

Cambridge University Press

0521585430 - Assessing Languages for Specific Purposes

Dan Douglas

Index

[More information](#)

Index

- ability
 - distinguished from performance 14, 19, 21
 - inferences about 20–1, 88
 - interaction with task characteristics 14, 17–18
 - language 20, 21
 - levels 15–16
 - ranking 15–16
 - threshold of language 30–3, 34–6, 89, 90, 159–60
 - in TLU and in LSP tests 14–15, 67
 - see also* communicative language ability (CLA); specific purpose language ability
- Abraham, R. 14–15, 166
- academic purposes 2, 3, 129
 - tests for admission to programs 145–54, 200–18
- activity-oriented interactions 155
- adaptive tests 64
 - see also* computer adaptive tests (CATs)
- Adult Migrant English Service, New South Wales 219
- air traffic control
 - English language test 1, 14, 27, 55, 178–88
 - officers (ATCOs) 180
- phraseology 179, 185
- Alderson, J. C. 25, 71, 110, 249, 252, 253, 256, 259–60, 271, 273
- appeals for assistance 82
- appropriateness of response, authenticity and 16–17, 43
- assessment
 - alternative 243, *see also* portfolio assessment
 - characteristics of 48, 52, 53, 67–71, 74, 90, 91
 - compared with evaluation 53, 71
 - descriptive profiles 159–60
- assessment criteria
 - devising TLU-relevant 279–80
 - precise definition of 16, 111, 188, 245, 281
 - standardization of 244
- see also* indigenous assessment criteria
- assessment processes, of discourse 29, 35, 67, 78, 79, 80–1
- Associated Examining Board 14
- Asturias, H. 242
- attention variation 45
- audiotapes 274, 275
- Australia 99, 154, 175, 200, 219
 - English language ability of immigrant health professionals to 131–44

300 INDEX

- Australian English 135
- Australian Second Language Proficiency Ratings 270
- authentic text, distinguished from genuine 17, 57, 58, 73
- authenticity 14, 16–18, 22 example 250
- interactional 17–18, 58, 63, 88, 90, 112, 114, 125–6, 200, 246, 249, 277, 279
- level of 57–8, 63, 130
- situational 17, 18, 58, 63, 88, 90, 112, 114, 125–6, 245, 246, 249
- of task 2, 4, 6–7, 47
- uses of term 16–17
- avoidance 82
- Bachman, L. F. 10, 13, 15, 18, 22, 33, 40, 47, 48, 50, 55, 60, 63, 64, 71–2, 77, 79, 82, 110, 113–14, 249, 256, 269
- Language Testing in Practice* 12
- background knowledge *see* knowledge, specific purpose background
- Barber, C. 273
- Beckman, H. 93, 94
- Bennett, R. 269
- Bialystok, E. 79
- Birmingham University, MedWeb 262–5
- Bley-Vroman, R. 97
- Briggs, S. 274
- Brigham Young University, *Montevidisco* 274, 275
- British Council 145, 179, 200
- Brown, A. 175, 176, 178, 280
- Brown, G. 59
- Brown, J. D. 244, 256
- business
 - English for 4–5, 84, 129, 168–75, 189–200, 227–32, 283
 - Spanish for 284–5
- Business English Performance Test (BEPT)* 283
- Butler, F. 247
- Cambridge Examination in English for Language Teachers (CEELT)* 284
- Cambridge University Local Examinations Syndicate 6, 30–3
- Canale, M. 259, 275
- 'Theoretical bases of communicative approaches to second language teaching and testing' 9
- capacity 9, 10
- Carol, example of strategic competence 84–7
- Carroll, B. J. 110, 145
- Carroll, J. B. 48
- Cascallar, E. 25–6
- case study, extended 190, 245
- Cazden, C. 93
- CD-ROM 274
- Certificate in Business Language Competence (CBLC)* (Royal Society of Arts), German reading 227–32
- Certificate in English for International Business and Trade (CEIBT)* 168–75
- listening task 171–5
- speaking task 168–71
- Certificate of Proficiency in English (CPE)* (UCLES) 2, 6
- Certificate/Diploma in Spanish for Business* 284–5
- Chapelle, C. 21–2, 24, 25, 28, 76, 78, 79, 269, 271
- Chauncey Group 232
- chemistry class example of TLU situation 100–9
- Chomsky, N. 26
- Clapham, C. 30–3
- Clark, J. 48
- classical item analysis 255
- cloze tests 56, 111
- Cohen, A. 243, 244, 256
- colloquial language 135, 141, 279
- commentary, value of untrained participant 94
- common words, used technically 97
- communication strategies 76–7, 79–84 definitions of 79 types of 79–84
- communicative competence 26–9, 33–4 and communicative success 26–8 need for a richer model of 96

