

Testing Spoken Language

A handbook of oral testing techniques

Nic Underhill

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Teachers
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Testing Spoken Language A Handbook Of Oral Testing Techniques

Eddy White, Tahnee Bucher



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Testing Spoken Language Nic Underhill,1995 **The Routledge Handbook of Research Methods in Applied Linguistics** Jim McKinley,Heath Rose,2019-12-06 The Routledge Handbook of Research Methods in Applied Linguistics provides a critical survey of the methodological concepts designs instruments and types of analysis that are used within the broad field of applied linguistics With more than 40 chapters written by leading and emerging scholars this book problematizes and theorizes applied linguistics research incorporating numerous multifaceted methodological considerations and pointing to the future of good practice in research Topics covered include key concepts and constructs in research methodology such as sampling strategies and mixed methods research research designs such as experimental research case study research and action research data collection methods from questionnaires and interviews to think aloud protocols and data elicitation tasks data analysis methods such as use of R inferential statistical analysis and qualitative content analysis current considerations in applied linguistics research such as a need for transparency and greater incorporation of multilingualism in research and recent innovations in research methods related to multimodality eye tracking and advances in quantitative methods The Routledge Handbook of Research Methods in Applied Linguistics is key reading for both experienced and novice researchers in Applied Linguistics as well as anyone undertaking study in this area *An Introduction to Foreign Language Learning and Teaching* Keith Johnson,2017-11-22 An Introduction to Foreign Language Learning and Teaching provides an engaging student friendly guide to the field of foreign language learning and teaching Aimed at students with no background in the area and taking a task based approach this book introduces the theoretical and practical aspects of both learning and teaching provides discussion and workshop activities throughout each chapter of the book along with further reading and reflection tasks deals with classroom and task based teaching and covers lesson planning and testing making the book suitable for use on practical training courses analyses different learning styles and suggests strategies to improve language acquisition includes examples from foreign language learning in Russian French and German as well as English is accompanied by a brand new companion website at [www.routledge.com cw johnson](http://www.routledge.com/cw/johnson) which contains additional material exercises and weblinks Written by an experienced teacher and author An Introduction to Foreign Language Learning and Teaching is essential reading for students beginning their study in the area as well as teachers in training and those already working in the field *The Equivalence of Direct and Semi-Direct Speaking Tests* Kieran J. O'Loughlin,2001-09-27 This book documents the speaking component of a test designed for immigrants to Australia

Learner Corpora in Language Testing and Assessment Marcus Callies,Sandra Götz,2015-04-15 The aim of this volume is to highlight the benefits and potential of using learner corpora for the testing and assessment of L2 proficiency in both speaking and writing reflecting the growing importance of learner corpora in applied linguistics and second language acquisition research Identifying several desiderata for future research and practice the volume presents a selection of

original studies covering a variety of different languages It features studies that present very thoroughly compiled new corpus resources which are tailor made and ready for analysis in LTA new tools for the automatic assessment of proficiency levels and new methods of self assessment with the help of learner corpora Other studies suggest innovative research methodologies of how proficiency can be operationalized through learner corpus data The volume is of particular interest to researchers in applied corpus linguistics learner corpus research language testing and assessment as well as for materials developers and language teachers

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

E-Pedagogy for the Digital Age Dr. P. C. Nagasubramani, Adult learners have more options for enrolling in postsecondary education than ever before and they are able to use their learning style preference in deciding which program best meets their needs For some of these students those programs are fully online and for others there is minimal use of technology As technology grows and become more integrated into individual lives the unique learning styles and preferences of adults need to learn to be incorporated into instructional design Drawing on a regional sample of US colleges 545 adult learners in a graduate programs were surveyed about how to effectively build community in their online classes Results indicated some agreement with these instructional tools Mature adult learners however were found to have stronger agreement with strategies that included work outside of the formal online class These results suggest perhaps a greater comfort for adults in working in spaces where there is less likelihood of being judged or graded and that they might value relational work with other students in different ways than younger adults

