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Testing Languages in VET

State of affairs in the Netherlands

- New VET qualification profiles
- Including Language Competency Profiles
- Modern Foreign Languages + Dutch
- Per VET level (1-4)
- Language tasks in the profession as a starting point

What is a language competency profile?

- A transparent description of levels of language proficiency
- A European standard: the Common European Framework of Reference
- Implementation in the EU
- Competency based
- Differentiated for the five skills

***Allround beauty
specialist (level 4)***

Proficient User C2

C1

Independent User B2

B1

Basic User A2

A1

LISTENING

READING

SPOKEN INT.

SPEAKING

WRITING

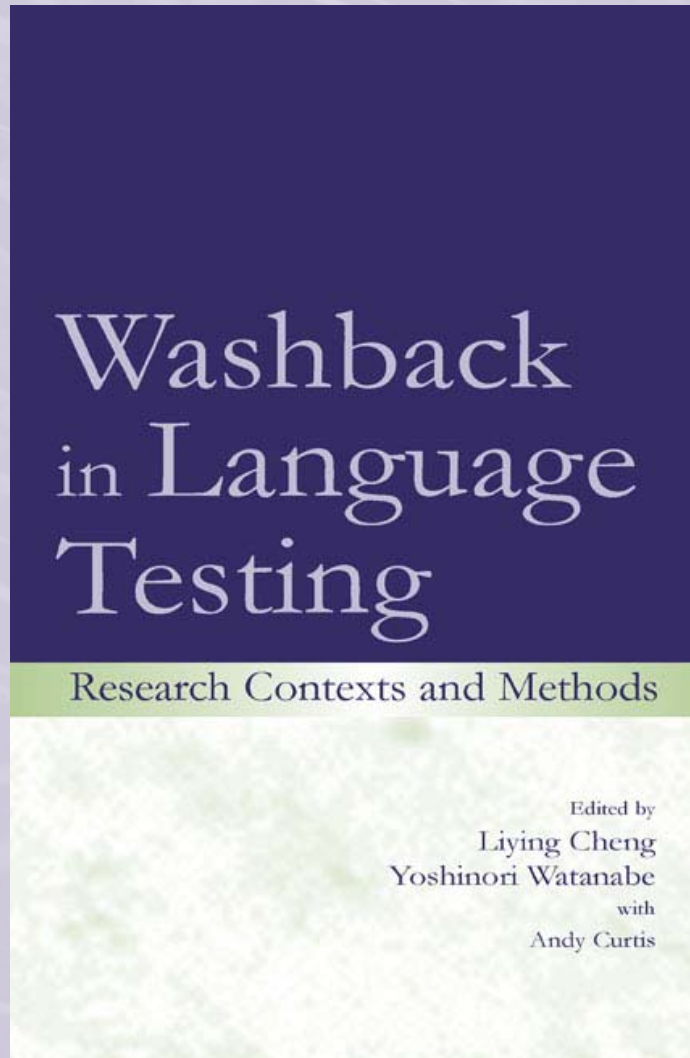
B1	B1			

x	x	A2	A2	A2
x	x	x	x	x

MFL related to VET levels (410)

Level	No FL	One FL	Two FL	(n)
1:	37%	25%	37%	(24)
2:	26%	57%	17%	(119)
3:	5%	64%	32%	(124)
4:	1%	60%	39%	(143)
Totaal	12%	58%	30%	(410)

Language testing?



