# *Statistical Analyses For Language Testers*

*This book provides language teachers with guidelines to develop suitable listening tests.*
*This book brings together two related fields - language testing and language programme evaluation - in a way that no single introductory text has done, and seeks to encourage closer relations between the two in both academic curricula and professional practice. It introduces readers not just to basic concepts, but to some of the major social, educational and research concerns and activities that characterise language testing and evaluation. The book can serve either as a basic text for a taught course, or for self-study. All chapters include suggestions for further reading, and discussions frequently point towards possible explorations in classroom research and practice. A glossary of key concepts and a select annotated bibliography are provided. The book addresses the language teaching profession generally as well as students of applied linguistics and English language teaching. Data-driven experimental analysis has become the main evaluation tool of Natural Language Processing (NLP) algorithms. In fact, in the last decade, it has become rare to see an NLP paper, particularly one that proposes a new algorithm, that does not include extensive experimental analysis, and the number of involved tasks, datasets, domains, and languages is constantly growing. This emphasis on empirical results highlights the role of statistical significance testing in NLP research: If we, as a community, rely on empirical evaluation to validate our hypotheses and reveal the correct language processing mechanisms, we better be sure that our results are not coincidental. The goal of this book is to discuss the main aspects of statistical significance testing in NLP. Our guiding assumption throughout the book is that the basic question NLP researchers and engineers deal with is whether or not one algorithm can be considered better than another one. This question drives the field forward as it allows the constant progress of developing better technology for language processing challenges. In practice, researchers and engineers would like to draw the right conclusion from a limited set of experiments, and this conclusion should hold for other experiments with datasets they do not have at their disposal or that they cannot perform due to limited time and resources. The book hence discusses the opportunities and challenges in using statistical significance testing in NLP, from the point of view of experimental comparison between two algorithms. We cover topics such as choosing an appropriate significance test for the major NLP tasks, dealing with the unique aspects of significance testing for non-convex deep neural networks, accounting for a large number of comparisons between two NLP algorithms in a statistically valid manner (multiple hypothesis testing), and, finally, the unique challenges yielded by the nature of the data and practices of the field.*
*Offers a discussion of the basic concerns which underlie the development and use of language tests. Presenting a*

*synthesis of research on testing, this book is useful for students on teacher education courses. It is also helpful for those professionally involved in designing and administering tests, acting as a complement to 'how to' books.*
*Understanding Language Testing*
*Statistical Significance Testing for Natural Language Processing*
*Exploring Language Assessment and Testing*
*A Practical Guide*
*Examining Listening*
*Revisiting the Assessment of Second Language Abilities: From Theory to Practice*
*Research and Practice in Assessing Second Language Listening*
*This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.*
*This edited book is a collection of papers, written by language assessment 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.*
*Local Language Testing: Design, Implementation, and Development describes the language testing practice that exists in the intermediate space between large-scale standardized testing and classroom assessment, an area that is rarely addressed in the language testing and assessment literature. Covering both theory and practice, the book focuses on the advantages of local tests, fosters and encourages their use, and provides suggested ideas for their development and maintenance. The authors include examples of operational tests with well-proven track records and discuss: the ability of local tests to represent local contexts and values, explicitly and purposefully embed test results within instructional practice, and provide data for program evaluation and research; local testing practices grounded in the theoretical principles of language testing, drawing from experiences with local testing and providing practical examples of local language tests, illustrating how they can be designed to effectively function within and across different institutional contexts; examples of how local language tests and assessments are developed for use within a specific context and how they serve a variety of purposes (e.g., entry-level proficiency testing, placement testing, international teaching assistant testing, writing assessment, and program evaluation). Aimed at language program directors, graduate students, and researchers involved in language program development and evaluation, this is a timely book in that it focuses on the advantages of local tests, fosters and encourages their use,*

*and outlines their development and maintenance. It constitutes essential reading for language program directors, graduate students, and researchers involved in language program development and evaluation.*

*Winner of the SAGE/ILTA Award for Best Book on Language Testing 2009 This volume focuses on the social aspects of language testing, including assessment of socially situated language use and societal consequences of language tests. The authors argue that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns, but a broader perspective is necessary to examine the functions of tests on a societal scale. Considers these issues in relation to language assessment in oral proficiency interviews, and to the assessment of second language pragmatics. Argues that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns, but a broader perspective is necessary if we are to fully understand the social dimension of language assessment.*

