

## **DEDICATION**

**To God for his blessing,  
to my family especially Hwa for her love and support,  
and to Singleton and Olive for their love**

**AN INVESTIGATION INTO TEACHERS' PERCEPTIONS OF  
CLASSROOM-BASED ASSESSMENT OF ENGLISH AS A  
FOREIGN LANGUAGE IN KOREAN PRIMARY EDUCATION**

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Teaching English to Speakers of Other Languages**

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**I certify that all material in this thesis which is not my own work has been  
identified and that no material is included for which a degree has previously been  
conferred on me.**

**Signed:**

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## **ABSTRACT**

This study aims to investigate Korean teachers' beliefs and their practice with respect to classroom-based English language assessment; thus it examines the teachers' current working principles of assessment and their practices. This study also sets out to uncover, and to gain an in-depth understanding of further issues which emerged from the dissonance between the teachers' beliefs and their practice. Following a discussion of the English teaching and assessment context, the first part of the study examines mainstream theories of language testing or assessment; it then considers how closely classroom-based assessment in Korean primary schools conforms to these theoretical principles. The second part of the study presents a small-scale research project. Four stages in teachers' classroom-based assessment were examined; planning, implementation, monitoring, and recording and dissemination. A questionnaire was developed reflecting these stages; its findings were analyzed statically and qualitatively. Further qualitative data was also collected and analyzed through interviews with volunteer participants. This is based on an analysis of teachers' firsthand experience and their opinions of the assessment of English as a foreign language.

The results of the study revealed that generally the teachers hold and exercise their own firm beliefs regarding classroom-based assessment, and have a good knowledge of assessment or testing principles; thus they carried out their assessment using appropriate procedures taking into account the context of English teaching and assessment in which they operate. However, there were a number of issues which emerged from their

assessment beliefs and their practice. It became clear that they did not put some of their principles into practice; a number of important factors, which are normally outside the teachers' control, were found to be responsible for this, these include: overcrowded classrooms, heavy teaching loads, the central bureaucracy of the education system which controls primary education, and a shortage of funding for foreign language teaching. Teachers were also affected by the rather complex relationship with other teachers, head teachers, and even the parents of the students. However, it is evident that the teachers are constantly developing their skills and knowledge regarding assessment in order to address any possible challenges or tasks given to them. In addition, certain areas needing further investigation were identified. Based on the literature review and the findings of the research, tentative implications and recommendations for the development of classroom-based language assessment are discussed.

# **I. Introduction**

## **I.1.The Rationale of the Study**

### **I.1.1.The nature of the problem**

School might not be a place or a system in which knowledge is delivered from the teacher to the students; rather it might be a social institution within which people affect each others' lives (Lemke 1985); and which is embedded in the society and culture of which it is part (Tudor 2001). Thus, it is evident that interpreting educational practice in the language learning classroom might be regarded as understanding various sorts of human activity which occur in a social context in which there is a constant process of change and re-adjustment (Erickson & Schultz 1981: 148). Accordingly, the language classroom can be construed as a particular social context: a place which is specially constituted for teaching purposes to bring about language learning. Clearly the role of teachers is important because they are the people who are the end users of the curriculum, who best understand the students' backgrounds, and who continuously interact with the students to support them and to encourage them to make progress as scheduled in the school curriculum. For this reason, all the teachers in language classrooms normally carry out regular assessment, not only to understand students' progress and achievement, but also to help them to study further. However, although its role is important, assessment constructed and implemented by teachers in the classroom has been disregarded. Moreover, until recently, little research has been conducted on classroom based English language assessment (Rea-Dickens 2004: 249). Davison (2004) also points out that the

role of the teacher-cum-assessor in classroom-based assessment has been little recognized in the research literature in the field of English language teaching, although increasingly there are moves around the world ‘to adopt classroom-based assessment for high-stakes summative purpose’ (ibid: 306).

With regard to this, as a teacher of English, I have long been involved in a number of projects which are relevant to English teaching in the primary school: publishing primary school English textbooks; sharing in the development of nation-wide annual English achievement test for primary school students administered by central government; writing test items for standardized testing batteries for primary and secondary school students developed by private testing institutes; running an assessment session in the teacher education programs; and generating questions for employment examinations of primary school teachers conducted by local educational authorities. Based on these experiences, I have long believed that every single English teacher could construct sound enough assessment material to meet the expectations of the interested parties such as students, parents, and their colleagues. Recently, however, I have become a little more cautious, from time to time reflecting that my perception might not have always accorded with what has been happening in my English teaching context. For example, students, parents and even some teachers seem to give the greatest credence to students’ marks derived from formal testing packages provided by official and private institutes. This is illustrated by the following story:

One day, the mother of a student came to see a teacher of English in the school and said to him, “I am very happy to know that my child is making good

progress in her English”. The teacher asks, “How do you know that? ... I haven’t finished the assessment yet...” The lady replied, “No problem...because she has got a good mark in a PELT test” (The researcher’s personal experience in 2006).

This might indicate that the parents did not recognize the teachers’ assessment as a significant element in their students’ English language learning; they seemed to be more interested in how their child scored in an external test, rather than in what was stated by the teacher. An awareness of this seemingly problematic practice and gaining an in-depth understanding of teachers’ assessment is the reason why this study is being conducted.

### **1.1.2. The significance of the study**

At the very beginning of 2008, Korea’s Presidential Transition Committee announced that students’ English language ability should be enhanced within the public educational system and that the next government would make every effort to address it (The Korean Teachers’ Newspaper 2008). This would require that a number of measures be undertaken: increasing time given to English lessons, improving English teacher development programs, and developing national English tests for all students. Of these, enhancing English language teaching was considered to be of paramount importance. Thus, the role of the teachers was seen as the decisive element in determining whether or not English education would succeed, as any policies can, in fact, only be actualized by these professionals; any advances will be limited by their level of expertise. Clearly, the role of teachers-cum-assessors is also significant because it is evident that teaching and assessment interact with and affect each other (Clapham 2000: 149). Thus, assessment is an essential device for a better understanding of the students’ learning; this is also closely connected to teaching activities.

For the above reasons, it is essential to investigate the ‘teachers’ perceptions of themselves as assessors in order to understand the reality of teachers’ classroom-based assessment, and to provide them with such teacher development programs as are needed in order to help them enhance their expertise in teaching and assessment. It might be expected that through this process teachers would have an opportunity to reflect for themselves on why they do what they do when assessing their students.

Therefore, this study focuses on the teacher as ‘the agent of the assessment process’ (Harlen 1996: 129; Rea-Dickens 2004: 251) because teachers’ beliefs and attitudes have a great influence on their assessment and evaluation practices (Breen et al 1997; Arkoudis & O’Loughlin 2004; Davison 2004; Edelenbos & Kubanek-German 2004). This study might also contribute to an emerging interest in teachers’ classroom-based assessment and their role as assessors in the field of applied linguistics and English teaching. For this reason a considerable amount of research is still needed, this should focus on a number of theoretical issues such as the validity and reliability of classroom-based assessment, (see III.2.4, III.2.6) as well as its status and influence(see III.4.1).

## **I.2.The Aims of the Study**

This study aims:

- To investigate the relationship between Korean primary school English teachers’ perceptions of the principles and practice of their classroom-based assessment.

- To investigate the extent to which Korean primary school English teachers perceive their classroom-based assessment to be valid and consistent.
- To investigate the extent to which Korean primary school English teachers perceive their classroom-based assessment to be ethical.

In order to investigate these phenomena, the research questions that follow will focus on each successive stage of classroom-based assessment; they will be specified in the later part of the study (see IV.2).

### **I.3. Definitions of the Terms Used**

In order to make the aims of the study concrete, I firstly define a number of key terms which are in general use in the area of applied linguistics and English language teaching: including testing, assessment, and classroom-based assessment.

Assessment and testing have been used differently according to the different preferences of researchers in this field. Some researchers used the term testing to apply to the construction and administration of formal or standardized tests, and large scale tests; but assessment to refer to more informal methods and school-based tests (ex. Valette 1994). However, recently according to Clapham (2000), experts in this field may be starting to perceive testing solely in relation to standardized, large scale tests; and they therefore use the term assessment as the wider, more acceptable term. For example, Gottlieb (2006) suggests that testing is a systematic procedure of collecting a sample of student behavior at one point in time, but assessment is a comprehensive process of planning, collecting,

analyzing, reporting, and using information regarding students over time. However, the terms assessment and testing seem to have been used in such a way that they have overlapped; and that, in fact, there is no fundamental difference between them (Calpham 2000: 150) in terms of their aim to obtain an overview of the student's current language ability, their progress and achievement. Thus, this study views the two terms as being on a continuum rather than indicating different categories. It extends from, at the one end, large scale standardized tests, to teacher constructed assessment in the classrooms at the other; thus, the terms are used interchangeably. It depends only on the aims of assessment developers and the context in which the assessment is being implemented.

Students might have the opportunity to take two major types of assessment: standardized testing and teacher-constructed assessment. Standardized testing batteries are usually developed by testing experts who are remote from the students' English learning practice. In this case, especially in Korea, the role of teachers-cum assessors is very limited. For example, they do not know the contents of the test items and their marking criteria until they received the testing batteries on the very date scheduled for testing. Students might also be being assessed while they are performing the given assessment tasks in their normal classes. In this case, teachers could implement the assessment activities under their expertise and discretion taking into account any possible relevant issues such as assessment purpose, contents, material, marking criteria and schedule. Therefore, this study adopts the view that classroom-based assessment indicates primary school English teachers' formal, planned, and systematic assessment activities; this could be conducted at that particular time in the semester whenever the teachers perceive that it is necessary to

find out the extent to which their students have made progress, and to weigh what they have achieved against what they are supposed to have achieved during the semester; this is based on the attainment targets of the national curriculum which are prescribed as a list of statements of students' expected language ability which they should acquire in their particular grades.

#### **1.4.The Structure of the Study**

This study consists of six chapters. Chapter One is this short introduction. Chapter Two describes the context of English language assessment in Korean primary schools. It starts with a brief history of English teaching (2.1) and assessment (2.4); then it also describes the role of the national curriculum (2.2) and the present situation regarding English teaching (2.3).

Chapter Three explains the theoretical background of classroom-based assessment. It begins with an introduction to the scientific approach to English testing, and discusses if it would be applicable to classroom-based assessment (3.1). Then, it describes the communicative approach to language testing and discusses a number of fundamental elements which should be considered when implementing assessment, such as validity and reliability in the area of communicative language teaching and assessment. It also discusses the validity and reliability of classroom-based assessment (3.2). After that, it introduces a critical approach to language testing, and discusses the ethical issues regarding classroom-based assessment (3.3). And then, it explains the position and characteristics of classroom-based assessment and suggests procedural stages of assessment based on the theoretical arguments of this study (3.4). Finally, a number of

preceding studies regarding classroom-based assessment are introduced and discussed (3.5).

Chapter Four describes the methodology for conducting the study (4.1&2) and the participants (4.3), the instruments used (4.4), the procedure (4.5), and ethical considerations (4.6). Any limitations of the research are mentioned (4.7). Chapter Five starts with a brief introduction to the teachers' practice of classroom-based assessment (5.1). Then, based on the results of the research, the teachers' beliefs and their practices regarding classroom-based assessment are described and analyzed according to the procedural stages of classroom-based assessment: planning (5.2), implementation (5.3), monitoring (5.4), and recording and dissemination (5.5). Chapter Six presents an overall discussion of the results as they reflect the procedural stages of classroom-based assessment: planning (6.1), implementation (6.2), monitoring (6.3), and recording and dissemination (6.4). Finally, it concludes with the implications of the study and makes a number of recommendations (6.5) regarding classroom-based assessment.

## **II. Context**

In this chapter, I discuss a number of aspects of English teaching and assessments in Korean primary schools. I first look at how English teaching was introduced in the primary schools; then at the current situation in English teaching focusing on the teachers of English. Finally, I consider assessment practice in the field of English language teaching in primary education.

## **II.1.Introduction to English Teaching in Primary Education**

About the time of Seoul Olympics in 1988, the country began to open itself to the world outside; and all the people in the country could take trips abroad without any major restrictions. As a result of this, the social and cultural exchange between the country and the other nations was significantly increased, and individual contact with foreign nationals escalated rapidly. Against this background, English teaching first began as an extra-curricular activity in primary schools where all the issues relevant to English teaching were decided by each school, especially by the teacher of English who had absolute power regarding the construction of the syllabus, deciding teaching methodologies, choosing materials, and even the teaching schedule. English teaching fully reflected the context of each school, as a result of this, the way English was taught varied from school to school.

Although, teachers tried to do their best when teaching English to their students, as the interest and expectation of parents and students rapidly increased, a number of issues appeared which needed to be addressed. First of all, teaching English as an extra-curricular activity could not accommodate all the students who wanted to study English. In addition, since there was no commonly established curriculum for English teaching, it could not be expected to provide students with consistent and stable English learning experiences. Since there were no suggested approaches to English language teaching and no explicit official guidelines for the teachers to follow, teachers therefore had great difficulty formulating teaching principles, and methodologies and acquiring practical

techniques and tips. Furthermore, lack of materials and teaching equipment set serious limitations on English teaching in the schools. For example, there were no classrooms dedicated to English teaching, materials were inadequate and they did not meet all the student's needs.

Clearly, these were matters which, for the most part, could not be addressed by the schools or through the efforts of individual teachers, because, inevitably, they needed the financial investment and administrative support which is normally negotiated and determined by the party in government at the national level. Lack of a coordinated response was serving as a brake on the momentum of English teaching in primary education.

To improve this situation, it was introduced as a regular subject in 1997; it has been recognized as one of the key subjects, and has therefore received strong central government support. What was expected was that it would be a means, not only of accelerating the internationalization of the country, but also of encouraging the younger generation to prepare for the globalized worldwide society of the future.

## **II.2.The Role of the National Curriculum**

Because Korea's education has a long history of being strongly centralized, directed by the national curriculum, it was inevitable that the teaching of English as a foreign language would have to fall into line, and it too became centralized. However, most recently, since the transfer of political power in 2008, the Ministry of Education has been making every effort to hand over some of its powers to the local educational authorities

and the schools. Thus, English teaching has explicitly been recognized as ‘a part of the school curriculum’ (Ellis 1996); but it is still also subject to the national curriculum. So strong is this central control, that it may well still be one of the most obviously ‘curriculum-dominated’ foreign language teaching systems in the world.

The national curriculum controls virtually all the areas of English teaching in the primary school. First of all, it prescribes the goals, contents, methodology, and assessments. In addition, it controls the number of words to be taught at each level and suggests themes or topics, and the communicative functions the students are expected to learn. Furthermore, teaching and learning materials are constructed and produced based on the above recommendations, and the local educational authorities provide the teachers with a relatively short term in-service education course to assist the teachers to adjust themselves to the curriculum, and to the teaching and learning materials. This process also plays a role in strengthening the status of the national curriculum.

For the past 10 years, the fundamental goals and the principles of the national curriculum for English education have been consistently maintained; and, what they call ‘The 2007 revised curriculum of English education’, prescribes the same program for teaching English. The following are the ultimate goals the current national curriculum identifies.

- Students have an interest in English, and can use the language confidently.
- Students have confidence when using basic level English.
- Students acquire a grounding in communicating through English in their everyday lives.
- Students gain a better understanding of the customs or cultures of other countries through English language learning experiences (MOE 2006).

English teaching in the primary schools has two fundamental goals: linguistic and affective. By focusing on the latter, the curriculum appears to take into account the characteristics of English language learners and the circumstances which impact on English teaching and learning in the primary schools. It also aims to provide the students with positive English learning experiences and to contribute to the whole education program in the primary schools.

### **II.3. Present Situation of English Language Teaching**

Currently, English is being taught once a week for the students in the 3<sup>rd</sup> and 4<sup>th</sup> grades and twice a week for the students in grades 5 and 6. The teachers are given the textbook, the teacher's guide, the CD-ROM title, and the cassette tape. As indicated earlier, although having to continuously operate within the parameters set by a curriculum dominated system, most teachers of English continuously seek activities and materials that are most appropriate to their specific teaching context. Also, they are gradually becoming more willing to heed the voices of the parents and the local community, as, by law, they become progressively more involved in school management.

Every teacher who wants to teach English can become an English teacher in the primary schools as long as they have certain qualifications. Normally, a teacher who has a Masters' degree or 300 hours in-service education teaches English. Most recently, some local educational authorities have designed various types of teacher development program, for example, Inchon educational authority designed a 6 month long English language teaching program for teachers of English which has 3 sub-options. For the first

option, 20 teachers received the program in English speaking countries such as the US and Canada for 6 months; the teachers taking the second option studied English language teaching at the official teacher training institute run by the local educational authority for five months, plus one month on-the-job training in schools in English speaking countries; the third group studied the program after school hours while they were still working in their schools. Through this project, the number of qualified teacher of English is gradually being increased. However, as the circumstance of each school is different and the internal decision making system of each school is flexible, when there are no volunteers who wish to teach English, every homeroom teacher can be obliged to teach it regardless of their qualifications. Thus, all the teachers in the primary schools have been concerned, to some extent, about English teaching, as well as about their English proficiency, because they fully understand that it cannot be acquired in a relatively short period of time.

Although there has been good progress in English language teaching, a number of issues still need to be addressed. To begin with, the student's ever increasing need to learn English must be recognized and reflected by the national curriculum whenever it is revised. In addition, specific action plans need to be established in order to provide the students with more exposure to English and they must be given more opportunities to use it; both are critical for the effective learning of English in a foreign language context (Willis 1996: 59-60). In fact, language exposure for students in Korea is very limited, although they might encounter English through graded storybooks, television and the internet. Students normally receive English language input from their teachers and their use of the target language is mainly limited to classes.

#### **II.4.English Language Assessments**

English language assessment was not recognized as meriting serious attention and was marginalized in the early days of the English language teaching in primary education. This is due to the fact that the main and urgent concern was to establish English as a regular subject in the primary education system. The central government wanted to obtain affirmative or optimistic responses from the people concerned such as teachers, students and their parents, and supervisor in educational authorities; it also needed to have the support of the people in order to put their new policy into practice as there had been serious debates and heated controversy across the country. Thus, ‘how-to-teach-well’ was the uppermost concern of all the people who were involved in the introduction of English teaching in primary education, what they needed was explicit tangible evidence good enough to support their political and educational decision.

These teaching methods and techniques-focused policy for classroom-based language teaching inevitably had a number of flaws. To begin with there is a serious underestimation of the value of assessment. The Ministry of Education and local education authorities constantly encouraged the teachers and students to assume that English teaching and learning at the primary school would be successful if the teachers teach English to students using fun and game-like teaching methods. They seemed to avoid dealing with the matter of assessment because they felt that the obligation of assessment might lead the teachers and the students to resist the introduction of English. Despite this jaundiced view of assessment it should no longer be overlooked. The main reason is that good teaching is inevitably closely connected with how well the students learn in their classrooms. Undoubtedly teaching is a systematically designed activity to

facilitate students learning; thus, it is learning that is the goal of teaching (Malderez & Bodoczky 1999: 12; Tomlinson 1995: 9). Another truth is that teachers should obtain information on the progress of their students' learning through carrying out assessment activities.

In the highly competitive society of Korea, the role of assessment in the school has been seen as significant as all the interested parties feel that they have a stake in its implementation and the results it produces. To begin with, based on assessment results, teachers usually monitor their coverage of the syllabus, their teaching methodologies and the materials used, and they write a formal report of every student at the end of the academic year. Taking into account the fact that, at the present time, all the teachers are assessed annually in accordance with the teachers' efficiency rating scheme which is guided by the central government, they are aware that their teaching and assessment activity and its results might easily affect their performance rating. This, in turn, to some degree, relates to the criteria by which they are judged for promotion, as well as to their salary. In addition, the parents of students usually figure out the achievement level reached by their children through the assessment results, and set out to enroll their children in any compensatory learning programs which they deem necessary; that is, assessment plays a role as an indicator showing the extent to which each student needs to get additional support. Furthermore, students and their parents usually are very sensitive to the relative position of the students with respect to their peers in the class and the other pupils in the school at the same grade. Therefore, English as a regular subject needs to be systematically and properly assessed at their teachers' discretion, and the results analyzed and properly documented, then the results should be shared with the pupil's parents.

Furthermore, most recently, with the ever strengthening interest and concern of parents and other people concerned such as supervisors in educational authorities and even administrators in local and central government, the teachers of English are becoming aware of the growing strength of the demands of a society which is saying that they need to acquire assessment theory and principles. They want to be sure that they should not only have confidence in their assessment results and a better understanding of their students' learning, but that teachers can also meet the increasing demands that they show that they teach English well, and that their students learn English well. For this reason those teachers lacking the requisite knowledge and skills of English assessment might need to take part in customized teacher development programs for foreign language assessment.

Finally, the national curriculum prescribes general guidelines of assessment for all school levels (see Appendix E). However, as indicated above, although the role of assessment is significant and its effect is multiple, the statements are in fact, broad and abstract; that is, they do not provide any concrete principles, procedures, model tasks and practical tips regarding carrying out assessment in the primary school classrooms. This might indicate that the assessment of students' English learning is left to the expertise of teachers of English. This, in reality, is the context of English assessment in the schools. Actually this reality is one of the rationales of this study.

In this chapter, I discuss a number of aspects of English teaching and assessments in

Korean primary schools. I first look at how English teaching was introduced in the primary schools; then at the current situation in English teaching focusing on the teachers of English. Finally, I consider assessment practice in the field of English language teaching in primary education.

### **III. Literature Review**

Because there is language teaching, there is also language assessment - they are inseparable. Indeed it might be true to say that ‘what is assessed becomes what is valued, which becomes what is taught’ (McEwen 1995: 42). Accordingly, in this chapter, the mainstream theories of language assessment are reviewed, and the principal issues repeatedly questioned are discussed, in order to investigate how they could be interpreted or applied with special reference to classroom-based assessment (CBA); then it is discussed in detail. Studies of classroom-based assessment are presented last.

With reference to the development of language testing or assessment, Spolsky (1975, 1984) suggests three main stages of language assessment: ‘the traditional or pre-scientific period’ (stage one), ‘the psychometric-structuralist stage’ or ‘the modern stage’ (stage two), and ‘the psycholinguistic-sociolinguistic stage’ or ‘post-modern stage’ (stage three). Morrow (1979) represents these three stages metaphorically as ‘the Garden of Eden’, ‘the Vale of Tears’, and ‘the Promised Land’. This study follows the Spolsky’s three stage outline.

#### **III.1. The Scientific Approach to English Language Testing**

##### **III.1.1. The characteristics of scientific language testing**

The topic of testing or assessment in applied linguistics and teaching English to the

speakers of other languages (TESOL) has, for a considerable time, been considered to be an area which has been dominated by the theories of positivism, and has thus been resistant to critique (Vasquez, 2001; McNamara, 2001: 334). At that time, scientism and objectivism were dominant, which resulted in the development and domination of scientific language testing. There are two main kinds of testing principles in the realm of the scientific approach to language testing: criterion-referenced testing and norm-referenced testing. A detailed discussion follows.

### **III.1.1.1. Criterion-referenced testing vs. norm-referenced testing**

According to Henning (1987), criterion-referenced testing (CRT) is related to prescribed coursework so that the test can match clearly defined teaching objectives; a criterion or cut-off score is set in advance and any who fail this criterion are required to repeat the course. In addition, students are being evaluated on the basis of the degree of their mastery of the prescribed content domain rather than being tested by comparison with the achievements of other students. This system has a number of positive virtues. First of all, the process of the development of CRT itself is helpful in clarifying objectives. In other words, the test developers could set standards which are meaningful ‘in terms of what people can do, ...; and they motivate students to attain those standards’ (Hughes 1989: 18). In addition, it is useful to ascertain the extent to which objectives have been met in formative evaluation as well as in summative evaluation. CRT can also be useful with a small or unique group for whom norms are not available. The characteristics of CRT are going to be revisited when the characteristics of classroom-based assessment are presented and discussed in the Part Four.

In contrast to CRT, norm-referenced testing has been predominant throughout much of the past hundreds years and it is still dominant. That is, students are still being influenced by norm-referenced standardized tests regardless of where they learn, or how they learn English. NRT relates to one student's performance as measured against that of other students; thus teachers or test developers are not told directly 'what the students is capable of doing in the language' (Hughes 1989: 17). NRT has been used on a large sample of people from a target population, usually 1000 or more; acceptable standards of achievement can only be determined after the test is developed and administered. According to Henning (1987), it has a number of advantages. First of all, easy comparison can be made with the performance and achievement of a large population of students. In addition, acceptable standards of achievement are determined empirically by being compared with the achievements of other students; thus it is recognized that the standards are less arbitrary than CRT.

### **III.1.1.2.Characteristics of standardized language testing**

There are a number of characteristics of standardized testing based on the scientific approach. First of all, standardized testing focuses on testing which is isolated from any social and cultural elements; it is not linked to the social consequence of the test nor to any values implicit in the test score. In addition, it assumes that systematically designed uniform testing can be carried out everywhere, for instance, as part of TOEFL and TOEIC courses; but these are massive and stand apart from the local or specific language learning context. Also, it argues that the procedure and the result of the testing should be dealt with

in a way that is objective and scientific. Objectively marked tests were frequently used, such as: multiple-choice questions, gap-filling, and short-answer questions. Thus, standardized tests somehow can be characterized by standardized administration and scoring (La Celle-Peterson et al 1994: 63). Furthermore, it postulates that, through the standardized exam, all the test takers' language ability can be discovered and measured against prescribed norms without considering any of the test takers' specific characteristics such as: their learning experience, their attitude to the exam, or their social and cultural background. Finally, test takers have no choices and power associated with the carrying out of the exam; they must, perforce, follow the rules of the test set up by outside experts, and which have already been taken for granted. This also demonstrates that standardized testing rarely perceives students as agents and decision-makers (Leung & Mohan 2004: 340).

