

Index

A

- accuracy
 - CEF criteria 71, 72–74
 - grammatical 125
 - pronunciation 11
- ACTFL speaking scale
 - advantages of 68
 - behavioural rating scale 67–68
 - criticisms of 68
 - holistic scale 62
 - interviewer training for 68
 - learner grammar 92
 - level descriptors 63–67
 - ten levels of 62
- activity theory
 - action, mental behaviour as 102–3
 - assessment, as an activity 103
 - CAEL Assessment rationale 131, 132
 - cultural appropriateness 103
 - individualisation, in assessment 103
 - speaker interactions 131
- Alderson, J.C. ix–xi, 60, 85, 113, 114, 182
- American Council for the Teaching of Foreign Languages *see* ACTFL speaking scale

- analytic rating scales
 - CEF scales 71, 72–74
 - criteria, number of 80
 - learner grammar 92–93
 - Melbourne diagnostic scales 76
 - TSE scale 68
 - see also* rating scales
- applied linguistics
 - description of speech x, 9
 - discourse analysis 22
- Austin, J.L. 33
- authentic materials 97

B

- Bachman, L.F. ix–xi, 31, 35, 42, 43, 51–52, 68, 69, 97–101, 103, 106, 107, 108, 109, 113, 114, 126, 176, 182, 184
- Bardovi-Harlig, K. 90, 92
- behavioural rating scales
 - ACTFL scale 67–78
 - CEF scale 71, 72–74
- Bejarano, Y. 39
- Berns, M. 109–11
- Berry, V. 37, 46
- Brindley, G. 57, 59

202 ASSESSING SPEAKING

Brown, A. 26, 38, 40, 46, 76–77, 93,
 103, 160, 161, 171
 Brown, G. 10, 13–14, 22–23, 24, 31, 33,
 44, 46–47, 85
 Brown, J.D. 174, 176, 179, 183, 184
 Brown, P. 27
 Bygate, M. 20, 32, 33, 103–7, 126–27

C

CAEL Assessment (OLT)
 tape-based simulation task 153–55
 task-based approach 42
 test specification for 127–32
 Cambridge Business English
 Certificate 151
 Cambridge Certificate in Advanced
 English 36, 148
 Cambridge Certificate of Proficiency
 in English 36
 Cambridge First Certificate in English
 36
 Canadian Academic English Language
 Assessment *see* CAEL
 Carter, R. 15, 16, 22
 CEF (Common European Framework)
 criteria 33, 71–75
 levels, number of 80
 pragmatic skills, composition of 90
 speaking scales
 analytic criteria 71, 72–74
 behavioural rating scale 71, 72–74
 illustrative descriptors 71
 learner grammar 92–93
 qualitative methods for
 development of 84
 Rasch model, use of 86
 task-specific scales 71, 75
 certification exams 1, 3
 Chafe, W. 12
 Chalhoub-Deville, M. 86
 Channell, J. 17
 Chapelle, C. 109–11
 chatting 22–23

CLA model (communicative language
 ability)
 affective factors 98
 functional knowledge 99–100, 126,
 136
 grammatical knowledge 99, 100,
 126, 136
 hypothesised components of
 language, interaction between
 97–99
 language abilities 101
 language knowledge, areas of
 98–99
 language use situation,
 characteristics of 101
 multitrait-multimethod study 99
 organisational knowledge 99, 100
 personal characteristics 98
 pragmatic knowledge 99, 100
 sociolinguistic knowledge 100–101,
 126, 136
 strategic competence 98, 99, 137
 tests, theoretical anchor for 108–9
 textual knowledge 99, 100, 126,
 136
 topical knowledge 98
 Clark, J.L.D. 62, 83
 classroom end-of-course test,
 example test specification
 assessment procedures 122–23
 background 122
 construct, description 124–25
 construct definition 121–22
 models of language ability, relating
 to 126–27
 Clifford, R.T. 62
 COE model, of communicative
 language use in academic
 contexts
 anchoring function of 110–11
 context 100, 109, 110, 111
 internal operations 109, 110, 111
 cognition 102–3

