

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

---

# Multilingualism and Assessment

Achieving transparency, assuring quality,  
sustaining diversity

Proceedings of the ALTE Berlin Conference, May 2005

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

*Also in this series:*

**Multilingual Glossary of Language Testing Terms**

Prepared by ALTE members

**Dictionary of Language Testing**

Alan Davies, Annie Brown, Cathie Elder, Kathryn Hill, Tom Lumley, Tim McNamara

**Learner Strategy Use and Performance on Language Tests: A structural equation modeling approach**

James E. Purpura

**Fairness and Validation in Language Assessment: Selected papers from the 19th Language Testing Research Colloquium, Orlando, Florida**

Antony John Kunnan

**Issues in Computer-adaptive Testing of Reading Proficiency**

Micheline Chalhoub-Deville

**Experimenting with Uncertainty: Essays in honour of Alan Davies**

Edited by A. Brown, C. Elder, N. Iwashita, E. Grove, K. Hill, T. Lumley, K. O'Loughlin, T. McNamara

**An Empirical Investigation of the Componentiality of L2 Reading in English for Academic Purposes**

Edited by Cyril J. Weir, Yang Huizhong, Jin Yan

**The Equivalence of Direct and Semi-direct Speaking Tests**

Kieran O'Loughlin

**A Qualitative Approach to the Validation of Oral Language Tests**

Anne Lazaraton

**Continuity and Innovation: Revising the Cambridge Proficiency in English Examination 1913–2002**

Edited by Cyril J. Weir and Michael Milanovic

**A Modular Approach to Testing English Language Skills: The development of the Certificates in English Language Skills (CELS) examination**

Roger Hawkey

**Issues in Testing Business English: The revision of the Cambridge Business English Certificates**

Barry O'Sullivan

**European Language Testing in a Global Context: Proceedings of the ALTE Barcelona Conference July 2001**

Edited by Cyril J. Weir and Michael Milanovic

**IELTS Collected Papers: Research in speaking and writing assessment**

Edited by Lynda Taylor and Peter Falvey

**Testing the Spoken English of Young Norwegians: A study of testing validity and the role of 'smallwords' in contributing to pupils' fluency**

Angela Hasselgreen

**Changing Language Teaching through Language Testing: A washback study**

Liying Cheng

**The Impact of High-stakes Examinations on Classroom Teaching: A case study using insights from testing and innovation theory**

Dianne Wall

**Assessing Academic English: Testing English proficiency 1950–1989 – the IELTS solution**

Alan Davies

**Impact Theory and Practice: Studies of the IELTS test and *Progetto Lingue 2000***

Roger Hawkey

**IELTS Washback in Context: Preparation for academic writing in higher education**

Anthony Green

**Examining Writing: Research and practice in assessing second language writing**

Stuart D. Shaw and Cyril J. Weir

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

---

# Multilingualism and Assessment

Achieving transparency, assuring quality,  
sustaining diversity

Proceedings of the ALTE Berlin Conference, May 2005



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521711920](http://www.cambridge.org/9780521711920)

© UCLES 2008

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2008, 2011

Second Edition 2012

Reprinted 2013

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-71192-0 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

# Contents

---

<b>Acknowledgements</b>	vii
<b>Series Editors' note</b>	viii
<b>Introduction</b>	1
<i>Lynda Taylor and Cyril J Weir</i>	
<b>Section One</b>	
<b>Achieving Transparency</b>	
1 Relating language examinations to the Council of Europe's Common European Framework of Reference for Languages (CEFR)	9
<i>Waldemar Martyniuk</i>	
2 The CEFR levels and descriptor scales	21
<i>Brian North</i>	
3 Juggling numbers and opinions: An attempt to set CEFR standards in Norway for a test of reading in English	67
<i>Eli Moe</i>	
4 L'harmonisation du DELF et du DALF sur les niveaux du Cadre européen commun de référence pour les langues	79
<i>Patrick Riba et Marianne Mavel</i>	
5 Proficiency scaling in DESI listening and reading EFL tests	94
<i>Gunter Nold, Henning Rossa and Johannes Hartig</i>	
6 The Common European Framework of Reference for Languages and the revision of the Higher Level Catalan Language Test	117
<i>Montserrat Montagut and Pilar Murtra</i>	
7 Test comparability and construct compatibility across languages	130
<i>Peter Hardcastle, Sibylle Bolton and Francesca Pelliccia</i>	
<b>Section Two</b>	
<b>Assuring Quality</b>	
8 A socio-cognitive approach to writing test validation	147
<i>Cyril J Weir and Stuart Shaw</i>	
9 Assuring the quality of TestDaF examinations: a psychometric modelling approach	157
<i>Thomas Eckes</i>	

