National Foundation for Educational Research

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Inventory of Language Certification in Europe

A Report to the European Commission
Directorate General for Education and Culture

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March 2006

Acknowledgements

We would like to thank the individuals and organisations mentioned below.

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1   Introduction

This report is one of the products of the *Inventory of Language Certification Systems in Europe* project. The second main product is a searchable online inventory on the website of the European Commission.

This project had several information-gathering phases. The first was the identification and collation of e-mail addresses of language schools and language teaching organisations across Europe. This resulted in a database of approximately 3000 addresses. After these contacts had been collated, an e-mailed invitation was sent to complete an online questionnaire which was hosted on the NFER website, with a request to pass on the invitation to appropriate colleagues. The questionnaire was available in English, French, German and Spanish and was online from April to June 2005, with reminders sent to those who did not complete the questionnaire. The results of this questionnaire are described in Chapter 3.

In a concurrent information-gathering phase, the languages in which certificates should be sought were decided, and the names of certificates in these languages and of certificate providers were researched. This was done initially through information already available to the team, through websites such as that of the Association of Language Testers in Europe (ALTE), and through other web searches. This stage was ongoing, with more providers being added to the provider database, and more contacts made, as additional information was received. This additional information came from responses to the online questionnaire, through the UK's Eurydice unit which is based at NFER, and through other contacts. The project team also spent time trying to find out about certificates in languages where no providers had been found, but there remained some - particularly regional or minority languages - where this proved impossible.

The providers who were identified were asked to complete questionnaires which asked for information on various aspects of their certificates, and were also invited to send other relevant information such as reports or sample test papers. This request was eventually sent to fifty-nine institutions, and after a period of reminders, responding to queries and clarification of details, discussions with some providers in person, and the assistance of ALTE, information was eventually received from forty-one of these providers. For the remaining fifteen, there was either no response from the provider despite several attempts to contact them through different channels, or information was promised but not sent, or the provider declined to send any information. However, it was possible to find current details of the names and levels of the certificates of six of these providers from their websites, and these were added to the database.

The information received was translated where necessary, was analysed, and some of the information was added to the inventory database. This is used as the basis of an online searchable resource, which has been developed by NFER, and will be hosted on the European Commission website. The searchable inventory, which is described in more detail below, has been translated from English into French, German and Polish. It contains nearly 300 certificates in 27 languages, and will be the first time to our knowledge that such a comprehensive list of language certificates and descriptive details has been available in Europe.

While some of the information from providers is used in the online inventory, much of it is discussed in this report. In particular, reported procedures of test development and quality control are discussed in Chapter 4.

As well as analysing the information obtained by the research procedures mentioned above, the project team identified and examined various reports and documents which are referred to in the current report. In particular, Chapter 5 discusses *the Common European Framework for Languages* and reviews methods used by providers to link their certificates to the reference levels of this framework.

The final source of information for this report was the Eurydice network. As mentioned above, Eurydice units were one of the sources of information on certificates to be added to the database. They were also asked for information on the use of certificates in their countries, and this is reported in Chapter 2.

1.1   Aims and background

The Action Plan *'Promoting Language Learning and Linguistic Diversity'* was published as a European Commission Communication on 24 July 2003. Its aim was to continue the momentum which had been created during the European Year of Languages in 2001. It looked ahead to the increased need for foreign language skills which would be created by the enlargement of the European Union, and was based on the results of an extensive consultation exercise conducted by the European Commission. The consultation identified a number of concerns regarding the position with foreign languages, one of which was the need to increase the transparency and portability of certification in the languages of Europe.

A second relevant development in recent years was the publication of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF), in 2001. This framework aims to provide a basis for planning and describing language learning and teaching, and divides language skills into six levels which can be used to describe and compare tests. These levels are A1, A2, B1, B2, C1, and C2, with A1 representing the lowest level of proficiency, and C2 the highest. More details of the CEF reference levels are in Chapter 5 (section 5.1). A Pilot Manual for relating examinations to the Framework followed in 2003, and the result has been both research directed towards investigating the comparability of tests or the validity of assignment of CEF levels to tests, and a widespread use of CEF levels as a convenient way of describing levels of language learning, even though this may not necessarily be accurate in all cases.

The National Foundation for Educational Research (NFER) was contracted by the European Commission to carry out a study to construct an Inventory of Language Certification Systems in Europe. The overall aim, as stated in the Terms of Reference, was:

> *… to provide the Commission with practical information and analysis constituting a broad survey of the situation 'on the ground' in Europe in this field, upon which it can base future policy proposals and developments.*

Towards, this aim, the following areas or questions were to be covered by the study.

An inventory, an analysis and a comparison of the main systems for certifying language competence that are available at present in the European Union (other than within national education and training systems). In so far as information is available, the analysis and comparison should cover at least the following questions:

a) Who provides such certification and in what Member States do they operate?

b) What certificates are available from each provider (for example: the language(s) tested, levels of the Common European Framework for which there are certificates available, skills and sub-skills tested; any specific purposes for which certificates are designed)?

c) What is known about the quality of these products? (for example: issues of validity, face validity, reliability; existence of code of practice or ethical statement, internal / external evaluation of system and procedures, qualifications and training of testers / raters and their trainers).

d) How do these compare, so far as the customer is concerned? (for example: availability of information about the certification system, user-friendliness of tests and of certification system as a whole, convenience of test arrangements, cost of tests, cost of certification).

An description and analysis of the context in which certification systems currently operate in the European Union, covering such aspects as:

e) the extent to which language learners use external certification of language skills;

f) the extent to which external certification systems are used within formal education and training systems;

g) supply and demand: the extent to which language learners in Europe have a choice of certification system for any given language or level of skill; the factors which affect this choice;

h) the ease with which a language learner can obtain information to compare adequately one certificate (of the same target language) with another;

i) any measures that could be taken to further enhance the availability, userfriendliness, usefulness, transparency and portability of language certification.

1.2   An inventory of certificates and providers

Elements of the inventory were required to be made available in a format suitable for use by language learners and other users of certificates. To this end, a searchable online inventory has been developed by NFER, and will be available on the European Commission website. As outlined above, the database which forms the basis of this inventory was developed as a result of extensive research and contacts with certificate providers, since the aim was that the information should be as recent and as accurate as possible. Certificates from forty-seven providers are included in the inventory, and forty-one of these supplied details. Where information could not be obtained directly from providers, only the names of certificates, the levels if available, and the providers' website are in the inventory. If no information was received, and none was

available from any other source, the certificates were not included, since there was no evidence that the information available to the project team was correct.

The inventory gives information on nearly 300 certificates in 27 languages, and has been translated into French, German and Polish. It is a unique resource which is potentially of great use for learners, teachers, employers, educational institutions, researchers and any others who have a need to find out about certificates available in a particular language, or to compare certification in more than one language.

The following information on each certificate is included in the online inventory:

- level(s);

- the language skills and knowledge assessed;

- the countries where tests can be taken;

- the total number of testing centres;

- the approximate waiting time for candidates to receive test results;

- the type of result given to candidates (grades, scores etc.);

- the number of candidates in 2004;

- the current entry fee (in euros);

- uses or recognition of the certificate;

- contact details for the certificate provider (this is the provider's website where available).

The current report presents and discusses the remaining aspects of the Terms of Reference.

1.3 Methodology

The brief was that the study should cover all twenty-five states of the European Union, plus the EEA states (Iceland, Liechtenstein and Norway), and candidate countries which participate in the Socrates and Leonardo programmes (Bulgaria, Romania and Turkey). In these thirty-one countries, a total of thirty-seven national or regional languages were identified which might potentially have certificates which could be included in the study. Certificates to be included were those which are available to adults and young people from any country, not those which form part of a country's education system and are taken solely or mainly by its own citizens. So, for example, a certificate in a national language which has been developed by a government to assess the language skills of foreigners coming to the country would be within the scope of the study, while exams in foreign languages which are learnt within a country's education system would not.

Enquiries were made to the Eurydice network to identify certificate providers, and to gather information on the uses of certification in each country. Eurydice contacts were asked to supply the contact details of providers of certificate in the language(s) of

their country, and also to supply information on the use of foreign language certificates in their country. They were also asked about the uses and recognition of certificates, both in the language(s) of their country and in foreign languages.

The certificate providers identified by the Eurydice network or through other channels such as internet sites were contacted and asked for information. In the final online inventory, there are nearly 300 certificates, from forty-eight certificate providers, covering certificates in twenty-seven languages. Of these providers, forty-one supplied information on their certificates. Some of this information is reported in the online inventory, while some is reported and discussed in the present report.

As explained above, certificates from some providers who did not provide information were included in the online inventory for the sake of completeness, with just the names of the certificates, and contact details for the provider, where these details were available. This additional information was sought, in particular, for providers who produce a large number of certificates, and for providers of certificates in languages which would otherwise not be represented in the inventory.

The languages which are represented in the inventory and in this research report are Basque, Bulgarian, Catalan, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Luxembourgish, Norwegian, Polish, Portuguese, Russian, Slovak, Slovenian, Spanish, Swedish, Turkish and Welsh. For the other languages, either there is definitely no certificate which fit the definition of this study, or it was not possible to find one. Of the ten languages for which no certificates were found, four are national languages of countries included in the study (Czech, Icelandic, Maltese and Romanian). The others were regional languages. There are no publicly available certificates in Maltese or Icelandic. There is a national system of certification in Czech, but individual language schools develop their own tests following centrally-agreed specifications. No information was found on certification in Romanian.

A complete list of the certificates included can be found in the tables in Appendix C.

To investigate the views of teachers and learners, an online questionnaire was developed and sent to language schools and other organisations throughout the countries in the study. Approximately 3000 invitations to complete the questionnaire were sent by e-mail, and recipients were asked to pass the questionnaire on to others who might be in a position to complete it.

1.4   Structure of the report

In the following chapter, the uses and recognition of certificates are described, including recognition for study and for citizenship. This is followed in Chapter 3 by a report on the results of the online questionnaire which was sent to language schools and other organisations. Chapter 4 discusses various aspects of test development and quality control, followed in Chapter 5 by a description of methods used by providers to assign levels of the Common European Framework. The final chapter of the report summarises the information relevant to each of the questions or issues outlined in the Terms of Reference (see 1.1 above). This final chapter also makes recommendations for possible future developments in language certification in Europe.

2 Uses of language certification

An important aspect of the Terms of Reference is to provide:

An description and analysis of the context in which certification systems currently operate in the European Union.

All of the current report describes the context of certification in Europe to some extent, but this chapter addresses in particular the different uses which are made of certificates, the amount of choice which users have, the extent to which certification is used, and the costs of certificates.

The information on the use of certificates which is described in this section originates partly from information received from the Eurydice network, and partly from the information given by providers themselves. The intention in this chapter is not to attempt to provide a detailed description of all uses of all certificates. There are nearly three hundred certificates included in the inventory, and it is beyond the scope of this chapter to describe their uses and recognition in all thirty-one countries in detail. Rather, the intention in this chapter is to give an overview of the different ways in which language certification of the type discussed in this study is used and recognised in various countries. More specific information on the recognition and uses of individual certificates is given in the online inventory.

2.1 State recognition of certificates in national languages

Information on recognition and uses of certification in the national languages of their country, and in some cases also in regional or minority languages, was obtained for all of the countries included in this study except Liechtenstein, Romania, Slovakia and Cyprus, for which no information was found. There are no publicly available, or state recognised certificates in Icelandic or Maltese. In Malta, English language certification is often used, especially for study purposes. In the Czech Republic, there is no certificate in the sense of a single assessment from a central provider, but there is a state language examination at levels which are centrally specified, and state language schools develop their own tests to assess students against these levels.

In the countries for which information was obtained, there is a wide variety of approaches to state recognition of language certificates. Some certificates are developed directly by government institutions or are funded by the state but developed by other institutions such as universities, and have official status. This is most likely with less commonly learnt languages. In some cases, such certificates have a specific purpose, such as fulfilling the language requirements for applicants for citizenship. This is the case with the Latvian Language Test for Applicants of Latvian Citizenship (Latviešu valodas prasmes parbaude Latvijas pilsonibas pretendentiem) developed by the Republic of Latvia Naturalisation Board (Latvijas Republikas Naturalizācijas pārvalde), which is a requirement for citizenship in Latvia. In other cases, language assessments provided by state bodies have more general purposes. For

example, in Estonia the National Examination and Qualification Centre (Riiklik Eksami- ja Kvalifikatsioonikeskus) has certificates in Estonian at three levels, and these are used for various purposes, including applications for work and for citizenship.

There are some situations in which a certificate in a minority or regional language may be used both for assessing nationals of the country who may have a different first language, and to assess the language skills of people from other countries. This is the case with the test of Basque (Euskararen Gaitasun Agiria) developed by the Basque Government, or the Welsh tests developed by the Welsh Joint Education Committee (Cyd-Bwyllgor Addysg Cymru). In Ireland, a certificate in Irish was available for the first time in 2005 from the Language Centre at the National University of Ireland, Maynooth. It is probable that this certificate will also be taken both by nationals whose first language is English, and by people from other countries.

For some other languages, particularly those which are more widely learnt, there are many certificates or certification systems available, rather than an official state certificate. There may be a system of state recognition of certificates from a variety of providers, and the use and recognition of certificates can be complex. This is the case with English in the United Kingdom, where there is a system of government accreditation of qualifications which includes certification of English language proficiency. In England, the Qualifications and Curriculum Authority is responsible for such accreditation, and the majority of the certificates in ESOL (English for Speakers of Other Languages) which are recognised are those which have been developed in connection with the government's Skills for Life initiative, which aims to address the needs of adults to improve their basic skills. These certificates are available from several providers who have to follow approved specifications. This does not mean that certificates without this accreditation are unrecognised by institutions or employers in the UK, rather that the Skills for Life certificates have particular uses connected with funding of learning, and government targets for improving adult skills.

State recognition of certificates in national languages for foreign or second language learners clearly varies in the countries in this study, from situations where there is one state-sponsored certification system, to ones where a variety of certificates may be given accreditation.

2.2 Use of foreign language certificates from other countries

In some of the countries included in the study, foreign language certificates provided by institutions outside the country are officially recognised, and may be used within the education system. In others, only qualifications which originate from providers in the country are used within schools or tertiary education.

Countries for which information was found that external certificates are used were Hungary, Austria, Italy, Malta, the Netherlands, Latvia and Estonia. In Poland, language certificates from other countries were used as part of the Matura school-

leaving examination until 2005, but these have now been replaced by certificates developed in Poland.

The country which appears to have the most extensive and well-developed system of official recognition of foreign language certificates is Hungary, where the Centre for Language Examination Accreditation (Nyelvvizsgáztatási Akkreditációs Központ – Nyelvvizsga Akkreditációs Testület) is responsible for accreditation both of qualifications from Hungary and those from providers based outside the country. There are some certificates in English, German and French from providers in other countries which are accredited, and others in these languages and in Dutch, Italian and Spanish which are recognised, but where an additional examination needs to be taken in Hungary for full accreditation. These certificates can be used to fulfil the compulsory requirements for foreign languages in secondary schools, and also the foreign language requirement which students in higher education need to fulfil before they can obtain their qualifications.

No other country appears to have such extensive use within its education system of certificates from providers outside the country. There are, however, other countries where a external foreign language certificates are used within the educational system, even though the number of officially recognised certificates is not as large as in Hungary. In Austria, there are certificates in English, French, Italian and Spanish which are recognised by employers, and can be taken by those attending technical or vocational secondary schools. These are particular certificates of technical or business language, provided by Cambridge ESOL, the Chambre de Commerce et d'Industrie de Paris, the Centro Linguistico Italiano Dante Alighieri, and the Instituto Cervantes. In Italy, external certification is used within both secondary and higher education, with course credits given to those who pass recognised language certificates. In the Netherlands, schools are free to make their own decision on whether to use external language certification, and some schools do so.

In both Latvia and Estonia, Das Deutsches Sprachdiplom Stufe II der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (DSD) is used for certification of German, and Latvia is currently investigating the possible use of external English lanaguge certification.

Finally, in Malta, qualifications from the United Kingdom are used within the educational system. These are mainly those which are developed for use within the UK's state education system. The extent of use of foreign language certificates which are among those covered by this report is not known.

The countries where information was received that there is definitely no official use of external certification within the educational system were Finland, Iceland, Norway, Spain, Sweden and the United Kingdom. In these countries, the only qualifications officially available to students are those which are developed in their own country, within their own educational system.

No information was found for the other countries included in this study, so it is possible that there may be some additional use made. It appears, though, that most countries do not make extensive official use of external language certificates within their education system.

2.3   Uses of language certificates for study

The requirements for language proficiency for entrants to university vary. In some countries, there is one examination in the language which all entrants to university must pass. More commonly, there is a range of qualifications which are accepted as proof of language proficiency, while some universities may set their own examinations which applicants must pass, sometimes on completion of a preparation course.

2.3.1 Certificates for study purposes

For the more commonly learnt languages, there are certificates available which have the specific purpose of assessing the skills needed for study, and these generally cover a range of levels, which means that institutions are able to specify the score or level required, depending on course or institutional needs. This is the case, for example, with the IELTS test for English (International Language Testing System), the TestDaf for German (Test Deutsch als Fremdsprache) and the TCF for French (Test de connaissance du français).   These tests are available in many centres around the world, and have many entrants every year. In 2004, there were more than half a million entries for IELTS, nearly 9000 for the TestDaf, and nearly 30000 for the TCF.

There are also some certificates in less commonly learnt languages which have been developed for the specific needs of higher education, mainly in one country. These are more likely to be described in terms of a single level. For example, the TISUS (Test i svenska för universitets- och högskolestudier), developed by Stockholm University, is described as at C1 level of the Common European Framework, as is the Studieprøven from the Danish Language Testing Consortium (DLTC).

There are many other certificates which have more general purposes, but are also described as being accepted as proof of language competence by higher educational institutions. For example, for German, both the Zertificat Deutsche and the Zertificat Deutsche Plus from WBT (Weiterbilduns-Testsysteme GmbH) are described by the provider as being widely recognised in many countries for various purposes, including university entrance, as is the Zentrale Mittelsufenprüfung (ZMP) from Goethe Institut. In Slovenia, the two higher level certificates of the Slovenian Language Exam (Izpit iz znanja slovenščine na srednji ravni) from the University of Ljubljana are used for study purposes as well as for employment and citizenship.

2.3.2 Requirements for study in different countries

Policies relating to the entry requirements for foreign applicants to higher education vary, as does the amount of autonomy which institutions have to set their own requirements.

There are some countries where universities are free to set their own language requirements, and applicants do not necessarily have to pass a particular certificate.

This is the case in Belgium, Bulgaria, the Czech Republic, Finland, Iceland, Latvia, Poland and Estonia. In Poland, the newly-introduced State Certificate in Polish as a Foreign Language (Certyfikat znajomości języka polskiego) is recognised by universities, so its use for this purpose may increase. In the Czech Republic, there is no single certificate in the Czech language, but there is a state-regulated system of examination by language schools, so this is presumably available as a method of certifying proficiency for study for those institutions which do not set their own language entry examinations. In Iceland, there is no certificate in Icelandic available, but institutions of higher education run language courses which are presumably internally assessed. Some higher education programmes in Iceland use English as the language of instruction, but it is not known whether a certificate in English would be needed as proof of proficiency. The only certificate available in Latvian is specifically for the purpose of citizenship, and universities assess Latvian language skills themselves. In Bulgaria, some other universities accept the certificates awarded by the University of Sofia. In Belgium, a range of languages is used in higher education, so language requirements vary accordingly. In Finland, some universities set their own language examinations.

In other countries, there are certificates which are either officially recognised or commonly used as proof of language proficiency for study, although specific requirements may vary according to institutions and courses. This is the case in Austria, Italy, Spain, Greece, Hungary, Germany, France, Malta, Ireland and the United Kingdom.

A third group of countries contains those where there is one specific certificate in the national language which is accepted by all or most universities. Countries in this group are Sweden, Turkey, the Netherlands, Denmark and Slovenia.

A final aspect of language proficiency in higher education is that, depending on the particular course, universities in some countries may require proof of proficiency in another language, most commonly English, either instead of, or in addition to, the national language.

In the remaining countries in this study, either no information was obtained, or the recognition of certificates for applicants to higher education is unclear. This was the case with Cyprus, Liechtenstein, Lithuania, Luxembourg, Norway, Portugal and Romania.

2.3.3 The proficiency level required for study

There is no common agreement on the level of language proficiency needed for higher education. However, some indications of a consensus can be identified by comparing the levels of certificates which are accepted for university study. It appears that, in terms of the Common European Framework, the required minimum level is most commonly either B2 or C1. In the United Kingdom, for example, the Universities and Colleges Admissions Service (UCAS), which is the centralised body for admissions to higher education, lists more than thirty possible English language certificates which may be accepted as proof of language proficiency for applicants whose mother tongue is not English. The lowest level of these certificates is at Level 1 of the National Qualifications Framework, which has been estimated to correspond to level C1 on the

CEF (DfES 2003). In Germany, where there is also a range of acceptable proof of language proficiency, the certificates accepted are at levels B2 or C1 of the CEF. In countries where there is one common language certificate for entry to higher education, the level of the certificate is reported as B2 in the Netherlands, Denmark and Slovenia, and C1 in Sweden.

There were no reports of any certificate which is recognised for entry into higher education which is estimated to be lower than level B2.

Clearly, proof of proficiency for higher education is a major use of language certification. As reported below in Chapter 3, the need for proof of proficiency for study purposes was one of the reasons given for choosing to take a certificate. With the enlargement of the European Union, the number of young people wishing to study in another country has increased and is likely to continue to do so. This is an important aspect of European mobility, in which certification is likely to continue to have an important role.

2.4 Citizenship

Regulations on application for residence, citizenship or naturalisation are complex, and the full scope of the laws applicable is beyond the scope of this study. What is, however, of relevance to this study is the extent to which there are language requirements in such regulations, and in particular, the extent to which the certificates discussed in this report play a part in satisfying these requirements.

Bulgaria, Finland, Latvia, Estonia, the Netherlands, Slovenia, Greece, Germany, and the United Kingdom are examples of countries which have language requirements of some type for those who wish to apply for citizenship, which involve certification or formal assessment as either one way or the only way of meeting the requirement. These requirements often do not apply to those who are eligible for citizenship because of birth, marriage or family connections, or those who are elderly or are in some other way considered unable to satisfy the requirement. The Czech Republic also has a language requirement, but this consists of a formal interview in which knowledge of the Czech language must be demonstrated. In Hungary, while there is no formal language requirement, applicants for naturalisation must take a test on the Hungarian constitution which requires a good knowledge of Hungarian.

The only one of these countries which appears to have a single method of proving language proficiency is Latvia, where applicants for naturalisation need to pass the examination set by the Latvian Naturalisation Board. In other countries, while a particular certificate is recognised as proof of the required level of proficiency, other evidence may also be accepted. However, complete information has not been identified for all countries on all the other types of proof of language proficiency, apart from formal certificates, which might be accepted.

