

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

1 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
- ➔ 3-credit elective course (ETAT-618)
Testing and Assessment in LT
- 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?



2 Instructional Design Model

- Instructional Design: The ADDIE model

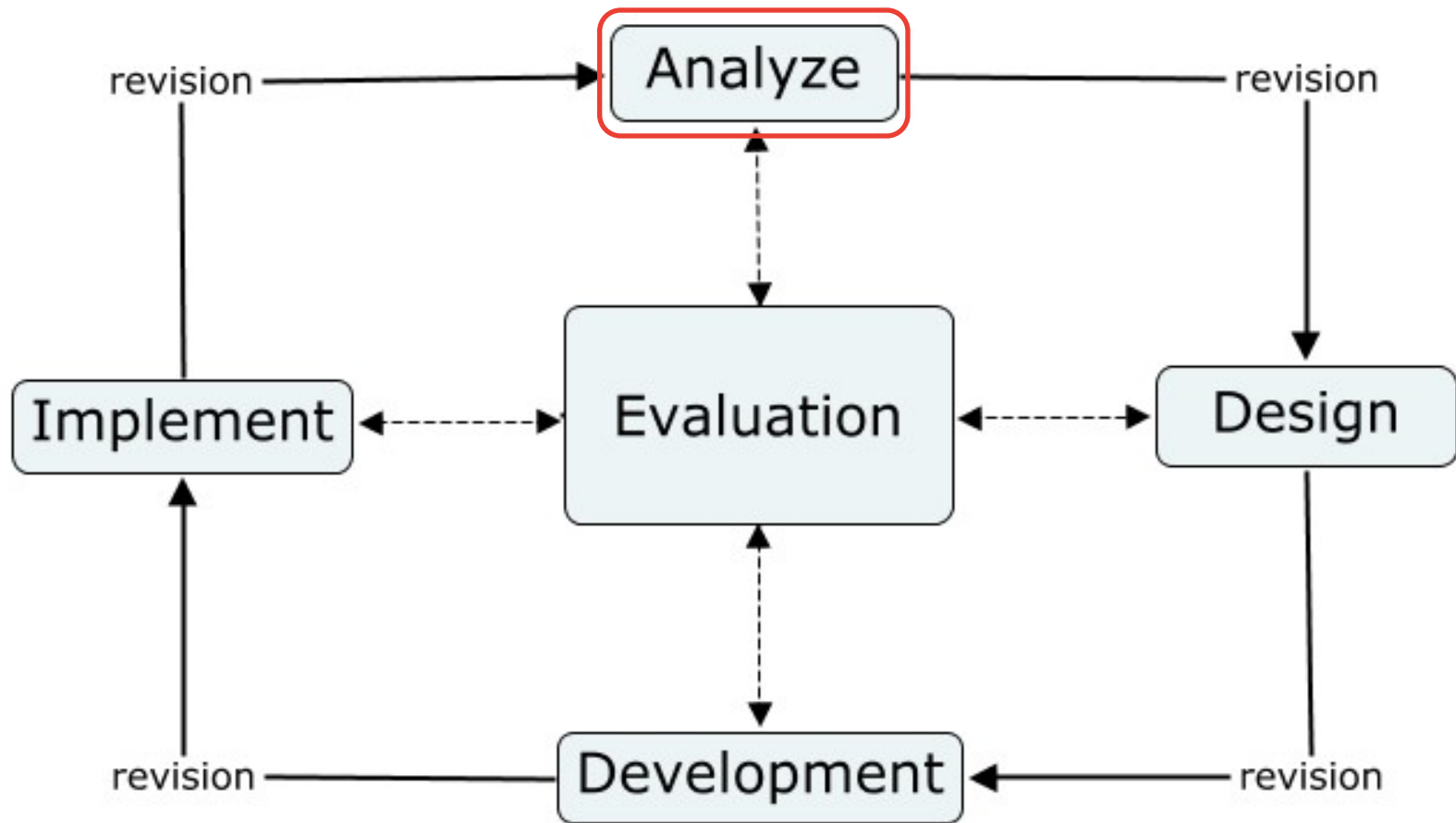


Image courtesy of Wikipedia

Instructional Design Model

Summary of Needs Analysis Design and Procedure

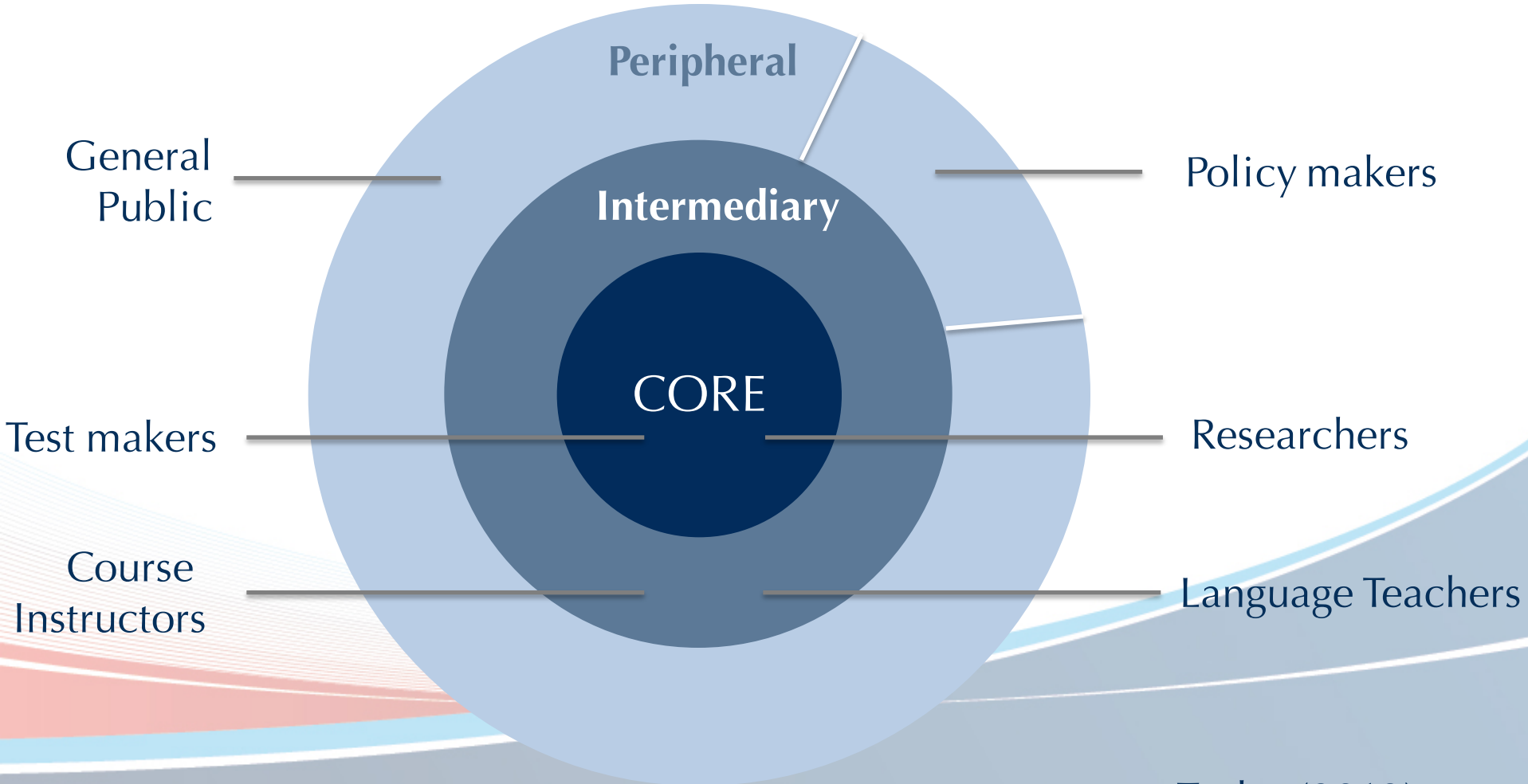
	Methods	Sources	Goals
1	Literature Review	Language Assessment Literacy Focus on teachers	Identify key knowledge, skills, principles Adapt the questionnaire
2	Document Analysis	Syllabi/Curriculum 10 LTA courses & TESOL MA	Identify key topics & instructional Strategies Triangulate with LAL/Content sequencing
3	Unstructured Interviews	Current M.A. students ($n=2$) Language Testing Specialists ($n=2$)	Identify lacks, wants, and needs Pilot and revise questionnaires
4	Questionnaires	Current MA students at TNU Teachers, Administrators...(n= 50)	Select & compare lacks, wants, and needs Localize the LAL

