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Print ISSN 0034-8678; Online ISSN: 2559 - 639X

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Ce presupune A-Word? Impactul integrării materialelor video în evaluarea online

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Journal of Pedagogy, 2023 (2), 55 - 76

<https://doi.org/10.26755/RevPed/2023.2/55>

The online version of this article can be found at: <https://revped.ise.ro/category/2023/>



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WHAT'S IN *A-WORD*? MAKING AN IMPACT BY INTEGRATING VIDEOS IN ONLINE ASSESSMENT

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Abstract

This paper is an empirical descriptive and at the same time exploratory case study of using Google Forms (GF) with integrated video listening as part of an online formative assessment (FA) in English for Medical Purposes (EMP), with a group of 74 first-year undergraduate students in medicine ($N=74$), to engage students and facilitate constant autonomous learning. The online FA was based on a segment of the movie entitled *A-word* – standing for *Autism* – and it checked the students' application of medical vocabulary, language functions, doctor-patient interviewing, and symptoms of autism. The online formative assessment was compared with a traditional onsite listening FA in terms of administration and results. The onsite FA had a similar degree of complexity and was conducted with the same group of students – a segment from *One Flew over the Cuckoo's Nest*, a classic on life in a psychiatric institution, within the same scope of neuropsychiatric conditions. The impact of online FA on students was measured with Mentimeter (<https://www.mentimeter.com/>). The results of this case study demonstrate that the GF-based FA of listening in EMP is an enhanced version of the traditional one. In traditional FA feedback was general and approximate while overall statistics were not automatically generated. Reaching a more refined picture of the overall and individual student performance with question breakdown in onsite FA required additional time investment, and consequently, remedial teaching could not take place immediately. Online FA was low-anxiety, highly participative, and user-friendly. It offered students timely feedback on their learning and teachers a faithful, automatic picture of individual and group performance for further remedial strategies. Likewise, the impact and attitude

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to online FA measured by Mentimeter were positive and were associated with increased autonomy, online delivery, engagement through professionally relevant content, and focus on learning rather than testing and grading.

Keywords: formative assessment, Google Forms, impact assessment with Mentimeter, listening in English for Medical Purposes.

Rezumat

Prezenta lucrare este un studiu de caz empiric, descriptiv și în același timp exploratoriu, asupra utilizării Formulelor Google prin integrarea abilității de ascultare în evaluarea formativă (EF) curentă în limba engleză pentru scopuri medicale (EMP), cu un grup de 74 studenți la programul Medicină din anul I (N = 74), cu scopul de a-i angrena în autoevaluare și a facilita învățarea autonomă continuă. Evaluarea formativă online s-a bazat pe un segment din filmul A-word (Cuvântul care începe cu A, i.e., Autism) și a verificat aplicarea limbajului medical, funcțiile limbii și elemente ale interviului doctor-pacient.

Evaluarea formativă online a deprinderii de ascultare a fost comparată cu o EF tradițională onsite în termeni de administrare și rezultate. EF onsite a avut un grad de complexitate aproximativ similar și a fost administrată aceluiași grup de studenți – un segment din Zbor deasupra unui cuib de cuci, ilustrare clasică a vieții într-o instituție de psihiatrie și care se subscie aceluiași domeniu de afecțiuni neuro-psihiatrice. Impactul EF online asupra studenților a fost măsurat cu Mentimeter (<https://www.mentimeter.com/>). Rezultatele acestui studiu de caz demonstrează faptul că EF online a deprinderii de ascultare este o versiune superioară celei tradiționale. În EF tradițională, feedbackul a fost general și aproximativ, iar pentru obținerea unei imagini mai rafinate asupra performanței generale și individuale a studenților, cu defalcarea pe întrebări, a fost nevoie de investiție suplimentară de timp în analiza statistică și ca atare predarea remedială nu s-a putut realiza imediat. EF online a implicat un nivel scăzut de anxietate, a asigurat o mai bună participare a studenților și a fost mai ușor de implementat. Aceasta a oferit studenților feedback în timp real asupra învățării, iar profesorilor o imagine fidelă și automată asupra performanței individuale și de grup pe care să își bazeze strategiile de remediere. De asemenea, impactul și atitudinea față de EF online măsurate cu ajutorul platformei Mentimeter au fost pozitive și s-au asociat cu autonomie sporită, administrare online, implicare prin conținut relevant din punct de vedere profesional și concentrare pe învățare, mai degrabă decât pe testare și notare.

