

Language Assessment Matters

Issue 12, November 2019

The Newsletter of the Association for Language Testing and Assessment of Australia and New Zealand



Language Assessment Matters is the newsletter of ALTAANZ, the Association for Language Testing and Assessment of Australia and New Zealand.

Do you have a Language Testing or Assessment related item you would like to have included in the newsletter? If so, please send your submission to altaanz@gmail.com with "newsletter" in the subject line. Possible contributions could include a report on work in progress, a PhD or Master's thesis report, a conference review or report, discussion of a current issue in language testing or assessment, a description of an assessment task which has worked well for your learners or an assessment-related anecdote that you think our membership would find interesting.

Dear ALTAANZ Members,

In this issue of Language Assessment Matters you'll find out about:

- A special issue of Papers in Language Testing and Assessment on Rasch measurement
- The new ALTAANZ PhD database
- Announcing ALTAANZ Conference 19-21 November, 2020
- Other upcoming language assessment events
- CLESOL Workshop (sponsored by ALTAANZ)
- An interview with Morena Botelho de Magalhães on her PhD completion
- Warlpiri Language Assessment Workshops (sponsored by ALTAANZ)
- ALTAANZ advocacy brief on Citizenship testing for your feedback

Best wishes,

Johanna Motteram
ALTAANZ Communication Officer

Papers in Language Testing and Assessment

Announcing the forthcoming special issue of *Papers in Language Testing and Assessment*: 'Applying Rasch measurement theory in language assessment', guest-edited by Jason Fan (University of Melbourne), Ute Knoch (University of Melbourne), and Trevor Bond (James Cook University). This special issue will include 5 full-length research papers exploring the application of the Rasch model in language assessment research in different contexts – see table of contents below.

PLTA Volume 8, Issue 2, 2019

Editorial

- Application of Rasch measurement theory in language assessment: Using measurement to enhance language assessment research and practices. Fan, Knoch & Bond

Articles

- Examination of CEFR-J spoken interaction tasks using many-facet Rasch measurement and generalizability theory. Koizumi, Kaneko, Setoguchi, In'nami & Naganuma
- An investigation into rater performance with a holistic scale and a binary, analytic scale on an ESL writing placement test. Park & Yan
- Examining test fairness across gender in a computerised reading test: A comparison between the Rasch-based DIF technique and MIMIC. Zhu & Aryadoust
- Evaluating rater judgments on ETIC Advanced writing tasks: An application of generalizability theory and Many-Facets Rasch Model. Wang & Luo
- Fairness in language assessment: What can the Rasch model offer? Fan & Knoch

Book review

- *Fairness, Justice and Language Assessment*, McNamara, Knoch & Fan (2019). Reviewed by Troy Cox

Hi there,

We are Diep Tran and Ivy Chen, the current student representatives of ALTAANZ. Recently, we have been working to create the **ALTAANZ PhD abstract database**, which will serve as a repository of information on PhD research undertaken at universities in Australia and New Zealand. This database welcomes abstracts of completed PhD theses which are directly relevant or in some way related to language testing and assessment. This is a project that we embark on in celebration of the ALTAANZ 10-year anniversary in 2020. If you have completed your PhD and would like to share some information about your thesis with a wider community, please contact us at altaanzstudents@gmail.com. Your contribution will be much appreciated.

All the best,

Diep & Ivy.



Save the date – 2020 ALTAANZ conference

ALTAANZ is excited to announce that the 2020 ALTAANZ conference will be held at the University of Melbourne on Friday the 20th and Saturday the 21st of November 2020. In addition, half-day workshops will be held on Thursday, November 19th.

The theme of the 2020 conference is “Intersections, Crossings and Barriers”, highlighting the multiple social roles of language tests and assessments. The focus includes assessment that is primarily and explicitly of language ability, as well as assessments of content areas (e.g. science, numeracy, health care, professional skills) that also involve language and communication skills.

