

Language Proficiency Assessment and Feedback

[View Online](#)

1

Hughes A, Hughes J. Testing for language teachers. Third edition. Cambridge: Cambridge University Press 2020.

2

Fulcher G. Practical language testing. London: Hodder Education 2010.

3

Alderson CJ, Clapham C, Wall D. Language test construction and evaluation. Cambridge: Cambridge University Press 1995.

4

Bachman LF. Fundamental considerations in language testing. Oxford: Oxford University Press 1990.

5

Bachman LF, Palmer AS. Language testing in practice: designing and developing useful language tests. Oxford: Oxford University Press 1996.

6

Brown HD. Principles of language learning and teaching: a course in second language acquisition. Sixth edition. White Plains, NY: Pearson Education 2014.

7

Brown K. Encyclopedia of language & linguistics. 2nd ed. Amsterdam: Elsevier 2006.

8

Buck G. Assessing listening. Cambridge: Cambridge University Press 2001.

9

Council of Europe. Common European framework of reference for languages: learning, teaching, assessment. Cambridge: Cambridge University Press 2001.

10

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

11

Davies A. Principles of language testing. Oxford: Basil Blackwell 1990.

12

Douglas D. Assessing languages for specific purposes. Cambridge: Cambridge University Press 2000.

13

Ellis R. The study of second language acquisition. Oxford: Oxford University Press 1994.

14

Hughes A, Hughes J. Testing for language teachers. Third edition. Cambridge: Cambridge University Press 2020.

15

Hymes D. Foundations in sociolinguistics: an ethnographic approach. Philadelphia, Pa 1974.

16

Larsen-Freeman D, Long MH. An introduction to second language acquisition research. London: Longman 1991.

17

Larsen-Freeman D. Techniques and principles in language teaching. 2nd ed. Oxford: Oxford University Press 2000.

18

Lightbown PM, Spada N. How languages are learned. Oxford: Oxford University Press 1999.

19

Luoma S. Assessing speaking. Cambridge: Cambridge University Press 2004.

20

McNamara TF. Language testing. Oxford: Oxford University Press 2000.

21

Nunan D. Language teaching methodology: a textbook for teachers. Hemel Hempstead, Herts: Phoenix ELT 1995.

22

Nuttall CE. Teaching reading skills in a foreign language. [2nd ed.]. Oxford: 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: Cambridge University Press 2000.

25

Richards JC. The language teaching matrix. Cambridge: Cambridge University Press 1990.

26

Richards JC, Lockhart C. Reflective teaching in second language classrooms. Cambridge: Cambridge University Press 1996.

27

Richards JC, Rodgers TS. Approaches and methods in language teaching. 2nd ed. Cambridge: Cambridge University Press 2001.

28

Weir CJ. Language testing and validation: an evidence-based approach. Basingstoke: Palgrave Macmillan 2005.

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: Cambridge University Press 1995.

35

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

36

Bachman LF. Fundamental considerations in language testing. Oxford: Oxford University Press 1990.

37

Carroll BJ, Hall PJ. Make your own language tests: a practical guide to writing language performance tests. Oxford: Pergamon Press 1985.

38

Council of Europe. Common European framework of reference for languages: learning, teaching, assessment. Cambridge: Cambridge University Press 2001.

39

Davies A. Principles of language testing. Oxford: Basil Blackwell 1990.

40

Harley B. The Development of second language proficiency. Cambridge: Cambridge University Press 1990.

41

Hughes A. Testing for language teachers. 2nd ed. Cambridge: Cambridge University Press 2003.

42

McNamara TF. Measuring second language performance. London: Longman 1996.

43

McNamara TF. Language testing. Oxford: Oxford University Press 2000.

44

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

45

Brown K. Encyclopedia of language & linguistics. 2nd ed. Amsterdam: Elsevier 2006.

46

Weir CJ. Language testing and validation: an evidence-based approach. Basingstoke: Palgrave Macmillan 2005.

47

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

48

Alderson CJ, Clapham C, Wall D. Language test construction and evaluation. Cambridge: Cambridge University Press 1995.

49

Nunan D, Carter R. The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press 2001.

50

Carroll BJ, Hall PJ. Make your own language tests: a practical guide to writing language performance tests. Oxford: Pergamon Press 1985.

