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Chinese as a Second Language Assessment Dongbo Zhang, Chin-Hsi Lin, 2017-04-12 This book brings together 13 original research papers that address emerging issues in the assessment of Chinese as a Second Language CSL in five major areas including standards in CSL assessment development of CSL tests assessment of diverse knowledge and skills computer supported assessment and CSL assessment in relation to instruction and teachers assessment competence It goes beyond the psychometric testing of Chinese and provides cutting edge examinations of the interfaces of assessment with sociology of language acquisition pedagogy and modern technologies as well as teacher education Given its unique features and broad range of topics the book offers an intriguing and valuable resource not only for scholars and researchers but also teacher educators and assessment practitioners who are directly or indirectly involved in CSL assessment **The Routledge**

Handbook of Language Testing Glenn Fulcher, Luke Harding, 2021-12-15 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

Opic power speaking, 2008 Language Testing and Assessment Aek Phakiti, 2025-09-18 Covers essential knowledge and skills for developing and using language tests and assessments in applied linguistics applied language studies and or TESOL

Language, Regional Expertise, and Culture in the Military Jeff R. Watson, Richard Wolfel, Adam Kalkstein, 2026-01-30 In today's complex global security environment military effectiveness depends not only on advanced technology and tactics but also on the ability to understand communicate and collaborate across cultures This interdisciplinary volume examines the evolving role of language regional expertise and cultural competency LREC in U S military training strategy and leadership Drawing on insights from both military and academic contributors this collection offers a timely and authoritative overview of how LREC competencies support deterrence interoperability influence operations and alliance building for the warfighter

Advancedness in Second Language Spanish Mandy R. Menke, Paul A. Malovrh, 2021-02-08 This book analyzes the construct of advanced proficiency in second language learning by bringing

together empirical research from numerous linguistic domains and methodological traditions Focusing on the dynamic nature of language use the volume explores diverse manifestations of high level second language Spanish including performance on standardized proficiency assessments acquisition of late acquired linguistic structures sophisticated language use in context and individual differences Chapters relate empirical findings to current definitions of advancedness challenging scholars and practitioners to re consider existing conceptualizations and propose possible directions for future research and teaching with second language speakers of Spanish By addressing larger issues in the field of second language learning the volume is a valuable reference for language teachers scholars professionals and students with an interest in second language acquisition generally and second language Spanish more specifically

Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II Kassem M. Wahba,Liz England,Zeinab A. Taha,2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines the Handbook for Arabic Language Teaching Professionals in the 21st Century Volume II provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide Keeping a balance among theory research and practice the content is organized around 12 themes Trends and Recent Issues in Teaching and Learning Arabic Social Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs Goals Design and Curriculum Teaching and Learning Approaches Content Based Instruction and Curriculum Arabic Teaching and Learning Classroom Language Materials and Language Corpora Assessment Testing and Evaluation Methodology of Teaching Arabic Skills and Components Teacher Education and Professional Development Technology Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I including increasing and diverse demands motives and needs for learning Arabic across various contexts of use a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic and an increasing shortage of and need for quality of instruction Volume II addresses these challenges It is designed to generate a dialogue continued from Volume I among professionals in the field leading to improved practice and to facilitate interactions not only among individuals but also among educational institutions within a single country and across different countries

An Analysis of Rehearsed Speech Characteristics on the Oral Proficiency Interview—computer (OPIc) Gwyneth Elaine Gates,2018 The ACTFL Proficiency Guidelines identify memorized words and phrases as a hallmark of novice level speech For this reason research by Cox 2017 found rehearsed content to be a major hindrance to interviewees being rated at higher sublevels on the Oral Proficiency Interview computer OPIc To further investigate an analysis of these memorized segments to determine patterns of lexico grammatical and discursive features was conducted In this study researchers utilized a Praat analysis to compare prosodic features specifically mean length of utterance number of silent pauses and articulation rate of speech segments marked as memorized

and those which were not A qualitative analysis was also conducted by identifying via a grounded theory approach any notable patterns both within single interviews as well as between speakers Articulation rates differed significantly between the spontaneous and rehearsed segments however the strongest evidence of memorization lay in the transcriptions and the patterns that emerged within and across interviews **The Language Educator** ,2007 □□□□□□ ,2007

