English Proficiency Tests

Test	Format	Time	Results
TOEFL	Computer based, at test centers or home	2 hours	4-8 days
IELTS	Computer or paper, primarily at test centers	2 hours 45 min	2 weeks
PTE	Computer based, at test centers only	2 hours	48 hours
Duolingo	Computer based, at home	1 hour	48 hours
Cambridge	Computer or paper, at test centers only	4 hours	2-3 weeks (computer based test)
iTEP	Computer based, at home	90 min	24 hours

Testing Language Proficiency

Slobodanka Dimova,Xun Yan,April Ginther

Testing Language Proficiency:

  Diagnosing Foreign Language Proficiency J. Charles Alderson,2005-08-22 This book addresses the need for tests that can diagnose the strengths and weaknesses in learners developing foreign language proficiency It presents the rationale for and research surrounding the development of DIALANG a suite of internet delivered diagnostic foreign language tests funded by the European Commission The word diagnosis is common in discussions in language education and applied linguistics but very few truly diagnostic tests exist However the diagnosis of foreign language proficiency is central to helping learners make progress This volume explores the nature of diagnostic testing emphasizing the need for a better understanding of the nature of appropriate diagnosis The book starts with a debate about how diagnostic testing might most appropriately be developed Charles Alderson argues that the field has neglected to construct diagnostic tests partly because other forms of testing have dominated the field Alderson examines how proficiency has been diagnosed in the key areas of language reading listening writing grammar and vocabulary The value of self assessment is discussed and exemplified as a key component in developing learners and teachers awareness of the complexity of language learning The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency   **Testing Language Proficiency** Randall L. Jones,Bernard Spolsky,1975   *English Language Proficiency Testing in Asia* Lily I-Wen Su,Cyril J. Weir,Jessica R. W. Wu,2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia s leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies   *English Language Proficiency Assessments for Young Learners* Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young

learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment   *Reviews of English Language Proficiency Tests* J. Charles Alderson,Karl J. Krahnke,Charles W. Stansfield,1987 This guide contains descriptive and evaluative information on 47 major commercially available English as a Second Language ESL tests in current use around the world For each test the following information is provided complete title acronym publication date targeted audience intended purpose scoring method administration type group or individual test length test components costs author s publisher including complete address and telephone number a review which includes a description of the test and discussion of its reliability validity and related issues and test and reviewer s references An introductory section offers guidance on the use of the reviews uses and misuses of testing and purposes of testing placement measuring achievement diagnosis measuring proficiency In addition two sections provide an introduction to ESL proficiency testing in North America and an overview of ESL testing in Britain MSE

   Testing Academic Language Proficiency Marco Mezzadri,2018-01-23 This book focuses on the development of the process of teaching and assessing foreign language competence for study purposes in a pluricultural and plurilingual context It addresses not only the individual who is learning the language for academic purposes LAP but also other stakeholders like teachers schools and universities and external boards such as examination boards for language testing The book highlights an ongoing research project at the University of Parma Italy aimed at developing teaching programs and evaluative tools for language for academic purposes Starting from a reflection upon the nature of language for study purposes stemming from the tradition of English for Academic Purposes it describes the model of an LAP test implemented in Italian secondary schools and universities and shows the findings concerning the performance in the test of both students whose mother tongue is Indo European and those who speak non Indo European languages   *Challenges in Language Testing Around the World* Betty Lanteigne,Christine Coombe,James Dean Brown,2021-02-17 This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world It investigates problematic practices in language testing which are relevant to language test users such as language program directors testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs These issues involve aspects of language testing such as test development test administration scoring and interpretation use of test results Chapters in this volume discuss insights about language testing policy testing world languages developing program level language tests and tests of specific language skills

