**LANGUAGE PROFICIENCY: SELECTED REFERENCES**

**(Last updated 27 August 2022)**

Abdalhussein, H. F. (2022). Iraqi EFL learners' use of formulaic language in writing proficiency exams. *Journal of Language and Linguistic Studies*, *18*(1), 1079-1093.

Afghari, A., & Sadeghi, E. (2012). The effect of EFL learners' gender and second language proficiency on willingness to communicate. *Journal of Foreign Language Teaching and Translation Studies*, *1*(1), 49-66. <http://efl.shbu.ac.ir/article_79161_87645143d9a0943fcfacebec1e09cd9a.pdf>

Aizawa, I., Rose, H., Thompson, G., & Curle. S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction program. *Language Teaching Research*.<https://doi.org/10.1177/1362168820965510>

Albert, Á. (2006). Learner creativity as a potentially important individual variable: Examining the relationships between learner creativity, language aptitude and level of proficiency. In M. Nikolov & J. Horvath (Eds.), *University of Pécs Roundtable 2006: Empirical studies in English applied linguistics* (pp. 77-98). Lingua Franco Csoport.

Alderson, J. C. (2000). Testing in EAP: Progress? Achievement? Proficiency? In G. M. Blue (Ed.), *Assessing English for Academic Purposes* (pp. 21-48). Peter Lang.

Al-Thubaiti, K. A. (2020). Pre-emption of L1 properties in the L2 acquisition of English wh-interrogatives: Effects of L2 proficiency and age of onset. *International Review of Applied Linguistics in Language Teaching.* <https://doi.org/10.1515/iral-2016-0128>

Archibald, A. (2001). Managing L2 writing proficiencies: Areas of change in students’ writing over time. *International Journal of English Studies, 1*(2), 153-174.

Ashton, K. (2010). Comparing proficiency levels in a multi-lingual assessment context. *Cambridge ESOL Research Notes*, *42*, 14-15.

Ayuba, H., & Masae, A. (2022). Development of web-based English proficiency test model for EFL classrooms. *Al-Lisan: Jurnal Bahasa (e-Journal)*, *7*(1), 17-36.

Bachman, L. F., & Savignon, S. J. (1986). The evaluation of communicative language proficiency: A critique of the ACTFL oral interview. *The Modern Language Journal*, *70*(4), 380-390.

Bailey, A. L., & Huang, B. H. (2011). Do current English language development/proficiency standards reflect the English needed for success in school?. *Language Testing*, *28*(3), 343-365.

Barkaoui, K. (2014). Examining the impact of L2 proficiency and keyboarding skills on scores on TOEFL-iBT writing tasks. *Language Testing*, *31*(2), 241-259.

Baron, P. A., & Papageorgiou, S. (2016). *Setting language proficiency score requirements for English-as-a-Second-Language placement decisions in secondary education* (Research Report RR-16-17). Educational Testing Service.

Bensalem, E. (2018). Foreign language anxiety of EFL students: Examining the effect of self-efficacy, self-perceived proficiency and sociobiographical variables. *Arab World English Journal, 9* (2), 38–55. DOI: https://dx.doi.org/10.24093/awej/vol9no2.3

Bialystok, E. (1981). The role of conscious strategies in second language proficiency. *The Modern Language Journal*, *65*(1), 24-35.

Biber, D., Gray, B., & Staples, S. (2016). Predicting patterns of grammatical complexity across language exam task types and proficiency levels. *Applied Linguistics*, *37*(5), 639-668.

Blanche, P. (1990). Using standardized achievement and oral proficiency tests for self-assessment purposes: The DLIFLC study. *Language Testing*, *7*(2), 202-229.

Boers, F., Eyckmans, J., Kappel, J., Stengers, H., & Demecheleer, M. (2006). Formulaic sequences and perceived oral proficiency: Putting a lexical approach to the test. *Language Teaching Research, 10*, 245-261.

Bool, H., Dunmore, D., & Tonkyn, A. (1999). *The BALEAP guidelines on English language proficiency levels for international applicants to UK universities*. British Association of Lectures in English for Academic Purposes.

Bridgeman, B., Powers, D., Stone, E., & Mollaun, P. (2012). TOEFL iBT speaking test scores as indicators of oral communicative language proficiency. *Language Testing*, *29*(1), 91-108.

Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing*, *20*(1), 1-25.

Buragohain, D. (2018). Classroom assessments for improving writing proficiency of English language learners: Innovation, interaction, and impact. *Journal of Language Teaching and Research*, *9*(2), 243-249.

Byrnes, H. (2012). Advanced language proficiency. In S. M. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 605-520). Taylor & Francis, Routledge.

Byrnes, H., & Canale, M. (Eds.). (1986). *Defining and developing proficiency: Guidelines, implementations and concepts*. Lincolnwood, IL: National Textbook Company.

Carey, M. D., Mannell, R. H., & Dunn, P. K. (2011). Does a rater’s familiarity with a candidate’s pronunciation affect the rating in oral proficiency interviews?. *Language Testing*, *28*(2), 201-219.

Carhill–Poza, A. (2015). Opportunities and outcomes: The role of peers in developing the oral academic English proficiency of adolescent English learners. *The Modern Language Journal*, *99*(4), 678–695. <https://doi.org/10.1111/modl.12271> \*\*

Carlson, E. (2016). A framework for advancing proficiency in language learner output. *The Language Educator 11*(2), 42-45.

Carrell, P. L. (1991). Second language reading: Reading ability or language proficiency?. *Applied Linguistics*, *12*(2), 159-179.

Carroll, J. B. (1967). Foreign language proficiency levels attained by language majors near graduation from college. *Foreign Language Annals*, *1*(2), 131-151.

Carroll, P. E., & Bailey, A. L. (2016). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing, 33*(1), 23–52.

