Examining Fce And Cae Key Issues And Recurring Themes In Developing The First Certificate In English And Certificate In Advanced English Exams Studies In Language Testing V 28

This volume presents 16 essays by friends and colleagues celebrating Gisela Hermann-Brennecke's 60th birthday. Since the early 1970s, when she emerged as one of the outstanding German specialists in language acquisition and language teaching, she has been active in research and teaching at various German universities and abroad. The wide range of Gisela Hermann-Brennecke's research interests and publications - transcending boundaries - is mirrored in the diversity of the contributions in this volume: language learning and language policy - studies in English, American, and Postcolonial literatures and cultures - creative writing.

An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

This publication highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. An explanation is increasingly required, if the validity of test score interpretation and use are to be supported both logically, and with empirical evidence. The book demonstates the application of a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components which reflect the practical nature and quality of an actual testing event. It examines Cambridge ESOL writing tasks from the following perspectives: Test Taker, Cognitive Validity, Context Validity, Scoring Validity, Criterion-related Validity and Consequential Validity. The authors show how an understanding and analysis of the framework and its components in relation to specific writing tests can assist test developers to operationalise their tests more effectively, especially in relation to criterial distinctions across test levels.

Instant English lessons – learn in a flash! TEFL Lesson Plans For Dummies is a ready-made course manual for TEFL teachers. With fully fleshed-out lessons, activities, tools, games, and resources, this book contains what is essentially an instant TEFL course. Use the ready-made materials directly in the classroom, or follow along with the detailed planning models and frameworks to grow your skills while designing your own lesson plans more effectively. The book includes access to online materials you can print for use in class, and the lessons can be used with or without the aid of technology in the classroom. You'll find expert advice on teaching all age levels and class sizes, including ideas for taking the lessons out into the world. Many EFL/ESL teachers have little or no experience, and may have only been in the profession for a limited time. TEFL Lesson Plans

For Dummies saves the day with materials, ideas, and activities that can be implemented quickly and easily, making lessons more productive and fun. From quick exercises to larger-scale plans, this book contains hundreds of ways to help your students become more proficient English speakers. Implement expertly-designed planning models with step-by-step advice Teach lessons designed for students of all ages and classes of all sizes Integrate technology when it's available, or do without it when it's not Move your lessons outside of the classroom for deeper immersion Whether you're taking a TEFL training course, about to head out on your first job, or a veteran of the field, this book provides you with the tools you will need to get things moving in class. If you're looking to cut down on planning time without sacrificing student engagement, TEFL Lesson Plans For Dummies is the classroom-ready resource you need.

Language testers have generally come to recognize the limitations of traditional statistical methods for validating oral language tests. They have begun to consider more innovative approaches to test validation, approaches that promise to illuminate the assessment process itself, rather than just assessment outcomes (i.e., ratings). One such approach is conversation analysis (or CA), a rigorous empirical methodology developed by sociologists, which employs inductive methods in order to discover and describe the recurrent, systematic properties of conversation, including sequential organization, turn-taking, repair, preference structure, and topic management. CA offers a systematic approach for analysing spoken interaction from a qualitative perspective, allowing one to make observations about a stretch of talk while at the same time interacting with it. This book provides language testers with a background in the conversation analytic framework and a fuller understanding of what is entailed in using conversation analysis in the context of oral language test validation.

A series of four books that provide extensive guidance and English practice in key areas of the language. The first in the popular series of four workbooks by the same author, this book provides revision and practice in four main areas: Situations, Vocabulary, Grammar and Writing. Recycling Elementary English can be used to supplement any elementary coursebook, and offers useful extra practice for the Cambridge Key English Test (KET), and the Skills for Life Entry 2 examination. This edition contains an answer key.

This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development according to learner, situational or target variables. It considers strategy effectiveness from an individual point of view and discusses pedagogical issues, especially relating to teacher perceptions and training, classroom and learner factors, methodology and content. The book begins by discussing underlying theoretical issues and then presents evidence from empirical studies; in addition to presenting a quantitative view, the book also takes a qualitative look at strategy use by individuals. Rather than focusing on strategies divorced from the 'real world' of the classroom, this book explores the issues from the teaching/learning point of

view.

This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012. An addition to the Studies in Language Testing series, this volume provides an overview of English language testing over the last century, with coverage of key theoretical and practical aspects of the assessment of reading, listening, writing and speaking skills. It includes examples of the Cambridge English exams, old and new, and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years.

"Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference (CEFR). It focuses on contextual parameters, cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations. The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR): A Manual, piloted in 2003 and revised 2009. Key features of the book include: - a detailed review of the literature on CEFR alignment, vertical scaling, test specifications and test comparability - a comprehensive and coherent approach to the validation of reading tests - an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework - a case study comparing different testing systems targeting the same CEFR level"--

This volume introduces the theoretical and empirical bases for defining English language learning levels in terms of criterial features.

Cambridge Certificate of Proficiency in English 1 contains four complete tests for the Cambridge Certificate of Proficiency in English (CPE) examination from Cambridge ESOL. These past examination papers provide the most authentic exam preparation available. They allow candidates to familiarise themselves with the content and format of the examination and to practise useful examination techniques. Attractive colour visual material for Paper 5 is included with each test, enabling students to prepare thoroughly for the paired interview. The Student?s Book is also available as a ?with answers? edition which contains a comprehensive section of keys and transcripts, making it suitable for self study.

The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge, UK enabling pracititioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single test to the CEFR,

the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings. contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

Contains four sets of exam papers from Cambridge ESOL. Student's Books are available with or without answers.

A series of four books that provide extensive guidance and English practice in key areas of the language. This book for lower-intermediate to intermediate students provides extensive guidance and practice in four crucial areas: Grammar, Vocabulary, Situations and Writing. Recycling Intermediate English can be used to supplement any coursebook at this level, in class or for self-study. It provides useful extra practice for the Cambridge Preliminary English Test (PET) and the Skills for Life Entry 3 examination.

Third edition of the best-selling Cambridge English: First (FCE) course. The syllabus for the Cambridge English: First for Schools exam has changed, and this product is no longer suitable preparation material. New Cambridge English products are available to suit the requirements of the new syllabus.

Three books of practice tests are available for the updated KET exam. Each contains four sets of exam papers from Cambridge ESOL.

This volume reports research that informs the development of reading and listening assessment in IELTS. This volume brings together a set of eight IELTS-related research studies - four on reading and four on listening - conducted between 2005 and 2010. Findings from these studies provide valuable evidence on the validity, reliability, impact and practicality of the IELTS test; they are also instrumental in highlighting aspects needing attention, and thus directly inform the continuing evolution of the IELTS reading and listening tests. The volume reviews and comments on the specific contribution of each study to the ongoing process of IELTS reading and listening test design and development.

This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.

This volume explores the impact of language frameworks on learning, teaching and assessment, viewed from the perspective of policies, procedures and challenges. It brings together a selection of edited papers, based on presentations given at the 4th International Conference of the Association of Language Testers in Europe (ALTE) held in Kraków, Poland, in July 2011. The selected papers focus on the conference's core themes as follows: the effect

of frameworks on teaching, learning and assessment; the value of frameworks for teachers, learners and language policymakers; the contribution of frameworks towards describing particular languages.

Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction, and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary, and grammar strategies. Proposes a clear and focused research agenda for the next decades. Research into language learner strategies has the fundamental goal of improving the teaching and learning of second languages. This book explores the notion that the reason some learners of second languages excel and others struggle lies in what the learners themselves do-the strategies they bring to language learning and to language use.

Cambridge Certificate of Proficiency in English 4 contains four complete tests for the Cambridge Certificate of Proficiency in English (CPE) examination from Cambridge ESOL. These past examination papers provide the most authentic exam preparation available. They allow candidates to familiarise themselves with the content and format of the examination and to practise useful examination techniques. Attractive colour visual material for Paper 5 is included with each test, enabling students to prepare thoroughly for the paired interview. The Student's Book is also available as a 'with answers' edition which contains a comprehensive section of keys and transcripts, making it suitable for self study.4).

How to teach one to one classes - for the professional English language teacher. This book provides an analysis of the problems of teaching students on a one to one basis as opposed to teaching groups of students. Covering a wide range of topics in this field, this book explains learner needs analysis and learner profiles, especially the student's current use of English and the reason for taking a one to one course; course planning; techniques which are specific to one to one teaching; techniques which do not work with one to one teaching; using the learner as the resource for teaching; together with the advantages of teaching students on a one to one basis. This book is packed with tried and tested suggestions for managing your students and your teaching time, on both a personal and pedagogical level, so that you can make the one-to-one teaching experience a rewarding and productive one.

"The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students"--

Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking

ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

The syllabus for this exam has changed and this book has now been replaced by 9781107653511 Cambridge English Advanced 1 for revised exam from 2015 Student's Book with answers.