Language Assessment Literacy

- 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)
 - Why – How – What (Inbar-Lourie, 2013, 2016)
 - Multidimensional literacy(ies) (Pill & Harding, 2013)

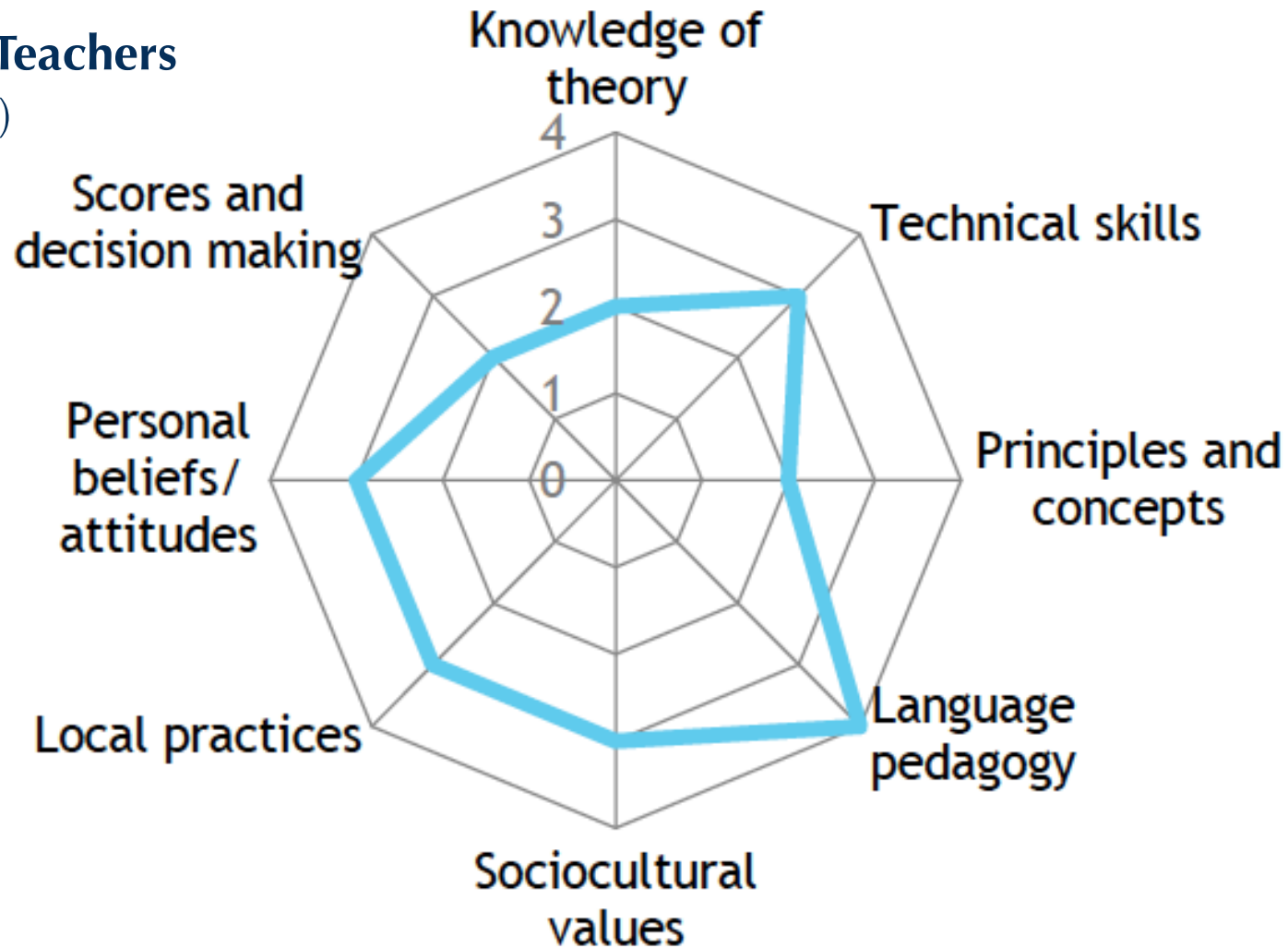
Language Assessment Literacy



Language Assessment Literacy

LAL for Classroom Teachers

Taylor (2013, p.410)



