

Testing the language and literacy ability of ESOL learners with little or no history of education



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EALTA 2017

I want to talk about:

- The current situation in the UK
- Issues for learners and teachers
- A message for teacher education



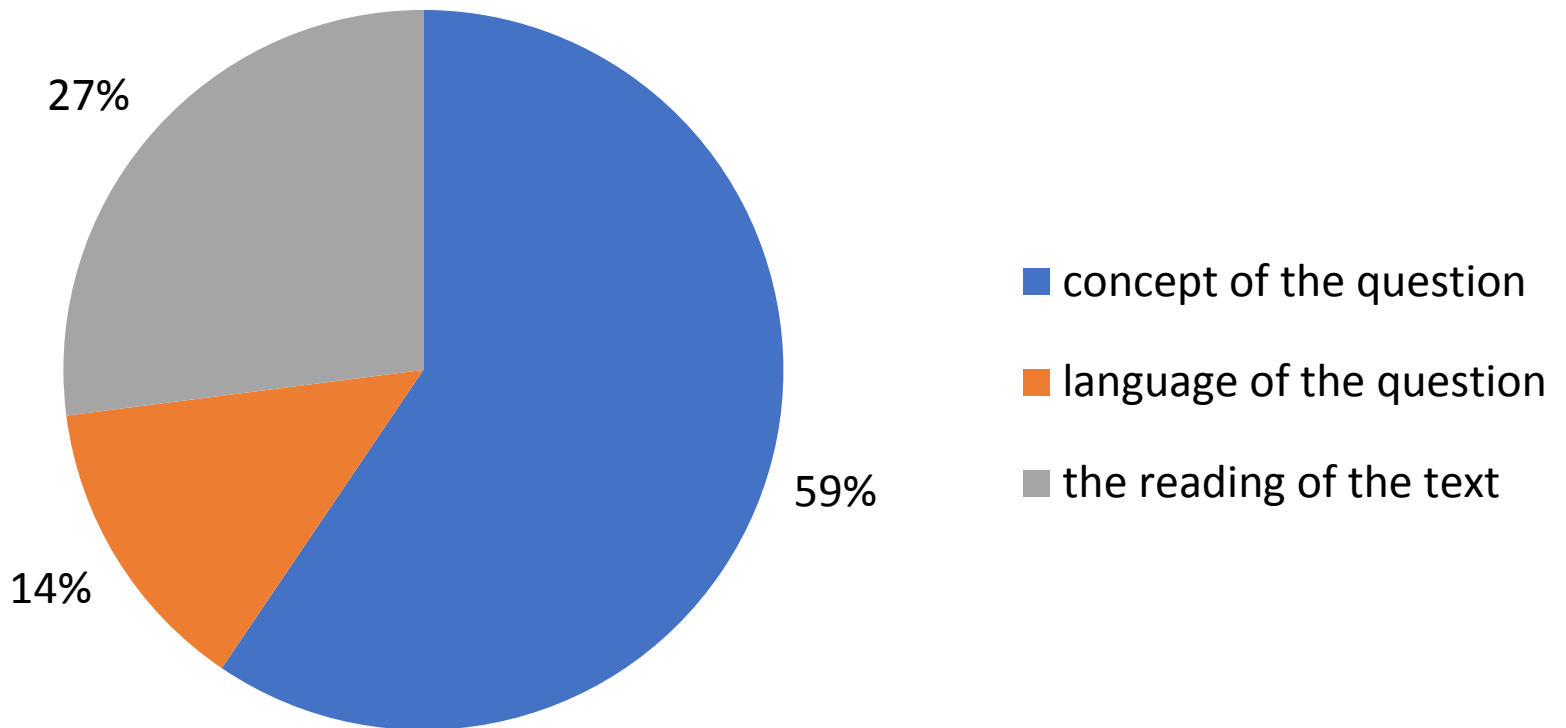
**I WANT YOU
TO EXAMINE**

Tug of war!

