

# THE COMPANION TO LANGUAGE ASSESSMENT

ABILITIES, CONTEXTS, AND LEARNERS

Edited by Antony John Kunnan

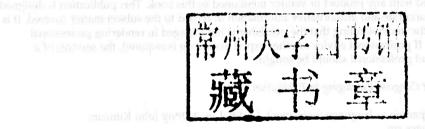


WILEY Blackwell

# The Companion to Language Assessment

## Edited by Antony John Kunnan

Volume I
Abilities, Contexts, and Learners



WILEY Blackwell

This edition first published 2014 © 2014 John Wiley & Sons, Inc

Registered Office

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Offices

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DQ, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

The right of Antony John Kunnan to be identified as the author of the editorial material in this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Library of Congress Cataloging-in-Publication Data

The companion to language assessment / Edited by Antony John Kunnan. pages cm

Includes bibliographical references and index.

ISBN 978-0-470-65533-7 (hardback : alk. paper) 1. Language and languages—Ability

testing. 2. Language and languages-Examinations. I. Kunnan, Antony John.

P53.4.C58 2014

418.0076-dc23

2013017494

A catalogue record for this book is available from the British Library.

Cover image: Vol. 1 Abstract Painting 4, © Jumpingsack / Dreamstime.com; Vol. 2 Hermann Ayerbe, Inner Light 2004, © Hermann Ayerbe / Getty Images; Vol. 3 © Joe Cicak / istockphoto; Vol. 4 Yellow Land © Opas Chotiphantawanon / Shutterstock. Cover design by Nicki Averill Design

Set in 10/12.5 pt Palatino by Toppan Best-set Premedia Limited Printed and bound in Singapore by Markono Print Media Pte Ltd

### About the Editor

Antony John Kunnan is Professor of English Language and Literature at the National Institute of Education, Nanyang Technological University, Singapore. He has authored and edited books and edited special issues of journals on test validation, test fairness, statistics for language assessment, differential item functioning, and structural equation modeling. His most recent book is *Workbook for Statistics in Language Assessment* (coauthored with Lyle Bachman, 2005). He was the founding editor of *Language Assessment Quarterly*, which he edited from 2003 to 2013, and is past president of the International Language Testing Association.

#### Contributors

**Eija Aalto** works as a lecturer in the Department of Teacher Education at the University of Jyväskylä, Finland. She specializes in language teaching and learning, especially functional approaches.

**Jamal Abedi** is a professor of measurement in the School of Education at the University of California, Davis, USA, and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Abedi's research interests include studies in the areas of psychometrics and test and scale developments.

**Priyanvada Abeywickrama** is an assistant professor at San Francisco State University, USA, where she teaches in the MA TESOL program. Her research interest is in language assessment, specifically examining issues of validity. She presents regularly at TESOL, AAL, and LTRC. She is the coauthor of *Language Assessment: Principles and Classroom Practices* (with H. D. Brown, 2010).

**Piers Armstrong** has graduate degrees in Romance literatures and linguistics, TESOL, and educational technology, and is an ATA certified Spanish–English translator. He coordinates the legal interpretation and translation program at California State University, Los Angeles, USA.

**Lyle F. Bachman** is professor emeritus at the Department of Applied Linguistics, University of California, Los Angeles, USA. His most recent book is *Language Assessment in Practice* (with Adrian Palmer, 2010).

Michele Back teaches Portuguese for Spanish speakers and Spanish linguistics at George Mason University, Fairfax, USA. She has lived and worked in the Portuguese-speaking countries of Mozambique and Brazil. Her main research focuses on the roles of identity and community for learners of Spanish and Portuguese.

**Jungok Bae** is a professor at the Department of English Education, Kyungpook National University, Republic of Korea. She has a PhD in applied linguistics with a specialization in language assessment from the University of California, Los

此为试读,需要完整PDF请访问: www.ertongbook.com

Angeles, USA. She has published in journals including Language Testing, Language Learning, and Language Assessment Quarterly.

**Alison L. Bailey** is a professor of education at the University of California, Los Angeles, USA, and a faculty associate researcher for the National Center for Research on Evaluation, Standards, and Student Testing. A graduate of Harvard University, her research focuses primarily on children's language and literacy development and the assessment of academic language.