In Bulgaria, the Standard Test of Bulgarian as a Foreign Language (STBFL) from the University of Sofia is accepted as proof of language proficiency, although it is not clear whether this is the only evidence which would be accepted. In Slovenia, similarly, the basic level of the Slovenian Language Examination (Izpit iz znanja slovenščine na osnovni ravni) can be used as evidence of language proficiency for

naturalisation, but it is possible that other types of evidence may also be used. Estonia is another country where applicants for citizenship need to show that they have knowledge of the national language. The certificate in Estonian (Eesti keele oskuse tunnistus) awarded by the National Examination and Qualification Centre (Riiklik Eksami- ja Kvalifikatsioonikeskus) is recognised for this purpose, although it is again not clear whether other evidence is accepted and, if so, the form this may take.

In Finland, there are several methods of demonstrating language proficiency for naturalisation, and a choice of two languages – Finnish or Swedish. Either the highest level of the National Certificate of Language Proficiency (Yleiset kielitutkinnot - Ylin taso) or the lowest level of the Civil Service Language Proficiency Certificate (Valtionhallinnon kielitutkinnot), are accepted as evidence. Both are awarded by the Finnish National Board of Education (Opetushallitus). In addition, applicants can complete the mother tongue school Basic Education syllabus, or can have their language proficiency informally certified by a person who is qualified as an examiner for the Opetushallitus certificates.

All newcomers to the Netherlands are required to attend courses to help them integrate into Dutch society, and language learning forms part of these courses. They are required to reach a level on the national languages framework which is judged suitable for vocational education or unskilled jobs, and need to produce a certificate to show that they have reached the required level. One method of doing this is by taking the NT2 State Examination (Staatsexamen NT2) which is developed by Citogroep, although other evidence may be accepted.

In Greece, the Certificate of Attainment in Greek from the Centre for the Greek Language is the official state-recognised language examination. One way of proving language proficiency for citizenship, for those who are not exempt from the requirement, is to pass the level 2 examination for this certificate.

In common with most of the other countries mentioned in this section, applicants for citizenship in Germany have a choice of methods available to them to prove that they have the necessary language skills in German. One method is by passing the Zertificat Deutsch, which is awarded by both the Goethe Institute and by Weiterbilduns-Testsysteme GmbH (WBT).

In the United Kingdom, new regulations have been introduced from November 2005. Applicants for naturalisation need to have proficiency in the English language, but this is linked with learning about citizenship in a similar way to that described for the Netherlands. If someone is judged, or judges themselves, to have reached the national level of Entry 3 for English for Speakers of Other Languages, they are required to pass a citizenship test. If their level of English is below this, they are required to take a language course which contains course content which deals with citizenship. One way of satisfying the language requirement is to gain a Certificate in ESOL Skills for Life at any level. This certificate is available from several UK providers.

As well as presenting the language certificate with their application for naturalisation, applicants in the UK need to present evidence that they have attended a course which covers citizenship content. Other proof of language skills may also be accepted, and it is also possible to satisfy the language requirement in Welsh or Scottish Gaelic

instead of English, although this is less common, and there is as yet no formal route by which this can be done. It is yet to be seen how this somewhat complex system will work in practice, and in particular, how the need for proof of language proficiency will interact with the need to prove knowledge of life in the UK.

As with the requirements for study discussed above, some indications of the level of language proficiency considered necessary for citizenship can be obtained either by looking at the levels at which providers describe their certificates, or by consideration of the stated equivalencies between national levels and the Common European Framework. In the case of the United Kingdom, the Entry 3 level above which applicants take a citizenship test, rather than taking a language course, is considered by the Qualifications and Curriculum Authority to be equivalent to B1 on the CEF. In Finland, Germany, Greece, Latvia, and the Netherlands, the tests which can be used are at B1 level. In Slovenia, the basic level of the Slovenian Language Examination (Izpit iz znanja slovenščine na osnovni ravni) is described as A2-B1 level on the CEF. The lowest level certificate in Estonian (Eesti keele oskuse tunnistus) is described by the provider as 'A2+'.

It does, therefore, appear that B1 level on the CEF corresponds most closely with the level which is considered necessary for citizenship in those countries which have language requirements. It is also clear that the extent to which formal certification is required varies. Some of the certificates discussed in this report can be used for this purpose, but other forms of evidence are commonly accepted.

2.5   Extent of certification

Among the terms of reference was investigation of *the extent to which language learners use external certification of language skills*. This has been addressed by asking providers to give the number of entries for their certificates. This can give a general indication of the extent to which each certificate is used, although providers were not asked to give a detailed breakdown of these figures for each of the countries covered by this study. It was felt that this request would be asking too much of providers, and many might not be able to do this in the time available. This could have had a negative effect on the rate of response from providers.

The tables in Appendix C show the information which was supplied by providers on the number of entries for their certificates in 2004. Some providers did not supply this information, while some others gave only combined figures for entries for all their certificates. It should also be noted that the figures given are for entries worldwide, not necessarily just in the countries included in this report, and that the larger certificate providers have examining centres in many countries. Information on the countries where certificates can be taken is in the online inventory.

Table 2.1 shows the eleven certificates which had the highest number of entries in 2004, among those for which information was received. Of these, nine are certificates in English, one is German, and one is French. One might have expected more representation of French in this list. The three largest providers of French certificates are the Alliance Française, the Chambre de Commerce et d'Industrie de Paris, and the Centre international d'études pédagogiques (CIEP). Of these, only CIEP responded to

the request for information for the inventory, so the entry figures for the others are not known. As well as the figure for the TCF which is shown in the table, a combined figure of 360000 was given by CIEP for entries in the four levels of the Diplôme d'études en langue français (DELF) and the two levels of the Diplôme approfondi de langue française (DALF).

Table 2.1   Certificates with the largest number of entries worldwide

Certificate	Provider	Language	Number of entries worldwide
International English Language Testing System (IELTS)	IELTS Consortium	English	>500000
First Certificate in English (FCE)	Cambridge ESOL	English	>230000
Preliminary English Test (PET)	Cambridge ESOL	English	>110000
Certificate in Advanced English (CAE)	Cambridge ESOL	English	73000
University of Michigan Examination for the Certificate of Competency in English (ECCE)	University of Michigan English Language Institute	English	69871
Key English Test (KET)	Cambridge ESOL	English	>56000
Zertifikat Deutsch (ZD)	Goethe-Institut	German	47478
Business English Certificates (BEC) - Vantage	Cambridge ESOL	English	36810
University of Michigan Examination for the Certificate of Proficiency in English (ECPE)	University of Michigan English Language Institute	English	33643
Certificate of Proficiency in English (CPE)	Cambridge ESOL	English	>32000
Test de connaissance du français (TCF)	Centre international d'études pédagogiques (CIEP)	French	28918

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While these figures do not show the number of entries separately in the countries included in the research, they do give an indication of how widely used the major certificates are.

2.6 Choice of certification

This section reports information relevant to the issue of supply and demand, described in the Terms of Reference as:

the extent to which language learners in Europe have a choice of certification system for any given language or level of skill; the factors which affect this choice.

The extent of choice has been addressed by examining the number of certificates available in each language, and this is reported in this section. The factors which affect choice were investigated in the survey which is reported in Chapter 3. There is also a discussion of the extent of choice in the final chapter of the report, which draws together the information from both these sources.

When a language learner wishes to take a certificate, there are many factors which could potentially affect that choice. One of the biggest of these is the purely practical issue of whether there is, in fact, a choice available. The tables in Appendix D summarise the certificates in the inventory by language, provider and level. Any other qualifications which were identified are either part of state educational systems, and therefore not eligible for inclusion, or no information could be found, and the provider did not respond to requests. It does seem that the major providers of certificates are represented in these tables.

For ten of the twenty-seven languages represented, the only choice is that of level – there is no choice of provider. These ten languages are:

- Basque
- Bulgarian
- Danish
- Estonian
- Irish
- Latvian
- Luxembourgish
- Norwegian
- Slovenian
- Welsh

Of the remaining languages, the biggest choice is, not surprisingly, in the most commonly learnt languages. For English, there are ninety-two certificates from eleven providers; for German, twenty from five providers; and for French, twenty-three from four providers. In the case of English, there are some additional providers in the UK who did not submit information for the inventory, and for whom it was not possible to find sufficient detail to include their certificates. This is particularly the case with

certificates connected with the UK government's newly-introduced ESOL Skills for Life qualifications, which are referred to in 2.4 above. So, for English, the choice is even wider than it appears in Appendix D, particularly for certificates available in the UK.

There are other factors which are likely to limit choice, even where there are a number of certificates available in a language. The availability of test centres in one's country is one obvious limitation. The level at which a certificate is available is another. Beyond these practical limitations, a learner's choice may be influenced by the specific purposes for which a test is designed, the demand for a particular certificate from an employer or an institution of higher education, or the choice of certificate made by the language school or other institution where they are learning the language.

Data on the reasons which are given for learners' choice of certificate is reported in the following chapter. The extent to which learners can have a real choice is discussed further in the final chapter of this report.

2.7   Cost of certification

An additional influence on choice of certificate is likely to be the cost for a test-taker. This was included in the Terms of Reference as a question for investigation, and providers were therefore asked to give the cost of entry fees for their certificates.

The examination fees for taking certificates are included in the tables in Appendix C where available. These are not straightforward to compare, since the amount often varies according to the country where the test is taken or, in some cases, according to other factors such as whether or not a learner is attending a course. Where a certificate is available in different countries, it is common for fees to vary to reflect differences in local costs. Some providers explained that this was the case, but did not give information on actual amounts of their range of fees.

For those who did give the amount of their fees, it can be seen from Appendix C that the range is wide. Entry is free in some cases, although this is sometimes associated with attendance at a course, so course fees may have been paid. The lowest actual fee is €10 for the Anglia Certificate of English as a Foreign Language – Preliminary. The highest fees are for the more specialised certificates in translation from the Institute of Linguists, which cover more than one language. Apart from these, the highest for a certificate in a single language is €200, which is the maximum fee for the Test i svenska för universitets- och högskolestudier (Tisus), with the minimum fee being €120. It is not straightforward to identify an average or common fee, but the majority fall somewhere in the range of €20-€100.

Where fees vary, a learner who wishes to take a certificate would need to find out the exact cost of taking a certificate, either from the institution where they are learning the language, from the examination centre, or directly from the provider.

Where there is limited choice of certificate, then variation in fees is unlikely to be a factor in that choice. However, even where there is choice, fees may be only one influence. The information to be reported in the following chapter does suggest that,

although a factor in choice, the cost of taking a certificate is not as important as other factors, with the recognition of a certificate being the most important.

2.8 Summary

This chapter has described the varied picture as far as recognition of language certificates is concerned. In addition to the uses discussed, many certificates are also accepted by employers, with uses varying widely according to the country, the employer, and the nature of the job concerned. Some are specific to a particular occupation, while others are more general certificates. The uses of individual certificates for employment are given in the online inventory.

The language requirements for study in higher education seem to correspond most closely to level C1 of the Common European Framework, although there may be considerable variation between universities and courses. As far as naturalisation and citizenship are concerned, the most common level of language proficiency required appears to be somewhere in the region of B1 on the CEF. Some of the language certificates in the inventory play a part in proving language proficiency for citizenship, but they are generally not the only method of demonstrating this proficiency. Language certificates are, however, frequently required for higher education.

The largest number of entries is for certificates in English, and this is also where the widest choice of certificate is available. There are ninety-two certificates in English from eleven providers in the list in Appendix C, and there are additional providers who did not respond to the request for information. French and German are also well-represented for both the number of entries, and the amount of choice available. This contrasts with some other languages where there are either no certificates, or a very small number from a single provider.

The costs of certification vary widely, and may also vary according to the country where the certificate is taken. Although cost may be an influence on choice – a point which is discussed further in the next chapter – this is only likely to be the case for a language where other certificates are available.

Issues relating to supply and demand, plus the extent to which learners have a choice of certification systems, are discussed further in Chapter 6.

3 Survey of teachers and learners

One of the Terms of Reference for the study was :

How do (certificates) compare, so far as the customer is concerned? (for example: availability of information about the certification system, user-friendliness of tests and of certification system as a whole, convenience of test arrangements, cost of tests, cost of certification).

Also in the Terms of Reference was the requirement to investigate the factors which affect the choice of certificate by learners, and the face validity of certificates.

These questions were investigated through a survey directed mainly at language schools and other institutions such as language departments of universities, where it was likely that learners would be preparing for language certificates. The survey was administered by means of an online questionnaire which was hosted on the NFER website.

The purpose of the online questionnaire was to investigate the opinions of teachers and learners on various aspects of language certificates. The text of the English version of the questionnaire is given in Appendix A. The questionnaire asked about certificates in the four most commonly learnt languages – English, French, German and Spanish. It was available in all of these languages, and was sent to approximately 3000 e-mail addresses of language schools, other educational institutions, and national and European organisations which had either language schools or language teachers among their members. These addresses and organisations were identified by the project team. The message which accompanied the invitation asked recipients to pass on the invitation to colleagues or members for whom it might be appropriate.

A total of 2124 responses on individual certificates was received. However, many were responses from the same person on more than one certificate, and some were concerned with certificates of a type not included in the study. The final numbers included are described in the appropriate sections below. The response rate was lower than had been hoped for, in spite of reminders being sent, and the implications of this for interpretation are discussed where appropriate. Despite the disappointing response rate, the results are still interesting in giving general indications of the concerns of teachers and learners, even though the information obtained about individual certificates is limited.

3.1 Background of respondents

The first section of the online questionnaire was accessed a total of 945 times, although in 235 cases the web page was closed without the first section being completed (and therefore no data being saved). This first section comprised four questions asking each respondent for the name of their language school, the country in which it was located, the approximate number of students and the languages taught. At the end of these four questions respondents, who indicated either that their school was not located in one of the countries relevant to the study, or that they did not teach

one of the relevant languages, were thanked for their participation but were excluded from the remaining sections of the questionnaire. The breakdown by questionnaire language of those who started the on-line survey, including those who did not complete the first section, is given in Table 3.1.

Table 3.1   On-line survey participants by questionnaire language

Questionnaire language	Frequency	Percent
English	636	67.3
French	145	15.3
German	99	10.5
Spanish	65	6.9
	945	100.0

Of the 710 respondents who entered information in the first section, 13 indicated their language school was not in one of the countries listed. A further 123 did not indicate a country, despite a prompt to do so. The countries in which the language schools of the remaining 574 respondents were situated are given in Table 3.2. The breakdown of these participants by the language in which they responded remained similar in percentage terms to that given in the table above.

Table 3.2   **On-line survey participants by country of language school / institution**

Country	Frequency	Percent
Austria	14	2.4
Belgium	22	3.8
Bulgaria	9	1.6
Cyprus	10	1.7
Czech Republic	29	5.1
Denmark	6	1.0
Estonia	7	1.2
Finland	20	3.5
France	23	4.0
Germany	33	5.7
Greece	41	7.1
Hungary	27	4.7
Iceland	8	1.4
Ireland	16	2.8
Italy	25	4.4
Latvia	5	0.9
Liechtenstein	2	0.3
Lithuania	5	0.9
Luxembourg	13	2.3
Malta	9	1.6
Netherlands	52	9.1
Norway	5	0.9
Poland	5	0.9
Portugal	19	3.3
Romania	10	1.7
Slovakia	23	4.0
Slovenia	17	3.0
Spain	24	4.2
Sweden	11	1.9
Turkey	5	0.9
United Kingdom	79	13.8
Total	574	100.0

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Responses were received from language schools in all 31 of the countries listed in the questionnaire, ranging from two respondents from Liechtenstein to 79 respondents from the United Kingdom. Information about the size of schools / institutions represented by respondents in the relevant countries, i.e. the approximate number of language students in their current school, is given in Table 3.3.

Table 3.3   **Approximate number of language students in the school / institution**

Number	Frequency	Percent
Less than 100	121	21.1
101 - 200	80	13.9
201 - 300	69	12.0
301 - 400	51	8.9
401 - 500	42	7.3
More than 500	180	31.4
Total	543	94.6
Missing	31	5.4
Total	574	100

The final question in the first section of the questionnaire asked respondents to indicate which of the four languages (English, French, German and Spanish) they had taught in the last two years. A breakdown of the languages taught by the 574 respondents from relevant countries is shown in Table 3.4.

Table 3.4   **Languages taught in the last two years**

Number	Frequency	Percent of responses	Percent of cases
Teach English	421	38.9	73.3
Teach German	225	20.8	39.2
Teach French	226	20.9	39.4
Teach Spanish	177	16.4	30.8
Teach none of these	15	1.4	2.6
None ticked	18	1.7	3.1
Total responses	1082	100.0	188.5

Over 70 per cent of respondents from relevant countries taught English. Approximately half of the respondents taught only one of the four languages but 20 per cent all four of the specified languages. Thirty-three respondents either indicated that they taught none of the four relevant languages or did not respond to this question. These respondents were then excluded from the remaining sections of the survey, leaving a total of 541 respondents eligible to continue to the next question.

Respondents were not asked to indicate the age of their learners. With hindsight, this information would have been useful to further add to the overall picture of the contexts in which certificates are used. Any certificates which are specifically aimed at young learners were excluded from analysis, but nevertheless, it is possible that some certificates designed for adults and young people may be taken by children in some places. It would have been interesting to investigate this.

3.2 Language certificates

In the second part of the on-line questionnaire respondents were directed in turn to the section(s) relevant to the language(s) taught by them. For each language they were asked to indicate any certificates taken by their students in the last two years. For each certificate, they were then asked to indicate the reasons why learners choose those certificates and to rate various aspects relating to the certificate and the certificate provider. A more detailed description of the questions posed and the findings for this section of the survey are presented in the following sections of this report.

3.2.1 Certificates taught

For each of the four languages, on-line questionnaire participants were presented with a selection of well-known certificates and were asked to indicate all those taken by learners they currently teach or have taught in the last two years. They were also able to add the names of up to six other certificates, if those taught in their schools were not listed.

Across the four languages respondents indicated a total of 2124 certificates (many of these of course being the same). However, 228 reports of the named certificates added by respondents were ones specific to a particular language school or ones that conformed to a set of common standards (e.g. NATO STANAG) but where the certificates might themselves vary. A further 708 relevant certificates were indicated by respondents, who then failed to supply any information about them by answering any of the subsequent questions in the survey, such as why their learners chose to take those certificates. The reasons for non-completion of the survey at this point are unknown, although it is possible that some respondents exited the survey, intending to complete it at a later stage but then failed to do so. The non-relevant certificates and the relevant certificates for which no reasons for use or ratings were supplied were excluded from the analysis of Questions 6 to 8, resulting in the analysis of reports on 1168 certificates from 297 respondents. The number of certificates for which survey participants gave answers to Questions 6 to 8 ranged from one certificate to 28. The median number of certificates was three. Approximately two thirds of the certificates taught were for learners of English, with certificates for learners of German, French

and Spanish representing 14, 12 and six per cent of the total respectively. The certificates taught in each of the four languages are shown in Tables 3.5 to 3.8.

Over 30 different English certificates were indicated as having been taken by learners taught by the survey respondents, although the numbers in some cases were extremely small. Where the number of respondents indicating any one certificate was less than ten, such responses have been combined with other certificates from the same certificate provider. As can be seen from the following table, the most common certificates for English language learners were ones produced by Cambridge ESOL and Educational Testing Service (ETS).

Table 3.5   Certificates in English taken by language learners in the last two years

Certificate	Provider	Frequency	Percent
First Certificate in English (FCE)	Cambridge ESOL	145	18.4
Certificate in Advanced English (CAE)	Cambridge ESOL	100	12.7
Certificate of Proficiency in English (CPE)	Cambridge ESOL	79	10.0
Test of English as a Foreign Language (TOEFL)	Educational Testing Service (ETS)	67	8.5
Preliminary English Test (PET)	Cambridge ESOL	64	8.1
International English Language Testing System (IELTS)	IELTS Partnership	58	7.4
Business English Certificates (BEC)	Cambridge ESOL	49	6.2
Key English Test (KET)	Cambridge ESOL	42	5.3
Test of English for International Communication (TOEIC)	Educational Testing Service (ETS)	37	4.7
English for Speakers of Other Languages	City and Guilds Pitman Qualifications	22	2.8
Spoken English for Speakers of Other Languages	City and Guilds Pitman Qualifications	16	2.0
English for Business (EFB)	LCCIEB	13	1.7
Examination for the Certificate of Proficiency in English	ELI-UM	13	1.7
Spoken Grade Examinations	Trinity College	12	1.5
Examination for the Certificate of Competency in English	ELI-UM	11	1.4
Certificates in English Language Skills (CELS)	Cambridge ESOL	8	1.0
London Tests of English (LTE)	EdExcel	6	0.8
Test of Spoken English (TSE)	Educational Testing Service (ETS)	6	0.8
ECL (English)	ECL	4	0.5
The European Language Certificate	TELC	4	0.5
Anglia Certificate of English	Anglia Examinations Syndicate	4	0.5
Jet Set	AQA	3	0.4

Table 3.5   Certificates in English taken by language learners in the last two years (continued)

Certificate	Provider	Frequency	Percent
Written English for Tourism (WEFT)	LCCIEB	3	0.4
Integrated Skills in English (ISE)	Trinity College	3	0.4
ESOL Steps 1 & 2	Trinity College	3	0.4
EAL/ESOL Spoken Communication & Presentation	English Speaking Board (ESB)	2	0.3
English for Commerce (EFC)	LCCIEB	2	0.3
Test of Interactive English (TIE)	ACELS	2	0.3
English for Business Communications	City and Guilds Pitman Qualifications	2	0.3
Practical Business English	LCCIEB	1	0.1
Spoken English for Industry and Commerce (SEFIC)	LCCIEB	1	0.1
Skills for Life	Trinity College	1	0.1
ESOL Skills for Life	Cambridge ESOL	1	0.1
TEEP	University of Reading	1	0.1
SQA ESOL units	SQA	1	0.1
Spoken English for Business	City and Guilds Pitman Qualifications	1	0.1
Total		787	100

Table 3.6   Certificates in French taken by language learners in the last two years

Certificate	Provider	Frequency	Percent
Diplôme Approfondi de Langue Française (DALF)	CIEP	29	20.3
Diplôme d'Études en Langue Française (DELF)	CIEP	27	18.9
Certificat d'Etudes de Français Pratique 1 (CEFP1)	Alliance Française	16	11.2
Certificat d'Etudes de Français Pratique 2 (CEFP2)	Alliance Française	16	11.2
Test de connaissance du français (TCF)	CIEP	15	10.5
Diplôme de Langue Française (DL)	Alliance Française	8	5.6
Test d'Evaluation de Français	CCIP	7	4.9
Certificat de français professionnel (CFP)	CCIP	6	4.2
Diplôme de Hautes Etudes Françaises (DHEF)	Alliance Française	5	3.5
Diplôme Supérieur d'Etudes Françaises Modernes (DS)	Alliance Française	4	2.8
Diplôme des affaires étrangères	CCIP	3	2.1
Certificat de français du tourisme et l'hôtellerie (CFTH)	CCIP	2	1.4
Certificat du secrétariat (CFS)	CCIP	2	1.4
FLIC (French)	LCCI	1	0.7
Diplome de francais des affaires	CCIP	1	0.7
Certificat du français juridique (CFJ)	CCIP	1	0.7
Total		143	100

The majority of certificates taken by learners of French were produced by either Alliance Française or Centre International d'études pédagogiques (CIEP) and the most commonly taken certificates were the Diplôme Approfondi de Langue Française and the Diplôme d'Études en Langue Française, both from Centre International d'études pédagogiques (CIEP).