Cuvinte-cheie: deprinderea de ascultare în limba engleză pentru scopuri medicale, evaluare formativă, evaluarea impactului cu Mentimeter; Formulare Google.

1. Video-based listening in English for Specific Purposes (ESP)

Starting from Willilam Shakespeare's well-known adage: *What's in a word? By any other word a rose would smell as sweet*, and with no further implication other than the pun between this and the *A-word* movie, the latter representing a promoter of medical language in ESP, this paper is a case study of introducing the video-based Google Forms listening quiz in the formative online assessment of a group of first-year medical students ($N=74$) from UMPHST Târgu Mureș.

Students in ESP are expected to master English related to their specific field (Lebedev et al., 2020), listening comprehension being one of the most difficult to form (Shaojie et al., 2022), with little to no other exposure to it outside the classroom. Video resources, frequently used in forming listening-understanding comprehension (Barnau & Džuganová, 2017a, 2017b), represent a great educational supplement for bolstering productive and receptive skills (Abramova & Boulahnane, 2023), increasing student listening comprehension, displaying authentic language, and being motivating, entertaining and enjoyable through the use of a real plot.

According to Ban and Năznea (2022, p. 143), video clips are a motivator for ESP class listening with a proven impact on engineering and medical students' "vocabulary" and "speaking ability". Especially in the case of medical students, videos come with a full visual context that is crucial for comprehensive specialised medical communication. This includes, besides oral cues, additional nonverbal information such as gestures, facial expression, and tone, that contribute to the language interpretation in doctor-patient interviews as in the *A-word* video clip proposed in the case study herein.

If based on movie clips, assessment of listening comprehension is received more favourably by students and ESP teachers than listening based on the audio mode only (Cubilo & Winke, 2013). Nonetheless, when video-based listening assessment is administered onsite in a mixed-ability class, the individual rhythm of comprehension and learning of each student may be overlooked. Given the fact that students can only listen once or twice to the most, as decided by the teacher according to the listening task difficulty,

there is no learning component associated with this phase. Needless to add when providing feedback on correct answers, the teacher cannot identify the prevalence of mistakes on which to decide the necessity of re-teaching/re-learning unless the test is corrected for the entire group, which is time-consuming in terms of the data analysis procedure. The students' learning side in the onsite formative assessment (FA) may thus be postponed. Online quizzes, however, provide instant individual feedback that contributes to student learning, as well as a complete picture of individual and group performance, which is crucial for teachers in applying the re-teaching/re-learning matrix inherent in the learning-oriented assessment.

2. Rethinking assessment

Formative and summative assessments are equally important in English for Medical Purposes (EMP) as they are in ESP or any learning process in general, complementing each other. The summative assessment is defined as an assessment *of* learning (Gardner, 2012, p. 285), is outcomes-based and past-oriented, covering what has already been done. Conversely, the formative assessment is an assessment *for* learning, i.e., *learning- and future-based*, including what shall be done (Egbert & Shahrokni, 2018). We generally assess *how much* students have assimilated, and to what extent they have achieved the goals, at the end of a course or a learning unit, thus conducting a summative assessment. Consequently, summative assessment records the learners' success and its purpose is grading, ranking, or certifying, sometimes being synonymous with evaluation (Kereković, 2021). Some assessments can be designed by instructors to be simultaneously formative (the student should learn from the provided feedback) and summative (the awarded grade contributes to the overall final grade) (Yorke, 2003). However, according to Lee and Wiliam (2005), students would pay more attention to teachers' feedback when this is given without grades or scores.

Traditionally, assessment has been oriented towards a summative function. Likewise, medical education is mainly exam-oriented, suggesting that teachers and students place substantial emphasis on grades and rankings. Teachers make full use of summative tests to assess whether the student's learning practice is efficient.

