

Exploring Language Assessment And Testing Language In Action Routledge Introductions To Applied Linguistics

Draws on authors' extensive experience in language teaching and assessment. Takes into account the most recent developments in research in applied linguistics, language teaching, and language assessment. Illustrative test development projects guide readers through the process. Additional website material accompanies the book.

This book aims to open up new perspectives in the study of language proficiency by bringing together current research from different fields in psychology and linguistics. All contributions start out from empirical studies, which are then related to applications in language assessment. The book also serves as a survey of recent developments in psycholinguistic research in the Netherlands. The book starts out with a thorough introduction of international literature on models of language proficiency, language development and its assessment. Section 1 deals with first language proficiency and addresses such problems as grammar in early child language, grammatical proficiency and its (in)variance across a range of ages, reading abilities, and writing skills. Section 2 focuses on multilingual proficiency and deals with test b in relation to the background of the second language learner, bilingual proficiency in ethnic minority children, the development of the second language learner lexicon, communicative competence of school-age children in the context of second language learning, the assessment of foreign language attrition and the dimensionality in oral foreign language

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proficiency.

Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those entering postgraduate studies and 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 the practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: 'Classroom interaction and management'; 'Method, Postmethod and methodology'; 'Learners'; and the 'Institutional frameworks and social contexts' of ELT. For each, the book identifies key dilemmas and practices, examines how teachers and other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. Exploring English Language Teaching is an indispensable textbook for language teachers, and for post-graduate/graduate students and advanced undergraduates studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL

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for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

Learning about Language Assessment

Handbook of Second Language Assessment

Practical Language Testing

A Principled Approach to Language Assessment

The Companion to Language Assessment

Language Assessment for Classroom Teachers

Language tests play pivotal roles in education, research on learning, and gate-keeping decisions. The central concern for language testing professionals is how to investigate whether or not tests are appropriate for their intended purposes. This book introduces an argument-based validity framework to help with the design of research that investigates the validity of language test interpretation and use. The book presents the principal concepts and technical terms, then shows how they can be implemented successfully in practice through a variety of validation studies. It also demonstrates how argument-based validity intersects with technology in language testing research and highlights the use of validity argument for identifying research questions and interpreting the results of validation research. Use of the framework helps researchers

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in language testing to communicate clearly and consistently about technical issues with each other and with researchers of other types of tests.

"The identification of language problems and subsequent evaluation of interventions depend in part on the availability of useful and psychometrically robust assessments to determine the nature and severity of their problems and monitor progress. The purpose of these assessments may be to measure a child's language proficiency, that is, how they perform relative to other children and whether they have the language level expected and needed for schooling, or they may have a specifically clinical purpose, to identify the occurrence and nature of a disorder. The purpose of assessment is key to the aspects of language targeted in an assessment and the methods used to target these. In the case of spoken English, there are many language assessments ranging from broad language tests to more narrowly focused measures, reflecting the complexity of the language system and its use"--

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

This edited book brings together fifteen original empirical studies from a variety of international contexts to provide a detailed exploration of language assessment, testing and evaluation. Language assessment has a key role in the development and implementation of language and educational policies at the national level, and this book examines some of the impacts - both positive and negative - of different skills testing

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and examination approaches on learning outcomes and individual students' language learning. This book will be of interest to scholars working in applied linguistics and language education, teacher training, testing and evaluation, as well as stakeholders such as practitioners, educators, educational agencies, and test developers.

IELTS Washback in Context

From Theory to Practice

Assessing Language Through Computer Technology

The Handbook of Language Assessment Across Modalities

Assessment Issues in Language Translation and Interpreting

Diagnostic Writing Assessment

Quantitative Data Analysis for Language Assessment Volume I: Fundamental

Techniques is a resource book that presents the most fundamental techniques of quantitative data analysis in the field of language assessment. Each chapter provides an accessible explanation of the selected technique, a review of language assessment studies that have used the technique, and finally, an example of an authentic study that uses the technique. Readers also get a taste of how to apply each technique through the help of supplementary online resources that include sample data sets and guided instructions. Language assessment students, test designers, and researchers should find this a unique reference as it consolidates theory and application of quantitative data analysis in language assessment.

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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

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for teachers and other test and score users.

This volume investigates the washback of the IELTS Writing test on English for Academic Purposes provision.

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of interest to language teachers as well as postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment.