Proposals are encouraged from practitioners and researchers whose assessment practices or research are at the intersection of language and content, or whose assessment work straddles professional, disciplinary, social or linguistic boundaries that arise in workplaces, schools, institutions, organisations and jurisdictions. We welcome papers on any topic related to language testing and assessment, but our theme is especially relevant to:

- Assessment which intersects content areas and language skills, e.g. in Content-Based Instruction or LSP assessment
- Assessment of subject content (e.g. science, history) through second languages
- Multilingual assessment and assessment in multilingual contexts
- Classroom-based assessment
- Interactions between large-scale standardized assessments/frameworks and classroom practices
- Assessments and tests with multiple uses
- The intersection between learning and assessment
- Collaborations across stakeholder groups

ALTAANZ 2020 will be held just prior to the conference of the Applied Linguistics Association of Australia, to be held at RMIT University in Melbourne from 22-25 November 2020, which offers a great opportunity for delegates to attend both conferences.

Plenary speakers:

Suresh Canagarajah

Susy Macqueen

Further plenary speakers will be announced once confirmed

More information will be available on the website of the Association (www.altaanz.org) soon.

We're very much looking forward to seeing you in Melbourne in November 2020!

**Forward Planner:
Upcoming Language Assessment Events
(please contact us at altaanz@gmail.com to add your event)**

New Directions 8-9 December 2019, Yokohama, Japan
<https://www.britishcouncil.jp/en/new-directions>

ALTE's 7th International Conference 22 - 24 Apr 2020, Madrid, Spain
<https://www.alte.org/Madrid-2020>

EALTA: 1-7 June 2020, Budapest, Hungary
<http://www.ealta.eu.org/>

LTRC 2020, 9-13 June Hammamet, Tunisia
<https://www.iltaonline.com/page/LTRC2020>

The 12th Annual Conference of the International Test Commission:
July 14-17, 2020, Luxembourg
<https://www.intestcom.org/page/26>

AILA Congress: August 9-14, 2020, The Netherlands,
<https://www.aila2020.nl/>

ALTAANZ 2020, Melbourne, 19-21 November
<http://www.altaanz.org/altaanz-melbourne-2020.html>

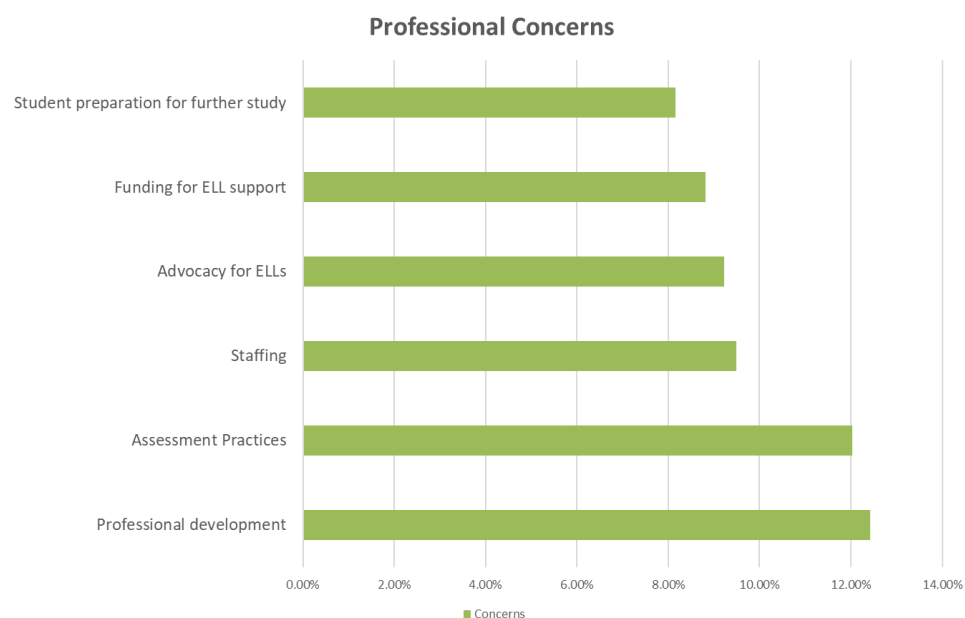
ALTAANZ sponsorship: Building Better Outcomes for Teachers – TESOLANZ & ALTAANZ



Daryl Streat – President (TESOLANZ)

On July 13th, 2019, ALTAANZ supported TESOLANZ in holding a one-day symposium at Wintec, Hamilton. The purpose of which was to bridge research and practice in the areas of assessment and EAP.