Formative assessment (FA) is nowadays considered pivotal in foreign language assessment (Guo & Xu, 2020) as it is prospective rather than retrospective (Lee, 2011), helping lecturers to tailor their teaching practices and the students' learning strategies. Research shows several issues related to an effective and efficient FA. In order to monitor *how* students learn (their engagement and interest), and adjust teaching to their progress (provide feedback, assist, and re-teach) simply put, to promote learning and be future-oriented (Brookhart, 2010), the assessment process should be **frequent** – based on frequent tasks and quizzes, ideally taking place even daily – and **interactive** (Widiastuti & Saukah, 2017; Wiliam, 2011). Furthermore, FA assesses not only students' academic achievement but also their learning attitude (Zeng & Huang, 2021).

The use of strategies of formative assessment and feedback that are systematic and learning-oriented are essential and not at all new in EFL/ESP (Pring, 1986). However, heavy workloads, time constraints, and class size can raise the teachers' concerns and cause their reticence to apply FA methods in their practice (Hopfenbeck et al., 2015).

This research uses a case study format of online formative assessment in EMP classes regarding students' listening skills. It will illustrate Filsecker and Kerres matrix of FA (2012) as also described by Widiastuti and Saukah (2017), more precisely steps b-c in the following formula: a) teacher-student interactions and communicating to the students the criteria of success, b) gathering detailed information on performance, c) provision of learning feedback, and d) offering corrective adjustments.

Online formative assessment can be implemented in a variety of ways. It can take the form of True/False questions, multiple choice, and matching in order to assess low-order thinking skills or lengthier essays to assess higher-order ones (Pop, 2016; Uchihara, 2022).

For the current FA, we have selected a listening quiz with the video embedded in Google Forms (*exploratory assessment*), administered online at the end of the instructional unit on nervous system-related diseases. Google Forms quizzes, which are free Google apps, allow the embedding of YouTube videos, with the subsequent questionnaire. Answers are automatically provided and

processed statistically, informing the teacher about each student's input per item and the class as a whole per each item. Students also receive automatic feedback on progress. The online FA was then contrasted with a previous traditional, onsite video-based listening FA (*control assessment*) with teacher feedback and applied to roughly the same group of students.

3. Case study participants and contextual background

EMP training, consisting of two hours per week is conducted based on communicative and CLIL methods (content and language integrated learning) with significant time being devoted to role-plays (doctor-patient interview), listening activities, and vocabulary related to body systems and associated diseases during the first year. Monitoring and EMP formative assessments are regularly carried out on-site through class assignments for oral communicative tasks, language in use, and listening, whereas the summative assessment consists of a written test that checks the vocabulary acquisition, language in use, and a short writing task (a paragraph, description, or argument). Because of the large size of groups, the student's input is often selectively assessed by the teacher for formative feedback. With the premise of optimising feedback on listening, we have designed the online-based assessment opportunity for all the students on a specific major learning theme.

Participants. A group of 74 mixed-ability (B1-C1) students answered the seven-item quiz. This included six questions with three- to four-item multiple-choice answers and one long-answer question. Content-wise, the GF quiz assessed the language function and strategies of giving serious/bad news, elements of doctor/parent interviews, and symptoms of autistic spectrum disorder (ASD). Although possible in practice, this quiz did not include a grading component, settings being established so that answers were not assigned point values, rather the students only received punctual feedback on correct and wrong answers.

Objectives. In answering the RQs, *the general FA objective* was to collect detailed information about the learning and teaching process that could be exploited for further instructional enhancement (Newton, 2007). The *particular aim* of this methodological intervention was to design an online

listening formative assessment that would engage students and facilitate self-learning.

Research questions and hypotheses. This case study is based on the following research questions (RQs):

RQ1: What are the students' errors in the online listening formative assessment and how can these be exploited for enhanced learning?

RQ2: How can the online video-based formative assessment help students achieve better than in onsite class listening?

RQ3: What is the impact of this assessment format on students?

We hypothesised that formative online assessment of listening based on video GF quizzes is an enhanced variant of the traditional onsite one and that it has a positive impact on students.

