Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 11, No. 3, 2024

Report on English Test Design

Linzhi Shao *

The Engineering & technical College of Chengdu University of Technology, Leshan, Sichuan, China
* **Corresponding author**: Linzhi Shao

Abstract: This report outlines the design of an English proficiency test aimed at assessing the intermediate English skills of international adult students at the University Preparation College (UPC), Sydney City Campus. The test measures four key language skills: listening, reading, writing, and speaking. Each skill is evaluated through carefully constructed test components to determine the learners' language competence and readiness for university studies in Sydney. The report also discusses the theoretical underpinnings of test validity and reliability, as well as the positive educational impacts of such tests. The rationale behind the test design, including the choice of tasks and their alignment with real-life communication needs, is thoroughly elaborated, providing insights into the purpose and methodology of English proficiency testing.

Keywords: English Proficiency Test; Intermediate Level; Test Design; Language Skills Assessment; Listening; Reading; Writing; Speaking; Test Validity; Educational Impact.

1. Introduction

According to Hughes (2003) [1], in educational systems, as long as it is considered proper to provide students with a statement of their achievements in a second or foreign language, there will be exams of one kind or another. Additionally, tests will be required to disclose details regarding the academic progress of various groups of students, without which, rational educational decisions are difficult to make. The purpose of testing is to evaluate learner's language skills, to find out if students have been successful in completing a course's goals, to assess the strengths and shortcomings of students, to determine what they have learned and what they have not gained, to help with student placement by determining the stage or section of a lesson plan that is best suitable for their level of competence. The purpose of this report is to demonstrate the test format of an English proficiency test that seeks to evaluate international adults' students in UPC (University Preparation College in Sydney City Campus) at English intermediate levels to help them prepare for the study in Sydney's universities. Hughes (2003) states that the English proficiency test is to measure learner's language competence not the content that they have learned in English course. There are four macro-skills will be examined in four sections testing: listening, reading, writing, and speaking. In this report, the approach and rationale related to the test design will be discussed on the four language skills.

2. Designing an English Proficiency Test

2.1. Literature Review

There are more general English proficiency tests that are designed to assess whether candidates have met a certain criterion in relation to a particular set of skills, such as IELTS (International English Language Testing System), OET (Occupational English Test), PTE (Pearson English Language Test), TOEFL (Test of English as a Foreign Language), and TOEIC (Test of English for International Communication), etc. Despite the content and difficulty variations between them, the commonality throughout all proficiency exams is that they are not dependent on courses that candidates may have previously taken. Such examinations may have a significant impact on how language courses are taught and what they cover. They could have a positive or negative backwash effect. For example, potential employers can rely on the examining bodies in charge of such assessments because they are apart from educational institution, for the purpose of comparing candidates fairly from various universities and nations.

Ideally, the test or testing system we develop will be one that gives precise measurements of the abilities that we are interested in on a consistent basis, which means validity (Hughes, 2003). A test is seen to be reliable if it measures specific language skills consistently and steadily (Hughes, 2003). Besides, the test or testing system should have a positive impact on teaching and be more time-effective and less cost-consuming. Therefore, it is critical to take care to ensure that the test is created in a way that gives each student an equal chance to pass it.

2.2. Test Design

2.2.1. Testing Listening

Listening is a receptive skill. Learners are required to detect sounds, vocabulary, and expressions in a specific context, to determine the rhythm and stress patterns in spoken English, and to comprehend implication. These sub skills can be recognized as operations (Hughes, 2003). The operations can be classified as informational and interactional. The operation of obtaining and understanding various sorts of information is referred to as informational. While the interactional considers using the information and applying it to a specific setting.

The following informational operations will be included in this test: acquiring accurate information, following directions, comprehending help-seeking requests, and following events in order. For interactions, recognizing welcomes and introductions, identifying the speaker's aim, and acknowledging clarification requests are engaged. All of these are cognitive and metacognitive abilities (Thompson & Rubin, 1996) [2].

There is a monologue in this section. The monologue provides information about a tour guide's introduction of plazas and squares in an ancient city in Spain (Mitchell &

Marileni, 2017) [3]. There are 10 minutes allowed to learners to finish eight questions according to the text, which is played only once.

