

Oral Proficiency Interview By Computer Opic

Opic power speaking a guide to oral proficiency interview-computer for intermediate Opic power speaking a guide to oral proficiency interview-computer for beginners An Analysis of Rehearsed Speech Characteristics on the Oral Proficiency Interview—computer (Opic)

This book analyses oral proficiency interviews, a mainstay of second language speaking proficiency assessment for several decades. Adopting a mixed-method perspective involving micro-analytic approaches, discourse analysis and quantitative methods such as multi-level modeling and event history analysis, the author focuses on interaction and discourse processes common in language assessment interviews. This innovative book will appeal to students and scholars of language assessment, conversation and discourse analysts, as well as practitioners and providers of oral proficiency assessment.

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The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term ‘critical’ has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become ‘naturalized’ and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

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.

This volume offers an introduction to the field of second language acquisition with a particular focus on second language Spanish. It connects key issues in the acquisition of Spanish as a second language to theoretical and empirical issues in the field of second language acquisition more generally by exemplifying central concepts in second language acquisition through the exploration of the most widely researched structures and most recent developments in the field of second language Spanish. It is written for a non-specialist audience, making it suitable for advanced undergraduate and graduate

courses and readers, while its treatment of recent empirical developments also makes it of interest to researchers in second language Spanish as well as allied fields.

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.

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.

Comprehensive and evidence-based, this book presents the best practices for designing and sustaining study abroad programs to maximize the outcomes and benefits of education abroad for all students. Distilling the history, research, and variations of study abroad programs, Goertler and Schenker provide a clear-eyed analysis of the lessons learned and the common obstacles associated with education abroad. Organized in three parts – the state of education abroad in the US; research on education abroad outcomes; and best practices – Goertler and Schenker demonstrate the benefits of long-term study abroad for the

development of advanced language skills and intercultural competence, and the need for diversity in participation. Chapters offer theory-based, practice-proven recommendations to invigorate, innovate, and implement successful study abroad programs that are sustainable and ethically engage with the local community. The authors discuss design features to maximize language proficiency and intercultural competence. Grounded in up-to-date research and theory, the book responds to the challenges associated with long-term education abroad programs and provides recommendations on (re)invigorating long-term programs and diversifying participation in education abroad. From Study Abroad to Education Abroad is vital reading for academics, researchers, and students in the fields of language education and education policy, as well as practitioners, such as language program coordinators and education abroad administrators. Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field. This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers

seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

This collection examines the promise and limitations for computer-assisted language learning of emerging speech technologies: speech recognition, text-to-speech synthesis, and acoustic visualization. Using pioneering research from contributors based in the US and Europe, this volume illustrates the uses of each technology for learning languages, the problems entailed in their use, and the solutions evolving in both technology and instructional design. To illuminate where these technologies stand on the path from research toward practice, the book chapters are organized to reflect five stages in the maturation of learning technologies: basic research, analysis of learners' needs, adaptation of technologies to meet needs, development of prototypes to incorporate adapted

technologies, and evaluation of prototypes. The volume demonstrates the progress in employing each class of speech technology while pointing up the effort that remains for effective, reliable application to language learning. Spanish remains a large and constant fixture in the foreign language learning landscape in the United States. As Spanish language study has grown, so too has the diversity of students and contexts of use, placing the field in the midst of a curricular identity crisis. Spanish has become a second, rather than a foreign, language in the US, which leads to unique opportunities and challenges for curriculum and syllabus design, materials development, individual and program assessment, and classroom pedagogy. In their book, Brown and Thompson address these challenges and provide a vision of Spanish language education for the twenty-first century. Using data from the College Board, ETS, and the authors' own institutions, as well as responses to their national survey of almost seven hundred Spanish language educators, the authors argue that the field needs to evolve to reflect changes in the sociocultural, socioeducational, and sociopolitical landscape of the US. The authors provide coherent and compelling discussion of the most pressing issues facing Spanish post-secondary education and strategies for converting these challenges into opportunities. Topics that are addressed in the book include: Heritage learners, service learning in Spanish-speaking communities, Spanish for specific purposes, assessment, unique needs for Spanish teacher training, online and hybrid teaching, and the relevance of ACTFL's national standards for Spanish post-secondary education. An essential read for Spanish language scholars, especially those interested in curriculum design and pedagogy, that includes supporting reflection questions and pedagogical activities for use in upper-level undergraduate and graduate-level courses.

Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. *New Technological Applications for Foreign and Second Language Learning and Teaching* is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students.

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 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.

Using debate to develop advanced competency in a second language is a method that is finding increased interest among instructors and students alike, whether in synchronous online teaching or the individual classroom. Through debate, students learn how to make hypotheses, support their conclusions with evidence, and deploy the rhetoric of persuasion in the target language. Though this method provides an exciting pedagogy for moving students from the advanced to the superior level, there is a paucity of materials available for instructors who wish to plan a curriculum focused on debate. *Teaching Advanced Language Skills through Global Debate: Theory and Practice* provides teachers with both the theoretical underpinnings for using debate in the foreign language classroom as well as practical advice for developing reading, listening, writing, and speaking skills through debate. It discusses task-based language learning and helps instructors design debate-related tasks for the classroom. *Teaching Advanced Language Skills through Global Debate* will be useful for any instructor working at the advanced level, and particularly for those training future language instructors. One of the new digital short publications available through Georgetown University Press, it is an ideal complement to the press's new titles on mastering languages through global debate. *Georgetown Digital Shorts*—longer than an article, shorter than a book—deliver timely works of peer-reviewed scholarship in a fast-paced, agile environment. They present new ideas and original texts that are easily and widely available to students, scholars, libraries, and general readers.

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative

reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

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./div

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 by computer-based (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.].

Abstract: This study investigates the nature of multimedia-enhanced English oral proficiency interview with an emphasis on the relationship between students' electronic literacy and their multimedia-based oral proficiency interview (OPI) scores in an EFL (English as a Foreign Language) context. A sample of 144 Korean college students participated in this study by completing The Electronic Literacy Questionnaire (ELQ) and taking both the face-to-face English interview and the multimedia-enhanced English oral proficiency interview during the 2001 and 2002 sessions of the Summer Intensive English Course. Information about subjects' electronic literacy and their attitudes towards the computer-enhanced OPI was gathered in the ELQ; validity and reliability were established by a panel of experts and a number of statistical analyses. The multimedia-enhanced English Oral proficiency interview program (d-VOCI: digital-Video Oral Communication Instrument) was a collaboration of the Language Acquisition Resource Center at the San Diego State University with the English faculty of the Korea Military Academy. Following the ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency guidelines, the d-VOCI assessed students' language proficiency in terms of their ability to use the language effectively and appropriately in real-life situations (ACTFL, 1999). The findings of the research support the argument for the multimedia-enhanced English oral proficiency test (e.g., d-VOCI) as a promising instrument for teachers and students in the EFL context to meaningfully incorporate the English speaking tests into their classrooms. In addition, the results of the study indicated a positive moderate relationship between the electronic literacy and the English oral proficiency of the students in the study. Further research across a wider range of EFL contexts could determine the extent to which these two constructs may be related in different EFL settings.

This book provides a comprehensive overview of Hispanic applied linguistics, allowing students to understand the field from a variety of perspectives and offering insight into the ever-growing number of professional opportunities afforded to Spanish language program graduates. The goal of this book is to re-contextualize the notion of applied linguistics as simply the application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language-based issues and problems in a real-world context. The book is organized into five parts: 1) perspectives on learning Spanish 2) issues and environments in Spanish teaching 3) Spanish in the professions 4) the discourses of Spanish and 5) social and political contexts for

Spanish. The book's all-inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector.

This book consists the fundamentals of computer application for beginners as well as experts.

