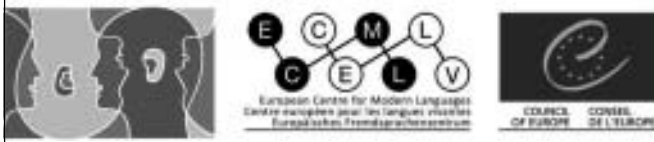
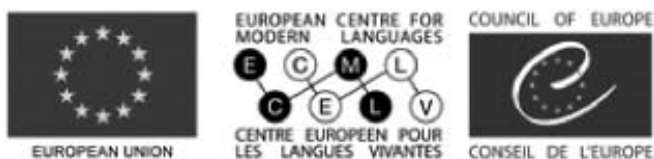


Навчальні матеріали Європейського центру з навчання сучасних мов (Австрія)

Animal sounds in different languages

Ці матеріали рекомендовані до використання у навчальному процесі для формування іншомовної комунікативної компетентності в учнів початкової школи. Час опрацювання карток – 30-60 хвилин. Можливі форми роботи: індивідуальна, парна, групова тощо. Цікавими для учнів будуть конкурс або гра, організовані з використанням наведених нижче карток, які можна скопіювати.



SOME IDEAS FOR YOUR STUDENTS

1. Ask students/pupils what language the card is written in (it is always the same as the 2nd speech bubble from the right)
2. What sound does the animal make in THEIR language/s?
3. Reflect on the different onomatopoeia of the sounds and their similarity when the different pronunciation is taken into account.
4. Compare the phrases and words on the postcards. Can they understand certain words in other languages?
5. What other sounds/animal noises do they know in other languages?





guau guau!
español
 au au!
português
 wuff!
alemão
 ouaf ouaf!
français

O Dia Europeu das Línguas é para TODOS!

Como é que um CÃO faz na SUA língua?

26 de setembro
www.coe.int/EDL
 EUROPEAN CENTRE FOR MODERN LANGUAGES
 CENTRE EUROPEEN POUR LES LANGUES VIVANTES
 COUNCIL OF EUROPE
 CONSEIL DE EUROPE



pēk pēk!
letonā
 mac mac!
română
 hāp hāp!
maghiară
 cuq cuq!
spaniolă

Ziua Europeană a Limbilor este pentru TOATĂ LUMEA!

Cum face o RAȚĂ în limba TA?

26 septembrie
www.coe.int/EDL
 EUROPEAN CENTRE FOR MODERN LANGUAGES
 CENTRE EUROPEEN POUR LES LANGUES VIVANTES
 COUNCIL OF EUROPE
 CONSEIL DE EUROPE



chicchirichi!
italien
 cocorico!
français
 gaggalagó!
islandais
 tsoo-ghoo-roo-ghoo!
arménien

La Journée européenne des langues est pour TOUT LE MONDE!

Quels sons un COQ fait-il dans TA langue?

26 septembre
www.coe.int/JEL
 EUROPEAN CENTRE FOR MODERN LANGUAGES
 CENTRE EUROPEEN POUR LES LANGUES VIVANTES
 COUNCIL OF EUROPE
 CONSEIL DE EUROPE



mbqa!
arabski
 beee!
polski
 mää!
fiński
 bæ!
norweski

Europejski Dzień Języków jest dla WSZYSTKICH!

Co mówi OWCA w TWOIM języku?

26 września
www.coe.int/EDL
 EUROPEAN CENTRE FOR MODERN LANGUAGES
 CENTRE EUROPEEN POUR LES LANGUES VIVANTES
 COUNCIL OF EUROPE
 CONSEIL DE EUROPE

oac oac!
rumunų

kva kva!
lietuvių

kum kum!
lenkų

ribbit ribbit!
anglų

**Europos kalbų diena
skirta VISIEMS!**

Ką JŪSŲ kalba sako VARLĖ?

rugsejo 26 d.
www.coe.int/EDL

EUROPEAN CENTRE FOR
MODERN LANGUAGES
CENTRE EUROPÉEN POUR
LES LANGUES VIVANTES

nöff nöff!
Schwedisch

oink oink!
Deutsch

knor knor!
Niederländisch

kvík kvík!
Tschechisch

**Der Europäische Tag der Sprachen
ist für ALLE!**

Welches Geräusch macht ein SCHWEIN in DEINER Sprache?

26. September
www.coe.int/EDL

EUROPEAN CENTRE FOR
MODERN LANGUAGES
CENTRE EUROPÉEN POUR
LES LANGUES VIVANTES

petok-petok!
indonésky

kokodák!
česky

tok tok tok!
dánsky

git-git gidaak!
turecky

**Evropský den jazyků
je pro KAŽDÉHO!**

Jaký zvuk vydává SLEPICE ve VAŠEM jazyce?

26.zář
www.coe.int/EDL

EUROPEAN CENTRE FOR
MODERN LANGUAGES
CENTRE EUROPÉEN POUR
LES LANGUES VIVANTES

churulic churulic!
makedonska

kvitt kvitt!
svenska

chik chirik!
bulgariska

pju pju!
serbiska

**Den Europeiska språkdagen
är för ALLA!**

Vilka ljud gör en FÅGEL på DITT språk?

September 26
www.coe.int/EDL

EUROPEAN CENTRE FOR
MODERN LANGUAGES
CENTRE EUROPÉEN POUR
LES LANGUES VIVANTES

Facts on sign languages

Цей матеріал рекомендований для учнів старших класів і студентів мовних спеціальностей. Час опрацювання питань визначає вчитель в залежності від рівня володіння учнями/студентами іншомовною комунікативною компетентністю, а саме мовою жестів. Можливі форми роботи: індивідуальна, парна, групова тощо. За бажанням вчитель може провести змагання на кращого знавця мови.

■ The word «deaf» is sometimes written with a capital and sometimes in lower case. Is there a specific reason for this?

In the field of Deaf Studies, the use of an upper case 'D' in the word 'Deaf' denotes membership of a Deaf community and use of an indigenous signed language as a primary or preferred language. Use of the lower case 'd' in the word 'deaf' refers to people who have a medically determined hearing loss, but who may not consider themselves to be a member of the Deaf community, and who may not use an indigenous signed language. (see "Signed Languages in Education in Europe – a preliminary exploration", Lorraine LEESON, Dublin. Council of Europe. 2006).

