



ESLC Testing Tool Student Guidelines

(EN)

Field Trial Version

SurveyLang

Table of Contents

1	INTRODUCTION	3
2	TAKING THE TESTS	3
2.1	<i>Logging in</i>	3
2.2	<i>Checking the audio for the Listening test</i>	5
2.3	<i>Taking a test</i>	5
3	Test task information	7
3.1	<i>Listening tasks</i>	7
3.2	<i>Reading tasks</i>	12

1 INTRODUCTION

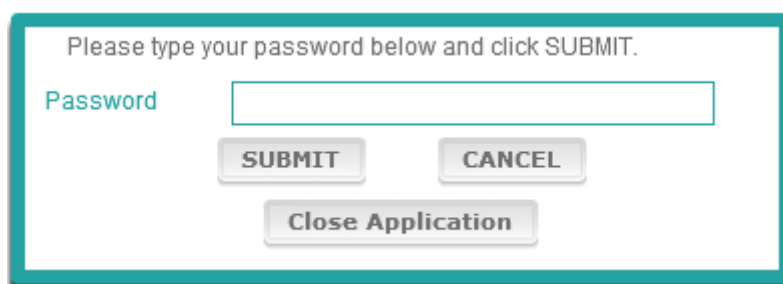
1. These Guidelines are designed to give you information about how to do the language tasks in the European Survey on Language Competences (ESLC) using the computer-based testing tool specially designed for this survey. These guidelines are not intended as practice material and are not intended as an indicator of the level of the material you will see in the survey.
2. These Guidelines should be used together with the student demonstration tool which can be downloaded from the SurveyLang website at <http://www.surveylang.org>.
3. The computer-based testing tool will be used for Reading and Listening tests, as well as for the Student Questionnaire. The Writing test will be done on paper rather than on the computer-based testing tool. There are six different task types in the Reading test and five different task types in the Listening test. Examples of all these task types are provided in the student demonstration tool on the SurveyLang website. Instructions on how to complete the tasks are provided in this Guide.

2 TAKING THE TESTS

2.1 Logging in

4. To start the test you must type in the password which will be given to you by the Test Administrator. When this is done, click 'SUBMIT'.

Figure 1. Log-in Screen



Please type your password below and click SUBMIT.

Password

5. To start the student demonstration tool on the website use the following password and then click 'SUBMIT': 9999
6. After successfully logging in, you will see a screen with your name (or ID), the name of your school and the name of your country at the top. Please check that these are correct. If not, you should immediately notify the Test Administrator.
7. Below this information, you will find buttons for the test(s) you will be taking on the computer-based testing tool. As each student will only be tested in two of the three skills (Reading, Listening and Writing), the number of buttons will vary from student to student depending on the combination of tests you have been assigned.

8. For a student taking both Listening and Reading tests, the screen will look like this:

Figure 2. Screen shown after successful log-in

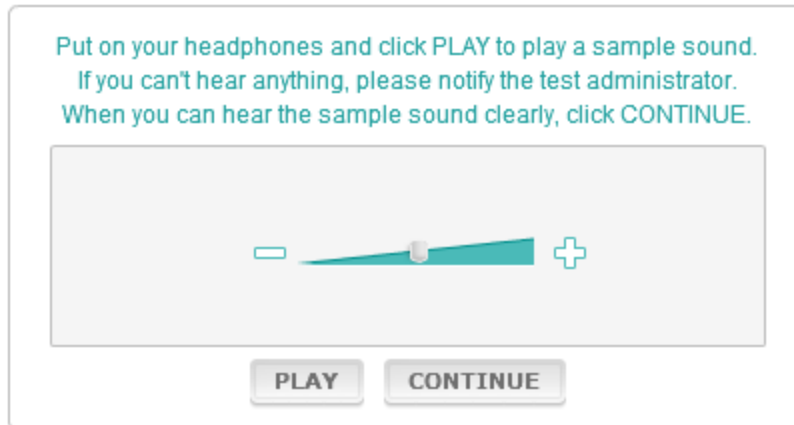


9. Note that the buttons are placed from left to right in the order they will be used. In the example above, the Listening test will be taken first, then the Reading test and then the Student Questionnaire. If a button is grey, it can not be opened at this stage. If a button is green, it means it is active at that time. In the example above, the Audio check is active.
10. The 'Audio check' button is used to test and adjust the volume of the audio. This must always be done before starting the Listening test.
11. Use the Listening test, Reading test and Questionnaire buttons to start the various sections. **Note: Make sure you do not click on the Listening or Reading test buttons before you are told to do so by the Test Administrator. Clicking on these buttons will start the test and the test time will start running.**
12. After completing each test, you will return to the screen shown above in Figure 2. The next test in the sequence will then have changed from grey to green, ready for you to use.

