

THE USE OF GAME-BASED TOOLS FOR FORMATIVE ASSESSMENT IN LANGUAGE TEACHING

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Research purpose. The purpose of the research was to investigate how digital tools can be utilised for continuous assessment of students' learning progress in an exclusively online teaching and learning environment. The continuous assessment process was conducted with the aim to improve students' learning outcomes and to create a teaching process according to the formative assessment results.

Keywords: continuous assessment, game-based assessment tools, learning outcomes, linguistic competence, semantics

Research Methodology. During the spring term of the academic year 2020/2021, a group of 65 students attended the English Semantics course at Anglistics study programme at a private university in the Republic of Serbia. The course lasted for 15 weeks, and before the final exam, the students took two midterm tests after the fifth and eleventh week of lectures. Due to the COVID-19 pandemic, the course was conducted exclusively online. The game-based tool Quizizz was used every week with the purpose to collect information related to the students' learning progress. The research includes the analysis of a corpus of tests taken by a group of 65 students. The method applied in this research is of both qualitative quantitative nature because it focuses on the statistical comparison of the students' performance in formative tests and the final summative test on the one hand, and the analysis of the types of tasks which posed the greatest challenges, on the other.

Results / Findings. The results show that those students who regularly took these tests scored higher in the midterm and final exams. They also show that those students who actively participated in these game-based assessments improved their language competence, some considerably improved their learning outcomes.

Originality / Practical implications. This research shows the importance of introducing/reinforcing outcome-oriented teaching practices at the tertiary level. It also emphasises the importance of incorporating game-based tools which are motivating for students, but at the same time driven by sound and solid pedagogical rationale. The use of game-based tools can create a rather positive learning environment, motivate students and encourage them to actively participate in knowledge creation. These tools can be used in both online and blended educational environments and represent a valuable tool for formative assessment.