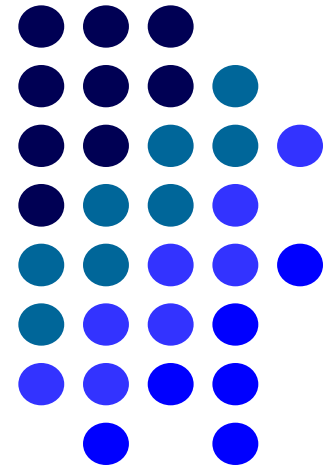
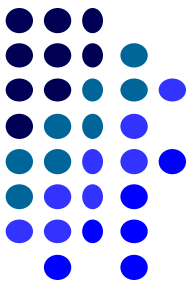


Digital tools for formative assessment in the L2 classroom: an exploratory approach using PEARSON English Benchmark

Jenny Liontou

Assistant Professor

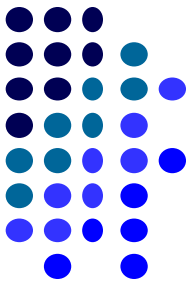




What is formative assessment practice?

- Assessment does **not** always mean testing!
- A **systematic, ongoing** process to gather evidence about learning
- The data are used to identify a student's current level of knowledge and skills, and to **adapt** lessons to help the student reach desired learning goals
- In formative assessment, students are **participants** and **leaders** in their own assessment, sharing learning goals and understanding **how** their learning is progressing, what next steps they need to take, and how to take them (Heritage, 2007)

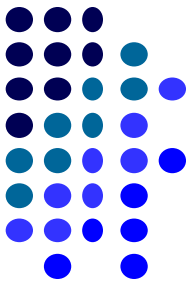
Reasons for assessment?



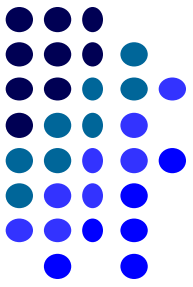
As teachers, we are asked to do many things:

- Design/ adapt the curriculum
- Plan lessons
- Create assessments and learning materials that are at the right level
- Understand what our students should be learning at each level
- Align our existing materials to specific learning objectives
- Provide evidence to school administration about student progress
- Give feedback to students and parents

So what can we do?

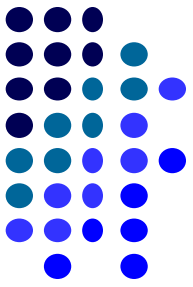


Digital Testing tools?



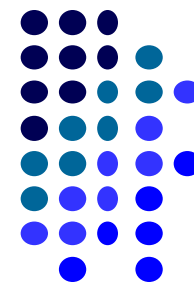
Although the need and value of a wider and more representative range of assessment data in L2 classrooms is widely recognised, EFL teachers in Greece express their uncertainty as regards using digital tools to collect useful data on their students' learning ability (Liontou, 2019: forthcoming).

Aim of the research



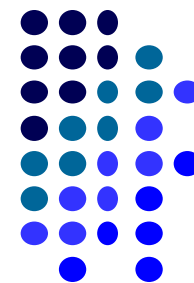
Investigate whether using PEARSON English Benchmark, a digital assessment tool, EFL teachers can better monitor their students' progress and take advantage of the formative information it provides to advise learning plans, both in the short and longer terms.

