BRITISH COUNCIL

INTRODUCING LANGUAGE ASSESSMENT

Worksheets

General Language Proficiency

ASSESSING GENERAL LANGUAGE PROFICIENCY

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[Assessing General Language Proficiency: 5' 22'']

There are differences in how the term general language proficiency (GLP) is understood, and different interpretations of GLP will affect how language tests are made. There are at least three possible approaches to understanding and defining general language proficiency, with their corresponding implications for the tests and assessments they inform.

A. BEFORE YOU WATCH

1. **What features do you think are part of General Language Proficiency (GLP)? Continue the list with at least four additional features…**

   - Listening ability

   - Grammar

   - …………………………………

   - …………………………………

   - …………………………………

   - …………………………………

2. **Do you think that the interpretation of GLP affects the way a test is developed? How?**

3. **Can you name a test which illustrates what, in your opinion, is a good reflection of general language proficiency? Why do you think this is so?**

B. WHILE YOU WATCH

4.   **Before you start making a test,**

What do you need to do?

Why?

General Language Proficiency (GLP): three different approaches

A. THE "ABILITIES IN REAL LIFE" (ARL) APPROACH

5.   **Complete:**

The ARL approach sees GLP as the ability to ……………,   ………………,   …………..…
and …………………….. in real …………………………..

6.   **Which sections are normally included in a test illustrating this GLP approach?
Tick as appropriate**

☐ Listening

☐ Grammar

☐ Speaking

☐ Reading

☐ Translation

☐ Vocabulary

☐ Writing

7.   **True (T) or False (F)?**

In tests illustrating the "Abilities in Real Life" (ARL) approach, the questions…

a. …are designed to find out what students know. _____

b. …assess how performances reflect real life.   _____

8.   **What are the advantages and disadvantages of the "ARL" approach?**

Advantages	Disadvantages

B. THE "INTERACTIVE " APPROACH

9. **Complete:**

The "interactive" approach considers that no skill can be ……………………..to any other.

For example, in a conversation, there may be three skills involved:

………………………………………..

………………………………………..

………………………………………..

10. **What test task is given as an example of this approach?**

………………………………………..

11. **What are the advantages and disadvantages of the "Interactive" approach?**

Advantages	Disadvantages

C. THE "COMMON CORE" APPROACH

12. **The "Common Core" approach includes everything that goes into …………………… and using a language. The video mentions six main aspects:**

1. ………………………………………   4. …………………………………………

2. ………………………………………   5. …………………………………………

3. ………………………………………   6. …………………………………………

13. **Which are considered the best predictors of language ability?**

………………………………………   ………………………………………

14. **What are the advantages and disadvantages of the "Common core" approach?**

Advantages	Disadvantages

C. AFTER YOU WATCH

15. **Match the GLP approaches described in the video to their definition**

GLP approach	Definition
A. Abilities in real life	1. Includes everything that goes into knowing and using a language.
B. Interactive	2. Takes into consideration the ability to speak, write, read and listen in real life situations.
C. Core	3. Considers that no skill can be independent of any other.

16. **Complete the following summary of the video about GLP and language testing and assessment with the words provided.**

information, limited, ability, detailed, approximation

If you want a test to give you a ………………………….. understanding of someone's

language proficiency. you need a lot of …………………….. A short and ……………………

test will only give you an …………………………. of a test taker's ………………………………

To learn more about GLP, you can access Section 2.1 in Chapter 2 in The Common European Framework of Reference: Learning, Teaching Assessment, where the different elements of an "action oriented approach" to GLP are described and discussed (pp. 9–16):

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf