

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.

Assessing Speaking Cambridge Language Assessment

Glenn Fulcher, Luke Harding



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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

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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

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- 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
 - 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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