

Guidelines for Designing In-house testing for EAP

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Organisation

What

How

Do we test?

Why

Test in-house?

What

How

Could / should we test

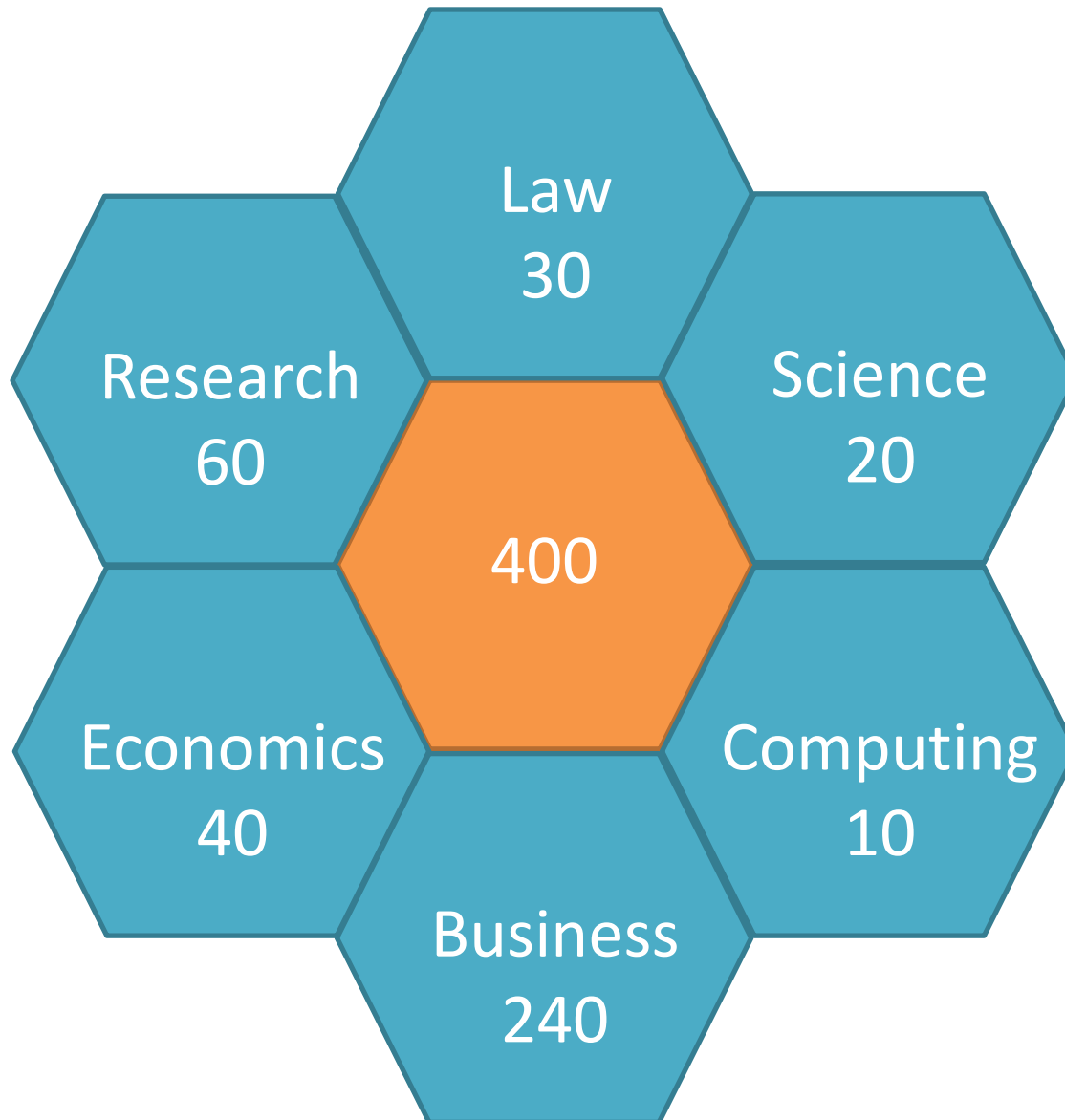
What

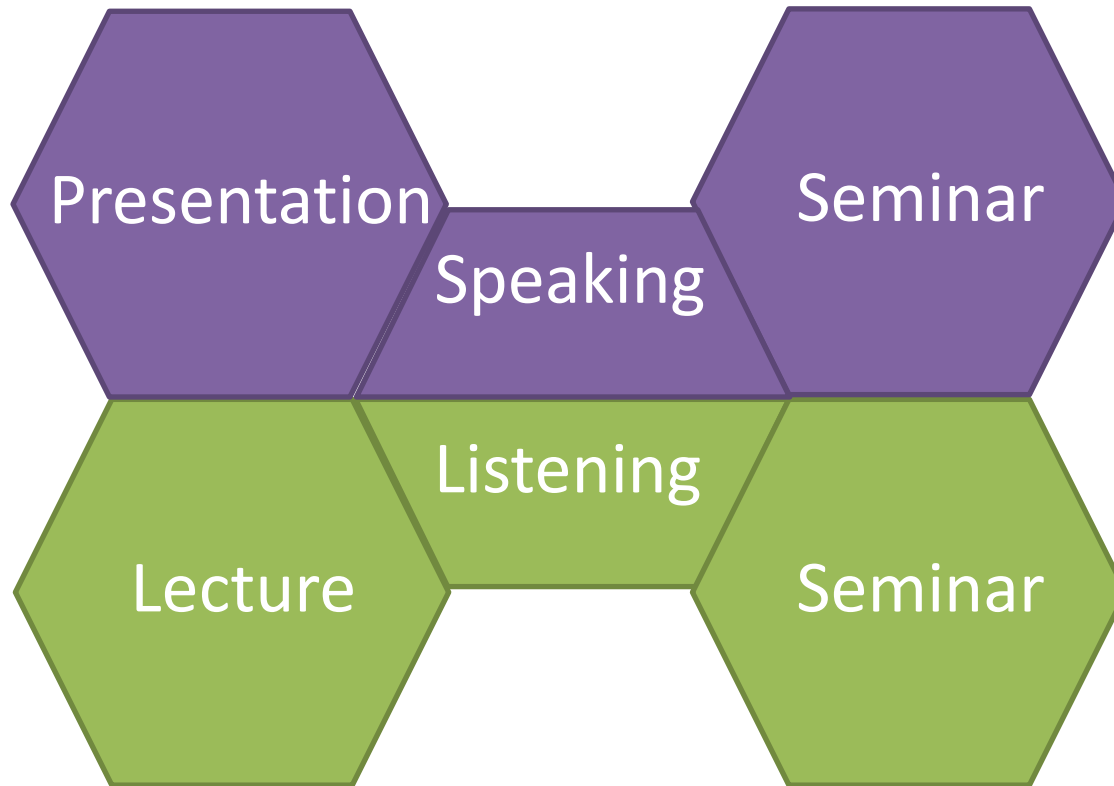
How

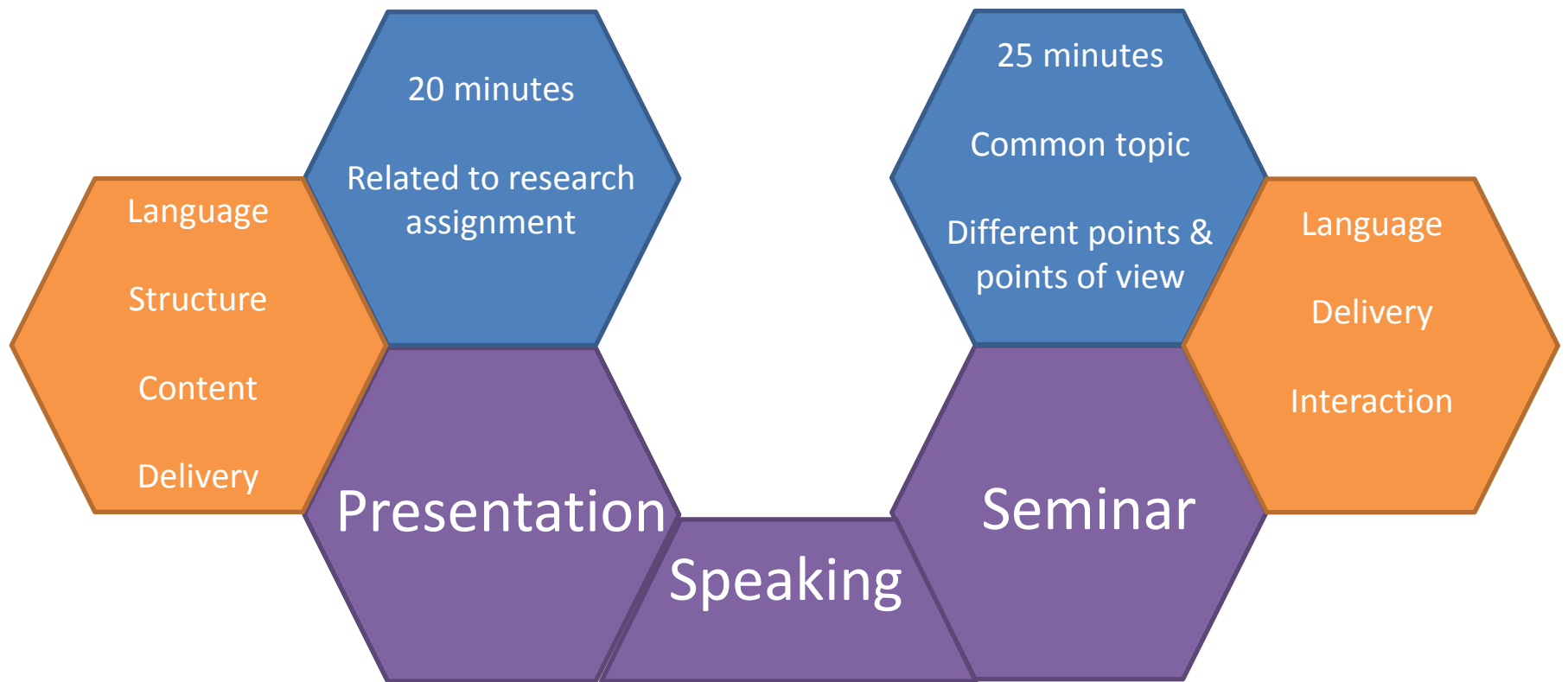
Do we test?

