



# Investigation Of Second Language Task Based Performance Assessments

**Claudia Vásquez Fernández**



## **Investigation Of Second Language Task Based Performance Assessments:**

**Second Language Task-Based Performance** Peter Skehan, 2018-07-04 Second Language Task Based Performance is the first book to synthesize Peter Skehan's theoretical and empirical contributions all in one place. With three distinct themes explored in each section: theory, empirical studies, and assessment, Skehan's influential body of work is organized in such a way that it provides an updated reflection on the material and makes it relevant to today's researchers. Also in each section, an early publication is matched by at least one later publication followed by a newly written commentary chapter, the combination of which provides the important function of offering a wider ranging discussion. This book is an invaluable resource for researchers interested in second language task based research or SLA more generally. **An Investigation of**

**Second Language Task-based Performance Assessments** James Dean Brown, 2002 Drawing on the second language performance assessment item specifications created in Technical Report 18, this volume describes the creation of actual performance assessment instruments and their validation. After briefly reviewing the background to the project, the book explains the test and rating scale development processes and the administration of the resulting seven task tests to 60 students from the University of Hawaii (30 on Form P and 30 on Form Q) and 30 students from the Kanda University of International Studies on Form J. The results based on task dependent, task independent, and self rating scales are examined in terms of descriptive statistics, multi-faceted Rasch model analyses, reliability estimates, and correlational analyses. These results are discussed at length in terms of the effects of test revision and in terms of comparisons among the task dependent, task independent, and self rating scales, especially with regard to their reliability and validity. Task-Based Language

Teaching and Assessment N. P. Sudharshana, Lina Mukhopadhyay, 2022-02-05 This book provides interdisciplinary perspectives on task based language teaching (TBLT) and task based language assessment (TBLA) in English as a second language (ESL) context. It discusses theoretical and experimental insights of TBLT and TBLA from cognitive, linguistic, and psycholinguistic viewpoints. The chapters written by leading language teaching specialists in the field introduce the reader to a comprehensive range of issues related to TBLT and TBLA such as curriculum design, materials development, and classroom teaching/testing. With interdisciplinary appeal, the book is a valuable resource for researchers in task based language teaching and assessment. It is equally useful for teachers to whom it offers practical suggestions for designing tasks for teaching and testing. **Investigating the Role of Affective Factors in Second Language Learning Tasks** Ágnes

Albert, 2022-12-08 This book provides an overview of affective individual variables that are considered relevant for second language learning and outlines a novel approach to researching them. In the first part of the book, the most prominent concepts and theories in connection with affective individual variables and tasks are discussed, followed by a literature review of the most significant empirical studies conducted on the reviewed individual variables with the help of tasks. The second part of the monograph reports the findings of a research project which investigated the relationships of motivation, emotions,

flow experiences and self efficacy beliefs of secondary school students studying English in Hungary These constructs are examined at two levels in connection with learners English classes in general and in connection with a particular language task thus linking task performance measures to specific affective states experienced while performing a task and their general trait versions reported in connection with the language classes Teacher interviews provide further insights into the language tasks used by the teachers of the students taking part in the study and their affective correlates The book offers multi level interpretations of the results puts forward pedagogical implications and delineates further research directions

**Task-Based Approaches to Teaching and Assessing Pragmatics** Naoko Taguchi, YouJin Kim, 2018-08-15 This volume is the first book length attempt to bring together the fields of task based language teaching TBLT and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT The TBLT pragmatics connection is illustrated in a variety of constructs e g speech acts honorifics genres interactional features methods e g quantitative quasi experimental conversation analysis and topics e g instructed SLA heritage language learning technology enhanced teaching assessment and discursive pragmatics Chapters in this volume collectively demonstrate how the two fields can together advance the current practice of teaching language for socially situated real world communicative needs