■ Are all users of sign languages deaf or hard of hearing?

No. Children of Deaf people also often learn how to sign; the native sign language of their parents will be their first language, before any spoken languages. Additionally, parents and siblings of Deaf children learn how to sign to facilitate communication. There are also a number of people who learn sign language in their free time because they have friends or want to become interpreters, or are simply interested in the language.

■ Is there one universal sign language?

No, there isn't. There are many varieties and there can actually be more than one signed language in a country, just as for oral languages. For example, there are two sign languages in Belgium (French Belgian Sign Language and Flemish Sign Language) or in Spain (Spanish Sign Language and Catalan Sign Language). Also, there are different sign languages in countries that have the same spoken language, such as in the UK and Ireland. This is due to historical developments that are different to the ones experienced in spoken languages.

■ Are there 'families' among sign languages (such as for oral languages - Roman or Slavonic languages for example), which would allow intercomprehension?

Yes, there are language families within sign languages. For example Austrian Sign Language or Dutch Sign Language are more readily understood by someone who knows German Sign Language than by someone who knows Italian Sign Language. By contrast, British Sign Language is very different to any other European sign language and only related to Australian Sign Language.

■ Is there any international form of sign language, which could be regarded as a 'lingua franca'?

There is an international communication system often called International Sign (IS). It is regularly used at international conferences and at meetings with participants who do not share a common sign language. This auxiliary language is indeed used as a lingua franca among sign language users from different countries, also in spontaneous conversation. It cannot be compared to Esperanto, however, as IS is not a language as such. It does not have a fixed grammar or lexicon and relies heavily on gestures, which have meaning only in that specific context, and uses vocabulary from the signer's native language. This means, signs are clarified and often more than one sign is used to describe a concept to ensure understanding.

■ Are sign languages simply a representation of spoken/written words?

No. They are fully-fledged languages with their own grammar and syntax. Just as with other languages, there are idioms that are difficult to translate and certain words/signs that have no literal translation in another (sign) language.

■ Is there a standardized form of signing for each language and, as in oral language varieties, are there different 'dialects', which exist?

There have been attempts to standardize sign languages across Europe. As with spoken languages these attempts have not been

successful and dialects are still in existence. This is also due to Deaf schools being in different parts of the countries, using certain signs that the children then spread. Often signs for the weekdays and the months differ, along with the signs for colors.

■ How many people use sign languages within Council of Europe member states?

This is difficult to answer. There are no reliable statistics in each Member State. An estimate for the European Union is 750,000 Deaf sign language users. On average, Deaf sign language users make up about 0.1% of the whole population in any given country. This does not include people learning a sign language as a second language or children of Deaf parents or other family members. In Finland there are for example and estimated 5,000 SL users; in France 100,000, and in Romania 20-30,000.

■ Have sign languages been related to the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) which exists in over 35 languages?

The French Ministry of Education prepared an adaptation of some parts of the CEFR (French version) for French Sign language, in particular common reference levels and descriptors.

■ Is there a way of transcribing sign languages?

Yes, sign languages can be transcribed in a number of ways. There is no standardized way of transcribing sign languages but often the Hamburg Notation System (HamNoSys) is used, which uses certain symbols to describe the hand shape and movement of the sign. Another system that works in a very similar manner is Sign Writing. Additionally, 'glossing' is often used, whereby signs are translated into capitalized words showing facial markers and grammatical information on top of the word or as prefixes. For more information please visit: <http://www.signwriting.org/>, or <http://assets.cambridge.org/97805216/37183/sample/9780521637183web.pdf> (chapter on 'conventions'), or <http://www.sign-lang.uni-hamburg.de/projects/hamnosys.html>.

Idioms of the world



Material for the European Day of Languages

Цей матеріал рекомендований для учнів старших класів і студентів мовних спеціальностей, але він може зацікавити всіх, хто захоплюється оволодінням мовами і культурами.



LIKE FATHER LIKE SON

kakov pop takov i prihod (Russian)

like priest like church

Æblet falder ikke langt fra stammen (Danish)

the apple doesn't fall far from the trunk

filho de peixe sabe nadar (Portuguese)

a fish's child knows how to swim

aşchia nu sare departe de trunchi (Romanian)

the chip is not jumping further than the trunk

de tal palo tal astilla (Spanish)

from such stick comes such splinter

Aká matka, taka Katka. (Slovak)

Like mother like Kate

Der Apfel fällt nicht weit vom Stamm (German)

the apple does not fall down far from the tree

YOU CANNOT MAKE A SILK PURSE OUT OF A SOW'S EAR

Rozhdennyj polzat letat ne mozhet (Russian)

if you're born to crawl you can't fly

on ne peut faire d'une buse un épervier (French)

you can't turn a buzzard / a dolt into a sparrowhawk

al draagt een aap een gouden ring, het is en blijft een lelijk ding (Dutch)

even if the monkey wears a golden ring it remains an ugly thing

fare le nozze coi fichi secchi (Italian)

to do a wedding with dried figs

Opica zostane opicou, hoci by si na ňu zlatú retáz povesil. (Slovak)

Monkey remains monkey even if you hang a golden kettle around its neck

DON'T JUDGE A BOOK BY ITS COVER**l'abito non fa il monaco** (Italian)

clothes do not make the monk

quem vê caras não vê corações (Portuguese)

he who sees faces doesn't see hearts

odijelo ne čini čovjeka (Croatian)

a suit doesn't make a man

het zijn niet allen koks die lange messen dragen (Dutch)

it's not only cooks that carry long knives

nu haina il face pe om (Romanian)

clothes do not make the man

Nesúď knihu podľa obalu (Slovak)