2.2 Checking the audio for the Listening test

- Put on your headphones. Then click on the 'Audio check' button which opens a screen where you can test that the audio on your computer is working and that the volume is not too loud or too low. Click 'PLAY' to play a sample sound. Listen and use the volume control slider to adjust the volume. When you can hear the sample sound clearly, click 'CONTINUE'. If you can't hear anything, please notify the Test Administrator.

Figure 3. Audio check

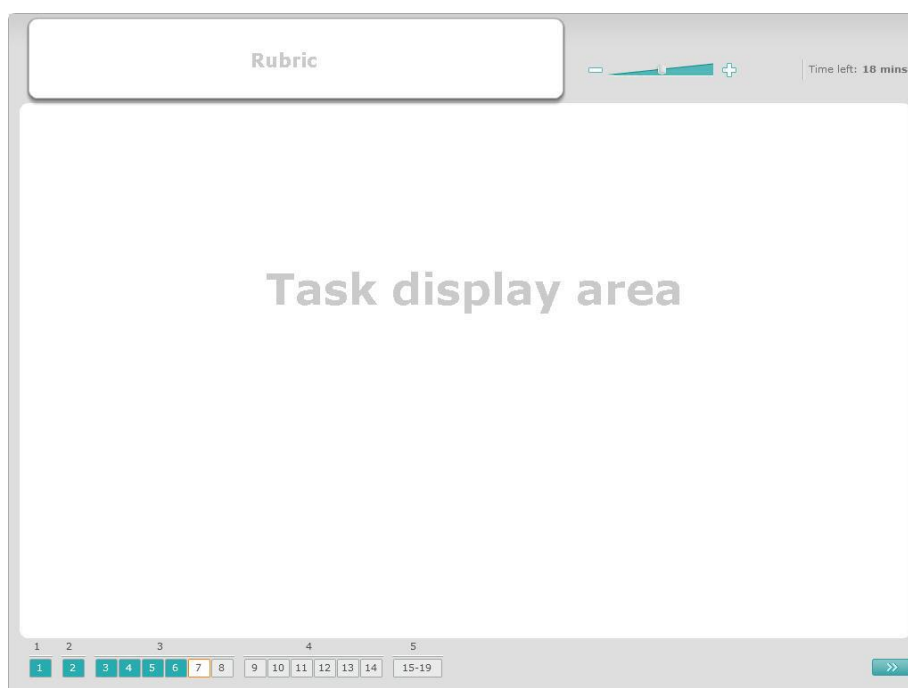



- Note that you can also adjust the sound volume while taking the Listening test.

2.3 Taking a test

- When starting a Listening or Reading test or the Questionnaire, you will see a screen like the one below.

Figure 4. Test Screen



16. The bottom bar shows the number of tasks in the test you are currently taking. The tasks are shown in the 'Task display area' one by one. Note: The various task types are described later in this Guide. The current focus is on the elements of the test screen.
17. The 'Rubric' box in the upper left corner provides instructions on how to answer a task. Always read these instructions before proceeding.
18. The 'Time left' button in the top right corner lets you know how much time is left of the current test. It displays the time left in minutes until there is one minute left, then in seconds. The test clock will show you when there are 10 minutes and 5 minutes left. Note that the Reading test is exactly 30 minutes long. The Listening test is approximately 30 minutes depending on the length of the recording. When the timer stops at 0 seconds, you will have an extra 30 seconds to complete the test before the test screen automatically closes.
19. The navigation bar at the bottom of the screen shows where you are in the test and which tasks and questions have already been completed. There is a numbered square for each question in the test you are taking. The question you are currently working on has a red box around it, for example number 7 in Figure 4. The colour blue indicates that the question has already been answered. The colour grey indicates that this question still requires an answer.
20. You can use the navigation bar to move backwards and forwards in the test. By clicking on a numbered square the corresponding question is then displayed. You can then answer this question. You can also change the answer to any question you have already completed if you wish. You can change your answers at any time during the test until the time limit is reached and the test is closed.
21. When you start a test, all squares are grey and you will be positioned on the first question of the first task. We recommend that you work through the test sequentially from left to right on the navigation bar. You can do this by clicking on the 'Next question' button  at the bottom right of the screen or by clicking on the numbered squares at the bottom.
22. Working through the test in order is especially important for the Listening test as the audio track presents the questions in the numbered order.
23. All Listening texts are played twice. You will be given time to read the questions and you will also have time to check your answers after each task.