In October 2018, TESOLANZ surveyed its entire membership. This was largely part of an effort to better understand the demographics of the TESOL sector, as well as to more accurately diagnose teacher needs and challenges. The results of this survey identified assessment and professional development as major concerns amongst TESOL practitioners across all sectors.



As result, TESOLANZ made commitment to address assessment fluency and literacy by providing a symposium within 6 months of the results being finalised. The title of the symposium was “Building the Knowledge Base: Connecting Research to Practice in Assessment and EAP.”

TESOLANZ had other priorities in planning this symposium, one of which was collaborate with another body with similar interests. As such, it was fortunate that ALTAANZ’s sponsorship of relevant workshops/events was brought to our attention. TESOLANZ submitted an application for support and was pleased that this was accepted, enabling collaboration between the two organizations.

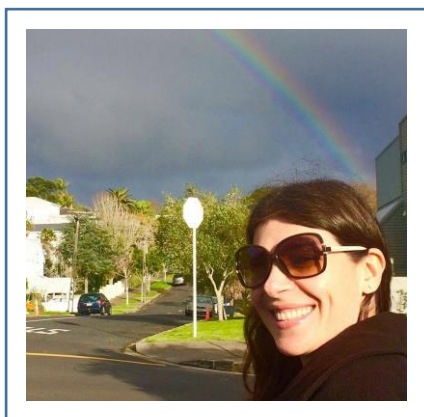
In initial planning, the organising committee foresaw a small, focused one-day symposium of approximately 60 delegates. However, after the call for papers went live, and registrations opened, it quickly became clear that we would be delivering a far bigger event than initially planned. This presented logistical challenges, however with the support of partners like ALTAANZ, we were ultimately able to deliver an event for approximately 170 delegates, consisting of 2 keynote speakers

(Rosemary Wette, University of Auckland and Aek Phakiti, University of Sydney), 5 workshops, and 22 concurrent sessions. The symposium also featured opening remarks from Rosemary Erlam (as ALTAANZ President) and myself (as TESOLANZ President). The event also attracted sponsorship from assessment organizations such as IELTS/IDP and Pearson PTE. In addition, the event resulted in additional memberships for both organizations.

Given the proposed changes to NCEA, as well as Review of Standard, TEOSLANZ believes that a focus on assessment will continue to be critical for teachers of English to speakers of other languages. As an association we are investigating additional workshops, online support sessions, and an assessment stream at our flagship conference CLESOL 2020. It is our sincere hope that, as we move towards better outcomes for teachers, we can continue to work alongside ALTAANZ to meet the needs of practitioners.

PhD Completion Celebration: Interview with Morena

Morena Botelho de Magalhães manages DELNA, the University of Auckland's Diagnostic English Language Needs Assessment programme. Her thesis is about the language learning experiences of EAL doctoral candidates in their first PhD year. Morena grew up in Brazil but Aotearoa-New Zealand is her present home.



Full name: Morena Dias Botelho de Magalhães

Thesis title: Narratives of Language Learning and Identity in First-Year EAL Doctoral Candidates' Trajectories

