

1 MODELING AND ASSESSING LANGUAGE PROFICIENCY¹

Since the beginning of this century psychologists and educationalists have been involved in a continuing debate on the number of factors implicated in language performance. Up till the late seventies factor analytic approaches have led to the definition of various numbers of language dimensions. In the early years of this century Spearman (1904; 1927) argued that a single factor, *g*, was of interest to explain all intellectual behavior. Thurstone's (1938) model contained seven primary mental abilities of which at least two were explicitly verbal: 'verbal comprehension' and 'verbal fluency'. Later researchers proposed several variables within the domain of language behavior alone (e.g. Davis 1944; Thurstone, 1946; Davis, 1972; Spearitt, 1972; Thorndike, 1973). Meanwhile, the division of *g* into several subfactors in general human intelligence models continued, almost always including a number of 'verbal' factors (Cattell, 1971; Vernon, 1971), and culminated in extremely complex models such as the Structure of Intellect model (Guilford, 1967; Guilford & Hoepfner, 1971; Guilford, 1982) with a total of 150 factors of which many are related to language behavior.

Much of this debate could have been avoided, given a better understanding of the poor quality of some measures to assess dimensionality (Carroll, 1989; Berger & Knol, 1990), problems in interpreting the results from correlational analyses in general (e.g., Czeiko, 1985) and from exploratory factor analysis in particular (Gould, 1981; Vollermer and Sang, 1983), the equivalence of the metatheoretical assumptions underlying the different models (Stenberg, 1985a), or preferably, if Thurstone's (1947:56) own admonition, had been taken seriously, i.e., that "... factor analysis has its principal use at the borderline of science ... especially in those domains where basic and fruitful concepts are essentially lacking and where crucial experiments have been difficult to conceive".

MODELING LANGUAGE PROFICIENCY AND ITS DEVELOPMENT

¹ This paper appeared in a slight different version as: De Jong, J.H.A.L. and L. Verhoeven 1992, Chapter 1 in: L.Verhoeven en J.H.A.L. de Jong (Eds), *The Construct of language Proficiency*, Amsterdam: John Benjamins.

The Construct Of Language Proficiency Applications Of Psychological Models To Language Assessment

Mark Steyvers



The Construct Of Language Proficiency Applications Of Psychological Models To Language Assessment:

The Construct of Language Proficiency Ludo Verhoeven, John H.A.L. de Jong, 1992-10-29 This book aims to open up new perspectives in the study of language proficiency by bringing together current research from different fields in psychology and linguistics. All contributions start out from empirical studies which are then related to applications in language assessment. The book also serves as a survey of recent developments in psycholinguistic research in the Netherlands. The book starts out with a thorough introduction of international literature on models of language proficiency, language development and its assessment. Section 1 deals with first language proficiency and addresses such problems as grammar in early child language, grammatical proficiency and its 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.

The Construct of Language Proficiency Ludo Verhoeven, John H. A. L. de Jong, 1992-01-01 This book aims to open up new perspectives in the study of language proficiency by bringing together current research from different fields in psychology and linguistics. All contributions start out from empirical studies which are then related to applications in language assessment. The book also serves as a survey of recent developments in psycholinguistic research in the Netherlands. The book starts out with a thorough introduction of international literature on models of language proficiency, language development and its assessment. Section 1 deals with first language proficiency and addresses such problems as grammar in early child language, grammatical proficiency and its 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.

Understanding L2 Proficiency Eun Hee Jeon, Yo In'nam, 2022-08-04 This edited volume is a collection of theoretical and empirical overviews of second language L2 proficiency based on four skills: reading, writing, listening and speaking. Each skill is reviewed in terms of how it has been conceptualized, measured and studied over the years in relation to relevant subconstructs of the language skill under discussion. This is followed by meta-analyses of correlation coefficients that examine the relationship between the L2 skill in question and its component variables. Unlike most meta-analyses that have a limited range of variables under investigation, our meta-analyses are much larger in scope to better clarify such relationships. By combining theoretical and empirical approaches, the book is helpful in deepening the understanding of how subcomponents

or various variables are related to a particular L2 skill

Measuring L2 Proficiency Pascale Leclercq, Amanda Edmonds, Heather Hilton, 2014-06-23 This volume brings together concrete ideas on identifying and measuring second language L2 proficiency from different branches of SLA The chapters introduce a range of tools for the evaluation of learners language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid reliable and practical manner

