

A comparative study of in-service language teachers' beliefs on assessment

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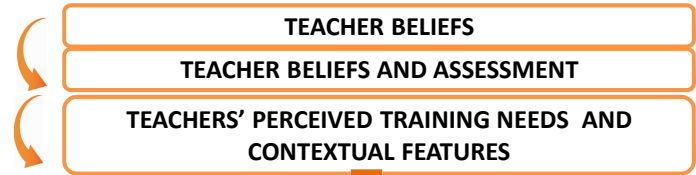
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RESEARCH MOTIVATION & AIMS

The purpose of the study was to investigate English language teachers' perceptions and beliefs of assessment, Language Assessment Literacy (LAL) levels and their training needs. 114 teachers from Germany and 379 teachers from Greece completed a survey questionnaire. The data were analyzed through a series of RM ANOVAs, correlation analyses, and confirmatory factor analysis. The results indicated that teachers share the same beliefs and concepts of assessment and LAL, but that their practices as expressed in their training levels and needs differed depending on their educational contexts. The paper discusses the importance of context in assessment and offers recommendations for culturally responsive assessment literacy enhancement programmes



- Are there any differences in perceived LAL levels of training and levels of needed training between German and Greek teachers?
- Is there any relation between training received and needed across the three components between the two countries?
- What role do contextual factors play in the two educational contexts?

Data - Findings

DATA COLLECTION

			TOTAL
Teachers' Quest.	114	379	493
Teachers' Interv.	25	20	45

SELECTED FINDINGS

Component	Training (Question No)		LTA practices
	Domain 1 Received	Domain 2 Needed	
1. Classroom-focused LTA (6 questions per category)	1.1 a)	1.2 a)	Preparing classroom tests
	1.1 b)	1.2 b)	Ready-made tests from textbook packages
	1.1 c)	1.2 c)	Giving feedback based on assessment
	1.1 d)	1.2 d)	Self- or peer-assessment
	1.1 e)	1.2 e)	Informal assessment
	1.1 f)	1.2 f)	ELP or Portfolio
2. Purposes of testing (4 questions per category)	2.1 a)	2.2 a)	Giving grades
	2.1 b)	2.2 b)	Finding out what needs to be taught/learned
	2.1 c)	2.2 c)	Placing students onto programs etc
	2.1 d)	2.2 d)	Awarding final certificates
3. Content and concepts of LTA (8 questions per category)	3.1.1 a)	3.2.1 a)	Receptive skills (reading/listening)
	3.1.1 b)	3.2.1 b)	Productive skills (speaking/writing)
	3.1.1 c)	3.2.1 c)	Microlinguistic aspects (grammar/vocabulary)
	3.1.1 d)	3.2.1 d)	Integrated language skills
	3.1.1 e)	3.2.1 e)	Aspects of culture
	3.1.2	3.2.2	Reliability
	3.1.3	3.2.3	Validity
	3.1.4	3.2.4	Using statistics

	Greece	Germany	Average
Domain 1 (Training Received)			
Not at all	32.0	47.1	35
A little	30.5	31.7	32.5
Advanced	22.1	18.4	21.6
Domain 1 (Training Needed)			
None	15.7	29.3	23.9
Basic	23.3	40.1	30.0
Advanced	39.7	26.3	30.1

Component	Domain	Greece		Germany		Differences
		M	S.D.	M	S.D.	
Component 1	Domain 1	1.85	0.76	1.65	0.69	0.21
	Domain 2	2.29	0.76	1.99	0.74	0.30
Component 2	Domain 1	1.70	0.73	1.57	0.72	0.13
	Domain 2	2.21	0.80	1.89	0.72	0.32
Component 3	Domain 1	1.98	0.74	1.82	0.72	0.16
	Domain 2	2.35	0.77	1.99	0.77	0.37

	Effect	Df	F-value	Sign.	Partial η^2
1 st RM Anova	Country	1. 288	20.29	< .001	.07
	Component	1. 288	74.93	< .001	.21
	Country X component X questions	5. 1197	2.37	=.048	.01
2 nd RM Anova	Country	1. 360	14.28	< .001	.04
	Component	1. 360	73.94	< .001	.17
	Country X component X questions	3. 1005	14.2	< .001	.04
3 rd RM Anova	Country	1. 340	20.80	< .001	.06
	Component	1. 340	27.17	< .001	.07
	Country X component X questions	1. 1405	5.06	< .001	.02

Summary

- RQ 1** Low LAL levels - Tendencies are similar - Differences are not significant - Perceptions differ
- RQ 2** Weak negative correlation for grammar/vocab, integrated language skills in German sample (less training needed despite high levels received)
- RQ 3 + Interviews** German and Greek teachers use the same constructs and conceptualise assessment in the same way

Three Level Theoretical Framework:

- Level 1: Macrolevel (National & regional)** National educational policies and assessment cultures related to historical, cultural and political factors
Educational landscape: school types, training of eachers, remuneration, training, etc
- Level 2: Mesolevel (Institution)** School in interaction with assessment cultures, systemic elements, local/regional politics: teachers & school principal
School culture, profile, resources, etc
- Level 3: Microlevel (Classroom)** Teachers' instructional decisions based on assessment procedures
Interaction with learners and parents

Context Responsive Assessment

TALE: www.taleproject.eu