### **III.1.2. Gap between scientific testing and classroom-based assessment**

With reference to classroom-based assessment, when some of the features of standardized language testing, outlined above, are examined critically, a number of shortcomings become apparent, which will effect the development of good classroom-based assessment. As Hamp-Lyons (1997: 299) points out, it has a static view of achievement and restricts students' behavior samplings. It also reflects the desire for speed in test-taking, rather than the quality of the work, and it promotes skills in test-taking. Regarding this, it might encourage the students to be ambitious to score as much as they can; so they might focus on practicing the test itself.

Moreover, standardized testing might induce student anxiety rather than enhance students' motivation as they have to reach the target scores set up by outside institutes and are constantly being compared with other students. What is worse, there are two significant problems with standardized testing. First, it fails to adequately measure important elements of student learning. In other words, it fails to create a match 'between the content and procedures of established language tests and what it is teachers and learners do in (and out of) classrooms' (Bailey 2004: 262). Second, this might result in 'encourag[ing] or perpetuat[ing] classroom practice that fails to provide high-quality education, ...' (FairTest, n.d: 1). This is in line with the view that 'tests are more frequently used to point up weakness than to designate strength' (Gardner 1992: 86). Thus, when these negative criticisms of standardized testing are taken into account, it seems that they are far from what the requirements of classroom-based assessment should be.

## **III.2.Communicative Approach to Language Testing**

### **III.2.1.The characteristics of communicative language testing**

While stages 1 and 2 flow seamlessly one into another, stage 3 is not based on stage 2. It is theoretically based on psycholinguistic-sociolinguistic principles and therefore shows more of a paradigm shift than a linear linking. Davies (2003) suggests that the fundamental distinction between these two stages is that the imperative behind 'stage 2 was primarily a method of organizing and analyzing language tests, [but] ... stage 3 was more a belief about language' (ibid: 357); and that this is in line with the advent of communicative language testing.

In this regard, from the 1970s, experts of English language teaching such as Hymes (1972) and Canale and Swain (1980) sought to identify the nature of human communication and to postulate theories arising from it, this became the basis of the development communicative language teaching (CLT). This in turn had an effect on the testing culture because ‘the use of language in a communication situation has a number of features which are not measured in conventional language tests’ (Morrow 1977: 23), thus showing that communication is interaction-based and unpredictable. Underhill (1982: 18) argues that ‘there is no real-life situation in which we go around asking and answering multiple choice questions’. Morrow (1982: 57) also asserts that the input of the test should be authentic and the test items or tasks should reflect acts of communication in the real world. Carroll (1982: 1) supports this by arguing that ‘the communicative approach stands or falls by the degree of real life, or at least life-like, communication that is achieved ....’ For this reason, Fulcher (2000) explains that communicative language testing rejects the use of what it calls pseudo-scientific jargon and develops an antipathy to statistical analysis; furthermore it accepts the common sense of the classroom teacher who should be entitled to interpret whether a test is good or not by looking at it.

Weir (1993) summarizes the communicative approach to testing thus.

[It has] the following features: focus on meaning, contextualization, realistic discourse processing, use of genuine stimulus material, authentic operations on texts, unpredictable outcomes, interaction based, performance under real psychological conditions, e.g. time pressure and in assessment of performance

on a task, judgment made on achievement of communicative purposes (ibid: 167).

Weir (1990) also argues that, in the area of marking, holistic and qualitative assessment skills need to be taken into account. With regard to performance-based assessment, McNamara (2000) emphasizes that assessment should be carried out when the test takers are engaged in an extended act of communication, either receptive or productive. In addition, Heaton (1988: 20) argues that the most important criterion is that assessment should be based on precise and detailed specifications of the needs of the learners for whom they are constructed. Consequently, it also pays attention to the social roles assessment takers are likely to assume in a given context, and provides them with a means of specifying the demands of such roles in detail.

Even though testing theory and practices are constantly developed through the suggestions and discussions of various ideas of communicative language testing, their primary focus has normally been the tests which are produced and administered by testing experts or testing institutes. They tend to disregard the assessment activities and environments which the students constantly face with in their classrooms. This is what the next section is concerned with.

### **III.2.2.Limitations of communicative language testing in classroom-based assessment**

Although the development of communicative language testing seems to have had certain positive influences on the English language teaching and assessment, there are still a

number of issues which need to be discussed. First of all, as Spolsky (1985: 36) points out, testing, by its very nature, is still not a condition in which people can use language naturally, and test questions or tasks are not part of real world experience. So any test taker should learn the rules if they are to take part in the test successfully. This might be linked to the fact that, as Chapelle (1999: 261) indicates, test-takers rely more heavily on meta-cognitive problem solving strategies than on the communicative strategies that could be expected to affect performance in a test. Thus, students who are quick witted or tactful might have certain advantages, and they might score higher grades than their real language ability warrants.

In addition, it is not certain that authentic communicative testing tasks used in one context could be applied to other contexts. From this it follows that the representative nature of the testing tasks are inevitably limited. Bachman and Palmer (1996) also suggest that authentic real-life tasks may not always be appropriate as they are not always targeting the area of ability which the test developer wants to assess, and for some of them it may not be practical to carry them out in a particular assessment context. Moreover, Lewkowicz (2000) demonstrates that test authenticity is not an issue for the test-takers; they are more concerned with test difficulty and familiarity rather than having an interest in how authentic it is. This issue relates, to some extent, to the practical considerations of classroom-based assessment. The reality is that, no matter how good the testing task is, it might not be used if it is not perceived to be appropriate for the specific testing context for which it is required.

Furthermore, as communicative language testing involves test-takers' performance, showing what they can do behaviorally by making use of target language, '[it is] difficult to create ... typically [the] required time and resources to administer and score than do other test types.' (Hudson 2005: 222). With regard to behavioral real-life outcomes, Fulcher (1999: 224-225) indicates that they are difficult to isolate and to specify. One more matter that needs to be taken into account is that 'it is possible for [test-takers] to successfully complete acts of communication [even in case they have] little or no knowledge of a language' (Fulcher 2000: 493). In this case, it might become a theoretical issue as to what extent non-linguistic factors might be a consideration when assessors make a judgment for the test-takers' outcomes.

As far as an understanding of the development and implementation of a sound classroom-based assessment is concerned, the above issues relate to the fundamental considerations of how we recognize what good and credible assessment is like. Moreover, taking into account the foregoing discussion of language assessment, it seems appropriate to investigate a number of fundamental theories and principles which would be useful as a means of reference when critically analyzing the development of classroom-based assessment. These are the principal considerations of assessment which are to be discussed in the following sections.

### **III.2.3. Issue of validity**

Designing a 'good test' has long been uppermost in the minds of people who are engaged in English language teaching and applied linguistics. How good the test is closely relates

to the issue of validity, and this is recognized as a fundamental concept in language testing and assessment (McNamara 2001). Validity is classically defined as ‘Does a test measure what it is supposed to measure?’ (Lado 1961: 321). This Holy Grail of validity in assessment is being continuously revisited by progressive educators; and this is part-and-parcel of the development of a theory of learning and a theory of language. These theories themselves actively reflect the flux of social realities; and among them, the socially agreed role which assessment might have as it influences the development of assessment theory and practice in a given context. Therefore, it is reasonable to argue that validity is not a fixed idea but an evolving notion. This is the reason why the issue of validity is discussed in this section although it had, for some time, also been taken into account when conventional standardized testing was developed. In other words, validity of classroom-based assessment is more closely connected to what communicative language testing pursues than what conventional standardized testing is concerned with.

In stage 2, language assessment is mainly concerned with how the test or assessment can be carried out as objectively as possible. Thus, as Gardner (1992) points out, there was no need to pay attention to any kind of contextual criteria such as the impact of culture and belief systems on the pupil’s thought processes. That is, ‘so-called thoughts were simply “silent” movement of musculature’ (ibid: 83). In line with this kind of thinking, a good test means that behaviors or actions of significance should be identified, and their procedures and results should be clearly observable by testing experts and others such as teachers and administrators. Also, according to Chapelle (1999), language testing experts agree that the typical empirical method used to demonstrate the validity of a test is to

present its validity using correlations. That is, a test can be recognized as valid if it correlates well with other valid language tests. In this context, there are two other recognized types of validity: content validity and construct validity. The former indicates to what extent 'the test constitutes a representative sample of the language skills [and] structures, ...' (Hughes 1989: 22); and consists of experts' professional judgment about test content. Messick (1996) points out that it includes evidence of content relevance and the representativeness of what the learners have learned, as well as of the technical quality of the tests, including the fine tuning of each level of the skills. The latter is interested in the degree to which 'a test can be demonstrated that it measures just the ability which it is supposed to measure' (ibid: 26) and refers to the degree of consistency between the results of test and theory-based expectation.

Turning to the stage 3, the communicative language testing era, as construct-related validity is highlighted as a fundamental concept of validity and language test development, language testing experts gradually came to recognize that human language competence should not be narrowed down to the level of language knowledge and structure. In other words, the central idea is that 'language testing [or assessment] is by no means limited to assessing linguistic proficiency...' (Clapham 2000: 148). Thus they try to define the fundamental theoretical concept of language ability and its use in human communication within the social context, because 'language takes place in a social context as a social act and [they believe] this needs to be recognized in language assessment' (Hudson 2005: 205). Arising from this, there are a number of vital considerations which need to be discussed before proceeding with the development of a

good assessment.

### **III.2.3.1. The idea of human communicative language ability**

With reference to the pursuit of sound constructive validity, it is necessary to develop a theoretically sound and explicit model of what it is supposed to measure in terms of language and communication. In other words, there is a need for a clear idea about communicative competence, which is potentially transferable to the other language learning and assessment contexts. McNamara (1996) suggests three basic dimensions to the discussion of second or foreign language communicative ability:

... the factors constituting knowledge of a language [model of knowledge]; ... the underlying factors ... which form part of an individual's ability to perform communicative tasks involving language [model of performance]; ... actual real-time instances of language use .... (ibid: 48).

The first figure who deserves attention in this respect is Hymes (1972). He introduced a distinction between language knowledge, the model of knowledge, and the ability to use that language, the model of performance. He explains the model as follows,

The speaker-listener's overall underlying knowledge and the ability to use [that] knowledge[;] whether (and to what degree) something is formally possible, whether (and to what degree) something is feasible, whether (and to what degree) something is appropriate (adequate, happy, successful), [and] whether (and to what degree) something is in fact done, actually performed, and what its doing entails (ibid:12).

Following him, Canale and Swain (1980) add significant factors by suggesting the underlying systems of knowledge and skills required for communication: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In addition, referring to the research of Canale and Swain, Bachman (1990), and Bachman and Palmer (1996) develop their model, called ‘communicative language ability’. This is at present being used as a theoretical base for International English Language Testing Systems run by the British Council. They try to discuss explicitly what ‘ability for use’ is and suggest three main components which interact with one another: knowledge structures which are knowledge of the world; language competence which is mainly about the knowledge of language; and strategic competence which also interacts with human psychological mechanisms and the context of a particular situation. Consequently as they center on strategic competence, they highlight the role of context and of affective factors in language use; this might provide a clue for addressing the role of non-linguistic factors underlying actual use of language.

However, Bachman’s theory of communicative language ability is criticized by some experts such as McNamara (1996), Young (2000), and Johnson (2001). They assert that the Bachman’s theory highlights an individual person’s language ability and his or her cognitive construction of language use, rather than considering the broader interaction between participants and contextual factors. Chalhoub-Deville (2003) argues that while Bachman professes an interactional view of language communication, he still maintains the separation of the language use and the abilities underlying performance. That is, the

theory portrays a link between a language user's ability and the context, underlining the two factors as important but treating them as separate entities in order to permit generalization on the basis of transferable abilities. They argue that the construct 'individual ability' should incorporate the idea of communicative language use which reflects dynamic discourse and co-construction by the participants. However, this is something of a conundrum, since it needs to be reconciled with the role of assessment in producing general results or scores for each of the participating individuals who are being tested.

Therefore, what assessment developers need to do is to formulate criteria for and ways of, not only setting up a reasonably acceptable range or boundary for relevant underlying language cognitive factors and affective filters, but they must also show how to deal with those factors when designing an assessment. However, one thing they should bear in mind is that they should take into account what is possible and appropriate in a given context, thus 'we are forced to decide what it is that we are testing[or assessing] and what it is that we are not' (McNamara 1996: 87). It is worthwhile taking this into account when a classroom-based assessment is developed because a general idea of human communicative language ability might be compromised by what the national curriculum prescribes in a certain context, especially when English is being taught as a foreign language. This will be discussed later.

### **III.2.3.2.The influence of language testing or assessment**

The issue of the influence of testing or assessment is tied to how we recognize their

influence. When dealing with this, there are a number of the terms suggested by the testing or assessment experts, these include: first, 'washback effect' (Hughes 1989; Alderson & Wall 1993; Shohamy 1992), second, 'test impact' (Baker 1991; Bachman & Palmer 1996), third, 'systematic validity' (Frederickson & Collins 1989; Shohamy 1993; Shohamy, Donitsa-Schmidt, & Ferman 1996), and finally 'consequential validity' (Messick 1989; 1994; 1996). However, basically, these indicate almost the same concern: that of test or assessment results, their use, and their impact on those tested. This research was the first to use the term 'washback' which was first used when recognition was initially given to the issue of test influence. This seems to be the concept which is most widely recognized and is very familiar to others working in this field such as teachers and testing agencies.

The washback effect firstly tends to focus on 'the effect of testing on teaching and learning' (Hughes 1989: 1; Wall 1997: 297; Bailey 2004: 259); tests have a powerful influence on what language teachers and learners do, and on what 'they would not necessarily otherwise do' (Alderson & Wall 1993: 117). Thus, washback primarily deals with what ensues between teachers and learners after they take a test and receive the feedback. According to Hughes (1993 cited in Bailey 1996), a mechanism of washback consists of three components which are listed below.

The trichotomy, ..., allows us to construct a basic model of backwash. The nature of a test may first affect the perceptions and attitudes of participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), ... ,

which will affect the learning outcomes, the product of the work (ibid: 2).

Hughes suggests that the term ‘participants’ covers not only the classroom teachers and students but also administrators, material developers, publishers, and the others ‘whose perceptions and attitudes towards their work may be affected by a test’ (ibid: 2). His use of the term ‘process’ includes: material development, syllabus design, changes in teaching methodologies, and the use of learning and test taking strategies in which ‘any actions are taken by the participants which may contribute to the process of learning’ (ibid: 2). The ‘product’ refers to what is learned (facts, skills, etc.) and the quality of the learning. With reference to the washback effect, Alderson and Wall (1993) present fifteen hypotheses which are concerned with the influence of tests on the areas which can be viewed as dichotomized, such as: teaching versus learning, teachers versus learners, contents and methodologies, sequence of learning and teaching, degree and depth of teaching and learning, teachers’ and learners’ attitudes, and its consequences. They are mainly concerned with the influence of test results on what happens in the classrooms.

Hughes also outlines proposals of how positive washback can be promoted as follows:

Test the abilities whose development you want to encourage; sample widely and unpredictably; use direct testing; make testing criterion-referenced; base achievement tests on objectives; ensure [the] test [procedure] is known and understood by students and teachers; and where necessary provide assistance to teachers (1989: 44-47).

Shohamy (1993: 2) and Shohamy et al (1996: 298) recognize the washback effect as a

rather broad concept which focuses on the influence of the test results within a particular educational system. They argue that:

...testing is not an isolated event; rather it is connected to a whole set of variables that interact in the educational process [system]; [thus] the test becomes a part of a dynamic process in which changes in the educational system take place according to feedback obtained from the test

Thus, the influence of the test results should not be considered to be limited to the classroom or school level affecting only the teachers and students; rather does it cover the whole language assessment circle in a specific educational context.

In addition, there are a number of factors which should be considered regarding the negative effects of test results. Ferman (2004) argues that the test results have a negative influence on participants who are involved in the test for instance by: ‘a narrowing of the scope and content of teaching and learning; increase pressure to cover the material; a high level of anxiety; and fear of test results ...’ (ibid: 205). Alderson and Hamp-Lyons (1996) also summarize a negative influence of test results especially as it applies to the curriculum:

narrowing of the curriculum, lost instructional time, reduced emphasis on skills that require complex thinking or problem solving, and test score pollution or increase in test scores without an accompanying rise in ability in the construct being tested (ibid: 281).

Therefore, Watanabe (2004) argues that the study of washback effects should be carefully

designed and administered taking into account: whether it may be general or specific, whether it may be strong or weak, whether it may be short term or long term, whether it may have intended or unintended results, and whether it may be positive or negative as far as the participants are concerned.

However, all these considerations seem to center on the testing or assessment experts, or testing institutes, not on the participants. That is, they produce theories and principles regarding the washback of tests which are designed, produced and are normally administered outside the classroom, or sometimes might take place inside the classroom but with rigid rubrics provided by the outside testing experts. Thus, it is hardly ever concerned with what the teachers and students perceive regarding the test or assessment and their results because they are seldom designed by insiders such as teachers and groups of teachers, and are seldom administered regularly in the schooling systems. For this reason, as Alderson and Wall (1993) point out, washback needs to be investigated in terms of the tests that 'are used regularly within the curriculum and which are perceived to have educational consequences' (122).

The issues, and the considerations of validity discussed above, might help teachers and assessment experts to develop the conceptual or theoretical basis for the validating of classroom-based assessment. This is the main concern of the following section.

#### **III.2.4. Validity of classroom-based assessment**

To some extent, the vulnerability of classroom-based assessment seems to be a chronic

obsession for testing experts as well as language teachers. This might stem from a disharmony between the conventional, standardized view of testing and the practice of language assessment in the classroom. In this regard, Leung and Mohan (2004) introduce a number of theoretical discussions of classroom assessment. First, ‘classroom-based teacher assessment should try to meet the rigors of standardized formal testing. ...’ (ibid: 337). This is supported by several testing experts such as Cohen (1994) and Brown and Hudson (1998). Rea-Dickins and Rixon (1999: 97) also point out that ‘teacher-made assessments focused on what could be ‘easily tested’ i.e. what is amendable to testing, as opposed to what should, desirably, be tested.’ Crooks (1988), Black (1993), and Paul and Dylan (1998) advanced the criticism firstly that classroom assessments are generally superficial, ‘concentrating on recall of isolated details, usually items of knowledge which pupils soon forget’ (Paul & Dylan 1998: 8); and secondly that teachers do not normally discuss assessment questions or tasks seriously; ‘so there is little reflection on what is being assessed’ (ibid: 8).

Another view of classroom-based assessment is that ‘teacher assessment does not fit easily into a standardized assessment theory, and further theoretical and empirical work has to be done to reconceptualize teacher assessment and its relationship to standardized testing’ (Leung & Mohan 2004: 337), this is backed up by several testing experts (Lynch, 2001; McNamara, 2001; Brindley, 2002). This indicates that several language testing experts seem to view classroom-based assessment as inferior to standardized language testing.

However, those views examine classroom-based assessment from the point of view of

standardized assessment which ‘is not the only reference point ... ’ (Teasdale & Leung 2000: 164). Brindley (2001: 400) also asks whether classroom-based teacher assessment be required to meet conventional psychometric standards. As those arguments do not provide the solutions, we might therefore view the validity of classroom-based assessment from a different angle. For example, although sometimes the teacher’s assessment might show multiple or conflicting attitudes even in the same assessment situation, this instability might be recognized as constituting conditions which are a real source of validity (Davidson 2004), because teacher-based classroom assessment, by its very nature, is a ‘subjective, ideological, multi-dimensional and context-dependent process’ (ibid: 327). Moreover, adopting the standardized perspective and concepts uncritically might result in a failure to recognize the nature and value of the teacher’s assessment of the learning that occurs in the classroom. Accordingly, it might be accepted that different or modified validity requirements can be suggested for different approaches to testing and assessment, and that these approaches should be viewed as more than different techniques.

In addition, there is another essential but marginalized feature of validity in classroom-based assessment. This is what the researcher suggests to be the assessment protocol, which consists of well structured steps of procedure that any assessment users are supposed to follow when carrying out assessment. The reason why the procedural steps of assessment are highlighted is that, as Heurta-Maccias (1995) argues, assessment procedures in the classroom-based assessment can become valid in themselves because ‘it looks at actual performance on real-life tasks, such as ... participation in collaborative

work ... the procedures in and of themselves are, therefore, valid' (ibid: 9). However, the theories discussed above focus on something rather abstract, i.e. what communication is or should be, along with its components and interaction. It further extends to the interpretation of the score and the use of test results. Researchers seem to overlook the principles and procedures which the classroom teachers are supposed to follow when they perform assessment, especially performance assessment, a dominant type of assessment in the primary school. They debate or criticize the outcome of assessment only after the result of the assessment is produced. No matter how theoretically well it is supported, it might be discounted if the theory cannot provide the practitioners with practical guidance regarding how to perform the assessment, or if the results are obtained without solid procedural foundations.

Linn et al (1991) suggest a set of validation criteria which need to be applied to performance assessment: consequences, fairness of the assessment tasks and scoring methods, the extent of transfer and generalizability, cognitive complexity of students, the content quality of tasks, the adequacy of the sampling, the meaningfulness of the assessment to the students, and the cost efficiency of the assessment system. Teasdale and Leung (2000) suggest that validity can be enhanced in performance assessment:

...by presenting the full range of desired learning outcomes, by preserving the complexity of disciplinary knowledge domains and skills, by presenting the context in which knowledge [is] ultimately applied, and by adapting the modes of assessment to enable students to show what they know (ibid: 164-165)

In addition, Luoma (2001) suggests guidelines for assessment practitioners to measure the right things: define skills to be assessed in detail, define task characteristics and task rubrics, check acceptability and appropriateness through peer and test policy board comments, analyze tasks from the perspective of task demands to make closer descriptions of skills, refine tasks through peer comments, use empirical information trialing to select best tasks, and use empirical information from trialing as a criterion when test forms are constructed.

Therefore, when the teachers set up and administer valid assessments, all the components of good assessment mentioned above, such as: the knowledge of language, skills, contents and types of assessment tasks, and decision making processes should be incorporated. This can only be done by reflecting on and understanding the three characteristics of classroom-based assessment: curriculum, outcome, and criterion-based assessment - which are discussed in Part Four.

### **III.2.5.Issue of reliability**

Obtaining a reliable test result has long been an issue when considering any test and assessment scheme, because it is only if the results can be shown to be reliable, that they can be used for the purposes, and in the contexts, in which they are needed. This is especially so when the interpretation of a test score is exclusive and rigid, and decision making proceeds according to the interpretation of that test score, for example in the screening or selecting of students or candidates. Thus, ‘the more important the decisions, the greater reliability we [testing experts and the practitioners] must demand...’ (Hughes

1989: 32).

Conventionally reliability begins with an assumption that ‘human beings ... do not behave in exactly the same way on every occasion, even when the circumstances seem identical’ (Hughes 1989: 29). Thus the investigation of reliability is concerned with answering the question, ‘How much of an individual’s test performance is due to measurement error, or to factors other than the language ability we want to measure?’ (Bachman 1990: 160-161; see also Brown & Hudson 2002: 149). This is also relevant to the concern, ‘how far we can depend on the result that a test produces ...’ (Weir 1990: 31). Accordingly, the notion of reliability explicitly relates to accuracy of measurement (Henning 1987); this kind of accuracy is reflected in the obtaining of similar or identical results when measurement is repeated on different occasions. Various phrases have been used to express this element of test reliability: ‘test-retested reliability’, ‘equivalent forms reliability’, and ‘internal consistency reliability’ and ‘rater reliability’ with one or different assessors. However the central issue remains - to what extent can these methods be actualized each time classroom-based assessment is practiced, because all assessment should strive to achieve precision (Edelenbos & Kubanek-German 2004)? All the considerations discussed here might be regarded as fundamental to how classroom-based assessment justifies its data and outcomes as accurate and credible. Furthermore, consistency, stability, and equivalence are equally important to classroom-based assessment since ‘[it] hinges upon consistency in the teacher-assessors [intra- or] inter-subjective understanding of what it is they are actually assessing’ (Teasdale & Leung 2000: 171).

Language testing experts have been in pursuit of a means of constructing, administering, and scoring tests in such a way that the scores obtained on a certain occasion are identical to those which would be gained if it had been administered to the same learners at a different time. For this purpose, they need to have a set of scores, to compare them and to apply the test-retest method. The correlation of the scores between the two administrations is an indication of test reliability. However, as Brown and Hudson (2002) point out, the test-retest method has a number of drawbacks. First of all, carry-over effects from the first administration can affect the second administration. In addition, we should consider the significant fact that simply obtaining a high correlation between the two scores only indicates that the candidates have been ordered in a similar manner on the two administrations, it never means that ‘the examinees obtained similar raw scores’ (Brown & Hudson 2002: 163).

Regarding equivalent forms reliability, in the two different forms of a test which is being constructed, both forms are designed to measure the same construct. As a way of calculating their reliability, the two forms are administered to the same candidates and the correlation coefficient between the scores is recognized as an estimate of reliability. However, it also has a number of flaws. To begin with, administering two forms of test is time consuming. In addition, designing and producing truly parallel forms of testing is not easy. Furthermore, it might be a theoretical drawback that ‘correlations between parallel forms [rather] would be a measure of validity, not reliability’ (Alderson & Banerjee 2002: 101).