Supervisors: Professor John Read & Professor Gary Barkhuizen

Institution: The University of Auckland

Year of completion: 2019

Diep:	Hi Morena! Years of hard work and dedication have finally paid off. Congratulations on your PhD! If you are to describe the entire journey with only three words, what would they be?
Morena:	Challenging, draining but rewarding. 😊
Diep:	I'm really curious about your thesis. Could you please tell me a bit about it?
Morena:	In my thesis I looked at the learning experiences of ten EAL doctoral candidates in the early stages of their PhD. Through narrative inquiry, I investigated my participants' language learning and identity experiences by examining their engagement with literacy activities and connections between their academic literacy development and

	participation in academic practices and academic communities. I then contextualised my findings within three story levels, from the personal sphere to the current doctoral education ideologies. I also suggested implications for early institutional support of EAL candidates' literacy and scholarly development.
Diep:	Well, that's a really interesting research area and as an international student studying at an English-medium university, I can totally relate. What sparked your interest in that particular topic?
Morena:	English is not my first language, and my own experiences of learning English, of teaching English, and of working at DELNA led me to my doctoral research. At the University of Auckland, all doctoral candidates are required to complete DELNA and, based on their performance in the assessment, they may be asked to complete a language enrichment programme. This was my participants' case and I wanted to find out from them how being required to work on their English language skills impacted on their identities as novice academics.
Diep:	What would you say is the biggest lesson you learnt during your PhD?
Morena:	I've had a small note from a fortune cookie blutacked to my laptop screen for a few years now. It reads: "if you endure, you will be rewarded". I guess this is the biggest lesson I've learned in my PhD journey. At times I felt I was never going to be able to finish my thesis, but that little reminder kept me going. Persistence and endurance – for me, that is what my PhD was about.
Diep:	What did you do to achieve work-life balance as a PhD student?
Morena:	I worked throughout my PhD so work was work, and then there was PhD work. There were also some hard times with family illnesses and losses. But lucky for me, my partner loves having a good time and so do I, so we had holidays and many unwinding moments. I guess seeing the PhD as only one aspect of my life helped – it was important, but not my number 1 priority all the time. Oh! And New Zealand wine helped as well. 😊
Diep:	It's good to know that you were able to enjoy your non-PhD life while working on your thesis. Thank you very much for sharing your story which I believe will inspire many other PhD students. It's now time to celebrate. Congratulations and all the best for your future career!
Morena:	Thanks, Diep! Soon it will be time to celebrate your success as well!

ALTAANZ Sponsorship: Warlpiri Language Assessment Workshops

Emma Browne received one of two ALTAANZ Grants for Educational Activities. Her report on the workshops is below. Emma has recently published an article on Warlpiri speaking children's perspectives of their own multilingual repertoires which she investigated through language self-portraits and language network maps drawn by the children. "Multimodal tools for exploring communicative practices among multilingual students in remote central Australia" published in Babel 54(1-2):28-33 and at <https://www.afmlta.asn.au/documents/item/191>

In April 2019, Australian National University (ANU) PhD candidate, Emma Browne received ALTAANZ funding to collaborate with Warlpiri educators Fiona Napaljarri Gibson, Nancy Nungarrayi Collins and Ormay Nangala Gallagher; Senior Language Resource Officer, Gretel Macdonald and Senior teacher, Michele Forbes to deliver two workshops on assessment of Warlpiri language as part of Yuendumu School's Bilingual Program.

Yuendumu is a remote Aboriginal community in the Tanami desert, 300km from the regional town of Alice Springs. It is one of four Warlpiri communities and one of the larger communities in the Central Desert region, with a transient population of roughly 1000. Warlpiri is the dominant community vernacular, English is learned as a second language and other Aboriginal languages are also spoken by some community members.

Warlpiri educators have long advocated for a culturally and linguistically relevant curriculum at Yuendumu School. Since the 1970s the Bilingual Resource Development Unit has supported the development of Warlpiri literacy and teaching materials and the Warlpiri Triangle educators network has facilitated curriculum development and regular professional development meetings across Warlpiri communities. Despite the majority language situation and strong community support for the bilingual program, there is ongoing contestation around its delivery and it has had a chequered history of implementation.