Assessment Literacy for the Language Classroom

Fulcher (2012, p. 121)

TABLE 2
Reliability and Descriptives for the Four Factors

<i>Factor</i>	<i>Cronbach's α</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Test design and development	.89	4.44	.68	.05
Large-scale standardized testing	.86	3.88	.69	.05
Classroom testing and washback	.79	3.82	.73	.06
Validity and reliability	.94	4.49	.85	.07

Language Assessment Literacy

“ 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)

Language Assessment Literacy

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)

4 Preliminary Results from Analysis

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)

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 ($n=10$)

N	Course name	Countr	Year	Credits	Target learn SLOs	Topics	Assignments & Instructional	Notes	Link
1	Second Language Assessm	Japan	2016	3	classroom teacher <ul style="list-style-type: none"> ■ Demonstrate good understanding of main 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 	<ul style="list-style-type: none"> ■ Assessment literacy ■ Basic concepts of testing and evaluation ■ Principles of language assessment ■ Test impact and washback ■ 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 	<ul style="list-style-type: none"> ■ Class participation (=contributions) 25% ■ Test critique 15% ■ Test writing practice 15% ■ Test analysis 10% ■ Assessment (design) project 35% 	5-day course can be relevant to TNU	https://www.kandagai
2	Testing and assessment	Saudi Arab	2014	3	unidentified <ul style="list-style-type: none"> • 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 2/12/2014. Evaluate and criticize two types of test techniques in relation to the curriculum and teaching practice at the ELI. (Examine test items provided by the ELI Test Unit).	code 650	

Preliminary Results from Analysis

Stage 2: Syllabi Analysis ($n=10$)

Coding and analysis

N	Course name	Country	Year	Credits	Target learner SLOs	Topics	Assignments & Instructional	Notes	Link
1	Second Language Assessment	Japan	2016	3	classroom teacher <ul style="list-style-type: none"> ■ Demonstrate good understanding of main 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 	<ul style="list-style-type: none"> ■ Assessment literacy ■ Basic concepts of testing and evaluation ■ Principles of language assessment ■ Test impact and washback ■ 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 	<ul style="list-style-type: none"> ■ Class participation (=contributions) 25% ■ Test critique 15% ■ Test writing practice 15% ■ Test analysis 10% ■ Assessment (design) project 35% 	5-day course can be relevant to TNU	https://www.kandagai
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4 Preliminary Results from Analysis

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)

4 Preliminary Results from Analysis

Stage 4: Questionnaire

Adapted from Fulcher (2012); Bilingual; 9 open-ended questions & 8 close-ended questions

Phiếu Khảo Sát KTĐG

Nhằm xây dựng một khoá bồi dưỡng kiến thức, kỹ năng cơ bản về kiểm tra, đánh giá cho giáo viên tiếng Anh, chúng tôi mong quý vị dành thời gian chia sẻ những hiểu biết của mình giúp những người phát triển chương trình thiết kế nội dung phù hợp, hiệu quả, thiết thực. Thầy/cô có thể viết tiếng Anh hoặc tiếng Việt.

* Required

Q1. Are you a/Thầy/cô đang là *

- ☐ University teacher/Giảng viên đại học
- ☐ High school teacher/Giáo viên THPT
- ☐ Middle School Teacher/Giáo viên THCS
- ☐ Primary School Teacher/Giáo viên tiểu học
- ☐ Pre-service Teacher/Giáo sinh/sinh viên
- ☐ Other: _____

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

Theo hiểu biết tốt nhất của thầy/cô, thầy/cô có tham gia khoá học nào chuyên về kiểm tra, đánh giá ngoại ngữ trong chương trình cử nhân (sư phạm) hay không?

