

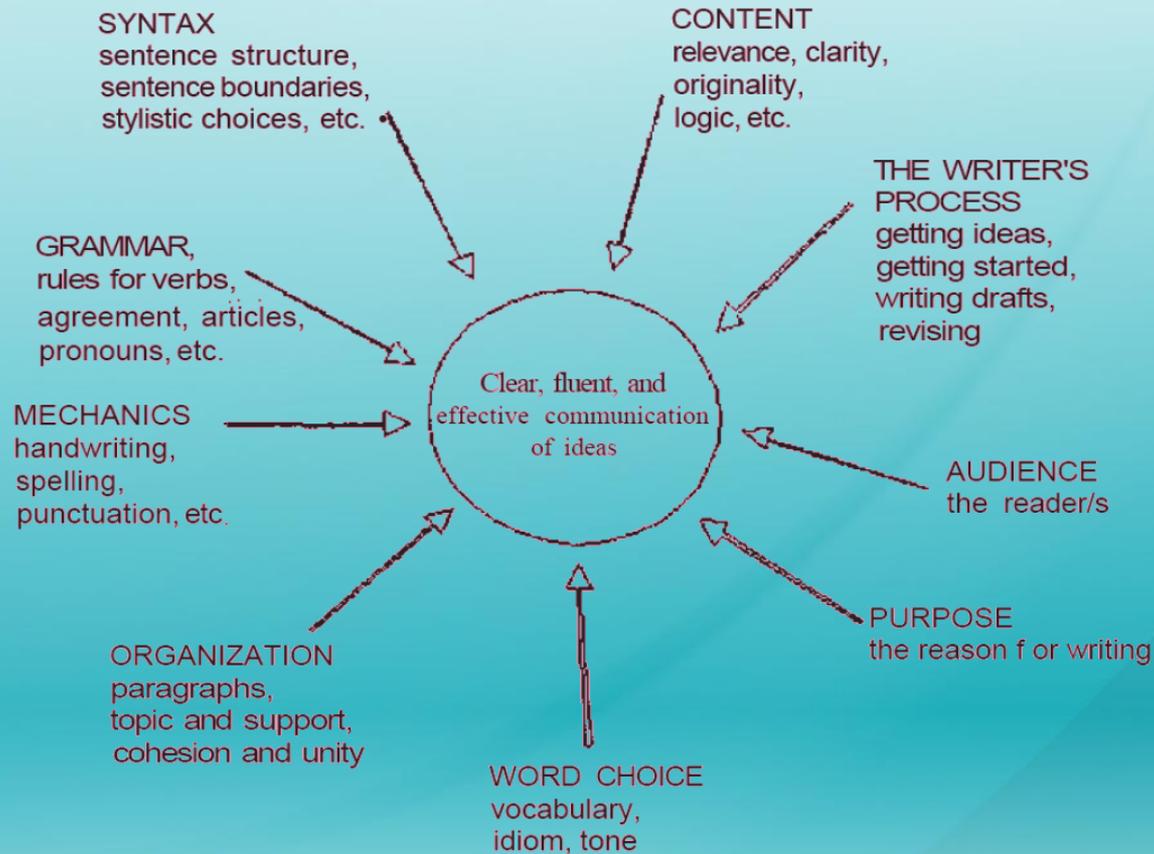
RELANG

Relating language examinations to the common European reference levels of language proficiency: *promoting quality assurance in education and facilitating mobility*

Testing Productive Skills

European Centre for Modern Languages and European Commission cooperation on Innovative Methodologies And Assessment In Language Learning

Testing Writing



The Writing Process

- planning (brainstorming ideas or collecting them from various resources, noting down various ideas),
- drafting a piece of writing (writing out a rough version),
- reviewing a piece of writing (selecting the best ideas for inclusion, deciding on information for each paragraph and the order of paragraphs),
- editing a piece of writing (checking for unnecessary repetition of words and/or information, checking language use, punctuation and spelling).

Important aspects of setting which make the marking easier

- The stimulus should be as short and clear as possible
- It must give an adequate framework for the students' writing.
- Pictures or other visual materials can be used as a stimulus (but then there can be difficulties of interpretation).

- The test-takers should know who they are writing to and how this information will affect what they write.

“Opinion” and “for and against” essays

- Write an “opinion” essay (220-250 words) entitled ‘Sport and entertainment have become a matter of business rather than pleasure’. Within the topic, focus on three issues.
- Write a “for and against” essay (220-250 words) entitled ‘Tourism allows people to experience other cultures’. Focus on three ideas/aspects.

Testing Speaking

- Factually oriented tasks: description, narration, instruction, comparison
- Evaluative tasks: explanation, justification, prediction, decision

Open-ended Speaking Tasks

- The tasks can have pictures or written materials as their basis, or an examiner can name a topic for the test-taker.
- Role-plays – these tasks simulate social and service situations such as buying something or going to the restaurant, which have a fairly predictable structure. The intention is to simulate reality.

Using Pictures (1)

- Look at the pictures below and choose one place you would like to visit. Give reasons for your choice and compare your preference with the other two places.



Using Pictures (2)

Look at the pictures and describe the families you can see in them, explaining your preferences. Compare the families in the pictures and then compare one of them with your family.



Verbal Essays

Describe a person you admire and explain why you admire him/her. Focus on:

- physical appearance
- personality/behaviour/interests
- life/lifestyle/beliefs

A Test-taker's Role

You are an Erasmus student at a university in England. Your tutor asked you to choose three traditions from your own country you want your classmates to become familiar with. Focus on:

- the selection and explain why
- suggest some activities through which your classmates will become aware of the traditions.

You do not want to organise a multi-culti evening as you are shy and not a very good organiser.

An Examiner/Interlocutor's Role

You asked a student from Slovakia to introduce three traditions from his/her country he/she wants his/her classmates to become familiar with. He/she should focus on the selection of the traditions explaining the reasons for their choice and suggest some activities through which his/her classmates will become aware of the traditions. You like his/her selection of the traditions and you want him/her to organise a multi-culti party. Direct the conversation in such a way that a test-taker will agree.

Simulation

- You share a dormitory room with one Erasmus student, who is very untidy. What would you do to make him/her not leave his/her stuff about, to tidy up his/her books, not chat with his/her friends for hours and share the housework?

Test-taker A

- Your Erasmus classmate you share the dorm room with is very untidy. He/she usually leaves his/her stuff about, does not tidy up his/her books and chats with his/her friends for hours, which disturbs you while learning. He/she usually excuses him/her-self for being busy, and does not share the housework with you. You decide to be strict and discuss these issues with him/her to find a solution. You are ready to share duties to keep your room clean and tidy.

Test-taker B

- Your Erasmus classmate you share the dorm room with is very popular with teachers and often given to you as an example. You don't like his/her way of life full of duties, perfect behaviour, and tidiness. You've got a lot of friends and are busy chatting with them, meeting them and do not have time for cleaning the room. You want to offer to pay him/her for cleaning the room on your behalf. You don't want to copy your him/her and want to live your life.