A number of reports in the US have highlighted the country's need for improved second language skills for both national security and economic competitiveness. The Language Flagship program, launched in 2002, aims to raise expectations regarding language proficiency levels at the post-secondary level and to address structural gaps in the curricula of many L2 programs. This federally funded program provides opportunities for US undergraduate students in any specialization to reach a professional level of competence in a targeted second language by graduation. This volume highlights innovative practices that enable students to achieve this goal – even those with no exposure to the second language prior to university. This book explores the rationale and history of the federal program and showcases models and strategies of existing Flagship programs.

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.

The focus of this book is computer based assessment of the receptive skills.

Heritage language learners (HLLs) have increasingly become a focus of interest in applied linguistics research (Kagan & Dillon, 2012), but the lack of consistent conceptualization of HL proficiency has hindered the systematic accumulation of research knowledge about HLLs (Son, 2017). Shortcut proficiency measures may be a way to address these shortcomings (Norris, 2018). C-tests have been found to be particularly promising in providing a quick measurement of language learners' global proficiency (Eckes & Grotjahn, 2006), yet validation studies on this shortcut measure have focused on Foreign Language Learners (FLLs).

Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in

Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles *Examining Writing* and *Examining Reading*.

A collection of papers that document various dimensions of the ways in which the language learner and the language proficiency interviewer use language to accomplish oral language assessment tasks.

This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum, assessment, learners and instructors, and skill development. The chapters cover various aspects of a broad-based proficiency initiative, focusing on numerous aspects of foreign language learning, including how skills develop, how assessments can inform curriculum, how learners and instructors view proficiency and proficiency assessment, and how individual use of technology furthers language learning. The concluding chapter points the way forward for issues and questions that need to be addressed.

The conference papers presented in this volume represent a small subset of the many excellent presentations made at that event.

Brings together articles that examine theoretical and practical facets of foreign language articulation. Discussion of past, present, and future efforts at both the local and national level offer concrete and theoretical insight into the elusive notion of efficient articulation and placement.

The Routledge Handbook of Study Abroad Research and Practice is an authoritative overview of study abroad and immersive context research specifically situated within applied linguistics and Second Language Acquisition (SLA) for graduate students and researchers in these fields. Featuring contributions from established scholars from around the world, this volume provides in-depth coverage of the theoretical approaches and methodologies used in study abroad and applied linguistics research, and examines their practical implications on program implementation. The Handbook is organized around core areas of research and practice: language development and personal growth; study abroad settings; individual differences of learners; and applications concerning the preparation of students, teachers, and administrators for study abroad, the role of study abroad in foreign language curricula, and future directions. This handbook is the ideal resource for graduate students, researchers, and administrators interested in learning more about linguistic and personal development during study abroad.

The Art of Teaching Russian offers Russian-language practitioners current research, pedagogy, and specific methodologies for teaching the Russian language and culture in the twenty-first century. With contributions from the leading professionals in the field, this collection covers the most important aspects of teaching the Russian language.

Many foreign language departments have developed innovative curricula with the goal of overcoming two-tiered structures that often separate language instruction at the lower levels from upper division content coursework. However, language departments rarely extend their articulation efforts to include pre-collegiate experiences even though recent educational reforms have significantly altered not only the skill sets, but also needs and expectations of students entering college. In addition to attending to vertical interfaces, successful language curricula integrate horizontally with academic and professional units outside the language department. This volume furthers the existing knowledge base on the collegiate foreign language curriculum by providing a K-20 perspective on the achievement of curricular coherence. It is intended for a broad audience, but in particular language program directors, to help them address the critical transitions that language learners face during their progression from public schools through undergraduate programs and into graduate education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book explores the influence of high stakes standardised testing within the context of South Korea. South Korea is regarded as a shining example of success in educational achievement and, as this book reveals, pressurised standardised testing has been a major contributing factor to its success. This unique country provides an excellent setting from which to explore the powerful relationship that exists between testing and learning and can advance our understanding of which factors and test conditions will positively and negatively influence learning. This book follows the test activity of a group of Korean university students preparing for the TOEIC (Test of English for International Communication) and posits a revised model of the influence of testing on learning. It calls for a more socially situated view of tests and test-takers considered in relation to the sociocultural, historical, political and economic contexts in which they are embedded.

As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

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