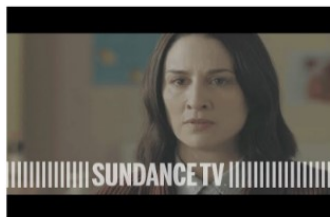
In terms of research methodology, we chose an empirical, in-depth case study enquiry on the usefulness of video-integrated listening in Google Forms as a formative assessment. To a large extent, this is a descriptive case study as it describes the phenomenon details in its real-life context (Yin, 2014) and at the same time exploratory since it identifies the positive elements of online listening-based formative assessment versus its onsite paper-based version, through the introduction of video listening integrated into Google Forms.

A BYOD (*bring your device*) class administration method was applied in the exploratory FA versus a paper-based onsite quiz and Excel data processing in the latter. *Mentimeter* was used to measure the impact of this novel approach in terms of student attitude and satisfaction with delivery and content.

4. Designing the formative listening skill assessment with Google Forms

The steps in designing a GF listening quiz are simple. Based on a Gmail account, from Google apps, one has to choose Forms, create a new form, title it, and insert questions. Then the question type is selected (multiple choice, drop-down, etc.), including the option to insert a YouTube video (YT) (Fig. no. 1).

Watch the movie clip below from the TV series *The A word* and then answer the following questions:



At the beginning of the interview with the parents, the doctor is underlining their child's:

- ☐ major problem
- ☐ positive aspects
- ☐ symptoms

Figure no. 1. *Embedded A-word clip in Google Forms quiz*

Source: Author's compilation

Joe's Diagnosis from *The A-word* series, the selected YT video, is an encounter between the doctor and Joe's parents, a five-year-old child who isolates himself from the people around him and evades into the world of pop music. Extremely clever and capable of doing karaoke to his favourite music, Joe does not seem to be considered at all abnormal by his parents, who, despite his constant failure to connect and interact with other kids of his age, refuse to acknowledge that there is a deeper problem under his uncooperative behaviour. The interview with the doctor is captivating on one hand through the parents' innocence, bafflement, and disbelief when confronted with their boy's serious diagnosis, and on the other, through the doctor's dramatic staging and careful disclosure, her tone of voice, active mirroring, and professionalism in breaking the serious news.

The seven-item quiz (<https://forms.gle/PmeacWA5mGEPDGto6>) checked the students' understanding of:

- Q1 - breaking serious news. Type of question: multiple choice - *At the beginning of the interview with the parents, the doctor underlines their child's: a) major problem; b) positive aspects; c) symptoms;*

- Q2 - language in use: correct tense employment for future report writing - “going to future”. Type of question: fill in/multiple choice - *The doctor a report on her assessment of the child: a) is going to write; b) has already written; c) is writing;*
- Q3 - identifying the validation strategy in giving serious news. Type of question: multiple choice - *By stressing that the parents were right to send the child for evaluation, the doctor.....a) is stressing that only her point of view is correct; b) is contradicting the parents’ expectations; c) is validating the parents’ observations;*
- Q4 - identifying the major symptoms of autism. Type of question: multiple choice - *The child has problems related to his.....a) communicating with others; b) hearing problems; c) language processing; d) speaking;*
- Q5 - establishing the correct prognosis. Type of question: multiple choice - *The doctor’s prognosis is: a) neuter - the child will be a normal adult; b) poor - the child will have adaptation problems as an adult; c) positive - the child will be able to make significant progress;*
- Q6 - defining the autistic spectrum disorder. Type of question – multiple choice - *The autistic spectrum is NOT defined by: a) making eye contact in communication; b) keeping the others at a distance; c) indulging in soothing behaviours; d) difficulty in prioritizing things;*
- Q7 - explaining the strategy of giving serious news in short narrative form. Type of question: long, narrative text - *What was the doctor’s strategy in giving bad news about the child’s autism?*

The quiz remained open for one week so that all four groups of students could respond, also allowing absent students to participate, re-listen to the movie clip, and learn. Although for some teachers this might seem to invite cheating, quiz answers were randomized and the question sequence was changed. Also, we consider that when the purpose of formative assessment is limited to gauging learning progress and not testing or grading, and a culture of integrity is created, i.e., students are made aware from the beginning that this type of autonomous learning is key for their final summative graded assessment, such unorthodox practices are less likely to occur. Should fraud have been the students’ major intention in online FA, bias would have been evident toward superior results (see Table no. 1 below). At any rate, in listening, cheating remains debatable: unless one re-listens and gets exposed to authentic language, one cannot learn – which, besides self-assessment, represented the ultimate goal of our formative listening.