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)*Contents*

- |           |   |     |
|-----------|---|-----|
| <b>10</b> | Problems affecting the use of raw scores: a comparison of raw scores and FACETS' Fair Average scores<br><i>David Coniam</i>                     | 179 |
| <b>11</b> | Testing teaching knowledge: developing a quality instrument to support professional development<br><i>Hanan Khalifa</i>                         | 191 |
| <b>12</b> | The CERCLU project for certifying language competence in Italian university language centres<br><i>Maurizio Gotti and Carol Taylor Torsello</i> | 203 |
| <b>13</b> | An impact study of a high-stakes test (IELTS): lessons for test validation and linguistic diversity<br><i>Roger Hawkey</i>                      | 215 |
| <b>14</b> | Towards a model of test evaluation: using the Test Fairness and the Test Context Frameworks<br><i>Antony John Kunnan</i>                        | 229 |

**Section Three****Sustaining Diversity**

- |           |  |     |
|-----------|--|-----|
| <b>15</b> | Language assessment and citizenship: European policy perspective<br><i>Joseph Sheils</i>                                     | 255 |
| <b>16</b> | Language testing for migration and citizenship: contexts and issues<br><i>Nick Saville and Piet van Avermaet</i>             | 265 |
| <b>17</b> | Language varieties and their implications for testing and assessment<br><i>Lynda Taylor</i>                                  | 276 |
| <b>18</b> | Non-native speakers as language assessors: recent research and implications for assessment practice<br><i>Anne Lazaraton</i> | 296 |
| <b>19</b> | Citizenship materials for ESOL learners in the UK<br><i>Helen Sunderland and Chris Taylor</i>                                | 310 |
| <b>20</b> | Best practice in writing assessment<br><i>Liz Hamp-Lyons</i>   | 321 |

<b>Notes on the volume contributors</b>	336
---	-----

<b>Presentations at the ALTE Conference Berlin, 2005</b>	341
--	-----

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

## Acknowledgements

---

We would like to express our thanks to all the volume contributors for developing and writing up their original presentations given at the ALTE Berlin Conference in May 2005, and for their willingness to make subsequent revisions in line with our editorial suggestions. This volume has taken longer to reach publication than we had hoped so we are especially grateful to the authors for their patience.

The volume could not have reached publication without the professional, technological and administrative assistance of various staff based at Cambridge ESOL including: Barbara Stevens and Jacqui Wright in the ALTE Secretariat; Rowena Akinyemi and, more recently, Kirsty Sylvester in the Research and Validation Group; and Sally Downes in the Stakeholder Relations and Legal Affairs Group. We are grateful to all of them for their support throughout the production process.

Finally, the publishers are grateful to the copyright holders for permission to use the copyright material reproduced in this book. Cambridge University Press for Figure 1 from *Training Foreign Language Teachers. A Reflective Approach* by Michael J. Wallace, 1991.

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

## Series Editors' note

---

The 1st International Conference of the Association of Language Testers in Europe (ALTE) was held in Barcelona in July 2001, hosted by the Generalitat de Catalunya. The event celebrated the European Year of Languages that year and took as its theme 'European Language Testing in a Global Context'. Following the success of this inaugural conference, plans were quickly put in place for a second conference to be held in 2005. The Goethe-Institut hosted ALTE's 2nd International Conference in Berlin from 19 to 21 May 2005 in support of the 50th Anniversary of the European Cultural Convention and focusing on the theme of 'Language Assessment in a Multilingual Context'. *Multilingualism and Assessment* – the 27th volume in the now well-established and highly regarded *Studies in Language Testing* series – is a direct outcome of the Berlin conference.

