

Book reviews

Brown, H. Douglas (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education. 324 pp. \$48.00 paper. ISBN 0–13–098834–0.

Brown, James Dean (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York: McGraw-Hill. 307 pp. \$32.85 paper. ISBN 0–07–294836–1.

Two new textbooks for introductory courses on language testing differentially clarify basic principles of language assessment for relatively similar audiences. Both H. Douglas Brown's *Language Assessment: Principles and Classroom Practices* and James Dean Brown's *Testing in Language Programs: A Comprehensive Guide to English Language Assessment* give excellent and concise summaries of the processes involved in test development, but they differ in that H. D. Brown's book views testing from the standpoint of the teacher in the language classroom, providing, in his own words, 'a clear and reader-friendly' (p. ix) overview of the foundations of second language (L2) testing and specifically avoiding instruction on statistics related to testing – which could be viewed as allowing the course instructor more freedom to teach test statistics in the manner and with supplements he or she chooses. In contrast, J. D. Brown's book engages testing primarily from the viewpoint of the program administrator, giving a step-by-step overview of statistical applications and procedures for testing that, in his own words, 'provide[s] a balance between the technical and practical aspects of language testing that is neither too complex nor too simplistic' (p. x).

The contrast between the two books highlights the fact that many introductory, graduate-level language testing classes often include two different types of students, those from MA or undergraduate TESOL programs who plan to teach and/or be program administrators and

Testing And Assessment In The Second Language Classroom The 2004 Mcgraw Hill Teleconference

John M. Norris



Testing And Assessment In The Second Language Classroom The 2004 Mcgraw Hill Teleconference:

Assessment for Learning Rita Berry, 2008-09-01 Assessment is an important part of effective teaching and learning It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress While assessment has long been an end of learning activity to measure what learners can do the outcome oriented approach does not always foster learning motivation effectively A new perspective now encourages ongoing appraisal in the classroom to improve learning This book reflects current thinking of assessment with a stated focus on assessment for learning AfL It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom The discussions on assessment theories are in depth and the examples used for illustrating the concepts are plentiful

Evaluation in Foreign Language Education in the Middle East and North Africa Sahbi Hidri, Christine Coombe, 2016-09-27 This book presents evaluation cases from the Middle East and North Africa MENA context investigating the various facets of evaluation in different parts of the MENA region and beyond In 19 chapters it explores cases from Tunisia Saudi Arabia Egypt Sudan Syria the UAE Turkey Iran and Morocco The book highlights the impact of evaluation on a range of stakeholders arguing that it has repercussions at the individual societal economic cultural and political levels that it also has an ethical dimension and that it is tailored to people s needs helping them to remain abreast of the effectiveness and efficiency of programs Further the book explores controversial issues concerning different evaluation themes such as teacher and staff evaluation assessment practices text genre analysis evaluation assessment of productive skills textbook and ICT evaluation evaluation of ELT certificates and programs quality assurance ESP needs analysis assessment literacy and dynamic assessment It addresses key challenges such as who the right people to implement evaluation are and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder In closing the book calls for further research venues on the relevance of evaluation testing and assessment in the MENA context and beyond

Strategies for Teaching English Learners Lynne T. Díaz-Rico, 2008 Thoroughly updated the second edition includes a description of the unique contributions of non native English speaking teachers make to the teaching of English up to date information on the demographics of English learners and the demand for English teachers worldwide a profile of an elementary school with an innovative social justice curriculum approach suggestions about the use of learning centers in English as a foreign language elementary classrooms an expanded definition of culture to include a contemporary emphasis on identity a critical view about the study of gender and race in the classroom new ways to incorporate volunteers into classroom instruction ways to encourage virtual volunteering and finally project based learning and service learning are combined in Chapter 15 as ways to link English learners with the larger community From publisher s description

Exploring Technology for Writing and Writing Instruction Pytash, Kristine E., 2013-07-31 As digital technologies continue to develop and evolve an understanding of what it means to be technologically literate must also be redefined

Students regularly make use of digital technologies to construct written text both in and out of the classroom and for modern writing instruction to be successful educators must adapt to meet this new dichotomy Exploring Technology for Writing and Writing Instruction examines the use of writing technologies in early childhood elementary secondary and post secondary classrooms as well as in professional development contexts This book provides researchers scholars students educators and professionals around the world with access to the latest knowledge on writing technology and methods for its use in the classroom

Advances in Management Research Avinash K. Shrivastava, Sudhir Rana, Amiya Kumar Mohapatra, Mangey Ram, 2019-11-18 This book covers advancements across business domains in knowledge and information management It presents research trends in the fields of management innovation and technology and is composed of research papers that show applications of IT analytics and business operations in industry and in educational institutions It offers a combination of scientific research methods and concepts with contributions from globally renowned authors presents various management domains from a number of countries for a global perspective and provides a unique combination of topics and methods while giving insights on the management domain using a holistic approach The book provides scholars with a platform to derive maximum utility in the area of management research and technology by subscribing to the idea of managing business through performance and management technology