5. Outcomes and discussions

The episode selected for the students' listening assessment – *Joe's Diagnosis* focused on the doctor-parent interview and checked the students' identification of the autism spectrum as well as sensitive aspects involved in giving bad news in paediatrics. This is a key daunting task that medical students are hardly taught, but need to employ since their first days of medical practice. In paediatrics, the communication complexity is further enhanced by emotional overload and intensity.

Precisely, students were invited to identify the stages of giving bad news: building a relationship, demonstrating empathy and sympathy, validating the parents' decision as a lead into breaking serious news (autism is a serious condition), maintaining eye contact and an adequate rhythm and tone of voice, and in the process using plain language that the parents can grasp. Strategies for disclosing serious news as discussed during previous classes and checked through Q7 included offering parents ample time to take in the information, not interrupting them, and allowing for emotional expression and questions (Baile et al., 2000).

Measuring academic achievement. The students' questionnaire responses were analysed in summary in order to answer RQ1 and identify points in need of re-teaching/learning. According to the illustrated statistics provided by GF automatically, in decreasing order, students failed to:

- Q6 – define the autistic spectrum disorder (ASD) through what it is not (24.3%) (Fig. no. 2);
- Q3 – identify “validation” as a positive strategy: 23% of the students mistakenly understood that the doctor was contradicting the parents' expectations (Fig. no. 3) which is a negative way to break bad news in paediatrics. In this case, re-learning will underline the crucial role of a positive validation (67.6%) rather than contradicting or stressing that only the doctor's point of view is correct (9.5%);

The autistic spectrum is not defined by:



56 / 74 correct responses

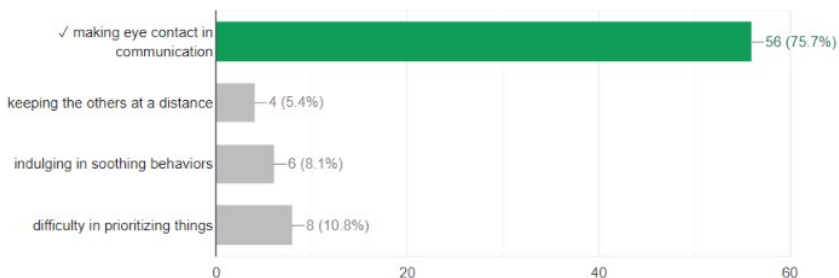


Figure no. 2. Students' performance on isolated questions that need revision - Defining ASD symptoms in Q6

Source: Author's compilation

By stressing that the parents were right to send the child for evaluation, the doctor....



50 / 74 correct responses

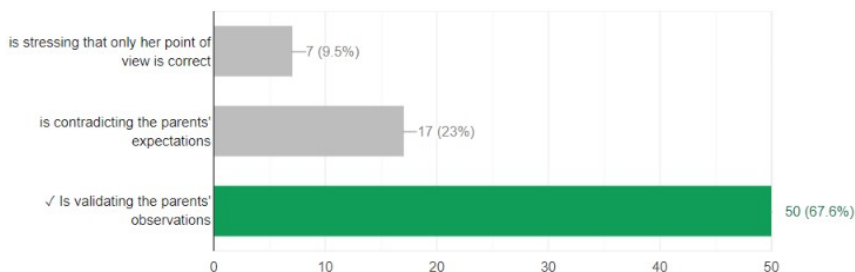


Figure no. 3. Students' performance on isolated questions that need revision – Q3 validation as a positive strategy

Source: Author's compilation

- Q2 – language in use: 15.1% identified wrong tense employment for future report writing (“has already written”) versus “going to future” (84.9%) – a clear-cut distinction which may have been based on contextual reasons rather than language in use.