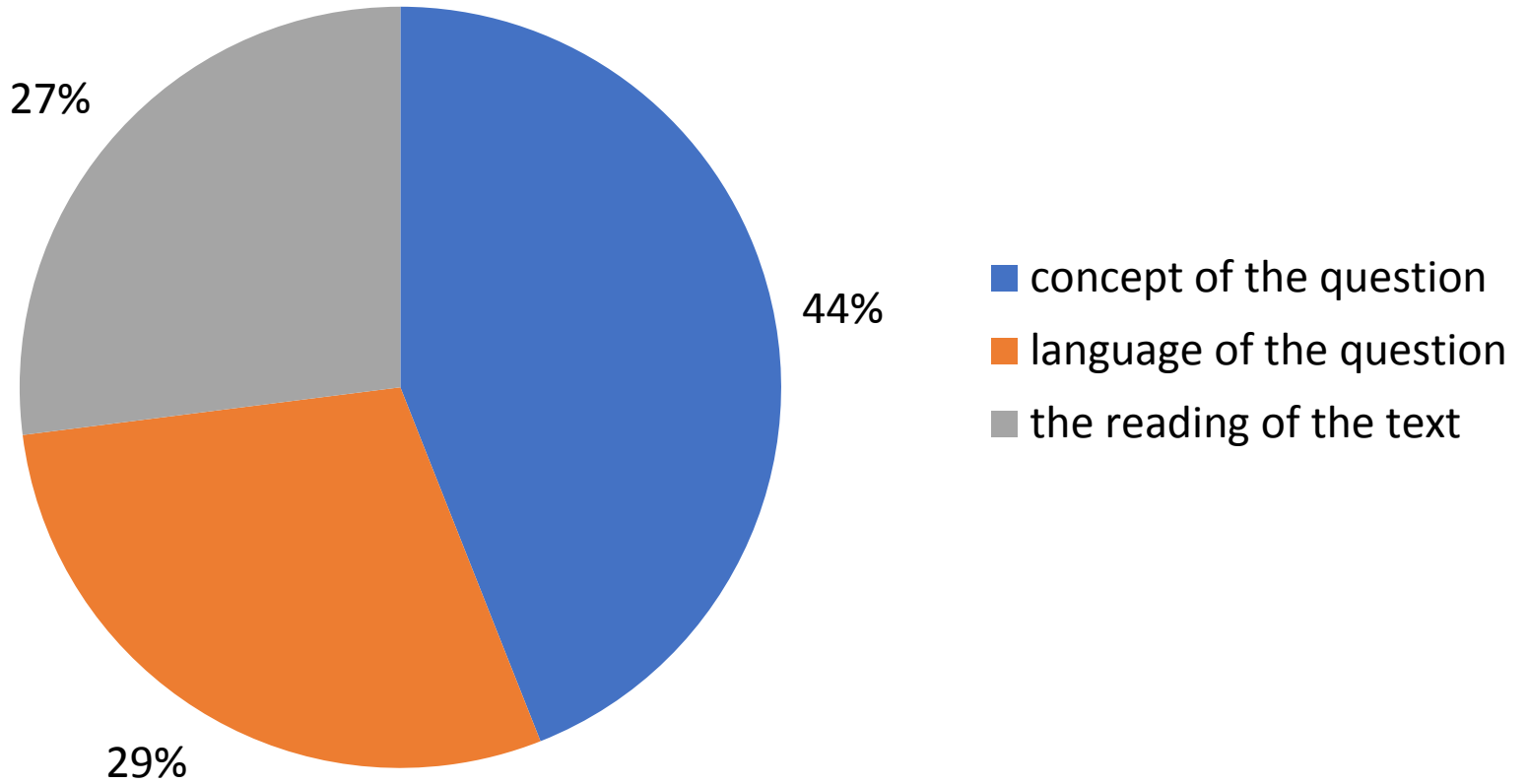


Testing Reading:

