A Principled Approach to Language Assessment

Current Issues in Language Evaluation, Assessment and Testing: Research and Practice is a collection of research papers, most of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in 2014 in Brisbane, Australia. The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of language assessment instruments in a variety of contexts around the world. This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL. Teacher educators, language teachers, and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation.

ECEL 2016 - Proceedings of the 15th European Conference on e-Learning

The aim of this volume is to record the resurgent influence of Language Learning in Translation Studies and the various contemporary ways in which translation is used in the fields of Language Teaching and Assessment. It examines the possibilities and limitations of the interplay between the two disciplines in attempting to investigate the degree to which recent calls for reinstating translation in language learning have borne fruit. The volume accommodates high-quality original submissions that address a variety of issues from a theoretical as well as an empirical point of view. The chapters of the volume raise important questions and demonstrate the beginning of a new era of conscious epistemological traffic between the two aforementioned disciplines. The contributors to the volume are academics, researchers and professionals in the fields of Translation Studies and Language Teaching and Assessment from various countries and educational contexts, including the USA, Canada, Taiwan R.O.C., and European countries such as Belgium, Germany, Greece, Slovenia and Sweden, and various professional and instructional settings, such as school sector and graduate, undergraduate and certificate programs. The contributions approach the interplay between the two disciplines from various angles, including functional approaches to translation, contemporary types of translation, and the discursive interaction between teachers and students.

Placement Test for Occupational German Language Courses

This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and
trends, policies and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: • Heading toward the global standardization of English education in Korean universities • English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi • Developing English language skills in the Singapore higher education context • ELT at tertiary institutions in China: A developmental perspective This book will be valued by administrators, researchers and scholars interested in bilingualism, language policy and planning in higher education.

Current Issues in Language Evaluation, Assessment and Testing

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.

Communication Theory

This book constitutes the refereed proceedings of the 11th International Conference on Blended Learning, ICBL 2018, held in Osaka, Japan, in July/August 2018. The 35 papers presented were carefully reviewed and selected from 94 submissions. The papers are organized in topical sections named: Experiences in Blended Learning, Content Development for Blended Learning, Assessment for Blended Learning, Computer-Support Collaborative Learning, Improved Flexibility of Learning Processes, Open Educational Resources, and Pedagogical and Psychological Issues.

Common European Framework of Reference for Languages: Learning, Teaching, assessment

Benny Lewis, who speaks over ten languages—all self-taught—runs the largest language-learning blog in the world, Fluent In 3 Months. Lewis is a full-time "language hacker," someone who devotes all of his time to finding better, faster, and more efficient ways to learn languages. Fluent in 3 Months: How Anyone at Any Age Can Learn to Speak Any Language from Anywhere in the World is a new blueprint for fast language learning. Lewis argues that you don't need a great memory or "the language gene" to learn a language quickly, and debunks a number of long-held beliefs, such as adults not being as good of language learners as children.

Assessing English Proficiency for University Study

Diagnosing Foreign Language Proficiency

WESTECH 2018
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.

**Becoming and Being an Applied Linguist**

As the United States continues to be a nation of immigrants and their children, the nation's school systems face increased enrollments of students whose primary language is not English. With the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) in the No Child Left Behind Act (NCLB), the allocation of federal funds for programs to assist these students to be proficient in English became formula-based: 80 percent on the basis of the population of children with limited English proficiency and 20 percent on the basis of the population of recently immigrated children and youth. Title III of NCLB directs the U.S. Department of Education to allocate funds on the basis of the more accurate of two allowable data sources: the number of students reported to the federal government by each state education agency or data from the American Community Survey (ACS). The department determined that the ACS estimates are more accurate, and since 2005, those data have been basis for the federal distribution of Title III funds. Subsequently, analyses of the two data sources have raised concerns about that decision, especially because the two allowable data sources would allocate quite different amounts to the states. In addition, while shortcomings were noted in the data provided by the states, the ACS estimates were shown to fluctuate between years, causing concern among the states about the unpredictability and unevenness of program funding. In this context, the U.S. Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates. The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes.

