

Government (FSI) Scale	Academic (ACTFL/ETS) Scale	Definition
5	Native	Able to speak like an educated native speaker
4+ 4 3+ 3	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate-High	Able to satisfy most survival needs and limited social demands
1	Intermediate-Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate-Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice-High	Able to satisfy needs with learned utterances
0	Novice-Mid	Able to operate in only a very limited capacity
	Novice-Low	Unable to function in the spoken language
		No ability whatsoever in the language

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982.

# Ets Oral Proficiency Testing Manual

**Brendan G. Carr**



## **Ets Oral Proficiency Testing Manual:**

*ETS Oral Proficiency Testing Manual* Judith E. Liskin-Gasparro, 1982      **Performance Testing, Cognition and Assessment** University of Cambridge Local Examinations Syndicate, 1996 This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium This publication contains a selection of research papers presented at the 15th Annual Language Testing Research Colloquium LTRC The Colloquium was jointly hosted by the University of Cambridge Local Examinations Syndicate UCLES in Cambridge and CITO in Arnhem in the Netherlands At the Cambridge venue the papers were presented on the theme of performance testing and at Arnhem they covered aspects of communication in relation to cognition and assessment A selection of papers has been made in order to achieve a balanced coverage of these themes In particular the research presented includes work on speaking and writing tests where the focus is on raters and tasks the application of various statistical methods in language test validation and issues related to language testing in specific contexts and with particular candidate groups      **Handbook for Arabic Language Teaching Professionals in the 21st Century** Kassem Wahba, Zeinab A. Taha, Liz England, 2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades More resources and more varied materials are seriously needed in Arabic teacher education and training The goal of this Handbook is to address that need The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives It offers readers the opportunity to consider the role status and content of Arabic language teaching in the world today The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research Thirty four chapters authored by leaders in the field are organized around nine themes Background of Arabic Language Teaching Contexts of Arabic Language Teaching Communicative Competence in Arabic The Learners Assessment Technology Applications Curriculum Development Design and Models Arabic Language Program Administration and Management and Planning for the Future of Arabic Language Learning and Teaching The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers administrators graduate students and scholars around the world It is intended to create dialogue among scholars and professionals in the field and in related fields dialogue that will contribute to creating new models for curriculum and course design materials and assessment tools and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries      **The Routledge Handbook of Second Language Acquisition**

**and Language Testing** Paula Winke, Tineke Brunfaut, 2020-12-27 This Handbook with 45 chapters written by the world's leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers

**Modeling Bilingualism** Monika S. Schmid, Wander Lowie, 2011-03-14 This volume presents an overview of changes in paradigms perspectives and contexts of research into bilingual development over the past two decades During this time the focus of perspective has changed In the early 1990s most investigations still proceeded from models that assumed modular components hierarchical relationships and linear processes and investigated what were perceived to be the typical contexts of bilingual development sequential usually instructed bilingualism where the second language would remain the weaker one and the speakers investigated were typically young adults More recently it has been proposed that such models may not be complex enough to accommodate bilingual development in all its facets and settings bimodal bilingualism attrition aging This change has recently culminated in applications of chaos theory to Applied Linguistics and in the widening range of situations of language acquisition learning and deterioration which have been investigated

**Spanish-English Contrasts** Melvin Stanley Whitley, 2002 An invaluable text in language and linguistics because it has a unique scope a one volume description of the Spanish language and its differences from English and ranges from pronunciation and grammar to word meaning language use and social and dialectical variation Designed for survey courses in Spanish linguistics with technical concepts explained in context for beginners in the field Spanish English Contrasts brings out the ways in which insights into the two languages have evolved as scholars have built on the work and research of others in the field A bilingual glossary of linguistic terms is provided to facilitate discussion in either language This second edition is thoroughly updated to incorporate insights and issues that have come to the fore from the explosion of research in the past twenty five years in all of the areas covered by the book It includes an expanded bibliography and index and adds new exercises for student application and class discussion Its approach remains broadly based however in order to accommodate a range of areas and data rather than focusing narrowly on one single theory or research area and it continues to emphasize implications for language teaching translation and other practical applications

**Talking and Testing** Richard Young, Agnes Weiyun He, 1998-07-15 This book brings together a

collection of current research on the assessment of oral proficiency in a second language Fourteen chapters focus on the use of the language proficiency interview or LPI to assess oral proficiency The volume addresses the central issue of validity in proficiency assessment the ways in which the language proficiency interview is accomplished through discourse Contributors draw on a variety of discourse perspectives including the ethnography of speaking conversation analysis language socialization theory sociolinguistic variation theory human interaction research and systemic functional linguistics And for the first time LPIs conducted in German Korean and Spanish are examined as well as interviews in English This book sheds light on such important issues as how speaking ability can be defined independently of an LPI that is designed to assess it and the extent to which an LPI is an authentic representation of ordinary conversation in the target language It will be of considerable interest to language testers discourse analysts second language acquisition researchers foreign language specialists and anyone concerned with proficiency issues in language teaching and testing *Testing Spoken Language* Nic Underhill,1995

