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Didattica e Innovazione Scolastica
Centro per la formazione e l'aggiornamento



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Le Botteghe
dell'Insegnare

Le Botteghe dell'Insegnare

LINGUA E CULTURA INGLESE

How useful are international certificates in
the curriculum
to teach and learn English

percorso 2014- 2015

DIESSE – Convention 2014

Vivere nella scuola: Una sfida alla libertà

Bottega:

How useful are international certificates
in the curriculum to teach and learn English

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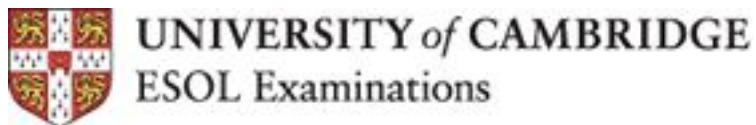


Traccia:

- Terminologia
- Pros e cons
- I certificati sono importanti per chi?
- Alternative?



- Language courses for students, admin and academic staff
- Exam centre for International certificates
- Language Assessment for candidates & students
- Language advising sessions
- Intensive courses



FCE - First Certificate in English
CAE - Certificate in Advanced English
CPE - Certificate of Proficiency in English



Certificato di conoscenza della lingua italiana
CELI 3
CELI 4



Test Deutsch als Fremdsprache



Freie Universität Bozen
Libera Università di Bolzano
Università Lìedia de Bulsan

<http://www.unibz.it/en/students/languagecentre/Default.html>



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Prequisite BA:

Entrance levels **B2, B2, A0**

Exit level **C1, B2+, B2**

Prerequisite MA:

Entrance level **C1, B2, A0**

Exit level **C1, C1, B1**

ALTE: Association of Language Testers in Europe

	A1 90 – 100 h	A2 180 – 200 h
	B1 350 – 400 h	B2 500 – 600 h
	C1 700 – 800 h	C2 1.000 – 1.200 h

Achievement - Proficiency

- Achievement test: „associated with the process of instruction“
- Proficiency test: „look to the future situation of language use“

Criterion - Test

- Criterion: „relevant communicative behaviour in the target situation“
- Test: „a performance or series of performances simulating from the criterion“

Norm-referenced measurement – criterion-referenced measurement

- Norm-referenced: „individual performance is evaluated against the range of performances typical of a population of similar individuals“
- Criterion-referenced: „performances are compared to one or more descriptions of minimally adequate performance at a given level“

- ALTE – guidelines
- EALTA – code of practice

Certificato	Esame
Spendibilità	Insegnante conosce studenti
Standardizzato	Tipo di esercizio conosciuto
Paragonabile (CEFR)	Inserito nel curriculum
Scientificamente testato	Misura quello che dovrebbe
Obbiettività	Valutazione „holistica“
Criterion-referenced	Norm-referenced

Certificato	Esame
Spese	Non è scientifico – valido?
Non inserito nel curriculum	Soggettivo – Arbitrario
Non sempre adeguato all'età	Non paragonabile
Construct troppo „generico“	Niente „construct“
Interessi economici	Niente pre-testing
Istantanea delle competenze	Mania del testing

Le certificazioni nelle scuole servono per:

- far spendere i genitori
- incrementare il business dei certificatori
- e degli editori scolastici
- controllare gli insegnanti
- creare una finta „standardizzazione“
- migliorare l’insegnamento delle lingue



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AICLUcert

CERTIFICAZIONE DELLA LINGUA INGLESE / ITALIANA / TEDESCA
LIVELLI B1/B2



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Introduction

- Preliminary remarks on candidate's profile
- Main stakeholders
- Range and types of tasks
- Presentation of AICLUcert format and levels

Candidate's profile

- University undergraduates enrolled in any Department or Center course of any University
- Students take the exam at the end of their percorso universitario
- Academic and professional needs (assessment tool for higher education study as well as career advancement)

Main stakeholders

- Language centers in Italy
- University Departments
- Degree course boards
- University students
- Future employers of university students

Range and types of tasks (1)

- A manageable exam (not too long, not too short)
- Satisfy various stakeholders
- Flexibility/ adaptability and reliability/validity
- Exam exit level: B1 or B2