Kendall (2013) claims that in daily conversation, speakers with diverse sociolinguistic backgrounds speak at varying speeds. Because the tour guide is a young man with less education, he speaks at a relatively fast speed[4].

These above testing operations are embedded in two common techniques: gap filling and short answer. Gap filling is a more complicated skill that has higher demands of candidates on informational operations. Interactional operation is required in this skill to encourage learners to focus on the entire text and process it to get the answer. This represents the requirement to grasp the context around expressions and speech acts as well as recognize them (Vandergrift, 1999)[5]. This can be demonstrated in questions 1-6 with clear directions (Appendix A).

2.2.2. Testing Reading

Since reading is a receptive skill as listening, the reading test and the listening test are similar in many ways. When candidates listen and read, their performance of skills and behaviors are not easily to be observed. Furthermore, reading is a process of decoding and explaining. Therefore, testing reading is a challenging task.

Based on our reading goal and the type of text we are reading, our reading style can very greatly. Reading carefully and slowly aims to examine the language used, the grammatical structure, the summary, and make assumptions from the text (Weir & Khalifa, 2009)[6]. While reading quickly and efficiently is to figure out the topic, main idea, text structure, and identify the specific information as required (Urquhart & Weir, 1998)[7]. These reading skills that readers should display are considered as operations, including expeditious reading operations and careful reading operations. The former is constituted by skimming, search reading, and scanning, and the latter is made up of recognizing language points in the context, identifying text frames, distinguishing facts from viewpoints and hypothesis, and making inferences.

The text type of reading is a magazine article that is from 21st Century Reading (Laurie et al., 2016)[8]. The topic is related to people's health and daily life, which is familiar to readers and appeals to the person with trouble in sleep or the people wants to have a sound sleep. The style of text is formal with few technical terms and cultural differences. There are 7 paragraphs with 686 words in the text.

Test techniques are employed to test candidates' reading ability. Multiple choice (Appendix B, Task 2, 3, 6, 7) is designed to ask candidates to make a choice among a variety of options, in which candidates could have 25% probability of correctness by guessing. Therefore, multiple choice may be not the most valid technique in reading test. In this test, multiple choice makes candidates to transfer and infer the words' meaning, identity the general idea, and infer the writer's attitude. Besides, short answer is employed in Task 4 (Appendix B) to test the candidates' ability to locate the specific information without reading the whole text, in which candidates' ability in scanning is tested. Task 1 and 5 (Appendix B) are devised in the form of gap filling to ask candidates to identify the major concepts that have been stated straightforwardly and scan for percentages. Thus, gap filling is a domain technique to test the degree of candidates' understanding of the key facts in the text and is to identify weaker and superior performers among candidates (Yamashita, 2003)[9]. Task 4 and 8 (Appendix B) are designed as the form of information transfer. By providing basic information in a table is one strategy to reduce the demands on candidates' writing abilities.

2.2.3. Test Speaking

In order to interact successfully in language, speaking is the most important skill that should be developed. Speaking is a receptive and productive skill. To assess the candidate's ability in speaking, a representative sample of oral tasks should be designed that can elicit candidate's performance. And the behavior samples can be assessed validly and reliably.

In this speaking test, candidates are required to complete 3 tasks from 12 to 15 minutes. Their speaking ability will be assessed by these speaking test specifications: informational operations, interactional operations, managing interactional skills, types of text, addressees, topics, dialect, vocabulary range, and style. The topic is food and culture. The dialect is standard English. The style is formal. No technical terms are related. The type of text is an interview. The addressees are two scorers. Candidates are exposed to an interview in which they need to understand the different aspects of the topic and display their speaking competence with support (Issitt, 2008) [10].