*Handbook of Undergraduate Second Language Education* , **Challenges and Innovations in Speaking Assessment** Larry Davis,John M. Norris,2024-09-19 The assessment of second language speaking ability has played a central role in the evolution of language testing theory and practice Educational Testing Service ETS has been a primary innovator in all dimensions of speaking assessment since the 1970s addressing critical challenges through the advent of new test designs scoring practices and measurement technologies to make especially large scale standardized testing of speaking ability a reality This volume presents a sample of key ETS research and development efforts related to speaking assessment over the years The contributors highlight diverse contributions to conceptualizing the speaking construct designing speaking test tasks scoring speech samples marshalling technologies for test delivery and automated scoring and developing end to end speaking assessment procedures The first part emphasizes how some of the earliest large scale speaking assessments were designed and put into practice The second part features research and development related to speaking assessments in the TOEIC and TOEFL testing suites emphasizing their validity and scoring The third part introduces research based innovations in testing new and more nuanced speaking constructs and in using automated scoring of speech to address diverse assessment needs The volume will appeal to language testing professionals and test score users in illuminating how ETS has influenced the development of speaking assessment as well as pointing to multiple directions for future research and practice 王蔷,2001 *Longitudinal Studies of Second Language Learning* Steven J. Ross,Megan C. Masters,2022-11-30 *Longitudinal Studies of Second Language Learning* Quantitative Methods and Outcomes provides a how to guide to choosing using and understanding quantitative longitudinal research and sampling methods in second and foreign language learning This volume will provide readers with exemplary longitudinal studies of language learning outcomes as well as an overview of widely used methods of data analysis Readers will understand how long term data collection processes are organized and archived and how the data are managed over time prior to analysis Each of the

chapters provide applied researchers with examples of how language learning outcomes gathered over time can be organized into data sets useful for insightful descriptive and inferential analyses of learning outcomes As the only edited volume that focuses on longitudinal data analysis specifically for a second language acquisition SLA applied linguistics readership this will be an invaluable resource for advanced students and researchers of SLA applied linguistics assessment and education

**Resources in Education** ,1994-06      World Language Education as Critical Pedagogy Timothy G. Reagan,Terry A. Osborn,2020-09-02 Accessible and cutting edge this text is a pivotal update to the field and offers a much needed critical perspective on world language education Building off their classic 2002 book *The Foreign Language Educator in Society* Timothy G Reagan and Terry A Osborn address major issues facing the world language educator today including language myths advocacy the perceived and real benefits of language learning linguistic human rights constructivism learning theories language standards monolingualism bilingualism and multiculturalism Organized into three parts Knowing Language Learning Language and Teaching Language this book applies a critical take on conventional wisdom on language education evaluates social and political realities assumptions and controversies in the field Each chapter includes questions for reflection and discussion to support students and educators in developing their own perspectives on teaching and learning languages With a critical pedagogy and social justice lens this book is ideal for scholars and students in foreign world language education social justice education and language teaching methodology courses as well as pre and in service teachers      Iowa Foreign Language Bulletin ,1987      *Foreign Language Proficiency in Higher Education* Paula Winke,Susan M. Gass,2018-12-18 This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum assessment learners and instructors and skill development The chapters cover various aspects of a broad based proficiency initiative focusing on numerous aspects of foreign language learning including how skills develop how assessments can inform curriculum how learners and instructors view proficiency and proficiency assessment and how individual use of technology furthers language learning The concluding chapter points the way forward for issues and questions that need to be addressed      **The Routledge Handbook of Language Program Development and Administration** Alan V. Brown,Cori Crane,Beatrice C. Dupuy,Estela Ene,2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced

language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career **Learning Chinese** Patricia Duff, Tim Anderson, Roma Ilnyckyj, Ella VanGaya, Rachel Wang, Elliott Yates, 2013-03-01

The acquisition of Mandarin Chinese one of the most important and widely spoken languages in the world today is the focus of this innovative study It describes the rise of Chinese as a global language and the many challenges and opportunities associated with learning it The collaborative multiple case study and cross case analysis is presented from three distinct but complementary theoretical and analytic perspectives linguistic sociocultural and narrative The book reveals fascinating dimensions of Chinese language learning based on vivid first person accounts with autobiographical narratives included in the book of adults negotiating not only their own and others language and literacy learning but also their identities communities and trajectories as users of Chinese *The Routledge Handbook of Language and Intercultural*

*Communication* Jane Jackson, 2012-03-15 Section 1 Foundations of language and intercultural communication section 2 Core themes and issues verbal and nonverbal communications and culture section 3 Theory into practice towards intercultural communicative competence and citizenship section 4 Language and intercultural communication in context section 5 New debates and future directions A comprehensive introduction to the multidisciplinary field of intercultural communication drawing on the expertise of leading scholars from diverse backgrounds Learning Styles and Second Language Education

Patrycja Marta Kamińska, 2014-06-26 This book contributes to the body of knowledge concerning individual learner differences by addressing the issue of learning styles in developing a second language It comprises five chapters The notion of style together with its place among other individual differences and its relation to learning strategies is presented in Chapter 1 The reasons for researching styles are also delineated in this chapter Chapter 2 describes simple one dimensional models of learning styles contrary to Chapter 3 in which two dimensional compound models are presented Multi dimensional complex models of learning styles are the focus of Chapter 4 Each model discussed in Chapters 2 through 4 is accompanied by an outline of its significance to second language educators as demonstrated in earlier studies The final fifth chapter is devoted to the discussion of the practical exploitation of the learning style awareness in second language education The options suggested include accommodating learners styles stretching them by exposing the students to the less familiar and less preferred options and mixtures of both approaches The book will be of interest to applied linguists psycholinguists and language teaching practitioners as well as tertiary level students interested in finding out the ways in which learning styles account for linguistic achievement

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