**Khaled Barkaoui** is an assistant professor in the Faculty of Education at York University, Canada. His research focuses on second language assessment, program evaluation, second language learning and teaching, writing, and research methods.

**Fiona Barker** is senior research and validation manager at University of Cambridge, ESOL Examinations, England. Her main research interests are the development of learner corpora and corpus exploitation for language assessment. Fiona is involved in English Profile data collection, which obtains learners' productive data to inform this interdisciplinary research program.

**Richard Beach** is professor emeritus of English education at the University of Minnesota, USA. He has authored 18 books, including *Teaching Literature to Adolescents*. He is also organizing editor for the annual *Annotated Bibliography of Research in the Teaching of English* and president-elect of the Literacy Research Association.

**Kaitlyn Begg** completed a bachelor of arts with a major in linguistics and an extended minor in psychology at Simon Fraser University, Canada. She is studying speech-language pathology at McGill University, Canada.

**David Beglar** teaches in the Curriculum, Instruction, and Technology in Education Department at Temple University, Japan. His interests are vocabulary acquisition and language assessment.

Adriana Boffi is professor of spoken English at the University of La Plata, Argentina. She has a degree in TEFL from the Instituto Nacional del Profesorado, Buenos Aires, and completed postgraduate work in experimental phonetics and the phonology of English at University College London. She has been involved with University of Cambridge ESOL Examinations since 1985 as speaking examiner, team leader, and currently professional support leader for Argentina and Chile. Her current interests are assessment and teacher education.

Brent Bridgeman joined Educational Testing Service, USA, in 1974 where he is currently a distinguished presidential appointee. His recent work focuses on validity and fairness issues, especially with respect to differences in scoring methods, test format, and timing. His journal publications since 2005 have appeared in International Journal of Testing, Language Testing, Journal of Educational Measurement, Assessing Writing, Applied Measurement in Education, The Journal of Technology, Learning and Assessment, The Journal of College Admission, and Psychological Science.

**Rachel L. Brooks** manages the Testing Standards Program in the FBI's Language Testing and Assessment Unit, USA. She oversees the speaking tester program, test quality control, research and validation projects, and tester training. Her research

and publications address government testing issues, including rater characteristics and forensic linguistics methods applied to testing.

James Dean Brown is professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa, USA. He has spoken and taught courses in places ranging from Brazil to Yugoslavia, and has published numerous articles and books on language testing, curriculum design, program evaluation, and research methods.

Frances A. Butler is a language-testing consultant in the USA, and focuses on language assessment and related issues. For 15 years, she was a senior research associate and language-testing specialist at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles, USA. Known for her research on language testing and academic language, she has directed test development projects and research that focused on primary and secondary language minority populations as well as adult ESL learners.

Cecilie Carlsen is leader of Norsk språktest (Folkeuniversitetet/University of Bergen, Norway). She holds a PhD in language assessment and a master's degree in second language acquisition. She has been working in the field of language assessment since the late 1990s, mainly developing and validating tests for adult immigrants. Her research interests are oral testing, test ethics, language transfer, and learner corpora.

**Nathan T. Carr** is an associate professor of TESOL at California State University, Fullerton, USA. He earned his PhD at the University of California, Los Angeles, and his scholarly interests focus on validation, Web-based testing, the automated scoring of limited production tasks, and the training of language teachers in language assessment theory and practice.

Wing Sat Chan is principal lecturer and director of the Chinese Language Centre at Hong Kong Polytechnic University, Hong Kong. He has produced papers such as "Extending the Functions of Cloze Test to Assess Both Receptive and Productive Performances in Written Chinese" and "The Cultural Adaptation of Chinese Letters for Professional Communication in the Bi-Literal Trilingual Setting of Hong Kong."

**Pritha Chandra** is assistant professor of linguistics in the Indian Institute of Technology Delhi, India. She has worked extensively on the syntax and semantics of Hindi and other Indian languages.

