

World of Science Language & Culture Series: Language in Society

The Power of Tests

A CRITICAL PERSPECTIVE ON
THE USES OF LANGUAGE TESTS



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ELANA SHOHAMY

The Power Of Tests A Critical Perspective On The Uses Of Language Tests

Glenn Fulcher



The Power Of Tests A Critical Perspective On The Uses Of Language Tests:

The Power of Tests Elana (Professor Of Language Education, University Of Tel-Aviv, Israel) Shohamy, 2014-09-25

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.

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English language teaching (ELT) in international contexts. Nearly 70 chapters highlight the research foundation for the best practices, frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and/or additional language for kindergarten through to adult speakers of languages other than English. In doing so, it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts, the following labels have been used in countries where English is the dominant language to describe programs, learners or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP) and English language learners (ELL). In contexts where English is not the dominant language, the following terms have been used: English as a foreign language (EFL), English as an international

language EIL and English as a lingua franca ELF **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 *Critical Perspectives on Language and Discourse in the New World Order* Faiz Sathi Abdullah, Mardziah Hayati Abdullah, Tan Bee Hoon, 2009-10-02 The papers in this book explore language use in a broad range of discourse fields They provide theoretical perspectives on global orientations to social political and economic transformations in the New World Order NWO and extend these with studies on the impacts of such transformations at the local national regional and global levels The discussions highlight current concerns among academics and political commentators about the potential social impact of representations of the NWO in language and discourse The present work is important in raising social consciousness towards the central role that language and discourse play in the construction of shifting multiple identities In this way the roles of critical discourse analysis and indeed that of the analysts themselves are emancipative and socially transformative The value of such consciousness raising for potential social action in language user empowerment terms cannot be overstressed particularly given the ascendant position of the English language in the NWO This collection is a significant contribution to the ongoing critical discussion on global order discourse Challenges in Language Testing Around the World Betty Lanteigne, Christine Coombe, James Dean Brown, 2021-02-17 This book combines insights from language assessment literacy and critical language

testing through critical analyses and research about challenges in language assessment around the world It investigates problematic practices in language testing which are relevant to language test users such as language program directors testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs These issues involve aspects of language testing such as test development test administration scoring and interpretation use of test results Chapters in this volume discuss insights about language testing policy testing world languages developing program level language tests and tests of specific language skills and language assessment literacy In addition this book identifies two needs in language testing for further examination the need for collaboration between language test developers language test users and language users and the need to base language tests on real world language use

Second Language Teacher Education Diane J. Tedick, 2013-06-17 The education of second language teachers takes place across diverse contexts levels settings and geographic regions By bringing together research theory and best practices from a variety of contexts ESL EFL foreign language bilingual and immersion education this book contributes to building meaningful professional dialogue among second language teacher educators Featuring an international roster of authors the volume is comprised of 18 chapters organized in four thematic sections the knowledge base of second language teacher education second language teacher education contexts collaborations in second language teacher education and second language teacher education in practice *Second Language Teacher Education International Perspectives* is an essential professional resource for practicing and prospective second language teacher educators around the world

The Handbook of Language Assessment Across Modalities Tobias Haug, Wolfgang Mann, Ute Knoch, 2021-12-21 The identification of language problems and subsequent evaluation of interventions depend in part on the availability of useful and psychometrically robust assessments to determine the nature and severity of their problems and monitor progress The purpose of these assessments may be to measure a child's language proficiency that is how they perform relative to other children and whether they have the language level expected and needed for schooling or they may have a specifically clinical purpose to identify the occurrence and nature of a disorder The purpose of assessment is key to the aspects of language targeted in an assessment and the methods used to target these In the case of spoken English there are many language assessments ranging from broad language tests to more narrowly focused measures reflecting the complexity of the language system and its use

Revisiting EFL Assessment Rahma Al-Mahrooqi, Christine Coombe, Faisal Al-Maamari, Vijay Thakur, 2017-01-10 This book examines acknowledged practices and demonstrates to teachers how to make the most out of their assessment practices It also explores different assessment methods for skills such as reading writing listening and speaking Forecasting the future of assessment and where concepts like alternative assessment and dynamic assessment are heading it also shows how relatively new teaching methods such as communicative methodologies and problem based learning are reflected in assessment This book represents a forum where contributors have presented their research and

innovative ideas and practices on the important topic of assessment and opened a fresh debate on it. It offers an excellent reference guide for EFL teachers, practitioners, researchers, and testing and assessment specialists. Each chapter examines central issues in assessment and their connection with teaching and learning in EFL contexts. *Discourses on Language and Integration* Gabrielle Hogan-Brun, Clare Mar-Molinero, Patrick Stevenson, 2009. One of the most pressing issues in contemporary European societies is the need to promote integration and social inclusion in the context of rapidly increasing migration. A particular challenge confronting national governments is how to accommodate speakers of an ever increasing number of languages within what in most cases are still perceived as monolingual indigenous populations. This has given rise to public debates in many countries on controversial policies imposing a requirement of competence in a national language and culture as a condition for acquiring citizenship. However, these debates are frequently conducted almost entirely at a national level within each state with little if any attention paid to the broader European context. At the same time, further EU enlargement and the ongoing rise in the rate of migration into and across Europe suggest that the salience of these issues is likely to continue to grow. This volume offers a critical analysis of these debates and emerging discourses on integration and challenges the assumptions underlying the new language testing regimes.

