Multilingualism and Assessment

Achieving transparency, assuring quality, sustaining diversity

Proceedings of the ALTE Berlin Conference, May 2005
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

Barry O’Sullivan

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
Jiying Cheng

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

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
Multilingualism and Assessment

Achieving transparency, assuring quality, sustaining diversity

Proceedings of the ALTE Berlin Conference, May 2005
# Contents

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>vii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series Editors’ note</td>
<td>viii</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Lynda Taylor and Cyril J Weir</td>
<td></td>
</tr>
<tr>
<td>Section One</td>
<td></td>
</tr>
<tr>
<td>Achieving Transparency</td>
<td></td>
</tr>
</tbody>
</table>

1 Relating language examinations to the Council of Europe’s Common European Framework of Reference for Languages (CEFR)  
Waldemar Martyniuk  
9

2 The CEFR levels and descriptor scales  
Brian North  
21

3 Juggling numbers and opinions: An attempt to set CEFR standards in Norway for a test of reading in English  
Eli Moe  
67

4 L’harmonisation du DELF et du DALF sur les niveaux du Cadre européen commun de référence pour les langues  
Patrick Riba et Marianne Mavel  
79

5 Proficiency scaling in DESI listening and reading EFL tests  
Guenter Nold, Henning Rossa and Johannes Hartig  
94

6 The Common European Framework of Reference for Languages and the revision of the Higher Level Catalan Language Test  
Montserrat Montagut and Pilar Murtra  
117

7 Test comparability and construct compatibility across languages  
Peter Hardcastle, Sibylle Bolton and Francesca Pelliccia  
130

| Section Two                       |         |
| Assuring Quality                  |         |

8 A socio-cognitive approach to writing test validation  
Cyril J Weir and Stuart Shaw  
147

9 Assuring the quality of TestDaF examinations: a psychometric modelling approach  
Thomas Eckes  
157
Contents

10 Problems affecting the use of raw scores: a comparison of raw scores and FACETS’ Fair Average scores
   David Coniam
   179

11 Testing teaching knowledge: developing a quality instrument to support professional development
   Hanan Khalifa
   191

12 The CERCLU project for certifying language competence in Italian university language centres
   Maurizio Gotti and Carol Taylor Torsello
   203

13 An impact study of a high-stakes test (IELTS): lessons for test validation and linguistic diversity
   Roger Hawkey
   215

14 Towards a model of test evaluation: using the Test Fairness and the Test Context Frameworks
   Antony John Kunnan
   229

Section Three
Sustaining Diversity

15 Language assessment and citizenship: European policy perspective
   Joseph Sheils
   255

16 Language testing for migration and citizenship: contexts and issues
   Nick Saville and Piet van Avermaet
   265

17 Language varieties and their implications for testing and assessment
   Lynda Taylor
   276

18 Non-native speakers as language assessors: recent research and implications for assessment practice
   Anne Lazaraton
   296

19 Citizenship materials for ESOL learners in the UK
   Helen Sunderland and Chris Taylor
   310

20 Best practice in writing assessment
   Liz Hamp-Lyons
   321

Notes on the volume contributors
   336

Presentations at the ALTE Conference Berlin, 2005
   341
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.
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.
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

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...
Series Editors' note

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

Michael Milanovic
Cyril J Weir
March 2008