- ☐ YES/Có

Q8. 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 *

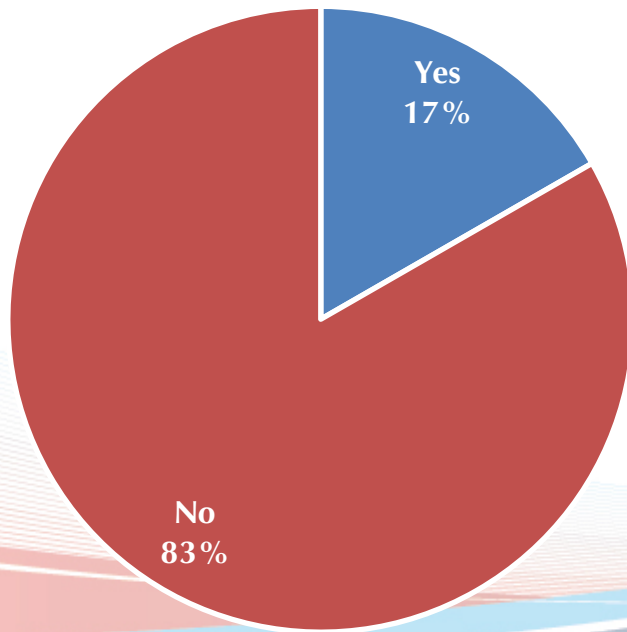
Thầy/cô vui lòng xem qua các nội dung dưới đây về kiểm tra, đánh giá ngoại ngữ sau đó lựa chọn những nội dung ưu tiên nếu thầy/cô tham gia một khoá học về kiểm tra đánh giá.

	1 = important/không quan trọng	2 = not very important/	3 = fairly important	4 = important	5 = essential/Rất cần thiết
A. History of Language Testing/Lịch sử kiểm tra/ đánh giá	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Procedures in language test design /Quy trình thiết kế bài thi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Deciding what to test/Xác định nội dung đánh giá	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Writing test specifications/blueprints/Viết ma trận/đặc tả bài thi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Writing test tasks and items/Viết câu hỏi, thiết kế tác vụ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Evaluating language tests/Đánh giá các bài thi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Interpreting scores/Diễn giải kết quả	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Test analysis/Phân tích bài thi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Selecting tests for your own use/Lựa chọn bài thi theo mục đích của mình	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 Preliminary Results from Analysis

Stage 4: Questionnaire

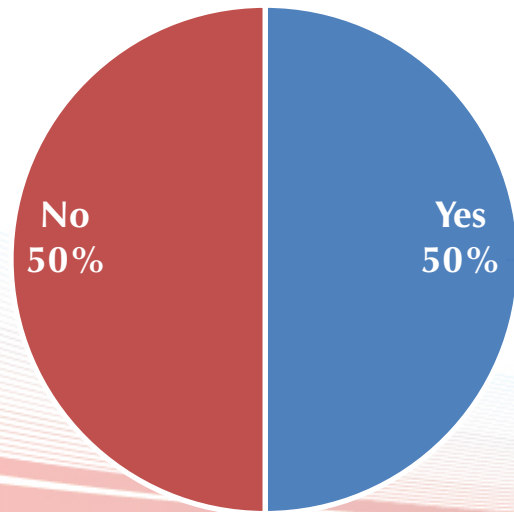
Q2. To the best of your knowledge, did you take a **STANDALONE course** in language testing & assessment as part of your **undergraduate teacher preparation**?



