UTILIZING TEAMWORK TO ENHANCE
THE ONGOING ASSESSMENT OF
EFL PRODUCTIVE SKILLS

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OUTLINE

- 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
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)
determining what a student knows and can do and what a student doesn’t know and cannot do

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

→ whether teachers need to modify the teaching methods, activities, and materials, to improve students’ learning and development

(Lopes, 2015)
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

Ongoing assessment is not only for the teacher but also principally for the learner. It’s consistent with learner-centered instruction, and if structured appropriately, fosters learner autonomy. (Croker, 1999)
Large class size in Vietnam: A true nightmare!

- approx. 50 students / class
- Writing / Speaking (No MCQs involved)
- more than 1 class / semester
- 10% - 30% - 60%
TEAMWORK FOR ONGOING ASSESSMENT

Re-shape your class into consistent groups!

- 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 ]

<<< CHAIN CHALLENGE >>>

✓ 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 ]

<<< DEBATE BATTLE >>>

- Main content: Stating opinions + Agreeing / Disagreeing with a given idea
- E.g.: 40 students – 5 groups → 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)
CONCRETE SUGGESTIONS

#Speaking

INTERVIEW PROJECT

- Interviewing & Video-making skills + Exploiting an extensive speaking theme + Technological use + SNS

- Full product: 1 short video clip of interview

- Choices of speaking themes (for random pick)

- In each group: Students work together to make questions and interview members from other groups.

- Intensify group dynamics + Reinforce a wide range of skills

- Instructor's roles: supporter + observer + feedback giver

- Time allotted: approx. 1 hour and a half
“... 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