A diagram consisting of three rectangular boxes. On the left, two green boxes are stacked vertically. The top green box contains the word 'What' and the bottom green box contains the word 'How'. Both green boxes have a triangular pointer on their right side, pointing towards a single blue box on the right. The blue box contains the text 'Do we test?'.









Presentation criteria

CONTENT	LANGUAGE	DELIVERY
<ul style="list-style-type: none">• Content is detailed, complex and confidently analytical/evaluative• Ideas relevant, sufficient, very well-developed and clarified• Ideas fully supported with appropriate evidence, examples or explanation.• Excellent research from relevant up to date sources• Original & interesting	<ul style="list-style-type: none">• Mostly error-free use of a wide range of complex structures and vocabulary.• Clear, easily intelligible pronunciation• Fully confident and appropriate use of organisational patterns and cohesive devices• Very good fluency maintained throughout	<ul style="list-style-type: none">• Presents a topic coherently and articulately, structuring, pacing and supporting the talk flexibly to meet the audience's needs• Voice conveys meaning well, loud enough, with good and consistent use of intonation, sentence stress and chunking, speaker fully engages with audience• Visuals are clear and support the presentation well• Can depart spontaneously from prepared text without problem; questions dealt with fully

Seminar Criteria

INTERACTION & TASK RESPONSE	LANGUAGE	DELIVERY
<ul style="list-style-type: none">• Fulfils the task in almost every respect.• Contributions are consistently both appropriate effective.• Justifies & elaborates on points, where appropriate.• Manages all initiation & turn-taking very skillfully.• Rarely dominates the discussion.	<ul style="list-style-type: none">• A very good range of grammatical structures with efficient use of complex sentences.• Use & choice of vocabulary is appropriate to academic context, function & intention.	<ul style="list-style-type: none">• Can speak at length about the topic with very little strain on the listener.• Coherent & very fluent speech.• Shows generally appropriate & effective use of stress & intonation.• Coherence only rarely lost in complex sentences.

Seminar Task

Read the text below. You have **5 minutes** to prepare before discussing your ideas with your partners.

Choosing a School

Your group has been asked to consider and discuss the best school to study at in order to improve your English prior to beginning Masters level studies. You have looked at the information available about these schools, and been to see them. You have drawn up a short list of four and you now have to try and decide which is the best.

OUT Of *is one possible choice*

- Modern accommodation and facilities
- Clear programme of teaching
- Very large (in terms of student numbers and class size)
- Quite expensive (both for tuition and for accommodation)
- Friendly and welcoming teaching staff

After 5 minutes preparation:

1. Present your view, giving reasons for your choice.

You have 2 minutes each

2. Listen carefully to the other group members' choices, then discuss to what extent you agree or disagree.

3. Make sure that, as a group, you consider the strengths and weaknesses of each candidate and try to choose ONE only.

This should take 10 minutes

The diagram illustrates the differences between a Lecture and a Seminar. It features a central 'Listening' block at the top, flanked by 'Lecture' and 'Seminar' blocks. Below each of these are two orange blocks (left and right) and one blue block (bottom), each containing specific details about the format.

Listening

Lecture

Seminar

15 minutes
– heard twice

15 minutes –
heard once

Academic topic –
with references

2 – 3 speakers

Comprehension
gist / detail /

Comprehension
gist / detail /

Structure –
topic / points

Structure –

Referencing

Analysis &
Evaluation

Interactive

Listening for referencing

Language	Characteristic of language	Compared characteristic of English	Reason for difference	Problem resulting from difference	Author of the cited article on this subject	Date of publication of cited article
Chinese	Implicit	1) Explicit	Writers in this language credit the readers intelligence and scholarship	English readers can't identify the main points	Matalene	2) 1985
Chinese	Taking time to establish the main points	Starting by setting out the main points	Writers in this language begin with 7) general background information, before stating the specific areas to be discussed	English readers are frustrated with 8) irrelevant details	Shen	1989
Japanese	9) Reader centered	10) Writer centered	In English the Writer is expected to direct the reading, whereas in Japanese the reader does	The reader may not believe the writer is able to link, or to organize their ideas	11) Hinds	1987
Japanese	Circular	12) linear	Japanese writers circle topics in order to reinforce them and to connect them to many other points	The English reader may judge the text to be 13)	Hinds	1980
Arabic	14) Coordinating	Subordinating	The Arabic writing tradition encourages finding many ways to say 15) the same thing	The text may seem to develop very slowly or to be overly simplistic	Yorkey	1977
Arabic	Focus on Form	Focus on Meaning	Arabic writers are encouraged to respect the 16) beauty and flexibility of classical texts such as the Quar'an	The writing may seem flamboyant and exaggerated to an English reader	Grabe and Kaplan	1989
European (e.g. Russian and Spanish)	Digressive	17) Focussed	Spanish and Russian writers are expected to show breadth of knowledge and open mindedness	The points raised may seem 18) unrelated or irrelevant to an English reader	Kaplan	1966
European (e.g. Russian and Spanish)	Embellished and Elegant	Simple and Clear	Being able to 19) Generalise from specifics, is especially prized in Spanish and Russian writers	An English reader may struggle to see the organization and to identify the main points	Collado	20)

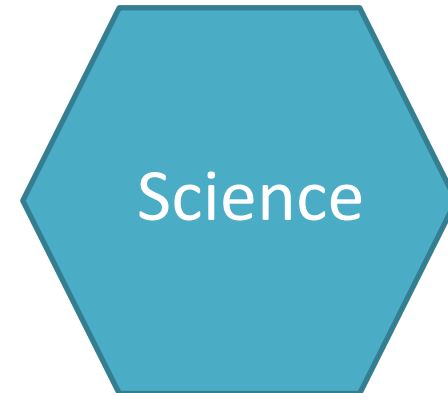
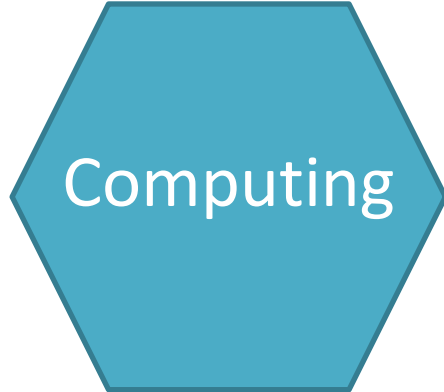
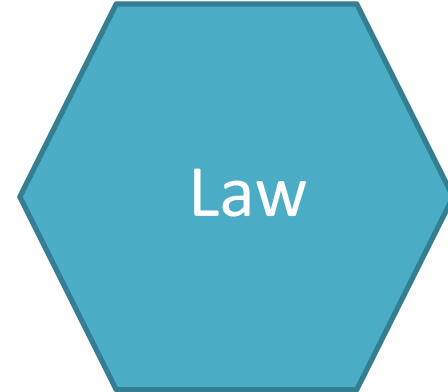
Listening for interaction