Task 1 (Appendix C) firstly help to relieve candidate's stress by greetings and their future plan. Then, in task 2 (Appendix C), candidate is asked to write outline and do a presentation about his or her preferred eating or making dish with the support of white board and suggested points in 4 or 5 minutes. The topic of food is very popular and interesting for candidates. This restrictive task can elicit candidates to make desirable representative flow of speech. In this part, candidate's informational skills are tested as to give personal statement, to predict, to describe in detail, and express likes. Their interactional skills are assessed as well, such as to convince people, to demonstrate comprehension, to react to clarifying inquiries. The last section is Task 3 (Appendix C) which is an expanding part based on Task 2. It is generated to find out the connection between food and culture. Candidate is interviewed with 8 questions. This conversation needs to be ended in 4 or 5 minutes. These designed special questions require candidate to express preference, attitude, reasons, opinions, and clarification; to describe events, to comment, and to make choice. Candidate's speaking skills tested in Task 2 are examined in this part as well. Ideally, candidates are encouraged in this general topic in spite of their different cultural backgrounds. They would feel confident to demonstrate their particular local food and culture during the interview. Nevertheless, according to the speaking marking scale (Hughes, 2003) (Appendix C), weaker candidates would be revealed in the lower scores. There are 7 criteria that is scored from 0-6, with 6 being the top. The 7 criteria are absent, non-user, limited user, intermediate user, good user, advanced user, and native user. In each criterion's content, accent, grammar, vocabulary, fluency, and comprehension are graded. Therefore, the scoring method is holistic in general impression of candidates. These scores are then weighed and summed. The result would help testers to identify candidates' speaking skills.

2.2.4. Testing Writing

Writing is a receptive and productive skill, similar to speaking. Having someone write is the best approach to detect their writing proficiency (Hughes, 2003). According to Hughes (2003), the assigned writing task should be representative tasks with popularity that can encourage candidates to write. Candidates can show their writing

abilities in the writing task. And the scoring method needs to be valid and reliable. So, the designing of the writing test should meet these three demands.

The writing test (Appendix D) constitutes 3 tasks. Task 1(Appendix D) is close-ended writing topic. While Task 2 and 3 are open-ended writing topics. The time limitation is 60 minutes. In Task 1, Candidate is asked to summarize the information of the figures from 3 graphs that relate to the reasons why international students did not exercise in EAP 5 and make comparison. They need to write no less than 120 words in 20 minutes. This section is relatively easy form them to observe graphs with figures and compare. These graphs are intelligible to interpret. Candidate does not need to give extra information. Therefore, it is fair to every candidate to demonstrate their writing skills not related to their original knowledge (O'Loughlin & Wigglesworth, 2007)[11]. Task 2 (Appendix D) presents two different points of view of privacy safety online that requires candidate to write their response in 30 minutes at least 200 words. In Task 3 (Appendix D), candidate writes an essay in response to a question to state the reason why migrants get close to the people with the same nationality in 10 minutes at least 100 words. Candidates are familiar with the topic in Task 2, because surfing on internet is a universal issue, which involves everyone from different countries. Therefore, candidates are not distinguished on the basis of general social events. However, Task 3 (Appendix D) requires candidate to have the knowledge or experience of studying or living abroad. Those who lack of this would be discouraged to argue for this problem. Since the last two tasks require the employment of more language skills than the first one, the weaker candidates would be discriminated for their only observations and comparisons, but without extending skills in further discussion and justification on varied topics.

A set of specifications are included in this writing test below:

a)Operations: describe, express opinions and comments, argue for and against, persuade, clarify

b)Types of text: graph description, essay

c)Addressees of texts: native speaker, non-native speaker examiner

d)Topics: common theme, unspecified, students' concern

e)Dialect: Standard English

f)Style: formal

g)Length of texts: about 2 pages

To achieve validity and reliability in test scoring, the marking scale is designed to the analytic scoring. In the Scoring Guide (Appendix D), there are 6 criteria with details of explanation in each content to state the individual writing ability, including grammar, vocabulary, mechanics, fluency, from, and intelligibility. A score 0-6 is for each criterion. As speaking marking scale, score 0-6 indicates the level of the candidate's language competence, which stands for absence, non-user, limited user, intermediate user, good user, advanced user, and native user. It really takes more time to assess candidate's writing skill. However, the analytic scoring demonstrates each aspect of writing ability. Based on higher score or lower score in total or in some criterion, candidate can know his or her advantages and disadvantages in writing.

3. Conclusion

Designing a proficiency test is a time-consuming and complicated task. In this task, there are numerous factors that need to be considered. Validity and Reliability are the common requirements for all tests' designing. Based on these, the feature of each language skill, the operations, test techniques, scoring method, and the test frame are all embedded in the designing to make use of their aspects of advantages. And test materials need to be general and interesting for candidates that can encourage them to show their language ability in the representative samples. Especially, for the reading, there are more items to create with different techniques. For speaking, there are many questions to plan in order to elicit candidate's speech. Both for speaking and writing, their marking scale are more complicated with many details because of their receptive and productive characteristics. However, the process shed light on the contribution to the improvement of testing that can enlighten the test takers on the way.