Internal consistency reliability is concerned with how consistent test takers' performances on the different parts of the test are with each other (Bachman 1990: 172). However, it has a requisite condition: the test must have more than one test part and the parts must be homogeneous in their content domain. For example, if the test instrument is intended to measure several traits at the same time such as attitude, aptitude, listening ability and anxiety level, it is not possible to obtain internal consistency.

Finally, it is important to consider that rater reliability should not be marginalized. According to Weir (1990) when a single rater is appropriate, he or she needs to be concerned with the consistency within the individual rater's rating, the intra-rater reliability established by getting the individual raters to remark a selection of scripts at a later date and correlating the marks. If there are several different raters, there needs to be a check on the consistency across the raters and the inter-rater reliability. This is established by correlating the scores obtained by candidates from Marker A with those from Marker B. As Bachman (1990) points out, in both cases, inconsistencies mainly stem from either the application of different rating criteria to different samples, or the inconsistent application of the rating criteria to different samples. Thus, the challenge to examiners or teachers as raters is 'to understand the principles behind the particular rating scales... and to be able to interpret their descriptors consistently' (Alderson, Clapham & Wall 1995: 108).

### **III.2.6. Reliability of classroom-based assessment**

As regards classroom-based assessment, one of the main issues is that it has been recognized that a single teacher's assessment is often regarded as unreliable. A number of criticisms are advanced in support of this assertion. Paul and Dylan (1998) argue that teachers' assessment tends to use a normative rather than a criterion-referenced approach; this emphasizes competition rather than improvement. Hamp-Lyons and Condon (1993), Koretz et al (1993), Brindley (2001) also indicate that teachers' judgment of the performance has low reliability. Brindley (1994) and Clarke and Gipps (2000) assert that teacher assessment shows inconsistencies in the interpretation and application of assessment criteria. In addition, Rea-Dickens and Gardner (2000) point out the inconsistency of teacher assessment in terms of transcription of the language samples used as evidence of attainment. Moreover, according to Wall (1996), when the regional level or national level of testing is developed, it is useful to consider 'whether teachers understand what it is expected of them' (1996: 335).

The above discussion primarily relates to a teacher's competence as an assessor. Accordingly, teachers of English 'need to understand a wide range of assessments ... and be offered method that can be used within the constraints of classroom time and space and school district policies' (Brookhart 1999: 5). In addition, if required, they should receive the development programs which would enable them to be a competent assessor. With regard to this, Alderson, et al (1995: 118) suggest three qualifications of assessors: first of all, they should have relevant teaching experience; they should have enough experience of taking tests; and more appropriately they should have a professional qualification which includes a certificate or degree in applied linguistics. Teachers-cum-assessors should also

be equipped with ‘diagnostic competence’ (Edelenbos & Kubanek-German 2004). This ability enables ‘[teachers] to interpret students’ foreign language growth, to skillfully deal with assessment material and to provide students with appropriate help ...’ (ibid: 261).

Hughes (1989) also suggested a number of principles for making assessment more reliable: ‘write unambiguous items; provide clear and explicit instructions; ... candidates should be familiar with the format and testing; ... provide a detailed scoring key; ...’

Luoma (2001) also suggests a plan for obtaining a consistent result. To begin with, assessment developers should use empirical item information from trialing to examine and select the best assessment tasks. In addition, they should check whether all new test forms follow content and statistical criteria. Furthermore, they should monitor standardization of administration and standardization of ratings when human raters are necessary. They also should monitor the measurement properties of actual tests and make revisions of the methods of constructions and analysis as necessary.

Therefore, for the development of a reliable assessment, teachers should develop a rubric for clear instruction of assessment and an established marking system. One thing highlighted here is that what teachers-cum-assessors should standardize is not the internal aspects of the assessment itself, but its external ones, such as administration and procedure. All the considerations discussed here should be reflected when teachers or assessment experts develop a classroom-based assessment.

### **III.3.Critical Approach to Language Testing**

#### **III.3.1.The characteristics of critical language testing**

Critical applied linguistics suggests an alternative view of English language teaching and assessment. Similar to the basic assumption of social reality in communicative language teaching, it seemingly recognizes that realities are multiple and in flux due to the large number of interactions between people in complex social situations. However, as influenced by critical theory, critical applied linguistics has a saliently different world view as it sees ‘the world is not full of knowable moments but is always ... full of contradictions, tensions and overlapping categories’ (Vasquez 2001: 56). Moreover, it views the world and its ongoing process as ‘pain’ (Pennycook 2001: 6) assuming that ‘we live amid a world of pain, that much can be done to alleviate that pain, and that theory has a crucial role to play in that process’ (Poster 1989:3). In other words, the social reality we live in is in a state of inequality, unfairness, and injustice which has accumulated through historical and cultural transactions. Thus, it takes the view that:

...virtual reality is shaped by congeries of social, political, cultural, economic, ethnic, and gender factors, and then crystallized and reified into a series of structures that are now inappropriately taken as real and immutable (Guba & Lincoln 1994:110).

Critical applied linguistics postulates that people are born into a social reality which has already been constructed and historical and cultural reality mightily affects what people do and more importantly why they do it. Therefore, it aims to reveal ‘the insufficiencies and imperfections of [a] finished system of thought ... incompleteness where

completeness is claimed' (Held 1980 cited in Giroux 1983: 18).

With reference to English language teaching, as Pennycook (2001) points out, another central element of critical applied linguistics is that it explores our understanding of language teaching and assessment in a given social context. This goes beyond mere correlations between language and society, rather it raises more critical questions which have to do with access, power, disparity, desire, difference, and resistance. Pennycook (2004) also asks that a critical view of assessment be adopted, and due recognition be given to the fact that applied linguistics may play a part in either the production or the alleviation of that pain.

With reference to this area of language assessment, Shohamy (2001b) has developed a notion of critical language testing which starts with the assumption that

... 'the act of language testing is not neutral. Rather, it is a product and agent of cultural, social, political, educational and ideological agendas that shape the lives of individual participants, teachers, and learners' (ibid: 131).

She also argues the need to develop critical strategies for language assessment to investigate the uses and consequences of tests, 'to monitor their power, minimize their detrimental force, reveal the misuses, and empower the test takers' (ibid: 131).

Shohamy (2001b) goes on to suggest several key features of critical language testing. She argues that test takers are to be considered as political subjects in a political context; and

they should be encouraged to develop a critical view of tests because tests are not neutral and isolated from the world outside, rather they are ‘deeply embedded in cultural, educational and political arenas where different ideological and social forms are in struggle’ (ibid: 132). In addition, she also suggests that critical language testers should raise questions about the knowledge on which the test is based and encourage the assessors to challenge it. Critical language testing also questions the identity and vision of the society which tests presume. Based on these arguments, her firmly held belief is that language testing is always political, thus the participants who are involved in test development and management need to become increasingly aware of the effects of tests, and make every effort to develop more democratic tests in which test takers and other local bodies are involved to a greater extent. Finally, critical language testing places great emphasis on the multiple interpretations of the results of tests, and calls into question the use of the tests. Through this dialectic, critical language testing aims to weaken the power and uses of tests, and tries to make them less authoritative and more democratic.

However, with regard to the development and implementation of classroom-based assessment, there are a number of questions which need to be addressed. To begin with, as Pennycook (2001) explains, critical applied linguistics does not aim to develop a set of skills that make the doing of mainstream English language teaching and applied linguistics more rigorous, but is about making them more politically accountable; critical applied linguistics often offers only ‘a version of an alternative [truth], higher version of rationality in their place’ (Dean 1994: 3). This indicates that one cannot be sure that critical applied linguistics might provide applied linguistics and English teaching practitioners with sound working principles or a practical guide to put their arguments

into practice. In other words, English teaching practitioners cannot obtain practical tips or assistance regarding language assessment from the critical applied linguists, although they are carrying out an assessment scheduled as is required, even when this of necessity is part of a hectic school life.

In addition, the advocates of critical language testing might become obsessed with the idea that they are the only ones who are right and, as a result of this conviction, they might be impatient to transform society without giving adequate consideration to all the relevant factors. Clearly then, critical language testing also needs to demonstrate an awareness 'of the limits of knowing', (Spivak 1993: 25) maintaining an appropriate sense of humility and difference, and raising questions about the limits and incompleteness of its own knowing.

Finally, since critical language testing views the relationship between teachers and students from the stance of power relations or maintenance of control, it might overlook other sides of the relationship between them such as the reciprocal support through which teachers as mediators are recognized, not as those who have power to control, but as those who have the ability to help their students. Furthermore, it might be at variance with the understandings of ordinary teachers and students who belong to a society which has a very different social identity or context. For example, many North East Asian countries are still under the influence of Confucian ideas, and these people might think of the theory of critical language testing as conflicting with their practice which is based on their particular world view.

### **III.3.2.Issue of ethics**

With reference to ethical issues, Scriven (1991) argues that ethics now holds a central position in the social sciences stating that '[it is] the emperor of the social sciences, imperial because it refers to considerations that supervene above all the others such as obligation to science, prudence, culture and nation' (ibid: 134). In addition, as Pennycook argues (1994), language learning and assessment are not limited to the level of the classroom and school, and its consequences are educational as well as social and political. Accordingly, critical applied linguists especially question the ethics of applied linguistics and whether or not an ideologically neutral study of applied linguistics is possible.

Regarding ethics in language assessment, Davies (1997b: 335) maintains that a change has taken place from a technical or neutral view of testing to an ethical perspective. Kunnan (1999) suggests the role of ethics concerns, not only the fairness of tests and use of tests as a whole, but also the roles of people or institutions who decide what is valid and fair as well as the relationship of professional, public, and individual morality. The first is concerned with codes, contracts, professional training, professional ethical norms and standards; the second is about social justice; the third is concerned with each person's conscience. Thus, as Davies (1997a) points out, one of the chief roles of ethics is to balance social mores with individual morality. Moreover, it is important for teacher-cum-assessors to mediate their professional judgment with the other two ethical considerations referred to above, then all three might have to influence their decisions at any one time.

Moreover, ethical issues raise the question: ‘should testing [or assessment] specialists be responsible beyond test construction?’ (Davies 1997a: 235). Regarding this, the responsibilities of language testing or assessment experts can be a significant issue. Shohamy (2001a) classified a number of responsibilities that testing or assessment experts should be aware of: ethical responsibility, responsibility for making others aware, responsibility for all test consequences, responsibility for imposing sanctions, and shared responsibility. However, it does not necessarily mean that testing developers take charge of all the responsibilities with regard to the consequences of a test and its use. Thus, Hamp-Lyons (1997: 302) argues that ‘we must accept responsibility for all those consequences which we are aware of’. This means that, as Davies (1997b) indicates, the apparent opening up of responsibility is beyond the testing experts’ control. In other words, language testers are responsible, within reason, for the output of their professional work and not for all the possible uses and consequences of the tests they produce.

Meanwhile, Kincheloe and McLaren (1994: 139-140) indicate that all thought is fundamentally mediated by power relations which are socially and historically situated; and that facts cannot be isolated from the domains of values or ideological concerns. Spolsky (1997: 242) declares that ‘since their intervention, tests and examinations have been a means of control and power’. The impact of testing or assessment is pervasive to all the parts linked to them; and according to Hamp-Lyons (1997), these others elements also exert their powers. First of all, test developers have an impact on the test itself. In addition, testing agencies have an influence on policy making and economic decisions about the kinds of testing to support and the kinds that will not supported. Furthermore,

textbook publishers are able to influence teachers and students to choose or buy a particular textbook for preparing a test. Finally, central government and even school districts exert pressure to explain the progress of students and the beneficial effects of education. Regarding this last assertion, the power and authority of tests enable policy makers to use the tests or assessment results as effective tools for controlling educational and schooling systems and prescribing the behaviors of those who are influenced by the results such as teachers and students (Shohamy, Donitz-Schmidt, & Ferman 1996: 299). They also point out that school-wide assessments might be used by head teachers and administrators to enforce learning; classroom tests and quizzes can be used by teachers to impose discipline and to motivate learning.

### **III.3.3.Ethics of classroom-based assessment**

With reference to classroom-based assessment, there are a number of considerations which need to be taken into account for the development of an assessment to meet the requirement of ethical conditions. If Shohamy's (2001a) suggestions of democratic testing or assessment are taken into seriously, they can be reflected when designing a standardized test, as well as when constructing a classroom based assessment. To begin with testing or assessment experts should monitor and limit the uses of tools of power. This requires that the tenets of critical language testing are used to monitor the uses of tests as instrument of power, to challenge their assumptions and to examine their consequences. In addition, they should let citizens play a participatory and active role, and lead elites to transfer and share their power with local bodies. This requires that the conduct and administration of tests or assessments be done in collaboration with the

students tested. It also indicates that parents should be actively involved in the process as, especially in primary education, students are constantly influenced by their parents in their school lives. Also, as they become tools of power, they should make those who develop tests or assessments assume some responsibility for their consequences and use even if it is accepted that their responsibility cannot be unlimited. Finally, they should protect the rights of students who conventionally have no rights. In other words, they should accept, as one of the core principles of ethical language testing or assessment, that ‘no test taker shall be harmed by the test’ (Lyons 1898: 13). As La Celle-Peterson and Rivera (1994: 66) point out, test-takers have been recognized as something like ‘a black box and important only in the computing the psychometric properties of tests’. This idea should be called into question.

As a way of putting the above ideas into practice, Lynch (1997:317-318), suggests that test or assessment developers or any the others who intend to use the test or assessment should seek informed consent; this might help the students being tested, or their parents, to understand what the assessment is aiming at and what the students are supposed to do when they are given the assessment tasks. It might be also helpful for the test developers or teachers-cum-assessors to have additional opportunities to review, for themselves, the ethical aspects of an assessment or test before they administer it. In addition, test developers should respect the privacy of the testees and guarantee confidentiality; through this, students can be protected from the intended or unintended use of test results. Moreover, they should make sure that all the students being tested have an equal opportunity of learning what is to be targeted by the assessment tasks. The reason is that

‘it is unjust to hold students who have not had adequate opportunities responsible for the same level of educational performance as students who had adequate opportunities’ (Howe 1994: 28).

In addition, as Hamp-Lyons (1989: 13) points out, good assessments should be ‘integral to the curriculum ...’ and should do their best to ‘reveal their influence back into curriculum’. This means that the true of power of tests or assessment is that they offer pedagogical benefits in the form of feedback leading to more effective learning and teaching. This consideration is also in line with what fair tests pursue as it declares that testing or assessment must ‘facilitate learning as well as fairly and accurately measure, all the students’ (FairTest n.d.: 4). Regarding this, La Celle-Peterson and Rivera (1994: 66) argue that assessment systems should focus on students’ progress and achievement over time toward established goals, rather than on comparison among the students. Data from tests or assessments should not be used to make competitive judgments about schools or systems across states and territories. Furthermore, information about students must be accurately collected and reported within the assessment system; and the assessment process itself must benefit the student. This might indicate that the development of the assessment system needs cooperative work on the part of the participants who are involved in the assessments. Through this, another important element of assessment system could be taking shaped, that is, ‘schools ... and school system report student gains from year to year’ (ibid: 66). Therefore, there is a significant need for the development of a report form or system which can be easily used by teachers or assessment practitioners.

## **III.4. Understanding Classroom-Based Assessment of English as a Foreign Language**

### **III.4.1. Position of classroom-based assessment**

For a significant period of time in Korea, one of the ideas that has been taken for granted is that external examinations developed and administered by outside institutes or central government carries considerable weight and are powerful in influence. As the power of these ‘high-stake’ exams has been increased, they not only often have serious negative impacts on the classroom as a whole, but also on the student as an individual person. For example, as Wall (1996) shows, the following things often happen in the classroom context: first of all, the subjects and skills which are not examined are marginalized; in addition, past exam papers are used excessively as teaching materials; and lastly test-taking techniques are frequently practiced. Thus the teachers might encourage the student to follow the most mechanical and boring forms of language learning. As for the individuals, they might become more passive learners; those of them who do not obtain good results might be rejected by society. Broadfoot (2005) also points out that high-stake tests could create a classroom in which transmission teaching and highly structured activities become dominant; this favors ‘those students who prefer to learn in this way and lowers the self-esteem of those who prefer more active learning experience’ (ibid: 130-131). In addition, Shepard (1991: 27) argues that the power of the exam disempowers the many teachers, Shohamy (2000) suggests that the influence of the tests may even be seen as an ‘unethical and undemocratic way of making policy’ (ibid: 11). In spite of these negative influences, externally constructed tests are still dominant in and outside the language classroom. Also, policy-makers still use them ‘to manipulate their local education systems, to control curricula, and to impose new textbooks and new teaching

methods' (Cheung & Curtis 2004: 6).

On the other hand, it has been accepted by most that classroom-based assessment constructed and administered by classroom teachers is 'low-stake' and thus relatively powerless (Davidson, et al 1997). However, taking into account the fact that one of the fundamental functions of assessment is to obtain information about the students' progress and attainment, recognizing classroom-based assessment as low-stake can be called into question. The reason is that the results of the externally provided tests cannot show the full story of each student's communicative competence. In other words, 'performing well on a test does not necessarily indicate good learning or a high standard, and it only tells part of the story about the actual teaching and learning.' (Cheng and Curtis 2004: 17). In line with this, Alderson and Wall (1993) point out that the research about the influence of tests or assessment needs to examine 'the tests [or assessments] that are used regularly within the curriculum and which are perceived to have educational consequences' (ibid: 122). Also, EfEE (1998: 9) argues that 'both [formal tests and teacher assessment] have equal status and provide complementary information about children's attainment', thus, '... all tests ... whether in the examination hall or the classroom are in reality high-stakes' (Clapham 2000: 151).

In terms of considering learners as individuals, the problem that has arisen is that they might not be familiar with those tests. That is, as Hasselgreen (2005) points out, students usually have not met with the world of certifying examinations, but may be familiar with the internal testing in the school and even some external testing conducted by their

teachers. As Broadfoot (2005: 131) argues, they may even dislike both selection and high-stake tests and they may show high levels of test anxiety. This indicates that the students do not recognize the importance of external tests because they do not fully understand its influence or reject it. This is in line with the idea, that 'learning - and hence the assessment of it - is as much emotional as it is intellectual' (Broadfoot 2005: 132). Thus, externally provided tests seemingly can be seen as powerful and influential but the underlying attitude learners towards them does not always comply with it.

One thing that must not be underestimated is the powerful influence that the target language of the testing or assessment exerts on the practice of teaching and learning. That is, '...the higher the status of the language, the higher the impact will be' (Shohamy et al. 1996: 314). As mentioned in Chapter 2, since the power of English in Korea is great and is consistently being increased, English teaching at the classroom level is receiving greater emphasis than ever. This might lead the students and their parents to recognize that both externally provided tests and teacher developed assessment are equally important. Consequently, taking into account that fact all the assessments or tests in the classroom are conducted by teachers of English, classroom-based assessment can be as important as the externally provided tests; thus it can also be regarded as equally 'high-stake'.

#### **III.4.2. Teachers cum assessors in classroom-based assessment**

Two main categories of assessment in the classroom-based assessment can be identified:

standardized tests produced by outside institutes, and teacher-made assessment methods which are designed and administered by teachers. However, classroom-based assessment cannot always be carried out strictly according to this classification because, considering the reality of classroom-based assessment, teachers play a certain role in deciding the type of assessment. With regard to this, Breen et al (1997), Arkoudis and O'Loughlin (2004), Davison, (2004), and Edelenbos and Kubanek-German (2004) argue that teachers' beliefs and attitudes can have a significant influence on the assessment practices, which indicates that their assumptions might shape and constrain their practices in the assessment process. Moreover, Watanabe (1996: 331) also argues that 'teacher factors may outweigh the influence of an examination...', thus he and Andrews (2004) suggest that teacher education is an important in relation to any assessment innovation.

With reference to teachers' roles as assessors, Davison (2004: 325) suggests a cline of teachers as assessors as determined by their beliefs and practices. First, teachers as assessors might be recognized as technicians in which case they only mark the score following the criteria which are given to them. Second, they might be recognized as the interpreter of the law; here their role is still as loyal followers of the criteria or marking guide provided, adhering to what the guide prescribes. Third, they can be an assessor as the principled yet pragmatic professional in which case, they intend to balance the prescribed criteria with the contextual factors. Fourth, they can play a role as arbiter of a community's values in which case teachers are actively involved in a mediation activity between the criteria and the students' own ideas of their assessment. Teachers thus become student centered. Lastly, teachers might play the role of gods who have absolute

power and authority; here they are free from outside power or prescriptive documents and can set up their own criteria or negotiate them with others such as other teachers and students.

However, there might be tension between the different roles of teachers because they find themselves at the confluence of different assessment practices, such as playing a role ‘as facilitator and monitor of language development, and that of assessor and judge of language performance as achievement’ (Rea-Dickens, 2004:253). In the same way, the five roles of teachers described above might not be developed in a linear way; that is, teachers can be confronted with an assessment case in which they might be influenced by their having to assume the five roles at the same time. Taking this into account, language teachers should be aware of who they are and what they are in the language assessment process for. Consequently, it is important to consider teachers’ pre-existing beliefs about the students and the targets and material they are assessing, and the social, institutional and cultural context of their assessment environments. With regard to this, Rea-Dickens and Rixon (1999) argue that what is required of teachers if they are to be regarded as good assessors is that: To begin with, teachers need to know more about the theories of assessment and testing in order to engage in the process; this requires them to understand the assessment culture in which they are working because it might be different across districts or countries. In addition, they should have access to information about any testing and assessment they are supposed to carry out. Finally, more significantly, in case they are asked to be involved in the marking of students’ performance or to design their own assessment procedures, they should receive relevant training.

The above discussion indicates that teachers might be constantly influenced, not only by the powers outside such as the dominant theories of assessment, policy-makers, administrators, and even the national curriculum, but also by their inner status or attitude as an assessor. However, English language teaching and assessment in the classroom and school must be part of the teachers' expertise and domain. It is these considerations that have led this research to focus on the context in which teachers operate, and their specific understandings or perceptions of classroom-based English language assessment.

#### **III.4.3.Characteristics of classroom-based assessment**

Being aware of the characteristics of the assessment which is to be implemented should be a core concern for the development of any language assessment because it is inexorably connected to the issue of validity. That is, only once these characteristics are explicitly elucidated, can assessment developers set up their assessment tools to take into account the fundamentals which have a bearing on their validity. The issue of validity is primarily connected to the purpose of the assessment which is to be implemented, and their wide ranging influence. Arkoudis and O'Loughlin (2004) suggest two distinct purposes. Firstly, administrators intend the assessment to be 'simplicity, product focus, objective outcomes, reliability driven, and accountability' (296); and secondly, the pursuit of educational purposes emphasizes the fact that assessment is 'complexity, process focus, subjective situated practice, validity driven, and teaching and learning [focus]'(296). Rea-Dickins and Gardner (2000: 229) also suggests the purposes of classroom-based assessment to be:

... as input for managing and planning teaching; as evidence of curricular learning and development; as evidence of learner attainment matched against externally prescribed National Curriculum targets and levels; as evidence for evaluation of teaching (Rea-Dickins 2000:229)

Reflecting the report of TGAT (1988: 23), Teasdale and Leung (2000: 172) also suggest a number of complementary purposes for assessment within the education system.

...formative, so that the positive achievement of a pupil may be recognized and discussed and the appropriate next steps may be planned; ...summative, for the recording of the overall achievement of a pupil in a systematic way; evaluative, by means of which some aspects of the work of a school, a LEA or other ... part of the educational service can be assessed...

They also point out that ‘classroom assessment and externally provided tests need not necessarily be viewed as distinctly different procedures’ (ibid: 172), and argue that ‘the difference between the formative and summative assessment is a matter of quantity... the nature of the information in both types of assessments is the same’ (ibid: 173). However, in this case, one thing should be borne in mind is that both classroom-based assessment and externally provided tests are conducted by the teachers in their classroom. That is, although teachers use the externally developed tests, they are not passive receivers. They receive the tests themselves and manage the overall procedure of assessment within their expertise.

In line with this, Rea-Dickins (2001) suggests there are three features which have an influence on deciding the nature of assessment:

... the bureaucratic demands for assessment; assessment driven by teaching needs; and in particular; the dimensions of assessment that reflect a primary concern with learning and the learner's needs (ibid: 449).

The first reflects an external influence on assessment in which an obligation is imposed on the school and teachers to provide information about students' progress and achievement to external agencies, such as the local educational authority or the ministry of education. In this case, assessment is inevitably influenced by what central governments demand as they generally have explicit objectives for English education; they are often documented in the form of the national curriculum. The curriculum normally prescribe the domain of knowledge, expected students' language using ability and even non-linguistic factors which might affect students' actual language using performance. The second aspect is characterized by the need of insiders in the schooling system such as mainstream teachers, English specialist teachers, or any people who are involved in English teaching in the schools. The third aspect is more closely connected to students' learning; this is viewed as 'contributing to learning as opposed to measuring learning' (ibid: 452); it is thus more learner centered. However, the influences identified and classified above are not necessarily exclusive or in conflict with one another. Rather they are reciprocal, because teachers-cum- assessors, by their very nature, can be influenced by each of the three aspects at the same time in a specific context; and there might be occasions when they should consider all the aspects discussed here when they develop an assessment.

With special reference to English teaching in Korean primary schools, classroom-based assessment definitely takes on the character of curriculum-based assessment (see Arkoudis and O'Loughlin 2004). It is clear that the purpose of classroom-based assessment is primarily motivated by identifying levels of students' achievement in relation to learning goals which are specified in the national curriculum. Paul and Dylan (1998) argue that assessment should faithfully reflect the main learning aims and 'the setting of explicit goals is a distinctive feature of curriculum-based assessment' (ibid: 26). They also demonstrate that students achieve higher levels of attainment in cases where the learning goals are seen by them to be ambitious. Therefore, teachers-cum-assessors should have a clear understanding and interpretation of the curriculum; through this, they should develop explicit ideas of a number of fundamental considerations in relation to validity. For example, with regard to constructive validity, they should understand the degree and range of communicative competence which meets the requirement of the curriculum and which are appropriate for their students in their given contexts. Regarding the content aspect of validity, they should also consider the contents, methods, and report systems in relation to the curriculum and their classroom or school system.