PEARSON English Benchmark



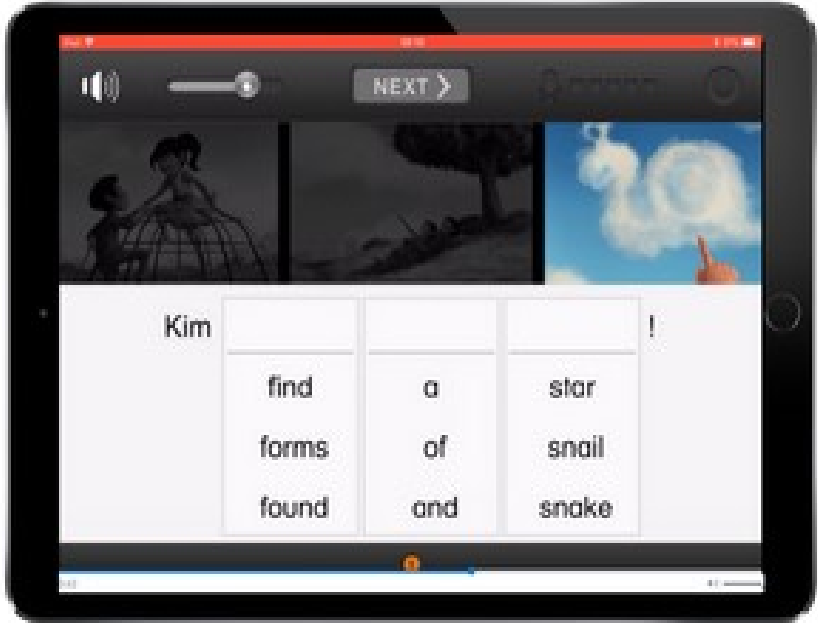
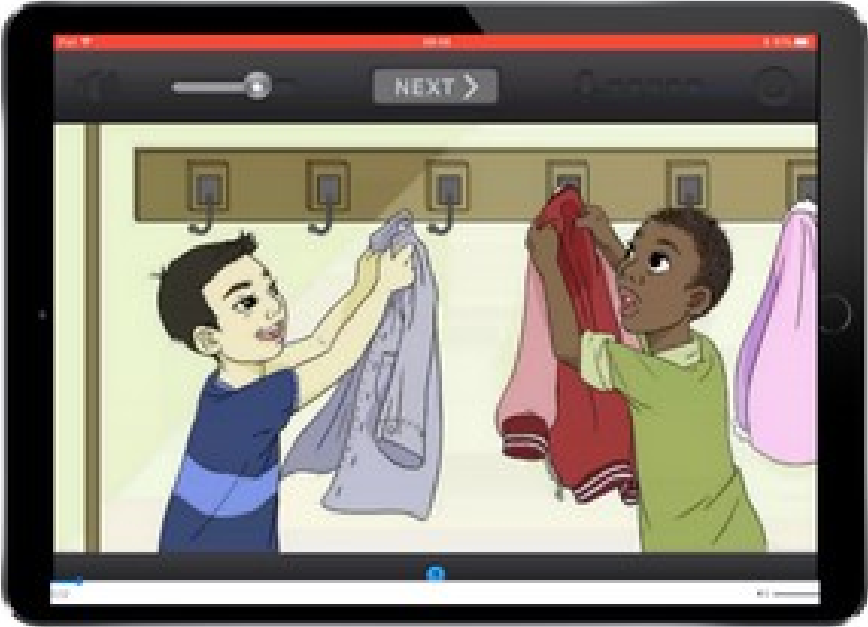
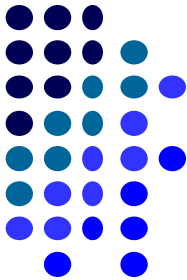
- An English test for Young Learners delivered on a tablet.
- Testing speaking, listening, reading and writing, it measures English proficiency through a fun, game-like test.
- With detailed reporting available, English Benchmark gives teachers recommendations for what to teach next, based on their students' performance.
- 5 levels: <A1 – B1 (3 tests available per level)
- Ages 6 - 13
- Scored on CEFR & GSE
- Results available under an hour