Yuendumu School currently offers a bilingual with bi-literacy program from early years to senior classes. Teaching follows mainstream curriculum standards, assessment and reporting (including national standardised testing) with English-medium instruction supported by Warlpiri-speaking assistant staff in most classrooms. The Warlpiri-speaking educators are responsible for delivery of the Warlpiri program, which is guided by a Warlpiri Theme Cycle, a curriculum document for teaching Warlpiri language and culture, and generic national and state frameworks developed for Indigenous languages. A priority for the 2019 school year is to develop shared assessment practices and data collection to inform the bilingual program. A particular focus has been on Warlpiri language assessment and whole staff workshops guided by Warlpiri educators are an important means for determining culturally, linguistically and educationally appropriate practices.



Emma introducing the learning progression document for the theme

On the afternoon of Wednesday 22nd May, a Learning Together was held with 22 school staff and community members. The aims for session were to:

- model use of Learning Intentions, Success criteria for Warlpiri instruction
- explore the process of collecting evidence, analysing student progress, recording results and reporting on achievement
- support teams to practice using checklist tools
- support teams to practice analysing student progress using learning progression initiated by Fiona Napaljarri Gibson and Emma Browne
- reflect on learning and next steps in teams/cohorts/ as a school

Nancy Collins familiarised teaching teams with a variety of literacy activities linked to the Warlpiri Theme Cycle. Ormay Gallagher shared the work she and Emma had done on differentiating learning of Warlpiri theme-related vocabulary for cohorts from Early Years to Senior classes.



Warlpiri teacher Nancy Collins demonstrating a syllable making activity with teacher colleagues



Warlpiri teacher, Nancy Collins describing the Warlpiri resources related to the theme for term 2, 2019

Then teams worked together on a Learning Progression for Warlpiri literacy related to the theme cycle. This activity stimulated animated discussion around demonstrating skills, assessment and reporting practices.



On Wednesday June 5th, as part of the Warlpiri Triangle Annual Workshop for Warlpiri Educators, Emma shared some of the data she had collected in Warlpiri classes as part of her PhD project and reflected on the differences between written and spoken language. Ormay and Gretel revisited the Learning Progression with 27 educators, introducing the tool to teaching teams from three other Warlpiri schools, Nyirripi, Willowra and Lajamanu. They linked this to a checklist of assessment tasks, allowing teaching teams to become more familiar with the documents and assessment processes.

Overall the workshops were a fantastic opportunity for school staff and community to come together to develop a shared set of practices around assessment in and of Warlpiri language. One teacher reflected *“its really valuable to have time to learn together”* and another said, *“As teaching teams, we don’t get a lot of time to sit down together to have these conversations. It’s really good to work together and to be on the same page. We’re excited to continue to develop these practices as a team and as a school”*. A final goal of the workshops is for teaching teams across all cohorts to have collected a set of data for the Warlpiri theme that they can use for reporting for Semester 2.

ALTAANZ Advocacy: The development of policy briefs

One of the aims of ALTAANZ is to advocate for best practice in assessment. The committee is currently working on briefs for media and policy makers which we hope will promote informed public debate about the use of language assessment. These briefs are intended to provide general information for anyone considering, proposing or using language assessments, or anyone who needs to understand and inform others about language assessment. The briefings are short and non-technical. Their intended relevance is to Australia and New Zealand, but they refer to relevant international issues and resources as appropriate. They include an annotated list of relevant resources for anyone wanting to explore the topic further. Following consultation with the ALTAANZ membership and the broader assessment community, and any subsequent revisions, the briefings will appear on the ALTAANZ website.

The first brief, 'Citizenship Testing' is now ready for your feedback (see below). Please contact the ALTAANZ address altaanz@gmail.com or Susy Macqueen susy.macqueen@anu.edu.au with any feedback.

We would also welcome input on any other areas in need of advocacy in our region. Please get in touch if you have ideas about where we should direct our efforts.

For feedback: ALTAANZ Brief on Citizenship testing

What is citizenship testing?

'Citizenship testing' refers to **any test that applicants are required to pass in order to become citizens of a country**. There are **three main types** of test, described below.