Therefore, the curriculum-based approach is to some extent connected to outcome-based assessment. According to Brindley (1998; 2001), over the last decades, educational institutes worldwide have been under pressure from governments to demonstrate efficiency and cost-effectiveness by providing the government or local educational authorities with more rigorous reporting of the outcomes they have produced. This pressure forces them to adopt a system in which they use prescribed descriptions of learning outcomes which are termed as standard, benchmark, competence, and attainment

targets; these are used for assessing and reporting learners' progress and achievement. This outcome-based assessment has a number of advantages: 'transparency of reporting, alignment of teaching and curriculum goals, and sensitivity to individual needs' (Brindley 2001: 394). However, outcome-based assessment designed and produced by outside agencies is beset by a number of problems. To begin with, as Gipps (1994) and Teasdale and Leung (2000) point out, there might be tensions between summative reporting for the purpose of accountability and formative curriculum monitoring and improvement implemented by the insiders. In addition, the validity of outcome statements and the reliability of assessment tools which are used to elicit student performance can be doubted (O'Leary & Sheil 1997). This might stem from the fact that outside assessment developers might only take into account the objectives prescribed when they design the assessment without considering what the students actually learnt and how they were taught. Furthermore, Brindley (1994) also points out that there might be a problem of comparability between the assessment used and teacher-developed assessment. Finally, as Wolf (1995) and Breen et al (1997) point out, there might be a number of practical problems such as: high cost, complex logistics and time required for development and administration of performance assessment. For these reasons, teacher developed and implemented assessments are increasingly used as a basis for reporting achievement as outcomes which are requested by the agencies. Regarding this, Brindley (2001) argues the importance of teacher assessments because 'these are able to provide valid and reliable information for decision-making purposes' (ibid: 398). This indicates just how significant teachers' beliefs are with reference to classroom-based assessment; it is this that is the main purpose of this research.

Taking into account the foregoing discussion, it can be accepted that standard or attainment targets based on the construction of classroom-based assessment is strongly influenced by the criterion-based approach. Regarding this, Brown and Hudson (2002:9) suggest a number of characteristics of criterion-based assessment. First, it emphasizes the match between teaching and testing or assessment. Second, it focuses on instructional sensitivity; this indicates that assessment reflects the learning methods which are used when teaching the students. Third, it also highlights the fact that assessment should be relevant to the curricular. Lastly, it does not concern comparative aspects of the students' achievement as it avoids using the normal distribution. They argue that these considerations can provide the assessment with sound validity.

However, as Davison (2004) points out, there are a number of criticisms against criterion-based assessment; teachers should consider these when they develop a classroom-based assessment. To begin with an assumption which is taken for granted by users of the criterion approach is that criteria exists or can be established from outside without considering teachers and contextual factors. For example, in Korea, assessment criteria are significantly influenced by the attainment targets documented in the national curriculum. However, assessment criteria can be, to some extent, interpreted differently by teachers-cum-assessors according to individual factors such as their personal background, previous experience, unconscious expectations, and their personal preferences. In addition, cases might occur in which assessors behavior might differ, in spite of similar training and language background, 'teachers seem to differ from each other in a variety of ways in their interpretation of assessment criteria' (Davison 2004: 308; see also Brindley 1995: 22). Accordingly, teachers-cum-assessors should be cautious

in adopting any given criteria when considering their specific contexts; and they might be wise to modify them or construct their own criteria. In addition, there might be a bias in that criterion-based assessment assumes teachers' assessment is fundamentally a technical activity requiring little professional judgment or interpretation. However, as Brindley (2001) declares, criteria cannot be made explicit, and the statement of criteria is often ambiguous. Thus teachers should have sound professional qualifications as they normally apply their personal knowledge to make implicit criteria explicit. Furthermore, one fatal problem is that criterion-based assessment takes it for granted that teachers will use the externally imposed criteria as the basis of their judgment. This suggests that language testing or assessment experts who develop criteria might regard teachers as passive markers who follow strictly and literally what they are given. However, Davison (1999) and Arkoudis and O'Loughlin (2004) argue that when a disagreement arises between standardized criteria and teachers' own personalized judgment based on their professional ability, they might manipulate or reject the criteria. This also indicates the necessity of teachers having the professional qualifications or continuous professional development as language teachers as well as language assessors. In short, published criteria and teachers professional judgment are both important and they play a key role in the assessment process; thus, in the long run, 'it contributes to and even constructs that validity' (Davison 2004: 319).

#### **III.4.4.Procedural principles of classroom-based assessment**

At the heart of this study lies the question - how do teachers of English perceive their classroom-based assessment of English, it focuses on the relationship between their

perceptions of the principles and the practice of their classroom-based assessment. What teachers believe, and what they do, at each step of the assessment cycle, might demonstrate their personal principles; this in turn reveals the extent to which their personal assessment principles can be considered to be theoretically sound when judged in the light of the published assessment principles. In addition, as mentioned in the preceding part (III.2.4), and as Genesee and Hamayan (1994: 216) claim, decision making in the classroom is not only about achievement; it is also about those processes and factors which affect students' achievement; moreover this concern about the principles of assessment protocol strengthens the validity of their classroom-based assessment. For this reason, this study synthesizes and adopts the existing principles governing the assessment cycle; it provides a theoretical underpinning for the principles implicit in the classroom-based assessment cycle which is operating in the schools which are the context for this study; and it also becomes a basis for constructing the questions used in the questionnaire and the interviews. Thus, all the questions represent a particular step within the classroom-based assessment cycle; they can also be viewed as bricks in the theoretical foundation such as validity, reliability, and ethics.

#### **III.4.4.1. Assessment for primary school students**

Another issue which might be considered as significant for classroom-based assessment in primary school is the fact that the students are, what they call, 'young learners' (although the meaning and use of the term varies according to the English teaching and learning contexts). As Carmeron (2001) points out, there are a number of factors which have the potential to make the assessment of young learners different from assessment

practices in other foreign language learning situations: age, content of language learning, teaching method, aims, and learning theories. Among them, the factor of age might be of prime concern as the term, 'young learner', which indicates the ages of the students also subsumes children's motor, linguistic, social and conceptual development; these other factors might be relevant as they relate to the prime factor 'young learner'. Moreover, in Korea, as indicated in the above section (III.4.3), the other four factors are also inevitably affected by what curriculum prescribes.

Scott and Ytreberg (1990) group the children as young language learners into two groups: aged from 5 to 7 and 8 to 10. They argue that there is a big difference between what 5 year old children can do and what 10 year old can do. They recognize that children of 10 are relatively mature and they have the following general characteristics:

Their basic concepts are formed; they have very decided views of world; they can tell the difference between fact and fiction; ... they are able to make some decisions about their own learning; ... they have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision; [and] they are able to learn with others and learn from others (ibid: 3-4).

They also argue that 8 to 10 year olds can understand abstracts, symbols beginning with words, and generalize and systematize with their language use. Cameron (2001:236) also claims that children of 7 and 8 years of age can begin to understand criteria for good performance or production. In addition, Moon (2000:160) presents a number of examples of children's work and comments that an 8 year old child is able to state what she has

learned and to indicate whether-or-not she enjoyed the lesson; and 10 year old children can reflect on their own learning in quite sophisticated ways. This is in line with what Piaget theorizes, namely that children who are 11 years of age or more can manipulate formal abstract categories using rules of logic, this is the end-point of development in his theory. Thus, considering the age of the students (between 11 and 13 years old) which the teachers of this study teach, there might not necessarily be a room for seriously considering any factors which stem from the recognition of the simple fact that their students are young. Therefore, teachers can use any assessment methods and techniques, from formal pencil and paper-based tests, to alternatives such as portfolio, as long as they design them carefully following their own sound assessment principles and they can obtain the desired outcomes showing the students' achievement and progress.

Furthermore, in fact, there might not be any major differences in the procedures adopted by the teachers of English who teach very young learners (5 to 7 year olds), those who teach young learners (8 to 10 year olds) and those who teach teenaged students (11 year old or more) when they carry out their assessment activities; the reason being that, in any case, while taking into account the characteristics of their students and their contexts, they proceed through the usual assessment procedures from planning to reporting, in order to obtain the desired and beneficial outcomes for their students as well as for themselves.

#### **III.4.4.2. Protocols of the assessment cycle**

To begin with, as Cheng et al (2004) point out, assessment plays a key role in the teaching

and learning process as a whole; all the models of the teaching and learning process require teachers to base their decisions such as instructional, grading and reporting on some knowledge of students' attainment and progress towards desired and targeted learning outcomes. Meanwhile, all the teachers of English are carrying out their assessments in the classroom and are constantly confronted with the pressure of providing information about the students' progress and attainment to the students, the parents, and the others such as head teachers of the schools, local educational authorities or even the central government if requested. In addition, it is acceptable that different types of classroom-based assessment procedures can be being used as teachers and assessment contexts are different. This research investigates a number of developmental models of classroom-based assessment; the discussion will examine the practice of classroom-based assessment in the research.

Leung and Mohan (2004) suggest a four phase cycle of classroom assessment. First, the teacher sets up an assessment task for the student and describes what they are given and what they are supposed to do to complete the task. Second, the students do the task. Third, the teacher assesses the student's work. Finally, the teacher provides the students with feedback based on the results. The teacher also explains the students' weaknesses and supports more successful work; this stage is saliently different from testing run by the outside institute. In addition, it does not necessarily mean that the process of administering the assessment is always linear. This model seems to represent what the ordinary classroom teachers might do when they implement the assessment; that is, any teacher might follow the stages presented without showing any consideration of some important issues, such as why they should assess at all, and what benefit the students

might receive if they complete the tasks. It might not always be necessary to meet the considerations we have discussed so far regarding classroom-based assessment.

Hall et al (1997) also present a developmental model of teacher assessment which is connected to the national curriculum for England and Wales: assessment planning stage, observation stage, specific task stage, continuous review stage, and leveling stage. The first stage is explicitly concerned with the standards or attainment targets specified in the curriculum. The second stage explores students' attainment levels; this is carried out during real class time through the process of teaching and learning. Stage 3 is connected with 'matching work to individual need's [and] a strong curriculum focus with assessment centering on progress in relation to curricular criteria.' (ibid: 10). In Stage 4, teachers make detailed recordings of results and interpret these to form judgments about a student's progress and achievements; this is closely linked to summative functions. Finally, in Stage 5, at the end of the school year, students are allocated a grade based on the national curriculum criteria; this is another summative function.

Taking into account the above two models, this research refers to what Alderson et al (1995), Brown and Hudson (2002), Rea-Dickins (2001), and Gottlieb (2006) suggest in their models, which highlight the processes and strategies in language testing or classroom-based assessment. Stage one is planning; it covers the following:

... identifying the purpose for the assessment (why?); choosing the assessment activity (how); preparing the learners for the assessment (Rea-Dickins 2001: 435).

The first indicates that teachers cum assessors should consider the standards or attainment target which the curriculum requests and what their students need, then balance them. Regarding the second, they consider the relationships between the assessment tasks chosen and what students do in their real class time; and as McNamara (1996: 87) suggests, 'we [teachers] need to determine what it is appropriate and possible to assess in a given test situation'. With regard to the third, it might require teachers to give advance notice to the students, and thus the students are enabled to prepare for the assessment as scheduled. Through the implementation of the above activities, teachers-cum-assessors should share the goals of attainment targets with the students being tested; they could also design the assessment tasks taking into consideration the fact that they should obtain information about what the students know or can do at that particular time and what potential they have to use the language effectively.

In addition, at this stage, it is recommended that teachers-cum-assessors use the test specification; it consists of detailed components which teachers should know before they carry out a test, such as: specific aims and content, task types, and setting. These should be sufficiently concise and understandable as to be accessible to every teacher who is interested in, and wishes to share in, the assessment processes. With regard to this, Brown and Hudson (2002) highlight the importance of designing a test specification, 'the first stage in writing a criterion-referenced test is the construction of test specifications' (ibid:87). Luoma (2004) emphasizes two practical advantages of writing specifications: firstly, constructing specifications helps the teachers as test developers create a coherent

system whose parts fit together; secondly, it leads them to develop their awareness of the theoretical underpinnings of their assessment.

Finally, designing tasks should be based on proper principles. Brown and Hudson point out (2002:214) that defining the tasks that students must perform is a key element in performance testing. Weir (1990:73) notes that tasks should be purposive, interesting and motivating, and give positive washback effect on the teaching that precedes the test. Bachman and Palmer (1996) sum up three generally agreed characteristics of the tasks of applied linguists. The tasks should be: ‘closely associated with, or situated in, specific situations, goal-oriented, and involve the active participation of language users.’ (ibid:44). Cameron (2001:31) suggests five features of classroom tasks:

... [They have coherence and unity for learners (from topic, activity and/or outcome); have meaning and purpose for learners; have clear language learning goals; have beginning and end; involve the learners actively.

Among them ‘familiarity’ should be the first concern, because if it does not represent a type of activity with which the students are familiar, ‘an assessment task is unlikely to be valid’ (Johnstone 2000: 130).

Stage two is implementing; it covers the following:

... introducing the assessment (why, what, how); scaffolding during assessment

activity; learner self-peer monitoring; feedback to learners (immediate) (ibid: 435).

The first indicates that students being assessed should be given enough information about the assessment. Regarding this, Clarke (1998) suggests three strategies for introducing an assessment to a class: why the learners are being assessed, what is going to be assessed, and instructing the students on how to do the assessment. Students should also be made fully aware of test procedures. This would include such details as time allocation and degree of difficulty, which makes sure that students can clearly understand what they are supposed to do to meet the desired outcome. The more information they have about the testing or assessment, the more they will try to do their best (Alderson, Clapham & Wall 1995:21, 37). Accordingly, since primary school students are accustomed to being warmed up for their every day activities cognitively as well as linguistically, the same process also might be used, otherwise ‘questions must arise about the validity of process’ (Johnstone 2000: 130). The second means that, as Leung and Mohan (2004: 353) argue, classroom-based assessment views the students’ result as provisional rather than final and it is not a process where isolated individuals gave answers without assistance or discussion. Thus, it can be one of the salient differences, when compared with standardized testing; that students should be supported when they have a problem blocking completing the tasks, especially in cases where the assessment tasks require students to perform. Regarding the third, learners could, from time to time, monitor their assessment work; this is normal in their school lives and assessment activity is part of this. The teachers might give immediate feedback to students after they complete the tasks but teachers should consider whether it is worthwhile or not.

In addition, Stage three is monitoring which includes:

... recording evidence of achievement; interpreting evidence obtained from an assessment; revising teaching and learning plan; sharing findings with other teachers; feedback to learners (delayed) (ibid: 435).

To perform the first two efficiently, the marking system should be integrated into the whole assessment process because, ‘classroom-based assessment hinges upon consistency’ (Teasdale & Leung 2000: 171) in the teacher’s subjective understanding of what it is that they are actually assessing against the criteria established. Criteria should also be constructed taking into account the aims of assessment and the learner characteristics from which reliability could be developed. Harlen and Winter (2004) argue that knowing criteria for assessing their work and how their work will be marked is essential for involving learners in the assessment process, through this students become more responsible for their own learning; ‘this is [one of the] key aspect[s] of assessment for learning’ (ibid: 404). It also indicates the importance of primary school teachers being aware of the principles that undergird testing and assessment; thus teachers’ professional qualifications or development become significant (Rea-Dinkins 2000). With regard to the third, teachers should use the test results or consequences for revising their teaching; as discussed earlier, this should not be used negatively. Harlen and Deakin Crick (2002) also recognize that summative assessment and tests are important but in the classroom contexts, the students’ scores and achievement will increase if assessment is used as part of teaching and learning thus avoiding teaching the tests. Sharing findings with other

people is necessary because they are usually involved in the development of assessment tasks and rating scales which is recognized as a step in the establishment of validity (Brown & Hudson 2002). With reference to feedback, Harlen and Winter (2004: 392) argue that feedback that students receive should enable them to know how to improve their work and take their learning forward. Through this activity, students should become actively involved in the language learning process rather than remaining as passive recipients of the given information.

Finally, Stage four is recording and dissemination, which includes:

Recording and reporting progress towards the national curriculum; Formal review for local educational authority or internal school purposes, [even for central government] (ibid: 435)

Here, as is highlighted by Hall et al (1997) in stages four and five, assessment explicitly plays the role of summative function as it is required 'in order to assign grades for the purpose of certification or promoting to the next level' (Genesee & Upshur 1996: 49). In addition, it would be very helpful for the teachers and students if local or nationwide report systems were provided or if schools could develop their own report system. It is important that teachers should be involved in the development of a report system, through this the reality of assessment practice in the classroom could be reflected. In addition, the system should also be revised as classroom-based assessment progresses.

However, taking into account what has been discussed above, one thing that should not be overlooked is that it does not necessarily mean that teachers should complete all the phases in the cycle; there can be effective assessment which does not need to include all the characteristics presented above. The thing that should be born in mind is that ‘what is included or emphasized will be dependent on the purpose of the assessment’ (Rea-Dickins 2001: 434). This discussion also indicates the importance of each teacher’s role as an assessor and of their convictions with reference to classroom-based assessment.

### **III.5.Studies of Classroom-based Assessment**

Research on teacher’s assessment in the classrooms seemsto have long been marginalized in the field of English language teaching and learning. Rea-Dickens (2004: 249) points out that ‘assessment, with specific reference to teaching and learning in the language classroom, has remained, until recently, relatively unresearched.’ Davison (2004: 307) also indicates that ‘internationally ... there has been comparatively little research into how English language teachers in schools come to their assessment decisions.’ This phenomenon appears to be much the same for the current research activities conducted in the field of English language teaching and assessment in Korea.

During the last 10 years, taking into account the concerns and interests shown by people inside and outside English teaching in primary education, research in this field does not seem have developed as much as might have been expected; moreover, research on language assessment seems to be the least recognized when compared with other areas of English language teaching such as language teaching methodology and material development. Furthermore, for the most part, previous research tended to focus on ‘how

to test'; that is, on the possible introduction of certain methods of assessment or assessment tasks to classrooms, and to discussions of whether or not they were applicable in the classroom (Im 1998; Go 2000; Im 2000; Kim 2000; Park 2000; Kim 2002; Ryu 2003; Jeong 2004; Im 2005).

However, there is a body of research carried out in Korea which should be taken into account by the people who are involved in English teaching and assessment. Eom (2000) conducted research on teachers' perceptions of their assessment activities in their classrooms. He used a questionnaire which asked for information about teachers' assessment needs, times, methods, contents, and difficulty encountered in performing their assessments; 72 teachers of English in urban areas participated in this study. He presented a number of findings which were worth noting. First, teachers lacked the knowledge and skill which is required in order to implement the achievement tests; as a result, they had difficulty in creating assessment material which would show the progress of students' achievement in an English class. In addition, the teachers tended to depend on their subjective impression of the students as gauged at the end of the semester. Taking all this into account, he suggested a number of things which need to be done to enhance English language assessment: the development of assessment technique which could assist teachers to assess students' achievement; development of a practical form of evaluation, which should include worked examples; as well as teacher training to help teachers acquire knowledge and skills in language assessment. Lee (2000) conducted research on teachers' perceptions of their classroom-based assessment; 67 teachers of English in metropolitan areas participated in the research. She used a questionnaire which contained questions that focused on teachers' assessment times and frequency, need,

domain and methods. She found that there were still some teachers who preferred paper and pencil testing to using an observation checklist, when they implemented their assessments. She also pointed out that teachers still, to great extent, had difficulty observing their students in English classes. She suggested that effective assessment tools need to be developed.

In addition, Kim (2002) conducted research on teachers' perception of performance-based assessment in the classroom. Twelve teachers reading for a Master's degree in English language teaching were selected, as the researcher believed that the participants would have a more sincere interest in, and enthusiasm for, English teaching than other teachers. He used a questionnaire asking the participants to provide information regarding the following: their assessment principles and objectives; contents; procedures and management including rating scales, analysis and use of assessment results. He also investigated the assessment materials used by the participants in order to validate what the participants had stated when answering the questions. His findings were as follows. The teachers' main purpose of assessment was to assess their students' achievement and their progress; they used various techniques such as tests in the four skills, observation matrices, and worksheets. Also, although the teachers had a positive attitude towards the theoretical rationale of performance assessment, they still felt, to a great extent, the pressure of inherent practical problems such as the time required and the difficulty of management. He also criticized the teachers who mostly depended on their impressions rather than on specific criteria; and argued that the results of assessment were only effective when they were used for identifying the students' level of achievement, but were

not very useful for helping individual students to learn how to enhance their English learning. He suggested a number of things which need to be implemented to improve teachers' assessment activities in their classrooms: a developmental issue of changing teachers understanding, and thus their working principles regarding language assessment, and the development of systematic and reliable criteria of scoring and reporting.

Oh (2006) also conducted research on how teachers of English perform their classroom-based assessment. She chose 140 teachers of English in one city and used a questionnaire asking about assessment methods, times, use of assessment specifications, use of marking criteria and scale, assessment areas, and use of assessment results and how this was reported. She also collected the assessment specifications used in order to validate the survey investigations as she believed that the specifications show teachers' assessment practice rather directly. What she found is as follows: firstly, teachers mainly used observation, interview and pencil-paper test; secondly, the majority of the teachers constructed the assessment specifications and conducted their assessment following the specifications; thirdly, the teachers usually assess four skills of English: listening, speaking, reading, and writing. However, the teachers seldom presented marking criteria and scales; moreover some of those that were presented were vague. The teachers did not usually use the assessment results for the purpose of improving their teaching. They simply used them to check what the students had done and to complete the report form. Moreover the teachers considered that statements about assessment results were not very accurate mainly because writing each student's achievement in one or two sentences in the given form inevitably limits what can be said. In order to improve the assessment

situation, she suggested the followings: reducing the number of students in the class, obtaining time for assessment, developing various assessment tools and supplying them, developing teacher education programs for assessment, and changing assessment report forms and how to state students' assessment results.

A case study was conducted by Heo (2001) with one class in a school in an urban area. She constructed assessment specifications, assessment tasks, and marking criteria; then conducted the assessment in the class. Also, she checked the content validity of the tasks before she carried out the assessment and the inter-rater reliability between the assessors afterwards. She received a positive response from the teachers and the students who were involved in the research. What she argued was that the teachers should play a role in as assessment developers not only because they are active at the first line of English teaching and learning, but also because they have an obligation to keep connecting and balancing the two sides of the equation, teaching and learning. In addition, Do and Kim (2002) conducted research surveying 86 teachers of English who participated in an in-service teacher education program, this covered designing and using rubrics for assessing English performance in primary schools. The researchers also conducted an experiment with 40 learners who were placed in three groups: The first shared the rubric with their parents; the second, the only the pupils were given the rubric; and third group did not receive any rubrics. They came to the following conclusions. Firstly, a high proportion of teachers did not present the rubrics to learners, or to their parents; nor did they provide them with an opportunity to participate in designing the rubrics. Secondly, involvement of students and parents in the designing and use of rubrics had a positive effect on performance. This shows a developmental model of classroom-based assessment which

encourages students and their parents to get involved in the assessment process as it relates to classroom-based assessment; moreover it seems effective.

The findings and the suggestions arising from the studies just cited highlight a number of recurrent issues which should be considered. To begin with, there were still quite a few teachers who used impression-based techniques when they assessed how their students were performing the given tasks, but they did not seem to be really confident of the validity of the method when they used it. This might stem from their lack of the requisite knowledge and skills which would be required for the successful use of this technique because, as Brown and Yule (1983) and Alderson et al (1995) point out, it requires not only experience, but that the teachers are possessed of a considerable body of relevant knowledge if they are to carry out their assessments successfully. In addition, some teachers were still concerned about their expertise as language assessors when they implement their assessments. These two issues are relevant to the development of a customized teacher development program for language assessment. Moreover, there is a very real need for the development of a model of assessment which will provide teachers with tools such as criteria and specifications.

However, these studies neither presented sufficiently detailed information regarding the theories and principles which teachers might follow and how they could be operated in the classroom, nor did they suggest any specific procedural principles or steps to be followed. All of these might be necessary elements of teachers' classroom-based assessment that could provide a focus for teacher development programs for language

teachers-cum-assessors. Furthermore, they did not indicate why their participants have carried out their assessments in the way that they have done; that is, the teachers' internal decision making process has not been taken into account in these studies. This omission might be considered to be another of the rationales for this study. What might be seen as shortcomings in the studies alluded to above, might, in part, have arisen because of the research instruments used in those studies. The questionnaires that were used are different from the questionnaire used by this study. While the questionnaires of the studies referred to above were mainly used to describe the situation which pertained at the time that the research was carried out, the questionnaire used in this study encouraged the teachers to reflect on their own assessment principles and practice. This study also made use of an interview in order to investigate teachers' decision making processes and how these influenced their classroom-based assessment.

## **IV. Methodology**

### **IV.1.Introduction**

The primary focus of this research is Korean teachers of English, as they play a leading part in English teaching and assessment. In fact, English education policies, the National Curriculum, and even newly introduced teaching and assessment methodologies are, to some extent, filtered out by teachers in the classroom. However, the way teachers of English view their teaching and assessment is under constant review, as teachers continuously interact with outside factors such as the main relevant published theories and the educational system; and based on the internalization of these theories, they try to develop their own optimal ways of teaching and assessing English in their specific contexts.

