



Teachers'  
Assessment  
Literacy  
Enhancement

# TALE

## Mini-conference

1st Multiplier Event of the TALE Project  
University of Debrecen, June 10th, 2016



Erasmus+

# Focus on Language Assessment Literacy in Eastern Europe (and beyond)

14.00-15.00 *Classroom-based language assessment: the needs and beliefs of English language teachers and students* by Ildikó Csépes & Adrienn Fekete (University of Debrecen)

15.00-15.30 *From quality assessment to more effective FL teaching* by Olga Kvasova (Taras Shevchenko National University of Kyiv, Ukraine)

15.30-16.00 *English Language Teaching and Assessment in the Romanian Secondary School System* by Valentina Carina Muresan (West University of Timisoara, Romania)

16.00-18.00 Networking - Buffet dinner



# The TALE Project - The Main Aims

What is *assessment literacy*?

➡ language teachers' awareness of assessment concepts and best practices

Why enhance it?

➡ because English language teachers (and other foreign language teachers too) are not well trained in assessment

# Testing Courses in English Teacher Training MAs



Institutions in Hungary	Is there a separate language testing course?	Is it a lecture or a seminar?	Is it compulsory or optional?
Eötvös Lóránd University	YES	lecture	compulsory
University of Pécs	YES	seminar	compulsory
University of Debrecen	YES	seminar	compulsory
University of Pannonia	YES	seminar	compulsory
University of Szeged	YES	seminar	optional
University of West Hungary	YES	seminar	optional
University of Miskolc	NO	-	-
Károli Gáspár University of the Reformed Church	NO	-	-
Pázmány Péter Catholic University	NO	-	-
Eszterházy Károly College	NO	-	-

# The TALE Project - The Main Aims

What is *assessment literacy*?

➡ language teachers' awareness of assessment concepts and best practices

Why enhance it?

➡ because English language teachers (and other foreign language teachers too) are not well trained in assessment

How to enhance it?

➡ through an open access, online modular course that supports self-study

# The TALE Project - The Main Phases

2015 September - 2018 September

1. Survey of teachers' (& trainees') and learners' needs
2. Online training course: design & pilot
3. Handbook of Language Testing and Assessment
4. Multiplier Events:
  - ▶ 2016 June
  - ▶ 2017 October
  - ▶ 2018 June

# The TALE Project - The Team



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UCY



# Survey of Teachers' /Trainees' and Learners' Needs and Beliefs (HU, GE, GR, CY)

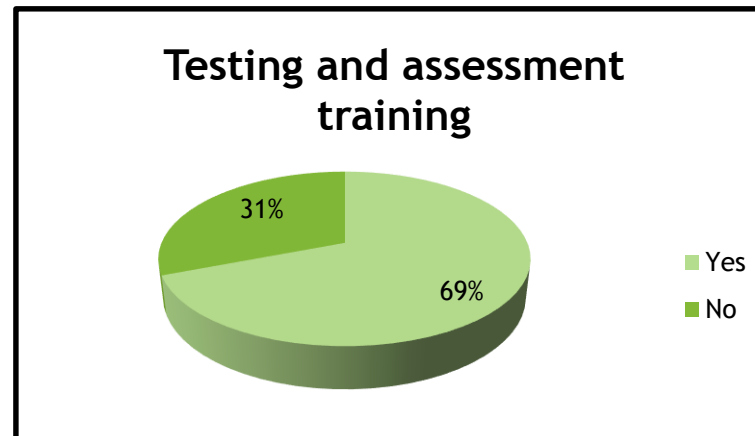
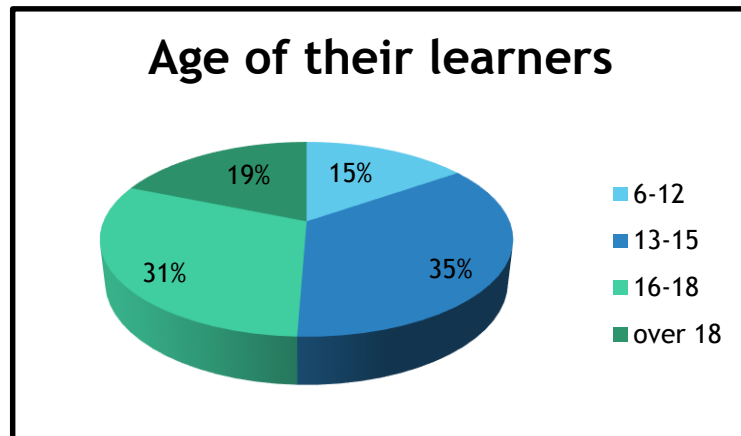
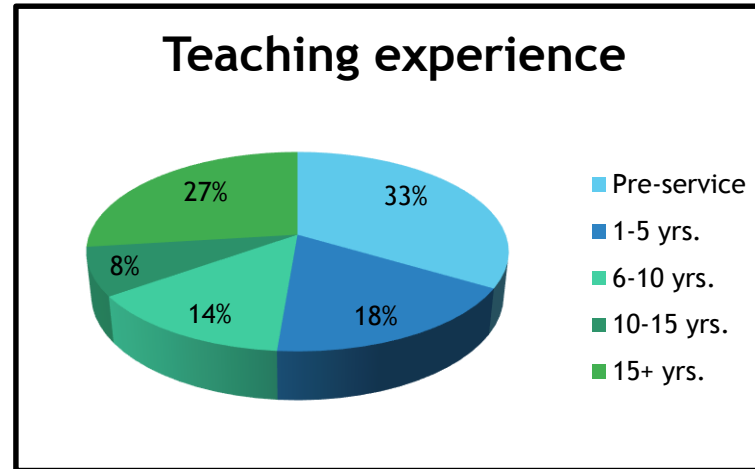
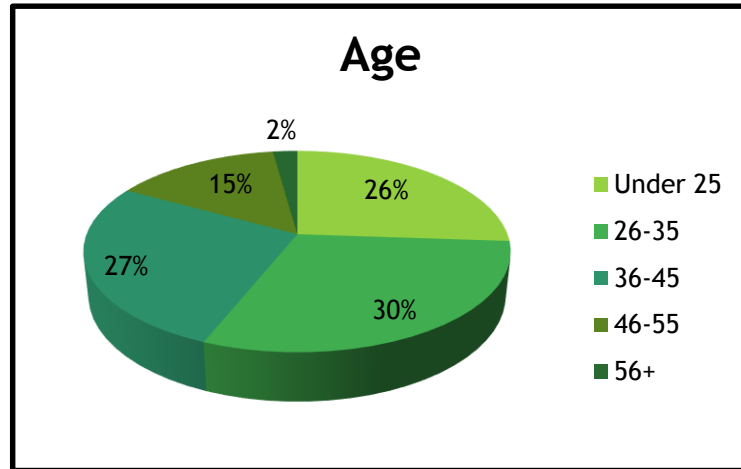
- ▶ General information about the respondents: e.g. age, gender, training in language testing (Ts)/years of learning English (Ls)
- ▶ Assessment practice: what is assessed and how frequently (Ts & Ls)
- ▶ Teachers' confidence in their assessment skills
- ▶ Training needs of the Ts/assessment needs of the Ls