Answers to Q4 and Q5 have roughly similar degrees of error. In Q4, related to identifying the major symptom of autism, language processing (12.3%) and hearing problems (4.2%) were wrongly selected versus communication and relationship with others (83.6%). Given that both language processing and hearing, besides communication and relationship with others can represent issues in autism, the error can be considered contextual, either the student did not re-listen or had made a hasty choice (unfortunately, although given the chance, some students may not re-listen). Similarly, in Q5, students failed to identify the poor prognosis in autism which was not conveyed by the words alone, but rather by suprasegmental elements, stress, intonation (falling pitch), and the doctor's tone or attitude, which was very reserved and serious.

In Q7, in which students identified the current strategy of giving bad news, the narrative answers were analysed and categorised into:

- *Proper*: coded as *labelling/synthesizing the strategy* "calm and very informative". *Direct approach*: being "direct with the parents so that they become aware of the severity of the disease", "thoroughly explaining what autism is and how it manifests, she's patient and talks in a kind way".
- *Descriptive*: "She started by telling the parents about the child's qualities and giving them credit for bringing him in for a check-up. In this way, the doctor made them confident about their parenting skills because whenever a child is sick, a parent blames himself"; "The doctor started with some positive aspects about the child and then explained in detail what the autistic spectrum means and prepared the parents for what to expect in the future".
- *Improper* (two answers): "Autism is a single condition, not a disease, so they don't have to worry so much about it", *insufficient*: "to imply that he is withdrawn".

Online versus onsite FA. We then compared this online listening assessment with a previous paper-based in-class assessment of a roughly similar degree of complexity and within the same scope of neuro-psychiatric conditions, in terms of administration (user-friendliness, statistics) and results. The six-item quiz based on the movie clip from *One Flew over the Cuckoo's nest* (*I want my cigarette and ECT scene*), a classic on life in a psychiatric institution checked students' understanding of patients' behaviours, procedures, medication, verbal aggression, and healthcare staff attitudes towards psychiatric patients, through onsite listening.

The onsite quiz based on the selected video clips from *One Flew over the Cuckoo's Nest* included five multiple-choice and one long, narrative answer:

- Q1. *Which of the sentences below describes Murphy best? a) is mentally ill; b) fakes being mentally ill; c) is a submissive in-patient;*
- Q2. *The head nurse's attitude is not: a) intimidating; b) verbally aggressive; c) calm and considerate;*
- Q3. *The following procedures are included in the group therapy routine: a) using a straightjacket; b) shouting at patients to calm down; c) physical restraint;*
- Q4. *What pieces of equipment are part of this mental unit? a) mouth guards; b) MRI; c) treadmill;*
- Q5. *This is NOT specific for a mental patient's behaviour: a) violence; b) repetitive behaviours; c) acute pain;*
- Q6. *Describe the ECT (electroconvulsive therapy) procedure as illustrated in the video clip.*

In answering RQ2, although feedback to students in the onsite FA was provided immediately after the listening activity by going through each question with the whole class, it was still difficult to have an overall picture of the quiz results with a question breakdown that would allow targeted feedback. Since in the traditional format, feedback is general and approximate and a more refined picture of the overall performance with question breakdown is needed for comparison purposes, we collected the answers and used an Excel representation for data processing (Figure no. 4).

In terms of errors (RQ1), there was a slightly larger number of missed answers in traditional listening (126.9) versus online (114.1) (Table no. 1).

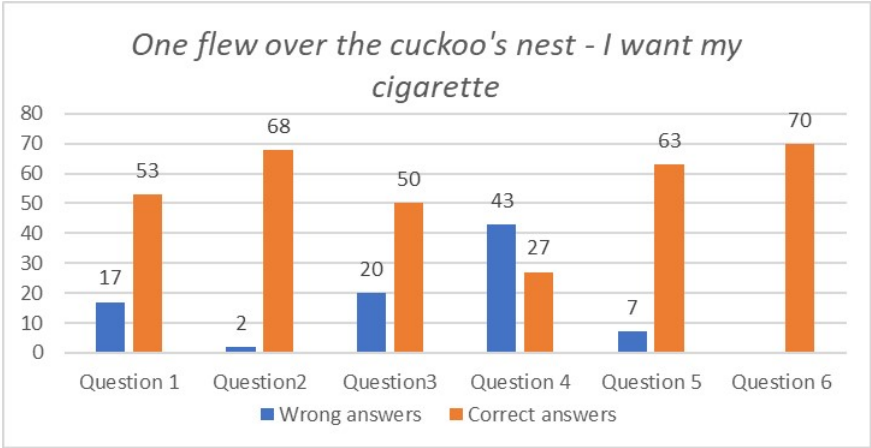


Fig. no. 4. *Students’ overall performance in the traditional listening FA (control) with question breakdown in Excel*
Source: Author’s compilation