Examination in the VET sector

- No national central examinations
- Quality control by a national institution (KCE: Quality Centre for Examinations in the VET sector)
- Schools can choose for different approaches
- Testing of languages must be reconsidered

'Testing languages'

- Literature review (mainly on 'washback')
- Dutch expert meeting in the Netherlands (sept. 2005)
- European expert meeting in Friedrichshafen (nov. 2005) with ICC
- Joint publication
- For staff (teachers and managers) in VET

'Testing Languages'

- Validity (authentic and representative)
- Reliability
- Washback effects
- 'Face validity'
- Quality of the assessors
- Practicality

Validity

- As authentic as possible
- On the workplace?
- In simulations?
- An integrated VET proficiency examination?
- How representative is one language task in such a PE?
- Use the European Language Portfolio

Reliability

- A collection of language products in a portfolio
- Multiple test moment
- Multiple assessors
- Use of standardized test as part of the Dossier products
- Or as an instrument to evaluate the reliability and quality of the schools' assessments

Washback effects

- Languages becoming compulsory
 - Choice of approach
-
- Start evaluating the expected washback effects

Face validity

- A language test should satisfy students and other stakeholders
- Keep the stakeholders informed and updated about results of language testing

Quality of assessors

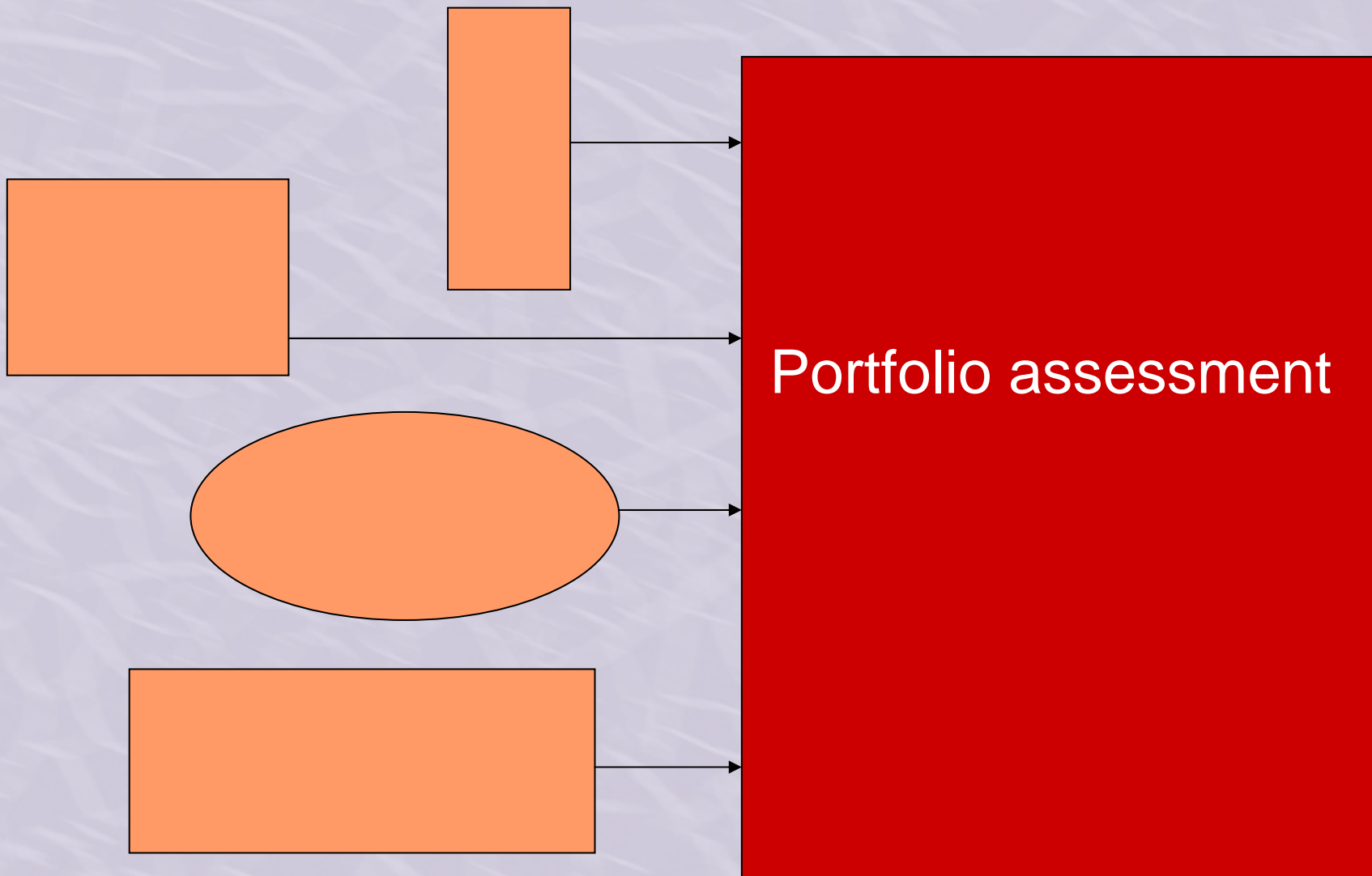
- The quality of a test is greatly dependent on the quality of the assessors
- Train teachers for their role of assessor in modern foreign languages

