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East, Martin, The University of Auckland Faculty of Education and Social Work, Auckland, New Zealand

Assessing Foreign Language Students' Spoken Proficiency

Stakeholder Perspectives on Assessment Innovation

- An in-depth study of assessment innovation and its impact on teaching and learning
- A unique study that crosses the traditional theoretical and methodological boundaries associated with language testing research and presents an alternative approach that seeks the views of stakeholders
- Stakeholder perspectives provide unique insight into how mandated assessment reforms are received, interpreted and put into practice by those working in the real world of local classrooms

This book presents an indepth study of assessment innovation and its impact on teaching and learning. The context is New Zealand, and the focus is additional languages other than English and the recent introduction of a radical new assessment of students' spoken proficiency, called interact. The book crosses the traditional theoretical and methodological boundaries associated with language testing research, which focuses on assessment performance, and presents an alternative approach where stakeholders become the centre of interest. It advances our understanding of how assessment innovation impacts on two key groups - teachers and students in schools - based on data collected from a substantial twoyear research project. It presents an account of these stakeholders' perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced. Assessing Foreign Language Students' Spoken Proficiency makes an outstanding and original contribution to the field of second and foreign language teaching, providing a theory and research-based account of the development of a learner-centred approach to oral proficiency assessment. It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide. It deserves to be widely read.

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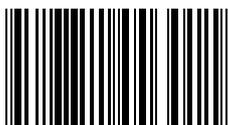
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