

Writing English Language Tests Longman Handbooks For Teachers Jb Heaton

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP.

Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

This is a textbook which looks at the practice of ELT from an Indian perspective. It has a training-oriented approach and can be used as a manual by teacher trainers, students at the undergraduate and graduate levels in B.Ed. and allied programmes.

Longman Dictionary of Common Errors

A History of Cambridge English Examinations, 1913-2012

Routledge Encyclopedia of Language Teaching and Learning

Moodle 1.9 for Second Language Teaching

A Problem-Solving Approach

Writing English Language Tests is for all teachers who write tests of English, from the classroom teachers writing for a particular class to the test constructor writing for an examination board. It gives detailed guidance on how to write, administer and score test questions, and how to avoid the pitfalls. It outlines the general principles of language testing, and shows how different types of test questions can be applied to different language tests. The new edition of this well-established title reflects recent development in language testing techniques, and contains a more comprehensive selection of sample test items from current examinations and tests administered by the major examining bodies.

This book reports in detail the newly developed Communicative Listening Comprehension Test (CLCT) for the National College English Test (CET) of China. Following the principles of communicative testing in general and test construction approach proposed by Bachman and Palmer (1996) in particular, the project develops CLCT for CET-4 and CET-6. The research begins with the construction of frameworks of listening task characteristics and communicative listening ability. Subsequently, based on a survey of Chinese college students' English listening needs and an analysis of listening tasks in influential English listening course books and public tests, CLCT-4 and CLCT-6 test specifications are developed. Finally, sample papers are produced and a series of posteriori studies are conducted to examine the difficulty and usefulness of the newly developed notes-completion task type in two CLCT tests. As an example of successful integration of communicative testing theories and test construction practice, this research provides valuable insights into listening test development for other large-scale tests.

Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception. Anyone who is working in, studying or teaching language testing should have a copy of this book. The information, discussions, and reflections offered within the volume address major developments within the field over the past decades, entwined by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past in terms of defining the future agenda of language testing.

Converging Approaches and Challenges

Language Testing and Evaluation

Exploring English Language Teaching

A Practical Guide for Teachers of English as a Second Or Foreign Language

Quantifying Language

This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate 'can do statements' and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self-perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

"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"--

Teaching the Spoken Language is about teaching the spoken language. It presents in a highly accessible form the results of the author's important research on teaching and assessing effective spoken communication. The authors examine the nature of spoken language and how it differs from written language both in form and purpose. A large part of it is concerned with principles and techniques for teaching spoken production and listening comprehension. An important chapter deals with how to assess spoken language. The principles and techniques described apply to the teaching of English as a foreign and second language, and are also highly relevant to the teaching of the mother tongue.

The Cambridge Guide to Second Language Assessment

English Language Assessment and the Chinese Learner

Current Issues in Second & Foreign Language Learning and Teaching

A Practical Guide for Teachers of English

Fundamental Considerations in Language Testing

Principled Possibilities - Ideas for Teaching is a unique publication representing the summation of four years of graduate study, and my own experiences, discoveries, experiments and successes over eight years of teaching throughout Asia and the Pacific. Uniquely the book includes: - a wide selection of academic papers, conference and training presentations, and curriculum and planning documents, - links to websites and other resources for exploring the topics further and contacting the author, - ideas ranging from working with absolute young beginners to adult and upper-intermediate level students, - discussions of current challenges and controversies in teaching, - approaches to online and computer-assisted learning, and - suggestions in the field of English language teaching covering all areas.

This book investigates Kurd EFL learners' ability in recognizing and producing the various forms and meanings of English auxiliary verbs, clarifying the problems that Kurd EFL learners encounter in learning the auxiliary verbs and identifies the sources behind them, and trying to put suitable suggestions to overcome these problems.

This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESU/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

Dictionary of Language Testing

Assessing Young Learners of English: Global and Local Perspectives

Longman Handbook for Writing

Testing Creative Writing in Pakistan

Testing for Language Teachers

This book relates language testing practice to current views of communicative language teaching and testing. It builds on the theoretical background expounded in Bachman's Fundamental Considerations in Language Testing and examines the design, planning, and organization of tests. The book is divided into three sections which discuss 1) objectives and expectations, the context of language testing, and the abilities to be tested; 2) the process of test development, including blueprints, resources, operationalization, and scoring methods; and 3) ten examples which illustrate the principles discussed in Parts One and Two.

This book describes the process of language test construction and reviews current practice.

This book investigates the impact of creative writing tests on classroom practice in Pakistan. All National Education Policies in Pakistan since 1959 have expressed grave concern at the deteriorating standard of Board Examinations but no significant steps have been taken to improve the examination system. The method of assessment in the Pakistani classroom is influenced by the Board Examinations, with the students memorising the essays and stories from their textbooks and reproducing them. The Board Examination tends to produce negative washback as it damages learners' creative talents. Appropriate changes in the textbooks and the external examination, however, will, in turn, definitely improve the teaching and assessment practices in the classroom.