*Language Testing*

*English Language Testing in Hong Kong*

*Challenges in Language Testing Around the World*

*Global Visions and Local Practices*

*Design, Implementation, and Development*

*Fundamental Techniques*

*Local Language Testing*

**The 25 chapters contained in this book were all written by scholars working in the field of applied linguistics and English language teaching in various East Asian contexts. East Asia is large and diverse in terms of socio-economic, linguistic, and ethnic parameters. Statistics alone cannot give a clear understanding of what goes on in rural and urban universities and what challenges English language teachers and learners face in those contexts. To understand this wide gamut of issues in English language teaching in East Asia is thus a very large undertaking. The book addresses some of these issues, arranging its 25 chapters into five sections: namely, Assessing Language Performance; Teaching English Writing; Learner Autonomy; Corpus and Discourse Research; and Learning English in East Asian Contexts. Many of the chapters in this volume concern familiar topics such as linking assessment to teaching, learning and curriculum; conducting assessment validation research; examining meta-cognitive strategies; investigating teaching and learning English for academic purposes; and profiling prevailing word lists for language learners. Other chapters are on novel or lesser known topics such as non-verbal delivery in speaking assessment; the use of visualization as a reading strategy; learner strategies in a Facebook corpus; effects of discourse signaling cues and rate of speech; and an ontogenetic analysis of college English textbooks. Collectively, these chapters showcase English language learning, teaching, and assessing in a range of contexts using a variety of methods and techniques to deal with issues relevant to East Asian teachers, learners and researchers.**

**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.

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

This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

Re-examining Language Testing
Mixed Methods Research for TESOL
The Routledge Handbook of Second Language Acquisition and Language Testing

**Research Questions in Language Education and Applied Linguistics**
**An Evidence-Based Approach**
**The Social Dimension**
**Resources in Education**

*This book explores the construct of reading comprehension by means of two main test methods. Research methods like the think aloud protocol and eye tracking are employed to tap into test-takers' cognitive processes while engaged in input text meaning building, and in test tasks. The book is the first systematic attempt to explore test-takers' cognitive processes through the control of test methods, and presents findings in visualized form including processing route maps and eye fixation heat maps. It offers readers essential support with "digging into" and analyzing data that has to date remained difficult to access.*

*The Continuum Companion to Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: * qualitative and quantitative 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 researching gender and language, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this will be the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.*

*Concepts such as dependability/generalization and inferences are dealt with implicitly or explicitly in any research undertaken in applied linguistics. This volume provides a well-balanced and cross-disciplinary perspective on how researchers conceptualize inferences about learner acquisition and performances as well as dependability and generalizability of findings. The book is a collection of chapters by prominent researchers in applied linguistics, working in diverse domains such as vocabulary, syntax, discourse analysis, SLA, and language testing. The goal of the book is to bring attention to these issues, which underpin much of applied linguistics research and to highlight what is considered good practice so as to buttress confidence in the research claims made. The book represents current thinking on fundamental research concepts in applied linguistics and can be used as a textbook in courses on research methodology in applied linguistics. The book is also an excellent source of in-depth analysis of research conceptualization for applied linguistics researchers and graduate students.*

*Winner of the SAGE/ILTA Book Award 2016 Re-examining Language Testing explores ideas that form the foundations of language testing and assessment. The discussion is framed within the philosophical and social beliefs that have forged the practices endemic in language education and policy today. From historical and cultural perspectives, Glenn Fulcher considers the evolution of language assessment, and contrasting claims*

*made about the nature of language and human communication, how we acquire knowledge of language abilities, and the ethics of test use. The book investigates why societies use tests, and the values that have driven changes in practice over time. The discussion is presented within an argument that an Enlightenment inspired view of human nature and advancement is most suited to a progressive, tolerant, and principled theory of language testing and validation. Covering key topics such as measurement, validity, accountability and values, Re-examining Language Testing provides a unique and innovative analysis of the ideas and social forces that shape the practice of language testing. It is an essential read for advanced undergraduate and postgraduate students of Applied Linguistics and Education. Professionals working in language testing and language teachers will also find this book invaluable.*

*CEFR-informed Learning, Teaching and Assessment*

*A Process-Focused Perspective*

*Language Testing and Validation*

*The Trio of Task Demands, Cognitive Processes and Language Competence*

*Designing Listening Tests*

*Teaching and Learning English in East Asian Universities*

*A Festschrift in Honor of Lyle F. Bachman*

Defining and discussing the relevance of theoretical and practical issues involved in mixed methods research. Covering the basics of research methodology, this textbook shows you how to choose and combine quantitative and qualitative research methods to b

The testing and assessment of second language learners is an essential part of the language learning process. Glenn Fulcher's Testing Second Language Speaking is a state-of-the-art volume that considers the assessment of speaking from historical, theoretical and practical perspectives. The book offers the first systematic, comprehensive and up-to-date treatment of the testing of second language speaking. Written in a clear and accessible manner, it covers: Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples, including task types that are commonly used in speaking tests, approaches to researching speaking tests and specific methodologies that teachers, students and test developers may use in their own projects. Successfully integrating practice and theory, this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation.