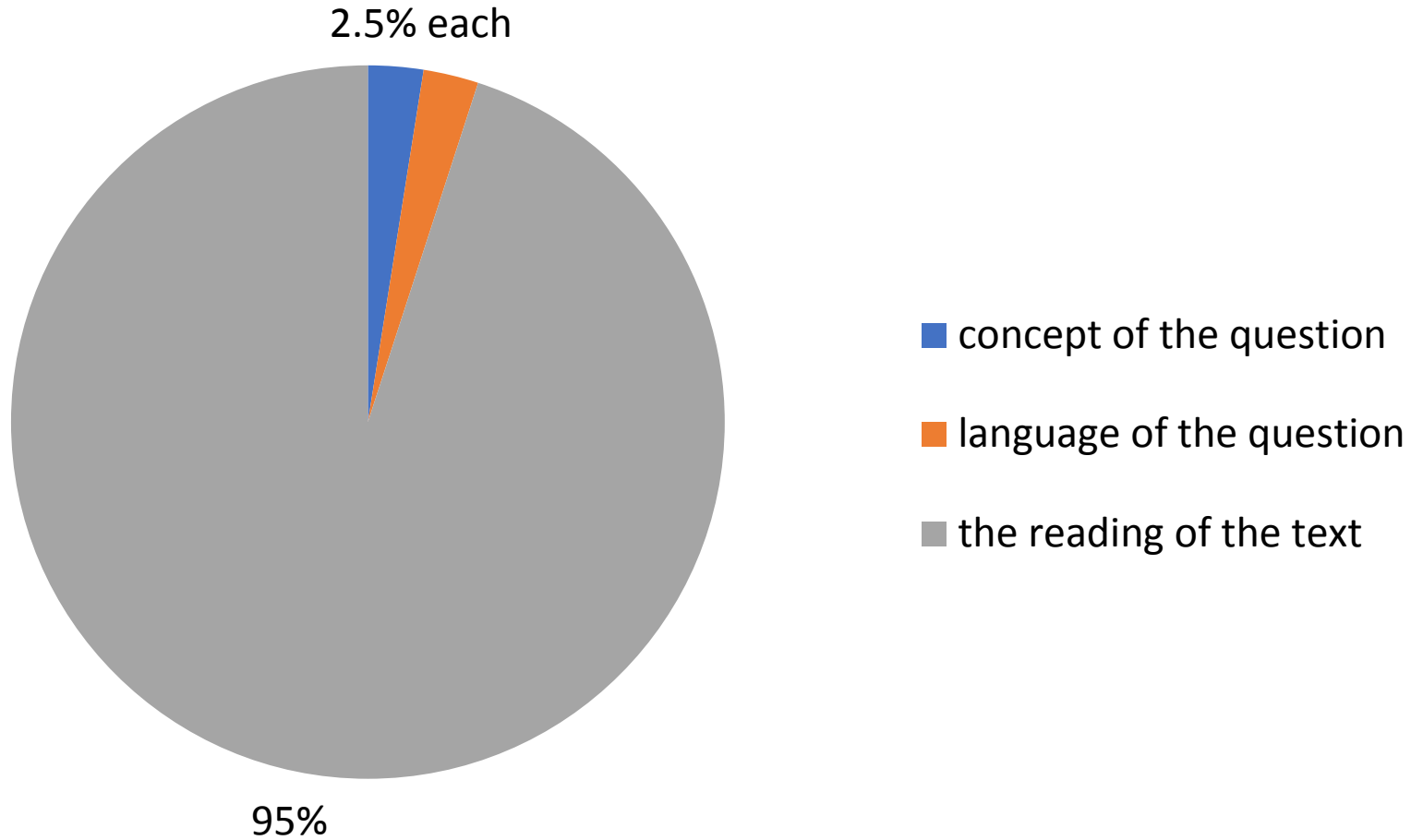
Reasons for wrong answers Test A



Reasons for wrong answers Test B



Reasons for wrong answers Test C (B2 level control group)