3 Test task information

3.1 Listening tasks

24. This section presents information on how to answer the task types you may see in the Listening test in the computer-based student demonstration tool.

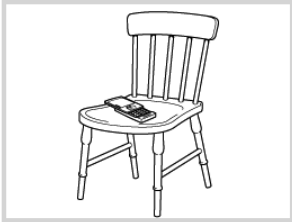
Listening Task 1

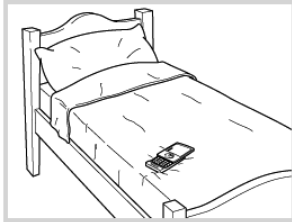
In this task you will hear people talking in five different situations. Each situation will be repeated before the next one is played. For each situation, there is a question and a set of pictures on the screen. You will also hear the question and have time to look at the pictures. For each question, choose the correct answer (A, B or C) by clicking on the button next to the answer. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the 'Next question' button or the next number on the navigation bar.

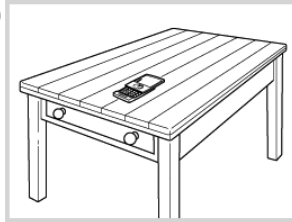
You will hear people talking in different situations. For each question, answer A, B or C.

Time left: 20 mins

1
Where did the boy leave his mobile phone?

A 

B 

C 

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15-19 >>

Listening Task 2

In this task you will hear people talking in five different situations. Each situation will be repeated before the next one is played. For each situation, there is a sentence telling you what the situation is about, a question and a set of written options. You will also hear the situation and the question and have time to read the options. For each question, choose the correct answer (A, B or C) by clicking on the button next to the answer. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the 'Next question' button or the next number on the navigation bar.




The screenshot shows a digital interface for a listening task. At the top, a grey bar contains a text box with the instruction: "You will hear people talking in different situations. For each question, answer A, B or C." To the right of this bar is a volume control slider and a timer showing "Time left: 20 mins". Below this is a large white area containing a question card. The card is titled "2" and contains the text: "At a train station, you overhear two people talking." followed by the question "Why is the woman annoyed?". There are three multiple-choice options, each with a radio button: "A She doesn't want to travel by car.", "B She doesn't know why there's a delay.", and "C She won't get to her appointment on time." At the bottom of the interface is a navigation bar with buttons for questions 1 through 14, and a "15-19" button. The number "2" is highlighted in a yellow box, indicating the current question. A blue double-arrow button is on the far right of the navigation bar.

Listening Task 3

In this task you will hear one or more people talking. The listening passage will be played twice. There are a number of questions about what you hear. For each question, choose the correct answer (A, B or C) by clicking on the button next to the answer. Note that you can change your answer by clicking on another button. All of the questions are on the same screen, although please note that you will need to use the scrollbar to see all the questions. For each question, choose the correct answer (A, B or C). Then move on to the next question.

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published.
For the next 6 questions, answer A, B or C.


Time left: 19 mins

3

Why did Sally decide to write her first book?

A people said her stories were good

B her family bought her a diary

C her penfriend suggested it

4

Why didn't Sally's dad want her to send her book to a publisher?

A He thought it needed some more work.

B He had given her help to write it.

C He didn't want Sally to be upset if they weren't interested.

5

Sally sent her book to a company which

A published books of a similar type.

B published her favourite stories.

C published books only on the internet.

6

How did Sally feel when the company phoned her mum?

A very excited

B extremely surprised

C anxious about the future


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15-19

>>

Listening Task 4

In this task you will hear two people talking. The listening passage will be played twice. There are a number of statements about what you hear. For each question, decide if the statement is correct or incorrect. For example, if you think the answer to question 9 is incorrect, click on the button next to No. If you think the answer to question 9 is correct, click on the button next to Yes. Then move on to the next question. All of the questions are on the same screen.

You will hear two friends, Martha and David talking about an adventure activity centre. For the next 6 questions, answer Yes or No.


