



# Language Testing

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ISSN: 1833-4105      Length: 153 pages      Format: PDF      Available: July 2009

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## Language Testing

Special Issue of *International Journal of Pedagogies & Learning*

**Volume 5 Issue 1 July 2009**

153 pages ISSN: 1833-4105

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Assessment is and should rightly be at the heart of any pedagogical activities to make them more accountable and explain the success or otherwise of the teaching/learning systems. Among the many roles of assessment is the determination of whether the pedagogies in place are achieving what they must achieve, hence the classical requirement for any valid and working educational system.

*Language Testing* is a Special Issue that focuses on the interfaces between pedagogies and assessment. It reflects both the ongoing work of specialists in the research field and teachers who as professionals today are under increasing pressure to assess and report on their students' performance, and the emerging new ideas about the relationships between pedagogies and assessment of learning.

The articles in this issue shed light on testing and assessment topics in language learning contexts and make strong cases for further research and studies in the area. Some of the issues covered are:

- The issues related to content and construct validation and the reliability of this internationally renowned assessment instrument
- The effect of redundant and consistent stems in multiple-choice vocabulary tests on pre-university students' perform
- The effect of the use of digital video in the development of a general proficiency of spoken English language test Suggestions for pedagogical change that are seen as best able to facilitate students' practical and functional use of English, including the uptake of information and communication technology
- The implementation of a standardised scoring rubric for speaking assessment

The aim of this Special Issue is to further enhance the professional field of assessment and specifically language testing within the context of language learning and teaching and is such it is invaluable reading for educators.