

Formative assessment in Language Teaching

17 June 2022, Language Learning Resource Centre, Leiden University

Lipsius, Cleveringaplaats 1, Leiden



09.15	Registration (Lipsius hall)	
09.45	Opening (Lipsius 0.03)	
10.00	INVITED KEYNOTE (Lipsius 0.03) <i>Formative assessment in language teaching: setting the stage and food for thought</i> Bas Trimbos (SLO)	
11.30	Coffee & Tea break	
	Lipsius 2.01	Lipsius 2.11
11.45	<i>Self-regulated learning for speaking skills: research into an adaptive and practical approach</i> Esther de Vrind (ICLON, Leiden University)	<i>Navigating Online Formative Assessment Tools for the Language Classroom</i> Paola López Horta (American School of The Hague)
12.30	Lunch break	
	Lipsius 2.01	Lipsius 2.11
13.30	Workshop: <i>Programmatic Assessment: exploring applications and opportunities in Language Teaching</i> Dineke Tigelaar (ICLON, Leiden University)	Workshop: <i>How can formative assessment help build learning communities?</i> Annika Groeneveld (American School of The Hague)
14.45	Coffee & Tea break	
	Lipsius 2.01	Lipsius 2.11
15.15	<i>Implementing a communicative assessment program: foreign language teachers' and students' perspectives on formative activities</i> Charline Rouffet (Utrecht university of applied sciences), Catherine van	<i>The Impact of Formative Assessment on Developing EFL Student-Teachers' Language Competences</i> Anzhela Nikolovska, Mira Bekar, & Zorica Trajkova-Strezovska (Ss. Cyril and Methodius University)

	Beuningen (Amsterdam university of applied sciences), & Rick de Graaff (Utrecht university of applied sciences & Utrecht university)	
Lipsius 2.01		Lipsius 2.11
15.45	<i>How to implement formative feedback for pronunciation development</i> Kim VanKoughnett (NHL Stenden & Rijksuniversiteit Groningen)	<i>Teachers' Formative Assessment Literacy and Practices in Public vs. Private Institutions and Digital vs. Real Platforms</i> Zohre Mohammadi Zenouzagh (Islamic Azad University, Karaj & ICLON, Leiden University)
Lipsius 0.03		
16.20	<i>From formative to programmatic assessment</i> Karin Haan & Mariska Dinkelman (Hogeschool Utrecht)	
16.40	Closing (Lipsius 0.03)	
17.00	Borrel (Lipsius, literary café or outside)	

Sponsored by external partners:

Vakdidactiek Geesteswetenschappen

Meesterschap Moderne Vreemde Talen



ABSTRACTS

INVITED KEYNOTE 10.00 – 11.30

Formative assessment in language teaching: setting the stage and food for thought

Bas Trimbos (SLO)

Formative assessment in language teaching: setting the stage and food for thought.

Formative assessment is booming business. But what exactly is formative assessment? Why would you use it? What is in it for you as a teacher, but also for your students and their peers? What can you do to draw better inferences as a foreign language teacher? Let's develop a #noseforquality together by looking at some video clips of formative assessment in the foreign language classroom. Do you recognize a formative lecture when you see one?

After this interactive keynote you will be able to:

1. understand what formative assessment is and is not about;
2. recognize what a formative lecture looks like in a foreign language classroom;
3. develop a nose for quality together;
4. generate ideas how to fuse formative assessment and MFL with the help of CEFR

PARALLEL PRESENTATIONS 11.45 – 12.30

Self-regulated learning for speaking skills: research into an adaptive and practical approach

Esther de Vrind (ICLON, Leiden University)

Guiding students to become autonomous learners in learning to speak foreign languages is an important goal in foreign language education, but difficult to realize in regular classroom settings in secondary schools. The objective of this research was to design, implement and evaluate an approach for self-regulated learning of speaking skills that is adaptive for secondary school students and practical for teachers in their regular teaching practice. In a first study, on the basis of literature and a pilot study, an adaptive approach was developed and tested in classroom: the SpeakTeach method, with the design principles 'student's self-evaluation', 'adaptive feedback' and 'activities for improvement'.

These design principles were used for a formative learning process: on the basis of self-evaluations of recordings of their own speaking performances, the students themselves had to design their own learning pathways, indicating where they needed help in order to enable the teachers to align their feedback and learning activities.

To make the method practical a Bridging Model for curriculum reform was used which assumes regular teaching made up of lesson segments. By using design principles shaped around the same lesson segments, teachers can recombine the segments and adapt the method to their own teaching. In a second and third study, the practicality for teachers and the adaptivity for students of the developed approach were investigated. A fourth study investigated how teachers could be supported to expand their teaching repertoire with the developed approach and followed individual learning routes.

After the presentation, I would like to exchange views with the participants on the extent to which the design principles can be used in other educational settings.