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Table 3.7   Certificates in German taken by language learners in the last two years

Certificate	Provider	Frequency	Per cent
Zertifikat Deutsch	Goethe Institute	45	27.4
Zentrale Mittelstufenprüfung	Goethe Institute	28	17.1
Start Deutsch 1	Goethe Institute	13	7.9
Zertificat Deutsch für den Beruf	Goethe Institute	12	7.3
Prüfung Wirtschaftsdeutsch	Goethe Institute	11	6.7
Österreichisches Sprachdiplom Deutsch (OSD)	OSD Kuratorium	10	6.1
Kleines Deutsches Sprachdiplom	Goethe Institute	10	6.1
Start Deutsch 2	Goethe Institute	9	5.5
Zentrale Oberstufenprüfung	Goethe Institute	7	4.3
Test für Deutsch als Fremdsprache (TestDaf)	TestDaF Institute	6	3.7
Grosses Deutsches Sprachdiplom	Goethe Institute	4	2.4
Deutsch für den Beruf	WBT	3	1.8
ECL (German)	ECL	2	1.2
SKN (Sprachkenntnisnachweis)	OSD	2	1.2
Test Arbeitsplatz Deutsch	WBT	1	0.6
FLIC (German)	LCCI	1	0.6
Total		164	100

For learners of the German language the majority of certificates taken were ones produced by the Goethe Institute and, of these, the most commonly taken was the Zertifikat Deutsch.

Table 3.8   Certificates in Spanish taken by language learners in the last two years

Certificate		Frequency	Percent
Diploma de Español (DELE) (Nivel Inicial)	(Instituto Cervantes (IC/CIUS))	27	36.5
Diploma de Español (DELE) (Nivel Intermedio)	Instituto Cervantes (IC/CIUS)	27	36.5
Diploma de Español (DELE) (Nivel Superior)	Instituto Cervantes (IC/CIUS)	16	21.6
ECL (Spanish)	ECL	1	1.4
Certificado de Aptitud	Escuela de Idiomas	1	1.4
Ceritficado Ciclo Elemental	Escuela de Idiomas	1	1.4
FLIC (Spanish)	LCCI	1	1.4
Total		74	100

Almost all the certificates taken by learners of Spanish were ones produced by Instituto Cervantes (IC/CIUS).

3.2.2 Reasons learners choose certificates

Having indicated all the certificates taken by their learners, respondents were then asked to answer Questions 6 to 8 for each certificate in turn. The name of each certificate was presented at the top of the section and the questions were repeated until information on each certificate had been given.

Question 6 asked them to indicate up to three main reasons why their students chose a particular certificate. Respondents were offered a choice of eight reasons or they were free to add another reason of their own. The combined responses, across all languages and certificates, for the reasons given in the questionnaire are presented in Table 3.9.

Table 3.9   Reasons why language learners choose certificates

Reason	Frequency	Percent of responses	Percent of cases
It is the only one available in this country or region	90	4.0	7.7
The certificate is widely recognised (e.g. by employers or by universities	678	30.1	58.0
They need it because they want to live in another country	155	6.9	13.3
It is easy to obtain practice papers for this certificate	150	6.7	12.8
The cost of taking the test is reasonable	109	4.8	9.3
It is a requirement for their current job	282	12.5	24.1
The location of test centres and/or the testing dates are convenient	177	7.9	15.2
It is a requirement for their current studies	288	12.8	24.7
Don't know	78	3.5	6.7
None ticked	245	10.9	21.0
Total responses	2252	100.0	192.8

As can be seen from the table above, by far the most common reason respondents gave as to why language learners choose a particular certificate was that it is widely recognised, for example by employers or by academic institutions, such as universities. This was the most common reason for certificate choice for all four languages.

Other common reasons were that the certificate is a requirement of the learners' current studies or a requirement of their current employment. In the latter case this was more frequently cited as a reason for taking a particular certificate amongst learners of English and German than amongst learners of French or Spanish. For learners of Spanish the range of certificates available was much smaller compared to the other three languages; thus over 20 per cent of respondents indicated that learners of Spanish choose to take a particular certificate because it is the only one available in their country.

The vast majority of respondents indicated reasons from amongst the list provided. Where other reasons for learners choosing certificates were added, these were sometimes similar to those given in the list, for example that the certificate was required to improve future life, career or educational prospects. Another reason added

was that choice was linked to the stages of language learning, i.e. the certificate was a prerequisite for another language certificate or provided a helpful transition to or from another certificate. Particular features of the certificate, links to courses or funding and aspects such as motivation or satisfaction were also added by respondents but the numbers in each case were extremely small.

3.2.3 Teachers' opinions

In Question 7 respondents were asked to indicate their agreement with eight statements pertaining to each certificate taught by them. For each statement respondents were asked to choose a number that best represented their opinion on a five-point scale from agree = 1 to disagree = 5 (plus a 'don't know' option). They were also given the opportunity to add their own comments on each certificate.

In many cases, the number of respondents providing ratings for any one certificate was extremely small. In order to make the interpretation of these findings more manageable, certificates from the same provider were combined into groups as shown in Table 3.10.

Table 3.10 **Certificates for which respondents gave their opinions, by certificate provider**

Provider	Frequency	Percent
Cambridge ESOL	488	41.8
ETS	110	9.4
IELTS partnership	58	5.0
City and Guilds Pitman	41	3.5
Goethe Institute	139	11.9
Centre international d'études pédagogiques (CIEP)	71	6.1
Alliance Française	49	4.2
Instituto Cervantes (IC/CIUS)	70	6.0
Other providers	142	12.2
Total	1168	100.0

Not all respondents completed Questions 6, 7 and 8 for each certificate, and within Question 7 not every respondent indicated agreement with each statement; therefore, in the tables that follow, the number of responses is shown together with 'valid' percentages, i.e. the percentages of actual responses for that statement. For example, there were 886 responses (out of a potential 1168) indicating agreement/disagreement with the statement - *The information supplied by the certificate provider is useful*. Of those 886 responses, 48 per cent indicated strong agreement with the statement (by indicating 1 on the five-point scale).

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In addition to the agreement ratings across all certificates the ratings of certificates from the major providers are shown. As the number of certificates from different providers varies widely, percentages of responses have been listed to aid comparison across providers. However, where the number of certificates rated is small (<50) it may be more meaningful to consider the actual number of teachers agreeing/disagreeing with a particular statement.

Table 3.11   The information supplied by the certificate provider is useful

		Per cent of responses					
		agree			**disagree**		
Certificate/Provider	**n**	**1**	**2**	**3**	**4**	**5**	**d/k**
All certificates	886	48	26	10	4	4	8
Cambridge ESOL	406	53	28	11	3	1	3
Educational Testing Service (ETS)	88	32	27	11	8	9	13
IELTS partnership	52	46	29	10	2	4	10
City and Guilds Pitman	32	38	28	19	9	6	-
Goethe Institute	84	50	18	11	8	5	8
Centre international d'études pédagogiques (CIEP)	43	61	19	2	5	2	12
Alliance Française	32	31	22	3	3	6	34
Instituto Cervantes (IC/CIUS)	49	27	22	10	-	12	29

Due to percentages being rounded to the nearest integer, they may not sum to 100.

In the case of some certificate providers, such as Alliance Française, not only was the number of overall responses small, but also a sizeable percentage of 'don't know' responses were recorded. When commenting on the percentages in the text, for simplicity, responses may sometimes be referred to in terms of 'teachers' or 'respondents' - however, it should be born in mind that some respondents had rated more than one certificate and the percentages shown are percentages of responses rather than respondents per se. (For example, two or more responses might be from one respondent rating different certificates from the same provider.) Where the number of responses is small, the findings must therefore be treated with extreme caution.

Most language teachers agreed that the information supplied by their certificate providers was useful, although agreement with this statement was less strong amongst teachers of certificates from City and Guilds and ETS. The figures for users of certificates from Alliance Française and Instituto Cervantes are somewhat distorted by the large number of 'don't know' responses although 12 per cent of responses (6 ratings) for the latter disagreed strongly with the statement.

Table 3.12   The provider gives enough detail on the skills and content of the tests

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | disagree | | |
		1	2	3	4	5	d/k
All certificates	884	44	26	11	6	5	7
Cambridge ESOL	406	52	28	12	4	2	3
Educational Testing Service (ETS)	88	31	28	13	8	10	10
IELTS partnership	50	42	32	10	2	2	12
City and Guilds Pitman	31	13	42	16	16	10	3
Goethe Institute	84	42	17	13	8	11	10
Centre international d'études pédagogiques (CIEP)	43	47	23	5	12	9	5
Alliance Française	34	32	18	6	6	6	32
Instituto Cervantes (IC/CIUS)	49	20	18	12	12	14	22

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Regarding information from certificate providers on the skills and content of the tests, the percentage of responses indicating agreement that this was sufficiently detailed (a rating of 1 or 2 on the five-point scale) ranged from 80 per cent (Cambridge ESOL) to only 38 per cent (IC/CIUS). Over 25 per cent of ratings for certificates from City and Guilds and Instituto Cervantes disagreed (a rating of 4 or 5), suggesting that teachers would like to receive more detailed information about the tests from these providers.

Table 3.13   The skills and content are relevant to my learners' needs

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	**2**	**3**	**4**	**5**	**d/k**
All certificates	879	31	34	18	6	4	7
Cambridge ESOL	403	32	38	18	8	2	2
Educational Testing Service (ETS)	87	17	22	23	9	18	10
IELTS partnership	52	33	27	23	2	4	12
City and Guilds Pitman	31	23	39	26	7	3	3
Goethe Institute	84	26	44	13	2	1	13
Centre international d'études pédagogiques (CIEP)	41	37	34	15	7	2	5
Alliance Française	34	24	29	12	-	6	29
Instituto Cervantes (IC/CIUS)	49	25	29	20	-	2	25

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Generally teachers were in broad agreement that skills and content were relevant to learners' needs. However over a quarter of the responses of teachers whose students were taking one of the certificates from Educational Testing Service (ETS) disagreed with this statement, a much higher percentage of responses than for other providers. It is perhaps surprising that there are a sizeable number of 'don't know' responses to this statement, as one might expect that teachers would have an opinion on this issue.

Table 3.14   The examination is a valid test of the learners' language skills

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	2	3	4	5	d/k
All certificates	888	34	33	16	6	3	7
Cambridge ESOL	406	36	37	17	6	2	2
Educational Testing Service (ETS)	88	21	21	24	9	14	13
IELTS partnership	52	33	33	17	6	2	10
City and Guilds Pitman	33	15	46	24	9	3	3
Goethe Institute	85	34	32	19	5	1	9
Centre international d'études pédagogiques (CIEP)	43	56	28	5	7	-	5
Alliance Française	34	27	38	-	-	6	29
Instituto Cervantes (IC/CIUS)	49	25	37	12	6	-	20

Due to percentages being rounded to the nearest integer, they may not sum to 100.

The extent of agreement with this statement again varied according to the certificate provider. The most positive ratings were given by teachers with students taking certificates from CIEP, with 85 per cent of such responses agreeing that the examination is a valid test of learners' skills and none disagreeing strongly with this statement. Examinations for Educational Testing Service (ETS) certificates received more mixed ratings; with 21 per cent indicating strong positive agreement, yet 14 per cent indicating strong disagreement.

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Table 3.15   The administration and registration processes for the tests are efficient

| | | Per cent of responses | | | | | |
| | | agree | | | disagree | | |
Certificate/Provider	n	1	2	3	4	5	d/k
All certificates	881	36	26	16	4	7	11
Cambridge ESOL	403	39	28	19	5	6	4
Educational Testing Service (ETS)	88	31	24	17	1	10	17
IELTS partnership	52	37	27	15	2	8	12
City and Guilds Pitman	31	19	42	19	7	7	7
Goethe Institute	83	35	22	13	4	10	17
Centre international d'études pédagogiques (CIEP)	42	52	21	2	7	2	14
Alliance Française	34	27	21	3	3	6	41
Instituto Cervantes (IC/CIUS)	49	14	20	31	2	4	29

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Compared to other statements in Question 7, a slightly larger percentage of 'don't know' responses across different providers were given in response to this statement. This suggests, either that some language teachers may have little knowledge of the administration and registration processes, or they have no means of comparing across different providers and therefore find it difficult to evaluate how efficient they are. Where respondents were able to indicate agreement the most favourable ratings were given to CIEP and Cambridge ESOL.

nfer

Table 3.16   The results usually match my own assessment of the learners

Certificate/Provider	n	agree 1	2	3	4	disagree 5	d/k
All certificates	883	28	41	15	4	3	9
Cambridge ESOL	406	29	44	16	4	3	4
Educational Testing Service (ETS)	88	19	31	23	8	8	11
IELTS partnership	51	28	41	6	10	2	14
City and Guilds Pitman	30	10	57	23	3	7	-
Goethe Institute	84	36	38	10	1	2	13
Centre international d'études pédagogiques (CIEP)	43	40	44	5	-	-	12
Alliance Française	34	21	29	6	3	6	35
Instituto Cervantes (IC/CIUS)	49	29	31	14	6	-	20

Due to percentages being rounded to the nearest integer, they may not sum to 100.

As might be expected, given the response to the statement - *The examination is a valid test of the learners' language skills,* teachers with students taking certificates from CIEP agreed most strongly with this statement (84% of their responses being an agreement rating of 1 or 2). The highest level of disagreement was for ETS certificates (16% of ratings indicating 4 or 5).

nfer

Table 3.17   There are enough practice papers available

Certificate/Provider	n	agree			disagree		
		1	**2**	**3**	**4**	**5**	**d/k**
All certificates	882	39	20	16	8	10	8
Cambridge ESOL	405	49	22	17	6	4	2
Educational Testing Service (ETS)	87	29	16	14	13	15	14
IELTS partnership	53	49	17	11	4	6	13
City and Guilds Pitman	30	10	40	27	7	17	-
Goethe Institute	83	31	13	10	18	18	10
Centre international d'études pédagogiques (CIEP)	41	37	12	15	10	15	12
Alliance Française	35	26	20	3	9	6	37
Instituto Cervantes (IC/CIUS)	49	25	10	29	2	18	16

(Per cent of responses spans columns 1–5 and d/k)

Due to percentages being rounded to the nearest integer, they may not sum to 100.

There was reasonably consistent agreement that there were enough practice papers available for certificates provided by Cambridge ESOL and IELTS. However, for some certificate providers, such as the Goethe Institute and Educational Testing Service (ETS), there was no strong consensus in one direction or another. For example, although 44 per cent of the responses of teachers with learners taking Goethe Institute certificates indicated agreement with the statement, almost as many (36%) indicated disagreement. Such disagreement was common across all the different certificates rated by teachers, so it may reflect differences in local availability.

nfer

Table 3.18   The results can be explained to learners easily

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	2	3	4	5	d/k
All certificates	881	33	30	15	5	5	10
Cambridge ESOL	404	35	36	15	4	4	6
Educational Testing Service (ETS)	88	23	28	15	9	13	13
IELTS partnership	52	33	39	14	2	2	12
City and Guilds Pitman	31	23	32	23	16	3	3
Goethe Institute	84	51	18	10	6	4	12
Centre international d'études pédagogiques (CIEP)	41	37	22	15	2	10	15
Alliance Française	35	23	17	11	3	11	34
Instituto Cervantes (IC/CIUS)	48	25	15	25	6	8	21

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Agreement with the statement- *The results can be explained to learners easily* – again varied somewhat, with the highest level of agreement (72% of responses at points 1 or 2 on the agreement scale) being indicated by teachers of the International English Language Testing certificate (IELTS). The highest levels of disagreement, suggesting results could not be easily explained to learners, were given by teachers of certificates from the Educational Testing Service (22% of responses at points 4 or 5).

Very few additional comments on certificates were added and many of these were made by only one respondent in each case. As there were so few of these comments, particular certificates have not been identified. Generally, the most commonly raised issues were negative comments about the balance of different elements within the certificate (e.g. speaking and listening components), negative comments about the course materials or comments to the effect that the certificate was expensive.

3.2.4 Learners' opinions

In Question 8, respondents were asked to indicate the extent to which they believed statements about each certificate to be true for the majority of their learners. As in Question 7, agreement was indicated on a five-point scale and respondents could add further comments as to what their learners think of each certificate. Generally the number of 'don't know' responses was somewhat higher than for statements in Question 7, suggesting language teachers were unable to indicate whether their learners would agree or disagree with these statements.

Table 3.19   Learners think that the entry fee is too expensive

| | | Per cent of responses | | | | | |
| | | agree | | | disagree | | |
Certificate/Provider	n	1	2	3	4	5	d/k
All certificates	875	30	20	19	7	7	17
Cambridge ESOL	401	32	26	18	7	6	11
Educational Testing Service (ETS)	86	23	12	17	9	11	28
IELTS partnership	52	27	23	23	2	-	25
City and Guilds Pitman	30	50	17	10	10	7	7
Goethe Institute	85	32	15	21	5	12	15
Centre international d'études pédagogiques (CIEP)	42	36	19	17	-	2	26
Alliance Française	33	21	12	15	6	12	33
Instituto Cervantes (IC/CIUS)	48	33	4	29	-	2	31

Due to percentages being rounded to the nearest integer, they may not sum to 100.

For many certificates teachers did not know the opinion of their learners regarding the cost of the entry fee. Where an agreement rating was indicated, the majority of the teachers across all the different certificate providers agreed that learners think the entry fee is too expensive. Although teachers of learners taking City and Guilds Pitman certificates tended to indicate stronger agreement with this statement, the number of responses is very small and comparisons across providers are hampered by the varying percentages of 'don't know' responses.

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Table 3.20   Learners find that the testing dates are convenient

Certificate/Provider	n	agree 1	2	3	4	disagree 5	d/k
All certificates	874	23	29	18	7	9	14
Cambridge ESOL	401	17	33	22	11	9	9
Educational Testing Service (ETS)	87	29	18	14	3	13	23
IELTS partnership	53	43	26	11	2	6	11
City and Guilds Pitman	30	40	37	17	7	-	-
Goethe Institute	83	16	30	18	6	15	16
Centre international d'études pédagogiques (CIEP)	41	44	37	7	-	2	10
Alliance Française	33	24	24	9	3	6	33
Instituto Cervantes (IC/CIUS)	48	13	21	17	8	2	40

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Learners' opinions about testing dates appeared to vary quite widely, according to their teachers. Although some of the agreement figures may be distorted by 'don't know' responses, ratings of 4 or 5 (i.e. disagreement with the statement) suggest that learners of certificates from Cambridge ESOL and Goethe Institute were thought to find testing dates less convenient than other providers.

Table 3.21   Learners think that the results take too long to arrive

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	2	3	4	5	d/k
All certificates	870	27	22	16	9	11	17
Cambridge ESOL	397	35	23	17	8	6	11
Educational Testing Service (ETS)	86	14	23	15	9	14	24
IELTS partnership	52	12	17	12	8	29	23
City and Guilds Pitman	29	28	52	10	7	3	-
Goethe Institute	85	19	21	18	6	19	18
Centre international d'études pédagogiques (CIEP)	41	22	22	7	27	7	15
Alliance Française	33	30	15	6	3	6	39
Instituto Cervantes (IC/CIUS)	48	33	6	10	6	2	42

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Again, for many certificates teachers did not know the opinion of their learners regarding the timing of the results. However, City and Guilds Pitman certificates (and to a lesser extent Cambridge ESOL) were rated particularly poorly in this respect (80 % and 58% of responses respectively agreeing that results take too long to arrive). IELTS were rated particularly favourably with only 29% of responses agreeing and 37% of responses disagreeing with this statement.

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Table 3.22   The location of the test centre is convenient for the learners

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	2	3	4	5	d/k
All certificates	877	37	24	14	6	8	11
Cambridge ESOL	403	33	30	18	7	6	7
Educational Testing Service (ETS)	87	28	17	10	9	18	17
IELTS partnership	53	28	25	15	6	8	19
City and Guilds Pitman	32	50	25	13	6	3	3
Goethe Institute	82	38	20	13	11	9	10
Centre international d'études pédagogiques (CIEP)	42	67	12	5	7	2	7
Alliance Française	33	30	15	6	6	9	33
Instituto Cervantes (IC/CIUS)	48	44	17	8	-	6	25

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Regarding the convenience of the location of the test centre for learners, teachers rated CIEP and City and Guilds Pitman highly. For other certificate providers, such as ETS, ratings were spread across the agreement scale. This may reflect differences according to the country in which the language school is located.

Table 3.23   Learners think that the tests are too long

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | disagree | | |
		1	**2**	**3**	**4**	**5**	**d/k**
All certificates	861	11	19	22	14	18	16
Cambridge ESOL	393	12	21	27	12	17	11
Educational Testing Service (ETS)	86	7	19	24	11	17	22
IELTS partnership	51	16	12	24	12	16	22
City and Guilds Pitman	30	3	30	13	37	17	-
Goethe Institute	83	11	21	15	15	17	23
Centre international d'études pédagogiques (CIEP)	42	12	21	10	7	21	29
Alliance Française	33	15	12	9	15	9	39
Instituto Cervantes (IC/CIUS)	48	13	15	31	8	8	25

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Generally opinions about the length of the tests were spread fairly evenly between those agreeing that learners considered the tests to be too long and those who disagreed with this statement. Compared to other providers, a higher percentage of the responses of teachers of City and Guilds Pitman certificates disagreed (a rating of 4 or 5) with the statement. However, there were no 'don't know' responses from teachers of City and Guilds certificates and this may have distorted the agreement figures. Again this finding must be treated with caution.

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Table 3.24   Learners find the layout and instructions of the test easy to follow

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | disagree | | |
		1	2	3	4	5	d/k
All certificates	870	29	36	16	3	2	14
Cambridge ESOL	397	32	40	16	3	2	8
Educational Testing Service (ETS)	85	25	31	20	5	5	15
IELTS partnership	53	15	42	17	4	4	19
City and Guilds Pitman	31	19	52	19	10	-	-
Goethe Institute	84	29	38	17	1	2	13
Centre international d'études pédagogiques (CIEP)	42	36	29	10	2	-	24
Alliance Française	33	27	24	6	-	9	33
Instituto Cervantes (IC/CIUS)	48	10	27	23	-	-	40

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Very few respondents disagreed with the statement - *Learners find the layout and instructions of the test easy to follow* – although for some certificate providers a sizeable percentage indicated a response of 'don't know'.

