



# **Language Test Construction and Evaluation**

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***Cambridge Language  
Teaching Library***

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# Language Test Construction And Evaluation Cambridge Language Teaching Library

**Jicheng Xie**



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*Language Test Construction and Evaluation* J. Charles Alderson, Caroline Clapham, Dianne Wall, 1995-05-26 This book describes the process of language test construction and reviews current practice

**Moodle 1.9 for Second Language Teaching** Jeff Stanford, 2009-10-20 Engaging online language learning activities using the Moodle platform

**Establishing Self-Access** David Gardner, Lindsay Miller, 1999-03-11 Establishing Self Access examines establishing maintaining and developing self access language learning SALL While much of it presents practical ideas dealing with issues related to SALL they are supported by references to relevant literature and research This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self access learning facilities Its unique features include a typology of self access facilities a discussion about how to manage self access a step by step guide on evaluating self access a wide variety of practical suggestions for implementing self access in different contexts It is suitable for anyone concerned with self access from pre service teacher trainees to experienced teachers and from managers of dedicated self access centres to administrators concerned with financing self access facilities

**The Experience of Language Teaching** Rose Senior, 2006-02-23 Through the words of more than 100 practising language teachers The Experience of Language Teaching provides a detailed picture of teaching and learning in communicative classrooms Using a teacher generated framework it covers a range of aspects of classroom life how teachers create environments suitable for language practice how they get students on side how they manage tricky students how they enhance the learning experience how they develop and maintain a spirit of community The book demonstrates how paying attention to both the learning and social needs of their class groups enables language teachers to behave in flexible ways that promote learning This book will be of interest to teachers teacher educators researchers and to anyone interested in finding out what it is like to be a language teacher at the present time The Experience of Language Teaching was winner of the Ben Warren International Trust House Prize in 2005

**Course Design** Fraida Dubin, Elite Olshtain, 1986-09-26 Course planning and development in the context of current theories of language learning

**Interactive Language Teaching** Wilga M. Rivers, 1987-02-27 Teachers and writers describe the approaches and techniques they have incorporated into their own teaching The paperback edition is designed to help classroom teachers make language classes more participatory and communication oriented A distinguished group of innovative teachers and writers describe in a collection of essays the approaches and techniques they have incorporated into their own teaching

**Materials Development in Language Teaching** Brian Tomlinson, 1998-03-05 This book engages with current issues in developing materials for language teaching

**Understanding Research in Second Language Learning** James Dean Brown, 1988-09-30 What is research Variables Data organization Controlling extraneous variables Critiquing statistical studies The group and the individuals Patterns in human behavior Statistics for testing Statistical logic Correlation Comparing means Comparing frequencies Hands on

critique and posttest      **Testing for Language Teachers** Arthur Hughes, 2003 This second edition remains the most practical guide to testing language It has a new chapter on testing young learners      **The Language Teaching Matrix** Jack C. Richards, 1990 For use in courses on language teaching methodology and teacher preparation this book also serves as an invaluable source for courses in language curriculum development materials development and teaching practice The author views effective language teaching as a network of interactions involving the curriculum methodology the teacher the learner and instructional materials hence the metaphor of a matrix Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching Among the topics covered are curriculum development designing instructional materials teaching listening speaking reading and writing the nature of effective teaching self monitoring in teacher development and language and content Richards presents key issues in an accessible and highly readable style and shows how teachers and teachers in training can be involved in the investigation of classroom teaching and learning The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom      *Using Surveys in Language Programs* James Dean Brown, 2001-06-18 This book presents a comprehensive but practical overview of the different phases and activities involved in the development and implementation of effective survey projects by language teaching professionals The text which includes chapters on planning designing gathering analyzing and reporting survey research would be accessible to graduate students language teachers administrators and researchers The theoretical and practical issues involved in survey design are defined and discussed in digestible chunks All concepts are explained in an easy to follow step by step manner with ample examples and checklists provided Each chapter also includes a list of key terms a set of review questions and a collection of exercises for practical application In this text language teaching professionals will find all of the crucial information needed to survey students and teachers about their beliefs and practices The results can then be used for developing curriculum evaluating the success of language programs or doing other relevant research      **Communicative Language Teaching** William Littlewood, 1981-03-31 This book provides an introduction to communicative language teaching for practising classroom teachers      **Teaching Languages to Young Learners** Lynne Cameron, 2001-03-15 This book will develop readers understanding of children are being taught a foreign language      Task-Based Language Teaching David Nunan, 2004-12-09 The field of task based language teaching has developed considerably since the publication of *Designing Tasks for the Communicative Classroom* Nunan 1989 a book which helped to set the research agenda in teaching methodology for the following decade While *Designing Tasks* underpins this new title the material has been thoroughly updated and includes four completely new chapters *Task Based Language Teaching* offers a comprehensive and up to date appraisal of the field      **English for Specific Purposes** Tom Hutchinson, Alan Waters, 1987-01-29 The main concern is effective learning and how this can best be achieved in ESP courses This book discusses the evolution of ESP the role of the

ESP teacher course design syllabuses materials teaching methods and evaluation procedures It will be of interest to all teachers who are concerned with ESP Those who are new to the field will find it a thorough practical introduction while those with more extensive experience will find its approach both stimulating and innovative **Approaches and Methods in Language Teaching** Jack C. Richards, Theodore S. Rodgers, 2001-04-09 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era **Conversation** Scott Thornbury, Diana Slade, 2006-10-26 This book provides a comprehensive account of conversation in English and its implications for the ELT classroom After a general overview and definition of conversation it provides the reader with a systematic description of conversational English from the vocabulary of conversation to grammar discourse and genre This is followed by an informed account of the development of conversation in both first and second language acquisition It then describes a range of methodological approaches procedures and techniques for teaching conversation in English On this basis an integrated approach to the teaching of conversation is provided along with practical classroom applications *Crossing Boundaries* Richard Nordquist, Richard F. Nordquist, 2010 The articles in this volume were originally presented in spring 2009 at an international conference hosted by the Institute of Germanic and Romance Languages and Cultures at Tallinn University in Estonia The theme of crossing boundaries is reflected in the rich mix of genres cultures applications and critical theories considered here Indeed these articles demonstrate that crossing boundaries can be a companionable journey as well an intellectually enriching experience

**Discourse and Language Education** Evelyn Hatch, 1992-01-31 Discourse and Language Education offers a practical accessible discussion of discourse analysis Discourse analysis describes how such communication is structured so that it is socially appropriate and linguistically accurate This book gives practical experience in analyzing discourse and the study of written language The analyses show the ways we use linguistic signals to carry out our discourse goals and the differences between written and spoken language as well as across languages This text can be used as a manual in teacher education courses and linguistics and communications courses It will be of great interest to second language teachers foreign language teachers and special education teachers especially those involved with the hearing impaired Developing Reading Skills Francoise Grellet, 1981-09-30 Developing Reading Skills is a handbook for language teachers who would like to develop their own reading materials or enrich a reading course

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