Changing Language Assessment

Language Assessment Literacy

Preparation for Academic Writing in Higher Education

Fundamental Techniques

Performance Assessments for Adult Education

An Introduction to the Applied Linguistics

This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers. The following key questions are addressed: • Why do I need to assess? What beneficial consequences do I want to help bring about? How can my assessments help my students learn better and help me improve my teaching? • When and how often do I need to assess? What decisions do I need to make to help bring about these beneficial consequences? • What do I need to assess? How can I define the abilities that I want to assess? • How can I assess my students? What kinds of assessment tasks should I create? How can I score my students' responses to these tasks? The authors guide the reader step-by-step through the process of developing and using classroom-based assessments with clear explanations and definitions of key terms, illustrative examples, and activities for applying the approach in practice. Extra resources are available on the

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website: www.oup.com/elt/teacher/lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California, Los Angeles. He serves as a consultant in language testing research projects and in developing language assessments for universities and government agencies around the world, and he conducts courses and training workshops in language assessment. Barbara Damböck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen, Germany, from 2003 to 2011. From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria. She has extensive experience as a classroom teacher, teacher trainer, and teacher of teacher trainers. She conducts courses and workshops for teachers and teacher trainers around the world. Designed for those beginning to study linguistics, this is a lively introduction to two key aspects of the structure of language: syntax (the structure of sentences) and morphology (the structure of words). It shows students in a step-by-step fashion how to analyze the syntax and morphology of any language, by clearly describing the basic methods and techniques, and providing almost 100 practical exercises based on data from a rich variety of the world's languages. Written in an engaging style and complete with a comprehensive glossary, *Exploring Language Structure* explains linguistic concepts by using clear analogies from everyday life. It introduces a range of essential topics in syntax and morphology, such as rules, categories, word classes, grammatical relations, multi-clause constructions and typology. Providing a solid foundation in morphology and syntax, this is the perfect introductory text for beginning students, and will fully prepare them for more advanced courses in linguistic analysis.

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"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"--

The Companion to Language Assessment provides the most complete and up-to-date coverage of the field today. This state-of-the-art reference work explores 140 crucial topics covering assessment in a broad range of contexts. Examines the key issues for practitioners and scholars of language teaching and assessment, their impact on language learners, and specific approaches to assessment employed around the world Organized thematically, chapters explore the contexts where assessment occurs, including learners and their abilities; developmental tools and approaches to assessment; case studies of international issues; and quantitative, qualitative, and interdisciplinary approaches to evaluation Brings together an international team of scholars under the editorship of Antony John Kunnan, one of the leading lights in this field Available as a four-volume print set or digitally via Wiley Online Library Combines the leading voices and cutting-edge research in a reference work spanning the fields of language teaching and learning, language policy and planning, testing and evaluation, and education Visit

www.companiontolanguageassessment.com for sample articles, contributor lists, and more
Language Testing and Assessment

Considerations for the U.S. Foreign Service Institute

Quantitative Data Analysis for Language Assessment Volume I

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Useful Assessment and Evaluation in Language Education

Learning-Oriented Language Assessment

Second Language Assessment and Mixed Methods Research

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This book constitutes a clear, comprehensive, up-to-date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders. Rebecca McCauley describes specific commonly used tools, as well as general approaches ranging from traditional standardized norm-referenced testing to more recent ones, such as dynamic and qualitative assessment. Highlighting special considerations in testing and expected patterns of performance, she reviews the challenges presented by children with a variety of problems--specific language impairment, hearing loss, mental retardation, and autism spectrum disorders. Three extended case examples illustrate her discussion of each of these target groups. Her overarching theme is the crucial role of well-formed questions as fundamental guides to decision making, independent of approach. Each chapter features lists of key concepts and terms, study questions, and recommended readings. Tables throughout offer succinct summaries and aids to memory. Students, their instructors, and speech-language pathologists continuing their professional education will all welcome this invaluable new resource. Distinctive features include: A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change--a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm-referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers.

Features: Solid foundation in the basics of validity and reliability, as well as all of the different forms of assessment Concise, comprehensive treatment of all four skills includes classification of assessment techniques. Thorough examination of standards-based assessment and standardized testing. Practical

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examples illustrate principles. End-of-chapter exercises and suggested additional readings provide opportunities for further exploration.

Learning About Language Assessment is one volume of the authoritative 13-title TeacherSource Series. The author examines the issue of classroom assessment from three distinct perspectives: Teachers' Voices, which are authentic accounts of teachers' experiences; Frameworks, which are comprehensive discussions of theoretical issues; and Investigations, which are inquiry-based activities.

