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**ASSESSING PROGRESS AND ACHIEVEMENT IN THE FOREIGN LANGUAGE  
CLASSROOM**

**Bachelor’s Thesis**

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## INTRODUCTION

Nowadays students need to know not only the basic arithmetic, reading and writing skills but the skills which help them to get to know the always changing world. They must be able to think critically, to analyze and to make decisions and findings. Our students require new learning goals. These new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

Assessment is an essential part of instruction, as it concludes whether or not the aims of education are being met. Assessment encourages us to ask some hard questions about learning and teaching: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, by that promoting better learning?"

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Thus, assessment is definitely necessary, but the question arises how to carry out assessment effectively?

Researchers have dealt with the concept of assessment for a long time, putting forward different theories. Assessing progress is an important factor that produces a considerable impact on the foreign language learning process and is still and will always be part of it.

The significance of this work lies in the fact that it gives a detailed description of those assessment approaches and theories which can be implemented in the foreign language learning process to make it more efficient; the study gives information about the importance of assessing progress and different types of assessment tools (traditional, **alternative**), and seeks to identify how assessment and evaluation can increase the learners' motivation for language learning.

Accordingly, the *object* of the present thesis is assessment of foreign language acquisition.

The *subject* of the study is approaches to evaluating progress and achievement in the language classroom.

The *main aim* of the present study is the analysis of the process of assessment of foreign language acquisition and didactic approaches utilised in the instructional settings.

The *task* of the present thesis consists in analysing the problem of assessing progress and achievement in the language classroom, as well as analysing effective ways **of testing and assessing students' knowledge in the lessons** of English.

The first and second parts of the study utilised the methods of analysis, synthesis, and interpretation of literary sources. Comparison was used to show the difference between traditional and alternative assessment tools, classification was applied to define the methods of the assessing progress; systematization and generalization were also used in these parts. An empirical investigation was carried out with the help of a questionnaire and interview.

The *theoretical value* of the study lies in the fact that it presents information about the concept of assessment, summarizes the main theories, its types, and its role in language acquisition.

The *practical value* of the paper consists in demonstrating how different methods of assessment can increase student motivation for foreign language learning and to analyse **the most effective ways of assessing learners' progress**.

The thesis has been divided into an introduction, three parts, conclusions, a summary in Ukrainian and appendices. Both Part 1 and Part 2 present the theoretical foundations and the conceptual framework of the problem, while the third part is an **empirical investigation aimed at analysing language teachers' perceptions regarding the role** of assessment in language acquisition.



# PART I. THEORETICAL CONSIDERATIONS OF THE PROBLEM OF ASSESSMENT

## 1.1. Definition of Assessment

In the present chapter an attempt will be made at analysing and defining the concept of assessment. What is assessment? The question is difficult to answer because there are several different approaches and definitions, some of which are presented below.

„Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” [29; p. 3].

Classroom assessment may be outlined as a method of gathering knowledge on student learning throughout the academic expertise, designed to assist the trainer confirm that ideas or skills the scholars are not learning well, in order that steps are also taken to enhance the student's learning whereas the course remains in session.

Assessment of learning is mostly carried out by the teacher to gather data concerning attainment. It is sometimes done at the end of a course or academic year and takes the shape of an examination or test that is employed to assign grades and report action or failure. Assessment for learning, on the opposite hand, takes place at the final stages of instructional process. Students are inspired to adopt an active role, become self-regulated learners and leave the school ready and assured to continue learning throughout their lives.

Assessment for learning focuses on the opportunities to develop students' ability to measure themselves, to form considered decisions about their own accomplishment and improve upon it. Assessment method ought to be as objective and honest as doable [7; pp. 17-25].

Assessment occurs as a part of the process of learning and teaching, sporadically and at key transitions. **Learners' progress, achievement, persistence** and aspiration are assessed as a component of repeatedly learning and teaching. Educators and tutors do this by, as an example, noticing and analyzing how learners perform tasks, by observing what they write or build and by taking into account in what way **they respond to teacher's** questions. Students and learners are concerned in designing their next steps in learning.

The following 5 principles underpin quality assessment. It should:

1. be complementary to and confirming of learning;
2. be valid and reliable;
3. be fit for purpose and manageable;
- 4. support teachers' skilled judgement;**
5. support responsibility [17; pp. 9-34].

**In Kontra's opinion assessment is an instrument that facilitates students to** outline what they recognize and what they are doing not know during a foreign language [21; pp. 12-13].

There are some criteria connected to the assessment of effectiveness of **learners' in** their studies.

The first criterion measuring learning outcomes is the criterion-referenced one, which examines how well the learner is performing relative to an established criterion, e.i. it is based on an evaluation of what is acceptable or desirable at a certain point in the development of the learner (age, career, level, stage of a course).

The second type is the norm-referenced. In norm-referenced criterion the key issue is how well the student is fulfilling as compared to the group. In such circumstances, a group of slow learners would be evaluated based on different, easier, norms than a group of faster ones.

The last criterion is about how well the learner is accomplishing relative to his or her own previous work, or relative to an estimation of his or her individual ability.

In conclusion, assessment is an in-progress method of grouping and analysing and exploitation data to enhance students learning.

## **1.2. Categorizing Assessment**

Many researchers have argued that the assessment can be categorized in many different ways but one of the most common is to separate them into formative and summative types.

Formative assessments gather information concerning what students are learning so as to boost their achievement. For instance, unit tests, and daily writing assignments are all examples of formative assessment. Teachers can use the information provided by these types of assessment to regulate their teaching going forward.

Formative assessment information can come from questioning, examinations and discussion with students, about their work, or from direct observation of students doing their work.

Formative assessment has an informal assessment part. Unplanned comments, verbal feedback to students, observing students perform a task of work in small groups belongs to this category.

**In “Understanding on purpose” by Wiggins and McTighe**, formative assessment is demonstrated as a fundamental component of teaching and learning. They emphasize coming up with instruction and assessment around desired understandings. These desired understandings are the educational targets that ought to focus each formative and summative observation [39; pp. 43-44].

**Formative assessment describes what students can do with teacher’s assistance and** what they can do on their own. Formative assessment lets learners receive feedback on what they have to try and do to boost their achievement. It shows them what to try and do next to make progress in language learning.

Summative assessments are measurements of what students have learned as a conclusion of a group of activities. Final exams and grade-level standardized tests are typical cases of summative assessments. [35; pp. 22-34].

Summative assessment is used once learners have completed units or modules at the end of every term or year. Summative assessment offers information for students, and **lecturers concerning students’ accomplishment of a particular purpose in their learning.**

On the other hand, various problems are associated with tests as a basis for summative evaluation: since these tests are only one-off assessment measures, they may serve with unrealistic information. A summative assessment is not always reliable and realistic, as it may **not present the learner’s** knowledge adequately. Students may be exposed to too much stress if the outcome of the summative assessment affects their future.

**There are other ways to evaluate students’ overall performance.** These are the following: **teacher’s assessment, continuous assessment, self-assessment,** or portfolio.

**We can talk about teacher’s assessment** if the teacher not only evaluates students during the summative assessment but also takes into account their whole performance during the semester; but it can be a subjective evaluation.

The continuous assessment is a process during which the teacher takes into account the results of multiple tasks of the students and he or she gives a final grade on the basis of this summary.

When students evaluate their own work, using clear standards and criteria of evaluation agreed on beforehand – it is termed self-assessment.

The portfolio is another type of evaluation. Within it the learners have to create projects, assignments and tasks during an extended period of time and these assignments are the basis of assessing their progress.

Several studies have demonstrated that assessment is formative if it provides **feedback on student's progress and to form teaching plans consequently. Summative** assessment needs a lot of formal testing so as to measure what people have achieved in the course of their foreign language studies.

Formative and summative assessment types are seen as serving two separate functions. Formative assessment focuses on learning. Summative assessment summarises learning at the end of the course of study. Recently, however, formative and summative assessments have been recognised as reticulated and complementary. Recent research suggests that teachers could make better use of assessment by taking into account this interrelationship. The information provided by formative assessment, supplemented by valid subject category tests/tasks, helps to make summative assessment dependable, and reliable. [15; pp. 114-234].

Recent proof suggests that formative and summative assessment ought to serve identical learning goals.

### **1.3. Traditional Assessment tools**

Traditional assessment includes conventional methods of testing which usually produce a written document, such as quiz, exam, or test paper. Standardized tests, most state achievement tests, and high school graduation examination are also examples of traditional assessment.

Traditional assessment is mainly based on behaviourist views of cognition and development. Traditional assessment is related to standardized tests that use questions that have a limited number of answer choices. This type of tests includes response options such as multiple-choices, true or false and some of them include short answer responses. On the other hand, alternative assessment is the process by which students use long-form responses and have the option applying essay questions.

According to Reeves, traditional assessment, which is generally called testing, is challenged by alternative assessment approaches [31; p. 17]. Bailey suggested that

traditional assessment approaches are indirect and inauthentic [3; p. 28]. She also said that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. Law and Eckes underline the same issue and state that traditional assessments are individual tests. That is, they measure what learners can do at a particular time [23; pp. 31-39].

Traditional assessment tools are multiple-choice tests, true/false tests, short answers, and essays.