PEARSON English Benchmark

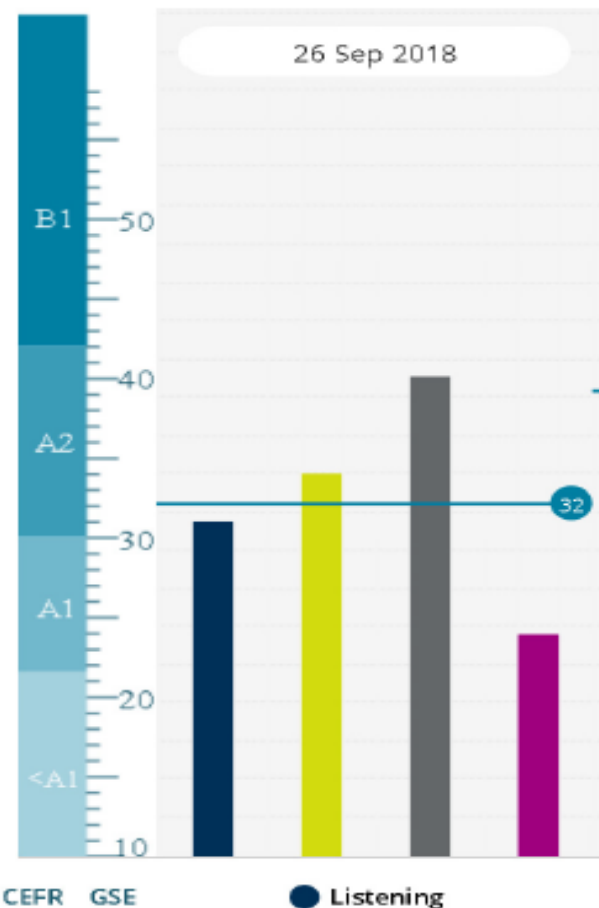
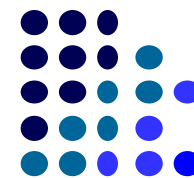


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PEARSON English Benchmark



Sample Report



Listening

Performance Summary

The students understand the main information in short, informal conversations on familiar topics in a small range of contexts - eg. simple directions, short announcements, telephone answer messages etc and they are beginning to understand some detail in extended dialogues.

Recommended Activities

Give the student practice at listening to details in dialogues and monologues on familiar topics in a range of contexts eg. simple directions, short announcements, telephone answer messages etc. Introduce guessing the meaning of unfamiliar words from context.

Reading

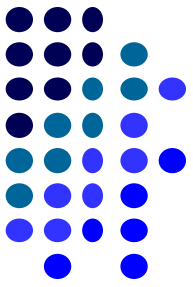
Performance Summary

The student can read a short text and predict what they think will happen next, can follow the sequence of events in simple narrative texts, can understand some details in longer texts on every topics if guided by questions or prompts.

Recommended Activities

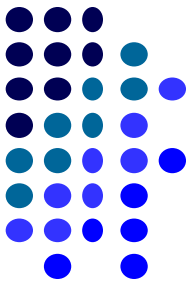
Get the student to read longer narratives and practise guessing meanings of more difficult words. Get them to practise skimming a short text to get a general idea of the content.

Research Methodology



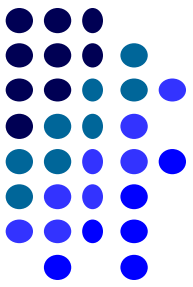
- 60 Young EFL Learners (12 years old/ A2 Level)
- Participants were purposefully selected from a larger number of students after administering English Benchmark test at the beginning of the school year to obtain a baseline measure of their English proficiency and ensure that their level of language proficiency was comparable.
- Experimental design: The experimental group receives “informed” instruction on reading and listening based on their individual reports. Their performance is compared to an equivalent group (control group), which is similar in terms of English proficiency. Students of the control group use the assigned course book with NO adjustments.
- Both groups are taught by the same EFL teacher using the same course book
- Student Interviews
- Teacher Observation Forms & Interview

Some Research Questions

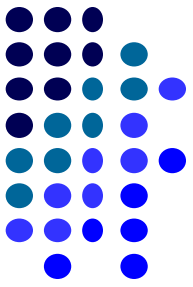


1. Is there a significant impact on students' reading and listening competence based on received "informed" instruction?
2. What are students' attitudes towards tablet-based testing as opposed to paper-based one?
3. What are teachers' attitudes towards tablet-based testing as opposed to paper-based one?

Using English Benchmark through the year...



Preliminary findings...



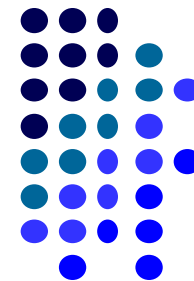
When comparing the mean reading performance in the pre-test and post-test between the two groups, a repeated measures ANOVA revealed a **significant difference** between experimental/control groups in terms of the change in reading scores pre -to post-test, with the experimental group experiencing the largest gain in scores with a large effect size ($F(1, 58) = 114.64, p < .001$, partial eta squared = .664).

Acknowledgments



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Thank you for your attention!