# Respondents of the Questionnaires (CY, HU, GE, GR)

COUNTRY	TEACHERS/TRAINEES	LEARNERS
CYPRUS	404	909
HUNGARY	230	300
GERMANY	127	285
GREECE	68	294



# HU Teachers' / Trainees' Background

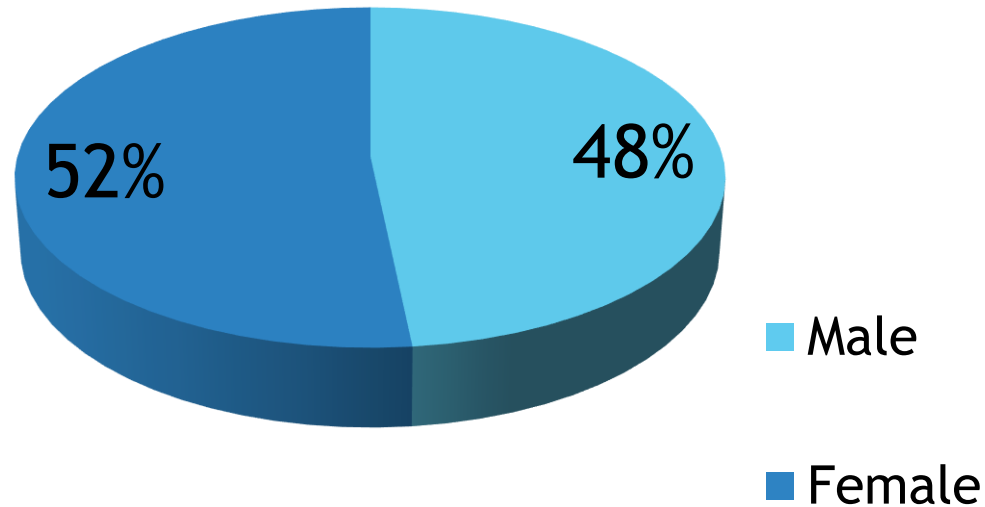


# HU Secondary Schools Participating in the TALE project

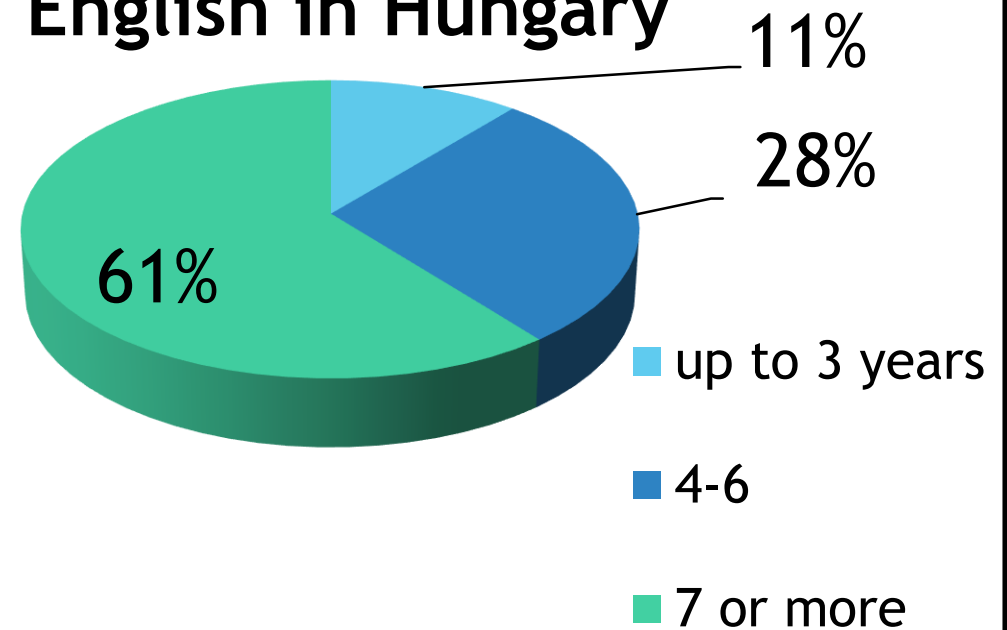
- ▶ I. Rákóczi György Gimnázium, Szakközépiskola és Kollégium, Derecske
- ▶ DE Kossuth Lajos Gyakorló Gimnáziuma és Általános Iskolája, Debrecen
- ▶ DE Balásházy János Mezőgazdasági és Közgazdasági Gyakorló Szakközépiskolája és Kollégiuma, Debrecen-Pallag
- ▶ Péchy Mihály Építőipari Szakközépiskola, Debrecen
- ▶ Váci Mihály Gimnázium, Tiszavasvári