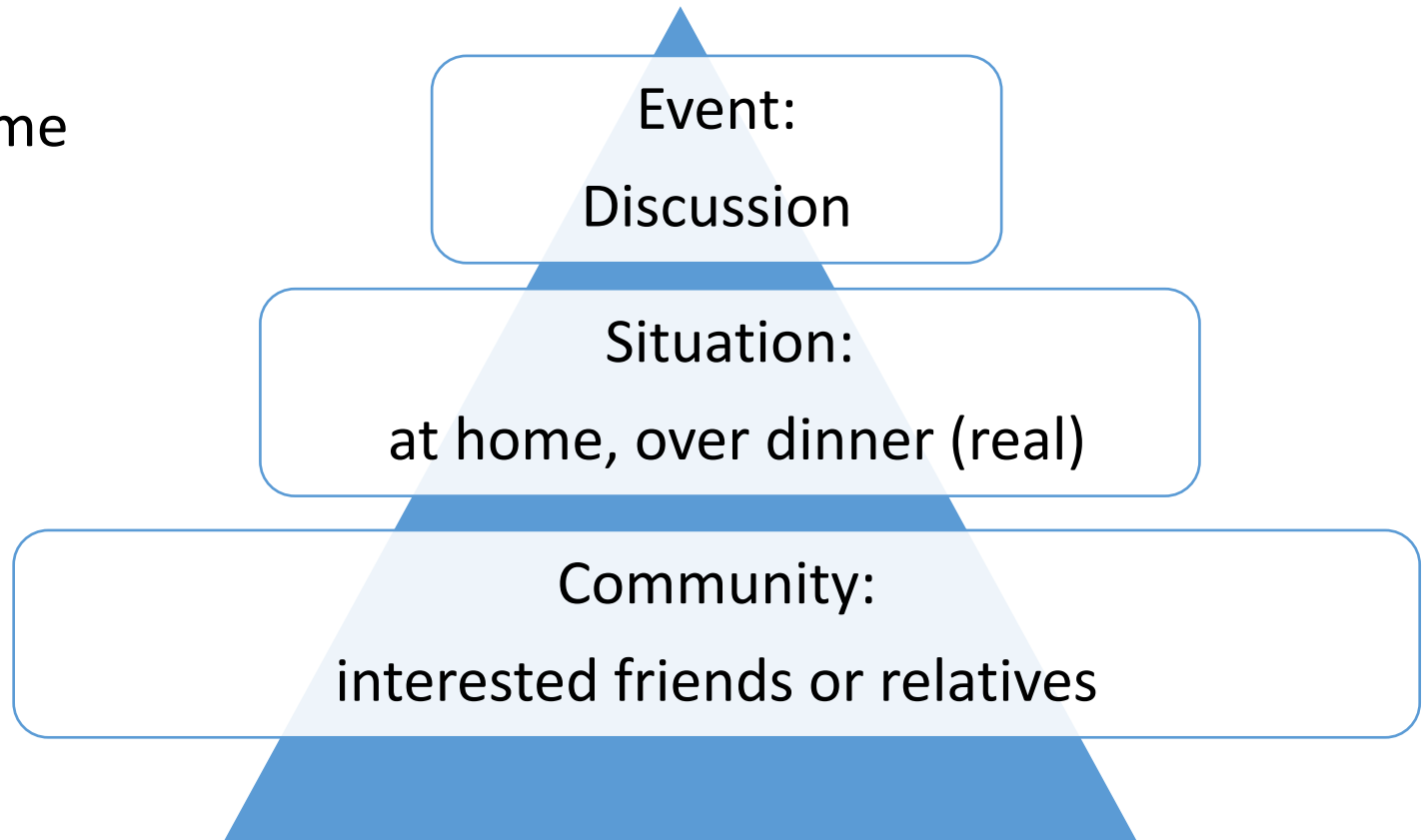


Testing speaking:

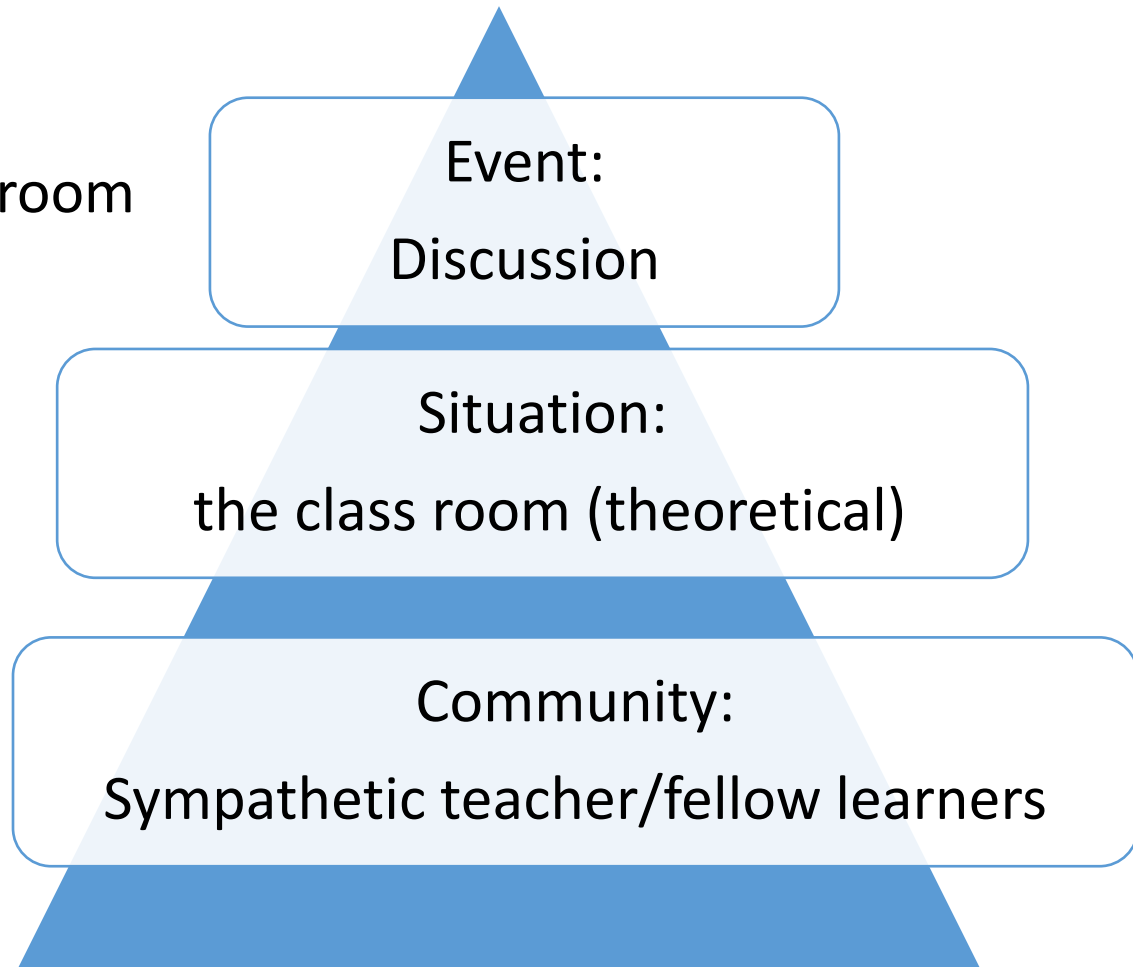
- Grammar
 - Vocabulary
 - Pronunciation
 - Coherence and cohesion
 - Interactive competence
-
- All equally important? What's also crucial?

Three scenarios: A house or an apartment?