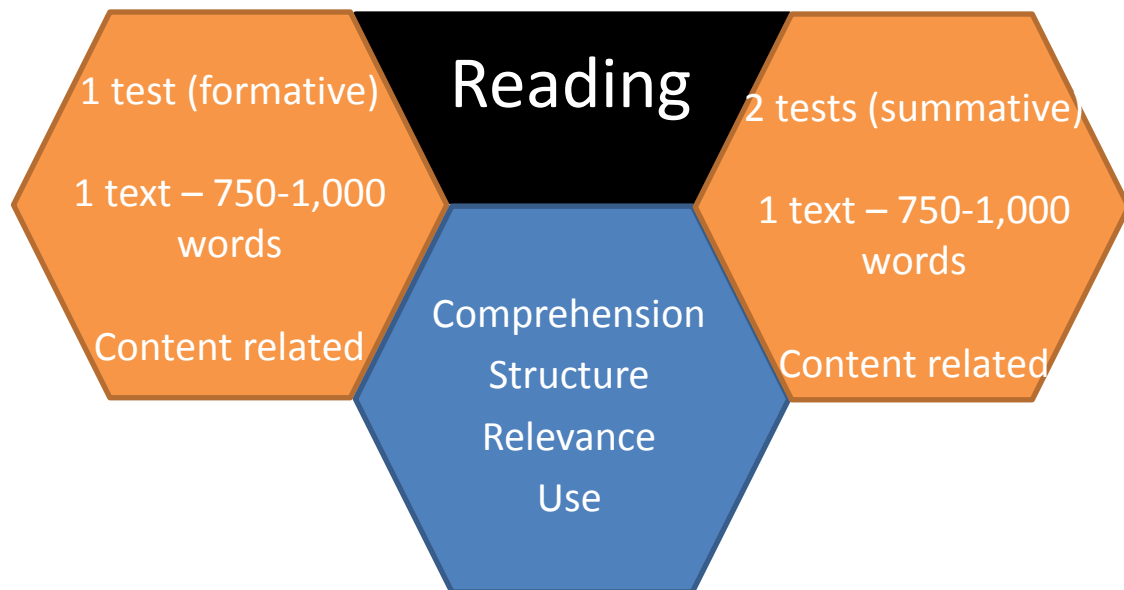
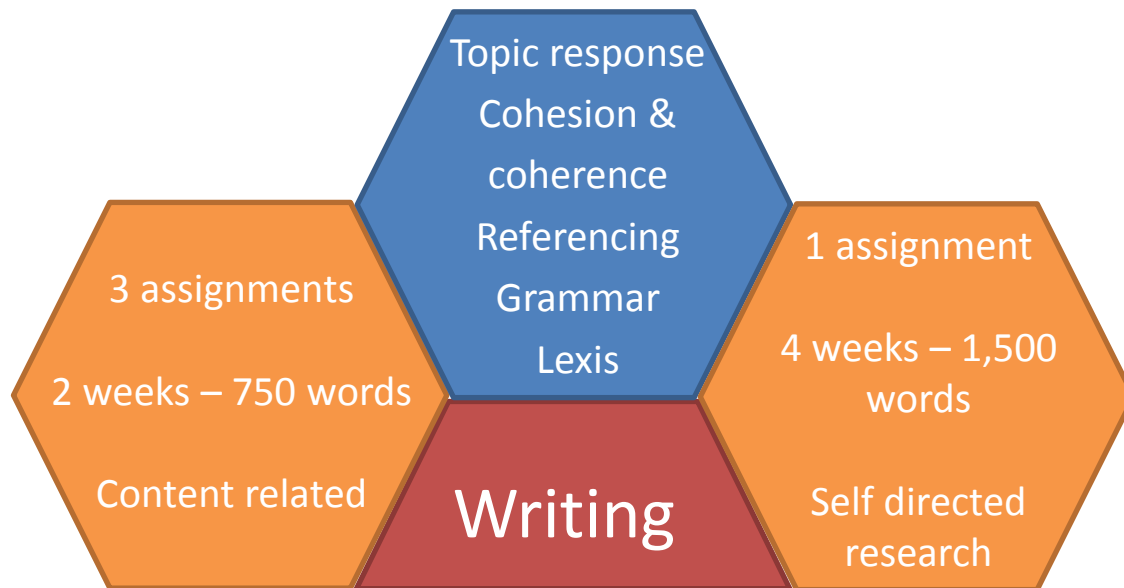
Say which of the 3 speakers talks about the types of car (A – D) mentioned below [NB: Only 3 are mentioned] and also match each type of car with the advantages or disadvantages (E – M) given by the speakers. [NB: There are 2 advantages or disadvantages given for each type of car and 3 are not mentioned]

<u>Types of car</u>	<u>Advantages and disadvantages</u>
A. Petrol- or diesel-powered cars	E. They use an electric motor at low speeds
B. Hydrogen cars	F. At the moment, these cars produce little power, so the cars can only travel at low speeds
C. Electric cars	G. They cause a lot of noise and air pollution
D. Hybrid cars	H. Many car companies give discounts to encourage people to drive these cars
	I. There is not a large supply of these cars
	J. They use few non-renewable resources
	K. They use a liquid gas for power
	L. The infrastructure to refuel these cars already exists
	M. There are limited places to recharge these cars

Write your answers here:

Speaker	Type of car (A – D)	Advantages & Disadvantages (E – M)	
1 st	28	31 <input type="checkbox"/>	32 <input type="checkbox"/>
2 nd	29	33 <input type="checkbox"/>	34 <input type="checkbox"/>
3 rd	30	35 <input type="checkbox"/>	36 <input type="checkbox"/>





Writing criteria

Task 60%		
Overall communication and task fulfillment	Thematic development	Incorporation of sources
<ul style="list-style-type: none"> the overall message is mostly focused, clear and fluent complex topics/ideas are expressed adequately with some detail but supporting detail could be further developed the requirements of the task (including incorporation of feedback comments if relevant) are satisfactorily covered; some elements may be dealt with better than others some analysis and evaluation is included 	<ul style="list-style-type: none"> coherent and logical organisation at whole text and paragraph level; though occasional lapses are possible; most significant ideas are identifiable links between ideas mostly clear and logical ideas usually relevant, and adequately developed and supported with appropriate evidence, examples or details; however, there may be occasional lack of focus and/or relevance. controlled use of organisational structures at whole text and paragraph level 	<ul style="list-style-type: none"> good range (number and variety) and suitability of sources used as evidence and support for arguments made generally proficient control of in-text citation and bibliographical referencing skills, usually adhering to academic conventions; some minor features may be inaccurate or missing good attempts to paraphrase and summarise; original author's meaning for the most part well-conveyed; some evidence of ability to integrate quotations with own style and syntax

Writing criteria

Language 40%	
Vocabulary	Grammar & cohesion; writing conventions
<ul style="list-style-type: none">• good lexical range for the task• appropriate use of vocabulary but lexical/collocation/idiomatic gaps sometimes obvious• errors only cause slight strain; some confusion and incorrect word choice may occur, especially in low frequency items• occasional spelling and word formation lapses do not inhibit intelligibility	<ul style="list-style-type: none">• shows a range of appropriate grammatical structures and some complex language• maintains a good degree of grammatical accuracy, variety and complexity• errors and flaws in sentence structure do not usually impede intelligibility• adequate but not consistent control of cohesive devices• writing conventions and punctuation are mostly used accurately

Timed writing task

Look at the following writing task and evaluate how it is suitable (or unsuitable) for the two sets of descriptors

Consider also:

How suitable it would be for your teaching / testing context

'House sharing has become a way of life for many university students in recent years. However, living with house mates is not always easy.'

Discuss this statement. Look at both sides of the argument. Support your points with examples and explanations and give an opinion.

In your essay, you should also include **at least one quotation** (no longer than 1 sentence) and **one paraphrase** or **summary** taken from the four original texts below. You don't have to use all 4 sources. You should cite the sources you use appropriately. You do **NOT** need to include a list of references at the end of your essay. You are advised to write about **300 words**.

One upside of having a room mate is that costs of living and housework are cut in half. This is especially good if the reason for sharing is to save up. Another positive point is that there is always someone around if company is wanted.

Slaughter, J. (2009) Pros and Cons of Living Alone Vs. Having a Room Mate. UK: Associated Content
Deciding on who does what as far as cleaning or upkeep goes can be an issue when sharing. The most commonly occurring issue is one house mate worrying if the other will meet their financial obligation and conflicting schedules.

Fletcher, V. (2007) Freedom versus Loneliness. New York: Squirrel Publishers
Living alone guarantees privacy, no restraints on space, cleaning up after only yourself, and doing pretty much what you want to do when you want to do it. However, paying 100% of the bills can be financially challenging if you are also trying to save. Furthermore, you may feel isolated or overly bored at times.

Simpson, K. (2008) Living Alone: the advantages and disadvantages. *The Daily Telegraph*, 31 May, p.8.

Research Journal

Resource type	Bibliographical entry: Write the full bibliographical entry here
Authority	Who wrote the article? Is he/she an expert in this subject? Where does he/she work? Has he/she published other works in this area?
currency	How recently was the text published? How up-to-date is the information in the text? Are there references to other recent publications?
Content	Write a short summary of the main points of the text which are relevant to your essay. Do not copy the contents page of a book.
Accuracy	How reliable is the information? Are ideas supported by references to other authors? If not, why not? Do you know the source of statistical information? Is it a reliable, impartial source? Is the content fact or opinion?
Audience	Who is the expected reader? How do you know this? Is the language simple? Are technical terms explained? is there a glossary of technical terms?
Relevance	How does this text fit into the structure of your essay (e.g. background info for the introduction, support for disadvantages of a situation)? If you feel the text will not be useful, why not?

What

Do we
test?

