OPERATIONAL LITERACIES :
EXPLORING THE POSSIBILITY OF TESTING ACADEMIC SPEAKING REMOTELY

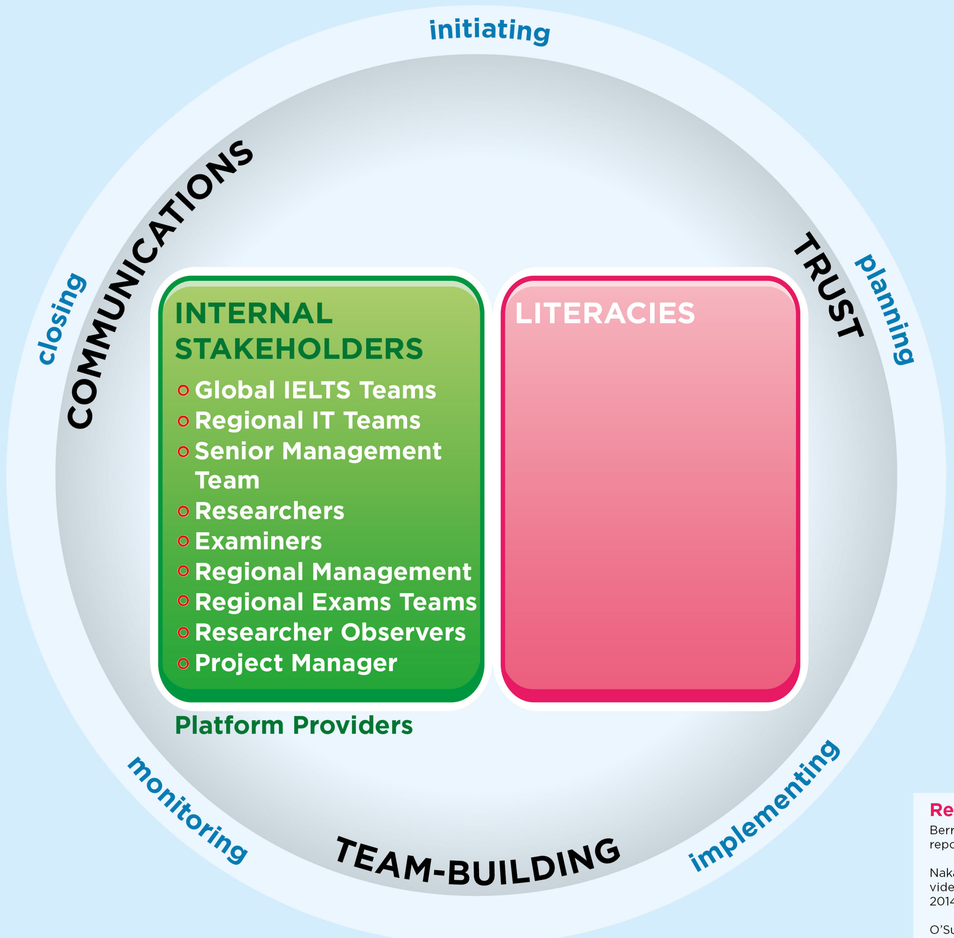
RATIONALE: Ensure fairness and accessibility of the test to as many test takers as possible.

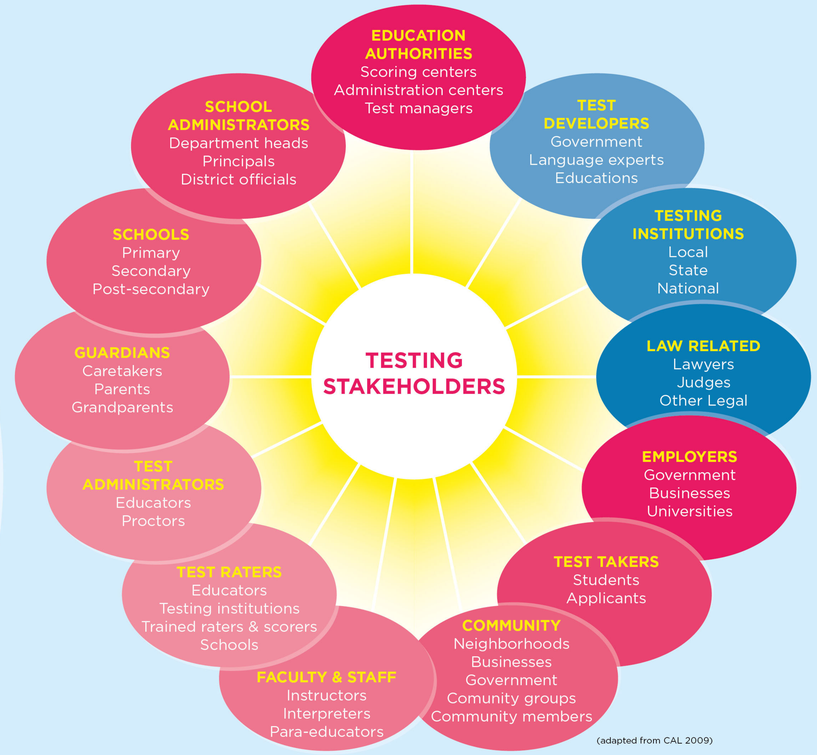
Places where:

- it is difficult to recruit examiners
- it is difficult or unsafe for examiners to travel to
- delivery costs make sessions un-viable *(e.g. pop-up centres with very low candidature)*

Study	Location	Aims	Scale	Findings
1	London 2014	1. To compare candidate and examiner behaviours across the two modes 2. Analysis of examiners' test management and rating behaviours	30 Candidates 4 examiners	1. The two modes of delivery, F2F and video-conferencing, are likely to result in test-takers achieving essentially the same score irrespective of familiarity or comfort with the particular delivery mode. 2. The two modes of delivery seem to be comparable in terms of the underlying construct
2	Shanghai 2015	1. To analyse test scores using more sophisticated statistical methods 2. To investigate the effectiveness of the training for the video-conferencing-delivered test which was developed based on the findings from the 2014 study 3. To confirm the results of the 2014 study and to gain further insights into test-taker and examiner behaviours across the two delivery modes	100 Candidates 10 Examiners	On the basis of the CTT and MFRM analyses, it can be suggested that while the video-conferencing mode tends to be marginally more difficult than the face-to-face mode, the raw score difference is negligibly small. (Nakatsuhara & Berry 2015)
3	Americas 2016	1. To confirm how well the scoring validity of the video-conferencing tests is supported by the four facets modelled (i.e. test-taker, rater, test version and rating category) in a many-facet Rasch analysis 2. To investigate perceptions of the newly developed on-screen prompts by examiners and test-takers 3. To examine the effectiveness of the extended training for the video-conferencing test for examiners and test-takers 4. To investigate the effect of perceptions of sound quality on scores 5. To find a secure, robust delivery platform to use to deliver remote IELTS speaking tests	96 Candidates 8 examiners	

- Assessment literacy
- Project Management literacy
- Analytical literacy
- Operational literacy
- Technical literacy
- Communication & Marketing literacy





(adapted from CAL 2009)

Traditional validity arguments focus more or less exclusively on these

And the Rest?

What do we need to tell them about?

What sort of language should we use?

What medium should we employ?

References

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