- communicative function, of technical language 7–8, 19
- communicative language ability (CLA) 1, 3, 9, 10, 22, 25–6, 89
 - components of 28
 - engaging 278–9
- communicative language testing 1, 9–10, 278
 - definition 22
 - and LSP testing 9–10, 11–12, 22
- Communicative language testing* (Weir) 9–10
- communicative tests 9–10
 - defined 9–10
- compact disks 248, 274, 275
- competence
 - general purpose language 1
 - specific purpose language 1
- see also* communicative competence; strategic competence
- computer adaptive tests (CATs) 64, 268–70
 - item response theory (IRT) in 275–6
- computer assisted language testing (CALT) 270–1
- computer databases of corpora *see* corpora
- computer technology *see* technology
- concordancers 272–3
- Condon, W. 244
- connectives, use of 98
- Conrad, S. 272–3
- construct definition 36–40, 67, 69–70, 74, 88–9, 111, 119
 - interactionist view 24
- constructed response items 270, 271
- context 41–74
 - characteristics 14, 18, 19–20, 96
 - constrains language choice 21–2, 25
 - external and internal 44, 45, 79–80, 89, 90
 - language performances vary with 6–7, 88, 281–2
 - and language use 13–14
 - linguistic 42
 - situational 42
- as a social/psychological construct 43–4, 45–6
- use of term 42–7
- see also* setting; specific contexts of use; target language use (TLU)
- context-based research 95–6, 126
- contextual enrichment 59–62, 89, 90
- contextualization cues 34, 44–5, 71, 73, 75–6, 89, 277
 - interpretation of 45–7
- control of execution 29, 35, 78, 79, 82–4
- Corbel, C. 270
- Corder, S. P. 79
- corpora, of field specific discourse 271–4
- corpus analysis tools 272–3
- CPE *see Certificate of Proficiency in English*
- CR tests *see* criterion-referenced (CR) tests
- criteria for correctness 52, 53, 67–9, 70, 71, 74, 111–12
- criterion-referenced (CR) tests 15–16, 71, 255
- Criterion-Referenced Language Test Development (CRLTD) Workshop 109
- Cronbach's alpha method 255
- cultural references 82, 135, 141, 144, 252, 279
- Dai-job, web-based English test 260
- Davidson, F. 18, 33, 109, 110
- Davies, A. 11
- Denzin, N. 94
- detail, level of 36, 37
- dictation test 82–3
- digitally generated sound 248
- Diploma in Public Service Interpreting (DPSI)* 285–6
- discourse analysis 68, 273
- discourse domains 34, 35, 41–74, 89
 - defined 45–7
 - engagement of appropriate 46–7, 65, 66, 73, 80–1, 89, 112
- domains of language use 13
- Dorr-Bremme, D. W. 44