Don't judge a book by its cover

A SANDWICH SHORT OF A PICNIC**Šplouchá mu na maják** (Czech)

it's splashing on his lighthouse

hij heeft een klap van de molen gehad (Dutch)

he got a blow from the windmill

avoir une araignée au plafond (French)

to have a spider on the ceiling

ne pas avoir inventé le fil à couper le beurre (French)

not to have invented the wire to cut butter

non avere tutti i venerdì (Italian)

to be lacking some Fridays

tem macaquinhos no sótão (Portuguese)

he has little monkeys in the attic

lud ko struja (Serbian)

crazy as electricity

más loco que un plumero (Spanish)

crazier than a feather duster

ikke at være den skarpeste kniv i skuffen (Danish)

not to be the sharpest knife in the drawer

Zostat' na ocot (Slovak) to be left for vinegar**THE POT CALLING THE KETTLE BLACK****c'est l'hôpital qui se moque de la Charité** (French)

it's the hospital that mocks Charity

rugala se sova sjenici (Croatian)

the owl mocked the tit

il bue che dice cornuto all'asino (Italian)

the ox saying 'horned' to the donkey

ein Esel schimpft den anderen Langohr (German)

a donkey gets cross with a rabbit

ONCE BITTEN, TWICE SHY**el gato escaldado del agua fria huye** (Spanish)

the cat that has been scalded runs away from hot water

brændt barn skyr ilden (Danish)

a burned child is shy of fire

puganaya vorona kusta (telezhnogo skripa/sobstvennoj teni) boitsya (Russian)

a spooked crow is afraid of a bush (a carriage squeak/it's own shadow)

cão picado por cobra, tem medo de linguiça (Portuguese)

a dog that has been bitten by a snake fears sausages

cine s-a fript cu ciorba, suflă și-n iaurt (Romanian)

the one who burnt his tongue with the soup is going to blow the yoghurt as well

Koho raz had uštipne, aj hlísty sa bojí (Slovak)

Who has been bitten by a snake is afraid even of a worm

TO CARRY COALS TO NEWCASTLE**Eulen nach Athen tragen** (German)

taking owls to Athens

vezdit v Tulu so svoim samovarom (Russian)

he's going to Tula taking his own samovar

vendere ghiaccio agli eschimesi (Italian)

selling ice to the eskimos

echar agua al mar (Spanish)

to throw water into the sea

es como llevar naranjas a Valencia (Spanish)

is like taking oranges to Valencia

vizet hord a Dunába (Hungarian)

taking water to the Danube

a vinde castraveți grădinarului (Romanian)

selling cucumbers to the gardener

TO BEAT ABOUT THE BUSH**y aller par quatre chemins** (French)

to get there by four paths

kiertää kuin kissa kuumaa puuroa (Finnish)

to pace around hot porridge like a cat

Å gå som katten rundt den varme grøten (Norwegian)

to walk like a cat around hot porridge

emborrachar la perdiz (Spanish)

to get the partridge drunk

a umbla cu fofârlica (Romanian)

walking with the lark

Chodit' okolo horúcej kaše (Slovak)

to beat about the bush

TOO MANY COOKS SPOIL THE BROTH**seul mui à vugulion a vez, e vez falloc'h gouarnet ar saout** (Breton, France)

the more cowherds there are, the worse the cows are looked after

puno baba, kilavo dijete (Croatian)

many midwives, child will be lazy

veel varkens maken de spoeling dun (Dutch)

many pigs make the slops sparse

troppi galli a cantare non fa mai giorno (Italian)
too many cocks singing it is never going to dawn
**u pyati nyanek dyetya byez glaza, u cemerykh -
byez golovy** (Russian)

A child, looked after by five nannies is without one
eye, looked after by seven nannies – without a head.

DON'T CRY OVER SPILT MILK

paid â chodi pais ar ôl piso (Welsh)

don't lift a petticoat after peeing

kusat sebe lokti (Russian) to bite one's elbows

eső után köpönyeg (Hungarian)

coat after rain

nu plânge după laptele vărsat (Romanian)

do not cry over spilt milk

BAD WORKMAN BLAMES HIS TOOLS

el mal escribano le echa la culpa a la pluma (Spanish)
the poor writer blames the pen

el cojo le echa la culpa al empedrado (Spanish)
the limping man blames the pavement

zlej baletnicy przeskadza rąbek u spódnicy (Polish)
a poor dancer will be disturbed even by the hem of
her skirt

DON'T COUNT YOUR CHICKENS BEFORE THEY'RE HATCHED

man skal ikke selge skinnen, før bjørnen er skutt
(Danish) one should not sell the fur before the bear
has been shot

Älä nuolaise ennen kuin tipahtaa (Finnish)
don't start licking it up before it drops on to the
table

na neroden Petko kapa mu skroile (Macedonian)
they sewed a hat to Peter who is not born yet

tsiplyat po oseni schitayut (Russian)
one should count chicks in autumn

ne govori gop, poka ne pereskochish (pereptrygnesh)
(Russian)

don't say hop until you jumped over

nu da vrabia din mânã, pe cioara de pe gard
(Romanian)

do not give away the sparrow from your hand for
the crow sitting on the fence

en nylje karhua, ennen kuin se on kaadettu (Finnish)
I don't skin a bear before it's been felled

non dire gatto se non ce l'hai nel sacco (Italian)
never say 'cat' if you have not got it in your sack

dereyi görmeden paçaları sıvama (Turkish)
do not roll up your trouser-legs before you see the
stream

nehovar hop kým nepreskočíš (Slovak)
don't say hop until you jump

IT'S RAINING CATS AND DOGS

padají trakaře (Czech)

it's raining wheelbarrows

det regner skomagerdrenge (Danish)

it's raining shoemakers' apprentices

het regent pijpenstelen (Dutch)

it's raining pipestems

brékhei kareklopódara (Greek)

it's raining chair legs

il pleut comme vache qui pisse (French)

it's raining like a pissing cow

es regnet Schusterbuben (German)

it is raining young cobblers

estan lloviendo hasta maridos (Spanish)

it's even raining husbands

plouã cu gãleata (Romanian)

it's raining heavily

prší ako z krhly (Slovak)

it's raining like from a watering-can

AS EASY AS FALLING OFF A LOG

så let som at klø sig i nakken (Danish)

as easy as scratching the back of your neck

**facile come bere un bicchier d'acqua, facile come andare
in bicicletta** (Italian)

as easy as drinking a glass of water, as easy as cycling

e•iku ponjatno (Russian)

understandable to a hedgehog

tereyagindan kil ceker gibi (Turkish)

as if pulling a strand of hair from butter

Lahké ako facka (Slovak)