**Pathways Through Assessing, Learning and Teaching in the CEFR**

We are delighted to introduce the proceedings of the first edition of Workshop Environmental Science, Society, and Technology. This Workshop has brought researchers, developers and practitioners around the world who are leveraging and developing of Environmental for Society and Technology for life. We strongly believe that Workshop Environmental Science, Society, and Technology provides a good forum for all researcher, developers and practitioners to discuss all science and technology aspects that are relevant to Digital Society. We also expect that the future Workshop will be as successful and stimulating, as indicated by the contributions presented in this volume.

**English Education at the Tertiary Level in Asia**

Essential German Grammar is a student-friendly grammar and workbook designed to give learners a firm foundation on which to build a real understanding of both spoken and written German. The reference grammar section offers clear explanations of key grammar points while a separate exercise(313,519),(994,552) section gives students the opportunity to test themselves and put into practice what they have learned. This new edition has been revised and updated throughout. Explanations, tables and exercises have been improved and a number of the authentic texts and illustrations have been replaced by new material. Key features of this second edition include: User-friendly layout with updated 2 colour design, engaging illustrations and visually appealing tables throughout to aid the learning process Clear and accessible explanations with memorable examples informed by the latest research on the German language and presented in accordance with current teaching methodology Helpful parallels between English and German provided where relevant End-of-chapter extracts taken from contemporary journalistic or authentic literary sources, illustrating grammar in context, with model translations provided at the back of the book Material to enable better strategic learning and understanding, including a Why Grammar—FAQ section, a glossary of grammatical terms in both English and German and a complete answer key to exercises Created especially for the new edition, a companion website at www.routledge.com/cw/kaiser offering a wealth of additional materials, including interactive exercises, quizzes and flashcards to test student understanding, downloadable PDF sheets for classroom use, PowerPoint slides for instructors and audio recordings illustrating the sounds of spoken German. Written by highly experienced lecturers in the field, Essential German Grammar is an invaluable resource for intermediate and advanced students of German (CEFR levels A2 to B2, ACTFL Novice High to Intermediate High). It is designed to function equally as a free-standing grammar or as a foundation grammar for Hammer's German Grammar and Usage and is suitable
for both classroom use and self-study.

**Quality Assurance and Accreditation in Foreign Language Education**

This volume focuses on multimodality in various communicative settings, with special attention to how non-verbal elements reinforce and add meaning to verbal expressions. The first part of the book explores issues related to the use of multimodal resources in educational interactions and English language classroom teaching, also involving learners with disabilities. The second part, on the other hand, investigates multimodality as a key component of communication that takes place in different specialized domains and genres. The book reflects a variety of methodological approaches that are grounded in both quantitative and qualitative techniques. These include multimodal discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes, such as speech, intonation, direction of gaze, facial expressions, gestures and spatial positioning of interlocutors. The research collected here highlights the increasingly important role of multimodality in communication across different genres and communicative contexts, and offers new perspectives on how to exploit multimodal resources to enhance the learning of English for both general and specific purposes.

**Quick Placement Test**

Place your young learners at the right level quickly and reliably. By offering the right mix of challenge and fun, your students enjoy a positive testing experience.

**Sure Intermediate Students Book and Workbook**

This volume explores the impact of language frameworks on learning, teaching and assessment, viewed from the perspective of policies, procedures and challenges. It brings together a selection of edited papers, based on presentations given at the 4th International Conference of the Association of Language Testers in Europe (ALTE) held in Kraków, Poland, in July 2011. The selected papers focus on the conference’s core themes as follows: the effect of frameworks on teaching, learning and assessment; the value of frameworks for teachers, learners and language policymakers; the contribution of frameworks towards describing particular languages.

**Language Testing Reconsidered**

An electronic placement test for learners of English, produced in collaboration with the University of Cambridge ESOL Examinations (formerly UCLES). Pen and paper version also available.

**Corpus linguistics on the move**

This book provides a thorough analysis of the scientific, critical, and cultural questions at the foundation of theory-building in communication and other social sciences. Any claim to knowledge, the author explains, can be analyzed in terms of a series of characteristics: the object of its explanation, the explanatory form and evidentiary method employed, its characteristic explanations, the scope of its performance, and its consequences of value. From identifying basic epistemological questions to exploring the impact of the “knowledge industry” on society, the volume offers readers the analytical tools to understand, compare, and evaluate theories and their use both inside and outside the classroom. The book also includes a systematic analysis of communication's most influential theories and traces their genealogies across different content fields and disciplines.