302 INDEX

- Douglas, D. 28, 46–7, 68, 69–70, 76, 95–6
- Dubetz, N. 242
- Dudley-Evans, A. 2, 61, 273
- Educational Council for Foreign Medical Graduates, US, *Test of Spoken English* 281
- Educational Testing Service (ETS) 1, 6, 14, 83, 161, 232, 268, 269, 274, 276
- Eignor, D. 269
- Elder, C. 98–9, 155, 157, 160, 227
- electronic corpora *see corpora*
- Ellis, R. 42
- ELSA* *see English Language Skills Assessment*
- ELTDU* *see English Language Teaching Development Unit*
- ELTS* *see IELTS*
- English
 - for air traffic control 1, 14, 27, 55, 178–88
 - for business purposes 4–5, 168–75, 189–200, 227–32, 283
 - imaginative function of 223
 - manipulative function of 223
 - vocational and academic *see academic purposes; vocational purposes*
- English Competence* (US College Entrance Examination Board) 2–3
- English Language Skills Assessment (ELSA)* 219–23, 281
 - reading and writing task 220–3, 250, 277, 279
- English Language Teaching Development Unit (ELTDU) test 4*
- English Language Testing System (ELTS)*
 - see IELTS*
- enrichment, contextual 59–62, 89, 90
- environment, testing 48
- Erickson, F. 43, 44, 45
- error-recognition tasks 255
- essays 111
- ethnography 93–4
 - grounded *see grounded ethnography*
- European Civil Aviation Conference 179
- European Organisation for the Safety of Air Navigation, EUROCONTROL 178–9
- evaluation, compared with assessment 53, 71
- evaluation criteria
 - explicit and implicit 53, 67
 - and procedures 16, 48, 50, 53, 72–3, 112
- execution, control of *see control of execution*
- expected response 48
 - characteristics of the 51–2, 62–3, 73–4, 90, 91, 112
 - failure of 62
 - format of 51, 62–3, 73
 - recording 249
 - types of 52, 63, 73
- experts *see specialists*
- Explorations in applied linguistics* (Widdowson) 16–17
- factor analysis 256
- Fagundes, R. 83
- feedback 63–7
 - simulation of 64
- field specific discourse, corpora of 271–4
- field specificity 30–3, 34, 36, 88, 90, 113, 248, 281
- Foreign Service Institute (FSI) 142
- form and content 42, 60–1, 89, 90
- Frankel, R. 93, 94
- Fulcher On-line, Resources in language testing page 261–2
- functional knowledge 28, 35, 252
- Gale, L. 274
- gap-filling tasks 111
- General Medical Council 280–1
 - Temporary Registration Assessment Board (TRAB) examination* 3–4
- general purpose language tests 1, 11–15, 19, 280–2
 - aims 11
 - objectives 11

- generalizability 11–15, 19, 27–8, 119
 theory techniques 255–6
- genres 43, 61–2, 89, 90, 241, 245
- genuine text, distinguished from
 authentic 17, 57, 58, 73
- German business language 228–32
- gestures 82
- goal setting 29, 35, 78, 79, 81
- grammar 273
- grammatical choice 98
- grammatical knowledge 28, 31–2, 35
- grounded ethnography 10, 93–5, 126, 127
 commentary in 94–5
 defined 93
- grounding, concept of 94
- Gumperz, J.J. 44
- Hamp-Lyons, L. 244
- Hawaii University, QuizCenter 262
- Heaton, J. 249
- Henning, G. 25–6, 270
- Herter, R. 243
- Hornberger, N.H. 26–7, 43
- Huckin, T. 99–100
- Hudson, T. 244, 256
- Hughes, A. 110, 249
- Hymes, D. 10, 26, 59
 ‘On communicative competence’ 9, 33
- SPEAKING mnemonic 42–3, 71
- IELTS* *see International English Language Testing System*
- Iles, D. 222
- impact 112, 114, 246, 249, 255
 example 250
- indigenous assessment criteria 10, 68–70, 95, 241, 242, 279
 in portfolio assessment 243
 and subject specialist informants 99
 types of 68–9
- inferences 14, 19, 20–2, 88
 and evaluation criteria 53–4
 making appropriate 20–1
- input 48, 55
 aspects of 55–62
 characteristics of 51, 55–62, 73, 90, 91, 112, 176
 characteristics of interaction with
 response 63–7, 74, 90, 91
 compared with rubric 55
 engagement of test takers in 58–62
 nature of LSP test 277–8
 producing materials 249
 rich 59–62, 89, 90
- input data 55, 56, 57–62, 73
 delivery format 276
 format and specificity of 57–8, 73, 93, 245
 level of authenticity 57–8, 74
 manipulation or adjustment of 58
 and specialization bias 270
 understanding 97
- Institute of Air Navigation Services 14, 179
- intelligibility 134, 279
- interaction, norms of *see* norms of interaction
- interaction between input and response 48
 characteristics of the 52, 63–7, 74
 directness 66–7, 74
 reactivity 63–5, 74
 scope 65, 74
- interactionism 17, 24, 28
- interactiveness, and authenticity 114, 126
- intercorrelations 256
- interface between the external and the internal in LSP use *see* strategic competence
- interlanguage 46, 96
- interlocuter training 131–2, 140, 277
- international business language 84, 129, 168–75
- International Civil Aviation Organisation (ICAO), language of air traffic control 179, 185
- International Development Programme of Australian Universities and Colleges 200

