

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

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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 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 **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 *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 Democracy and World Language Education Timothy Reagan, 2022-02-01 This book challenges the reader to consider issues of language and linguistic discrimination as they impact world language education Using the nexus of race language and education as a lens through which one can better understand the role of the world language education classroom as both a setting of oppression and as a potential setting for transformation *Democracy and World Language Education Toward a Transformation* offers insights into a number of important topics Among the issues that are addressed in this timely book are linguisticism the ideology of linguistic legitimacy raciolinguistics and critical epistemology Specific cases and case studies that are explored in detail include the

contact language Spanglish African American English and American Sign Language The book also includes critical examinations of the less commonly taught languages the teaching of classical languages primarily Latin and Greek and the paradoxical learning and speaking of critical languages that are supported primarily for purposes of national security Arabic Chinese Farsi Russian etc International Tourism Yvette Reisinger, Frederic Dimanche, 2010-08-27 In recent years there has been a considerable interest in the cultural aspects of tourism such as the impacts of culture on tourism planning development management and marketing However the focus has been on material forms of culture such as arts music or crafts The impacts of national culture on tourist behavior and travel decision making have not been paid much attention Only in the last two years have cross cultural issues begun to generate significant interest among academics An examination of cultural characteristics and differences is extremely important to the tourism industry because today's tourism environment is becoming increasingly international Information on the nature of the cultural differences between international tourists and locals is not readily available in tourism literature The concept of culture is very complex and includes such abstract concepts as satisfaction attitude and loyalty International Tourism brings these concepts to the undergraduate student in tourism as well as students in the related fields of marketing management international business and cross cultural communication Designed as a textbook it is organized and presented in an integrated and relevant way for the benefit of a worldwide audience *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 **Handbook of Undergraduate Second Language Education** ,

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