and language assessment literacy In addition this book identifies two needs in language testing for further examination the need for collaboration between language test developers language test users and language users and the need to base language tests on real world language use **The Construct of Language Proficiency** Ludo Verhoeven,John H. A. L. de Jong,1992-01-01 This books aims to open up new perspectives in the study of language proficiency by bringing together current research from different fields in psychology and linguistics All contributions start out from empirical studies which are then related to applications in language assessment The book also serves as a survey of recent developments in psycholinguistic research in the Netherlands The book starts out with a thorough introduction of international literature on models of language proficiency language development and its assessment Section 1 deals with first language proficiency and addresses such problems as grammar in early child language grammatical proficiency and its in variance across a range of ages reading abilities and writing skills Section 2 focuses on multilingual proficiency and deals with test bias in relation to the background of the second language learner bilingual proficiency in ethnic minority children the development of the second language learner lexicon communicative competence of school age children in the context of second language learning the assessment of foreign language attrition and the dimensionality in oral foreign language proficiency *English Language Proficiency Assessments for Young Learners* Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment Language Testing Reconsidered Janna Fox,Mari Wesche,Doreen Bayliss,Liying Cheng,Carolyn E. Turner,Christine Doe,2007-06-01 Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception Anyone who is working in studying or teaching language testing should have a copy of this book The information discussions and reflections offered within the volume address major developments within the field over the past decades enlivened by current takes on these issues The real value of this collection however lies in its consideration of the past as a means of defining the future agenda of language testing Published in English *Issues in Language Testing* J. Charles Alderson,Arthur Hughes,1981 A symposium focusing on problems in the assessment of foreign or second language learning

brought seven applied linguists together to discuss three areas of debate communicative language testing testing of English for specific purposes and general language proficiency assessment In each of these areas the participants reviewed selected papers on the topic reacted to them on paper and discussed them as a group The collected papers reactions and discussion reports on communicative language testing include the following Communicative Language Testing Revolution or Evolution Keith Morrow and responses by Cyril J Weir Alan Moller and J Charles Alderson The next section on testing of English for specific purposes includes Specifications for an English Language Testing Service Brendan J Carroll and responses by Caroline M Clapham Clive Criper and Ian Seaton The final section on general language proficiency includes Basic Concerns in Test Validation Adrian S Palmer and Lyle F Bachman and Why Are We Interested in General Language Proficiency Helmut J Vollmer reactions of Arthur Hughes and Alan Davies and the subsequent response of Helmut J Vollmer MSE

Fundamental Considerations in Language Testing Lyle F. Bachman,1990-06-14 Offers a discussion of the basic concerns which underlie the development and use of language tests Presenting a synthesis of research on testing this book is useful for students on teacher education courses It is also helpful for those professionally involved in designing and administering tests acting as a complement to how to books   Dictionary of Language Testing Alan Davies,1999-04-22 This Dictionary of Language Testing contains some 600 entries on language assessment   **Index of Personnel Tests and Measures** United States. Department of the Army,1976   **New Directions in Language Testing** Y. P. Lee,1985   *Second Language Proficiency Assessment* Pardee Lowe,Charles W. Stansfield,1988   **Language Testing And Evaluation: An Introductory Course** Desmond Michael Allison,1999-06-01 The book brings together two related fields language testing and language programme evaluation in a way that no single introductory text has done and seeks to encourage closer relations between the two in both academic curricula and professional practice It introduces readers not just to basic concepts but to some of the major social educational and research concerns and activities that characterise language testing and evaluation The book can serve either as a basic text for a taught course or as independent reading in self study mode All chapters include suggestions for further reading and discussions frequently point towards possible explorations in classroom research and practice A glossary of key concepts and a select annotated bibliography are provided   Make Your Own Language Tests Brendan J. Carroll,Patrick J. Hall,1985   Language Testing Timothy Francis McNamara,2000-02-10 This book offers a succinct theoretical introduction to the basic concepts in language testing in a way that is easy to understand In the Japanese context this book is highly recommended for university faculty members involved in obtaining assessment literacy teachers who want to validate their exploratory teaching and testing or applied linguistics students new to the language testing field The book is divided into four main sections The first provides an overview of the principles of language testing The next contains short extracts from the testing literature with questions which stimulate further thinking Section 3 is a list of references with brief annotations and Section 4 a glossary of referenced testing terms   **Local 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

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