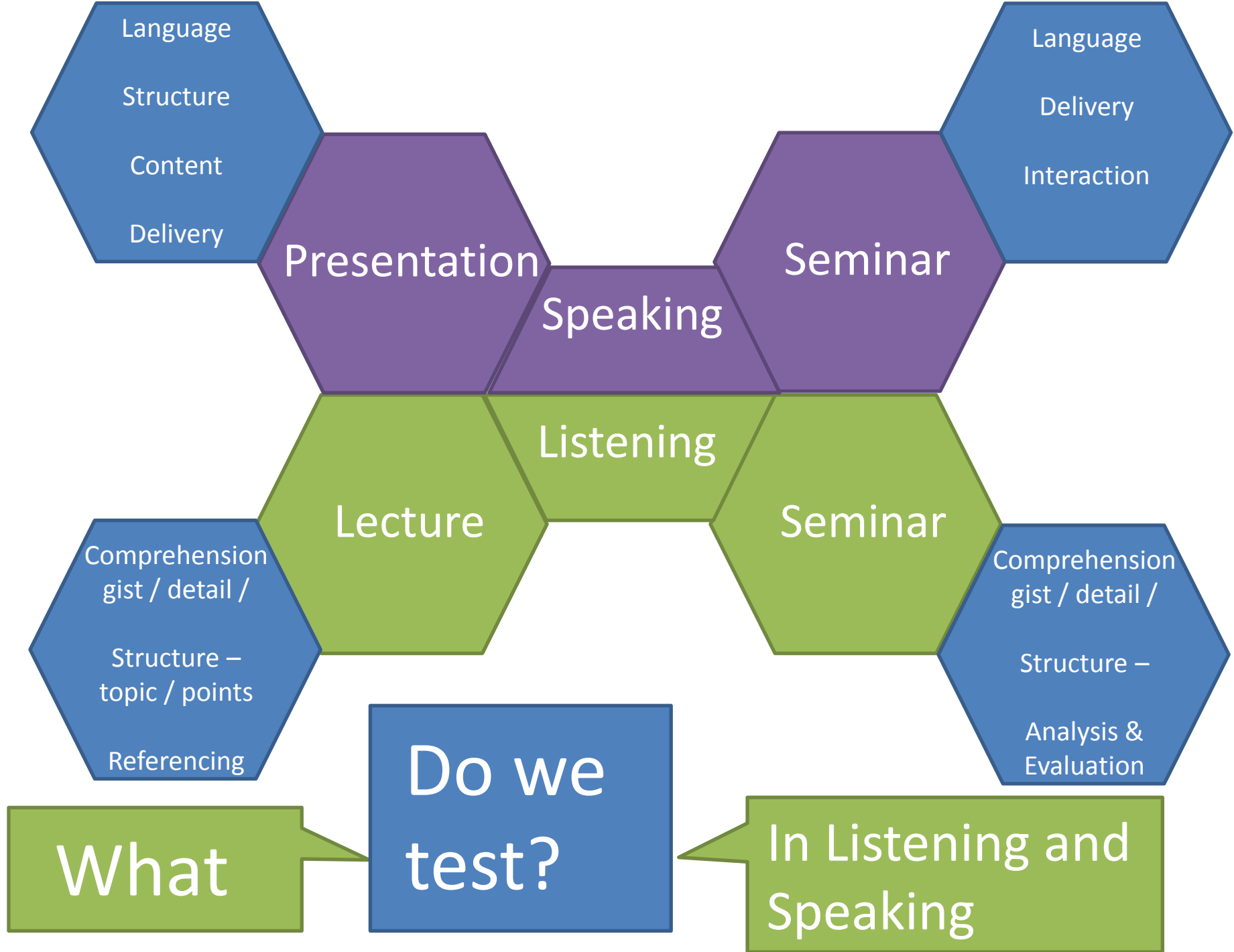
In Writing
& Reading

Topic response
Cohesion &
coherence
Referencing
Grammar
Lexis

Writing

Reading

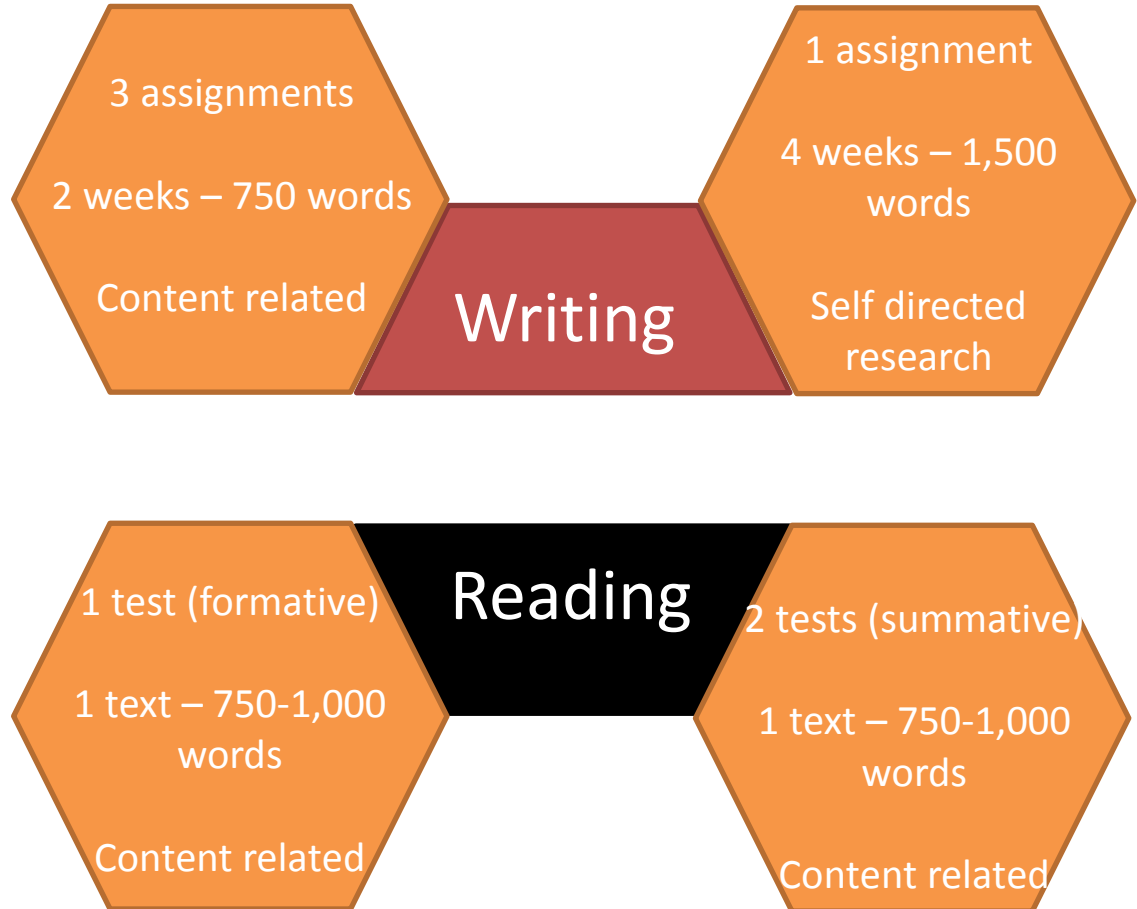
Comprehension
Structure
Relevance
Use

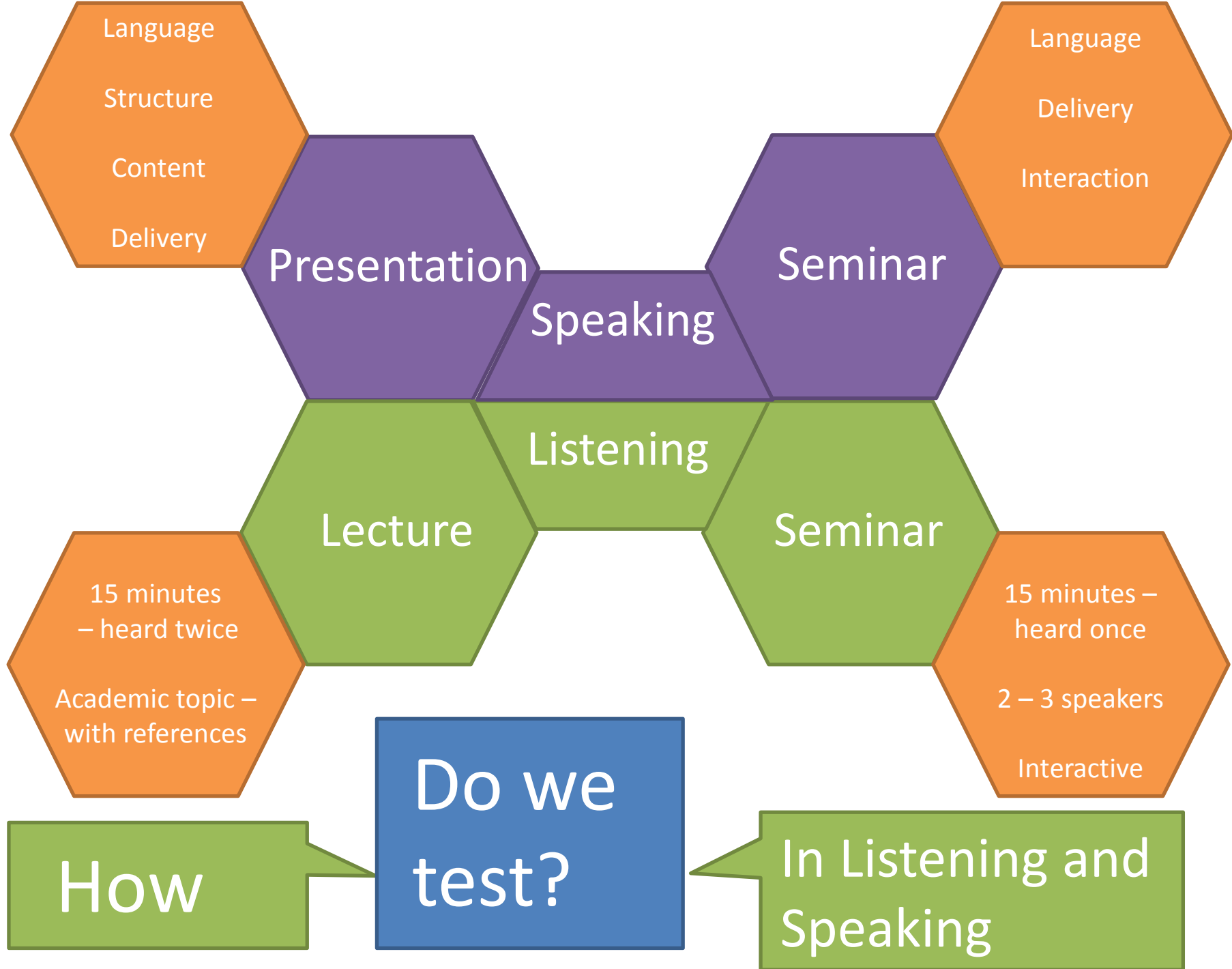


How

Do we
test?