CASLS. (2013). *What levels of proficiency do immersion students achieve?* Eugene, OR: Center for Applied Second Language Studies (CASLS), University of Oregon.

Chae, E. Y., & Shin, J. A. (2015). A study of a timed cloze test for evaluating L2 proficiency. *English Teaching*, *70*(3), 117-135. <http://journal.kate.or.kr/wp-content/uploads/2015/10/kate_70_3_6_A-Timed-Cloze-Test.pdf>

Chalhoub‐Deville, M., & Wigglesworth, G. (2005). Rater judgment and English language speaking proficiency. *World Englishes*, *24*(3), 383-391.

Chambless, K. S. (2012). Teachers' oral proficiency in the target language: Research on its role in language teaching and learning. *Foreign Language Annals, 45*(1), 141-162.

Chapelle, C., & Roberts, C. (1986). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. *Language Learning*, *36*(1), 27-45.

Chee, M. W., Hon, N., Lee, H. L., & Soon, C. S. (2001). Relative language proficiency modulates BOLD signal change when bilinguals perform semantic judgments. *Neuroimage*, *13*(6), 1155-1163.

Chen, C. (2006). College students’ perception of the impact of graduation English proficiency benchmarks, GEPT and further English learning. *Selected paper from the Fifteenth International Symposium on English Teaching* (pp. 239-249). Crane Publishing & ETA-R.O.C.

Chen, L. (2004). On text structure, language proficiency, and reading comprehension test format interactions: A reply to Kobayashi, 2002. *Language Testing*, *21*(2), 228-234.

Cheng, L. (2021). Prepping for proficiency: The scope of test preparation for language learning. *Education & Training*. Doi: [10.26904/RF-134-3437](https://doi.org/10.26904/RF-134-3437)

Cheng, W., & Warren, M. (2005). Peer assessment of language proficiency. *Language Testing*, *22*(1), 93-121.

Chiang C. S., & Dunkel, P. (1992). The effect of speech modification, prior knowledge and listening proficiency on EFL lecture learning. *TESOL Quarterly,* 26(2), 345-374.

Clifford, R. (2016). A rationale for criterion-referenced proficiency testing. *Foreign Language Annals, 49*(2), 224–234.

Cohen, A. D., & Gómez, T. (2008).  Enhancing academic language proficiency in a fifth-grade Spanish immersion classroom. In D. M. Brinton, O. Kagan, & S. Bauckus (Eds.), *Heritage language education: A new field emerging* (pp. 289-300). Routledge.

Corbeil, G. (2000). Exploring the effects of first-and second-language proficiency on summarizing in French as a second language. *Canadian Journal of Applied Linguistics*, *3*(1-2), 35-62.

Council of Chief State School Officers. (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards.* <https://www.ccsso.org/sites/default/files/2017-11/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>

Cox, T., Bown, J., & Burdis, J. (2015) Exploring proficiency-based vs. performance-based items with elicited imitation assessment. *Foreign Language Annals, 48*(3), 350-371.

Cox, T., & Malone, M. (2018). A validity argument to support the ACTFL assessment of performance toward proficiency in languages (AAPPL). *Foreign Language Annals, 51*(3), 548-574.

Cramer, H. & Terrio S. (1985). Moving from vocabulary acquisition to functional proficiency: Techniques and strategies. *French Review*, 59, 198-209.

Crossley, S. A., Clevinger, A., & Kim, Y. (2014). The role of lexical properties and cohesive devices in text integration and their effect on human ratings of speaking proficiency. *Language Assessment Quarterly, 11*(3), 250-270.

Crossley, S. A., Kyle, K., Varner, L., Gou, L., & McNamara, D. S. (2014). Linguistic microfeatures to predict L2 writing proficiency: A case study in automated writing evaluation. *Journal of Writing Assessment, 7*(1), 1-23. <http://www.journalofwritingassessment.org/article.php?article=74>

Crossley, S. A., Salsbury, T., & McNamara, D. S. (2012). Predicting the proficiency level of language learners using lexical indices. *Language Testing*, *29*(2), 243-263.

Crossley, S. A., Salsbury, T., McNamara, D. S., & Jarvis, S. (2011). Predicting lexical proficiency in language learner texts using computational indices. *Language Testing*, *28*(4), 561-580.

Crouse, D. (2016). Connecting proficiency levels to the classroom. *The Language Educator 11*(2), 27-29.

Cumming, A. (1989). Writing expertise and second‐language proficiency. *Language Learning*, *39*(1), 81-135.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *WorkingPapers on Bilingualism, 19*, 121-129.

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 175-187.

Cummins, J. (1984). Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (Ed.), *Language proficiency and academic achievement* (pp. 2-19). Multilingual Matters.

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.) *Language processing in bilingual children* (pp. 70–89). Cambridge University Press.

Cunningham, D., & Hatoss, A. (Eds.). (2005). *An international perspective on language policies, practices and proficiencies*. FIPLV.

Dafei, D. (2007). An exploration of the relationship between learner autonomy and English proficiency. *Asian EFL Journal, 24,* 1-23.

Davies, A. (2008). *Assessing academic English: Testing English proficiency, 1950-1989: The IELTS solution*. Cambridge University Press.

Davin, D., Rampert, T., & Hammerand, A. (2014). Converting data to knowledge: One district’s experience using large-scale proficiency assessment. *Foreign Language Annals, 47*, 241-260.

Davis, L. (2009). The influence of interlocutor proficiency in a paired oral assessment. *Language Testing*, *26*(3), 367-396.

Davis, L. (2019). Rater training in a speaking assessment: Impact on more- and less-proficient raters. In S. Papageorgiou & K. M. Bailey (Eds.), *Global perspectives on language assessment: Research, theory, and practice* (pp.18-31). Routledge & TIRF.

