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Innovations in EAP oral assessment: the IOA project

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Innovations in EAP oral assessment: the IOA project

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Overview

- Current state of oral language assessment
- Technology in oral language assessment
- The Interactive Oral Assessment project
- Research methodology
- Key findings
- Conclusion and implications
- Questions and suggestions
Current state of oral language assessment

• Ability to speak a language (Luoma 2004)
  • Interaction with someone
  • Social activity
  • Situation-based
• Speaking: tasks
  • Communicative functions
  • Individual presentations, pair and group
Technology in oral language assessment

• Increasing use of computer technology in language tests (e.g., see Chapelle & Douglas 2006); esp. commercial tests (e.g., TOEFL iBT™); DIALANG

• Use of technology for oral assessment – limited interaction (e.g., recorded presentation, current practices in DoL)

• Ongoing debate: human versus machine scoring (Xi 2010)

• Flexibility?
The Interactive Oral Assessment (IOA) project

Purpose:

- To explore the possibility of using Talkback® for formative and summative assessment of listening and speaking skills
The project

• 2 strands
  - 60 L192 (French Beginners) students
  - 11 L185 (EAP) students

• Timing:
  6 weeks in October/December 2010

• Project components
  – 5 units on Talkback®
  – 2 TMAs
  – Module workspace including module guides, overview of activities, link to the Learnosity website hosting the online review and feedback and a forum common to both strands.
Welcome to the Open University. Enter your student ID. Enter your Pin ...
Please enter a 3 digit activity code or press 0 to review past activity
Talkback: Online

The Open University
FEL5 - Interactive Oral Assessment

Student Login

Instructions
How do the activities? You can do the activities in 2 voice.

1. With a phone
2. Using Skype

Using Skype
- Install Skype
- Make sure your computer is online
- Click on the arrow pointing down on the right side of the volume bar (Windows users)
- On a Mac, click on the arrow pointing up on the right side of the volume slider
- Write your student ID and PIN
- Write an active code (e.g., 123)

Teacher Login

Username:
Password:
Login

How to access your sessions (the activities you have done in the TAsA online)
- When you log in, you will see the TAsA website (TASIA.com)
- Go to the section where you see the TAsA website
- Click on the link to your account
- Follow the instructions to access your account
- Once you have accessed your account, you can view the TAsA website and take the TAsA test.

Question 1
You should be able to hear a recording in English. If you don't hear anything, check you have followed the instructions on the website.
What is your name?

Comment

Audio Comment
Sample

Question 2
Now try answering these questions and after each question, play them back. Why are you doing this course?

Score

Comment

Audio Comment
Sample

Score

Comment

Audio Comment
Sample
EAP task types

Communicative functions required for academic study

- Giving information
- Speculating and analysing
- Constructing coherent mini academic presentations
- Summarizing information
- Listening and responding to situations (e.g., seminars)
- Discussing and justifying ideas
- Listening and responding to prompts
- Expressing and responding to opinions
Data collection

- Online weekly surveys (modes of access, functionality, context, activities, TMAs, feedback on TMAs)
- Interviews with selected participants (March 2011)
- Forum (tutors and students)
- Talkback feedback question
Participation for EAP

Number of participants responding to the questionnaire for each phase of the L185 branch of the Interactive oral assessment project.
Student preferences (in order of preference)

EAP students: Skype and a landline

The perception of being 'live'.

----------------------------------
Talkback allow to listen, to record, to review or to rerecord activities in very easy way. It also allow to do activities anywhere and in any time (access to the computer is not necessary) …
Usefulness of providing speaking activities via Talkback® (EAP)

Extremely useful: 4
Very useful: 2
Useful: 1
Not very useful: 0
Not useful at all: 0
Don’t know: 1
Overall experience of doing TMAs via Talkback® (EAP)

<table>
<thead>
<tr>
<th></th>
<th>Phase 3</th>
<th>Phase 5</th>
</tr>
</thead>
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<td>3</td>
<td>4</td>
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<tr>
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<td>4</td>
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</tr>
<tr>
<td>Not very good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not very good at all</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Reasons for participation (EAP)

- To improve pronunciation: 8
- To improve academic discussion skills: 7
- To practise academic presentation skills: 7
- To practise listening skills: 5
- Other, please specify: 4
Perceptions of students at the end of IOA (EAP)

Perceived improvement in....

listening skills
respond quickly orally
respond more appropriately orally
confidence
academic discussion skills
academic presentation skills
motivation
Other

Number

0
1
2
3
4
5
6
7
Conclusion and implications

- Talkback provides a more realistic oral assessment context than other tools such as CDs or even computer adaptive tests.
- It can be used for both practice and assessment.
- Potentially more cost effective than face-to-face and yet authentic.
- ‘Instant feedback’ to students: general & personalised.
- Provides flexibility to students regarding which tools to use (e.g., phone, skype, etc.) and where and when to do activities.
- For maximum effectiveness, Talkback® needs to be integrated into a module.
- Talkback® can be integrated into non-language modules but may require ‘field testing’.
’I have grown in skills, fluency and confidence (...)
Thank you.’

‘Doing TMA via Talkback is less stressful, easier, it
save time and avoid complication, for example
submitting TMA in incorrect file.’
Any questions or suggestions?
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References