*The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation* Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05      *Researching L2 Task Performance and Pedagogy* Zhisheng (Edward) Wen, Mohammad Javad Ahmadian, 2019-08-28 This volume honours Peter Skehan s landmark contributions to research in Task Based Language Teaching It offers state of the art reviews as well as cutting edge new research studies all reflective of key theoretical and methodological issues in current research such as the role and nature of task complexity and the distinct dimensions of L2 task performance Collectively these chapters celebrate Professor Skehan s seminal influence on TBLT and second language acquisition research and they bear witness to the sustained academic mentoring and collaboration that have characterised his career Contributed both by senior academics and more recent participants in SLA and TBLT research the chapters variously explore conceptual frameworks and methodological insights on central issues in TBLT research theoretical debates innovative research paradigms and methodologies as well as practical pedagogical proposals The book provides a wide ranging and balanced account of Skehan s work and its impact on other researchers serving as an introduction as well as a critical review for both seasoned and novice researchers and for interested practitioners      *Task-Based Language Teaching* Rod Ellis, Peter Skehan, Shaofeng Li, Natsuko Shintani, Craig Lambert, 2020 A comprehensive account of the research and practice of task based language teaching      *The Role of the Learner in Task-Based Language Teaching* Craig Lambert, Scott Aubrey, Gavin Bui, 2023-05-03 This comprehensive forward looking text is the first holistic research overview and practical methods guide for researching the role that affective and conative factors play in second language learners task performance and language acquisition It provides a long overdue

update on the role of the learner in task based language teaching TBLT The book brings together theoretical background and major constructs established and innovative methodological and technological tools cutting edge findings and illuminating suggestions for future work A group of expert scholars from around the world synthesize the state of the art detail how to design and conduct empirical studies and authoritatively set the agenda for future work in this critical emerging area of language learning and instructional design With a variety of helpful features like suggested research discussion questions and recommended further readings this will be an invaluable resource to advanced students and researchers of second language acquisition applied linguistics psychology education and related areas

### **Designing Second Language**

**Performance Assessments** John M. Norris,1998 This volume focuses on the decision making potential provided by second language performance assessments The authors first situate performance assessment within a broader discussion of alternatives in language assessment and in educational assessment in general They then discuss issues in performance assessment design implementation reliability and validity Finally they present a prototype framework for second language performance assessment based on the integration of theoretical underpinnings and research findings from the task based language teaching literature the language testing literature and the educational measurement literature The authors outline test and item specifications and they present numerous examples of prototypical language tasks They also propose a research agenda focusing on the operationalization of second language performance assessments

### **The Writings of Lyle**

**F. Bachman** James Enos Purpura, Antony John Kunnan,2024-07-31 As one of the most recognized names in the fields of language assessment and applied linguistics Lyle F Bachman has produced a high volume of scholarly articles and books in the field of language assessment These writings have strongly influenced the discipline and over the last three decades have played an uncontested role in shaping the field as we know it today Until now Bachman s work has been spread across various mediums and not existed in one place The Writings of Lyle F Bachman is the first book to assemble Bachman s work into a single comprehensive volume The collection is composed of seven major sections each beginning with an introduction by the editors to provide context for the papers The sections cover some of the most complex topics in the field including validity and validation the effects of test task characteristics interfaces between language testing and second language acquisition and epistemological issues in applied linguistics The collection concludes with a state of the art paper and insightful reflections about the field of language assessment The collection traces how Bachman s ideas and research insights have evolved throughout the years Given Bachman s strong impact on the field of language assessment this volume presents not only a collection of the writings but also gives an overview of the ongoing issues and debates in the field This book will be useful to both researchers and graduate students in the areas of language assessment and applied linguistics

The Routledge Handbook of Instructed Second Language Acquisition Shawn Loewen,Masatoshi Sato,2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed

Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching

*Using Tasks in Second Language Teaching* Craig Lambert, Rhonda Oliver, 2020-07-15 This book examines the use of tasks in second language instruction in a variety of international contexts and addresses the need for a better understanding of how tasks are used in teaching and program level decision making The chapters consider the key issues examples benefits and challenges that teachers program designers and researchers face in using tasks in a diverse range of contexts around the world and aim to understand practitioners concerns with the relationship between tasks and performance They provide examples of how tasks are used with learners of different ages and different proficiency levels in both face to face and online contexts In documenting these uses of tasks the authors of the various chapters illuminate cultural educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context

**The Routledge Handbook of Second Language Acquisition and Language Testing** Paula Winke, Tineke Brunfaut, 2020-12-28 This Handbook with 45 chapters written by the world's leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers

**Chinese-Speaking Learners of English** Ryan Damerow, Kathleen Bailey, 2019-12-05 A compendium of the latest developments in research regarding English language education for Chinese speaking learners this volume combines cutting edge research from multiple internationally known scholars The chapters offer unique insights into some of the most salient issues related to this broad topic The seventh volume in the Global Research on Teaching and Learning English series co published with The International Research Foundation for English Language Education TIRF this book features chapters with original research

written by TIRF Doctoral Dissertation Grant awardees The volume addresses the crucial and growing need for research based conversations on the contexts environments goals and measures of success for Chinese speaking learners of English It includes sections on language assessment perceptions in university contexts and technology especially in relation to young learners in order to promote in depth discussion of the teaching and learning of English for native speakers of Chinese The volume s 13 research based chapters discuss topics such as the impact and implications of using emerging assessment tools the increase in English for Specific Purposes ESP courses academic speaking and writing and teaching in an online or hybrid environment Throughout the book the authors draw on their knowledge of their multiple contexts as well as their learners needs and goals This volume brings together innovative research for TESOL and TEFL students language teacher educators language policy specialists language assessment scholars and language teachers Readers will become familiar with how these issues related to Chinese speaking learners of English are being addressed in academic circles around the world

**Dimensions of L2 Performance and Proficiency** Alex Housen,Folkert Kuiken,Ineke Vedder,2012-10-17 Research into complexity accuracy and fluency CAF as basic dimensions of second language performance proficiency and development has received increased attention in SLA However the larger picture in this field of research is often obscured by the breadth of scope multiple objectives and lack of clarity as to how complexity accuracy and fluency should be defined operationalized and measured The present volume showcases current research on CAF by bringing together eleven contributions from renowned international researchers in the field These contributions not only add to the body of empirical knowledge about L2 use and L2 development by bringing new research findings to light but they also address fundamental theoretical and methodological issues by responding to questions about the nature manifestation development and assessment of CAF as multifaceted constructs Collectively the chapters in this book illustrate the converging and sometimes diverging approaches that different disciplines bring to CAF research Revisiting the Assessment of Second Language Abilities: From Theory to Practice Sahbi Hidri,2018-01-12 This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting

on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts *Reading and Writing Skills: Cognitive,*

*Emotional, Creative, and Digital Approaches* María Isabel de Vicente-Yagüe Jara,Elena Jiménez-Pérez,Pedro García

Guirao,Olivia López Martínez,2023-12-14

**The Cambridge Handbook of Task-Based Language Teaching** Mohammad

Javad Ahmadian,Michael H. Long,2021-12-09 Task based language teaching TBLT is an innovative approach to language teaching which emphasises the importance of engaging learners natural abilities for acquiring language incidentally The speed with which the field is expanding makes it difficult to keep up with recent developments for novices and experienced researchers alike This handbook meets that need providing a comprehensive up to date overview of the field written by a stellar line up of leading international experts Chapters are divided into five thematic areas and as well as covering theory also contain case studies to show how TBLT can be implemented in practice in a range of global contexts as well as questions for discussion and suggested further readings Comprehensive in its coverage and written in an accessible style it will appeal to a wide readership not only researchers and graduate students but also classroom teachers working in a variety of educational and cultural contexts around the world Researching Discourse Competence in Monologic L2 Performance

Claudia Vásquez Fernández,2025-07-02 This book introduces you to an exploration of discourse competence as a core component of successful second language L2 communication highlighting its role to promote overall intelligibility levels in L2 learner performance In doing so this volume promotes the examination of L2 learner output from a discourse oriented perspective through the articulation of discourse competence in terms of textual resources of cohesion and coherence thus making the construct both instructable and researchable Building on decades of L2 performance research particularly within the Task based Language Teaching TBLT approach this book explores the potential of planning time as a pedagogical tool to promote discourse competence in second language L2 learners and enhance overall levels of intelligibility in oral task performance Including guidelines for investigating L2 learner performance and lesson plans for the practical teaching of discourse resources in the L2 classrooms this book promotes research of discoursal aspects of L2 learner task performance and the implementation of an overall discourse oriented perspective in the L2 classroom This book constitutes a valuable resource for researchers university students instructors and academics involved in the L2 teaching and learning field thus making it an essential reading for professionals in applied linguistics and language teaching associations worldwide

## The Enigmatic Realm of **Investigation Of Second Language Task Based Performance Assessments**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Investigation Of Second Language Task Based Performance Assessments** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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