WORDWALL ASSISTED TESTS AS HOMEWORK ASSIGNMENTS

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Why to learn chunks

"… about half of everyday English discourse is made up of strings of frequently co-occurring words"

Lindstromberg and Boers (2008)

"chunks may serve the learner as 'islands of accuracy' that reduce the overall risk of making mistakes or of producing odd word combinations."

(ibid.)

Why to test students online

- Games for all ages;
- Provide diversity from common written homework;
- Allow repetition;
- Facilitate building up automaticity;
- Give immediate feedback;
- Properly internalized motivation leads to health and well-being of a person;
- Satisfy the need for relatedness (doing the test as all the rest in the group are expected to do makes them fall in the group of those who have completed the task which provides them the feeling of belonging)

Method

What - focus on chunks - strong colocations, phrasal verbs, and idioms selected according to patterns of sound in order to rely on alliteration for faster acquisition, e.g. laugh for long, assonance (make a cake).

Why - "testing not for assessment but as a tool of learning" L. Goldberg (2025)

How - Self-determination theory

Cognitive evaluation theory

(choice supports autonomy need and works for intrinsic motivation;

positive feedback enhances intrinsic motivation)

Participants

- I group – 1 year students Pre-school Pedagogy and Foreign Language and 1 year students Primary School Pedagogy and Foreign Language

  Test 1 and Test 2
- II group – 2 year students Primary School Pedagogy and Foreign Language Test 3

- Level - mixed
- Age – mixed

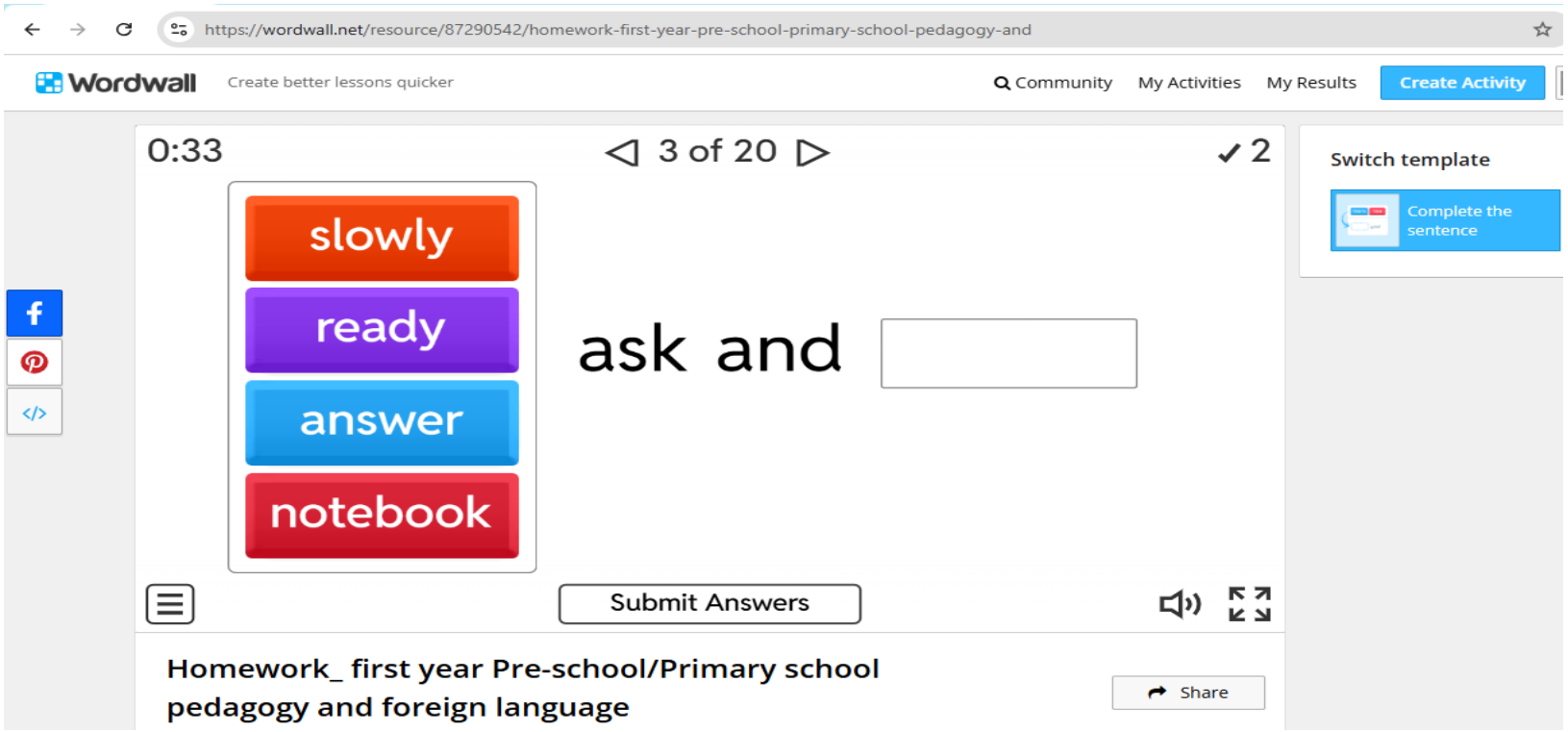
Three types of tests tried as homework assignments