In Writing
& Reading





Why

A blue speech bubble with a white outline, pointing to the right towards the green box.

Test in-house?

A green rectangular box with a dark green border, containing the text 'Test in-house?'.

Why



Test in-house?

Relevance

Feedback

Flexibility

Familiarisation

Cost

Why

Test in-house?

Relevance

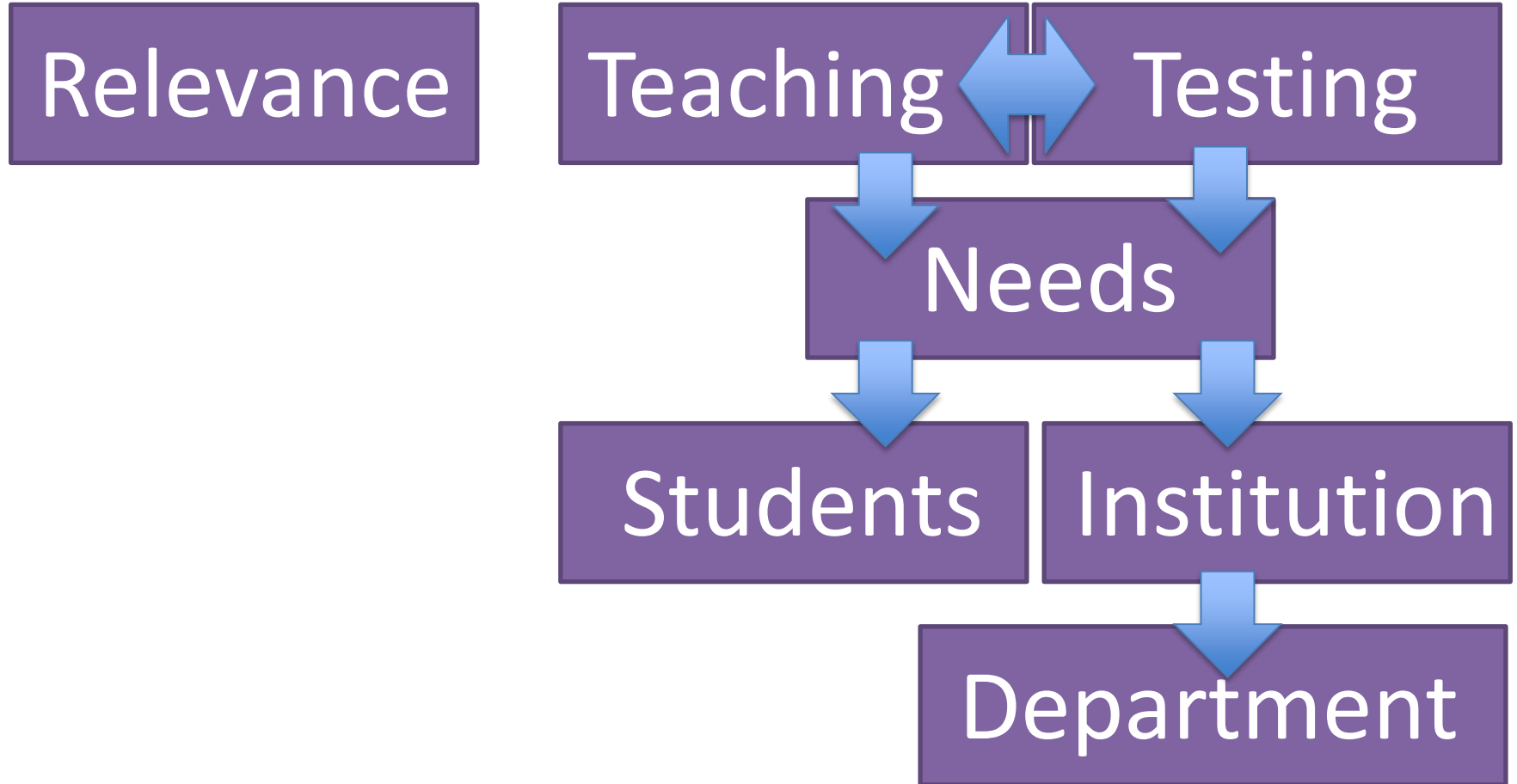
Teaching ↔ Testing

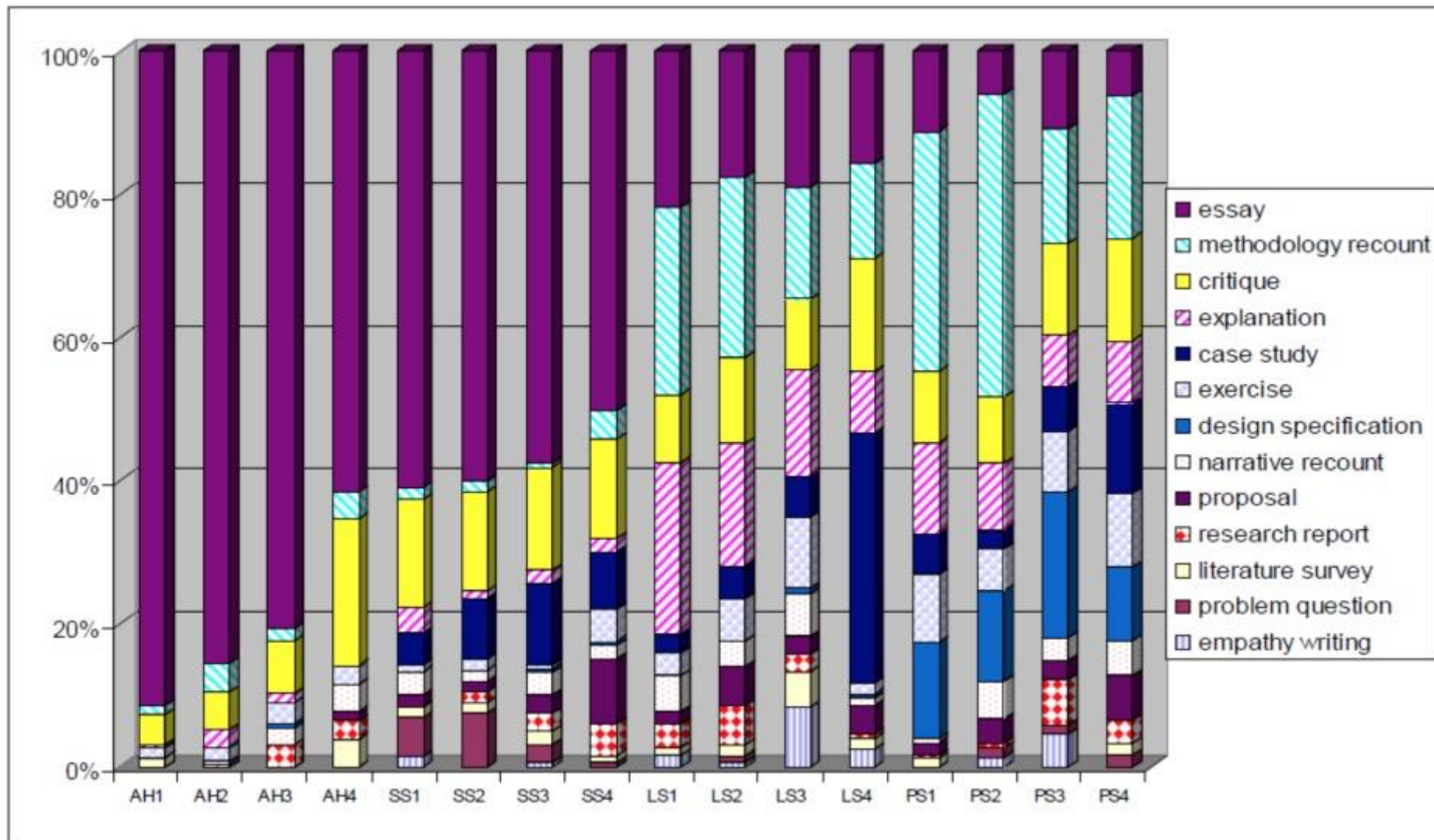
Needs

Students

Institution

Department

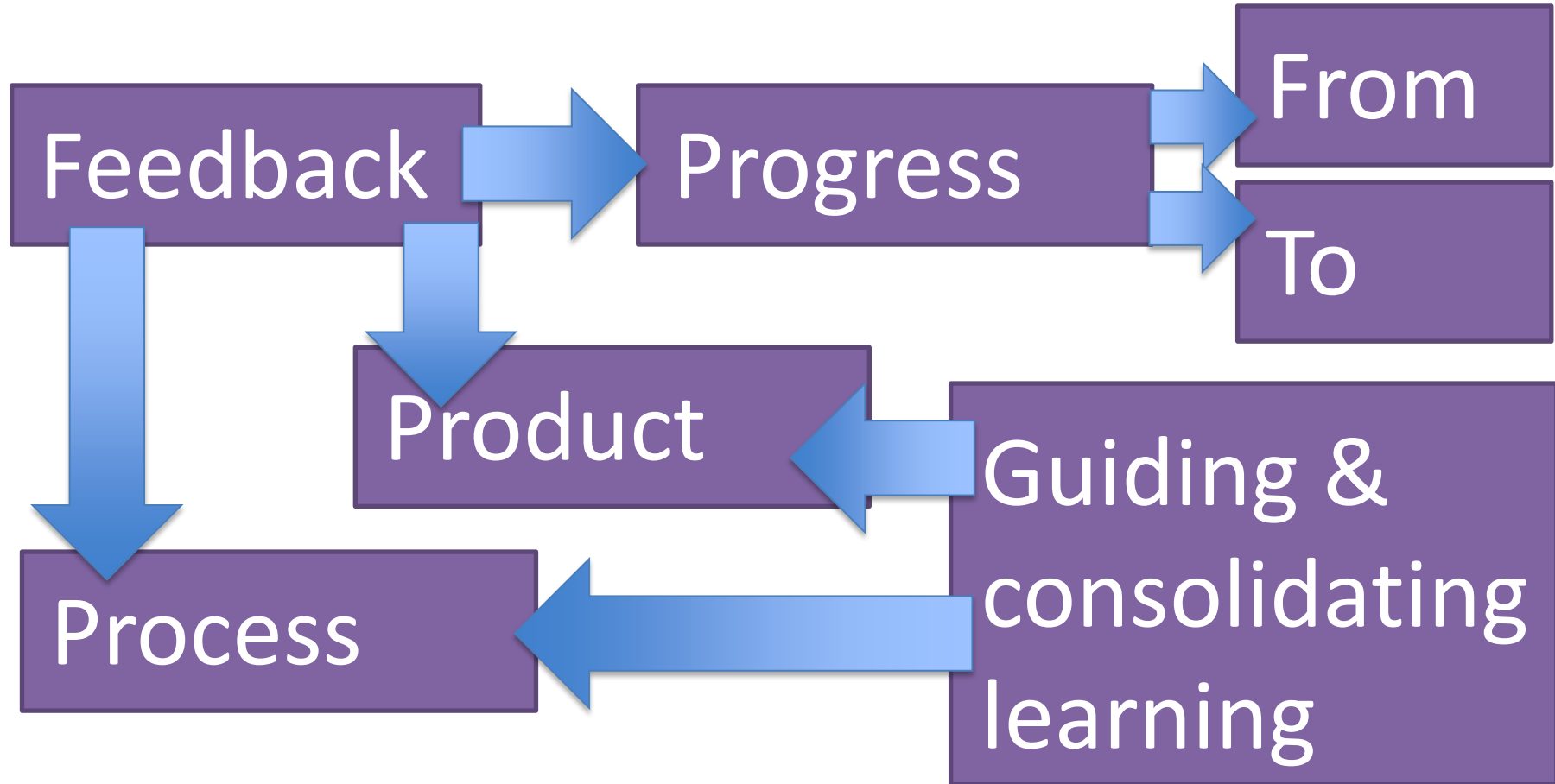




Taken from EAP assessment in the UK by Diane Schmitt – available at <https://www.baleap.org/projects/testing-working-party>

Why

Test in-house?



‘Conveying and modeling ideas about good writing’

‘Developing the ways that students talk about writing’

