

Language Proficiency Assessment and Feedback

[View Online](#)

1.

Hughes A, Hughes J. Testing for Language Teachers. Third edition. Cambridge University Press; 2020.

<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/9781009024723>

2.

Fulcher G. Practical Language Testing. Hodder Education; 2010.

3.

Alderson CJ, Clapham C, Wall D. Language Test Construction and Evaluation. Cambridge University Press; 1995.

4.

Bachman LF. Fundamental Considerations in Language Testing. Oxford University Press; 1990.

5.

Bachman LF, Palmer AS. Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press; 1996.

6.

Brown HD. Principles of Language Learning and Teaching: A Course in Second Language Acquisition. Sixth edition. Pearson Education; 2014.

7.

Brown K. Encyclopedia of Language & Linguistics. 2nd ed. Elsevier; 2006.

8.

Buck G. Assessing Listening. Cambridge University Press; 2001.

9.

Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press; 2001.

10.

Cushing Weigle S. Assessing Writing. Cambridge University Press; 2002.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732997>

11.

Davies A. Principles of Language Testing. Basil Blackwell; 1990.

12.

Douglas D. Assessing Languages for Specific Purposes. Cambridge University Press; 2000.

13.

Ellis R. The Study of Second Language Acquisition. Oxford University Press; 1994.

14.

Hughes A, Hughes J. Testing for Language Teachers. Third edition. Cambridge University Press; 2020.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/9781009024723>

15.

Hymes D. Foundations in Sociolinguistics: An Ethnographic Approach.; 1974.

16.

Larsen-Freeman D, Long MH. An Introduction to Second Language Acquisition Research. Longman; 1991.

17.

Larsen-Freeman D. Techniques and Principles in Language Teaching. 2nd ed. Oxford University Press; 2000.

18.

Lightbown PM, Spada N. How Languages Are Learned. Oxford University Press; 1999.

19.

Luoma S. Assessing Speaking. Cambridge University Press; 2004.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511733017>

20.

McNamara TF. Language Testing. Oxford University Press; 2000.

21.

Nunan D. Language Teaching Methodology: A Textbook for Teachers. Phoenix ELT; 1995.

22.

Nuttall CE. Teaching Reading Skills in a Foreign Language. [2nd ed.]. Macmillan Education; 2005.

23.

Peregoy, Suzanne. Reading: A Resource Book for Teaching K-12 English Learners. 6th Intl. Pearson/Education; 2013.

24.

Read J. Assessing Vocabulary. Cambridge University Press; 2000.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732942>

25.

Richards JC. The Language Teaching Matrix. Cambridge University Press; 1990.

26.

Richards JC, Lockhart C. Reflective Teaching in Second Language Classrooms. Cambridge University Press; 1996.

27.

Richards JC, Rodgers TS. Approaches and Methods in Language Teaching. 2nd ed. Cambridge University Press; 2001.

28.

Weir CJ. Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan; 2005.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

29.

British Council. <http://www.teachingenglish.org.uk/>

30.

Qualifications Curriculum Authority. <https://www.qca.org.uk/>

31.

SQA. <http://www.sqa.org.uk/sqa/5398.html>

32.

Studies in Language Testing (SiLT).
<http://www.cambridgeenglish.org/research-and-validation/published-research/silt/>

33.

Research Notes. http://www.cambridgeenglish.org/rs_notes/

34.

Alderson CJ, Clapham C, Wall D. Language Test Construction and Evaluation. Cambridge University Press; 1995.

35.

ALTE Framework of Language Examinations. <https://www.alte.org/>

36.

Bachman LF. Fundamental Considerations in Language Testing. Oxford University Press; 1990.

37.

Carroll BJ, Hall PJ. Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests. Pergamon Press; 1985.

38.

Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press; 2001.

39.

Davies A. Principles of Language Testing. Basil Blackwell; 1990.

40.

Harley B. The Development of Second Language Proficiency. Cambridge University Press; 1990.

41.

Hughes A. Testing for Language Teachers. 2nd ed. Cambridge University Press; 2003.

42.

McNamara TF. Measuring Second Language Performance. Longman; 1996.

43.

McNamara TF. Language Testing. Oxford University Press; 2000.

44.

Morrow K. Insights from the Common European Framework. Oxford University Press; 2004.

45.

Brown K. Encyclopedia of Language & Linguistics. 2nd ed. Elsevier; 2006.

46.

Weir CJ. Language Testing and Validation: An Evidence-Based Approach. Palgrave

Macmillan; 2005.

<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

47.