51

Council of Europe. Common European framework of reference for languages: learning, teaching, assessment. Cambridge: Cambridge University Press 2001.

52

Davies A. Principles of language testing. Oxford: Basil Blackwell 1990.

53

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

54

Hughes A. Testing for language teachers. 2nd ed. Cambridge: Cambridge University Press 2003.

55

Alderson CJ, Clapham C, Wall D. Language test construction and evaluation. Cambridge: Cambridge University Press 1995.

56

Graves K. Teachers as course developers. Cambridge: Cambridge University Press 1996.

57

Heaton, J. B. Writing English language tests. New ed. London: Longman 1988.

58

Kitao SK, Kitao K. Essentials of English language testing. Tokyo: Eichosha Co 1999.

59

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

60

McGinley K. The 'Test of Interactive English'--from conception to implementation. ELT Journal. 2006;60:374-81. doi: 10.1093/elt/ccl028

61

McNamara TF. Language testing. Oxford: Oxford University Press 2000.

62

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

63

Perry FL. Research in applied linguistics: becoming a discerning consumer. Mahwah, NJ: Lawrence Erlbaum Associates 2005.

64

Schellekens, Philida. Oxford ESOL handbook. Oxford, UK: Oxford University Press 2007.

65

Stoynoff S. Looking backward and forward at classroom-based language assessment. ELT Journal. 2012;66:523–32. doi: 10.1093/elt/ccs041

66

Weir CJ. Language testing and validation: an evidence-based approach. Basingstoke: Palgrave Macmillan 2005.

67

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

68

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

69

Barker, Helen. New cutting edge. Teacher's. Harlow: Pearson Longman 2006.

70

Alderson JC. Assessing reading. Cambridge: Cambridge University Press 2000.

71

Alderson CJ, Clapham C, Wall D. Language test construction and evaluation. Cambridge: Cambridge University Press 1995.

72

Bachman LF, Palmer AS. Language testing in practice: designing and developing useful language tests. Oxford: Oxford University Press 1996.

73

Buck G. Assessing listening. Cambridge: Cambridge University Press 2001.

74

Chang AC-S, Read J. The Effects of Listening Support on the Listening Performance of EFL Learners. TESOL Quarterly. 2006;40. doi: 10.2307/40264527

75

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

76

Robinson, Helen M., Conference on Reading. Sequential development of reading abilities. Chicago: University of Chicago Press 1977.

77

Koda K. Insights into Second Language Reading: A Cross-Linguistic Approach. Cambridge: Cambridge University Press 2005.

78

Lunzer EA, Gardner K, Schools Council (Great Britain). The effective use of reading. London: Heinemann Educational Books for the Schools Council 1979.

79

Lynch T. Teaching second language listening. Oxford: Oxford University Press 2009.

80

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

81

Nuttall CE. Teaching reading skills in a foreign language. [2nd ed.]. Oxford: Macmillan Education 2005.

82

Sakai H. Effect of Repetition of Exposure and Proficiency Level in L2 Listening Tests. TESOL Quarterly. 2011;43:360-72.

83

Bachman LF, Palmer AS. Language testing in practice: designing and developing useful language tests. Oxford: Oxford University Press 1996.

84

Bereiter Carl. The psychology of written composition C.: Bereiter: M. Scardamalia. NJ: Lon 1987.

85

Bygate M. Speaking. Oxford: Oxford University Press 1987.

86

Douglas D. Assessing languages for specific purposes. Cambridge: Cambridge University Press 2000.

87

Grabe W, Kaplan RB. Theory and practice of writing: an applied linguistic perspective. Harlow: Longman 1996.

88

Gregg LW, Steinberg ER. Cognitive processes in writing. Hillsdale, N.J: L. Erlbaum Associates 1980.

89

Heaton, J. B. Writing English language tests. New ed. London: Longman 1988.

90

Hughes A. Testing for language teachers. 2nd ed. Cambridge: Cambridge University Press 2003.

91

Luoma S. Assessing speaking. Cambridge: Cambridge University Press 2004.

92

McNamara TF. Language testing. Oxford: Oxford University Press 2000.

93

Markham LR. Influences of Handwriting Quality on Teacher Evaluation of Written Work. *American Educational Research Journal*. ;13:277–83.

94

Morrow K. *Insights from the Common European Framework*. Oxford: 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*. ;33:433–52.

96

Murphy S, Ruth L. Designing Topics for Writing Assessment: Problems of Meaning. *College Composition and Communication*. ;35:410–22.

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;17:15–21.

98

Cushing Weigle S. *Assessing Writing*. Cambridge: Cambridge University Press 2002.

99

Weir, Cyril J. *Understanding and developing language tests*. Hemel Hempstead: Phoenix 1995.

100

Isaacs T, Trofimovich P, editors. *Second Language Pronunciation Assessment Interdisciplinary Perspectives*. Channel View Publications and Multilingual Matters 2016.

101

Brophy J. Teacher Praise: A Functional Analysis. *Review of Educational Research*. 1981;51:5–32. 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;12:267–96. 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;8:147–79. doi: 10.1016/S1060-3743(99)80126-X

104

Cullen R. Supportive teacher talk: the importance of the F-move. *ELT Journal*. 2002;56:117–27. doi: 10.1093/elt/56.2.117

105

Focus on form in classroom. New York: Cambridge University Press 1998.

106

Focus on form in classroom. New York: Cambridge University Press 1998.

107

Ferris DR. The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly*. 1997;31. 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;8:1–11. 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;13:49–62. doi: 10.1016/j.jslw.2004.04.005

110

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

111

Hyland F. The impact of teacher written feedback on individual writers. *Journal of Second Language Writing*. 1998;7:255–86. doi: 10.1016/S1060-3743(98)90017-0

112

Laosa L. Inequality in the classroom: observational research on teacher-student interaction. *Aztlan*. 1979;8:409–20.

113

Leki I. The Preferences of ESL Students for Error Correction in College-Level Writing Classes. *Foreign Language Annals*. 1991;24:203–18. 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. doi: 10.1017/S0272263197001034

115

Nunan D. Communicative language teaching: Making it work. *ELT Journal*. 1987;41:136–45. doi: 10.1093/elt/41.2.136

116

Nunan D. *Language teaching methodology: a textbook for teachers*. Hemel Hempstead, Herts: Phoenix ELT 1995.

117

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

118

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

119

Sinclair JM, Coulthard M. *Towards an analysis of discourse: the English used by teachers and pupils*. London: Oxford University Press 1975.

120

Focus on form in classroom. New York: Cambridge University Press 1998.

121

Truscott J. The Case Against Grammar Correction in L2 Writing Classes. *Language Learning*. 1996;46:327–69. doi: 10.1111/j.1467-1770.1996.tb01238.x

122

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

123

Nunan D, Carter R. The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press 2001.

124

The BALEAP Accreditation Scheme Handbook (Revised Edition 2011).

125

British Council - Accreditation Handbook 2012 / 2013.

126

Dupuis V, European Centre for Modern Languages. Facing the future: language educators across Europe. Strasbourg: Council of Europe Publishing 2003.

127

Bachman LF. Statistical analyses for language assessment. Cambridge: Cambridge University Press 2004.

128

Brown JD. The elements of language curriculum: a systematic approach to program development. Boston: Heinle & Heinle 1995.

129

Lynch BK. Language program evaluation: theory and practice. Cambridge [England]: Cambridge University Press 1996.

130

Alderson CJ, Clapham C, Wall D. Language test construction and evaluation. Cambridge: Cambridge University Press 1995.

131

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

132

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

133

White RV. The ELT curriculum: design, innovation, and management. Oxford, UK: Blackwell 1988.

134

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

135

Rea-Dickins P. Understanding teachers as agents of assessment. *Language Testing*. 2004;21:249–58. doi: 10.1191/0265532204lt283ed

136

Bailey KM. Working for washback: a review of the washback concept in language testing. *Language Testing*. 1996;13:257–79. doi: 10.1177/026553229601300303

137

Hughes, Arthur, Sheldon, Leslie E., British Council. Testing English for university study. [Basingstoke?]: 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;13:280–97. doi: 10.1177/026553229601300304

139

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

140

Alderson JC, Wall D. Does Washback Exist? *Applied Linguistics*. 1993;14:115–29. 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;13:318–33. doi: 10.1177/026553229601300306

142

Liying, Cheng. *Washback in language testing: research contexts and methods*. Mahwah, NJ: 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;14:191–205. doi: 10.1016/j.jslw.2005.08.001