**Carol A. Chapelle** is distinguished professor of liberal arts and sciences at Iowa State University, USA. She is author of books on technology for language learning and assessment, coeditor of the *Cambridge Applied Linguistics* series, and editor of *The Encyclopedia of Applied Linguistics*. She has served as *TESOL Quarterly* editor and AAAL president.

Ying-Fang Chen is currently a doctoral candidate in the Department of Human Development and Quantitative Methodology at the University of Maryland, USA. Her research interests have focused on the development and application of

mixture item response theory modeling, differential item functioning, and large-scale assessments.

**Liying Cheng** is professor and director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University, Canada. Her primary research interests are the impact of large-scale testing on instruction, the relationship between classroom assessment and instruction, and the academic and professional acculturation of international and new immigrant students, workers, and professionals to Canada.

Andrew D. Cohen, from the University of Minnesota, USA, has published Language Learner Strategies: 30 Years of Research and Practice with Ernesto Macaro (2007), Teaching and Learning Pragmatics: Where Language and Culture Meet with Noriko Ishihara (2010), Strategies in Learning and Using a Second Language (2011), and written an online course, "Assessing Language Ability in Young Adults and Adults."

**Deborah Crusan** is professor of TESOL/applied linguistics at Wright State University, USA. She has published in *Assessing Writing*, *Language Testing*, *English for Specific Purposes*, and *TESOL Quarterly*, and edited collections about second language writing. Her book, *Assessment in the Second Language Writing Classroom* (2010), was published by University of Michigan Press.

Alister Cumming is professor and head of the Centre for Research on Languages and Literacies (CERLL, formerly the Modern Language Centre) at the Ontario Institute for Studies in Education, University of Toronto, Canada. His research and teaching focus on writing in second languages, literacy and assessment in classroom and formal testing contexts, and curriculum evaluation, particularly of programs for English as a second or foreign language.

Jee Wha Dakin was senior research and validation manager at Oxford University Press, England, where she conducted research related to test development and validation. Her professional interests include research related to test development, grammar assessment, content-based assessment, classroom-based assessment, language program evaluation, and English for specific purposes assessment.

**Fred Davidson** is a professor in the Department of Linguistics at the University of Illinois, Urbana-Champaign, USA. His scholarly interests include language testing, research design and statistics for applied linguistics, and the history and philosophy of educational and psychological measurement.

**Alan Davies** is emeritus professor of applied linguistics at the University of Edinburgh, Scotland. He has taught English and applied linguistics in East Africa, Nepal, and Hong Kong and was founder and director of the Language Testing Research Centre at the University of Melbourne.

**Emyr Davies** is the Welsh for adults examinations officer at CBAC-WJEC, based in Cardiff, Wales. He is also the representative for Welsh in the Association of Language Testers in Europe (ALTE).

Bart Deygers has been involved in language teaching and testing both as a tutor and as a researcher. Currently, he is working on the Certificate of Dutch as a

Foreign Language (CNaVT) project at the Katholieke Universiteit Leuven, Belgium, where he is responsible for the professional language profiles and for the validation of authentic rating criteria. Additionally he works as a language policy officer at Ghent University, Belgium. His main research interests include task-based testing, authenticity in language testing, and rating scale development.

Catherine J. Doughty is senior research scientist/area director for SLA research at the University of Maryland Center for Advanced Study of Language, USA, and affiliated professor for the PhD program in SLA. She conducts research on aptitude, advanced learners, and instructed SLA, and has coedited Wiley-Blackwell's Handbook of Second Language Acquisition (2003) and The Handbook of Language Teaching (2009).

**Diana Eades**, adjunct professor at the University of New England, Australia, is a sociolinguist with special interest in language in the legal process, and in assessment of origin claims of asylum seekers. She is coeditor of *International Journal of Speech Language and the Law*, and co-convenor of the Language and Asylum Research Group.

Samira ElAtia is assistant professor at the bilingual Campus Saint-Jean of the University of Alberta, Canada. She is in charge of the language entrance examinations at the campus. She holds a PhD in applied linguistics from the University of Illinois at Urbana-Champaign.

