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***Assessing Foreign  
Language Proficiency  
of Undergraduates***

*Richard V. Teschner*  
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# Assessing Foreign Language Proficiency Of Undergraduates

**J. Read**



## **Assessing Foreign Language Proficiency Of Undergraduates:**

*Assessing Foreign Language Proficiency of Undergraduates* Richard V. Teschner, 1991      *Assessing Foreign Language Students' Spoken Proficiency* Martin East, 2016-02-02 This book presents an in depth study of assessment innovation and its impact on teaching and learning The context is New Zealand and the focus is additional languages other than English and the recent introduction of a radical new assessment of students spoken proficiency called interact The book crosses the traditional theoretical and methodological boundaries associated with language testing research which focuses on assessment performance and presents an alternative approach where stakeholders become the centre of interest It advances our understanding of how assessment innovation impacts on two key groups teachers and students in schools based on data collected from a substantial two year research project It presents an account of these stakeholders perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced *Assessing Foreign Language Students Spoken Proficiency* makes an outstanding and original contribution to the field of second and foreign language teaching providing a theory and research based account of the development of a learner centred approach to oral proficiency assessment It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide It deserves to be widely read      *Assessing English Language Proficiency in U.S. K-12 Schools* Mikyung Kim Wolf, 2020-05-31 *Assessing English Language Proficiency in U S K 12 Schools* offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students

**Testing Academic Language Proficiency** Marco Mezzadri, 2018-01-23 This book focuses on the development of the process of teaching and assessing foreign language competence for study purposes in a pluricultural and plurilingual context It addresses not only the individual who is learning the language for academic purposes LAP but also other stakeholders like teachers schools and universities and external boards such as examination boards for language testing The book highlights an ongoing research project at the University of Parma Italy aimed at developing teaching programs and evaluative tools for language for academic purposes Starting from a reflection upon the nature of language for study purposes stemming from the tradition of English for Academic Purposes it describes the model of an LAP test implemented in Italian secondary

schools and universities and shows the findings concerning the performance in the test of both students whose mother tongue is Indo European and those who speak non Indo European languages *Assessing English Proficiency for University Study* J. Read, 2015-01-27 This book focuses on strategies and procedures for assessing the academic language ability of students entering an English medium university so that those with significant needs can have access to opportunities to enhance their language skills

**English Language Proficiency Assessments for Young Learners** Mikyung Kim Wolf, Yuko Goto Butler, 2017-05-25 *English Language Proficiency Assessments for Young Learners* provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners *English Language Proficiency Assessments for Young Learners* is a useful resource for students test developers educators and researchers in the area of language testing and assessment

**Resources in Education**, 1989 *Handbook of Multicultural Assessment* Lisa A. Suzuki, Joseph G. Ponterotto, 2007-12-10 *Handbook of Multicultural Assessment* offers the most comprehensive text on testing of racial and ethnic minorities in the United States This thoroughly revised and updated edition includes the most current and state of the art assessment information in a variety of psychological and educational domains The book highlights new and innovative testing practices and expands the populations of interest to include recent immigrants and refugees It also includes ways to overcome barriers in the assessment process as well as forensic assessment This important resource offers an instructional text for conducting culturally competent psychological assessment for clinicians educators and researchers

[Teaching, Testing, and Assessment](#) Charles R. Hancock, 1994 Focuses on the relationship among teaching testing and assessment Explores ways in which foreign language professionals can answer a key question Do my teaching testing and assessment match

**Useful Assessment and Evaluation in Language Education** John McE. Davis, John M. Norris, Margaret E. Malone, Todd H. McKay, Young-A Son, 2018-03-01 The specific and varied ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern particularly as educators are increasingly called on to implement these processes for improvement accountability or curricular development purposes *Useful Assessment and Evaluation in Language Education* showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts Divided into three parts this volume first examines theoretical considerations and practical implementations of assessment conducted for the

purpose of enhancing and developing language learning Part 2 addresses novel assessment development and implementation projects such as the formative use of task based assessments technology mediated language performance assessment validation of educational placement tests for immigrant learners and the use of assessment to help identify neurolinguistic correlates of proficiency The final section of the book highlights examples of argument based approaches to assessment and evaluation validation extending this critical framework to quality assurance efforts in new domains Adding to research on traditional and conventional uses of testing and evaluation in language education this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning

*A Principled Approach to Language Assessment* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Committee on Foreign Language Assessment for the U.S. Foreign Service Institute, 2020-08-19 The United States is formally represented around the world by approximately 14 000 Foreign Service officers and other personnel in the U S Department of State Roughly one third of them are required to be proficient in the local languages of the countries to which they are posted To achieve this language proficiency for its staff the State Department s Foreign Service Institute FSI provides intensive language instruction and assesses the proficiency of personnel before they are posted to a foreign country The requirement for language proficiency is established in law and is incorporated in personnel decisions related to job placement promotion retention and pay