A Study on the Washback Effects of the Test for English Majors (TEM) Qian Xu, Jun Liu, 2018-10-05. This book adopts a multi-method and multi-phase approach to investigate the washback effects of Test for English Majors (TEM) on program administrators, teachers, and students, shedding new light on TEM reform and the reform of English teaching and learning in China. TEM, a nationwide test used to measure the language proficiency of undergraduate English majors in China, is a major standardized test taken by nearly 400,000 students every year. The book's key features include an in-depth discussion of the nature of washback and a framework for investigating it; a multi-method and multi-phase approach employing both the quantitative method of questionnaire surveys and the qualitative methods of interviews and classroom observations; large-scale questionnaire surveys conducted among experts, program administrators, teachers, and students, and involving over 30,000 participants; detailed assessments of TEM's washback effects on stakeholders' perceptions, classroom teaching practice, students' learning activities, etc.; and essential insights into testing and teaching reforms.

Starting Points in Critical Language Pedagogy Graham V. Crookes, Arman Abednia, 2022-01-01. Critical language pedagogy, also sometimes referred to as critical ELT, where English is the primary language involved, has a literature in which theoretical and specialized work has outstripped more practically oriented material. Nevertheless, even practically oriented publications in this area tend to address the experienced, well-resourced teacher as opposed to those beginning in this area or those without much professional support. With a view to helping prepare second language teachers to begin to engage with critical language pedagogy, the authors of this book start from areas of conventional L2 curriculum that teachers naturally use. Each chapter presents material pertinent to areas of language teaching and course delivery, starting from a fairly conventional perspective. It then attempts to explain

how this conception can be extended drawing upon the ideas of critical language pedagogy and teachers experiences The authors experience of working with teachers who work under different circumstances in teacher education courses and workshops form key elements of the book Teachers voices are also given adequate space so as to provide a comprehensive picture and situated understanding of critical language pedagogy Dialogical engagement with the initial perspectives of beginning critical language pedagogy teachers who do not necessarily have a fully worked out critical philosophy of teaching or those who wish to practice critical ELT is another feature of the book Finally to strengthen the practical orientation of the book teaching strategies and extracts of materials and lesson plans are also provided

European Language Testing in a Global Context Michael Milanovic, Cyril J. Weir, 2004-04-19 The conference papers presented in this volume represent a small subset of the many excellent presentations made at that event

Nonverbal Delivery in Speaking Assessment Mingwei Pan, 2015-11-27 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

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2005-03-23 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

Ethics and Context in Second Language Testing M. Rafael Salaberry, Albert Weideman, Wei-Li Hsu, 2023-11-24 This innovative timely text introduces the theory and research of critical approaches to language assessment foregrounding ethical and socially contextualized concerns in language testing and language test validation in today s globalized world The editors bring together diverse perspectives qualitative and quantitative methodologies and empirical work on this subject that speak to concerns about social justice and equity in language education from languages and contexts around the world offering an overview of key concepts and theoretical issues and field advancing suggestions for research projects This book offers a fresh perspective on language testing that will be an invaluable resource for advanced students and researchers of

applied linguistics sociolinguistics language policy education and related fields as well as language program administrators

Frontiers in Language Assessment and Testing Vahid Aryadoust, Thomas Eckes, Yo In'nami, 2020-12-30 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact **New**

Perspectives and Issues in Educational Language Policy Robert Leon Cooper, Elana Goldberg Shohamy, Joel Walters, 2001 This formidable selection of papers reflects the psycholinguistic and sociolinguistic underpinnings of the interface between language and education Following an introduction that positions the field of educational linguistics historically and conceptually the volume presents 15 contributions by leading scholars that cover the four areas most central to the field Language teaching language learning and literacy Widdowson Bialistok Cohen Language testing Bachman Davies and Shohamy Multilingualism minority languages and language planning Bratt Paulston Fishman Lambert Amara de Bot Language policy Clyne Tucker Donato Murday McNamara Lo Bianco and Hornberger New Perspectives and Issues in Educational Language Policy is published in honour of Bernard Dov Spolsky and reflects his impact on applied linguistics in general and educational linguistics in particular The breadth and coverage makes this an indispensable title for future research in the field of educational linguistics **Teaching and Assessment in Global Aviation English** Eric

Friginal, Malila Prado, Jennifer Roberts, 2025-01-23 Combining the expertise of renowned academics and aviation experts this edited collection draws together the latest research into language in the aviation industry with a focus on teaching and assessment Exploring the different practices and challenges within the current teaching and assessment of aviation English the volume provides highly valuable research based recommendations for building successful curricula that advance training and learning It investigates the challenges and future direction of the International Civil Aviation Organization Language Proficiency Requirements the training of aviation language teachers the benefits of a programmatic approach phraseology training and computer assisted language learning the use of radiotelephony role play the use of corpus linguistics and the assessment of pilots listening comprehension Advocating for best practice this book is a significant contribution to continued development and improvement within the teaching and assessment of aviation English worldwide *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.

A Theory of Applied

Linguistics Albert Weideman, 2024-08-21. This book adopts as conceptual focus the technical mode of experience exploring this characteristic mode of design as the angle from which the discipline of applied linguistics takes its cue. What makes applied linguistic concept formation possible? A number of elementary concepts and ideas are so basic to the discipline that they can neither be ignored nor avoided. These primitives are identified by examining the connections among the technical and other modalities such as the spatial, the physical, the social, economic, aesthetic, juridical and the ethical. A theory of applied linguistics must be robust enough to do justice to different modernist and postmodernist paradigms operating in the discipline systematically identifying and assessing their strengths and blind spots. The book offers a response to the question of the usefulness of theory. The principles of design revealed in the theoretical analysis are given shape in developing imaginative language interventions to solve vexing language problems not for the sake of theory but for the benefit of those affected. The book is intended for use both as a reference and as a comprehensive unifying perspective of what the field is by scholars in applied linguistics and related fields: TESOL, ESL, ESP, EAP, SLA studies, language assessment and testing, language policy development by postgraduate students or those who teach or study applied linguistics.

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