Table 3.25   The meaning of grades or scores is clear to the learners

| | | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
Certificate/Provider	**n**	**1**	**2**	**3**	**4**	**5**	**d/k**
All certificates	869	28	31	19	5	4	13
Cambridge ESOL	398	28	37	21	4	3	7
Educational Testing Service (ETS)	87	23	24	20	6	13	15
IELTS partnership	52	25	46	10	4	-	15
City and Guilds Pitman	31	26	29	36	3	7	-
Goethe Institute	85	37	21	15	5	1	21
Centre international d'études pédagogiques (CIEP)	40	30	23	5	8	5	30
Alliance Française	33	27	18	9	-	9	36
Instituto Cervantes (IC/CIUS)	48	19	19	27	10	2	23

Due to percentages being rounded to the nearest integer, they may not sum to 100.

Teachers generally considered that the meaning of grades or scores was clear to their learners although for some certificate providers the percentage indicating 'don't know' or giving the middle rating on the agreement scale was relatively high. The disagreement ratings for certificates from ETS were slightly higher than for other providers, although the difference was not large.

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Table 3.26   **Learners trust the results of the tests**

Certificate/Provider	n	Per cent of responses					
		agree			disagree		
		1	**2**	**3**	**4**	**5**	**d/k**
All certificates	877	34	36	12	3	3	13
Cambridge ESOL	400	38	40	11	3	3	5
Educational Testing Service (ETS)	87	24	33	17	-	7	18
IELTS partnership	53	25	47	9	2	-	17
City and Guilds Pitman	31	13	45	23	10	-	10
Goethe Institute	85	34	29	9	4	1	22
Centre international d'études pédagogiques (CIEP)	41	44	32	2	5	-	17
Alliance Française	33	24	24	3	-	6	42
Instituto Cervantes (IC/CIUS)	48	23	23	21	-	-	33

Due to percentages being rounded to the nearest integer, they may not sum to 100.

In most cases, a majority of responses indicated that learners trust the results of the tests they have taken. Agreement with this view was slightly weaker for learners of certificates from Educational Testing Service (ETS), City and Guilds Pitman, Alliance Française and IC/CIUS, although in the case of Alliance Française and IC/CIUS agreement figures are somewhat distorted by the percentage of teachers responding 'don't know'.

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Table 3.27   Learners think that the skills and content are relevant to their needs

| Certificate/Provider | n | Per cent of responses | | | | | |
| | | agree | | | | disagree | |
		1	2	3	4	5	d/k
All certificates	868	26	32	19	5	3	16
Cambridge ESOL	399	26	35	21	7	4	8
Educational Testing Service (ETS)	87	16	30	21	3	13	17
IELTS partnership	54	20	41	19	4	-	17
City and Guilds Pitman	29	24	41	17	10	-	7
Goethe Institute	83	28	30	10	-	1	31
Centre international d'études pédagogiques (CIEP)	41	27	17	24	2	-	29
Alliance Française	31	26	19	16	-	3	36
Instituto Cervantes (IC/CIUS)	47	21	23	19	-	-	36

Due to percentages being rounded to the nearest integer, they may not sum to 100.

On average over half of the responses from teachers indicated that learners think that the skills and content are relevant to their needs. A slightly lower percentage agreement and slightly higher disagreement was indicated for certificates from Educational Testing Service (ETS) compared to most other providers. Agreement was also slightly lower for certificates from Alliance Française and IC/CIUS, although here a large number of respondents indicated 'don't know'.

Very few additional comments about what learners think about the certificates were added. Most of these were individual in nature and no common issues emerged about learners' opinions.

3.3   Summary

The results reported in this chapter concern only those certificate providers which are most widely used. There were not enough responses to report on others. The results also give an indication of opinions of providers rather than of certificates, since responses were combined.

Not surprisingly, the most common reason given for choosing a certificate is that it is widely recognised. It is interesting that the next most common reason is that it is required for either work or study purposes. This second reason can be seen as connected with the first, since wide recognition would presumably increase the possibility that a certificate would be required.

In other areas, responses are mixed. It is clear that satisfaction with the availability of information from providers and practice papers for tests is not as high for some certificates as it is for others, although this may be affected by local availability.

There were some indications of dissatisfaction with fees, the location of test centres and the waiting time for results with some certificates, and these are clearly issues which are of concern to test-takers.

Some of the results indicate the face validity of the certificates, from the point of view of both learners and teachers. Generally, teachers reported that learners considered that the tests they took were suitable for them, and they trusted the results. Teachers themselves had more mixed views on the validity of the tests taken by their learners. They were particularly positive about the French certificates from CIEP. They were generally quite positive about others, but there were some signs that they had more doubts about the validity of the English tests developed by ETS.

It is possible that the respondents to the questionnaire were too diverse a sample, and the response rate was too low, for a clear picture to emerge of their views about different certificates. They all had in common that they were language teachers, but they taught different languages in a variety of contexts, and none of the numbers responding on particular certificates were very large. A more focused investigation of some of these aspects, with a sample which was less diverse in its background, might yield clearer results. Nevertheless, the results reported in this chapter do indicate some of the aspects of language certification which are of concern to teachers and learners, even though they should not necessarily be taken as an evaluation of the quality of the certificates included.

4   Quality assurance

This chapter reports evidence relevant to the following aspect of the Terms of Reference:

What is known about the quality of these products? (for example: issues of validity, face validity, reliability; existence of code of practice or ethical statement, internal / external evaluation of system and procedures, qualifications and training of testers / raters and their trainers).

Face validity of the most commonly used certificates was investigated in the survey of learners and teachers, as reported in the previous chapter. This does mean that face validity has not been investigated for the majority of certificates, as it was not possible to gain access to users of all the less frequently used certificates or of certificates in the less commonly learnt languages within the scope and timespan of this project.

To investigate other aspects of quality, certificate providers were asked to give a description of the procedures used for the development and validation of their assessments, including the background of test writers and markers. They were also asked how they determine passing scores or scores for deciding on assignment of grades or levels. In addition, they were asked to describe the information which they make available to test users.

Certificate providers vary greatly in both the contexts in which they work and the resources they have at their disposal, and many are still working towards meeting the standards which they would set for themselves. The intention in this chapter is to give an overview of validation and quality control procedures and to draw general conclusions which can lead to recommendations for improvement.

4.1   Quality standards

Before discussing the methods used by providers to ensure the quality of their assessments, it is necessary to consider which standards should be applied. There are three separate standards for quality assurance which can be considered in this context, since they are either specifically designed for foreign language assessment, or have had an influence on codes of practice which have been developed by language testers.

One of the most widely accepted and influential codes of practice for assessment is the *Code of Fair Testing Practices in Education* developed by the Joint Committee on Testing Practices of the American Psychological Association (JCTP 2004). An earlier 1988 version of this code influenced the development of the *Code of Practice* of the Association of Language Testers in Europe (ALTE 1994).

The third set of standards discussed in this chapter is that which is currently under development by the International Language Testing Association (ILTA 2005, Third Draft).

The ALTE *Code of Practice* (1994) has the following sections:

- developing examinations;
- interpreting examination results;
- striving for fairness;
- informing examination takers.

The sections of the Code of Fair Testing Practices in Education (2004) are:

- developing and selecting appropriate tests;
- administering and scoring tests;
- reporting and interpreting test results;
- informing test-takers.

Both of these codes of practice are relatively brief lists of principles which should be applied, and do not specify in detail the procedures which should be followed to ensure that standards are met. The ALTE Code is supplemented by more detailed Quality Management checklists which are used for self- and peer-evaluation by ALTE members. The aim of these is stated as:

> *.. to allow users to judge for themselves if aspects of their own examination development meet international standards ..*

> http://www.alte.org/quality_assurance/code/checklist.cfm

There is no explicit specification of what these international standards are, and the Quality Management checklists are mainly descriptive rather than prescriptive.

The *Code of Fair Testing Practices in Education* is derived from the more lengthy and detailed *Standards for Educational and Psychological Testing* (1999), which were developed jointly by the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurement in Education (NCME). A difference between this code and the ALTE code is that it is based on underlying standards which are more detailed and explicit. The *Code of Fair Testing Practices* is:

> *… intended to represent the spirit of selected portions of the* Standards *in a way that is relevant and meaningful to developers and users of tests, as well as to test takers and/or their parents or guardians.*

(JCTP, 2005)

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A second difference between the two codes is in their origins and use. Of the forty-seven certificate providers included in the inventory, twenty-six are currently either full members of ALTE, or have observer or associate member status. Membership is not necessarily open to all certificate providers, since existing members have to approve applications. It is not known whether any of the remaining providers have sought membership of ALTE. The ALTE Code of Practice does not, therefore, have as much general relevance as the other two codes discussed, but is nevertheless included since it applies to more than half of the providers included in the inventory.

The JCTP code, on the other hand, is not specifically intended for language testing, but is available for use by anybody involved in assessment, in any educational or psychological area.

The approach taken in the current third draft of the ILTA *Draft Code of Practice* (2005) lies between the general statements of principles of the previous two codes, and the level of detail in the procedures which underlie them. Its intended use also lies between the two, since ILTA is an association open to all involved in language testing..

Part 1 of the ILTA Code sets out principles for test users and test developers under the following headings:

A. *Basic considerations for good testing practice in all situations*

B. *Responsibilities of test designers and test writers*

C. *Obligations of institutions preparing or administering high stakes exams*

D. *Obligations of those preparing and administering publicly available tests*

E. *Responsibilities of users of test results*

F. *Special considerations* (in norm-referenced testing, criterion referenced testing and computer adaptive testing)

(ILTA 2005)

The ILTA code makes an interesting distinction between 'high stakes examinations', which are defined as *entrance, certification, or other high stakes examinations* and 'publicly available tests'. This distinction is not totally clear, but it is possible that 'publicly available' refers to tests such as placement tests which can be purchased by schools for multiple uses, so would not describe the certificates discussed in this report. It is, however, interesting that the standards proposed in the ILTA code for publicly available tests appear to be more stringent than those for high stakes examinations, and one might question why this should be the case. For example, the following are among the proposed obligations of those preparing publicly available tests, but would seem equally important – if not more so – for high stakes assessment situations. (It should be noted, of course, that this is a draft which is currently published for public consultation.)

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(Those preparing and administering publicly available tests) *should:*

……
2. *Make a clear statement of the construct the test is designed to measure in terms a layperson can understand.*
3. *Publish validity and reliability estimates and bias reports for the test …*

……

5. *Refrain from making any false or misleading claims about the test.*

(ILTA 2005)

The differences in the three codes reflect, to some extent, their purposes. The non-prescriptive nature of the ALTE code reflects the variety of contexts in which ALTE members operate:

In seeking to establish standards it is not the aim to make all ALTE Members conform to the same models of assessment for all 23 languages represented, and it is important to recognise the varied linguistic, educational and cultural contexts within which the examinations are being developed and used. An appropriate balance is required between the need to guarantee professional standards to users, and the need to take into account the differing organisational features of the ALTE institutions and the contexts in which their exams are used.
(http://www.alte.org/quality_assurance/quality.cfm, 06/12/2005)

The *Code of Fair Testing Practices in Education* is more specific in its recommendations, but nevertheless has the following comment:

The Code is not intended to be mandatory, exhaustive, or definitive, and may not be applicable to every situation. Instead, the Code is intended to be aspirational, and is not intended to take precedence over the judgment of those who have competence in the subjects addressed.

(JCTP, 2005)

The current draft of the ILTA code does not contain an explicit statement of the extent to which it is applicable to all situations, but the request for feedback on the ILTA website does suggest that the developers of the code have a similar recognition of the possibility of local variation:

… language testers around the world are encouraged to discuss the CoP and suggest amendments, particularly those that will make the Code more practicable in their own regional and local contexts.

(http://www.iltaonline.com/code.htm, 06/12/2005)

Although these three codes of practice have features in common, there is currently no set of quality assurance standards in use in language testing which is agreed by all.

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Inventory of Language Certification in Europe

In the current study, certificate providers were asked to provide information on various aspects of their test development and quality assurance procedures, and the aim in this chapter is to describe their responses without necessarily evaluating their practice against any set of standards in particular. Nevertheless, the three sets of standards described in this section are all based on good assessment practice, and will be referred to where appropriate.

The questions asked were very open, and providers were free to provide information in a format and a level of detail decided by them. The questions which provided information reported in this chapter were:

- **Who writes the test questions?** (e.g. teachers, outside consultants, permanent employees of your organisation, etc.)

- **What type of trialling is done?** (e.g. review panels, trialling with students, etc.)

- **What types of data on validity and reliability are collected?** (e.g. during test development, and/or after tests are administered)

- **How are tests marked?** (e.g. what qualifications do markers have, how are they trained, how is the reliability of marking checked, etc.)

- **How are grades or levels decided, or pass marks set, for each version of the test?**

Table 4.1 summarises the number of responses from providers on various aspects of test development and administration. Responses were received from 41 providers, who between them are responsible for a total of 235 certificates in 26 languages. In some cases, providers described different procedures for particular certificates, so the number of responses is greater than the number of responding providers.

Table 4.1   Total number of responses from certificate providers

	providers	responses
Total number of responding providers	41	47
Number of responses on test writing	41	44
Number of responses on test marking	40	43
Number of responses on investigation of test validity	41	44
Number of responses on setting pass marks or grades	38	40

4.2   Background of test writers

The ALTE, JCTP and ILTA codes of practice all refer to test development in general terms. The ALTE code is mainly concerned with transparency, rather than suggesting a particular set of procedures. The minimum ALTE standard is to:

- *Describe the process of examination development.*
- *Explain how the content and skills to be tested are selected.*

The JCTP code is similar:

> *Describe how the content and skills to be tested were selected and how the tests were developed.*

The ILTA code refers in several places to the importance of information on how tests are developed.

None of these codes refers explicitly to ensuring that test or item writing is done by suitably qualified or experienced people, although this is perhaps implied within the requirement for a description of the process of test development. The issue is discussed in more detail in the *Standards for Educational and Psychological Testing* (1999). It is recommended that test writers should be familiar with both the domain being assessed and the population to be tested. This background is given more importance than formal qualifications, with a comment that:

> *Many interested persons (e.g. practitioners, teachers) may be involved in developing items and scoring rubrics, and/or evaluating the subsequent performance.*
>
> (*Standards for Educational and Psychological Testing* 1999:39)

The *Standards* then further refer to the processes which the test developer needs to carry out to select from and review the items produced by the test writers.

It is common practice to adopt the approach suggested in the *Standards* of using those familiar with the domain and the population, then to train them in item writing techniques as necessary. This often means that those with a teaching background are used, since they are most likely to have the necessary familiarity with both the subject and the students. In the present study, providers were asked to describe the background of those who write their test items, but were not asked about their qualifications in testing or in language pedagogy.

All forty-one of the providers gave this information. Table 4.2 summarises these responses, and shows that there were approximately equal numbers for use of teachers as writers, use of outside consultants or experts – who may, of course, be from a teaching background – and writing in-house by employees of the provider. In five cases, providers indicated that writers may vary, although in all cases, they were from

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these three groups. Some of those who use teachers also reported that they provide suitable training.

Table 4.2   Background of test writers

Test writers	Number of responses
Teachers	14
Outside consultants/experts	12
Permanent employees	14
Mixed	5

4.3 Test marking

Standards for test marking are not explicitly mentioned in the ALTE code, although procedures for marking are covered in detail in the self-assessment checklists. The JCTP code has the following:

- *Provide procedures, materials, and guidelines for scoring the tests and for monitoring the accuracy of the scoring process. If scoring the test is the responsibility of the test developer, provide adequate training for scorers.*

ILTA has more:

- *Information guides on scoring (also known as grading or marking schemes) must be prepared for test tasks requiring hand scoring. These guides must be tried out to demonstrate that they permit reliable evaluation of the test takers' performance.*
- *Those doing the scoring should be trained for the task and both inter and intra-rater reliability should be calculated and published.*
- *Scoring procedures must be carefully followed and score processing routines checked to make certain that no mistakes have been made.*
- (for high stakes exams) *The institution shall take the steps necessary to see that each test taker's test paper is scored/graded accurately and the result correctly placed in the data-base used in the assessment. There should be on-going quality control checks to assure that the scoring process is working as intended.*

Table 4.3 summarises the processes of test marking or of assessing performance which were described. Forty of the providers gave this information. Twenty-two

reported use of markers with language teaching or other professional qualifications. Most others referred to use of experienced and trained markers and examiners in more general terms, and it is probable that some of these did have a language teaching background. There were two reports of use of university students as markers.

There is clearly concern for ensuring that markers or assessors are suitably trained, with thirty-five reports of formal training and/or standardisation. In some cases, this training is extensive. For Trinity College examinations, for example, examiners and moderators attend an annual residential conference, with further training as necessary to update them on any changes. The University of Ljubljana has a two-day seminar for new examiners, and thereafter all examiners attend three compulsory seminars each year. Several other providers reported that they have training or standardisation seminars, while others referred in more general terms to the fact that their examiners are trained.

There were seven reports of use of machine marking for all or part of test papers, generally for rating multiple choice answers. There were seventeen reports of the use of multiple marking (usually double marking), with some referring to use of this to perform statistical checks on the reliability of marking. Most of the use of double marking was for tests of speaking and, to a lesser extent, writing. For speaking tests, some did this by using two examiners, while others checked all or some of recorded test sessions. There were fourteen reports of checking or moderation of marking or of assessors' ratings.

Table 4.3   **Summary of responses on test marking and assessors**

Marking	Number of responses
Markers are teachers/have professional qualifications	22
OMR (machine marking)	7
Multiple marking/reliability checks	17
Training/standardisation	35
Checking/moderation	14

In general, both test writing and test marking appear to be well-conducted. Most providers appear to be aware of the issues to be considered and the principles of good practice in these areas.

4.4 Investigation of the properties of tests

Providers were asked to describe the procedures they use to investigate the quality of their tests during the test development process, such as review panels, or test trialling. They were also asked to indicate the type of data which is used to investigate test validity and reliability. The results reported in Table 2.4 are based on responses to

these two questions. All the providers who responded gave information on this aspect. A fuller summary of their responses is given in the tables in Appendix B.

All the codes of practice refer to test validation to some extent. The ALTE code does not suggest a standard beyond that mentioned above, which relates mainly to the type if information on test development which should be made available. However, as with scoring, the self-assessment checklist covers these areas. The JCTP code has the following:

- *Provide evidence that the technical quality, including reliability and validity, of the test meets its intended purposes.*
- *Obtain and provide evidence on the performance of test takers of diverse subgroups, making significant efforts to obtain sample sizes that are adequate for subgroup analyses. Evaluate the evidence to ensure that differences in performance are related to the skills being assessed.*
- *Correct errors that affect the interpretation of the scores and communicate the corrected results promptly.*

The ILTA code has:

- *All tests, regardless of their purpose or use, must provide information which allows valid inferences to be made. Validity refers to the accuracy of the inferences and uses that are made on the basis of the test's scores.*
- *All tests, regardless of their purpose or use, must be reliable. Reliability refers to the consistency of the test results, to what extent they are generalizable and therefore comparable across time and across settings.*
- *If pretesting is not possible, the tasks and items should be analysed after the test has been administered but before the results are reported. Malfunctioning or misfitting tasks and items should not be included in the calculation of individual test takers' reported scores.*

For publicly available tests, the ILTA code also suggests that validity and reliability estimates and bias reports should be published, as well as a test takers' handbook which explains the relevant measurement concepts, reports evidence of reliability and validity, and describes scoring procedures and the steps taken to ensure consistency of results across forms.

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Table 4.4   **Summary of validation methods**

Type of validation procedure	Number of responses
None	1
Review, pre-test trials and post-test analysis	16
Review and pre-test trials	4
Review and post-test analysis	7
Pre-test trial and post-test analysis	6
Review only	3
Pre-test trials only	7
Total	44

The information given by some providers was very general – for example, indicating that tests are trialled, but without giving further information on the type of analysis which is done after trialling, or the type of sample used. Other providers gave more extensive information, including in some cases copies of trial reports.

In some cases, providers gave information on procedures used for developing new versions of assessment procedures or new types of question, rather than procedures used in the development of each version of a test. The figures reported in Table 4.4 and in Appendix A do not include these types of responses. They only cover responses which indicate that a provider has a regular system for investigating validity of each new form of a test which is to be administered to test-takers in a live testing session. Research which is aimed at developing new methods of testing or new item types is undoubtedly of use in initial development of testing procedures, and can often be of great benefit in, for example, identifying revisions needed in assessment procedures, the views of users on test types, and the general functioning of types of assessment instrument. However, these types of investigation do not ensure the validity and reliability of each new form of a test. If student responses to specific test items and tasks are not analysed in any way, then even an expert judgment based on comparison with an earlier test cannot ensure that the new test functions in the same way, and has the same range of difficulty, as a previously used test.

The extent of investigation into test validity will depend, to some extent, on the resources and time available. Ideally, in a high-stakes assessment situation, all information available needs to be taken into account, and all three types of procedure would be recommended. Review groups can usefully guide test development, to check that items and tasks fit test specifications and the desired range of difficulty. Analysis of trial data makes it possible to analyse the psychometric properties of the tests, and to investigate practical issues and feedback from potential users. Analysis of post-test

data provides a further check on the psychometric properties of tests, and can feed into standard-setting procedures.

However, investigation of validity and reliability of tests may be affected by practicalities. In some cases, opportunities for trialling of tests may be limited by the fact that there are not many learners of the language who can be asked to take part. Or, it may be that most of the available learners are candidates for the test, and use of these learners for trialling may compromise test security. Economic factors, or the lack of suitable skills and knowledge among test developers, may also place limits on the amount of investigation of validity which can be carried out. Equally, there may not be much opportunity for post-test analysis if only small numbers take the test. For example, the Centro Linguistico Italiano Dante Alighieri has eight certificates in its CLIDA suite of Italian assessments, but had a low number of entries in 2004, ranging from six for the highest level certificate, to 101 for the lowest. With the certificates with very low numbers of entries, post-test analysis would be of limited use. Instead, trialling is used during the development of the CLIDA tests, presumably since it is possible to find sufficient numbers of learners of Italian for this purpose.

