



English Teaching and Learning Study (ETLS)

Presentation to the
General Assembly

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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



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 2017
English Teaching and Learning Study 2017

ETLS can help countries around the world evaluate and improve the effectiveness of English-language instruction.

What Is ETLS?
The English Teaching and Learning Study (ETLS) 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 semi-adaptive computer-based language assessment to collect information on the ability of students whose primary language is not English to communicate in English through the four different skills — Reading, Listening, Writing, and Speaking. In addition, it will provide countries with valuable data about students' opportunities to learn English inside and outside of school, along 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 proficiency in English.

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 Framework for Languages (CEFR)

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

Benefits of Participation
Communicating in English has become increasingly important in today's world due to increased population mobility 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 policymakers have reacted to these demands by requiring students to learn English in order to prepare them to become global citizens. Results from ETLS will provide important information about the abilities of a country's students to learn and work using the English language.

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 10th year of schooling
 - Results of country survey indicate that completion of mandatory instruction in English is after the 11th year of formal schooling
 - However, tracking often takes place after 10th year, so administration in 11th year is problematic; thus the decision to test in 10th 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 Routing	Listening Targeted	Reading Targeted	Writing (Untargeted*)	Speaking (Untargeted*)	Student Background
B	Reading Routing	Reading Targeted	Listening Targeted	Writing (Untargeted*)	Speaking (Untargeted*)	Student 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

Task Type	Module			
	Routing	Targeted— Low	Targeted— Medium	Targeted— High
1	x	x		
2	x	x		
3	x	x	x	x
4			x	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 native-speaker 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,
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