

# Revisiting the Assessment of Language Abilities

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## Introduction

Assessment is a social activity, since it changes the life of so many stakeholders who are involved in the testing operation. Hence, the complex dimensions of language testing and assessment. Assessing language abilities continues to gain momentum in research. However, assessing the intricacies of language abilities has been very challenging to some people, such as test designers, teachers and testing organizations on the ground that there are great diversities and different directions in the ways language abilities are measured. Such challenges have investigated the definitions of language ability and what it means to know and use language in assessment. Yet, there remain other issues in ESL and/or EFL contexts that should be revisited.

## Objectives

This book aims to explore the different ways to assess language ability, skills and sub-skills, such as reading, writing, listening, speaking, vocabulary, grammar and pronunciation, etc. Also, it addresses the problem-solving contexts, for instance, that teachers and test designers might face. In general, the book is practical in nature, as it highlights the ways test designers and teachers are involved in to build fair assessments for learners in ESL and/or EFL context(s).

## Target Audience

The book is targeted towards many stakeholders, such as policy-makers, students, parents, teachers, test designers, ELT professionals, program evaluators, curriculum designers and many others.

## Recommended topics

Proposals should include, but are not limited to, the following areas:

- Assessing reading
- Assessing listening
- Assessing writing
- Assessing speaking
- Assessing vocabulary
- Assessing grammar
- Assessing pronunciation
- Assessing phonetics
- Assessing critical thinking
- Washback in language testing
- Validation of test specifications
- Standard assessment
- Standardized assessment
- Conceptions and practices of assessment
- Testing methods
- Formative vs. summative assessment
- Dynamic assessment
- Alternative assessment
- Assessing critical thinking
- Classical vs. modern test theories
- Assessment for learning
- Assessment of learning
- Learning-oriented assessment
- Holistic vs. analytical scoring
- Assessment standards and benchmarks: CEFR and Canadian Language Benchmarks
- Test usefulness qualities
- Test fairness
- Assessment ethics
- Assessment accountability
- Norm-vs. criterion-referenced testing

## **Submission procedures**

You are invited to submit a 200/250-word abstract to explain the topic under study before August 20, 2016. Authors of accepted proposals will be notified about the status of their proposals by September 05, 2016. All submitted chapters will be double-blind reviewed. Contributors to this book may be requested to serve as reviewers of the chapters.

## **Chapter guidelines**

Chapter length should be 6000 to 8000 words inclusive of tables, figures, appendices and references. Authors should use the APA style, 6<sup>th</sup> edition and they follow these guidelines:

- Title: 10-15 words maximum
  - Abstract: 200-250 words
  - Keywords: 5 to 7
1. Introduction
  2. Theoretical Background
  3. Research Problem
  4. Rationale (including the research questions)
  5. Method
  6. Data Analysis
  7. Discussion
  8. Implications (pedagogical, research & methodological)
  9. Recommendations for Future Research
  10. Conclusion
  11. References
  12. Appendices, if any

## **Publisher**

This book will be published by Springer and it will be released by early 2017.

## **Important dates**

1<sup>st</sup> Proposal submission deadline: August, 20, 2016

2<sup>nd</sup> Proposal submission deadline: September, 05, 2016

Full chapter submission: November 30, 2016

Review process: December, 2016

Review results to authors: Late December, 2016

Revised chapter submission: January, 2017

Final acceptance notifications: February, 2017

Publication release: March, 2017

## **Inquiries**

Please send your inquiries to Sahbi Hidri: [sahbihidri@gmail.com](mailto:sahbihidri@gmail.com)

<http://www.palgrave.com/de/book/9783319432335>