What does Needs Analysis Say about Teachers’ Language Assessment Literacy?

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Before I start...

• What does it mean to have 90 on the TOEFL iBT or 6.5 on the IELTS or 475 on the TOEIC? (students/teachers)

• Why do so many teachers “teach to the test”? How can we change it?

• What does it mean when your children tell you that he/she got 8 on an exam? (parents)

• To what extent does changing how we test lead to changes in how teachers teach and the way students learn? (administrators)

• Are tests always good or bad or evil? What if we have no tests?
Outline of the Talk

1. Background of the Project
2. Instructional Design Model
3. Language Assessment Literacy
4. Preliminary Results from Analysis
5. Discussion and Q&A
Background of the Project

- MA program in English Linguistics at TNU
  Thạc sĩ ngành Ngôn ngữ Anh (Số 344&345/ QĐ-ĐHTN, 2017)
  - Research-oriented
  - Profession-oriented
  
- Current enrollment (2016-2018) ~ N = 30
  - Age: M = 28.06, SD = 4.06
  - Profession: English Teacher = 90%; Others: 10%
    (Primary – Middle –High School & College-Level Teachers)
  
- Develop a course on ELTA?
Instructional Design Model

- Instructional Design: The ADDIE model

![Diagram of ADDIE model with steps: Analyze, Design, Development, Evaluation, Implement, and feedback loops for revision.](Image courtesy of Wikipedia)
## Instructional Design Model

### Summary of Needs Analysis Design and Procedure

<table>
<thead>
<tr>
<th>Methods</th>
<th>Sources</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Literature Review</td>
<td>Language Assessment Literacy</td>
<td>Identify key knowledge, skills, principles</td>
</tr>
<tr>
<td></td>
<td>Focus on teachers</td>
<td>Adapt the questionnaire</td>
</tr>
<tr>
<td>2 Document Analysis</td>
<td>Syllabi/Curriculum</td>
<td>Identify key topics &amp; instructional Strategies</td>
</tr>
<tr>
<td></td>
<td>10 LTA courses &amp; TESOL MA</td>
<td>Triangulate with LAL/Content sequencing</td>
</tr>
<tr>
<td>3 Unstructured Interviews</td>
<td>Current M.A. students (n=2)</td>
<td>Identify lacks, wants, and needs</td>
</tr>
<tr>
<td></td>
<td>Language Testing Specialists (n=2)</td>
<td>Pilot and revise questionnaires</td>
</tr>
<tr>
<td>4 Questionnaires</td>
<td>Current MA students at TNU</td>
<td>Select &amp; compare lacks, wants, and needs</td>
</tr>
<tr>
<td></td>
<td>Teachers, Administrators…(n= 50)</td>
<td>Localize the LAL</td>
</tr>
</tbody>
</table>
Assessment Literacy (AL) (tri thông đánh giá)
- First coined by Stiggins (1991) in mainstream education
- Assessment illiterates vs. Assessment literates
- Barriers to assessment literacy
- Actions needed (understand – differentiate – develop)

Language Assessment Literacy (LAL)
- Knowledge – Skills – Principles (Davies, 2008; Fulcher, 2012; Inbar-Lourie, 2016)
- Multidimensional literacy(ies) (Pill & Harding, 2013)
Language Assessment Literacy

Levels of AL/LAL for Stakeholder

Taylor (2013)
Language Assessment Literacy

LAL for Classroom Teachers
Taylor (2013, p.410)
### Language Assessment Literacy

Assessment Literacy for the Language Classroom  
Fulcher (2012, p. 121)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Cronbach’s α</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test design and development</td>
<td>.89</td>
<td>4.44</td>
<td>.68</td>
<td>.05</td>
</tr>
<tr>
<td>Large-scale standardized testing</td>
<td>.86</td>
<td>3.88</td>
<td>.69</td>
<td>.05</td>
</tr>
<tr>
<td>Classroom testing and washback</td>
<td>.79</td>
<td>3.82</td>
<td>.73</td>
<td>.06</td>
</tr>
<tr>
<td>Validity and reliability</td>
<td>.94</td>
<td>4.49</td>
<td>.85</td>
<td>.07</td>
</tr>
</tbody>
</table>
The knowledge, skills and abilities required to design, develop, maintain or evaluate, large scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals.

