



NILE

"We make learning special"



**Key changes and trends in Testing
and TEA both worldwide and in
Austria**

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- From word and sentence level discrete-item testing to testing language in context
- From a G 'n'T approach to testing as well as to teaching to a wider range of test types
- From a focus on form to a focus on form in relation to meaning
- From a focus on language as formal system to language as a communicative medium

- From testing the rules of form to testing the rules of use
- From most weight and marks being given to knowledge to focus on knowledge and skills
- From just testing and examining to testing, assessing, examining and evaluating
- From test objectives being purely summative, to a balance of formative and summative

- From testing the memorisable to testing and assessing the memorable
- From testing the predictable/preparable to the assessment of spontaneity and flexibility
- From testing written grammar to testing spoken English and discourse in action
- From norm-referenced testing to criterion-referenced testing

- From marks for 'content' in tests called 'language tests' to tests marked for language only
- From inward-looking individualistic criteria to externally recognised, transparent criteria
- From tests designed by isolated individuals to assessment as a collaborative activity
- From tests for the benefit of the teacher and the institution to tests benefiting the learner

- From tests informed only by local perspectives to assessment based on national standards
- From mutual incomprehensibility over 'levels' to commonly interpreted frameworks
- From under-use and misuse of new technology to increasingly effective use of IT

Some key dates in the last half century of developments in T(TEA)

**1960 Publication of Robert Lado's 'Language
Testing'**

1973 Specification of 'Threshold Level'

**1975 Publication of John Munby's 'Communicative
Syllabus Design'**

**1977 Publication of Keith Morrow's 'Techniques of
Evaluation for a Notional Syllabus'**

1983 Publication of Andrew Harrison's 'A Language Testing Handbook'

1987 Publication of Nick Underhill's 'Testing Spoken Language'

1989 IATEFL Testing SIG Conference 'Language Testing in the 90s – the Communicative Legacy'

1991 Publication of Charles Alderson (ed.) 'Language testing in the 90s – the Communicative Legacy'

**1994 Publication of Harris and McCann's
'Assessment'**

**1997 Publication of O'Malley and Valdez Pierce
– 'Authentic
Assessment for English Language Learners'**

**2000 Publication of the first book in the CUP
Cambridge Language Assessment Series –
Charles Alderson's 'Assessing Reading'**

**2001 Publication of the Council of Europe's
'Common European Framework of
Reference: Learning, teaching, assessment'**

2001 Appearance of the first big ‘CAT’, the Cambridge ESOL/OUP QPT

2004 Publication of Sara Luoma’s ‘Assessing Speaking’

2004 Publication of the Oxford Placement Tests (3rd edition) linked to the CEFR

2009 The ‘Watershed’ year for testing to make proper use of the new technology:

OOPT

IUPT

PTE

Password

Chip

Slice

Scissors

Banana

Nutmeg