# HU Learners' Background

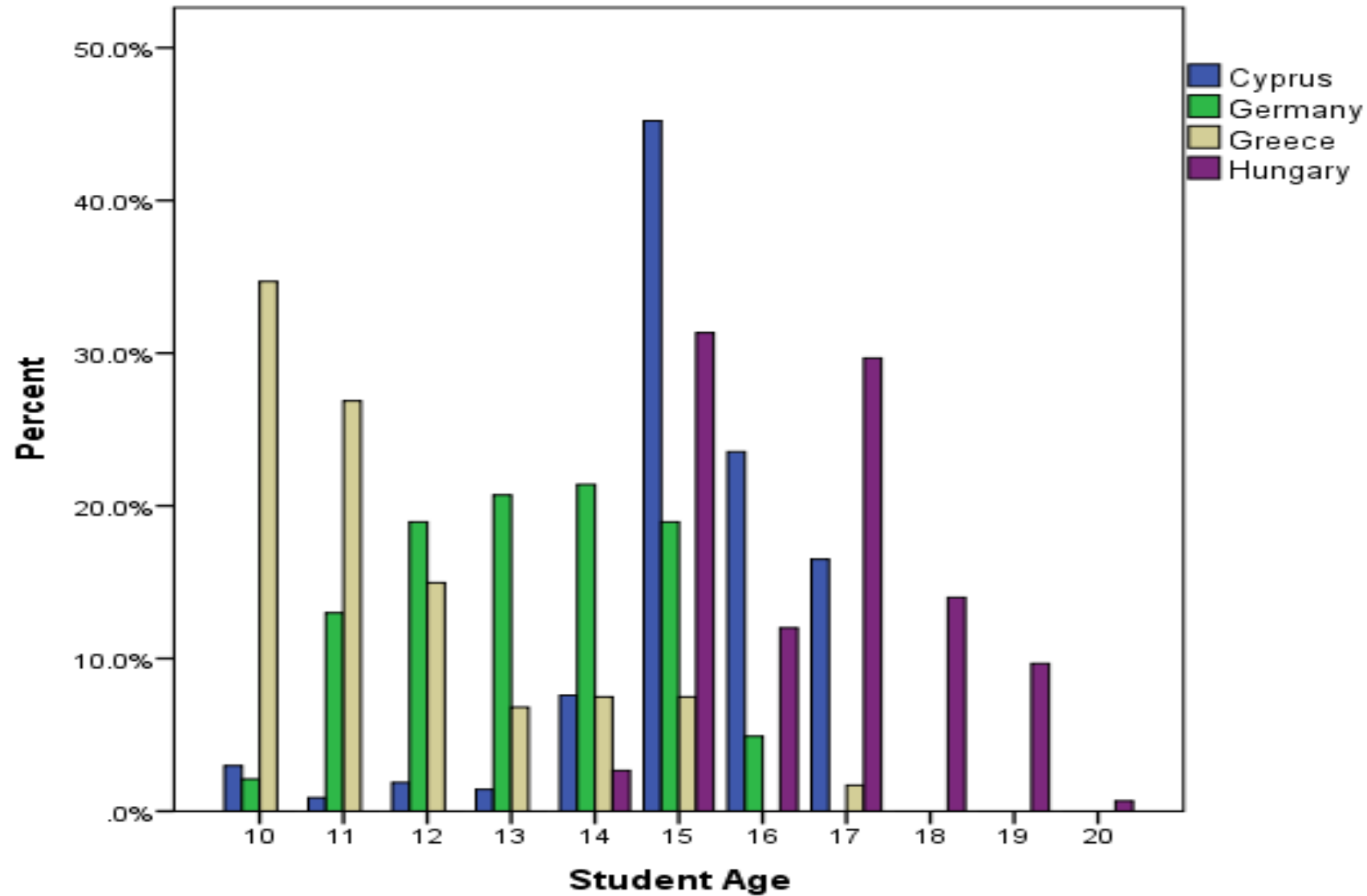
## Students' Gender in Hungary



## Years of Learning English in Hungary



# All Learners - Age



# Quiz/Guessing Game

- ▶ Which **skills/language areas** do you think are **assessed** the most and the least frequently in Hungary? Rank order the skills/language areas listed. Start with the most frequently assessed one.

Speaking

Writing

Vocabulary

Listening

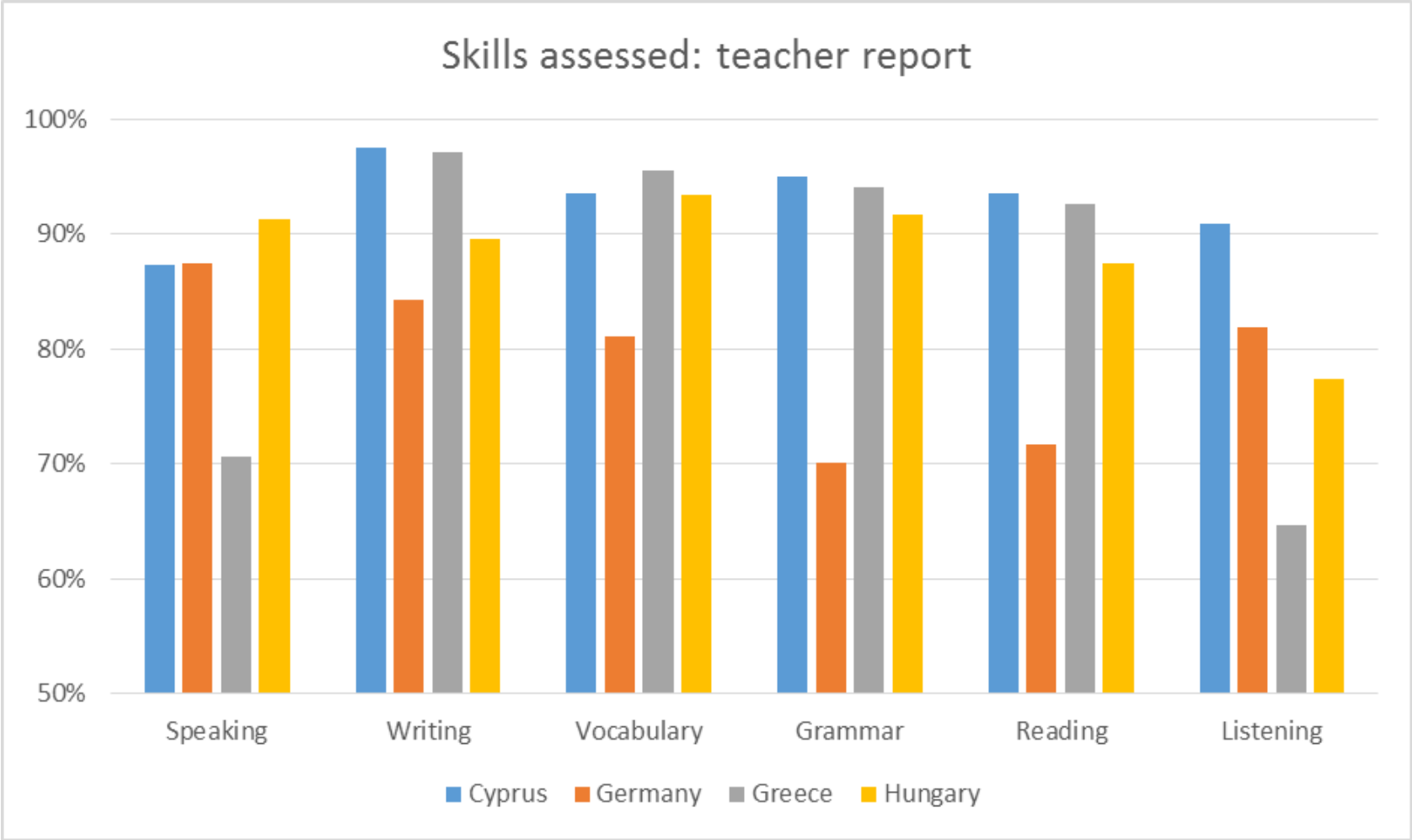
Reading

Grammar

- ▶ Which are the most common **feedback types**? Rank order the 5 feedback types listed.

