

PLENARY SPEECH

# Linking second language speaking task performance and language testing

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## Abstract

This written version of a plenary to the Language Testing Research Colloquium relates research into second language speaking task performance to language testing. A brief review of models of communicative competence and of speaking is provided. Then, two major areas within testing are discussed: the concepts of difficulty and ability for use. The next section covers research into spoken task-based performance, covering effects from task conditions, and from task characteristics. In addition, the measurement of such performance is described and briefly compared with performance rating in testing. Then, the final section relates the task research findings to language testing. A framework for testing spoken performance is outlined, and the general claim made that effective sampling through tests, in order to generalise to real-world performance, can usefully draw on findings from second language task research, as well as the distinction between Conceptualiser and Formulator processes.

## 1. Introduction

It was a considerable surprise to me to receive the Messick award. The context for this award is language testing, and while there have been times when I have published in this area, they are (mostly) well in the past, and so I was uncertain what I could cover in the associated Messick Memorial Lecture (which is given by the awardee). As a solution to this problem, I decided to draw upon more recent work I have done, focussing on second language (L2) spoken task performance, and to relate this body of work to the testing of speaking. My justification for this is that speaking figures prominently in the general area of testing, but that the research I would draw on, task-based performance with a psycholinguistic approach, while hardly unknown to testers, is less prominent than other approaches to devising and calibrating tests. My assumption was that there is potential gain in making links between these different areas, not least because task researchers are not so test-format driven. They also have different theories for conceptualising tasks, highlight different influential variables, and use different methodologies for measuring task performance.

In this written version of the plenary, there are four sections. The first explores some major models of both communicative competence and speaking. Second, I discuss two general concepts: test-task difficulty, a central puzzle in language testing, and ability for use, the capacity to produce actual language, not simply knowledge about language. The third section tries to cover relevant research from the task literature, on task characteristics, on the conditions under which tasks are done, and finally how task performance is measured. Then, the final section tries to relate the task findings to the constructs of difficulty, and ability for use, and also to the field of language testing more generally.

Plenary to the 43rd Language Testing Research Colloquium, Messick Memorial Lecture, 11 March 2022, Tokyo (virtual conference).

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# Testing Second Language Speaking

**TD Snyder**



## **Testing Second Language Speaking:**

Testing Second Language Speaking Glenn Fulcher, 2016-04-27 The testing and assessment of second language learners is an essential part of the language learning process Glenn Fulcher's *Testing Second Language Speaking* is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives The book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking Written in a clear and accessible manner it covers Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects Successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation

*Testing Second Language Speaking* Glenn Fulcher, 2014-10-13 The testing and assessment of second language learners is an essential part of the language learning process Glenn Fulcher's *Testing Second Language Speaking* is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives The book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking Written in a clear and accessible manner it covers Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects Successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation

*The Routledge Handbook of Language Testing* Glenn Fulcher, Luke Harding, 2021-12-15 This second edition of *The Routledge Handbook of Language Testing* provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable

resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

**Practical Language Testing** Glenn Fulcher, 2024-11-29 Practical Language Testing equips you with the skills knowledge and principles necessary to understand and construct language tests This practical guide offers step by step guidelines on the design of assessments within the classroom and provides the necessary tools to analyse and improve assessments as well as deal with alignment to externally imposed standards Testing is situated both within the classroom and within the larger social context and readers are provided with the knowledge necessary to make realistic and fair decisions about the use and implementation of tests Now in its second edition this respected text has been substantially revised and updated including a new chapter on validity drawing from the author s Messick Award for innovation in validity theory and practice It also includes expanded coverage of standardised testing and learning oriented assessment and introduces task design features including authenticity and automated assessment With its frequently updated online resources to support language assessment <https://languagetesting.info> this book is the ideal introduction for students of applied linguistics TESOL and modern foreign language teaching as well as practising teachers required to design or implement language testing programmes

**Second Language Instruction/acquisition Abstracts** ,1997

**New Aldine Language Series: Aldine second language book for grades five and six** Catherine Turner Bryce, Frank Ellsworth Spaulding, 1924

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Intelligence and Immigration Clifford Kirkpatrick, 1925

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**ELT Matters: Developments in English language learning and teaching** ,2004

## Decoding **Testing Second Language Speaking**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Testing Second Language Speaking**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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### **Testing Second Language Speaking Introduction**

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### Testing Second Language Speaking :

Tiddalik the Frog. 1: Tiddalik the Frog was thirsty, thirsty Song: 'Tiddalik the Frog was thirsty, thirsty'. Sing the song with Andy and Rebecca. In addition to the full vocal version and backing track versions of the ... Tiddalik the Frog This offers a karaoke-style video of the song, with the lyrics appearing on screen. Each song is approximately 2 to 3 minutes long. The song - backing track ... TIDDALIK THE FROG Tiddalik was a large frog, the largest frog ever known. SONG: No. 1. ONCE LONG ... MR WOMBAT (Spoken over the music of the verses.) Gather round my friends. I ... Froggy Fun - Music Connections Recommends... Nov 1, 2007 — A little pig makes up a new song, and can't find anyone to share it with, until he meets a frog who likes to sing and make up songs too. Infant Music at Home 17 Learn to sing a song about Tiddalik the Frog with BBC Teach. This is based on a traditional Aboriginal 'dreamtime' story from Australia. ... Tiddalik is so ... Tiddalik the frog Aria from the Notebook for Anna Magdalena by J.S. Bach Arranged for Band - MP3. Created by. Vinci eLearning. Tiddalick the Frog - Dreamtime Oct 29, 2018 — We'll share a dream and sing with one voice “I am, you are, we are Australian”. I'm a teller of stories. I'm a singer of songs. I am Albert ... Musical Childhoods: Explorations in the pre-school years Unit 19 Motor Controls Flashcards HVAC Unit 19 Review Questions and Review Test. Learn with flashcards, games, and more — for free. Unit 19 Motor controls Flashcards Study with Quizlet and memorize flashcards containing terms like The recommended repair for a defective relay is to, What components can be changed on a ... Section 4: Electric Motors Unit 19: Motor Controls - Studylib Section 4: Electric Motors Unit 19: Motor Controls Objectives • After studying this unit, you should be able to: - Describe the differences between a relay, ... SECTION 4 ELECTRIC MOTORS UNIT 19 ... List the basic components of a contactor and starter. •. Compare two types of external motor overload protection. •. Describe conditions that must be considered ... Unit 19 Motor Controls Quizlet 5 days ago — Unit 19 Motor Controls Quizlet. Electric Motor Control - 10th Edition - Solutions and Answers | Quizlet Find step-by-step solutions and ... SECTION 4 ELECTRIC MOTORS UNIT 19 ... Jun 1, 2012 — SECTION 4 ELECTRIC MOTORS UNIT 19 MOTOR CONTROLS. UNIT OBJECTIVES. Describe the differences

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