304 INDEX

- International English Language Testing System (IELTS)* 30–3, 54, 145–50, 200–7, 281
- listening task 145–50, 278
- reading task 30–3, 201–4
- writing task 205–7, 256
- international teaching assistants (ITAs) 161
- international trade, use of English in 4–5, 168–75
- interpretation
 - of contextualization cues 45–7, 82–4
 - degree of narrowness of 14
 - of performance 83–4, 87, 112, 276
 - validity of portfolio assessments 244, 245
- interviews 256
- Iowa State University 160
- Italian for language teachers 1, 154–60, 223–7, 279, 281
- item response theory (IRT) 255, 268, 269–70
 - in computer adaptive tests (CATs) 275–6
- Jacoby, S. 68–9, 70, 94, 95
- Japanese Language Test for Tour Guides* 1, 175–8, 199, 277, 280, 281
- jargon *see* technical language
- job analysis 160
- job performance, and language ability 21, 27–8
- Johns, T. 61
- Joint Matriculation Board 150
- knowledge, specific purpose
 - background 2, 7, 22, 29–33, 35, 39–40, 280
 - inferences about 20–1
 - and language knowledge 2, 3, 4, 29–33, 81, 88–90, 282
 - levels of 14, 30–1
 - and specific purpose language ability 7, 20, 22, 88, 90
- see also* language knowledge
- Kohonen, V. 242, 243
- Kramsch, C. 16, 59
- Kuder-Richardson method 255
- laboratory setting 77–8, 101
- language
 - as an object of study, sensitivity to use of 98
 - modalities or variety in context 43, 61, 89, 90
 - qualitative analysis of 256
- language knowledge 2, 20, 23, 25, 29–33, 35
- decontextualized 20, 236
- level of structural 31
- in metacognitive strategies 78
- and specific purpose knowledge 2, 3, 4, 7, 29–33, 39–40, 81, 88, 89, 90, 282
- and strategic competence 28, 33–4
- see also* functional knowledge; grammatical knowledge; sociolinguistic knowledge; textual knowledge
- language proficiency thresholds *see* ability, threshold of language
- language for specific purposes *see* LSP
- language testing
 - concepts 9–18
 - and LSP tests 1
- Language testing in practice* (Bachman and Palmer) 12
- Language Testing Research Colloquium (LTRC) 259
- language use
 - communicative and non-communicative 77–9
 - understanding specialist 97–100
- legal language / legalese 8
- Lewkowicz, J. 18, 33, 47
- Linn, R. L. 251
- listening, specific purpose tests of 38–9, 129–88
- Listening Summary Translation Examination (LSTE) – Spanish* 286–7
- LSP test design 92–128
 - and collaboration with specialists 3, 33, 58, 89, 90
- judgement in 187, 253, 257–9
- see also* test specifications