- ▶ Brief comments (eg.: „Well done”)
- ▶ Comments, hints on how to improve learning
- ▶ Detailed comments (written, oral) on learners’ work
- ▶ Mark (percentage, grade, letter grade, etc.)

# All Teachers' /Trainees': Which Skills and Language Areas are Assessed?



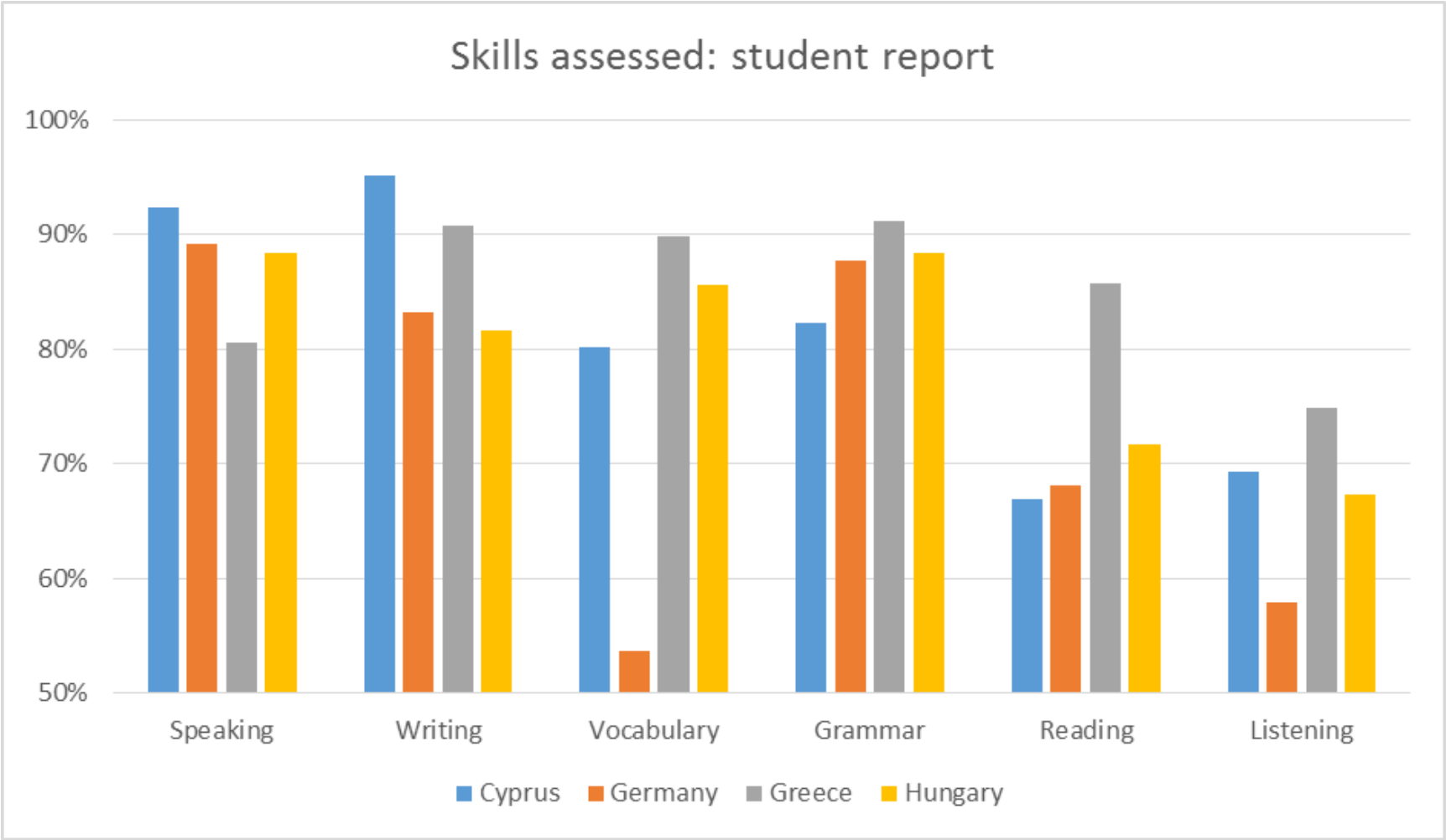
*Listening is the least assessed skill in HU*



