Need for training in different language testing and assessment activities:  
- Were there differences between regions of Europe?

Detailed findings regarding the respondents’ need for training in different assessment activities are reported below. Included are only those respondents who worked in Europe and replied to the questions in Part 1 of the questionnaire (Teachers’ Questionnaire) are included here (n = 491 – 566, depending on the question / activity).

**Classroom-focused testing / assessment**

Preparing your own classroom tests

![Bar chart showing preference for training needs by region]

Most of the respondents reported a need for further training in this activity although most of them had received previous training. Typically, they needed more advanced training despite the fact that they already had had some training (see the corresponding findings / charts for previous training on the activities).

Very significant differences were found between the regions (chi square = 43.8, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training. In contrast, hardly any Baltic respondent chose the ‘no need for training’ option.

Using ready-made tests from textbook packages or from other sources
Depending on the region, some 30-60% of the respondents reported a need for training in this activity – typically, more advanced training. Significant differences were found between the regions (chi square = 28.3, df = 12, p = .005). The Northern and Western Europeans needed less training than others, whereas the Eastern and South-Eastern and Baltic respondents needed training somewhat more often than others.

Interpreting test results (classroom or external tests)

As with ‘preparing your classroom tests’, some 50-60% of the respondents reported a need for more advanced training, and only a minority needed no training. Very significant differences were found between the regions (chi square = 46.6, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas the South-Eastern European respondents needed more training compared with the others.
Giving feedback to students based on information from tests / assessment

About half of the respondents reported they need more advanced training; some 20-30% reported no need at all. Very significant differences were found between the regions (chi square = 41.4, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas the Baltic respondents needed somewhat more training compared with the others.

Using self / peer assessment

About 20% reported no need for further training in this activity; the most common response was ‘need more advanced training’ which was chosen by about 50% of the respondents. Significant differences were found between the regions (chi square = 25.2, df = 12, p = .014). In particular, the Western European respondents differed from the other in that so many of them did not need any further training.
Using informal, continuous, non-test type of assessment

Some 40-50% reported a need for advanced training in this activity, whereas about 20% felt no further need for training. Significant differences were found between the regions (chi square = 28.4, df = 12, p = .005). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas the South-Eastern Europeans needed training more often.

Using the European Language Portfolio, an adaptation of it or some other portfolio

Usually, about 90% or more of the respondents wanted to get more training in the use of portfolios, either basic or advanced.
Very significant differences were found between the regions (chi square = 42.3, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas the South-Eastern Europeans needed training more often.

**Purposes of testing**

To give grades

![Chart showing need for training by regions](chart.png)

Need for training varied but in general about half of the respondents felt some need for further training. Compared with the activities listed above, more respondents reported no need for training (40-50%).

Very significant differences were found between the regions (chi square = 36.4, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas respondents from the Baltic region needed training more often than the others.

To find out what needs to be taught / learned next
Need for training varied but in general about 60-70% of the respondents felt some need for further training. Very significant differences were found between the regions (chi square = 36.0, df = 12, p = .000). In particular, the Western European respondents differed from the other in that so many of them did not need any further training, whereas respondents from the Baltic region and South-Eastern Europe, in particular, needed training more often than the others.

To place students onto courses, programmes, etc

Need for training varied but in general about 60-70% of the respondents felt some need for further training. Very significant differences were found between the regions (chi square = 46.6, df = 12, p = .000). In particular, the Western European and also the Northern European respondents differed from the other in that so many of them did not need any further training – which probably stems from the fact that only some 40% of the North
Europeans and somewhat over 50% of the Western Europeans were engaged in this activity in the first place. The Central, Eastern and South-Eastern European respondents, in particular, reported need for training more often than the others.

To award final certificates (from school / programme; local, regional or national level)

Need for training varied but in general about 60-70% of the respondents felt some need for further training.
Very significant differences were found between the regions (chi square = 41.1, df = 12, p = .000). In particular, the Western European and also the Northern European respondents differed from the other in that so many of them did not need any further training. The Baltic and Eastern European respondents, in particular, reported need for training more often than the others.

Content and concepts

Receptive skills (reading/ listening)
Need for training varied in that the Western Europeans clearly differed from everybody else; for all other regions, close to 80% of the respondents needed further training, in particular, advanced training. Most of the respondents reported being engaged in this activity so the demand for more education is understandable; it is interesting to note that there is this demand for further training despite the fact that most respondents had had a fair amount of previous training in this activity. Very significant differences were found between the regions (chi square = 46.2, df = 12, p = .000). The difference is almost entirely due to the Western European respondents, most of whom did not need any further training in this activity. The only other group which was somewhat different from the rest were the respondents from the Baltic region who needed further training a bit more often than the others.

Productive skills (speaking/writing)

The need for training in the assessment of the productive skills was very similar to the need expressed for the receptive skills above. The Western Europeans clearly differed from everybody else as did the Baltic respondents, to a lesser degree; for all other
regions, close to 80% of the respondents needed further training, in particular, advanced training. Most of the respondents reported being engaged in this activity so the demand for more education is understandable; it is interesting to note that there is this demand for further training despite the fact that most respondents had had a fair amount of previous training in this activity.

Very significant differences were found between the regions (chi square = 53.8, df = 12, p = .000). The difference is mostly due to the Western European respondents, most of whom did not need any further training in this activity. The only other group which was different from the rest were the respondents from the Baltic region who needed further training more often than the others.

Microlinguistic aspects (eg grammar/vocabulary)

![Microlinguistic aspects chart]

The need for training in the assessment of grammar and vocabulary was very similar to the need expressed for the receptive and productive skills above. The Western Europeans clearly differed from everybody else, as did the Baltic respondents, to a lesser degree; for all other regions, about 75% of the respondents needed further training, in particular, advanced training. Most of the respondents reported being engaged in this activity so the demand for more education is understandable; it is interesting to note that there is this demand for further training despite the fact that most respondents had had a fair amount of previous training in this activity.