The multiple-choice type of test is a form of assessment in which students are asked to select correct or best answer out of the choices from the list.

Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons:

1. They are fast, easy, and economical to score. In fact, they are machine scorable.
2. They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests.
3. **They “look like” tests and may thus seem to be acceptable by convention.**
4. They reduce the chances of learners guessing the correct items in comparison to true-false items.

True/false items require students to make a decision and find out which of the two potential responses is true. They are easy to score.

In short-answer tests **“items are written either as a direct question requiring the learner to fill in a word or phrase or as statements in which a space has been left blank for a brief written answer”**.

Essays the questions are flexible and assess the higher order language skills but difficult and time consuming to score [22; pp. 8-37].

#### **1.4. Alternative Assessment**

Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom.

Hancock argues that **„Alternative assessment is an ongoing process involving the student and teacher in making judgements about the student’s progress in language using unusual strategies”** [14; pp. 31-39].

Typical alternative assessment tools are as follows: performance-based assessment, portfolio, journals/blogs, observation by the teacher, self-and-peer assessment.

The definition of performance-based assessments varies greatly depending on the author, discipline, publication, and intended audience. In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study.

It usually involves oral production, written production, open-ended responses, integrated and group performances and other interactive tasks. Students give a constructed response, engage in higher-order thinking with open-ended tasks. Tasks are meaningful, engaging, and authentic.

**It is a collection of student's work that demonstrates their efforts, progress, and achievements** in given areas. Portfolios contain materials such as compositions, reports, projects, presentations, conversations. It is a type of work that learners do together with their teachers.

A journal is an interactive diary **of learner's feelings, thoughts**, assessments, ideas, progress towards goals, among others, collecting information for evaluation. Pedagogical purpose of journals is communication between the student and the teacher.

Blogs are online journals which contain chronological entries of personal thoughts or points of view that are frequently updated. There are several types of blogs, such as personal, journalistic, commercial, educational, and organizational. Blogs help learners to think critically, discuss the problems in comment sections, and in collaboration with others.

Observations by the teacher are seen as systematic, planned procedures for **real-time recording of student's verbal and nonverbal behaviour in the form of anecdotal records**, checklists or rating scales.

Self and peer **assessment are important aspects of 'assessment for learning'** practice. Assessing their own work or that of others can help students to develop their understanding of the Intended Learning Outcomes and the Assessment Criteria.

Self and peer assessment will **enhance students' active engagement with their studies**, increase the amount of feedback students receive, help students understand what is considered good work and why, thereby increasing their ability to achieve [13; p. 11-23].

### 1.5. Goals of testing

Many novice foreign language teachers, tutors have limited insight into the scope of assessment, its types, how and when to use various kind of assessment tools. Without a basic understanding of the purpose of types of assessment, evaluating progress in the language classroom can become a stressful and unsuccessful task.

Teachers have to regard reasons of assessing progress.

First of all, attainment tests are usually more formal, intend to show command of a particular syllabus, for example the end-of-year tests, school-leaving exams, or public tests. Such tests are rarely carried out by classroom teachers for a certain class.

Secondly, the progress tests are used to motivate students in their learning. They evaluate progress students make. Progress tests facilitate student self-assessment, and help to determine fields of weakness and difficulties. Progress tests can also be diagnostic to some degree.

The next type is the diagnostic test. These kind of tests contain progress tests, achievement and proficiency tests, enabling teachers to find out the different areas of weaknesses or problems; they also help teachers to make changes in their instruction plans. Diagnostic tests are generally created to assess students' knowledge and skills in particular areas before a course of study is begun.

The placement tests help the educator sort new students into different teaching groups, in this way they are almost the same level as others when they start the actual course.

The following is the proficiency test. It measures students' achievement on a particular assignment which they are later recommended to carry out.

The last one is the aptitude test which measures students' probable performance.

There are many assessment methods, but in case of classroom planning, there are four main types of frequently applied assessment approaches that coincide with the reasons just discussed.

The first purpose is connected to the universal screening. The main question is which of the students are at risk for difficulty.

Valid and reliable screening assessments can assist teachers in discovering students who are on course as well as individuals who are at risk, requiring additional student records to be collected (frequently the usage of a diagnostic tool). Universal screening tests

are typically administered approximately at the beginning of the academic year, and scores help pick out the depth of guidance these students will require.

The second goal is the whole monitoring progress. The teacher has to know how much progress his or her students make.

Progress monitoring tests are carried out periodically, for example weekly or monthly, to decide whether or not the language learners are making progress; the better the risk, the extra common the monitoring. This assessment assists teachers in discovering which learners have developed specific skills and provides some information whether students have or have not mastered the necessary skills during a specific time period.

The diagnostics is one of the most important goals of testing. The educator has to know where he needs to focus intervention.

The last one is connected to the outcome. Have the students understood the given material?

Also sometimes referred to as summative checks, final assessments are administered at the end of the semester or the end of a unit. They show the level of **students'** capabilities or how far they have mastered the material covered in the course of the unit or year. These checks are vital due to the fact that they supply administrators and teachers' feedback about the overall effectiveness of their curriculum and instruction.

In order to achieve assessment goals, it is important to conduct tests that meet all requirements that make testing effective. There are general principles which help the teacher to make their tests effective.

The first principle is validity. The teacher has to make sure that test items really test what they are meant to test.

The second is clarity. It means that instructions to each item must be clear. They should usually contain a sample item and solution.

There is a component called '**Do-ability**'. **The test should be** completely achievable: not too difficult, with no tricky questions. The teacher should ask other participants to complete the questions in the given test before giving it to students.

It is important to decide exactly how the teacher will evaluate each part of a given test, and how much weighting (percentage of the total grade) he or she will give for correct answers. Test-makers have to make the marking system as simple as possible, and inform the participants what it is: write in the number of points allotted after the instructions for each question.



Language teachers should strive to create tests in the way so as to motivate learners in testing. Teachers should go for interesting tasks and content, helping learners to enjoy the assessment process.

The last component is the heterogeneity. The test should be compiled in such a way as to allow weaker students to feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know. Therefore, the test should contain both easy and difficult test items, and make one or more of the difficult ones optional.

To create an effective test is like target shooting. Hitting the target requires preparation; all the teachers must choose a target, and in this case select an appropriate arrow, and take accurate goals. Developing an effective test also requires preparation: teachers must establish the goals for the test, and carefully write appropriate test items to achieve all the goals of testing [6; pp. 29-47].

In sum, if teachers want to make the evaluation effective, certain points should be considered. Once they have their goals, teachers need to know the reason why they are testing students' knowledge and then create a test that meets all the requirements they set up for effective assessment.

## **PART II. TESTING AND ASSESSMENT IN THE LANGUAGE CLASSROOM**

### **2.1. Assessment in the instructional process**

Learning, teaching and assessment should be viewed as a continuous pattern. Assessment is a basic part of the learning process. Careful planning and effective assessment are closely related. Since the purpose of teaching and assessment are the same - namely to help pupils learn – teaching and assessment need to be planned as complementary aspects of one activity. In turn, assessment information should be used to inform the planning process.

Choosing assessment strategies and tools requires that teachers consider the range of classroom situations that students will experience. A variety of tools and resources may be used.

There are several ways of establishing student assessment and a variety of devices that can be used to accomplish it. The alternative of techniques depends on what is being figured out. Learners can be assessed by observing them as they are involved in classroom projects, by checking how well their work meets definitive principle, or by giving them specific type of tests. They can be evaluated personally or collectively. The assessment can be carried out by the tutor, by the learner, or by other learners. A number of different assessment tools can be used to note and report the results of the assessment, for example, catalogue, rating scales, or other kind of records.

Several principles of assessment are distinguished such as practicality, validity, reliability, authenticity and washback effect.

An effective test is practical. The test should be practical across time, cost, and energy. Connected to the time and energy, tests should be valuable in terms of making, doing, and evaluating.

Validity refers to the evidence base that can be provided about appropriateness of the inferences, uses, and consequences that come from assessment. Appropriateness has to do with the soundness, trustworthiness, or legitimacy of the claims or inferences that testers would like to make on the basis of obtained scores [25; pp. 31-34].

According to Brown, a reliable test can be described as consistent in its conditions across two or more administrations, gives clear directions for evaluation, has uniform

rubrics for evaluation, and lends itself to consistent application of those rubrics by the scorer [6; pp. 29-47].

The next principle is authenticity. It is the intensity of coincidence of the characteristics of the actual language test task to the factor of a target language task. It also means a task that is likely to be encountered in the actual world.

An authentic test contains language that is as natural as possible, has items that are contextualised rather than isolated. It includes meaningful, relevant, interesting topics, provides some thematic organisation to items, such as through a story line or episode, and offers tasks that replicate real-world tasks.

The authenticity of test tasks in recent years has increased. Many large-scale tests nowadays offer simulation of real-world tasks in speaking and writing components, of which the performance of these productive skills were not included previously. Reading passages are selected from real-world sources that test-takers are likely to have encountered or will encounter.

The term 'washback' or backwash refers to the impact that tests have on teaching and learning [19; pp. 19-27]. There are factors that provide beneficial washback in a test. It can positively influence what and how teachers teach and students learn; offers learners a chance to adequately prepare, gives learners feedback that enhances their language development, is more formative in nature than summative, provides conditions for peak performance by the learners [6; pp. 29-47].