**LISTEN**



# All Learners: Which Skills & Language Areas Are Assessed?



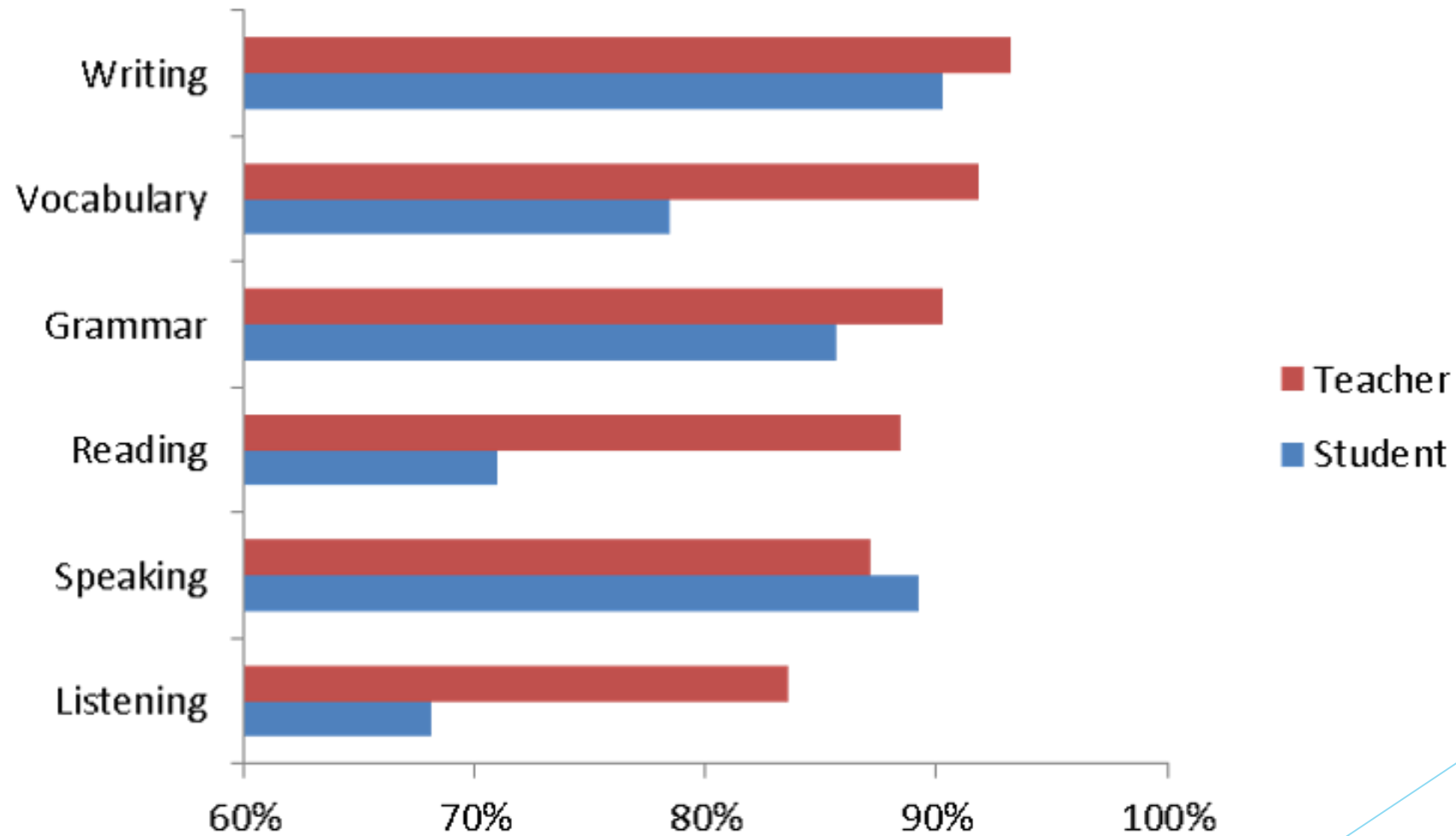
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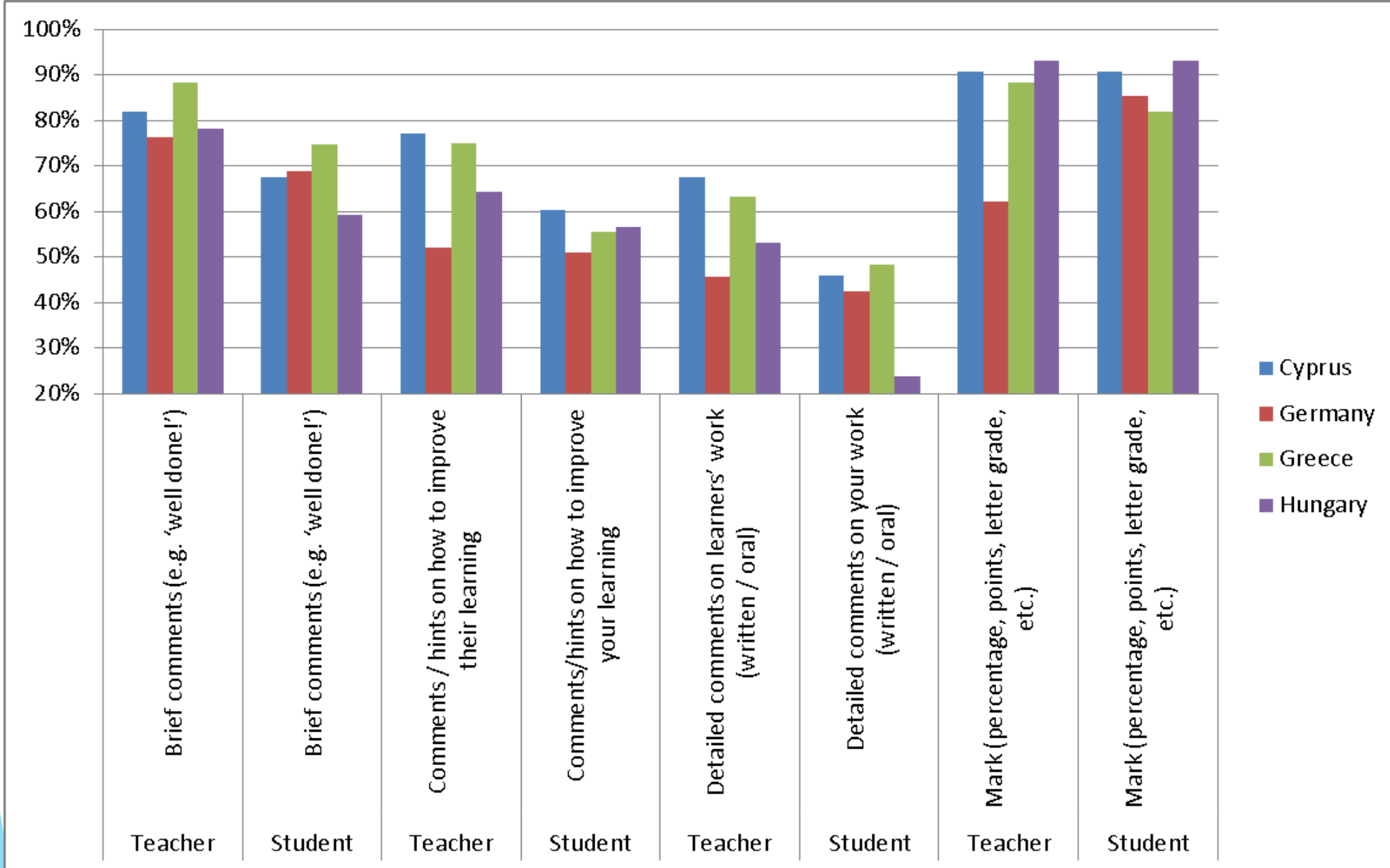
**LISTEN**



# Teachers' claims vs. Learners' perceptions



# Types of Feedback: All Teachers vs. All Learners



*What do you think?*

Consider what Ts and Ls reported above: what is assessed and feedback types

What may be the reasons behind these tendencies?

Discuss it in small groups.

# HU Teachers' / Trainees' Assessment Practice: Which Test Methods Are Used & How Often?



How often do you use the following methods to assess your learners' English? [Very frequently + Frequently]		
1. Tests with closed answers (gaps, MC, matching)	206	89,57%
2. Active class participation	182	79,13%
3. Extended writing (letters, essays)	145	63,04%
4. Oral presentations	138	60,00%
5. Tests with open-ended answers	119	51,74%
6. Self-assessment	82	35,65%
7. Translation (L1/L2)	65	28,26%
8. Peer-assessment	58	25,22%
9. Porfolios	17	7,39%
Other	3	1,30%

Traditional,  
teacher-centred  
test methods

Alternative  
assessment:  
enhancing learner  
engagement in  
assessment

# HU Teachers' /Trainees: Needs Analysis Based on their Assessment Practice

In what areas do respondents need training in the light of their assessment practice profile?