EXPLORING LANGUAGE ASSESSMENT AND TESTING

Validity Argument in Language Testing

The Development and Validation of a Rating Scale

An Evidence-Based Approach

A Student's Guide

Exploring the Measurement Issues: Report of a Workshop

Tests for the measurement of language abilities must be constructed according to a coherent validity framework based on the latest developments in theory and practice.

This innovative book, by a world authority on language testing, deals with all key aspects of language test design and implementation. It provides a road map to effective testing based on the latest approaches to test validation. A book for all MA students in Applied Linguistics or TESOL, and for professional language teachers

The specific—and varied—ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern, particularly as educators are increasingly called on to implement these

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processes for improvement, accountability, or curricular development purposes. Useful Assessment and Evaluation in Language Education showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts. Divided into three parts, this volume first examines theoretical considerations and practical implementations of assessment conducted for the purpose of enhancing and developing language learning. Part 2 addresses novel assessment development and implementation projects, such as the formative use of task-based assessments, technology-mediated language performance assessment, validation of educational placement tests for immigrant learners, and the use of assessment to help identify neurolinguistic correlates of proficiency. The final section of the book highlights examples of argument-based approaches to assessment and evaluation validation, extending this critical framework to quality assurance efforts in new domains. Adding to research on traditional and conventional uses of testing and evaluation in language education, this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning.

The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by experts in the field who have studied some of the very youngest (pre-primary) children through to those up to the age of 12, in a variety of private and state contexts across

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Europe. The collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.

This volume provides a theoretical and practical discussion of mixed methods research and its application in language assessment. The authors present a discussion of the role of mixed methods design in language assessment, offering practical illustrations of different mixed method designs and decisions to be made in presenting mixed methods research. The volume also includes case studies from language assessment on the practical application of mixed methods.

Language in Action

Integrating Assessment into Early Language Learning and Teaching

Language Assessment in Practice

Exploring English Language Teaching

Another Generation of Fundamental Considerations in Language Assessment

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Applications of Psychological Models to Language Assessment

The need for reliable and valid assessments of translator and interpreter skills has been widely acknowledged inside and outside these professions and the (language) testing community. Despite this agreement, the actual assessments which serve as gatekeepers for professional translators and interpreters do not always live up to the expectations. The focus of the volume is on the assessment of translator and interpreter skills leading to authorization, accreditation, registration and certification in different countries of the world. Apart from the description of the different assessment systems, the chapters shed light on the intricate social, political and financial issues influencing the choices that lead to a specific kind of assessment.

The United States is formally represented around the world by approximately 14,000 Foreign Service officers and other personnel in the U.S. Department of State. Roughly one-third of them are required to be proficient in the local languages of the countries to which they are posted. To achieve this language proficiency for its staff, the State Department's Foreign Service Institute (FSI) provides intensive language instruction and assesses the proficiency of personnel before they are posted to a foreign country. The requirement for language proficiency is established in law and is incorporated in personnel decisions related to job placement, promotion, retention, and pay. A Principled Approach to Language Assessment: Considerations for the U.S. Foreign Service Institute evaluates the different approaches that exist to assess foreign language

proficiency that FSI could potentially use. This report considers the key assessment approaches in the research literature that are appropriate for language testing, including, but not limited to, assessments that use task-based or performance-based approaches, adaptive online test administration, and portfolios.

In 1998 and 1999, three of the largest providers of educational tests introduced computer-based versions of proficiency tests for English as a foreign language. Around the same time, many institutions began to offer Web-based tests for particular language courses and classes. These two phenomena have greatly added to the momentum of work in computer-assisted testing and mean that assessment through computer technology is becoming a fact for language learners in educational settings and therefore for teachers and researchers. This book is the first to consider the theoretical, methodological and practical issues and their implications for language-teaching professionals wishing to engage with computer-assisted assessment. It overviews the work in the field, evaluates examples of assessment through computer technology, and provides language teachers and researchers with practical guidelines for implementation.

In the United States, the nomenclature of adult education includes adult literacy, adult secondary education, and English for speakers of other languages (ESOL) services provided to undereducated and limited English proficient adults. Those receiving adult education services have diverse reasons for seeking additional education. With the passage of the WIA, the assessment of adult education

students became mandatory-regardless of their reasons for seeking services. The law does allow the states and local programs flexibility in selecting the most appropriate assessment for the student. The purpose of the NRC's workshop was to explore issues related to efforts to measure learning gains in adult basic education programs, with a focus on performance-based assessments.