Alderson JC, Banerjee J. Language testing and assessment (Part I). *Language Teaching*. 2001;34(04). doi:10.1017/S0261444800014464

48.

Alderson CJ, Clapham C, Wall D. *Language Test Construction and Evaluation*. Cambridge University Press; 1995.

49.

Nunan D, Carter R. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press; 2001.

50.

Carroll BJ, Hall PJ. *Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests*. Pergamon Press; 1985.

51.

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press; 2001.

52.

Davies A. *Principles of Language Testing*. Basil Blackwell; 1990.

53.

Current Issues in English Language Teacher-Based Assessment. *TESOL Quarterly*. 2012;43(3):393-415.

<https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/27785027>

54.

Hughes A. Testing for Language Teachers. 2nd ed. Cambridge University Press; 2003.

55.

Alderson CJ, Clapham C, Wall D. Language Test Construction and Evaluation. Cambridge University Press; 1995.

56.

Graves K. Teachers as Course Developers. Cambridge University Press; 1996.

57.

Heaton, J. B. Writing English Language Tests. Vol Longman handbooks for language teachers. New ed. Longman; 1988.

58.

Kitao SK, Kitao K. Essentials of English Language Testing. Eichosha Co; 1999.

59.

Mager, Robert Frank. Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction. 3rd ed. Center for Effective Performance; 1997.

60.

McGinley K. The 'Test of Interactive English'--from conception to implementation. ELT Journal. 2006;60(4):374-381. doi:10.1093/elt/ccl028

61.

McNamara TF. Language Testing. Oxford University Press; 2000.

62.

Nunan D. The Learner-Centred Curriculum: A Study in Second Language Teaching. Cambridge University Press; 1988.

63.

Perry FL. Research in Applied Linguistics: Becoming a Discerning Consumer. Lawrence Erlbaum Associates; 2005.

64.

Schellekens, Philida. Oxford ESOL Handbook. Vol Oxford handbooks for language teachers. Oxford University Press; 2007.

65.

Stoyhoff S. Looking backward and forward at classroom-based language assessment. ELT Journal. 2012;66(4):523-532. doi:10.1093/elt/ccs041

66.

Weir CJ. Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan; 2005.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

67.

Greenall, Simon. Reward: Teacher's Book: Pre-Intermediate. Teacher's Book. Macmillan Heinemann; 1994.

68.

Soars, John. New Headway English Course: Teacher's Book: Mike Sayer.Pre-Intermediate. Teacher's Book. Oxford University Press; 2000.

69.

Barker, Helen. New Cutting Edge. Vol CUT. Teacher's. Pearson Longman; 2006.

70.

Alderson JC. Assessing Reading. Cambridge University Press; 2000.

<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732935>

71.

Alderson CJ, Clapham C, Wall D. Language Test Construction and Evaluation. Cambridge University Press; 1995.

72.

Bachman LF, Palmer AS. Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press; 1996.

73.

Buck G. Assessing Listening. Cambridge University Press; 2001.

74.

Chang ACS, Read J. The Effects of Listening Support on the Listening Performance of EFL Learners. TESOL Quarterly. 2006;40(2). doi:10.2307/40264527

75.

Flowerdew J, Miller L. Second Language Listening: Theory and Practice. Cambridge University Press; 2005.

<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9780511667244>

76.

Robinson, Helen M., Conference on Reading. Sequential Development of Reading Abilities. Vol Supplementary educational monographs. University of Chicago Press; 1977.

77.

Koda K. Insights into Second Language Reading: A Cross-Linguistic Approach. Vol Cambridge Applied Linguistics. Cambridge University Press; 2005.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524841>

78.

Lunzer EA, Gardner K, Schools Council (Great Britain). The Effective Use of Reading. Heinemann Educational Books for the Schools Council; 1979.

79.

Lynch T. Teaching Second Language Listening. Oxford University Press; 2009.

80.

Munby J. Communicative Syllabus Design: A Sociolinguistic Model for Defining the Content of Purpose-Specific Language Programmes. Cambridge University Press; 1978.

81.

Nuttall CE. Teaching Reading Skills in a Foreign Language. [2nd ed.]. Macmillan Education; 2005.

82.

Sakai H. Effect of Repetition of Exposure and Proficiency Level in L2 Listening Tests. TESOL Quarterly. 2011;43(2):360-372.
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/27785016>

83.

Bachman LF, Palmer AS. Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press; 1996.

84.

Bereiter Carl. The Psychology of Written Composition C.: Bereiter: M. Scardamalia. Vol Psychology of Education&Instruction Series. Lon; 1987.

