

Basic Education Teacher Survey Response Webinar Series

**#EmergingEnglish
British Council China**

Q&A List

Webinar #4

Date: 30th July 2020

Time: 16:00 – 17:30 (Beijing time)

- **Note: Views expressed below are those of event participants only and do not necessarily represent those of the British Council**

Questions (from audience)	Answers (from speakers)
What are the modes of summative evaluation?	<p>What do you mean 'mode'? When people think about summative assessment, they mostly think of tests... but, it could be any activity that it is often used to produce a score or grade for each student.</p> <p>I recommend that you visit the following Website for some great ideas: https://www.britishcouncil.org/exam/aptis/research/assessment-literacy</p>
How do we consider peer-tutoring as a pre-test assessment?	<p>The focus on self-regulation and peer tutoring emphasizes students' active and independent role in test preparation strategies which may enable students to be aware of what and how they will be tested and thus regulate their learning to improve their performance in the internal school tests.</p>
How do we quickly know the result of tests?	<p>For practice mock tests, it's as quick as you (or your students) can mark them! For tests like the Gaokao, that could take time... but, hopefully, the practice tests you've done in class can be marked quickly :)</p>
Could you please explain rubrics, criteria and standards?	<p>In brief, a rubric is an assessment tool which describes varying levels of quality in a specific piece of work. A rubric has two essential features: (1) a list of criteria, i.e. the important elements of the work, and (2) levels of quality, i.e. what the elements of the work look like at each of the levels of quality.</p>
How do we evaluate qualities and effectiveness of Formative Use of Summative Tests (FUST)?	<p>I suppose the most obvious way to evaluate the effectiveness of FUST is to see if your students are improving! I recommend the following research paper for further information into FUST effectiveness: Yangyu Xiao (2017) – Formative Assessment in a Test-Dominated Context: How Test Practice Can Become More Productive</p>
Can you please explain/ give insight/ any resources into how to construct test rubrics for the outcome-based assessment? And how do we decide the level of test takers?	<p>Many famous tests have used the CEFR to base their tests (and rubrics) on... but I suppose it depends on your own aims/outcomes for your classroom. The easiest way to build a rubric is to think about what YOU think is most important to measure. For example, if it's a writing task, you may consider language used, coherence and cohesion of the response (organisation and logic), how well they responded to the task, etc... but it really does depend on your own aims/outcomes for your class/course :)</p> <p>As for level... maybe don't use a 9 band scale like IELTS! Start simply, for example, a 3-level rubric :)</p>

<p>Is it necessary to create real context under every circumstance? Can you share some examples?</p>	<p>There could be two kinds of tasks, one is real world task, the other is pedagogic tasks. You may want to check that to understand the two different tasks.</p>
<p>How should teachers give their comments in the "open question" section?</p>	<p>Teachers do not have to give students feedback every time students hand in their assignments. However, teachers may collect students' homework and select some typical and common errors and show them the correct ones. You can read references on Corrective Feedback.</p>
<p>The cross-cultural awareness has been mentioned in the English Curriculum. How to enable students to have a better understanding of this kind of awareness?</p>	<p>关于跨文化交际这个话题比较复杂。首先呢，现在大家对于文化的概念有了变化。也不是说有现在有变化，而是课程标准有了变化。过去我们讲文化，实际上它不仅包括一般的浅层文化，还包括深层的文化，深层的文化就是价值观念、道德品质、价值体系等等，这些是文化的深层。但是呢，过去在外语教学当中强调比较多的是浅层的文化。比如说英语国家的衣食住行，行为习惯，很多都是浅层文化的内容。那么现在课程标准，它对于文化的定义也提到了价值观念价值体系等等这些。那么关于跨文化交际，也是比较复杂的。因为很多人认为，原先的跨文化交际的概念比较陈旧，好像文化都是一成不变的，好像某种文化的人就具备某种文化的特征。但实际上文化，它的边界是模糊的，他也是在不断的流动的。那么也就是说。在某一个国家找到的文化可能在另外一个国家也有。所以，跨文化交际就不那么简单。不是说这些是西方文化，这些是中国文化，然后我们相互交流，给外国人讲中国的故事，这就叫跨文化交际，事情没有那么简单。所以我建议你教品格培养，教行为规范，教中国的仁义礼智信，也就是英语国家也讲这些，他们叫 social-emotional learning, character strengths.有兴趣可以查查，里面有很多东西可以用于英语教学。</p>
<p>Is it possible to join in the mentioned short course now which started from 13 Jul?</p>	<p>Often the recordings are available for access. And new courses will be opened. Please check out www.futurelearn.com for more courses and MOOCs</p>
<p>Thank you for the presentation, great resources and great job. Could you recommend any graded readers from your website for 11 years old kid with entry level English ability please?</p>	<p>Kids content is grouped into three levels. For 11 years old, I would recommend you start with level 2 then switch to level 3 if they find it easy and want more challenges.</p>
<p>One challenge that we are facing right now in Thailand is the gradings for the online activities, we are having difficulties pushing students to complete</p>	<p>I suppose my answer is: how important are the grades for you, your students, and your school? Could you not simply just provide comments (of strengths and weaknesses)? I think it's very important for all of us to adapt during such 'difficult' times...</p>

<p>their online tasks. this made us unable to collect grades on time. what would be the best way for us to avoid this kind of problems?</p>	
<p>How can we assess students formatively while teaching reading?</p>	<p>I think by using the same basic principles (Are my students aware of learning outcomes/success criteria?</p> <p>How effectively am I using questioning? How effective is my use of feedback? How effective is my use of peer feedback? How much do I use self-assessment in my practice?). It's also important that you understand exactly what reading skill is being practiced (reading for gist? reading for writer's opinion? reading for inference? etc) so that the feedback you offer the student is meaningful.</p>