Writing English Language Tests

A Guide and Resource Book for Teachers

Language Testing Reconsidered

Assessing Listening for Chinese English Learners

New Linguistic Impulses in Foreign Language Teaching

Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: 'Classroom interaction and management'; 'Method, Postmethod and methodology'; 'Learners' and the 'Institutional frameworks and social contexts' of ELT. For each, the book identifies key dilemmas and practices, examines how teachers and other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. Exploring English Language Teaching is an indispensable textbook for language teachers, and for post-graduate/graduate students and advanced undergraduates studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

Teaching and Learning the English Language is a practical guide for anyone seeking to improve their teaching, whether through formal study or on their own. Richard Badger explores teaching English as a problem-solving activity in which teachers must address three fundamental questions: - what aspect of language do students need to learn; - how might they learn this particular aspect of language; - and how can teachers support their learning. Offering a solid, research-based approach along with sound practical advice, this book equips teachers with skills needed to analyse their own contexts and develop their practice. It covers: - Fundamentals of English language - Psychological and social learning processes - TESOL teaching methods and approaches - Lesson planning and classroom management - Language evaluation and assessment - Teaching pronunciation, spelling, grammar, vocabulary and discourse - Teaching listening, reading, writing and speaking - English teacher professional development Pedagogical features include chapter summaries, activities for students and key readings recommendations, and the book is also supported by online resources: video case studies, additional exercises and multiple choice quizzes. Including numerous international lesson examples and case studies, Teaching and Learning English Language is suitable for both trainee and practising teachers who speak English as a first, second or foreign language.

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.

Syntactic and Semantic Mastery of English Auxiliaries by Kurd Learners at College Level

Designing and Developing Useful Language Tests

English Language Test

Principled Possibilities - Ideas for Teaching

English for Academic Purposes

A comprehensive overview of principles and problems when turning language into figures. Methods of data gathering, counting and serving are covered, as well as ethics, norm and criterion referencing, reliability and validity, and how quantification connects with research design or pedagogical use.

This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

This Dictionary of Language Testing contains some 600 entries on language assessment

A Researcher's and Teacher's Guide to Gathering Language Data and Reducing it to Figures

Teaching the Spoken Language

English Language Testing in Hong Kong

New Edition

Language Test Construction and Evaluation

This volume represents an outgrowth of the 7th International ATECR conference, which brought together researchers and educators from fields as diverse as language teaching in a variety of contexts, corpus linguistics and literary studies. The contributions in this volume show—despite their diversity—a strong common denominator: an aim to bundle efforts and unify parameters in order to optimize English Language Teaching as a world-wide endeavor. Thus, for our teaching it can only be beneficial when linguists talk to literary-minded teachers or methodology specialists investigate whether their theoretical underpinnings make their way into practice by talking to language instructors or language service providers. In general, the authors present a multifaceted picture of the English Language Teaching context with themselves as practitioners but also as investigators and researchers at the same time. The research that reflects back on their teaching thus creates a force-feedback loop not only for the investigating scholar but also for the practicing instructor who reapplies his/her knowledge after failed or suboptimal attempts as evidenced by the data.

This book is a collection of articles on Applied Linguistics, Teaching English to Speakers of Other Languages (TESOL), Foreign Language Teaching (FLT), Second Language Teaching (SLT) and education. This book is intended mainly for students, teachers and lecturers who pay attention to education, learning and teaching Foreign Languages. This book can also be an additional material for students of Linguistics, Applied Linguistics, English Education, Second or Foreign Language Teaching/ Education programs. This book does not come about without a lot of help from my lecturers who read, analyzed and corrected my articles, and also

suggested some ideas in the articles. So, in this preface I would like to acknowledge them: Jeremy Jones, Elke Stracke, Eleni Petraki, Yanyin Zhang, John Peak, Yuki Itani-Adams, Affrica Taylor and Louise Watson

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Language Testing in Practice

English Teaching Forum

Frontiers of Language and Teaching, Vol.2: Proceedings of the 2011 International Online Language Conference (IOLC 2011)

English Language TeachingPrinciples&Practice

ELT

This 2nd edition includes a new chapter on testing young learners and features expanded chapters on common test techniques and testing overall ability. There is also an additional appendix on item banking and a revised appendix on statistical analysis of test data.

Offers a discussion of the basic concerns which underlie the development and use of language tests. Presenting a synthesis of research on testing, this book is useful for students on teacher education courses. It is also helpful for those professionally involved in designing and administering tests, acting as a complement to 'how to' books.

1 EAP and Study Skills: Definitions and Scope 2 Needs Analysis 3 Surveys: Students' Difficulties 4 EAP Syllabus and Course Design 5 Evaluation: Students and Courses 6 Learning Styles and Cultural Awareness 7 Methodology and Materials 8 Evaluating Materials 9 Academic Reading 10 Vocabulary Development 11 Academic Writing 12 Lectures and Note-Taking 13 Speaking for Academic Purposes 14 Reference/Research Skills 15 Examination Skills 16 Academic Discourse and Style 17 Subject-Specific Language 18 Materials Design and Production 19 Concerns and Research Appendices 1 Recommended Books and Journals 2 Educational Technology 3 Professional Associations and other Organisations 4 EAP Exams and Examining Bodies 5 ELT Publishers and Mail Order Firms (UK).

Measured Constructs

The Routledge Handbook of Language Testing

An Introductory Course

Developing a Communicative Listening Comprehension Test Suite for CET

English for Specific Purposes

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, 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.

Engaging online language learning activities using the Moodle platform.

This book brings together two related fields - language testing and language programme evaluation - in a way that no single introductory text has done, and seeks to encourage closer relations between the two in both academic curricula and professional practice. It introduces readers not just to basic concepts, but to some of the major social, educational and research concerns and activities that characterise language testing and evaluation. The book can serve either as a basic text for a taught course, or for self-study. All chapters include suggestions for further reading, and discussions frequently point towards possible explorations in classroom research and practice. A glossary of key concepts and a select annotated bibliography are provided. The book addresses the language teaching profession generally as well as students of applied linguistics and English language teaching.

Language in Action

An Introduction to Foreign Language Learning and Teaching

Language Testing

Teaching and Learning the English Language