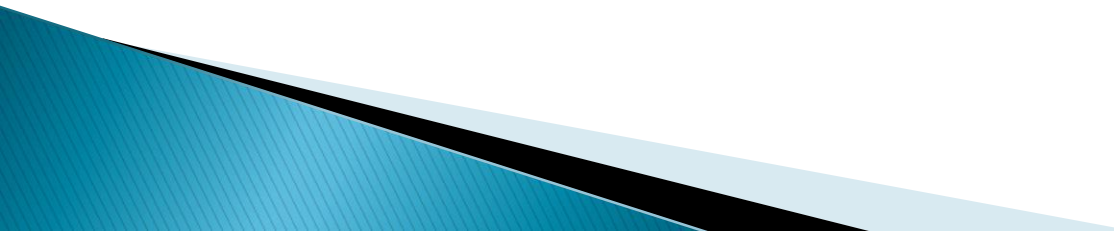


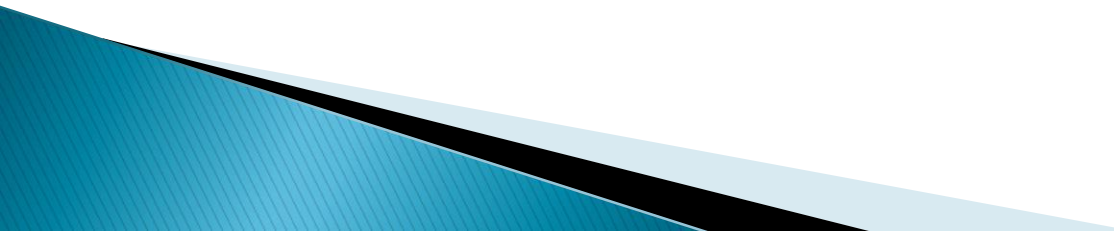
# Assessing language proficiency of EFL and ESL learners

Shyaonti Talwar

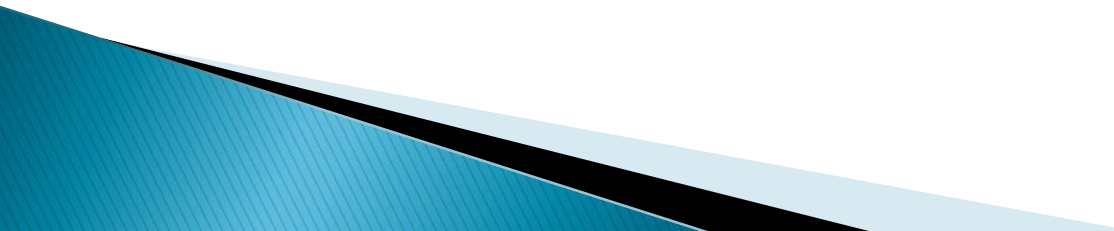
# Assessment for teachers

- ▶ Why assess?
  - ▶ What to assess?
  - ▶ How to assess?
- 


# Assessing language

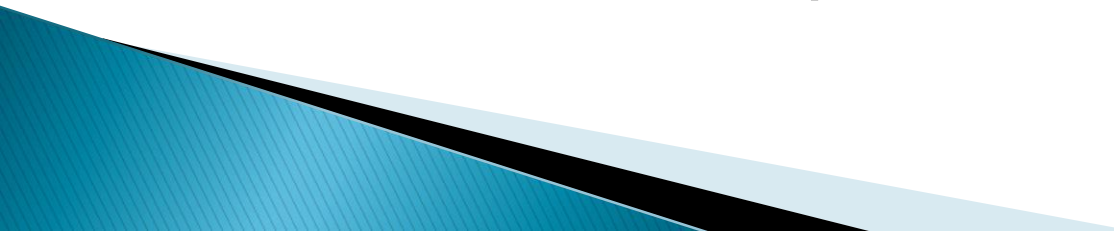
- ▶ Existing proficiency
  - ▶ Pronunciation
  - ▶ Appropriacy
  - ▶ Accuracy
  - ▶ Fluency
- 