- coherence
 - CEF criteria 71, 72–74
 - thematic linking 15, 16
 - Common European Framework of*
reference see CEF
 - communication-oriented tasks 187
 - communicative competence 97
 - communicative functions *see*
 functions, communicative
 - communicative language ability *see*
 CLA model
 - communicative syllabuses 33
 - comparing and contrasting tasks
 - concepts 148
 - demands of 147–48
 - fairness concerns 148
 - paired interview 146–47
 - conjunctions 12, 14, 16
 - construct definition
 - activity theory 132
 - communication-oriented 162–63,
 185
 - descriptive 120
 - fluency, definition of 125
 - grammatical accuracy levels 125
 - interpersonal and
 communication skills 125–26
 - level distinctions 135
 - monologic tasks 135
 - performance criteria, indicators
 of 124–25, 135–36
 - pronunciation, intelligibility of
 125
 - social contexts, interactions in
 135
 - tasks 124, 135
 - test description 124
 - evidence of implementation of
 185–86
 - linguistically orientated 162, 163,
 185
 - models of language ability, relating
 to 120–21, 126–27, 131, 136–37
 - rating criteria, link with 59, 80–81,
 127, 132, 186
 - reliability 186
 - situation-based 163, 185
 - summary 121–22, 127–28, 132–33
 - task design 41–42, 57
 - test purpose 132, 185
 - washback effect 186
 - construct validity 7, 28
 see also validity
 - contexts of language use 30, 42,
 67–78, 155
 - conversational maxims 26, 33
 - correlation coefficients 182–84
 - criterion-referenced tests
 - correlation coefficients and SEM,
 appropriateness of 183–84
 - rating scales 81–82
 - Cronbach, L.J. 183
 - cross-tabulation, of scores 180–82,
 184
 - culture 102
 - cut scores, setting 173–74, 178
 - cycle, of assessing speaking
 - 1-score need 4, 5, 6
 - 2-planning and development 4, 5, 6,
 7
 - 3-quality assurance work 4, 5, 6, 7
 - 4-test administration/performance
 process 5, 6, 7
 - 5-rating/evaluation process 5, 170
 - 6-score use 5, 6
 - diagram shapes, significance of 5–6
 - products of 6–7
- D**
- Davidson, F. 114, 129
 - de Carrico, J. 18
 - decision tasks
 - interactive discussion 151
 - paired interview 150
 - relevance of issues 151
 - Defense Language Institute 56

204 ASSESSING SPEAKING

description tasks
 content, control of 141
 example tasks 139–41
 one-to-one interview 139, 140
 paired task 140, 141
 discourse analysis
 applied linguistics 22
 communicative syllabuses 33
 discourse routines 33, 91
 discourse skills 190
 discourse types 33, 48–49
 documentation
 administration, resources and
 procedures for 56–57
 general instructions 52–53
 interaction outline 54–56
 task instructions 53
 test rubric 51–52
 test specifications 114–15
 Douglas, D. 33, 34, 42, 109

E

EAL *see* English for Academic
 Purposes
 Educational Testing Service (ETS) 34,
 128
 Ek, J.A. van 33
 Elder, C. 46
 Ellis, N. 93
 ELSA *see* English Language Skills
 Assessment (Australia)
 English as a Second Language (ESL)
 (Australia) 108
 English for Academic Purposes (EAP)
 128
 English Language Skills Assessment
 (Australia) 107–8
 Esser, U. 88
 ETS *see* Educational Testing Service
 examiner training
 interviews 55–56, 68
 role-play tasks 26
 see also rater training

explaining and predicting tasks
 aging information, problem of 150
 cognitive demands 149–50
 graphs, appropriateness of 150
 interactive tasks 149
 monologic tasks 149
 tape-based test 148–49

F

Faerch, C. 106
 feedback
 classroom assessment 174
 learning goals as basis for 174–75
 mechanisms for 189–90
 rating forms 172, 175, 178, 179, 188,
 189
 as two-way process 175
 fluency
 CEF criteria 71, 72–74
 definitions of 88, 125
 lexical phrases 18–19
 pragmatic 90–91
 rating scales 86, 89
 smallwords 19, 88–89, 106–7
 speech, temporal aspects of 89
 Foster, P. 46
 Fox, J. 128, 131
 Frawley, W. 68
 Freed, B. 88, 89
 Fulcher, G. 39, 86, 87–88t, 88, 89, 177
 functional knowledge 68, 99–100, 126,
 136
 functional syllabuses 33
 functions, communicative
 macrofunctions 33, 48–49
 microfunctions 33–34

G

gambits and strategies 91
 Generalisability theory 184
 Grabe, W. 109–11
 grammar
 rating scales for 92–94

