

G-TELP™

General Tests of English Language Proficiency



itsc International Testing
Service Center

www.itsc-group.com

General Tests of English
Language Proficiency



A close-up photograph of a person's hands writing on a document with a pen. The document has some text and a signature. The background is blurred, showing other people in a classroom or office setting.

ITSC values reliability and validity in Education and Testing

ITSC (International Testing Services Center) has been providing qualified and reliable educational programs worldwide since 1987. Originally affiliated with the College of Extended Studies at San Diego State University, ITSC has separated from SDSU to form a worldwide organization composed of specialists in the fields of applied linguistics and education. ITSC is firmly committed to the continued development and refinement of programs designed to help English as a Foreign Language (EFL) students at all levels learn English. At ITSC, we take our motto of “Reliability and Validity” in education and testing very seriously.

ITSC is an organization that provides educational programs and testing services worldwide. We have developed numerous English language assessment tools and educational programs, customizing them as required for different applications and uses. These tools and programs were the result of exhaustive research and application of relevant principles from the fields of educational assessment, educational measurement research, and analysis.



TEST

• **G-TELP (General Tests of English Language Proficiency)**

The General Tests of English Language Proficiency (G-TELP™) assesses the English language proficiency of nonnative speakers in real-world situations. Evaluation of examinee performance is based on well-defined, functional language tasks, which are assessed at different levels and vary in type and complexity. The G-TELP assessment system offers a full range of interrelated components.

- GLT (G-TELP Level Test)
- GST (G-TELP Speaking Test)
- GWT (G-TELP Writing Test)

• **Jr. G-TELP (Junior General Tests of English Language Proficiency)**

The Junior General Tests of English Language Proficiency is a battery of objective tests that assess the English language proficiency of young students (ages 7-14) at five different levels (1 to 5).

• **EPTA (English Proficiency Test for Aviation)**

The English Proficiency Test for Aviation (EPTA™) is a specialized test designed to contain 100% aviation-specific materials, topics and situations. It assesses the speaking and listening ability of an examinee through his/her responses to various work-related situations and conditions presented.

• **GBT (G-TELP Business Test)**

The GBT is a specialized test designed to assess and measure the ability of an examinee to use the English language in an office or corporate setting. It assesses the speaking and listening ability of the examinee through his or her responses to tasks and situations he or she will commonly face when working in such an environment.



G-TELP LEVEL TEST

The G-TELP Level Tests consist of a battery of objective (multiple-choice) tests that assess the English language proficiency of young adults and adults (ages 16 and older) at five different levels of functional ability;

LEVEL 5	Basic Classroom English
LEVEL 4	Basic English in Simple Communication
LEVEL 3	Basic English in Normal Communication
LEVEL 2	Authentic and Modified English in Normal Communication
LEVEL 1	Authentic English in Complex Communication

The General Tests of English Language Proficiency (G-TELP) assess English language proficiency at five different levels of functional ability.

The levels vary with respect to the types of language tasks and their level of complexity. Test results provide an overall evaluation of general ability and meaningful diagnostic information on the different language subskills of listening, reading, vocabulary, and grammar. The multiple-choice format ensures the reliability of results through standardized administration and objective scoring and is efficient and cost-effective. Parallel forms, developed continuously, afford opportunities for re-testing or for pre- and post-testing with different test items at each of the five levels. The subtests at the different levels vary somewhat in length, as is appropriate to the levels of skill as well as to differences in the nature and complexity of the language tasks being assessed. For example, more emphasis is placed on listening skills at the lowest level (Level Five), with tasks that include understanding simple classroom instructions. In contrast, more emphasis is placed on reading skills at the highest level (Level One), with tasks that include understanding an exposition of a complex scientific topic. The G-TELP battery assesses English language proficiency in the following skill areas:

Level One : Listening, Reading and Vocabulary

Levels Two, Three, Four and Five : Grammar, Listening, Reading and Vocabulary

An appropriate proficiency level is selected by examining the G-TELP Test Descriptors, which are comprehensive descriptions of the language tasks that are specified at each of the five proficiency levels, and by reviewing the sample test questions.