References

[1] Hughes, A. (2003). Testing for language teachers (2nd ed., Cambridge language. teaching library). Cambridge; New York: Cambridge University Press.

[2] Thompson, I., & Rubin, J. (1996). Can strategy instruction improve listening comprehension? Foreign Language Annals, 29(3), 331-342.

[3] Mitchell, H. Q., & Marileni, M. (2017). IELTS practice tests with key. EU: MM Publications.

[4] Kendall, T. (2013). Speech rate, pause and sociolinguistic variation. Basingstoke: Palgrave Macmillan.

[5] Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. ELT Journal, 53(3), 168-176.

[6] Khalifa, H., & Weir, C., J. (2009). Examining reading: Research and practice in. assessing second language reading, Cambridge: UCLES/Cambridge University Press.

[7] Urquhart, A., S. & Weir, C., J. (1998). Reading in a second language: Process, product, and practice. Essex: Pearson Education Ltd.

[8] Laurie, B., Mari, V., & Ingrid, W. (2016). 21st Century reading student book 3 creative thinking and reading with TED talks. Boston, US: National Geographic Learning/ Cengage Learning.

[9] Yamashita, J. (2003). Processes of taking a gap-filling test: Comparison of skilled and less skilled EFL readers. Language Testing, 20(3), 267-293.

[10] Issitt, S. (2008). Improving scores on the IELTS speaking test. ELT Journal, 62(2), 131- 138.doi:10.1093/elt/ccl055.

[11] O'Loughlin, K. & Wigglesworth, G. (2007). Investigating task design in academic writing prompts. In Milanovic, M. and Weir, C., Language Testing 19: IELTS Collected Papers. Cambridge: Cambridge University Press.

Appendix A

Questions 1-6

Listen and complete the flow chart below in 10 minutes. Write NO MORE THAN TWO WORDS for each answer.

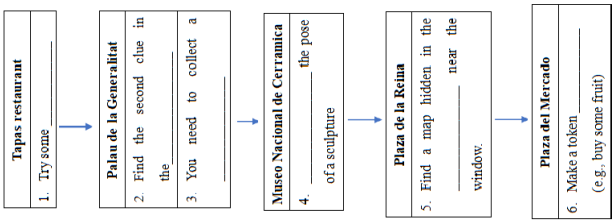


Figure 1. Flowchart: Task Completion Process Diagram

Questions 7-8

Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.

1.When will the group next meet?

_____

2.What is common result of large numbers of tourists in cultural areas?

_____

Listening Transcripts

Congratulations, you're all here on time, which means that nobody got lost! We're going to take a short break at this traditional tapas restaurant and treat ourselves to some typical Spanish delicacies before we carry on with our treasure hunt. I hope you have all had a fun few hours running around Valencia's 'old city' - and haven't missed any of the tasks on your checklist - because there are plenty more to come. But first, l'm going to tell you a bit about some of the buildings you've seen so far.

So, the first clue led you to the Palau de la Generalitat, which was just to the west of the plaza where we started out. The palace dates back to the 1400s and has been home to government offices from that time up to the present day. You may have been struck by the unusual architecture; the palace is built in a unique blend of styles ranging across several centuries. The Golden Hall, so called for its ornate burnished ceiling, is one of the palace's most impressive rooms and the place where your second clue was hidden.

The checklist required you to collect a visitor's guide, which could also be found just inside the hall. I know the next clue was a bit more difficult, but eventually you all managed to get to the National Ceramics Museum or the Museo Nacional de Cerámica González Martí, to give it its proper name. It takes its name from its founder, whose passion for ceramics led to the birth of the collection. It has since expanded considerably, and includes items of Greek, Roman, Arab, and even prehistoric origin, as well as a large selection of traditional ceramic items from other areas within the province of Valencia. You'll have noticed that the main doorway to the museum is integrated into an enormous alabaster sculpture. This intricate carving has become synonymous with Valencian architecture and remains one of the most impressive features of the area. On a more irreverent note, the clue you found there asked members of the party to imitate the pose of one of the figures in the entrance - now those are some photos that l'm looking forward to seeing! Over the next few days, we will have the chance to visit the museum properly.