In classroom-based assessment, washback can have a number of positive explanations, differing from the benefit of preparing and reviewing for a test to the **learning that accrues from feedback on one's performance. Teachers can provide** information to students on useful conclusions of strengths and weaknesses.

The challenge to teachers is to create classroom tests that serve as learning devices through which washback is achieved. Washback enhances a number of basic principles of language acquisition: intrinsic motivation, autonomy, self-confidence, language ego, interlanguage, and strategic contribution.

Assessment can encourage students to learn. It is a decisive aspect in developing learning and promoting requirements.

Even though assessments are presently used for different reasons in the educational system, the main purpose of assessment should be to cultivate, educate and enlighten **learners' work, not simply to verify it. To this end, learners should achieve significant and**

useful information from every assessment situation. In education, good decision making depends on access to important, accurate, and timely information.

**Assessments do not operate in segregation; an assessment's effectiveness in** improving learning depends on its relationship with curriculum and instruction. In other words, instruction is reliable and effective in relation to curriculum, and assessment indicates curriculum in such a way that it builds up the best practices in preparation. In a point of fact, the relationship between assessment, curriculum, and instruction is not always optimal. Often assessment taps only a subset of curriculum and without regard to instruction, and can narrow and distort instruction in unintended ways (National research council, 2001).

Educational assessment takes place in two significant contexts. The first is the classroom. In this case assessment is used by the tutor and students mainly to help **learning, but also to determine learners' summative attainment over the** longer term. The second is large-scale assessment, used by educational officers to gauge programs and collect information about whether individual students have met learning objectives.

The educator needs to know how well an individual learner, or group of students, have acquired the material they have been studying and what they have to be working on next. What is necessary is the bout among what the teacher already knows about the material students have been working on, what the language teacher has to learn about their current understanding, and how that knowledge will help define what the learners should do to learn over and above [24; pp. 16-38].

But the question is who needs testing. First of all, students need assessment, because the results of classroom tests can yield useful formative feedback. Standardised national and international exams provide a goal for students to work for, and passing them creates a positive sense of achievement. The teachers also need testing, because the test **results are also a source of feedback on the teacher's work. Parents need them as well** because, in case of young learners and adolescents' parents expect to get regular information on the progress of their children either in the form of grades or of verbal comments.

Institutions of further education, employers need testing, because schools, colleges and universities often require a foreign language exam certificate as part of their admission criteria. Written proof of a certain level of foreign language proficiency is often included among the hiring criteria of companies and businesses. And lastly, research because

language tests are often used for research purposes in order to gather information about the efficiency of certain teaching methods or materials.

Good assessment closely reflects desired learning outcomes and produces helpful influence on the instructional process. This can be a significant challenge for all teachers. **They will need to become researchers of students' perceptions, designers of many-sided assessment methods, managers of assessment processes and consultants aiding students within the interpretation of made info regarding their learning.** There will have to be less assessment for staff to process if they are to have time to make these qualitative changes. But, this will need to be done so that there will not be fewer opportunities for students to practise and gain feedback [20; pp. 25-29].

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed and how to improve their learning.

Providing students with advice about how they can improve their learning is a key element of effective feedback. Students benefit from opportunities to rehearse and practise, discuss their progress and strategies for improving learning and reflect on their learning and plan how to improve their knowledge, understanding and skills.

Feedback supports student learning when it clarifies learning in relation to outcomes, criteria and standards, or when it is based on a standards-referenced approach rather than comparisons with other students, recognises improvements made over time in comparison to prior work samples. It also offers alternative approaches or asks students to think of alternatives, focuses on the task rather than the student, is descriptive and questioning, values student work and focuses on the quality rather than the quantity, models how to apply a particular skill and facilitates self-reflection.

The nature of the assessment task and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher-student dialogue about learning [36; pp. 13-21].

It may include oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing, written feedback from the teacher and/or peers, based on the criteria for assessing learning and/or marking guidelines.

Teachers may consider the following forms of feedback to support teaching, learning and assessment:

- whole-course group discussions to clarify the task
- whole-course group or individualised comments about aspects of the task where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments, marks or grades
- **ongoing oral or written comments, including questioning students' understanding**
- cues, reinforcements or prompts to redirect learning
- drafts
- peer collaboration using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria and/or marking guidelines.

Teachers must set appropriate and valid tasks that allow for differentiation and creative outcomes. These should have clear and explicit assessment criteria that they should share with their pupils before the assessment [16; pp. 55-79].

In this case an important issue is how to prepare students for evaluation.

According to Harmer students are often highly motivated during the test or exam classes because of the goals they set for themselves. Teachers should use the enthusiasm of students to help them prepare for the achievement.

Teachers should give the students experience with the features of indirect tests that they are likely to face. They should also show students ways of coping with multiple choice items. For example, students should find the most noticeable distracters in a multiple choice test or the alternatives that are incorrect, omit them and then focus on the choices left [16; pp. 55-79].

Another possible solution is **to discuss with the students' general exam** competences such as how to get ready for the test, how to use process writing methods, and how to get exam timing right.

Students should do mock exams in real-time, in other words they take a complete exam (not the real one) so that they get used to timing.

Teachers have to consider the washback effect of exams, where the teachers only teach the kind of things that are in the test. Preparing students for exams does not mean that teachers have to prepare students for the exam constantly. If teachers live by that, they may ruin the motivation of students in English lessons.

Another good form of preparing students for exams is to get them to roleplay, for example an oral interview. One student assumes the role of the examiner and other students will be the examinees.

The teacher should let students to try to write their own exam questions and give those questions to their classmates. This will give them a good idea of what is confusing. Students can give each other sections of tests to do or they can work in pairs and groups to examine how to complete them [16; pp. 55-79].

In summary, it can be said that teachers can prepare students for assessment processes and exams in various ways, but it is very important to say that their excessive impact can also be seen during exams.

## **2.2. Language acquisition assessment**

Second language teaching in recent years has moved away from the quest for the perfect teaching method, focusing instead on how successful teachers and learners actually achieve their goals. In the case of teachers, this has led to classroom-centered research on the linguistic, discourse, and interactional structure of teaching events. In the case of learners, it has led to the study of how learners approach learning, both in and out of classrooms, and the kinds of strategies and cognitive processing they use in second language acquisition.

Language acquisition assessment system by testing coincides with the general knowledge assessment, but nevertheless it has its own inherent peculiarities. The language acquisition assessment consists of level assessment, general assessment and language as a communication tool assessment by requirements for professional competence of a person.

The language acquisition assessment system is very important for any country, for official language acquisition is considered to respect the state values, to follow the social values and to acquire the personal values that are very important for any state [28; pp. 19-45].

Control is an important constituent of educational process and it is impossible without it to teach effectively. The control is a supervision and **verification of the students'** progress, as a subsystem within the framework of the departmental teaching on the whole, which will realize functions inherent to it.

Researchers group language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal

process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

The literature on learning strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. Many research efforts **concentrating on the “good language learner” had identified strategies reported by students** or observed in language learning situations that appear to contribute to learning. These efforts demonstrated that students do apply learning strategies while learning a second language and that these strategies can be described and classified [28; pp. 19-45].

Rubin proposed a classification scheme that subsumes learning strategies under two **primary groupings and a number of subgroups. Rubin’s first category, consisting of** strategies that directly affect learning, includes clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning, and practice. The second primary category, consisting of strategies that contribute indirectly to learning, includes creating practice opportunities and using production tricks such as communication strategies. Rubin based her strategies on fairly extensive data collection in varied settings, which included about fifty hours of classroom observation, observation of a small group of students working on a strip story, analysis of self-reports **from “a few students” instructed** to write down what they did to learn a second language, and analysis of daily journal entries of two students who were directed to report on strategies after having been given strategy examples. The classroom observations proved to be the least useful of these methods for identifying strategies [34; pp. 41-51].

Wong Fillmore noted that differences in the rate and level of second language learning are due to the involvement of general cognitive processes, especially those that are important in language learning. Facing the compatibility of first language acquisition beyond individuals is apparently associated to fundamental language acquisition mechanisms. The role played by the strategies with relevance to the other model factors or to psychological progress in second language learning was not determined [28; pp. 19-45].

The correct characterization of the role of critical processing in second language learning was missing from theories of second language proficiency and acquisition. Despite the fact some of the theories expected a cognitive item, and some determined that cognitive processes affect proficiency and stage of acquisition, the procedure in which the



influence of cognitive processes is applied accompanying consideration to other mental processes or with respect to language tasks was not described.

In addition, information processing theory had been used to classify strategies into cognitive or metacognitive sections, agreement on the assignment of individual strategies to these two broad groupings had been difficult to achieve, and neither the theory nor the research had been extended to second language acquisition.