Devos, N. (2019). Comparing first-term students’ English language proficiency at a Canadian polytechnic institute. *BC TEAL Journal, 4*(1), 53–83. <https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/335>

Dewaele, J. M., Gkonou, C., & Mercer, S. (2018). Do ESL/EFL teachers’ emotional intelligence, teaching experience, proficiency and gender affect their classroom practice?. In J. D. M. Agudo (Ed.), *Emotions in second language teaching* (pp. 125-141). Springer, Cham.

Douglas, D., (1978). Gain in reading proficiency in English as a foreign language measured by three cloze scoring methods. Journal of Research in Reading 1(1), 67-73.

Douglas, D. (2004). Tests that demonstrate the language proficiency of aviation personnel can promote safer radiotelephony. ICAO Journal 59(3), 17-18, 25-26.

Dustmann, C., & Fabbri, F. (2003). Language proficiency and labour market performance of immigrants in the UK. *The Economic Journal*, *113*(489), 695-717.

Eckes, T. (2009). On common ground? How raters perceive scoring criteria in oral proficiency testing. In A. Brown & K. Hill (Eds.), *Tasks and criteria in performance assessment: Proceedings of the 28th Language Testing Research Colloquium* (pp. 43–73). Peter Lang.

Elder, C. (1993). How do subject specialists construe classroom language proficiency? *Language Testing, 10*, 235–254.

Elder, C. (1993). Language proficiency as a predictor of performance in teacher education. *Melbourne Papers in Language Testing, 2*(1), 1–17.

Elder, C. (2001). Assessing the language proficiency of teachers: Are there any border controls? *Language Testing, 18*(1), 149-170.

Elder, C., Iwashita, N., & McNamara, T. (2002). Estimating the difficulty of oral proficiency tasks: what does the test-taker have to offer?. *Language Testing*, *19*(4), 347-368.

Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *TESL-EJ*, *11*(4), 1-19.

Evanini, K., Hauck, M. C., & Hakuta, K. (2017). Approaches to automated scoring of speaking for K–12 English language proficiency assessments. *ETS Research Report Series*, *2017*(1), 1-11.

Fall, T., Adair Hauck, B., & Glisan, E. (2007). Assessing students’ oral proficiency: A case for on-line testing. *Foreign Language Annals, 40*(3), 377-406.

Fatehi Rad, N., & Sahragad, R. (2019). The impact of the participatory approach on EFL learners’ language proficiency: Focus on teachers’ perspective. *Iranian Journal of English for Academic Purposes*, *8*(3), 48-64. <http://journalscmu.sinaweb.net/article_92983.html>

Fernandez Malpartida, W. M. (2021). Language learning strategies, English proficiency and online English instruction perception during COVID-19 in Peru. *International Journal of Instruction*, *14*(4), 155-172.

Fortune, T., & Tedick, D. (2015). Oral proficiency assessment of English-proficient K-8 Spanish immersion students. *The Modern Language Journal, 99*, 637-655.

Freeman, D., Katz, A., Garcia Gomez, P., & Burns, A. (2015). English-for-teaching: Rethinking teacher language proficiency for the classroom. *English Language Teaching Journal, 69*(2), 129-139. doi: 0.1093/elt/ccuo74

Frisén, L. B., Sundqvist, P., & Sandlund, E. (2021). Policy in practice: Teachers’ conceptualizations of L2 English oral proficiency as operationalized in high-stakes test assessment. *Languages, 6*(4), <https://doi.org/10.3390/languages6040204>

Gass, S., van Gorp, K., & Winke, P. (2019). Using different carrots: How incentivization affects proficiency testing outcomes. *Foreign Language Annals, 52*(2), 216-236.

Gatti, A., & O'Neill, T. (2017). Who are heritage writers? Language experiences and writing proficiency. *Foreign Language Annals, 50*(4), 734-754.

Geranpayeh, A. (1994). Are score comparisons across language proficiency test batteries justified? An IELTS-TOEFL comparability study. *Edinburgh Working Papers in Applied Linguistics, 5*, 50-65.

Glisan, E. W., & Fotlz, D. A. (1998). Assessing students’ oral proficiency in an outcome-based curriculum: Student performance and teacher intuition. *The Modern Language Journal*, *82,* 1-18.

Gomez, P. G., Noah, A., Schedl, M., Wright, C., & Yolkut, A. (2007). Proficiency descriptors based on a scale-anchoring study of the new TOEFL iBT reading test. *Language Testing*, *24*(3), 417-444.

Gorman, M. (2019). Profile: David Little on learner autonomy, proficiency, and plurilingualism. *The Language Educator, 14*(1), 26-27.

Grosser, M. M., & Nel, M. (2013). The relationship between the critical thinking skills and the academic language proficiency of prospective teachers. *South African Journal of Education*, *33*(2), 1-17. <https://www.ajol.info/index.php/saje/article/download/88404/78016>

Gutiérrez, X. (2013). Metalinguistic knowledge, metalingual knowledge, and proficiency in L2 Spanish. *Language Awareness*, *22*(2), 176-191.

Hacking, J. F., & Tschirner, E. (2017). The contribution of vocabulary knowledge to reading proficiency: The case of college Russian. *Foreign Language Annals, 50*(3), 500-518.

Hamp-Lyons, L. (1991). Reconstructing ‘academic writing proficiency’. In L. Hamp-Lyons (Ed.), *Assessing second language writing* (pp. 23-239). Norwood, NJ: Ablex.

Harley, B., Cummins, J. Swain, M., & Allen P. (1990). The nature of language proficiency. In B. Harley, P. Allen, J. Cummins, & M. Swain (Ed.) *The development of second language proficiency* (pp. 7-25). Cambridge University Press.

Higgs. T. (Ed.), (1984). *Teaching for proficiency: The organizing principle*. National Textbook Company.

Hoa, D., & Dung, V. (2020). Some factors affecting English proficiency of the first-year non-English majored students at Hung Vuong University. *Journal of Science and Technology, 21*(4), 87-96.