The next clue had you doubling back on your route to the Plaza de la Reina. You could call this the hub of the old town - from here you can take transport links to any other area of the city. Of course, as you saw, it also as, of course, flower garden. There are several cafés and restaurants, as well as, of course, the impressive bell tower at the far end. You had to find a map, hidden close to the large window just inside the bell tower. That was a tough one, so well done all of you.

The last place we visited was the Plaza del Mercado, which is always a favorite. The checklist here asked you to make a token purchase; even an apple or banana would do.

The square is home to one of the oldest markets in Europe, but what is remarkable about it is that, unlike s0 many once - authentic points of cultural interest, it hasn't been modified to cater primarily to the influx of tourists - which also means no inflated prices! lt's still the locals' primary source of fresh food stuffs, and so it remains an authentic Spanish market. We will have many occasions this week to drop by and soak up the atmosphere - as well as indulge in a bit of retail therapy!

I think that brings us up to date. As soon as you've all had the chance to get some rest, we will begin the second half of the treasure hunt. As with the first half, complete your checklists, take photos where required and, of course - don't sabotage the opposition. That means, if you get there first, leave the other team's clue where you found it!

Our next rendezvous will be in three hours, when we will converge with another tour group for some dinner and evening entertainment. Take your time and enjoy the sights; but don't forget to turn up at the assembly point, or I'll have to send out a search party! Remember, tomorrow we'll be back at the Plaza de la Reina, with more information on the history and construction of the area, which we didn't have time to talk about today.

Appendix B

Read and complete the EIGHT tasks below in 30 minutes.

ARE YOU SLEEPING ENOUGH?

1.We've all had restless nights when we couldn't get to sleep -and have suffered the next day as a result. Sleep experts say the average adult requires seven to nine hours of sleep per night; in fact, anything less could harm our health.

NO TIME TO SLEEP

2.In spite of the importance of sleep, many people are not getting enough. For example, Americans sleep one hour less per night on average than they did 20 to 30 years ago. "The dependency on caffeine and the whole Starbucks culture is certainly one proof that our society is sleepier than ever before," says William Dement, a sleep researcher at Stanford University. Sleep is a biological need, much like food and water. lf totally deprived of shut-eye, humans ultimately perish. Yet millions of people are increasingly skimping on their sleep.

3.Why has sleep deprivation become such a big problem? There are a couple of possible reasons. Researchers say that today's sleep deprivation is partly due to modern expectations. These days, consumers expect information, entertainment, and food to be available round-the-clock. One of the results of this 24/7 culture is that consumers stay awake longer and later than they used to. Consequently, workers who provide us with goods and services can't stop working when the sun goes down. In addition, the fast-paced and competitive world of business often rewards employees for arriving at work early and staying late. As a result, many employees are willing to skip sleep in order to impress the boss.

EFFECTS OF SLEEP DEPRIVATION

4.Sleep deprivation can have a significantly detrimental impact on our performance, however. According to Charles Czeisler of Harvard University, staying awake for 24 hours or sleeping only five hours a night for a week is like having a blood-alcohol level of 0.1 percent. That is well above the legal limit for safe driving in most countries. Most people probably wouldn't get drunk before going to work or taking an exam; but if they are sleeping an average of five hours a night, they may be working, studying, driving, and making decisions as though they are intoxicated.

5.Sleep deprivation can result in poor grades or poor performance at work. But in some cases, it can have more dangerous effects. In February 2009, a commuter plane crashed on the way from Newark, New Jersey, to Buffalo New York, killing all 49 people on board and one person on

the ground. An investigation determined that the crash was most likely a result of fatigue. The copilot, and probably the pilot, had slept very little the day before the crash. Not surprisingly, sleep deprivation is linked to car accidents, too. The U.S. Institute of Medicine reports that almost 20 percent of car accidents happen because drivers are sleepy,

6.Sleep deprivation can be a particularly grave problem in the medical profession. In 2007, Czeisler researched the habits of 2,700 first- year medical residents. Most of these residents worked for extremely long periods, some working 30-hour-long shifts twice a week. Many admitted that fatigue had had severe consequences on their performance and treatment of patients. Twenty percent of residents acknowledged making fatigue-related mistakes that led to injury of a patient. Five percent confessed that lack of sleep caused them to make a mistake that resulted in a patient's death.