Time left: 17 mins

9 Martha and David have both been to activity centres before. A Yes B No

10 Martha and David think the activities are expensive. A Yes B No

11 Only Martha would like to do a climbing course. A Yes B No

12 Martha and David agree that the centre is a good place for surfing. A Yes B No

13 Only David needs to do beginner lessons for horse-riding. A Yes B No

14 Both Martha and David think the evening activities may be boring. A Yes B No


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15-19

>>

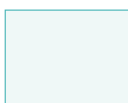
Listening Task 5


In this task you will hear two people talking. They will talk about five people. The listening passage will be played twice. For each question, match the people to the correct picture (A–G). There are two extra pictures that do not match any of the people. For this task do not use any letter more than once. To match the people to the correct picture (A–G) drag the picture from the frame on the right and drop it on the square beside the name of the person you want to match the picture to. Click on the picture and keep the mouse button down while you drag the picture into its new position. Release the mouse button when the picture is positioned above the square. If you want to change your answer you can drag a picture from its square on the left back into the frame on the right. You can also drag a picture from one square to another. Make sure that all squares contain a picture before moving on to the next task.


You will hear two friends talking about a sports afternoon. Which sport did each person do?
For the next 5 questions, choose the answer (A–G). Use each letter once only.



Time left: 15 mins


People


1 Sam 


2 Jane 


3 Paul 


4 Susan 

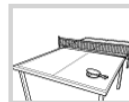
5 Anne 


A 


B 

C 

D 

E 

F 

G 

1 2 3 4 5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15-19

>>

Reading Task 2

For this task, you read a text and answer some questions about the text. You choose the correct answer to each question from a set of written options. The options are different for each question. For each question, choose the correct answer (A, B or C) by clicking on the button next to the answer. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the 'Next question' button or the next number on the navigation bar.

You will read a notice about a club.
For the next 4 questions, answer A, B or C.

Time left: 26 mins

Tired of computers?
Then why not join our new Nature Club!

Every week we go for a walk in the forest. You can learn about the birds and trees and take photos.

You need to wear good walking shoes and to bring your camera.
We will stop at a cafe to buy a drink and a snack at lunchtime.

We meet at 10 a.m. on Saturdays outside the Star Cinema.

But hurry! We only have space for 20 students and there are already 12 people in the club.
Make sure you get one of the last 8 places!

5

What can you do in Nature Club?

A play games on a computer

B take photographs

C go to see a film at the cinema

1 2 3 4 **5** 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26-31 >>

Reading Task 3

For this task, you read a text and answer some questions about the text. You choose the correct answer to each question from a set of written options. The options are the same for each question. For each question, choose the correct answer (A, B or C) by clicking on the button next to the answer. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the 'Next question' button or the next number on the navigation bar. Note that you may have to use the scrollbar to see the complete text.

You will read a magazine article about learning a new language.
For the next 6 questions, answer A, B or C.

Resterende tijd: 29 min

A new language

Three English people talk about how they learnt a new language.

A Jon (Welsh)

My dad's a teacher and we moved to Wales two years ago. Everyone in the town we live in speaks Welsh as their first language, so I was keen to be able to have a conversation with them. I was worried about using the language-learning software because I'm not good at using a computer, but it uses pictures and sounds to help you. It's totally different from learning a language in a classroom.

B Sami (Chinese)

I went to China to teach English at a university near Shanghai. I couldn't speak a word when I arrived and wasn't planning to stay long, so thought I would manage. I also believed people would speak English but was surprised how little the people I met knew. Learning written Mandarin, the language spoken in most of China, is as hard as it looks. Speaking is a little bit easier and, once you start to make an effort, you learn words quite quickly.

C Daniel (Spanish)

I'm hoping to travel around South America when I leave college and so I decided I should really work hard at learning Spanish. I'd bought some books but found they weren't very good. Then I heard about some classes. I went along and found they were really relaxed with only three other students. I really liked the teacher - she was great. She would write short stories for us and we would learn new vocabulary and grammar.

9

Which person mentions getting on very well with his teacher?

A Jon (Welsh)

B Sami (Chinese)

C Daniel (Spanish)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26-31

[»](#)


Reading Task 4

For each question in this task, you match one of seven notices or labels to a picture of the situation. The pictures are numbered 15-19. The notices are labelled A–G. There are two extra notices that do not match any of the pictures. For this task do not use any letter more than once. For each question, choose the correct answer (A–G) by clicking on the button above the answer. When an answer is chosen, the button will change as illustrated below. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the 'Next question' button or the next number on the navigation bar. There is a small table in the upper right-hand corner of the screen. This table tells you which of the notices (A–G) you have already matched to a picture (15–19).

You are in England and you see these notices.
For the next 5 questions, choose the answer (A–G). Use each letter once only.

15	16	17	18	19
B				

Time left: 24 mins

15 

A

Wet floor - take care!