Cathie Elder is a former director of the Language Testing Research Centre at the University of Melbourne, Australia, and former editor of the journal *Language Testing*. She has published widely in the field of language testing, in particular on occupation-specific testing, on rater behavior, and on assessment in heritage language contexts.

**David P. Ellis** is associate director at the National Foreign Language Center at the University of Maryland, USA.

**Gudrun Erickson** is associate professor of education at the University of Gothenburg, Sweden. She is project leader for the national assessment program for foreign languages and has extensive experience in curriculum development and international assessment projects. Between 2006 and 2012, she was secretary of the European Association for Language Testing and Assessment (EALTA). Her main research and publication focus is on collaborative approaches to the development of good practices in language testing and assessment, in particular contributions by test takers.

**Rosemary Erlam** is a senior lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. She comes from a background in speech-language therapy and in teaching French. Along with language assessment, her research interests include second language acquisition and teacher education. She has published in a number of leading international journals.

**Hossein Farhady** currently teaches at Iran University of Science and Technology, Iran. He has taught graduate courses in many universities, presented papers at professional conferences, conducted workshops, and published at national and

international levels. His major areas of interest are research methodology, language assessment, and ESP.

**Timothy Farnsworth** is assistant professor of TESOL at CUNY Hunter College in New York City, USA. He has worked extensively on evaluation of international teaching assistants and other topics in oral language assessment.

Neus Figueras holds a PhD in language testing from the University of Barcelona and is currently working in the Departament d'Ensenyament de la Generalitat de Catalunya, Spain, where she is involved in language test development. She is also lecturing part-time at the University of Barcelona, Spain. She has been involved in a number of international research and development projects and collaborates regularly with the Council of Europe in the dissemination of the Common European Framework of Reference in relation to testing and assessment. She was the first president (2004–7) of the European Association for Language Testing and Assessment (EALTA) and she is now an expert member.

**Sarah A. Fish** is a doctoral candidate in the program in applied linguistics at Boston University, USA.

Janna Fox is an associate professor and director of the Language Assessment and Testing Research Unit within the School of Linguistics and Languages Studies at Carleton University, Canada. Her research emphases include language test development, validation, and the interplay between language policy, curricula, assessment, and stakeholder impact.

**Robert French** is an assessment specialist in English language-learning assessments at Educational Testing Service, USA. He coordinates the TOEFL iBT listening section, and helps coordinate TOEFL-related research at ETS.

Glenn Fulcher is professor of education and language assessment in the School of Education at the University of Leicester, England. He read philosophy and theology at King's College London and education at Christ's College, Cambridge. He then studied applied linguistics and language testing at the universities of Birmingham and Lancaster. He is author of *Testing Second Language Speaking* (2003), *Practical Language Testing* (2010), and, with Fred Davidson, *Language Testing and Assessment* (2007) and *The Routledge Handbook of Language Testing* (2012).

Evelina D. Galaczi is principal research and validation manager at University of Cambridge, ESOL Examinations, England. She has extensive experience as a researcher in speaking assessment, and as an ESOL teacher, teacher trainer, and program administrator. Her current role involves providing ongoing operational and quality assurance support for the speaking component of Cambridge ESOL examinations. Evelina also holds the role of managing editor of the *Studies in Language Testing* series. Her research interests include performance assessment and qualitative approaches to assessment research.

Rubina Gasparyan graduated from the Yerevan State Institute of Foreign Languages, completed her graduate studies toward an MA TEFL at the MIIS, and received her MA in TEFL from the American University of Armenia, Armenia. From 2007 to 2010, she headed the committee entrusted with developing guidelines for the Unified School Leaving and University Entrance Tests of English.

She has presented papers on language testing and assessment at professional conferences (AELTA, TESOL Arabia, ALTE) and is the coauthor of reports and manuals.

Atta Gebril is an assistant professor in the MATEFL program at the American University in Cairo, Egypt, where he teaches courses in language testing and research methods. Previously, he worked at ACT, Inc., College of William and Mary, and the UAE University. His research interests include large-scale and classroom assessment, L2 writing, and test validation.