Self-Assessment Wenyue Ma,2018 **The Development and Validation of a Portuguese Elicited Imitation Test**

Braden B. Reynolds,2020 Elicited imitation EI is a method of assessing oral proficiency in which the examinee listens to a prompt and attempts to repeat it back exactly as it was heard Research over recent decades has successfully established correlation between EI testing and other oral proficiency tests such as the Oral Proficiency Interview OPI and the OPI by computer OPIc This paper details the history of oral proficiency assessment as well as that of EI It then outlines the development process and validation of a Portuguese Elicited Imitation test The processes of item selection and item validation are detailed followed by the criterion related validation through a statistical correlation analysis of participants results on an official American Council on the Teaching of Foreign Languages ACTFL OPIc and their predicted OPIc scores which were based on their results of the Portuguese EI calibration test Results of the statistical analysis revealed a strong correlation between the predicted scores of the EI test and the actual OPIc scores In order to go beyond previously completed EI research this paper addresses the issue of face validity which has been a challenge for the proliferation of EI testing Analysis of a survey administered after participants completion of the two tests OPIc and EI addresses the experiences and reactions of the participants to the two testing formats Suggestions for future use of EI as well as future research will be presented **Simulated Oral Proficiency Interviews** Charles W. Stansfield,1989 The Simulated Oral Proficiency Interview sopi is a semi direct speaking test that models the format of the Oral Proficiency Interview opi an oral proficiency test used by government agencies to assess general speaking proficiency in a second language The sopi is a tape recorded test consisting of six parts It begins with simple personal background questions posed on a tape in a simulated initial encounter with a native speaker of the target language Part one of the sopi is analogous to the warm up phase of the opi and the other five parts are designed to elicit language that is similar to language that would be elicited during the check and probe phases of the opi An examination of the sopi research shows that the sopi correlates so highly with the opi that it is safe to say that the tests measure the same abilities A comparison of the advantages of each test suggests that the sopi offers certain practical and psychometric advantages over the opi Vwl *The ACTFL Oral Proficiency Interview* Kathryn Buck,Irene Thompson,Heidi Byrnes,1989 **The ACTFL Oral Proficiency Interview** Karen E. Breiner-Sanders,Elvira Swender,American Council on the Teaching of Foreign Languages,1999 Computer search ,1990* **Rater's strategies and the oral proficiency interview** Patricia M. Norwood,1998 **Successful EFL Teaching Using Mobile Technologies in a Flipped Classroom** Hiroyuki Obari,Stephen Lambacher,2015 Two case studies evaluating the

effectiveness of a flipped classroom compared to a traditional classroom were performed. The studies were conducted from April 2014 to January 2015 at a private university in Tokyo targeting 60 first year and 25 third year undergraduates respectively. In the first study, an assessment of pre and post treatment Test of English for International Communication (TOEIC) scores revealed students exposed to the flipped lessons improved from a mean of 474 (SD 111) to 649 (SD 96), which was greater than that of the control students who improved from 484 (SD 123) to 617 (SD 115). In the second study, students were exposed to flipped lessons for 24 weeks using a variety of materials such as the Lecture Ready II digital text with iPad COOORI e learning software for learning words and phrases related to the digital text, ATR CALL Brix e Learning, Newton e Learning, and TED Talks. An assessment of pre and post treatment TOEIC scores and Oral Proficiency Interview (OPIc) speaking test results showed students improved from a mean of 577 (SD 132) to 758 (SD 105), an improvement of 24% in just the speaking test. Surveys administered after exposure to the flipped lesson activities indicated students were satisfied with their flipped classroom lessons and motivated by the Blended Learning (BL) environment that incorporated mobile learning. For full proceedings see ED564162 [Aspects of Communicative Accommodation in Oral Proficiency Interview Discourse](#), 1995 Microfiche **Oral proficiency in the classroom and its assessment with the oral interview** Peggy Jo Patterson, 1989

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