- Test 1 - decide whether the two words go together or not



Three types of tests tried as homework assignments

- Test 2 - work on different parts of speech and the way they are combined



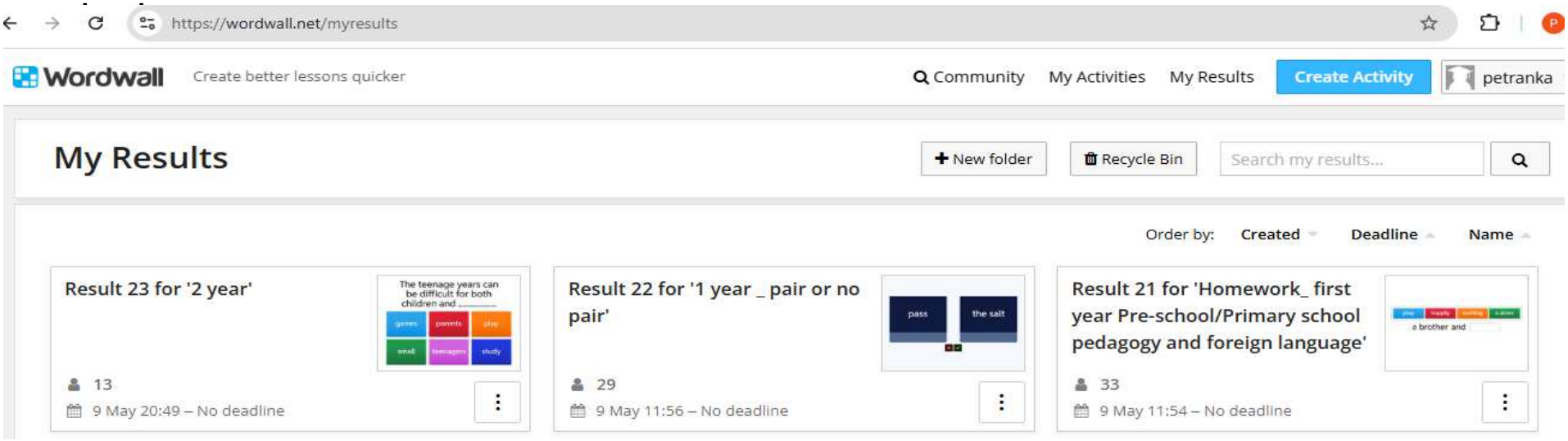
Three types of tests tried as homework assignment

Test 3 - a multiple choice test where different number of possible answers are suggested (1-3)