Ardeshir Geranpayeh is head of psychometrics and data services at University of Cambridge, ESOL Examinations, England. He has 22 years of experience in test validation and has contributed to the design, development, validation, revision, and evaluation of many internationally recognized language proficiency tests. He is a regular presenter and workshop leader in several international conferences (such as the National Council on Measurement in Education, the Association of Test Publishers, the Language Testing Research Colloquium, the Language Testing Forum, and the International Test Commission) and has published extensively on language proficiency testing.

**April Ginther** is an associate professor of second language studies and linguistics at Purdue University, West Lafayette, USA. She is also the director of the oral English proficiency program at the university. Her research examines the development and administration of oral English proficiency tests. In 2012, she became the coeditor of the journal *Language Testing*.

William Grabe is Regents Professor of Applied Linguistics in the English Department at Northern Arizona University, USA. He is interested in research on L2 reading, L2 writing, literacy, written discourse analysis, and relevant applications to instruction.

**Kirby C. Grabowski** is lecturer in linguistics and language education at Teachers College, Columbia University, USA, where she teaches courses in second language assessment, generalizability theory, pedagogical grammar, classroom practices, and teaching practice. Her research interests are in the assessment of grammatical and pragmatic knowledge in the context of speaking.

**Anthony Green** is reader in language assessment at the University of Bedfordshire, England. He is the author of *IELTS Washback in Context* (2007) and *Language Functions Revisited* (2012) and has extensive experience as a test item writer and item writer trainer as well as experience of managing major test development projects around the world.

Brent A. Green has a PhD in applied linguistics from the University of California, Los Angeles. His interests include language assessment, corpus-driven learning, and ESL/EFL pedagogy. He has taught EFL/ESL and TESOL courses in the Marshall Islands, Taiwan, Utah, Tonga, Samoa, California, and Hawaii. He is an associate professor of English at Salt Lake Community College, USA.

Giuliana Grego Bolli is associate professor at the Università per Stranieri di Perugia, Italy, where she teaches language testing. Since 2005, she has been charged

with the direction of CVCL, a research center for assessment and language certification formerly established within the university. Professor Grego Bolli has been responsible for several research projects in the area of language assessment in Italian since the early 1990s and is the author of several publications.

**Paul Gruba**, from the University of Melbourne, Australia, has a long-held interest in the role of media in language assessment, and continues to research computer-mediated communication, blended learning and the influence of social media in language use.

Mirtsa Halajyan graduated from the Yerevan State University and taught Armenian at school. Mirtsa became a candidate of philological sciences in 2004 and, since 2005, has been working in the Assessment and Testing Center, Armenia. Mirtsa has authored and coauthored manuals on Armenian and guidelines for the Unified School Leaving and University Entrance Tests of Armenian.

Jette G. Hansen Edwards is associate professor of applied English linguistics at the Chinese University of Hong Kong, Hong Kong. Her main research interests include peer assessment, the acquisition of a second language phonology, and language variation.

**Volker Hegelheimer** is associate professor of applied linguistics in the Department of English and the PhD program in applied linguistics and technology at Iowa State University, USA. He teaches graduate courses on technology in second language teaching and research, language testing, and research methods as well as technology-enhanced undergraduate English as a second language (ESL) courses. His research interests include applications of the Web and emerging technologies in language learning and language testing. His publications have appeared in various edited volumes and in refereed journals such as *CALICO*, *Language Learning & Technology*, *Language Testing*, *System*, and *ReCALL*.

Margaret Heritage is assistant director for professional development at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles, USA. Her most recent publications include the chapter "Gathering Evidence" in the SAGE Handbook of Research on Classroom Assessment (2012), a coauthored paper, "Instruction for Diverse Groups of English Language Learners," published by Stanford University, and a coauthored paper on teacher questioning in Applied Measurement in Education.

Kathryn Hill joined the School of Medicine at the University of Melbourne, Australia, in 2007. Prior to that she was research fellow at the Language Testing Research Centre (LTRC), where she was involved in an extensive range of assessment research projects. Her doctoral research was an ethnographic study of classroom-based assessment in foreign language instruction in schools.

**Mika Hoffman** is the executive director of the Center for Educational Measurement at Excelsior College, USA. She worked in government language testing from 2001 until early 2012 in the Test Development Division at the Defense Language Institute Foreign Language Center in Monterey, California; previously she worked on several large-scale high stakes tests in the private sector.

