

## TrackTest progress measurement (Case study): English language preparation for EU presidency (SK-PRES)

**English assessment goal:** Measure the English proficiency progress of employees.

**Test takers:** 600 employees of government ministries and institutions in two rounds

**Time:** May 2014- October 2015

Holding the Presidency of the Council of the European Union is one of the most important and demanding tasks arising from EU membership. Each EU Member State holds the Presidency for six months on a rotating basis. During that time, national governmental representatives prepare and chair the meetings of permanent committees and those of around 200 working parties and committees that focus on specific areas. Naturally, a good command of the English language is a prerequisite for successful handling of all these activities.

The Slovak Republic was selected to hold the Presidency from July 1st to December 31st, 2016. Two years before, preparation started. Selected civil servants from various departments and ministries had started attending the English language courses in order to improve their English language proficiency level.

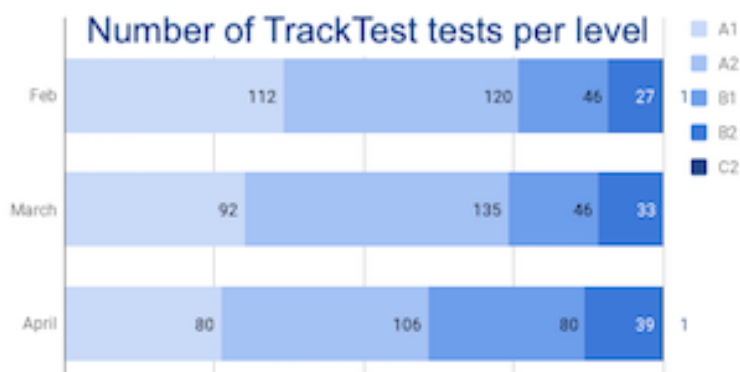
For the measurement of their progress in English, organisers deployed the TrackTest English assessment in companies. At the beginning of the course, students took the TrackTest English proficiency level test. Based on their results, they were assigned to the English classes. In the end, they took a test again in order to measure the English language progress they achieved.

### Challenges:

- **Multiple organisations and locations**– 12 institutions located in the different parts of the capital city.
- **Heterogenous English proficiency**– students with various levels from A2 to C2

## Project Start: Placement of students in the classe based on the entry test results

Administrator invited students to the English test via e-mail. They completed a test during their spare time in the office or at home. In the first week, almost **700 tests were completed**. TrackTest automated rating system provided the course administrators from the English language institute **the English tests results immediately** so they were able to place students into the classes with no delay.



One class had a maximum of 12 students. Students with the proficiency A2, B1 and B2 had 90-minutes lessons twice a week. Proficient English users with C1-C2 levels attended 180-minutes lesson once a week. Students took English lessons mostly at their own premises.

## Project End: Exit exams and progress measurement

After 12 months of English tuition, civil servants had been invited via e-mail to take the TrackTest English proficiency test again.

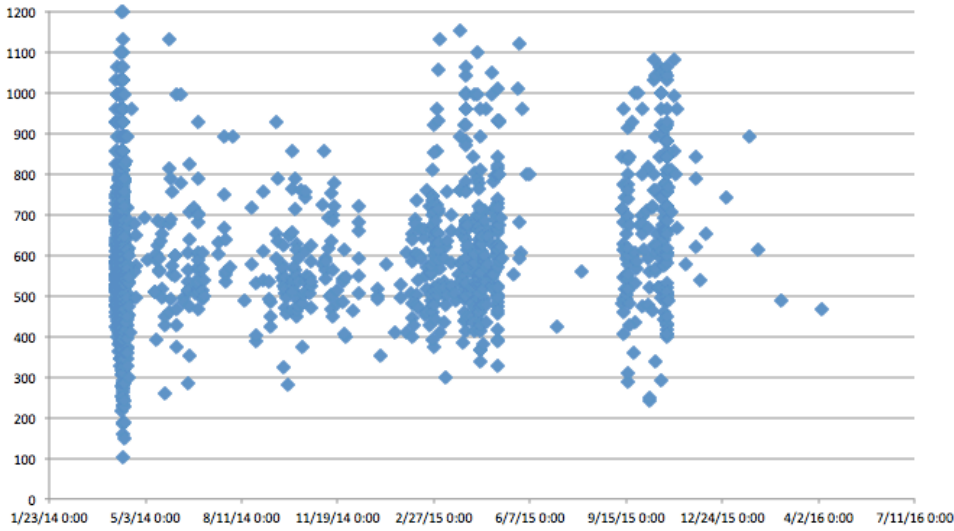


Fig.2: 600 students completed 2.000 tests in 12 months. The final assessment was interrupted by the summer break.

## Results:

The total improvement was impressive. After the completion of the English course, the students **improved their English proficiency by 14 %** on average, which is almost one CEFR level. The progress was noticeable across all governmental institutions.