- spoken
 assessment, implications for 27–28
 coherence 15, 16
 idea units, *versus* sentences 12, 15–16
 number concord 14
 pausing 13
 planned and unplanned speech 12–13
 proficiency judgements 11–12
 reformulation 14
 repetition 14, 18
 ‘rules’ for 16
 syntactic connectors 12, 14, 16
 tails 15–16
 topicalisation 15, 16
 turn structure 14, 15
 vocabulary 14
- grammatical knowledge 99, 100, 126, 136
- Greenbaum, S. 15
- Grice, J.P. 26, 33
- group interaction tasks
 administrative difficulties 39
 classroom assessment 39
 length of time for 39
 see also paired tests/tasks
- Grove, E. 76–77, 171
- H**
- Halliday, M.A.K. 100, 109
- Hasselgren, A. 19, 87–88, 89–90, 91, 106–7
- Heaton, J.B. 140
- Henning, G. 176
- heuristic functions 100
- Hill, K. 103
- history file 117, 118
- holistic rating scales
 ACTFL speaking scale 62
 versus analytic rating scales 171–72
 cross-tabulation, of scores 180–82
- learner grammar 92–93
 National Certificate Scale 60–62
 TSE scale 68
- House, J. 90–92
- Hudson, T. 174, 176, 184
- Hymes, D. 24–26, 30, 97, 101, 109
- I**
- idea units, *versus* sentences 12, 15–16
- ideational functions 100
- IELTS speaking scales 84–85
- ILR *see* Interagency Language Roundtable
- imaginative functions 100
- information-related talk
 focus on 31–32
 information-oriented tasks 24
 information-structuring skills 23
 teachability of 23
- instruction tasks
 live *versus* tape-based tasks 146
 one-to-one interview 144
 paired interaction test 145–46
- instructions, examinee 29, 52–53, 168–69
- inter-rater agreement
 quantitative methods 86
 reliability 179–80
 stand-alone *versus* integrated tests 44
- interaction, spoken
 assessment of 27–28
 openness of meanings in 21
 as shared and individual 20
- interaction criteria (CEF) 71, 72–74
- Interagency Language Roundtable (ILR) scale 62, 83
- internal consistency *see* inter-rater agreement
- International English Language Testing Service *see* IELTS
- interpersonal meaning 15, 16

206 ASSESSING SPEAKING

interview tests
 description tasks 139, 140
 design of 3–4
 instruction tasks 144
 interlocutor
 effect of 35, 38
 training of 55–56, 68
 see also paired tests/tasks
 intonation 11
 item response theory (IRT) 86, 184
 iterative specification-writing model
 129
 Iwashita, N. 37, 137

J

James, A. 10
 Jamieson, J. 111
 Jones, R. 24

K

Kärkkäinen, E. 92
 Kasper, G. 90, 92, 106
 Kenyon, D.M. 45
 Key English Test 36
 Koponen, M. 88
 Kramsch, C. 68

L

language abilities 3, 101
 see also CLA model
 language knowledge, areas of 98–99
 language laboratory tests 2
 language skills
 COE model 111
 construct-based approach 41–42
 language abilities 101
 see also speech as process model
 Lantolf, J.P. 68, 102, 131
 Larsen-Freeman, D. 11
 Lazaraton, A. 35
 Leather, J. 10
 Lennon, P. 89
 Levinson, S.C. 27

lexical phrases, and fluency 18–19
 Lier, L. van 35
 Linacre, M. 184
 live *versus* tape-based tasks/tests
 efficiency of administration 45, 57
 instruction tasks 146
 interaction *versus* production 44–45
 monologic tasks 44–45
 open-ended tests 49
 rating process, design of 171–72
 reacting in situations tasks 158
 skills tested 45
 structured speaking tests 51
 task development 168
 Long, M. 11
 Lumley, T. 26, 40, 103
 Lynch, B. 114, 129, 138
 Lynch, T. 39

M

macrofunctions 33, 48–49
 manipulative functions 100
 materials
 importance of 53
 picture-based tasks 53–54
 task trialling 54
 text-based tasks 54
 writing 165, 166
 McCarthy, M. 15, 16, 22
 McDowell, C. 108
 McKay, P. 108
 McNamara, T. 38, 40, 93, 155, 184
 Melbourne diagnostic scales
 analytic rating scales, numeric
 76–78
 rater agreement 76
 rater descriptors, unpublished 77
 task-related criteria, as relatively
 broad 78
 microfunctions
 categories of 33–34
 communicative syllabuses 33
 language use situations 34–35