**The least frequently used forms:**

1. Portfolios
2. Peer assessment
3. Self-assessment



# All Teachers': Which Test Methods Are Used & How Often?



3 Very frequently    2 Frequently    1 Sometimes    0 Never

	Cyprus	Germany	Greece	Hungary
Oral presentations	1.85	1.48	1.93	1.72
Tests with open-ended answers	1.85	0.96	1.79	1.57
Portfolio assessment	0.62	0.56	0.70	0.43
Peer assessment	1.09	0.95	1.19	1.04
Tests with closed answers (e.g. gaps, multiple choice, matching exercises)]	2.24	1.67	2.32	2.29
Self-assessment	1.23	0.93	1.53	1.29
Extended writing, e.g. letters, essays	1.96	1.18	1.87	1.74
Active class participation	2.45	2.12	2.43	2.16
Translation (L1/L2)	0.64	0.70	1.48	1.12

How confident do teachers/trainees feel about various assessment areas?



I can identify different purposes of assessment.

I can choose assessment methods that are suitable for my learners.

I can design classroom-based tests.

I can assess my learners' listening / speaking / reading / writing skills.

I can assess my learners' skills in an integrated way, e.g. reading a text and writing about it.

I can use self-assessment to assess my learners.

I can use peer assessment to assess my learners.

I can use student portfolios to assess my learners.

I can assess learners with special learning needs, e.g. dyslexia, learning impairment.

I can prepare my learners for external tests, e.g. school leaving exams, international exams.

I can use assessment results to make decisions about individual students.

I can use assessment results to plan teaching.

I can identify how tests influence my teaching.

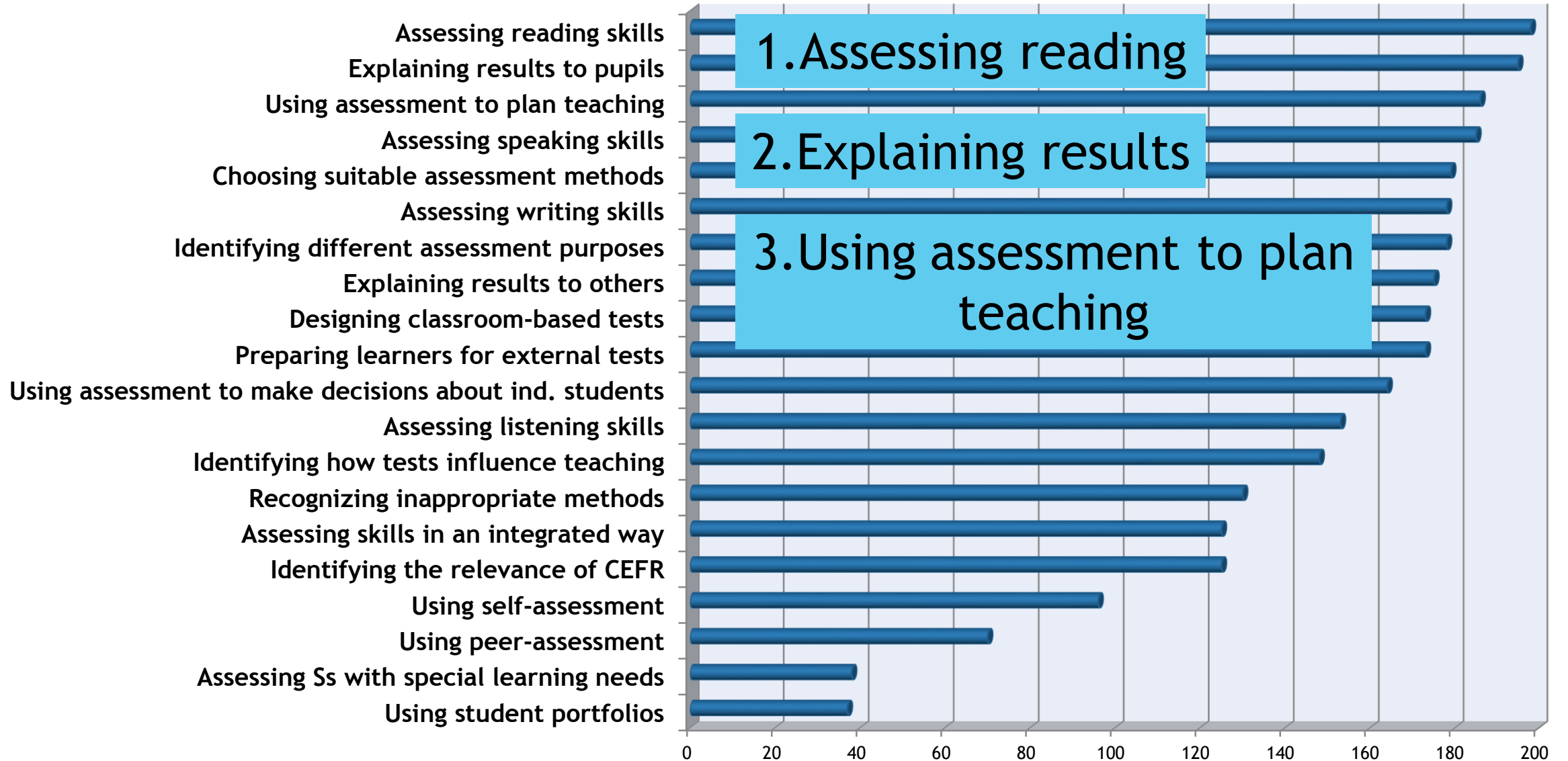
I can identify the relevance of the CEFR for the assessment of my learners.

I can explain assessment results to pupils.

I can explain assessment results to parents and others.

I can recognize inappropriate (e.g. invalid, unreliable, biased) assessment methods.

