



2023 Master internship at University of Cádiz

TITLE : Game-based English speaking test: Designing games

LAB & PEOPLE

- Name of the hosting lab: Languages and Applied Linguistics in International Contexts.
- General activities of the lab: 1) CLIL in Higher Education; 2) Bilingualism and plurilinguism in Higher Education; 3) Foreign language acquisition, teaching and testing using CALL, MALL and gamification; 4) English as a Lingua Franca (ELF) in an international context, International English, English for Specific Purposes (ESP) and English for Academic Purposes (EAP); 5) Innovation in teaching methodologies and testing tools in second languages; 6) Pragmatic competence applied to foreign language teaching and testing; 7) Pragmatics and intercultural communication; 8) University language policy: the CEFR and internationalisation; 9) Code-switching; 10) English varieties and accents
- Number of staff / PhD: 7 / 3
- Supervisor name and contact: Bárbara Eizaga-Rebollar (barbara.eizaga@uca.es)

TOPIC OF THE INTERNSHIP

- Scientific context of the internship (max 20 lines):

This proposal aims to overcome the problem of how to test the English oral skills of a large number of university candidates effectively, from the examiners' perspective, and objectively from the test-takers standpoint. Thus, the goal of this project is to develop a cross-platform application using gamification to test university students' speaking skills. This would allow universities to examine a high number of test-takers, and more visually appealing for test-takers. Last year, we carried out a demo that could be administered on mobile phones, computers and tablets. The demo is still at an initial stage of development, but we would like to complete the design by training the bot to understand test-takers' different responses and to provide a full range of answers, these being very limited at present. The main advantage of this proof of concept lies in the high degree of flexibility it offers since test-takers would not be obliged to take a test at a given time in a given place. This would help promote equality, diversity and social inclusion as it would benefit students with mobility issues and marginalized groups. Furthermore, the fact that no examiner is physically present could reduce the nerves which often affect candidates' performance. Additionally, we believe that a dynamic and user-friendly application with gamification would be appealing for students, who use mobiles on a regular basis. Thus, our aim

is to create a testing tool that offers greater flexibility when taking a speaking test and could be marketed in the mid-term future to language assessment boards and public bodies. In conclusion, the development of an application to test English oral skills using mobile technologies and gamification constitutes an innovative proposal that meets the demands of the present society, where some proof of the candidates' level of English for work or study purposes is essential.

Keywords : English speaking assessment/testing, cross-platform application, gamification, artificial intelligence, gamification-based test.

Bibliography:

- Alderson, J. C. (2000). "Technology in testing: the present and the future". *System* 28: 593-603.
- Alderson, C. and L. Bachman (2007). Series editors' preface. In C. Alderson & L. Bachman (Eds.), *Assessing language through computer technology* (pp. ix-xi). Cambridge: Cambridge University Press.
- Amengual-Pizarro, M. and J. García-Laborda (2017). "Analysing Test-Takers' Views on a Computer-Based Speaking Test". *Issues in Teachers' Professional Development*: 23-28.
- Amiryousefi, M. and M. Tavakoli (2011). "The Relation between Test Anxiety, Motivation and MI and the TOEFL iBT Reading, Listening and Writing Scores". *Procedia Social and Behavioral Sciences* 15: 210-214.
- Bernstein, J., A. Van Moere and J. Cheng (2010). "Validating automated speaking tests". *Language Testing*, 27(3), 355-377.
- Carrier, M. (2017). "Automated Speech Recognition in language learning: Potential models, benefits and impact". *Training, Language and Culture*, Vol. 1, Issue 1: 46-61.
- Chapelle, C. and D. Douglas (2006). *Assessing language through computer technology*. Cambridge: Cambridge University Press.
- Chapelle, C. and Y. Chung (2010). "The promise of NLP and speech processing technologies in language assessment". *Language Testing*, 27(3), 301-315.
- Chapelle, C., J. W. Schwieter and A. G. Benati (2019). "Technology-mediated language learning". In J. W. Schwieter, *The Cambridge Handbook of Language Learning*. Cambridge: Cambridge University Press.
- Colwell, N. M. (2013). "Test anxiety, computer-adaptive testing and the common core". *Journal of Education and Training Studies*, 1(2): 50-60.
- Eizaga Rebollar, B. and D. Levey (2016). "La evaluación por ordenador de la producción oral en lengua extranjera: ¿Un reto posible?". En J. A. Poce Fatou, *Jornadas de Innovación Docente Universitaria UCA*. Cádiz: Universidad de Cádiz: pp. 62-65.
- Endarto, I. T. (2018). "Gamifying Language Testing through Web-Based Platforms". *Advance in Social Science, Education and Humanities Research*, vol. 145, 130-134.
- Figueroa Flores, J. (2015). "Using Gamification to Enhance Second Language Learning". *Digital Education Review* 27: 32-54.
- García-Carbonell, A., B. Rising, B. Montero y F. Watts (2001). "Simulation/gaming and the acquisition of communicative competence in another language". *Simulation & Gaming*, 32(4), 481-491.
- García-Laborda, J., M. T. Magal Royo and M. Bakieva (2016). "Looking towards the future of language assessment: Usability of tablet pcs in language testing". *Journal of Universal Computer Science*, 22(1): 114-123.

