International trends in English language assessment: implications for Bangladesh

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International trends in English language assessment: Implications for Bangladesh

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Overview

- Language assessment: what do we mean?
- Why assess a learner’s language abilities?
- A historical perspective of language assessment
- Classroom-based language assessment
- Impact of language assessment
- Case studies from other countries
- Local study: EIA
- Implications for Bangladesh
- Questions or comments
Language assessment: what do we mean?

• What does it mean to you?

"In the context of language teaching and learning, 'assessment' refers to the act of collecting information and making judgments about a language learner's knowledge of a language and ability to use it."

Carol Chapelle and Geoff Brindley, Universities of Iowa State and Macquarie. (cited in Glen Fulcher http://languagetesting.info/whatis/lt.html )
Language assessment

• A social and political activity? (McNamara, 2011)
• Consequences for wider society
• Political decisions
• Economic activities
Why assess a learner’s language abilities?

- Think about the question ....
- Main purpose:
  - Make decisions
    - High-stakes and low-stakes
      - Selection
      - Placement
      - Diagnosis (formative)
      - Progress (formative)
      - Grading (summative)
      - Teacher performance
  - Suitability of a programme or policy

(Bachman & Palmer, 1996; McNamara & Roever, 2006)
A historical perspective of language assessment

• Focus on accuracy until 1970s
  – Grammar, vocabulary, reading comprehension and essay
• Focus on communication:
• Advent of communicative language teaching in the 1970s (Hymes, 1972)
• Real use of language in a social context
• Shift towards a social dimension of ELT
• Beginning of communicative language testing and assessment (Canale & Swain, 1980)
• Move towards assessing students’ language skills in a range of contexts (Taylor, 2006)
Classroom-based language assessment

- Rise of classroom-based language assessment in both developed and developing countries (Davison & Leung, 2009)
- Different terms used
  - Teacher-based assessment
  - Alternative assessment
  - Assessment for learning
  - School-based assessment
  - Formative assessment
Classroom-based language assessment

Definition of classroom-based language assessment:

• ‘any reflection by teachers (and/or learners) on the qualities of a learner’s (or group of learners’) work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialization purposes.’( bold mine, Hill & McNamara, 2012, p. 396)

• Classroom-based assessment increasingly supported by government policies

• Continuous evaluation cycle (being tried in India)
Dynamic assessment (DA)

- Focus on future language abilities rather than past ones
- Often used in clinical psychology and special needs education (Haywood & Lidz, 2007)
- Recently tried in classroom-based language assessment (Lantolf & Poehner, 2011; Shrestha & Coffin, 2012)
Language portfolio

‘a systematic and selective collection of a student’s work that has been assembled to demonstrate a student’s motivation, academic growth and level of achievement’ (Norton & Wiburg, 1998, p. 237)

Courtesy: http://blog.calicospanish.com/portfolio
Technology in language assessment

- Computer-based assessment
- Use of mobile devices
- Use of internet
- Digital Bangladesh
Impact of assessment

- Teaching and learning
- Wider society
- Positive
- Negative
Case studies from other countries

- Hong Kong
- Japan
- Macedonia
- Malaysia
- New Zealand
- Thailand
Hong Kong (Berry, 2011; Hamp-Lyons, 2009)

• Predominantly exam-oriented education system
• Assessment reform in 1990s
• Further reform in 2000s: move towards assessment for learning
• Emphasis on link between assessment and teaching and learning
• Basic Competency Assessment – low-stakes; enhance teaching and learning
• Oral assessment for English language
• School-based assessment in 2001
• Comprehensive professional development materials for oral English SBA
• Resistance from teachers and negative attitudes of school personnel
• Need for an increased understanding of SBA among stakeholders
Japan (Sasaki, 2008)

- Introduction of communicative English language syllabus in 1990s
- Emphasis on practical communication skills (impact of globalisation)
- Use of criterion-referenced assessment (i.e., meeting criteria)
- Commercial tests used by higher secondary schools (e.g., TOEIC)
- Emphasis on teacher professional development
Macedonia (Murchan, Shiel, & Mickovska, 2012)