**Exploring Language Frameworks**
Reflexive Ethnography is a unique guide to ethnographic research for students of anthropology and related disciplines. It provides practical and comprehensive guidance to ethnographic research methods, but also encourages students to develop a critical understanding of the philosophical basis of ethnographic authority. Davies examines why reflexivity, at both personal and broader cultural levels, should be integrated into ethnographic research and discusses how this can be accomplished for a variety of research methods. This revised and updated second edition includes: a new chapter on internet-based research and ‘interethnography’ chapters on selection of topics and methods, data collection and analysis, and ethics and politics of research practical advice on writing up ethnographic study new and updated research examples.

Postmodernist relativism can lead to an overemphasis on reflexivity that denies the possibility of social research. Reflexive Ethnography utilises postmodernist insights – incorporation of different standpoints, exposure of the intellectual tyranny of meta-narratives – but proposes that reflexive ethnographic research be undertaken from a realist perspective. Reflexive Ethnography will help students to use and understand ethnographic research practices that fully incorporate reflexivity without abandoning claims to develop valid knowledge of social reality.

Cross-linguistic Influences in Multilingual Language Acquisition

The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge, UK enabling practitioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single test to the CEFR, the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings, contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

ECEL2013- Proceedings for the 12th European Conference on eLearning

Corpus linguistics on the move: Exploring and understanding English through corpora comprises fourteen contributions covering key issues in English corpus linguistics, including corpus compilation and annotation, original perspectives from specialized corpora, and insightful discussions of various grammatical and pragmatic features.

Translation in Language Teaching and Assessment

This volume depicts the phenomenon of cross-linguistic influences in the specific context of multilingual language acquisition. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Russian, Croatian, Greek and Portuguese. Individual chapters highlight different areas expected to be especially transfer-prone at the level of grammatical and lexical transfer in particular contexts of language contact.

English Tertiary Education in Vietnam

English language teaching (ELT) in higher education serves mainly to enhance the professional language competences of students. It can take several forms, including English for Specific Purposes (ESP) and Academic English (AE). The objectives of ESP courses in higher education are to prepare students for their professional lives by
developing communicative language skills. Content and Language Integrated Learning (CLIL) methodology offers the potential to combine the learning of a foreign language with the content of professional subjects. Moreover, it also offers a new dimension in thinking and deepening foreign language competences within non-linguistic subjects. These aspects contribute towards ELT modernization with the aim of developing a learner’s autonomy and building bridges between educational institutions and the professional world. This book focuses on applying CLIL methodology within the context of ESP classes, highlighting the possible benefits that might be applicable in any higher educational institution.

Essential German Grammar

Proceedings of the 15th European Conference on e-Learning (ECEL 2016)

Reflexive Ethnography

Perfect the Art of Conversation in Spanish! Nervous that you’re not ready to strike up a conversation with a native Spanish speaker? This book helps you overcome that obstacle and before you know it, you’ll be speaking comfortably in your new native language. Practice Makes Perfect: Spanish Conversation is organized around twelve units that present realistic conversational situations, from making introductions to giving opinions and from making a date to telling a story. Using these engaging dialogues as a starting point, each unit is packed with helpful instruction on correct pronunciation, syntax, and word usage—in addition to lots of conversation-ready phrases that you will find indispensable as your fluency increases. Practice Makes Perfect: Spanish Conversation will help you: Engage in dialogues that illustrate practical conversations Expand your vocabulary Get clarification of new concepts with numerous realistic examples Reinforce your new conversational skills through extensive exercises Improve your pronunciation through audio dialogs and exercises, via app and online Before you know it, you’ll find yourself confidently speaking Spanish with your Spanish-speaking friends—or ready to make new ones!