Exploring Vocabulary

Frontiers in Language Assessment and Testing

An Advanced Resource Book

Criterion-Referenced Language Testing

Dilemmas, Decisions, and Directions

A Festschrift in Honor of Lyle F. Bachman

This collection brings together research on learning-oriented language assessment from scholars working across geographic and educational contexts, highlighting the opportunities of assessment practices which seek to better align assessment and learning tasks and support effective learning. The volume begins by introducing learning-oriented assessment (LOA) and the context around its growing popularity, especially in accountability-oriented settings which favor summative large-scale tests. The first part of the book charts the development of LOA's theoretical and conceptual underpinnings, outlining the

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ways in which they have been informed by theories of learning and key elements. The second part demonstrates LOA in practice, drawing on examples from different countries and instructional settings to explore such topics as the role of technology in LOA and developing feedback materials based around LOA principles and developed for core literacy skills. Offering a holistic view of learning-oriented assessment and the real-world affordances and challenges of its implementation, this book is key reading for graduate students, researchers, and practitioners in language testing and assessment, TESOL, and language education. Introducing students to the methods and debates associated with language testing assessment, this book explores the testing of linguistic competence of children, students, asylum seekers and many others in context of the uses to which such research can be put. It also presents and comments on key readings and articles. Practical Language Testing equips you with the skills, knowledge and principles necessary to understand and construct language tests. This intensely practical book gives guidelines on the design of assessments within the classroom, and provides the necessary tools to analyse and improve assessments, as well as

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deal with alignment to externally imposed standards. Testing is situated both within the classroom and within the larger social context, and readers are provided the knowledge necessary to make realistic and fair decisions about the use and implementation of tests. The book explains the normative role of large scale testing and provides alternatives that the reader can adapt to their own context. This fulfils the dual purpose of providing the reader with the knowledge they need to prepare learners for tests, and the practical skills for using assessment for learning. Practical Language Testing is the ideal introduction for students of applied linguistics, TESOL and modern foreign language teaching as well as practicing teachers required to design or implement language testing programmes. The book is supported by frequently updated online resources at <http://language-testing.info/> including sets of scenarios providing resources to study aviation English assessment, call centre assessment, military language assessment, and medical language assessment. The materials can be used to structure debates and seminars, with pre-reading and video activities. Practical Language Testing was commended as a 2012 runner-up of

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the prestigious SAGE/ILTA Award for Best Book on Language Testing.

"First edition published by Routledge 2014"

Language Assessment

New Dimensions, New Challenges

Case Studies of Validation Research

Assessment of Language Disorders in Children

Language Testing and Validation

The Construct of Language Proficiency

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.

This edited book is a collection of papers, written by language assessment

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professionals to reflect the guidance of Professor Lyle F. Bachman, one of the leading second language assessment experts in the field for decades. It has three sub-themes: assessment of evolving language ability constructs, validity and validation of language assessments, and understanding internal structures of language assessments. It provides theoretical guidelines for practical language assessment challenges. Chapters are written by language assessment researchers who graduated from the University of California, Los Angeles, where Professor Bachman trained them including the book editors.

Exploring Intercultural Communication investigates the role of language in intercultural communication, paying particular attention to the interplay between cultural diversity and language practice. This second edition increases and updates the coverage on emerging key topics, including symbolic power, communicative turbulence, conversational inequality, stereotypes, racism, Nationality and Ethnicity talk and the impact and role of technology in intercultural communication. Including global examples from a range of genres, this book is an indispensable resource for students taking language and intercultural communication modules within applied linguistics, TESOL, education or communication studies courses.

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex because of its interactive nature. This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking. The book then guides language testers through the stages of test tasks, rating practices and design.

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Principles and Classroom Practices

Exploring Language Structure

The Politics of English Second Language Writing Assessment in Global Contexts

The Cambridge Guide to Second Language Assessment

Exploring Language Assessment and Testing

Exploring Intercultural Communication

Reflecting the internationalization of the field of second language writing, this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context. High-stakes assessment impacts the lives of second language (L2) writers and their teachers around the world, be it the College English Test in China, Common Core-aligned assessments in the U.S., English proficiency tests in Poland, or the material conditions (such as access to technology, training, and other resources) affecting a classroom. With contributions from authors working in ten different countries in a variety of institutional contexts, the chapters examine the uses and abuses of various writing-related assessments, and the policies that determine their form and use. Representing a diverse range of contexts, methods, and disciplines, the authors jointly call for more equitable testing systems that consider the socioeconomic, psychometric, affective, institutional, and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency.

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Assessing Speaking
Putting Theory into Practice