

Case study from Mariangela Pishili

- A. *Please write briefly about a memorable language assessment experience, either particularly challenging or especially successful, as an example of your practice during the pandemic:*

*What is the national context? What kind of institution? Who were the language learners?*

I teach English in a technical and vocational school in Cyprus. There are three levels: A2, B1 and B1+.

*What was the status of the assessment?*

This type of assessment was done regularly both as formative and summative assessment.

*Please write a brief description – the ‘story’ - of what you did/what happened that made this an especially memorable experience:*

What I found particularly challenging was assessing the students’ written work. Even though there are numerous ways for the students to submit their written work and for the teacher to give feedback, most students did not know how to do it. They were not very familiar with technology. As a result, I had to find other ways to do it, i.e. students sending a photo of the work and me commenting on specific areas, or printing the photo, correcting it and writing feedback and resending it as a photo.

*What lessons might there be in your experience for language teaching in general beyond the pandemic?*

*Students need to become more computer literate. Also, me, as a teacher, need to learn and practise more online, interactive methods of assessment.*

- B. *In your context, how have teachers and other colleagues coped with modified assessment practices during the pandemic?*

Some co-workers used online platforms to assess their students, e.g. Google forms

- C. *The pandemic has now lasted almost two years and is not over yet. How is it affecting your professional practice at present?*

I am trying to learn how to use more online platforms, eg. Kahoot, Google forms, Fipgrit. Also, I attend seminars especially on distance learning to learn as much as possible, and be better prepared if we find ourselves in the same situation.