Holman, D. (2017). Across the threshold: A call for ILR proficiency descriptor banks. *Applied Language Learning, 27*(1 & 2), 1-17.

Housen, A., Kuiken, F., & Vedder, I. (Eds.). (2012). *Dimensions of L2 performance and proficiency: Complexity, accuracy, and fluency in SLA.* John Benjamins.

Howarth, P. (1998). Phraseology and second language proficiency. *Applied Linguistics*, *19*(1), 24-44.

Hsieh, C. (2016). ESL teachers’ versus American undergraduates’ judgments of international teaching assistants’ accentedness, comprehensibility, and oral proficiency. In M. A. Christison & N. Saville (Eds.), *Advancing the field of language assessment: Papers from TIRF doctoral dissertation grantees. Studies in Language Testing 46* (pp. 109-127). Cambridge University Press.

Hulstijn, J. H. (2007). The shaky ground beneath the CEFR: Quantitative and qualitative dimensions of language proficiency. *The Modern Language Journal*, *91*(4), 663-667.

Huang, B. H., Davis, D. S., & Ngamsomjan, J. R. (2017). Keeping up and forging ahead: English language outcomes of proficient bilingual adolescents in the United States. *System, 67*, 12-24.

Huang, H. T. D., Hung, S. T. A., Chao, H. Y., Chen, J. H., Lin, T. P., & Shih, C. L. (2022). Developing and validating a computerized adaptive testing system for measuring the English proficiency of Taiwanese EFL university students. *Language Assessment Quarterly*, *19*(2), 162-188.

Huebner, T., & Jensen, A. (1992). A study of foreign language proficiency-based testing in secondary schools. *Foreign Language Annals, 25*, 105-115.

Humphreys, P., Haugh, M., Fenton-Smith, B., Lobo, A., Michael, R., & Walkinshaw, I. (2012). Tracking international students’ English proficiency over the first semester of undergraduate study. *IELTS Research Reports Volume, 14*, 1-41.

Hyltenstam, K. Bartning, I., & Fant, L. (Eds.). (2018). *High-level language proficiency in second language and multilingual contexts*. Cambridge University Press.

Isaacs, T. (2008). Towards defining a valid assessment criterion of pronunciation proficiency in non-native English-speaking graduate students. *Canadian Modern Language Review*, *64*(4), 555-580.

Iwashita, N., Brown, A., McNamara, T., & O’Hagan, S. (2008). Assessing levels of second language speaking proficiency: How distinct? *Applied Linguistics, 29*(1), 24-49. doi:10.1093/applin/amm017

Iwashita, N., McNamara, T., & Elder, C. (2001). Can we predict task difficulty in an oral proficiency test? Exploring the potential of an information-processing approach to task design. *Language Learning,* *51*(3), 401-436.

James, C. L. (2010). Do language proficiency tests scores differ by gender? *TESOL Quarterly, 44*(2), 387-398.

Jang, E. E., Cummins, J., Wagner, M., Stille S., & Dunlop, M. (2015). Investigating the homogeneity and distinguishability of STEP proficiency descriptors in assessing English language learners in Ontario schools. *Language Assessment Quarterly, 12*(1), 87–109, DOI: 10.1080/15434303.2014.936602

Jessner U. (2017) Multicompetence approaches to language proficiency development in multilingual education. In O. García, A. Lin, &, S. May (Eds.), *Bilingual and multilingual education. Encyclopedia of language and education* (3rd ed.) (pp.161-173). Springer. <https://doi.org/10.1007/978-3-319-02258-1_10>

Jones, N. (2009).A comparative approach to constructing a multilingual proficiency framework: constraining the role of standard setting.  *Cambridge ESOL Research Notes, 37*, 6-9.

Jiang, G. (2016). Implementing suggestions on deepening the reform of examination and enrolment system and steadily advancing the national assessment system of foreign language proficiency. *China Examinations*, *2016*(1), 3-6.

Jing, X. (2019). The reliability and validity of language proficiency assessments for English language learners. *Frontier of Higher Education*, *1*(1), 36-42.

Kaivanpanah, S., Yamouty, P., & Karami, H. (2012). Examining the effects of proficiency, gender, and task type on the use of communication strategies. *Porta Linguarum: Revista Internacional de Didactica de Las Lenguas Extranjeras*, *17*(1), 79–93. <https://doi.org/10.30827/Digibug.31960>

Kang, O., & Pickering, L. (2011). The role of objective measures of suprasegmental features in judgments of comprehensibility and oral proficiency in L2 spoken discourse. *Speak Out!* 44, 4–8.

Kang, O., & Rubin, D. L. (2012). Intra-rater reliability of oral proficiency ratings. *International Journal of Educational and Psychological Assessment, 12*(1), 43-61.

Kang, O., Rubin, D. L., & Pickering, L. (2010). Suprasegmental measures of accentedness and judgments of language learner proficiency in oral English. *Modern Language Journal, 94*(4), 554-566.

Kaplan, I. (1984). Oral proficiency testing and the language curriculum: Two experiments in curricular design for conversation courses. *Foreign Language Annals, 15*, 491-498.

Kenyon, D. M., MacGregor, D., Li, D., & Cook, H. G. (2011). Issues in vertical scaling of a K-12 English language proficiency test. *Language Testing*, *28*(3), 383-400.

Kim, M., Crossley, S. A., & Kyle, K. (2018). Lexical sophistication as a multidimensional phenomenon: Relations to second language lexical proficiency, development, and writing quality. *The Modern Language Journal*, *102*(1), 120-141.

Kim, M., & Haneda, M. (2020). The disconnect between English tests and English proficiency: Two South Korean jobseekers’ perceptions and performances. In S-A. Mirhosseini & P. I. D. Costa (Eds.), *The sociopolitics of English language testing* (pp. 165–184). Bloomsbury Academic.