This understanding is, firstly, based on the premise that social reality cannot be fixed nor does it exist outside of the human mind, as every single person can have his or her own perceived reality; it focuses on ‘the meanings that people give to their environment, not the environment itself’ (May 1997:13). That is, ‘each person lives in a world of ideas, and it is through those ideas that the world (physical or social) is constructed’ (Pring 2000:50). However, when implementing their ideas in the classroom, what a teacher of English does is inevitably influenced by the dominant and relevant theories and principles of language teaching and assessment which are developed, established, and accumulated by keeping in step with the development of the specific academic societies. For example, a primary

teacher of English may be influenced by the theories and principles suggested or recommended by academic associations such as the Korea Association of Primary English Education (KAPEE) or the Korea Association of Teachers of English (KATE). In addition, teachers of English may also be influenced by the social context in which they are operating. They will be accommodating new ideas, and creating new agreements as new ways of conceiving reality; in this way, the situation and social context play a key part in shaping reality (Nunan 1992:53; Pring 2000:51; see also Woods 1983:15-16). However, the meaning of social context should not be limited to geographical location and physical and concrete elements such as classroom space, number of teachers and students, types of program and syllabus, time dedicated, and materials available. It also encompasses 'the socio-cultural and social-political factors such as the values and ideologies that inform policies, practices, and interactions that shape teachers' work' (Sharkey 2004:282; see also Williams & Burden 1997:44). Established theories and social contexts usually, to some degree, affect what they do and more importantly why they do it.

Taking all this into consideration for the development of classroom-based assessment, it is appropriate to explore the current theories of language assessment which teachers have formulated as well as the ways in which they reflect on their principles in their classrooms; this should enable certain commonalities of classroom-based assessment in Korean primary schools context to be revealed. In addition, through this analysis, any specific considerations or principles which have been highlighted, or, which, for whatever reasons, have been marginalized in the Korean classroom-based assessment context might

be discovered and explained; this would support the further development of classroom-based assessment in Korea. For this reason, the research seeks to engage teachers of English in reflecting on their assessment practices in their particular contexts and on their own personal principles of assessment; this is supported by a belief that each teacher is a ‘reflective teacher’ [who] examines, frames, and attempts to solve the dilemmas of classroom practices; ... and takes responsibility for his or her own professional development’ (Zeichner & Liston 1996:6).

In this chapter, I first set out the research questions; this is followed by a description of the participants; then there are details of the research tools employed to investigate the questions. After that, I describe the procedure of data collection and treatment. Finally, I explain the ethical issues involved and limitations of the study. The research tools are presented in Appendix A , B, C, D, and E.

## **IV.2. Research Questions**

The aim of this study is to investigate how Korean primary school English teachers perceive the classroom-based assessment of English as a foreign language. Research questions are primarily concerned with uncovering English teachers’ perceptions of the principles and practice of their classroom-based assessment from planning to recording and dissemination; this is based on the protocol of classroom-based assessment (see III. 4). Results and the discussion part of the study for addressing research questions are also addressed using the same framework.

Q1: How do Korean primary school English teachers perceive the planning of their classroom-based assessment?

Q2: How do Korean primary school English teachers perceive the implementation of their classroom-based assessment?

Q3: How do Korean primary school English teachers perceive the monitoring of their classroom-based assessment?

Q4: How do Korean primary school English teachers perceive the recording and dissemination of their classroom-based assessment?

### **IV.3.Participants**

#### **IV.3.1.Questionnaires**

Ninety six teachers of English from 68 primary schools in metropolitan areas participated in the questionnaire but only 86 teachers' responses (31 from Seoul, the capital city, 48 from Incheon, 7 from Gwangju) were statistically described and analyzed because ten teachers reported that they used tests constructed by outside agencies, these were sourced from publishing companies and web-sites. Although the teachers teach in different geographical locations and situations, certain aspects of their teaching curriculum are the same. This is due to the centralized educational system in the country in which the national curriculum has a considerable influence on English teaching. In addition, taking into account the fact that each teacher lives in a city, it is evident that the life-styles of these teachers, inside and outside their schools, have much in common; they also have similar social, cultural, and historical backgrounds.

Of these volunteers, 1 teacher has a doctorate in English language teaching (ELT); 22 have Master's degrees in ELT; 12 are reading for a Master's degree in ELT in Seoul National University of Education; and 22 teachers are receiving a 6 month long in-service program of English teaching run by the teacher development institute of one educational authority. In addition, all the teachers have sufficient experience of, and interest in English language teaching to make them suitable to participate in this study. The detailed information about the participants is presented as follows.

● Gender

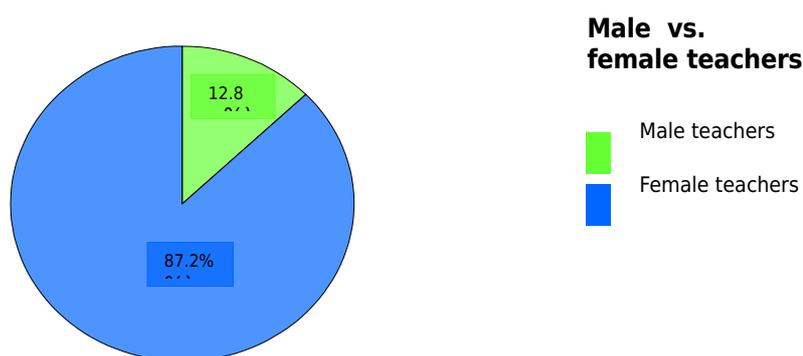


Figure 1: Ratio of male to female teachers (n=86)

As shown in Figure 1, female teachers exceed the male teachers in number; this ratio is higher than the average ratio of female to male teachers in the schools. It indicates that female teachers are more interested in English teaching than their male counterparts.

● Age

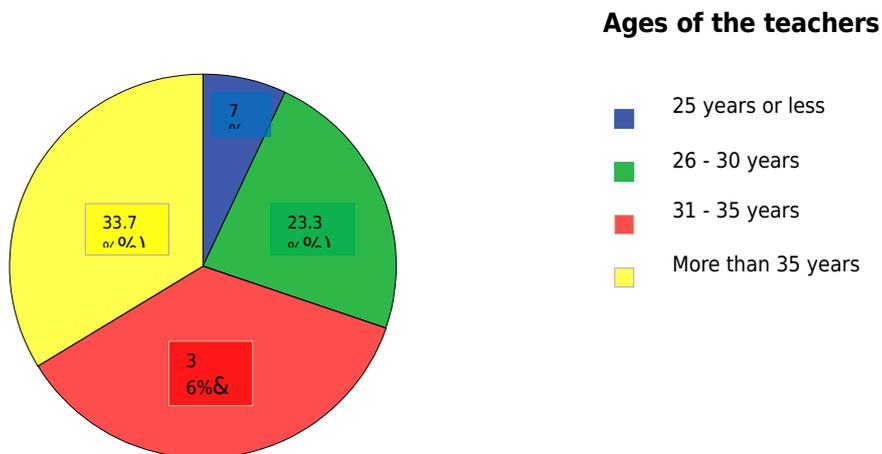


Figure 2: Ages of the participants (n=86)

The figure shows that 33.7 percent of the participating teachers are over 35 years old, this indicates that there are not a disproportionately large number of young teachers teaching English. On the contrary, the fact that only 7 percent is 25 years or less indicates that English teaching is given to the teachers who have a certain amount of teaching under their belts. In terms of ages, it is relatively well balanced.

#### **IV.3.2. Interview**

The interview has been carried out with sixteen volunteer teachers who participated in the first investigation: 12 for Incheon, 3 for Seoul, and 1 for Gwangju. Eleven teachers have Master's degrees in ELT and one teacher has a doctorate in this field. Also three teachers had an experience of studying abroad and hold Master's degrees from the US. Eight teachers also took part in a short-term in-service program for teachers of English in the UK or the US.

#### **IV.3.3. Assessment materials**

The assessment materials have been collected from ten volunteer teachers who participated in the interviews: 7 for Inchon, 2 for Seoul, and 1 for Gwangju. These teachers especially, have shared their teaching experiences with the researcher by taking part in all the stages of the procedure of data collection; both by answering the questions in the questionnaire, and by taking part in interviews. Thus, they can be regarded as the most active volunteer participants in this study and might have a strong interest in the English teaching and assessment conducted in the classroom. Taking this into account, it is clear that the assessment material they presented is worth investigating.

#### **IV.4. Instrument**

In order to address the research questions (see, IV.2), 3 instruments were used: questionnaire surveys and interviews were conducted in order to obtain the teachers' ideas, opinions, and experiences with regard to their classroom-based assessment; assessment batteries used were also collected and analyzed as they showed what the teachers had done in the classroom.

##### **IV.4.1. Questionnaires**

In order to conduct the research, both quantitative and qualitative data collection methods were used. To obtain the 86 participating teachers' common perceptions of classroom-based assessment, a questionnaire was developed as it is generally considered to be an appropriate method for collecting data at a distance (Freeman, 1998:94). It is also affordable, and easy to administer; it can also cater for relative large groups of participants. According to Seliger and Shohamy (1989: 172), it has a number of advantages: obtaining the information of a sensitive nature is relatively easy if there is an

assurance of anonymity; collected data are more uniform and standard; and they are more accurate. In addition, the Likert Scale was used for the part 3 of questionnaire as it is considered as an appropriate and commonly used scale to elicit the extent of agreement with some statements of opinion or attitude (Henning 1987: 23). Brown and Rogers (2002: 120) also point out that ‘Likert scales are generally useful for getting at respondents’ views, judgments, or opinions about almost any aspect of language learning.’ A five point Likert Scale is appropriate for it enables the participating teachers to select a neutral alternative. Alternatively, if they record their opinions within a 4 point scale (which normally consists of: strongly agree/believe, agree/believe, disagree/disbelieve, and strongly disagree/disbelieve) then no neutral alternative is available; they are forced to express a positive or negative opinion. The data produced using the Likert Scale can also be effectively managed with statistical tools to present the general trends of the investigation. The results of the questionnaire were used as a basis for the development of the interview questions for the second investigation of the study. By means of this, certain specific aspects of classroom-based assessment might be examined further, or certain issues generated by the first investigation might be addressed through the teachers’ explanations. Thus, the questionnaire and the interview are complementary to each other. The detailed explanation of the questionnaire is as follows.

The questionnaire (Appendix A) has four parts. The first part asks the teachers for their personal information. The second and the fourth part utilize open-ended questions in which they could express their ideas and opinions regarding their English language assessment in their classrooms. These parts cover the fundamental issues of language assessment and focus on eliciting the teachers’ responses to the questions based on their

teaching and assessment experiences. Part three uses a closed items on language assessment developed and revised by the researcher which are primarily based on the theoretical argument of procedural principles of classroom-based assessment discussed in the preceding chapter (see Chapter III. 4). In addition, these questions also relate to certain fundamental issues of classroom-based assessment. For example, item 6, 'Assessment (tasks) should be related to what students do in real class time', is set at the planning stage in the procedural arrangement of classroom-based assessment; it also relates to the content validity. Likewise, item 25, 'Teachers should construct a marking system as a part of the whole assessment process.' is placed in the monitoring stage and is connected with reliability.

Parts 3.1 and 3.2 of the questionnaire consist of 42 items; two sets of items cover substantially the same procedural concerns of classroom-based assessment, but they are viewed from different angles. That is, whilst part 3.1 asks the teachers to respond to their own working theories of classroom-based assessment, 3.2 lets them consider the degree to which they put their principles into practice when carrying out their assessments; this is then recorded by marking the points in the questionnaire. In addition, 42 items are divided into four sub-areas based on the procedural principles of classroom-based assessment: planning, implementation, monitoring, and recording and dissemination. These are also associated with a number of fundamental issues of classroom-based assessment such as validity and reliability.

#### **IV.4.2. Interviews**

The questions for the interview stemmed from the results of the first investigation. With regards to the results of 3-2 in the questionnaire, they were concerned with the teachers' practice as it reflects their beliefs concerning classroom-based assessment. That is, they sought to see the extent to which they actually put their principles into practice when carrying out their classroom-based assessment. The results showed that there are a number of items which needed further investigation.

To begin with, items 11 and 14 received relatively low means ( $m=2.93$  and  $1.84$  respectively in Table 2.2) compared with those of the other items, which might indicate that they appeared not to be part of the teacher's usual practice in the planning stage of their classroom-based assessment. Much the same sort of results were recorded for: items 35 ( $m=1.81$  in Table 4.2) in the monitoring stage, and items 39, 40, 41, and 42 ( $m=2.36$ ,  $2.22$ ,  $2.19$ , and  $1.84$  respectively in Table 5.2) in the recording and dissemination stage. It was recognized that they required further investigation. In addition, items 23 ( $m=3.47$  in Table 3.2) in the implementation stage, and 32 ( $m=3.30$  in Table 4.2) in the monitoring stage, were also included as they received relatively low scores within their stages when they were compared with the other items. But, what is more significant from the viewpoint of the purpose of this study, and will therefore be the focus of more detailed investigation, is to establish where or not there were any matters of principle, at each stage, which were relatively less used or were marginalized by the teachers when implementing their assessments in the classroom. In addition, as a subsidiary tool, a T-test was carried out to find out if there were statistically significant differences between what the teachers believe and how they actualize their principles in the classroom. The results showed that the differences between the teachers' beliefs and their practices in the

instances cited above were statistically significant at  $p < 0.001$  level (see Appendix C). Thus, in these cases, it was reasonable to set up further investigations.

#### **IV.4.3. Assessment batteries**

As indicated in the previous part (see III. 4.4), construction of assessment specifications and tasks are one of the main obligations of the teachers as assessors; thus, the specifications and tasks which had been developed and used might reveal what the teachers are doing when they implement their assessments. Accordingly, as a supplement showing the teachers' assessment practice, a number of assessment specifications and tasks which were in use, were collected from ten teachers who participated in the interviews (see Appendix D).

#### **IV.5. Procedure**

The study was conducted by means of a series of investigations: firstly a questionnaire survey was carried out to examine teachers' beliefs of classroom-based assessment; secondly, an interview was undertaken with each volunteer teacher focusing specifically on why they do what they do regarding the issues suggested in the first investigation; then these findings were reviewed by referring to the relevant materials that had been developed and used for assessment activities. The data collection for the first investigation was carried out from September in 2007 to December in 2007 during the second semester of the primary schools. The data collection for the second investigation took place from mid-March 2008 to the beginning of July 2008.

### **IV.5.1.Questionnaires**

The research tools were developed based on the theoretical arguments of the procedural principles of classroom-based assessment developed previously in the literature review (see, chapter III. 4) and were carefully examined through discussion with the thesis supervisor; this took account of the particular consideration of the English teaching and the learning context in Korean primary education (see Chapter II) in which the research would be conducted.

#### **IV.5.1.1.Pilot study**

The questionnaire was piloted with fifteen primary teachers of English to check whether it was valid and worthwhile from teachers' point of view. Ten teachers have Master's degrees in English language teaching and are experienced English teachers, one teacher is reading for a Master's degree and the other has a Master's degree in primary education and has received sufficient teacher education program for English language teaching. Feedback from twelve of them was received. The other three agreed to scrutinize the questionnaire but they did not return it.

A summary of the feedback to the pilot is as follows. First, providing the teachers with a Korean version of the questionnaire would help the teachers to understand exactly what the researcher intends and would assist them in answering the questions precisely. Secondly, it would be a very good idea to explain the terminology used in the questionnaire such as 'classroom-based assessment', 'validity', 'reliability', and 'ethical

issues'. The reason is that some teachers would not answer the questions simply because their knowledge of the terminology is inadequate. Third, some questions do not represent a particular area adequately so they need to be replaced with other questions.

In response to the feedback, the research tools were revised and also carefully scrutinized through discussions with the thesis supervisor. After that, they were returned to the same monitors to see if they could detect any further problems. Taking into account further feedback, it was decided to carry out Part 4 of the questionnaire one week later than Parts 1-3. The reason for this was that the participants' opinions might be influenced by what they read in the questionnaire as well as by their responses in Part 3; alternatively, had they answered Part 4 first, it might have affected their responses to Part 3.

#### **IV.5.1.2. Data collection and analysis**

The questionnaire and the consent form were mainly distributed by post and by hand. Email was used to contact the teachers who work in Gwangju because they are quite a distance from the researcher's workplace. In accordance with the feedback of the pilot, a Korean version was provided to help participants understand clearly and the explanations of a number of terms were given to the teachers to enable them to give more exact and straightforward responses. They might have provided the researcher with unclear or wrong responses if they had misunderstood the terms used in the questionnaire which would have been harmful for the study, for 'the difficulty in studying teachers' beliefs has been caused by definitional problems [and] poor conceptualizations...' (Pajares 1992: 307). This communication also explained the objectives and the contents of the

questionnaire. In the case of Parts 2 and 4, the teachers were allowed to write their replies in English or Korean as they could thus save time and elaborate on their ideas easily; some teachers wrote their opinions in English, and others did it in Korean. In addition, it was emphasized that the findings of the research would help teachers to understand themselves as assessors, and that the findings might be a foundation for the development of the pre- and in-service assessor programs for the teachers.

Finally, data were collected by hand or by asking the teachers to return the completed questions via internal document delivery system of the Incheon educational authority, by post or by email attachment. The investigation took over three months as all the questionnaires could not be distributed to the teachers at the same time. For example, the time the researcher visited the teachers in Seoul was different both from when he met the teachers in Incheon and sent them the questionnaire through internal document delivery system, and when he sent the emails to the teachers in Gwangju. The timescale was affected by the plan to distribute part four of the questionnaire one week later than the other parts. The timetable was not adhered to as closely as the researcher had hoped because, in some cases, he received the responses late. He had not anticipated these delays. The respondents did not require any further clarifications, but some did have difficulty expressing their views when completing the open-ended questions.

Further analysis of the data of Parts 1 and 3 (etc) was carried out using SPSS (15.0 for Windows) in order to produce the frequency, percentage, mean and standard deviation of all the items. In order to estimate if the gap between teachers' beliefs and their practice is

statistically significant, a T-test was executed. According to Brown and Rogers (2002: 205), this is the most frequently used measure in second language research for comparing mean scores and a very useful measure for various group sizes. In addition, Cronbach's alpha was also used to examine the internal consistency of the questionnaire. The data of parts 2 and 4 were translated then analyzed through classification and listing.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.914	42

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.938	42

Figure 3: Reliability of 3-1

Figure 4: Reliability of 3-2

#### **IV.5.2.Interviews**

The aims of the interview were to investigate the gaps between the teachers' beliefs and their practice, and to gain some understanding of the reasons for perceived divergences

between principles and practice in their assessment activities. Interview questions were developed based on the analysis of the first investigation and this was carefully examined through discussion with the thesis supervisor, taking account of the particular circumstances of English teaching within the learning context of Korean primary education and especially how the teachers would be contacted and the interviews recorded. Also, a procedure was devised which would be adopted to guide the interviewer.

#### **IV.5.2.1.Data collection and analysis**

Advance notice of the interview was distributed to the teachers by email and by phone; then the volunteer teachers who were willing to be interviewed were provided with a full introduction to the interview.

Since they had taken part in the first investigation, all the teachers readily understood what they were supposed to do and accepted the demands involved. However, one problem which revealed itself was the difficulty of making a schedule for the interviews, because the interviewees usually worked in their schools from 8:40 to 4:40 and, moreover, they had regularly been very busy. As a result of this, a number of interviews were carried out after school and sometimes on a Saturday. The researcher visited ten teachers and interviewed them face-to-face, he also interviewed six teachers by phone; this applied particularly to those who worked in Seoul and Gwangju which are geographically distant from where the researcher resides. All the interviews were recorded

by voice recorder and saved in an audio file in MP3 format. Then they were selectively translated and analyzed through classification and listing. That is, the teachers' responses were classified based on such criteria as: whether or not they represent the reality of teachers' classroom-based assessment in a given context; whether or not they might contribute to the development of the body of theory of classroom-based assessment; and whether or not they might provide the teachers with any clues as to how to improve their assessment practices.

#### **IV.5.3. Assessment batteries**

The collection and analysis of the assessment batteries was used to investigate the teachers' assessment practice; this was done because they normally contain assessment specifications, criteria, assessment tasks, and marking scales; and in order to understand the extent to which the teachers' personal principles of classroom-based assessment were applied to their practice.

##### **IV.5.3.1. Data collection and analysis**

The approach adopted was to analyze the assessment batteries and thus to determine the criteria by which the results were analyzed. Were they based on such criteria as: the extent to which they comply to the assessment cycle presented in the study; the degree to which they relate to the students' learning tasks given in their textbooks; the coverage of four skills of English; the level and nature of any encouragement given to students which might improve their performance while using English language; and finally, the

practicality of whether the assessment activities was really manageable within the limits imposed by planned time restrictions. The results are evaluated when the teachers' assessment practice is analyzed at each stage of classroom-based assessment in chapter 5.

#### **IV.6.Ethical Considerations**

Ethical considerations were at the forefront of the researchers' mind throughout the whole process of the research implementation.

With reference to the first stage of the investigation and before sending out the questionnaire, the teachers were contacted (etc) by phone and email and given a brief introduction to the study. The questionnaire and the consent form were sent to them only after their verbal consent had been obtained. It took over 10 minutes for the researcher to explain why they had to read the consent form and agree to it because they were not familiar with the use of official consent forms. In fact, obtaining consent from the teachers was normally implemented by simply asking for their agreement when the questionnaire is distributed to them. One of the advantages of the consent form was that, once the respondents understood the implications of giving their consent, they participated in the study more earnestly.

The procedure followed for these interviews was the same as was used in the first investigation: contacting teachers, obtaining their consent, introducing the work, and making appointments for, and conducting, the interviews.

Furthermore, the participating teachers were assured that the researcher would respect their confidentiality and anonymity as clearly set out in the consent form. They were also made to understand that their participation was on a completely free and voluntary basis and that they had the right to withdraw from the research should they choose to do so.

#### **IV.7.Limitations of the study**

In spite of making every effort to make the research sound, it has two main limitations. These arose with respect to the sampling of the population, and to the general applicability of the generalizations drawn from the findings.

With regard to the sampling of the population, I am not convinced that all the teachers were really true volunteers, as there were a number of different channels used to enlist them. For example, I invited my colleagues; my close friends who are also teachers asked their colleagues; the Korean professor who teaches the English language teaching program in the Graduate School of Seoul National University of Education also encouraged the students who are teachers of English and reading Masters' program of ELT, to become involved in the research. Most of these teachers, to some extent, feel it difficult to say, "No." Furthermore, stemming from a longstanding Confucian custom, Koreans believe that it might be considered impolite to refuse a request or suggestion from one of their colleagues. Some of them might have been concerned about my role as a researcher because I have been an insider in English teaching in the primary schools for a considerable time. However, I still believe that they were quite happy to join the study, I was impressed by their sincere responses and attitudes; and many of them also

encouraged me to go forward.

With regard to the generalizability of the results, 86 teachers cannot represent the whole of English language teaching in Korean primary schools. This means that others who teach English in different areas might present different views regarding the issues raised in the study. However, although these findings and their implications could be taken further by other teachers, researchers or administrators in this field, as they stand I would still argue that they provide some insights into the role of a teacher-cum-assessor in English language classrooms in Korea.

## **V. Results**

In this chapter, the overall results of the investigation into classroom-based assessment are divided into five sub-areas. Section one introduces the teachers' classroom-based assessment in Korean primary schools. Sections two, three, four, and five present the relationship between Korean primary school English teachers' perceptions of the principles and practice of their classroom-based assessment, from planning to recording and dissemination; this is in line what is presented in chapter VI in which explicit responses to the research questions are included.

With reference to the analysis of the first investigation, many propositions constructed for the questionnaire have a dual purpose; that is, they represent an element, or a specific step within each stage as well as across the whole sequential process of classroom-based assessment. These have to do with procedure as well as illustrating certain parts of the fundamental issues of classroom-based assessment. Thus, the study considers the results of each item from two perspectives: the teachers' level of perception of it as a component of the whole procedure; and its relevance to certain issues relating to classroom-based assessment. In addition, this study also recognizes the fact that the implementation of assessment does not necessarily require a teacher to follow, and complete, all the steps presented (Rea-Dickins 2001); it depends on the purpose of the assessment. Therefore, this study will focus on the propositions which appear to apply more particularly to the teachers' assessment. In addition, all the quotations in the sections (V.2.3, 3.3, 4.3, 5.3)

dealing with fundamental aspects of the teachers' assessment practice are elicited from open ended questions which appear in the questionnaire in order to support or compensate for the quantitative results of teachers' principles of classroom-based assessment.

Furthermore, this study focuses on the gaps between what the teachers believe and how they actually performed when carrying out their classroom-based assessment. There were many items which showed that the differences between teachers' beliefs and their practice was statistically significant; but, as statistical significance just indicates the possibility of something unlikely happening by accident, some items were not included in the second investigation because, as indicated in Table 2.2 below, they have actually been used quite frequently in the assessments run by the participants. For example, proposition 7 (see Table 2.2) was excluded from the second investigation because although the difference it highlighted between the teachers' beliefs and their practice was statistically significant at  $p < 0.01$  (see Appendix C). Its mean ( $m=4.26$ ) indicated that the teachers had actually reflected the proposition as one of their principles when carrying out their assessment. Accordingly, the selection of the propositions which were supposed to be further investigated was based on a number of criteria: first of all, they have had relatively less impact on the teachers' assessment practice when compared with other propositions in each stage of classroom-based assessment; secondly, where the gaps between the teachers' beliefs and their practice were statistically significant. In sum, this study investigates why the teachers did not usually put certain of the principles which they hold into practice when carrying out their assessments; and what it was that prevented them from implementing these principles in practice. All the quotations of the sections (V.2.4,

3.4, 4.4, 5.4) dealing with the gaps between the teachers’ working principles and their practice are elicited from the interview data set (see Appendix F).