## **PART III. LANGUAGE TEACHERS' PERCEIVED PREFERENCES REGARDING ASSESSMENT IN THE INSTRUCTIONAL PROCESS**

### **3.1. Methodology**

While teachers have been trained to develop valid assessment measures, what they believe or have in mind may affect the way they conduct their classroom assessment activities. **Researchers have recognized that teachers' beliefs, knowledge and preferences** greatly influence their classroom practices. However, most previous studies have focused **only on teachers' beliefs and conceptions of assessment and learning and on the perception** of students towards assessment. In other words, there is a limited amount of research on **teachers' assessment preferences. The term "preference" is defined in this study as** inclinations, habits and customs of teachers towards conducting classroom assessment alternatives – from test planning to the reporting of test results and student grades. Assessment preference is also defined as the imagined choice between alternatives in assessment and the possibility of practicing these assessment alternatives.

The main purpose of this research was to conduct a comparative investigation on the assessment preferences of language teachers and to measure and analyse the language **teachers' methods and stance to assessing progress in the language classroom. The study aimed to find out the differences, if there were any, in language teachers' classroom** assessment preferences and also to examine how they adapt their teaching methods under **the influence of evaluating their students' knowledge. Specifically, it sought to answer the** following questions:

1. Is there a significant difference between language teachers in the most endorsed and least endorsed statements?
2. Is there a significant difference between language teachers in the five factors of sub-scales of the questionnaire?
3. Is there a significant difference in the assessment preferences when the respondents were grouped according to language subject, gender, educational degree, class size, years of teaching, and in-service training on assessment?

### 3.2. Participants

The research was conducted in the form of questionnaire and interview. The participants in this study were teachers of English as a foreign language. Connected to the questionnaire ten teachers were asked about their classroom assessment preferences. Three teachers were asked from urban Transcarpathian Secondary Schools, the other seven were selected from village schools. All teachers have more than five years of work experiences.

As for the interview, two teachers were asked about their experiences in relation to assessing progress and achievement in the language classroom. All participants of the research are females, one of them working in an urban secondary school, and the other in a village school. The first teacher has been working as an English language teacher for more than seventeen years and holds a Specialist degree. The second one has been working in **the primary school for more than ten years. She holds a Bachelor's Degree. Both of them** have taken courses in classroom assessment.

I chose these two persons, because they are English teachers, and they had enough experience. The first participant was my teacher in the elementary school. They are both experienced teachers. I chose two persons from different places, because I wanted to know the difference between teaching methods in the urban secondary and village primary schools.

### 3.3. Instruments

One of the instruments used for this study is an adapted version of the Classroom Assessment Preferences Survey Questionnaire for Language Teachers developed by Gonzales R. which shows the differences connected to the classroom assessment preferences of foreign language teachers.

The questionnaire consists of 34 items that assess five factors of classroom assessment preferences, namely: assessment as learning, assessment of learning, assessment for learning, assessment for instruction, and assessing to inform. The first section, assessment as learning, consists of ten items. One example statement in the **questionnaire is “In my teaching practices, I do classroom assessment to guide students to** set their goals and monitor their own learning progress. The second section, assessment of learning, has seven items. This type of assessment includes statements such as conducting classroom assessment to learn alternative approaches to assess learning outcomes, and

evaluate the level of competence of students at the end of an instructional program. The third factor, assessment for learning, consists of six items. Examples of items include doing classroom assessment to provide feedback to students in order to improve their learning process, and make suggestions to students about how they develop better learning strategies. The fourth factor, assessment for instruction, has six items. This type of assessment consists of statements such as conducting classroom assessment to enhance the quality of classroom instruction, and explore effective classroom teaching methods and strategies. Finally, the fifth factor, assessing to inform, consists of five items. Among the items included in this kind of assessment are doing classroom assessment to provide information to parents about the performance of their children in school, and examine how one student performs relative to others in a class.

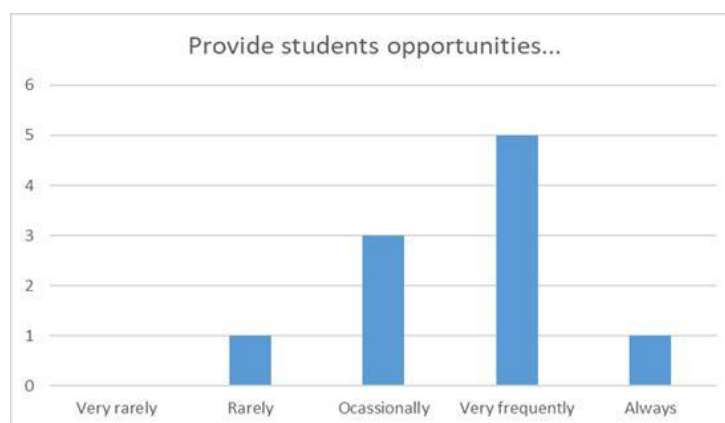
The second instrument is an interview. It was the best way to collect data about **teachers' classroom assessment methods and about their conceptions of the questions I** asked.

Standardized, open-ended interview was selected, because in this way all participants could express their point of view and could give a comprehensive explanation about the topic. They require giving an answer in more depth and a lengthier response. The interview instrument contained ten open-ended questions.

### 3.4. Results and Discussion

#### 3.4.1. Questionnaire Results

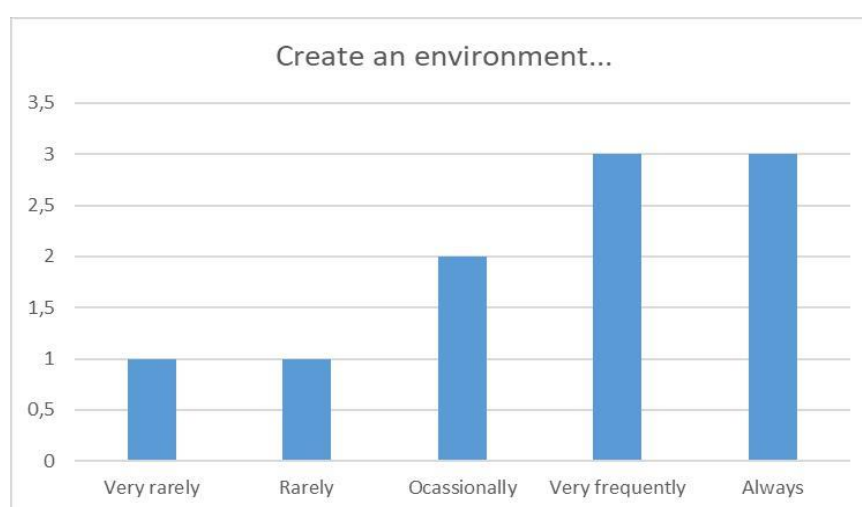
**The first factor of the questionnaire “assessment as learning” consists of ten items. The first statement in the questionnaire was “In my teaching practice I use assessment to provide students opportunities to show what they have learned in class”. The result shows that most teachers assess progress very frequently to show what students have learned in class.**



N=10

**Diagram 1. Results of the answers to the question “In my teaching practice I use assessment to provide students opportunities to show what they have learned in class”**

The second statement was as follows: “In my teaching practice, I use assessment to create an environment helpful for students to complete an assigned task.” The results were the following:



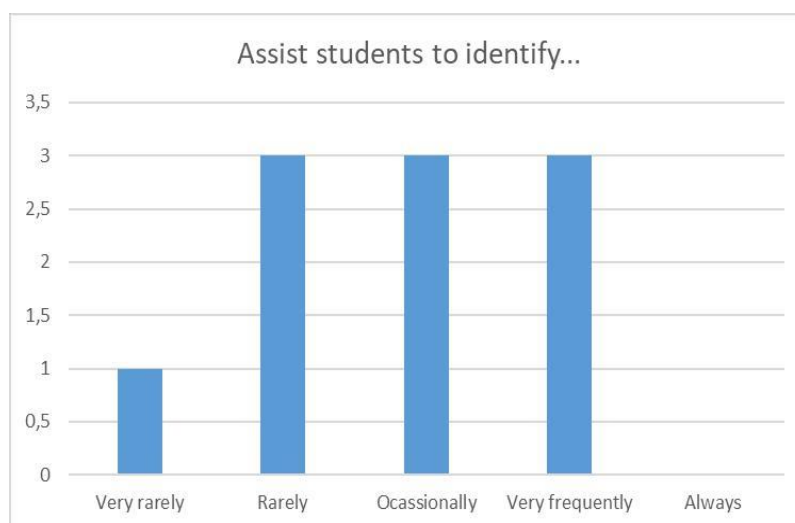
N=10

**Diagram 2. Results of the answers to the question “In my teaching practice, I use assessment to create an environment helpful for students to complete an assigned task.”**

Three teachers said that they always use assessment after completing an assigned task, and three teachers do it very frequently.