85.

Bygate M. Speaking. Oxford University Press; 1987.

86.

Douglas D. Assessing Languages for Specific Purposes. Cambridge University Press; 2000.

87.

Grabe W, Kaplan RB. Theory and Practice of Writing: An Applied Linguistic Perspective. Longman; 1996.

88.

Gregg LW, Steinberg ER. Cognitive Processes in Writing. L. Erlbaum Associates; 1980.

89.

Heaton, J. B. Writing English Language Tests. Vol Longman handbooks for language teachers. New ed. Longman; 1988.

90.

Hughes A. Testing for Language Teachers. 2nd ed. Cambridge University Press; 2003.

91.

Luoma S. Assessing Speaking. Cambridge University Press; 2004.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511733017>

92.

McNamara TF. Language Testing. Oxford University Press; 2000.

93.

Markham LR. Influences of Handwriting Quality on Teacher Evaluation of Written Work. American Educational Research Journal. 13(4):277-283.

<http://ezproxy.lib.gla.ac.uk/login?url=http://www.jstor.org/stable/1162390>

94.

Morrow K. Insights from the Common European Framework. Oxford University Press; 2004.

95.

Powers DE, Fowles ME. Effects of Applying Different Time Limits to a Proposed GRE Writing Test. Journal of Educational Measurement. 33(4):433-452.

<https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/1435333>

96.

Murphy S, Ruth L. Designing Topics for Writing Assessment: Problems of Meaning. College Composition and Communication. 35(4):410-422.

<http://ezproxy.lib.gla.ac.uk/login?url=http://www.jstor.org/stable/357793>

97.

Sloan CA, McGinnis I. The Effect of Handwriting on Teachers' Grading of High School Essays. Journal of the Association for the Study of Perception. 1978;17(2):15-21.

<http://eric.ed.gov/?id=ED220836>

98.

Cushing Weigle S. Assessing Writing. Cambridge University Press; 2002.

<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732997>

99.

Weir, Cyril J. Understanding and Developing Language Tests. Vol Language teaching methodology series. Phoenix; 1995.

100.

Isaacs T, Trofimovich P, eds. Second Language Pronunciation Assessment Interdisciplinary Perspectives. Channel View Publications and Multilingual Matters; 2016.
<https://channelviewpublications.wordpress.com/2016/12/08/publication-of-multilingual-matters-first-open-access-book-a-milestone-for-pronunciation-assessment/>

101.

Brophy J. Teacher Praise: A Functional Analysis. Review of Educational Research. 1981;51(1):5-32. doi:10.3102/00346543051001005

102.

Chandler J. The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. Journal of Second Language Writing. 2003;12(3):267-296. doi:10.1016/S1060-3743(03)00038-9

103.

Conrad SM, Goldstein LM. ESL student revision after teacher-written comments: Text, contexts, and individuals. Journal of Second Language Writing. 1999;8(2):147-179. doi:10.1016/S1060-3743(99)80126-X

104.

Cullen R. Supportive teacher talk: the importance of the F-move. ELT Journal. 2002;56(2):117-127. doi:10.1093/elt/56.2.117

105.

Focus on Form in Classroom. Vol Cambridge Applied Linguistics. Cambridge University Press; 1998.

106.

Focus on Form in Classroom. Vol Cambridge Applied Linguistics. Cambridge University Press; 1998.

107.

Ferris DR. The Influence of Teacher Commentary on Student Revision. TESOL Quarterly. 1997;31(2). doi:10.2307/3588049

108.

Ferris D. The case for grammar correction in L2 writing classes: A response to truscott (1996). Journal of Second Language Writing. 1999;8(1):1-11. doi:10.1016/S1060-3743(99)80110-6

109.

Ferris DR. The "Grammar Correction" Debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the meantime ...?). Journal of Second Language Writing. 2004;13(1):49-62. doi:10.1016/j.jslw.2004.04.005

110.

Good, Thomas L., 1943-. Looking in Classrooms: Good: Jere E. Brophy. 10th ed. Pearson Allyn and Bacon; 2008.

111.

Hyland F. The impact of teacher written feedback on individual writers. Journal of Second Language Writing. 1998;7(3):255-286. doi:10.1016/S1060-3743(98)90017-0

112.

Laosa L. Inequality in the classroom: observational research on teacher-student interaction. Aztlan. 1979;8:409-420.

113.

Leki I. The Preferences of ESL Students for Error Correction in College-Level Writing Classes. *Foreign Language Annals*. 1991;24(3):203-218.
doi:10.1111/j.1944-9720.1991.tb00464.x

114.