Navigating Online Formative Assessment Tools for the Language Classroom

Paola López Horta & Annika Groeneveld (American School of The Hague)

There is an ocean of formative assessment tools for teachers who want to use formative instructional practices and integrate technology in their language classrooms. In this session, we'll help you navigate the sea of tech tools by starting with your learning goal and guide you in choosing the best tool for the task. We'll share some of our favourite digital tools, apps and platforms for recording audio and video, creating quizzes, polls and surveys, brainstorming and mind mapping; presenting, engaging and inspiring learners.

We'll focus on tools that support formative assessment strategies by giving students immediate feedback, letting the robots do the grading, allowing learners to track their own progress, and take an activator role when possible so they can be resources for themselves and their peers. By the end of this presentation we hope you'll have a list of online assessment tools to try out with your students and use formative assessment to elicit evidence of learning.

PARRALLEL WORKSHOPS 13.30 – 14.45

Programmatic Assessment: exploring applications and opportunities in Language Teaching

Dineke Tigelaar (ICLON, Leiden University)

Programmatic assessment involves a holistic approach that focuses on what and how students are learning over a longer time span. In this workshop, we will discuss how language learning and teaching can benefit when different methods of assessment are strategically combined in a coherent assessment programme.

After a short presentation on programmatic assessment, participants can discuss and reflect on opportunities and questions with regards to the application of programmatic assessment in language learning and teaching, based on their own experiences and background.

We will explore how programmatic assessment can provide insight into the development of the students' learning by using a mix of different so-called data points (such as scores on tests, reflection reports, peer evaluations, professional tasks, etc.), and how these data points can facilitate feedback dialogues between a learner and an educator. In addition, we will discuss how programmatic assessment can be used to optimize the reliability of decisions and to stimulate students' learning processes.

How can formative assessment help build learning communities?

Annika Groeneveld & Paola López Horta (American School of The Hague)

In this workshop we'll explore how the Lesson Study Model integrated with task-based lesson design can create opportunities for formative assessment for both teachers and students. We'll share our applications in French and Spanish classes at the American School of the Hague and how it helped us create stronger learning communities.

The Lesson Study entails small teams of teachers designing a lesson together, teaching and redesigning it

based on analysis of the collected data. Undoubtedly the most valuable aspects are teachers collaborating, supporting each other and widening the scope of formative assessment. Not only does it give us a common purpose, it also offers a chance to take a sneak peak in each others' classrooms. The focal point of measuring the effect of the communal lesson design on student learning, makes this a non-threatening collaboration and formative assessment experience for teachers.

Besides the Lesson Study Model, using a task-based lesson design emphasises various forms of formative assessment (e.g. sharing goals, eliciting student questioning, activating students as resources). Notable learning occurs when students repeat the task after applying direct teacher feedback/forward as there is an urgency to implement it to complete the task successfully. One of the most compelling reasons for using this model are the various opportunities for formative assessment that create a stronger learning community and result in a sense of connection to each other and to the learning.

PARALLEL PRESENTATIONS 15.15 – 15.45

Implementing a communicative assessment program: foreign language teachers' and students' perspectives on formative activities

Charline Rouffet (Utrecht university of applied sciences), Catherine van Beuningen (Amsterdam university of applied sciences), & Rick de Graaff (Utrecht university of applied sciences & Utrecht university)

The way in which assessment is conceived has changed considerably in recent years. There has been a shift from a focus on summative assessment, aimed at establishing students' level at the end of the learning process, to a focus on the formative function of assessment, based on activities that will not be part of any formal decision allowing students to practice without any consequences for their school or future academic career. Formative assessment activities should not only take place at the end of the learning process, but before and during that process in order to inform teachers and students about learning progress and to adapt teaching and learning accordingly. The main objective of (secondary) foreign language (FL) education is to learn students to communicate in a FL. It is therefore crucial to develop assessment activities (summative and formative) measuring this ability. However, this is a complex task for teachers, requiring a thorough knowledge of assessment methods and their application in practice. In our design-based research project, FL teachers therefore developed a communicative assessment program in co-design with a researcher. The current paper reports on how the design was implemented in Dutch lower-form secondary education in various schools. In this presentation, we will focus specifically on how teachers and students perceived the implementation of formative activities within the assessment program in terms of practicality and efficiency. Design principles for the development of FL formative activities, also suitable for higher education, will be shared, as well as examples and good practices.

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The Impact of Formative Assessment on Developing EFL Student-Teachers' Language Competences

Anzhela Nikolovska, Mira Bekar, & Zorica Trajkova-Strezovska (Ss. Cyril and Methodius University)

In our presentation we will report on the outcomes of research conducted at a Macedonian university with the aim of developing the language competences of prospective EFL teachers through formative assessment. The relevance of this study is related to what Gallavan & Kottler, (2009) emphasized, that if students have options and a greater control over their learning, then their motivation, engagement and commitment towards achieving success strengthens. Our mixed-method study is based on a small body of research on the language competences of EFL teachers as domain-specific (Elder 1998; Sesek, 2007; Freeman et al., 2015). A

CEFR-based assessment instrument was designed for teacher, peer, and self-assessment of the ETP (English for teaching purposes) competences of fourth year student–teachers (n=15) who were micro-teaching lower year students. Each student-teacher was assessed by a course instructor and peer-assessors on the criteria of: fluency, accuracy, interaction, stimulating ideas development, and addressing audiences. Using surveys and classroom observation we explored a) the effects of feedback and formative assessment training on student-teachers' language proficiency and teaching skills and b) student-assessors' experience with the created assessment instrument. The findings revealed positive effects of formative assessment on professional and personal levels; specifically, on the awareness of the complexity of ETP competences, on the improved assessment and teaching skills for tackling various classroom and material design challenges, as well as on building self-confidence and understanding teachers' commitments.

