# Effectiveness of E-portfolio Formative Assessment in a Speaking class in a Tertiary EFL Context

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# This presentation …

- provides an overview of e-portfolio assessment.
- outlines the procedures of implementing e-portfolio assessment into a speaking class at tertiary level.
- justifies the effectiveness of e-portfolio assessment in a speaking class for university English-majored students.
- makes implications for using e-portfolios as an formative assessment tool.

# The NFL Project

"The majority of graduates from vocational schools, colleges and universities are required to <span style="color:red">have the ability to use a foreign language independently and confidently in communicating, learning and working</span> in a multilingual and multicultural environment"

# Speaking Assessment

Speaking skills are regarded as an essential component in the English language teaching (ELT) curriculum.

➡️ a significant object of assessment

(Luoma, 2009)

# Standardised testing

Standardised tests are readily available products with "streamlined scoring" and "reporting procedures" and can be easily administered to a large number of students.

(Brown & Abeywickrama, 2010)

# Standardised testing

Many significant attributes such as <span style="color:red">creativity</span>, <span style="color:red">critical thinking</span>, <span style="color:red">self-awareness</span>, <span style="color:red">self-discipline</span> and <span style="color:red">integrity</span> cannot be tested.

(Harris, Smith & Harris, 2011)

# Alternative assessment

A number of alternatives in assessment at classroom-based level other than using traditional tests such as <span style="color:red">portfolios, conferences, observations, and journals.</span>

(Douglas, 2014)

# Portfolios

Portfolios are emerging as the most prominent and effective form of assessment since it facilitates the assessment of certain skills that cannot be examined by using conventional tests such as higher order thinking skills, communication skills, and collaboration skills.

(Tubaishat and Lansari, 2013)

# Why E-portfolios?

Online storage provides students, teachers, colleagues and even employers with <span style="color:red">greater accessibility</span>.

(McCowan, Harper, and Hauville, 2005)

# Why E-portfolios?

An added value of e-portfolios in comparison with the paper-based counterpart is the feature of archiving, linking, storytelling, collaborating, and publishing.

(Barrett, 2007)

# E-portfolios in higher education

The integration of e-portfolios increases the level of participation for both part-time and full-time international students, distance learners and even those who are engaged in continuing professional development.

(Joyes, Gray, & Hartnell-Young, 2010)

# Values of E-portfolios

E-portfolios provide students with the opportunity to strengthen their 21st century skills.

(Gallagher and Poklop, 2014)

E-portfolios offer a pertinent platform and context for promoting transferable skills.

(Simatele, 2015)

# E-portfolios in EFL classes

Implementation of e-portfolio in an EFL writing classrooms…

- has a positive impact on students' attitudes.

(Baturay and Daloglu, 2010; Meshkat and Goli, 2012)

# E-portfolios in EFL classes

Implementation of e-portfolio in an EFL writing classrooms…

- leads to <span style="color:red">better writing performances.</span>

(Aliweh, 2011; Barrot, 2016)

# E-portfolios in EFL writing classes

Implementation of e-portfolio in an EFL writing classrooms…

- implicitly develops the skills of self-reflecting, self-assessing, monitoring progress, and ICT.

(Meshkat and Goli, 2012; Barrot, 2016)

# The current study

E-portfolio formative assessment in a speaking class:

1. Students' performances
2. Students' perceptions

# The current study
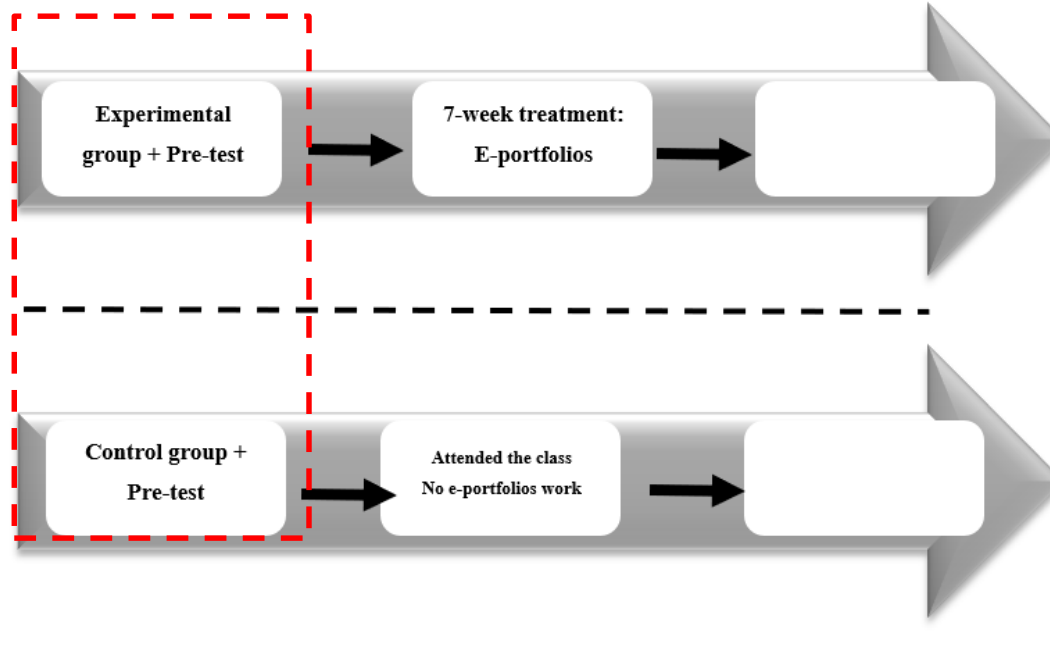
E-portfolio formative assessment in a speaking class:

1. Students' performances
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# The current study

*Description of the subjects in terms of number and gender*

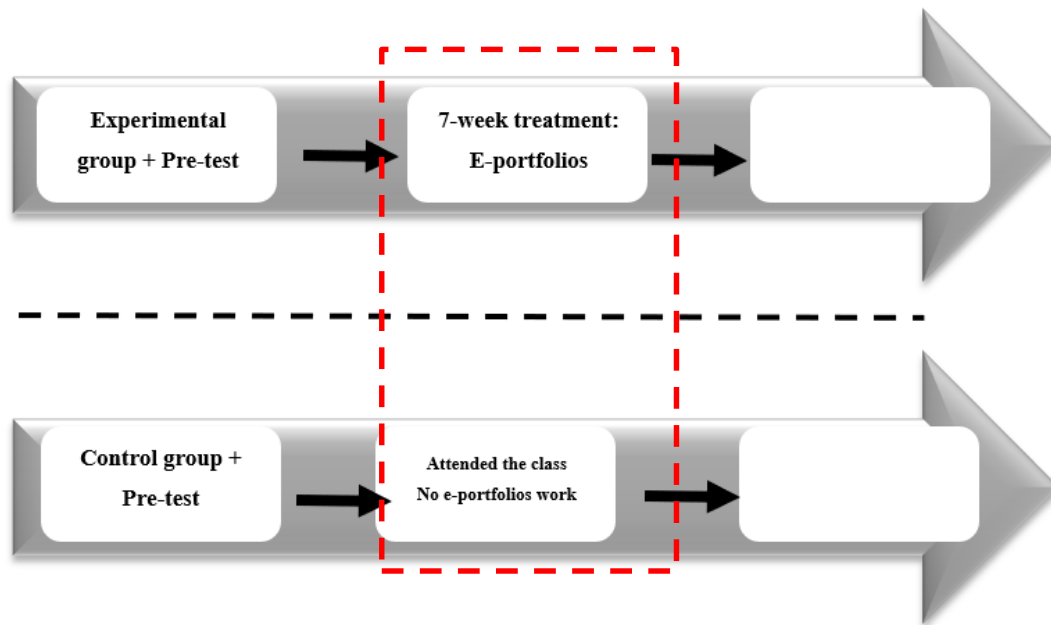| Class | Male | | Female | | Total |
|---|---|---|---|---|---|
| | Number | % | Number | % | |
| SPEAK203 (E-portfolios) | 6 | 11 | 47 | 89 | 53 |
| SPEAK202 (Conventional approach) | 8 | 15 | 44 | 85 | 52 |

