



Teachers'
Assessment
Literacy
Enhancement

TALE

FROM QUALITY ASSESSMENT TO MORE EFFECTIVE FL TEACHING

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Erasmus+

Greetings from Ukraine (UA)

Presenter:

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- ▶ ‘Assessment in ELT’ British Council Ukraine →
- ▶ EALTA CBLA SIG →

National University of Kyiv

UALTA

Ukrainian Association for Language
Testing and Assessment



'Assessment in ELT' BC UA



UA project dissemination → teachers' assessment literacy

- ▶ Papers in the national FLT journals (7 authors)
- ▶ Booklets of practice tests (5)
- ▶ Introduction of LTA module in pre-service teacher training (Kharkiv)
- ▶ Workshops *Language testing known and unknown* (Chernihiv, 2007) and
Learning to ensure good testing practice (TESOL Ukraine, Rivne, 2008)
- ▶ Book *Fundamentals of Language Testing* (2009)

European surveys of assessment literacy (EALTA)

“How prepared are FL teachers to carry out language testing and assessment?”

(Hasselgreen et al. 2004; Vogt et al. 2008)

Assessment literacy of foreign language teachers in Europe (6 countries)

Assessment literacy of foreign language teachers in Ukraine, 2010 (N=35)

UA Survey (2010)

- ▶ The UA data (**70%**) of **training received** are quite comparable with EU data (**75%**)
- ▶ UA: **83%** need training in LTA;
50% of these prefer more advanced training

Implications for UA and EU:

- ▶ More advanced training in writing classroom tests for formative assessment
- ▶ Optimized use of informal (non-test) forms of assessment
- ▶ Wider use of alternative assessments (portfolio, projects, etc.)

UA Survey (2013)

Developing assessment literacy of university FL teachers in Ukraine

1 Assessment literacy of university teachers (N=53)

2 Developing tests and test tasks (N=35)

Objectives:

- ▶ to determine current trends within the development of teachers' assessment literacy
- ▶ to explore typical classroom-based assessment practices
- ▶ to determine challenges of preparing and administering teacher-made tests

State of assessment literacy in UA

Teachers have

- ▶ improved their assessment literacy by participating in **workshops and webinars** conducted by international and local experts
- ▶ performed independent **reading of available resources** on LTA in the English and Ukrainian languages
- ▶ done their own independent **research**.

However,

- ▶ sporadic activities
- ▶ did not involve a notable number of university FL teachers from across the country

Typical assessment practices

Formative assessment

- ▶ homework assignments (88%)
- ▶ written work (essays, reports, etc.) (83%)
- ▶ observation of individual, pair and group work (69%)
- ▶ oral presentations (66%),
- ▶ self-made vocabulary and grammar tests/quizzes (64%).

Typical assessment practices

Summative assessment:

- ▶ self-made test papers (73%)
- ▶ oral presentations (69%)
- ▶ written work (essays, reports, etc.) (67%)
- ▶ oral tests (46%)

Self-made test papers include:

- ▶ reading (94%)
- ▶ language in use (90%)
- ▶ writing (84%)
- ▶ listening (66%)

Self-made tests (N = 33)

Use of testing formats (reading and language use)

- ▶ multiple-choice questions (100%)
- ▶ filling gaps in text with clauses (61%)
- ▶ filling gaps in text with sentences (55%)
- ▶ matching texts to questions (52%)
- ▶ headings to parts of a text (52%)
- ▶ short-answer questions (48%)
- ▶ filling gaps in text with paragraphs (27%)

Testing cycle (N = 32)

- ▶ discussed the test structure within teams (46%)
- ▶ checked the key (37%)
- ▶ checked the time allotted to the test (37%)
- ▶ piloted test tasks with the help of colleagues and/or students (41%)
- ▶ 54% of 41% went on to modify tasks →
- ▶ How fair is such kind of assessment?

Overall results of the study

University FL teachers in Ukraine

- ▶ are **quite competent** in using and adapting ready-made tests, administering tests appropriately, and providing timely feedback to learners,
 - ▶ **willingly learn from their own experience** and by sharing it with colleagues,
 - ▶ increase their competence by **reading in the theory of LTA** and applying what they learn to the design of their own tests.
 - ▶ are committed to learn more and **undertake training** (contact and distant) →
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- ▶ **are professionally prepared to participate in educational projects designed to enhance literacy in LTA**

Curriculum *Enhancement of LTA literacy of university FL teachers* (2014)

1. Individual pre-session work (4 hours):

- ▶ *home reading + constructing 2 test tasks*

2. Training session (4 contact hours):

- ▶ *two consecutive workshops*

3. Team post-session work (12 hours)

- ▶ *test construction and validation*

4. Follow-up conference (4 hours)

- ▶ *feedback on self-made test tasks & efficiency of module implementation*

Post-session team work (12 hours)

Task:

- ▶ construct (n) test tasks;
- ▶ trial tasks, modify if necessary;
- ▶ administer test tasks within their own **student groups**;
- ▶ perform statistical analysis;
- ▶ interpret the data, discuss the quality of the tasks;
- ▶ collect feedback from testees;
- ▶ answer questionnaires (reflect on achievements/ failures).