Kissau, S., Davin, K. J., & Wang, C. (2019). Enhancing instructor candidate oral proficiency through interdepartmental collaboration. *Foreign Language Annals, 52*(2), 358-372.

Kissling, E. M., & O'Donnell, M. E. (2015). Increasing language awareness and self-efficacy of FL students using self-assessment and the ACTFL proficiency guidelines. *Language Awareness*, *24*(4), 283-302.

Ko, H. (2018). Self-directed learning English proficiency by Korean learners. *English Teaching*, *73*(1), 49-69.

Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, *70*(4), 366-372.

Kyle, K., Crossley, S. A., & Kim, Y. (2015). Native language identification and writing proficiency. *International Journal of Learner Corpus Research, 1*(2), 187-209.

Leaver, B. L., & Shekhtman, B. (Eds.), (2002). *Developing professional-level language proficiency* (pp. 34-58). Cambridge University Press.

Lee, B. (2010). The pre-university English-educational background of college freshman in a foreign language program: A tale of diverse private education and English proficiency. *Asia-Pacific Education Review*, *11*(1), 69-82.

Lee, J. S., & Dressman, M. (2018). When IDLE hands make an English workshop: Informal digital learning of English and language proficiency. *TESOL Quarterly, 52*(2), 435-445.

Lee, O. (2018). English language proficiency standards aligned with content standards. *Educational Researcher, 47*(5), 317-327.

Lee, O. (2019). Aligning English language proficiency standards with content standards: Shared opportunity and responsibility across English learner education and content areas. *Educational Researcher, 48*(8), 534-542.

Lee, H. Y., & Song, J. (2019). Evaluating Korean learners’ English rhythm proficiency with measures of sentence stress. *Applied Psycholinguistics*, *40*(6), 1363-1376.

Leeming, P., & Wong, A. (2016). Using dictation to measure language proficiency: A Rasch analysis. *Papers in Language Testing and Assessment*, *5*(2), 1-25.

Lin, C-K., & Zhang, J. (2014). Investigating correspondence between language proficiency standards and academic content standards: A generalizability theory study. *Language Testing, 31*(4), 413–431.

Lin, H. (2016). Developing the national assessment system of foreign language proficiency to improve citizens’ language ability. *China Examinations*, *2016*(12), 3-4.

Linck, J., Hughes, M., Campbell, S., Silbert, N., Tare, M., Jackson, S., Smith, B., Bunting, M., & Doughty, C. (2013). Hi-LAB: A new measure of aptitude for high-level language proficiency. *Language Learning,* 63(3), 530-566.

Light, R., Xu, M., & Mossop, J. (1987). English proficiency and academic performance of international students. *TESOL Quarterly, 21*(2), 251-261.

Lindholm-Leary, K. J. (2003). Dual language achievement, proficiency, and attitudes among current high school graduates of two-way programs. *NABE Journal*, 26,20–25.

Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement, and student attitudes. In D. J. Tedick, D. Christian, & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81–103). Avon, England: Multilingual Matters.

Lindholm-Leary, K. J., & A. Hernandez. (2011). Achievement and language proficiency of Latino students in dual language programmes: Native English speakers, fluent English/previous ELLs, and current ELLs. *Journal of Multilingual and Multicultural Development,* *32*(6), 531-545.

Little, D., & Erickson, G. (2015). Learner identity, learner agency, and the assessment of language proficiency: Some reflections prompted by the *Common European Framework of Reference for Languages,* *Annual Review of Applied Linguistics*, *35*, 120–139. <https://doi.org/10.1017/S0267190514000300>

Liu, J., & Pan, M. (2019). English language teaching in China: Developing language proficiency frameworks. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 1-18). Cham, Switzerland: Springer International Handbooks of Education.

Llosa, L. (2007). Validating a standards-based classroom assessment of English proficiency: A multitrait-multimethod approach. *Language Testing*, *24*(4), 489-515.

Llosa, L. (2011). Standards-based classroom assessments of English proficiency: A review of issues, current developments, and future directions for research. *Language Testing*, *28*(3), 367-382.

Lowenberg, P. (2000). Non-native varieties and the sociopolitics of English proficiency assessment. In J. K. Hall & W. G. Eggington (Eds.), *The sociopolitics of English language teaching* (pp. 67-82). Multilingual Matters.

Llosa, L. (2017). Assessing students’ content knowledge and language proficiency. In E. Shohamy & I. Or (Eds.), *Encyclopedia of language and education* (Vol. 7, pp. 3-14). Springer International.

Longabach, T., & Peyton, V. (2018). A comparison of reliability and precision of subscore reporting methods for a state English language proficiency assessment. *Language Testing*, *35*(2), 297-317.

Loomis, S. (2015). Using speaking test data to define the advanced proficiency level for L2 Arabic speakers. *Foreign Language Annals, 48*(4), 604-617.

Ludbrook, G. (2009). Certifying teachers’ foreign language proficiency: Developing a performance test for Italian CLIL teachers. In L. Taylor & C. J. Weir (Eds.), *Language testing matters: Investigating the wider social and educational impact of assessment – Proceedings of the ALTE Cambridge Conference, April 2008 (Studies in Language Testing, 31)* (pp. 215-233). Cambridge University Press.

Luk, G., & Bialystok, E. (2013). Bilingualism is not a categorical variable: Interaction between language proficiency and usage. *Journal of Cognitive Psychology*, *25*(5), 605-621.

Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language Learning*, *22*(2), 261-273.

Lundell, F. F., & Sandgren, M. (2013). High-level proficiency in late L2 acquisition: Relationships between collocational production, language aptitude and personality. In G. Granena & M. Long (Eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment* (pp. 231-258). John Benjamins.

Lys, F. (2013). The development of advanced learner oral proficiency using iPads. *Language Learning & Technology*, *17*(3), 94-116.