# Research design

Quasi-experimental design for the current research (Phakiti, 2014)

# Pre-test

*Independent samples t-test for pre-test scores*

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pre Test score | Equal variances assumed | .2593 | .110 | 1.133 | 101 | .260 | .27074 | .23888 | -.20312 | .74460 |
| | Equal variances not assumed | | | 1,131 | 95.100 | .261 | .27074 | .23941 | -.20455 | .74603 |

# Research design

| Experimental group + Pre-test | → | 7-week treatment: E-portfolios | → | |

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| Control group + Pre-test | → | Attended the class No e-portfolios work | → | |

Quasi-experimental design for the current research (Phakiti, 2014)

# E-portfolio assessment implementation

| Assignment | Contents | Learning objectives | Timeline |
|---|---|---|---|
| 1 | **SELF-RECORDING** Work individually and produce a two-part AUDIO recording. Part 1: record yourself reading a short extract *(The extract is Task 5a: Practise these instructions for Keep Fit exercise. The task is in unit 20 and on page 84 in the book "Sounds English").* Part 2: record yourself the answers to the following questions: | - Practising pronunciation<br>- Projecting answers to conversational questions<br>- Developing learner's autonomy<br>- Promoting learning of contents of the lessons<br>- Cultivating creative thinking<br>- Fostering IT skills | Week 3 |

# E-portfolio assessment implementation

| Assignment | Contents | Learning objectives | Timeline |
|---|---|---|---|
| 2 | **PAIR-RECORDING**<br><br>Work in pairs and produce an AUDIO recording consisting of the following functions. The recording length should range from 3 to 4 minutes. The topic of the recording is of your choice. As you work on your assignments, please make sure to include the following functions. | - Practising pronunciation<br>- Strengthening conversational strategies<br>- Facilitating peer-learning<br>- Developing learner's autonomy<br>- Promoting learning of contents of the lessons<br>- Cultivating creative thinking<br>- Fostering IT skills | Week 5 |

# E-portfolio assessment implementation

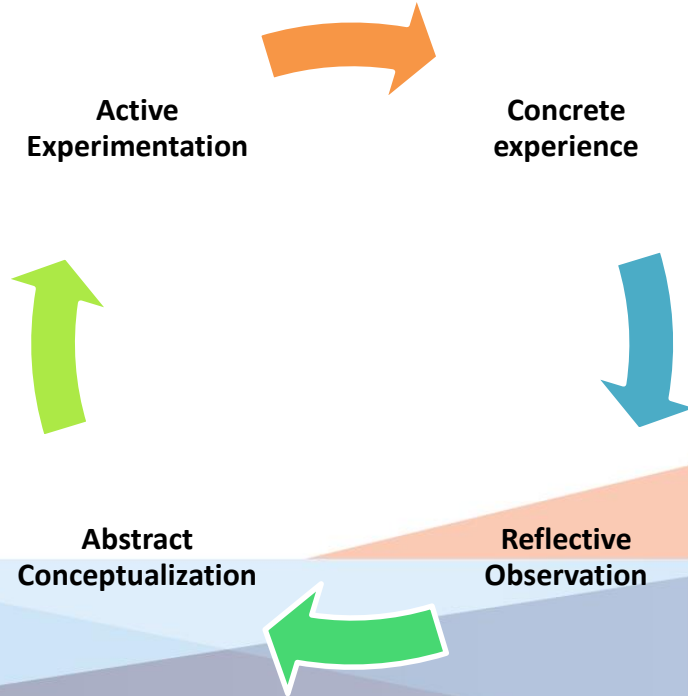| Assignment | Contents | Learning objectives | Timeline |
|---|---|---|---|
| 3 | **GROUP-SPEAKING ACTIVITY: VIDEO RECORDING**<br><br>Work in a group of 4 or 5 students and make a VIDEO clip of a role-play on a specific topic. The topic is of your own interest. Remember to use the functions presented during the course.<br><br>The length of the video should be between 8 to 10 minutes.<br><br>NB:<br><br>• Remember to include your group number. | - Practising pronunciation<br>- Promoting team-building and collaboration skill<br>- Facilitating peer-learning<br>- Building a community of practice<br>- Developing learner's autonomy<br>- Promoting learning of contents of the lessons<br>- Cultivating creative thinking<br>- Fostering IT skills | Week 7 |