as easy as a slap

AS THICK AS THIEVES

aralarindan su sismaz (Turkish)

not even water can pass between them

s'entendre comme cul et chemise (French)

to get along like one's buttocks and shirt

uni comme les doigts de la main (French)

tied like the fingers of a hand

ser como uña y carne (Spanish)

to be fingernail and flesh

a fi prieteni la cataramã (Romanian)

to be very good friends

Hustý ako hmla (Slovak) as thick as a fog

SOMETHING IS ROTTEN IN THE STATE OF DENMARK

hay un gato encerrado (Spanish) there's a cat shut up

les dés sont pipés (French) the dice are cheated

il y a anguille sous roche (French)

there is an eel under the rock

iskat' igolku v stoge sena (Russian)

there is a needle in the bag



The CEFR Grid for Speaking



Шановні читачі! Ми впевнені, що ви користуєтесь у своїй практичній діяльності Загальноєвропейськими рекомендаціями з мовної освіти і добре обізнані з описаними в цьому документі рівнями володіння мовою і шкалами ілюстративних дескрипторів. Але ці матеріали були вперше опубліковані у 2001 році і потребували певного оновлення і вдосконалення. Фахівцями з Європейської асоціації тестологів у галузі мовної освіти запропоновано оновлені шкали оцінювання різних видів мовленнєвої діяльності. У цьому числі журналу ми ознайомимо Вас з оновленими рекомендаціями щодо тестування умінь говоріння, які були опубліковані у 2014 році.

The CEFR Grid for Speaking Tests is designed to assist language test developers in describing, creating and reviewing tests of oral production. It is intended to stimulate critical reflection amongst those involved in the preparation and evaluation of speaking tests, and to facilitate precise reporting by testing bodies participating in audits carried out by organisations such as the Association of Language Testers in Europe (ALTE).

In the case of ALTE audits, the Grid will be useful in building arguments related to Minimum Standards 1 (theoretical construct), 4 (comparability of test versions), and 5 (alignment to the CEFR framework). Responses to the Grid may be used as supporting evidence for claims made during the auditing process.

Part 1 of this document contains 34 questions about different aspects of the speaking test as a whole and its individual speaking tasks. Some of these questions are preceded by an asterisk. These questions will be accompanied by explanatory notes, which are meant to indicate why the questions are important to the completion of the Grid. The explanatory notes will be found in Part 2 of the document.

The Grid was developed by the ALTE CEFR Special Interest Group (SIG). It contains contributions by Bart Deygers, Beate Zeidler (editors), Dianne Wall (final editing), Lyan Bekkers, Inmaculada Borrego, Michael Corrigan, Henna Tossavainen and other SIG members.

ALTE CEFR SIG, February 2014

PART 1 – THE SPEAKING TEST AS A WHOLE AND COMPONENT SPEAKING TASKS

A THE SPEAKING TEST AS A WHOLE

1. GENERAL INFORMATION

- 1 Name of test provider
- 2 Name of test
- 3 Target language
- 4 *Date of last test revision
- 5 Number of tasks in the speaking component

If there is more than one speaking task, complete Section B for each task.
- 6 Duration of the speaking test as a whole

Speaking test duration: approximately ____ minutes
This includes ____ minutes of preparation time.
- 7 *Target CEFR level of the speaking test

A1 B1 C1
 A2 B2 C2
- 8 *Channel for test delivery

Face to face, and recording
 Face to face only, in real time
 Audio only, in real time (e.g. telephone conversation)
 Audio recording
 Video only, in real time (e.g. Skype video)
 Video recording (e.g. in web-based test)
- 9 Test content

General language proficiency test
 Language for Specific Purposes test
- 10 *Test construct

It is possible to specify the construct(s) that underlie the test.
 It is not possible to specify the construct(s) that underlie the test.

- 11 *Intended use (CEFR, p. 183)
- Achievement (or progress) test
 - Diagnostic test
 - Placement test
 - Proficiency test
 - Other use - please specify:

- 12 *Target population characteristics
- Known
 - Unknown

2. RATING

- 13 *Rating method
- Holistic
 - Analytic: band descriptors
 - Analytic: checklist
 - Other (please specify):

- 14 Rating criteria (Tick all that apply)
- Argumentation
 - Cohesion and coherence
 - Content
 - Interactive communication
 - Grammatical accuracy
 - Grammatical range
 - Lexical accuracy
 - Lexical range
 - Pronunciation
 - Other (please specify):

- 15 Raters
- Machine marking
 - Manual marking, using _____ raters
 - Combination

- 16 Is there a procedure in place in case raters disagree?
- Yes
 - No
- Specify:

- 17 Are the rating criteria available to the test-taker?
- The criteria are available on the test paper.
 - The criteria are available elsewhere.
 - No
- Specify:

3. FEEDBACK

- 18 Quantitative feedback for test-takers
- CEFR level
 - Test-specific grade
 - Pass/fail only
 - Other (please specify):
 - Percentage score
 - Ranking (e.g. quartile)
 - Raw score

- 19 Qualitative feedback
- Yes, general feedback
 - Yes, specific feedback based on criteria
 - No qualitative feedback

B COMPONENT TASK/S

To which speaking task does this information relate?	Please fill in this section for each component task.
--	--

1. GENERAL TASK CHARACTERISTICS

- 20 *Task topic
- 21 Language of instructions
- 22 Other language used
- 23 Task duration
- Task duration: approximately _____ minutes
This includes _____ minutes of preparation time
- 24 Is the performance recorded?
- Yes, audio only
 - Yes, video
 - No - face to face only
- 25 *Control/guidance by the task rubric
- Rigidly controlled
 - Partially controlled
 - Open format

2. INSTRUCTIONS & PROMPT

- 26 Task instructions (Tick at least one.)
- Via pictures
 - Spoken (recorded)
 - Spoken (real time)
 - Written
- 27 *Language level of task instructions
- Below target level
 - Same as target level
 - Above target level
- 28 Type of prompt (Tick at least one.)
- Audio
 - Oral only (real time by examiner)
 - Picture/drawing/icon
 - Text
 - Video
- 29 *Interaction required
- Interaction with examiner
 - Interaction with other test-taker(s)
 - Interaction with recorded prompts
 - Monologue
- 30 Discourse type required
- Discussion/conversation
 - Interview
 - Speech, presentation
 - Story telling / narration
 - Question and answer
 - Other (please specify.):