In the third statement, where the teachers had to choose the appropriate frequency level of familiarizing students with clear criteria of a good learning practice, as used in **their teaching practice, all of the ten participants chose the “occasionally” frequency level. The following statements “In my teaching practice, I use assessment to guide students to set their goals and monitor their own learning progress” two out of ten participants stated that they rarely use assessment for this purpose, but the other eight use it very frequently.**

The next statement was about assisting students in identifying means of getting personal feedback. The results were the following:



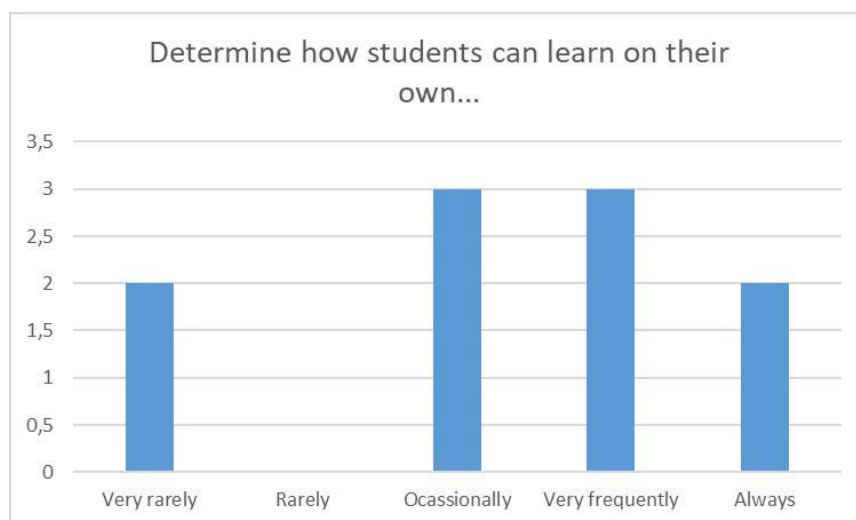
**N=10**

**Diagram 3. Results of the answers to the question “In my teaching practice, I do classroom assessment to assist students to identify means of getting personal feedback.”**

In the sixth statement the participants had to decide how frequently they use assessment in order to demonstrate to students how to do self-assessment. Two teachers stated that they rarely do it, three participants out of ten - occasionally, and six teachers use assessment for this purpose very frequently.

The next statement runs as follows: “In my teaching practice, I use assessment to set the criteria for students to assess their own performance in class”. Six participants choose the “occasionally” frequency level, five participants choose the “very frequently” frequency level, and one participant stated that she always assesses progress for this purpose.

In the following statement “In my teaching practice, I use assessment to determine how students can learn on their own in class”, the results varied:



N=10

**Diagram 4. Results of the answers to the question “In my teaching practice, I use assessment to determine how students can learn on their own in class”**

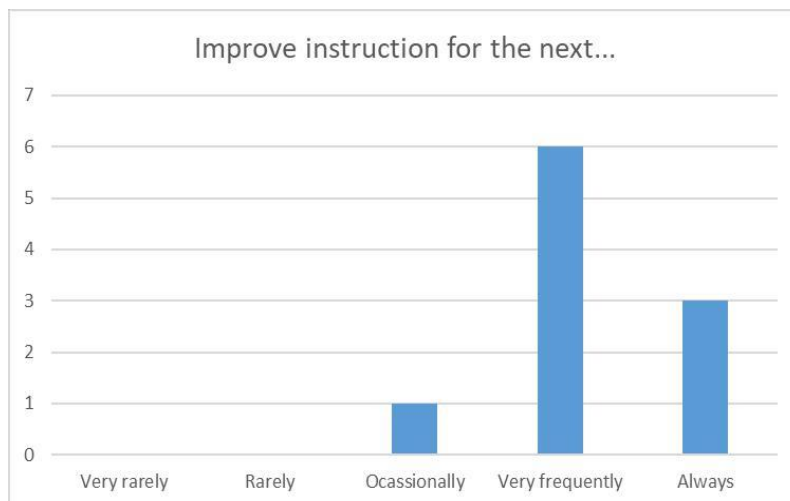
In the ninth and tenth statements where teachers were asked about self-assessment practice and task-based activities, all off the participants choose the “Occasionally” frequency level.

**The second factor “assessment of learning” has seven items. In this part of the study the results were the following: in the first statement the teachers had to decide how frequently they use assessment to learn alternative approaches to assess learning outcomes. Two respondents choose the “Occasionally” frequency level, four the “Very rarely”, one the “Rarely” and three the “Very frequently”.**

**The twelfth statement “In my teaching practice, I use assessment to measure extent of learning at the end of a lesson or subject”, two participants stated that they are always use the assessment for this purpose, and the other eight do it very frequently.**

The next statement concerned with the utilization of assessment to evaluate the level of competence of students at the end of an instructional program. The result shows that all of the participants always use assessment for this purpose.

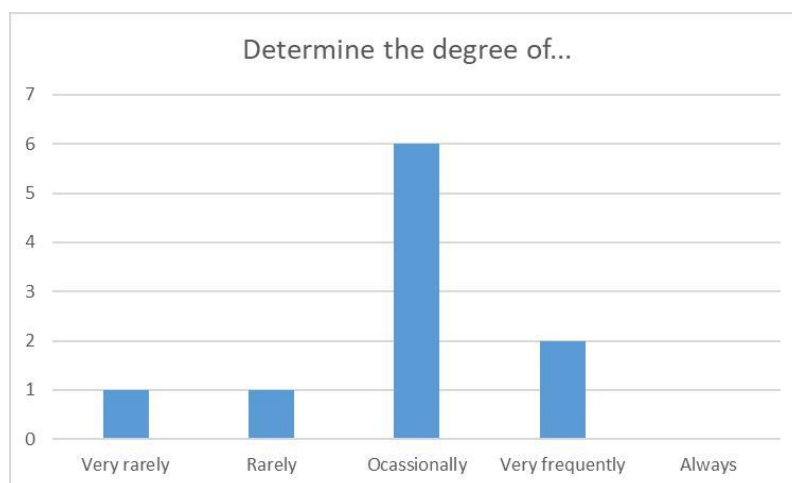
**“In my teaching practice, I use assessment to improve instruction for the next teaching term or school year”. The results were the following:**



**N=10**

**Diagram 5. Results of the answers to the question “In my teaching practice, I use assessment to improve instruction for the next teaching term or school year”**

The fifteenth statement dealt with the frequency of using assessment to determine the degree of accomplishment of a desired learning outcome at the end of a lesson. The results show that most of the participants chose “Occasionally” frequency level.



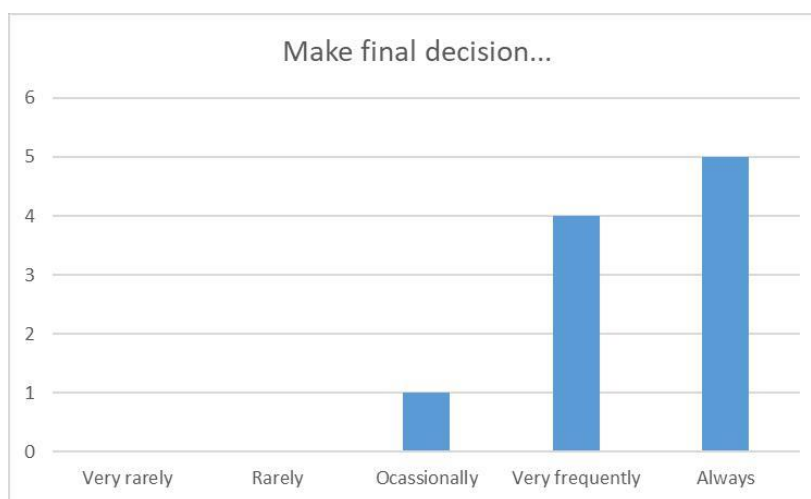
**N=10**

**Diagram 6. Results of the answers to the question “In my teaching practice, I use assessment to determine the degree of accomplishment of a desired learning outcome at the end of a lesson.”**



The next statement is “In my teaching practice, I use assessment to assess the quality of student learning in a class at the end of an instruction.” The results were the following: three participants choose the “Always” frequency level, six the “Very frequently” frequency level, and one the “Occasionally”.

The last statement in the learning factor assessment was the following: “In my teaching practice, I use assessment to make final decision about the level of learning that students achieved at the end of a lesson or subject”. The diagram shows the results:

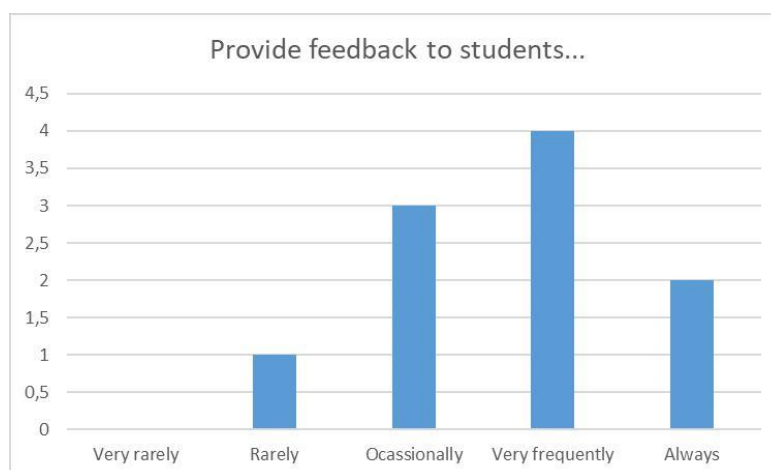


N=10

**Diagram 7. Results of the answers to the question “In my teaching practice, I use assessment to make final decision about the level of learning that students achieved at the end of a lesson or subject”**

The third factor of learning assessment consists of six items. In the first statement in this factor I asked the teachers to choose how frequently they use assessment to allow students to discover their learning difficulties in class. Two of the participants choose the “Very frequently” frequency level, and eight out of ten the “Occasionally”.