E-portfolio assessment implementation



Google Classroom

Classroom helps classes communicate, save time, and stay organized.
Learn more

E-portfolios can be created individually or by more than one person using "Google Docs, Google sites or simple websites"

(Potvin, Rehn, and Peat, 2014, p. 142).

# E-portfolio assessment implementation

**Active Experimentation**

**Concrete experience**

**Abstract Conceptualization**

**Reflective Observation**

Experiential learning cycle (Kolb, 1984)

# E-portfolio assignments

*Descriptive statistics of the assignments*

## Descriptive Statistics

|  | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Assignment 1 | 53 | 4.0 | 5.0 | 9.0 | 6.566 | .9954 |
| Assignment 2 | 53 | 3.5 | 4.0 | 8.0 | 6.783 | .9225 |
| Assignment 3 | 53 | 3.5 | 5.0 | 8.5 | 6.853 | .9605 |

# Research design
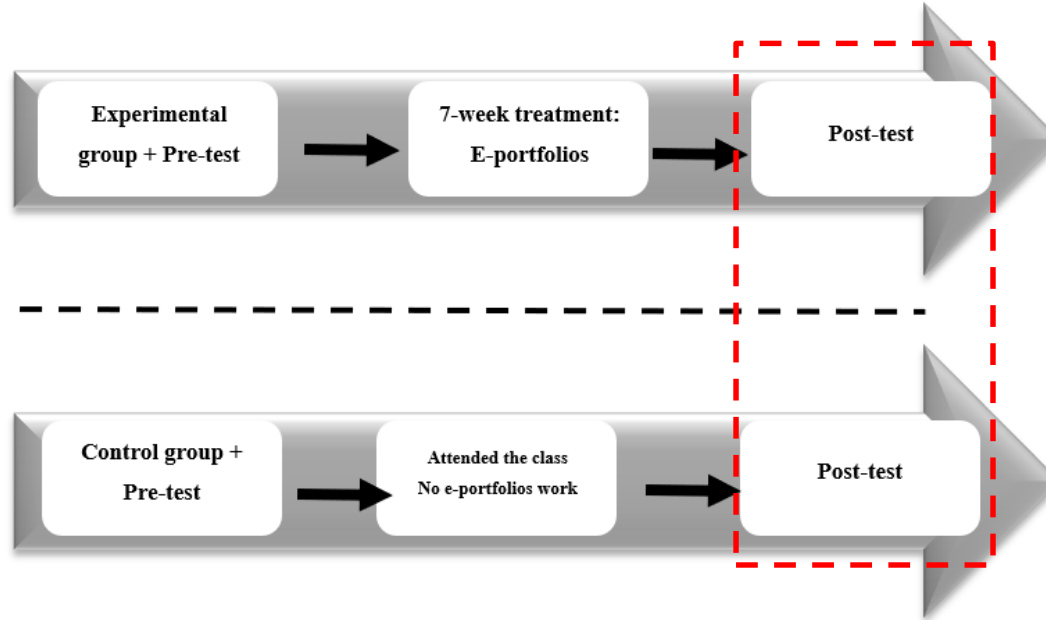
Quasi-experimental design for the current research (Phakiti, 2014)

# Post-test

*Independent samples t-test for post-test scores*

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pre Test score | Equal variances assumed | .037 | .848 | -4.352 | 101 | .000 | -.74199 | .17049 | -1.08019 | -.40378 |
| | Equal variances not assumed | | | -4.348 | 99.725 | .000 | -.74199 | .17064 | -1.08055 | -.40342 |