# Structure of the input

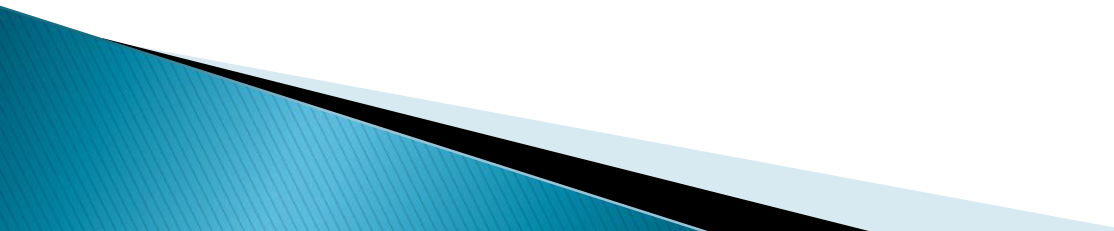
- ▶ Session plan
  - ▶ A specific presentation style
  - ▶ Teaching aids
  - ▶ Activity type
  - ▶ Interaction pattern
  - ▶ Apportioning of time
  - ▶ Controlled/free practice
  - ▶ Reflection
  - ▶ Recall
- 

# How to assess methodology

- ▶ Classroom Language
  - ▶ Language of Instructions
  - ▶ Instruction check questions
  - ▶ Concept check Questions
  - ▶ Error correction language
- 

- ▶ Teacher Talk Time
  - ▶ Student Talk time
  - ▶ Monitoring moves
  - ▶ Ability to Elicit
  - ▶ Grouping techniques
  - ▶ Feedback techniques
- 

- ▶ Fair nomination
  - ▶ Rapport building efforts
  - ▶ Learning outcome
  - ▶ Staging of activities
  - ▶ Pacing of stages
- 

- ▶ Time management
  - ▶ Class control
  - ▶ Blackboard management
- 



# Assessing students





## Objective behind assessment

- ▶ Give the teacher an exact idea of the learners proficiency level and progress
- ▶ Make learners more confident
- ▶ Develop an affinity for the language
- ▶ Activate certain mental faculties and sub skills.
- ▶ Assess comprehension rather than memory
- ▶ Improve language step by step through a skill building process

# Measuring proficiency

## CEFR: a study

### Common European Framework of Reference for Languages

Proficient user	C2	Mastery
	C1	Effective Operational Proficiency
Independent user	B2	Vantage
	B1	Threshold
Basic user	A2	Waystage
	A1	Breakthrough