3. EXPECTED RESPONSE

- 31 Response type Short monologue (i.e. words and phrases)
 Extended monologue (i.e. formal speech)
- 32 *Integration of skills Short interaction (i.e. words and phrases)
 Extended interaction (i.e. presentation with questions and answers)
- 33 *Communicative purpose None
 Reading Rated? yes/no
 Writing Rated? yes/no
 Listening Rated? yes/no
 Referential (telling)
 Emotive (reacting)
 Conative (argumentation, persuasion)
 Phatic (social interaction)
- 34 Expected rhetorical function(s) Argumentation
 Complaint
 Description
 Explanation
 Instruction
 Persuasion
 Report
 Summary
 Other (please specify):
- 35 Expected register Informal
Neutral
Formal
- 36 Expected level of response A1 B1 C1
 A2 B2 C2

PART 2 – EXPLANATORY NOTES

What follows are explanatory notes for some of the questions found in Part 1. The notes are intended to indicate why these questions form part of the Grid and how they may be helpful to test developers.

Question 4. Date of the last test revision

Changes may have been made in the speaking test since it was originally launched. These changes may seem minor, but even small changes can alter the nature of what is being assessed. This question encourages test developers to

think about whether all the changes have been well grounded or whether there are parts of the test where the reasoning behind the changes is not clear.

The following questions may be useful in this process:

- Does the revised test present a different definition or operationalization of the speaking construct?
- Has the purpose of the test changed over time?
- Have there been any changes in the size or nature of the test-taking population?
- Have the nature, definition or weighting of the assessment criteria been altered?

If any revisions have been made to the test, the test developers should be aware of the nature and background of these changes. They should also be able to determine whether the changes have had the desired effect.

7. Target CEFR level of the speaking test

This speaking grid was developed by the ALTE CEFR Special Interest Group (SIG) and consequently refers to the Common European Framework of Reference for Languages quite often.

It is important to know what level a test is supposed to be at when deciding on the input material, rhetorical functions, discourse types and so on. In order to judge whether the test is really at the intended level, it is important to carry out an alignment procedure. The following publications will provide useful guidance:

Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR)

Download: http://www.coe.int/t/dg4/linguistic/manuell_en.asp#Manual

Martyniuk, W. (2010). *Aligning Tests with the CEFR: Reflections on Using the Council of Europe's Draft Manual*. Cambridge: Cambridge University Press.

It is of course possible to develop a high-quality language test without linking it to the CEFR. Test developers who follow this route may still find the above publications useful.

8. Channel

A speaking test can be administered through different channels (means). The choice of channel is determined by the construct, context and purpose of a test. Some channels may seem more realistic or authentic than others, but the final choice is often determined by practical considerations such as costs and technical possibilities. The channel influences how the test is administered (e.g.

should longer responses be recorded?) and marked (how many examiners are required to ensure reliability). It may also influence the test-taker's performance and motivation.

Each test is different, so it is impossible to offer one-size-fits-all solution when it comes to choosing a testing channel.

10. Construct

The term 'construct' refers to the theory underlying the design of a test – that is, the way the test developers define language ability or the particular aspects of language they are assessing.

It is important for test developers to be explicit about their test construct, as the choice of construct will affect the decisions they make about the content of the test, the types of tasks they give their test-takers, the weighting of different components of the test, the marking criteria, and the boundaries between different levels of ability.

There are different ways of defining language ability. Some experts see language in abstract terms, describing, for example, the competences that test-takers need in order to produce the right kind of language: linguistic competence, sociolinguistic competence, pragmatic competence etc. Others see language in terms of the skills that test-takers need to display. These experts might, for example, look at the skill of speaking and break it down into different sub-skills. Another way of viewing language is in terms of 'can do' statements – e.g. the test-takers can express simple opinions or requirements in a familiar context.

Test developers may decide to base their tests on any of these constructs or on others that they find in the relevant literature. They may also wish to use a combination of constructs, depending on the purpose of their test.

11. Intended use

Sometimes the purpose of a test changes over the years, and the purposes for which it is now used do not match the originally intended purpose. This change of purpose may cause methodological, ethical or operational problems. It is important to monitor whether the current use corresponds to the intended use, and what the effect of such a shift may be.

Possible test purposes include:

- Achievement tests, sometimes called progress tests, which measure what students have learned. 'The content ... is generally based on the course syllabus or the course textbook'.
- Diagnostic tests, which 'seek to identify those areas in which a student needs further help'.

- Placement tests, which are 'designed to assess students' levels of language ability so that they can be placed in an appropriate group or class'.
- Proficiency tests, which 'are not based on a particular language programme. They are designed to test the ability of students with different language training backgrounds.' (Alderson, Clapham & Wall 1995, pp. 11-12)

12. Target population characteristics

It is not possible to determine whether a test works as it was intended to unless there is a match between the people who actually take the test and the people for whom it was designed. This is especially important when we talk about test content. It would not be fair, for example, to give a test that was designed for the world of work to a group of schoolchildren. The schoolchildren might have the linguistic ability to answer the questions but not the necessary subject knowledge.

Target population characteristics are also relevant for test statistics, because any sample of the population that you use (e.g. for pretesting) should be representative of the whole of the population.

Target population characteristics that are often analysed include age, gender, level of education, occupation, or type of motivation.

13. Rating method

In a holistic approach, the test-taker's performance is judged as a whole. The rater does not give separate scores for different features of the performance, such as grammatical control, vocabulary etc.

In an analytic approach the rater gives separate scores for several different language features. This approach recognises that a test-taker's grammar, for example, may be very good, but his/her vocabulary may be weaker.

Analytic raters may use a scale for each language feature, or they may use checklists. Scales may take many forms – e.g. 1 to 9, A to E, A1 to C2. Checklists are often binary – does the test-taker master a particular feature or not?

It has been claimed that the holistic approach more closely resembles how language production is judged in real life, and can be quicker than using an analytic approach. However, analytic marking can offer richer diagnostic information for L2 learners.

There are mixed results from research into the reliability of using the two approaches.