The next statement is “In my teaching practice, I use assessment to provide feedback to students in order to improve their learning process.” The following results can be drawn:



**N=10**

**Diagram 8. Results of the answers to the question “In my teaching practice, I use assessment to provide feedback to students in order to improve their learning process.”**

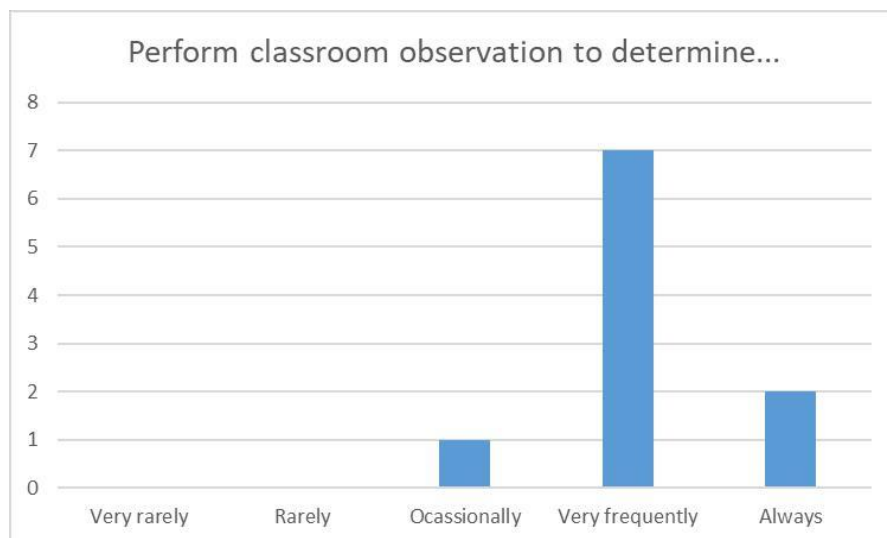
The twentieth statement is “In my teaching practice I use assessment to help students to improve their learning outcomes and class performance.” Two participants stated that they always use assessment for this purpose, seven “very frequently” and one – “occasionally”.

The next statement was aimed at finding out the frequency of teachers’ using assessment to assist students in determining their learning strengths in class. All of the participant choose the “Occasionally” frequency level.

In the twenty-second statement I asked teachers to answer how frequently they use assessment to make suggestions to students aimed at developing their learning strategies. They stated that they always use assessment for this purpose.

The last statement in this factor: “In my teaching practice I use assessment to provide specific information to students about their strengths and weakness in class.” Two of the participants choose the “Very frequently” frequency level and the other eight the “Always”.

The fourth factor, “assessment for instruction”, includes six items. The first statement in this factor “In my teaching practice I use assessment to perform classroom observation to determine how students’ learning can be improved.” The results were the following:

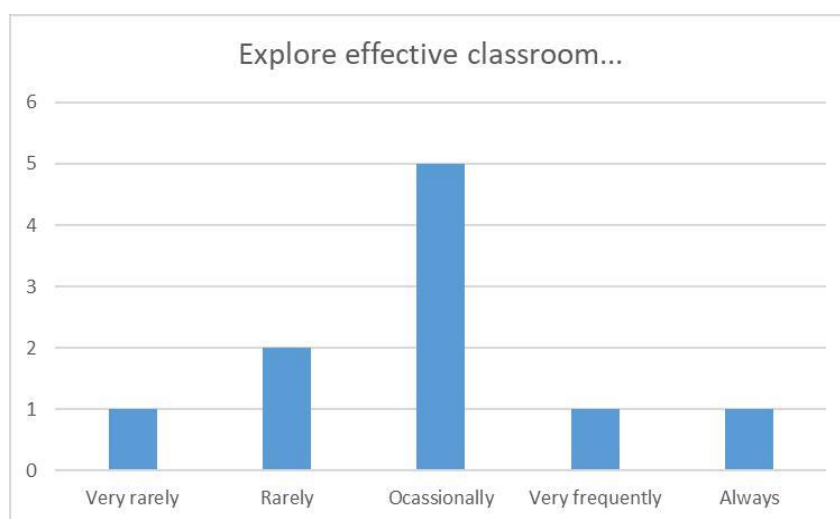


**N=10**

**Diagram 8. Results of the answers to the question “In my teaching practice I use assessment to perform classroom observation to determine how students’ learning can be improved.”**

In the twenty-fifths statement I asked participants to choose how frequently they use assessment to enhance the quality of classroom instruction. All off my participants stated that they do it occasionally.

**The next statement: “In my teaching practice I use assessment to explore effective classroom teaching methods and strategies.” The answers were the following:**

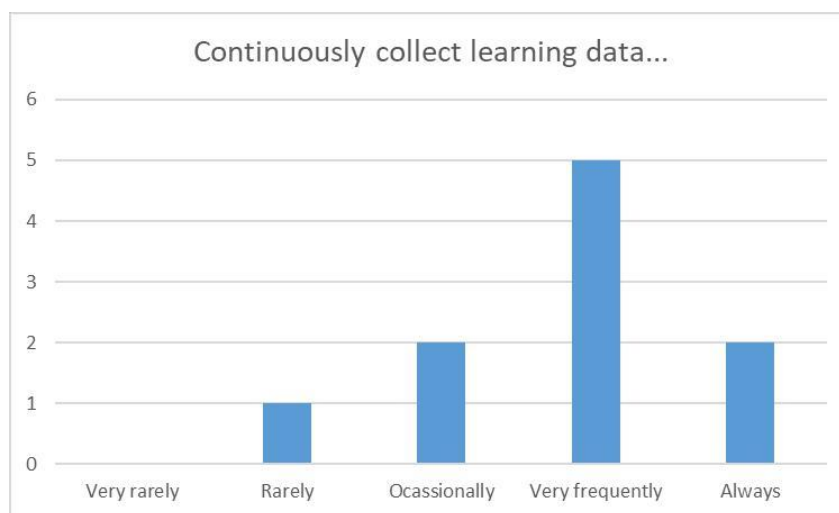


**N =10**

**Diagram 9. Results of the answers to the question “In my teaching practice I use assessment to explore effective classroom teaching methods and strategies.”**

The next two statements yielded the same results. The first is “In my teaching practice I use assessment to diagnose areas for improvement of instructional activities”, the second is “...identify better learning opportunities for students in class.” All of the participants choose the “Occasionally” frequency level for the first statement and the “Very frequently” frequency level for the second.

The last statement in this factor is “In my teaching practice I use assessment to continuously collect learning data from students to improve instructional process.” The results were the following:

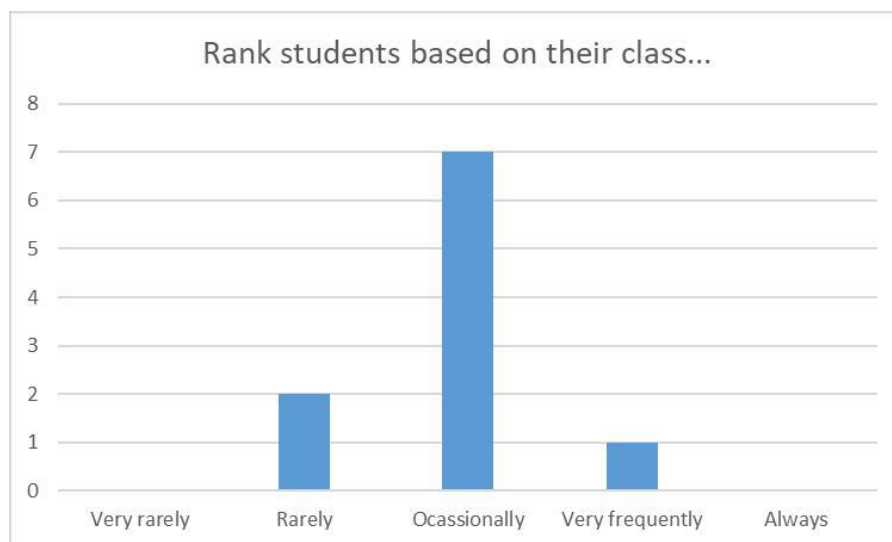


**N=10**

**Diagram 10. Results of the answers to the question “In my teaching practice I use assessment to continuously collect learning data from students to improve instructional process.”**

The last factor, assessing to inform, consists of five items. The first statement in this factor is the following: “In my teaching practice, I use assessment to create effective teaching approaches and strategies for my class.” The results show that eight teachers out of ten always use assessment for this purpose and the other two “Very frequently”.