**Robert J. Hoffmeister** is the director of the Center for the Study of Communication and the Deaf at Boston University, USA. He is a faculty member in the graduate programs in literacy, language, and culture and in applied linguistics.

**Juliane House** is professor emerita of applied linguistics at Hamburg University, Germany, and director of the PhD program in applied linguistics at Hellenic American University, Greece. She has published widely in the fields of contrastive pragmatics, intercultural communication, English as a lingua franca, and translation theory. In 2009 her book *Translation* appeared with Oxford University Press.

**Russanne Hozayin** is currently associate professor of practice at the Graduate School of Education, the American University in Cairo, Egypt. Her responsibilities include the development of professional educator certificate programs for teachers and school administrators and the overall planning and coordination for the professional development school models in Egypt.

**Thom Hudson** is professor of second language studies at the University of Hawai'i at Mānoa, USA, and coeditor of the electronic journal *Reading in a Foreign Language*. His research has concentrated on second language testing, reading, language for specific purposes, and program development.

Ari Huhta specializes in language test design and research on language testing and assessment. He has participated in several national and international research and development projects, most notably in the DIALANG project from 1996 to 2004. Currently, he is involved in research at the University of Jyväskylä, Finland, that tries to understand foreign/second language proficiency and learning by combining language testing, second language acquisition, and first language-learning approaches.

Ofra Inbar-Lourie heads the Unit for Teacher Education at the School of Education at Tel Aviv University, Israel, and lectures on language education and assessment. Her research interests include language assessment culture and literacy and language policy, specifically with regard to native language teachers and teacher education.

Marsha Ing is an assistant professor in the Graduate School of Education at the University of California, Riverside, USA. She received her PhD in quantitative research methods from the University of California, Los Angeles. Her current research includes measuring mathematics and science teaching and learning.

Yo In'nami teaches at Shibaura Institute of Technology, Japan. He is also a PhD candidate adviser and an external PhD examiner at Temple University, Japan. He is interested in meta-analytic inquiry into the variability of effects and the longitudinal measurement of change in language proficiency. He has published in International Journal of Testing, Language Assessment Quarterly, Language Testing, System, and TESOL Quarterly.

**Talia Isaacs** is a lecturer in education in TESOL/applied linguistics at the University of Bristol, England, and co-coordinator of the Centre for Assessment and Evaluation Research. Her research focuses on second language pronunciation assessment, including rating scale development, rater processes, and communication breakdowns and strategies in workplace and academic settings.

xxvii

**Joan Jamieson** is a professor of applied linguistics at Northern Arizona University, USA, who has participated in several projects involving second language testing and technology.

**Eunice Eunhee Jang** is associate professor at Ontario Institute for Studies in Education of the University of Toronto, Canada. Her research areas include diagnostic assessment, classroom assessment for K-12 language learners, evaluation of school effectiveness in international contexts, and validity and fairness issues in testing.

**Debi Jaratjarungkiat** teaches at Chulalongkorn University, Thailand. She has worked on the Thai language proficiency test for native speakers.

**Jennifer Jenkins** is chair of global Englishes at the University of Southampton, England. She has published extensively in the field of English as a lingua franca, including two monographs, *The Phonology of English as an International Language* (2000), and *English as a Lingua Franca: Attitude and Identity* (2007). She is currently conducting research for a monograph on the implications of English as a lingua franca for academic English policies and practices.

**Xiangying Jiang** is assistant professor in the Department of Modern Languages at West Virginia University, USA. Her research interests include the development of L2 reading abilities, L2 language assessment practices, and L1 transfer in second language acquisition.

**Hong Jiao** is an assistant professor in measurement, statistics, and evaluation at the University of Maryland, USA. Her research interests include item response theory, multilevel measurement modeling, and finite mixture item response theory models. She is interested in applying these modeling approaches to deal with psychometric issues in large-scale assessments.