Provides a step-by-step approach to the most useful statistical analyses for language test developers and researchers using IBM SPSS, Winsteps and Facets. It contains clearly-worked out examples for each

analysis with detailed explanations.

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

Towards Mutual Recognition of Qualifications

Language in Action

Statistics Corner

Another Generation of Fundamental Considerations in Language Assessment

Language Testing and Evaluation

New Challenges for Language Testing

The Routledge Handbook of Language Testing

**Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception. Anyone who is working in, studying or teaching language testing should have a copy of this book. The information, discussions, and reflections offered within the volume address major developments within the field over the past decades, enlivened by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past as a means of defining the future agenda of language testing.**

**James Dean Brown ("JD"), currently Professor of Second Language Studies at the University of Hawaii at Manoa, has lectured and taught around the world and has published numerous articles and books on language testing, curriculum design, research methods, and connected speech. For close to twenty years, Professor Brown has contributed a regular column called Statistics Corner to Shiken, the biannual publication of the Testing and Evaluation Special Interest Group (TEVAL) of the Japan Association for Language Teaching (JALT). In his column, JD answers questions submitted by readers about language testing and statistics in an informal and easy to understand format. This volume brings together in one convenient location, forty-one Statistics Corner columns-updated, arranged thematically, and fully indexed. Presented in a question and answer format, the clear and concise explanations are both accessible to novices and engaging to experts. Topics addressed include: Second language testing strategies Likert items and scales of measurement Validity and reliability of tests and questionnaires Item analysis techniques for norm-referenced and criterion-referenced tests Conducting and interpreting principle component and factor analyses Planning and interpreting qualitative, quantitative, and mixed-methods research Clear explanations of the meaning and interpretation of frequently reported statistics such as Cronbach's alpha, standard error, confidence intervals, eta squared, Cohen's Kappa, skewness and kurtosis, and more."**

**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.

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.

Statistical Analyses for Language Assessment Book
Language Testing Reconsidered
Fundamental Considerations in Language Testing
Insights for language test users
Quantitative Data Analysis for Language Assessment Volume I
Testing for Language Teachers

An Introductory Course

*This book contributes to the growing field of foreign language teaching and testing by shedding light on mediation between languages. Focusing on cross-language mediation as translanguaging practice, the book explores what mediation entails, the processes involved and the challenges mediators face.*

*This book explores the effectiveness of listen-to-summarize tasks as a tool to assess lecture comprehension ability. It especially focuses on listen-to-summarize tasks that represent listeners' meaning building and the discourse construction of the lecture for listening assessment purposes. It discusses in depth the nature of lecture comprehension and introduces the approaches to assessing it. It also presents teachers' and students' perceptions of listen-to-summarize task demands and their respective implications. By observing interactions between test-takers' cognitive processes and the task itself, the book explores the effectiveness of these tasks. It also examines the discrepancy in cognitive processes between different language competence levels in detail, shedding light upon current research on lecture comprehension assessment and offering insights into listening comprehension instruction.*

*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*

*This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers' different purposes,*

*and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in your hand.*

*High-Stakes Testing*
*Cross-Language Mediation in Foreign Language Teaching and Testing*
*Continuum Companion to Research Methods in Applied Linguistics*
*A Practical Approach*
*European Language Testing in a Global Context*
*The Impact of the LPATE on English Language Teachers in Hong Kong*
*Dictionary of Language Testing*

The conference papers presented in ths volume represent a small subset of the many excellent presentations made at that event.

The Routledge Introductions to Applied Linguistics series takes 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. Exploring Language Assessment and Testing offers a straightforward and accessible introduction that starts from real-world experiences and uses practical examples to introduce the reader to the academic field of language assessment and testing. Extensively updated, with additional features such as reader tasks (with extensive commentaries from the author), a glossary of key terms and an annotated further reading section, this second edition provides coverage of recent theoretical and technological developments and explores specific purposes for assessment. Including concrete models and examples to guide readers into the relevant literature, this book also offers practical guidance for educators and researchers on designing, developing and using assessments. Providing an inclusive and impartial survey of both classroom-based assessment by teachers and larger-scale testing, this is an indispensable introduction for postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment.

