

Encyclopedia of Language and Education

Volume 7

Language Testing and Assessment

Caroline Clapham and David Corson (Eds.)



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Encyclopedia Of Language And Education Volume 7

Language Testing And Assessment V 7

Robert R. Redfield



Encyclopedia Of Language And Education Volume 7 Language Testing And Assessment V 7:

Language Testing and Assessment Elana Shohamy, Nancy H. Hornberger, 2010-08-12 This volume addresses the broad theme and specific topics associated with current thinking in the field of language testing and assessment The volume offers multiple perspectives on the what the trait of languages and the how the method of assessment multiple approaches developed for assessment especially given the multiplicity of languages used by many diverse groups of learners in many different contexts focus on the societal roles of language testers their responsibility to be socially accountable and to ensure ethicality and professionalism focus on language testing in multilingual and diverse contexts This is one of ten volumes of the Encyclopedia of Language and Education published by Springer The Encyclopedia bears testimony to the dynamism and evolution of the language and education field as it confronts the ever burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world

Routledge Encyclopedia of Language Teaching and Learning Michael Byram, Adelheid Hu, 2013-06-26 The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study Offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level In this new edition every single entry has been reviewed and updated with reference to new developments and publications Coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global English and teacher education Themes and disciplines covered include Methods and materials including new technologies and materials development Contexts and concepts such as mediation risk taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines such as psychology anthropology and corpus linguistics It covers the teaching of specific languages including Japanese Chinese Arabic and African languages as well as English French German and Spanish There are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design A further 160 entries focus on topics such as bilingualism language laboratories and study abroad Numerous shorter items examine language and cultural institutions professional associations and acronyms Multiple cross references enable the user to browse from one entry to another and there are suggestions for further reading Written by an international team of specialists the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject

Encyclopedia of Language and Education G. Richard Tucker, P. Corson, 2013-11-01 In many parts of the world it is common for a child to grow up speaking a local language at home another in the market place adding another to her repertoire as a lingua franca and then adding a language of wider communication

such as English or French if she continues her formal schooling The contributions to the volume examine in some detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other For the purposes of this volume second language education has been defined operationally to encompass education which occurs in those settings and situations in which a dominant language is offered as a second language e g ESL in England or the United States whether as a subject of study or a vehicle through which other material is studied as well as those cases in which an official but not necessarily dominant language is mandated e g French or English in certain parts of the Middle East or the Mahgreb The contributions also focus mainly albeit not exclusively on second language education for school aged learners *Writing in Foreign Language*

Contexts Rosa Manchón, 2009-07-09 This book represents the most comprehensive account to date of foreign language FL writing Its basic aim is to reflect critically on where the field is now and where it needs need to go next in the exploration of FL writing at the levels of theory research and pedagogy hence the two parts of the book Looking back and Looking ahead The chapters in Part I offer accounts of both the inquiry process followed and the main insights gained in various long term research programs The chapters in Part 2 contribute a retrospective analysis of the available empirical research and of professional experiences in an attempt to move forward The book invites the reader to step back and rethink seemingly well established knowledge about L2 writing in light of what is known about writing in FL contexts **From Difference to**

Disadvantage Áine Cregan, 2008 *The Writings of Lyle F. Bachman* James Enos Purpura, Antony John Kunnan, 2024-07-31 As one of the most recognized names in the fields of language assessment and applied linguistics Lyle F Bachman has produced a high volume of scholarly articles and books in the field of language assessment These writings have strongly influenced the discipline and over the last three decades have played an uncontested role in shaping the field as we know it today Until now Bachman s work has been spread across various mediums and not existed in one place *The Writings of Lyle F Bachman* is the first book to assemble Bachman s work into a single comprehensive volume The collection is composed of seven major sections each beginning with an introduction by the editors to provide context for the papers The sections cover some of the most complex topics in the field including validity and validation the effects of test task characteristics interfaces between language testing and second language acquisition and epistemological issues in applied linguistics The collection concludes with a state of the art paper and insightful reflections about the field of language assessment The collection traces how Bachman s ideas and research insights have evolved throughout the years Given Bachman s strong impact on the field of language assessment this volume presents not only a collection of the writings but also gives an overview of the ongoing issues and debates in the field This book will be useful to both researchers and graduate students in the areas of language assessment and applied linguistics *The Handbook of Classroom Discourse and Interaction* Numa Markee, 2019-01-30