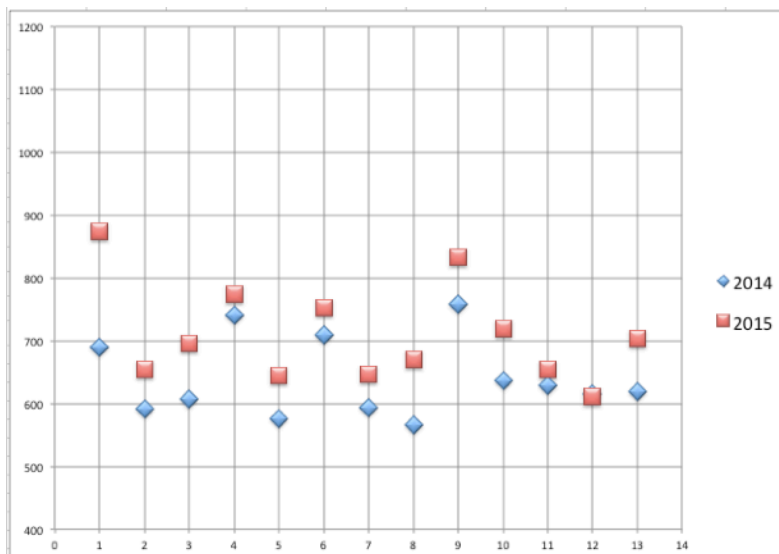


Fig.2: The progress was recorded by all governmental institutions.

Organisation	Entry	Exit	% progress
Ministry of Culture	690	873	↑ 27%
Ministry of Labour	592	655	↑ 11%
Ministry of Environment	607	696	↑ 15%
Ministry of Justice	741	773	→ 4%
Ministry of Agriculture	576	644	↑ 12%
Ministry of Finance	709	752	↑ 6%
Ministry of Defence	565	670	↑ 19%
Ministry of Education	758	833	↑ 10%
Ministry of Interior	636	719	↑ 13%
<b>Total</b>	<b>619</b>	<b>704</b>	<b>↑ 14%</b>

Fig.3: The progress table. Only institutions with more than 9 students are displayed here. The total is calculated for students from all institutions.

### Grammar topic weaknesses:

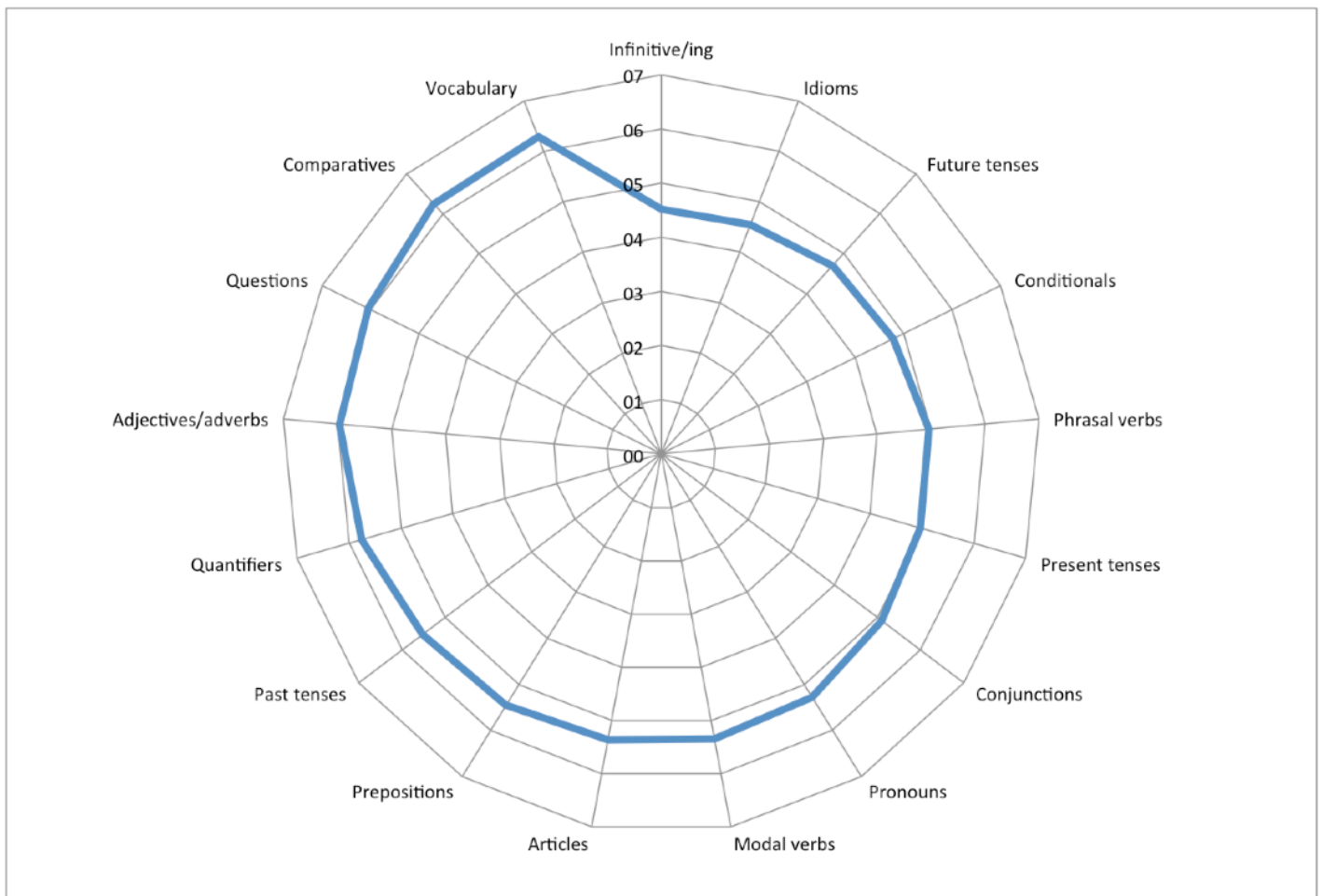


Fig.4: Students ended the course with a relatively balanced profile, with no extreme weaknesses in any particular topic or grammar category.