Ma, W., & Winke, P. (2019). Self‐assessment: How reliable is it in assessing oral proficiency over time?. *Foreign Language Annals*, *52*(1), 66-86.

MacFarlane, A. & Wesche, M. B. (1995). Immersion outcomes: Beyond language proficiency. *The Canadian Modern Language Review, 51*(2), 250-272.

MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self‐ratings of second language proficiency: The role of language anxiety. *Language Learning*, *47*(2), 265-287.

Malabonga, V., Kenyon, D. M., & Carpenter, H. (2005). Self-assessment, preparation and response time on a computerized oral proficiency test. *Language Testing*, *22*(1), 59-92.

Malvern, D., & Richards, B. (2002). Investigating accommodation in language proficiency interviews using a new measure of lexical diversity. *Language Testing*, *19*(1), 85-104.

Marian, V., Blumenfeld, H. K., & Kaushanskaya, M. (2007). The language experience and proficiency questionnaire (LEAP-Q): Assessing language profiles in bilinguals and multilinguals. *Journal of Speech, Language, and Hearing Research, 50*, 940–967.

Martin-Beltrán, M. (2010). Positioning proficiency: How students and teachers (de)construct language proficiency at school. *Linguistics and Education*, *21*(4), 257–281. https://doi.org/10.1016/j.linged.2010.09.002

McDowell, C. (1995). Assessing the language proficiency of overseas-qualified teachers: The English language assessment (ELSA). In G. Brindley (Ed.), *Language assessment in action* (pp. 11-29). Sydney, Australia: National Center for English Language Teaching and Research.

McGroarty, M., & Urzúa, A. (2009). The relevance of bilingual proficiency in U.S. corporate settings. In O. Kagan & D. Brinton (Eds.), *Heritage language study: A new field emerging* (pp. 131-146). Routledge.

McManus, W., Gould, W., & Welch, F. (1983). Earnings of Hispanic men: The role of English language proficiency. *Journal of Labor Economics*, *1*(2), 101-130.

Merino, J. A., & Lasagabaster, D. (2017). The effect of content and language integrated learning programmes’ intensity on English proficiency: A longitudinal study. *International Journal of Applied Linguistics, 28*(1), 1-13.

Mikhaylova, A. (2012). Aspectual knowledge in high proficiency L2 and adult heritage speakers of Russian. *Heritage Language Journal* 9(2), 50-69.

Miyake, A., & Friedman, D. (1988). Individual differences in second language proficiency: Working memory as language aptitude. In A. F. Healy & L. E. Bourne, Jr. (Eds.), *Foreign language learning: Psycholinguistic studies on training and retention* (pp. 339-364). Erlbaum.

Mohammadi, H., & Izadpanah, S. (2019). A study of the relationship between Iranian learners' sociocultural identity and English as a Foreign Language (EFL) learning proficiency. *International Journal of Instruction*, *12*(1), 53-68.

Mori, J. (2012). Social and interactive perspectives on Japanese language proficiency: Learning through listening towards advanced Japanese. University Park, PA: CALPER Publications.

Muhammad, M. M., Jack, C. S., & Hamzah, S. G. (2017). [The implementation of the Fulbright English Teaching Assistant program in Malaysia: An evaluation on students’ language proficiency.](http://science-gate.com/IJAAS/Articles/2017-4-6/17%202017-4-6-pp.121-129.pdf) *International Journal of Advanced and Applied Sciences, 4*(6), 121-129.

Muñoz Lahoz, C. (2017). The role of age and proficiency in subtitle reading. An eye-tracking study. *System, 67,* 77-86.

Murphy, P. (2007). Reading comprehension exercises online: The effects of feedback, proficiency and interaction. *Language Learning & Technology*, *11*(3), 107-129.

Namaziandost, E., Neisi, L., Kheryadi, & Nasri, M. (2019). Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English learning motivation in focus. *Cogent Education*, *6*(1), <https://doi.org/10.1080/2331186X.2019.1683933>.

Nishikawa, M. (2019). Eye tracking evidence on the role of second language proficiency in integrated writing task performance. In S. Papageorgiou & K. M. Bailey (Eds.), *Global perspectives on language assessment: Research, theory, and practice* (pp. 122-138). Routledge & TIRF.

Niu, R., Jiang, L., & Deng, Y. (2018). Effect of proficiency pairing on L2 learners’ language learning and scaffolding in collaborative writing. *The Asia-Pacific Education Researcher*, *27*(3), 187-195.

Norris, J. (2001). Concerns with computerized adaptive oral proficiency assessment. *Language Learning & Technology*, *5*(2), 99-105.

Noudali, R. (2016). Performance assessments to improve student proficiency. *The Language Educator 11*(2), 46-49.

Oller, J., & Perkins, K. (1978). Intelligence and language proficiency as sources of variance in self-reported affective variables. *Language Learning, 28*(1), 85-97.

Ortega, L. (2003). Syntactic complexity measures and their relationship to L2 proficiency: A research synthesis of college-level L2 writing. *Applied Linguistics, 24*, 492-518.

O’Sullivan, B. (2000). Exploring gender and oral proficiency interview performance. *System, 28*(3), 1-14.

O’Sullivan, B. (2002). Learner acquaintanceship and oral proficiency test pair-task performance. *Language Testing*, *19*(3), 277-295.

Papageorgiou, S., Morgan, R., & Becker, V. (2015). Enhancing the interpretability of the overall results of an international test of English-language proficiency. *International Journal of Testing, 15*(4), 310-336.

Peacock, M. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics*, *9*(2), 247-265. doi:10.1111/j.1473-4192.1999.tb00175.x

Pearson, L., Fonseca-Greber, B., & Foell, K. (2006). Advanced proficiency for foreign language teacher candidates: What can we do to help them achieve this goal? *Foreign Language Annals, 39*(3), 507-519.

