

PISA

2025

Foreign Language
Assessment - English



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- Describes the level of the students in terms of the **CEFR**
- Will be offered as an international option every **two cycles** to **measure trends** and relate policy changes to improvements in outcomes

Collaborative effort

- **Government experts** helped identify the **policy questions** to be answered
- Guidance from **Foreign Language experts** on the **assessment design**
- Test developed in partnership with **Cambridge Assessment English**
- **European Commission** has provided co-funding and technical expertise



- 15-year-old students will be tested in:
 - **English** as a foreign language
 - **Reading, Listening and Speaking** (spoken production) and Reading in the language of instruction
- Expanding the assessment to **other foreign languages** and **other skills** will be explored in future cycles



Reading



Listening



Speaking



The tests


| Skill | Method of assessment | Timing |
|-----------|---|--|
| Reading | Students read a variety of texts on the computer screen and click to answer multiple choice questions. | 60 minutes |
| Listening | Students listen to a variety of texts using a headset and click to answer multiple choice questions that appear on the screen. | 35 minutes |
| Speaking | Students listen to a variety of prompts using a headset while looking at the computer screen. They speak into the headset microphone to respond to simple prompts. Their responses are recorded for assessment. | 20 minutes including approximately 8 minutes total speaking/recording time |



Example item: Reading

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Read the message.
Choose the correct answer.



Mum

Do you know where my English book is?
I'll need it at school tomorrow.

Jason

What does the message say?

- Jason can't find his book.
- Jason needs to read his book now.
- Jason wants his Mum to bring his book to school.

Click on the forward arrow to continue.



Example item: Listening

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Listen and answer the questions.

You will listen to each audio twice.

Listen to a man and a woman talking in a shop.

What does the man want to buy?



Click on the forward arrow to continue.



Example item: Speaking

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Part 2 – Telling a story

You will tell a story about 5 pictures and answer a question.

Here is the story.

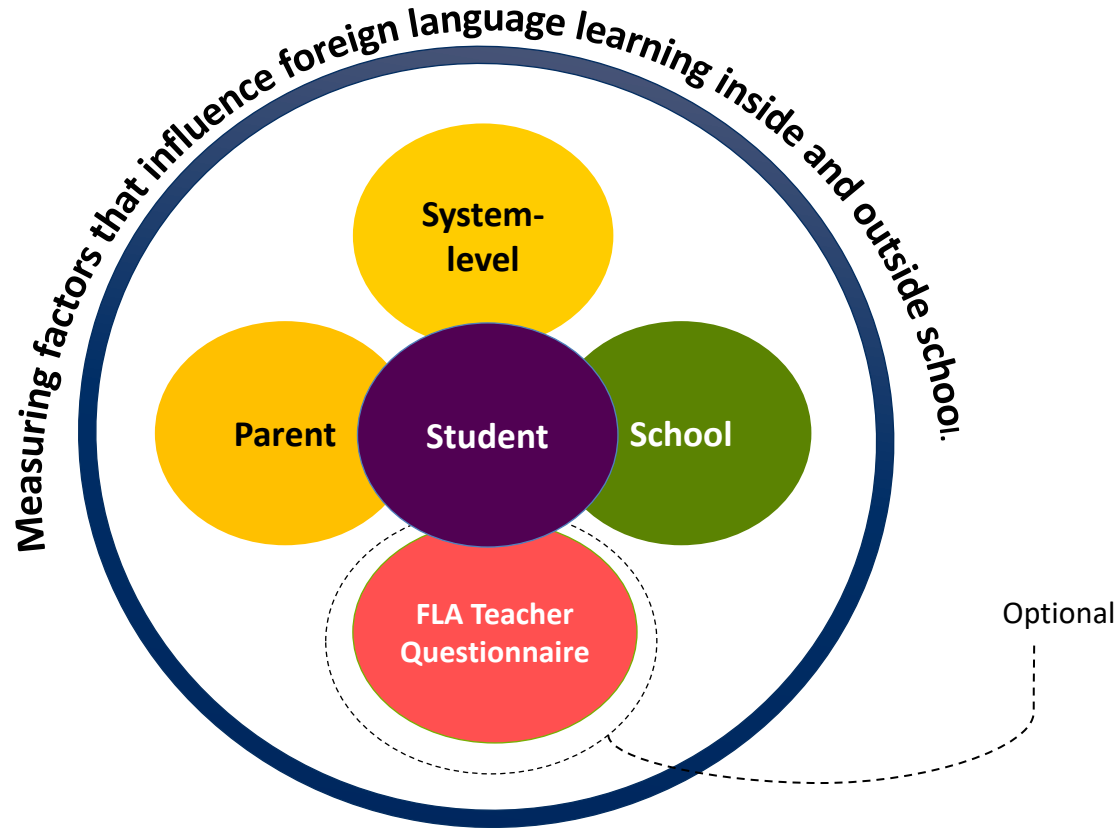
You will have 70 seconds to tell the story.