E-portfolio formative assessment in a speaking class:

1. Students' performances

2. Students' perceptions

# Survey questionnaires

| Themes | Number of questions | Results |
|---|---|---|
| • Improving speaking skills | 2 | + |
| • Developing learner autonomy | 2 | + |
| • Fostering IT skills | 2 | + |
| • Facilitating team-building and collaboration skills | 2 | + |
| • Cultivating creativity | 2 | + |

# Survey questionnaires

| | Strongly disagree | | Disagree | | Neutral | | Agree | | Strongly agree | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Q1 | 1 | 1.89% | 8 | 15.09% | 23 | 43.40% | 18 | 33.96% | 3 | 5.66% | 53 | 100.00% |
| Q2 | 1 | 1.89% | 5 | 9.43% | 16 | 30.19% | 23 | 43.40% | 8 | 15.09% | 53 | 100.00% |
| Q3 | 0 | 0.00% | 6 | 11.32% | 17 | 32.08% | 26 | 49.06% | 4 | 7.55% | 53 | 100.00% |
| Q4 | 0 | 0.00% | 6 | 11.32% | 16 | 30.19% | 25 | 47.17% | 6 | 11.32% | 53 | 100.00% |
| Q5 | 1 | 1.89% | 12 | 22.64% | 23 | 43.40% | 13 | 24.53% | 4 | 7.55% | 53 | 100.00% |
| Q6 | 2 | 3.77% | 8 | 15.09% | 15 | 28.30% | 22 | 41.51% | 6 | 11.32% | 53 | 100.00% |
| Q7 | 1 | 1.89% | 4 | 7.55% | 12 | 22.64% | 21 | 39.62% | 15 | 28.30% | 53 | 100.00% |
| Q8 | 0 | 0.00% | 4 | 7.55% | 22 | 41.51% | 18 | 33.96% | 9 | 16.98% | 53 | 100.00% |
| Q9 | 2 | 3.77% | 7 | 13.21% | 9 | 16.98% | 24 | 45.28% | 11 | 20.75% | 53 | 100.00% |
| Q10 | 1 | 1.89% | 7 | 13.21% | 10 | 18.87% | 25 | 47.17% | 10 | 18.87% | 53 | 100.00% |
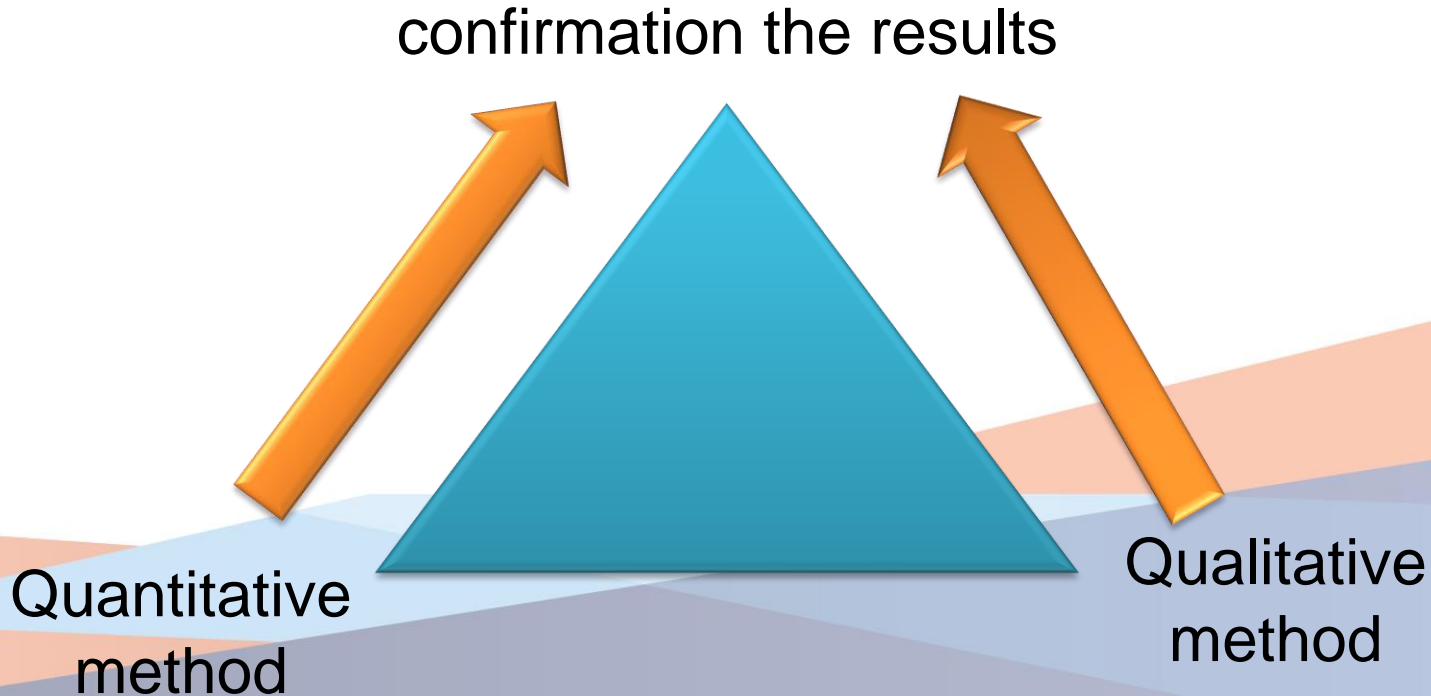
# Follow-up interviews