The Bloomsbury Companion to Second Language Acquisition Ernesto Macaro, 2013-03-07 The Bloomsbury Companion to Second Language Acquisition is designed to be the essential one volume resource for advanced students and academics It offers a comprehensive reference resource it features an overview of key topics in SLA as well the key research methods It then goes on to look at current research areas and new directions in the field by examining key relationships in the field including the relationship between first and second language acquisition and the relationship between L2 input and L2 output It is a complete resource for postgraduate students and researchers working within second language acquisition and applied linguistics

Building and Using the Siarad Corpus Margaret Deuchar, Peredur Webb-Davies, Kevin Donnelly, 2018-05-22 This book is a research monograph divided into two parts The first part describes the methods used to build the first sizeable corpus of informal conversational data collected from bilingual speakers of Welsh and English Siarad The second part describes the linguistic analysis of data from this corpus available at bangortalk.org.uk The information in Part One will be useful as a how to manual on building a bilingual spoken corpus including methods of data collection transcription glossing and analysis The findings reported in Part Two throw new light on the debate regarding code switching vs borrowing the application of the Matrix Language Framework MLF to the grammar of Welsh English code switching the extralinguistic factors influencing variation in quantity of code switching and the extent to which the grammar of Welsh is changing in contact with English Additional findings by other researchers using the corpus are also reported and possible future directions are discussed

Language and Deafness Peter V. Paul, 2009 The Fourth Edition of *Language and Deafness* covers language and literacy development from preschool through adolescence Content includes the basics of language development and the relationship between language and cognition Oral communication methods and English like signing systems are also covered along with linguistics sociolinguistics of American Sign Language Multicultural aspects including bilingualism and second language learning are covered in detail

Advances in Psychology Research Serge P. Shohov, 2004 Presents original research results on the leading edge of psychology Each chapter has been carefully selected in an attempt to present substantial advances across a broad spectrum

Computing and Intelligent Systems Yanwen Wu, 2011-09-06 This six volume set CCIS 231 232 233 234 235 236 constitutes the refereed proceedings of the International Conference on Computing Information and Control ICCIC 2011 held in Wuhan China in September 2011 The papers are organized in two volumes on Innovative Computing and Information CCIS 231 and 232 two volumes on Computing and Intelligent Systems CCIS 233 and 234 and in two volumes on

Information and Management Engineering CCIS 235 and 236

Handbook for Arabic Language Teaching

Professionals in the 21st Century Kassem Wahba, Zeinab A. Taha, Liz England, 2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty four chapters authored by leaders in the field are organized around nine themes: Background of Arabic Language Teaching; Contexts of Arabic Language Teaching; Communicative Competence in Arabic; The Learners; Assessment; Technology Applications; Curriculum Development; Design and Models; Arabic Language Program Administration and Management; and Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields; dialogue that will contribute to creating new models for curriculum and course design; materials and assessment tools; and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries.

Critical Reflections on Data in Second Language Acquisition Aarnes Gudmestad, Amanda Edmonds, 2018-09-15 This edited volume offers critical reflections on an essential component of research method in the field of second language acquisition: data. Scholars working on diverse areas e.g. pragmatics, corrective feedback, phonology and approaches e.g. corpus linguistics, concept oriented analyses, variationism have come together to identify challenges researchers face when collecting, coding and analyzing data and to provide guidance for making advancements regarding these aspects of research method. This volume also showcases three types of critical reflection. One involves building a relevant corpus of published investigations and using that database to identify methodological issues in existing research. Another consists of recoding and reanalyzing published work before reflecting on the impact that these decisions have on observations made about interlanguage. The third begins with a particular area or approach to second language acquisition and then offers a critical examination on the challenges that characterize the selected area or approach. Researchers and graduate students alike will benefit from an open discussion on methodological issues that are in need of improvement.

