding of the nature of appropriate diagnosis. The book starts with a debate about how diagnostic testing might most appropriately be developed. Charles Alderson argues that the field has neglected to construct diagnostic tests, partly because other forms of testing have dominated the field. Alderson examines how proficiency has been diagnosed in the key areas

of language: reading, listening, writing, grammar and vocabulary. The value of self-assessment is discussed and exemplified as a key component in developing learners', and teachers', awareness of the complexity of language learning. The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency.

What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, *Principles and Practices for Teaching English as an International Language* fills a critical need in the field.

The study focuses on the investigation of the process during which raters of EFL written performance make their decisions. It consists of a pilot and a main study, each of which concentrates on assessment of writing. The rationale is to detect the decision-making processes that raters follow, which can be used for training raters, and with which the reliability of rating can be improved. The pilot study is based on data collected during a large-scale language proficiency assessment of two age groups from learners of English and German languages. Raters were asked to think aloud during the rating task. Data was then transcribed and analysed. The participants in the main study were novice raters, who produced verbal protocols. 37 EFL teacher trainees took part in rater training and practised think-aloud protocol production. Then, they evaluated ten compositions written by EFL learners and verbalised their thought processes. The verbal protocols served as a basis for data collection. The analysis of data resulted in the conclusion according to which more reliable and objective assessment is possible when evaluating written performance.

This book describes the process of language test construction and reviews current practice.

Understanding Language Testing presents an introduction to language tests and the process of test development that starts at the very beginning. Assuming no knowledge of the field, the book promotes a practical understanding of language testing using examples from a variety of languages. While grounded on solid theoretical principles, the book focuses on fostering a true understanding of the various uses of language tests and the process of test development, scoring test performance, analyzing and interpreting test results, and above all, using tests as ethically and fairly as possible so that test takers are given every opportunity to do their best, to learn as much as possible, and feel positive about their language learning. Each chapter includes a summary, suggestions for further reading, and exercises. As such this is the ideal book for both beginning students of linguistics and language education, or anyone in a related discipline looking for a first introduction to language testing.

Winner of the SAGE/ILTA Book Award 2016 *The Routledge Handbook of Language Testing* will provide a comprehensive account

of the area of language assessment and testing. Written by leading specialists from around the world, this volume brings together approximately 35 authoritative articles (around 8000 words each). The proposed outline for the Handbook (below) is divided into ten sections. The section titles reflect the contents of their Language Testing and Assessment –textbook in our RAL series and sketch a useful overview of the discipline. Each chapter has been carefully selected to relate to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of key research methods, and an assessment of what the future might hold.

Assessing English Language Proficiency in U.S. K–12 Schools offers comprehensive background information about the generation of standards-based, English language proficiency (ELP) assessments used in U.S. K–12 school settings. The chapters in this book address a variety of key issues involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K–12 ELP assessments, addressing the needs of various English learner (EL) students taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K–12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K–12 EL students.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

The diagnostic assessment of writing is an important aspect of language testing which has often been neglected in the literature. However, it is an area which poses special challenges to practitioners both in the classroom and in large-scale testing situations.

This book presents a study which set out to develop and validate a rating scale specifically designed for the diagnostic assessment of writing in an academic English setting. The scale was developed by analysing a large number of writing performances produced by both native speakers of English and learners of English as an additional language. The rating scale was then validated using both quantitative and qualitative methods. The study showed that a detailed data-based rating scale is more valid and more useful for diagnostic purposes than the more commonly used impressionistic rating scale.

Language testers have generally come to recognize the limitations of traditional statistical methods for validating oral language

tests. They have begun to consider more innovative approaches to test validation, approaches that promise to illuminate the assessment process itself, rather than just assessment outcomes (i.e., ratings). One such approach is conversation analysis (or CA), a rigorous empirical methodology developed by sociologists, which employs inductive methods in order to discover and describe the recurrent, systematic properties of conversation, including sequential organization, turn-taking, repair, preference structure, and topic management. CA offers a systematic approach for analysing spoken interaction from a qualitative perspective, allowing one to make observations about a stretch of talk while at the same time interacting with it. This book provides language testers with a background in the conversation analytic framework and a fuller understanding of what is entailed in using conversation analysis in the context of oral language test validation.