Only one provider, the Centre de Languages Luxembourg (CLL), responded that they do not have a formal review process for their certificates in Luxembourgish, and do not collect data on validity and reliability. However, CLL did report that the results of their examinations are analysed and discussed by an expert jury, so it is possible that this would include post-test analysis similar to that used by other providers. It should also be noted that the four certificates in Luxembourgish offered by CLL had a combined entry of only 244 in 2004, so opportunities for collection of data are limited. The information supplied by Eusko Jaurlaritza (Basque Government) was a general comment that test validation follows the minimum standards of the Association of Language Testers in Europe, without giving sufficient details to indicate the source of the data used. However, according to the information given on the ALTE website, they use post-test analysis to investigate validity, so they have been assigned to this category. In all other cases, information is based on that supplied directly by the provider.

The other 39 providers gave information which made it possible to identify whether they make use of review panels, test trialling with students or post-test analysis. In some cases, procedures vary for different certificates from the same provider, which is why the total number in Table 4.4 is more than the total number of providers. The tables in Appendix B show that 29 of the 41 providers have some form of formal review panel which is involved during the test development stage, 31 have test trials, and 30 reported that they analyse data after test administration.

Sixteen of the 41 responding providers reported use of all three types of procedure for some or all of their assessments. Perhaps not surprisingly, seven of these were institutions which either develop a relatively large number of language certificates with a large number of candidates, or are part of specialist assessment bodies which also produce qualifications in other subject areas. This is the case with Anglia Examinations Syndicate, Cambridge ESOL, IELTS (information supplied by Cambridge ESOL), Citogroep, Goethe Institut, Instituto Cervantes, and Trinity College. However, there are other providers among the respondents which produce a relatively small number of assessments and are not large assessment bodies, but

nevertheless report use of all these procedures. Most of these are providers of certificates with a large number of entries, which means that they have sufficient numbers for analysis, and also, presumably, a larger income from fees than a provider of a certificate with few candidates. In the case of the three certificates in Polish developed by the State Commission for Polish as a Foreign Language Certification (PKPZJPjO), these had a combined entry of only 106 in 2004, so post-test analysis would have been of limited use for validation; however, these are newly-introduced certificates, and the usefulness of post-test data will increase as the number of entries grows.

4.5   Setting level cut scores or pass marks

One purpose of analysis of test data is to examine information which can be used to decide on pass marks, or on scores which indicate the cut-off points between levels or grades. The ALTE, JCTP and draft ILTA codes of practice all set out standards for test developers when setting pass marks or level cut scores for their tests.

ALTE members aim to:

> *Describe the procedures used to establish pass marks and/or grades.*

The JCTP code has the following:

> *When test developers set standards,* (they should) *provide the rationale, procedures, and evidence for setting performance standards or passing scores.*

ILTA has the following standard for high stakes examinations:

> *Information should also be provided as to how the scores/grades will be allocated*

Of these three, only the JCTP code mentions that there should be evidence for setting performance standards, which implies that pass marks or cut scores should be based on data from test administration, and that the rationale for the approach used should be provided.. The ALTE and ILTA codes specify only that procedures should be described.

In the current study, providers were asked to describe how pass marks or level/grade cut scores are established for their tests. Thirty-eight providers gave this information. Table 4.5 summarises the responses from these providers. Since some reported use of more than one procedure, or do not use the same procedures for all certificates, the total number in Table 4.5 is more than the number of providers.

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Table 4.5   **Methods of deciding pass marks or level cut-scores**

Method used	Number of responses
No pass/fail	1
Pass marks or level cut scores always the same	18
Use of pre-determined performance levels	1
Based on equating or other statistical procedures	12
Determined by a formal meeting or board (as only procedure)	7
Use of item bank	5
Total	43

Table 4.5 includes in the category 'determined by a formal meeting or board' only the seven providers which reported use of a formal meeting of some type as the only basis for decisions, and did not specifically refer to the use of data or other evidence at such meetings as a basis for decisions. Some other providers reported that they have a board or formal meeting which makes final decisions about pass marks or cut scores, based on information which comes from analysis of trial or live test data. It is possible others who use this type of analysis also have formal meetings to make final decisions, but did not report these on the questionnaire. It is also possible that some included in the 'meeting only' category do use the results of analysis of trial or post-data as part of the basis for determining cut scores, but did not make this clear in their response.

Eighteen providers reported that pass marks or cut scores are always the same. This was the most common response. In such cases, it would be necessary to ensure that each version of a test is statistically equivalent, so that candidates do not have different probabilities of passing or achieving a particular grade, according to the varying difficulties of tests. In the majority of cases, providers who reported that they have pre-determined achievement scores also reported that they analyse trial data or live test data, and ten of the 18 reported that they do both. Where trial data is available, it is possible to select items with the required statistical properties, and estimate that the resulting test will be at the desired level of difficulty. However, it is very difficult to do this accurately, and it is advisable to add analysis of live test data as well, so that scoring or allocation of levels can be adjusted if necessary.

An additional aid to checking the equivalence is the use of 'anchor' items in trialling or in live tests which can provide a statistical link between different versions of tests. Alternatively, some students can be given both an old and a new version of a test, again with the aim of providing a statistical link to check relative difficulty. A third

possibility is to construct tests using an item bank which contains previously trialled items with known statistical properties.

For most of the providers who reported use of fixed cut scores, insufficient information was provided to judge the extent or nature of any checking of the accuracy of these scores for each version of tests. Of those which are reported in Appendix B as using fixed pass marks or level scores, only one gave sufficient information to be able to describe how equivalence might be investigated. This was the University of Athens which reported use of an item bank. Four other providers also use item banks.

In one case (The Institute of Linguists), assessment of performance is based entirely on judgment against pre-determined level criteria. For some other certificates, there may be an element of this in the assessment of speaking and writing, but it was not always clear how this aspect is combined with others to award an overall grade or score.

Among the 12 reported uses of other statistical methods of determining level scores or pass marks, four providers use anchor tests or other methods of statistical equating, and three referred to the use of standard setting procedures. In the remaining cases, a general reference was made to the use of test data to determine cut scores, without specifying the exact nature of how the data is used.

In terms of the extent to which they meet the standards described at the beginning of this section, it is clear that the majority meet the ALTE and ILTA standards to some extent, in that they are able to describe the procedures they use, although it is perhaps debatable whether a report that, for example, the pass mark is always a particular percentage can really be termed a description of a procedure. It is possible that in some cases, the use of a fixed pass mark may be supplemented by adjustment of scoring or the weighting of various elements of an assessment following analysis of candidates' scores.

This does seem to be the area in which there is the least information available on what providers actually do, which has implications which will be discussed in the next chapter, which discusses the identification of equivalent levels of the Common European Framework of Reference for Languages.

4.6 Information for test users

All the codes of practice described above include standards for the provision of information to test users. The ALTE code states that members aim to:

- *Provide either representative samples or complete copies of examination tasks, instructions, answer sheets, manuals and reports of results to users.*

- *Provide prompt and easily understood reports of examination results that describe candidate performance clearly and accurately.*

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- *Provide examination users and takers with information to help them judge whether a particular examination should be taken, or if an available examination at a higher or lower level should be used.*

- *Provide candidates with the information they need in order to be familiar with the coverage of the examination, the types of task formats, the rubrics and other instructions and appropriate examination-taking strategies. Strive to make such information equally available to all candidates.*

The JCTP code sets out similar standards:

- *Communicate information about a test's characteristics at a level of detail appropriate to the intended test users.*

- *Provide to qualified test users representative samples of test questions or practice tests, directions, answer sheets, manuals, and score reports.*

- *Provide information to test takers or test users on test question formats and procedures for answering test questions, including information on the use of any needed materials and equipment.*

The draft ILTA code describes the information which should be made available in more technical terms. For high-stakes exams, the following standard is suggested:

The institution should provide all potential test takers with adequate information about the purpose of the test, the construct (or constructs) the test is attempting to measure and the extent to which that has been achieved. Information should also be provided as to how the scores/grades will be allocated and how the results will be reported.

For all tests, it is proposed that test developers should:

Make a clear statement of the construct the test is designed to measure in terms a layperson can understand.

In addition, the ILTA code states that a test-takers' handbook should be published, which:

- *Explains the relevant measurement concepts so that they can be understood by non-specialists.*
- *Reports evidence of the reliability and validity of the test for the purpose for which it was designed.*
- *Describes the scoring procedure and, if multiple forms exist, the steps taken to ensure consistency of results across forms.*
- *Explains the proper interpretation of test results and any limitations on their accuracy.*

The providers included in this study were asked to describe how examination syllabuses and specifications are made available to teachers and test-takers, to indicate

the type of sample tests or practice materials which are available for their certificates and to report whether and how they provide examination reports to teachers or to others. Table 4.6 summarises their responses. Since some providers gave different information according to certificates, the total number of responses from the 41 providers was 44. The number of ways in which information is made available exceeds this figure, since for some the information varied according to different certificates.

Table 4.6   Availability of information from providers

Type of document	Number of responses
Specifications/syllabus	
On website	28
Published/available on application	13
Sent to schools or test centres	4
No response	1
Sample tests/past papers	
On website	27
Available on application	5
Available for purchase	18
Sent to schools or test centres	4
No response	4
Test reports	
On website	6
For examiners or centres	13
For teachers	10
Sent to test-takers on request	2
Not made public	6
None available	6
No response	6

Providers were also asked to describe other documents or materials which they produce. Three mentioned that they produce teaching materials, four reported that they made test administration materials available, and two mentioned training materials for teachers or examiners. Some also referred to documents such as examination regulations, grievance procedures and so on, or to resource lists which are available for teachers or test-takers. It is possible that other providers may also produce similar types of materials which they did not include in their response.

All the providers apart from one reported on the availability of syllabuses or test specifications. The one which did not was the Republic of Latvia Naturalization Board; however, they did report the availability of methodological materials and of teaching and learning materials developed by the Latvian Folk School, so it is possible that these materials perform a similar function in informing teachers and learners as the more formal syllabus or specifications which might be produced by others certificate providers.

The most common method used for publishing specifications and sample tests is by making them available online. All the responding providers have websites; 28 of them have test specifications on their sites, and 26 have sample tests or past papers. Publication of examination reports online is much less common, with only six reporting that they do this. Those who have information available on application, or who publish materials for sale, generally give contact details on the website.

The majority of providers issue sample papers or have sample test questions on their website. Seventeen reported that past or sample papers are available for purchase, either directly from them or from an authorised publisher. Of these, only two did not report that they also supply sample tests or tasks free of charge, either online or by other means.

There are some interesting examples of innovative use of the opportunities afforded by the internet. For the Yleiset kielitutkinnot (The National Certificate of Language Proficiency) developed by Opetushallitus (the Finnish National Board of Education) and the University of Jyväskylä, free online preparation materials for candidates are being developed by YLE (Finland's national public service broadcasting company), including self-assessment activities. The European Consortium for the Certificate of Attainment in Modern Languages (ECL), which provides certificates in English, German, Hungarian, Italian, Spanish, Slovak and Polish, has an online test which potential candidates can take to ascertain which level of test they should take, on payment of a fee (currently 12 euros).

When providers make information available on their website, it can of course be accessed by all, including potential or actual test candidates. However, information on test specifications may not always be expressed in terms which are readily accessible to non-teachers, and for a language learner it may not be linguistically accessible if it is not written in simple language. Some providers do include information on their website specifically for test-takers. Many include information on ways of entering for the examination, contact details for test centres, and so on, while some have more extensive information. One example is on the website of the Centre international d'études pédagogiques (CIEP), which has a manual for candidates for the Test de connaissance du français (TCF) which describes the test in a clear question-and

answer format, has sample tasks, and gives information on such matters as the location of test centres and entry procedures. The International English Language Testing System (IELTS) website has an interactive section for candidates which has extensive information on all aspects of the assessment, including practical information such as a search facility which candidates can use to find their nearest centre, sample tasks and advice on preparing for the examination.

In general, the majority of providers do seem to make considerable amounts of information available to test-takers. Where this information is available on the internet, potential test-takers would be able to find out about certification systems. However, where it is available only through language teaching institutions or test centres, access for potential test-takers may be more difficult.

4.7 Summary

The quality standards which are discussed in this chapter differ in their details, but they have features in common. All agree on the need for test developers to investigate and report the validity and reliability of their tests, while acknowledging that local circumstances and the availability of resources may affect the methods used to investigate these properties.

Many of the providers who supplied information for this study were able to do so in more detail when describing methods used for test writing and marking, and the availability of materials and information, than they were for the methods they use to validate their tests. Some of those who reported that they trial tests or analyse data after testing did not supply many details of the type of analysis done, and few were able to send any documentary evidence. This does not necessarily imply that there is any deficiency in the methods they use, but it does suggest that procedures may not be well-documented.

In particular, the information given on methods used to set pass marks or level cut scores was often not extensive, with some simply reporting a fixed pass mark, without giving any information on how the validity of this pass mark is set, and how its stability over successive test forms is maintained. This is, possibly, the area where quality may be weakest for some providers, perhaps because it is one of the more complex assessment issues from a technical point of view.

As far as test writing and marking is concerned, the majority of providers do appear to have a principled approach, with qualified writers, training for markers, checking and moderation of marking, and so on. Another area where there was strength is in the provision of materials, with most issuing a range of materials such as specifications and example tests. Many use their websites to make such materials freely available.

5   The Common European Framework

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF), which was published in 2001, has been an important influence on language assessment since its publication. A report on the current situation regarding language certification in Europe cannot ignore the influence of the CEF, and it was therefore considered important to investigate the extent and nature of its use by the providers included in the study.

5.1   Background

The overall aim of the CEF is described as the provision of:

> … *a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.*

> *(Council of Europe, 2001:1)*

To this end, the framework proposes six Common Reference Levels which can be used as broad divisions for describing language learning or language attainment. These levels are an extension of earlier work supported by the Council of Europe (van Ek 1977, van Ek and Trim, 1991a, 1991b, 1997, and were already being used before the document was published in 2001. What the 2001 document did was add a great deal of detail to the specification of skills at each level, and considerable discussion of ways in which the framework can be used. The levels are shown in Figure 5.1.

Figure 5.1   Common Reference Levels

(Council of Europe, 2001:23)
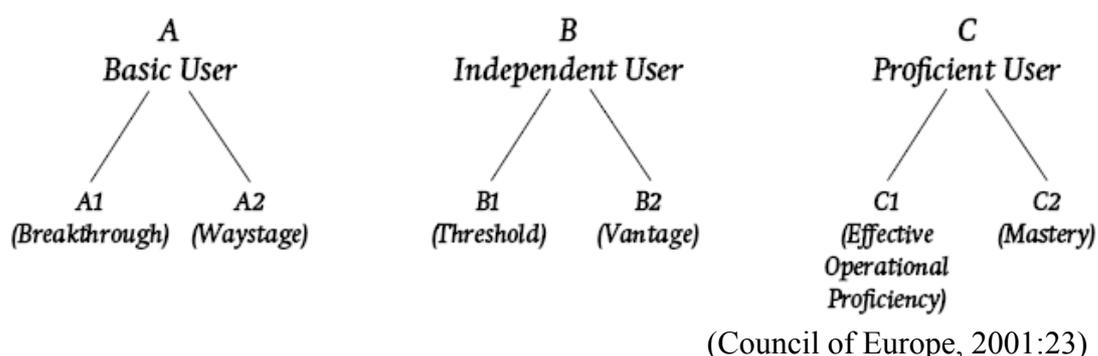
As its title suggests, one purpose of the framework is to provide a basis on which assessment of languages can be both developed and described. It aims to be useful for the specification of the content of tests, for describing the criteria for attainment of learning objectives, and for describing levels of proficiency in such a way that different qualifications can be compared. The levels of the CEF are clearly envisaged as making it possible for common standards to be applied:

> *It is indeed a major advantage of a set of common standards – such as the Common Reference Levels of the Framework – that they make it possible to relate different forms of assessment to one another.*

<div align="right">(Council of Europe, 2001:178)</div>

The CEF aims to make this possible through the use of detailed scale descriptors for each level:

> *The scales for the Common Reference Levels are intended to facilitate the description of the level of proficiency attained in existing qualifications – and so aid comparison between systems.*

<div align="right">(Council of Europe, 2001:182)</div>

The publication of the CEF was followed by publication of a pilot version of a manual for relating language examinations to the CEF (Council Of Europe, 2003) and a supplement to the manual which describes approaches in more technical detail (Council of Europe, 2004).

Since its publication, the CEF has had considerable influence on language testing in Europe. This is not surprising, as, in theory, it makes it possible for all language tests to be described using common points of reference, compared with the previous situation where descriptions of levels of attainment did not necessarily have the same meanings for all, and there were no common reference points on which to base a comparison.

It does need to be borne in mind, however, that use of such levels has possible dangers as well as benefits. Some dangers may result from the commercial pressures upon certificate providers operating in the market place. For example, it may be financially advantageous to overstate the level of a test in order to encourage more people to take it. There is also a possibility of the levels becoming used as a general way of describing a test when the rigorous procedures necessary for linking to the framework have not been fully applied.

The writers of the CEF were clearly aware of the possibility of misuse. Firstly, the work needed to properly relate all examinations to the framework cannot necessarily be done quickly:

> *… the development of a standards-oriented approach takes time, as partners acquire a feel for the meaning of the standards through the process of exemplification and exchange of opinions.*

Another potential difficulty is that tests may have very different content and purposes:

> *The fundamental reason why it is difficult to link language assessments … is that the assessments generally test radically different things even when they are intending to cover the same domains.*

<div align="right">(Council of Europe, 2001:182)</div>

The final caveat against which the reports from providers needs to be judged is that the tests which are claimed to be assessing at a particular level of the framework will only do so insofar as they are valid and reliable tests of whichever domains they aim to assess. The CEF Pilot Manual works from an assumption that this will be the case, assuming that tests will have been:

… developed and validated so as to conform to the properties of a valid test …

(Council of Europe, 2003:65)

As the previous chapter suggests, this has not necessarily yet been demonstrated for tests from all the providers in this report. Also, if decisions on pass marks or level cut scores for tests have not been based on evidence from candidate performance on a particular test, then there have to be some doubts about the validity of claims made about CEF levels. In such situations, the levels should perhaps be described as intended rather than actual.

5.2   Information from providers on levels

The CEF Pilot Manual makes the point that deciding on an appropriate CEF level is not an easy task:

… relating a test to the Common European Framework (CEF) is a complex endeavour. The existence of such a relation is not a simple observable fact, but is an assertion for which the test constructor has to provide sufficient evidence, theoretical as well as empirical.

(Council of Europe, 2003:99)

The providers who were contacted for inclusion in this study were asked to describe how the appropriate level of the CEF had been identified, where this was used. In fact, all of the forty-one providers who responded gave CEF levels for all or most of their certificates. Thirty-eight of these described how these levels had been decided. Table 5.1 summarises the methods used, and details are given in the tables in Appendix B. In some cases, providers use different methods for different certificates, or reported more than one basis for level assignment, so the total number of methods reported in this table is more than the total number of responding providers.

The methods summarised in Table 5.1 are described in more detail in sections 5.2.1 to 5.2.5.

Table 5.1   **Methods of identifying CEF level**

Method	Number of responses
Used as a basis for development of objectives	5
Identified in research studies	9
Research currently in progress	10
Via another framework	10
By comparison with other tests	4
Expert judgment	10
Total	48

5.2.1 Development of objectives

Five providers reported that the CEF influenced the original development of their tests, when objectives and content were specified, though this in itself is of course no guarantee of the accuracy of any subsequent claim about the level of a test. This was the case with the Start Deutsch certificates from the Goethe Institute, the certificates in Lithuanian from both Vilnius University and the Teacher Professional Development Centre (Pedagogų Profesinės Raidos Centro), and the certificates in Portuguese from Lisbon University. Weiterbilduns-Testsysteme GmbH (WBT) reported that objectives for their TELC certificates and their German certificates, apart from the Zertifikat Deutsch für den Beruf (ZDfB), were guided by the CEF. The ZDfB, which is described as B1 level, predates the development of the CEF, and information was not given on how this level was identified.

5.2.2 Research studies

If a test has not used the CEF as a basis for its objectives, it is necessary to investigate its level in another way. Even if it is based on the CEF, it is still advisable to follow procedures to investigate the validity of level claims, either for each new form of the test, or at intervals to ensure that the level of the tests has not changed over time. The CEF Pilot Manual divides the procedures for relating tests to the CEF into three stages: specification, standardisation, and empirical validation. At the specification stage, the content and objectives of the tests are mapped to the CEF descriptors. The standardisation phase involves achieving a common understanding among users, and the development of exemplars which can be used for training and test development. This stage also includes benchmarking of performance samples and standard-setting for test forms. The third stage, empirical validation, involves analysis of test data to investigate the validity of level assignments, and to develop anchor items which can be used for statistical linking of test forms.

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There has been considerable research to relate the levels of the CEF to those of the Framework of the Association of Language Testers in Europe (ALTE) (Jones, 2002). Those providers whose certificates are related to the CEF via assignment of an ALTE level are described in 5.2.5 below. Certificates from some of these providers, in particular Cambridge ESOL, have been used in investigations of the relationship between the two frameworks.

Eight other providers reported that their assignment of CEF levels for their certificates is based on research or validation studies. Of these, four have carried out the first of the phases − specification - mentioned in the Pilot Manual. These are the Anglia Examinations Syndicate, CNaVT (Katholieke Universiteit Leuven, België / Universiteit van Amsterdam, Nederland), ÖSD (Österreichisches Sprachdiplom Deutsch) and ELI, Michigan. Citogroep reported that they have carried out standard-setting for their tests of Dutch, based on the CEF levels. CIEP (Centre international d'études pédagogiques) have reported on the results of the specification exercise they have carried out for the DELF and DALF tests (CIEP, 2005). The items in the TCF (Test de connaissance du français) have been calibrated against CEF levels.

In Finland, the scale of the National Certificate of Language Proficiency (Yleiset kielitutkinnot), developed by the Finnish National Board of Education (Opetushallitus) and the University of Jyväskylä, has been revised in line with the CEF following a scale validation project (Kaftandjieva and Takala 2003). The Università per Stranieri di Perugia has completed the specification and standardisation stages for its tests of Italian, and is planning to use Rasch anchoring techniques to create a bank of items linked to the CEFR levels.

Finally, the comparability of scores on the IELTS test of English with the CEF has been investigated in various research studies since the late 1990s, both by Cambridge ESOL and as part of the ALTE Can Do Project. (http://ieltsweb.idp.com). It is therefore included in this group of certificates which have had investigation of their links with the CEF.

Some of the providers whose research has been reported in this section indicated that their research will be continuing. In addition, ten others reported that they are currently carrying out or participating in projects to investigate the CEF levels of their tests, or had plans to do so. These were:

- Centre de Langues Luxembourg
- Welsh Joint Education Committee
- Danish Language Testing Consortium
- Escola Oficial de Idiomas (Catalunya)
- European Consortium for the Certificate of Attainment in Modern Languages
- Instituto Cervantes
- Stockholms Universitet - tisus
- TestDaF-Institut
- Trinity College
- Università per Stranieri di Siena

5.2.3 Comparison with other level frameworks

Some of the providers who gave information on CEF levels reported that the assignment of CEF level is based on comparison with another framework. One of these is the framework of the Association of Language Testers in Europe, whose original 5-level framework was extended to six with the addition of a 'Breakthrough' level below level 1. The examinations of sixteen of the members of ALTE are currently mapped to the framework, according to the table published on the ALTE website ([www.alte.org)](www.alte.org), and eight others are due to be added soon. This mapping was done through a process of 'comparison, content and task analysis' (Jones 2002). However, there is little published empirical evidence available to make it possible to evaluate the validity of the equivalence between certificates which is implied by the framework tables.