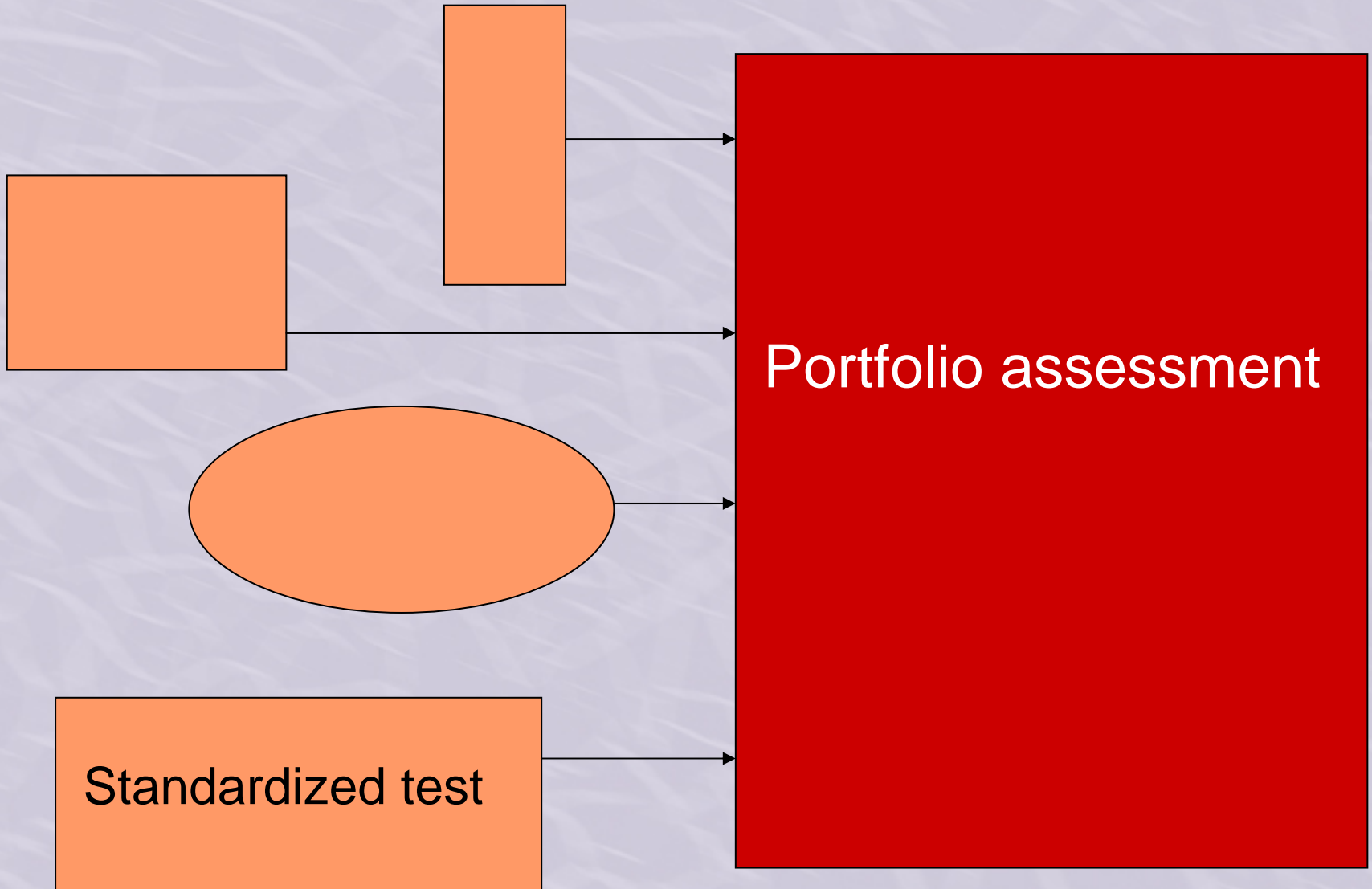
Practicality

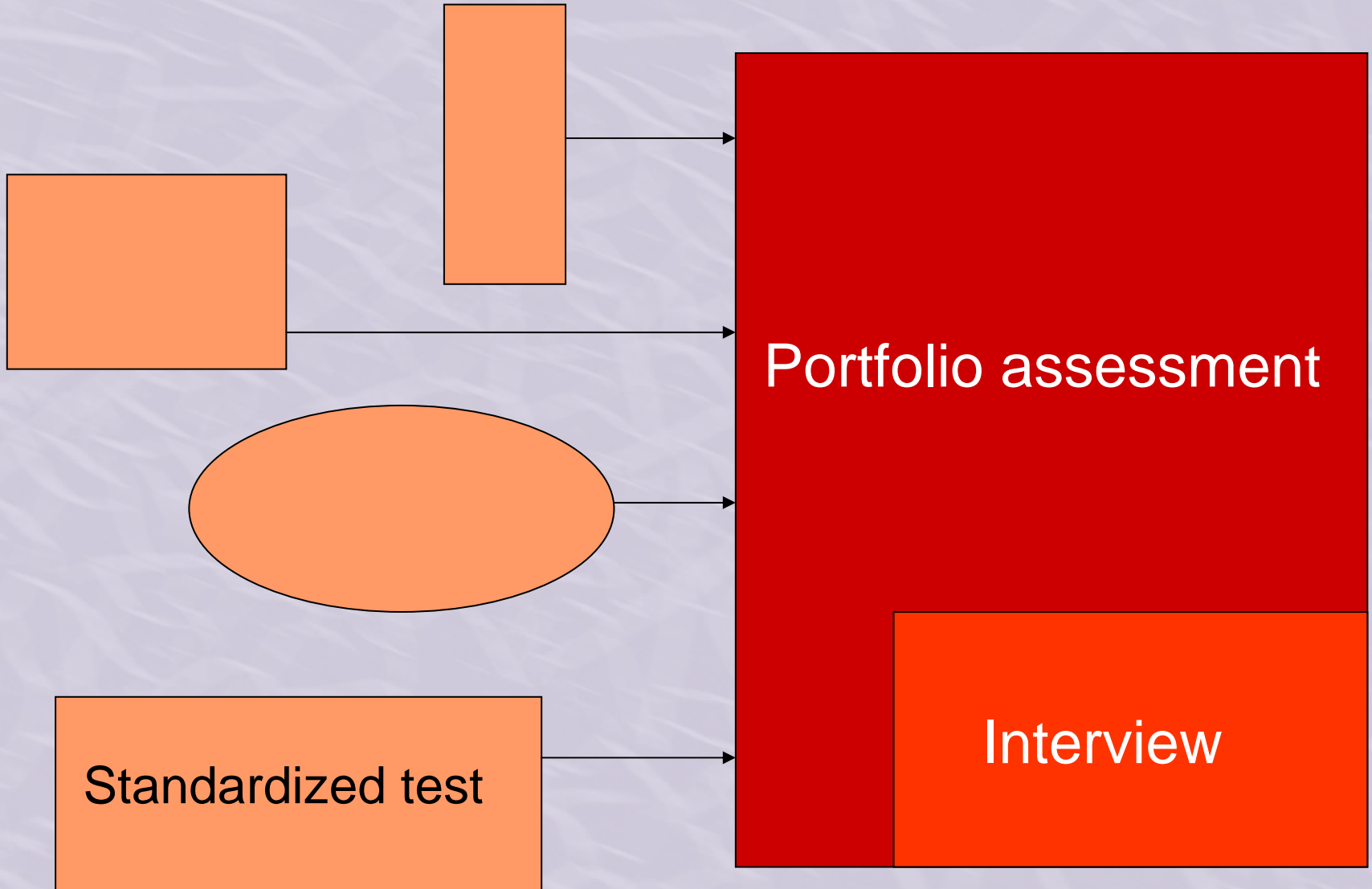
- Can the chosen approach be implemented within the limitations of time, money, space etcetera ?
- Make informed choices and evaluate them.

