

Comparing the effects of computerized formative assessment vs. computerized dynamic assessment on developing EFL learner's reading motivation, reading self-concept, autonomy, and self-regulation



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Abstract

This research compared the impacts of computerized formative assessment (CFA) and computerized dynamic assessment (CDA) on students' motivation, reading self-concept, autonomy, and self-regulation. Out of a total of 123 Bangladeshi pupils, 87 participants were carefully chosen as the study's sample subject based on the Preliminary English Test (PET) results. Using the convenience sampling method, three equal groups—one control and two experimental ones (dynamic and formative) ($n = 29$)—were randomly selected. Pretests were then taken by each of the three groups to assess their reading motivation, reading self-concept, autonomy, and self-regulation. Then, various treatments were presented to the groups. The control group students underwent conventional assessment. C-DA was administered to students in the first experimental group participants, while CFA was run in the second experimental group. At the treatment finished, the groups completed reading motivation, reading self-concept, autonomy, and self-regulation posttests. The data were examined using the one-way ANOVA test as well as the post hoc Scheffe test. The one-way ANOVA analysis showed that the three groups' posttest outcomes varied. The C-DA group outperformed the computerized formative group in reading motivation, reading self-concept, autonomy, and self-regulation, according to the data analysis. It was found that C-DA helped EFL students improve their motivation in reading, reading self-concept, autonomy, and self-regulation. Finally, recommendations for further studies were offered along with the conclusions, implications, and limitations.