| Questions | The target response |
|:---:|:---|
| 1 | General impression of the treatment |
| 2 | Advantages of using e-portfolios |
| 3 | Challenges of using e-portfolios |
| 4 | Comments on the individual assignment |
| 5 | Comments on pair and group assignments |
| 6 | Suggestions for improvements |
| 7 | Future prospects of e-portfolio assessment |

# Key Findings
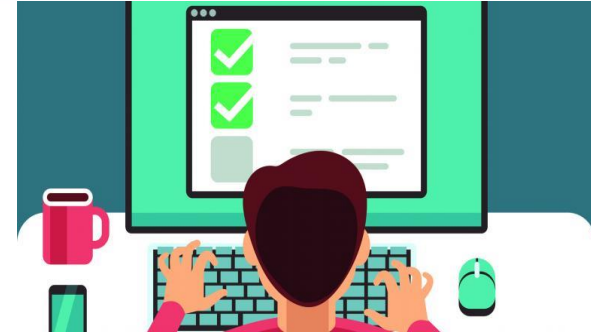
# Implications

- Transparent learning objectives
- Technological support and guidance
- Scientifically balanced workload
- Frequent revision
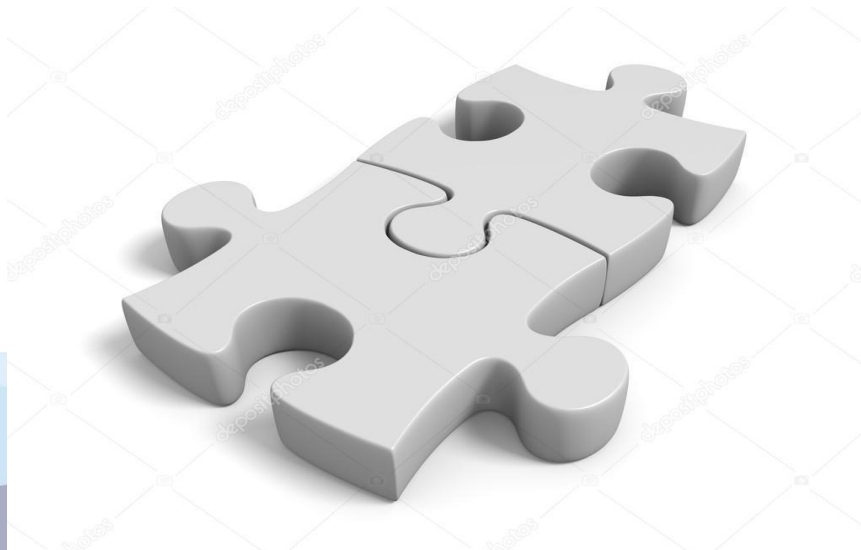- Constant practice rather than to judgements

