

Utilization of Duolingo as A Supplementary Formative Assessment Tool in Primary Year 5 English Class

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Abstract

The usage of smartphones and computers with the Internet connection has been playing a major role in our daily lives and in the world of education, we should have too utilized the smart devices in order to elevate the process of teaching and learning in the classrooms. In this study, the application, Duolingo has been chosen as the innovation to be used as a supplementary formative assessment tool in School-Based Assessments (SBE) in English language especially in the post-pandemic era where digital and blending learning are becoming more and more important. The app integrates all four skills: listening, speaking, reading, and writing in a language-learning process. With the suitable contents in the app, specific titles had been chosen to go along with the process of teaching and learning, and SBE as a supplementary formative assessment tool. To test the app's efficiency as an assessment tool, a quantitative and qualitative pre-test and post-test had been given to the 11 Year 5 pupils in SJKC Pin Min before and after the usage of the app which went along with the teaching and learning process in the classroom.

Keywords: education, distance learning, school-based assessments, learning app, fun learning