“Offering the kind of individualised attention that is otherwise rarely possible under normal classroom conditions”

Helping to create a supportive teaching environment’

Mediating between wider world and new literary practices’

Why

Test in-house?

Flexibility

To respond to changes

Needs

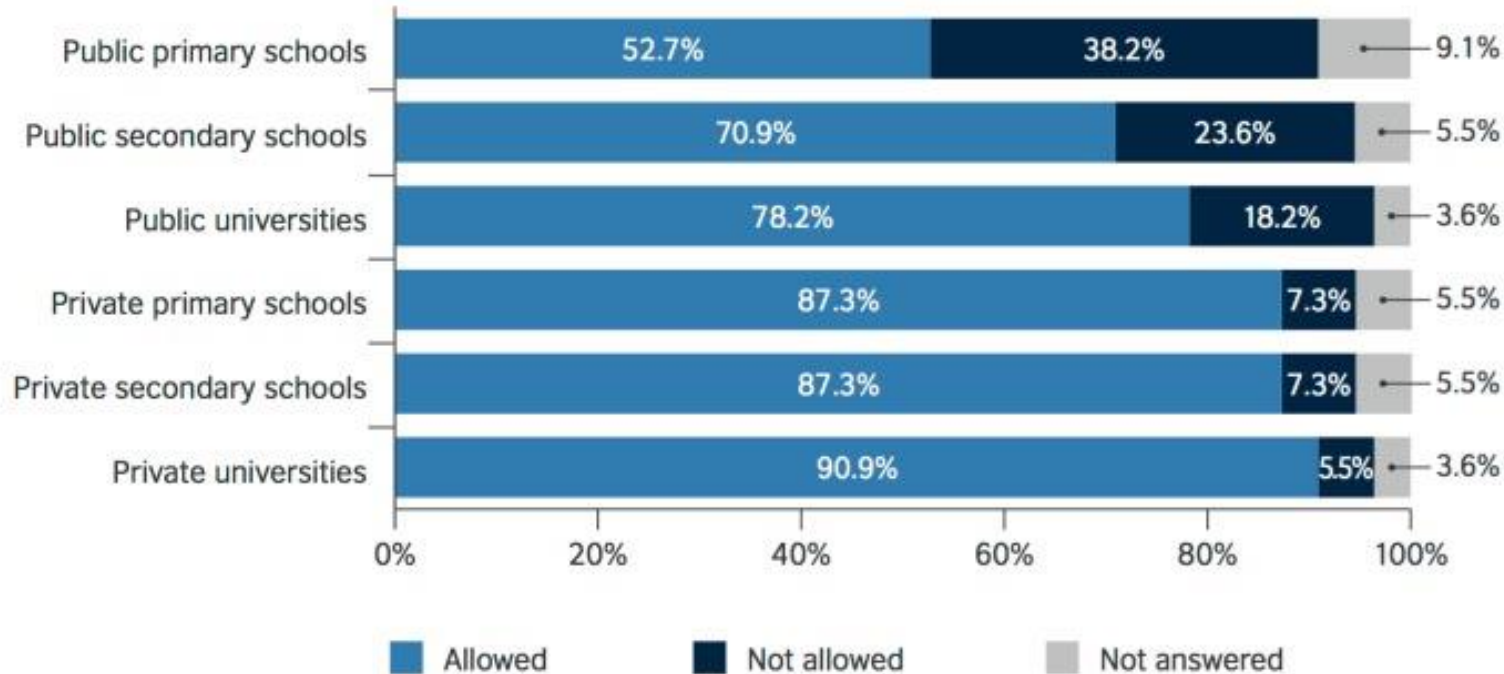
Students

Institution

Department



Figure 3: Out of 55 countries, the percentage of primary schools, secondary schools and universities reporting that EMI is allowed in the public and private sectors as reported by British Council respondents



Respondents reported on whether or not EMI is allowed in their countries and at what levels of education in both the public and private sectors.

Taken from British council report “English as a medium of instruction: a growing global phenomenon” by Julie Dearden



Why

Test in-house?