7.We all know that we need sleep, but sleep deprivation continues to be a widespread problem around the world. Studies show that one in five adults suffer from daytime sleepiness. Among those aged 18 to 34, 50 percent say that daytime sleepiness interferes with their daily work. To many, the ability to function without much sleep is something to brag about. However, sleep is crucial to our well-being and our performance. It may be time to wake up and change our perspective on sleep.

brag: v. to talk about your achievements in a boastful or proud way

detrimental impact: adj. damaging or harmful effect

exhaustion: n. a state of extreme physical and/or mental tiredness

grave: adj. very serious

medical residents: n. medical school graduates undergoing on the-job training

Task 1: Use these words from the passage to complete the paragraph below.

According to sleep experts, sleep is _____ for our health and performance. When we don't get enough sleep, we are more likely to get sick and make mistakes. Sleep is especially important for people who work in the _____ field. Doctors and nurses often work long hours. When they are sleepy, they might accidentally _____ a patient or even cause a patient's death. Even though most people know that sleep is important, they continue to deprive. themselves of it. This is why it's important to_____ that lack of sleep is a significant problem. The _____ of sleep deprivation are just too serious to ignore.

Task 2: Circle the words that are closest in meaning to the words in Bold. Some. items have more than one answer.

1. institute

a. team b. class c. organization d. classroom

2. investigation

a. research b. examination c. lawsuit d. problem

3. legal

a. criminal b. difficult c. lawful d. allowed

4. ultimately

a. finally b. quickly c. eventually d. realistically

5. apparently

a. factually b. seemingly c. certainly d. enthusiastically

Task 3: Read the first sentence of a summary of the reading passages. Complete. the summary by choosing the two sentences from the list that state the most important ideas in the passage.

Even though sleep is very important, many people these days are not getting. enough.

_____ Some animals sleep up to 18 hours a day.

_____ Modem 24/7 culture is causing more people to suffer from a lack of sleep.

_____ In February of 2009, a commuter plane crashed on its way from Newark,

New Jersey, to Buffalo, New York.

_____ Studies show that sleeping for at least eight hours after studying helps. students remember what they've learned.

_____ Researchers are learning how sleep deprivation can have a significantly negative effect on performance.

_____ Exercising on a regular basis can help people sleep better, but. exercising right before bedtime can make it difficult to fall asleep.

Task 4: What are some of the reasons for and effects of sleep deprivation?

Complete the summary with information from the reading.

Reasons for sleep deprivation **24/7 expectations**
Culture people want _____, _____, _____ 24 hours a day
Business employees rewarded for _____

Effects of sleep deprivation **Poor performance**
School lower _____
Work _____ and drivers cause more fatigue- related _____; medical residents make more _____

Figure 2. Reasons and Effects of Sleep Deprivation

___ 1. totally deprived of shut-eye (para. 2)	a. suffering from complete lack of sleep
___ 2. skimping (para. 2)	b. understanding something in a different way
___ 3. round-the-clock (para.3)	c. not doing or getting as much as you should
___ 4. intoxicated (para.4)	d. very probably
___ 5. most likely (para. 5)	e. all day; 24 hours a day
___ 6. fatigue (para. 5)	f. affected by alcohol or drugs; drunk
___ 7. change our perspective (para.7)	g. a feeling of tiredness

Figure 3. Vocabulary Matching Exercise: Definitions for Selected Words and Phrases

Task 5: Find statistics in the passage to answer each question.

According to the reading, what percentage of …

1.Adults feel sleepy during the day? _____

2.Younger adults feel that sleep deprivation affects their work? _____

3.Medical residents say that sleepiness led to the death of a patient? _____

4.Car accidents occurred because of tired drivers?

Task 6: Find these words and phrases (1-7) in the reading on pages 26-29. Match. each one with the best definition (a-g).

Task 7: Which attitude in the below do you think is most appropriate to the author?

A. approval B. positive C. indifferent D. suspicious

Task 8: Use the chart to analyze three of the writer's claims. Are the writer's claims supported with quotes, statistics, or information from or about experts? Please check the appropriate source.