Okim Kang is assistant professor of applied linguistics at Northern Arizona University, USA. Her research focuses on L2 pronunciation, oral language assessment, speech perception and language attitudes, and World Englishes. She was the winner of the Christopher Brumfit PhD Thesis 2009 Award and a finalist for the Jacqueline Ross TOEFL Dissertation 2009 Award.

Anne M. Katz teaches courses in learner assessment for the MATESOL program at The New School, New York, USA. Her publishing has centered on classroom assessment, academic English, standards, and effective classroom practices for second language learners. In her work, she promotes linkages between research and school contexts to support active and collaborative professional development.

Peter Keegan received his PhD in applied linguistics from Victoria University of Wellington in 2003. He is a senior lecturer in Te Puna Wānanga, Faculty of Education, University of Auckland, New Zealand. His research interests include measurement/assessment, Māori and indigenous language documentation and conservation, the structure of the Māori language, Māori-medium education, and the educational achievement of Māori and minority students.

**Dorry M. Kenyon** is vice president for programs and director of CAL/WIDA partnership activities at the Center for Applied Linguistics, USA. He directs or

serves as senior advisor on a wide variety of projects related to the assessment of second language skills and has also served as CAL's chief psychometrician.

**Michael J. Kieffer** is assistant professor of education at New York University, USA. He received his EdD and EdM from Harvard Graduate School of Education. A former middle school ESL teacher, his research focuses on the development of second language literacy, vocabulary, and morphology, particularly among adolescent learners.

**Chungsook Kim** heads the Department of Korean Language and Literature at Korea University, Republic of Korea. He has published articles on the TOPIK and writing assessment.

Jiyoung Kim is a research fellow at the Korea Institute for Curriculum and Evaluation, Republic of Korea. She has worked as an assessment specialist at the Center for Teaching Excellence, University of Illinois at Urbana-Champaign. She earned her PhD from the University of Illinois at Urbana-Champaign with specialization in language testing. Her research areas include test development, alternative assessment, mixed methods research, and interface between second language learning and assessment.

**Sun Hee Ok Kim** researches in the area of foreign/second language learning and teaching, bilingualism, teacher talk, and language assessment in Auckland, New Zealand. Since completing her PhD she has worked on Australian national projects on language learners in various contexts. She has published a number of articles in major international journals.

Rie Koizumi teaches at Juntendo University, Japan. She is interested in examining the validity of the interpretations and uses of the scores of speaking and vocabulary tests and in modeling factor structures of language ability and performance, especially with respect to fluency, accuracy, and syntactic complexity of oral production. Her publications have appeared in *Language Assessment Quarterly*, *Language Testing*, *International Journal of Testing*, *TESOL Quarterly*, and *JALT Journal*.

**Kaoru Koyanagi** is associate professor at the Faculty of Liberal Arts at Sophia University, Japan. Her research interest is in SLA and the teaching of Japanese as a foreign language.

Pranee Kullavanijaya is professor emerita at the Sirindhorn Thai Language Center, Chulalongkorn University, Thailand, where she heads L1 and L2 Thai proficiency tests. She was the first editor of Manusya: Journal of Humanities, an English academic journal by Thai academics, and her writings have appeared in The Tai-Kadai Languages (2008), Grammatical Analysis: Morphology, Syntax and Semantics (2000), and Journal of Language and Culture and Language Science.

Antony John Kunnan is Professor of English Language and Literature at the National Institute of Education, Nanyang Technological University, Singapore. He has authored and edited books and edited special issues of journals on test validation, test fairness, statistics for language assessment, differential item functioning, and structural equation modeling. His most recent book is *Workbook for Statistics* 

in Language Assessment (coauthored with Lyle Bachman, 2005). He was the founding editor of Language Assessment Quarterly, which he has edited since 2003, and is past president of the International Language Testing Association.

**Marlon Kuntze** is a faculty member in the School of Education, Gallaudet University, USA.

**Usha Lakshmanan** is a professor in the departments of psychology and linguistics at Southern Illinois University, Carbondale, USA. Her research straddles the interrelated areas of child first language acquisition (monolingual and bilingual), second language acquisition (child and adult) and sentence processing.