# HU Teachers'/Trainees' Confidence in their Assessment Skills



# HU Teachers' /Trainees: Perceived Needs Based on their Lack of Confidence

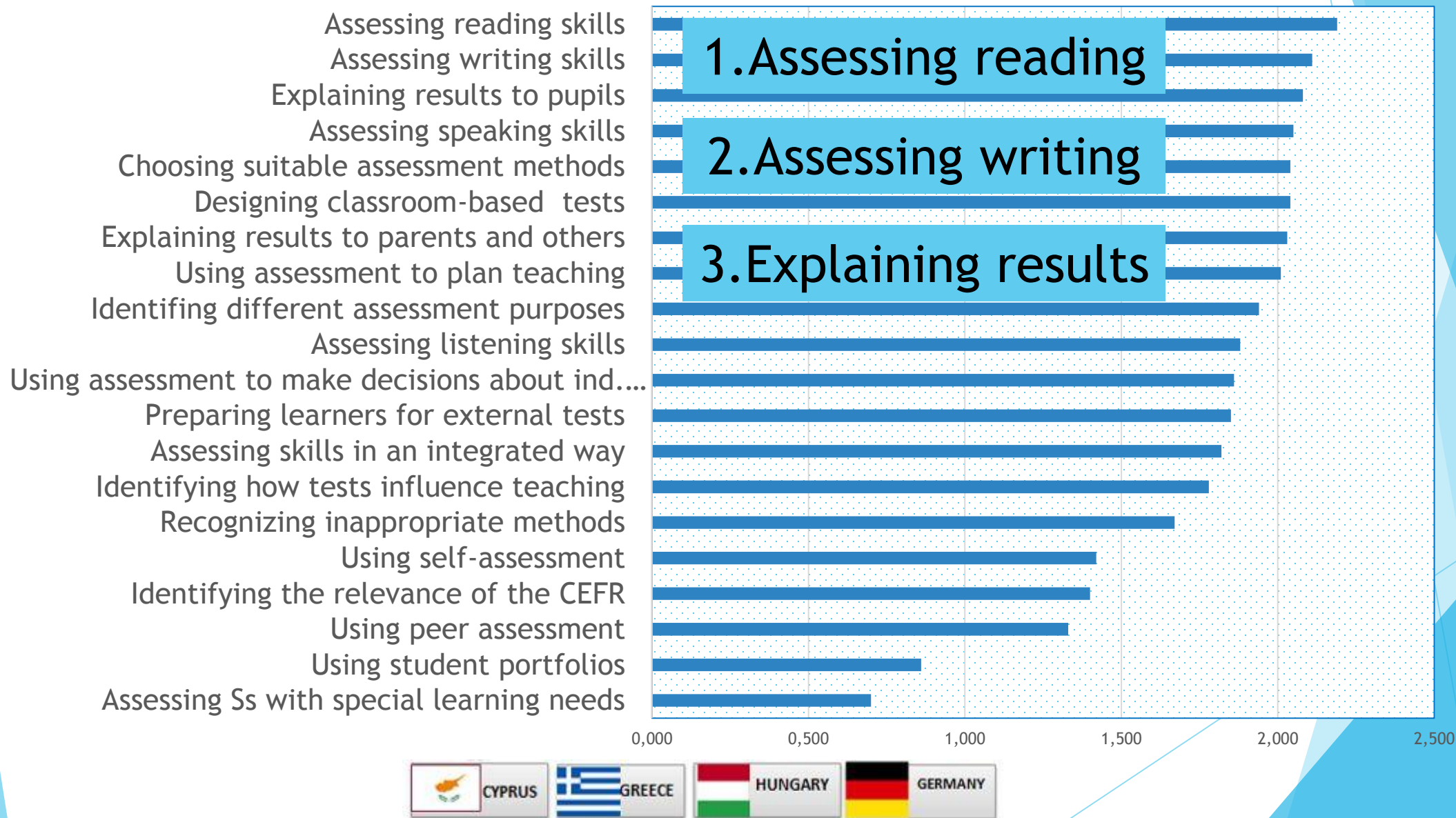
In which assessment areas do teachers/trainees claim to be **the least confident**?

1. Student portfolios
2. Assessing students with special learning needs (e.g. dyslexia, disgrafia)
3. Peer assessment
4. Self-assessment
5. Identifying the relevance of the CEFR

[www.keronline.hu](http://www.keronline.hu)



# All Teachers' Confidence in their Assessment Skills



# All Teachers': Perceived Needs Based on their Lack of Confidence

In which assessment areas do teachers/trainees claim to be **the least confident**?

1. Assessing students with special learning needs (e.g. dyslexia)
2. Student portfolios
3. Peer assessment
4. Identifying the relevance of the CEFR
5. Self-assessment



In which assessment areas do teachers/trainees wish to get training?



Identifying different purposes of assessment.

Choosing assessment methods that are suitable for learners.

Designing classroom-based tests.

Assessing learners' listening / speaking / reading / writing skills.

Assessing learners' skills in an integrated way, e.g. reading a text and writing about it.

Using self-assessment to assess learners.

Using peer assessment to assess my learners.

Using student portfolios to assess my learners.

Assessing learners with special learning needs, e.g. dyslexia, learning impairment.

Preparing learners for external tests, e.g. school leaving exams, international exams.

Using assessment results to make decisions about individual students.

Using assessment results to plan teaching.

Identifying how tests influence teaching.

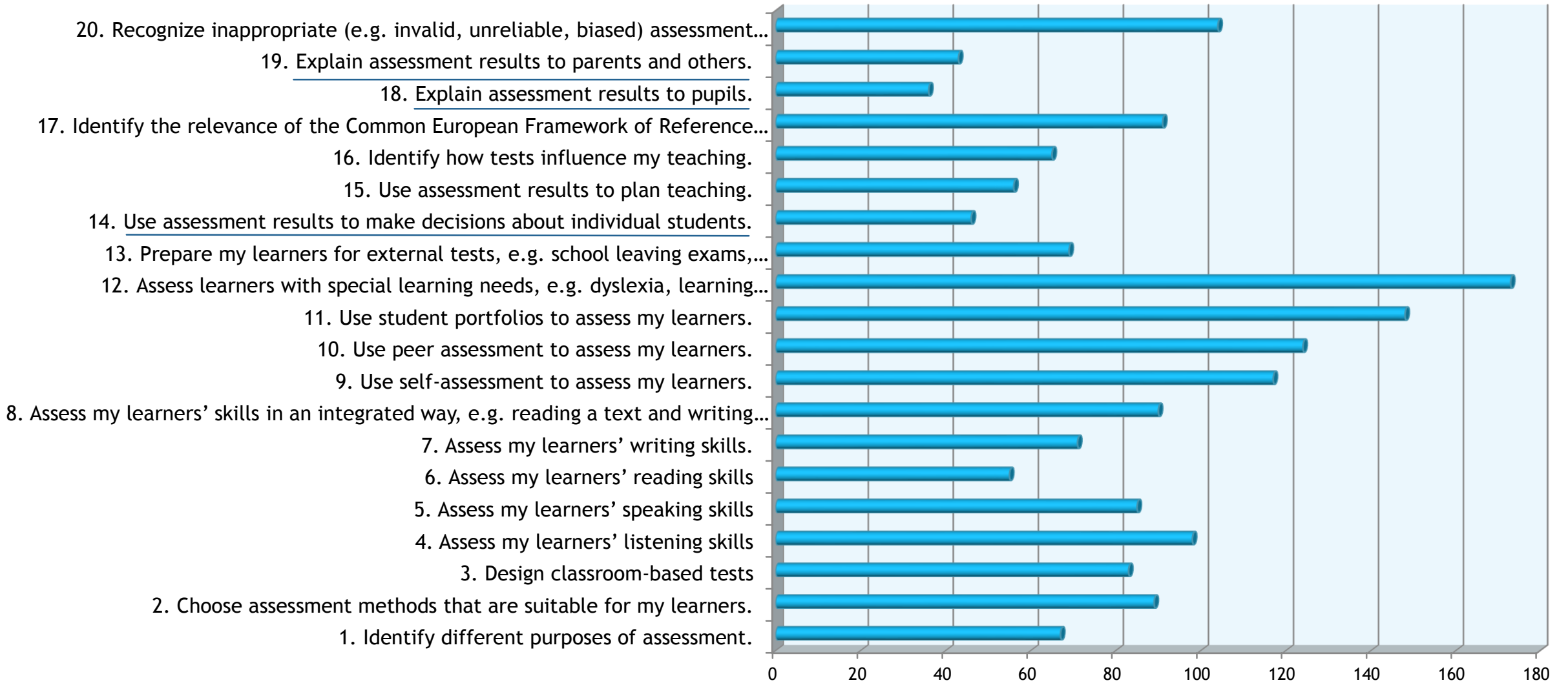
Identifying the relevance of the CEFR for the assessment of learners.

