

Language Proficiency Assessment and Feedback

[View Online](#)

Alderson, C. J., Clapham, C., & Wall, D. (1995a). *Language test construction and evaluation*. Cambridge University Press.

Alderson, C. J., Clapham, C., & Wall, D. (1995b). *Language test construction and evaluation*. Cambridge University Press.

Alderson, C. J., Clapham, C., & Wall, D. (1995c). *Language test construction and evaluation*. Cambridge University Press.

Alderson, C. J., Clapham, C., & Wall, D. (1995d). *Language test construction and evaluation*. Cambridge University Press.

Alderson, C. J., Clapham, C., & Wall, D. (1995e). *Language test construction and evaluation*. Cambridge University Press.

Alderson, C. J., Clapham, C., & Wall, D. (1995f). *Language test construction and evaluation*. Cambridge University Press.

Alderson, J. C. (2000). *Assessing reading*. Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732935>

Alderson, J. C., & Banerjee, J. (2001). *Language testing and assessment (Part I)*. *Language Teaching*, 34(04). <https://doi.org/10.1017/S0261444800014464>

Alderson, J. C., & Hamp-Lyons, L. (1996). TOEFL preparation courses: a study of washback. *Language Testing*, 13(3), 280–297. <https://doi.org/10.1177/026553229601300304>

Alderson, J. C., & Wall, D. (1993). Does Washback Exist? *Applied Linguistics*, 14(2), 115–129. <https://doi.org/10.1093/applin/14.2.115>

ALTE Framework of Language Examinations. (n.d.). <https://www.alte.org/>

Bachman, L. F. (1990a). *Fundamental considerations in language testing*. Oxford University Press.

Bachman, L. F. (1990b). *Fundamental considerations in language testing*. Oxford University Press.

Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge University Press.

Bachman, L. F., & Palmer, A. S. (1996a). *Language testing in practice: designing and developing useful language tests*. Oxford University Press.

Bachman, L. F., & Palmer, A. S. (1996b). *Language testing in practice: designing and developing useful language tests*. Oxford University Press.

Bachman, L. F., & Palmer, A. S. (1996c). *Language testing in practice: designing and developing useful language tests*. Oxford University Press.

Bailey, K. M. (1996). Working for washback: a review of the washback concept in language testing. *Language Testing*, 13(3), 257–279. <https://doi.org/10.1177/026553229601300303>

Barker, Helen. (2006). *New cutting edge: Vol. CUT. (Teacher's)*. Pearson Longman.

Bereiter Carl. (1987). *The psychology of written composition C.: Bereiter: M. Scardamalia: Vol. Psychology of Education&Instruction Series*. Lon.

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

British Council. (n.d.). <http://www.teachingenglish.org.uk/>

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

Brophy, J. (1981). Teacher Praise: A Functional Analysis. *Review of Educational Research*, 51(1), 5–32. <https://doi.org/10.3102/00346543051001005>

Brown, H. D. (2014). *Principles of language learning and teaching: a course in second language acquisition (Sixth edition)*. Pearson Education.

Brown, J. D. (1995). *The elements of language curriculum: a systematic approach to program development*. Heinle & Heinle.

Brown, K. (2006a). *Encyclopedia of language & linguistics (2nd ed)*. Elsevier.

Brown, K. (2006b). *Encyclopedia of language & linguistics (2nd ed)*. Elsevier.

Buck, G. (2001a). *Assessing listening*. Cambridge University Press.

Buck, G. (2001b). *Assessing listening*. Cambridge University Press.

Bygate, M. (1987). *Speaking*. Oxford University Press.

Carroll, B. J., & Hall, P. J. (1985a). *Make your own language tests: a practical guide to writing language performance tests*. Pergamon Press.

Carroll, B. J., & Hall, P. J. (1985b). *Make your own language tests: a practical guide to writing language performance tests*. Pergamon Press.

- Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(3), 267–296. [https://doi.org/10.1016/S1060-3743\(03\)00038-9](https://doi.org/10.1016/S1060-3743(03)00038-9)
- Chang, A. C.-S., & Read, J. (2006). The Effects of Listening Support on the Listening Performance of EFL Learners. *TESOL Quarterly*, 40(2). <https://doi.org/10.2307/40264527>
- Cheng, L., Rogers, W. T., & Wang, X. (2008). Assessment purposes and procedures in ESL/EFL classrooms. *Assessment & Evaluation in Higher Education*, 33(1), 9–32. <https://doi.org/10.1080/02602930601122555>
- Conrad, S. M., & Goldstein, L. M. (1999). ESL student revision after teacher-written comments: Text, contexts, and individuals. *Journal of Second Language Writing*, 8(2), 147–179. [https://doi.org/10.1016/S1060-3743\(99\)80126-X](https://doi.org/10.1016/S1060-3743(99)80126-X)
- Council of Europe. (2001a). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
- Council of Europe. (2001b). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
- Council of Europe. (2001c). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
- Cullen, R. (2002). Supportive teacher talk: the importance of the F-move. *ELT Journal*, 56(2), 117–127. <https://doi.org/10.1093/elt/56.2.117>
- Current Issues in English Language Teacher-Based Assessment. (2012). *TESOL Quarterly*, 43(3), 393–415. <https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/27785027>
- Cushing Weigle, S. (2002a). *Assessing Writing*. Cambridge University Press. <https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732997>
- Cushing Weigle, S. (2002b). *Assessing Writing*. Cambridge University Press. <https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732997>
- Davies, A. (1990a). *Principles of language testing*. Basil Blackwell.
- Davies, A. (1990b). *Principles of language testing*. Basil Blackwell.
- Davies, A. (1990c). *Principles of language testing*. Basil Blackwell.
- Douglas, D. (2000a). *Assessing languages for specific purposes*. Cambridge University Press.
- Douglas, D. (2000b). *Assessing languages for specific purposes*. Cambridge University Press.
- Dupuis, V. & European Centre for Modern Languages. (2003). *Facing the future: language educators across Europe*. Council of Europe Publishing.

Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.

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

Ferris, D. R. (1997). The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly*, 31(2). <https://doi.org/10.2307/3588049>

Ferris, D. R. (2004). 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*, 13(1), 49-62. <https://doi.org/10.1016/j.jslw.2004.04.005>

Flowerdew, J., & Miller, L. (2005). *Second Language Listening: Theory and Practice* [Electronic resource]. Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9780511667244>

Focus on form in classroom: Vol. *Cambridge Applied Linguistics*. (1998a). Cambridge University Press.

Focus on form in classroom: Vol. *Cambridge Applied Linguistics*. (1998b). Cambridge University Press.

Focus on form in classroom: Vol. *Cambridge Applied Linguistics*. (1998c). Cambridge University Press.

Fulcher, G. (2010). *Practical language testing*. Hodder Education.

Good, Thomas L., 1943-. (2008). *Looking in classrooms: Good: Jere E. Brophy* (10th ed). Pearson Allyn and Bacon.

Gorsuch, G. J. (2000). EFL Educational Policies and Educational Cultures: Influences on Teachers' Approval of Communicative Activities. *TESOL Quarterly*, 34(4).
<https://doi.org/10.2307/3587781>

Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing: an applied linguistic perspective*. Longman.

Graves, K. (1996). *Teachers as course developers*. Cambridge University Press.

Greenall, Simon. (1994). *Reward: Teacher's book: pre-intermediate. Teacher's book*. Macmillan Heinemann.

Gregg, L. W., & Steinberg, E. R. (1980). *Cognitive processes in writing*. L. Erlbaum Associates.

Harley, B. (1990). *The Development of second language proficiency*. Cambridge University Press.

Heaton, J. B. (1988a). *Writing English language tests: Vol. Longman handbooks for language teachers* (New ed). Longman.