Table no. 1. *Comparison of online listening FA versus onsite listening FA*

	A. Online FA (Exploratory)	B. Traditional FA (Control)
Participating students	74	70
Teacher feedback on performance	Automatic, both individual and as a group	Individual; general feedback needs data collection and processing
Formative feedback to students	Automatic/timely, allows response editing	Oral, individual
Wrong answers (%) for the six multiple-choice questions	10.9 + 15.1 + 32.5 +16,4 (major symptom of autism) + 14.9 + 24.3 (defining the spectrum of ADS) = 114.1	24.2% + 2,8% +28,5% + 61.4% + 10% = 126.9

Source: Author’s compilation

Mention should be made that it would be ideal to find two similarly difficult movie clips and question types for comparative research purposes of the listening assessment results. Therefore, while the results may or may not be relevant in terms of the total percentage of errors (slightly higher in traditional listening), an enhanced performance could be traced to the re-listening feature inherent in online versus traditional listening. This is further debatable and complicated by contextual issues such as students simply not taking advantage of the re-listening

facility in online assessment. The idea that the results could also have been influenced by topic dis/preference cannot be excluded, either.

Reteaching. The statistics and graph illustration in Table no. 1 above were essential in deciding on the next step in the online versus onsite FA, i.e. the major aspects that need re-teaching with the whole class in Q4 onsite (61.4% wrong answers) and Q3 online (32.5% wrong answers), or rather with just individual students in Q3 (28.5%) and Q1 (24.2%) onsite versus Q6 (24.3%) online. However, in traditional assessments overall statistics were not automatically provided, reaching this phase required additional time investment, and consequently, remedial teaching was not immediate, which is why we entertain the idea that the online FA is an enhanced version, from this point of view.

Apart from Q7, feedback on the online quiz was immediate, and students were able to measure their learning progress without any teacher's help. Reteaching the missed points as well as further discussions on body language in medical interviews: eye contact, active listening, and making pauses so that the parent takes the information in, aspects related to location which should be quiet, comfortable, and private, were scheduled for the next class.

FA and learning attitude. However, there are further aspects that influence the students' FA achievement and perceptions of course usefulness (Triff & Triff, 2014), of which impact and motivation have paramount importance (Adekeye et al., 2012; Alwehaibi, 2015; Penk et al., 2014). Consequently, to obtain more qualitative information on students' learning, their attitudes, and satisfaction with the formative online assessment, we employed Mentimeter (<https://www.mentimeter.com/>). Activity impact was measured as the degree of satisfaction (excellent, good, no idea, fair, bad) but also attitude (views, likes/dislikes).

6. Empowering students through feedback – Using Mentimeter to measure impact

Mentimeter is an audience engagement platform that functions as a back channel likely to kickstart communication between teacher and students, allowing the latter to ask questions during the lecture thus keeping them engaged in the learning process. We used Mentimeter to collect reflections and

thus obtain insight into the new, exploratory type of online video-based listening FA. The feedback slides were customized in two modes: 1) a five-grade scale question – for quantitative results regarding satisfaction, and 2) an answer to an open-ended question – for qualitative insights on what students learnt, appreciated, or felt that could be improved or changed while going forward.

By accessing the Mentimeter survey via an automatically generated voting link (<https://www.menti.com/12u3dte33c>) and a uniquely generated code, students provided feedback anonymously after the online listening assessment, which encouraged their reflection and ensured the honesty of their opinions. Sixty-nine of the 74 students offered feedback.

