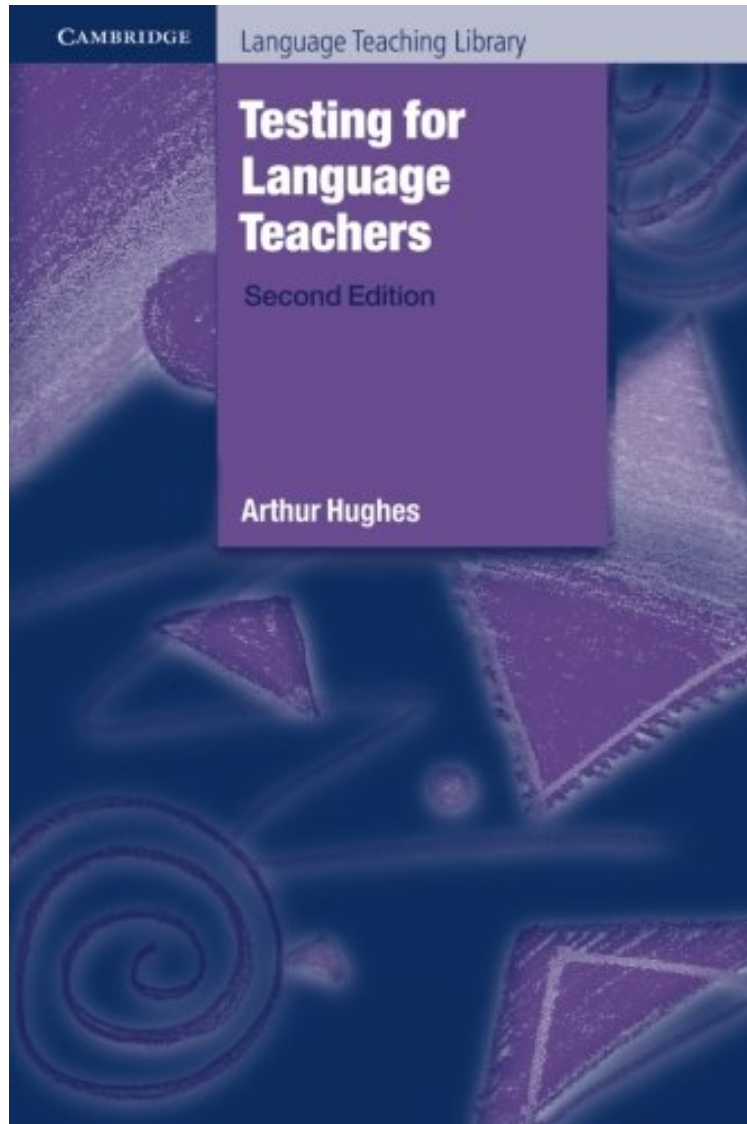


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## Testing for Language Teachers (Cambridge Language Teaching Library)

*Arthur Hughes*

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**Arthur Hughes : Testing for Language Teachers (Cambridge Language Teaching Library)** before purchasing it in order to gage whether or not it would be worth my time, and all praised Testing for Language Teachers (Cambridge Language Teaching Library):

0 of 0 people found the following review helpful. This book could be condensed into about 10 pages of useful information; it's would be a painful read for ...By CustomerThe author clearly has no understanding of statistics, and spends tens of pages wasting the reader's time with unscientific monologues and quasiphilosophical propositions. This book could be condensed into about 10 pages of useful information; it's would be a painful read for someone with no teaching experience and is even more painful for experienced teachers or linguists who will spend the majority of this book face-palming.0 of 0 people found the following review helpful. Four StarsBy CustomerPractical information on the subject. Used this book for a graduate course.21 of 21 people found the following review helpful. An Excellent Resource for Practicing TeachersBy T. HooperIt seems that a lot of books in the market on testing deal with the theoretical background of designing large scale tests on the institutional level. Those sorts of books are not so useful for the practicing teacher who is looking for a little guidance on improving their test writing skills for daily classes. This book is written with that teacher in mind. It doesn't overload the reader with loads of statistics, but if you are interested in the statistical basis of the ideas presented in this book, there is a section on statistics in the appendix. Basically, this book is divided into three sections. The first section covers the different types of test a teacher might want to give and the differences between those types. The second part delves into the theory of validity and reliability, but doesn't overwhelm the reader with loads of numbers and figures. The third part goes into how to test different skills. The attitude the author takes toward testing is that a test should focus on one of the four basic skills: speaking, reading, writing, or listening. Grammar and vocabulary, he claims, are not ends in themselves, but merely components of the four basic skills, so they don't need to be given much emphasis in testing. I thought that was an interesting idea. If you're a teacher looking for a book to help you with your test writing skills, I can recommend this one.

This second edition remains the most practical guide for teachers who want to have a better understanding of the role of testing in language teaching. It has a new chapter on testing young learners and expanded chapters on common test techniques and testing overall ability.