## V.1. Introduction to Teachers’ Classroom-Based Assessment

### V.1.1. Teachers’ English teaching careers

Teachers develop their ‘professional competence’ by combining their ‘experiential knowledge’, their opinions and beliefs based on their own teaching experience, with their ‘received knowledge’, teachers’ knowledge and opinions which are different from their own (Parrott 1993:1-2; Wallace 1991:14-15). Thus data on teachers’ English teaching careers might reflect the current state of English teaching in primary schools

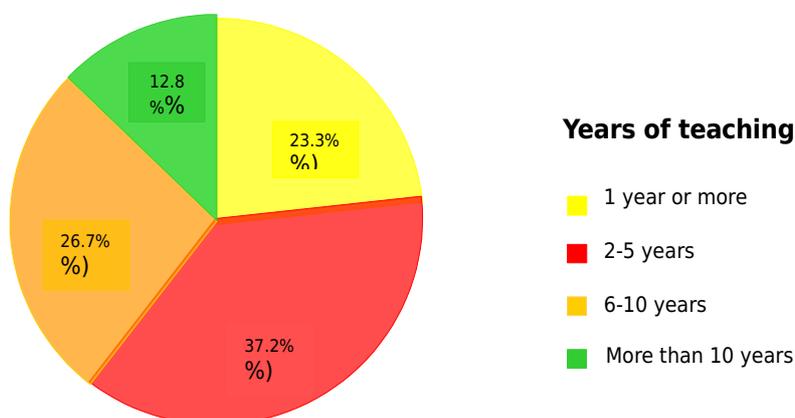


Figure 5: Teachers’ English teaching careers (n=86)

In Figure 5, 39.5 percent of teachers have more than 6 years experience of teaching English. This indicates that English teaching has taken root in the primary Education system even though English as a regular subject only has a history of ten years. The fact

that 37.2 percent who are teaching English have been teaching it for two to five years means that they seem to be motivated, for a number of reasons, to continue teaching the subject. For example, one of my colleagues who has been teaching English for three years said,

I like English learning and teaching. Of course, I could be a classroom teacher and teach 10 subjects if I wanted to, but I enjoy teaching English if only because I do not have to concern myself with other subjects, which I did for a period of over 10 ten years. Quite simply, for the moment, I would like to spend my time on what I like to learn and teach (Personal conversation with teacher, Y, at the end of the first semester in 2007).

However, 23.3 percent of the teachers have less than one year experience of English teaching. This indicates that there are still many teachers who are becoming interested in English teaching even though it requires an enhanced ability to teach English. This entails the acquisition of additional skills and expertise, such as English proficiency, singing and rhythmic movement, and even typing something in English on a computer monitor which is relayed to a screen or the whiteboard for the students.

### **V.1.2.Ratio of classroom teachers to English teachers**

As explained in Chapter 2, in Korean primary schools English is taught by classroom teachers as well as specialist English teachers depending on the circumstances in each school. The current ratio of classroom teachers to English teachers is shown below (Fig 2).

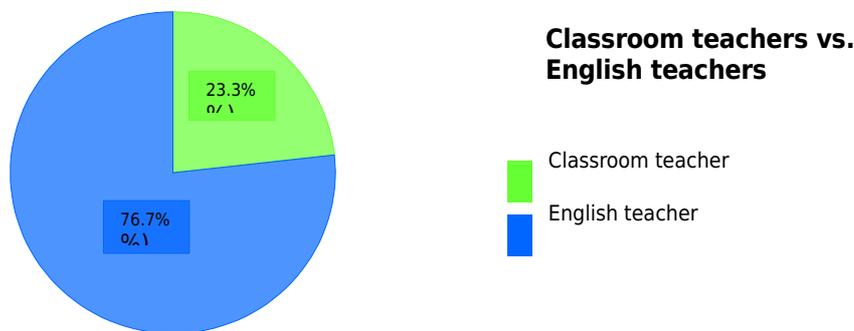


Figure 6: Ratio of teachers of English (n=86)

As indicated above, English teaching is performed by English subject teachers rather than by classroom teachers; this is the current reality of English teaching in primary schools. For example, one report (2007) issued by Incheon educational authority stated that over 80 percent of the primary schools assign English teaching to teachers of English. This is in contrast with the early stages of English teaching where 80.2 percent of their teachers (223 out of 278) taught English as a classroom teacher (Lee et al, 1999: 249). This change indicates that English teaching is now considered to be a subject requiring some particular abilities which ordinary primaryschool classroom teachers might not possess.

### V.1.3. Numbers of assessment

The results show that the frequency of assessment is varied. This means that assessment of English is left to the teachers' discretion.

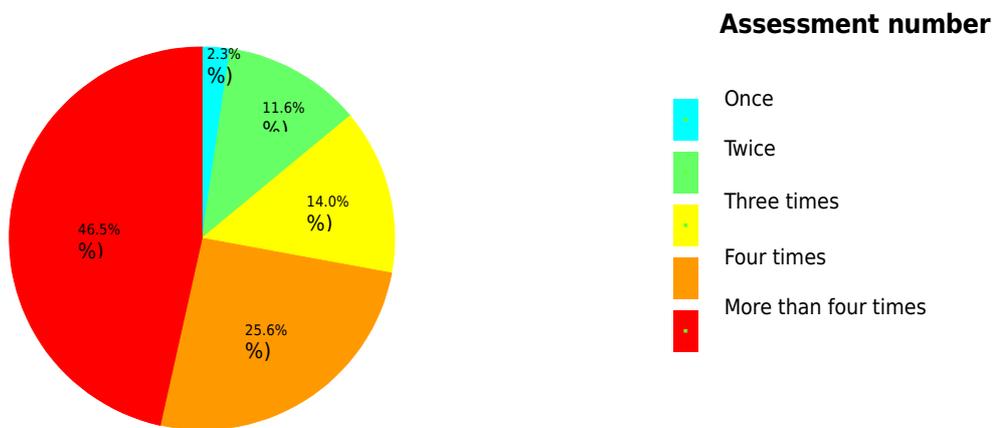


Figure 7: Frequency of assessment carried out by the teachers (n=86)

Taking into account the fact that more than 70 percent of the teachers carry out the assessment more than four times, it seems that assessment practice is becoming part of their normal routine. It appears that they are now becoming more concerned with what they do and about the things related to the assessment tool itself such as its validity, its reliability and even ethical issues.

#### **V.1.4.Sources of assessment**

As explained in the preceding part, 96 teachers returned the questionnaire, which indicated that only 10 teachers had used tests which they had not constructed themselves. These 10 respondents were therefore disregarded from the analysis that follows, because teachers who used tests provided by outside sources cannot be recognized as assessment developers for classroom based assessment. These teachers are merely technical users of the tests; as such they lie outside of the parameters of this study. Thus, only the responses of 86 teachers are presented here.

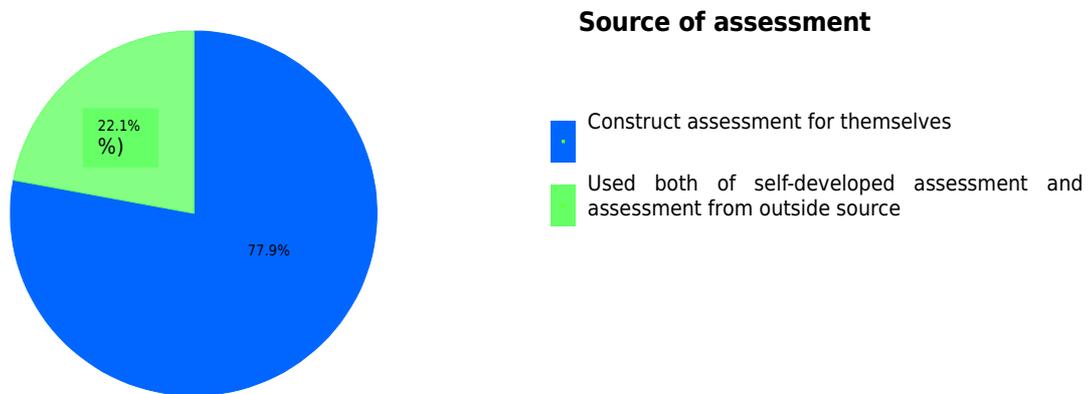


Figure 8: Source of assessment in classroom-based assessment (n=86)  
Most of the teachers (77.9%) constructed their own assessments. This indicates that teachers might have had difficulty finding ready-made test or assessment materials or that they perceive that the suitability of existing test or assessment material is questionable for their classroom-based assessment.

## V.2.Stage One: Planning

Research question one: *How do Korean primary school English teachers perceive the planning of their classroom-based assessment?*

### V.2.1.Teachers' principles of assessment

This section analyzes the kinds of principles that teachers guide when they plan their assessment of students' progress and their achievement in their classrooms; this is relevant as it examines the extent to which they believe the propositions given in this stage stem from the theoretical argument of this study (see, III 4.4).

Items	Propositions	Mean	SD
1	Teachers should first identify the purpose of the assessment when they design the assessment.	4.77	.452
6	Assessment (tasks) should be related to what students do in real class time.	4.76	.484
7	Assessment (tasks) should be meaningful to the students.	4.73	.471
12	Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom.	4.71	.550
2	Teachers should consider the attainment targets which the curriculum requests when they design the assessment.	4.51	.548
8	Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.	4.49	.664
17	Teachers should make sure that assessment is not affected by students' personal characteristics such as, gender, appearance, and economic and social background.	4.43	.819
4	Teachers should balance the attainment targets with their students' needs when they design the assessment.	4.35	.647
9	Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.	4.34	.696
5	Teachers should use assessment specifications when they carry out the assessment.	4.26	.814
16	Teachers should make sure that all students are given the same learning opportunities in their classrooms.	4.24	.735
10	Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the language effectively.	4.22	.726
3	Teachers should consider what their students' needs are when they design the assessment.	4.21	.721
13	Teachers should give the students advance notice, so that the students will be able to prepare for the assessment.	4.14	.935
15	Teachers should respect the privacy of the students and guarantee confidentiality.	4.03	.887
11	The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are available).	3.93	.823
14	Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	2.59	1.099

Table 2.1: Teachers' beliefs in the planning stage

Considering the propositions in descending order of their means (Table 2.1), the teachers who responded generally believed the propositions presented in this stage to be part of their own assessment principles. Among them, propositions 1, 6, 7, and 12 appear to be the principles which most of the teachers adhere to most strongly, and are the most likely to be carried through into classroom-based assessment. In addition, the teachers also recognize other propositions as solid principles of classroom-based assessment; however, they do not appear to embrace proposition 14 as one of their operational principles; this will be investigated in the following part of the study. Thus, these results might indicate overall that the teachers recognize the need to plan their assessment strategy and understand how to proceed with it.

### V.2.2. Teachers' practice reflecting their assessment principles

Table 2.2 shows how the teachers plan their assessment of students' progress and their achievements; and how they construct the assessment tasks which were supposed to be given to the students. In most cases, they did act in accordance with their beliefs; however, there are two cases where they did not usually act in line with their beliefs.

Items	Propositions	Mean	SD
Q6	Assessment (tasks) are related to what the students do in real class time.	4.60	.619
Q1	I first identify the purpose of the assessment when I design the assessment.	4.57	.564
Q2	I consider the standards or attainment targets which the curriculum requests when I design the assessment.	4.45	.587
Q8	Assessment (tasks) are designed in such a way as to obtain information about what students know at that particular time.	4.34	.625
Q7	Assessments (tasks) are meaningful to the students.	4.26	.827
Q13	I give the students advance notice, so that the students are able to prepare for the assessment.	4.24	.894
Q17	I make sure that assessment is not affected by students' personal	4.22	1.12

	characteristics such as gender, appearance, and economic and social background.		
Q12	Assessment focuses on students' progress and achievement rather than on comparisons between the students in the classroom.	4.20	.779
Q9	Assessment(tasks) are designed in such a way as to obtain information about what students can do at that particular time.	4.16	.824
Q15	I respect the privacy of the students and guarantee confidentiality.	4.08	.871
Q16	I make sure that all students are given the same learning opportunities in their classroom.	4.02	1.01
Q5	I use assessment specifications when I carry out the assessment.	3.87	.918
Q4	I balance the attainment targets with the students' needs when I design the assessment.	3.80	.809
Q10	Assessment(tasks) are designed in such a way as to obtain information about students' potential to use the language effectively.	3.76	.907
Q3	I consider what the students' needs are when I design the assessment.	3.74	.857
Q11	The appropriateness of assessment (tasks) is checked by calling for peer comment or with reference to published guidelines (if these are available).	2.93	.968
Q14	I receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.	1.84	1.00
N=86			

Table 2.2: Teachers' practice in the planning stage

Fifteen propositions (Table 2.2) were found to be applicable to what the teachers actually did as regards their students' assessment. However, checking the appropriateness of the tasks with their colleagues (Proposition 11) and receiving informed consent from the students and their parents (Proposition 14) appeared not to be usually part of teacher's practice in the planning stage of their classroom-based assessment. Proposition 14, especially, was hardly ever implemented as a principle of the participants' assessment procedure. In addition, the gaps between the teachers' beliefs and their practice with regard to these 2 propositions were statistically significant at  $p < 0.001$  (see Appendix C). Accordingly, these are investigated further in the following section.

In addition, the results presented in the Table 2.2 might be partly backed up by reviewing advance notices and the assessment tasks used in the classroom. Advance notices were constructed and distributed to the parents by a number of the teachers' schools, this indicates that they were following their own assessment principles (see Appendix D).

They disseminated details of the assessment schedule, and necessary information with regard to the assessment, in advance of carrying it out; this seemed to be normal procedure in the schools. Also, the tasks used in the classroom-based assessment (see Appendix D) indicate that, in general, the teachers kept to their principles; that is, they planned their assessment as scheduled and constructed assessment tasks following their principles. The assessment tasks reflected the aims of the curriculum properly, and were in line with what is presented in the textbooks. In addition, quite a few teachers recognized the degree of the students' participation in assessment tasks as one of the main areas of the assessment. It is also worth noting that the teachers used eclectic approaches as they designed the assessment tasks. They usually constructed knowledge-oriented assessment tasks for assessing listening and reading skills in which the students do what they listen to, or read out what is presented in the assessment paper. When constructing tasks for assessing speaking and writing skills, they present the students with the kind of assessment tasks which require them to perform something where they must use the target language.

### **V.2.3.Fundamental aspects of the teachers' assessment principles**

#### **V.2.3.1.Concerns about validity**

##### **Constructive validity**

Propositions 1, 2, 3, 4, 8, 9, and 10 (Tables 2.1 & 2.2) relate to the validity of construction. As discussed in Chapter 3.3, the most fundamental element of the development of assessment is that its purposes are explicitly recognized by its developers. It seems that the result regarding the teachers' identification of the purpose of the assessment (Proposition 1) indicates that the teachers' perceptions appear to be in full

agreement with this principle. The issue of recognition of assessment aims is inseparable from the assessment developers' true purposes for the assessment. The results of the teachers' consideration of the standards or attainment targets which the curriculum requests (Proposition 2) shows that the teachers generally count on the curriculum to assist them to develop their assessment aims and skills. Regarding this, 13 teachers showed that they implemented the assessment, because assessment is itself a part of the school curriculum, to fulfill what the school curriculum asks. For example, Teacher *Dobong* stated:

Since assessment is a part of school curriculum, English assessment in class is necessary and should be implemented. If such assessment is not carried out, I cannot map their progress against the targets recommended by the curriculum (Questionnaire 51).

In addition, 43 teachers demonstrated that the purpose of their assessment was to check to what degree the students achieve or arrive at the targeted standards prescribed in the national curriculum. For example, Teacher *Gyeyang* mentioned:

I have a clear idea of what to assess and how to assess it before I carry out my assessment; it is focused on the extent to which my students reach the targeted standard in the curriculum. If this were not the case, my assessment activity might be a waste of time (Questionnaire 37).

Most teachers also perceived that, to some extent, they possessed the expertise to apply the target standards to their students in their specific context. For example, Teacher *Cheongyang* stated:

... assessment might be adjusted to each school or classroom context, as long as it is fundamentally based on what the national curriculum asks; that is, differences between schools can be permitted within the confines of the curriculum (Questionnaire 24).

However, there are a number of other purposes which should be considered. First of all, 16 teachers mentioned that one purpose of their assessment is to enable them to fill in the record card for the student's official academic results, and to report it to the school. For example, Teacher *Obong* stated:

I implemented the assessment of English to record my students' English ability or achievements against the standards set out in the Academic Results form; this is given to the parents at the end of the term. I should submit all my assessment results to the school (Questionnaire 49).

This indicates that the purposes of assessment are recognized, not as discrete, but as an integral part of all else that teachers are aiming to achieve.

In addition, 14 teachers also mentioned that they performed the assessment to use it as a stimulus to make students concentrate more on their learning of English. They felt that if assessment was discontinued, students sometimes do not show a high level of interest in their studying. Teacher *Palgong* and Teacher *Sorae* both supported this:

If there is no assessment, students might not be stimulated to study, and their

attention might wander during their lessons. I have observed that the students usually study harder, and their attitudes during class time are better if they know that an assessment is to be carried out (Questionnaire 77).

Since English is taught in the context of EFL, the students normally do not have enough opportunities to use the language they have learned. When the students sit assessments, they are offered another opportunity to use their English (Questionnaire 23).

Both these teachers recognize that assessment is a tool which can be used in their classroom management; this also indicates that the teachers have a number of purposes in mind when carrying out their assessments.

Furthermore, the results regarding the consideration of students' needs and balancing it with the attainment targets (Propositions 3 & 4) show that the teachers believed that they should take into account students' needs as well as the attainment targets of the curriculum. Nineteen teachers reported that that the students participated in carrying out the assessment, they acted cooperatively. For example, Teacher *Chungyeong* stated:

The students are my partners, we help one another. I respect their opinions or wishes in every English class, especially when carrying out the assessments. I felt that they were not dissatisfied with the tasks they were asked to perform (Questionnaire 14).

They also argued that most students performed the assessment tasks in a positive mood. For example, Teacher *Acha* mentioned:

I always consider the students' individual situations which are relevant to the results of the assessment. I ensure that the answering of tasks, or the tasks themselves, take account of the students' learning experiences. Accordingly, students enjoy my assessments (Questionnaire 35).

This makes it clear that the assessments were implemented in a friendly atmosphere.

Teacher *Yudal* added:

My assessment covers what the students need to learn as stated by the curriculum; the assessment items are usually based on the curriculum and items based on my own understanding of the pupil's needs which I clearly articulate to the students ... (Questionnaire 25).

This indicates that some teachers try to harmonize the attainment targets and the needs of students; however, others expressed a different view of students' needs and their roles.

Thirteen teachers showed that they believed that students were passive in their attitude to the assessment process. For example, Teacher *Buchae* stated:

Many students were still passive because English was regarded as just one of their regular subjects and the tasks given to them as something which they had to do. Also, they felt compelled to do the assessments which I initiatively constructed (Questionnaire 57).

This indicates that although all the teachers take into account students' needs and their roles, differing views were expressed by teachers regarding the attitudes of the students

and the nature of their participation in the assessment process. Some teachers might make an effort to take a broad perspective, taking the students attitudes into account, whereas others might be more narrowly constrained by the regulations.

Also, most teachers believed that assessment should demonstrate the students' knowledge of English (Proposition 8). Thirty one teachers responded that they carried out the assessment in order to gauge how much the students know of what they have been taught. For example, Teacher *Jungmi* mentioned:

My assessment should focus on students' achievement and progress ... Thus I need to obtain information about exactly what my students know and what they have learned ... (Questionnaire 8).

Also, the teachers generally believed that their assessments should reflect what the students actually can do with the language they learn (Proposition 9). Teacher *Sorae* and Teacher *Sokri* both supported this:

Clearly it would not be appropriate for the students to solve all the questions or test items by means of a paper test. Assessment should be carried out during the process of students actually using the language to communicate verbally (Questionnaire 23).

I tried to construct my assessments in such a way that I am assessing my students' actual English language ability in everyday situations. That is, I can see how they use English while they are being assessed (Questionnaire 44).

Finally, designing assessment as a way of obtaining information about students' potential use of English (Proposition 10) relates to the predictive function of validity and to other aspects of what curriculum does not cover. This is due to the fact that the curriculum prescribes what the students should be expected to do when they reach certain grades during the school year, but this usually is only a limited sampling of what the students have, in fact, achieved. A few teachers responded that classroom-based assessment could not cover students' entire communicative competence. For example, Teacher *Naejang* mentioned:

My assessment clearly focused on the extent to which my students reached the targeted standard in the curriculum, but this does not adequately assess each student's English language learning experience (Questionnaire 42).

This indicates that they recognized the difference between classroom-based assessments and standardized testing for the communicative competence which normally takes place outside the classroom.

It also shows that there is still a tension between the idea of assessing students' language ability against the target standards of the curriculum, and the idea of assessing their general language ability. In this regard, 12 teachers indicated that they were somehow not altogether satisfied with classroom-based assessment design and its implementation. For instance, Teacher *Yudal* stated:

... However, I am not really confident in my assessment because it does not adequately measure my student's English abilities and skills. Also, the major portion of my assessment takes into account emotional aspects such as confidence and interests because the national curriculum strongly recommends them. Now, I'm struggling with how I can mix the language skills assessment with the emotional aspects ... (Questionnaire 25).

This indicates that although teachers generally follow what the curriculum prescribes, there are still some teachers who are not in complete agreement with it; this means that they have their own principles of assessment and constantly weigh this against what is given to them.

### **Content validity**

Propositions 6 and 11 (Tables 2.1 & 2.2) relate to the validity of contents; assessment might not be implemented without sufficient attention being paid to what should be assessed. In this regard, the teachers also stressed that there should be a strong similarity between what the students had learned and the nature of the assessment (Proposition 6). Thirty five teachers indicate that their aim was to check to what degree the students understood what they were taught in the classroom; and they believed that they assessed what the students had learned and experienced in English learning class. A number of examples are cited as follows:

Teachers should develop their assessment based on what the students learn in the classroom, and they must administer it consistently; this is helpful to the students as well as the teachers (Teacher *Subong* Questionnaire 2).

I try to create assessments which definitely examine what my students have learned in class. So when I construct a test paper or some, assessment tasks, I must consider process and contents which do not lie outside what I have covered in my lessons (Teacher *Jayu* Questionnaire 29).

Also, 14 teachers believed that the method of classroom-based assessment should reflect the teaching methodology that students have encountered in the English classroom. For example Teacher *Myeongji* stated:

I construct my assessments based on what I taught and activities I carried out with my pupils. It is natural that learning activities should be similar to assessment tasks (Questionnaire 5).

Considering Tables 2.1 and 2.2 and the above quotations, teachers believed that they do indeed have confidence in their assessments as well as themselves as a teacher-cum-assessor.

Although the mean of the result which has to do with checking the appropriateness of the tasks with their colleagues is quite high (Proposition 11, Table 2.1), yet it is still relatively low when it is compared with the means of other propositions. Furthermore, the result of Table 2.2 might indicate that they have embraced this proposition as one of their classroom-based assessment principles, and recognize its necessity, but might not have confidence when putting it into practice.

### **V.2.3.2. Concerns about ethical aspects and fairness**

#### **Ethical aspects**

Propositions 7, 12, 14 and 15 (Tables 2.1 & 2.2) relate to the ethics involved. The significance of assessment tasks to the students, (Proposition 7) and its focus on students' progress and achievement rather than on comparison between the students, (Proposition 12) represented the degree to which teachers put themselves into the students' shoes when they design the assessment (see III 3.3). Most teachers strongly believed that assessment should provide information regarding each student's individual progress or achievement, rather than deciding their ranking in a group of students. For example, Teacher *Seoyong* stated:

I would not implement the assessment to compare my students; this would be meaningless because I am not interested in who is better than who; and my students and their parents do not like comparisons to be made especially if their child is a less able student (Questionnaire 81).

In addition, nineteen teachers stated that classroom-based assessment can play a diagnostic role for teachers, enabling them to better understand the progress of each student's English learning. For instance, Teacher *Junyong* touched on this:

I need to carry out assessments to check on my students' understanding of what I teach. If I do not carry out regular assessments, I might miss a useful check on my way of teaching (Questionnaire 16).

Moreover, 16 teachers mentioned that assessment should play a positive role in encouraging students to have more interest in learning English, and activities associated with assessment should make students feel that it is necessary or helpful. For example, Teacher *Taegi* stated:

My aims are not simply to measure precisely the degree to which they know what they are taught, but to construct the assessment in a such a way as to alert the students to a wide range of things which they should know, and thus to encourage them to study English more diligently (Questionnaire 53).

This indicates that the teachers might have a good understanding of how to cater for the students' needs and wishes, as well as their level of participation, when they construct the assessment for use in their classroom.

Furthermore the teachers perceived that the privacy of students must be protected (Proposition 15). Fifteen teachers showed that they respected student' privacy and considered the students' situation; and they even tried to put themselves in the students' place. For example, Teacher *Seonhak* stated:

I respect my students' privacy and their social background. So, I do not disclose the results of assessment to the class; I only give the mark to the student if he or she asks for it or I consider it to be helpful for them to know the results during the term (Questionnaire 62).

However, as indicated in the result regarding receiving advance 'informed consent' from

the students or their parents (Proposition 14), a few teachers responded frankly to this searching question. For example, Teacher *Seogam* stated:

To be honest, I do not know what this item really is driving at. Should I take into account this, informed consent, and produce formal forms which outline the conditions which both the pupils and their parents agree to, and finally receive it from them. I asked myself, do I really think that this is necessary? (Questionnaire 39).

