

VIETNAM LANGUAGE ASSESSMENT SYMPOSIUM Classroom-based assessment and the assessment of learning



# UTILIZING TEAMWORK TO ENHANCE THE ONGOING ASSESSMENT OF EFL PRODUCTIVE SKILLS

**Tran Nguyen Tri Dung** 

**HCMC University of Pedagogy** 



#### ΟϤΤΙΝΕ

- ✤ Assessment
- Ongoing assessment: Assessment for learning
- Teamwork for enhancing ongoing assessment
- Concrete ideas for enhancing ongoing assessment of EFL productive skills with teamwork
- Final thoughts

#### ASSESSMENT

methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students (`Assessment," 2014)

"Students do not fully learn what their teachers teach. If they learned what they were taught, there would be no need for assessment. That is because regardless of the way teachers design and implement instruction, what students learn cannot be estimated with any amount of certainty. *Assessment therefore is to bridge the gap between learning and teaching.*"

(Nasab, 2015)

### ASSESSMENT

determining what a students knows and can do and what a student doesn't know and cannot do

 $\rightarrow$  deep understanding of what students know, understand, and can do with the knowledge learned in class

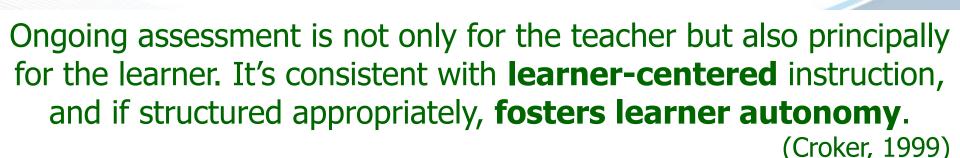
 $\rightarrow$  whether teachers need to modify the teaching methods, activities, and materials, to improve students' learning and development

(Lopes, 2015)

#### ASSESSMENT FOR LEARNING

## **ONGOING ASSESSMENT**

- a means for the teacher to continually assess the efficacy of various instructional approaches and materials and its impact on the learner
- facilitating inquiry about learners, their motivation, learning preferences, learning strategies for teachers' *better targeted tuition with more timely feedback*
- emphasizing *instructional process as much as outcome*



### **TEAMWORK FOR ONGOING ASSESSMENT**

#### Large class size in Vietnam: A true nightmare!

approx. 50 students / class more than 1 class / semester

Writing / Speaking (No MCQs involved)

**10% - 30% -** 60%

### **TEAMWORK FOR ONGOING ASSESSMENT**

<u>Re-shape your class into consistent groups</u> !

- Teacher's workload: reduced
- Class atmosphere: improved
- Students' collaboration skills: enhanced

→ Good motivation for instructors to frequently conduct ongoing assessment

### **CONCRETE SUGGESTIONS**

(teamwork-based activities for ongoing assessment in Speaking / Writing classrooms)

COLLABORATIVE PRODUCTIVE CONTINUOUS

- Establish consistent groups from the start
- Examine the course outline & highlight the **cores** of the course
- Set a series of GROUP TASKS (e.g. 5 tasks throughout a 15-week semester)
- (Boost students' motivation with "ice-cream marking")
- Integrate social networking sites for remarkable projects

## **CONCRETE SUGGESTIONS** [#Writing]

#### <<< <u>CHAIN CHALLENGE</u> >>>

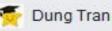
- ✓ Applicability: *Controlled / Free writing* (Paraphrasing, Sentence transformation, Narrative / Descriptive writing, etc.)
- ✓ 1 group → 2 halves for 2 rounds (Freestyle & Controlled)
- ✓ Set the time according to students' proficiency level!
- ✓ In each round: changing the member after every 5 minutes (E.g.: 30 minutes for 20 items → 5 turns of change)
- All students are engaged in intensive writing under the teacher's strict supervision (to prevent cheating).
- Cross-evaluation under the teacher's instructions

### **CONCRETE SUGGESTIONS** [#Speaking]

#### <<< <u>DEBATE BATTLE</u> >>>

- Main content: Stating opinions + Agreeing / Disagreeing with a given idea
- ✓ E.g.: 40 students 5 groups  $\rightarrow$  8 turns
- ✓ 8 choices of different statements on screen (for random pick)
- ✓ In each turn: 1 student from each group → 8 students →
  8 minutes
- Total time: 64 minutes of students' speaking (all students engaged) + approx. 30 minutes of reflection (feedback given right after each turn)



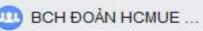




Messenger

#### LÓI TÁT

- BDBC1\_MrD
- 🍘 Đoàn-Hội Khoa Anh ... 6
- 🎓 BCH Đoàn-Hội Khoa...
- 👏 GIẢNG VIÊN TIẾNG ...