Claim	Quote?	Stat?	Expert?
Americans are sleeping less than they used to.			
Sleep deprivation is partly due to a 24/7 culture.			
Sleep deprivation can be deadly.			

Figure 4. Claim Analysis Chart: Evaluation of Writer's Claims with Supporting Evidence

Appendix C

Part 1 Introduction and Interview (4-5 minutes)

[This part of the test begins with the examiner introducing himself or herself. and checking the candidate's identification. It then continues as an interview.]

Introduction: My name is … What's your name? How did you come today? How do you feel today? etc.

Interview: Now, let's talk about your future.

–How long have you lived in this city? Would you like to live somewhere else one day?

–Why are you learning English? Do you expect to use English in the future job?

–What types of job do you think you will look for in the future?

Part 2 Individual Presentation (1 minute prepare & 3 minutes speak)

Examiner sets the topic and suggested points; candidate can make notes on. offered white board in 1 minute and then deliver it.

topic: Talk about a dish you enjoy eating or making.

suggested points:

You should say:

what it consists of on what occasions you eat it

how popular it is and say why you prefer this dish to other dishes.

Part 3 Expanding Talk (4-5minutes)

Candidate is required to give his or her opinion on different aspects of the topic in interview.

Interviewer: In your country, are there any specific dishes that are unique to a particular region?

How do you think the climate influences cuisine in some countries?

What is traditional dish at weddings in your country?

What is more important, meal-time tradition or the food we eat?

How does home-cooked food compare to restaurant food?

Which do you prefer, home-cooked food or restaurant food?

What people enjoy about eating out?

How important is it that families find time to eat out together?

Speaking Marking Scale.

Band Score	Skill Level	Contents
0	absent	The candidate did not take the test.
1	Non-user	Unintelligible pronunciation, inaccurate grammar, few simple vocabulary, broken expression, understand a little in conversation
2	Limited user	Heavy accent, frequent repetition, significant mistakes, few sentence patterns to prevent communication, limited vocabulary, slow speed with interruption, understand only simple topic
3	Intermediate user	Some mispronunciation with foreign accent leads to misunderstanding, some major mistakes in patterns lead to occasional misunderstanding, limitation of vocabulary in professional topics, some uncompleted sentences, understand careful and simplified speech with repetition
4	Good user	Occasional mispronunciation with foreign accent does not lead to misunderstanding, occasional mistakes in patterns do not lead to misunderstanding, adequate professional vocabulary, discuss without technical topics, some rephrasing and groping in speech, understand well in conversation with a few repetition.
5	Advanced user	No obvious mispronunciation, with trace of foreign accent; no failure in patterns, abundant professional vocabulary to cover general topics and complex social problems, smooth and effortless speech , not spontaneous like a native speaker; understand normal speech except for fast and colloquial items.
6	Native user	Native pronunciation, almost no mistakes in patterns, accurate and extensive vocabulary of an educated native speaker, smooth and effortless speech as a native speaker, understand formal and informal speech.

Figure 5. Speaking Marking Scale.

Appendix D

Writing Task 1

You are allowed 20 minutes on this task, write at least 120 words.

The Graph 1 shows the reasons why international students did not exercise according to a survey in EAP 5 in 2021. Graph 2 shows places of exercise of international students. Graph 3 demonstrates the levels of importance of exercise of international students.

Summarize the information by selecting and reporting the main figures and make comparisons where relevant.

Writing Task 2

You are allowed 30 minutes on this task.

Some people believe that social networking sites are not doing enough to protect users' privacy. However, others believe that it is not the responsibility of the sites; instead, users should be more careful about what they make available online.

Discuss both views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write at least 200 words.

Writing Task 3

You are allowed 10 minutes on this task.

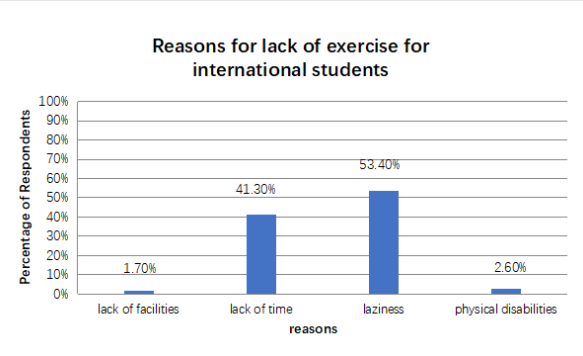
Write about the following topic:

When people migrate to other countries, they tend to search for and forge close bonds with people of the same nationality. Why do you think this happens?