- macrofunctions 33
- notional/functional syllabuses 33
- speech acts 33
- Milanovic, M. 86
- modal forms 92
- monologic tasks 44–45, 135, 144, 149
- Morley, J. 10
- multifaceted item response theory 86, 184
- multidimensional scaling 86
- multitrait-multimethod study 99
- Murray, N. 85
- N**
- narrative tasks
 - paired interaction task 142–43, 144
 - personal stories, avoiding 144
 - tape-based test 141
- National Certificate Scale (Finnish) 60–62, 133
- Nattinger, J. 18
- Nikula, T. 19
- Norris, J.M. 42, 46
- North, B. 59, 60, 62, 84
- Nunan, D. 30–31, 40
- O**
- Occupational English Test 155–56
- Ochs, E. 12
- O'Loughlin, K. 45
- open-ended tasks 135
 - discourse types 48–49
 - individual and paired tasks 48–49
 - role-play and simulation 49
 - semi-structured tasks 49
 - versus* structured tasks 47–48
- oral-literate language continuum 13
- Oral Proficiency Interview 48, 56
- organisational knowledge 99, 100
- O'Sullivan, B. 37
- P**
- paired tests/tasks
 - benefits of 36
 - comparing and contrasting tasks 146–47
 - decision tasks 150
 - description tasks 140, 141
 - efficiency 187
 - examinee responsibility 187–88
 - format of 36–37
 - instruction tasks 145–46
 - making more effective 188
 - meaning, co-construction of 190–91
 - narrative tasks 142–43, 144
 - open-ended tasks 48–49
 - personality, effect of 37–38
 - realism 187
 - role-plays and simulations 151–52
 - spoken interaction test 123
 - task examples 36–37
 - tasks and materials,
 - appropriateness of 188
 - validity 37–38
- Palmer, A. 31, 51–52, 97–101, 103, 106, 107, 108, 113, 114, 126, 176
- Pavlenko, A. 102
- Pawley, A. 18
- Pearson product-moment correlation 182
- peer evaluation 2–3, 189
- Pennington, M.C. 10
- personality, effects of 37–38
- Phone Pass 50
- picture-based tasks 53–54, 140, 141, 142–43, 144, 147–48
- picture selection and creation 167
- Pienemann, M. 93–94
- planning and development 4, 5, 6, 7
- Pollitt, A. 85
- Popham, W.J. 174
- pragmatic force modifiers 19
- pragmatic knowledge 90–92, 99, 100
- Preliminary English Test 36
- probability theory 86

208 ASSESSING SPEAKING

processability theory 93–94
 proficiency tests
 example test specification
 assessment context 133–34
 assessment procedures 134–35
 background 133
 construct definition 132–33
 construct description 135–36
 models of language ability,
 relating to 136–37
 grammar 11–12
 language abilities 3
 structured speaking tasks 162
 pronunciation
 accuracy 11
 intelligibility 125
 native speaker standards for 9–10
 reading aloud 50
 Pychyl, T. 128

Q

quality assurance work 4, 5, 6, 7
 Quirk, R. 15

R

range criteria (CEF) 71, 72–74
 rank order correlations 182
 Rasch, G. 86
 Rasch model, of IRT 86
 rater training 177–78
 rating checklists 78–79, 172, 175, 178,
 179, 188, 189
 rating scales
 boards' reluctance to publish 60
 concreteness and practicality 81
 construct definition, link with 59,
 80–81
 criteria, number of 80
 existing scales, using as a basis 82
 fluency 87–91
 intuitive methods 82, 83–84
 learner grammar 92–94
 levels, number of 80

norm- *versus* criterion-referenced
 81–82
 pragmatic skills 90–92
 qualitative methods
 consensus building, empirical
 approach to 84
 level descriptors, and use of
 expert judgements 84
 performance samples, use of
 84–85
 quantitative methods
 fluency rating scale 86
 inter-rater agreement 86
 item response theory 86
 scale validation 86
 statistical expertise 85–86
 rater- *versus* examiner-oriented 60,
 68, 70
versus scores 59
 skill level descriptors, rules for
 writing 82–83
 tasks 171
 varied interpretations of x
see also ACTFL speaking scale;
 analytic rating scales; CEF,
 speaking scales; holistic rating
 scales; IELTS speaking scales;
 Melbourne diagnostic scales;
 National Certificate Scale; TSE,
 speaking scale
 reacting in situations tasks 49
 artificiality 158
 mini-simulation, benefits of 158
 tape-based test 157–58
 Read, J. 17
 real-life tasks *see* target tasks
 reliability
 benchmark tape 178
 consistency of procedures 178
 construct definition 186
 correlation coefficients 182–84
 cross-tabulation, of scores 180–82,
 184