The ALTE framework had some influence on the original development of the CEF, and the two frameworks have also been related to each other by a process of analysis of data gathered from learners' self-reports of what they can do in a foreign language. In some cases, results from administration of Cambridge ESOL examinations in English have been available as an additional source of data. Of those fifteen providers whose examinations are currently mapped to the ALTE framework, fourteen provided information on their certificates for this study. Another ten who provided information are also members of ALTE, but the mapping of their tests to the ALTE framework has not yet been reported.

Six of the providers who supplied information on their tests cited comparison with the ALTE framework as the basis, or one of the bases, for their assignment of CEF level. One of these was the Instituto Cervantes, which was involved in the development of the ALTE framework, and is also currently undergoing a validation process to relate its tests to the CEF. Cambridge ESOL were also involved in the early development of the ALTE scales, and have undertaken research to investigate the equivalences of its various certificates, and the relationship between the ALTE scales and the CEF (Jones 2002, Taylor 2004) .

The levels reported for the tests of Luxembourgish developed by the Centre de Langues Luxembourg (CLL) are described by the provider as being originally identified by ALTE, but CLL also reported that it is participating in the piloting of the CEF Manual, and is currently following other procedures to relate its tests to the CEF. The University of Lisbon reported that test specifications were developed based on both the ALTE framework and the CEF. Certificates from both these providers are included in the tables on the ALTE website which report on the examinations which are currently mapped to the ALTE framework.

The Basque Government (Euskararen Gaitasun Agiria), reported use of the ALTE Content Analysis Checklists which are one of the instruments by which ALTE members map their tests to the framework. Finally, the specifications for NUI Maynooth's tests of Irish, which were introduced in 2005, are reported as being based on both the ALTE Can-Do statements and the Council of Europe Waystage level. These two providers are not currently included in the ALTE mapping tables.

A second framework was cited by four providers of English certificates, which were: the Assessment and Qualifications Alliance, Cambridge ESOL (Skills for Life examinations), the Institute of Linguists Educational Trust, and the English Speaking Board. These all gave the level at which their certificate had been accredited against the National Qualifications Framework (NQF) which is used in England, Wales and Northern Ireland, and also gave the CEF level which is considered to be equivalent. The match between this framework and the CEF was investigated in a study by the Qualifications and Curriculum Authority in England, as an aid to the process of accreditation of English language qualifications (DfES, 2003). One use referred to is:

> … to cross-refer the levels to which awarding bodies said their qualifications were mapped …

(DfES, 2003:50)

This study analysed four separate scales of language proficiency which are described in terms of the levels of the NQF, and compared these with the Common European Framework. Two of the scales were designed for mother tongue education of adults and young people, one was a scale for proficiency of children for whom English is an additional language, and the fourth was the National Language Standards which describe proficiency in modern foreign languages. The developers of the latter scale referred to the CEF in defining the levels of progression used, which provided an additional link to the CEF levels. A mapping procedure was used to identify common elements in these four scales and the CEF, and thus to draw up a broad alignment between NQF and CEF levels.

Comparison between scales does not necessarily guarantee that a test which has been mapped to one can be assigned a level on another. Taylor (2004) comments, in the context of linking Cambridge UCLES examinations to both ALTE levels and the CEF, that this is something which must always be done with caution, in light of the fact that tests are designed for different purposes and populations. She further points out that such mapping should be supported by empirical evidence, and describes the latent trait methods which have been used to investigate where the Cambridge examinations lie on common measurement scales.

In the case of those certificates mentioned above which cite equivalence between scales, the validity of the original mapping is not in most cases demonstrable through publicly available empirical evidence. Those which are related to the ALTE framework have done so through processes of content analysis within ALTE, and do not appear to have been independently verified. In the case of the certificates which assign CEF levels via the NQF, the original levels have at least been agreed by an outside independent body.

5.2.4 Comparison with other tests

Four providers referred to comparison of their certificates with others as a basis, or one of the bases, for identification of CEF level. The Anglia Examinations Syndicate referred to comparison with other certificates without specifying which ones these were, and also reported that they have carried out a specification procedure as outlined in the CEF documents. The Hungarian certificates from ELTE (Idegennyelvi

Továbbképzõ Központ) were reported as having been assigned levels on the basis of the developers' familiarity with English, French and German examinations of appropriate levels. The Centre for the Greek Language referred to comparability studies, although again there were no details of which certificates had been used for comparison. The Goethe Institute reported that the difficulty range of their Start Deutsch certificates was partly based on work done by Cambridge ESOL, and also that both CEF descriptors and the Council of Europe Breakthrough level were used in drawing up test specifications.

5.2.5 Expert judgment

Ten providers reported that their assignment of level is based on some form of expert judgment.

These were:

- Escola Oficial de Idiomas (Catalunya)
- Instituto Cervantes
- TestDaF-Institut
- Centro Linguistico Italiano Dante Alighieri (CLIDA)
- Escuela Oficial de Idiomas (Madrid)
- Generalitat de Catalunya
- State Commission for Polish as a Foreign Language Certification
- Stockholms Universitet - sfi-provet
- University of Athens
- University of Ljubljana

This meant, for example, carrying out content analysis of tests and comparing this with CEF level descriptors, or using groups of teachers or official committees to do a more general comparison. In some cases, details were not given of how this was done, and there was just a general reference to 'expert judgment' (Instituto Cervantes, TestDaf-Institut) or 'intuitive validation' (Generalitat de Catalyunya).

Escola Oficial de Idiomas (Catalunya), Instituto Cervantes and the TestDaF-Institut are also included in those who are currently participating in research studies, referred to above. It is possible that some of the others included in this category would have been included in the 'research' category, had more details of the procedures used been available.

Certificates from Instituto Cervantes, Stockholms Universitet and the University of Athens are also among those on the ALTE tables mentioned in 5.2.4 above, although only Instituto Cervantes mentioned this as another basis for level assignment.

5.3 Summary

The use of CEF levels to describe the level of certificates appears to be virtually universal. The methods used to determine these levels are more varied. Clearly, the CEF has already been found useful by those developing new assessment systems, and it seems likely that this type of use will increase. There are also a lot of research studies either completed or in progress, with around half the providers in this study reporting some form of involvement in such studies.

However, there is clearly still room for more to be done as far as linking to the CEF is concerned. For many of the certificates included in this study, the current association is an indirect one, or is the result of a judgment which, while it may have been done by those with suitable expertise, has not yet been backed up by rigorous content analysis or other validation research. Few have yet published the results of empirical studies.

The CEF levels are, undoubtedly, a convenient way of labelling and comparing certificates. The levels supplied by providers have been included in the online inventory, and comparison would be more difficult without them. However, there is a danger that these levels may be used in a similar way to the old descriptions of 'elementary, intermediate, advanced' and so on, which were always problematic because there was no general agreement on what they actually meant. The CEF levels do have a potential shared meaning, in that they are underpinned by detailed descriptions of language skills and content; but the extent to which the meaning will be commonly understood will depend on the rigour with which providers ensure that their level assignments can be justified.

A further point to consider is that, if a test cannot be demonstrated to be valid and reliable, then assignment of a CEF level cannot be justified. Of particular concern is the fact that many of the providers in this study have not given much evidence that the passing scores and grades for their certificates have been established in a systematic way. This does not necessarily imply that they fail to do this, but it remains an open question whether they do or do not. So if, for example, a certificate is described as 'B2', then the question arises of the score a test-taker would need for his or her language proficiency to be described as 'B2'. If the difficulty level of the test varies from one test form to another, or the test is not measuring reliably, the test-taker may not be assessed as 'B2' this year, but may have been if he or she had taken the previous year's test.

The Action Plan *'Promoting Language Learning and Linguistic Diversity'* expressed the following opinion regarding the relationship between the CEF and assessment:

> *The Common Reference Scales of the Council of Europe's Common European Framework of Reference for Language provide a good basis for schemes to describe individuals' language skills in an objective, practical, transparent and portable manner. Effective mechanisms are needed to regulate the use of these scales by examining bodies. Teachers and others involved in testing language skills need adequate training in the practical application of the Framework. European networks of relevant professionals could do much to help share good practice in this field.*

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Progress is being made towards the aim of using the CEF as the 'good basis' envisaged. Less progress has yet been made towards regulating the use of the scales or verifying the identification of levels.

In the context of the type of certificate discussed in this report, where the tests are often high stakes, and the consequences very important for the test-takers, providers need to make the basis for their level assignments clear. If they are not able to document the processes by which levels have been decided, they have a responsibility to make it clear that these levels are suggested rather than verified, until such time as they have been able to complete and document the necessary investigations.

The introduction of some form of external verification before links with the CEF are published would increase the transparency of qualifications and the accountability of certificate providers. This is discussed further in the next chapter.

6   Conclusions and recommendations

This chapter discusses the issues arising from the research presented in this report, and makes recommendations for the future.

6.1   Uses of language certificates

Chapter 2 of this report outlines some of the ways in which language certificates are used in Europe. Some of the certificates included in the inventory are well-known, widely recognised, widely available, and taken by many thousands worldwide each year. Others are used in a smaller context, and may only be available to test-takers in a country where the language is a national language.

This section summarises and discusses some of these uses, and considers the extent to which learners have a true choice of certificate.

6.1.1 The extent of learners' use and choice of certificates

One important aspect of the use of certification is that of supply and demand – i.e. are there enough certificates available, do learners have sufficient access to certification when they need it, and do they have enough choice?

Inevitably, the certificates with the largest number of candidates each year are in the most commonly-learnt languages. Learners are, in general, well provided for in these languages. English is the language in which the largest number of people take a certificate each year, and this is also the language in which there is the widest choice of certificates. It is clear that supply does follow demand to some extent, and if there were more demand for certification in other languages, no doubt certificates would be developed to meet this, and the amount of choice would increase.

The evidence from the questionnaire presented in Chapter 3 indicates that, at least in the opinion of their teachers, the most important factor in choice of a certificate by learners is that it should be widely recognised. The second and third most important reasons are that they need the certificate for either work or study. Both of these are, to some extent, similar to the first reason, in that they imply recognition of certificates by employers or educational institutions. The least important reason given for choosing a certificate was that it is the only one available in the country or region, which indicates that there is a choice available for most in the commonly learnt languages. Practical issues such as the convenience of test centres, the cost of tests or the availability of practice papers were also given by some, but are clearly less important reasons for taking a test than the recognition of the certificate. There were, however, some responses which indicated dissatisfaction with fees, the location of test centres or the waiting time for results, which does indicate that learners are concerned with these more practical aspects, even if they do not prevent them from taking the test.

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It is not surprising that recognition should be the most important reason. In some circumstances, learners may not actually have a large degree of choice, if they wish to obtain a language certificate which is portable and well-respected. If they need a certificate for a particular purpose such as study or an application for residence or citizenship, the evidence presented in Chapter 2 indicates that, in some countries, there is only one certificate available.

Even where there is a choice, this will be limited by both the learner's level, and by any particular purposes for which the certificate is required. Where they need a certificate for occupational purposes, they may need one which is specific rather than general. Some of the certificates in the inventory are designed for certification for a specific occupational or study purpose, while the majority are more general. The widest choice is only available to those who wish to take a more general certificate.

Where there is a real choice, this is only properly available if the learner can obtain sufficient information on which to base the choice. Finding the information about which certificates are available was a time-consuming task for the research for this project, so would presumably be difficult for a learner. Chapter 4 presents evidence that the majority of providers do make a lot of information available, and most provide specimen or practice papers. However, not all have information available in a format which is easily understood by language learners. Some learners would need the help of a teacher in both understanding the language in which the information is presented, and interpreting the more technical or pedagogic aspects of the information. In addition, information which is available only through language schools or test centres may not be accessible to all potential test-takers.

The online inventory which is one of the products of this project is a unique resource which can be used to compare one certificate with another. It is the first time this type of information has been made available in one place for such a large number of certificates in the languages of Europe. It should help learners who wish to find out what is available, and whether certificates are likely to be suitable for their needs. It is also a resource which can be used by teachers, universities, employers, researchers – indeed, anybody who needs to find out what is available in a particular language, or wishes to check the features or the recognition of a particular certificate. Those who wish to obtain further information about a certificate can then follow the links to the providers' website.

The continuing usefulness of the inventory will depend on its being kept up to date. Even while the inventory was being drawn up in 2005, new certificates were being introduced, and some others phased out. It is also possible that some providers whose certificates are not currently represented in the inventory may request to add them, or those who did not respond to the request for information, and whose certificates have minimal information in the inventory, may wish to add more complete information.

To ensure that the online inventory continues to be a useful tool for users, we would therefore **recommend** that it should be regularly checked and updated. We would also **recommend** that the European Commission should ensure that the inventory is publicised and is registered with internet search engines, to ensure the widest possible dissemination.

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6.1.2 Use of external certificates within educational systems

Few countries appear to give students at school the opportunity to take foreign language certificates which are from providers outside their country, at least as an official policy. This may have some implications for European mobility. There may be circumstances in which a language qualification obtained as part of an end of secondary school assessment may not be accepted as the equivalent of another certificate which might, perhaps, be needed as proof of language proficiency for university entry or employment. In this situation, it may be necessary to obtain another language certificate, if school qualifications are not recognised as proof of a sufficient level of proficiency outside the country where they were obtained. Undoubtedly, those who are able to obtain a language certificate at school which has wide recognition in other countries may be at an advantage, compared with those who obtain school qualifications which are less widely recognised.

This is not a situation which can be easily dealt with at a European level. First, the subsidiarity principle needs to be maintained. A second point is that certificates may not be suitable: an external certificate may not fit a curriculum which has been designed for national purposes, or a certificate designed for adults may not be suitable for younger learners.

We do not feel it necessary to make any recommendations about whether external certification should be within education systems, since this is for individual countries to decide. However, any increase in the transparency of certificates is likely to make it easier for national authorities to evaluate whether they might be suitable for use within education and training. What might be useful would be comparative studies of countries' national qualifications with external certificates, to investigate the suitability of such certificates for use within educational systems, and we would **recommend** that such studies should be supported.

6.3   The quality of certificates

All the providers whose certificates are described in this report are awarding certificates which may be very important for those who take them. The users of these certificates have a right to expect that they can trust that the tests are reliable, that the results are valid for the uses for which they are intended, and that the advertised levels can be justified. In situations where learners and teachers either have no choice of certificate, or are limited in their choice because of official recognition or the needs of employers or educational institutions, this is particularly important.

As discussed in this report, this is not necessarily the case with all certificates. Some providers, especially the larger ones, are able to demonstrate evidence of validation procedures and research into the properties of their tests. Others may follow similar procedures, but do not currently document these in a systematic way. As a result, it is difficult to evaluate the rigour with which procedure shave been used.

It is clear from the information reported in Chapter 4 is that there is considerable variation in the extent to which certificate providers use the procedures which most assessment codes of practice have in common. It is acknowledged that some providers may still be working towards fulfilment of quality standards, and the codes of practice which are discussed in Chapter 4 all state that they are ideals to be worked towards, rather than necessarily standards to which all must adhere. It seems clear that some providers are still working towards meeting quality standards.

The certificates included in this inventory range from assessments with a large number of entries each year, available worldwide and developed by professional assessment organisations, to certificates which are developed by a government department and are taken by a much smaller number of people in one country. Both the financial and the human resources available are likely to vary in these very different situations. Nevertheless, even though resources may vary, it is important that procedures used for test development and the investigation of test properties are documented. This ensures that records are kept, makes it possible to compare successive forms of tests, and can be of assistance in maintaining the stability of test properties and the comparability of results over time. It is only if this documentation occurs that there will be true transparency.

We recommend that a set of quality standards and a code of practice for language certificates in Europe should be developed. This could take one of the existing codes of practice which were referred to in Chapter 4 as its basis and, as with these codes, should be presented as a direction towards which certificate providers need to work.

6.4   The way forward

An increase in the usefulness and portability of language certificates requires, in our opinion, the continuation of improvements in the quality of the development and validation of tests by providers. If a certificate is not a valid measurement of the skills it professes to assess, and the level of the certificate has not been identified in a systematic, technically valid and fully transparent manner, then it cannot be considered to be useful and portable evidence of language proficiency.

The suggestion has already been made above that there should be an agreed European Code of Practice for those who develop language certificates. In sections 6.4.1 to 6.4.3 below, possibilities for assisting providers – particularly smaller ones - to work towards standards are discussed.

6.4.1 Collaboration

An important means of assisting providers, particularly the smaller ones, is for these to combine and to carry out joint projects to investigate test validity and comparability. For example, the developers of the TISUS test at Stockholm University reported that they are involved in a joint project with colleagues in Norway and Denmark, to investigate the comparability of their certificates, and in particular to align them with the Common European Framework.

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This report has only discussed providers of language certificates, but there is much to be gained from collaboration with those involved in other aspects of language testing. Many of the providers in this report are institutions which also develop other language examinations within their school systems, and there are many language testing projects and developments which fall outside the scope of the inventory. Certificate providers could equally benefit from joint projects with those who are involved in different contexts of language assessment.

Another source of collaboration is that which is available through professional associations. The Association of Language Testers in Europe is one example. ALTE was originally constituted as a European Economic Interest Grouping (EEIG) under European Law, and was granted International Non Governmental Organisation (INGO) Participatory Status by the Council of Europe in 2003. ALTE is undoubtedly a very valuable source of collaboration and professional development for its members. However, institutions have to apply to become members of ALTE, and their membership has to be approved by current members. Of the forty-seven certificate providers included in the inventory, only twenty-six are currently either full members of ALTE, or have observer or associate member status, although it is not known whether any of the others have ever applied for membership. Since membership is not automatically open to any certificate provider, ALTE cannot operate as a means of improving the transparency and accountability of all the language certificate providers in Europe.

The European Association for Language Testing and Assessment (EALTA), which was set up with support from the European Community, is another possible source of collaboration. Its stated aim is to *promote the understanding of theoretical principles of language testing and assessment, and the improvement and sharing of testing and assessment practices throughout Europe.* (http://www.ealta.eu.org/). Membership of EALTA is open to all who are involved in language assessment. The association has both individual and institutional members from a wide range of backgrounds, coming from institutions which are certificate providers, schools, government departments, research organisations, and so on. Since it is open to all, EALTA has more potential as a means of improving communication between and the accountability of all certificate providers. The Association also offers possibilities of increasing collaboration between certificate providers and those involved in other aspects of language assessment, for example within national education systems or in the private language school sector.

Another European association which can be of value to language testers is the Association for Educational Assessment – Europe (AEA-Europe). This association is specifically concerned with assessment in all contexts and all subjects, which means that language testers are able to learn and to share ideas with those from a variety of backgrounds. Both the European Framework of Reference for Languages, and the issue of European quality standards for assessment, were debated at the AEA-Europe conference in 2005 (http://www.aea-europe.net/).

There is one issue which may always be a barrier to co-operation, in some circumstances. In the more commonly learnt languages, there may be competition between those who provide certificates, and it is possible that commercial considerations could affect the extent to which providers may wish to work closely

with others who produce certificates in the same language. However, where this is the case, it would seem to be in the interest of providers to ensure that the quality of their tests is high, and that their validation and quality assurance procedures are well-documented.

We recommend that collaboration between certificate providers in different countries, or between certificate providers and general education, should continue to be supported at a European level.

6.4.2 Common European Framework reference levels

The information presented in Chapter 5 indicates that the reference levels of the CEF are clearly being used widely, but not necessarily always accurately. There is undoubtedly a pressure on providers to describe their certificates in term of CEF levels. Indeed, the inventory questionnaire asked providers to describe the level of their certificates, and although this was phrased as 'Common European Framework level, or other', it probably did give the impression that a CEF level was the most desirable.

The CEF certainly does offer an opportunity to compare levels of certificates in a way which has not been possible before. This is essential if certificates are to be truly portable, since without such a basis for comparison, there will always be doubt about the equivalence of qualifications. However, the comparison is a spurious one if the level-setting is not accurate.

Nevertheless, the CEF framework is already being used extensively to describe levels of achievement, and the evidence for identification of the level of certificates is not publicly available for all certification systems. This does mean that there may be doubts about the validity of level descriptions, and there is a danger that the reference levels may just become a convenient way of describing certificates in very general terms. If this becomes the case, then the levels may become no more useful than vague terms such as 'elementary' or 'intermediate'.

To increase the accountability of those providing language qualifications, and to improve the transparency and portability of their certificates, we would **recommend** the development of some form of European 'quality mark' for publicly available language qualifications. This might involve formation of a committee similar to that for the European Language Portfolio (ELP). Versions of the ELP have to be submitted to the Language Policy Division and approved by the European Validation Committee in order to use the Council of Europe logo. A similar process for certification systems would require the development of procedures for describing and reporting various aspects of the quality of tests and test development procedures, the means by which CEF levels have been decided, and so on. An important aspect of this would be that there should be external, independent verification of these procedures. This would be a goal towards which certificate providers would be able to work, and may be of benefit, in particular, to smaller providers who currently struggle to achieve recognition for their qualifications. The benefits would be in increasing the validity of CEF level identification, improving other aspects of test validity, and making it clear that these two aspects are co-dependent. A necessary precursor to development of this

'quality mark' would be the agreement of a common set of standards, as recommended in 6.3 above.

We would also **recommend** that such a committee should not have representatives from certificate-providing institutions, but should instead be independent and able to evaluate certificates against standards in a fully objective manner.

6.4.3 Usability of the CEF

One possible barrier for certificate providers who wish to link their tests to the CEF is that the CEF itself contains a great deal of detail, and the procedures for linking to the scales are complicated. This is, in a sense, unavoidable, since some of the measurement issues involved are complex. However, it does seem that it should be possible to make both the document itself and the explanation of the necessary procedures more user-friendly, particularly for smaller certificate providers who may not have a high level of technical expertise available to them.

The Dutch Government-funded CEF Construct Project is an attempt to develop checklists which can be used by those who wish to construct tests based on the CEF. Some of the associated items, along with grids for reading and listening, are now available from the Council of Europe's Pilot CEF Manual website. Also available on this website are analysis grids for speaking and writing developed by ALTE members, and other checklists and guidance on implementation of the manual. These are no doubt of great benefit to those who are working towards links with the CEF levels.

We recommend that support for projects of this type, and for the further development of manuals, examples and case studies should continue.

