

## PROF. ANTHONY GREEN



Anthony Green is Director of the Centre for Research in English Language Learning and Assessment and Professor in Language Assessment at the University of Bedfordshire, UK. He is the author of *Exploring Language Assessment and Testing* (Routledge), *Language Functions Revisited* and *IELTS Washback in Context* (both Cambridge University Press). He has served as President of the International Language Testing Association (ILTA) and is an Expert Member of the European Association for Language Testing and Assessment (EALTA).

Professor Green has consulted and published widely on language assessment. He is Executive Editor of *Assessment in Education* as well as serving on the editorial boards of the journals *Language Testing*, *Assessing Writing* and *Language Assessment Quarterly*. His main research interests lie in the relationship between assessment, learning and teaching.

### Impulsvortrag:

#### **Assessing Academic Language Proficiency and THE CEFR**

The Common European Framework of Reference for Languages (CEFR) is widely used in setting language proficiency requirements for international students applying to study at university through the medium of English. When different language examinations have been related to the CEFR, this is claimed to help score users, such as university admissions staff, to compare and evaluate the suitability of these examinations as tools for selection (Council of Europe 2009). I will look at the linking claims made for four internationally recognised tests of English widely employed in university admissions (iBT TOEFL, IELTS, PTE Academic and Cambridge English: Advanced). Using the Council of Europe's (2009) suggested stages of specification, standard setting, and empirical validation, I consider how far the CEFR has fulfilled its objective to, 'facilitate comparisons between different systems of qualifications' (Council of Europe 2001, p.21). In the light of the findings, I will suggest whether and how the CEFR can guide the development and use of tests of academic language abilities.