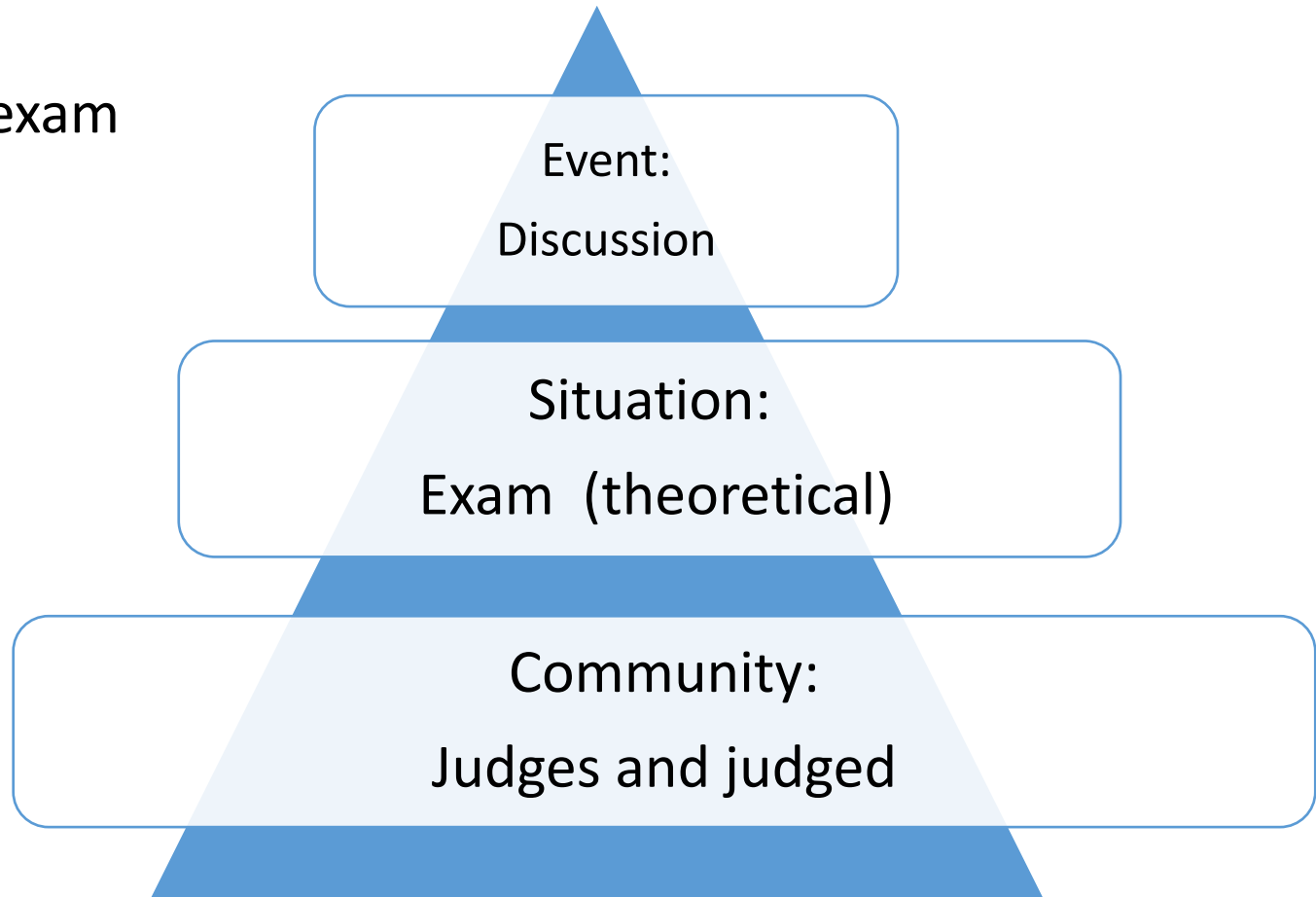
1. At home



2. In the classroom



3. In an exam



Two writers

- 1 The writer of the text being studied
- 2 The writer of the rubric and the questions

Two audiences

- 1 A hypothetical audience
- 2 The examiner

Domains

Pragmatic intentions of

- **Everyday life?** To amuse, inform, instruct etc.
- **The test?** To demonstrate linguistic and socio-linguistic competence