- Medium of instruction in four languages in schools: Macedonian, Albanian, Turkish, and Serbian.
- Teachers solely responsible for assessment in primary schools (teacher autonomy).
- Launch of school-based assessment in 2008 (ongoing):
  - Development of assessment standards and ethics.
  - Comprehensive professional development of teachers, administrators regarding assessment.
  - Repository of print and digital learning resources on assessment.
Malaysia (Lan Ong, 2010)

- Primarily dominated by centralised public examinations
- Primary education – external exam on reading skills in English
- Lower secondary – external exam of English language; subjects like geography and science through school-based assessment as well
- Secondary – public examination (written) and school-based assessment (oral)
- Special arrangements for students with special needs
- School-based assessment in use
- New assessment system from 2011:
  - combination of SBA, external, psychometric and physical activity assessment
- Concerns among teachers: lack of clarity in terms of their role; top-down approach; time constraints; professional development
New Zealand (East & Scott, 2011)

- Assessment reform in foreign language education (e.g., French)
- Equal weighting of listening, speaking, reading and writing
- One third classroom-based assessment
- Focus on communicative and authentic language tasks
- Assessment of spoken interaction
- Collection of students’ spoken and written interactions (inside and outside classroom)
- Student selection of evidence guided by teachers (language portfolio)
Thailand (Prapphal, 2008)

- Curriculum reform in 1999 – move towards communicative language teaching
- Introduction of school-based assessment by government
- BUT emphasis on standardised English language tests due to university entry requirement (TOEFL scores)
- Huge impact of university entry requirement on school assessment
- Teachers not supported professionally
- Lack of language assessment literacy among teachers
- Private tutoring and coaching schools for test preparation
English in Action Study

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ENGLISH in ACTION
A large-scale English language development programme funded by UKAid, implemented by the Government of Bangladesh

Aim: Contribute to the economic development of Bangladesh by providing English language as a tool for better access to the world economy

Target audience – 25 million learners
- Primary school teachers and students
- Secondary school teachers and students
- Adult learners

Implementation period - 2009 to 2017
Three phases - pilot, up-scaling and institutionalisation
EIA study: Background

- In 1974, Qudrat-e-Khuda Education Commission reported the need for introducing external and internal examinations for student assessment.
- In 1977, National Curriculum and Textbook Board stated that assessment should be held as a continuous process.
- Multiple Choice Questions (MCQ) were introduced in 1992.
- School Based Assessment (SBA) is functioning at the secondary level since 2004.
- Since 1986, English became a compulsory subject from grade one to twelve.
- During the 90s’, there was an increased focus on using ‘Communicative Approach’ to English Language Teaching (ELT).
EIA study: Objectives

- To explore the level of alignment between the secondary English language curriculum and current assessment practices
EIA study: Key findings

• Most teachers shared partial views about the concept of curriculum.
• Communicative approach removes students’ fear about learning English and being assessed.
• The ‘question and answer technique’ is used the most for formative assessment purposes.
• English in Action teachers are assessing all four language skills through formative assessment techniques.
• Teachers believe assessment and feedback play two types of roles in learning - they help students to perform better and teachers to improve their teaching.
• School Based Assessment (SBA) is not implemented properly in all schools – lack of standardized practice.
• Assessment of listening and speaking skills remain neglected in summative assessments.
Conclusions and implications

• Clear policy on language assessment
• Teacher professional development on language assessment before implementing a new assessment system
• Focus on communication (i.e., meaning making) with the integration of accuracy (including grammar)
• Assessment literacy among students (and parents/community)
• Involvement of students in language assessment (e.g., self-assessment, peer assessment, language portfolio)
• Hands-on experience of classroom-based assessment for teachers
• Focus on continuous assessment rather than ‘snap-shot’ assessment
• Consideration of university entrance exams and reform if needed
• Consideration of using technology in language assessment (e.g., mobile devices)
Questions & comments?

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References (1)


References (2)