G-TELP Score Report

The G-TELP Score Report provides a level mastery score and two profiles of the examinee's performance. These indicate the examinee's degree of mastery of the language tasks for the proficiency level at which he/she was tested. The Score Report, used in conjunction with the G-TELP Level Descriptors on the preceding pages, are intended to aid the examinee and score user interpreting the examinee's performance.

Profile A : Skill Area Scores

- The Skill Area Score is the percentage of correct answers for all the questions in a skill area. A Skill Area Score of 75% or more indicates that the examinee has demonstrated mastery of that particular skill area.
- The Task/Structure Score indicates the percentage of questions that the examinee has answered correctly for each individual task or structure within the skill area.

Profile B: Question-Information Type

It provides information on the examinee's performance in three categories of question types:

- understanding of explicitly stated information
- drawing inferences from explicitly and implicitly stated information
- selecting synonyms for words occurring in the context of the reading passages.

Total Score

This profile provides the ratio (as a percentage) of the number of questions the examinee has answered correctly to the total number of questions for each question type.

Overall Proficiency

The Mastery Score is determined by the number of skill areas in which the examinee has accumulated a Skill Area Score of 75% or more. The Mastery Score is based on the Task/Structure Scores and the Skill Area Scores.

At Levels Five, Four, Three, and Two, three Mastery scores are possible:

Mastery

the examinee achieves Skill Area Scores of 75% or greater in all three skill areas

Near-Mastery

the examinee achieves Skill Area Scores of 75% or greater in two of the three skill areas

No-Mastery

the examinee achieves Skill Area Scores of 75% or greater in less than two skill areas

At Level One, two Mastery Scores are possible:

Mastery

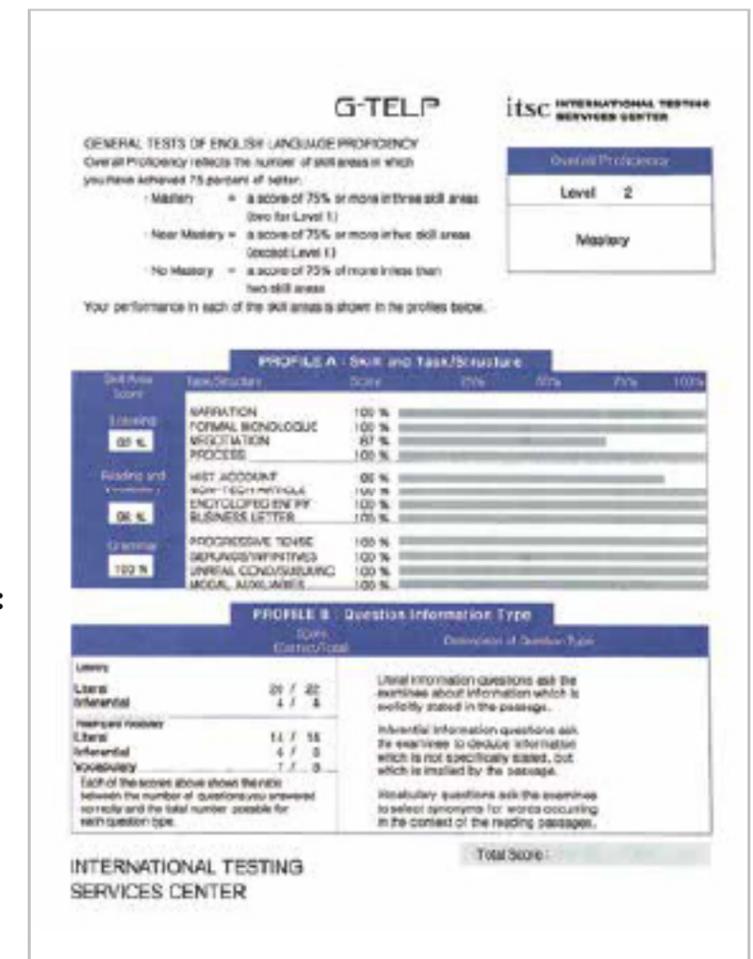
the examinee achieves Skill Area Scores of 75% or greater in at least two skill areas

Near-Mastery

the examinee achieves Skill Area Scores of 75% or greater in two of the three skill areas

No Mastery

the examinee achieves Skill Area Scores of 75% or greater in less than two skill areas.