The thirty-first statement is the following: “In my teaching practice, I use assessment to rank students based on their class performance to inform other school officials.” The results are the following:

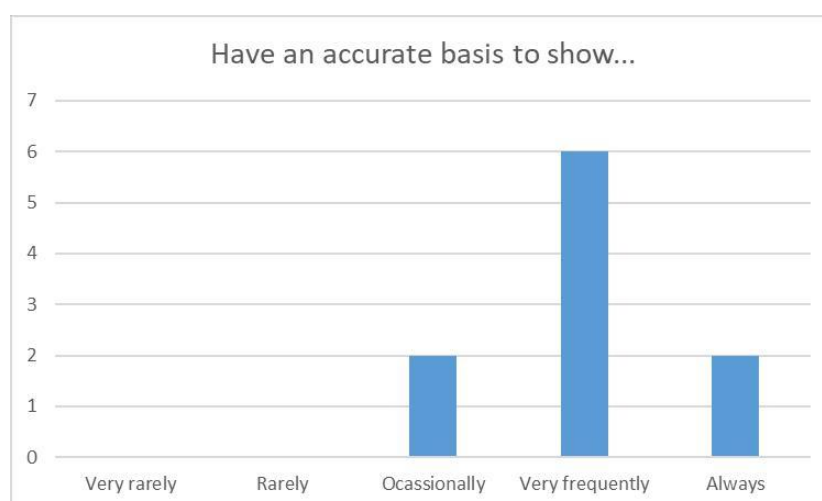


**N=10**

**Diagram 11. Results of the answers to the question “In my teaching practice, I use assessment to rank students based on their class performance to inform other school officials.”**

In the next statement I asked the participants to choose how frequently they use assessment to provide information to parents about the performance of their children in school. Five teachers out of the ten stated that they use assessment “Occasionally” and the other five - “Rarely” for this purpose.

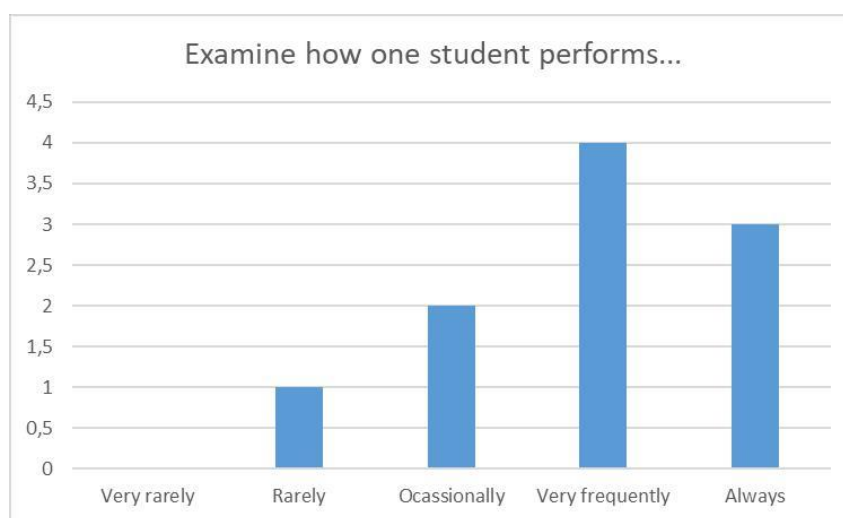
The next statement is the following “In my teaching practice, I use assessment to have an accurate basis to show the achievement of students in class.” The results were the following:



**N=10**

**Diagram 12. Results of the answers to the question “In my teaching practice, I use assessment to have an accurate basis to show the achievement of students in class.”**

The last statement in this factor and in the whole questionnaire is the following “In my teaching practice, I use assessment to examine how one student performs relative to others in my class.” The results were the following:



**N=10**

**Diagram 13. Results of the answers to the question “In my teaching practice, I use assessment to examine how one student performs relative to others in my class.”**

The results show **that language teachers’ most preferred assessment practices focus** on assessment as learning and they least preferred assessment practices that refer to the communicative function of assessment (assessment to inform). This is a significant finding as it suggests that teachers are moving towards practicing an assessment process that **develops and supports students’ metacognitive skills. Earl and Katz (2006) explain that** assessment as learning emerges from the idea that learning is not just a matter of transferring ideas from teachers to students. It is an active process of cognitive restructuring that occurs when students interact with new ideas. It was also revealed that teachers preferred to perform assessment with the view that it is an integral part of instruction.

Class size or number of students in class was used as a variable for analyzing the **respondents’ assessment preferences. Teachers with different class sizes significantly**

differed in their assessment preferences. These results suggest that class size may influence the preference of teachers. With regard to years of teaching, teachers did not show any differences in their classroom assessment practices.

It was also discovered that those who attended in-service training for the last three years use assessment tasks more than those who did not. The finding that the group significantly differed in the assessment for instruction factor strongly suggests that the in-service training provided to teachers would have influenced their assessment preference towards doing assessment to improve instructional process. This preference of teachers for assessment for instruction clearly indicates that they use assessment to provide better and effective instruction to students.

It can be concluded that educational attainment of teachers did not influence their assessment preferences; that is, the assessment preference of teachers depends largely on the purpose they have set for the class, rather than their educational experiences. Also, in-service training programs provided to teachers might have influenced the preference and practices in conducting assessment activities in their classes.

### **3.4.2. Interview Results**

**In order to identify foreign language teachers' perceptions in relation to assessing students' progress** an investigation was conducted with two teachers in different schools. It was conducted in an interview format. The first participant of the interview study was a foreign language teacher who works in a secondary school. The second respondent was a primary school teacher.

The research was carried out in a way as to highlight the role of assessing progress and achievement in teaching a foreign language. The results of interviews helped to **understand the teachers' perceptions regarding the role of assessment and its importance in foreign language learning.**

In the first part of the interview I asked some questions connected to teaching and **about the interviewees' teaching experience. I asked about their work place, degrees and** their experiences through their teaching careers. They were confident, and answered all my questions.

After that I asked questions connected to assessing language acquisition. In the first question the respondents had to express their opinion in relation to the importance of assessment in learning languages. All participants stated that evaluation cannot be

overestimated, because without assessment teachers have no chance to motivate their students and help them to become self-confident. One of the teachers emphasized that in this way her students learn how to work harder and teachers can get feedback from students about whether their teaching is effective or not. The study also sought to **understand what in teachers' opinion the learners' attitude towards assessment is. Both** teachers agreed that students do not like being assessed. One of them stated that it depends **on the learners' attitude to learning English but, on the other hand, she also emphasized** that though they do not really like tests, they like project work, dialogues or other interesting activities. The other teacher said that students are usually afraid of unsatisfactory or low marks, but there are some situations when students who are interested in English are excited about being assessed and enjoy it.

Next, we discussed how often learners need to take tests or how often the teachers **assess their students' knowledge. One teacher said that continuous monitoring is very** important, so she uses some kind of checking every second lesson, and also checks **students' homework and how they learned** unfamiliar words in every lesson. The other teacher explained that she preferred group work and discussions or project work, so alternative assessment tools were used during the semester instead of tests, and the traditional assessment methods were applied only at the end of the semester.

In the next question I asked the participants what their favourite technique of **assessing students' knowledge was. The answers were the following: the first teacher** stated that she liked short (5 or 10 minutes) tests on new words, answering the main **questions to the topic or writing down students' own opinion; she added that her students** often did tests on reading, listening comprehension, speaking and writing. At the end of every Unit they write a 45 minutes test with different kind of tasks (vocabulary, grammar, reading, listening, and writing). She rarely gives tests for homework, but gives marks to everyone. The other teacher prefers oral performances, non – verbal (drawing), written assessments, questions, projects, mini tests, dialogues, and also group work. She **underlined that these tasks improve students' knowledge and their skills (reading,** speaking, listening, and writing).

The next question dealt with the type of work the teachers usually do to assess learners' performance. **The first teacher suggested that she usually assessed the learners'** basic skills. She assessed speaking skills using monologues or dialogues, and writing skills with the help of letters, e-mails, or postcards. She evaluated reading and listening skills with the help of appropriate reading and listening assignments. The other teacher



underlined that she usually assessed all types of work students were involved in. She **assessed students' performance using word tests, reading comprehension tasks**, dialogues, sometimes pair work, and only rarely group work.

I asked the participants if they use the results of assessment to modify their teaching. Both teachers stated that they frequently used results of testing for example in planning future lessons, adding or removing things/topics from the curriculum, for pedagogical models or approaches to be shared among students, or including student work on the program website, or in the self-study.

Next we discussed if teachers encourage students' self-assessment and in what way. **The first participant stated that she always utilised students' self-assessment.** She always announces the marks and points of the test. She provides feedback to students on their strong and weak points in an encouraging way. The other teacher underlined that through self-assessment learners can identify their own skill gaps, where their knowledge is weak, **and set realistic goals. She uses different tasks for example: „Grade your work”, or some kind of questionnaires.**

In the **eighth question I wanted to know if many students in my participants' class** fail on assignments, tests, or projects, and how they respond to it. The teacher from the secondary school told that she gives her students advice, for example: be prepared, write and read the task carefully, the task is not difficult, you can cope, start on time, watch the clock, get a good night sleep, eat during the break and think positively. The primary school teacher said that she pointed out the mistakes to students and encouraged them to learn more. She underlined that in order to assess students effectively the test should include more than one type of test. Many students who feel anxious during assessment might get nervous because their reading or writing skills are not very good.

The last question was connected to the effectiveness of assessing progress. I asked the participants to express their opinion if the assessment enhances or impedes language **acquisition. The first teacher's answer was that without doubt assessment** enhances learning outcomes. Students feel the urge to study more industriously. As for the teacher who works in the primary school she believes that assessment enhances language acquisition. Learners need to be assessed continuously. Using appropriate assessment can make the English language teaching and learning more effective.