Explaining assessment results to pupils.

Explaining assessment results to parents and others.

Recognizing inappropriate (e.g. invalid, unreliable, biased) assessment methods.

# HU Teachers' /Trainees Assessment Wants



# HU Teachers' / Trainees Assessment Wants

Most wanted:

1. Assessing learners with special needs (e.g. dyslexia)
2. Portfolios
3. Peer assessment
4. Self-assessment
5. Recognising inappropriate methods

Lack of confidence shows a great overlap with teachers' assessment wants.



# All Teachers' Assessment Wants



# All Teachers' Assessment Wants

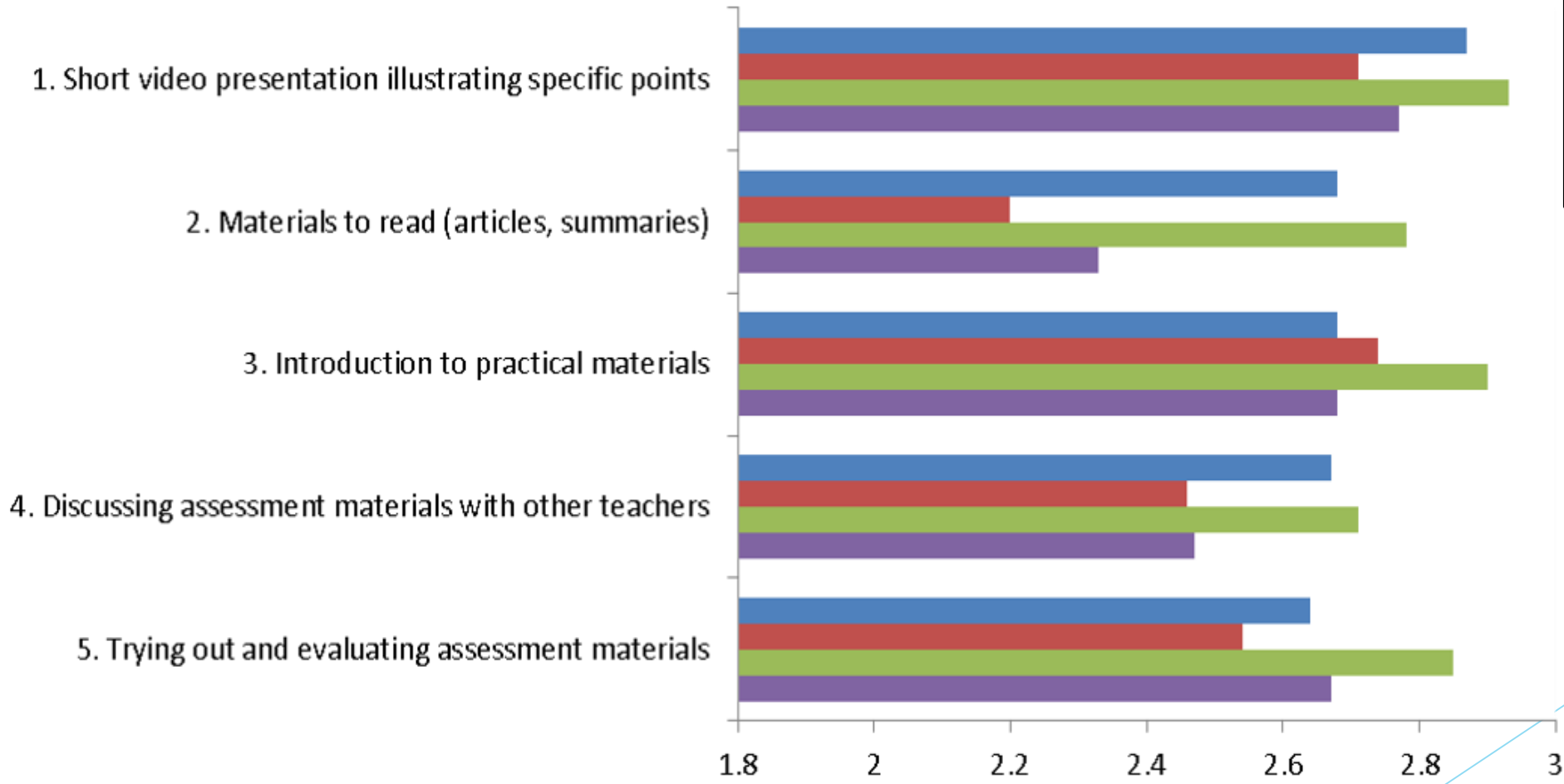
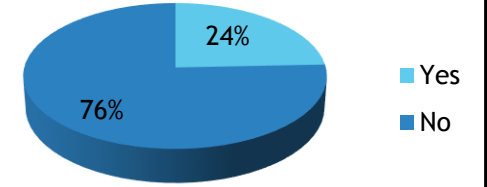
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3. Self-assessment
4. Identifying the relevance of the CEFR
5. Peer assessment



# What should the online training include?

## HU Ts' Experience in online training



Professor Dylan Wiliam

# The Classroom Experiment

a BBC documentary

available in youtube



# THANK YOU FOR YOUR ATTENTION.



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