# An example of 'can do' statements:

## LISTENING

### C2

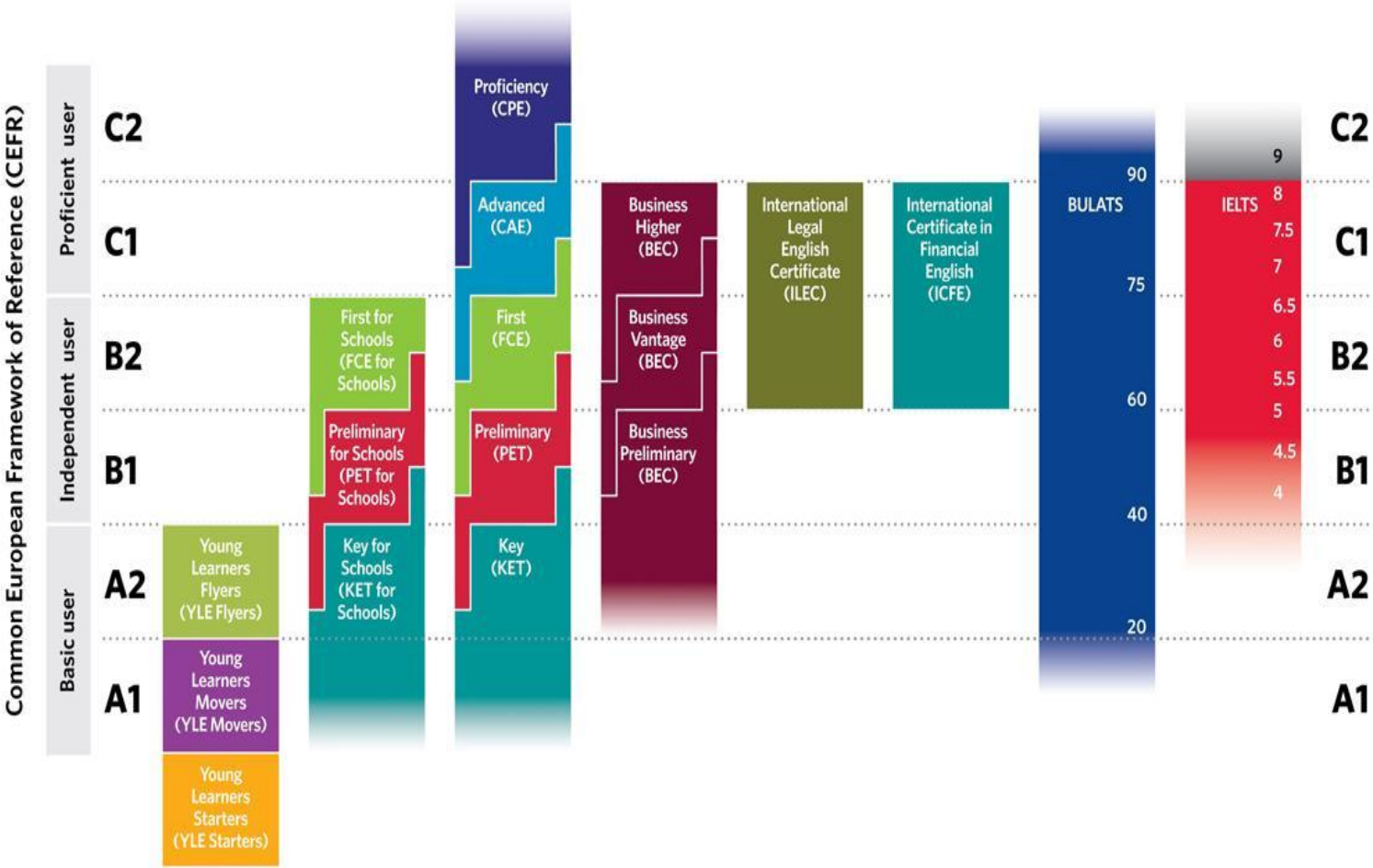
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

### A1

I can recognise familiar words and very basic phrases concerning myself and my family when people speak slowly and clearly.