B

Ice on road - Drive carefully

C

Car Wash £10

D

Please leave your bag at library entrance

E

Wash your hands

F

Please put your luggage above your seat

G

You must wear a seat belt

1				2				3				4				5				6					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26-31

>>

Reading Task 5

For each question in this task, you match one of eight notices or labels to a sentence which means the same thing. The sentences are numbered 20-25. The notices are labelled A–H. There are two extra notices that do not match any of the sentences. For this task do not use any letter more than once. For each question, choose the correct answer (A–H) by clicking on the button above the answer. When an answer is chosen, the button will change as illustrated below. Note that you can change your answer by clicking on another button. When you have finished, move on to the next question by clicking on the ‘Next question’ button or the next number on the navigation bar. There is a small table in the upper right-hand corner of the screen. This table tells you which of the notices (A–H) you have already matched to a picture (20-25).

You are at the railway station and you see these notices.
For the next 6 questions, choose the answer (A–H). Use each letter once only.

20	21	22	23	24	25
D					

Time left: 23 mins

20

You must have a ticket to go past here.

A

These ticket machines take coins and notes only. No credit cards

B

These seats are for people who have trouble standing
– please move if necessary

C

Sorry - restaurant is closed on today's London-Glasgow train

D

Passengers only through this gate
Have your ticket ready

E

Station Café open all day (opposite ticket office)

F

Please do not leave luggage here

G

Save money: buy a weekly travel ticket here

H

Please take all your bags with you when you leave the train

1234567891011121314151617181920212223242526-31

>>

Reading Task 6

For this task, six sentences have been removed from a text. There are seven sentences labelled A–G in the frame on the right. There is one extra sentence which you do not need to use. You match the correct sentence to each gap. This is done by dragging the sentence from the frame on the right and dropping it on to the gap where you think it belongs. Click on the sentence and keep the mouse button down while you drag the sentence into its new position. Release the mouse button when the sentence is positioned above the gap. If you want to change your answer you can drag a sentence from its position in the text back into the frame on the right. You can also drag a sentence from one position in the text to another. Make sure that all gaps contain a sentence before moving on to the next task.

You will read an article about a theatre critic.
Six sentences have been removed from the text below. Read the text and choose the sentence (A-G) which fits each gap. There is one extra sentence which you do not need to use.

Time left: 21 mins

Mrs Hart – amateur theatre critic

Elisabeth Hart went to the theatre fifty-five times last year, and wrote pages of notes on each visit. However, she's not a professional theatre critic. She's an ordinary member of the public on the judging panel of this year's National Theatre Awards.

Mrs Hart was one of four theatre-lovers chosen to judge all new drama productions last year. Her appointment was therefore something of a dream come true. Mrs Hart thinks it a good system. 'It's important to have amateurs taking part in the decisions,' she says. 'It stops the awards appearing to have been fixed like some others. And if a play wins an award, the public knows that it's been approved by people with no axe to grind.'

Mrs Hart's extremely enthusiastic about the theatre. 'The year before last I went to over thirty plays,' she says. It began with an application form left on a foyer shelf by the Theatre Society, which organises the awards. She filled it in, added a sample review, and was selected from several hundred applicants.

'They were looking for people with a wide taste in theatre,' she explains. 'I always enjoyed acting in plays when I was young, and I regularly bought cheap standing tickets for productions.' Being a judge was hard work, though. 'But I never got sick of it. Even the plays I didn't like always had some redeeming qualities.'

She could never sit back and relax, though, because she had to make notes on everything. 'It wasn't just the actors we were judging, but also costume design, direction, lighting and script – twelve categories in all. But I still enjoyed it. It felt like an enormous privilege.'

..... 'That didn't happen at all. It was all very civilised and friendly,' says Mrs Hart. 'We were listened to and our votes were all equal. I wasn't treated differently at all.'

..... 'It's bursting with talent on all fronts, from playwriting to direction, and there are plenty of innovative productions.'

- A Having to take this approach meant that she couldn't let her concentration slip at any time.
- B In this situation there's surely a danger of the professional critics dominating the discussions.
- C Regular theatre-goers usually disagree with some of their judgements, of course, and Mrs Hart's no exception.
- D They were part of a panel that also included five professional theatre critics.
- E Her appointment was therefore something of a dream come true.
- F The experience has left Mrs Hart optimistic about the theatre's future.
- G In one week alone, her duties involved her reviewing as many as seven plays.

1 2 3 4 5 6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26-31 >>