Aptis British Council

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Recomendaciones y trucos para preparar Aptis*APTIS LISTENING TEST, ONLINE PREPARATION COURSE* Aptis British Council
If you need a reliable language assessment tool for your organisation, Aptis is the right test for you. Developed by British Council experts in language testing, Aptis is underpinned by the latest research in assessment. It provides reliable results to enable better decision-making about your language training, benchmarking or selection processes.

Aptis - English language test | British Council
Aptis is a computer based test which provides fast results reliably marked by our examiners. Choose which skills to test You can choose to test one or more of the four language skills (speaking, writing, listening and reading) depending on your needs.

Why choose Aptis? | British Council
Aptis is an innovative multilevel English language test from the British Council. Aptis has been developed by British Council experts in the field of linguistic evaluation and is informed by current research findings in applied linguistics.

What is Aptis? | British Council

Aptis efficiently and accurately assesses the English skills in your organisation for speaking, writing, reading and listening. What are your assessment needs? Aptis helps you make informed decisions on recruitment, workforce development and training by providing reliable and accurate results about the English skills of current employees.

Aptis - Assess English Skills | British Council

Aptis Candidate Guide Aptis is an innovative global English assessment tool from the British Council. It is a suite of English tests for adults and young adults, which can be used to assess English language ability in all four skills – reading, writing, listening and speaking. Aptis tests don't test at a single level.

Aptis Candidate Guide - British Council

Aptis is a computer based test, including the 'speaking component' and it is delivered under the supervision of the British Council staff. You will receive your test results by email between 48 and 72 hours after taking the test. Your test report will be available for collection at our offices or will be sent to you by post within 7 to 10 days.

Aptis - an innovative English language test | British Council

Aptis, Forward Thinking English Testing Aptis is designed by the British Council: an organisation with more than 70 years' experience in English language assessment.

Aptis | British Council

British Council Validation Series These studies are carried out in collaboration with external researchers and ARG to target areas of importance for the Aptis test system and for language assessment generally. Non-Technical Summaries of ARAG Reports These are no longer than 2 pages and written in non-technical English.

Assessment Research Publications | British Council

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British Council

Aptis se administra por ordenador y es siempre supervisado por el personal del British Council. Aptis evalúa las cuatro destrezas de la lengua reading, writing, listening y speaking, y además incorpora una prueba de conocimiento de vocabulario y gramática que actúa de nivelador.

Aptis, la prueba multinivel de inglés ... - British Council

Aptis Remote has the same format, structure and timing as a standard Aptis test. With this new remote method, Aptis is delivered on the

Janison Insights platform. Candidates will be monitored using test-tracking software, ProctorTrack , which they will need to download onto their computer before the test is taken.

Aptis Remote | British Council

The Assessment Research Group are responsible for Product development, product support and for setting and monitoring the British Council's research agenda for language assessment. Visit the Assessment Research Group publications page and the Assessment Research Awards and Grants (ARAGs) page for more information.

Assessment Research Group | British Council

Aptis efficiently and accurately assesses the English skills in your organisation for speaking, writing, reading and listening. What are your assessment needs? Aptis helps you make informed decisions on recruitment, workforce development and training by providing reliable and accurate results about the English skills of current employees.

Aptis - Assess English Skills | British Council

Aptis for Teachers is a variant of Aptis general. It has been designed specifically to help teachers and other candidates that are working in the education sector. It is used by teachers to certify their level of English, generally for Habilitación Lingüística (previous step B2) or as entrance or exit requisite for a higher education course.

Aptis for teachers | British Council

Aptis is a multilevel and flexible English proficiency test from the British Council. The test is designed to evaluate all four skills – Reading, Writing, Listening and Speaking – according to the CEFR levels.

Aptis - Assess English Skills | British Council

Alege?i Aptis pentru a evalua un numar mai mare de persoane într-un mod eficient ?i pentru a ridica standardele de limba englez? în institu?ia dumneavoastr?. Aptis - Evaluarea aptitudinilor de limba englez? | British Council România

Aptis - Evaluarea aptitudinilor de limba ... - British Council

Welcome to the British Council in Albania The British Council is the UK's international organisation for cultural relations and educational opportunities. We are on the ground in six continents and over 100 countries, bringing international opportunity to life, every day. Find out more about us.

British Council | Albania

Take IELTS with the British Council; Aptis - Assess English Skills. Webinar series: All about Aptis; Assessment Research Awards and Grants; What is Aptis? What are your assessment needs? How to use Aptis; Taking the Aptis test. Aptis listening – video and demo; Aptis reading –

video and demo; Aptis writing – video and demo; Aptis speaking ...

Aptis listening – video and demo test | British Council
Aptis is an innovative assessment tool that helps accurately test English language skills – reading, writing, listening and speaking. It tests language competency in cases where higher levels of English (CEFR* B1-C2) need to be tested.