On Board ,2004 Teaching Children and Adolescents with Special Needs Judy L. Olson, Lisa A. Dieker, 2008 With collaboration so vital to today's educational arena this thorough well organized highly readable text concentrates on the general process of teaching the basic how to do it to help prospective teachers of children with mild disabilities in grades K 12 learn to work effectively with students other teachers and families Basing coverage on their extensive experience the authors present practical research based teaching strategies that relate to everyday occurrences in schools provide motivating experience based activities and offer numerous detailed lesson plans Their personal conversational writing style makes even complex concepts accessible while their extensive coverage gives readers a solid understanding of what works and what doesn't in both special education classrooms and inclusive settings For future teachers of elementary school students with mild disabilities and learning problems [Let's Begin Reading Right](#) Marjorie Vannoy Fields, Lois A. Groth, Katherine Spangler, 2008 Let's Begin Reading Right A Developmental Approach to Emergent Literacy sixth edition takes a constructivist developmental approach to emergent literacy for infants to 8 year olds This revision includes new introductory chapters that cover current issues NCLB standards about emergent literacy new features Developmentally Appropriate Practice in a NCLD World and Home School Connections and expanded coverage of working with English language learners It includes chapters and discussions on oral language development reading writing setting up classrooms for literacy activities how to select and read children's literature how to assess literacy development and how to select teaching resources

Revisiting the Assessment of Second Language Abilities: From Theory to Practice Sahbi Hidri, 2018-01-12 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

Second Language Testing for Student Evaluation and Classroom Research Greta Gorsuch, Dale Griffee, 2017-10-01 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

Classroom-Based Evaluation in Second

Language Education Fred Genesee, John A. Upshur, 1996-08-13 This non technical text guides foreign and second language educators in the use of classroom based assessment *Teaching and Testing Second Language Pragmatics and Interaction* Carsten Roever, 2021-09-30 Pragmatic ability is crucial for second language learners to communicate appropriately and effectively however pragmatics is underemphasized in language teaching and testing This book remedies that situation by connecting theory empirical research and practical curricular suggestions on pragmatics for learners of different proficiency levels It surveys the field comprehensively and with useful tasks and activities offers rich guidance for teaching and testing L2 pragmatics Mainly referring to pragmatics of English and with relevant examples from multiple languages it is an invaluable resource for practicing teachers graduate students and researchers in language pedagogy and assessment

Designing Second Language Performance Assessments John M. Norris, 1998 This volume focuses on the decision making potential provided by second language performance assessments The authors first situate performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general They then discuss issues in performance assessment design implementation reliability and validity Finally they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task based language teaching literature the language testing literature and the educational measurement literature The authors outline test and item specifications and they present numerous examples of prototypical language tasks They also propose a research agenda focusing on the operationalization of second language performance assessments

Practical Language Testing Glenn Fulcher, 2024-11-29 Practical Language Testing equips you with the skills knowledge and principles necessary to understand and construct language tests This practical guide offers step by step 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 with the knowledge necessary to make realistic and fair decisions about the use and implementation of tests Now in its second edition this respected text has been substantially revised and updated including a new chapter on validity drawing from the author's Messick Award for innovation in validity theory and practice It also includes expanded coverage of standardised testing and learning oriented assessment and introduces task design features including authenticity and automated assessment With its frequently updated online resources to support language assessment <https://language-testing.info> this book is the ideal introduction for students of applied linguistics TESOL and modern foreign language teaching as well as practising teachers required to design or implement language testing programmes

The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke, Tineke Brunfaut, 2020-12-27 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

The Cambridge Guide to Second Language Assessment Christine Coombe, 2012-01-30 The Cambridge Guide to Second Language Assessment aims to present in one volume an up to date guide to the central areas of assessing the second language performance of English by speakers of other languages This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues

Tests that Second Language Teachers Make and Use Greta Gorsuch, 2019-10-24 Classroom tests are an everyday feature of second and foreign language classrooms worldwide Teachers spend a lot of time and energy making and using tests and learners spend a lot of time and energy taking them Nonetheless such assessments are under studied as they are considered routine This volume illuminates this little researched area Featuring fifteen classroom language tests made and used by Chinese English French German Italian Japanese Russian and Spanish teachers the book includes parallel teacher commentary and testing content chapters that transparently probe the teachers processes of making and using their tests Rather than view teachers tests as poor shadows of what professional test writers do this work identifies the reasoning behind teachers tests In addition focused testing content chapters take examples directly from the actual tests and the accompanying teacher commentary This book is an accessible applied resource for second and foreign language teachers language program administrators working with teachers students in teacher preparation and enrichment programs and scholars in language teaching learning and testing

Language Assessment H. Douglas Brown, 2004 Survey of principles and tools for second language assessment

[Assessment in the Second Language Writing Classroom](#) Deborah Crusan, 2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers

Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so. Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all.

Assessment Myths Lia Plakans, Atta Gebril, 2015-03-16 This volume was conceived as a best practices resource for assessment in the way that *Vocabulary Myths* by Keith S Folse is one for reading and vocabulary teachers. Like others in the *Myths* series this book combines research with good pedagogical practices. The book opens with an introduction that reviews many key assessment terms and concepts. The myths examined in this book are: Assessment is just writing tests and using statistics; A comprehensive final exam is the best way to evaluate students; Scores on performance assessments are preferable because of their accuracy and authenticity; Multiple choice tests are inaccurate measures of language but are easy to write; We should test only one skill at a time; A test's validity can be determined by looking at it; Issues of fairness are not a concern with standardized testing; Teachers should never be involved in preparing students for tests; Implications for teaching and an agenda for research are discussed in a conclusion.

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