20. Task topic

Different topic choices are possible, depending on the target language use domain, the target population characteristics, and the target language level.

Topics can be classified in different ways. The CEFR (p. 52) presents one influential scheme, which lists fourteen general categories. These categories can be further subdivided to suit the purpose of the test.

Topics can become more abstract and more complex as the target language level grows more demanding.

By including broad topic categories in the task specifications, the thematic focus of the test can be maintained from one test administration to the next.

25. Control/guidance by the task rubric

In rigidly controlled tasks the task determines the structure of the test-taker performance, leaving no room for spontaneous interaction. Partially controlled tasks may present a scenario in which the main conversational path is outlined, leaving some room for spontaneous interaction. Tasks with an open format may depend entirely on the interaction between the examiner and the test-taker or may require the test-taker to produce a monologue.

Rigidly controlled tasks may seem inauthentic at times, but they make it easier to compare test-taker performances. Open tasks may seem more authentic, but it can be more difficult to assess the resulting interaction.

27. Language level of task instructions

Understanding instructions is a prerequisite for adequate task performance. It is paramount that the instructions be clear and easy to follow. Vagueness should be avoided at all cost and the lay-out should be clear.

If possible, the language in the instructions should be simpler than the language the test-takers are expected to produce. In CEFR terms, instructions should preferably be one CEFR level below the desired level of performance. In some cases the instructions may be written in the test-takers' first language.

29. Interaction type required

Once test designers have decided on the features of speaking they wish to assess (their construct), they need to think about the types of tasks that will elicit those features. One test may need several interaction types to cover one construct.

If, for example, the construct requires tasks that assess a test-taker's ability to use formal language during a long turn, a monologue might be a suitable interaction type. If, on the other hand, a construct includes tasks that assess whether a test-taker can respond quickly and spontaneously, a dialogue could be the best alternative.

32. Integration of skills

Test-takers' speaking scores may depend not only on their speaking skills but also on their other skills. These other skills may include reading (e.g. skimming a text to comment on it), writing (taking notes while conducting a telephone call), or listening (understanding an audio prompt).

Test developers may consciously chose to integrate other skills with speaking or they may chose to assess speaking alone. The choice depends on the construct underlying the test. If the speaking required in the target language use situation involves other skills, then it may make sense to design test tasks that involve these skills. The test developer should be aware of the problems of 'construct-irrelevant variance' however, where the test-takers' ability in the other skills may affect their speaking performance unintentionally.

33. Communicative purpose

Specifying the communicative purpose of a task is important, both for the test developer and for the test-taker. The communicative purpose should be in line with the test specifications, since it helps to control a task's difficulty and allows for rating criteria that focus on the most valid aspects of a task. For the test-takers, being aware of the main communicative purpose is vital, since different communicative purposes require very different skills.

A task with a referential communicative purpose, for example, might require a test-taker to summarise a lecture by rephrasing the main and supporting ideas in a structured way. Alternatively, the test-taker could be asked to agree or disagree (emotive), add a convincing personal assessment of the input material's content (conative), or engage in meaningful conversation about the lecture (combination of referential, conative, emotive and phatic).

34. Expected Rhetorical function

By keeping track of the expected rhetorical functions, the test developer will be able to compare each new test version to previous versions and to the original speaking construct of the test. This may decrease the risk of construct irrelevant tasks and will increase the comparability across test versions.



The CEFR Grid for Writing Tasks* (presentation)

This grid has been developed in order to assist test providers in their work with the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* and the *Manual for Relating Language Examinations to the CEFR*, both available from the Language Policy Division of the Council of Europe.

There are two varieties of this grid: the **analysis** grid and the **presentation** grid (this one). The **analysis** grid is intended to be used in workshops, benchmarking events and for other activities where participants at the event are asked to complete the grid. In these cases, the activities are likely to be part of the *standardisation of judgements* stage described in the *Manual*. Where the grid is to provide a descriptive record of test tasks, the **presentation** grid may be more suitable. If completed grids are intended to be offered as illustrative samples, their final use will relate to *standardisation of judgements* stage of the *Manual*. On the other hand, if test providers wish to analyse test content and specifications for their own purposes, the relevant stage is *specification*.

SAMPLE TEST TASKS

Report on analysis of
Target language of this test
Target level (CEFR) of this test
Task number/name

General Information - the whole test

- 1 Total test time minutes
- 2 Purpose
- 3 Background to the examination
- 4 Candidature
- 5 Structure of the test

General Information - the writing component

- 6 Number of tasks in the writing paper
- 7 Total component time minutes
- 8 Integration of skills
- 9 Channel
- 10 CEFR level of this component

- 11 The writing component format
- 12 **Specific Information - example task**
- 13 Mark distribution
- 14 Task rating
- 15 Effective level
- 16 **Sample task:**

— sample task here —

i) Task input/prompt

- 17 Language of input/prompt
- 18 CEFR level of input/prompt
- 19 Time permitted or suggested for this task minutes
- 20 Control/guidance
- 21 Content
- 22 Genre
- 23 Rhetorical function(s) of input
- 24 Imagined audience
- 25 Mode of input/prompt
- 26 Topic or theme of input
- 27 Integration of skills for input

ii) Response (description of written response elicited by the prompt(s)/input)

- 28 Number of words expected
- 29 Rhetorical function(s) expected
- 30 Text purpose
- 31 Register
- 32 Domain
- 33 Grammatical competence expected
- 34 Lexical competence expected
- 35 Discoursal competence expected
- 36 Authenticity: situational
- 37 Authenticity: interactional
- 38 Cognitive processing
- 39 Content knowledge required

iii) Rating of Task

- 40 Known criteria
- 41 Task rating method
- 42 Assessment criteria
- 43 Number and combination of raters

iv) Feedback to candidates

- 44 Quantitative feedback
- 45 Qualitative feedback

46 Example answer

47 Commentary

48 Score allocated

*The original template for this grid was developed by ALTE members. www.alte.org

All references to the *CEFR* are to the document on the Council of Europe's Language Policy Division's web site.