Blended Learning. Enhancing Learning Success

The Michigan English Test (MET) is a standardized international examination designed by Michigan Language Assessment and aimed at upper-beginner to advanced levels—A2 to C1 of the Common European Framework of Reference for Languages. The test assesses general English language proficiency in educational, social, and workplace contexts. The MET is intended for adults and adolescents at or above a secondary level of education who want to measure their general English language proficiency in a variety of linguistic contexts. The test results can be used for educational purposes, such as when finishing an English language course, or for employment purposes, like when applying for a job or pursuing a promotion that requires an English language qualification. The Official MET Practice Test Book is the first book to provide actual practice tests for students preparing to take the MET. The Official MET Practice Test Book with Answers, designed for self-study (information about the Classroom Edition can be found at https://www.press.umich.edu/11390089/official_met_practice_test_book_classroom_edition), includes: 4 complete practice tests (Listening, Reading and Grammar, Writing) 4 sets of Speaking test prompts tips for practicing the different sections of the tests a progress tracking log for recording practice test scores selected practice test vocabulary lists answer keys audio transcripts for the Listening section Writing test responses with commentary for two of the tests Examiner scripts for the Speaking test actual test form instructions and a sample answer sheet The audio for the Listening section can be accessed at www.press.umich.edu/elt/compsite/met For more information about the MET, go to www.michiganassessment.org

Communicative proficiency and linguistic development

Becoming and Being an Applied Linguist contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics – second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these
applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

**Practice Makes Perfect: Spanish Conversation, Premium Second Edition**

As part of a long series of Vietnam’s policy objectives, English education has been identified as key to improving the quality of its rapidly expanding tertiary institutions and is crucial to the larger aim of modernising and internationalising its economy. Bringing together a wide range of Vietnamese and foreign English education scholars, and tertiary educational practitioners, this book documents the significant progress and challenges in the realisation of Vietnam’s English language policies as they are enacted in the higher education sector. Changes to Vietnam’s higher education system remain unstable, unsystematic, and insubstantial. This book provides insights into how recent Vietnamese government policy is providing for a substantial and comprehensive renewal of Vietnam’s tertiary education as part of their 2020 plan. Academics and students of English education, language policy, and nation building within the context of increased globalisation and marketisation in developing nations and Vietnam, in particular, should find this book valuable.

**The Oxford English Dictionary**

The Common European Framework of Reference for Languages (CEFR) has become the yardstick for teaching and testing language skills in Europe and elsewhere. Yet little is known about the relationships between the communicative levels established using the can-do statements of the CEFR and the developmental stages of grammatical and lexical development described by Second Language Acquisition (SLA) research. This book presents empirical research by members of the SLATE network (Second Language Acquisition and Testing in Europe), aimed at bridging this gap. The studies deal with several target languages, including Dutch, English, Finnish, French, Italian, Norwegian and Spanish, with adult, adolescent and child learners in both formal and informal contexts.

**CEFR-informed Learning, Teaching and Assessment**

Pathways presents an innovative way of reflecting on the multidimensionality of assessment, learning and teaching in line with the CEFR. It has been designed to support professionals at all levels. The two main components of Pathways - guide and kit - integrated by various indexes, mind maps and examples of scenarios, encourage users to work in a non linear way and to select and customize. The guide addresses those fundamental concepts in the CEFR that may not be readily transparent and that especially warrant "unpacking" for educational practices in a way that is clear and accessible for professionals, both in their pre- and in-service teacher education. The kit offers 107 worksheets, which serve as a bridge for teacher educators and teachers, to reflect on these concepts and to relate them appropriately to pedagogical practices.

**English for Specific Purposes in Higher Education through Content and Language Integrated Learning**

This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers’ different purposes, and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in
your hand.

**Der C-Test**

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: an explanation of the key aspects of the CEFR for teaching and learning; a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: promote and support the learning and teaching of modern languages; enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; protect linguistic and cultural diversity in Europe; and promote the right to quality education for all.

**The CEFR in Practice**

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, enlivened by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past as a means of defining the future agenda of language testing.