PARALLEL PRESENTATIONS 15.45 – 16.15

How to implement formative feedback for pronunciation development

Kim VanKoughnett (NHL Stenden & Rijksuniversiteit Groningen)

The purpose of this study was to identify why students in the FO (Flexible Education) Bachelor of Education programme for 2nd degree English Teachers at NHL Stenden in Leeuwarden were struggling to pass the speaking proficiency exam and what could be done to improve their speaking. A problem analysis identified pronunciation as the most frequent cause of student failure of the speaking exam. Teachers identified insufficient feedback for speaking and the absence of a suitable feedback instrument as possible reasons for student speaking inadequacy. The theoretical problem analysis resulted in the development of a feedback protocol for pronunciation using delayed oral and written explicit disconfirmation feedback at the segmental and supra-segmental levels using Hattie and Timperley's (2006) feedback model. An instrument for feed up, feed back and feed forward was developed to be used in conjunction with the protocol. An intervention took place in April 2021 using the feedback protocol in which a test group of FO students followed a feedback cycle. To measure the effect of the intervention, student pronunciation awareness was measured pre and post-intervention by calculating error recognition. The results suggest that the feedback cycle developed for this intervention had a positive effect on pronunciation awareness and that a similar feedback cycle could benefit students struggling with speaking.

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Teachers' Formative Assessment Literacy and Practices in Public vs. Private Institutions and Digital vs. Real Platforms

Zohre Mohammadi Zenouzagh (Islamic Azad University, Karaj & ICLON, Leiden University)

Formative assessment practices map neatly onto many frameworks for high-quality teaching. Yet, in teacher preparation programs these practices are often left out of discussions in local contexts of Iran due to institutional idiosyncrasies thus discursively contributed to differentially cognizant and capable teachers. This study investigated how institutional idiosyncrasies of public vs. private institutions and in online vs. onsite contexts mediate Iranian EFL teachers' assessment literacy and practices on formative assessment. Assessment literacy of 80 school EFL instructors was analyzed through an assessment literacy questionnaire in four research groups of a) public institute in digital platform, b) public institute in real platform, c) private institute in digital platform, d) private institute in real platform. One way ANOVA analysis indicated that participants were more assessment literate in private institute in both platforms compared to those in public institutions. No significant difference was found in assessment literacy of instructors in public and private institute as far as modality was concerned. To evaluate assessment literacy practices, participants' portfolio writing on assessment literacy protocols were coded. Coded descriptors categorized assessment practices in

five dimensions of assessment purposes, process, fairness, measurement theory and assessment context and ecology. The non-parametric MANOVA analysis of codes indicated that assessment literacy dimensions were more of a concern in private contexts compared to public contexts. Adopted approaches by instructors in each assessment domain were analyzed via chi-square analysis. The results indicated that instructors' assessment practices were different across all assessment dimensions in private and public education centers. Results are discussed with respect to impact for teacher education programs.

PRESENTATION 16.20 – 16.40

From formative to programmatic assessment

Karin Haan & Mariska Dinkelman (Hogeschool Utrecht)

The program of Language Skills (Lengua), worth 45 ECTS, is the backbone of the Spanish bachelor teacher education and consists of a concentric structure of three levels from A2 to B2 (CEFR). Since Utrecht University of Applied Sciences (Hogeschool Utrecht) and the Institute of Teacher Education (Instituut Archimedes) focus more and more on personalized education in their educational vision, the Spanish department is investigating how to embed this concept in their curriculum.

The student population of the Spanish Teacher Education is extremely diverse, with a large number of Spanish native speakers, students with a Caribbean background and Dutch natives with and without teaching experience. Therefore, the connection between the personal needs of students and training/professional practice is a point of interest. The first step in personalizing the learning environment was a new examination program in the academic year of 2019-2020. This program is characterized by level tests at the start of the program, formative assessments during the course and summative tests at the end of the program based on learning outcomes at levels 1, 2 and 3. In order to meet the personal needs of the students, the key points of the program are:

1. A concentric structure. Students who can immediately demonstrate mastery of level 2 or 3 does not need to demonstrate mastery of the underlying levels. The past years show 'good practices and points of improvement' in this respect, which we would like to further discuss with MFL colleagues;
2. Increasing autonomy. Based on practical experience, we are planning to move from formative to programmatic assessment with increasing autonomy. We would like to present these plans for feedback from fellow MFL teachers.