- Heaton, J. B. (1988b). Writing English language tests: Vol. Longman handbooks for language teachers (New ed). Longman.
- Hughes, A. (2003a). Testing for language teachers (2nd ed). Cambridge University Press.
- Hughes, A. (2003b). Testing for language teachers (2nd ed). Cambridge University Press.
- Hughes, A. (2003c). Testing for language teachers (2nd ed). Cambridge University Press.
- Hughes, A., & Hughes, J. (2020a). Testing for language teachers (Third edition). Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/9781009024723>
- Hughes, A., & Hughes, J. (2020b). Testing for language teachers (Third edition). Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/9781009024723>
- Hughes, Arthur, Sheldon, Leslie E., & British Council. (1988). Testing English for university study: Vol. ELT documents. Modern English Publications in association with the British Council.
- Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing*, 7(3), 255–286. [https://doi.org/10.1016/S1060-3743\(98\)90017-0](https://doi.org/10.1016/S1060-3743(98)90017-0)
- Hymes, D. (1974). Foundations in sociolinguistics: an ethnographic approach.
- Isaacs, T., & Trofimovich, P. (Eds.). (2016). Second Language Pronunciation Assessment Interdisciplinary Perspectives. Channel View Publications and Multilingual Matters.
<https://channelviewpublications.wordpress.com/2016/12/08/publication-of-multilingual-matters-first-open-access-book-a-milestone-for-pronunciation-assessment/>
- Kitao, S. K., & Kitao, K. (1999). Essentials of English language testing. Eichosha Co.
- Koda, K. (2005). Insights into Second Language Reading: A Cross-Linguistic Approach: Vol. Cambridge Applied Linguistics [Electronic resource]. Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524841>
- Laosa, L. (1979). Inequality in the classroom: observational research on teacher-student interaction. *Aztlan*, 8, 409–420.
- Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd ed). Oxford University Press.
- Larsen-Freeman, D., & Long, M. H. (1991). An introduction to second language acquisition research. Longman.
- Leki, I. (1991). The Preferences of ESL Students for Error Correction in College-Level Writing Classes. *Foreign Language Annals*, 24(3), 203–218.
<https://doi.org/10.1111/j.1944-9720.1991.tb00464.x>
- Lightbown, P. M., & Spada, N. (1999). How languages are learned. Oxford University Press.

Liying, Cheng. (2004). Washback in language testing: research contexts and methods. Lawrence Erlbaum.

Lunzer, E. A., Gardner, K., & Schools Council (Great Britain). (1979). The effective use of reading. Heinemann Educational Books for the Schools Council.

Luoma, S. (2004a). Assessing speaking. Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511733017>

Luoma, S. (2004b). Assessing speaking. Cambridge University Press.
<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511733017>

Lynch, B. K. (1996). Language program evaluation: theory and practice. Cambridge University Press.

Lynch, T. (2009). Teaching second language listening. Oxford University Press.

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

Mager, Robert Frank. (1997). Preparing instructional objectives: a critical tool in the development of effective instruction (3rd ed). Center for Effective Performance.

Markham, L. R. (n.d.). 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>

McGinley, K. (2006). The 'Test of Interactive English'--from conception to implementation. *ELT Journal*, 60(4), 374–381. <https://doi.org/10.1093/elt/ccl028>

McNamara, T. F. (1996). Measuring second language performance. Longman.

McNamara, T. F. (2000a). Language testing. Oxford University Press.

McNamara, T. F. (2000b). Language testing. Oxford University Press.

McNamara, T. F. (2000c). Language testing. Oxford University Press.

McNamara, T. F. (2000d). Language testing. Oxford University Press.

Morrow, K. (2004a). Insights from the Common European Framework. Oxford University Press.

Morrow, K. (2004b). Insights from the Common European Framework. Oxford University Press.

Munby, J. (1978). Communicative syllabus design: a sociolinguistic model for defining the content of purpose-specific language programmes. Cambridge University Press.

Murphy, S., & Ruth, L. (n.d.). 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>

Nunan, D. (1987). Communicative language teaching: Making it work. *ELT Journal*, 41(2), 136–145. <https://doi.org/10.1093/elt/41.2.136>

Nunan, D. (1988a). *The learner-centred curriculum: a study in second language teaching*. Cambridge University Press.

Nunan, D. (1988b). *The learner-centred curriculum: a study in second language teaching*. Cambridge University Press.

Nunan, D. (1995a). *Language teaching methodology: a textbook for teachers*. Phoenix ELT.

Nunan, D. (1995b). *Language teaching methodology: a textbook for teachers: Vol. Prentice Hall International English language teaching*. Phoenix ELT.