- cut scores, setting 173–74, 178
- defining 176
- Generalisability theory 184
- inter-rater reliability 179–80
- intra-rater reliability 179
- meaning of 7
- multit-faceted item response theory 184
- parallel form reliability 180
- rater training 177–78
- subjectivity, reducing 179
- test usefulness 175–76
- reporting, of scores *see* score reporting
- Reves, T. 39
- Richards, J.C. 10
- Rintell, E.M. 24
- Robinson, P. 42, 46
- role-play tasks
 - context-based tasks 155
 - demands of 156–57
 - examiner differences 26
 - learning-related assessment 157
 - open-ended tasks 49
 - paired interaction task 151–52
 - pedagogic *versus* target tasks 40–41
 - roles, familiarity of 152–53
 - situation-based design 156–57
 - skill flexibility 157
 - task structure 155
 - versatility 153
 - see also* simulation tasks
- role relationships 26–27
- routines
 - discourse 33, 91
 - information 104, 105
 - interaction 104, 105
 - storytelling 24
- S**
- Salisbury, T. 92
- Savignon, S. 35, 68
- Schiffrin, D. 22
- score need 4, 5, 6
- score reporting
 - cut scores, setting methods 173–74, 178
 - feedback 174–75
- score use 5, 6, 123
- self-assessment 2–3
- SEM *see* standard error of measurement
- semi-structured tasks 49
- Shavelson, R.J. 184
- Shohamy, E. 39
- simulation tasks
 - performance testing, strong *versus* weak 40–41
 - tape-based task 153–55
 - target tasks 26, 40
 - teacher's activity plan for 155–56
 - see also* role-play tasks
- Skehan, P. 46
- slips and errors 19
- smallwords, use of
 - fluency 19, 88–89
 - speaking as process model 106–7
- Smith, J. 33
- social situations 24–26
- sociocultural theory 102–3
 - see also* activity theory
- sociolinguistic knowledge 100–101, 126, 136
- SPEAKING framework
 - acronym key 25–26
 - context, definition of 30
 - task, definition of 30–31
 - use of 24–26
- speaking scales *see* rating scales
- Spearman rank order correlation 182
- specific purpose tests 42, 163
- specs *see* test specifications
- speech, difficulty assessing ix–x
- speech act theory 33
- speech as process model
 - achievement strategies 106, 127
 - agenda management 127

210 ASSESSING SPEAKING

- speech as process model (*cont.*)
 compensation skills 105, 106
 explicitness skills 104, 105
 facilitation skills 105
 grammar/pronunciation/
 vocabulary 126–27
 information routines 104, 105
 interaction management skills 104,
 105
 interaction routines 104, 105
 knowledge *versus* skill 104
 learner communication strategies
 106
 learner-related assessment 106–7
 message planning skills 104, 105
 negotiating meaning 127
 planning stage 104, 105
 procedural skills 104, 105
 processing and reciprocity 20, 104,
 106, 137
 production stage 105–6
 reduction strategies 106
 selection stage 104, 105
 smallwords, use of 106–7
 speaking-specific model 103–4
 spoken grammar *see* grammar, spoken
 standard error of measurement (SEM)
 183–84
 standard setting 173–74, 178
 Stansfield, C.W. 45
 storytelling skills 24
 strategic competence 98, 99, 137
 stress 11
 structured tasks 135
 comparability 50
 factual short-answer questions 50,
 159
 proficiency tests,
 basic/intermediate level 162
 reacting to phrases 50–51, 161–62
 reading aloud tasks 50, 159–60
 sentence completion 50
 sentence repetition 50
 short-answer questions 161
 situations, appropriateness of 162
 telephone-mediated task 159
 uses of 158–59
 Swain, M. 36, 109
 Syder, F.H. 18
- ## T
- tails 15–16
 talk, purposes of
 chatting 22–23
 information-related talk 23–24
 Tannen, D. 13
 tape-based testing
 assessment procedures 134
 description tasks 140
 explaining and predicting tasks
 148–49
 narrative tasks 141
 rating process 171
 reacting in situations tasks 157–58
 simulations 153–55
 structured speaking tasks 159,
 161–62
 see also live *versus* tape-based
 tasks/tests
 target tasks 3, 26, 40–41
 task design
 assessment criteria, wording and
 conceptualisation of 43
 communicative functions 32–35
 components of 29
 construct- *versus* task-based
 approach 41–42, 57
 informational talk, focus on 31–32
 interview format 35–36
 language use contexts 42
 live *versus* tape-based test mode
 44–45
 paired tasks 36–38
 pedagogic *versus* target tasks
 40–41
 scores, intended use of 42