To answer RQ3, as evident from the satisfaction statistics (Fig. no. 5), students' attitudes were significantly positive in favour of using online listening (71% excellent + 29% good), despite the perceived level of difficulty of online versus onsite FA (Fig. no. 6).



Figure no. 5. Students' satisfaction with the online GF listening assessment

Source: Author's compilation

In one sentence write what you liked, remember from the video-based quiz 69 Answers

The videoclip was very interesting and I learned about the Autism spectrum	I learned new vocabulary and how to give bad news	It was very captivating.
I could check where I made a mistake.	It was a new type of listening.	Although the listening was not very easy, I think I managed and I learned new facts about autism.
Everything was fine for me.	I liked the videoclip and the topic.	

Figure no. 6. Narratives of gains in online, exploratory versus traditional FA

Source: Author's compilation

Major themes in the feedback to question 2 “*In one sentence write what you liked, remember from the video-based quiz*” (Figure no. 6) were identified. What contributed to the positive evaluation was:

- *Engagement* – promoted by the video content and novelty of the approach;
- *Relevance* for the field of study: learning new medical vocabulary, acquiring new competence (giving bad news);
- *Self-assessment/autonomy* and overall evaluation – self-paced (allows re-listening), instant feedback, no grading;
- *Negative evaluation*: “The listening task was not very easy”.

These results are in alignment with previous research findings that online formative assessment could be effective in improving student engagement (Chen et al., 2021; Cheng et al., 2013; Zainuddin et al., 2020) and attitude (Sanchez-Lopez et al., 2023). Likewise, there seems to be a transitive relationship between the levels of satisfaction and impact on one hand and the enhanced learning levels, on the other, higher impact triggers enhanced learning and vice versa. It is evident that while engagement of ESP students, in our case through video content relevance, is a prerequisite for meaningful learning, through simple platforms like Mentimeter, we can decide to empower learners by taking into consideration their opinions when designing new learning experiences.

7. Conclusion

Formative assessment is still an underexplored field in English for Specific Purposes and to our best knowledge, there is no previous case study on employing video-integrated listening FA with Google Forms in EMP.

It is axiomatic that assessment should be formative and oriented towards enhanced learning, autonomy, and student satisfaction. In answer to RQ1, this paradigm of listening FA allowed us to process more faithfully and quickly the students’ stumbling blocks individually and as a group: 24.3% of failures in Q6, i.e. defining the autistic spectrum disorder and 23% in Q3 that referred to validation as a positive strategy of communication. During the next class, remedial strategies were implemented without further investment of time and effort that are inherent in manual correction of quizzes and statistical representation of results in onsite FA. Regarding RQ2, as the current case study has

demonstrated, online FA with Google Forms promoted inclusive participation, was low-anxiety (no grading component), green and user-friendly (re-listen component), and offered timely student feedback on learning.

Moreover, including a reflective component in FA through platforms such as Mentimeter can inform lecturers about its impact on students' attitudes and satisfaction. To sum up the answer to RQ3, the general triggers of positive attitude towards FA in an EMP/ESP context were: a) active participation and the importance of autonomy by assessing the personal understanding level, b) engagement through professionally relevant content, c) prioritizing learning and making up for deficiencies rather than grading, with subsequent lower levels of anxiety, and d) self-paced rather than one-size-fits-all approach as students could re-listen as many times as they needed.

To conclude, video-based formative listening assessment with Google Forms was an enhanced version of the traditional one, with a positive impact on students. It offered not only automatic feedback to both students and teachers on the former's performance (monitoring comprehension) but students could also re-listen to what they may have misunderstood and therefore erroneously selected (learning orientation), without any teacher involvement (learning autonomy).

Limitations. One practical limitation to replicating this video-based listening in other EFL/ESP learning is that only YouTube videos can be embedded in Google Forms, should teachers prefer to use other listening resources such as webinars or podcasts. Likewise, as in any other research, further longitudinal data derived from studying the online versus onsite FA on more occasions rather than just once are needed in order to validate the current results.

Opportunities. GF video-based listening assessments can be adopted and adapted to any other language learning (general English in primary or higher education or specialised English in undergraduate studies), level of competence, and learning format (blended, flipped), with increased impact on student learning and attitude in terms of the variables presented in this case study.

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