- LSP test development 246–59
 - constraints on 37, 111, 119
 - features 4
 - guidelines for 34–6
 - operationalization 248–9
 - principles for 93–100, 127–8
 - and technology 259–82
- LSP test material, contextual features 4, 41–74
- LSP testing
 - communicative language testing and 9–10, 22
 - computer assisted 270–1
 - and criterion-referenced testing 16
 - criticism of 1–2, 11, 19
 - and generalizability problem 11–15, 19
 - history of 2–4
 - issues in 277–82
 - justification for 1–23
 - nature of the input 277–8
 - problems of construct definition 36–40
 - resources for 112–13
 - and technology 259–82
- LSP tests 18–22, 283–7
 - compared with general purpose
 - language tests 1, 11–15, 19, 280–2
 - and computer adaptive testing 268–70
 - constraints 9, 10, 22, 111
 - contextualization cues in 34, 44–5, 65, 66, 83–4, 277
 - criteria 3
 - defined 8–9, 18–19, 87–8, 90
 - examples of listening and speaking 129–88
 - examples of reading and writing 189–245
 - focussed language use situation 120, 126
 - framework for analysis in terms of task characteristics 50–71, 72–4, 90, 91
 - on-line 260–8
 - reasons for 6–8, 88, 90, 281–2
 - relation to other types of language tests 8–16
- target behaviors as course content 11
- task characteristics in 47–9
- LUCAS* (Lancaster University Computer Assessment System) 271
- Lumley, T. 99, 140, 277
- Lynch, B. 18, 33, 109, 110
- McCann 179
- McDowell, C. 219–20, 222
- McNamara, T. 16, 21, 56, 68–9, 70, 71, 95, 96, 99, 131, 134, 137, 140, 141, 142, 236–41, 249, 252, 268, 270, 275, 276, 277, 281
- Madaus, G. 244
- mandate 109
- marking *see* scoring
- Marsden, B. 274
- matching tasks 78, 150
- measurement
 - of background knowledge 20
 - of language ability 20
 - of specific purpose language ability 20
- see also* construct definition; validation
- medical setting 3–4, 89, 94–5, 137–40, 280–1
- medium-oriented interactions 155
- MedWeb (University of Birmingham) 262–5
- Melbourne University *see* National Language and Literacy Institute of Australia (NLLIA)
- message-oriented interactions 155
- metacognitive strategies 76–7, 77–9
- metalanguage, teacher's use of 159, 279
- Michigan University English Language Institute 274
- miscommunication 82–3
- modal words, use of 98
- modalities 43, 61, 89, 90
- Montevidisco* (Brigham Young University) 274, 275
- Moya, S. 243, 244
- multimedia applications 247, 248, 274–5

306 INDEX

- multiple-choice tasks 64, 111, 232, 236, 255
 - and computers 260, 268, 276
- Myers, R. 68, 69–70
- National Language and Literacy
 - Institute of Australia (NLLIA), Language Testing Centre 131, 154, 175
 - needs analysis 11, 179
 - New South Wales Department of School Education 219
 - norm-referenced (NR) tests 15–16, 236, 255
 - norms of interaction 43, 61, 89, 90
 - North, B. 4, 71
 - Northern Examinations and Assessment Board (NEAB) 150
 - NR tests *see norm-referenced (NR) tests*
 - objective 48, 50–2
 - Objective Structured Clinical and Oral Examination (OSCOE)* (PLAB) 280
 - objectively scored tasks 255
 - observations 256
 - Occupational English Test (OET)* 56, 99, 129, 130–44, 166, 236–41, 252, 270, 277, 279, 280, 281
 - reading tasks 268
 - writing task 237–41
- OET* *see Occupational English Test*
- OIBEC* *see Oxford International Business English Certificate*
 - Oller, J. 82
 - O'Loughlin, K. 276
 - Olsen, L. 99–100
 - O'Malley, J.M. 243, 244
 - on-line LSP tests 260–8
 - open-ended items 111, 270, 271
 - operationalization 23, 246, 248–9
 - oral ability 161, 280
 - Ordinate (On-line), *PhonePass* 270–1
 - Oxford International Business English Certificate (OIBEC)* 84, 189–200, 281
 - writing task 189–200, 280
- Palmer, A. S. 18, 22, 33, 40, 48, 60, 63, 64, 71–2, 77, 79, 110, 113–14, 249, 256
 - Language testing in practice* 12
- paraphrases, contextual 82, 97
- participant observation 93–4
- participants 42, 60, 89, 90
- patients, simulated 137–40
- PELA* *see Proficiency Test in English Language for Air Traffic Controllers*
- Perdue, C. 83
- performance
 - and background knowledge 29–33, 34
 - distinguished from ability 14, 19, 21
 - generalizability from test to real life 11–15
 - interpretation of 83–4, 87
- performance hypotheses, weak and strong 21
- Phelps, A. 242
- PhonePass* (Ordinate On-line) 270–1
- phraseology, air traffic control 179, 185
- physician/patient interviews 94–5
- piloting 23, 246–7
 - formal 254–5
 - informal 253–4
 - and revising 253–7
- PLAB *see Professional and Linguistic Assessment Board*
- Plakans, B. 14–15, 166
- planning, linguistic 29, 35, 78, 79, 81–2
- Pollari, P. 244
- portfolio assessment 241–4, 245
 - compared with standardized testing 243
 - defined 241–2
 - pros and cons 244
- portfolios, use in assessment of reading, writing and speaking 241–2
- practicality 112, 114, 246, 249, 255
 - example 251
- precision 7–8, 19, 281–2
- primary data 96
- procedures for responding 48, 50, 52
- professional development 68
- Professional and Linguistic Assessment Board (PLAB), *Use of English* 4, 280

