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KEY=VALIDATION - CERVANTES DUDLEY

A QUALITATIVE APPROACH TO THE VALIDATION OF ORAL LANGUAGE TESTS

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

VALIDATION IN LANGUAGE TESTING

Multilingual Matters **"The validation of language tests is widely discussed and expected, but only in recent years have researchers adopted a variety of innovative techniques for developing, assessing and validating specific tests of second or foreign language proficiency and their impact on education and society. Indeed, as the present volume clearly**

demonstrates, many different techniques for empirical analysis and types of evidence may be used to assess and interpret the validity of diverse aspects of language tests as well as the consequences they may have for language students, educators and society."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

THE VALIDATION OF ORAL PERFORMANCE TESTS FOR SECOND LANGUAGE LEARNERS

THE CONSTRUCTION AND VALIDATION OF RATING SCALES FOR ORAL TESTS IN ENGLISH AS A FOREIGN LANGUAGE

REVISITING THE ASSESSMENT OF SECOND LANGUAGE ABILITIES: FROM THEORY TO PRACTICE

Springer **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.**

VALIDITY ARGUMENT IN LANGUAGE TESTING

CASE STUDIES OF VALIDATION RESEARCH

Cambridge University Press **With examples of validation studies, this book demonstrates how to design research investigating the validity of language tests.**

TESTING SECOND LANGUAGE SPEAKING

Routledge **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.**

RESOURCES IN EDUCATION

THE EQUIVALENCE OF DIRECT AND SEMI-DIRECT SPEAKING TESTS

Cambridge University Press **This book documents the speaking component of a test designed for immigrants to Australia.**

VALIDATION IN LANGUAGE ASSESSMENT

Routledge **Validation in Language Assessment contributes to the variety of validation approaches and analytical and interpretive techniques only recently adopted by language assessment researchers. Featuring selected papers from the 17th Language Testing Research Colloquium, the volume presents diverse approaches with an international perspective on validation in language assessment.**

LANGUAGE TESTING AND VALIDATION

AN EVIDENCE-BASED APPROACH

Springer **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 ROUTLEDGE HANDBOOK OF APPLIED LINGUISTICS

Taylor & Francis **The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.**

ISSUES IN TEACHING, LEARNING AND TESTING SPEAKING IN A SECOND LANGUAGE

Springer **The volume constitutes a state-of-the-art account of issues related to teaching, learning and testing speaking in a second language. It brings together contributions by Polish and international scholars which seek to create links between theory, research and classroom practice, report the findings of studies investigating the impact of linguistic, cognitive and affective factors on the development and use of speaking skills, and provide concrete pedagogic proposals for instruction and assessment in this area. As such, the book will be of interest not only to second language acquisition theorists and researchers, but also to foreign language teachers willing to enhance the quality of speaking instruction in their classrooms.**

HANDBOOK OF RESEARCH IN SECOND LANGUAGE TEACHING AND LEARNING

Routledge **This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second language skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language**

teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

TAKING THEIR MEASURE

THE VALIDITY AND VALIDATION OF LANGUAGE TESTS

CONSTRUCTION, ADMINISTRATION, AND VALIDATION OF A TEST OF ORAL LANGUAGE USAGE

A MODULAR APPROACH TO TESTING ENGLISH LANGUAGE SKILLS

THE DEVELOPMENT OF THE CERTIFICATES IN ENGLISH

Cambridge University Press **Documents the development of the Cambridge ESOL Certificates in English Language Skills (CELS), a suite of modular examinations first offered in 2002. As a context for how CELS was conceived, developed, constructed, validated and managed, the book traces the history of exams which have influenced CELS. The Royal Society of Arts (RSA), later UCLES (University of Cambridge Local Examinations Syndicate) Communicative Use of English as a Foreign Language examinations (CUEFL) was one such influence, as were the Certificates in Communication Skills in English (CCSE), these exams being a development of the CUEFL. The University of Oxford Delegacy of Local Examinations (UODLE) examinations, taken over by UCLES in 1995, were a further influence on CELS. UODLE itself had worked in partnership with the Association of Recognised Language Schools (ARELS) Examinations Trust, the Oxford EFL reading and writing exams for many years offered in tandem with the ARELS Oral English exams.**

LANGUAGES IN SCHOOL AND SOCIETY

POLICY AND PEDAGOGY

Walter de Gruyter **CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the**

development of the sociology of language.