Xem thêm...

#### KHÁM PHÁ

😃 Nhóm

5

1

- 22 Sự kiện
- 📕 Trang
- 😃 Danh sách bạn bè
- 🕚 Ngày này năm xưa
- Xem thêm...

#### TẠO Quảng cáo · Trang · Nhóm ·



Nguyễn Duy Khôi đã chia sẻ bài viết của Le Nguyen Thao An. 12 Tháng 12 2016 · 🎎

Q

#### #LS3\_Monday\_EDandSocialNetwork\_MrD Made in an hour and a half...



376 lượt xem

Thich

Le Nguyen Thao An 12 Tháng 12 2016 · @

#### #LS3\_Monday\_Groupmission\_MrD

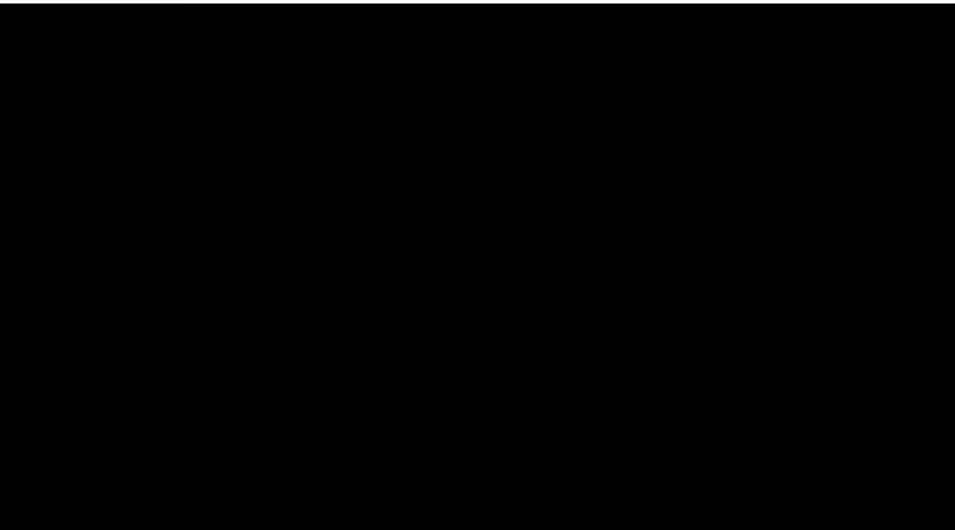
Bình luân

🕐 😵 Vo Thanh Nguyen, Nguyễn Minh Trí và 20 người khác

Chia sé

6 bình luận

## **CONCRETE SUGGESTIONS** [#Speaking]





## FINAL THOUGHTS

"... good assessment has **an eye on students' weaknesses and strengths** to ascertain that they have gained the necessary skills and knowledge. In order for this to happen, teachers must be attentive to the **diverse ways of assessment** and **not to rely too much on a single method** of assessment."

(Nasab, 2015, p. 175)

Let your creativity fascinate the ongoing assessment in your foreign language classroom !

### REFERENCES

- Assessment. (2014). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <a href="http://edglossary.org/assessment/">http://edglossary.org/assessment/</a>
- Croker, R. (1999). Fundamentals of ongoing assessment. JALT Testing & Evaluation SIG Newsletter, 3 (1), 10-16.
- Lopes, L. S. (2015). Alternative Assessment of Writing in Learning English as a Foreign Language: Analytical Scoring and Self-assessment. In BSU Master's Theses and Projects. Retrieved from <u>http://vc.bridgew.edu/theses/13</u>
- Nasab, F. G. (2015). Alternative versus Traditional Assessment. Journal of Applied Linguistics and Language Research, 2 (6), 165-178.