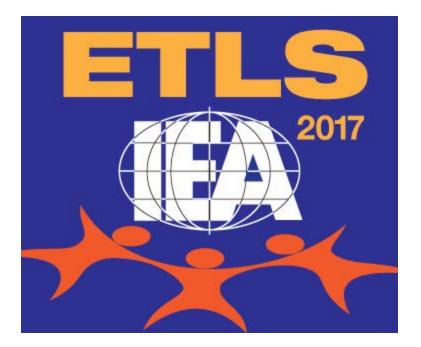


# English Teaching and Learning Study (ETLS)

Presentation to the General Assembly

8 October, 2013 Lisbon, Portugal

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#### **Overview of Presentation**

- ETS staff introductions
- Study background
- Current status of proposal
- Country recruitment
- Reasons to participate in ETLS
- Key study features





### **ETS Staff Introductions**

- Mary Pitoniak
  Project Director
- Gary Ockey English-language Assessment Advisor





## **Study Background**

- In 2011, preliminary discussions were held
- In 2012, several activities took place
  - An exploratory committee of experts in English language learning and assessment met
  - A country survey was conducted
  - An overview of the preliminary design was provided at the General Assembly in Phuket





#### **Development of Proposal**

- In 2013:
  - ETS developed a full proposal and budget for the study
  - ETS and the IEA agreed to move forward with country recruitment

#### English Teaching and Learning Study

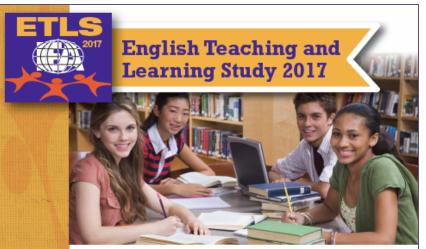
An International Comparative Study on the Teaching and Learning of English in Schools Around the World





#### **Country Recruitment**

- A brochure has been developed and distributed to countries
- The full proposal has also been sent to countries
- Cost per country is \$25,000 and €25,000 per year for 5 years



ETLS can help countries around the world evaluate and improve the effectiveness of Englishlanguage instruction.

#### What Is ETLS?

The English Teaching and Learning Study (EFLS) is an international research project designed to provide countries with comparative information on English-language teaching and learning. One of its components will be a seni-adaptive comparative hased language assessment to collect information on the ability of students whose primary language is not English to communicate in English through the four different shills — Resafing, Listening, Whäng, and Speeking. In addition, twill provide countries with valuable data shout students' opportunities to learn English inde and outside of chock, alarge with information about students' and educators' attitudes and beliefs toward English-language learning. Countries will also be able to compare their educational policies and practices to those of others and examine how these factors relate to student profession.

Innovative Study Design Features The design of ETLS reflects the following innovative features:

- Completely computer-based, reducing data entry through the use of machine-scoring
- Measurement of both receptive (Reading, Listening) and productive (Writing, Speaking) language skills
- Semi-adaptive design, allowing students across a wide range of proficiency to demonstrate their skills
- Multiple reporting modes, including average scores, description of performance at several ETLS-defined benchmarks, and mapping to the Common European Franework of Reference for Languages (CEFR)

#### Benefits of Participation

Communicating in English has become increasingly important in today's world due to increased population motify and economic globalization. English is often used as a common language in modern communication, such as the media and on the Internet. In many countries, educational policymakors have reacted to these domands by requiring students to beam English in order to prepare them to become global citizens. Results from EILS will provide important information about the abilities of a country's aduents to learn and work using the English language.

ETLS will allow for crossnational comparisons of students' abilities in the Reading, Listening, Writing, and Speaking of English.





#### **Reasons to Participate in ETLS**

- Communicating in English is becoming increasingly important
  - Population mobility
  - Economic globalization



- Common language in modern communication
- English-language instruction is now mandatory in many countries
- ETLS will provide countries with important information about the abilities of a country's students to learn and work using the English language





# **Key Study Features**

- Population
- Research Questions
- Skills Assessed by Cognitive Items
- Background Questionnaires
- Assessment Design
- Reporting
- Differences Between ETLS and European Survey on Language Competences (ESLC) 2011
- Schedule





### **Population**

- Students in 10<sup>th</sup> year of schooling
  - Results of country survey indicate that completion of mandatory instruction in English is after the 11<sup>th</sup> year of formal schooling
  - However, tracking often takes place after 10<sup>th</sup> year, so administration in 11<sup>th</sup> year is problematic; thus the decision to test in 10<sup>th</sup> year
  - Given administration at fixed point in time, comparisons can be informed by contextual variables (curriculum, etc.)
- Administered to all students, not just those who have received formal instruction in English
  - Facilitates trend comparisons
  - Shows how effective instruction was for those who received it