- 2 The purpose of the test may be **general proficiency**, for a specific purpose. State the purpose if specific (**English for Legal Purposes, German for Academic Purposes**, etc.).
- 3 The description of test background may contain the reasons for developing the test, a description of the suite of which this test is a part, or other such details.
- 4 Describe the size and demographic profile of the candidature.
- 5 Describe the other components of the test (e.g. the speaking component, the reading component).
- 6 In the case that there the number of tasks depends on which options are chosen, specify in the introductory text (point 5)
- 8 Skills, in addition to writing, which are involved in the completion of this task (regardless of whether they are explicitly recognised at the rating stage). Choose from: **none, reading, speaking, listening, a combination**.
- 9 The method by which the candidate's response is recorded. Choose from **handwritten, word processed, either**.
- 10 *CEFR*, Ch. 3.
- 11 The description may include information such as the number of subsections, task types in each subsection, time allowed for each subsection.
- 12 You may wish to include a short description of the task here. The description could include the aims of the task, what candidates have been asked to do and would constitute a full completion of the task.
- 13 Describe how marks are distributed in this section of the task and what candidates would need to include to achieve full marks on this task.
- 14 Explain how the task is rated (e.g. **clerically, machine marked**), what instruments are used and what aspects are considered when deciding the grade.
- 15 Describe the measures taken to ensure Writing tasks are set at the appropriate level. This description may include the process of question paper production and trialling.
- 16 Insert the sample task, including rubric and prompt/input.
- 18 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**.
- 19 If not specified, expected time.
- 20 The extent to which the rubric, prompt or input determines the nature and content of the response. Choose from: **controlled, semi-controlled or open-ended**.
- 21 Whether the content of the response is specified in the rubric. Choose from: **specified or not specified**.
- 22 Choose from: **letter (business), letter (personal), review, academic essay, composition, report, story, proposal, article, form**, other (specify).
- 23 The functions which might be expected in the response. Choose from: **describing (events), describing (processes), narrating, commentating, expositing, explaining, demonstrating, instructing, arguing, persuading, reporting events, giving opinions, making complaints, suggesting, comparing and contrasting, exemplifying, evaluating, expressing possibility/probability, summarising**, other (specify). *CEFR*, p125 – 130.
- 24 The imagined audience for the input. Choose from: **friend/acquaintance, teacher, employer, employee, committee, board, business, students, general public** (e.g. with a newspaper article), other (specify).
- 25 Choose from: **oral, written or visual**, or a combination.
- 26 The topic or theme. Choose from: **personal identification, house and home/environment, daily life, free time/entertainment, travel, relations with other people, health and body care, education, shopping, food and drink, services, places, language, weather**, other (specify). *CEFR*, p 51 – 53.
- 27 The language skills the candidate needs to understand the rubric and prompt/input. Choose from: **reading, listening, or a combination**.
- 29 The functions which might be expected in the response. Choose from: **describing (events), describing (processes), narrating, commentating, expositing, explaining, demonstrating, instructing, arguing, persuading, reporting events, giving opinions, making complaints, suggesting, comparing and contrasting, exemplifying, evaluating, expressing possibility/probability, summarising**, other (specify). *CEFR*, p125 – 130.
- 30 The expected purpose(s) of the response. Choose from: referential (to give 'objective' facts about the world), emotive (to describe the emotional state of the writer), conative (to persuade the reader(s)), phatic (to establish or maintain social contact with the reader(s)), metalingual (to clarify or verify understanding), poetic (writing for aesthetic purposes).
- 31 The register the candidate is expected to adopt in their response. Choose from: **informal, unmarked to informal, unmarked, unmarked to formal, formal**. *CEFR*, p 118 – 122.
- 32 The domain to which the expected response is imagined to belong. Choose from: **personal, public, occupational, educational/academic**. *CEFR*, p 45 – 46.
- 33 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 112 – 116.
- 34 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 110 – 112.
- 35 Choose *CEFR* level: **A1, A2, B1, B2, C1, C2**. *CEFR*, p 123 – 125.

- 36 The extent to which the task reflects a real-life activity a candidate could perform. Choose from **low, medium, or high**.
- 37 The extent to which interaction patterns are likely to mirror those in an equivalent, real-life task. Choose from **low, medium, or high**.
- 38 The difficulty in performing the task from a non-linguistic point-of-view. Choose from: **reproduction of known ideas, knowledge transformation**.
- 39 The kind of extra-linguistic knowledge required to complete the task. Choose from: **personal/everyday life knowledge areas, general/non-specialised knowledge areas, specialised knowledge areas** (scientific, study-related, etc.), **a wide range of knowledge areas**.
- 40 Describe the rating criteria are made available to the candidate, either before or during the test. If the criteria are not available together with the paper, state where they can be viewed.
- 41 Choose from: **impressionistic/holistic, descriptive scale, analytical scale**
- 42 State the criteria used in marking. Choose from: **grammatical range, grammatical accuracy, lexical range lexical accuracy, cohesion and coherence, content/task fulfilment, development of ideas, orthography, other** (specify).
- 43 If clerically marked, the number of raters will be **1** or more. However, responses may only be second- or third-marked in some cases and by fellow raters, or by more senior raters. If so, insert ‘+ more in selected cases’ after the base number of raters.
- 44 Quantitative feedback routinely given (for the writing component). Choose from: **raw score, percentage score, ranking in candidature, CEFR level, exam-specific grade, pass/fail status, other** (specify).
- 45 Qualitative feedback routinely given (for the writing component). Choose from: **comments for each of the rating criteria, holistic comments, other** (specify).
- 46 Insert a sample response to the task.
- 47 An explanation or justification of the grade awarded to the sample response.
- 48 The grade (or score) awarded to this sample response.