Results

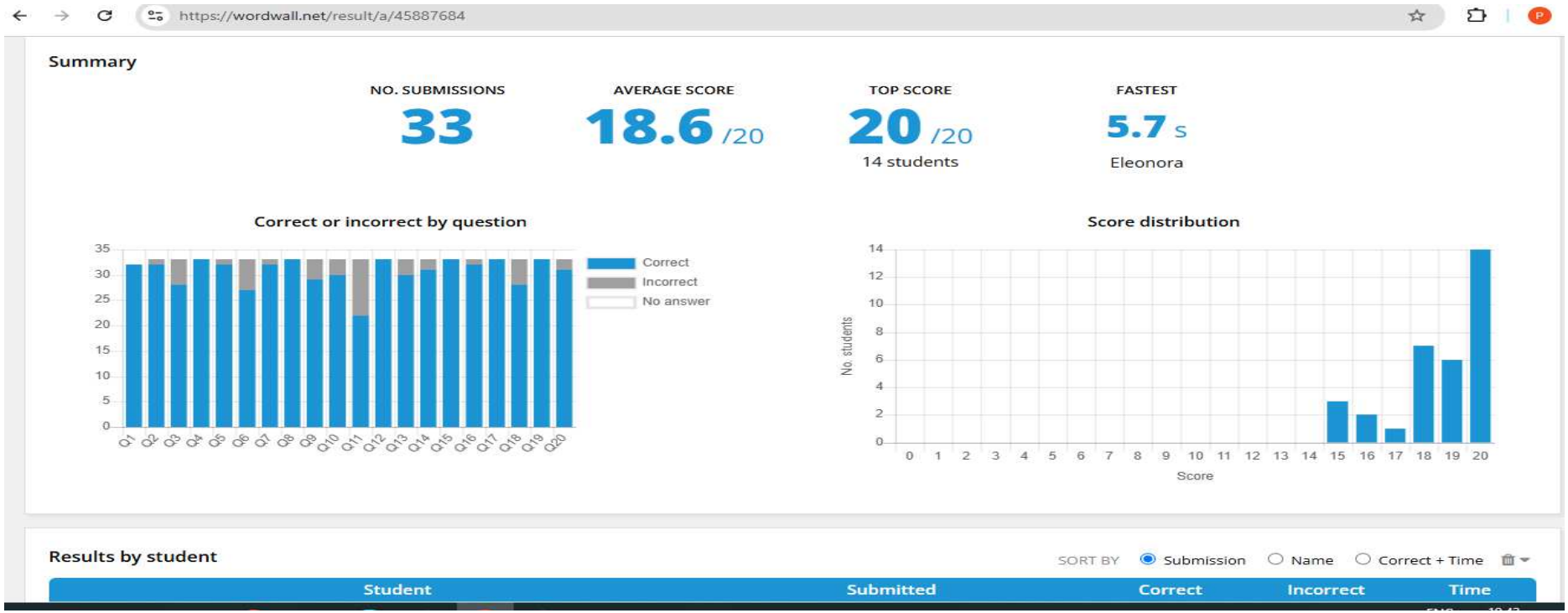
- a) general - according to the number of students who have completed the



II group – sent to 20 (65%) I group – sent to 30+31 (47,5%) I group – sent to 30+31 (54,1%)

Results

- b) more specific – average score, top score, the fastest student, correct or incorrect by question, score distribution, results by student. (Test 2)



Some advantages for the students

1. In terms of pleasure and contentment:

- provide fun and entertainment (makes doing extra tasks a desired activity);
- perhaps the least time-consuming tasks as compared to written ones;
- give internal motivation to get better scores/ do it over and over again until the need for competence is satisfied;
- there is no deadline, the time for doing the test is not fixed to a particular day or hour, students can do it whenever they decide or find it convenient and their need for autonomy is met.

In terms of learning:

- provide visual support;
- give instant feedback;
- are highly uncomplicated;
- allow learning implicitly; etc.

Some advantages for the teacher

- Timesaving and work-saving;
- Receives collected data and gets systematized results without any exertion;
- Gets clear view about what is difficult and what is easy for the students (graphics and tables with the numbers of correct and incorrect answers)

Disadvantages

Test 1

When shuffled the cards might give other possible combinations that are not intended to be tested;

Test 3

Clicking on one of the correct answers automatically gives the rest possible ones and students don’t have the chance to continue by themselves.