

speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.

The sound of speech is a thorny issue for language assessment, however. This is first of all because people tend to judge native/non-native speaker status on the basis of pronunciation. This easily leads to the idea that the standard against which learner pronunciation should be judged is the speech of a native speaker. But is the standard justified? And if it is not, how can an alternative standard be defined?

The native speaker standard for foreign language pronunciation is questioned on two main accounts (see e.g. Brown and Yule, 1983: 26–27; Morley, 1991: 498–501). Firstly, in today's world, it is difficult to determine which single standard would suffice as *the* native speaker standard for any language, particularly so for widely used languages. All languages have different regional varieties and often regional standards as well. The standards are valued in different ways in different regions and for different purposes, and this makes it difficult to choose a particular standard for an assessment or to require that learners should try to approximate to one standard only. Secondly, as research into learner language has progressed, it has become clear that, although vast numbers of language learners learn to pronounce in a fully comprehensible and efficient manner, very few learners are capable of achieving a native-like standard in all respects. If native-like speech is made the criterion, most language learners will 'fail' even if they are fully functional in normal communicative situations. Communicative effectiveness, which is based on comprehensibility and probably guided by native speaker standards but defined in terms of realistic learner achievement, is a better standard for learner pronunciation.

There are, furthermore, several social and psychological reasons why many learners may not even *want* to be mistaken for native speakers of a language (see e.g. Leather and James, 1996; Pennington and Richards, 1986): a characteristic accent can be a part of a learner's identity, they may not want to sound pretentious especially in front of their peers, they may want recognition for their ability to have learned the language so well despite their non-native status, and/or they may want a means to convey their non-native status so that if they make any cultural or politeness mistakes, the listeners could give them the benefit of the doubt because of their background.

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Martin East



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field of language education CEFR-informed Learning, Teaching and Assessment Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt, 2020-07-21 This book is a practical guide to the Common European Framework of Reference for Languages Learning Teaching Assessment CEFR Council of Europe 2001 and the CEFR Companion Volume CEFR CV COE 2018 which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe It helps practitioners to i grasp essential and core concepts of the Common European Framework of Reference ii identify parts of the CEFR and the CEFR CV as well as other CEFR related resources and documents that are relevant for readers different purposes and iii utilise and adapt these resources for their own needs Written by practitioners for practitioners this hands on guide covers the philosophy of the CEFR curricula assessment learner autonomy the task based approach and teacher development Logically explaining all aspects of the framework and its application this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV The book will appeal to a wide audience including teacher educators curriculum and materials developers examination boards unfamiliar with the CEFR university language departments and language centres responsible for developing their own curricula teaching learning approaches and assessment instruments and policy makers wanting to learn more about the implications of adopting the CEFR It is a guidebook a reference book and a workbook all in your hand **Assessing Foreign Language Students' Spoken Proficiency** Martin East, 2016-02-02 This book presents an in depth study of assessment innovation and its impact on teaching and learning The context is New Zealand and the focus is additional languages other than English and the recent introduction of a radical new assessment of students spoken proficiency called interact The book crosses the traditional theoretical and methodological boundaries associated with language testing research which focuses on assessment performance and presents an alternative approach where stakeholders become the centre of interest It advances our understanding of how assessment innovation impacts on two key groups teachers and students in schools based on data collected from a substantial two year research project It presents an account of these stakeholders perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced Assessing Foreign Language Students Spoken Proficiency makes an outstanding and original contribution to the field of second and foreign language teaching providing a theory and research based account of the development of a learner centred approach to oral proficiency assessment It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide It deserves to be widely read

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