



EUROPEAN ASSOCIATION
FOR LANGUAGE TESTING
AND ASSESSMENT

Implementing EALTA's Guidelines for Good Practice in Language Testing and Assessment

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Overview

- Products and processes
- Seminars to date
- Further plans for materials
- An Italian Manual
- A proposal to ECML Graz for dissemination
- To monitor or not to monitor?
- Further ideas from you

Product number one: The translated Guidelines

- GGP Group set up in June, 2006
- By September, 2006, procedures developed and tested on 5 languages
- By November, 2006, 23 different language versions
- By May 2007, 28 different language versions

Language versions of the Guidelines completed by May 2007

- Armenian
- Bulgarian
- Catalan
- Czech
- Danish
- Dutch
- English (UK)
- Estonian
- Finnish
- French

- Georgian
- German
- Greek
- Hungarian
- Italian
- Latvian
- Lëtzebuergesch
- Lithuanian
- Norwegian
(bokmål + nynorsk)

- Polish
- Portuguese
- Romanian
- Russian
- Slovenian
- Spanish
- Swedish
- Turkish

STOP PRESS

- 2 new language versions now available:
- Maltese and Slovak

Process

- Coordinator for each language identified
- Coordinator appoints team of translators
- Two independent translations produced, compared and an agreed common version results
- Third translator checks agreed version, and agrees final version with team
- Final version checked when on EALTA website

Process - Problems

- Lack of terminology
- Ambiguous wording in some settings

BUT

- “I must say that it has been extremely useful that two colleagues had translated (the GGP) in advance, independently. Many expressions were then easier for me to translate or find a relevant translation for. What this has proved also is the fact that misunderstandings can become evident within the team as to the meaning of the terminology and the very concepts underlying the terms, and discussion can often clarify the concepts and educate the individuals.”

Product number two: The Powerpoints

- Standardised wording agreed for Master ppt, using wording of GGP
- Coordinators identify wording of Master ppt in the GGP in their language
- Wording then copied and pasted into their Powerpoint
- Wording checked once Powerpoint on EALTA website

The Powerpoints: Problems

- Some wording problems identified in the translated GGP – and corrected
- Not all familiar with Powerpoint style: “I started translating the slides right away and then it occurred to me that the text was not completely coherent. It looks like a collection of some bits related to the original full text”

BUT

- Took on average only 30 minutes to produce

Product number three: The Posters

- 28 languages to date
- Text selected from Powerpoint
- Once draft posters produced, checked by Coordinators
- Acknowledgements: all coordinators, teams and especially Helen Capper at Trinity College London and Martina Ceccolini of the Trinity Italian team

Seminars to date

Hungary

- Secondary vocational school directors and heads of departments in vocational training colleges at national conference on LSP testing
- National examiner training course for about 100 English and German language teachers
- South-Hungarian conference for teachers, test designers, educational policy-makers
- Hungarian Association of Language Testing and Measurement Specialists (Opening plenary in English, but using the Hungarian version of the Powerpoint)

Seminars to date

Italy

- Copy of the GGP in Italian distributed to all Trinity College London examination centres (3500 schools, 70% of which state institutions) and to all English teachers attending Trinity seminars in the period October-December 2006 (over 3000 teachers)
- Copy of the GGP sent to all Regional Educational Authorities and to the Ministry of Education
- The Università per Stranieri of Siena, who translated the GGP, now include talks about the Guidelines in all their L2 specialist courses

Seminars to date

Spain

- Centro de formación de profesores. Instituto Cervantes, Alcalá de Henares
- Jornadas nacionales sobre el aprendizaje de Lenguas extranjeras: Hacia una competencia plurilingüe, Zaragoza
- Regional meeting of Escuelas Oficiales de Idiomas, Navarra
- National Congress of Escuelas Oficiales de Idiomas, La Coruña
- Annual General Meeting Association of teachers of English in Catalonia (APAC)

Seminars to date

Sweden

- Various presentations in pre-service and in-service training for language teachers
- Conference for language teacher trainers
- The annual conference of the Swedish Language Teachers' Union
- The international FIPLV world congress
- A number of general lectures and seminars on assessment for “non language people” i.e. teachers of other subjects, and teachers of very young children

Further plans for materials

1. Logo and rules for use

To prevent misuse or abuse of the logo and 'false claims', in other words it would lay the basis for possible future legal actions

To prevent distortion of the logo on materials produced

To prevent production of materials with the EALTA logo that are not considered to be 'conveying the EALTA message'

Further plans for materials

To prevent use of the logo in settings and contexts that EALTA would not want to be associated with

To provide clear statements that can be used both alone and in conjunction with the logo for associate members, expert members, institutional members and ordinary members

To provide guidelines and a range of fonts, colours and images that can be used when producing materials locally.

To provide EALTA with ideas on how its name and image can circulate

Further plans for materials

2. Brochures

- 1 for students and parents
- 1 for teachers
- 1 for institutions and trainers
- The different audiences would need to be easily identified with different colours.

3. Bookmarks and postcards

- To invite teachers and students to 'find out more'

A Manual

Premise: Dissemination not enough for active use of the GGP. A support document addressed to all target audiences needed to ensure maximum understanding and exploitation.

Aim: To make the GGP more transparent and usable.

Target: Students/parents; teachers; trainees; trainers; institutions.

Contents: **Premise** with reasons why GGP was produced
Glossary with practical definitions and examples to clarify testing' terminology and concepts used throughout the GGP;
Samples of various stages of test design.

A proposal to ECML Graz

Title: *Good Assessment Practice: bridging the gap between guidelines and implementation*

Acronym: GAP

Coordinator: Angela Hasselgren (University of Bergen, Norway)

Team: Gudrun Erickson (University of Goteborg, Sweden)

Neus Figueras (Departament d'Educació, Catalonia, Spain)

Györgyi Együd (Krudy Gyula Vocational Training Institute, Hungary)

Target audience: People involved in the development or running of language tests or other assessment instruments

A proposal to ECML Graz

Sectors of education focussed:

- Primary school
- Lower and upper secondary school
- Vocational oriented schools
- Colleges, University
- Teacher Education
- Adult Education, workplace

Project working languages: French and English

Project duration: 1-2 years

A proposal to ECML Graz

Project aim and objectives:

- To produce material for teachers, teacher trainers and test developers

Specific objectives

1. For each subgroup, to expand the EALTA Guidelines of Good Practice into material with concrete examples and advice on how these may be implemented.
2. To design a training event with modules for each target group.
3. To make available the material and an outline of the training/self-help modules for web access, in order to sustain the work done in the project.

A proposal to ECML Graz

Expected results and outcomes:

- Sets of advice on and examples of how to implement the various points of EALTA's GGP, incorporated into self-help /training modules for each target group.

Decision expected in October

To monitor or not to monitor?

- One view of Codes of Practice or Guidelines like EALTA's is that they are not of much value if their implementation and interpretation is not monitored.
- The set of Guidelines for Test Development Units or Organisations points out that claims of linkage to the CEFR need to be substantiated and appropriate evidence needs to be provided.
- Such claims need to be verified by an appropriate, independent body.

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Over to you!