This is an essential reference tool for professionals involved in the measurement of human performance and abilities through construction of formally designed instruments. O'Brien . . . has compiled the bibliography to emphasize test construction and item construction as they affect the various disciplines. Issues of test bias, validity, and reliability are related specifically to the process of test construction. This immensely useful bibliography contains 2,759 citations arranged under headings of test construction, fine arts, foreign languages, intelligence, mathematics, miscellaneous, multi-aptitude batteries, personality, reading, science, sensory motor, social studies, speech and hearing, and vocations. Journal of Psychology and Theology Measurement of human performance and ability through formal testing reaches into nearly every area of modern life, and a great deal of research continues to be devoted to improving testing methods. While there is no scarcity of bibliographies of testing materials, a comprehensive resource on test construction and design has been lacking. This new reference is designed to fill that gap. Bringing together materials on a wide range of areas, it provides more than 2,700 classified listings on the development, design, and construction of specific tests as well a general test construction, its rationales, and the pitfalls involved.

"The Cambridge Guide to Second Language Assessment aims to present in one volume an up-to-date guide to the central areas of assessing the second language performance of English by speakers of other languages. This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues"--

Second Language Testing for Student Evaluation and Classroom Research and its accompanying Student Workbook are introductory?level resources for classroom teachers of all levels of experience, and early?career graduate students in applied linguistics, TESOL, and second/foreign language teaching programs. The book gives a balance between practice and theory for student evaluation, and also aims for readers to use testing to connect to classroom research and to their own teaching. Indeed, Second Language Testing for Student Evaluation and Classroom Research aims at self?discovery and empowerment for readers, even as second language testing as a field undergoes major shifts in scope and areas of concern. Second Language Testing offer a strong basis for readers who wish to analyze and improve their own classroom tests, and for readers who wish to evaluate standardized tests they are required to use, or are thinking of using. We work with the general idea, "OK, now that I know test X

has these strengths and weaknesses, what do I do?" Or, "Alright here are students' scores, now how do I use them in my teaching?" At the same time our book provides more in-depth treatments of key testing topics for those readers who want to know "Why?" and "How?" "Why these terms?" "Why this or that analysis?" "Why does it work?" "How does it work?" "What do these numbers mean?" "How do I use them and how do I explain them to my students, my colleagues, my supervisors?" Second Language Testing for Student Evaluation and Classroom Research includes five Appendices for those readers whose interests continue into more advanced areas. Our information and observations on issues such as rater training (Appendix B) are current and discerning, and our Reference section and Glossary would be valued by any advanced testing practitioner or researcher. Second Language Testing is useful to readers at varied levels of engagement, at their choice.

This 2nd edition includes a new chapter on testing young learners and features expanded chapters on common test techniques and testing overall ability. There is also an additional appendix on item banking and a revised appendix on statistical analysis of test data.

The testing and assessment of second language learners is an essential part of the language learning process. This is a state-of-the-art volume that considers the assessment of speaking from historical, theoretical and practical perspectives.

This book contains a number of descriptor scales which describe the linguistic skills needed by language learners to become competent speakers of another language.

This book intends to provide a theoretical overview of examining candidates' oral abilities in different examination formats. In particular, it explores specific partner effects on discourse outcomes and proficiency ratings in the framework of paired-task performance. Two investigations, both set in the context of a proposed Hungarian school leaving examination in English, were carried out in order to contribute to a better understanding of the assumed impact of the chosen variables. Study One investigates discourse differences between examiner-to-examinee interaction and peer-to-peer interaction. Study Two explores the impact of the peer partner's proficiency. The results show that partner effects related to this variable cannot be predicted as either harmful or beneficial since no statistically significant difference was found between 30 candidates' scores in different examination conditions.

Includes chapters on key aspects of second language assessment such as test construct, diagnosis, exam design, and the growing range of public policy, social and ethical issues. Each of the contributors is an expert in their area; some are established names while others are talented newcomers to the field. The chapters present new research or perspectives on traditional concerns such as test quality; fairness and bias; the testing of different language skills; the needs of different groups of examinees, including English language learners who need to take content tests in English; and the use of language assessments for gate-keeping purposes. The volume demonstrates how language assessment is informed by and engages with neighbouring areas of applied linguistics such as technology and language corpora. The book represents the best of current practice in second language assessment and, as a one volume reference, will be invaluable to students and researchers looking for material that extends their understanding of the field.