Insights into Non-native

Vocabulary Teaching and Learning Rubén Chacón-Beltrán, Christian Abello-Contesse, María del Mar

Torreblanca-López, 2010-07-12 In a field like L2 vocabulary teaching and learning where interest and research studies are burgeoning this book offers a useful collection of papers that contains new ways of investigating vocabulary development techniques for vocabulary teaching such as the Focus on Form hypothesis word associations and the use of concordance data In addition it tackles recent areas of analysis such as the treatment of vocabulary in teaching materials an area of almost complete neglect in the literature The book is divided into three parts Part one provides the overview and deals with the development of a model for vocabulary teaching and learning Part two focuses on empirical studies on lexical processing in English and Spanish Part three centers on materials design for vocabulary teaching and learning The advances made in this book will certainly be of interest to researchers teachers and graduate students working on this very active field of inquiry

The Bilingual Lexicon Robert Schreuder, Bert Weltens, 1993-01-01 In the study of bilingualism the lexical level of language is of prime importance because in practical terms vocabulary acquisition is an essential prerequisite for the development of skill in language use from a theoretical point of view the mental lexicon as a bridge between form and meaning plays a crucial role in any model of language processing A central issue in this volume is at which level of the bilingual speaker's lexicon languages share representations and how language specific representations may be linked The contributors favor a dynamic developmental perspective on bilingualism which takes account of the change of the mental lexicon over time and pays considerable attention to the acquisition phase Several papers deal with the level of proficiency and its consequences for bilingual lexical processing as well as the effects of practice This discussion raises numerous questions about the notion of lexical proficiency and how this can be established by objective standards an area of study that invites collaboration between researchers working from a theoretical and from a practical background *Expressing*

Critical Thinking through Disciplinary Texts Ian Bruce, 2020-06-25 Exploring how critical thinking is expressed in writing this book investigates the specific linguistic elements involved in this process Ian Bruce takes a genre based approach to compare the textual expression of critical thinking in samples of academic professional and journalistic writing using five studies to examine the similarities and differences in the elements deployed across different genres Looking at phenomena such as the relations between propositions and words which express the writer's personal attitude content organizing patterns and the role of metaphor this book highlights the most important contributory factors in the expression of critical thinking Providing an in depth exploration of how it is articulated through different types of specialist writing this book provides a lens to both examine texts and to identify and practice this skill *Linguistics and Language Behavior Abstracts*, 2008-02

Quantitative Data Analysis for Language Assessment Volume II Vahid Aryadoust, Michelle Raquel, 2019-07-04 Quantitative Data Analysis for Language Assessment Volume II Advanced Methods demonstrates advanced quantitative techniques for language assessment The volume takes an interdisciplinary approach and taps into expertise from language assessment data

mining and psychometrics The techniques covered include Structural Equation Modeling Data Mining Multidimensional Psychometrics and Multilevel Data Analysis Volume II is distinct among available books in language assessment as it engages the readers in both theory and application of the methods and introduces relevant techniques for theory construction and validation This book is highly recommended to graduate students and researchers who are searching for innovative and rigorous approaches and methods to achieve excellence in their dissertations and research It is also a valuable source for academics who teach quantitative approaches in language assessment and data analysis courses *Experimenting with Uncertainty* C. Elder, 2001-05-21 A collection of 28 invited papers surveying the state of the art in language testing **The Concise Companion to Language Assessment** Antony John Kunnan, 2024-09-04 The Concise Companion to Language Assessment provides a state of the art overview of the crucial areas of language assessment teaching and learning Edited by one of the foremost scholars in the field The Concise Companion combines newly commissioned articles on innovations in assessment with a selection of chapters from The Companion to Language Assessment the landmark four volume reference work first published in 2013 Presented in eight themes The Concise Companion addresses a broad range of language assessment methods issues and contexts Forty five chapters cover assessment conceptualization development research and policy as well as recent changes in language assessment technology learning oriented assessment teacher based assessment teacher assessment literacy plurilingual assessment assessment for immigration and more Exploring the past present and future possibilities of the dynamic field The Concise Companion to Language Assessment Contains dedicated chapters on listening speaking reading writing vocabulary pronunciation intercultural competence and other language skills Describes fundamental assessment design and scoring guidelines as well as advanced concepts in scenario based assessment and automated performance scoring Provides insights on different assessment environments such as classrooms universities employment immigration and healthcare Covers various qualitative and quantitative research methods including introspective methods classical reliability and structural equation modeling Discusses the impacts of colonialism and discrimination on the history of language assessment Explores the use of AI in writing evaluation plagiarism and cheating detection and other assessment contexts Sure to become a standard text for the next generation of applied linguistics students The Concise Companion to Language Assessment is an invaluable textbook for undergraduate and graduate courses in applied linguistics language assessment TESOL second language acquisition and language policy **Second Language Instruction/acquisition Abstracts** , 1997

Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **The Construct Of Language Proficiency Applications Of Psychological Models To Language Assessment**

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