



CONTENTS:

chapter 1: Introduction

- Test - Examination
- Language
- Measurement
- Language Ability

chapter 2: Requirements of  
Language Tests

- The Messages of Language Tests
- Stages of Test Construction
- Aims, Concepts, Constraints
- Statistics in Language Testing
- Norm- and Criterion-referenced Tests
- Test Purposes and Uses
- Reliability and Validity
- Practical Constraints

chapter 3: Language Test  
Purposes

- Three Questions:
  1. Language Testing, Linguistics and Language Teaching Studies?
  2. Value of Language Testing?
  3. Practical Meaning of Language Testing?
- Language Testing Information

chapter 4: Language Test  
Validation

Continuum Categories  
Three Levels of Validation  
Validating three Proficiency Tests  
The Superordinate Continuum of Validity

chapter 5: Uncertainty and

Explicitness

- The Relation of Reliability and Validity to Uncertainty and Explicitness
- Concerns of Linguistics
- Problems of Linguistic Theories: *Universality, Combining power, Incorporation of extra-linguistic data*
- The Linguistic Problem Areas and Language Testing: *Universals and language testing, Combining power and language testing, Incorporation of extra-linguistic data and language testing*
- Testing Languages for Specific Purposes
- Psycholinguistics and Second-Language Acquisition
- Factorial Study of Language Proficiency

chapter 6: Language Testing  
and Applied Linguistics

- The Development of Applied Linguistics
- The Development of Language Testing
- Validity
- Proficiency Tests
- Aptitude Testing
- Reliability
- Project Evaluation

chapter 7: Language Tests and  
Evaluation: Preliminaries

- Circularity and Reductionism
- Three Types of Evaluation
- Bangalore/Madras Project Evaluation
- Tests in Applied Linguistics Research: *Research using test data, Research into tests for test development, Research into methods of testing and test analysis, Research in other applied linguistic fields*
- Language Testing and Syllabus Development: Follower or Leader?

chapter 8: Language Tests

and Evaluation:  
Examples 1

- Survey of English Teaching in Nepal
- Communicative Teaching of English Project: University of Bombay

chapter 9: Language Tests  
and Evaluation:  
Examples 2

- Research Type 2: *The Elba (English Language Battery) test*
- Research Type 3: *Testing reading speed*
- Research Type 4: *Testing the English of Medicine: direct or indirect?, Communicative syllabus design (CSD)*
- Conclusion

(p.137...) „The fundamental argument/debate in language testing over the last 25 years has been basically about the meaning/realization of language behaviour, how best to get at it. The issue is sometimes presented as if there were disagreement about language use. There is not. The disagreement is about the best way to capture control of that language use... Knowledge, it is argued, is not equivalent to, nor indicative of behaviour. Behaviour is more complicated, more diverse. However, behaviour is very diffuse and when effectively sampled (for the sake of generality) less likely to be performance-like.

All tests require structure, a framework of some kind to preserve reliability. It looks as though the contribution of the communicative competence drive, of the move into communicative language teaching, will be to provide a little more validity in the shape of examples of language use. Tests will continue to use a combination of discrete point and integrative items and there will be a serious attempt to make the language provided in these items more realistic.

...The linguist, the language teacher and the tester are all concerned with generalizing from a language sample to the whole of the language. Language is not divorced from communication and cannot be taught or tested separately. Testing (like teaching) the communicative skills is a way of making sure that there are tests of context as well as of grammar; testing (and teaching) the communicative skills is not doing something parallel to or different from testing (and teaching) the linguistic skills – what it does is to turn linguistics tests into language tests.“