within a different educational culture

Intercultural competence

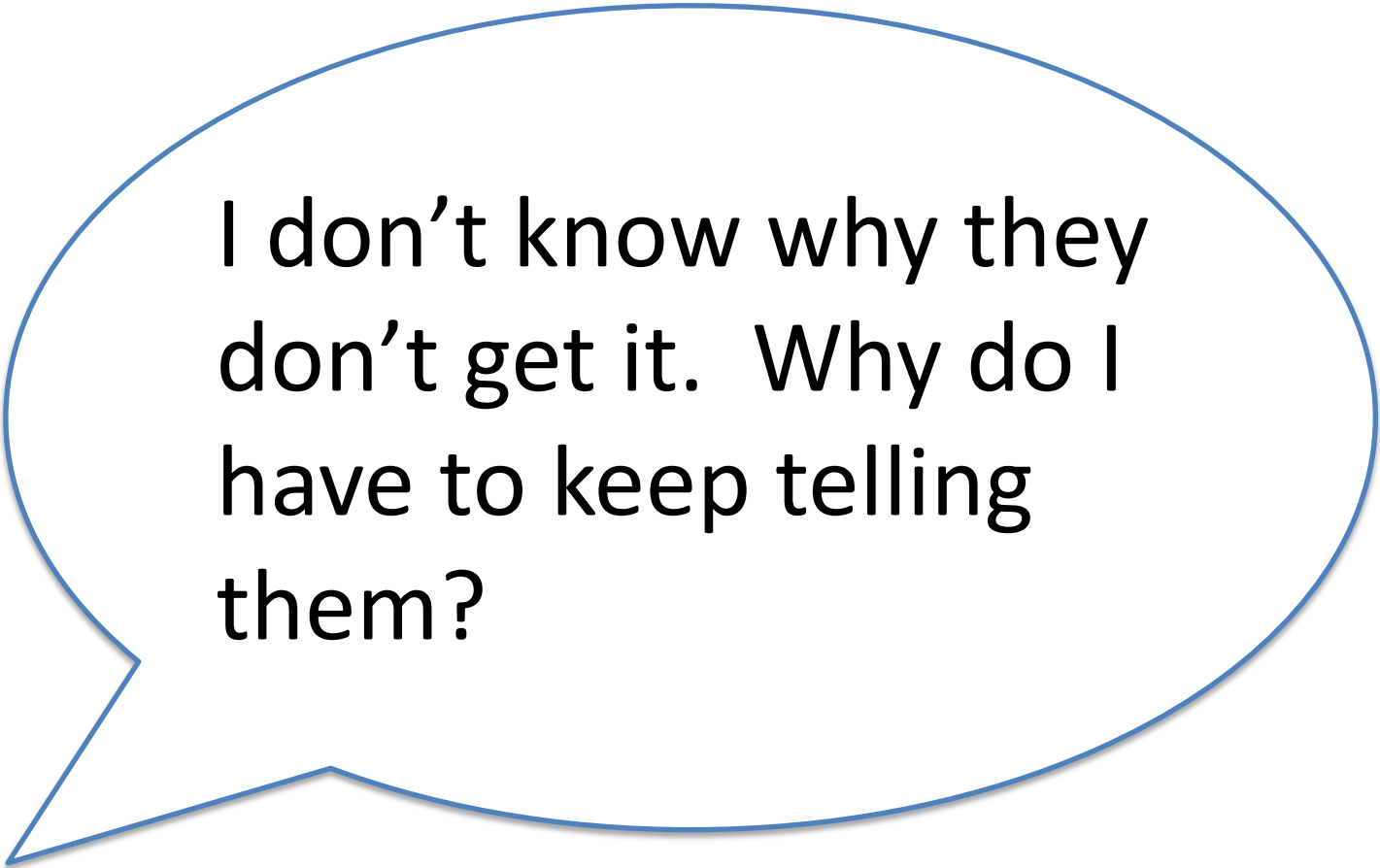
Sercu's (2006) three facets:

- Affective (sensitivity)
- Cognitive (awareness)
- Behavioural (adroitness)

In the domain of everyday life and the of
the test?

Question

How far are teachers aware of
the size of the assessment
literacy gap between themselves
and their learners?



I don't know why they
don't get it. Why do I
have to keep telling
them?

Key findings:

Teachers were drawing on their own educational experience, mainly university, in terms of

- strategies and techniques
- attitudes and feelings

Thank you!

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References

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