This might indicate that some elements of ethical principles are still unfamiliar to the teachers in this country. This does not necessarily mean that they are not very ethically motivated, but that they need to be exposed to different theories and to challenge their own fixed ideas.

### **Fairness**

Propositions 16 and 17 (Tables 2.1 & 2.2) are closely connected with the assessment developers' considerations of the fairness of the assessment which she or he generates. The results regarding providing students with the same learning opportunities, (Proposition 16) and assessment free from the influences which originated from students' personal characteristics, (Proposition 17) revealed that the teachers embraced these as part of their classroom-based assessment principles. Five teachers confirmed that there was no prejudice in the whole process of assessment implementation. For example, Teacher *Gaji* stated:

I tried to exclude any preconceived ideas of or personal feelings towards a particular student when I performed an assessment in the classroom. I believed that all the students should be treated equally in my class (Questionnaire 80).

Seven teachers mentioned that they firmly followed the criteria without considering any other factors. For example, Teacher *Dora* stated that ‘all the assessments I did follow the plan and the criteria set down in advance. I felt that it was fair.’ A number of teachers also argued that they provided the students with equal opportunity for the learning. For example, Teacher *Palgong* mentioned:

I consistently provided the students with equal opportunities for learning English in my class; I also gave them exactly the same information about the way the assessment was to be implemented and how to prepare for it (Questionnaire 77).

This indicates that teachers are sensitive to the issue of fairness and feel proud of their conviction that they are fair.

However, with reference to this matter of fairness and ethics, there is one issue which needs to be considered. That is, the teachers argued that although they made every effort make the assessment ethical and fair, it was not always easy to design and administer assessments which rigidly adhere to these principles; one of the main reasons is that they have such large numbers of students. Thus, sometimes their students became passive respondents.

... I agree that my students are active teachers; but in the assessment context, where over thirty students take it rather seriously, students sometimes became passive ... So I consider that there is still a tension between English learning and how it is assessed (T, *Dobong* Questionnaire 51).

This indicates that teachers were of the view that the assessment context was not always very favorable; so they seemed to find their own ways of compromising their principles in order to take account of the context in which they carried out their assessment.

#### **V.2.4. The gaps between the teachers' working principles and their practice**

As mentioned at the beginning of this chapter, this section focuses on the assessment propositions which have relatively less impact on the teachers' assessment practice when compared with the other propositions dealt with at this stage; this in turn leads into a further investigation of why this is the case. 2 propositions were identified (Table 2.2).

Proposition 11: *The appropriateness of assessment (tasks) is checked by calling for peer comment or with reference to published guidelines (if these are available)*

The teachers recognized that it was appropriate for assessment tasks to be checked in cooperation with their colleagues ( $m=3.93$  in Table 2.1), however, the teachers did not usually participate when the opportunities presented themselves ( $m=2.93$  in Table 2.2). Moreover, although their assessment tasks might be recognized as appropriate for the assessment, it did not necessarily mean that they were perfect or that there was no room for further improvement. The teachers interviewed mention three main reasons why their assessment tasks were not checked by the peer cooperation: working conditions, the

relationships between with the classroom teachers, and professional expertise.

Firstly, most teachers rated their working conditions as teachers of English as the most important factor.

... It might be almost impossible for the following reasons: First of all, all classroom teachers are very busy managing their routine duties, these are often not relevant to English teaching and assessment (Teacher *Baekdu* Interview 1).

When classroom teachers taught English, they usually had opportunities to share their ideas and experience with respect to both the development of assessments tasks and their implementation. Opportunities usually arise during the conferences held by the teachers of the same grade once or twice a week. ... However, when I taught English as an English subject teacher, it was a different story, such meetings were seldom held; everything which had to do with assessment I did on my own (Teacher *Bukhan* Interview 4).

This indicates that teachers seemed to be involved in a range of school activities which were not necessarily relevant to English teaching and assessment. In addition, there might be some differences between situations where English was taught by English subject teachers and when it was taught by ordinary classroom teachers. This shows the contextual specificity of teaching English in the country where this study is being conducted (see Chapter 2).

Secondly, the teachers were concerned about their relationships with the classroom teachers.

Other classroom teachers were rarely willing to cooperate with me. Sometimes, they said that, ‘It’s your expertise, not mine’; or, ‘I must respect your expertise’ (Teacher *Bukhan* Interview 4).

There might be a few competent classroom teachers who had a reasonable knowledge of English, and skills in English teaching and assessment ...but I still hesitate to contact them to discuss the assessment tasks... I would only ask them to check my assessment tasks if they suggested it to me first, or when they were personally close to me. ... Asking somebody else to check my work is always difficult and makes me uneasy (Teacher *Taebaek* Interview 5).

This indicates the degree of the lack of communication between English subject teachers and classroom teachers which resulted in, to some extent, a breakdown of mutual support. This might also mean that English specialist teachers are rather isolated members of the school community. In addition, the teachers were aware of the social and cultural relationships that exist between the teachers in the schools. That is, they were sensitive to what they should do and should not do, considering the prevailing customs in the community of the school.

Finally, the teachers highlighted the importance of their professional expertise with regard to English language assessment. For example, Teacher *Baekdu* believed that:

There are still many teachers who are not yet familiar with English teaching and assessment. The assessment of English, especially, seemed to be recognized as an area which they, and me myself, had not so far adequately mastered. That is, since they felt that they did not have a reasonable level of confidence in

assessing students' English, thus they would not be willing to participate in the development of assessment tasks (Interview 1).

This indicates that the teachers recognized that some of their colleagues are still not equipped for English teaching and assessment.

Proposition 14: *I receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.*

The teachers were undecided regarding the issue of whether or not they received informed consent from the parents ( $m=2.59$  in Table 2.1); it does appear, therefore, that they have hardly ever received it ( $m=1.84$  in Table 2.2). The teachers interviewed mention two main reasons why they seldom receive informed consent: awareness of their status and position of privilege, and various practical problems. They also suggest one idea which might be used to encourage the teachers to receive informed consent.

To begin with, the teachers believed that assessing students was a basic part of a teachers' expertise; this had been taken for granted for many years.

Nobody has asked me to seek informed consent since I began teaching English in the school. That is, assessment has been seen as being the teachers' prerogative; this has been a socially agreed custom in this country ... (Teacher *Mindung* Interview 15).

I am happy to accept that I must provide the students and parents with all the relevant information concerning assessment tasks. However, this does not necessarily mean that I am willing to seek their consent regarding the

implementation of assessment. ... Explicitly, the teachers have a right as well as a duty to carry out the assessment of their students (Teacher *Daedun* Interview 14).

This indicates that teachers were rather obstinate as regard this issue; consequently they would not embrace it when they implemented their assessment. A great number of interviewees were in broad agreement with these sentiments.

In addition, some teachers pointed out the practical problems of receiving informed consent: For example, Teacher *Deogyu* stated:

Since assessment is kind of mandatory work for teachers, we must carry it out ... but, receiving informed consent is too complicated as well as redundant and time consuming. Another reason I believe this is that I hold that assessment should be carried out on behalf of the educational authority. That is, assessment cannot be withdrawn even if the parents do not agree to it (Interview 7).

Also, Teacher *Seorak* added that s/he had no 'second best plan' if the parents did not agree with the assessment. This indicates that the teachers were concerned about what would happen if the parents rejected their right to conduct assessments; they recognized that they could suggest no alternative if the parents' consent was withheld. Thus, receiving informed consent should be dealt with at a higher level or as an element of the whole teaching and assessment system.

In the meantime, a view was expressed which relates to what can be considered to be a

developmental issue regarding the receiving of informed consent. This was as follows.

... But, it might be good if it can be done when the curriculum of school is established. ... During the preparatory, school or each grade curriculum developers, might ask the parents to give their opinions or consent regarding the implementation of the assessment which has been planned. Through this process, teachers could obtain the parents' agreement and support. If this was the case, personally, I would do it although it would make me busier than ever ... (Teacher *Inwang* Interview 13).

I have been familiar with a custom which is taken for granted that teachers construct assessments and implement them. But now I think that receiving informed consent can be a good device for encouraging students to prepare well for the assessments... but it would only be possible if I construct assessment tasks very well. Furthermore it is difficult if I am the only teacher who is doing it. ... (Teacher *Sobaek* Interview 6).

These 2 teachers seem to understand that assessment is itself a part of the school curriculum and that it cannot be planned and implemented without considering the whole educational program of the school. This also indicates that teachers' attitudes could be developed as they are exposed to different positions while they are responding to interviews. Thus, whether or not the teachers can develop good quality assessment tasks is an issue; inevitably this once again raises the issue of the availability of teacher development programs for language assessment, and the responsibility of the authorities for providing them.

### **V.3.Stage Two: Implementation**

Research Question 2: *How do Korean primary school English teachers perceive the implementation of their classroom-based assessment?*

#### **V.3.1. Teachers' principles of assessment**

This section investigates the principles which inform the teachers' practice when they carry out their assessments of students' progress and their achievements in the classroom; this relates to the extent to which they believe in the propositions presented below. These propositions stem from the theoretical arguments put forward in this study (see, III 4.4). The overall results of the implementation stage show that the teachers generally perceived all the propositions presented in the questionnaire to be part of their own assessment principles.

Items	Propositions	Mean	SD
Q19	Teachers should explicitly instruct the students how to do the assessment (tasks).	4.73	.471
Q24	Assessment (tasks) processes should be completed within a manageable time considering the given context.	4.50	.589
Q20	Students should understand the desired outcome of the assessment (tasks).	4.28	.746
Q18	Teachers should inform the students of the reasons why they are being assessed.	4.19	.744
Q22	Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	4.16	.733

Q23	Teachers should give students immediate feedback after they complete each assessment (task).	3.97	.926
Q21	Students should be supported when they have a problem hindering their completing the assessment (tasks).	3.94	.938
N=86			

Table3.1: Teachers' beliefs in the implementation stage

Table 3.1 above shows which propositions (Propositions 19 & 24) reflect the principles which received the strongest support from the teachers; it is these that are the most likely to be carried through into classroom-based assessment. In addition, the teachers also recognize other propositions as solid principles of classroom-based assessment. Thus, these results might indicate overall that the teachers fully understand what to do and how to do it when they perform their work in the implementation stage of the classroom-based assessment.

### V. 3.2. Teachers' practice reflecting their assessment principles

Table 3.2 shows how the teachers actually carried out their planned assessment; and how they managed assessment activities while the students were addressing given tasks. In most cases, they did act in accordance with their beliefs; the degree of agreement between teachers' beliefs and their actions is higher than is indicated at the other stages.

Items	Propositions	Mean	SD
Q19	I explicitly instruct the students how to do the assessment (tasks).	4.48	.627
Q24	Assessment (tasks) processes are completed within a manageable time considering the given context.	4.28	.697
Q20	Students understand the desired outcome of the assessment (tasks).	3.94	.845
Q18	I inform the students of the reasons why they are being assessed.	3.88	.926
Q22	I provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).	3.73	.900
Q21	Students are supported when they have a problem hindering their completing the assessment (tasks).	3.64	1.08
Q23	I give students immediate feedback after they complete each assessment (task).	3.47	.877

Table 3.2: Teachers’ practice in the implementation stage

Propositions were all, to some extent, found to be applicable to what the teachers actually did as regards their students’ assessment. However, within this stage, giving immediate feedback (Proposition 23) appeared to be less of a feature of their assessment practice when it was compared with the other propositions; that is, although the teachers sometimes provided some sort of feedback, they often did not see that it was incumbent on them to provide adequate and prompt feedback when implementing their assessment. Moreover, taking into account the fact that assessment principles should be operated systematically within the school curriculum, the irregular operation of proposition 23 might be worth noting as worthy of further investigation at this stage. This is reinforced by the fact that the gaps between the teachers’ beliefs and their practice with regard to proposition 23 was statistically significant at  $p < 0.001$  (see Appendix C). Accordingly, this is investigated further in the following section.

In addition, as explained in the previous section (V. 2.2), the results presented in Table 3.2 might be partly supported by reviewing the assessment specifications (see Appendix D) used in the classroom. They indicated that the participants seemed to keep to their principles; that is, they implemented their assessment as scheduled within the curriculum of the semester. In addition, a review of a number of the assessment tasks which were usually presented, and of the guidance provided in the paper (see also Appendix D), indicated that the students could easily understand what they were supposed to do, and what the teachers were expecting of them as Korean language instructions were provided

in the assessment tasks. It also indicated that the assessment tasks could be carried out within the time allocated either during the class or at a particular time after class.

### **V.3.3.Fundamental aspects of the teachers' assessment principles**

#### **V.3.3.1.Concerns about validity**

##### **Assessment protocol:**

Propositions 18, 19, 20, 22, 23, and 24 (Tables 3.1 & 3.2) focus on the assessors' execution of the necessary steps in the assessment procedure which they should follow in order for it to be recognized that the way they administered their assessment was valid; this in turn leads to gaining valid results. The teachers perceived that they must help the students to understand why they are being assessed (Proposition 18). Eleven teachers argued that they as teachers explained why they implemented the assessment in detail and clearly; because of this, they believed, students participated in the assessment positively.

For example:

Before implementing the assessment, I provided the students with a full enough explanation about the assessment and checked whether or not they recognized the reason why they participated in the assessment (Teacher *Mansu* Questionnaire 26).

What I have tried to do was to explain why I intended to implement the assessment. Another aim I had was to make the students understand the fact that assessment is necessary for their English learning (Teacher *Subong* Questionnaire 2).

This indicates that the teachers were concerned about making assessment relevant to

learning; this is in line with the results of propositions 7 and 12 in Table 2.1 in that they considered assessment to be another opportunity for learning English.

In addition, the teachers strongly believed that they should provide the students with guides for completing the given tasks and show the students how to complete the given tasks (Proposition 19). For example, Teacher *Baegun* stated:

I am sure that I provide my students with the information they require to enable them to address the given tasks. That is, I normally instruct them how to do it. Sometimes, my students also ask me to explain how to do it when they are not sure what to do ... (Questionnaire 4).

This indicates that assessment seems to be merged into the ordinary classroom activities.

Moreover, the teachers believed that students should clearly understand the outcome of the assessment they were supposed to undertake (Proposition 20). Nine teachers responded that in the assessment plan, desired outcomes of the assessment were included; and that this was established at the beginning of the term and was given to the students and parents. For example, Teacher *Suyang* stated:

My school has a system of giving students and their parents, in advance, the details of a plan for assessment throughout the school; this helps them to prepare for it. This 'statement of intent' is provided to make clear what will be required of them (Questionnaire 1).

In addition, the teachers believed that the tasks must be manageable by the students within a reasonable period of class time (Proposition 24). For example, Teacher *Songak* mentioned:

I constructed my assessments focusing on what they could manage within an expected time. Had I not done this, I would not have been sure of completing the assessments scheduled (Questionnaire 32).

However, only a few teachers mentioned this issue when they were asked to complete Parts 2 and 4 of the questionnaire. This indicates that although the teachers think of this proposition as the language assessment principle which they should follow, they might not recognize it to be relevant to the assessment protocol; that is, they may not be familiar with the idea that certain necessary procedures themselves can be a part of validity in language assessment.

Likewise, the teachers believed that the students should receive an opportunity to monitor their work (Proposition 22). However, only a few teachers mentioned this issue when they were replying to the questions of Part 4. This indicates that the teachers were not aware that students' self-monitoring was relevant to the validity of classroom-based assessment. Moreover the teachers believed that they should provide the students with immediate feedback when the students completed the tasks (Proposition 23). However, very few teachers mentioned this issue when replying to the question of validity; this might indicate that they have included the proposition as one of their classroom-based assessment principles, and recognize its necessity, but might not have confidence when

putting it into practice.

### **V.3.3.2. Concerns about ethical aspects**

The results regarding supporting students who have trouble completing the assessment tasks (Proposition 21 in Tables 3.1 & 3.2) show that even though its mean is quite high, yet it is still relatively low when it is compared with the means of other statements. There were a few teachers who, when replying to Part 4 of the questionnaire, argued that their assessment is ethical because the students received support from the teachers when they were in trouble when completing given tasks. This might indicate that they have embraced the proposition as one of their classroom-based assessment principles, and recognize its necessity, but might not be really confident about the ethics of what they are doing when putting it into practice.

Moreover, 5 teachers responded that they did not help the students while they were undertaking an assessment task because they thought it would be unfair if they had supported a particular student who had been in trouble. For example, Teacher *Jangsu* stated:

Assessment must be as fair as it can be; for this reason, I did not help the students who had difficulty implementing the given tasks. What I thought was that if I gave help to a particular student, I should have given the same help to all the other students (Questionnaire 70).

This indicates that there were a number of teachers who might be obsessed by a view that has long been held, that students should be assessed under exactly the same conditions as those that prevail when they take standardized paper and pencil tests.

#### **V.3.4. The gaps between the teachers' working principles and their practice**

Table 3.2 has identified one assessment principle which is less frequently practiced by the teachers; it is analyzed and discussed as follows.

Proposition 23: *I give students immediate feedback after they complete each assessment (task).*

The teachers recognized that they should give the students immediate feedback after they completed the given tasks ( $m=3.97$  in Table 3.1); nevertheless, the teachers only moderately availed themselves of opportunities to participate in providing feedback when the opportunities presented themselves ( $m=3.47$  in Table 3.2). The teachers interviewed mention three main reasons why they did not provide the students with immediate feedback: working conditions, the purpose of assessment, and quality of feedback.

Firstly, the teachers were concerned about their working conditions. For example, Teacher *Odae* mentioned that:

I did not have enough time to manage the feedback. As an English subject teacher I could see the students in class but rarely saw them after class; this made it difficult to find a time to see them to give feedback regarding what they

had done in the assessment. In addition, I have too many students (Interview 11).

This indicates that most of the teachers were under time pressure as a result of insufficient time allocated to English teaching and assessment. Additional pressure was brought to bear on them because of the excessive numbers of students in their classes. In addition, the teachers took into account the purposes for which they carried out their assessment. Teacher *Jiri* mentioned that:

The idea is desirable... but practically it's not easy. The reason is that after implementing the assessment, rather than giving immediate feedback to the students, I have usually kept the result of the assessment as material which I used for the purpose of reporting the students' achievement at the end of the semester (Interview 3).

This indicates that the matter of giving immediate feedback might be influenced by the purpose of the assessment which teachers as assessors have in mind.

Finally, the teachers stated that the quality of feedback was also one of their considerations when they give the students immediate feedback

I did not usually give the students immediate feedback regarding their implementation of the tasks mainly because I did not want to give them feedback in the form of clichés, such as good, and very good. I thought I should provide my students with in-depth, professional feedback which was fine tuned to each of them .... It takes time, anyway (Teacher *Gaya* Interview 16).

When using a task which required the students to verbalize something in English, I was reluctant to give immediate feedback because I was not often sure

whether or not I had accurately gauged the students' oral abilities, so I usually did it once or twice more until I was sure of my decision... then I gave them feedback... (Teacher *Mindung* Interview 15).

This indicates that the teachers were concerned about the quality of their feedback as well as the practical conditions under which he was supposed to carry out the assessment.

#### V.4.Stage Three: Monitoring

Research question 3: *How do Korean primary school English teachers perceive the monitoring of their classroom-based assessment?*

##### V. 4.1. Teachers' principles of assessment

This section investigates the principles that guide teachers when they monitor the implementation of their assessments; this is relevant to the extent to which they believe in the propositions presented below.

Items	Propositions	Mean	SD
Q28	Teachers should mark the students' performance consistently.	4.80	.456
Q29	Teachers should use the results of assessment for revising their teaching.	4.79	.437
Q36	Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.	4.69	.515
Q31	Teachers should make assessment a part of teaching and learning.	4.63	.575
Q33	The overall feedback should enable students to know how to improve their work and take their learning forward.	4.63	.532
Q34	The whole process of assessment should be consistent in terms of procedure and administration.	4.62	.557
Q30	Teachers should not use the results of assessment negatively.	4.59	.658
Q26	Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.	4.31	.673
Q25	Teachers should construct a marking system as a part of the whole assessment process.	4.20	.766
Q32	Teachers should share the findings of assessment with other teachers.	4.17	.843
Q27	Teachers should let students have detailed information about the marking criteria.	4.10	.854
Q35	The process of assessment should be supported by the involvement of the parents. Ethics.	2.60	1.033
N=86			

Table 4.1: Teachers' beliefs in the monitoring stage

Considering the propositions in descending order of their means, the teachers who responded generally believed the propositions presented above (Table 4.1) to be part of their own assessment principles. Propositions 28, 29, 36, 31, 33, 34, and 30 might be regarded as reflecting more closely the preferred principles of the teachers; it is these that

are more likely to be carried through into classroom-based assessment. In addition, the teachers also recognize other propositions as solid principles of classroom-based assessment. However, they do not embrace the proposition 35 as one of them; this will be investigated in the following part of the study. Thus, these overall results might indicate that the teachers fully understand what to do and how to do it when they perform their work in the monitoring stage of classroom-based assessment.

#### V. 4.2. Teachers’ practice reflecting their assessment principles

Table 4.2 shows how the teachers monitor what they have done in order to execute the assessment activities and check how they play their roles while implementing assessment activities in the classroom. In most cases, they did act in accordance with their beliefs; however, there are two cases which stand out as exceptions.

Items	Propositions	Mean	SD
Q31	I make assessment a part of teaching and learning.	4.47	.663
Q28	I mark the students’ performance consistently.	4.37	.614
Q30	I use the results of assessment positively not negatively.	4.37	.687
Q34	The whole process of assessment is consistent in terms of procedure and administration.	4.19	.759
Q29	I use the results of assessment for revising my teaching.	4.16	.733
Q36	I monitor the misuse of the overall consequences of the assessment as a tool of power.	4.10	.882
Q25	I construct a marking system as a part of the whole assessment process.	4.00	.920
Q26	Marking criteria are connected with the aims of the assessment and the learner’s characteristics in a given context.	3.90	.908
Q27	I let students have detailed information about the marking criteria.	3.71	.893
Q33	The overall feedback enables students to know how to improve their work and take their learning forward.	3.67	.939
<b>Q32</b>	I share the findings of assessment with other teachers.	<b>3.30</b>	.921
<b>Q35</b>	The process of assessment is supported by the involvement of the parents.	<b>1.81</b>	.988
N=86			

Table 4.2: Teachers’ practice in the monitoring stage

Ten propositions were found to be applicable to what the teachers actually did as regards their students’ assessment; however, sharing findings of the students’ assessment with

their colleagues, (Propositions 32) and obtaining parents' support by involving them in the assessment process (Proposition 35) did not usually appear to be principles held by the teachers, and therefore were not part of their practice. Proposition 35, especially, was hardly ever implemented as it appears that it was not a principle of the participants' understanding of assessment. This observation is supported by the fact that the gaps between the teachers' beliefs and their practice with regard to these two propositions were statistically significant at  $p < 0.001$  (see Appendix C).

In addition, as shown in the previous sections (V. 2.2 & 3.2), the results shown in Table 4.2 indicate a consistency which might be partly backed up by reviewing the assessment criteria as a part of the assessment specifications (see Appendix D) used in the classrooms. The assessment criteria quite often consisted of four parts: viewpoints of the assessment, methods of assessment, statements of marking criteria for each assessment task, and scales of the marking criteria. Three or four point scales were commonly used: 'very good', 'good', 'only fair', and 'effort required', or upper, middle, and low. These scales could be quantified by putting a certain number of points to each part of the scale, for example, 'very good' might be counted as 4 points and 'effort required' 1 point, thus participants could work out the students' marks objectively. The numerical data and the qualitative statements of criteria might then be combined reciprocally for the teachers to carry out their marking. They would then be working from a sound basis, and thus be enabled to judge fairly what the students have done in their assessment tasks. In addition, the statements about the views of assessment and assessment methods seemed to match the purpose of language teaching and assessment in the context in which this study is

being implemented. Moreover, taking into account the fact that the marking criteria were well constructed as a part of the assessment specifications, it was to be expected that the participants would try to make well organized marking systems an essential part of their assessment package.

### **V.4.3.Fundamental aspects of the teachers' assessment principles**

#### **V.4.3.1.Concerns about validity**

##### **Washback effect**

Propositions 29, 31, 32, and 33 (Tables 4.1 & 4.2) relate to washback effects of the assessment results. The teachers believed that they should use the results of assessment for revising their teaching (Proposition 29). Thirty nine teachers showed that they used assessments to reflect on their teaching contents, methods and processes, and then to modify or reconstruct their plans for what to teach and how to teach. For example, Teacher *Yongmun* stated:

I used results of the assessment to reflect on my teaching methodology, and then reconstructed it; through this I tried to provide the students with maximum learning opportunities (Questionnaire 7).

In addition the teachers believed that assessment itself should be part of students' learning experiences rather than something separated or isolated from the normal process of language learning in the classroom (Proposition 31). Eleven teachers showed that they

used assessment material to sharpen their focus on the process of the students' language learning. For example, Teacher *Mansu* stated:

I have continuously used the assessments as material for English language teaching, and I reflected on the degree of the students' achievement, as well as the intensity of their participation, and on the level of their interest (Questionnaire 26).

Thus, on the whole, the results of propositions 29 and 31 indicate that the teachers were concerned about the reciprocal relationship between what they teach and what they assess.

The teachers were also concerned that a teachers' feedback based on assessment results should be used to motivate the students to study English further (Proposition 33). However, when replying to Parts 2 and 4 of the questionnaire, only a few teachers answered that the assessment results encouraged the students to improve their own ways of learning. This might indicate that, although they believed this proposition to be part of their assessment principles, they might not be confident that, when they implemented it, their feedback actually affected the students' further study.

