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.

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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.

Assessing Speaking Cambridge Language Assessment

Glenn Fulcher, Luke Harding

Assessing Speaking Cambridge Language Assessment:

Assessing Speaking Sari Luoma, 2004-06-17 Speaking is a central yet complex area of language acquisition The assessment of this crucial skill is equally complex This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking The book then guides language testers through the stages of test tasks rating practices and design Assessing Speaking Luoma, Sari,2007 Examining Speaking Lynda Taylor, 2011-08-25 An up to date review of the relevant literature on assessing speaking **Exploring Language Assessment and Testing** Anthony Green, 2020-12-29 The Routledge Introductions to Applied Linguistics series takes an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Exploring Language Assessment and Testing offers a straightforward and accessible introduction that starts from real world experiences and uses practical examples to introduce the reader to the academic field of language assessment and testing Extensively updated with additional features such as reader tasks with extensive commentaries from the author a glossary of key terms and an annotated further reading section this second edition provides coverage of recent theoretical and technological developments and explores specific purposes for assessment Including concrete models and examples to guide readers into the relevant literature this book also offers practical guidance for educators and researchers on designing developing and using assessments Providing an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing this is an indispensable introduction for postgraduate and advanced undergraduate students studying Language Education Applied Linguistics and Language Assessment Language Testing Slobodanka Dimova, Xun Yan, April Ginther, 2020-02-20 Local Language Testing Design Implementation and Development describes the language testing practice that exists in the intermediate space between large scale standardized testing and classroom assessment an area that is rarely addressed in the language testing and assessment literature Covering both theory and practice the book focuses on the advantages of local tests fosters and encourages their use and provides suggested ideas for their development and maintenance The authors include examples of operational tests with well proven track records and discuss the ability of local tests to represent local contexts and values explicitly and purposefully embed test results within instructional practice and provide data for program evaluation and research local testing practices grounded in the theoretical principles of language testing drawing from experiences with local testing and providing practical examples of local language tests illustrating how they can be designed to effectively function within and across different institutional contexts examples of how local language tests and assessments are developed for use within a specific context and how they serve a variety of purposes e g entry level proficiency testing placement testing international teaching assistant testing writing assessment and program evaluation Aimed at language program directors graduate students and

researchers involved in language program development and evaluation this is a timely book in that it focuses on the advantages of local tests fosters and encourages their use and outlines their development and maintenance. It constitutes essential reading for language program directors graduate students and researchers involved in language program development and evaluation. Assessing Speaking in Context M. Rafael Salaberry, Alfred Rue Burch, 2021-07-23. This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially constructed endeavour. It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking. The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use. The volume presents research on language assessment in a variety of languages other than English including French Chinese and Japanese It also examines the role that embodied action gaze gesture orientation to materials and texts in the environment plays in assessment practices an area that has heretofore remained under explored Chapter 6 is free to download as an open access publication under a CC BY NC ND licence You can access it here https zenodo org record 5163340 YQvJ0IhKjcs

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Table of Contents Assessing Speaking Cambridge Language Assessment

- 1. Understanding the eBook Assessing Speaking Cambridge Language Assessment
 - The Rise of Digital Reading Assessing Speaking Cambridge Language Assessment
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Assessing Speaking Cambridge Language Assessment
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Assessing Speaking Cambridge Language Assessment
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Assessing Speaking Cambridge Language Assessment
 - Personalized Recommendations
 - Assessing Speaking Cambridge Language Assessment User Reviews and Ratings
 - Assessing Speaking Cambridge Language Assessment and Bestseller Lists
- 5. Accessing Assessing Speaking Cambridge Language Assessment Free and Paid eBooks

- Assessing Speaking Cambridge Language Assessment Public Domain eBooks
- Assessing Speaking Cambridge Language Assessment eBook Subscription Services
- Assessing Speaking Cambridge Language Assessment Budget-Friendly Options
- 6. Navigating Assessing Speaking Cambridge Language Assessment eBook Formats
 - o ePub, PDF, MOBI, and More
 - Assessing Speaking Cambridge Language Assessment Compatibility with Devices
 - Assessing Speaking Cambridge Language Assessment Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Assessing Speaking Cambridge Language Assessment
 - Highlighting and Note-Taking Assessing Speaking Cambridge Language Assessment
 - Interactive Elements Assessing Speaking Cambridge Language Assessment
- 8. Staying Engaged with Assessing Speaking Cambridge Language Assessment
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Assessing Speaking Cambridge Language Assessment
- 9. Balancing eBooks and Physical Books Assessing Speaking Cambridge Language Assessment
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Assessing Speaking Cambridge Language Assessment
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Assessing Speaking Cambridge Language Assessment
 - Setting Reading Goals Assessing Speaking Cambridge Language Assessment
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Assessing Speaking Cambridge Language Assessment
 - Fact-Checking eBook Content of Assessing Speaking Cambridge Language Assessment
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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