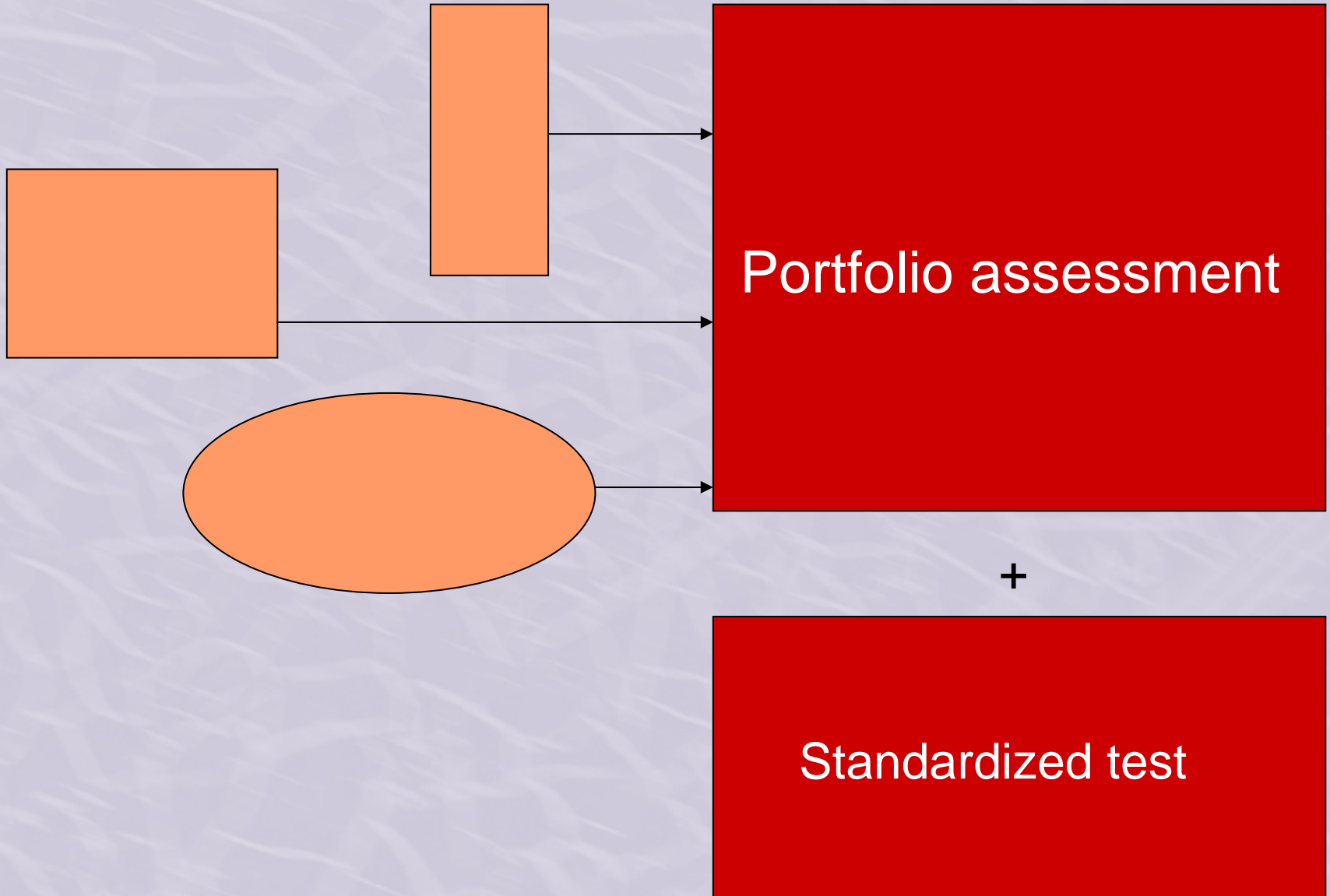
A final school
examination at the
end of the curriculum