*A Principled Approach to Language Assessment* Considerations for the U S Foreign Service Institute evaluates the different approaches that exist to assess foreign language proficiency that FSI could potentially use This report considers the key assessment approaches in the research literature that are appropriate for language testing including but not limited to assessments that use task based or performance based approaches adaptive online test administration and portfolios

*Northeast Conference Reports* ,1993

**Handbook of Research on Perspectives in Foreign Language Assessment** Köksal, Dinçay, Kavaklı Ulutaş, Nurdan, Arslan, Sezen, 2023-02-27 As a predominant teaching paradigm foreign language learning has increasingly been one of the crucial elements that leads to career accomplishments for students Due to this foreign language assessment has emerged as a major topic in the field of foreign language learning The Handbook of Research on Perspectives in Foreign Language Assessment examines perspectives on language assessment through reflections on classroom applications and makes recommendations to strengthen quality language assessments by drawing on a variety of research methodologies It also provides a foundation as to why foreign language assessment as a discipline should be refocused with caution what sort of theoretical and practical implications should be in place for foreign language teachers and in what ways it may be possible to provide futuristic perspectives on foreign language assessment for test developers and users involved in language assessment Covering key topics such as testing literacy and language teaching this major reference work is ideal for industry professionals policymakers administrators researchers academicians scholars practitioners instructors preservice teachers

teacher educators librarians and students

**A Practical Guide to Language Assessment** Ildiko Porter-Szucs, Cynthia J. Macknish, Suzanne Toohey, 2025-02-03 An essential resource on effective language assessment invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment Grounded in extensive research and aligned with the latest advances in language education this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing Authored by a team of experienced language teacher educators this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed effective assessment decisions Perfect for developing test blueprints and crafting effective assessment tools including those for young learners A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real world training educators need to successfully navigate the complexities of modern language assessment Clear and accessible chapters highlight the critical role of well designed assessments emphasize the importance of selecting appropriate tools to accurately measure student proficiency and discuss recent innovations and emerging needs With practical examples and a focus on current innovations including ungrading and the use of AI A Practical Guide to Language Assessment Explains the foundational concepts of language assessment with practical examples and clear explanations Bridges theoretical principles with practical applications enabling educators to create effective test blueprints and assessment items and tasks Provides up to date coverage of timely topics such as the integration of AI in assessments and the ethical and legal considerations of language testing Features a wealth of in depth examples of how theoretical concepts can be operationalized in practice A Practical Guide to Language Assessment is an essential read for students in language education as well as teachers assessment managers professional development trainers and policymakers in language program evaluation

**Linguistics and Language Behavior Abstracts**, 1998 Assessing Foreign Language Training Needs of Adults Kaarina Yli-Renko, 1988 A study investigated the foreign language needs of employees in Finland's Ministry of the Interior as a basis for developing a language training policy Both individual employees and department heads were surveyed about perceived language training needs Results suggest that foreign language proficiency is very important to the ministry's functioning with the need for language skills increasing in the future The most important languages were found to be Swedish English and German with French Russian Norwegian and Danish also mentioned as needed The language proficiency of personnel was found to be insufficient with the greatest amount of training needed in Swedish and English oral proficiency The employees felt they needed a higher level of language proficiency for the performance of their work than the department heads felt was required The findings suggest that self assessment may give more realistic information about language training needs than official assessments Author MSE

**Language and Language Behavior Abstracts**, 1982 Second Language Instruction/acquisition Abstracts, 1997 **Development and Supervision of Teaching Assistants in Foreign**

**Languages** Joel Chandler Walz, 1992 Development and Supervision of Teaching Assistants in Foreign Languages is the third book of the Issues in Language Program Direction AAUSC Annual Volumes This series strives to further scholarship in second language acquisition and teaching with regard to undergraduate programs with multisection courses The impact of demographic changes on foreign language programs and the role of faculty and administrators in postsecondary institutions are some of the topics addressed in other volumes This 1992 volume presents a broad spectrum of articles that demonstrates how complex the development of successful teachers can be

**Self-assessment of Foreign Language Skills** Mats Oskarsson, 1984 A review of research in self assessment techniques for foreign language skills is based on a survey of the literature and the results of a survey of teachers researchers and administrators in adult education centers in many areas of the world Two late 1970s surveys of self assessment research and pilot experiments concerning the general validity and usefulness of learners estimates are described and more recent research is reviewed A growing body of research on the use of self assessment procedures for continuous evaluation purposes is also examined and the survey results are reported The pattern emerging is of consistent overall agreement of self estimates and external criteria but the need for practice in autonomous learning and self directed evaluation is emphasized in some of the sources and it is suggested that teacher training in these areas is a further prerequisite for effective development of self evaluation techniques A variety of self assessment aids are described and illustrated and it is noted that the kind of instrument seeming to yield the most accurate information consists of descriptions of concrete linguistic situations that the learner can interpret and evaluate in behavioral terms Implications of the findings and areas needing further study are discussed Author MSE

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