(Fulcher, 2012, p. 125)
LAL practices in the Classroom
(Sheehan & Munro, 2017)

- Little training among the participating teachers
- Low interest in the theoretical issues
- Assessment practices through their own experiences
- Ineffective top-down imposition of assessment training

“assessment literacy is not a singular or fixed set of capabilities but a capability that is situated and needs to be understood within the assessment culture and policy.” (p. 22)
Stage 2: Syllabi Analysis \((n=10)\)

**Inclusion criteria**
- Must be graduate-level course
- Focus on classroom teachers
- Should be TESOL or language-related course
- Should be recent (of five-year) & follow stratified sampling
- Should be a STANDALONE course or Substantive component of a course
- Keywords: Assessment in TESOL; Language Assessment & Testing Syllabus on Google search + university websites; personal contact

**Found:** 23 syllabi (pdf/word)  \hspace{1cm} **Screening:** 10 syllabi

**Countries represented**
Japan, Saudi Arabia, Hong Kong, Iran, New Zealand, Australia, Vietnam, and USA(x3)
## Preliminary Results from Analysis

### Stage 2: Syllabi Analysis \((n=10)\)

<table>
<thead>
<tr>
<th>N</th>
<th>Course Name</th>
<th>Country</th>
<th>Year</th>
<th>Credits</th>
<th>Target Lear SLOs</th>
<th>Topics</th>
<th>Assignments &amp; Instructional Notes</th>
<th>Link</th>
</tr>
</thead>
</table>
| 1  | Second Language Assess | Japan   | 2016  | 3       | Classroom assessment - Define and state good understanding in major concepts in language assessment (e.g., reliability, validity, etc.)  
  - Evaluate existing as well as own assessment materials  
  - Design appropriate assessments for their learners  
  - Correctly interpret test results, and prepare assessment reports for the stakeholders/knowledge, tools, and practices | Assessment literacy  
  - Basic concepts of testing and evaluation  
  - Principles of language assessment  
  - Test impact and washback assessments  
  - Linking assessment with instructional aims  
  - Choosing the right type of assessment  
  - Assessment development process  
  - Developing test specifications for language assessment  
  - Assessing reading  
  - Assessing listening  
  - Assessing grammar  
  - Test writing practice  
  - Test analysis practice  
  - Assessing writing  
  - Assessing speaking  
  - Making assessments: rating scales and rubrics  
  - Rubric writing practice  
  - CEFR and can-do lists  
  - Alternative assessment | Class participation: recommendations 25%  
  - Test critique 15%  
  - Test writing practice 15%  
  - Test analysis 10%  
  - Assessment (design) project 35% | https://www.kandaga.com/ |
| 2  | Testing and assessment | Saudi Arabia | 2014  | 3       | Understand the key concepts and the basic principles of language testing and assessment.  
  - Criticize the relationship of testing to teaching practice and syllabus design.  
  - Understand approaches and techniques in language test development and validation.  
  - Evaluate a test format in terms of purpose and appropriateness.  
  - Construct and design a test for a specific skill.  
  - Understand and follow an assessment rubric in order to develop a standardized language test. | Validity. Reliability. Practicality. Authenticity, and Backwash or wash-back.  
  - Types of assessment: Summative and formative assessments  
  - Test specification.  
  - Types of tests: Placement test, Achievement test, Diagnostic test, and Proficiency test.  
  - Grading and scoring.  
  - Alternative assessment: Portfolios, journals, and Self/Peer assessment. | 1- Individual assignment (20 marks), 1000 words reflection is due on 21/10/2014. Each student will pick a card that includes a topic for presentation and class discussion.  
  2- Group work assignment (25 marks), 2000 words equivalent report is due on 21/12/2014. Evaluate and critique two types of test techniques in relation to the curriculum and teaching practice at the EU. Examine test items provided by the EU Test Unit. | code: 650 |
## Stage 2: Syllabi Analysis ($n=10$)

### Coding and analysis

<table>
<thead>
<tr>
<th>N</th>
<th>Course name</th>
<th>Country</th>
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<td>1</td>
<td>Second Language Assess</td>
<td>Japan</td>
<td>2016</td>
<td>3</td>
<td>• Definition and understanding of main concepts in language assessment (e.g., reliability, validity, etc.)&lt;br&gt;• Evaluate existing as well as own assessment materials&lt;br&gt;• Design appropriate assessments for their learners&lt;br&gt;• Correctly interpret test results, and prepare assessment reports for the stakeholders/knowledge, tools, and practices</td>
<td>• Assessment literacy&lt;br&gt;• Basic concepts of testing and evaluation&lt;br&gt;• Principles of language assessment&lt;br&gt;• Test impact and washback assessments&lt;br&gt;• Linking assessment with instructional aims&lt;br&gt;• Choosing the right type of assessment&lt;br&gt;• Assessment development process&lt;br&gt;• Developing test specifications for language assessment&lt;br&gt;• Assessing reading&lt;br&gt;• Assessing listening&lt;br&gt;• Assessing grammar&lt;br&gt;• Test writing practice&lt;br&gt;• Test analysis practice&lt;br&gt;• Assessing writing&lt;br&gt;• Assessing speaking&lt;br&gt;• Making assessment rating scales and rubrics&lt;br&gt;• Rubric writing practice&lt;br&gt;• CEFR and can-do lists&lt;br&gt;• Alternative assessment</td>
<td>• Class participation recommendations 25%&lt;br&gt;• Test critique 15%&lt;br&gt;• Test writing practice 15%&lt;br&gt;• Test analysis 15%&lt;br&gt;• Assessment (design) project 35%&lt;br&gt;• Daily course can be resistant to VND&lt;br&gt;Link: <a href="https://www.kandagai.com">https://www.kandagai.com</a></td>
</tr>
<tr>
<td>2</td>
<td>Testing and assessment</td>
<td>Saudi Arabia</td>
<td>2014</td>
<td>3</td>
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</tbody>
</table>
Stage 3: Unstructured Interviews