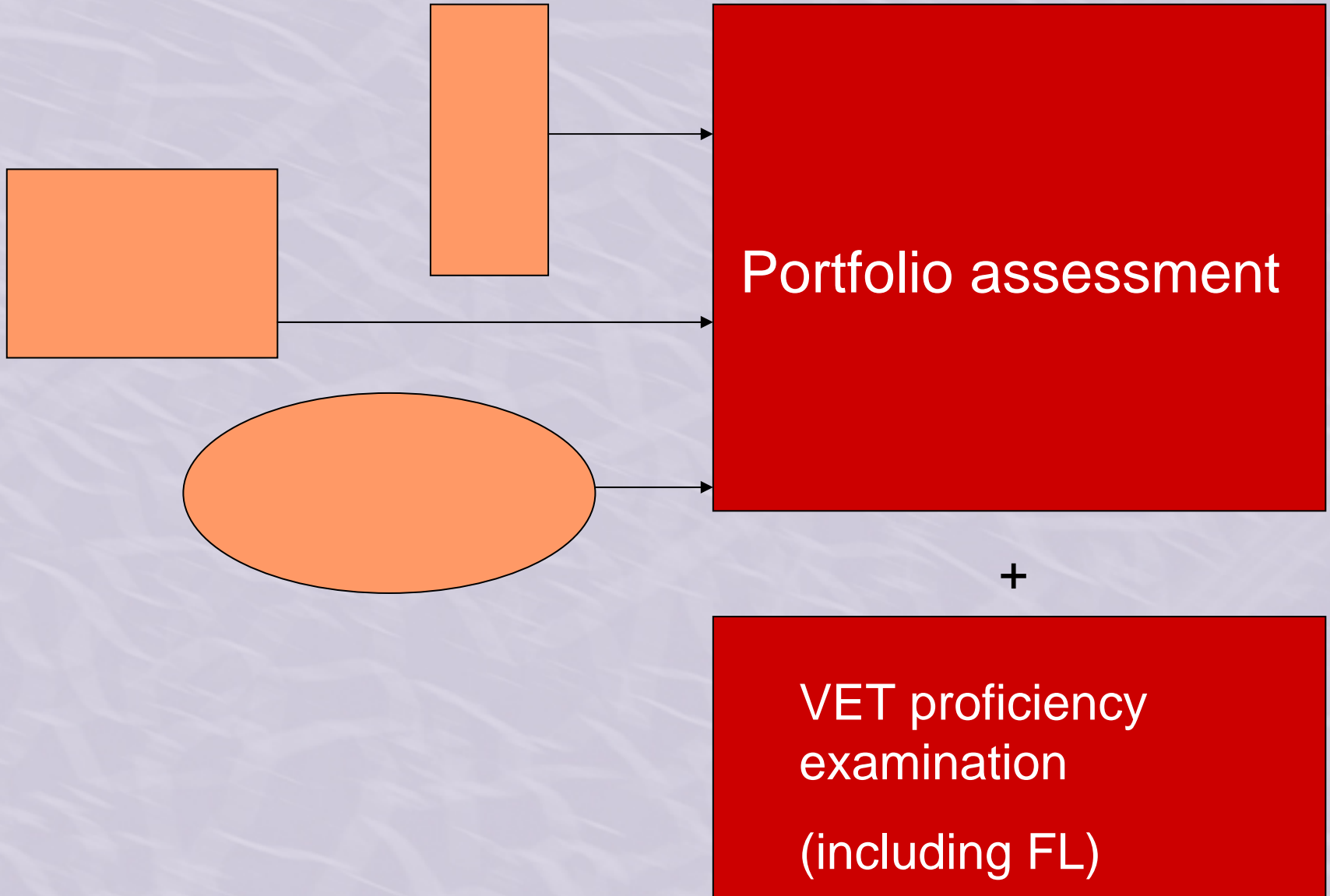
A final examination at the end of the curriculum with a standardized test (national or international)