G-TELP SPEAKING TEST

The G-TELP Speaking Tests assesses proficiency in spoken English at different levels of functional ability:

Basic Speaking Skills

Intermediate Speaking Skills

Advanced Speaking Skills

Test Type	Simulated Oral Proficiency Interview
Duration	40 minutes
Availability of Score Report	3 weeks (15 working days)
Question	Around 30 questions divided among 11 parts
Level	Levels 1 to 11
Descriptor	Contents, Grammar, Fluency, Vocabulary, Pronunciation
Duration of Score Validity	Two (2) years

The General Tests of English Language Proficiency (G-TELP™) assess the English language proficiency of nonnative speakers in real-world situations. Evaluation of examinee performance is based on well-defined, functional language tasks which are assessed at different levels and vary in type and complexity. The G-TELP assessment system offers a full range of interrelated components.

In contrast to the G-TELP battery, which consists of different tests at the different levels of English language proficiency and assesses the language subskills of listening, reading, vocabulary and grammar, a single Speaking Test evaluates the different levels of oral communication skills. Furthermore, the method for scoring and evaluating the Speaking Test is different from the G-TELP battery of tests.

It more closely approximates a measure of communicative competence in speaking because it presents real-world (authentic) tasks, situations, and materials.



G-TELP WRITING TEST

The G-TELP Writing Tests is an assessment tool specially designed to measure the English writing proficiency of nonnative speakers of English.

Question Type	Part 1. Constructing a Paragraph Part 2. Composing a Personal Letter Part 3. Composing a Formal Letter Part 4. Describing a Situation Part 5. Writing an Essay
Duration	60 minutes
Availability of Score Report	3 weeks (15 working days)
Level	Levels 1 to 11
Descriptor	Grammar, Vocabulary, Organization, Style, Substance
Duration of Score Validity	Two (2) years

With the globalization of business and liberalization of foreign travel, there is a fast-growing and compelling need for nonnative English speakers to write better English for their day-to-day interactions. They need to enhance their English-language writing skills to effectively communicate not only with their English-speaking peers in their country but also with both native English speakers and nonnative English speakers in various parts of the world. This need has become even more acute with the growing use of the Internet, where English is internationally accepted as the language for communicating information, ideas, thoughts, and feelings. Electronic mail and chat rooms have intensified this communication exchange at even greater speeds, and in ways that demand clear and immediate response. Clearly, facility in writing in English has become a major success criterion for people venturing into the international arena.

There is therefore a need for a formally administered test that can measure the level of a nonnative speaker's practical English-writing effectiveness, and whose results can serve as a progressive basis for improvement.

ITSC has developed the G-TELP Writing Test to address this need. The G-TELP Writing Test is designed to directly assess the nonnative English writer's facility or proficiency in using written English in his day-to-day interactions. Through this measure of English-writing proficiency, the nonnative English speaker can be guided to progressively develop his English writing skills to higher levels, thereby enhancing his communication skills in written English as well as his confidence in using them.

The G-TELP Writing Test complements the General Tests of Language Proficiency (G-TELP™) in assessing the English proficiency of nonnative English speakers. Together, these tests form a powerful battery of measuring tools that can meaningfully help people achieve higher levels of proficiency in the English language.



JUNIOR G-TELP

The Junior General Tests of English Language Proficiency is a battery of objective tests that assess the English language proficiency of young students (ages 7 to 14) at five different levels (one to five).