Proceedings of the 12th METU International ELT Convention Sema Turan, Burcin Kagitci Yildiz, 2018-06-11 This edited collection contains sixteen papers presented at the 12th METU International ELT Convention Celebrating Diversity held in 2015 in Ankara Turkey With the social cultural and technological changes the 21st century has brought to our lives every learner today has more diverse needs and expectations which makes us consider the concept of diversity as one of the core points in English language education Based on the core principle One size does not fit all this volume presents a wide range of topics and covers issues related to diversity in student and teacher profiles teaching and learning practices assessment techniques world Englishes and cultural elements in EFL ESL classrooms As such the proceedings of the 12th METU International ELT Convention are an invaluable reference for those interested in diverse perspectives applications and practices in the teaching of English as a foreign and second language

Individual Differences in Second/Foreign Language Speech Production: Multidisciplinary Approaches and New Sounds Peijian Paul Sun, Boping Yuan, Xun Yan, Jimin Kahng, 2023-09-01 Second foreign language L2 speech production is a complex process requiring individuals combined efforts to utilize various processing components such as conceptualiser formulator and articulator Since the publication of Pim Levelt's book *Speaking From Intention to Articulation* in 1989 a considerable number of studies have examined L2 speech production in the field of neuroscience with

a particular focus on the link between speech perception and speech production Undeniably a neurolinguistic examination of speech production can enrich our understanding of how human brains compute linguistic information at a cognitive level However it is insufficient by only focusing on the neurocognitive dimension of speech production given that individuals speech production can be subject to various individual differences factors either cognitively affectively or socio culturally It is therefore necessary to move beyond the neurocognitive understanding of speech production by taking every possible perspective into consideration Individual difference as an umbrella term covers psychological traits personal characteristics cognitive and emotional components that distinguish learners from each other Given that individual difference factors can reveal disparities in L2 learning and performance among learners such factors have attracted researchers growing interest concerning their influences on L2 speech processing their relationships with L2 speech performance and their contributions to L2 speech development Nevertheless our understanding of L2 speech production is not only insufficient compared to other L2 skills such as writing and reading but also limited to the neurocognitive account of L2 speech production More research therefore is in urgent need to uncover the influence of various individual differences factors on L2 speech production from multidisciplinary perspectives

Peer Interaction and Second Language Learning Jenefer Philp, Rebecca Adams, Noriko Iwashita, 2013-11-07 *Peer Interaction and Second Language Learning* synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume In spite of the many hours that language learners spend interacting with peers in the classroom there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher Yet teachers are teachers and peers are peers as partners in interaction they are likely to offer very different kinds of learning opportunities This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development Acknowledging the context of peer interaction as highly dynamic and complex the book considers the strengths and limitations of peer work from a range of theoretical perspectives In doing so *Peer Interaction and Second Language Learning* clarifies features of effective peer interaction for second language learning across a range of educational contexts age spans proficiency levels and classroom tasks and settings

Plurilingualism María Pilar Díez Martínez, Rebecca Place, 2012-12-31 The 2012 TESOL SPAIN Convention held at the University of Deusto produced a number of relevant papers and presentations compiled in this book The different papers deal with issues of concern for those teaching both English and in English and show the progress made in this field to date The authors are both national and international and their works tackle aspects such as motivation new methodologies new testing procedures and so forth

Tasks and Criteria in Performance Assessment Annie Brown, Kathryn Hill, 2009 This volume includes selected papers from the 28th Language Testing Research Colloquium held at the University of Melbourne Australia in July 2006 The papers selected for this volume share a common theme that of performance Not only do they focus on performance assessments of second or foreign language speaking and writing but

they also focus on the performance of the participants the candidate or candidates and the raters and the construction of that performance through the tasks and the assessment criteria

Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-22 Build the bridges for English language learners to reach success Ten years ago the first edition of Margo Gottlieb's *Assessing English Language Learners* changed the dialogue about how educators envision educational equity for students Since then the ELL and dual language student populations have grown exponentially and so has the need for forward thinking and effective approaches to facilitating students' academic language development alongside their content knowledge This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment The book includes:

- A focus on academic language use in every discipline from mathematics to social studies within and across language domains
- Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement
- A reconceptualization of assessment as for and of learning
- Reflection questions to stimulate discussion around assessment policies and practices to maximize opportunities for teacher input and student engagement

This book is an essential resource for pre-service and in-service teachers, educator teams, and school leaders striving toward equity in every classroom In this exciting practitioner-friendly volume Margo Gottlieb shows us how assessment as for and of learning can provide a level playing field for today's language learners Educators working with English language learners will find this assessment 'moxie' book truly invaluable

W. James Popham, Professor Emeritus, University of California, Los Angeles There are no other books available that cover the topic of fair and equitable assessment practices for English learners as comprehensively as this one Nor are there any other books with such a rich selection of tools readily available for practitioners It must belong in every TESOL professional's library

Andrea Honigsfeld, Associate Dean and EdD Program Director, Molloy College

Measured Constructs Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012 An addition to the *Studies in Language Testing* series, this volume provides an overview of English language testing over the last century with coverage of key theoretical and practical aspects of the assessment of reading, listening, writing, and speaking skills It includes examples of the Cambridge English exams, old and new, and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years

Teaching and Researching: Speaking Rebecca Hughes, 2013-11-04 Speaking is a dynamic interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts Despite this, speaking is often researched and taught as if it is simply writing delivered in a different mode In *Teaching and Researching: Speaking*, Rebecca Hughes suggests that we have less understanding than we might of important meaning-making aspects of speech, such as prosody, gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction This thoroughly revised

and updated second edition looks to the future of the field offering A new chapter on assessment discussing high stakes oral language testing contexts such as immigration New material considering access to spoken data via the worldwide web and new technologies that allow neurolinguistic insights formerly hidden from view Summaries and case studies to help the reader understand how to approach researching speaking and encourages practitioners to question the models of speaking that they are using in their classrooms Reviewing materials and assessment practices in the light of current knowledge about spoken language and highlighting areas for new work and collaboration between researchers and practitioners this book will be a valuable resource for anyone involved in language teaching *Classroom Assessment for Language Teaching* Eddy White,Tahnee Bucher,2020-02-26 This book focuses where assessment has greatest relevance the classroom A great deal of research related to assessment is focused on the testing industry high stakes language proficiency testing and related analytical and statistical reports that are far removed from teachers and students experiences in the classroom Recently more attention has been paid to assessment in language classrooms and the many challenges that teachers face in both measuring and promoting student learning This book contributes to the body of knowledge related to teacher assessment competence and how it is manifested in the decisions they make about assessment procedures and instruments in their classes Focused on specific challenges related to classroom assessment each chapter reports on particular assessment issues faced by teachers their choices regarding such issues and the consequences actual or anticipated of their decision making This book will interest the thousands of teachers globally dealing with the numerous challenges associated with effective classroom assessment in language learning This collection of teacher voices stories and investigations provides possible solutions to such challenges and will serve to promote assessment literacy in the language teaching profession From Difference to Disadvantage Áine Cregan,2008 Assessment and ESL Barbara Law,Mary Eckes,2007-02-19 The revised and expanded edition of this bestseller is a comprehensive easy to read resource that explores the theory and practice of ESL assessment Written for anyone working with English language learners elementary and secondary mainstream and ESL this new edition of Assessment and ESL presents ideas and tools for alternative assessment The authors offer methods of documenting the learning and progress of second language learners learning and progress that may not always be apparent at first glance Like the previous edition the new edition is filled with real stories about students who take baby steps progress in leaps and bounds toward proficiency and eventually learn to fly on their own **L2 Writing Assessment** Elena Kkese,2019-11-01 When severe reading and spelling problems are not detected at an early stage in the school context students may not be able to overcome them even in adulthood Such problems in the worst cases may lead to developmental dyslexia or developmental dysorthographia which are severe learning disabilities Early intervention though can prevent these problems Consequently involving students in an active writing programme and providing them with ample opportunities to use spelling words in frequent writing can be the answer to such an inquiry Meaningful writing can further facilitate spelling

acquisition since in this manner they can gain control over their work and learn to focus on the writing process and not exclusively on the final product The book addresses these issues in order to help educators and clinicians identify such problems early while it also acts as a practical guide to instruction and assessment

Georgetown University Round Table on Languages and Linguistics (GURT) 1994: Educational Linguistics, Cross-Cultural Communication, and Global Interdependence James E. Alatis, 1995-03-03 The essays in this volume explore communication across cultures using an interdisciplinary approach to language teaching and learning mediated by the growing field of educational linguistics Topics include the use of English as a medium of wider communication and the growth of national varieties of English throughout the world An international array of distinguished contributors includes scholars from China Great Britain Hong Kong India Israel Nigeria Singapore Taiwan Ukraine and the United States This collection suggests that language diversity is a unifying force in a globally interdependent world

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