Current MA Student (n=1):
Guiding questions:
What have you learned/practiced so far in assessment?
What do you want to learn more? Why

=> “Blank slate” of LAL

Testing Specialist (n=1):
Guiding questions:
What are critical topics in testing and assessment for classroom teachers?

=> Resources suggested
=> Criterion-referenced assessment, hands-on practice (item writing/analysis)
Stage 4: Questionnaire
Adapted from Fulcher (2012); Bilingual; 9 open-ended questions & 8 close-ended questions
Stage 4: Questionnaire

Q2. To the best of your knowledge, did you take a STANDALONE course in language testing & assessment as part of your undergraduate teacher preparation?

- Yes: 17%
- No: 83%
Stage 4: Questionnaire

Q3. To the best of your knowledge, did you take a standalone module in language testing & assessment as part of your PROFESIONAL development?

- Part of Teaching Knowledge Test
- Item writing
- Reading testing books
- Grading on CEFR
- Summative and formative evaluation
- One-week workshop
- Develop Item bank
- Develop Mid-term/Final test matrix
- 10 day seminar by NFL2020
Q9. How would you rate your knowledge and understanding of language testing and assessment?
Q4. When you **last studied** language testing & assessment, which parts of your course you thought were most RELEVANT to your needs?

- The design of language tests
- Developing tests/exams with CERF alignment
- Valid choices when creating multiple choice questions
- Summative and formative evaluation
- Types of tests, Designing tests
- Procedures of developing standardized tests
- Authentic assessment and test design.
- Item writing
- Bloom and CEFR
Stage 4: Questionnaire

Q5. Are there any knowledge/skills that you still need?

- How to assess quality of tests according to levels, standards and regulations of MOET Testing adult learners.
- Design a reading test/Developing a test
- How to write assessment rubric
- Speaking assessment/Process-oriented assessment
- Listening & Speaking Assessment
- Assessing 4 language skills; Integrated skills
- Test design, how to assess students effectively
- Refine test items and piloting a test
- How to design a valid and reliable test
- Test design with CEFR alignment
- Listening & Speaking Assessment
- Reliability and how to calculate difficulty index
Stage 4: Questionnaire
Closed-Ended Question (n=24)

Q8. Instruction:
Please look at each of the following topics in language testing. For each one please decide whether you think this is a topic that should be included in a course on language testing and assessment.

unimportant = 1
not very important = 2
fairly important = 3
important = 4
essential = 5

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deciding what to test</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Evaluating language tests</td>
<td>4.6</td>
<td>0.5</td>
</tr>
<tr>
<td>Procedures in language test design</td>
<td>4.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Writing test tasks and items</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Reliability</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Rating performance tests (speaking/writing)</td>
<td>4.4</td>
<td>0.6</td>
</tr>
<tr>
<td>Selecting tests for your own use</td>
<td>4.3</td>
<td>0.6</td>
</tr>
<tr>
<td>Classroom assessment</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Writing test specifications/blueprints</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Test analysis</td>
<td>4.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Large-scale testing</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Standard setting</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Interpreting scores</td>
<td>4.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Ethical considerations in testing</td>
<td>4.0</td>
<td>0.8</td>
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<tr>
<td>Validation</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Preparing learners to take tests</td>
<td>3.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Principles of educational measurement</td>
<td>3.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Scoring closed-response items</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>Test administration</td>
<td>3.8</td>
<td>1.1</td>
</tr>
<tr>
<td>Washback on the classroom</td>
<td>3.7</td>
<td>1.1</td>
</tr>
<tr>
<td>Use of statistics</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>The uses of tests in society</td>
<td>3.5</td>
<td>1.1</td>
</tr>
<tr>
<td>History of Language Testing</td>
<td>2.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Conclusion:
• Need for balance between theory and practice, between standardized testing and classroom assessment.
• Inadequate preparation for the assessment tasks among teachers

Limitations:
• Preliminary analysis (not thorough)
• Small sample size (n=24)
• Need more in-depth interviews
• Direct classroom observation
• Conduct factor analysis for the questionnaires
• ....
If language teachers are to understand the forces that impact upon the institutions for which they work and their daily teaching practices, and to have a measure of control over the effects that these have, it is important for them to develop their assessment literacy.

(Fulcher, 2012, pp. 114–115)

=> Community of Practice for LAL (on job training)