First, you have 15 seconds to look at the pictures.



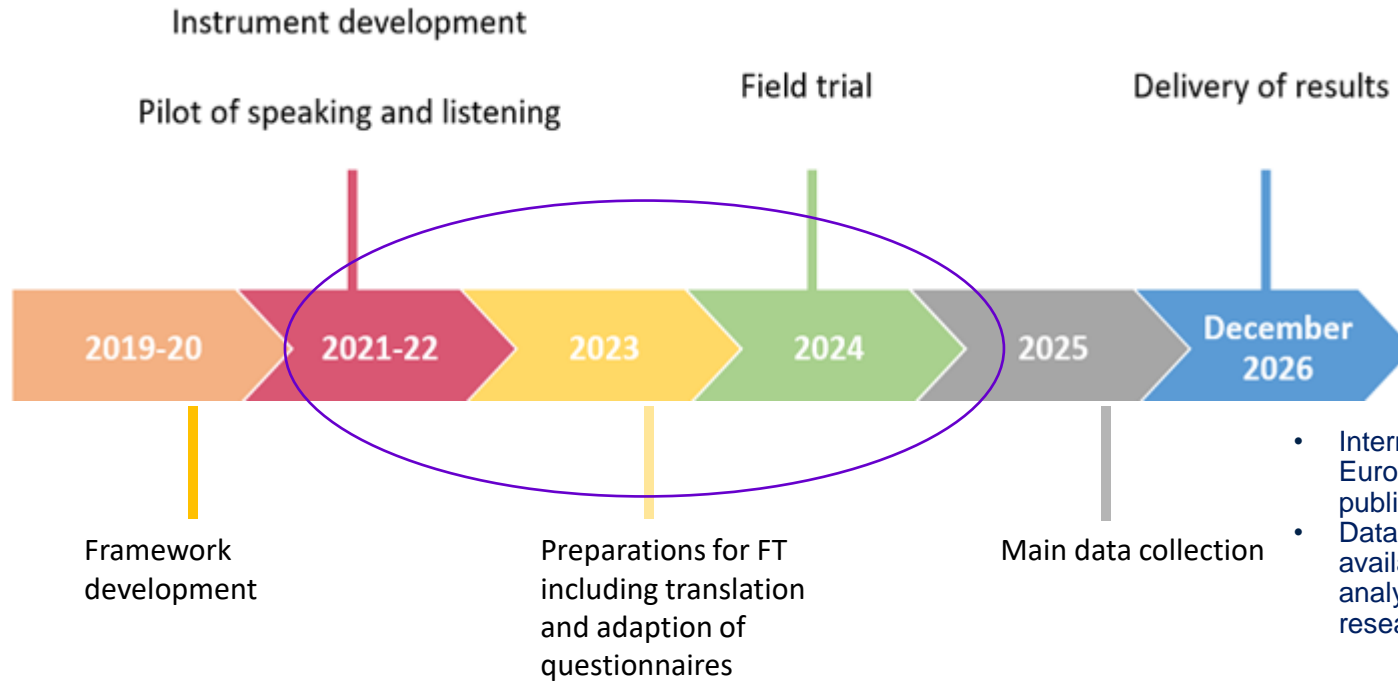
Now you have 70 seconds to tell the story.







PISA 2025 FLA timeline



- International report and European report to be published in 2027
- Data will be made available for national analyses and international research



Participants

| | |
|-----------------------------|----------------|
| Belgium (Flemish community) | Greece |
| Bulgaria | Israel |
| Colombia | Italy |
| Croatia | Peru |
| Cyprus | Portugal |
| Czechia | Qatar |
| Denmark | Romania |
| Dominican Republic | Spain |
| Finland | Sweden |
| France | Chinese Taipei |
| Germany | Ukraine |

International comparison

- **Internationally comparable results** on PISA scales
- **Proficiency levels** on the CEFR scale (A1, A2, B1, B2, C1, ...)
- **Trend data**

National diagnostics

- **Strengths and weaknesses** in the mastery of foreign languages
- **Achievement gaps** and variation within the school system
- Relations between language skills, **learning context** (including exposure to foreign languages)

