

## Report -REFINE PROJECT - Year 2

### Suggestions on the tools which have been tested in the Year 1

In Romania **three European tools** have been administered in institutions representing three sectors.

1. **DIALANG** has been administered by *Fiatest Education Center*, representing **vocational training field** in Romania. The purpose of the testing was basically practicing using a common European Reference tool. This created the students using the tool the confidence that their results could be comparable, given the Common European framework of Languages, to which DIALANG is reported. As it is based on a comprehensive item-bank from which the tests are randomly constructed, the tool cannot be “revised” as such.

**Suggestions** have been made by the participants (students and teachers) concerning some other aspects related to their experience with DIALANG:

- Identifying a way of recognising DIALANG diagnosis at the level of the European Language Portfolio for instance, since its main purpose it is not certification.
- some of the persons tested felt the need for introducing “more complex tests, literature; dialogues from business area; animations” in order to better reflect some specific issues of the vocational field.

If used as a recognition tool DIALANG was thought to be useful for the vocational training field.

2. **European Language Portfolio**, with its Self Assessment Grid and The Checklist *My Current Language Learning Priorities* in The Language Biography have been administered by two institutions: a) *PROSPER ASE Language Center*; b) *West University of Timisoara* – the Teacher Training Department, both representing the **university sector**.

The participants found out the two components of the ELP very useful, **but**:

- they identified a need for more practice with tools requesting self-assessment in a structured environment. More info is needed on the “philosophy” of the can-do statements, supporting their purpose, usage, intended outcomes;
- a manual or guide for good practice including more explanations, details, examples, was considered as a beneficial tool coming along with the ELP;
- the general feeling was that the Self-assessment Grid could be most useful in tertiary education when accompanied by some more specific assessment instruments (like “tests”), since the participants felt the need of some “final score”, or scale a.s.o., to be more precise.

- a tutoring, or facilitating, or training system for using the ELP would make it more efficient, at least for Romanian audience in pre-university education.
- not very useful / appropriate for formal university diagnostic assessment in languages in Romania, useful for recognition, for lifelong learning etc.

3. **X-pert European Computer Passport** has been administered by *Popular University Tg. Mures* and *Zonal Center of Adult Education Tg. Mures*, representing **University sector and adult education sector**. As a preparation tool, it was received as a very useful instrument.

Among the **suggestions** for improvement:

- “Some parts of the test are specific to German language and even if they are translated in Romanian language the logical contents depends on the original language”
- “The time for each module can be adapted to each group of students because of the heterogeneous components of each group”
- “More units for the final overview of the modules before preparing the final tests”

If used as a recognition tool for adult education, “the flexibility of the Xpert regarding the objectives, the adaptability to new versions and the public information about the components make this system attractive in scope of obtaining an “European Computer Passport”.

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