In sum, a conclusion can be drawn that interviews were successful. During the interviews with the participant it was proved that without assessment there is no effective language learning. It is an important component of the learning process. According to the

**teachers' points of view it can be concluded that there are many different methods, which can help learners to stay motivated and be successful in foreign language learning.**

## CONCLUSION

The present study focused on the importance of assessing progress in the foreign language teaching. The subject matter of the present study was assessing progress and achievement in the language classroom. The object of the thesis was assessment of foreign language acquisition, while the subject of the study was approaches to evaluating progress and achievement in the language classroom. The aim of the present study was the analysis of the process of assessment of foreign language acquisition and didactic approaches utilised in instructional settings.

The following conclusions can be drawn from the present study: assessment is perhaps one of most difficult and important parts of our jobs as teachers. Ideally, it should be seen as a means to help us guide students on their road to learning. No single procedure can meet the needs of all learners and situations, so we need to remember to incorporate a variety of tools to help our students know how they are progressing and to gauge the effectiveness of our own methodology and materials.

The research shows how the teachers relate to the evaluation process. During the survey, several teachers were asked in the form of interviews and questionnaires. Interviewees shared their experience of conducting assessment in English lessons. Teachers emphasized that without assessment it would be impossible to teach English. For this reason, they use some type of assessment in every lesson and its results are always communicated to students. Research has shown that students who take part in continuous assessment are much more prepared for the lessons and they enjoy being assessed.

The questionnaire survey revealed that all teachers use assessment in order to find out what results their students have achieved. These results are usually used to change their approaches to teaching so that students can learn as effectively as possible. The participants emphasized that all types of assessment are used in the lessons, be they traditional or alternative methods.

Overall, no English classroom can be conducted without evaluation processes. Students need to be confronted with the results of the tests, exams, works, and assignments, they need to know how they performed in order to be even more prepared for the evaluation that await them in the future.

Finally, a conclusion can be drawn that there is no successful language learning without assessing progress. It is an important component in the learning process. **According to the teachers'** points of view I concluded that there are many different

methods which help learners stay motivated, cover most of the assigned material and to gain success in foreign language learning. This is reinforced by the findings of our study.

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## РЕЗЮМЕ

Головне завдання кваліфікаційної роботи – з'ясувати важливість процесу оцінювання у навчанні іноземних мов. Об'єктом означеної роботи є оцінювання у навчанні іноземних мов, тоді як предметом є підходи до оцінювання навчальної успішності учнів на уроках іноземної мови в школі. Мета роботи полягала у дослідженні підходів до оцінювання навчальної успішності учнів на уроках іноземної мов, а також ставлення вчителів-практиків до проблем, пов'язаних із моніторингом засвоєння іноземної мови учнями.

У першій частині подані теоретичні засади процесу оцінювання в іншомовній освіті, методи і прийоми оцінювання. Під час роботи, я намагалася відокремити корисну інформацію. На сучасному етапі перевага надається альтернативним методам оцінювання рівню засвоєння іноземної мови.

У другій частині роботи описаний процес оцінювання у викладанні мов. На підставі опрацювання фахової літератури з'ясовано, що оцінювання є одним із найскладніших і найважливіших завдань вчителів. Оцінювання слід розглядати як чинник, який допомагає мотивувати студентів під час навчання. Жоден метод не може вважатись адекватним джерелом інформації про рівень іншомовної компетентності учнів, відтак вчитель повинен використовувати різні методи і прийоми з метою розширення знань і вмінь учнів.

## APPENDICES

### APPENDIX 1

#### **Classroom Assessment Preference Survey Questionnaire for Language Teachers**

**Thank you** for taking the time to complete this survey. It is focused on your current assessment beliefs and practices in the classroom. This survey consists of two parts:

*Part I: Background information*

*Part II: Statements on classroom assessment beliefs and practices*

**Part I: In responding to the following questions, consider one grade/year level and courses you are currently teaching and have taught recently. Check [  ] the appropriate box.**

At present,

1. I am teaching at:

- Elementary/Primary**    **High School/Secondary**

2. The average number of students in my class is:

- Less than 15**    **16-25 students**    **More than 25 students**

3. I have been teaching for

- Less than a year**    **1-3 years**    **4-6 years**    **More than 6 years**

4. Have you taken in-service training on assessment or classroom testing and evaluation in the past three years?

- Yes**    **No**

5. Have you taken courses in classroom assessment/educational measurement during your pre-service training (at teacher-training colleges and/or universities)?

- Yes**    **No**

6. My highest educational attainment is:

**Diploma/Bachelor**     **Master**     **Doctorate**

7. I am a:

**Male**     **Female**

## Part II. Classroom Assessment Preferences

Instructions:

a) Please read each statement starting with **“IN MY TEACHING PRACTICE, I USE ASSESSMENT TO”** and then check (√) the appropriate frequency level that best matches your typical assessment practice.

VR - Very rarely or Never (*0-10% of the time*)

R - Rarely (*11 – 25% of the time*)

O - Occasionally (*26 – 50% of the time*)

VF - Very Frequently (*51 – 75% of the time*)

A - Always (*more than 75% of the time*)

b) Your honest responses are very important and highly appreciated.

|  | IN MY TEACHING PRACTICE, I DO CLASSROOM ASSESSMENT TO: |   |   |    |   |
|--|--|---|---|----|---|
|  | VR   | R | O | VF | A |
| 1. Provide students opportunities to show what they have learned in class.                               |  |   |   |    |   |
| 2. Create an environment where it is helpful for students to complete an assigned task.                  |  |   |   |    |   |
| 3. Help students develop clear criteria of a good learning practice.                                     |  |   |   |    |   |
| 4. Guide students to set their goals and monitor their own learning progress.                            |  |   |   |    |   |
| 5. Assist students to identify means of getting personal feedback.                                       |  |   |   |    |   |
| 6. Demonstrate to students how to do self-assessment.  |  |   |   |    |   |
| 7. Set the criteria for students to assess their own performance in class.                               |  |   |   |    |   |
| 8. Determine how students can learn on their own in class.   |  |   |   |    |   |
| 9. Provide examples of good self-assessment practice for students to examine their own learning process. |  |   |   |    |   |
| 10. Allow students to perform task-based activities more than paper -and-pencil tests.                   |  |   |   |    |   |
| 11. Learn alternative approaches to assess learning outcomes.  |  |   |   |    |   |
| 12. Measure extent of learning at the end of a lesson or subject.  |  |   |   |    |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 13. Evaluate the level of competence of students at the end of an instructional program.                      |  |  |  |  |  |
| 14. Improve instruction for the next teaching term or school year.  |  |  |  |  |  |
| 15. Determine the degree of accomplishment of a desired learning outcome at the end of a lesson.              |  |  |  |  |  |
| 16. Assess the quality of student learning in a class at the end of an instruction.                           |  |  |  |  |  |
| 17. Make final decision about the level of learning that students achieved at the end of a lesson or subject. |  |  |  |  |  |
| 18. Allow students to discover their learning difficulties in class.  |  |  |  |  |  |
| 19. Provide feedback to students in order to improve their learning process.                                  |  |  |  |  |  |
| 20. Help students to improve their learning process and class performance.                                    |  |  |  |  |  |
| 21. Assist students to determine their learning strengths in class.   |  |  |  |  |  |
| 22. Make suggestions to students about how they develop better learning strategies.                           |  |  |  |  |  |
| 23. Provide specific information to students about their strengths and weakness in class.                     |  |  |  |  |  |
| <b>24. Perform classroom observations to determine how students' learning can be improved.</b>                |  |  |  |  |  |
| 25. Enhance the quality of classroom instruction.   |  |  |  |  |  |
| 26. Explore effective classroom teaching methods and strategies.  |  |  |  |  |  |
| 27. Diagnose areas for improvement of instructional activities.   |  |  |  |  |  |
| 28. Identify better learning opportunities for students in class.   |  |  |  |  |  |
| 29. Continuously collect learning data from students to improve instructional process.                        |  |  |  |  |  |
| 30. Create effective teaching approaches and strategies for my class.   |  |  |  |  |  |
| 31. Rank students based on their class performance to inform other school officials.                          |  |  |  |  |  |
| 32. Provide information to parents about the performance of their children in school.                         |  |  |  |  |  |
| 33. Have an accurate basis to show the achievement of students in class.                                      |  |  |  |  |  |
| 34. Examine how one student performs relative to others in my class.  |  |  |  |  |  |

Thank you for completing the questionnaire.

Please make sure that you answered all items.

## **APPENDIX 2**

### **INTERVIEW QUESTIONS**

- 1) Do you consider assessment important or not?
- 2) **What is learners' attitude towards assessment?**
- 3) **How often do you assess students' progress?**
- 4) What methods do you prefer? Why?
- 5) What type of work do you usually assess in the language classroom?
- 6) Do you usually use the results of assessment to modify your teaching?
- 7) Do you encourage student self-assessment? In what way?
- 8) If many students in your class fail on assignments, tests, or projects, how do you respond?
- 9) Does assessment enhance or impede language acquisition?