

TESTING & TEACHING
FOR
ORAL PROFICIENCY

JUDITH LISKIN-GASPARRO

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Testing And Teaching For Oral Proficiency

Scott C. Dulebohn



Testing And Teaching For Oral Proficiency:

Testing and Teaching for Oral Proficiency Liskin-Gasparro, 1987-01-01 **Testing & [and] Teaching for Oral Proficiency** Judith E. Liskin-Gasparro, 1987 **Testing and Teaching for Oral Proficiency** Judith Liskin-Gasparro, 1987-12-01 *Washback in Language Testing* Liying Cheng, Yoshinori Watanabe, WITH Andy Curtis, 2004-02-04 Washback refers to the influence of language testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education Washback in Language Testing Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations Measuring Oral Proficiency Through Paired-task Performance Ildikó Csépes, 2009 This book intends to provide a theoretical overview of examining candidates oral abilities in different examination formats In particular it explores specific partner effects on discourse outcomes and proficiency ratings in the framework of paired task performance Two investigations both set in the context of a proposed Hungarian school leaving examination in English were carried out in order to contribute to a better understanding of the assumed impact of the chosen variables Study One investigates discourse differences between examiner to examinee interaction and peer to peer interaction Study Two explores the impact of the peer partner s proficiency The results show that partner effects related to this variable cannot be predicted as either harmful or beneficial since no statistically significant difference was found between 30 candidates scores in different examination conditions *Interaction in Paired Oral Proficiency Assessment in Spanish* Ana Maria Ducasse, 2010 Defining the construct of interaction for paired assessment purposes has been difficult despite the evolution of our view of language to include the social perspective of co construction and the fact that such

discourse is increasingly taught and assessed In this volume three sequenced studies define interaction in paired oral assessment through the verbal protocols of learners of Spanish and their assessors Assessors then scale performances from videoed test performance data resulting in the development of an evidence based rating process which includes non verbal interpersonal communication interactive listening and interactional management The Power of Tests Elana (Professor Of Language Education Shohamy,2020-11-25 Language in Social Life is a major series which highlights the importance of language to an understanding of issues of social and professional concern It will be of practical relevance to all those wanting to understand how the ways we communicate both influence and are influenced by the structures and forces of contemporary social institutions In all modern societies individuals are subject to tests whether to enter educational programs to pass from one level to the next or to grant certificates to practice Yet tests are powerful tools which are often introduced in undemocratic and unethical ways as disciplinary tools for carrying out various policy agendas Tests can be detrimental to people s lives as they are capable of affecting and defining the knowledge and behaviour of those who are being tested The Power of Tests applies a critical perspective of language tests by examining their uses and consequences in education and society and by viewing tests not as isolated events but rather as embedded in social educational and political contexts The book is divided into four parts the first part establishes the power of tests through echoing the voices of test takers describing the features of the power of tests and the temptations that tests offer to bureaucrats who use them for power and control The second part reports on studies that provide empirical evidence about intentions and effects of a number of large scale language tests The third part interprets the results by examining their consequences on education and society arriving at a model of tests use The final section of the book offers strategies for controlling and minimising the misuses of tests by introducing the notion of Critical Language Testing which calls for the examination of the consequences and misuses of tests monitoring of power and pointing to their unethical uses It also provides a comprehensive discussion of the responsibilities of language testers including a new Code of Ethics as well as strategies for guarding and protecting the rights of test takers

Talking and Testing Richard Young, Agnes Weiyun He, 1998-07-15 This book brings together a collection of current research on the assessment of oral proficiency in a second language Fourteen chapters focus on the use of the language proficiency interview or LPI to assess oral proficiency The volume addresses the central issue of validity in proficiency assessment the ways in which the language proficiency interview is accomplished through discourse Contributors draw on a variety of discourse perspectives including the ethnography of speaking conversation analysis language socialization theory sociolinguistic variation theory human interaction research and systemic functional linguistics And for the first time LPIs conducted in German Korean and Spanish are examined as well as interviews in English This book sheds light on such important issues as how speaking ability can be defined independently of an LPI that is designed to assess it and the extent to which an LPI is an authentic representation of ordinary conversation in the target language It will be of considerable

interest to language testers discourse analysts second language acquisition researchers foreign language specialists and anyone concerned with proficiency issues in language teaching and testing Teaching English in a Spanish Setting Hang Ferrer Mora, 2001 **New Directions in Language Testing** Y. P. Lee, 1985

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