Members of ALTE were delighted to obtain the patronage of the Secretary General of the Council of Europe, Terry Davis, for the major 3-day language testing conference in Berlin; the event provided members of the international language testing and teaching community with a key forum for exploring the impact of multilingualism on language assessment, focusing on the needs to set common standards while at the same time sustaining linguistic diversity. The conference considered ways of describing and comparing language qualifications to establish common levels of proficiency, and offered a forum for the discussion of issues associated with quality, ethics and transparency in assessment. The fundamental aims of the ALTE members have always been to work on common levels of proficiency and common standards for the language testing process designed to support the mutual recognition of language certificates in Europe and the increase of quality and standards in their production and delivery.

The Council of Europe declared 2005 the European Year of Citizenship through Education and one of the aims of the year was to support democratic citizenship and participation in order to promote social cohesion, intercultural understanding and respect for diversity and human rights. In that context, the Council of Europe (Language Policy Division, Strasbourg) and ALTE set up a joint forum at the 2005 Berlin conference, focusing on political and ethical issues involved in defining and assessing the language proficiency required for citizenship and active participation of newcomers in social, occupational and democratic processes. Some of the papers in this volume explore in detail the key themes addressed during that forum.



Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)*Series Editors' note*

ALTE, an International Non-Governmental Organisation (INGO) of the Council of Europe since 2003, has been in existence for almost 20 years, having been founded in 1990 following a proposal by the Universities of Cambridge and Salamanca. There were eight founder members, including the Goethe-Institut, and membership has grown over the intervening years to the present total of 31 members, who between them represent the testing of 26 European languages. Additionally, ALTE currently has more than 30 institutional affiliate organisations participating in its activities.

A key achievement of ALTE's work since the early 1990s has been the development of the ALTE Framework of Language Examinations, linked to the Council of Europe's Common European Framework of Reference for Languages (CEFR), using work carried out in the ALTE 'Can Do' Project. Close co-operation with the Council of Europe has continued in recent years with work on the Pilot Manual for Relating Language Examinations to the CEFR. Also important has been the development of a multilingual glossary of testing terms. The glossary, originally produced in 10 languages, is published as Volume 6 in the *Studies in Language Testing* series, and has since been developed in a further 10 European languages. More recently, ALTE working groups have been set up to look in more detail at projects such as testing younger learners, development of a Breakthrough level, as well as issues related to quality assurance in the test development and delivery process. Many of the projects undertaken by these groups and many of the documents developed by ALTE have been supported by the European Union Lingua Fund. ALTE has also worked closely with the European Association for Quality Language Services (EAQUALS) in recent years to produce a European Language Portfolio (ELP) for adult language learners, validated by the Council of Europe, and has with EAQUALS developed an electronic version of the ELP in English and French, available at [www.eElp.org](http://www.eElp.org)

A full listing of all the presentations given at the ALTE 2005 Conference can be found at the end of this volume. As will be apparent, the 20 conference papers presented here represent a selection of the many excellent presentations made in Berlin reflecting a wide range of topics and concerns; they provide a flavour of the key themes addressed at the conference. The Introduction to this volume by Lynda Taylor and Cyril Weir helps to highlight and summarise for readers the various strands which resonated throughout the conference, and points to implications for the language testing community.

At the time of writing, we look forward to ALTE's 3rd International Conference hosted by University of Cambridge ESOL Examinations in April 2008, on the theme of the social and educational impact of language assessment. We anticipate this will provide an invaluable opportunity for the European and wider international language testing community to revisit

Cambridge University Press

978-0-521-71192-0 - Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity: Proceedings of the ALTE Berlin Conference, May 2005

Frontmatter

[More information](#)

---

*Series Editors' note*

some enduring concerns of shared interest as well as to explore some new ones.

Michael Milanovic  
Cyril J Weir  
March 2008