Familiarisation

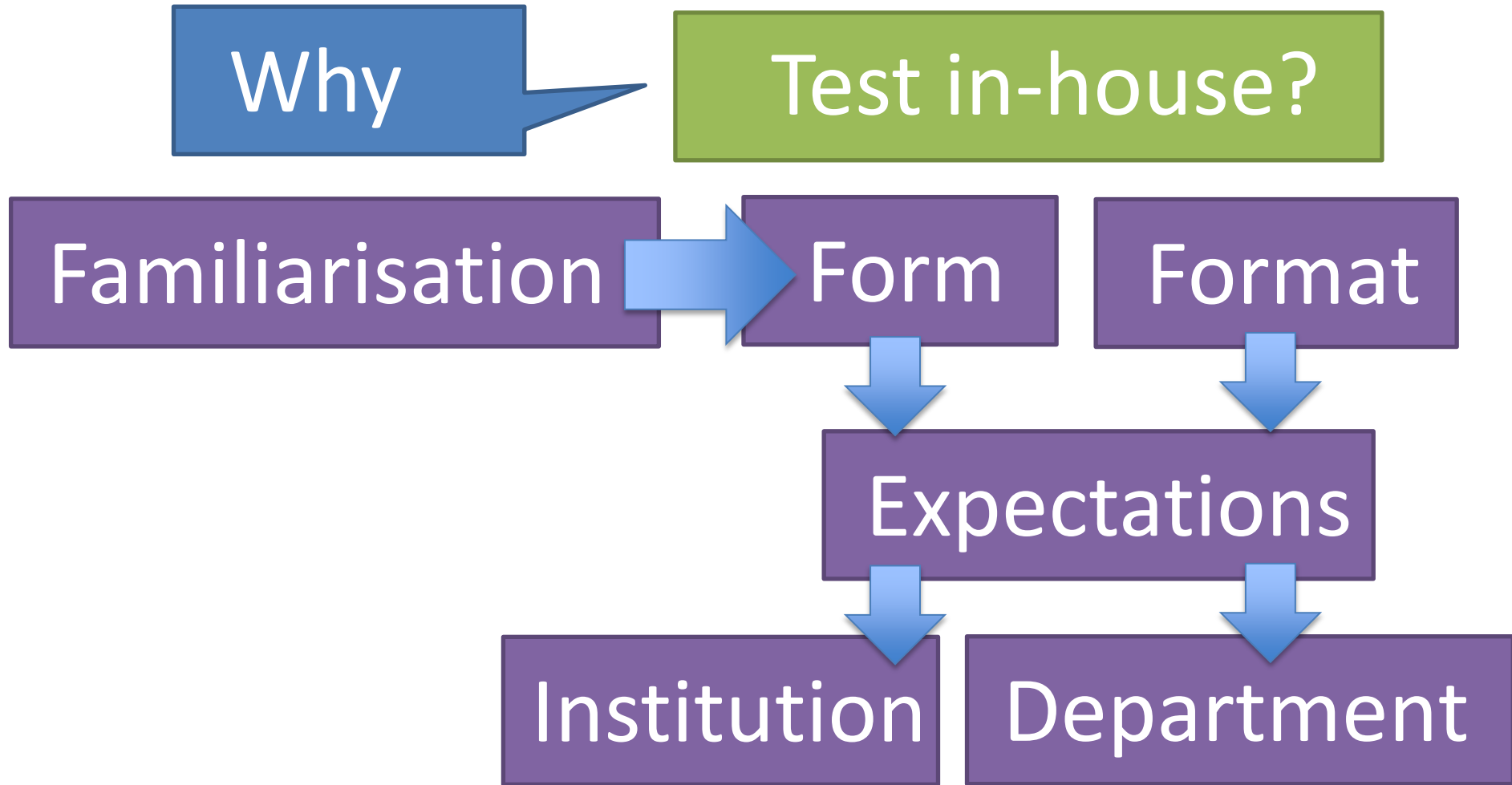
Form

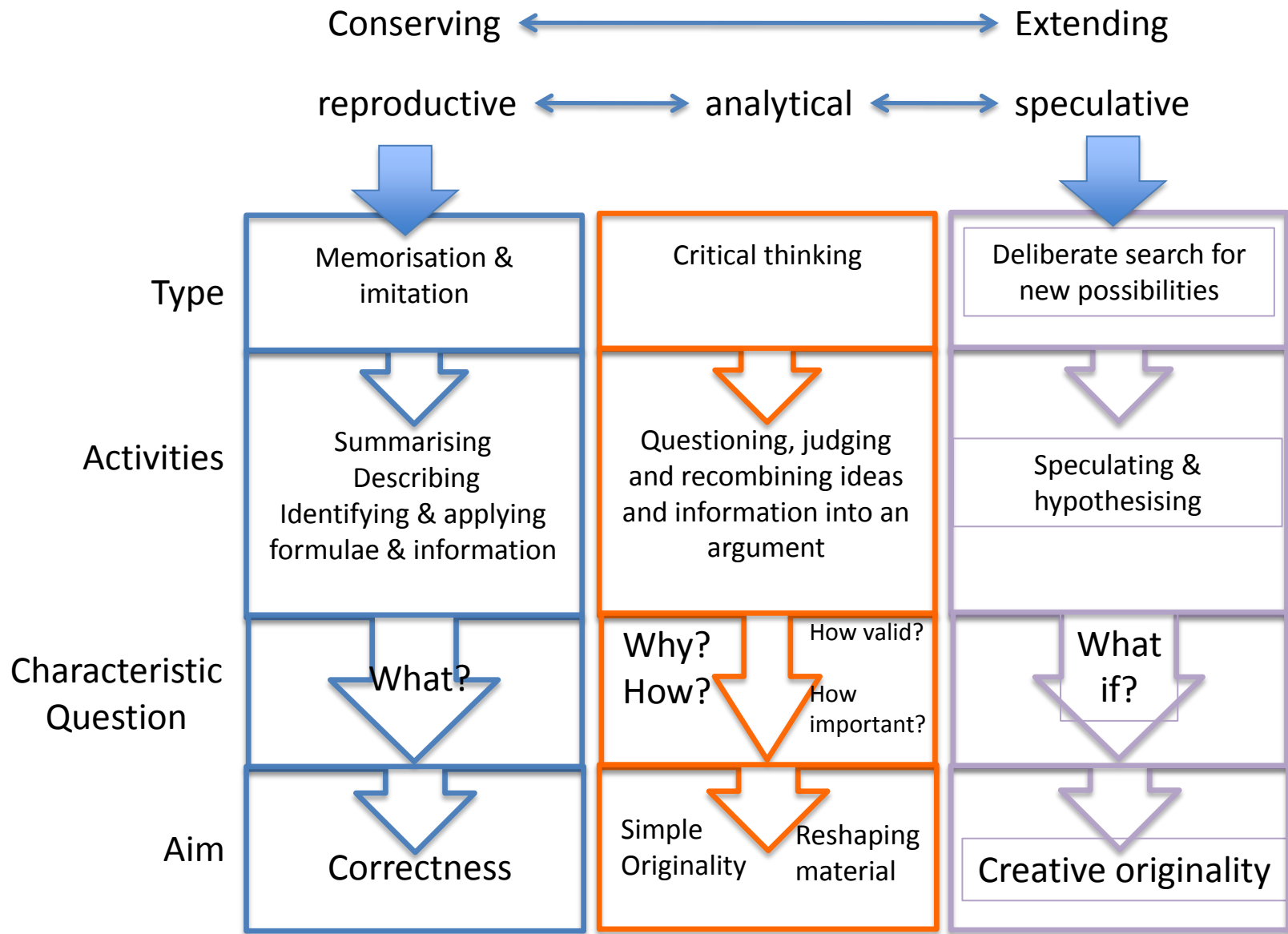
Format

Expectations

Institution

Department





Ballard, B. and Clancy, J. (1991) Assessment by Misconception: Cultural influences and Intellectual traditions In Hamp-Lyons, L. (ed) *Assessing Second Language Writing in Academic Contexts* (1991) Westport: Ablex Publishing

What

How

Could / should we test

Relevance

Needs

Students

Institution

Department



What

Do we
test?

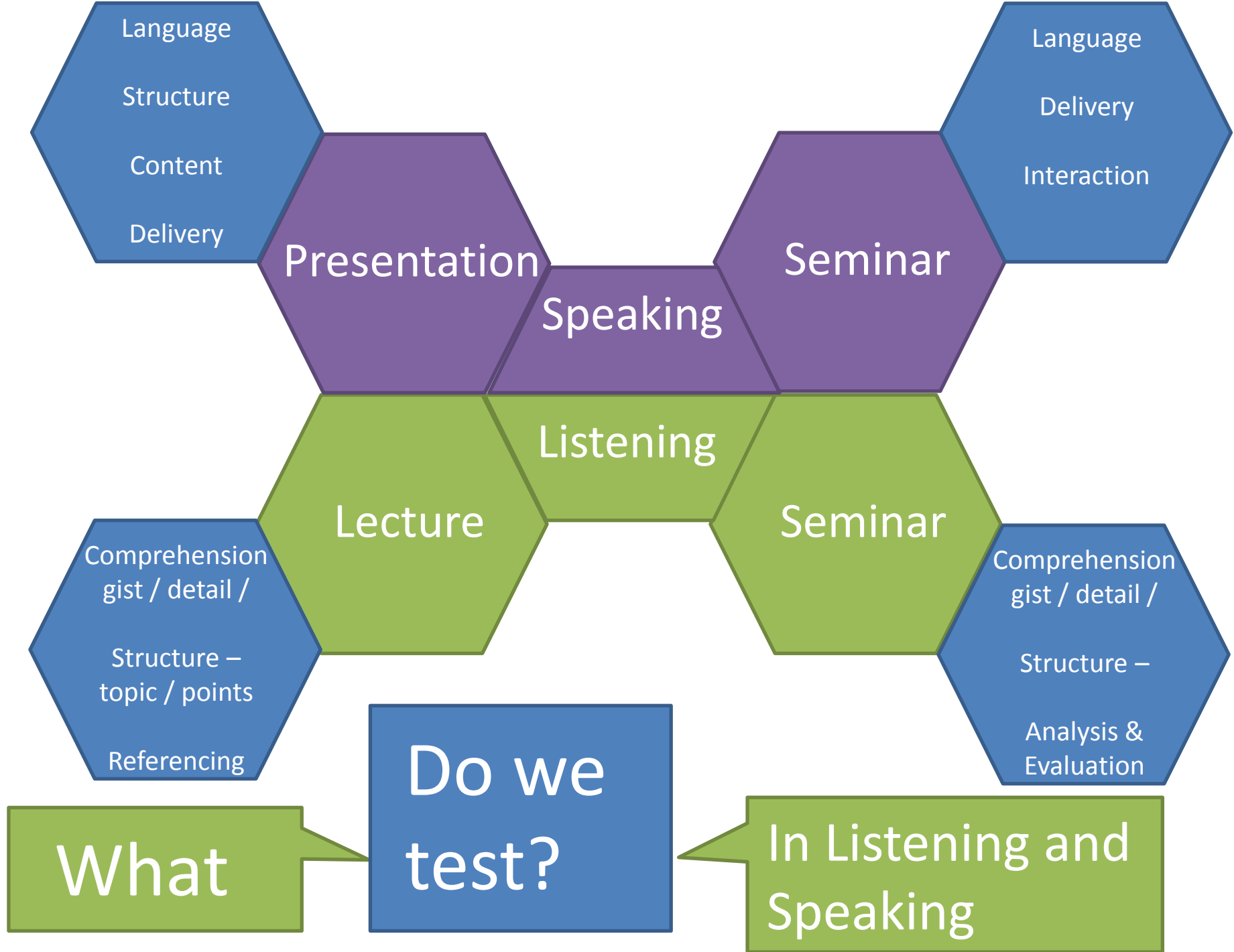
In Writing
& Reading

Topic response
Cohesion &
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Referencing
Grammar
Lexis