1. **'Knowledge of Society' (KoS) tests.** These tests ask questions about the society, e.g. 'Who maintains peace and order in Australia?'. In these kinds of tests, applicants are expected to know information about the jurisdiction, such as its history, its government and its 'values'. The kind of knowledge tested ranges enormously from valued social principles to nationally-significant historical events. In this kind of test, the emphasis is on knowledge or content, but *it is also a language test* since you usually need to know the national or official language to do the test. The [Australian Citizenship Test](#) is an example of a *knowledge of society* test.
2. **'Language proficiency' tests.** These tests measure the language proficiency of applicants in an official or national language. They may be aligned to a set of language proficiency descriptions, such as the [Common European Framework of Reference](#) (CEFR). If a language proficiency test is used, it is critical that the test is suitable for the purpose of determining whether someone has the type or level of language for coping with the language demands of being a citizen (and not, for example, for the purposes of entering university or practising in a profession).
3. **Immigration interviews.** Immigration interviews may be used to assess whether the language ability of the applicant is adequate for citizenship. In Australia, which has a KoS test, an interview is used to 'check that you have a basic knowledge of English'.ⁱ In New Zealand, which does not have a KoS test, a stipulation is that applicants can 'hold a basic conversation in English'. The English of applicants may also be 'checked' at an appointment with an immigration officer.ⁱⁱ Even

though such interviews include a language assessment, they are subjective methods which may vary considerably, for example if one immigration officer happens to speak more quickly than another. As a one-off opportunity to display language ability, the stressful nature of the situation may prevent the applicant from demonstrating their language ability.

These three assessment types are all 'tests' because they are designed to check on some aspect of the applicant's suitability as a citizen, and they can be 'failed' in the sense that the applicant can be considered unsuitable as a result. All types are also language tests, although this is not always officially acknowledged, because they are delivered through a specified language, and not, for example, through images or through translations into the applicants' native languages.

Important points about tests for citizenship

1. **Citizenship tests require language ability.** Although 'Knowledge of Society' tests appear to be focused on informational content, doing such a test requires proficiency in the language of test delivery, usually in written form. KoS tests can be delivered in different languages so that language ability does not prevent applicants from demonstrating their knowledge of society. Knowledge about something can generally be tested in any language, but you need to be proficient in the language of the test to demonstrate your knowledge.
2. **'Knowledge of Society' tests usually require more than a basic level of language proficiency.** It is a common misunderstanding that KoS tests only assess 'basic' language skills. In fact, these kinds of tests typically use sophisticated vocabulary and grammar, and they require a high level of literacy in the language of the test. In the Australian KoS test, the practice questions, e.g. 'Which official symbol of Australia identifies Commonwealth property?', show that applicants must be able to read fairly sophisticated language. This can be unfair, especially for people who do not have a sustained educational background in their first languages or in English.
3. **People with low levels of literacy are disadvantaged by language tests.** Most language tests and KoS tests presume the test-taker is, to some extent, literate. At the very least, most tests involve the reading of written instructions about timing and format. People without strong literacy skills will generally find tests difficult unless the test assesses through oral/sign language. Even listening tests often require people to respond through reading and writing on an answer sheet. If someone understands what they hear very well, but they can't read the questions, they will be unable to demonstrate their understanding, even if they know the answer. It is important to understand that many people are not literate in their first language. Lack of first language literacy makes learning to write in a second language a difficult and long-term endeavour.
4. **People who are not used to doing tests are disadvantaged by language tests.** Tests are stressful because they are timed and usually no assistance is allowed (other people, dictionaries, the internet, etc.). Most tests also rely heavily on literacy practices which are common in classrooms. This further disadvantages people who have had limited, interrupted, or no access to formal education. In addition, some age groups and some cultural groups simply do more tests than others. These groups are therefore likely to find the testing process more comfortable and familiar. It is important that clear and accessible test information and materials are provided for preparation purposes.
5. **Citizenship tests are more difficult to pass for some nationalities.** Learning a second language is a complex task. It is affected by things such as the difference between your first and second languages, your ability to access classes and instructional materials and the amount of the second

language used by people in your family, social and work environments. Citizenship tests often have a high literacy content. Learning to read and write in a second language is harder for some people who are not literate in their first language, have limited schooling or have limited exposure to the second language in written form. The difficulties are compounded if the second language uses a different script. Pass rates show that some nationalities find KoS tests harder than others.ⁱⁱⁱ Some groups, such as refugees and their families, also have higher failure rates.^{iv} Some nationalities tend to have to take the Australian KoS test more often than others in order to pass it.^v