Phon, S. (2017). Factors affecting the English language proficiency of students majoring in English at rural university in Cambodia. *UC Occasional Paper Series, 1*(1), 69-92. \*\*

Plough, I. C., Briggs, S. L., & Van Bonn, S. (2010). A multi-method analysis of evaluation criteria used to assess the speaking proficiency of graduate student instructors. *Language Testing, 27*(2), 235-260.

Powers, D. E. (2010). *The case for a comprehensive, four-skills assessment of language proficiency* (TOEIC Compendium Study TC-10-12). Educational Testing Service.

Powers, D. E. (2013). Assessing English-language proficiency in all four language domains: Is it really necessary? In D. Powers (Ed.), *The research foundation for the TOEIC tests: A compendium of studies: Volume II* (pp. 1.1-1.7). Educational Testing Service.

Powers, D. E., Bravo, G., Sinharay, S., Valdivia, L. E., Simpson, A. G., & Weng, V. Z. (2008). *Relating scores on the TOEIC Bridge to student perceptions of proficiency in English* (ETS Research Memorandum No. RM-08-02). Educational Testing Service.

Powers, D. E., Kim, H., Weng, V. Z. (2008). *The redesigned TOEIC® (listening and reading) test: Relations to test-taker perceptions of proficiency in English* (ETS RR-08-56). Educational Testing Service.

Powers, D. E., Kim, H.-J., Yu, F., Weng, V. Z., & Van Winkle, W. H. (2010). *The TOEIC Speaking and Writing tests: Relations to test-taker perceptions of proficiency in English* (TOEIC Compendium Study TC-10-11). Educational Testing Service.

Powers, D. E., Yu, F., Yan, F. (2013). *The TOEIC® Listening, Reading, Speaking, and Writing tests: Evaluating their unique contribution to assessing English-language proficiency* (TOEIC Compendium Study TC-13-03). Educational Testing Service.

Richards, J. C. (1985). Planning for proficiency. *CATESOL Occasional Papers, 11*, 16-30.

Romeo, K., Bernhardt, E. B., Miano, A., & Malik Leffell, C. (2017). Exploring blended learning in a postsecondary Spanish language program: Observations, perceptions, and proficiency ratings. *Foreign Language Annals, 50*(4), 681-696.

Saegusa, Y. (1989). Japanese company workers’ English proficiency. *Waseda Journal of Human Sciences, 2*(1), 1-11.

Sakai, S., & Takagi, A. (2009). Relationship between learner autonomy and English language proficiency of Japanese learners. *Journal of Asia TEFL*, *6*(3), 297-325.

Saito, K. (2019). To what extent does long-term foreign language education help improve spoken second language lexical proficiency? *TESOL Quarterly*, *53*(1), 82-107.

Santizo, I. P. (2017). Correlating aptitude with oral proficiency: A quantitative study of DLAB and OPI scores across four language categories. *Applied Language Learning, 27*(1 & 2), 73-96.

Setia, R., Rahim, R. A., Nair, G. K. S., Husin, N., Sabapathy, E., Mohamad, R., ... & Seman, N. A. (2012). English songs as means of aiding students' proficiency development. *Asian Social Science*, *8*(7), 270-274.

Shin, S. K. (2005). Did they take the same test? Examinee language proficiency and the structure of language tests. *Language Testing, 22*(1), 31-57.

Sieloff Magnan, S. (1986). Assessing speaking proficiency in the undergraduate curriculum: Data from French. *Foreign Language Annals, 19*, 429-437.

Slevc, L. R., & Miyake, A. (2006). Individual differences in second-language proficiency: Does musical ability matter?. *Psychological Science*, *17*(8), 675-681.

Slobodanka, D., & Kling, J. (2018). Assessing English-medium instruction lecturer language proficiency across disciplines. *TESOL Quarterly*, *52*(3), 657-679.

Son, Y. A. (2016). Interaction in a paired oral assessment: revisiting the effect of proficiency. *Papers in Language Testing and Assessment*, *5*(2), 43-68.

Strawbridge, T., Soneson, D., & Griffith, C. (2019). Lasting effects of pre-university language exposure on undergraduate proficiency. *Foreign Language Annals, 52*(4), 776-797.

Suárez, M. D. M., & Gesa, F. (2019). Learning vocabulary with the support of sustained exposure to captioned video: Do proficiency and aptitude make a difference?. *The Language Learning Journal*, *47*(4), 497-517.

Swanson, P., Peltier, J. P. N., LeLoup, J. W., Earnest, D., & Malone, M. E. (2022). Proficiency benchmarking in Spanish. In P. M. Wesely, & C. Glynn (Eds.), *Maximizing the power of proficiency: Central Conference on Teaching of Foreign Languages report 2022* (pp. 1-16). Robert M. Terry.

Swisher, J. (2016). Two tests, a team, and a target: Our journey toward proficiency. *The Language Educator 11*(2), 50-51.

Tannenbaum, R. J., & Wylie, E. C. (2005). *Mapping English language proficiency test scores onto the common European framework* (TOEFL Research Report No. 80). Educational Testing Service.

Teachers of English to Speakers of Other Languages (TESOL). (2010). *Position statement on the acquisition of academic proficiency in English*. Alexandria, VA: TESOL.

Thirakunkovit, S., Rodríguez-Fuentes, R. A., Park, K., & Staples, S. (2019). A corpus-based analysis of grammatical complexity as a measure of international teaching assistants’ oral English proficiency. *English for Specific Purposes*, *53*, 74-89.

Thomas, M. (1994). Assessment of L2 proficiency in second language acquisition research. *Language Learning, 44,* 307-336.

Thorne, S. L., & Reinhardt, J. (2008). Bridging activities: New media literacies and advanced foreign language proficiency. *CALICO Journal, 25*(3), 558-572.