- stand-alone *versus* integrated
 - assessment 43–44
- test description, wording of 42
- test purpose 163
- validity evidence 43
 - see also* construct definition
- task difficulty 45–47, 57
- task documents *see* documentation
- task materials *see* materials
- task-specific scales 75, 191 71
- task specifications
 - content of 164
 - description task example 164–65
 - parallel tasks 165
 - see also* test specifications
- task types, overview of 47–51
- task writing 165–66
- test administration/performance
 - process 5, 6, 7
- Test of English as a Foreign Language (TOEFL) 128
- Test of Spoken English *see* TSE
- test purpose 132, 139, 163
- test purpose document 6–7
- test specifications
 - aim of 118
 - assessment context 119, 122–23, 129, 133–34
 - assessment procedures 119, 122–23, 134–35
 - construct definition 120–22, 127–28, 132
 - construct description 120, 124–26, 135–36
 - content of 113–14
 - documentation format 114–15
 - end-of-course classroom test example 121–27
 - models of language ability, relating to 126–27, 131, 136–37
 - modular approach
 - assessment specifications 117–18
 - construct specifications 116–17
 - history file 117, 118
 - task specifications 117
 - practical advantages of 138
 - coherence of test system 115
 - collaboration 116
 - theoretical underpinnings, awareness of 115–16
 - proficiency test example 132–37
 - readerships, tailoring for 114
 - university entrance test example 127–32
- test usefulness 175–76
- textual knowledge 99, 100, 126, 136
- thematic fronting 15, 16
- thematic orientation 132
- theoretical models
 - referencing speaking tests 96
 - scoring categories, sources of 108–9
- test-based model creation 109–12
- as theoretical anchors
 - eclectic approach 107
 - ELSA test example 107–8
 - ESL bandscales example 108
- Thomas, J. 27
- TOEFL (Test of English as a Foreign Language) 128
- topical knowledge 98
- topicalisation 15, 16
- Towell, R. 18
- trialling 54, 166
- true scores 183
- TSE (Test of Spoken English)
 - explaining and predicting task 149
 - language functions 34–35
 - SEM for 183
 - speaking scale
 - analytic scales 68
 - CLA model 69, 108–9
 - examinee- *versus* rater-oriented descriptors 68, 69, 70
 - five levels of 68–69
 - holistic scales 68
 - tape-mediated test 70

212 ASSESSING SPEAKING

turn continuity 91
 turn structure 14, 15
 two-by two tests 1

U

university entrance test, example test
 specification
 analytic rating scale 130–31
 assessment context 129
 background 128–29
 communicative effectiveness total
 score, diagnostic use of 130–31
 construct definition 127–28, 132
 models of language ability,
 relationships to 131
 task design, academic language use,
 focus on 130

V

vague words 17–18
 validity
 defining 184–85
 ensuring 185–86
 paired tasks 37–38
 test usefulness 175–76
 see also construct definition
 vocabulary 14
 see also word use
 Vygotsky, L. 102

W

washback effect 186
 Webb, N.M. 184
 Weir, C. 37, 87, 162
 Wigglesworth, G. 45, 46
 Wilkins, D.A. 33
 word use, spoken
 assessment, implications for
 27–28
 fillers 18
 fixed phrases 18
 hesitation markers 18
 precision and richness, *versus*
 ordinariness 16
 specific and generic words 17–18
 speech typical phrases and
 expressions 17
 studies of 18–19
 vague words 17–18
 see also smallwords

Y

Yule, G. 10, 31, 33, 46

Z

Zumbo, B. 128