Policy and practice lessons

- Identify **best practice world-wide**, in terms of teaching practices, curriculum and the use of resources on language learning
- Help **guide policy decisions**
- Inform and **improve language teaching** and learning

How 15-year-olds learn English

Case studies from Finland, Greece, Israel, the Netherlands and Portugal

Learning English in and out of school



How do students learn English? Case study design

- What are 15-year-olds' experiences of English **outside school**?
- What are the experiences of English **inside schools and classrooms**?
- What **resources** are in place in schools to support English language teaching and learning?
- **Supporting students' different needs** and the use of **digital technologies**

5 countries

- > Finland
- > Greece
- > Israel
- > The Netherlands
- > Portugal

In each country there were

Interviews with:

- 10-20 students
- 6-10 English teachers
- 3 school leaders



English lesson observations

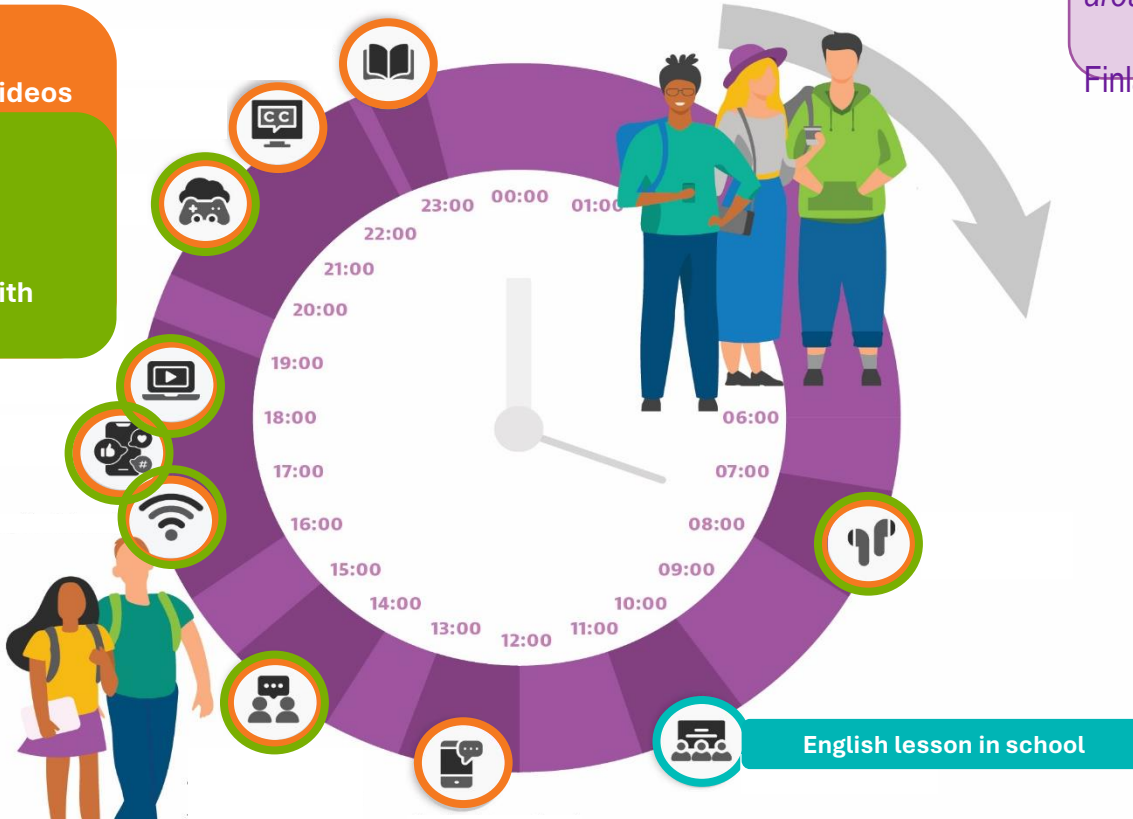




1. Learning English transcends classroom walls...

Engagement with English on a typical school day for a 15-year-old (Portugal)

- Reading books
- Watching TV and videos
- Gaming
- Listening to music
- Social media and Internet
- Communicating with friends



[Students] are raised in an environment where English is always around them.

(School leader, Finland)



This appears to bring both benefits and challenges to learning English

Perceived benefits

- > Increases linguistic knowledge
- > Enhances metalinguistic skills
- > Increases motivation to learn



Perceived challenges

- > Linguistic inaccuracies?
- > Inflated sense of proficiency?
- > Unequal?



They often claim that they already know something but when I actually teach it or ask them about it, they don't really know it!

[Teacher, Greece]

I have issues as we have a problem of how we teach. We give them a foundation, but they are so exposed to English so much outside of school, and there is no connection.

(Teacher, Netherlands)



2. Meeting students' different needs is a key challenge across English-language classrooms

Nowadays there are so many students in different [proficiency] levels of the language. Some are in basic level and need some support, some are really talented in English because they watch the television in English and use English on social media and maybe use English for their hobbies as well.
(School leader, Finland)

CROSS-BORDER CHALLENGE WITH NATIONAL SPECIFICITIES



General increase in learning needs



Immigrant or refugee arrivals during the school year.



Different starting ages for English instruction



Impact of private language education



Result of wider social and economic disparities

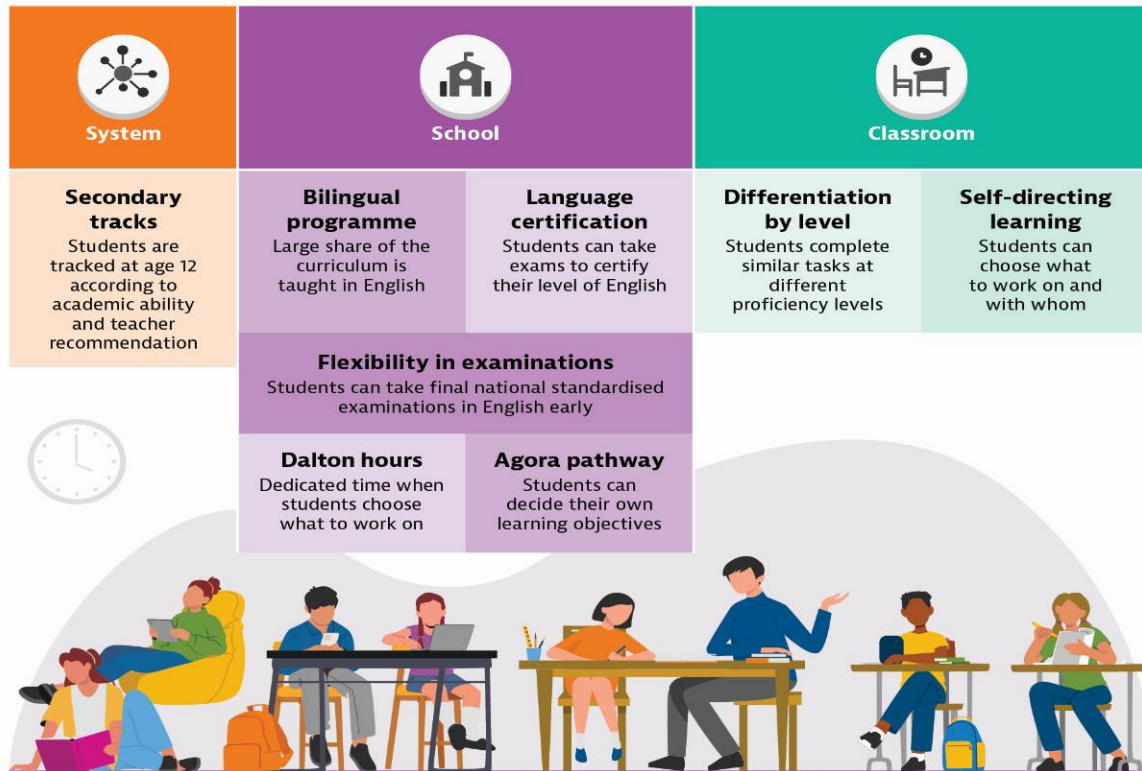


Teachers across countries proposed similar solutions to this challenge

Individualisation strategies that support English-language learning in the Netherlands

PROPOSED SOLUTIONS

- > Ability grouping?
- > Smaller classes?
- > More specialist support?
- > More resources / more time?
- > More teacher collaboration and training?





Students, teachers and school leaders want more opportunities for speaking

Teaching and learning English in school...in a dream world (all countries)

In a dream world, what would make English teaching and learning better?



All students would have the opportunity to **speak in every English lesson** (Israel)

More organised **school trips** and/or study visits (Portugal)

It could be **more interactive**. The teachers could teach us only in English (Greece)



Students **practicing speaking** and writing as soon as they begin learning English (Portugal)

More time, more money, more structures to go on **trips to English-speaking countries** (Finland)

Good organisational structures that help **access to real-life situations** to use English (the Netherlands)



Students would participate in **international exchanges** to practice their English and meet people from other countries (Greece)

Students could visit international places and practice their language skills in real life (Finland)

Money to do extra-curricular activities so **all students can go abroad** (the Netherlands)