# Second Language Proficiency Assessment: Current Issues (Language in Education)

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# **Second Language Proficiency Assessment Current Issues Language In Education 70**

**Philip Herdina, Ulrike Jessner** 

## Second Language Proficiency Assessment Current Issues Language In Education 70:

Researching Pedagogic Tasks Martin Bygate, Peter Skehan, Merrill Swain, 2013-12-02 Researching Pedagogic Tasks brings together a series of empirical studies into the use of pedagogical tasks for second language learning with a view to better understanding the structure of tasks their impact on students and their use by teachers The volume starts with an introduction to the background and key issues in the topic area and is then organised into three sections the first section focuses on the language and learning of students on tasks the second on the use of tasks in the language classroom the third on the use of tasks for language testing Each section begins with a succinct section introduction and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development The chapters include both experimental and qualitative approaches to the topic some providing original accounts of specific studies others offering overviews of linked series of studies Applied Language Learning ,2017 The Routledge Handbook of Language Program Development and Administration Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a Second Language Attrition in Japanese Contexts Lynne Hansen, 1999 This volume introduces the study of future career language attrition the forgetting of language In this first collection devoted to second language attrition the contributors focus on contexts of loss where Japanese is either the attriting language or the replacing language Bringing together research to substantiate previous hypotheses in the field this book offers new theoretical and practical insights for those interested in language change **Applied Language Learning** ,1991 Resources in Education ,1998 Modelling and Assessing Second Language Acquisition Kenneth Hyltenstam, Manfred Pienemann, 1985 This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition It discusses the

contribution that modern research into L2 acquisition makes to the curriculum development process It also provides the reader with arguments for and against the various approaches to teaching Language Planning in Primary Schools in Asia Richard Baldauf,Robert Kaplan,Knonko Kamwangamalu,Pauline Bryant,2013-09-13 In foreign language education decisions must be taken on what languages to teach who will teach them in which schools i e all only urban only rural in which grades the number of hours a week and the cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning

Educational Measurement Robert L. Brennan, 2023-10-03 Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and Rethinking the Education of Multilingual Learners Jim certification testing and legal and ethical issues Cummins, 2021-09-06 Over the past 40 years Jim Cummins has proposed a number of highly influential theoretical concepts including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency In this book he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated using the criteria of empirical adequacy logical coherence and consequential validity These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging

theory Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory in a way that significantly clarifies this International Encyclopedia of Education ,2009-04-17 The field of education has experienced controversial concept extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files Α **Dynamic Model of Multilingualism** Philip Herdina, Ulrike Jessner, 2002 The model presented in this volume draws together various strands of research second language acquisition theory bilingualism research dynamic systems theory to develop a novel approach to this challenging subject Its main focus lies on the psycholinguistic dynamics of multilingualism the processes of change in time affecting two or more language systems Second Language Proficiency Assessment Pardee Lowe, Charles W. Stansfield, 1988 Validation in Language Testing Alister H. Cumming, Richard Berwick, 1996 The validation of language tests is widely discussed and expected but only in recent years have researchers adopted a variety of innovative techniques for developing assessing and validating specific tests of second or foreign language proficiency and their impact on education and society Indeed as the present volume clearly demonstrates many different techniques for empirical analysis and types of evidence may be used to assess and interpret the validity of diverse aspects of language tests as well as the consequences they may have for language students educators and society BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved Language Use and Language Learning in CLIL Classrooms Christiane Dalton-Puffer, Tarja Nikula, Ute Smit, 2010-12-15 This volume explores a highly topical issue in second and foreign language education the spreading practice in mainstream education to teach content subjects through a foreign

language CLIL has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials The editors introductory and concluding chapters offer a synthesis of current CLIL research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice The individual contributions by authors from a range of European contexts report on current empirical research in this dynamic field The focus of these chapters ranges from theoretical to empirical from learning outcomes to classroom talk examining both the written and spoken mode across secondary and tertiary educational contexts This volume Metacognitive and Cognitive is a valuable resource not only for researchers and teachers but also for policy makers Strategy Use in Reading Comprehension Limei Zhang, 2017-10-09 This book examines the relationship between Chinese college level test takers strategy use and reading test performance using a Structural Equation Modelling Approach With a large sample of Chinese college level test takers the book investigates the underlying structure of the EFL reading test It suggests implications for classroom teachers and testing researchers about the relationship between metacognitive and cognitive strategy use in testing contexts Language and Communication Jack C. Richards, R.W. Schmidt, 2014-06-06 Presents eight specially written chapters which provide a coherent survey of major issues in the study of language and communication and which show how these are related to questions of practical concern in the learning and teaching of second and foreign languages The issues discussed have been selected primarily for their relevance to applied linguistics and there is a unifying interest in how language reflects the communicative functions it performs as well as in the process involved in using language for communication Each chapter presents a self contained survey of a central issue is prefaced by an introduction linking the different perspectives and is followed by discussion questions to aid effective use of the text in applied linguistics courses Second Language Pronunciation Ubirata Kickhöfel Alves, Jeniffer Imaregna Alcantara de Albuquerque, 2022-12-19 In the field of second language L2 acquisition the number of studies focusing on L2 pronunciation instruction and perceptual production training has increased as new classroom methodologies have been proposed and new goals for L2 pronunciation have been set This book brings together different approaches to L2 pronunciation research in the classroom or in the language laboratory 13 chapters written by well known researchers focusing on a variety of first and target languages are divided into four parts Pronunciation development and intelligibility implications for teaching and training studies L2 pronunciation teaching L2 pronunciation training implications for the classroom and Pronunciation in the laboratory High Variability Phonetic Training Intended for researchers in the fields of second language acquisition phonetics phonology psycholinguistics speech therapies speech technology as well as second language teaching this book not only summarizes the current research questions on L2 pronunciation teaching and training but also predicts future scenarios for both researchers and practitioners in the field Assessing Foreign Language Proficiency of Undergraduates Richard V. Teschner, 1991 The Routledge Handbook of Language Testing Glenn Fulcher, Fred Davidson, 2013-10-15 Winner of the

SAGE ILTA Book Award 2016 The Routledge Handbook of Language Testing will provide a comprehensive account of the area of language assessment and testing Written by leading specialists from around the world this volume brings together approximately 35 authoritative articles around 8000 words each The proposed outline for the Handbook below is divided into ten sections The section titles reflect the contents of their Language Testing and Assessment textbook in our RAL series and sketch a useful overview of the discipline Each chapter has been carefully selected to relate to key issues raised in the respective topic providing additional historical background critical discussion reviews of key research methods and an assessment of what the future might hold

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