

Summary table:

Previous training in language assessment / Regions of Europe

This table lists the statistically significant differences in the engagement in assessment activities by the respondents from different regions of Europe: If the word ‘more’ or ‘less’ appears once or more times against a particular activity in the table, then the regions differed for that activity, and the location of the word ‘more’ or ‘less’ indicates which region(s) differed from the others.

The analyses were based on crosstabulations and chi-square tests. The more detailed results can be found elsewhere in this website under ‘Charts & descriptions, activity by activity’ and ‘Details on the statistical analyses’.

Only the European-based respondents are included here. All the results reported here are based on responses to Part 1 of the Questionnaire (the language teachers’ questionnaire). The following division into regions was used here:

- 1 = Northern Europe (Finland, Iceland, Norway, Sweden, Denmark)
- 2 = Baltic region (Estonia, Latvia, Lithuania)
- 3 = Western Europe (Ireland, UK, France, Belgium, Netherlands)
- 4 = Central Europe (Germany, Austria, Switzerland, Poland, Czech rep., Slovakia.)
- 5 = South-Eastern Europe (Slovenia, Croatia, Serbia and Montenegro, Macedonia, Greece, Turkey)
- 6 = Eastern Europe (Hungary, Romania, Bulgaria, Russia, Ukraine, Azerbaijan)
- 7 = Southern Europe (Portugal, Spain, Malta, Italy, Andorra)

Only the statistically significant (and almost significant) findings are marked in the table by using the following abbreviations:

Abbreviation	Meaning of the abbreviation
(more) / (less)	A tendency for more / less responses was found for this activity in this region / response category but the finding was not quite significant statistically (standardized residual in the chi-square test was between 1.5 and 1.9 or – 1.5 and – 1.9, for

	this region)
more / less	Statistically significant finding: there were either more / less (fewer) responses in this category than could be expected (standardized residual in the chi-square test was 2.0 or more / – 2.0 or less, for this region)
MORE / LESS	Statistically very significant finding: there were either more / less (fewer) responses in this category than could be expected (standardized residual in the chi-square test was 3.0 or more / – 3.0 or less, for this region)

If there are no abbreviations (more / less) against an activity in the table, it means that, overall, the regions did not differ as far as that activity was concerned (the chi-square test was not significant).

Previous training on language assessment / Regions of Europe		Statistically significant and almost significant differences between the regions: - (more) / (less) = a tendency for more / less need for responses in this category (not quite significant finding) - more / less = significantly more / less responses in this category - MORE / LESS = significantly more / less responses in this category (very strongly significant finding)						
Activity:	What is the extent of your professional training in this area?	Northern Europe	Baltic region	Western Europe	Central Europe	South-Eastern Europe	Eastern Europe	Southern Europe
Classroom-focused testing / assessment								
Preparing your own classroom tests	None	(more)						
	A little (1-2 days)		(more)					
	More extensively	(less)						
Using ready-made tests from textbook packages or from other sources	None						less	
	A little (1-2 days)							
	More extensively	less					more	
Interpreting test results (classroom or external tests)	None							
	A little (1-2 days)							
	More extensively							
Giving feedback to students based on information from tests / assessment	None							
	A little (1-2 days)							
	More extensively							

Using self / peer assessment	None							
	A little (1-2 days)	more						
	More extensively	(less)	(less)		(more)			
Using informal, continuous, non-test type of assessment	None		(more)					
	A little (1-2 days)	more			(less)			
	More extensively	(less)	(less)	(more)	(more)			
Using the European Language Portfolio, an adaptation of it or some other portfolio	None							
	A little (1-2 days)	more		(more)				(more)
	More extensively							
Purposes of testing		Northern Europe	Baltic region	Western Europe	Central Europe	South-Eastern Europe	Eastern Europe	Southern Europe
To give grades	None							
	A little (1-2 days)							
	More extensively							
To find out what needs to be taught / learned next	None							
	A little (1-2 days)							
	More extensively							
To place students onto courses, programmes, etc	None	more		(less)				(less)
	A little (1-2 days)							
	More extensively	less	(less)	more	(more)		(more)	
To award final certificates (from school / programme; local, regional or national level)	None					(more)		
	A little (1-2 days)	(more)				(less)		
	More extensively	less		(more)	(more)			
Content and concepts		Northern Europe	Baltic region	Western Europe	Central Europe	South-Eastern Europe	Eastern Europe	Southern Europe
- receptive skills (reading/ listening)	None							
	A little (1-2 days)							
	More extensively							
- productive skills (speaking/writing)	None							
	A little (1-2 days)							
	More extensively							
- microlinguistic aspects (eg grammar/vocabulary)	None							
	A little (1-2 days)							

	More extensively							
- integrated language skills	None							
	A little (1-2 days)							
	More extensively							
- aspects of culture	None					more		
	A little (1-2 days)		(more)		(less)			
	More extensively			more		less		(less)
Establishing reliability of tests / assessment	None							
	A little (1-2 days)							
	More extensively							
Establishing validity of tests / assessment	None							
	A little (1-2 days)							
	More extensively							
Using statistics to study the quality of tests / assessment	None							
	A little (1-2 days)							
	More extensively							
External tests and examinations (regional or national)		Northern Europe	Baltic region	Western Europe	Central Europe	South-Eastern Europe	Eastern Europe	Southern Europe
Taking part in rating oral or written performances	None	(more)		(less)				
	A little (1-2 days)					(more)		
	More extensively				(more)	(less)		
Using statistics to study the quality of tests / assessment	None							
	A little (1-2 days)							
	More extensively							
Writing items/test tasks for an examination body	None							
	A little (1-2 days)							
	More extensively							
Reviewing items/ test tasks for an external examination	None			(less)				
	A little (1-2 days)							
	More extensively	less		more				
Acting as an interviewer / interlocutor in an oral test or examination	None							
	A little (1-2 days)							
	More extensively							

Defining assessment criteria	None							
	A little (1-2 days)							
	More extensively							