Offering an interdisciplinary approach The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically Discusses key issues in the future development of research in critical areas of education and applied linguistics Provides empirically based analysis of classroom talk to illustrate theoretical claims and methodologies Includes multimodal transcripts an emerging trend in education and applied linguistics particularly in conversation analysis and sociocultural theory

Language in Action Riikka Alanen, Sari Pöyhönen, 2021-02-10 The Russian psychologist L S Vygotsky 1896 1934 has been one of the central figures in the recent shift from the cognitive to the social and the cultural in educational and psychological research A N Leontiev s 1903 1979 activity theory has had a similar impact in the West A A Leontiev s 1936 2004 psycholinguistic theories have also started to attract increasing attention The ideas of these scholars have also made their mark on second and foreign language learning research outside Russia However there is no one widely accepted monolithic Vygotskian or Leontievian theory Furthermore the nature and role of language in action and activity remain open for debate This edited volume presents 19 chapters bringing together different views from a number of disciplines for a critical analysis and reappraisal of the relationship between language and action The topics range from theoretical and methodological issues related to sociocultural and activity theoretical views of language to empirical research reports on classroom interaction identity language assessment teacher education and second and foreign language learning The overall aim of Language in Action Vygotsky and Leontievian Legacy Today is to shed light on the nature of human action and activity and the role that language has in mediating and shaping what we think do and learn At the same time the book serves as a showcase of different socially oriented approaches to the study of what we as human beings are and what we do with language

CEFR-informed Learning, Teaching and Assessment Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt, 2020-07-21 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 *The Routledge Handbook of Language Testing* Glenn Fulcher, Luke Harding, 2021-12-15 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

Language, Power and Pedagogy Jim Cummins, 2000-09-22 Population mobility is at an all time high in human history One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule particularly in urban areas This shift in demographic realities entails enormous challenges for educators and policy makers What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts How long does it take second language learners to acquire proficiency in the language of school instruction What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success What adjustments do we need to make in curriculum instruction and assessment to ensure that second language learners understand what is being taught and are assessed in a fair and equitable manner How long do we need to wait before including second language learners in high stakes national examinations and assessments What role if any should be accorded students first language in the curriculum Do bilingual education programs work well for poor children from minority language backgrounds or should they be reserved only for middle class children from the majority or dominant group In addressing these issues this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher student interaction in the classroom Effective instruction will inevitably challenge patterns of coercive power relations in both school and society **The Oxford Handbook of Applied Linguistics** Robert B. Kaplan, 2010-09-03 The Oxford Handbook of Applied Linguistics contains 39 original chapters on a broad range of topics in applied linguistics by

a diverse group of contributors Its goal is to provide a comprehensive survey of the current state of the field the many connections among its various sub disciplines and the likely directions of its future development The Oxford Handbook of Applied Linguistics addresses a broad audience applied linguists educators and other scholars working in language acquisition language learning language planning teaching and testing and linguists concerned with applications of their work Systematically encompassing the major areas of applied linguistics and drawing from a wide range of disciplines such as education language policy bi and multi lingualism literacy language and gender neurobiology of language psycholinguistics and cognition language and computers discourse analysis language and concordances ecology of language pragmatics translation and many other fields the editors and contributors to The Oxford Handbook of Applied Linguistics provide a panoramic and comprehensive look at this complex and vigorous field This second edition includes five new chapters and the remaining chapters have been thoroughly revised and updated to give a clear picture of the current state of applied linguistics

Building a Validity Argument for the Test of English as a Foreign Language™ Carol A. Chapelle, Mary K. Enright, Joan M. Jamieson, 2011-04-06 Building a Validity Argument for the Test of English as a Foreign Language™ is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues

Foundations of Bilingual Education and Bilingualism Colin Baker, 2011 The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education In a compact and clear style its 19 chapters cover all the crucial issues in bilingualism at individual group and national levels

English as an Additional Language Constant Leung, Angela Creese, 2010-02-17 Do you have EAL students in your class Would you like guidance on teaching your subject to EAL students With linguistic diversity on the increase teachers from all subject areas and levels of school education are working with students for whom English is an additional language helping them to develop their English for learning purposes This book provides an invaluable and accessible resource for working with EAL students It brings together the international experiences and expertise of a team of distinguished language educators who explore a range of teaching approaches and provide professionally grounded practical advice The chapters cover themes references and pedagogic concerns common to teachers across the globe This book will be of use to individual teachers who want to extend their knowledge and practice and also as a set text for professional development programmes Professor Constant Leung is Deputy Head of Department of Education and Professional Studies at King's College London Angela Creese is Professor of Educational Linguistics in the School of Education at the University of Birmingham

University English for Academic Purposes in China Xiaofei Rao, 2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they

believe indispensable in acquiring English as an academic language in and outside school settings By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes EAP as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners learning needs and rights The book further promotes a dynamic and transformative University EAP pedagogy of particularity practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes

The Developing Language Learner
Dick Allwright, Judith Hanks, 2016-01-28 This book length treatment of Exploratory Practice introduces five propositions about learners as practitioners of learning who are capable of developing their expertise through conducting research in and on their own classroom learning lives

Public Examinations Examined Thomas Kellaghan, Vincent Greaney, 2019-11-19 High stakes public examinations exert a dominant influence in most education systems They affect both teacher and student behavior especially at the middle and upper levels of secondary education The content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned By changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment Examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems This book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies The book's primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog Angela W Little Professor Emerita Institute of Education University College London This book is very well structured and written and draws on the authors remarkable global knowledge across countries and histories It will be a

great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning I am sure that *Public Examinations Examined* which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation *Technology-Enhanced Language Learning for Specialized Domains* Elena Martín-Monje,Izaskun Elorza, Blanca García Riaza, 2016-03-10 *Technology Enhanced Language Learning for Specialized Domains* provides an exploration of the latest developments in technology enhanced learning and the processing of languages for specific purposes It combines theoretical and applied research from an interdisciplinary angle covering general issues related to learning languages with computers assessment mobile assisted language learning the new language massive open online courses corpus based research and computer assisted aspects of translation The chapters in this collection include contributions from a number of international experts in the field with a wide range of experience in the use of technologies to enhance the language learning process The essays have been brought together precisely in recognition of the demand for this kind of specialised tuition offering state of the art technological and methodological innovation and practical applications The topics covered revolve around the practical consequences of the current possibilities of mobility for both learners and teachers as well as the applicability of updated technological advances to language learning and teaching particularly in specialized domains This is achieved through the description and discussion of practical examples of those applications in a variety of educational contexts At the beginning of each thematic section readers will find an introductory chapter which contextualises the topic and links the different examples discussed Drawing together rich primary research and empirical studies related to specialized tuition and the processing of languages *Technology Enhanced Language Learning for Specialized Domains* will be an invaluable resource for academics researchers and postgraduate students in the fields of education computer assisted language learning languages and linguistics and language teaching *Heterogeneous Learning Environment and Language in L2* Ramanjaney K. Upadhyay, 2020-05-27 This book explores heterogeneity in the Indian academic setting Presenting a study on the performance of Bachelor of Engineering students from various parts of the country it analyzes the subjects language skills on the basis of selected sociolinguistic variables and examines the possible role impact of using multiple languages in the communicative setting described In turn the book investigates the differences between the way language is viewed in the Orient and in the Western world and how despite their differences these views lead to similar language teaching methods in both worlds It also highlights the limitations of current theories and frameworks in terms of

accommodating modern methods of assessing language skills Addressing socio pragmatic issues in terms of English proficiency and language assessment it is the first book to offer such a focused and detailed discussion of these varied but related issues making it a valuable resource for all scholars and researchers working in the areas of socio pragmatics language assessment and intercultural communication

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