6. **Tests are not a necessary part of the citizenship process. Educational pathways may offer a more equitable and effective means of promoting participation and integration.** Although citizenship testing is becoming more common in countries which are popular migration destinations, it is not the only method, or best practice in language policy and citizenship policy. There are other ways to ensure that prospective citizens can speak or write the language of the jurisdiction. Language learning programs that are sensitive to the range of linguistic, educational and literacy backgrounds of immigrants, are a more integrative means of developing new language skills. In the Australian context, the *Adult Multicultural Education Services* has provided English language lessons for settlement in Australia since 1951. This [Adult Migrant English Program](#) is 510 hours of free English lessons with supports such as free childcare available to enable people to attend the lessons. If the policy aim is to encourage social integration, a program of language learning targeted at the appropriate proficiency level is a better integrational mechanism than a one-off test.^{vi} This is because language programs can be planned around the migrant's language needs and goals.^{vii}
7. **There is no evidence to suggest that language tests ensure better social cohesion or more participatory citizenship.** Citizenship encompasses all aspects of life. Things citizens might do include filling out tax forms, chatting to neighbours, voting, serving on a jury, attending community events and working. Arguments for citizenship testing usually focus on how language proficiency in the national/official language ensures social cohesion. But establishing what level of proficiency in a single language is necessary for 'social cohesion' or 'integration' is not possible since social cohesion (and social isolation) occurs in both monolingual and multilingual communities. Although some jurisdictions set specific language proficiency levels for citizenship (often based on the levels of the [Common European Framework of Reference](#)), there is no agreed or evidence-based level of language ability which assures that an applicant can function as a citizen. The levels used in different jurisdictions vary widely.^{viii}

Sources of information about citizenship testing

General information about citizenship testing and language testing

Association of Language Testers in Europe (ALTE) (2016). Language tests for access, integration and citizenship: An outline for policy makers. Available from:

<https://www.alte.org/resources/Documents/LAMI%20Booklet%20EN.pdf>

'The aim of this booklet is to support policy makers by enabling them to make informed decisions in the area of language policy and language testing policy. The booklet presents an overview of key issues, concepts and processes in language testing and the related fields of language learning and language competence, with particular reference to the context of migration.' (p. 7)

International Language Testing Association. (2007). [Guidelines for Practice](#).

This document, prepared by the key international body in language assessment, lists principles for good practice in language testing, including the appropriate uses of tests and the rights and responsibilities of test-takers.

European Association for Language Testing and Assessment. (2006). [Guidelines for Good Practice in Language Testing and Assessment](#).

These guidelines for language testing practice are presented as a series of questions which can be asked about the uses of tests.

Council of Europe. (2018). [Linguistic Integration of Adult Migrants](#).

A web portal for resources and research for policy making in Europe. Many resources are relevant to other contexts. Amongst other things, the project aims to 'encourage good practice and high quality in the provision of language courses and in assessment of language proficiency'.

Strik, T. Böcker, A. Luiten, M, & van Oers, R. (2010). [Integration and Naturalisation Tests: the new way to European Citizenship](#). Nijmegen: Centre for Migration Law Radboud University.

'This report presents a comparative study of the policies, practice and data regarding the integration requirements of nine EU Member States' (p. 5). The study found that "Migrants benefit language and integration courses as it improves their language abilities as well as their social contacts, their independence and self-confidence' (p. 117).

Ryan, K. (2016). [Language assessment and analysis for immigration, citizenship and asylum](#). In D. Tsagari & J. Banerjee (Eds.). Handbook of second language assessment. Chapter 19, pp. 309-326

Research and commentary on citizenship testing in the Australian and New Zealand contexts

Knoch, U., McNamara, T. & Elder, C. (2017). [Submission to the Australian Government Department of Immigration and Border Protection on the discussion paper 'Strengthening the test for the Australian Citizenship'](#).

