

LANGUAGES LEARNING

Languages acquisition provides students with opportunities to engage with the linguistic and cultural diversity of our interconnected world – but it is also a very complex process, and requires sophisticated multi-faceted assessment.

Languages Education has been at the centre of educational agendas and policy development in recent times, both in Australia (through the release of four Languages curricula by the Australian Curriculum, Assessment and Reporting Authority) and abroad (such as the implementation of Content Language Integrated Learning in European Union countries). Languages teachers continue to struggle, however, with many issues at school level. One of the problems is effective assessment of Languages skills.

Languages acquisition is a very complex process. It involves acquiring a diverse set of skills, from the ability to listen, speak, read and write to meta-linguistic skills, such as the capacity to pronounce words and sentences accurately and with the correct intonation. Languages acquisition also involves the ability to comprehend under-the-surface messages and to adopt different points of view, in order to reflect intercultural understanding.

Languages teachers have limited and often insufficient teaching time and generally teach a great number of students, which can make valid and accurate assessment challenging. In addition, the interpretation of Languages acquisition standards is often inconsistent, depending on schools, teachers, students and situations.

To support Languages teachers in their work, ACER has created the Assessment of Languages Competence (ALC), a program of multiple-choice tests. The ALC assesses Reading and Listening, at different levels, including primary, in French, Italian, German, Spanish, Japanese, Chinese (Background and Additional Languages Speakers), Indonesian and English as an Additional Language. The tests are online.

Due to the quality of the test items, created by experienced educators, and to the accurate psychometric analysis, the results are valid and objective. The results allow teachers to gain a clear picture of where their students 'are at' in a given language, if used in conjunction with ongoing observation. Teachers use the descriptors associated with the levels of achievements for reporting; principals gather data about their school's achievement in Languages in relation to other similar schools and finally, students receive valuable and clear feedback by taking part in the test challenge. We encourage all Languages teachers to consider the Assessment of Languages Competence program for their students.



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FREE TESTS!

To learn more about using the Assessment of Languages Competence with your students, call +61 3 9277 5615. The first 100 schools to register for the 2015 tests and quote promo code xxx will receive a free set of Reading practice materials in the language of their choice.

MORE INFORMATION?

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