- professional purposes 2, 3–4, 131–44
- proficiency *see* competence
- Proficiency Test for Language Teachers: Italian* 154–60, 223–7, 279, 281
- Proficiency Test in English Language for Air Traffic Controllers (PELA)* 14, 178–88, 278, 281
- listening task 180–3
- speaking task 183–8
- prompt 55–6, 56–7, 73, 256
 - compared with rubric 58–9
- public service interpreting 285–6
- punctuation structure 98
- purpose 1, 19
 - defining 11–12
 - specification of 5, 110
 - and type of inference 20
- see also* academic purposes; professional purposes; vocational purposes
- purposes, for communication in context 42, 60, 89, 90
- qualitative analysis 256–7
- qualities of good testing practice 112, 113–14, 120, 129, 246, 249, 250–1, 255
 - and portfolio assessment 244
- qualities of test usefulness 114, 115
- quantitative analysis 255–6
- questionnaires 256
- QuizCenter at the University of Hawaii 262
- rater training 131–2, 140, 277, 280
- rating scales 5, 16, 52, 71, 74, 112, 120
- Rea-Dickins, P. 3–4, 33
- reactivity 63–5, 74
 - degree of 64
 - reciprocity continuum 63–5
- reading
 - effects of background knowledge on test performance 31–2 Table 2.1
 - specific purpose tests of 30–3, 38–9, 189–245
 - reciprocity 63–5
- recognition of contexts *see* contextualization cues
- register 82, 252
 - analysis 273
- reliability 112, 113, 246, 249, 252, 253
 - estimates of classical test and sub-test 255
 - estimates of inter-rater and intra-rater 255
 - example 250
- remedial course input 89
- Reppen, R. 272–3
- response
 - characteristics of interaction with input 63–7, 74, 82, 90, 91
 - see also* appropriateness of response; expected response; feedback
- revising tests 23, 253–7
- rhetorical structure, use of 98, 252, 273
- Roberts, C. 42
- roleplays 131–3, 188, 277
 - example 56–7
- Royal Society of Arts 227–32
- rubric 48, 50, 55
 - characteristics 48–9, 50–5, 72–3, 90, 91
 - OET 136–7
 - OIBEC 195–6
 - compared with prompt 58–9
 - defined 50
 - degree of explicitness 53–5
 - example of 54
 - preparing the 248–9
- St John, M. J. 2, 273
- Sajavaara, K. 9
- Savitch, J. 243
- scoring
 - descriptive bands 148–9
 - guidelines for 249, 251–3
 - see also* rating scales
- Scott, M. 287
- secondary data 96
- Selinker, L. 33, 36, 46–7, 95–6, 97, 98, 99
- Serling, L. 243
- setting 42, 60, 89, 90