4 Preliminary Results from Analysis

Stage 4: Questionnaire

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

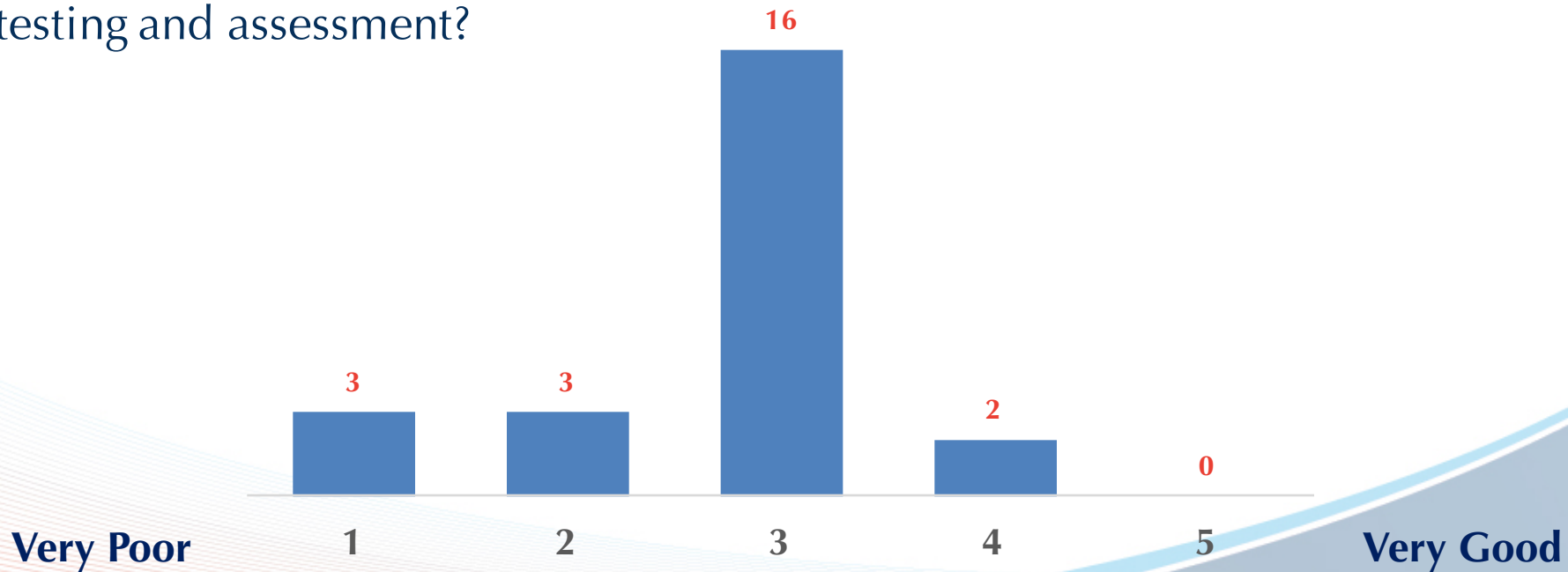


- Part of Teaching Knowledge Test
- Item writing
- Reading testing books
- grading on CEFR
- summative and formative evaluation
- One-week workshop
- Develop Item bank
- Develop Mid-term/Final test matrix
- 10 day seminar by NFL2020

4 Preliminary Results from Analysis

Stage 4: Questionnaire

Q9. How would you rate your knowledge and understanding of language testing and assessment?



4 Preliminary Results from Analysis

Stage 4: Questionnaire

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

4 Preliminary Results from Analysis

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

Preliminary Results from Analysis

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

Topic	Mean	SD
Deciding what to test	4.6	0.6
Evaluating language tests	4.6	0.5
Procedures in language test design	4.5	0.7
Writing test tasks and items	4.4	0.8
Reliability	4.4	0.7
Rating performance tests (speaking/writing)	4.4	0.6
Selecting tests for your own use	4.3	0.6
Classroom assessment	4.3	1.0
Writing test specifications/blueprints	4.1	1.1
Test analysis	4.1	1.0
Large-scale testing	4.1	1.1
Standard setting	4.1	1.1
Interpreting scores	4.0	0.7
Ethical considerations in testing	4.0	0.8
Validation	3.9	1.2
Preparing learners to take tests	3.9	1.3
Principles of educational measurement	3.9	0.9
Scoring closed-response items	3.8	1.0
Test administration	3.8	1.1
Washback on the classroom	3.7	1.1
Use of statistics	3.5	1.0
The uses of tests in society	3.5	1.1
History of Language Testing	2.8	1.3

5 Discussion and Q&A

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
-

5 Discussion and Q&A

“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)

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