

As this approach to test design is still relatively unusual, the next section will illustrate with a few examples how student's ideas can be made into workable language tests with as little tutor intervention as possible.

5.3 LANGUAGE ACHIEVEMENT TESTS

The input provided by learners may take a variety of forms. Table 5.1 lists a few types of input that are particularly popular with students. The right hand column suggests possible test formats that can be adopted in order to use the learners' input as a basis for testing achievement on their self-set learning targets:

Table 5.1

<i>Learner input for test</i>	<i>Possible test format</i>
<ul style="list-style-type: none"> A list of words learnt (normally related to a particular topic) 	<ul style="list-style-type: none"> composition using . . . all words beginning with D all verbs all feminine words <p>(etc)</p>
<ul style="list-style-type: none"> An aspect of grammar that the learner has been studying 	<ul style="list-style-type: none"> drill (either one already done by the learner, or taken from different source) write/re-write a text using the given form analyse occurrences of the form in a given text
<ul style="list-style-type: none"> A summary or composition written by the learner on a particular topic 	<ul style="list-style-type: none"> fill in gaps inserted by tutor into the learner's text re-write the whole text (or part of it) following given conditions write and answer five questions about the text
<ul style="list-style-type: none"> A copy of a text that the learner has been studying in detail 	<ul style="list-style-type: none"> explain words/phrases, find synonyms, etc write a summary translate a passage from the text answer questions on general meaning write and answer questions on general meaning
<ul style="list-style-type: none"> A topic which the learner has been preparing for an oral discussion A typical situation for which the learner has prepared a role-play 	<ul style="list-style-type: none"> act out with partner and submit tape to tutor act out with tutor (surprise element)
<ul style="list-style-type: none"> A tape (audio or video) that the learner has been using for listening practice 	<p><i>In order to avoid answers based on written transcript:</i></p> <ul style="list-style-type: none"> for video: questions that require attention to the picture <i>while</i> listening to the verbal message for audio: questions that require attention to audible para-linguistic information (such as emphasis, speaker's mood, etc) <i>while</i> listening to the verbal message.

Assessment criteria for listening tasks

Points to assess

Before you try to assess your listening comprehension, it is useful to think about some of the factors that help you to understand or prevent you from understanding what is being said. For example:

- | | |
|-------------------------------------|--|
| a) <i>who you were listening to</i> | <ul style="list-style-type: none">• Was the person speaking too fast for me?• Was the accent a familiar one? |
| b) <i>the topic</i> | <ul style="list-style-type: none">• Did I know much about the topic?• Was I interested in the topic?• Did I know most of the words? |
| c) <i>the situation</i> | <ul style="list-style-type: none">• Could I see the speaker?• Could I talk to the speaker?• Were there several people talking at the same time?• Were there several speakers with similar voices?• Was there any background noise or interference? |
| d) <i>you</i> | <ul style="list-style-type: none">• Was I clear about my reason for listening?• Did I use the best listening strategy?• Did I feel tired/impatient, etc? |

When you assess your listening comprehension you are really assessing how you cope with these factors. Remember that it is a good idea to concentrate on only one or two of them at a time.

Ellis & Sinclair (1989) p.59

Assessment criteria for reading tasks

Points to assess

Before you try to assess your reading comprehension, it is useful to think about some of the factors that help you to understand or prevent you from understanding what you read. You could ask yourself a few questions, for example:

- | | |
|--------------------|---|
| a) <i>speed</i> | <ul style="list-style-type: none">• Did I read too slowly? |
| b) <i>strategy</i> | <ul style="list-style-type: none">• Did I use the appropriate reading strategy? |
| c) <i>text</i> | <ul style="list-style-type: none">• Were there too many words I didn't know?• Was the grammar too difficult for me?• Did I know enough about the topic?• Was the text boring?• Was the text too long? |

When you assess your reading comprehension it is a good idea to concentrate on only one or two of these factors at a time.

Ellis & Sinclair (1989) p.84