- García-Laborda, J., T. Magal Royo, M. F. Litzler and J. L. Giménez López (2014). "Mobile phones for a university entrance examination language test in Spain". *Journal of Educational Technology & Society*, 17(2): 17-30
- Garland, C. M. (2015). "Gamification and Implications for Second Language Education: A Meta Analysis". *The Repository at St. Cloud State*. <https://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1043&context=engl_etds>
- Ho, P. V. P., N. M. Thien, N. T. M. An & N. N. H. Vy (2020). "The Effects of Using Games on EFL Students' Speaking Performances". *International Journal of English Linguistics*, Vol. 10, Nº 1: 183-193.
- Ibañez Moreno, A. (2015) "La gamificación para (auto)evaluar las competencias léxicogramaticales en el aula de inglés como segunda lengua en el contexto de la enseñanza a distancia: un estudio de caso". *Verbeia, Journal of English and Spanish Studies: Revista de Estudios Filológicos*, 0, 75-99.
- Kenyon, D. M. and M. Malone (2010). "Investigating examinee autonomy in a computerized test of oral proficiency. In M. L. Araújo *Computer-based Assessment (CBA) of Foreign Language Speaking Skills*. Luxembourg: European Commission. Joint Research Centre (JRC).
- Kuzmina, I. P. (2010). "Computer-Based Testing: Advantages and Disadvantages". Visnyk of National Technical University of Ukraine "Kyiv Polytechnic Institute". Philosophy. Psychology. Pedagogics, *Homep* vol. 1/28: 192-196.
- Lee, Y. (2007). "The multimedia assisted test of English speaking: The SOPI approach". *Language Assessment Quarterly*, 4(4), 352-366.
- Malabonga, V., Kenyon, D. M. y H. Carpenter (2005). "Self-assessment, preparation and response time on a computerized oral proficiency test". *Language Testing*, 22, 59-92.
- Rankin, Y. A., Gold, R. y Gooch, B. (2006a). "Playing for keeps: gaming as a language learning tool". *SIGGRAPH '06: ACM SIGGRAPH Educators program*, 44-50.
- Rankin, Y. A., Gold, R. y Gooch, B. (2006b). "3D Role-Playing Games as Language Learning Tools". *EUROGRAPHICS Digital Library*.
- Schmidgall, J. E. y D. E. Powers (2017). "Technology and High-stakes Language Testing". En C. A. Chapelle y S. Sauro, *Technology and Second language Teaching and Learning*. Oxford: WILEY Blackwell.
- Simin, S. y A. Heidari (2013). "Computer-based assessment: pros and cons". *Educational Technology* 55: 12730-12734.
- Tejedor-García, C. (2020). *Diseño y Evaluación De Herramientas Móviles Para El Entrenamiento Asistido Por Ordenador De La Pronunciación Para El Aprendizaje De Idiomas* (Tesis doctoral). Universidad de Valladolid, Valladolid, España.
- Tejedor-García, C., Escudero-Mancebo, D., Gonzáles-Ferreras, C., Cámara-Arenas, E. y Cardeñoso-Payo, V. (2016). "Improving L2 Production with a Gamified Computer-Assisted Pronunciation Training Tool, TipTopTalk!". *Proc. IberSPEECH*, Lisboa, Portugal, 205-2014.
- Van Moere, A. (2010). "Automated spoken language testing. Test construction and scoring model development". En L. Araújo, *Computer-based Assessment (CBA) of Foreign Language Speaking Skills*. European Commission Joint Research Centre. Luxembourg: Publications Office of the European Union.
- Weber, D. (2015) "How can technology help introverted students?". *Jamf*. <<https://www.jamf.com/blog/how-can-technology-help-introverted-students/>>.
- Weir, C. J. (2005). *Language Testing and Validation*. New York: Palgrave MacMillan.

➤ Xi, X. (2010). "Automated scoring and feedback systems: Where are we and where are we heading?" *Language Testing*, 27(3), 291-300.

- Tasks and duties entrusted to the student: 1) To develop a cross-platform application software to implement the oral test tasks in a university server; 2) To develop text boxes, command buttons, progress bars, date/time indicators, etc. that test-takers will see during testing to make the videogame user-friendly; 3) To test its usability by selecting questions from a bank; 4) To train the chatbot so that it can recognise words and phrases pronounced differently; 5) To programme instructions to respond to events and test-takers in different ways.
- Skills to be acquired or developed: Programming skills, communication skills, storytelling skills, collaboration skills (teamwork), creativity skills, technical skills, design thinking skills, interface design skills, graphic design skills, testing skills and game analysis skills.

PROFILE OF THE DESIRED STUDENT

- Minimum level of study required: B.A. or B.S.
- Field(s) of study: Computer Sciences
- Scientific skills: Programming skills
- Language skills required: Certified B2 level in English

THE INTERNSHIP ASSIGNMENT:

Desired duration of the internship (in months): two months

Desired Starting date of the mission: *(please indicate the level of flexibility)*: March but we are very flexible with the dates.

Indicative weekly schedule: *25h / week*

Remuneration:

Erasmus grant

Internship agreement: *an internship agreement will be signed.*

To SEA-EU students:

*If you're interested please send your CV and letter of motivation to the scientist in charge,
barbara.eizaga@uca.es before the 30th October 2023.*