

IEA's English Teaching and Learning Study

IEA General Assembly
Phuket, Thailand
October 2012



The IEA/ETS Research Institute (www.IERInstitute.org)

What is ETLIS?

- English Teaching and Learning Study
 - ✓ Survey of English language acquisition of non-native English speaking students
 - ✓ Survey of schools and English teachers
 - ✓ Survey national samples of students towards the end of secondary education
 - Assess skills to read, write, listen and maybe speak English

Background

- Increased use of English in international communications
- Globalization
- Need of linguistic competencies to facilitate mobility
- Use of modern communication and technology infrastructure
- Educational policy makers have made teaching of English part of the curriculum

Previous IEA Studies

- IEA has conducted previous studies in EFL
 - ✓ Place and importance of English in the curriculum
 - ✓ Relationship of student characteristics with EFL skills
 - ✓ Understanding how students learn English
- In 1971
 - ✓ English, French, German, Spanish
 - ✓ 14-year-old students & students in the final grade of the secondary school
- In 1995
 - ✓ Language Education Study (English, French, German, Spanish)
 - ✓ End of Compulsory and end of Upper Secondary

Research Questions

- What are the English language abilities of students around the world?
- How are the English languages abilities distributed within countries and reporting groups?
- Where and how are English language competencies acquired?
- What is the relationship between languages used in the media and the English language competencies?

Research Questions

- What out-of-school and within school factors are related to the learning of the English language?
- What are the contexts under which the English language is taught in the participating countries?
- What is the relationship between participation in exchange programs or other voluntary support programs and the learning of English?
- What are the background characteristics of the teachers of English in the schools?
- What are the requirements for teaching of English in the schools?

Research Questions

- What are the factors influencing the students' motivation to learn the English language?
- What is the influence of modern communication infrastructures and their use on motivation to learn foreign languages and the ability to communicate in a foreign language?

Domains Assessed

- All four domains of English language competencies
 - ✓ Reading
 - ✓ Writing
 - ✓ Listening
 - ✓ Speaking (under consideration)

Assessment Framework

- Based on previous research, information from countries and English language experts
- Assessment Results to be mapped to the CEFR
 - ✓ Level A: Basic Speaker
 - ✓ Level B: Independent Speaker
 - ✓ Level C: Proficient speakers
- Target of the Assessment: Level B-2

Survey Instruments

- Student assessment (approx. 80 minutes)
- Background questionnaires
 - ✓ Student Questionnaire (15-20 minutes)
 - ✓ Teacher Questionnaire (15-20 minutes)
 - ✓ School Questionnaire (15-20 minutes)
 - ✓ National Context Questionnaire (30 minutes)

Survey Instruments

- Background questionnaires
 - ✓ Student
 - Demographic information and questions related to their experiences learning English
 - ✓ Teacher and School Principals
 - Teacher and school demographics, views about teaching English, implementation of teaching English
 - ✓ National
 - National, cultural and economic resources, the educational system, methods and attitudes towards English language learning, curricular goals

Background Questionnaires

- Topics
 - ✓ Starting time and age of English instruction
 - ✓ Number of hours of instruction per week
 - ✓ Study program offerings (study abroad, internships, exchange or travel programs, etc.)
 - ✓ Offerings by study track and region of the country
 - ✓ Availability and access to supplementary instruction
 - ✓ Use of computer and technologies in the classroom
 - ✓ Language spoken in the home and with friends
 - ✓ Availability and language(s) used with multimedia communications

Background Questionnaires

- Topics
 - ✓ Frameworks of reference for the programs of study
 - ✓ Need for English and exposure in their day to day life (films, TV, radio, etc.)
 - ✓ Structure of the education system (tracks, and requirements within tracks)
 - ✓ Expectations of the English language teaching curriculum and programs
 - ✓ Motivation and perceived benefits of learning English
 - ✓ Attitudes towards learning English

Background Questionnaires

- Topics
 - ✓ Curricular goals of the English language program: Academic, communication, etc.
 - ✓ Use of English in the school and classroom
 - ✓ Authoring and availability of instructional materials
 - ✓ School exit and higher education entrance language requirements
 - ✓ Availability and access to out of school tutoring
 - ✓ Other languages spoken

Background Questionnaires

- Topics
 - ✓ Curricular emphasis in grammar, vocabulary, reading, writing, listening, speaking
 - ✓ Time spent using internet and other technologies in English
 - ✓ Characteristics of teacher education programs
 - ✓ Requirements for teachers of English language (certification, length of instruction, etc.)
 - ✓ Out of school activities involving English language

Student Assessment

- Instruments measuring English language competencies
 - ✓ Reading, writing and listening competencies
 - Speaking (under consideration)
 - ✓ Rotated forms based on multiple matrix sampling designs
 - Not everyone takes everything
 - No item is given to everyone
 - ✓ Each individual to be assessed in more than one competency

Delivery Platform

- Computer delivered
 - ✓ Many efficiencies (delivery and processing)
 - ✓ Possibility to assess listening (and speaking)
 - ✓ Speaking domain optional
- Paper and pencil option

Country survey

- National survey inquiring about characteristics of English language programs was conducted in June/July 2012
 - ✓ Offerings
 - ✓ Goals of the programs
 - ✓ Levels offered

Country survey

- Prepared and sent out survey to countries
- Received responses from 21 countries
 - ✓ Hong Kong, SAR; Slovak Republic; Singapore; Hungary; Palestine; Finland; Qatar; Israel; Slovenia; Morocco; Chinese Taipei; Czech Rep.; Rep. of Armenia; Croatia; Norway; Cyprus; Belgium (Fl); Islamic Rep. of Iran; Sweden; Denmark; Germany

Survey Results

- English instruction part of the curriculum: 100%
- Is there a national curriculum: 20 of 21
- Is there a framework: CEFR is the most used
- When instruction begins: most @ 5th grade
- When instruction ends: most after 11th grade
- Percentage of enrolment: most @ 10th grade

Survey Results

- Relative Emphasis
 - ✓ Reading: Most emphasis
 - ✓ Listening: Some emphasis
 - ✓ Speaking: Some emphasis
 - ✓ Writing: Some emphasis
- Level of proficiency expected
 - ✓ Reading: B1 to B2
 - ✓ Listening: B1 to B2
 - ✓ Speaking: B1 to B2
 - ✓ Writing: B1 to B2

Target Population

- Students in Secondary Education towards end of schooling where English language instruction is offered
 - ✓ Grade 10 (10th year of formal schooling)
 - ✓ Frame consists of all students in school
 - ✓ Samples of 150 schools
 - ✓ About 30 students per school

Reporting Goals

- Description of English language instruction
 - ✓ System characteristics
 - ✓ School characteristics
 - ✓ Teacher characteristics
 - ✓ Student characteristics
- Achievement results
 - ✓ Percent of students at each of the CEFR levels
 - ✓ Average scores on each of the domains
 - ✓ Results to be presented by key population subgroups

Tentative Timeline

2011	Presentation of the idea to the IEA
March 2012	Expert meeting
April 2012	Review by TEG
June 2012	Questionnaire to GA members
October 2012	Review by TEG and GA
October 2012 – October 2013	Development of Framework and Study Design
October 2013 to March 2015	Develop assessment, systems and operations
March 2015 to May 2015	Field trial
May 2015 to September 2016	Main study preparation
October 2015 to November 2015	Main study southern hemisphere
February 2016 to May 2016	Main study northern hemisphere
June 2016 to December 2016	Data compilation and analysis
January 2017 to October 2017	Reports and database preparation
November 2017	Press release Release of International Database

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- Thank you for your attention!