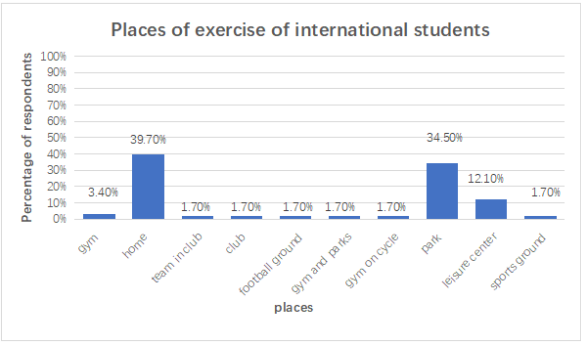
Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write at least 100 words.

Writing Marking Scale

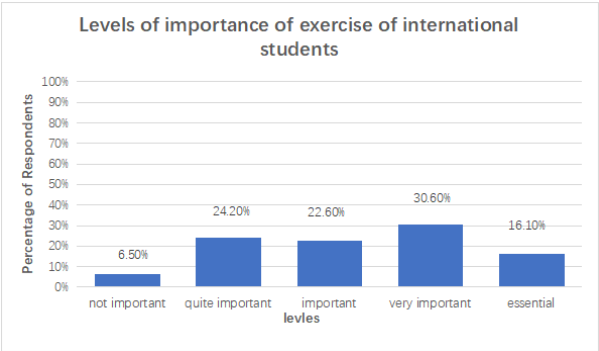
Scoring Guide



Graph 1



Graph 2



Graph 3

Figure 6. Data Summary Chart: Key Figures and Comparative Analysis (Graph 1 - Graph 3)

Criterion	Score:0
Grammar	absent
Vocabulary	absent
Mechanics	absent
Fluency	absent
Form	absent
Intelligibility	absent

Criterion	Score:1 (non-user)
Grammar	severe grammar and pattern mistakes
Vocabulary	extremely limited vocabulary
Mechanics	severe spelling and punctuation errors
Fluency	completely misused vocabulary and structure
Form	severe lack of organization
Intelligibility	impossible comprehension

Criterion	Score:2 (limited user)
Grammar	very frequent grammar and pattern mistakes
Vocabulary	very limited vocabulary
Mechanics	very frequent spelling and punctuation errors
Fluency	partly misused vocabulary and structure
Form	lack of connections between clear individual points
Intelligibility	often understand on reader 's own interpretation

Criterion	Score:3 (intermediate user)
Grammar	frequent grammar and pattern mistakes
Vocabulary	limited vocabulary
Mechanics	frequent spelling and punctuation errors
Fluency	occasional misused vocabulary and structure
Form	a little connections in organization
Intelligibility	obscurity in comprehension

Criterion	Score:4 (good user)
Grammar	fairly frequent grammar and pattern mistakes
Vocabulary	Inadequate vocabulary
Mechanics	Fairly frequent spelling and punctuation errors
Fluency	Some inappropriate vocabulary and structure
Form	Some lack of organization
Intelligibility	occasional re-reading for full comprehension

Criterion	Score:5 (advanced user)
Grammar	some grammar and pattern mistakes
Vocabulary	occasional inappropriate terms
Mechanics	occasional spelling and punctuation lapses
Fluency	occasional lack of consistency
Form	well organized, clear transition
Intelligibility	no hindrance to comprehension

Criterion	Score:6 (native user)
Grammar	few grammar and pattern mistakes
Vocabulary	appropriate use of vocabulary and idiom
Mechanics	few spelling and punctuation lapses
Fluency	consistently appropriate structure and ease of communication
Form	highly organized, clear transition
Intelligibility	full comprehension

Figure 7. Writing Marking Scale

Scoring Table

Criterion	Score:0	Score:1	Score:2	Score:3	Score:4	Score:5	Score:6
Grammar							
Vocabulary							
Mechanics							
Fluency							
Form							
Total							

Figure 8. Scoring Guide