Pilot module on training university teachers in constructing classroom reading test tasks

- ▶ Module piloted in 6 universities in Kyiv, Kharkiv, Cherkasy, Lviv:
 - 26 syndicates of 2-4 teachers
- ▶ 26 sets of test tasks piloted within real-life teaching context
- ▶ feedback on tasks collected / analysed (27-46 students on each task)

Training outcomes

- ▶ enhanced quality of teacher-made tasks
- ▶ expanded repertoire of reading skills measured (understanding details + making inferences, referencing and main idea)
- ▶ adherence to testing cycle (90%)
- ▶ fairly good statistical analysis (17 synd. out of 26)
- ▶ positive feedback from testees
- ▶ but ...
- ▶ lack of cooperation at different stages (20% resp.)

Organization of training

Positive response:

- ▶ content, training activities/techniques, duration of post-session work (half a term long)

Food for thought:

- ▶ more time is needed (92% resp.)
- ▶ workshops of 7- 8 contact hours (instead of 4), over multiple days
- ▶ (re)scheduling trainee teachers' regular classes
- ▶ out-of-work training is preferable =>
- ▶ **University/Ministry of education support is crucial**

Foundation of UALTA

- ▶ UALTA is a voluntary, non-profit organization aimed at bringing together all those involved and interested in teaching FL - secondary and tertiary school teachers, PhD and Master students.
- ▶ The goal of UALTA lies in the enhancement of its members' LTA competence with the view of making FL learning/ teaching more effective, conducting research into LTA and making the outcomes known to educators and scholars, promotion of LTA know-how and introducing it into teaching/testing practices across Ukraine.
- ▶ Our motto is **From quality assessment to more effective FL teaching.**

Inaugural meeting of UALTA

Funded by International Language Testing Association and conducted by its President Professor Anthony Green in September 2015 (see report at http://www.iltaonline.com/images/pdfs/Reports/ILTA_Report_Kyiv_Workshop_2015.pdf.)



UALTA activities

- ▶ Training events (workshops and master classes) conducted in Kyiv and other hosting institutions (on request)
- ▶ Winter/summer schools conducted by invited or local trainers
- ▶ Conferences and round-table talks followed by publications of papers
- ▶ Courses for researchers (PhD students) on preparing tests and questionnaires as methods of investigation in FLT
- ▶ LTA modules/workshops for Master students
- ▶ Courses for secondary/tertiary school teachers on preparing learners for language examinations
- ▶ Consultancy in constructing and validating test tasks/tests to be used in institutions of higher education

UALTA regional CPDs



Research into Master students' training in LTA, April 2016



Workshop Testing and assessing Grammar skills of Linguistics majors, May 2016





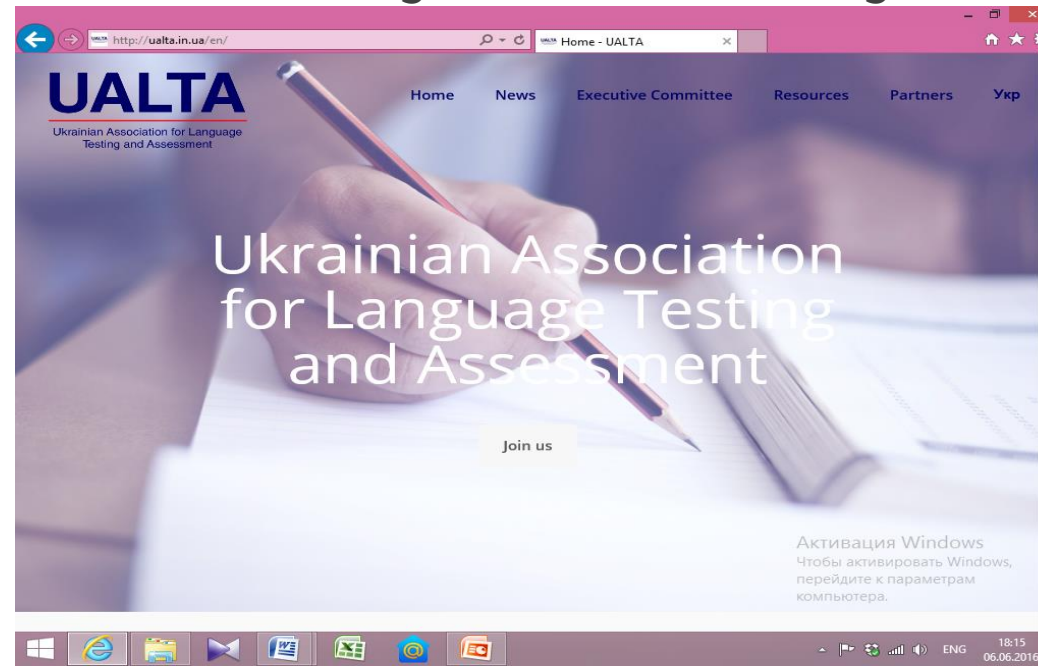
EUROPEAN ASSOCIATION
FOR LANGUAGE TESTING
AND ASSESSMENT

EALTA funded workshop 'Promoting fair assessment practices in university classrooms in Ukraine', forthcoming (September 2016)



References

- ▶ Kvasova, O. and Kavytska Tamara. (2014) The assessment competence of university foreign language teachers: A Ukrainian perspective // Language Learning in Higher Education. Volume 4, Issue 1, Pages 159-177, ISSN (Online) 2191-6128, ISSN (Print) 2191-611X, DOI: [10.1515/cercles-2014-0010](https://doi.org/10.1515/cercles-2014-0010), May 2014.
- ▶ Kvasova, O. (forthcoming). A Case of Training University teachers in Developing and Validating Classroom Reading Test Tasks. In Tsagari D. (ed.) Classroom-based Assessment in L2 Contexts -Cambridge Research Publishing
- ▶ <http://ualta.in.ua>



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