The articles in this volume were originally presented in spring 2009 at an international conference hosted by the Institute of Germanic and Romance Languages and Cultures at Tallinn University in Estonia. The theme of «crossing boundaries» is reflected in the rich mix of genres, cultures, applications, and critical theories considered here. Indeed, these articles demonstrate that crossing boundaries can be a companionable journey as well an intellectually enriching experience.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring Language Assessment and Testing is a straightforward introduction to the field that provides an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing, using concrete examples to guide students to the relevant literature. Ranging from theory to classroom based scenarios, the author provides practical guidance on designing, developing and using assessments, with flexible, step by step processes for improving the quality of tests and assessment systems to make them fairer and more accurate. This book is an indispensable introduction to the areas of language assessment and testing, and will be of interest to language teachers as well as postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

The main focus of this volume is test development and accreditation requirements and needs. One of the major objectives here is to show the key aspects of the application of assessment in higher education and the systems of accreditation. Thanks to its unique perspective, it offers a different approach on various aspects of second language assessment. As universities are one of the best arenas for the analysis of language testing, the book thoroughly prepares higher education teachers to apply pilot studies and shows students' responses to new testing techniques and accreditation requirements. It offers an enlightening guide for scholars with an academic interest in acquiring the basic principles of language testing and accreditation, providing real cases of how new ways of testing and accreditation can be useful to second language teachers and students. Readers will not only come to understand how to use new testing strategies, but also have the opportunity to see that the proposals described in each chapter may be useful to language assessment and motivation of students.

This edited volume addresses issues that promote the notion of Classroom-based Language Assessment (CBLA) for the academic community and beyond. The book explores recent thinking and research on CBLA within the fields of language testing, assessment and general education based on theoretical and research papers presented at the recent CBLA SIG – EALTA Symposia held in Cyprus and the pre-conference EALTA workshops in various countries around Europe. The volume contains 17 chapters which involve both high-stakes tests and classroom-based assessments conducted by academics, professionals and researchers in the field. It brings together high-quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention. Overall, this edited collection, with its international scope, offers a ground-breaking resource, bringing together in balanced relationship the fields of education and second language testing and assessment.

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This formidable selection of papers reflects the psycholinguistic and sociolinguistic underpinnings of the interface between language and education. Following an introduction that positions the field of educational linguistics historically and conceptually, the volume presents 15 contributions by leading scholars that cover the four areas most central to the field: - Language teaching, language learning and literacy (Widdowson, Bialistok, Cohen & Allison); - Language testing (Bachman, Davies, and Shohamy); - Multilingualism, minority languages and language planning (Bratt-Paulston, Fishman, Lambert, Amara, de Bot & van Els); - Language policy (Clyne, Tucker, Donato & Murday, McNamara & Lo Bianco, and Hornberger). *New Perspectives and Issues in Educational Language Policy* is published in honour of Bernard Dov Spolsky and reflects his impact on applied linguistics in general and educational linguistics in particular. The breadth and coverage makes this an indispensable title for future research in the field of educational linguistics.

Wil je weten hoe het peilingsinstrument Frans voor de derde graad aso, kso en tso werd ontwikkeld en hoe goed onze leerlingen de eindtermen Frans luisteren beheersen? Geef jij Frans en wil je de kwaliteit van je lees- en luistertoetsen bewaken? Wil je nog beter weten wat je moet toetsen en hoe je dat kan doen? Het eerste deel van dit boek geeft algemene informatie over het concept van het peilingsonderzoek in Vlaanderen en legt uit hoe het peilingsonderzoek de luistervaardigheid van leerlingen in de derde graad in kaart te brengen. Daarna wordt gekeken wat je als leraar uit de resultaten van dit peilingsonderzoek kunt leren. Het tweede deel is een praktische gids voor leraren die hun toetsbekwaamheid willen verhogen, de kwaliteit van hun toetsen willen bewaken en hun onderwijspraktijk maximaal willen afstemmen op de eindtermen. De inzichten die we als toetsontwikkelaars kregen worden naar een uitgewerkt stappenplan vertaald met concrete, haalbare tips.

This volume focuses on the decision-making potential provided by second language performance assessments. The authors first situate

performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general. They then discuss issues in performance assessment design, implementation, reliability, and validity. Finally, they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task-based language teaching literature, the language testing literature, and the educational measurement literature. The authors outline test and item specifications, and they present numerous examples of prototypical language tasks. They also propose a research agenda focusing on the operationalization of second language performance assessments.

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

This Dictionary of Language Testing contains some 600 entries on language assessment

Criterion-referenced Language Testing looks at the practical applications of this new area of language testing.

Written by a leading authority in both language testing, and in the nature of reading in a second or foreign language, this book is the most comprehensive and up to date treatment of the assessment of reading in a foreign or second language. It is unique in that it reviews theory, research and practice in the assessment of reading. It is invaluable for anyone wishing to assess the reading ability of language learners. It provides the novice with a comprehensive overview of the basic tenets of reading assessment, and the expert with an in-depth discussion of the major issues in the field.

'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

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