The CEFR Grid for Writing Tasks* (analysis)

SAMPLE TEST TASKS

Report on analysis of
 Target language of this test
 CEFR level of this test
 Task number/name

General Information - the whole test

- 1 Total test time minutes
- 2 Purpose general proficiency
 specific purpose (specify):

3 Background to the examination

4 Candidature

5 Structure of the test

General Information - the writing component

6	Number of tasks in the writing paper	1	2	3	4 or more	
7	Total component time	minutes				
8	Integration of skills	none		reading		
		speaking		listening		
		a combination (specify):				
9	Channel	handwritten	word processed		either	
10	CEFR level of this component	A1	A2	B1	B2	C1 C2

11 The writing component format

12 Specific Information - example task

13 Mark distribution

14 Task rating

15 Effective level

16 Sample task:

— sample task here —

*The original template for this grid was developed by ALTE members. www.alte.org

i) Task input/prompt

17	Language of input/prompt			
18	CEFR level of input/prompt	A1	A2	B1
19	Time permitted or suggested for this task	minutes		
20	Control/guidance	controlled	semi-controlled	
21	Content	fully-specified	specified to some extent	
22	Genre of input	letter (business) review composition story article other (specify):		
23	Rhetorical function(s) of input	describing (events) narrating expositing demonstrating arguing reporting events making complaints comparing and contrasting evaluating expressing probability other (specify):		
24	Imagined audience for input	friend(s)/acquaintance(s) employer(s) teacher(s) committee other (specify):		
25	Mode of input/prompt	oral visual		
26	Topic or theme of input	personal identification daily life travel health and body care education food and drink places weather other (specify):		
27	Integration of skills for input	reading	listening	a combination

ii) Response (description of written response elicited by the prompt(s)/input)

28	Number of words expected	0 – 50 151 – 200 301 – 350	51 – 100 201 – 250 351 – 400	101 – 150 251 – 300 more than 400
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29	Rhetorical function(s) expected	describing (events) narrating expositing demonstrating arguing reporting events making complaints comparing and contrasting exemplifying evaluating expressing probability expressing possibility summarising other (specify):		
30	Text purpose	describing (processes) commentating explaining instructing persuading giving opinions suggesting		
31	Register	referential emotive conative phatic metalingual poetic		
32	Domain	informal unmarked to informal unmarked unmarked to formal formal		
33	Grammatical competence expected	A1 B2	A2 C1	B1 C2
34	Lexical competence expected	A1 B2	A2 C1	B1 C2
35	Discoursal competence expected	A1 B2	A2 C1	B1 C2
36	Authenticity: situational	low	medium	high
37	Authenticity: interactional	low	medium	high
38	Cognitive processing	reproduction of known ideas knowledge transformation		
39	Content knowledge required	general/non-specialised specialised knowledge very specialised knowledge a range of knowledge		

iii) Rating of Task

40	Known criteria			
41	Task rating method	impressionistic/holistic descriptive scale analytical scale with compensation system other (specify):		
42	Assessment criteria	grammatical range grammatical accuracy lexical range lexical accuracy cohesion and coherence content/task fulfilment development of ideas orthography other (specify):		
43	Number and combination of raters	1 3 or more 2 + more in selected cases	2 1 + more in selected cases computer rated cases	

iv) Feedback to candidates

44 Quantitative feedback	raw score	percentage score
	ranking in candidature CEFR level	
	exam-specific grade	pass/fail status
	other (specify):	
45 Qualitative feedback	comments for each rating criteria	
	holistic comments	
	other (specify):	

46 Example answer

47 Commentary

Notes

All references to the *CEFR* are to the document on the Council of Europe's Language Policy Division's web site.

- 1 Numbers below correspond to numbered items in the grid.
- 2 The purpose of the test may be **general proficiency**, or for a specific purpose, for example, **English for Legal Purposes** or **German for Academic Purposes**.
- 3 The description of test background may contain the reasons for developing the test, a description of the suite of which this test is a part, or other such details.
- 4 Describe the size and demographic profile of the candidature.
- 5 Describe the other components of the test (e.g. the speaking component, the reading component).
- 6 In the case that there the number of tasks depends on which options are chosen, specify in the introductory text (point 5)
- 8 Skills, in addition to writing, which are involved in the completion of this task (regardless of whether they are explicitly recognised at the rating stage).
- 9 The method by which the candidate's response is recorded.
- 10 *CEFR*, Ch. 3.
- 11 Describe the format of the writing component (i.e. the number of subsections, task types in each subsection, time allowed for each subsection).
- 12 You may wish to include a short description of the task here. The description could include the aims of the task, what candidates have been asked to do and what would constitute completion of the task.
- 23 Describe how marks are distributed in this section of the task and what candidates would need to include to achieve full marks on this task.
- 34 Explain how the task is rated (e.g. **clerically**, **machine marked**), what instruments are used in this process and what aspects are considered when deciding the grade.
- 45 Describe the measures taken to ensure Writing tasks are set at the appropriate level. This description may include the process of question paper production and trialling.
- 56 Insert the sample task, including rubric and prompt/input.
- 20 The extent to which the rubric, prompt or input determines the nature and content of the response.
- 21 Whether the content of the response is specified in the rubric.
- 26 *CEFR*, p 51 – 53.
- 27 The language skills the candidate needs to understand the rubric and prompt/input.
- 29 *CEFR*, p125 – 130.
- 30 The expected purpose(s) of the response. Choose from: referential (to give 'objective' facts about the world), emotive (to describe the emotional state of the writer), conative (to persuade the reader(s)), phatic (to establish or maintain social contact with the reader(s)), metalingual (to clarify or verify understanding), poetic (writing for aesthetic purposes).
- 31 The register the candidate is expected to adopt in their response. *CEFR*, p 118 – 122.
- 32 The domain to which the expected response is imagined to belong. *CEFR*, p 45 – 46.
- 33 Expected level. *CEFR*, p 112 – 116.
- 34 Expected level. *CEFR*, p 110 – 112.
- 35 Expected level. *CEFR*, p 123 – 125.
- 36 The extent to which the task reflects a real-life activity a candidate could perform.
- 37 The extent to which interaction patterns are likely to mirror those in an equivalent, real-life task.
- 38 The difficulty in performing the task from a non-linguistic point-of-view.
- 39 The kind of extra-linguistic knowledge required to successfully complete the task.
- 40 Describe the rating criteria made available to the candidate, either before or during the test. If the criteria are not available together with the paper, state where they can be viewed.
- 41 If clerically marked, the number of raters will be 1 or more. However, in some cases, the involvement of other raters may depend on other factors, such as level of agreement in earlier ratings. In these cases, select '+ more in selected cases'.
- 44 Quantitative feedback routinely given (for the writing component).
- 45 Qualitative feedback routinely given (for the writing component).
- 46 Insert a sample response to the task.
- 47 An explanation or justification of the grade awarded to the sample response.
- 48 The grade (or score) awarded to this sample response.