# To sum up, …

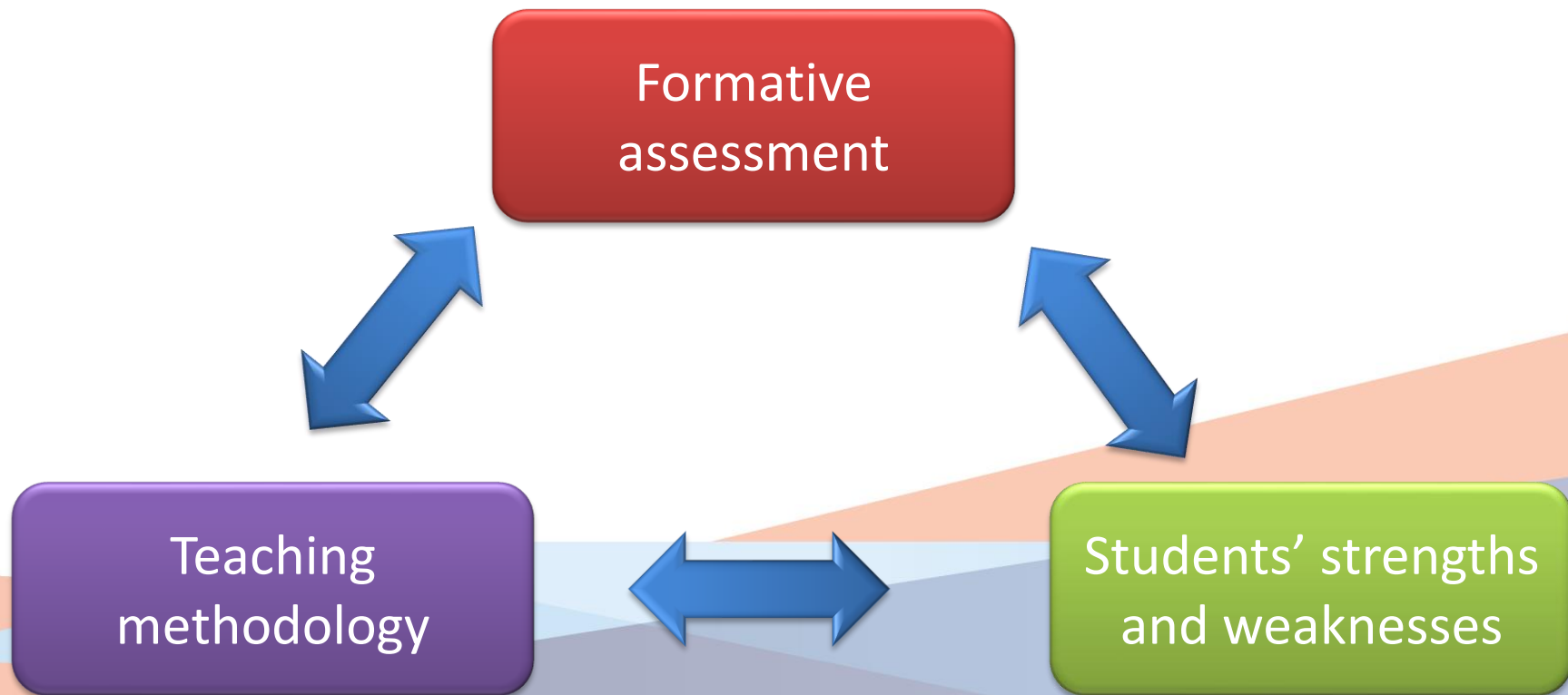Supposed that formative assessment and teaching in an EFL speaking class were…

# To sum up, …

Then students' speaking skills and performances would …

THANK YOU!

Questions & Comments!

You can find me
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