A submission prepared by members of the Language Testing Research Centre at the University of Melbourne in response to a 2017 discussion paper in the Australian parliament which proposed that an English proficiency standard be imposed, in addition to the existing KoS test and the immigration interview.

McNamara, T., & Ryan, K. (2011). [Fairness versus justice in language testing: The place of English literacy in the Australian Citizenship Test](#). *Language Assessment Quarterly*, 8(2), 161-178.

This article describes the introduction of the Australian Citizenship Test (p. 169 on). It highlights the fact that a test can be psychometrically sound, but fundamentally unjust. The authors discuss the sophisticated language level of the Australian KoS test (p. 172).

McNamara, T. (2009). The spectre of the dictation test: Language testing for immigration and citizenship in Australia. In G. Extra, M. Spotti, & P. Van Avermaet (Eds.), *Language testing, migration and citizenship: Cross-national perspectives on integration regimes*. (pp. 224-241). London: Continuum.

Ryan, K., & McNamara, T. (2011). Testing identity: Language tests and Australian citizenship. *Uniformity and diversity in language policy: Global perspectives*, 180-194.

Ryan, K. (2012). [Citizenship for beginners](#). Inside Story.

An accessible account of the introduction of the Australian Citizenship Test.

Research and commentary on citizenship testing in other national contexts

Bassel, L., Monforte, P., Bartram, D., Khan, K., & Misztal, B. (2017). [The UK citizenship test process: Exploring migrants' experiences](#). Leicester: University of Leicester.

Bruzos, A., Erdocia, I., & Khan, K. (2018). [The path to naturalization in Spain: Old ideologies, new language testing regimes and the problem of test use](#). *Language Policy*, 1-23.

Cooke, M. (2009). [Barrier or entitlement? The language and citizenship agenda in the United Kingdom](#). *Language Assessment Quarterly*, 6(1), 71-77.

Extra, G., Spotti, M., & Van Avermaet, P. (2009). *Language testing, migration and citizenship: Cross-national perspectives on integration regimes*. London: Continuum.

This handbook includes chapters on citizenship testing in various jurisdictions.

Kunnan, A. J. (2009). [Politics and legislation in citizenship testing in the United States](#). *Annual Review of Applied Linguistics*, 29, 37-48.

Kunnan, A. J. (2009). [Testing for citizenship: The US naturalization test](#). *Language Assessment Quarterly*, 6(1), 89-97.

Shohamy, E., & McNamara, T. (2009). [Language tests for citizenship, immigration, and asylum](#). *Language Assessment Quarterly*, 6(1), 1-5.

ⁱ Department of Home Affairs, Australian Government. (2018). [Citizenship test and interview](#).

ⁱⁱ New Zealand Government. (2019). [Language Requirements](#).

ⁱⁱⁱ Bassel, L., Monforte, P., Bartram, D., Khan, K., & Misztal, B. (2017). *The UK citizenship test process: Exploring migrants' experiences*. Leicester: University of Leicester

^{iv} Strik, T. Böcker, A. Luiten, M., & van Oers, R. (2010). *Integration and Naturalisation Tests: the new way to European Citizenship*. Nijmegen: Centre for Migration Law Radboud University.

^v Ryan, K. (2012). [Citizenship for beginners](#). Inside Story.

^{vi} Strik, T. Böcker, A. Luiten, M., & van Oers, R. (2010). *Integration and Naturalisation Tests: the new way to European Citizenship*. Nijmegen: Centre for Migration Law Radboud University.

^{vii} Little, D. (2017). [The linguistic integration of adult migrants and the Common European Framework of Reference for Languages \(CEFR\)](#).

^{viii} Pulinx, R., Van Avermaet, P., Extramiana, C. (2014). [Linguistic integration of adult migrants: Policy and practice](#). Final report on the 3rd Council of Europe survey.