This book combines insights from language assessment literacy and critical language testing through critical analyses and research about

challenges in language assessment around the world. It investigates problematic practices in language testing which are relevant to language test users such as language program directors, testing centers, and language teachers, as well as teachers-in-training in Graduate Diploma and Master of Arts in Applied Linguistics programs. These issues involve aspects of language testing such as test development, test administration, scoring, and interpretation/use of test results. Chapters in this volume discuss insights about language testing policy, testing world languages, developing program-level language tests and tests of specific language skills, and language assessment literacy. In addition, this book identifies two needs in language testing for further examination: the need for collaboration between language test developers, language test users, and language users, and the need to base language tests on real-world language use.

This book examines the crucial role that sound file selection plays in assessing listening ability and introduces the reader to the procedure of textmapping, which explores how to exploit a sound file. The book discusses the role of the task identifier, the task instructions and the example, and analyses the strengths and weaknesses of different test methods. Guidelines for developing listening items, and procedures that can be used in peer review and task revision are also provided. A range of sample listening tasks illustrates the benefits of following the test development approach described in the book. Developing Listening Tests also provides insights into the advantages that field trials, statistical analyses and standard setting can offer the language test developer in determining how well their tasks work. This practical book will be of interest to researchers, language testers, testing commissions, and teachers engaged in assessing listening performance around the world.

Investigating the Role of Test Methods in Testing Reading Comprehension
Practical Language Testing
Second Language Testing for Student Evaluation and Classroom Research
A Reference Guide
Inference and Generalizability in Applied Linguistics
Testing Lecture Comprehension Through Listening-to-summarize Cloze Tasks
A Philosophical and Social Inquiry

*This book provides a detailed account of the origin, development, administration, revision and subsequent research findings on the benchmarking initiative from 1996-2016. It presents an overall assessment of the initiative's impact on major stakeholders, predictions regarding the way forward, and implications for other countries, especially in South East Asia. In addition, the book discusses what the larger global community can learn from Hong Kong's two-decade experience of conceptualizing and implementing minimum standard language requirements for teachers.*

*This volume encompasses the range of research questions on language-related problems that arise in language teaching, learning and assessment. The [150] chapters are written by experts in the field who each offer their insights into current and future directions of research, and who*

*suggest several highly relevant research questions. Topics include, but are not limited to: language skills teaching, language skills assessment and testing, measurement, feedback, discourse analysis, pragmatics, semantics, language learning through technology, CALL, MALL, ESP, EAP, ERPP, TBLT, materials development, genre analysis, needs analysis, corpus, content-based language teaching, language teaching and learning strategies, individual differences, research methods, classroom research, form-focused instruction, age effects, literacy, proficiency, and teacher education and teacher development. The book serves as a reference and offers inspiration to researchers and students in language education. An important skill in reviewing the research literature is following a study's "plan of attack." Broadly, this means that before accepting and acting upon the findings, one considers a) the research question (Is it clear and focused? Measurable?), b) the subjects examined, the methods deployed, and the measures chosen (Do they fit the study's goal and have the potential to yield useful results?), and c) the analysis of the data (Do the data lead to the discussion presented? Has the author reasonably interpreted results to reach the conclusion?). Mohebbi and Coombe's book, Research Questions in Language Education and Applied Linguistics: A Reference Guide, helps budding researchers take the first step and develop a solid research question. As the field of language education evolves, we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes. This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base. Deborah J. Short, Ph.D., Director, Academic Language Research & Training, Past President, TESOL International Association (2021-22) As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated, that it is often impossible to properly address all that interests them. Hence, I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally, the cutting-edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150*

*chapters are organized in a most powerful, yet, deceptively simple way offering a positioning within the topic, suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more, the nine sections in which the chapters are organized leave no area of the field unexplored. Dr. Gabriel Díaz Maggioli, Academic Advisor, Institute of Education, Universidad ORT del Uruguay, President, IATEFL*

*This book presents an overview of revisiting the assessment of language abilities. It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders. The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities, such as Tunisia, Ukraine, Algeria, Russia, KSA, Sudan, Egypt, Canada, Kurdistan, UK, USA, Iran, Turkey, etc. These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students' learning objectives and their actual language ability. To do so, most of the chapters present hands-on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally. Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how. In addition, the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment. This book appeals to a broad readership, such as English Language Teaching (ELT) practitioners, language teachers, students, testing organizations, policy-makers, test designers, writers of test specifications, testing experts, researchers, program evaluators, especially in the Middle East and North Africa (MENA) as well as other international contexts. 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.*
*Testing Second Language Speaking*
*Questions and Answers about Language Testing Statistics*
*Multiple Perspectives*
*Statistical Analyses for Language Testers*
*Proceedings of the ALTE Barcelona Conference July 2001*

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.

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.