

Preface

This volume grew out of two conference events that I organised in 2013 and 2014. The first was a symposium at the Language Testing Research Colloquium in Seoul, South Korea, in July 2013 with the title “Exploring the diagnostic potential of post-admission language assessments in English-medium universities”. The other event was a colloquium entitled “Exploring post-admission language assessments in universities internationally” at the Annual Conference of the American Association for Applied Linguistics (AAAL) in Portland, Oregon, USA, in March 2014. The AAAL symposium attracted the attention of the Springer commissioning editor, Jolanda Voogt, who invited me to submit a proposal for an edited volume of the papers presented at one conference or the other. In order to expand the scope of the book, I invited Edward Li and Avasha Rimbiritch, who were not among the original presenters, to prepare additional chapters. Several of the chapters acquired an extra author along the way to provide specialist expertise on some aspects of the content.

I want to express my great appreciation first to the authors for the rich and stimulating content of their papers. On a more practical level, they generally met their deadlines to ensure that the book would appear in a timely manner and they willingly undertook the necessary revisions of their original submissions. Whatever my virtues as an editor, I found that as an author I tended to trail behind the others in completing my substantive contributions to the volume.

At Springer, I am grateful to Jolanda Voogt for seeing the potential of this topic for a published volume and encouraging us to develop it. Helen van der Stelt has been a most efficient editorial assistant and a pleasure to work with. I would also like to thank the series editors, Chris Davison and Andy Gao, for their ongoing support and encouragement. In addition, two anonymous reviewers of the draft manuscript gave positive feedback and very useful suggestions for revisions.

The concerns addressed in this book are of increasing importance to English-medium universities and other institutions which are admitting students from diverse language backgrounds. We hope that these contributions will help to clarify the issues and offer a range of concrete solutions to the challenge of ensuring that students' language and literacy needs are being met.

Auckland, New Zealand
April 2016

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Post-admission Language Assessment of University
Students

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2016, X, 243 p. 23 illus., 14 illus. in color., Hardcover

ISBN: 978-3-319-39190-8