308 INDEX

- Shohamy, E. 276
- Shultz, J. 43, 44, 45
- simulations 270, 275–8, 281
- Skehan, P. 12, 13
- skills *see* listening; reading; speaking; writing
- skills transfer 11
- Slater, T. 242
- Smith, F. 247, 259
- sociolinguistic knowledge 28, 35
- Spanish
 - for business 1, 284–5
 - translation 286–7
- Spath Hirschmann, S. 242
- SPEAK test* *see Speaking Proficiency English Assessment Kit*
- speaking, specific purpose tests of 38–9, 129–88, 255
- SPEAKING mnemonic* (Hymes) 42, 71
 - revised version 42–3, 60–2
- Speaking Proficiency English Assessment Kit (SPEAK)* 83, 161
- speaking tasks, open-ended 111, 270
- specialists
 - collaboration with 3–4, 33, 58, 89, 90, 93
 - early top-down involvement 99–100, 252–3
 - judges of communicative performance 99
 - sensitivity to use of language as an object of study 98
 - use of indigenous assessment criteria by 68
- see also* subject specialist informant (SSI) techniques
- specialization bias 270
- specific contexts of use 9, 10, 22
- specific purpose language, precision of 7–8, 281–2
- specific purpose language ability 10, 24–40, 130, 281–2
 - and background knowledge 2, 7, 22
 - characteristics
 - (OET) 133–5 Table 6.1
 - (OIBEC) 193–5 Table 7.1
 - components of 34–5 Table 2.2
- the construct of 24, 33–6
- definition 40
- and specific purpose background knowledge 88, 90
- specific purpose language tests *see LSP tests*
- specificity
 - continuum of 1, 144, 188, 245, 282
 - degrees of 14, 19, 89, 90
 - of input data 93
- speech acts, realization of 13
- split-half method 255
- Spolsky, B. 3, 13, 25
- standard distribution statistics 255
- strategic competence 11, 28, 33–4, 75–91, 278, 282
 - and construct definition 89
 - example of Carol 84–7
 - function of 76–80, 87, 89
 - measurement of 36, 37–8
 - modified formulation 28–9, 35
- structural equation modelling 256
- structure of text/task 48, 50, 52
- subject area effects 30–3
- subject knowledge *see* knowledge, specific purpose background
- subject specialist informant (SSI)
 - techniques 33, 36, 89, 97–100, 126, 127, 155
- subject specialists *see* specialists
- subjectively scored tasks 255
- success in communication, and
 - communicative competence 26–8
- Surrey University, on-line quizzes 261–2
- Swain, M.
 - 'bias for best' 258–9
 - 'Theoretical bases of communicative approaches to second language teaching and testing' 9
- Swales, J. 2, 97
- tagged text, example 272–3
- Tan, S. 31
- Taped Evaluation of Assistants' Classroom Handling (TEACH)* 14–15, 37, 80–1, 82, 160–8, 257–8, 280

- target language use (TLU)
 - devising assessment criteria relevant to 279–80
 - framework for analysis of task characteristics 50–71, 72–4, 90, 91, 121–5
 - transition from to test tasks 37, 92–128, 249–51
- target language use situation
 - analysis of 3, 4, 14, 18, 90, 103–9, 110
 - comparison of task characteristics and test tasks 121–5 Table 5.3
 - defined 48
 - example 100–9
 - impossibility of prediction 13
 - language characteristics 104 Table 5.1
 - preliminary investigation 101
 - primary data collection 101–2
 - problem definition 100–1
 - secondary data collection 102–3
 - task characteristics of 17, 19–20, 47–9, 106–8 Table 5.2
 - techniques for investigating 93–100
 - and technological simulations 275–8
 - and test task characteristics, overview 51–2 Table 3.1
 - use of term 47–8
- target test population 111
 - trial 254–5
- Tarone, E. 82
- task characteristics 41–74
 - comparison with test tasks in TLU 113, 121–5 Table 5.3
 - facets of 48
 - framework for analysis of TLU and LSP tests 50–71, 72–4, 90, 91, 100–9, 120–6
 - interaction with ability 14, 18
 - OET 135–44
 - OIBEC 195–200
 - realization in test 18, 20
 - in specific purpose TLU situations and LSP tests 47–9
 - and target use situation 14, 17, 19–20
 - and TLU, overview 51–2 Table 3.1
- TEACH see *Taped Evaluation of Assistants' Classroom Handling*
- teacher presence 167, 251
- 'teacherliness' 159, 279
- teachers
 - and contextualization cues 44–5, 80–1
 - language competence of 284
 - as specialist informants 155
 - tests for certification as 154–68, 219–27
- Teachers of English to Speakers of Other Languages (TESOL) 259
- teaching, specific purpose language 10, 11
- teaching assistants 160–1, 257
 - use of term in US university context 160–1
- Teaching language as communication* (Widdowson) 9
- Teasdale, A. 179, 180, 181, 185, 187
- technical language 88, 97
 - specific communicative function of 7–8, 19
- technology
 - advantages 247
 - and LSP testing 259–82
 - pitfalls of 275–7
- TEEP see *Test of English for Educational Purposes*
- Temporary Registration Assessment Board (TRAB)* examination 3–4
- Test of English for Educational Purposes (TEEP)* 14
- Test of English as a Foreign Language (TOEFL)* 1, 6, 14, 268, 276
- Test of English for International Communication (TOEIC)* 232–6, 281
- test specifications 5, 20, 109–20, 128, 255
 - components 110–13
 - example 115–19
 - and operationalization 248–9
 - procedures 109–10
- test tasks
 - analysis of characteristics 120–6
 - examples 130–44
 - sample 189–200

