

Contents

Acknowledgements	viii
Series Editors' note	ix
 Introduction	 1
<i>Evelina D Galaczi and Cyril J Weir</i>	
 Section One	 9
Frameworks and social contexts	
 <i>Migration policy and projects</i>	
1 Language testing and access	11
<i>Piet Van Avermaet and Lorenzo Rocca</i>	
2 Migration policies in Italy in relation to language requirements. The project <i>Italiano, lingua nostra</i> : impact and limitations	45
<i>Giuliana Grego Bolli</i>	
 <i>Multilingual policy and projects</i>	
3 The inclusive, plurilingual and intercultural approach of the Council of Europe and its implications for evaluation and assessment in language education	62
<i>Waldemar Martyniuk</i>	
4 European Index of Multilingual Policies and Practices	72
<i>Paweł Poszytek</i>	
5 European Survey on Language Competences – comparability of A1 level competences across five languages	85
<i>Michaela Perlmann-Balme</i>	
 Section Two	 103
Frameworks and educational contexts	
6 Defining an inclusive framework for languages	105
<i>Neil Jones</i>	

Exploring language frameworks

7	Implementing the CEFR in teacher-based assessment: approaches and challenges	118
	<i>Brian North and Elzbieta Jarosz</i>	
8	A progress report on the development of the CEFR-J	135
	<i>Masashi Negishi, Tomoko Takada and Yukio Tono</i>	
9	The impact of the Common European Framework of Reference for languages on teaching and assessment at the language centres of the universities of Bonn and Göttingen	164
	<i>Ursula Hehl and Nicole Kruczek</i>	
10	‘Assessment recollected in tranquillity’: the ECEP project and the key concepts of the CEFR	187
	<i>Enrica Piccardo</i>	
11	Choosing certification exams: how frameworks may guide test users	205
	<i>Marylin Kies</i>	

Section Three 225
Frameworks and practical issues

Rating scales

12	Towards a new phonological control grid	227
	<i>David Horner</i>	
13	The empirical validity of the CEFR Fluency Scale: the A2 level description	251
	<i>Katrin Wisniewski</i>	
14	Rating scale design: a comparative study of two analytic rating scales in a task-based test	271
	<i>Bart Deygers, Koen Van Gorp, Lucia Luyten and Sien Joos</i>	
15	Who, what, where, WENS: the native speaker in the Interagency Language Roundtable Scale	288
	<i>Rachel L Brooks and Beth Mackey</i>	

Test development and validation

16	Foreign language mediation tasks in a criterion-referenced proficiency examination	306
	<i>Ágnes Dévény</i>	
17	ILR-based verbatim translation exams	333
	<i>Maria M Brau</i>	
18	Developing diagnostic tests for young learners of EFL in grades 1 to 6	345
	<i>Marianne Nikolov and Gábor Szabó</i>	

Contents

Statistical procedures

19	A study of differential item functioning in the TestDaF Reading and Listening sections <i>Thomas Eckes</i>	362
20	Do gender, age and first language predict the results in the Deutsch-Test für Zuwanderer (DTZ)? <i>Gudrun Klein</i>	389
21	Exploring the relative merits of cognitive diagnostic models and confirmatory factor analysis for assessing listening comprehension <i>Vahid Aryadoust and Christine C M Goh</i>	405
	Notes on contributors	427
	Presentations at the ALTE Conference in Kraków, 2011	436