This monograph provides a historical overview of validity, targeting developments in both the UK and the US. It explores theoretical notions of validity as well as pragmatic validation practices and expands the arguments that need to be attended to document quality. The authors examine the need to consider, in addition to the psychometric evidence, which has continued to prevail especially in the US, other critical sources of quality evidence. They call attention to principled design and the evidence accumulated from various departments/groups involved in test design and development. They also promote the concept of impact by design, which places consequences at the top of the evidence chain to guide all testing efforts and quality documentation. They envision validity scholarship to attend to consequences at the individual, aggregate/group, and larger educational/organisational/societal levels. Concomitant with this attention to consequences are considerations of stakeholders and the tailoring of communication to engage intended groups. Such an approach yields a more convincing validity argument. The monograph ends by calling on professionals in the field to publish case studies, which showcases localised validity arguments in practice. Local case studies represent critical endeavours to illustrate how evidence and arguments are pulled together to support the quality of a testing programme and all that it entails.

This book tells the story of the British Council's seventy-five year involvement in the field of English language testing. The first section of the book explores the role of the British Council in spreading British influence around the world through the export of British English language examinations and British expertise in language testing. Founded in 1934, the organisation formally entered the world of English language testing with the signing of an agreement with the University of Cambridge Local Examination Syndicate (UCLES) in 1941. This agreement, which was to last until 1993, saw the British Council provide substantial English as a Foreign Language (EFL) expertise and technical and financial assistance to help UCLES develop their suite of English language tests. Perhaps the high points of this phase were the British Council inspired Cambridge Diploma of English Studies introduced in the 1940s and the central role played by the British Council in the conceptualisation and development of the highly innovative English Language Testing Service (ELTS) in the 1970s, the precursor to the present day International English Language Testing System (IELTS). British Council support for the development of indigenous national English language tests around the world over the last thirty years further enhanced the promotion of English and the creation of soft power for Britain. In the early 1990s the focus of the British Council changed from test development to delivery of British examinations through its global network. However, by the early years of the 21st century, the organisation was actively considering a return to test development, a strategy

that was realised with the founding of the Assessment Research Group in early 2012. This was followed later that year by the introduction of the Aptis English language testing service; the first major test developed in-house for over thirty years. As well as setting the stage for the re-emergence of professional expertise in language testing within the organisation, these initiatives have resulted in a growing strategic influence for the organisation on assessment in English language education. This influence derives from a commitment to test localisation, the development and provision of flexible, accessible and affordable tests and an efficient delivery, marking and reporting system underpinned by an innovative socio-cognitive approach to language testing. This final period can be seen as a clear return by the British Council to using language testing as a tool for enhancing soft power for Britain: a return to the original raison d'etre of the organisation.

This volume offers new insights into the assessment of the language of Young Learners (YLs). YLs are defined here as being from 5 to 17 years, and are treated as three distinct subgroups: younger children (5/6 to 8/9 years), older children (8/9 to 12/13 years) and teenagers (12/13 to 17 years). The first half addresses fundamental issues, beginning with the characteristics of YLs and how these are manifested in first language development. The authors consider the potential ability of each age group to perform in a second or foreign language, proposing a rough age-related correspondence with CEFR levels. Finally, principles of assessment, specifically formative assessment and testing, are presented in the light of linguistic, cognitive and social development. The second half focuses on testing a range of 'skills'. Theoretical models of performance are introduced, followed by a practical analysis of approaches to the testing of each skill for the three age groups, illustrated with examples. The authors conclude by summing up developmental characteristics of each age group, and their implications for language testing. The book is intended for a wide readership within the field of teaching and assessing the language of young learners. Researchers are offered scope for further investigation of what emerges from the discussion, while practitioners will hopefully find support in their day-to-day work with YLs.

Testing second language listening proficiency validly and reliably has always posed a challenge. In the days before the widespread availability of recorded material, tests were reliant upon the voice of the examiner. Each test administration was a unique phonetic event, with enormous variations of delivery between examiners and even within the performance of a single examiner on different occasions. The presentation was read-aloud, and the texts chosen were often those that had been written to be read (including literary extracts). The resulting input to test takers bore little resemblance to natural connected speech.

This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially-constructed endeavour. It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking. The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use. The volume presents research on language assessment in a variety of languages other than English, including French, Chinese and Japanese. It also examines the role that embodied action (gaze, gesture, orientation to materials and texts in the environment) plays in assessment practices, an area that has heretofore remained under-explored. Chapter 6 will be free to download as an open access publication. We will link to it here as soon as it is available.

A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts, environments, goals, and measures of success for Chinese-speaking learners of English. It includes sections on language assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English are being addressed in academic circles around the world.

As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and strategies must be developed that adapt to these changes and accommodate future technological changes. Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning is an essential research publication that focuses on technological influences on language education and applications of technology in language learning courses including foreign and second language learning. Featuring an array of topics such as artificial intelligence, teacher preparation, and distance learning, this book is ideal for teachers, language instructors, IT specialists, instructional designers, curriculum developers, researchers, education

professionals, academicians, administrators, practitioners, and students.