310 INDEX

- test tasks (*cont.*)
 - characteristics 4, 41–74
 - characteristics of specific purpose (*OET*) 138–9 Table 6.3
 - characteristics of specific purpose (*OIBEC*) 197–8 Table 7.3
 - compared with task characteristics in TLU 121–5 Table 5.3
 - engagement in 4, 7, 18
 - linking to non-test 2, 92–128
- tests *see* communicative tests; general purpose language tests; LSP tests
- texts 30, 31, 32–3, 34, 36
 - academic nature of 32
 - authentic and genuine 17, 57, 58
 - cohesive devices in 32–3
 - compilation and selection for language tests 273–4
 - context-embedded information in 33, 36
 - corpora of written 272–3
 - real-life or testing 33
 - rhetorical functions of 32, 36
 - source of 32
 - tagged 272–3
 - see also* field specificity
- textual knowledge 28, 35
- theory
 - linking with practice 91
 - summary of 87–91
- think-aloud studies 256
- time allotment 48, 50, 52–3
- TLU *see* target language use (TLU)
- TOEFL *see* *Test of English as a Foreign Language*
- TOEFL 2000 (Education Testing Service) 269, 274
- tone 42, 61, 89, 90, 143
- topical knowledge *see* knowledge, specific purpose background
- topicality *see* form and content
- tour guides, language tests for 175–8
- TRAB (*Temporary Registration Assessment Board*) examination 3–4
- training, tests for admission to
 - programs 145–54
- translation 82, 286–7
- Traversa, A. 242
- trialling *see* piloting
- true/false tasks 111, 255
- UCLES *see* University of Cambridge Local Examinations Syndicate
- UETESOL *see* *University Entrance Test in English for Speakers of Other Languages*
- unidimensionality 275–6
- university admission 150–4, 207–18
- University of Cambridge Local Examinations Syndicate (UCLES) 2, 168, 200, 284
- University Entrance Test in English (Overseas)* 150
- University Entrance Test in English for Speakers of Other Languages (UETESOL)* 150–4, 207–18, 278
- reading task 207–13
- writing task 213–19
- University of New Mexico 140
- University of Oxford Delegacy of Local Examinations 84, 189
- Upshur, J. 9
- US College Entrance Examination Board, *English Competence* 2–3
- usefulness, logical evaluation of 256
- users
 - description of characteristics of language 111
 - point of view of 10
 - relative strength of claims made by language 97
- validation 23, 257–9, 278
- validity 112, 113–14, 246, 249, 252, 253, 255, 275–7
 - example 250
- validity mosaic 247, 257–9
- verbal reports 256
- veterinary college example 69–70
- video, interactive 277
- videotapes 94, 274, 275
- vocabulary, field specific 32–3, 252
- Vocational Language Assessment Online (V-LASSO) 260–1

Index 311

- vocational purposes 3, 68, 129, 168–88,
227–41, 242–3
- Weigle, S. C. 244
- Weir, C. 148, 249, 251
Communicative language testing 9–10
- Widdowson, H. 10, 11, 57, 58, 114
Explorations in applied linguistics
16–17
- Teaching language as communication*
9
- Wilds, C. 142
- Windeatt, S. 271
- World Wide Web, resources for LSP
testing on the 260–8
- writing, specific purpose tests of 38–9,
189–245, 255
- writing tasks, open-ended 270
- Yule, G. 59
- Zuskin, R. 274