VALIDATING SECOND LANGUAGE READING EXAMINATIONS

Cambridge University Press "**Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference (CEFR). It focuses on contextual parameters, cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations. The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR): A Manual, piloted in 2003 and revised 2009. Key features of the book include: - a detailed review of the literature on CEFR alignment, vertical scaling, test specifications and test comparability - a comprehensive and coherent approach to the validation of reading tests - an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework - a case study comparing different testing systems targeting the same CEFR level**"--

NONVERBAL DELIVERY IN SPEAKING ASSESSMENT

FROM AN ARGUMENT TO A RATING SCALE FORMULATION AND VALIDATION

Springer **With an argument for embedding nonverbal delivery in speaking assessment as a point of departure, this book seeks to validate a proposed rating scale for incorporating nonverbal delivery and other conventional dimensions into speaking assessment with a mixed-methods approach. To illustrate the indispensable role of nonverbal delivery in speaking assessment, the book particularly includes snapshots of test-takers' de facto nonverbal delivery, which allow their respective levels to be investigated in a microscopic manner.**

EXAMINING SPEAKING

RESEARCH AND PRACTICE IN ASSESSING SECOND LANGUAGE SPEAKING

Cambridge University Press **Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of**

second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

TESTING THE SPOKEN ENGLISH OF YOUNG NORWEGIANS

A STUDY OF TESTING VALIDITY AND THE ROLE OF SMALLWORDS IN CONTRIBUTING TO PUPILS' FLUENCY

Cambridge University Press **This book reports on a two-part study: the validation of a test of spoken English for Norwegian secondary school pupils and the corpus-based investigation of the role played by 'smallwords', such as 'well', 'sort of', and 'you know', in bringing about fluency. The first study builds on the Messickian six central aspects of construct validity to produce a practical framework for test validation. It identifies potential sources of invalidity in the test being examined particularly relating to 'fluency'. The second study sets about to explore the concept of fluency, and to expose the extent to which it is acknowledged in the literature to be associated with smallwords, albeit under other names. The findings from the corpus study are drawn on to propose new elements to include in descriptors of fluency, and the implications of the study for classroom practices are discussed.**

COMMUNICATIVE COMPETENCE APPROACHES TO LANGUAGE PROFICIENCY ASSESSMENT

RESEARCH AND APPLICATION

Multilingual Matters

LANGUAGE TESTING AND EVALUATION

AN INTRODUCTORY COURSE

World Scientific Publishing Company **The 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 as independent reading in self-study mode. 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 PATH OF SPEECH TECHNOLOGIES IN COMPUTER ASSISTED LANGUAGE LEARNING

FROM RESEARCH TOWARD PRACTICE

Routledge This collection examines the promise and limitations for computer-assisted language learning of emerging speech technologies: speech recognition, text-to-speech synthesis, and acoustic visualization. Using pioneering research from contributors based in the US and Europe, this volume illustrates the uses of each technology for learning languages, the problems entailed in their use, and the solutions evolving in both technology and instructional design. To illuminate where these technologies stand on the path from research toward practice, the book chapters are organized to reflect five stages in the maturation of learning technologies: basic research, analysis of learners' needs, adaptation of technologies to meet needs, development of prototypes to incorporate adapted technologies, and evaluation of prototypes. The volume demonstrates the progress in employing each class of speech technology while pointing up the effort that remains for effective, reliable application to language learning.

A HISTORY OF FOREIGN LANGUAGE TESTING IN THE UNITED STATES

FROM ITS BEGINNINGS TO THE PRESENT

Bilingual Press Providing an in-depth historical understanding of the subject, the author charts the evolution of language testing from its earliest existence as a coherent activity in the final years of the nineteenth century to its current status as a legitimate focus for specialization and inquiry. He also suggests future directions in the field such as computer-assisted testing.

THE ROUTLEDGE HANDBOOK OF HISPANIC APPLIED LINGUISTICS

Routledge This book provides a comprehensive overview of Hispanic applied linguistics, allowing students to understand the field from a variety of perspectives and offering insight into the ever-growing number of professional opportunies afforded to Spanish language program graduates. The goal of this book is to re-contextualize the notion of applied linguistics

as simply the application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language-based issues and problems in a real-world context. The book is organized into five parts: 1) perspectives on learning Spanish 2) issues and environments in Spanish teaching 3) Spanish in the professions 4) the discourses of Spanish and 5) social and political contexts for Spanish. The book's all-inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector.