6.5 Conclusion

A major aim of this Inventory of Language Certification Systems in Europe project was to gather and make available information on the uses of certificates, and on the nature and quality of the certificates available. It is hoped that the information in the online inventory, and the discussion in this report, will go some way towards increasing the transparency of the situation as far as language certification is concerned and also help users find out more about the certificates which are available.

The Common European Framework of Reference for Languages presents both opportunities and challenges for certificate providers and for the wider language testing community. Use of the reference levels is becoming widespread, and it will be important to continue to monitor their use, and to ensure that they are used in a principled way, based on an understanding of the underlying meaning of the level descriptions, rather than as convenient labels which are not based on sound evidence. The current developments associated with the CEF provide an opportunity for improving the quality of language assessment in Europe more generally.

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Appendix A   Online questionnaire (English Version)

What is the name of your school/institution?

Country where the school/institution is located

-- Please select a country --

Approximate number of language students in the school/institution

(Please select one box)

Less than 100	☐
101 - 200	☐
201 - 300	☐
301 - 400	☐
401 - 500	☐
More than 500	☐

Which of these languages do you currently teach, or have you taught in the last two years?

(Please tick all that apply)

English	☐
German	☐
French	☐
Spanish	☐
None of these languages	☐

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Appendix A   Online questionnaire (English Version)

Please select a country.

Country where the school/institution is located
-- Please select a country -- ▾

Approximate number of language students in the school/institution	
(Please select one box)	
Less than 100	◉
101 - 200	◉
201 - 300	◉
301 - 400	◉
401 - 500	◉
More than 500	◉

Which of these languages do you currently teach, or have you taught in the last two years?	
(Please tick all that apply)	
English	☐
German	☐
French	☐
Spanish	☐
None of these languages	☐

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Appendix A   Online questionnaire (English Version)

Which of these certificates in English are going to be taken by your current learners, or have been taken by your learners in the last two years?		
(Please tick all that apply)		
Certificate	**Provider**	
Jet Set	AQA	☐
Key English Test (KET)	Cambridge ESOL	☐
Preliminary English Test (PET)	Cambridge ESOL	☐
First Certificate in English (FCE)	Cambridge ESOL	☐
Certificate in Advanced English (CAE)	Cambridge ESOL	☐
Certificate of Proficiency in English (CPE)	Cambridge ESOL	☐
Certificates in English Language Skills (CELS)	Cambridge ESOL	☐
Business English Certificates (BEC)	Cambridge ESOL	☐
English for Speakers of Other Languages	City & Guilds Pitman Qualifications	☐
Spoken English for Speakers of Other Languages	City & Guilds Pitman Qualifications	☐
London Tests of English (LTE)	EdExcel	☐
Test of English as a Foreign Language (TOEFL)	ETS	☐
Test of English for International Communication (TOEIC)	ETS	☐
Test of Spoken English (TSE)	ETS	☐
EAL/ESOL Spoken Communication & Presentation	English Speaking Board (ESB)	☐
International English Language Testing System (IELTS)	IELTS partnership	☐
Written English for Tourism (WEFT)	LCCIEB	☐
English for Business (EFB)	LCCIEB	☐
English for Commerce (EFC)	LCCIEB	☐
Practical Business English	LCCIEB	☐

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Appendix A   Online questionnaire (English Version)

Certificate: Jet Set
Provider: AQA

Tick up to three main reasons why your learners choose to take this certificate. If you are not sure, tick 'don't know'	
	(Please tick up to three)
It is the only one available in this country or region.	☐
The certificate is widely recognised (e.g. by employers or by universities etc.).	☐
They need it because they want to live in another country.	☐
It is easy to obtain practice papers for this certificate.	☐
The cost of taking the test is reasonable.	☐
It is a requirement for their current job.	☐
The location of test centres and/or the testing dates are convenient.	☐
It is a requirement for their current studies.	☐
Don't know	☐
Other (please specify)	

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Appendix A   Online questionnaire (English Version)

To what extent do you agree with the following statements?

For each statement, choose the number which best represents your opinion. If you are not sure, please tick 'don't know'.

(Please select one box per row)

	Agree 1	2	3	4	Disagree 5	Don't know
The information supplied by the certificate provider is useful.	☐	☐	☐	☐	☐	☐
The provider gives enough detail on the skills and content of the tests.	☐	☐	☐	☐	☐	☐
The skills and content are relevant to my learners' needs.	☐	☐	☐	☐	☐	☐
The examination is a valid test of the learners' language skills.	☐	☐	☐	☐	☐	☐
The administration and registration processes for the tests are efficient.	☐	☐	☐	☐	☐	☐
The results usually match my own assessment of the learners.	☐	☐	☐	☐	☐	☐
There are enough practice papers available.	☐	☐	☐	☐	☐	☐
The results can be explained to learners easily.	☐	☐	☐	☐	☐	☐

Other comments on this certificate:

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Appendix A   Online questionnaire (English Version)

To what extent do you think that the following statements are true for the majority of your learners studying for this certificate?

For each statement, choose the number which best represents what you know about your learners' opinions. If you are not sure, please tick 'don't know'.

(Please select one box per row)

	Agree 1	2	3	4	Disagree 5	Don't know
Learners think that the entry fee is too expensive.	☐	☐	☐	☐	☐	☐
Learners find that the testing dates are convenient.	☐	☐	☐	☐	☐	☐
Learners think that the results take too long to arrive.	☐	☐	☐	☐	☐	☐
The location of the test centre is convenient for the learners.	☐	☐	☐	☐	☐	☐
Learners think that the tests are too long.	☐	☐	☐	☐	☐	☐
Learners find the layout and instructions of the test easy to follow.	☐	☐	☐	☐	☐	☐
The meaning of grades or scores is clear to the learners.	☐	☐	☐	☐	☐	☐
Learners trust the results of the tests.	☐	☐	☐	☐	☐	☐
Learners think that the skills and content are relevant to their needs.	☐	☐	☐	☐	☐	☐

Other comments on what learners think about this certificate:

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Appendix B – Test development and validation

Provider	no. of certs	development			level/pass mark setting						Link to Common European Framework							
		review	pre-test data	post-test data	no pass/fail	set pass marks/cut scores	performance levels	standard setting, based on data	meeting / board only	item bank	used as basis	in progress	alte level	UK NQF	comp. with other tests	res. study	expert judgment	CEF level not given
Anglia Examinations Syndicate	7	✓	✓	✓		✓									✓	✓		
Assessment and Qualifications Alliance (AQA)	7	✓	✓		✓									✓				
Basque Government	1	✓		✓	no information available								✓					
Cambridge ESOL	11	✓	✓	✓				✓		✓			✓					
Cambridge ESOL(Skills for Life)	5	✓	✓	✓				✓						✓				
Centre de Langues Luxembourg	4	none							✓			✓	✓					
Centre for Advanced Language Learning, Hungary (ELTE)	4	✓	✓					✓							✓			
Centre for the Greek Language (CGL)	4	✓	✓	✓		✓									✓			
Centre international d'études pédagogiques (CIEP)	6		✓					✓									✓	
Centro Linguistico Italiano Dante Alighieri	7		✓			✓											✓	

Appendix B – Test development and validation

Provider	no. of certs	development			level/pass mark setting						Link to Common European Framework							
		review	pre-test data	post-test data	no pass/fail	set pass marks/cut scores	performance levels	standard setting, based on data	meeting/board only	item bank	used as basis	in progress	alte level	UK NQF	comp. with other tests	res. study	expert judgment	CEF level not given
Citogroep	2	✓	✓	✓						✓						✓		
CNaVT (Katholieke Universiteit Leuven, België/Universiteit van Amsterdam, Nederland)	4	✓	✓	✓				✓								✓		
Cyd-Bwyllgor Addysg Cymru (CBAC) Welsh Joint Education Committee (WJEC)	4	✓		✓					✓			✓						
Danish Language Testing Consortium	4	✓	✓	✓		✓						✓						
Department of Lithuanian Studies, Vilnius University	3		✓	✓					✓		✓							
Escola Oficial de Idiomas (Catalunya)	4	✓	✓	✓		✓						✓					✓	
Escuela Oficial de Idiomas (Madrid)	2	✓	✓	✓		✓											✓	
European Consortium for the Certificate of Attainment in Modern Languages	28		✓	✓				✓				✓						

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Provider	no. of certs	development			level/pass mark setting						Link to Common European Framework							
		review	pre-test data	post-test data	no pass/fail	set pass marks/cut scores	performance levels	standard setting, based on data	meeting/board only	item bank	used as basis	in progress	alte level	UK NQF	comp. with other tests	res. study	expert judgment	CEF level not given
Generalitat de Catalunya	5	✓		✓		✓											✓	
Goethe-Institut	4	✓	✓	✓		✓					✓				✓			
IELTS Consortium	1	✓	✓	✓				✓		✓						✓		
Institute of Linguists Educational Trust UK	3	✓		✓			✓							✓				
Instituto Cervantes	3	✓	✓	✓		✓				✓		✓	✓				✓	
Latvia Naturalisation Board	1		✓			✓					no information available							
National Examination and Qualification Centre, Estonia	3	✓			no information available						no information available							
NUI Maynooth	2	✓	✓			✓							✓					
Opetushallitus - Valtionhallinnon kielitutkinnot	6		✓		no information available													✓
Opetushallitus - Yleiset kielitutkinnot	6	✓		✓				✓								✓		
Österreichisches Sprachdiplom Deutsch (ÖSD)	6		✓			✓										✓		

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Appendix B – Test development and validation

Provider	no. of certs	development			level/pass mark setting						Link to Common European Framework							
		review	pre-test data	post-test data	no pass/fail	set pass marks/cut scores	performance levels	standard setting, based on data	meeting/board only	item bank	used as basis	in progress	alte level	UK NQF	comp. with other tests	res. study	expert judgment	CEF level not given
State Commission for Polish as a Foreign Language Certification	3	✓	✓	✓					✓								✓	
Stockholms Universitet – sfi-provet	1	✓	✓						✓								✓	
Stockholms Universitet – tisus	1	✓	✓	✓				✓				✓						
Teacher Professional Development Centre, Lithuania	3		✓	✓					✓		✓							
TestDaF-Institut	1		✓	✓				✓				✓					✓	
The English Speaking Board	16	✓				✓								✓				
Trinity College	11	✓	✓	✓		✓						✓						
Università per Stranieri di Perugia	5	✓		✓				✓								✓		
Università per Stranieri di Siena	6	✓	✓	✓		✓						✓						
University of Athens	2		✓	✓		✓				✓							✓	
University of Lisbon	5	✓		✓				✓			✓		✓					

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Appendix B – Test development and validation

Provider	no. of certs	development			level/pass mark setting						Link to Common European Framework							
		review	pre-test data	post-test data	no pass/fail	set pass marks/cut scores	performance levels	standard setting, based on data	meeting/board only	item bank	used as basis	in progress	alte level	UK NQF	comp. with other tests	res. study	expert judgment	CEF level not given
University of Ljubljana	3	✓				✓											✓	
University of Michigan English Language Institute	2	✓	✓	✓				✓								✓		
University of Sofia	2		✓		information not available						information not available							
Weiterbilduns-Testsysteme GmbH (WBT) - Start Deutsch	2		✓			✓					✓							
Weiterbilduns-Testsysteme GmbH (WBT) - TELC	19		✓	✓		✓					✓							
Weiterbilduns-Testsysteme GmbH (WBT) - ZD, ZD-Plus	2		✓	✓		✓					✓							
Weiterbilduns-Testsysteme GmbH (WBT) - ZDfB	1		✓	✓		✓					information not available							

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Appendix C List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Basque	Eusko Jaurlaritza	Euskararen Gaitasun Agiria (EGA)	C1	14565	12
Bulgarian	University of Sofia	Test of Business Bulgarian (TBB)	A2	0	100
Bulgarian	University of Sofia	Standard Test of Bulgarian as a Foreign Language (STBFL)	A2 - C1	61	100
Catalan	Generalitat de Catalunya	Certificat de nivell bàsic de català	A2	587	13.10-30
Catalan	Escola Oficial de Idiomas (Catalunya)	Certificat de Cicle elemental	B1	na	52.10
Catalan	Generalitat de Catalunya	Certificat de nivell elemental de català	B1	396	13.10-35
Catalan	Escola Oficial de Idiomas (Catalunya)	Certificat d'Aptitud	B2	na	52.10
Catalan	Generalitat de Catalunya	Certificat de nivell intermedi de català	B2	1688	13.10-35
Catalan	Generalitat de Catalunya	Certificat de nivell de suficiència de català	C1	3774	22.85-40
Catalan	Generalitat de Catalunya	Certificat de nivell superior de català	C2	1137	22.85-40
Danish	Danish Language Testing Consortium	Prøve i Dansk 1	A2 - B1	450	0-150
Danish	Danish Language Testing Consortium	Prøve i Dansk 2	B1 - B2	6000	0-150
Danish	Danish Language Testing Consortium	Prøve i Dansk 3	B2	4000	0-150
Danish	Danish Language Testing Consortium	Studieprøven	C1	1000	0-150
Dutch	CNaVT (Katholieke Universiteit Leuven, België/Universiteit van Amsterdam, Nederland)	Certificaat Nederlands als Vreemde Taal (CNaVT) - Profiel Toeristische en Informele Taalvaardigheid (PTIT)	A2	883	55
Dutch	Citogroep	Staatsexamen Nederlands als Tweede Taal (NT2 - 1)	B1	18694*	36
Dutch	CNaVT (Katholieke Universiteit Leuven, België/Universiteit van Amsterdam, Nederland)	Certificaat Nederlands als Vreemde Taal (CNaVT) - Profiel Maatschappelijke Taalvaardigheid (PMT)	B1	727	55
Dutch	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificaat Nederlands	B1	500	85-125
Dutch	Citogroep	Staatsexamen Nederlands als Tweede Taal (NT2 - 2)	B2	18694*	52
Dutch	CNaVT (Katholieke Universiteit Leuven, België/Universiteit van Amsterdam, Nederland)	Certificaat Nederlands als Vreemde Taal (CNaVT) - Profiel Professionele Taalvaardigheid (PPT)	B2	306	55

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Dutch	CNaVT (Katholieke Universiteit Leuven, België/Universiteit van Amsterdam, Nederland)	Certificaat Nederlands als Vreemde Taal (CNaVT) – PAT Profiel Academische Taalvaardigheid (PAT)	C1	195	55
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET – JET 1	<A1	na	20-33
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET – JET Foundation	<A1	na	20-33
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) – Pre-entry	<A1	7910*	na
English	Trinity College	Step 1 Certificate in ESOL Skills for Life (speaking and listening)	<A1	na	varies
English	Trinity College	Step 2 Certificate in ESOL Skills for Life (speaking and listening)	<A1	na	varies
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language – Preliminary	A1	4544	10
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET – JET 2	A1	na	20-33
English	Cambridge ESOL	Certificates in ESOL Skills for Life – Entry 1	A1	na	varies
English	City and Guilds Pitmans	English for Office Skills – Basic	A1	na	na
English	City and Guilds Pitmans	English for Speakers of Other Languages – Basic	A1	na	na
English	City and Guilds Pitmans	Spoken English for Speakers of Other Languages – Basic	A1	na	na
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) – Entry Level 1	A1	7910*	37.50
English	The English Speaking Board	ESB ESOL Skills for Life (speaking & listening) – Entry Level 1	A1	na	37.50
English	Trinity College	Entry 1 Certificate in ESOL Skills for Life	A1	100000*	varies

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
English	Trinity College	Entry 1 Certificate in ESOL Skills for Life (speaking and listening)	A1	100000*	varies
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Start English	A1	2000	65-100
English	Trinity College	Grades 1-12 English for Speakers of Other Languages	A1-C2	200000*	varies
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Elementary	A2	4161	13
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET - JET 3	A2	na	20-33
English	Cambridge ESOL	Key English Test (KET)	A2	>56000	varies
English	Cambridge ESOL	Certificates in ESOL Skills for Life - Entry 2	A2	na	varies
English	City and Guilds Pitmans	English for Office Skills - Elementary	A2	na	na
English	City and Guilds Pitmans	English for Speakers of Other Languages - Elementary	A2	na	na
English	City and Guilds Pitmans	Spoken English for Speakers of Other Languages - Elementary	A2	na	na
English	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) - Entry Level 2	A2	7910*	37.50
English	The English Speaking Board	ESB ESOL Skills for Life (speaking & listening) - Entry Level 2	A2	na	37.50
English	Trinity College	Entry 2 Certificate in ESOL Skills for Life	A2	100000*	varies
English	Trinity College	Entry 2 Certificate in ESOL Skills for Life (speaking and listening)	A2	100000*	varies
English	Trinity College	Integrated Skills in English 0	A2	3000*	varies
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC English Elementary level	A2	10000	65-100
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Pre-Intermediate	A2 - B1	2805	15

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
English	IELTS Consortium	International English Language Testing System (IELTS)	A2-C2+	>500000	varies
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Intermediate	B1	3367	16
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET - JET 4	B1	na	20-33
English	Cambridge ESOL	Certificates in English Language Skills (CELS) - Preliminary	B1	10857	varies
English	Cambridge ESOL	Business English Certificates (BEC) - Preliminary	B1	16990	varies
English	Cambridge ESOL	Preliminary English Test (PET)	B1	>110000	varies
English	Cambridge ESOL	Certificates in ESOL Skills for Life - Entry 3	B1	na	varies
English	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) - Entry Level 3	B1	7910*	42
English	The English Speaking Board	ESB ESOL Skills for Life (speaking & listening) - Entry Level 3	B1	na	42
English	Trinity College	Entry 3 Certificate in ESOL Skills for Life	B1	100000*	varies
English	Trinity College	Entry 3 Certificate in ESOL Skills for Life (speaking and listening)	B1	100000*	varies
English	Trinity College	Integrated Skills in English I	B1	3000*	varies
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in English for Hotel and Restaurant Purposes	B1	1000	85-125
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC B1 Certificate in English for Business Purposes - Intermediate	B1	3000	85-125
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in English	B1	25000	85-125
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Advanced	B2	2687	18

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET - SET 1	B2	na	20-33
English	Cambridge ESOL	Certificates in English Language Skills (CELS) - Vantage	B2	6453	varies
English	Cambridge ESOL	Business English Certificates (BEC) - Vantage	B2	36810	varies
English	Cambridge ESOL	First Certificate in English (FCE)	B2	>230000	varies
English	Cambridge ESOL	Certificates in ESOL Skills for Life - Level 1	B2	na	varies
English	City and Guilds Pitmans	English for Business Communication Intermediate	B2	na	na
English	City and Guilds Pitmans	English for Office Skills - Intermediate	B2	na	na
English	City and Guilds Pitmans	English for Speakers of Other Languages - Intermediate	B2	na	na
English	City and Guilds Pitmans	Spoken English for Speakers of Other Languages - Intermediate	B2	na	na
English	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) - Level 1	B2	7910*	51
English	Trinity College	Level 1 Certificate in ESOL Skills for Life	B2	100000*	varies
English	Trinity College	Level 1 Certificate in ESOL Skills for Life (speaking and listening)	B2	100000*	varies
English	Trinity College	Integrated Skills in English II	B2	3000*	varies
English	University of Michigan English Language Institute	University of Michigan Examination for the Certificate of Competency in English (ECCE)	B2	69871	varies
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in English, Stage 3	B2	1000	85-125
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in English for Business Purposes-adVantage	B2	2000	85-125
English	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in English for Technical Purposes	B2	500	85-125
English	Cambridge ESOL	Certificates in English Language Skills (CELS) - Higher	B3	2139	varies

KEY   * Total for all certificates   na = not available

Appendix C List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Proficiency	C1	2052	20
English	Assessment and Qualifications Alliance (AQA)	Certificate in English Language Skills (ESOL) JET SET - SET 2	C1	na	20-36
English	Cambridge ESOL	Business English Certificates (BEC) - Higher	C1	10693	varies
English	Cambridge ESOL	Certificate in Advanced English (CAE)	C1	73000	varies
English	Cambridge ESOL	Certificates in ESOL Skills for Life - Level 2	C1	na	varies
English	City and Guilds Pitmans	English for Business Communication Higher Intermediate	C1	na	na
English	City and Guilds Pitmans	English for Office Skills - Higher Intermediate	C1	na	na
English	City and Guilds Pitmans	English for Speakers of Other Languages - Higher Intermediate	C1	na	na
English	City and Guilds Pitmans	Spoken English for Speakers of Other Languages - Higher Intermediate	C1	na	na
English	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) - Level 2	C1	7910*	73.50
English	Trinity College	Level 2 Certificate in ESOL Skills for Life	C1	100000*	varies
English	Trinity College	Level 2 Certificate in ESOL Skills for Life (speaking and listening)	C1	100000*	varies
English	Trinity College	Integrated Skills in English III	C1	3000*	varies
English	Anglia Examinations Syndicate	Anglia Certificate of English as a Foreign Language - Masters	C2	54	22
English	Cambridge ESOL	Certificate of Proficiency in English (CPE)	C2	>32000	varies
English	City and Guilds Pitmans	English for Business Communication Advanced	C2	na	na
English	City and Guilds Pitmans	English for Office Skills - Advanced	C2	na	na

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
English	City and Guilds Pitmans	English for Speakers of Other Languages - Advanced	C2	na	na
English	City and Guilds Pitmans	Spoken English for Speakers of Other Languages - Advanced	C2	na	na
English	The English Speaking Board	ESB Certificate in Spoken Communication and Presentation (ESOL) - Level 3	C2	7910*	88.50
English	University of Michigan English Language Institute	University of Michigan Examination for the Certificate of Proficiency in English (ECPE)	C2	33643	varies
English	Educational Testing Service (ETS)	Test of English as a Foreign Language (TOEFL, TWE, TSE)	na	na	na
English	Educational Testing Service (ETS)	Test of English for International Communication (TOEIC)	na	na	na
English + 1	Institute of Linguists Educational Trust UK	Certificate in Bilingual Skills	B2	86	518
English + 1	Institute of Linguists Educational Trust UK	Diploma in Public Service Interpreting	C1	1138	560
English + 1	Institute of Linguists Educational Trust UK	Diploma in Translation	C2	1385 (Jan 2005)	588
Estonian	Riiklik Eksami- ja Kvalifikatsioonikeskus	Eesti keele oskuse tunnistus - Algtase	A2+	11034*	0
Estonian	Riiklik Eksami- ja Kvalifikatsioonikeskus	Eesti keele oskuse tunnistus - Kesktase	B2	11034*	0
Estonian	Riiklik Eksami- ja Kvalifikatsioonikeskus	Eesti keele oskuse tunnistus - Kõrgtase	C1	11034*	0
Finnish	Opetushallitus	Yleiset kielitutkinnot - Perustaso	A1 - A2	313*	58
Finnish	Opetushallitus	Yleiset kielitutkinnot - Keskitaso	B1 - B2	3122*	77
Finnish	Opetushallitus	Yleiset kielitutkinnot - Ylin taso	C1 - C2	319*	125
Finnish	Opetushallitus	Valtionhallinnon kielitutkinnot - erinomainen	na	201	120
Finnish	Opetushallitus	Valtionhallinnon kielitutkinnot - hyvä	na	2200*	86
Finnish	Opetushallitus	Valtionhallinnon kielitutkinnot - tyydyttävä	na	2200*	86
French	Centre international d'études pédagogiques (CIEP)	Diplôme d'études en langue français (DELF)	A1	360000*	varies
French	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Start Français	A1	1000	65-100