Writing

Reading

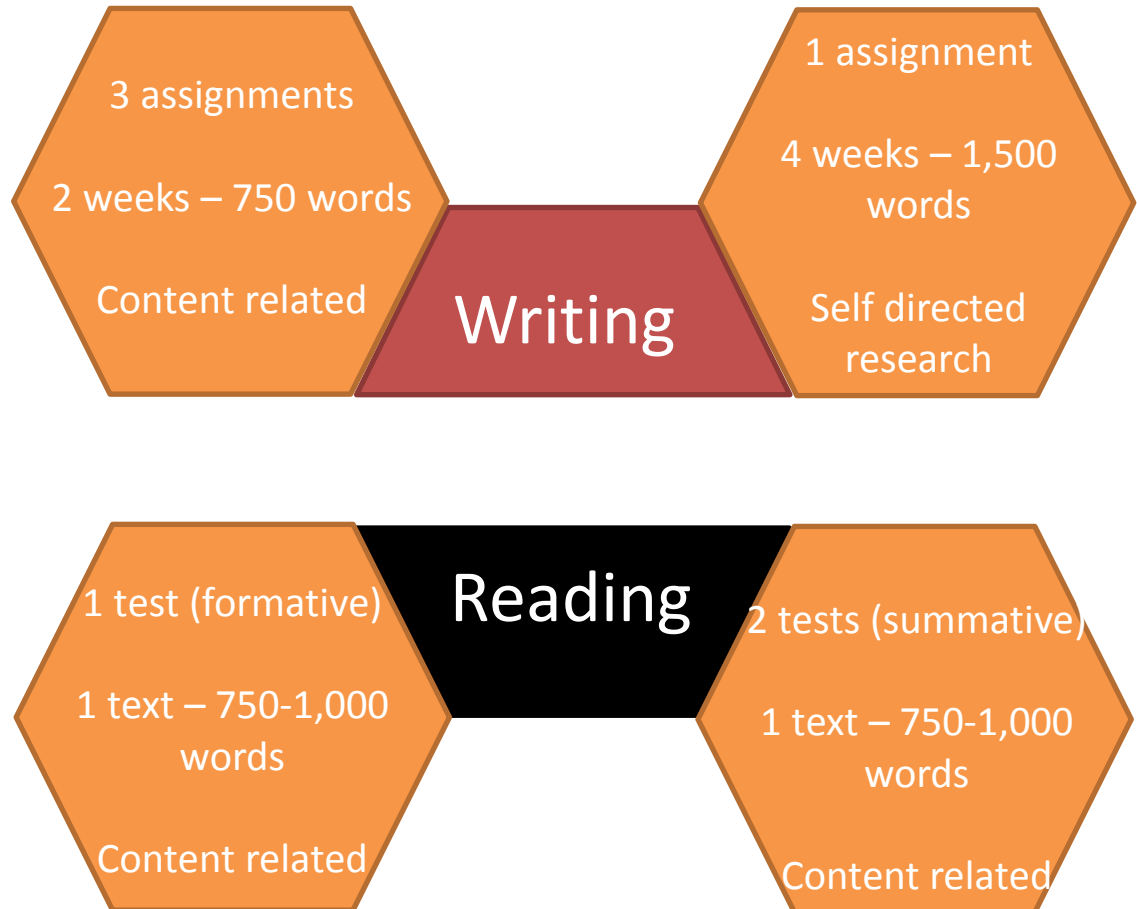
Comprehension
Structure
Relevance
Use

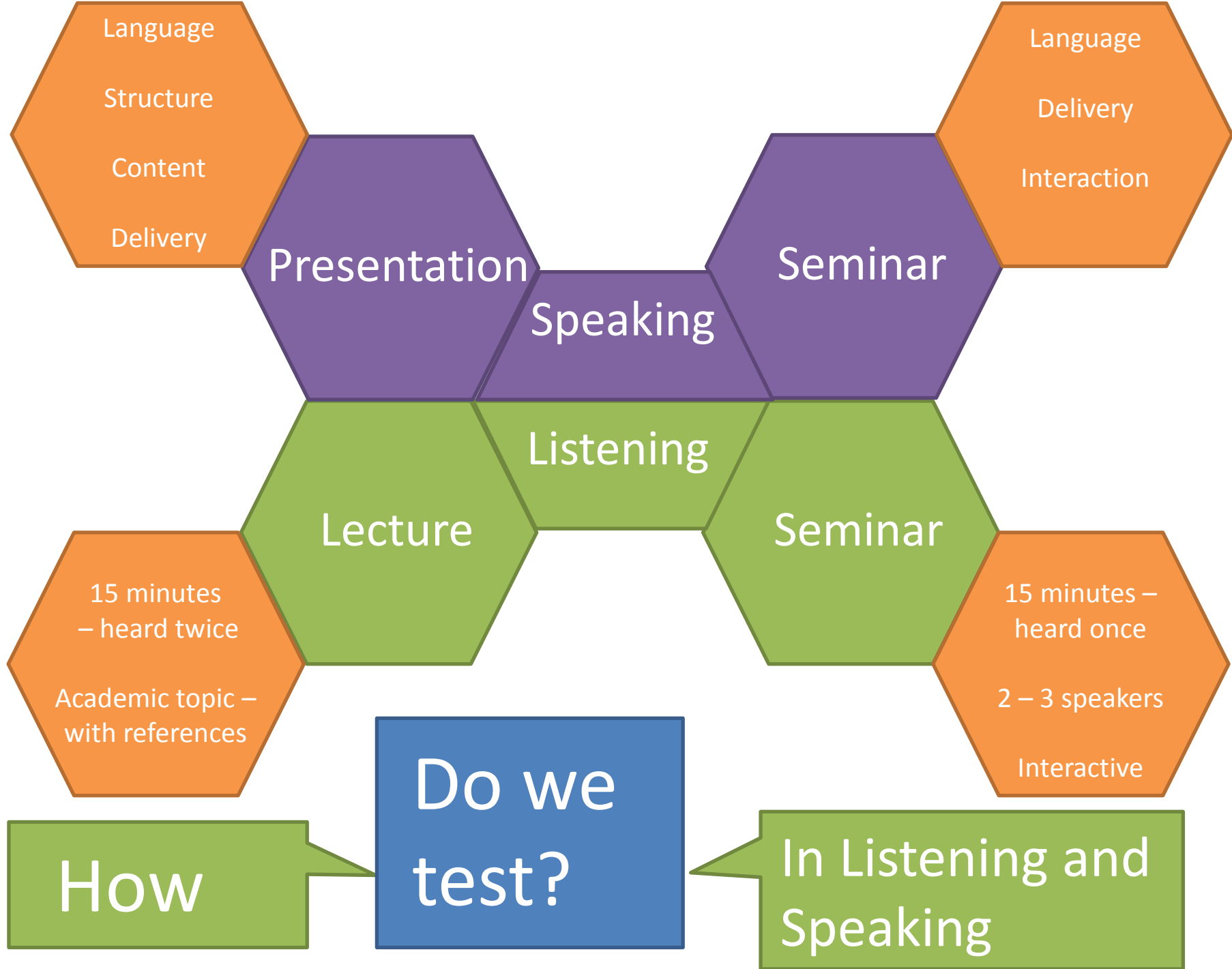


How

Do we
test?

In Writing
& Reading





Teaching skills
and systems

Methodologies
and materials in
ELT

Classroom
activities,
interaction and
motivation

English for
Teachers 1

Intercultural
awareness

From Teacher to
Trainer

Testing,
Evaluation and
Assessment

Content and
Language
Integrated
Learning

Teaching English
for Academic
Purposes

Discover
Contemporary
English

English for
Teachers 2

Materials
Development

Teaching Young
Learners

Teaching Very
Young Learners

Delta
Module 1

Delta
Module 2

Delta
Module 3

MAPDLE Language
Teaching
Methodology (60)

MAPDLE Developing
Learner Autonomy
(30)

MAPDLE Teaching
Young Learners (30)

MAPDLE Content &
Language Integrated
Learning (30)

MAPDLE Technology
Assisted Language
Learning (30)

MAPDLE Testing,
Evaluation &
Assessment (30)

MAPDLE Trainer
Development (30)

MAPDLE Materials
Development (30)

MAPDLE Teaching
English for Academic
Purposes (30)

MAPDLE
Dissertation (60)

Open-enrolment courses include the following broad areas:

Advanced
Language and
Methodology

Content and
Language
Integrated Learning
(CLIL)

Cultural Studies

Materials and
Curriculum
Development

Technology in ELT

Teaching Young
Learners

Testing, Evaluation
and Assessment

Trainer
Development

Thank You



Questions?