Test Method	Paper-based and computer-based
Test Area	Grammar, Listening and Reading
Level	Level 1 to 5
Application	To individuals or groups

Levels one and two were developed to address the needs of very young learners of English, ages 7 to 10. The language at these levels is highly simplified, and structures are very basic.

Levels three, four, and five are parallel to the G-TELP battery, since they were developed using the same criteria and standards for the G-TELP. However, the subject matter of the Junior G-TELP tests reflect school-related and personal topics and situations that are familiar to students of a young age group.

The Junior G-TELP test sections vary somewhat in length, as in the G-TELP. The test items resemble those of the G-TELP, though reflecting school-related and personal topics. The test results are displayed in the same format as the G-TELP, in both an individual Score Report and a group Summary Score Report.



EPTA for PILOT & ATC



EPTA for CABIN CREW

The English Proficiency Test for Aviation, or EPTA is a test of speaking and listening proficiency specially designed to apply to the aviation context and to comply with the International Civil Aviation Organization (ICAO) language proficiency testing requirements.

The EPTA consists of two (2) parts or sections: a Tape-Mediated Section and a Face-to-Face Interview. Each section consists of various tasks which are arranged in order of difficulty, starting with the easiest task and ending with the hardest task. All of the tasks contain various aviation-related topics or situations that are of four (4) different kinds: picture-based, topic-based, situation-based, and rendering communications-based.

Tape-Mediated Section	Type of the EPTA
- 10 tasks / 20 questions - 30 minutes	<ul style="list-style-type: none"> - EPTA for Pilot - EPTA for Tower Controller - EPTA for Radar Controller - EPTA for Students
Face-to-Face Interview	
- 5 tasks / 5 questions - 10~20 minutes	

The EPTA Cabin Crew is designed to assess and measure the listening and speaking ability of a cabin crew member in his/her day-to-day interactions. The assessment will be based on specific, pre-determined criteria, and the cabin crew member will be rated on his/her responses to the different work-related tasks, questions, and situations presented in the test.

Through this measure of English-writing proficiency, the non-native English speaker can be guided to progressively develop his/her English language skills to higher levels, thereby enhancing his/her communication skills in English as well as his/her confidence in using them.

Section 1	Grammar, Listening, Reading	80 min.
Section 2	Speaking Test	60 min.

Each situation, topic and question or requirement is carefully chosen and derived from the different work activities that a cabin crew generally performs.

- | | |
|------------------------|--|
| 1. Pre-flight briefing | 6. Before landing |
| 2. Pre-boarding | 7. Deplaning/Disembarking |
| 3. Passengers boarding | 8. Handing over to another set of cabin crew |
| 4. Pre-departure | 9. Post-flight meeting |
| 5. In-flight services | |



G-TELP Business Tests



The ITSC Family

The G-TELP Business Test is a battery of test which assesses an examinee’s ability to use English to communicate in a business setting. The G-TELP Business Test is designed to contain 100% business-oriented materials, topics and situations. It is comprehensive test because not do it assesses the speaking and listening ability of the examinee, it also assesses an examinee’s written communication proficiency. The examinee’s proficiency is measured through his responses to the various work-related situations and conditions presented, and are based on well defined, functional language tasks.

We help and assist businesses, educational institutions, governments, ministries of education, professional organizations, and test takers from all over the world in their efforts to improve their English proficiency skills.

Test Type	Simulated Oral Proficiency Interview
Duration	60 minutes
Level	Level 1 to 11
Questions	<p>Around 30 questions divided among 11 parts</p> <ul style="list-style-type: none"> Task 1: General conversation Task 2: Answering questions about a picture Task 3: Responding to a simple question Task 4: Choosing and relaying the appropriate response Task 5: Relating a work project Task 6: Describing one’s ideal job Task 7: Role-playing a conversation Task 8: Defining and describing a word and using it in a sentence Task 9: Giving instructions Task 10: Handling a problem Task 11: Presenting solutions to complex hypothetical problems



**ITSC takes our motto of
“Reliability and Validity” in
education and testing very seriously,
as sharing our upright values is
important to develop and make
every human being’s future better.**