Range and types of tasks (2)

- A range of response formats (not biased towards any kind of candidate)
- Identify a no. of tasks and their characteristics (the basis of test validity)
- Tasks and items reflect the communicative approach
- Meaningful tasks suitable for computerized testing
- One item (one gap, one choice, one answer) = 1 point

AICLUcert format

AICLUCERT SECTIONS	Language skills	Time	Points	Relative weight	Minimum PASS for each skill %	PASS for AICLUcert %
1. RECEPTIVE SKILLS	Reading + Language Use*	1 h ca.	60	30%	50 %	60%
	Listening	20 mins	20	20%	50 %	

* the two parts share a number of key features (both are text based, require reading comprehension and show similarities in the way candidates process information); strong correlation between candidate's language knowledge (vocab and grammar) and reading comprehension performance.

AICLUcert format 2

AICLUCERT SECTIONS	Language skills	Time	Points	Relative weight	Minimum PASS for each skill %	PASS for AICLUcert %
2. WRITTEN PRODUCTION	Writing	45 mins	Na	30%	50 %	
3. ORAL PRODUCTION	Oral	10 mins	Na	20%	50 %	
	Total	2 h 15 mins				

Before presenting each section

sequencing of tasks will undergo extensive trialing
the order will contemplate aspects such as:

- text length
- text-based / non text-based
- text complexity
- time

→ contents of each section

1. READING + LANGUAGE USE

Task	Description	Items	Level	Word count
SKIMMING	Matching	5	B1	C 350-450
Plus READING COMPREHENSION	Multiple choice A, B, C or D	10	B1	
UNDERSTANDING GRAPH/FACTS AND FIGURES*	T F NG	5	B1	
READING COMPREHENSION 1	T F NG	10	B2	C 400-450
READING COMPREHENSION 2	Multiple choice A, B, C or D	10	B2	C 400-450

(* the candidate is presented with a graph or figure and some text. Candidates are asked to answer to 5 true/false questions).

TEXT FLOW	Cloze Complete text using given options	10	B1	C220-260
LANGUAGE IN CONTEXT	Multiple choice A, B, C or D	10	B2	C 200-220 (stems and choices)

2. LISTENING

Task	description	items	level	Time of input
ANNOUNCEMENTS, SHORT DIALOGUES	T F or MC (dialogue)	5	B1	30 secondi (2-3 minuti)
LISTENING COMPREHENSION	Multiple Choice	5	B1	2-3 minuti
LISTENING COMPREHENSION	T F or MC	5	B2	2-3 minuti
MINI-LECTURE / LECTURE	Multiple Choice (monologue)	5	B2	2-3 minuti

Quick remarks before Writing and Speaking sections

- Automatic correction of receptive skills sections
- Students are assigned a level ()B1 or B2
- Candidates can take the following sections of the exam, only if they pass receptive skills

3. WRITING

Task	Description	Relative weight	Level	Word count
COMPOSITION	Choose one of two, semi formal, academic	20%	** (B1-B2)	120 – 180
E-MAIL	Guided reply, informal	10%	** (B1-B2)	80 - 120

**Scripts are corrected and they are assigned either a B1 or B2 level.

N. B. We need standardization of interviews and marking of written scripts

4. SPEAKING (1)

Task	Format	Input	Target skills	Time
ICE BREAKING INTRODUCTION	individual	-	NA	2 mins
INTERVIEW/ ROLE PLAY: INTERACTION WITH INTERLOCUTER)	Two-way discussion with the interlocutor	-	general interactional and social language turn-taking, negotiation and collaboration skills, exchanging information, agreeing/disagreeing	3-4 minutes

4. SPEAKING (2)

Task	Format	Input	Target skills	Time
DESCRIBING AND COMPARING TWO PICTURES OR A GRAPH / TALKING ABOUT A TOPIC	Individual Long-turn	Pictures, Topics, extracted from an envelope of topics	Describing, comparing and contrasting, expressing opinions	3-4 minutes

N. B. We need standardization of interviews and marking of written scripts



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Thank you for your attention and your participation!



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