Anne Lazaraton is an associate professor and program director of second language studies at the University of Minnesota, USA, where she teaches courses in ESL teaching methodology, language analysis, and discourse analysis. Her research interests include speaking assessment, English grammar in use, and digital discourse.

**Junho Lee**, professor of Korean language education at Gyeongin National University of Education, Republic of Korea, majored in Korean language and education as a foreign/second language. He specializes in Korean language assessment and Korean for academic purposes, on which he has published various articles.

Constant Leung is professor of educational linguistics in the Department of Education and Professional Studies at King's College London, England. His research interests include additional/second language curriculum, language assessment, language education in ethnically and linguistically diverse societies, language policy, and teacher professional development.

**Jo Lewkowicz** has been teaching and researching in Poland in recent years. She is currently acting as advisor to the University Council for the Certification of Foreign Language Proficiency at the University of Warsaw, Poland. Her previous experience has included teaching at university level in Egypt, Kenya, China, Hong Kong, Armenia, and the UK.

**Gad S. Lim** is senior research and validation manager at University of Cambridge, ESOL Examinations, England, where he leads research, presents, and publishes on the assessment of writing, on comparability studies, and on IELTS. He has taught in higher education and trained language teachers in Asia, the USA, and Europe.

Lorena Llosa is an associate professor in the Department of Teaching and Learning at the Steinhardt School of Culture, Education, and Human Development, New York University, USA. Her interests include language assessment, second and foreign language teaching and learning, and program evaluation.

Luxia Qi is a professor of English at the Centre for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies, China. She has been involved in designing, developing, and reforming large-scale English tests in China. Her current research interests are test development and impact of testing on teaching and learning.

**Irshat Madyarov** received his PhD in second language acquisition and instructional technology from the University of South Florida, USA, and his MA in TESOL from West Virginia University, USA. He is currently an assistant professor at the Department of English Programs, American University of Armenia, Armenia.

**Jeanne Malloy** is a test specialist at Educational Testing Service, USA. She works on the reading and writing sections of the TOEFL iBT test. Her current research interests focus on efforts to improve the process of selecting texts for use in the testing of reading comprehension.

Margaret E. Malone is senior testing associate at the Center for Applied Linguistics, USA.

**George A. Marcoulides** is a professor of research methods and statistics in the Graduate School of Education at the University of California, Riverside, USA. He is currently the editor of *Structural Equation Modeling*, *Educational and Psychological Measurement*, and Routledge's *Quantitative Methodology Series*, and on the editorial board of numerous scholarly journals.

Rama Mathew is professor of education at Delhi University, India. Previously she taught at the Central Institute of English and Foreign Languages, Hyderabad, where she worked on language teacher education and assessment for more than 20 years. She has coordinated several ELT projects. Her current interests include teaching English to young learners, teacher education, and proficiency assessment.

**Kyle McIntosh** is a PhD candidate in English (second language studies) at Purdue University, West Lafayette, USA. He has taught in China and the Republic of Korea. His research interests include second language writing, English for academic purposes, and intercultural rhetoric. He enjoys spending any spare time hanging out with his wife and son.

**J. Dean Mellow** is an associate professor in the Department of Linguistics at Simon Fraser University, Canada. He studies both first and second language acquisition from linguistic, cognitive, cultural (i.e., noncolonial), and pedagogical perspectives.

**Dushyanthi Mendis**, a senior lecturer in the Department of English at the University of Colombo, Sri Lanka, teaches both language and literature to undergraduate and graduate students. Her research combines her interests in discourse and language policy. She has presented widely and has published in *TESOL Quarterly*.

Eli Moe is working at the University of Bergen, Norway, leading the group developing computerized national tests in English for Norwegian school children, as well as developing partly adaptive computerized tests in Norwegian for adult immigrants at VOX. She holds a master's degree in second language acquisition (SLA), and her research interests are SLA, test validation, standard setting, and computerized testing.

Megan Montee is a testing specialist at the Center for Applied Linguistics, USA.

**K. V. V. L. Narasimha Rao** has a PhD in Hindi linguistics, master's degrees in Hindi language and literature and TESOL, and a certificate in educational testing.

此为试读,需要完整PDF请访问: www.ertongbook.com