

REFINE PROJECT – Year 1 2003-2004

National Report on Results of the Testing – Romania

Activities conducted within the framework of the project:

- **Preparation of testing activities**
- **Testing with real candidates of the European instruments chosen**
- **National group meetings**

Conditions fulfilled: the tools have been tested in Romanian Language

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Summary of the Outputs

European Tool Tested	Institution Organising the Testing	Number of Candidates	Comments from Testers (selection)	Comments from Candidates (selection)	Analysis and Recommendations post-testing
DIALANG (self-assessment and test writing, vocabulary)	Fiatest Educational Center (Vocational Training)	5 (agreed to participate in the study)	<p>“Results obtained are higher than those obtained in regular class testing sessions”</p> <p>“Some of the candidates became quickly bored, nevertheless, they continued and completed the test”</p> <p>“It is a good useful tool for the candidate, emphasizing self-confidence”</p> <p>“It places the student a little bigger than he/she really is in the study of language” (signaled by the tester as a weak point!)</p> <p>“Results obtained are similar with those from regular test session performed in class”</p>	<p>“Dialang is very good for self-assessment”</p> <p>“It is very interesting self-assessment test , but I find it somewhat monotonous”</p> <p>“Very useful advice are how to develop further”</p> <p>“It was nice because I could see my level of language in English, French, and Italian using the same tool”</p>	<p>As DIALANG is not an instrument used for recognised certification purposes, its qualities – such as: user-friendly, good diagnostic tool, relaxed assessment environment - recommends it as a reliable assessment practice tool in learning foreign languages.</p> <p>Yet, some of the persons tested felt the need for introducing “more complex tests, literature; dialogues from business area; animations”</p> <p>Although this would mean a different purpose for this tool and it could alter its “user-friendliness” by introducing the high-stake pressure, perhaps finding a way to recognise / certify this assessment instrument within the framework of an European portfolio would add to its practical value for the users.</p>

<p>The European Language Portfolio (1. the Grid for Self-Assessment in the Language Passport; 2. The Checklist <i>My Current Language Learning Priorities</i> in The Language Biography)</p>	<p>PROSPER ASE Language Center</p>	<p>4 (agreed to participate in the study)</p>	<p>Good points of the tool: “user-friendly – especially as regards the description of competences; discriminating – useful in identifying partial competences and establishing priorities; comprehensive” Difficulties: “the descriptors refer to a rather general use; the course time was rather short to address development of all skills so for some of them the ELP and end of term tests could identify no evolution.”</p>	<p>Useful as a self-assessment tool if the tasks are clearly formulated</p>	<p>Both the users, and the testers felt the need for adding “more specific descriptors addressing needs for core professions; more help – such as examples or activities – to help users be confident that they have evaluated themselves correctly”</p> <p>A manual or guide for good practice including more explanations, details, examples, was considered as a beneficial tool coming along with the ELP</p>
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<p>Xpert European Computer Passport</p>	<p>Popular University Tg. Mures and Zonal Center of Adult Education Tg. Mures</p>	<p>6 (agreed to participate in the study)</p>	<p>Good points of the tool: 1) Increased skill levels in essential IT and computer use; 2) Internationally recognised qualification; 3) Improved job prospects/ job mobility; 4) Passport to higher-level IT education; 5) Contact with news in IT knowledge “It is necessary a pre-test of the participants before starting the courses in case of big differentiation between the technical skills of the participants”</p>	<p>“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”</p>	<p>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”.</p>
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<p>European Language Portfolio (ELP)</p>	<p>West University of Timisoara: Teacher Training Department</p>	<p>6 (agreed to participate in the study); The participants completed the ELP for English (3 persons), French (2 persons) and Spanish (1 person). They participated in the testing for self-confident (personal use), for the development of self-evaluation skills and to learn about a new testing tool of language skills.</p>	<p>“All the candidates expressed the need to report his / her self-assessment to a scale or to a standardised score.”</p> <p>“Some of the candidates considered that the ELP was too complex and it took too much time to complete it”</p> <p>“Most of the candidates considered it an interesting experience. It was the first time they completed such a test.”</p> <p>“The candidates have to receive clear and oriented instructions in order to fill in correctly the ELP”</p> <p>“For a self-assessment tool, it is a little bit too elaborated and its use may be difficult for people coming from certain backgrounds.”</p>	<p>“The testing result could be influenced by the subjectivity of self-assessment. The self-assessment could be strongly subjective and could be influenced by the candidate’s mood”.</p>	<p>There is a general need for more details and explanations on both the general usage, and the practical way to employ the instrument.</p> <p>More info is needed on the “philosophy” of the can-do statements, supporting their purpose, usage, intended outcomes.</p> <p>Perhaps a tutoring, or facilitating, or training system for using the ELP would make it more efficient.</p> <p>The relationship between self-assessment and assessment must be clarified to the end-users of the ELP, otherwise the effectiveness of the tool may be diminished (at least in the educational or social environments lacking a “traditional”, solid assessment culture).</p>
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