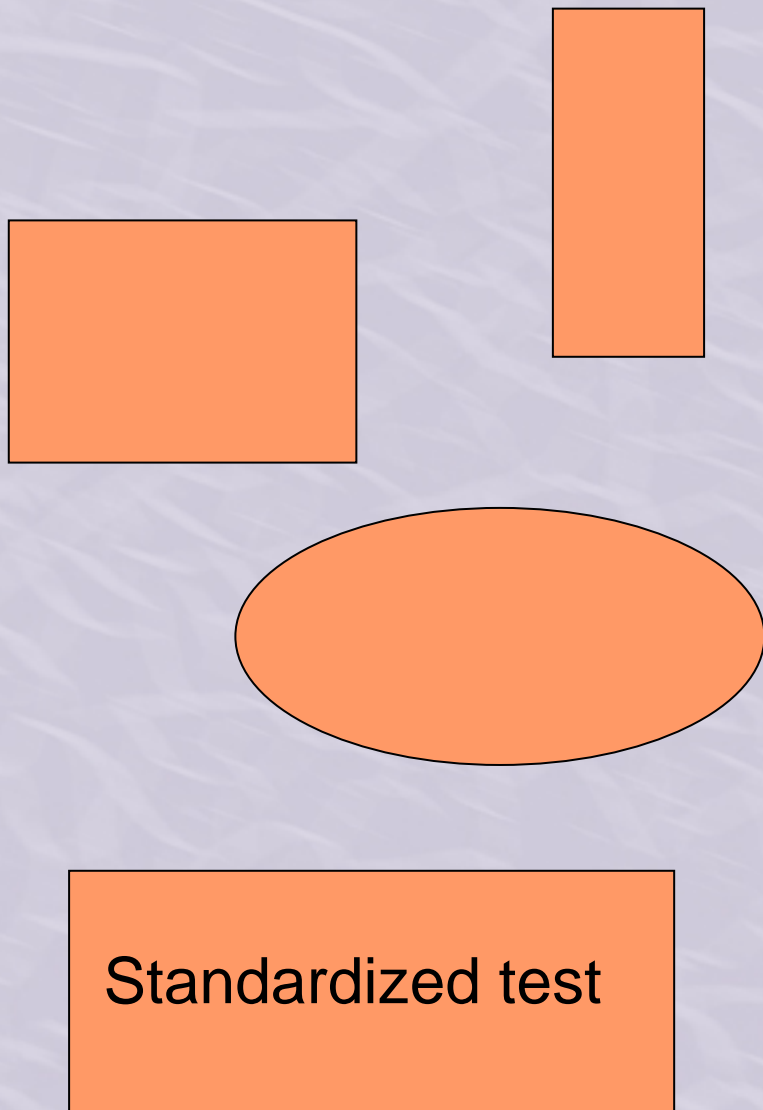












VET proficiency
examination
(including FL)

Interview



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