Tigchelaar, M., Bowles, R. P., Winke, P., & Gass, S. (2017). Assessing the validity of ACTFL can-do statements for spoken proficiency: A Rasch analysis. *Foreign Language Annals, 50*(3), 584-600.

Tschirner, E. (2012). *Aligning frameworks of reference in language testing: The ACTFL proficiency guidelines and the Common European Framework of Reference for Languages*. Stauffenburg Verlag.

Tschirner, E. (2016). Listening and reading proficiency levels of college students. *Foreign Language Annals, 49*(2), 201–223.

Tschirner, E. & Heilenman, L. K. (1998). Reasonable expectations: Oral proficiency goals for intermediate-level students of German. *The Modern Language Journal, 82*, 147-158.

Urmston, A., **Raquel, M., & Tsang, C.**  (2103). **Diagnostic testing of Hong Kong tertiary students’ English language proficiency: The development and validation of DELTA.** *Hong Kong Journal of Applied Linguistics, 14*(2), 60-82.

van Daele, S., Housen, A., Pierrard, M., & Debruyn, L. (2006). The effect of extraversion on oral L2 proficiency. *EUROSLA Yearbook*, 6, 213-236.

Vandergrift, L. (2005). Relationships among motivation, orientations, metacognitive awareness and proficiency in L2 listening. *Applied Linguistics*, *26*(1), 70–89. doi:10.1093/applin/amh039

Vandergrift, L. (2006). Second language listening: Listening ability or language proficiency?. *The Modern Language Journal*, *90*(1), 6-18.

van Naerssen, M. (2009). Going from language proficiency to linguistic evidence in court cases. In L. Taylor & C. J. Weir (Eds.), *Language testing matters: Investigating the wider social and educational impact of assessment – Proceedings of the ALTE Cambridge Conference, April 2008 (Studies in Language Testing, 31)* (pp. 36-58). Cambridge University Press.

Van Tubergen, F. (2010). Determinants of second language proficiency among refugees in the Netherlands. *Social Forces*, *89*(2), 515-534.

Weigle, S. C., & Friginal, E. (2015). Linguistic dimensions of impromptu test essays compared with successful student disciplinary writing: Effects of language background, topic, and L2 proficiency. *Journal of English for Academic Purposes*, *18*, 25-39.

Wigglesworth, G. (1997). An investigation of planning time and proficiency level on oral test discourse. *Language Testing*, *14*(1), 85-106.

Wilson, K. M. (1993). *Uses of the secondary level English proficiency (SLEP) test: A survey of current practice* (ETS RR-93-09). Educational Testing Service.

Winke, P., & Gass, S. (2013). The influence of second language experience and accent familiarity on oral proficiency rating: A qualitative investigation. *TESOL Quarterly, 47*(4), 762-789.

Winke, P., & Gass, S. M. (Eds.). (2019). *Foreign language proficiency in higher education*. Springer, Cham.

Winke, P., Zhang, X., & Pierce, S. J. (2022). A closer look at a marginalized test method: Self-assessment as a measure of speaking proficiency. Cambridge University Press. <https://www.cambridge.org/core/journals/studies-in-second-language-acquisition/article/closer-look-at-a-marginalized-test-method-selfassessment-as-a-measure-of-speaking-proficiency/786D4E0E0D500DCDD43CCE24ED610592>

Yan, W. & Cheng, L. (2015). How language proficiency contributes to Chinese students’ academic success in Korean universities. Language Testing in Asia, 5(8). Doi:10.1186/s40468-015-0016-2

Yan, X. (2014). An examination of rater performance on a local oral English proficiency test: A mixed-methods approach. *Language Testing*, 31(4), 501-527.

Yan, X., Maeda, Y., Lu, J., & Ginther, A. (2016). Elicited imitation as a measure of second language proficiency: A narrative review and meta-analysis. *Language Testing, 33*(4), 497–528.

Yılmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: A study of ELT learners in Turkey. *Procedia-Social and Behavioral Sciences*, *2*(2), 682-687.

Yoo, H., Manna, V. F. (2016). Measuring English language workplace proficiency across subgroups: Using CFA models to validate test score interpretation. *Language Testing, 34*(1), 101–126.

Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, *19*(5), 439-445.

Young, R. & He, A. W. (Eds.). (1998). *Talking and testing:  Discourse approaches to the assessment of oral language proficiency* (Vol. 14). John Benjamins Publishing.

Yu, S., & Lee, I. (2016). Understanding the role of learners with low English language proficiency in peer feedback of second language writing. *TESOL Quarterly*, *50*(2), 483-494.

Yuksel, D., Soruç, A., Altay, M., & Curle, S. (2021). Does English language proficiency improve when studying through English medium instruction? A longitudinal study in Turkey. *Applied Linguistics Review,* 1-20. <https://doi.org/10.1515/applirev-2020-0097>

Yun, J. H. & Park, Y. H. (2012). Cooperative learning: An effective way to enhance Korean EFL learners’ English proficiency and self-efficacy. *Modern English Education, 13*(1), 93-111.

Zhao, C. G., & Liu, C. J. (2019). An evidence-based review of Celpe-Bras: The exam for certification of proficiency in Portuguese as a foreign language. *Language Testing*. DOI: [10.1177/0265532219849000](https://doi.org/10.1177/0265532219849000)

Zhu, Z. (2015). Several problems about developing a descriptor pool of China Common Framework for English Proficiency Scale. *China Examinations*, *2015*(4), 11-17.

Zhu, Z. (2016). A validation framework for the national English proficiency scale of China. *China Examinations*, *2016*(8), 3-13.

Zuniga, M., & Simard, D. (2019). Factors influencing L2 self-repair behavior: The role of L2 proficiency, attentional control and L1 self-repair behavior. *Journal of Psycholinguistic Research*, *48*(1), 43-59.