Very significant differences were found between the regions (chi square = 42.2, df = 12, p = .000). The difference is mostly due to the Western European respondents, most of whom did not need any further training in this activity. The only other group which was different from the rest were the respondents from the Baltic region who needed further training more often than the others.

Integrated language skills
Typically, about 80% of the respondents needed training in this activity, usually more advanced type of training.
Very significant differences were found between the regions (chi square = 40.0, df = 12, p = .000). The Western Europeans needed further training significantly less often than the others, whereas the Baltic and Central European respondents felt more often need for training in this activity.

Aspects of culture

Regions varied, but typically, about 70-80% of the respondents needed training in this activity.
Very significant differences were found between the regions (chi square = 58.0, df = 12, p = .000). Again, the Western Europeans needed further training significantly less often than the others. The Baltic and South-Eastern European respondents also different from the others in their pattern of need.
Establishing reliability of tests / assessment

Most of the respondents who replied to this question reported they need further training in this activity (80-90%), which is not surprising given the fact that about half of them were engaged in the activity but the amount of training varied. Typically, the need focused on more advanced rather than basic training. Significant differences were found between the regions (chi square = 25.0, df = 12, p = .015). The number of Western European respondents who needed no further training was unexpectedly high, as was the number of North Europeans who needed basic training, whereas the number of North European who needed more advanced training was lower than could be expected.

Establishing validity of tests / assessment

The pattern of responses is very similar here to the pattern in the previous activity (establishing reliability): most respondents wanted more training, in particular advanced training – here the need for more advanced training appears to be even more pronounced.
Significant differences were found between the regions (chi square = 28.5, df = 12, p = .005). The number of Western European respondents who needed no further training was unexpectedly high, as was the number of North Europeans who needed basic training, whereas the number of North European who needed more advanced training was lower than could be expected.

Using statistics to study the quality of tests / assessment

![Bar chart showing the distribution of training needs across different regions of Europe.](chart)

The pattern of responses is very similar to the one on establishing reliability above which is probably not surprising as finding out about the reliability of the assessments is one of the most common reasons for using statistics in language testing / assessment. Significant differences were found between the regions (chi square = 28.5, df = 12, p = .005). The number of Western European respondents who needed no further training was unexpectedly high, as was the number of North Europeans who needed basic training, whereas the number of North European who needed more advanced training was lower than could be expected.

**External tests and examinations (regional or national)**

Taking part in rating oral or written performances
Significant differences were found between the regions (chi square = 34.3, df = 12, p = .001). Clearly fewer of the Western European respondents needed training than could be expected (many of them were engaged in this activity but most of them had already been trained) and, conversely, more South-Eastern European respondents needed it.

Using statistics to study the quality of tests / assessment

Interestingly, the majority of the respondents reported a need for further training in this activity although only a majority of them reported being engaged in it (perhaps they would like to do this if they had the skill to do this; most of them had not received previous training in using statistics).

Significant differences were found between the regions (chi square = 30.8, df = 12, p = .002). Again, the Western Europeans differed from the others in that fewer of them reported any need for training. A similar trend was found for the Northern European respondents. In contrast, both the Southern and South-Eastern European respondents reported need for training in this external exam activity.
60-80% of the respondents, depending on the region, reported they need some further training in writing items (about half of the respondents to Questionnaire 1 were or had in the past been engaged in this activity, and only 20-40% had received any training). It is entirely possible that although this activity referred to item writing for a school-external test or examination, some respondents who did not actually write items for an exam board expressed their need for training in item writing in general by answering this question and stating they need training.

Very significant differences were found between the regions (chi square = 40.1, df = 12, p = .000). A somewhat similar pattern can be observed here as in the previous situation (using statistics): the Western and to some extent the Northern European respondents needed training in fewer cases than the Southern and South-Eastern respondents in particular.

Reviewing items/test tasks for an external examination
A very similar pattern of responses can be observed for this activity as for the previous one (item writing). Also, the current engagement and previous training were very similar. As for item writing, reviewing items designed by somebody else is an activity that can take place outside a test or exam organization, so some of expressions of need for training my stem from a more general need for training. Very significant differences were found between the regions (chi square = 47.6, df = 12, p = .000). Compared to the item writing activity above, the differences were more varied: the Western Europeans were clearly split into those who either did not at all need further training and those who needed more advanced training. A somewhat similar pattern could be observed for the Northern Europeans. The Baltic, South-Eastern and Southern European respondents, in contrast, needed such training more often than could be expected.

Most of the respondents reported that they would like to have further training in this activity (70-80%), although only about half of them were currently engaged in the activity. Again, the more general need for education in being an interviewer or interlocutor in oral tests may play a part in the high figure for more training. Very significant differences were found between the regions (chi square = 37.6, df = 12, p = .000). The difference is mostly due to the Western European respondents who felt the need for further training less often than the others. The only other significant differences were the unexpectedly low number of South-Eastern Europeans who chose the option ‘no need’.

Defining assessment criteria
Most of the respondents reported that they would like to have further training in this activity (70-90%), although ‘only’ 50-60% of them were currently engaged in the activity. Again, the more general need for education in defining assessment criteria may play a part in the high figure for more training. Very significant differences were found between the regions (chi square = 38.4, df = 12, p = .000). Mostly the differences are due to the West European respondents who needed training less often and the Baltic respondents who needed it more often than the others. However, also the answer pattern of the South-Eastern and Southern European respondents was somewhat different from the others.