Lyster R, Ranta L. Corrective feedback and learner uptake. *Studies in Second Language Acquisition*. 1997;19(01). doi:10.1017/S0272263197001034

115.

Nunan D. Communicative language teaching: Making it work. *ELT Journal*. 1987;41(2):136-145. doi:10.1093/elt/41.2.136

116.

Nunan D. *Language Teaching Methodology: A Textbook for Teachers*. Vol Prentice Hall International English language teaching. Phoenix ELT; 1995.

117.

Rollinson P. Using peer feedback in the ESL writing class. *ELT Journal*. 2005;59(1):23-30.
doi:10.1093/elt/cci003

118.

Seedhouse P. Classroom interaction: possibilities and impossibilities. *ELT Journal*. 1996;50(1):16-24. doi:10.1093/elt/50.1.16

119.

Sinclair JM, Coulthard M. *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford University Press; 1975.

120.

Focus on Form in Classroom. Vol Cambridge Applied Linguistics. Cambridge University Press; 1998.

121.

Truscott J. The Case Against Grammar Correction in L2 Writing Classes. *Language Learning*. 1996;46(2):327-369. doi:10.1111/j.1467-1770.1996.tb01238.x

122.

Zamel V. Responding to Student Writing. *TESOL Quarterly*. 1985;19(1). doi:10.2307/3586773

123.

Nunan D, Carter R. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press; 2001.

124.

The BALEAP Accreditation Scheme Handbook (Revised Edition 2011).
<http://www.baleap.org.uk/media/uploads/pdfs/baleap-accreditation-scheme-handbook.pdf>

125.

British Council - Accreditation Handbook 2012 / 2013.
https://www.britishcouncil.org/sites/default/files/accreditation_uk_handbook_2016-17.pdf

126.

Dupuis V, European Centre for Modern Languages. *Facing the Future: Language Educators across Europe*. Council of Europe Publishing; 2003.

127.

Bachman LF. *Statistical Analyses for Language Assessment*. Cambridge University Press; 2004.

128.

Brown JD. The Elements of Language Curriculum: A Systematic Approach to Program Development. Heinle & Heinle; 1995.

129.

Lynch BK. Language Program Evaluation: Theory and Practice. Cambridge University Press; 1996.

130.

Alderson CJ, Clapham C, Wall D. Language Test Construction and Evaluation. Cambridge University Press; 1995.

131.

Nunan D. The Learner-Centred Curriculum: A Study in Second Language Teaching. Cambridge University Press; 1988.

132.

Rea-Dickins, Pauline, Germaine, Kevin P. Evaluation. Oxford University Press; 1992.

133.

White RV. The ELT Curriculum: Design, Innovation, and Management. Blackwell; 1988.

134.

Cheng L, Rogers WT, Wang X. Assessment purposes and procedures in ESL/EFL classrooms. *Assessment & Evaluation in Higher Education*. 2008;33(1):9-32. doi:10.1080/02602930601122555

135.

Rea-Dickins P. Understanding teachers as agents of assessment. *Language Testing*. 2004;21(3):249-258. doi:10.1191/0265532204lt283ed

136.

Bailey KM. Working for washback: a review of the washback concept in language testing. *Language Testing*. 1996;13(3):257-279. doi:10.1177/026553229601300303

137.

Hughes, Arthur, Sheldon, Leslie E., British Council. *Testing English for University Study*. Vol ELT documents. Modern English Publications in association with the British Council; 1988.

138.

Alderson JC, Hamp-Lyons L. TOEFL preparation courses: a study of washback. *Language Testing*. 1996;13(3):280-297. doi:10.1177/026553229601300304

139.

Gorsuch GJ. EFL Educational Policies and Educational Cultures: Influences on Teachers' Approval of Communicative Activities. *TESOL Quarterly*. 2000;34(4). doi:10.2307/3587781

140.

Alderson JC, Wall D. Does Washback Exist? *Applied Linguistics*. 1993;14(2):115-129. doi:10.1093/applin/14.2.115

141.

Watanabe Y. Does grammar translation come from the entrance examination? Preliminary findings from classroom-based research. *Language Testing*. 1996;13(3):318-333. doi:10.1177/026553229601300306

142.

Liying, Cheng. *Washback in Language Testing: Research Contexts and Methods*. Lawrence Erlbaum; 2004.

143.

Bitchener J, Young S, Cameron D. The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*. 2005;14(3):191-205.
doi:10.1016/j.jslw.2005.08.001