**Aligning Tests with the CEFR**

This book addresses the need for tests that can diagnose the strengths and weaknesses in learners' developing foreign language proficiency. It presents the rationale for, and research surrounding, the development of DIALANG, a suite of internet-delivered diagnostic foreign language tests funded by the European Commission. The word 'diagnosis' is common in discussions in language education and applied linguistics, but very few truly diagnostic tests exist. However, the diagnosis of foreign language proficiency is central to helping learners make progress. This volume explores the nature of diagnostic testing, emphasizing the need for a better understanding of the nature of appropriate diagnosis. The book starts with a debate about how diagnostic testing might most appropriately be developed. Charles Alderson argues that the field has neglected to construct diagnostic tests, partly because other forms of testing have dominated the field. Alderson examines how proficiency has been diagnosed in the key areas of language: reading, listening, writing, grammar and vocabulary. The value of self-assessment is discussed and exemplified as a key component in developing learners', and teachers', awareness of the complexity of language learning. The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency.

**Multimodality across Communicative Settings, Discourse Domains and Genres**

This comprehensive account of performance-based assessment of L2 lexical proficiency analyzes and compares two of the primary methods of evaluation used in the field and unpacks the ways in which they tap into different dimensions of one model of lexical competence and proficiency. This book builds on the latest research on performance-based assessment, which has most recently pointed to the application of more quantitative measures to L2 data, to systematically explore the qualitative method of using human raters in assessment exercises and the quantitative method of using automatic computation of statistical measures of lexis and phraseology. Supported by an up-to-date review of the existing literature, both approaches’ unique features are highlighted but also compared to one another to provide a holistic
overview of performance-based assessment as it stands today at both the theoretical and empirical level. These findings are exemplified in a concluding chapter, which summarizes results from an empirical study looking at a range of lexical and phraseological features and human raters’ scores of over 150 essays written by both L2 learners of English and native speakers. Taken together, the volume challenges existing tendencies within the field which attempt to use one method to validate one another by demonstrating their capacity to indicate very different elements of lexical proficiency, thereby offering a means by which to better conceptualize performance-based assessment of L2 vocabulary in the future. This book will be of interest to students and researchers working in second language acquisition and applied linguistics research, particularly those interested in issues around assessment, vocabulary acquisition, and language proficiency.

**Defining and Assessing Lexical Proficiency**

No other description available.

**The Official Met Practice Test Book With Answers**

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.

**Oxford Young Learners Placement Test**

Greater student mobility, increasing demand for access to tertiary education, as well as policy changes have spurred rapid expansion of the global higher education sector. However, with increased demand comes considerable variation in the quality of the supply. As higher education is an expensive endeavor for all stakeholders – governments, funders, employers, and families – there are also increasing expectations for accountability and demonstrations of quality. English as a foreign language (EFL) programs, in particular, are under considerable pressure to substantiate their value, resulting in a significant rise in interest around their quality. This volume is the outcome of a May 2018 international conference on quality and specialized accreditation, held in Turkey. The book’s three sections take the reader from the global to the program level, examining trends and best practices in quality assurance and accreditation in EFL programs. The book’s geographic focus is primarily the Middle East and Turkey, yet the issues discussed herein a quite global in nature. This volume will be of interest to educational administrators at the institutional or program level, educational leadership programs focusing on higher education, language teacher preparation programs, and administrators in centralized education systems or accrediting organizations.

**English Language Proficiency Assessments for Young Learners**

This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

**Fluent in 3 Months**
This placement test - German language proficiency assessment - is specially designed for the language-based placement of scholars in occupational training courses of the German language, including Business German. It is based on the Common European Framework of Reference for Language (CEFR). Using this test, it is possible to reliably assess the proficiency in the German language in the CEFR levels A1 to C1. As all indications for handling the test are written in English, staff of an institution using this test do not require German language skills themselves. The test is designed to perform the grading of all members of even very large groups of students, simplifying the correct placement of participants to the appropriate classes. Furthermore, the test allows the easy review of the level of proficiency also during a language class. Reading and writing skills play a particularly important role on the labor market. Therefore, this test is focused on the optimum assessment of these skills by checking the vocabulary and the reading skills. The test is based on a scalable format, which means that the level of difficulty is stepped up with each single exercise. Immediately after the test, the user, for example a member of staff of a language training center, can calculate the result using the scoring sheet integrated into the brochure. Target group are language schools and other educational institutions of all sizes, which aim to perform an optimized placement of language course participants.

Allocating Federal Funds for State Programs for English Language Learners

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