Business Benchmark Second edition is the official Cambridge English preparation course for Cambridge English: Business Preliminary, Vantage and Higher (also known as BEC), and BULATS. A pacy, topic-based course with comprehensive coverage of language and skills for business, it motivates and engages both professionals and students preparing for working life. The Business Vantage Student's Book contains authentic listening and reading materials, including interviews with business people, providing models for up?to?date business language. Grammar and vocabulary exercises train students to avoid common mistakes, identified using Cambridge's unique collection of real exam candidates' answers. 'Grammar workshops' practise grammar in relevant business contexts. A BULATS version of this Student's Book is also available.

Contains four complete past papers from Cambridge ESOL for the Cambridge Certificate in Advanced English examination

"This volume describes 20 years of work at Cambridge English to develop multilingual assessment frameworks and presents useful guidance of good practice. It covers the development of the ALTE Framework and 'Can Do' project, work on the Common European Framework of Reference (CEFR) and the linking of the Cambridge English exam levels to it, Asset Languages - a major educational initiative for UK schools, and the European Survey on Language Competences, co-ordinated by Cambridge English for the European Commission. It proposes a model for the validity of assessment within a multilingual framework and, while illustrating the constraints which determined the approach taken to each project, makes clear recommendations on methodological good practice. It also explores and looks forward to the further extension of assessment frameworks to encompass a model for multilingual education. Key features of the volume include: - a clear and comprehensive explanation of several major multilingual projects - combination of theoretical insights and practical advice - discussion of the interpretation and use of the CEFR. Multilingual Frameworks is a rich source of information on key issues in

the development and use of multilingual proficiency frameworks. As such, it will be a valuable reference work for academics, education policy-makers and examination board personnel. It is also a useful resource for postgraduate students of language assessment and for practitioners, and any stakeholders seeking to gain a clearer picture of the issues involved with cross-language assessment frameworks"--

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This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language learning policy. The authors pose three key questions central to LOA: 'What is learning?' , 'What is to be learned?' and 'What is to be assessed?'. It focuses on the use of evidence, and how it can be collected and used to feed back into learning, overviews large-scale assessment as practised by Cambridge English and learning-oriented classroom assessment practices, and concludes with a look at implementing LOA in practice. With fresh insights into the role of assessment in supporting learning, this volume will be of considerable interest to assessment practitioners, teachers and academics, educational policy-makers and examination board personnel.

Pass Cambridge BEC is a practical course for students who wish to gain a recognised business English qualification. Focusing on relevant international business situations, the course has been structured to provide students with a thorough preparation for the Business English Certificates (BEC).

Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction, and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary, and grammar strategies. Proposes a clear and focused research agenda for the next decades.

The study offers insights into the recently changed National Polish Examination (Matura) and sets it against the background of the Common European Framework of References (CEFR) acting as a driving force of, and at the same time the basis for, those changes. Its purpose is to establish the extent to which the CEFR has influenced the construction, marking criteria as well as text and task choices in the Matura. The analysis reveals a vast magnitude of changes made to the examination, both driven by as well as resulting in political and educational shifts in the country. The study sets out to compare two versions of the examination, a decade apart, before scrutinising individual components of the latest version. It takes into account various potential users of the Matura and evaluates it through the lens of diverse parties and their roles in the project. It therefore evaluates this from different perspectives looking more closely not only

at the administered components but also at the marking criteria and their adherence to the CEFR. The study is supported by nine research participants' writing samples.

This critical history covers 70 years of two major UCLES / Cambridge ESOL international exams: the First Certificate in English (FCE) and the Certificate in Advanced English (CAE). The story begins with the development and first sitting of the FCE (then called the Lower Certificate in English) in 1939. The book then traces subsequent developments, including the initiation of FCE under its current name in 1975, the introduction of CAE in 1991, as well as reviews, major revisions, and modifications, leading to the update of FCE and CAE for December 2008. On the way, the history attempts to balance theory and practice, fact and opinion, insider and outsider perspectives, recurring themes and key innovations. We see the scale of the FCE and CAE exams grow from an initial candidature of just 144, to make a significant contribution to Cambridge ESOL's current total of over two million candidates in 130 countries.

Teaching and Researching Listening provides a focused, state-of-the-art treatment of the linguistic, psycholinguistic and pragmatic processes that are involved in oral language use, and shows how these processes influence listening in a range of practical contexts. Through understanding the interaction between these processes, language educators and researchers can develop more robust research methods and more effective classroom language teaching approaches. In this fully revised and updated second edition, the book: · examines a full range of teaching methods and research initiatives related to listening · gives definitions of key concepts in neurolinguistics and psycholinguistics · provides a clear agenda for implementing listening strategies and designing tests · offers an abundance of resources for immediate use for teaching and research Featuring insightful quotes and concept boxes, chapter overviews and summaries to guide the reader, Teaching and Researching Listening will engage and inform teachers, teacher trainers and researchers investigating communicative language use.

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