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
French	Centre international d'études pédagogiques (CIEP)	Test de connaissance du français (TCF)	A1 - C2	28918*	60-120
French	Chambre de Commerce et d'Industrie de Paris	Test d'Evaluation de Français	A1 - C2	na	na
French	Alliance Française	Certificat d'Etudes de Français Pratique 1	A2	na	na
French	Centre international d'études pédagogiques (CIEP)	Diplôme d'études en langue français (DELF)	A2	360000*	varies
French	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Français Niveau élémentaire	A2	1000	65-100
French	Alliance Française	Certificat d'Etudes de Français Pratique 2	B1	na	na
French	Centre international d'études pédagogiques (CIEP)	Diplôme d'études en langue français (DELF)	B1	360000*	varies
French	Chambre de Commerce et d'Industrie de Paris	Certificat de Français Professionnel	B1	na	na
French	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificat de Français	B1	2000	85-125
French	Chambre de Commerce et d'Industrie de Paris	Certificat de Français du Secrétariat	B1 - B2	na	na
French	Chambre de Commerce et d'Industrie de Paris	Certificat de Français du Tourisme et de l'Hôtellerie	B1 - B2	na	na
French	Chambre de Commerce et d'Industrie de Paris	Certificat de Français Scientifique et Technique	B1 - B2	na	na
French	Alliance Française	Diplôme de Langue Française	B2	na	na
French	Centre international d'études pédagogiques (CIEP)	Diplôme d'études en langue français (DELF)	B2	360000*	varies
French	Chambre de Commerce et d'Industrie de Paris	Certificat de Français Juridique	B2	na	na
French	Chambre de Commerce et d'Industrie de Paris	Diplôme de Français des Affaires, 1er degré	B2	na	na

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
French	Alliance Française	Diplôme Supérieur Langue et Culture Françaises	C1	na	na
French	Centre international d'études pédagogiques (CIEP)	Diplôme approfondi de langue française (DALF)	C1	360000*	varies
French	Chambre de Commerce et d'Industrie de Paris	Diplôme de Français des Affaires, 2ème degré	C1	na	na
French	Centre international d'études pédagogiques (CIEP)	Diplôme approfondi de langue française (DALF)	C2	360000*	varies
French	Chambre de Commerce et d'Industrie de Paris	Diplôme Approfondi de Français des Affaires	C2	na	na
German	Goethe-Institut	Start Deutsch 1	A1	863	70
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Kompetenz in Deutsch 1 (KID 1)	A1	1000	36
German	Weiterbilduns-Testsysteme GmbH (WBT)	Start Deutsch 1	A1	2000	15-50
German	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
German	Goethe-Institut	Start Deutsch 2	A2	476	70
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Kompetenz in Deutsch 2 (KID 2)	A2	1000	varies
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Grundstufe Deutsch	A2	15000	varies
German	Weiterbilduns-Testsysteme GmbH (WBT)	Start Deutsch 2	A2	5000	35-65
German	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
German	Goethe-Institut	Zertifikat Deutsch (ZD)	B1	47478	160
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Zertifikat Deutsch	B1	40000-45000	varies
German	Weiterbilduns-Testsysteme GmbH (WBT)	Zertifikat Deutsch	B1	20000	59-115

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Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
German	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
German	Weiterbilduns-Testsysteme GmbH (WBT)	Zertifikat Deutsch für den Beruf	B2	1000	95-125
German	Weiterbilduns-Testsysteme GmbH (WBT)	Zertifikat Deutsch Plus	B2	2000	90-125
German	TestDaF-Institut	Test Deutsch als Fremdsprache (TestDaf)	B2 - C1	8982	60-150
German	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80
German	Goethe-Institut	Zentrale Mittelsufenprüfung (ZMP)	C1	23902	225
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Mittelstufe Deutsch	C1	7000	varies
German	Österreichisches Sprachdiplom Deutsch (ÖSD)	Wirtschaftssprache Deutsch	C2	na	112
Greek	Centre for the Greek Language (CGL)	Certificate of Attainment in Greek	A2	2263*	60
Greek	Centre for the Greek Language (CGL)	Certificate of Attainment in Greek	B1	2263*	60
Greek	University of Athens	Certificate of Knowledge	B1	250	0
Greek	Centre for the Greek Language (CGL)	Certificate of Attainment in Greek	B2	2263*	68
Greek	University of Athens	Certificate of Knowledge	B2	933	112-128
Greek	Centre for the Greek Language (CGL)	Certificate of Attainment in Greek	C1	2263*	68
Hungarian	ELTE Idegennyelvi Továbbképzõ Központ	Bizonyítvány államilag elismert nyelvvizsgáról - Belépő szint	A2	612*	20
Hungarian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
Hungarian	ELTE Idegennyelvi Továbbképzõ Központ	Bizonyítvány államilag elismert nyelvvizsgáról - Alapfok	B1	612*	40
Hungarian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
Hungarian	ELTE Idegennyelvi Továbbképzõ Központ	Bizonyítvány államilag elismert nyelvvizsgáról - Középfok	B2	612*	60

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Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Hungarian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
Hungarian	ELTE Idegennyelvi Továbbképzõ Központ	Bizonyítvány államilag elismert nyelvvizsgáról - Felsőfok	C1	612*	75
Hungarian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80
Irish	NUI Maynooth	Teastas Eorpach na Gaeilge - Bonnleibhéal 1	A1	introduced 2005	100
Irish	NUI Maynooth	Teastas Eorpach na Gaeilge - Bonnleibhéal 2	A2	introduced 2006	100
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level A1	A1	5224*	varies
Italian	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Start Italiano	A1	750	65-100
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA S1 - Lvello Soglia - Certificato di conoscenza della lingua italiana.	A1 - B1	101	60
Italian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
Italian	Università per Stranieri di Perugia	Certificati di conoscenza della lingua italiana - CELI 1	A2	10000*	varies
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level A2	A2	5224*	varies
Italian	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Italiano Livello elementare	A2	1000	65-100
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA P3 - Certificato di conoscenza della lingua italiana a carattere professionale	A2 - B1	78	103
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA S2 - Livello Medio - Certificato di conoscenza della lingua italiana.	A2 - B1	79	75
Italian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
Italian	Università per Stranieri di Perugia	Certificati di conoscenza della lingua italiana - CELI 2	B1	10000*	varies

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Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level UNO	B1	5224*	varies
Italian	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificato d'Italiano	B1	1000	85-125
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA P5 - Certificato di conoscenza della lingua italiana a carattere professionale	B1 - B2	18	118
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA S3 - Livello Avanzato - Certificato di conoscenza della lingua italiana.	B1 - B2	39	90
Italian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
Italian	Università per Stranieri di Perugia	Certificati di conoscenza della lingua italiana - CELI 3	B2	10000*	varies
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level DUE	B2	5224*	varies
Italian	Centro Linguistico Italiano Dante Alighieri	Clida TC - Certificato di conoscenza della lingua italiana a carattere professionale	B2 - C1	23	118
Italian	Centro Linguistico Italiano Dante Alighieri	CLIDA S4 - Livello Superiore - Certificato di conoscenza della lingua italiana.	C1	6	100
Italian	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80
Italian	Università per Stranieri di Perugia	Certificati di conoscenza della lingua italiana - CELI 4	C1	10000*	varies
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level TRE	C1	5224*	varies
Italian	Università per Stranieri di Perugia	Certificati di conoscenza della lingua italiana - CELI 5	C2	10000*	varies
Italian	Università per Stranieri di Siena	Certificazione d'Italiano come Lingua Straniera (CILS) - Level QUATTRO	C2	5224*	varies
Latvian	Latvijas Republikas Naturalizācijas pārvalde	Latviešu valodas prasmes parbaude Latvijas pilsonibas pretendentiem	B1	21297	0

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Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Lithuanian	Lituanistinių studijų katedra, Vilniaus universitetas	Lietuvių kalbos mokėjimo lygio pažymėjimas	A2	6 (2005)	45
Lithuanian	Pedagogų Profesinės Raidos Centro	Valstybinės kalbos mokėjimo pažymėjimas	A2	523	11
Lithuanian	Lituanistinių studijų katedra, Vilniaus universitetas	Lietuvių kalbos mokėjimo lygio pažymėjimas	B1	7 (2005)	45
Lithuanian	Pedagogų Profesinės Raidos Centro	Valstybinės kalbos mokėjimo pažymėjimas	B1	251	14.50
Lithuanian	Lituanistinių studijų katedra, Vilniaus universitetas	Lietuvių kalbos mokėjimo lygio pažymėjimas	B2	2 (2005)	45
Lithuanian	Pedagogų Profesinės Raidos Centro	Valstybinės kalbos mokėjimo pažymėjimas	B2	117	18
Luxembourgish	Centre de Langues Luxembourg	Lëtzebuergesch als Friemsprooch - Zertificat	A2	244*	30
Luxembourgish	Centre de Langues Luxembourg	Lëtzebuergesch als Friemsprooch - Eischten Diplom	B1	244*	30
Luxembourgish	Centre de Langues Luxembourg	Lëtzebuergesch als Friemsprooch - Zweeten Diplom	B2	244*	30
Luxembourgish	Centre de Langues Luxembourg	Lëtzebuergesch als Friemsprooch - Ieweschten Diplom	C1	244*	30
Polish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
Polish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
Polish	Państwowa Komisja Paświadczania Znajomości Języka Polskiego jako Obcego (PKPZJPjO)	Certyfikat znajomości języka polskiego - poziom podstawowy	B1	106*	60
Polish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
Polish	Państwowa Komisja Paświadczania Znajomości Języka Polskiego jako Obcego (PKPZJPjO)	Certyfikat znajomości języka polskiego - poziom sredni	B2	106*	80
Polish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80

KEY   * Total for all certificates   na = not available

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Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Polish	Państwowa Komisja Paświadczania Znajomości Języka Polskiego jako Obcego (PKPZJPjO)	Certyfikat znajomości języka polskiego - poziom zaawansowany	C1	106*	100
Portuguese	Universidade de Lisboa	Certificado Inicial de Português Língua Estrangeira (CIPLE)	A2	78	varies
Portuguese	Universidade de Lisboa	Diploma Elementar de Português Língua Estrangeira (DEPLE)	B1	106	varies
Portuguese	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificado de Português	B1	500	85-125
Portuguese	Universidade de Lisboa	Diploma Intermédio de Português Língua Estrangeira (DIPLE)	B2	121	varies
Portuguese	Universidade de Lisboa	Diploma Avançado de Português Língua Estrangeira (DAPLE)	C1	117	varies
Portuguese	Universidade de Lisboa	DUPLE - Diploma Universitário de Português Língua Estrangeira	C2	92	varies
Russian	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Russian Elementary level	A2	2000	65-100
Russian	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificate in Russian	B1	3000	85-125
Slovak	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
Slovak	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
Slovak	Univerzity Komenského v Bratislave	Certificate of Slovak Language Proficiency, pre-intermediate level	B1	na	na
Slovak	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
Slovak	Univerzity Komenského v Bratislave	Certificate of Slovak Language Proficiency, intermediate level	B2	na	na
Slovak	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80

KEY   * Total for all certificates   na = not available

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Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Slovak	Univerzity Komenského v Bratislave	Certificate of Slovak Language Proficiency, upper intermediate level	C1	na	na
Slovak	Univerzity Komenského v Bratislave	Certificate of Slovak Language Proficiency, advanced level	C2	na	na
Slovenian	Univerza V Ljubljani Filozofska Fakulteta Oddelek za slovenistiko	Izpit iz znanja slovenščine na osnovni ravni	A2 - B1	1745	100
Slovenian	Univerza V Ljubljani Filozofska Fakulteta Oddelek za slovenistiko	Izpit iz znanja slovenščine na srednji ravni	B2	153	100
Slovenian	Univerza V Ljubljani Filozofska Fakulteta Oddelek za slovenistiko	Izpit iz znanja slovenščine na visoki ravni	C1	175	100
Spanish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level A	A2	5200*	80
Spanish	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Español Nivel elemental	A2	1000	65-100
Spanish	Escola Oficial de Idiomas (Catalunya)	Certificat de Cicle elemental	B1	na	52.10
Spanish	Escuela Oficial de Idiomas	Certificado Elemental (Español para Extranjeros)	B1	4123	varies
Spanish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level B	B1	5200*	80
Spanish	Instituto Cervantes	Diploma de Español como Lengua Extranjera, Nivel inicial	B1	8707	varies
Spanish	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Certificado de Español	B1	1000	85-125
Spanish	Escola Oficial de Idiomas (Catalunya)	Certificat d'Aptitud	B2	na	52.10
Spanish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level C	B2	5200*	80
Spanish	Instituto Cervantes	Diploma de Español como Lengua Extranjera, Nivel intermedio	B2	14517	varies
Spanish	European Consortium for the Certificate of Attainment in Modern Languages	Certificate of Attainment in Modern Languages (ECL) - Level D	C1	5200*	80
Spanish	Escuela Oficial de Idiomas	Certificado de Aptitud (Español para Extranjeros)	C2	807	varies

KEY   * Total for all certificates   na = not available

Appendix C   List of certificates

Language	Provider	Certificate	Level(s)	Entries 2004	Fee (€)
Spanish	Instituto Cervantes	Diploma de Español como Lengua Extranjera, Nivel superior	C2	5892	varies
Swedish	Opetushallitus	Yleiset kielitutkinnot - Perustaso	A1 - A2	313*	58
Swedish	Opetushallitus	Yleiset kielitutkinnot - Keskitaso	B1 - B2	3122*	77
Swedish	Stockholms Universitet	sfi-provet	B1+	5000	0
Swedish	Stockholms Universitet	Test i svenska för universitets- och högskolestudier (Tisus)	C1	706	120-200
Swedish	Opetushallitus	Yleiset kielitutkinnot - Ylin taso	C1 - C2	319*	125
Swedish	Opetushallitus	Valtionhallinnon kielitutkinnot - hyvä	na	1800*	86
Swedish	Opetushallitus	Valtionhallinnon kielitutkinnot - tyydyttävä	na	1800*	86
Swedish	Opetushallitus	Valtionhallinnon kielitutkinnot - erinomainen	na	88	120
Turkish	Weiterbilduns-Testsysteme GmbH (WBT)	TELC Start Türkçe	A1	250	65-100
Turkish	Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM)	Yabancı Uyruklu Öğrenci Sınavı (YÖS)	na	na	na
Welsh	Cyd-Bwyllgor Addysg Cymru (CBAC) Welsh Joint Education Committee (WJEC)	Tystysgrif Mynediad mewn Cymraeg Ail Iaith: Defnyddio'r Gymraeg	A1	579	24
Welsh	Cyd-Bwyllgor Addysg Cymru (CBAC) Welsh Joint Education Committee (WJEC)	Tystysgrif Sylfaen mewn Cymraeg Ail Iaith: Defnyddio'r Gymraeg	A2	295	27
Welsh	Cyd-Bwyllgor Addysg Cymru (CBAC) Welsh Joint Education Committee (WJEC)	Tystysgrif Ganolradd mewn Cymraeg Ail Iaith: Defnyddio'r Gymraeg	B1	233	30
Welsh	Cyd-Bwyllgor Addysg Cymru (CBAC) Welsh Joint Education Committee (WJEC)	Tystysgrif Uwch mewn Cymraeg Ail Iaith: Defnyddio'r Gymraeg	C1	70	54

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Appendix D Summary of certificates by level

Language	Provider	Number of certificates at level																			na*	total
		<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2		
Basque	Eusko Jaurlaritza																	1				1
Total																		**1**				**1**
Bulgarian	University of Sofia						1		1														2
Total							**1**		**1**													**2**
Catalan	Escola Oficial de Idiomas (Catalunya)											1			1							2
	Generalitat de Catalunya						1					1			1			1		1		5
Total							**1**					**2**			**2**			**1**		**1**		**7**
Danish	Danish Language Testing Consortium (DLTC)							1					1		1			1				4
Total								**1**					**1**		**1**			**1**				**4**
Dutch	Citogroep											1			1							2
	CNaVT (Katholieke Universiteit Leuven/Universiteit van Amsterdam)						1					1			1			1				4
	Weiterbilduns-Testsysteme GmbH (WBT)											1										1
Total							**1**					**3**			**2**			**1**				**7**

* not available

Appendix D Summary of certificates by level

Language	Provider	Number of certificates at level																				
		<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
English	Anglia Examinations Syndicate		1				1	1				1			1			1		1		7
	Assessment and Qualifications Alliance (AQA)	2	1				1					1			1			1				7
	Cambridge ESOL		1				2					4			4		1	3		1		16
	City and Guilds Pitmans		3				3								4			4		4		18
	Educational Testing Service (ETS)																				2	2
	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	IELTS Consortium										1											1
	The English Speaking Board	1	2				2					2			1			1		1		10
	Trinity College	2	2			1	3					3			3			3				17
	University of Michigan English Language Institute														1					1		2
	Weiterbilduns-Testsysteme GmbH (WBT)		1				1					3			3							8
Total		**5**	**11**			**1**	**14**	**1**			**1**	**15**			**19**		**1**	**14**		**8**	**2**	**92**
English + 1	Institute of Linguists Educational Trust UK														1			1		1		3
Total															**1**			**1**		**1**		**3**

* not available

Appendix D   Summary of certificates by level

Language	Provider	<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
																						Number of certificates at level
Estonian	Riiklik Eksami- ja Kvalifikatsioonikeskus									1					1			1				3
Total										**1**					**1**			**1**				**3**
Finnish	Opetushallitus			1									1							1		3	6
Total				**1**									**1**							**1**		**3**	**6**
French	Alliance Française						1					1			1			1				4
	Centre international d'études pédagogiques (CIEP)		1			1	1					1			1			1		1		7
	Chambre de Commerce et d'Industrie de Paris					1						1	3		2			1		1		9
	Weiterbilduns-Testsysteme GmbH (WBT)		1				1					1										3
Total			**2**			**2**	**3**					**4**	**3**		**4**			**3**		**2**		**23**
German	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	Goethe-Institut		1				1					1						1				4
	Österreichisches Sprachdiplom Deutsch (ÖSD)		1				2					1						1		1		6
	TestDaF-Institut															1						1
	Weiterbilduns-Testsysteme GmbH (WBT)		1				1					1			2							5
Total			**3**				**5**					**4**			**3**	**1**		**3**		**1**		**20**

* not available

Appendix D   Summary of certificates by level

Language	Provider	<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
																						Number of certificates at level
Greek	Centre for the Greek Language (CGL)						1					1			1			1				4
	University of Athens											1			1							2
Total							**1**					**2**			**2**			**1**				**6**
Hungarian	ELTE Idegennyelvi Továbbképzõ Központ						1					1			1			1				4
	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
Total							**2**					**2**			**2**			**2**				**8**
Irish	NUI Maynooth		1				1															2
Total			**1**				**1**															**2**
Italian	Centro Linguistico Italiano Dante Alighieri				1			2					2			1		1				7
	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	Università per Stranieri di Perugia						1					1			1			1		1		5
	Università per Stranieri di Siena		1				1					1			1			1		1		6
	Weiterbilduns-Testsysteme GmbH (WBT)		1				1					1										3
Total			**2**		**1**		**4**	**2**				**4**	**2**		**3**	**1**		**4**		**2**		**25**

* not available

Appendix D   Summary of certificates by level

Language	Provider	Number of certificates at level																				
		<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
Latvian	Latvijas Republikas Naturalizācijas pārvalde											1										1
Total												**1**										**1**
Lithuanian	Lituanistinių studijų katedra, Vilniaus universitetas						1					1			1							3
	Pedagogų Profesinės Raidos Centro						1					1			1							3
Total							**2**					**2**			**2**							**6**
Luxembourgish	Centre de Langues Luxembourg						1					1			1			1				4
Total							**1**					**1**			**1**			**1**				**4**
Norwegian	Studieforbundet Folkeuniversitetet, Universitetet i Bergen						1					1									1	3
Total							**1**					**1**									**1**	**3**
Polish	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	Państwowa Komisja Paświadczania Znajomości Języka Polskiego jako Obcego (PKPZJPjO)											1			1			1				3
Total							**1**					**2**			**2**			**2**				**7**

* not available

Appendix D   Summary of certificates by level

Language	Provider	Number of certificates at level																				
		<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
Portuguese	Universidade de Lisboa						1					1			1			1		1		5
	Weiterbilduns-Testsysteme GmbH (WBT)											1										1
Total							**1**					**2**			**1**			**1**		**1**		**6**
Russian	Weiterbilduns-Testsysteme GmbH (WBT)						1					1										2
Total							**1**					**1**										**2**
Slovak	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	Univerzity Komenského v Bratislave											1			1			1		1		4
Total							**1**					**2**			**2**			**2**		**1**		**8**
Slovenian	Univerza V Ljubljani Filozofska Fakulteta Oddelek za slovenistiko							1							1			1				3
Total							**1**								**1**			**1**				**3**

* not available

Appendix D   Summary of certificates by level

Language	Provider	<A1	A1	A1-A2	A1-B1	A1-C2	A2	A2-B1	A2-C1	A2+	A2-C2+	B1	B1-B2	B1+	B2	B2-C1	B3	C1	C1-C2	C2	na*	total
													Number of certificates at level									
Spanish	Escola Oficial de Idiomas (Catalunya)											1			1							2
	Escuela Oficial de Idiomas											1								1		2
	European Consortium for the Certificate of Attainment in Modern Languages						1					1			1			1				4
	Instituto Cervantes											1			1					1		3
	Weiterbilduns-Testsysteme GmbH (WBT)					1						1										2
Total							**2**					**5**			**3**			**1**		**2**		**13**
Swedish	Opetushallitus			1									1						1		3	6
	Stockholms Universitet													1	1							2
Total					**1**								**1**	**1**		**1**			**1**		**3**	**8**
Turkish	Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM)																			1		1
	Weiterbilduns-Testsysteme GmbH (WBT)		1																			1
Total			**1**																	**1**		**2**
Welsh	Cyd-Bwyllgor Addysg Cymru (CBAC)		1				1					1						1				4
Total			**1**				**1**					**1**						**1**				**4**
Grand Total		**5**	**21**	**2**	**1**	**3**	**43**	**5**	**1**	**1**	**1**	**53**	**8**	**1**	**52**	**2**	**1**	**43**	**2**	**19**	**9**	**273**

* not available