Nunan, D., & Carter, R. (2001a). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

Nunan, D., & Carter, R. (2001b). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

Nuttall, C. E. (2005a). *Teaching reading skills in a foreign language ([2nd ed.]*). Macmillan Education.

Nuttall, C. E. (2005b). *Teaching reading skills in a foreign language ([2nd ed.]*). Macmillan Education.

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

Perry, F. L. (2005). *Research in applied linguistics: becoming a discerning consumer*. Lawrence Erlbaum Associates.

Powers, D. E., & Fowles, M. E. (n.d.). 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>

Qualifications Curriculum Authority. (n.d.). <https://www.qca.org.uk/>

Read, J. (2000). *Assessing vocabulary*. Cambridge University Press.

<https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9780511732942>

Rea-Dickins, P. (2004). Understanding teachers as agents of assessment. *Language Testing*, 21(3), 249–258. <https://doi.org/10.1191/0265532204lt283ed>

Rea-Dickins, Pauline & Germaine, Kevin P. (1992). *Evaluation*. Oxford University Press.

Research Notes. (n.d.). http://www.cambridgeenglish.org/rs_notes/

- Richards, J. C. (1990). *The language teaching matrix*. Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed). Cambridge University Press.
- Robinson, Helen M. & Conference on Reading. (1977). *Sequential development of reading abilities: Vol. Supplementary educational monographs*. University of Chicago Press.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23–30. <https://doi.org/10.1093/elt/cci003>
- Sakai, H. (2011). Effect of Repetition of Exposure and Proficiency Level in L2 Listening Tests. *TESOL Quarterly*, 43(2), 360–372.
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/27785016>
- Schellekens, Philida. (2007). *Oxford ESOL handbook: Vol. Oxford handbooks for language teachers*. Oxford University Press.
- Seedhouse, P. (1996). Classroom interaction: possibilities and impossibilities. *ELT Journal*, 50(1), 16–24. <https://doi.org/10.1093/elt/50.1.16>
- Sinclair, J. M., & Coulthard, M. (1975). *Towards an analysis of discourse: the English used by teachers and pupils*. Oxford University Press.
- Sloan, C. A., & McGinnis, I. (1978). The Effect of Handwriting on Teachers' Grading of High School Essays. *Journal of the Association for the Study of Perception*, 17(2), 15–21.
<http://eric.ed.gov/?id=ED220836>
- Soars, John. (2000). *New Headway English Course: Teacher's book: Mike Sayer. Pre-Intermediate. Teacher's book*. Oxford University Press.
- SQA. (n.d.). <http://www.sqa.org.uk/sqa/5398.html>
- Stoynoff, S. (2012). Looking backward and forward at classroom-based language assessment. *ELT Journal*, 66(4), 523–532. <https://doi.org/10.1093/elt/ccs041>
- Studies in Language Testing (SiLT). (n.d.).
<http://www.cambridgeenglish.org/research-and-validation/published-research/silt/>
- The BALEAP Accreditation Scheme Handbook (Revised Edition 2011). (n.d.).
<http://www.baleap.org.uk/media/uploads/pdfs/baleap-accreditation-scheme-handbook.pdf>
- Truscott, J. (1996). The Case Against Grammar Correction in L2 Writing Classes. *Language Learning*, 46(2), 327–369. <https://doi.org/10.1111/j.1467-1770.1996.tb01238.x>
- Watanabe, Y. (1996). Does grammar translation come from the entrance examination? Preliminary findings from classroom-based research. *Language Testing*, 13(3), 318–333.
<https://doi.org/10.1177/026553229601300306>

Weir, C. J. (2005a). Language testing and validation: an evidence-based approach. Palgrave Macmillan.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

Weir, C. J. (2005b). Language testing and validation: an evidence-based approach. Palgrave Macmillan.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

Weir, C. J. (2005c). Language testing and validation: an evidence-based approach. Palgrave Macmillan.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

Weir, Cyril J. (1995). Understanding and developing language tests: Vol. Language teaching methodology series. Phoenix.

White, R. V. (1988). The ELT curriculum: design, innovation, and management. Blackwell.
Zamel, V. (1985). Responding to Student Writing. TESOL Quarterly, 19(1).
<https://doi.org/10.2307/3586773>