FOREIGN LANGUAGE RESEARCH IN CROSS-CULTURAL PERSPECTIVE

John Benjamins Publishing **This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean.**

CONCISE ENCYCLOPEDIA OF APPLIED LINGUISTICS

Elsevier **Concise Encyclopedia of Applied Linguistics formalizes, organizes and analyzes the relation of knowledge about language to decision-making in practice. It synthesizes research in psycholinguistics, educational linguistics and sociolinguistics, freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field. Authored and compiled by leaders in their various specialties and collated and extensively re-edited from the award-winning Encyclopedia of Language and Linguistics, Second Edition, this collection will be an ideal one-stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge. Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 articles by leaders in the field Compact and affordable single-volume format**

PERFORMANCE TESTING, COGNITION AND ASSESSMENT

SELECTED PAPERS FROM THE 15TH LANGUAGE RESEARCH TESTING COLLOQUIUM, CAMBRIDGE AND ARNHEM

Cambridge University Press **This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium.This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium (LTRC). The Colloquium was jointly hosted by the University of Cambridge Local Examinations Syndicate (UCLES) in Cambridge and CITO in Arnhem in**

the Netherlands. At the Cambridge venue, the papers were presented on the theme of performance testing and at Arnhem, they covered aspects of communication in relation to cognition and assessment. A selection of papers has been made in order to achieve a balanced coverage of these themes. In particular, the research presented includes work on speaking and writing tests where the focus is on raters and tasks; the application of various statistical methods in language test validation; and issues related to language testing in specific contexts and with particular candidate groups.

FAIRNESS AND VALIDATION IN LANGUAGE ASSESSMENT

SELECTED PAPERS FROM THE 19TH LANGUAGE TESTING RESEARCH COLLOQUIUM, ORLANDO, FLORIDA

Cambridge University Press **Fairness of language tests and testing practices has been a concern among test developers and test users. The 19th annual Language Testing Research Colloquium held in 1997 in Florida, brought this concern into focus. The papers in this volume offer an introduction to fairness and validation in the field of language assessment.**

THE DEVELOPMENT AND VALIDATION OF AN ORAL LANGUAGE CRITERION-REFERENCED DIAGNOSTIC TEST

TESTING FOR LANGUAGE TEACHERS

Cambridge University Press **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.**

DEVELOPING ADVANCED ENGLISH LANGUAGE COMPETENCE

A RESEARCH-INFORMED APPROACH AT TERTIARY LEVEL

Springer Nature **This volume presents a systematic approach to developing advanced English language competence at tertiary level. It includes the reflections of experienced language teachers and teacher-researchers in the English Language Competence programme at the University of Vienna and provides examples of good practice, amalgamating teaching expertise and research with aspects of curriculum design and programme management. The book addresses a growing academic and professional interest in understanding advanced language learning and use. To date, research has tended to investigate advanced proficiency from a specific theoretical viewpoint, for example cognition, psycholinguistic processing strategies, or the assumption of a critical period or the age factor. In contrast, this work examines advanced proficiency from a curricular and instructional perspective by providing a profile of advanced-level language development in a specific institutional context. It brings together three**

areas of language education: curriculum design, pedagogical practice, and research. Within this triangle, advanced English language education is the focus or, conversely, advanced English language education provides the lens through which links between curriculum design, teaching, and research can be established.

THE CONSTRUCT VALIDATION OF TESTS OF COMMUNICATIVE COMPETENCE

INCLUDING PROCEEDINGS OF A COLLOQUIUM AT TESOL '79, BOSTON, FEBRUARY 27-28, 1979

THE CONSTRUCT OF LANGUAGE PROFICIENCY

APPLICATIONS OF PSYCHOLOGICAL MODELS TO LANGUAGE ASSESSMENT

John Benjamins Publishing **This books 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 bias 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 proficiency.**

THESAURUS OF ERIC DESCRIPTORS

FUNDAMENTAL CONSIDERATIONS IN LANGUAGE TESTING

Oxford University Press **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.**

LANGUAGE TESTING RECONSIDERED

University of Ottawa Press **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.

THE DEVELOPMENT AND VALIDATION OF A SPANISH ELICITED IMITATION TEST OF ORAL LANGUAGE PROFICIENCY FOR THE MISSIONARY TRAINING CENTER

Questions about what linguistic features (syllable length, grammatical difficulty) contribute to item difficulty were addressed. Regression analysis showed that syllable length predicted item difficulty, whereas grammar difficulty did not.