# Assessment aligned to a standardized framework or scale of reference





# Need to activate sub skills

## How will you read the following?

**Time Table Railway Station BANDA Eng-131,224813**

TrainNo.	Train Name	From	To	Arr.	Dep.	M	T	W	T	F	S	S
1069	Tulsi Exp	Mumbai	Allhabad	04:15	04:23	Y	-	Y	-	-	-	-
1070	Tulsi Exp	Allhabad	Mumbai	19:55	20:05	Y	-	Y	-	-	-	-
1107	Bundelkhand Exp	Gwalior	Varanasi	02:20	02:30	Y	Y	Y	Y	Y	Y	Y
1108	Bundelkhand Exp	Varanasi	Gwalior	02:25	02:35	Y	Y	Y	Y	Y	Y	Y
2175	Chambal Exp	Gwalior	Howrah	11:46	11:56	Y	-	Y	-	-	-	-
2176	Chambal Exp.	Gwalior	Howrah	12:25	12:35	Y	-	Y	-	-	-	-
2177	Chambal Exp.	Howrah	Mathura	11:46	11:56	Y	-	Y	-	-	-	-
2178	Chambal Exp.	Mathura	Howrah	12:25	12:35	Y	-	Y	-	-	-	-
2189	MahakaushalExp	Jabalpur	H.N.ZM	00:30	00:38	Y	Y	Y	Y	Y	Y	Y
2190	MahakaushalExp	H.N.ZM	Jabalpur	02:50	02:58	Y	Y	Y	Y	Y	Y	Y
2447	UP Sampark Kranti	Manikpur	H.N.ZM	19:05	19:10	Y	-	Y	-	-	-	-
2448	UP Sampark Kranti	Manikpur	Manikpur	06:20	06:25	Y	-	Y	-	-	-	-
2535	LJN GaribRath	Lucknow	Raipur	18:30	18:35	Y	-	Y	-	-	-	-
2536	LJN GaribRath	Raipur	Lucknow	00:51	00:56	Y	-	Y	-	-	-	-
5009	Chitrakut Exp.	Lucknow	Jabalpur	22:25	22:35	Y	Y	Y	Y	Y	Y	Y
5010	Chitrakut Exp.	Jabalpur	Lucknow	04:10	04:20	Y	Y	Y	Y	Y	Y	Y
8203	Betwa Exp.	Durg	Kanpur	09:55	10:03	Y	Y	Y	Y	Y	Y	Y
8204	Betwa Exp.	Kanpur	Durg	21:00	21:08	Y	Y	Y	Y	Y	Y	Y
133NCR	Manik.Knp.Pass	Manikpur	Kanpur	16:43	16:53	Y	Y	Y	Y	Y	Y	Y
134NCR	Knp.Manik.Pass	Kanpur	Manikpur	10:43	10:53	Y	Y	Y	Y	Y	Y	Y
137NCR	Jhansi Bnd Pass	Jhansi	Banda	17:25	--	Y	Y	Y	Y	Y	Y	Y
138NCR	Bnd Jhansi Pass	Banda	Jhansi	--	17:50	Y	Y	Y	Y	Y	Y	Y
215NCR	Jhansi Bnd Pass	Jhansi	Banda	21:40	--	Y	Y	Y	Y	Y	Y	Y
216NCR	Bnd Jhansi Pass	Banda	Jhansi	--	05:25	Y	Y	Y	Y	Y	Y	Y
217NCR	Bnd Manik Pass	Banda	Manikpur	--	22:00	Y	Y	Y	Y	Y	Y	Y
229NCR	Jhansi Ald Pass	Jhansi	Allhabad	11:40	11:50	Y	Y	Y	Y	Y	Y	Y
230NCR	Ald Jhansi Pass	Allhabad	Jhansi	12:25	12:35	Y	Y	Y	Y	Y	Y	Y
211NCR	Mah. Kanpur Pass	Mahoba	Kanpur	06:45	07:05	Y	Y	Y	Y	Y	Y	Y
212NCR	Kanpur Mah.Pass	Kanpur	Mahoba	19:50	20:30	Y	Y	Y	Y	Y	Y	Y
214NCR	Bnd.Maho.Pass	Banda	Mahoba	--	04:00	Y	Y	Y	Y	Y	Y	Y



**THE TIMES OF INDIA**

SEA OF RESIGN...  
 A number of...  
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MINA STEEL GASPI...  
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NET IN MY PLEASE...  
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Mumbai, Tuesday, December 30, 2008  
[www.timesofindia.com](http://www.timesofindia.com) Page 30

SHAKE-SPEARES  
 SONNETS.  
 Neuer before Imprinted.  
 AT LONDON  
 By G. Eld for T. T. and arc  
 to be sold by William Aspley.  
 1609.

**Board backs Mukesh. Anil braces for war**

There's more than meets the eye'

...  
 ...  
 ...

IS MUMBAI READY?  
 ...  
 ...

**'We saw the sea coming, we all ran. But God saves little'**

24000 & RISING: INDIA 7000, LANKA 12000

...  
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# Assessing receptive skills

- Ability to predict
- Grammar (for eg. Prepositions),
- Vocabulary
- For gist
- For specific information
- For inference
- For instructions

# Assessing productive skills

- Punctuation
- Spelling
- Cohesion
- Coherence
- Signpost language
- Accuracy
- Fluency



# Ensuring confidence building through assessment

- ▶ Non threatening nature of exam.
  - ▶ Learner friendly tasks.
  - ▶ Friendly examiners.
  - ▶ Positive and motivating feedback.
- 