#### **Research Questions**

- Six themes will be studied through cognitive items and background variables:
  - 1. English Language Test Performance
  - 2. Noncognitive Outcomes and Predictors
  - 3. The Role of Gender, Socio-Economic and Cultural Status and Family Background
  - 4. English Language Policy/Curriculum/Teacher Training
  - 5. Exposure to/Experiences with English Language (Opportunities to Learn) at School
  - 6. Exposure to/Experiences with English Language (Opportunities to Learn) Outside of School





# **Skills Assessed by Cognitive Items**

- 4 skills will be assessed:
  - Listening
  - Reading
  - Writing
  - Speaking
    - Proposal listed as Speaking as optional
    - However, it is now included in total study costs and will be administered in every country
- Items for each skill will cover CEFR levels of A1-C1





#### **Skill Descriptions**

- Listening (MC; 5 types): Understand conversations related to daily lives and school and spoken texts on accessible topics for entertainment, academic, and informational purposes
- Reading (MC; 5 types): Read written English occurring in target language contexts that are similar to familiar first language contexts (e.g., school, home, popular media) for entertainment, academic, and informational purposes
- Writing (CR; 3 types): Communicate by writing information, ideas, and opinions related to daily lives and school
- Speaking (CR; 4 types): Communicate orally in routine social situations related to daily lives and school, requiring the use of oral English language





# **Background Questionnaires**

- Four questionnaires
  - Student
  - Teacher
  - School
  - Country
- Methodology
  - Question indices rather than stand-alone items
  - Use of computer-based administration to increase data quality







#### **Assessment Design Overview**

- Completely computer-based
  - No paper-and-pencil administration, thus removing mode effects



- Computer interface will be very simple
- Administration by computer allows for
  - Adaptive testing
  - Reduced data entry through use of machine scoring
- Computer delivery will be flexible
  - May use school computers via memory sticks or Internet connection, or laptops, or tablets/hybrids





#### Assessment Design Overview (continued)

- Multi-stage adaptive design for Listening & Reading
  - Better match of item difficulty to student ability
  - Routing using 1 skill (listening or reading) in order to maximize targeted assessment time
    - Half of the students take listening first; half take reading
  - 3 targeted levels (easy, medium, hard)
    - Overlap of targeted levels







#### Assessment Design Overview (continued)

- Current design for Writing and Speaking is not adaptive, based on assumptions that:
  - the prompts will allow students to provide responses demonstrating widely varying skill levels
  - rubrics used to score the responses will evaluate these varying levels of ability
- However, we are considering making these skills targeted as well based on feedback from the TEG





#### Multi-Stage Design

	Module 1		Module 2	Module 3	Module 4	Module 5
Order	Routing: 10 minutes	Targeted: 25 minutes	25 minutes	25 minutes	15 minutes	20 minutes
A	Listening	Listening	Reading	Writing	Speaking	Student
	Routing	Targeted	Targeted	(Untargeted*)	(Untargeted*)	Background
В	Reading	Reading	Listening	Writing	Speaking	Student
	Routing	Targeted	Targeted	(Untargeted*)	(Untargeted*)	Background

\*We are considering making Writing and Speaking targeted as well





#### Module Design

• For Listening and Reading, task types overlap across targeted levels in the following ways

	Module					
Task Type	Routing	Targeted— Low	Targeted— Medium	Targeted— High		
1	Х	х				
2	Х	х				
3	X	х	Х	X		
4			Х	x		
5				X		





### Reporting

- Average scale scores
- Scale anchoring
- Mapping to Common European Framework of Reference for Languages (CEFR) through standard setting







#### **Differences Between ETLS and ESLC/2011**

- Just English, not multiple languages
- Wider range of countries
- Population (fixed grade, all students)
- Computer-based routing test, with scores included in proficiency estimation
- Use of only computer-based administration, eliminating mode effects
- Inclusion of Speaking, allowing for the assessment of all 4 skills
- Distributed marking by a trained pool of nativespeaker scorers, minimizing possible local-scorer bias





### **Schedule–Key Dates**

Task	Date	
Proposal sent to countries	September 2013	
Country recruitment completed	January 2014	
Framework and specifications development	February–August 2014	
Develop systems and operations	February 2014–July 2015	
Item development	July 2014–June 2015	
Field trial	August–December 2015	
Main study (southern hemisphere)	October–December 2016	
Main study (northern hemisphere)	February–May 2017	
Reporting	November 2017–May 2019	





#### Thank you!

#### Are there any questions?

#### For additional information, please contact Mary Pitoniak at mpitoniak@ets.org