Finally, the teachers believed that the assessment results should be shared with the teachers who were involved in the development of the assessment and with those who used the assessment in their classes (Proposition 32). However, when replying to Part 4 of

the questionnaire, very few teachers mentioned this point with respect to the validity of their assessment. This might indicate that the teachers include the proposition as one of their assessment principles, but that they might not be confident when they were trying to put it into practice.

#### **V.4.3.2. Concerns about reliability**

Propositions 25, 26, 27, 28, and 34 (Tables 4.1 & 4.2) relate to the reliability of the assessments developed and administered by the teachers. The teachers believed that marking systems should be set up before the assessment was carried out (Proposition 25). Fifty eight teachers showed that they constructed their marking criteria in advance and applied them consistently. For example, Teacher *Chungyeong* stated that:

I constructed the marking criteria before I implemented the assessment in the classroom; based on this I assessed what the students had done. Thus I was not influenced by any other factors which were not consisted with the criteria (Questionnaire 14).

This indicates that the teachers fully understood the necessity of clearly defined marking criteria.

In addition, the teachers accepted that the assessment criteria should be based on the purpose of the assessment and students' characteristics in the given context (Proposition 26). Nineteen teachers responded that the marking criteria of their assessment were not

only based on the attainment targets of the curriculum, but were also in line with certain specific contextual aspects of their schools. For example, Teacher *Baegun* contended that:

Of course, my marking criteria were firmly based on what the curriculum prescribes; but taking into account the students' level and their characteristics, I added a number of elements to the criteria. For example, I used assessment tasks which required the students to read texts in paragraphs because my students' level of English was somewhat higher than the attainment targets of reading skills recommended in the curriculum (Questionnaire 4).

This indicates that the attainment targets of the curriculum were not used in the same way at all the schools; it signifies that the attainment targets were reinterpreted by the teachers when they constructed a marking system.

Also, the teachers were sure that all the information about the marking criteria should be given to the students (Proposition 27), as well as explicit instructions regarding the completion of assessment tasks. Ten teachers showed that the specification marking criteria is included, and that information about the assessment tasks was given to the students in advance. For example, Teacher *Soyo* stated:

I presented the marking criteria before I carried out the assessment; thus, I was sure that the students understood the marking criteria well. In addition, the students sometimes asked me to explain some of the details of the criteria (Questionnaire 73).

This is closely in line with the results and the analysis of the planning and implementation stages.

In addition, the teachers were convinced that assessors should mark the students' performance consistently (Proposition 28). Forty four teachers stated that they marked what the students have done as consistently as they could, according to the marking criteria. For example, Teacher *Sorae* stated:

I have done my best to keep applying the same criteria for all the students; the important thing is that my students believed my marking was precise and credible (Questionnaire 23).

This indicates that teachers were convinced of the consistency of their marking. Moreover, the teachers believed that the whole assessment process and its administration should be consistent (Proposition 34). However a few teachers answered that their assessment was reliable because the whole process and its administration were consistent. This might indicate that the teachers seemed to be rather more interested in specific elements of reliability including such issues as marking criteria and reliability of their own marks.

There are some additional arguments which were used to support their belief in the consistency and the adequacy of their assessments. Seven teachers indicated that the results of observation or impressions during ordinary class time were similar to formal

assessment; that is, they believed that the results of both informal and formal assessment were not different. For example, Teacher *Wolmi* stated:

I tried, by means of impressions based on observation, to identify to what extent my students know and use the English which they have been taught, and to compare this with the results of the more formal assessment. What I argued here is that the two results were quite consistent (Questionnaire 61).

In addition, 5 teachers show that more than one marking of students' performance was carried out and the results were similar enough to indicate that the marking was reliable.

For example, Teacher *Myeongseong* stated:

Sometimes, I had difficulty marking the students' performance, especially when they must show their speaking ability. In this case, I usually marked two or three times until I was sure that the results of assessment would not be changed (Questionnaire 27).

These 2 cases indicate that the teachers were concerned about the intra-rater reliability.

Moreover, 7 teachers stated that more than one assessor was involved in the marking and in the negotiation process if they were not sure of their marking of the students' performance. For example, Teacher *Gaya* stated:

When having difficulty marking certain students' performance, I talked about it with my colleagues. Sometimes, all the teachers at the same grades gathered together to negotiate the decision. Then we normally agreed on a mark (Questionnaire 33).

This indicates that the teachers recognized the issue of inter-rater reliability; they used small group discussions as one of the key processes of decision making.

#### **V.4.3.3. Concerns about ethical aspects**

Propositions 30, 35, and 36 (Tables 4.1 & 4.2) relate to ethical aspects of assessment. The teachers were sure that assessment results were not used wrongly (Proposition 30). Seven teachers confirmed that assessment results were not used negatively; assessment results did not get the students into trouble. For example, Teacher *Seoyong* mentioned that:

The assessment results were only used for the purposes planned such as measuring the extent to which the students arrived at an attainment target; they were never used for any other unplanned intentions. To put it simply, why should I, or any other teachers-cum-assessors, misuse the assessment results?  
(Questionnaire 81)

However, a relatively small number of teachers indicated that even though they included the proposition as one of their principles, and recognized its necessity, they probably were not aware that the use of assessment results derived from classroom-based assessment has ethical implications.

In addition, the teachers believed that the overall assessment results should be monitored by the teachers to ensure that they were not misused by the others who were involved in classroom-based assessment (Proposition 36). However, none of the teachers actually commented on this ethical aspect of their assessment. This might indicate that the teachers

were not aware that this element was relevant to ethical aspects of classroom-based assessment; or that they might believe that this issue was outside of their jurisdiction.

Meanwhile the result of proposition 35 was quite unique, because it had a low mean when compared with the other propositions ( $m=2.60$  in Table 4.1). This might mean that the teachers did not believe that it was one of their principles of classroom-based assessment.

#### **V.4.4. The gaps between the teachers' working principles and their practice**

Table 4.2 has identified two assessment principles which the teachers did not usually put into practice. In what follows, they are analyzed and discussed in descending order of their means.

Proposition 32: *I share the findings of assessment with other teachers.*

The teachers recognized that the findings of the assessment should be shared with their colleagues ( $m=4.17$  in Table 4.1); however, actually the teachers did only moderately avail themselves of opportunities to participate when they presented themselves ( $m=3.30$  in Table 4.2). The teachers interviewed mention four three reasons why they did not often share the findings of their students' assessment: the classroom teachers' attitude and their expertise, the attitude of teachers of English, and the relationships between with other teachers within the school community. They also suggest a number of ideas which might be used to encourage the teachers to positively interact with the classroom teachers to support their students' learning and assessment.

Firstly, most of the teachers were concerned about the classroom teachers' willingness to cooperate and their somewhat indifferent attitude to their students' English learning and assessment.

I just transmitted the result of the assessment to the classroom teachers ... but, did not discuss it with them...because the classroom teachers usually wanted to receive just the results of the assessment; moreover, their expertise was not English teaching (Teacher *Halla* Interview 2).

I delivered the assessment results to the classroom teachers after the assessments, but I could not say that it was 'true sharing' because normally no discussion or conversation between me and them ensued... The classroom teachers were indifferent to English teaching and assessment once I had been assigned the task of English teaching. ... Furthermore, nobody has asked me to cooperate with them regarding the results of the assessments (Teacher *Bukhan* Interview 4)

This indicates that classroom teachers might not expect that a discussion of, and negotiations regarding, the students' English language learning and assessment was one of their obligations; they might also be concerned about their expertise regarding English teaching and assessment.

Secondly, the teachers seemed to take into account the benefits which would be gained by sharing their students' results with their colleagues, but they were selective with respect to the people they contacted.

But, sometimes I contacted the classroom teachers only when I recognized that there was a competent teacher in my grade who had knowledge and skills suitable for English teaching and assessment. But I discussed all the issues regarding assessment with other English subject teachers; it was quite useful... but it was informal, unplanned... and a kind of individual affair. ... (Teacher *Bukhan* Interview 4).

This indicates that with different teachers they used different approaches to sharing the assessment results. Whereas the teachers kept a minimum level of communication with the classroom teachers, they cooperated more fully with the other English subject teachers.

Thirdly, the teachers point out the importance of the relationships between the teachers in the school community, for example, Teacher *Sobaek* stated:

I was very cautious about saying something about particular students' learning progress or achievement in front of all the teachers, or in public, because some of them might think that they were being compared with others... This made some of them feel uneasy (Interview 6).

This indicates that the teachers were still influenced by the traditional way of communication between the colleagues; it was part of the culture of the school community.

Furthermore, a view was expressed which relates to what can be considered to be a developmental issue regarding sharing the findings of the assessment, this was as follows.

When I recognized that there was something to discuss with a particular classroom teacher, I contacted him or her ... Then, I explained the extent to which the students made progress, I then pointed out the general weak points of the students which the results revealed and asked him or her to encourage the students to address these weaknesses. ... Sometimes, I pointed out a number of individual students who were particularly able or who were less-able, and asked the teachers to support them appropriately. When the classroom teacher adopted a positive attitude, encouraging the students to prepare assessment tasks, the assessment results gradually went up; but, if the teacher was indifferent, no progress was made (Teacher *Odae* Interview 11).

This indicates that the teachers recognized that they should select and target students needing further treatment by their classroom teachers. Thus, the classroom teachers' role was also highlighted.

Finally, there is another view which relates to what can be considered to be a developmental issue, which was as follows. Teacher, *Baekdu* indicated their use of a flexible method, 'From time to time, I used internal web-based text-delivery system to communicate with the classroom teachers.' This indicated that English assessment results were transmitted by making use of high technology; the strategy used for sharing findings of the assessment might thus be enhanced by the development of Information Technology.

Proposition 35: *The process of assessment is supported by the involvement of the parents.*

The teachers were undecided regarding the issue of whether or not they should be supported by the parents' cooperation (m=2.60 in Table 4.1); and they seldom sought the support of parents by involving them in the assessment process (m=1.84 in Table 4.2). The teachers interviewed mention three main reasons why they rarely sought the parents' involvement: the awareness of the status which society accords them, the parents' qualifications, and the educational system and its intra culture. They were also concerned about the extent to which they could be compromised by the parents' involvement. This indicates a developmental issue, the need for a change in attitude regarding this issue on the part of the teachers.

To begin with, most of the teachers were concerned about their status; they believed that their assessment activity was inviolable.

I cannot accept this proposition because fundamentally teaching and assessment has been seen as being under the jurisdiction of a teacher; this has been a socially agreed custom in this country. I would not give up my rights as a teacher: If I did, I would not be able to teach in accordance with the principles which I hold dear. Moreover, job security might easily be damaged (Teacher *Baekdu* Interview 1).

In the past, parents could not intervene in what the teachers did in the classroom in any way. For example, when I went to primary school my teacher had absolute power; no-one expected any form of disobedience (Teacher *Jiri* Interview 3).

This indicates that the teachers consider that the parents' involvement in assessment

would be a matter of serious concern as it might weaken their standing as professionals with the appropriate expertise, and it could threaten long held privileges; that is, they might consider that it would detract from their authority as educators which has been taken for granted for a very long time.

Secondly, the teachers made an issue of the parents' qualifications with regard to language assessment.

It's not a good idea because the parents do not have the requisite knowledge and skills regarding English language teaching and assessment, consequently their intervention in the assessment process might have a negative effect to my teaching (Teacher *Bukhan* Interview 4).

... Furthermore, they generally seemed to be interested only in their own children's learning and achievement, so they could easily be subjective when they participate in the process of the assessment. Simply, from time to time, I felt that they seemed to want their children to outstrip their classmates. (Teacher *Sobaek* Interview 6).

This indicates that the teachers recognized that the parents' qualification to take part in the assessment process was inadequate. In addition, they seemed to be well aware of what parents were likely to do, and of the negative effects this could have if they were involved in the assessment process.

Finally, the teachers recognized that the parents' involvement in the assessment process could be addressed within the whole educational system and its intra culture put forward a stated viewpoint on this matter.

If we have a system in which the parents could be involved in the curriculum development, then it might be acceptable that the parents, to some degree, join in the assessment and assist the teachers. In addition, what determine this are the school ethos and the attitude of all the teachers in my grade and throughout the school (Teacher, *Deogyu* Interview 7).

Unfortunately, we do not have a system in which the parents' involvement might easily be put into effect without any adverse side effects. Teachers, me included, need to hold the parents at some distance. ... Quite a few parents seem to feel this constraint when they visit to see me... (Teacher *Munhak* Interview 10).

This indicates that the participants hold firm convictions regarding the relationship between the curriculum and assessment; they also recognized that the extent to which the proposition might be put into practice depends on the educational system and the cultural context within which it operates.

In the meantime, a view was expressed which relates to what can be considered to be a developmental issue regarding the acceptance of parents' involvement in the assessment process. This was stated as follows:

I can receive the parents' opinions or suggestions regarding the assessment at the planning stage. But I can never accept that they might come to my class and

observe what I and my students are doing during the assessment. ... But, if they wanted to see whether or not my assessment is being implemented fairly, I would accept it being videotaped (Teacher *Taebaek* Interview 5).

Although they did not have expertise in language teaching and assessment, if they like, they can observe when I am assessing my students. This might help me to reflect on my assessment. (Teacher *Halla* Interview 2).

These replies indicate that the participants are likely to be open to the parents' indirect participation; this might include giving opinions, suggestions, or revealing their expectations; but they reject the parents' first hand interventions while they are assessing in the classroom.

## **V.5.Stage Four: Recording and Dissemination**

Research question 4: *How do Korean primary school English teachers perceive the recording and dissemination of their classroom-based assessment?*

### **V.5.1.Teachers' principles of assessment**

This section investigates the principles that guide teachers when they record and share their students' progress and the achievements which have resulted from their implementation of the assessment tasks; this is reflected by the extent to which they believe in the propositions presented below.

Items	Propositions	Mean	SD
Q38	Teachers should be aware of their responsibilities for the output of their professional work.	4.48	.627
Q37	Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.	4.44	.729
Q40	Schools should develop their own report system of students' progress and achievement.	3.98	.958
Q39	Local or nationwide report systems about the students' progress and achievement should be provided.	3.85	1.035
Q41	Teachers should be involved in the development of the report system at all levels.	3.81	1.079
Q42	A formal review of a student's progress and achievement should be reported to the local education authority and the central government.	3.27	1.089
N=86			

Table 5.1: Teachers' beliefs in the recording and dissemination stage

The teachers generally believed the propositions presented in this stage to be part of their own assessment principles (Table 5.1). However, the degree of the teachers' support for the propositions was relatively low when it was compared with the extent of the teachers' belief in the results of the previous stages of classroom-based assessment. However, a number of the propositions shown above (Propositions 37 & 38) appeared to reflect the teachers' preferred principles, as they are the ones which are most strongly supported by the teachers; it is these that are the most likely to be carried through into classroom-based assessment. In addition, the teachers also recognize other propositions as reflecting their principles of classroom-based assessment. The exception is proposition 42 where the statistics show an almost neutral or moderate stance to the proposition; this might indicate that teachers might be in some doubt as to whether or not they could whole-heartedly support the proposition.

### **V.5.2. Teachers' practice reflecting their assessment principles**

Table 5.2 shows how the teachers have recorded what the students have done, and how

they share the students' academic results with the people concerned. In most cases they did not actually act in accordance with their beliefs; that is, their practice did not reflect their principles.

Items	Propositions	Mean	SD
Q38	I am aware of my responsibilities for the output of my professional work.	4.19	.678
Q37	I consider students' rights as assessment takers; they must never be harmed by the assessment.	3.98	.797
Q39	Local or nationwide report systems about the students' progress and achievement are provided.	2.36	1.116
Q40	My schools develop their own report system of students' progress and achievement.	2.22	1.121
Q41	I am involved in the development of the report system at all levels.	2.19	1.012
Q42	A formal review of a student's progress and achievement is reported to the local education authority and the central government.	1.84	.956
N=86			

Table5.2: Teachers' practices in the recording and dissemination stage

Propositions 37 and 38 were found to be applicable to what the teachers actually did as regards their students' assessment. However, propositions 39, 40, 41, and 42 did not appear to be part of the teachers usual practice when recording and disseminating information based on the classroom-based assessment. Proposition 42, especially, was hardly ever implemented as a principle of the participants' assessment practice. This is confirmed by the fact that the gaps between the teachers' beliefs and their practice with regard to these four propositions were statistically significant at  $p < 0.001$  (see Appendix C). Accordingly, these are investigated further in the following section.

### **V.5.3.Fundamental aspects of the teachers' assessment principles**

#### **V.5.3.1.Concerns about ethical aspects and power relationships**

##### **Ethical aspects**

Propositions 37, 38, 40, and 41 (Tables 5.1 & 5.2) relate to ethical aspects of assessment.

The teachers were convinced that students should be respected as assessment takers, and that the results of assessment should not be harmful to them (Proposition 37). When reviewing the frequencies and quotations in the foregoing part (V 2.1), it became clear that a considerable numbers of the teachers were sure that their students' privacy and personal background was respected; that a sufficiently friendly relationship between the teachers and their students had been established, and that this militated against any possible negative influence on the assessment results. In addition, the results in V 2.1 also confirmed that the teachers believed that the assessment activities were fair and ethical; some of them were proud of their assessment activities. Considering these responses, it is clear that they considered that assessment would be unlikely to be harmful to the students. Regarding this, 8 teachers showed that they were confident that the students were seldom harmed or disadvantaged by participating in assessments. For example, Teacher *Chungyeong* mentioned:

What I focus on was assessing and understanding my students' current English language ability and their progress; I have always tried to respect my students as human beings and as cooperators when I taught them as well as when assessing them (Questionnaire 14)

This might indicate that the teachers get very little negative feedback regarding the construction and implementation of their assessments.

In addition, the teachers were sure that they should recognize their responsibilities regarding assessment results and their use (Proposition 38), as they were involved in the development and implementation of assessment. For example, Teacher *Manwol* stated:

When I realized that some of my students failed to achieve the purpose of the assessment and the criteria prescribed in the curriculum, I felt very sorry; then I often gave them another opportunity, in order to enable them to compensate for their failure, and to encourage them to do their best once more. Some students succeeded in their second attempt but others did not (Questionnaire 12)

When the characteristics and purpose of classroom-based assessment (III, 4.3) are taken into account, it becomes clear that any students can be supported by the teachers, especially when they are required to perform tasks through the medium of English. For insisting on comparing the students' performance in such elements as speed and accuracy under exactly the same conditions is not really appropriate for classroom based assessment; what is important is that all the students reach the attainment targets at the end of the semester. Teacher *Manwol* appears to understand this principle above and reflect it in her assessment practices. However, there were very few teachers who argued that their assessment was ethical and fair because they were aware of the nature of their responsibility for the assessment that they had developed and carried out. This also indicates that the teachers were interested in the degree to which their students did, or did not, achieve what was set out in the criteria; thus, the awareness of their responsibility was confined to the limits of what was taking place in their classroom.

In addition, according to the results of propositions 40 and 41, the teachers believed that their school should develop their own report systems and that they should take part in the development process. However, nobody responded in Parts 2 and 4 of the first survey that

their assessments were ethical and fair because their school provided them with a report system, or that they were involved in the development process of the report system. This might indicate that they perceived that assessment construction and implementation within their classroom is one thing, but the availability of a school-developed report system is another. This issue will be revisited in the following part of the study.

### **Power relationship**

Propositions 39 and 42 (Tables 5.1 & 5.2) relate to power relationships of assessment. The teachers strongly supported the idea of local or nationwide report systems in which they note or mark the students' progress and achievement (Proposition 39). However, no teachers responded that their assessment were ethical and fair due to the fact that they received reporting systems from local and central educational authorities. This might indicate that the teachers were not concerned whether or not report forms were available when carrying out their assessment; they might not be aware that proposition 39 was relevant to the issue of power relationships between the teachers, insiders, and policy makers or administrators, the outsiders in local and central government. This will be discussed later in the thesis.

The results regarding the reporting of the students' progress and achievement (Proposition 42) shows that the teachers were moderately concerned about whether or not they should report their students' academic results to the local educational authority or central government. Moreover, no teachers indicated that their assessments were ethical and fair because the results of the assessment were supposed to be submitted to the outsiders who

have power in various fields of English teaching and assessment. This might indicate that the teachers were not willing to disclose their own views on this matter; or that they were not fully aware of what the dissemination of their assessment results entailed; they also might not know, in what ways, or, to what extent, they were sharing the assessment results with the others outside the classrooms. This issue will be revisited in the following part of the study.

#### **V .5.4.The gaps between the teachers' working principles and their practice**

Table 5.2 has identified four assessment principles which the teachers did not usually put into practice.

*Proposition 39: Local or nationwide report systems about the students' progress and achievement are provided.*

The teachers recognized that a local and nationwide report system was a prerequisite of their assessment ( $m=3.85$  in Table 5.1), however, actually a local and nationwide report system for the assessment of English had hardly ever been provided to the participants ( $m=2.36$  in Table 5.2). The teachers interviewed mentioned four main reasons why they were not provided with a report system: the basic stance of the policy makers or administrators, the professional expertise of the supervisors, their working conditions, and the relationships between the subjects which form part of the whole schooling system.

To begin with, a number of teachers mentioned that they were not satisfied with the current report system and the policies set out by the authorities. A number of them gave

their reasons for this.

Writing up remarks or descriptions of the students' progress and achievement which are just one or two sentences in length is inadequate. Parents might not be satisfied with this because they might not be able to gauge exactly how well their children's English is progressing or what they have achieved ... These inadequacies arise because the priority of the policy makers or administrators seems to be to manage the assessment practice as if it were part of the school administration, rather than taking into account more educational considerations (Teacher *Jiri* Interview 3).

... Actually, the teachers have had no choice but to follow the official policy. ... If the policy changes, I will be willing to provide the parents with much more information regarding their children's progress and achievement... (Teacher *Deogyu* Interview 7).

Currently, the recording of students' progress and achievement in English is a part of the whole report system for the students' annual academic result in ten regular subjects; the role of the supervisors is to manage the system such that it works normally in the schools across the district. For the subject of English, the standardized form provided by the authorities only requires teachers to write up one or two sentence-long descriptions of each student's progress and achievement. It is because of this that the above the responses indicate that the teachers might not view what supervisors, or policy makers and administrators have done for English teaching and assessment in the schools in a positive light. This also shows just how powerful and important the role of the education authority is. In addition, it is evident that there is, to some extent, a gap between how the teachers have been reporting assessments and what the people outside are expecting from them. It

is clear that educational policies formulated outside the classroom determine what is taking place in the classroom.

Secondly, the teachers seemed to distrust the qualifications of the members of the education authority who have made the policies or prescriptions currently are being implemented.

Because, I think, the educational authority in this district has not enough human resources in the field of language assessment, as well as an inadequate budget, to enable them to provide a suitable assessment report system (Teacher *Taebaek* Interview 5).

... I do not think that they can handle what has been taking place regarding assessment in the classroom; a system has been introduced by central government which they have had to deliver (Teacher *Geumgang* Interview 9).

This indicates that the teachers do not seem to be satisfied with what the educational authority has promoted regarding the assessment of English. Moreover, the teachers seemed to have low expectations of the expertise of the people in these supervisory roles when it comes to the practicalities of what is required in the classroom.

Thirdly, teachers highlighted certain practicalities with respect to the current conditions which prevail in the classrooms, which impose severe constraints on how they are able to carry out assessment.

The prime factor is the over-teaching load of the teachers. ... I teach 340 students; school regulations require me to write up, more or less, two sentences about every student's progress or achievement at the end of the semester; this may seem simple, but actually it is quite demanding. ... If any well constructed recording framework is provided, it would make me take more time to complete it. ... (Teacher *Baekdu* Interview 1).

... At the moment I teach more than 300 students in the 6<sup>th</sup> grade... It is quite challenging for me to implement and report assessment results for all the students, simply because I am too busy (Teacher *Daedun* Interview 14).

This is an indication that the teaching load, and the number of students in classes, might be semi-permanent obstacles to the development and use of a more detailed assessment framework.

Finally, the matter was viewed from the point of view of the overarching requirements of the whole curriculum for primary education, which determines what happens in the schools. Teacher *Bukhan* stated that:

... the recording framework for assessment of English should be brought into step with all the other subjects. It may not be practical for any administrators or policy makers, and even people such as myself, to regard the assessment of English as standing apart from the whole assessment framework of the school (Interview 4).

This indicates that the teachers fully recognized the position of English as a subject in the curriculum; and they understood that the assessment and reporting should follow the

curriculum-based schooling system.

Proposition 40: *My schools develop their own report system of students' progress and achievement.*

The teachers recognized that their schools should develop their own report system as they are the best people to understand the dual nature of students, both students as language learners and as assessment takers (m=3.98 in Table 5.1). However, their schools did not usually develop a report system (m=2.22 in Table 5.2). The teachers interviewed give 5 main reasons why a report system was not usually developed: working conditions, professional expertise, the role of the head teacher, the relationships with teachers of other subjects, and a certain conflict between the teachers and the policy makers or administrators.

Firstly, most teachers rated their working conditions as the most important factor in this. Teacher *Gaya* mentioned that she was “too busy to make time to develop the report framework for the schools...” Moreover, Teacher *Munhak* added:

At the moment, I teach more than 300 students in a week, physically I cannot afford to undertake additional work... Actually I am extremely busy dealing with what I am now handling (Interview 10).

This indicates that, as was reported in the other part of Chapter V, most of the teachers were concerned with the number of students in their classes.

The second issue was their professional expertise with regard to English language teaching and assessment. For example, Teacher *Geumgang* believed that:

... developing a report framework of assessment is not the kind of work which every teacher can do if they feel it necessary, even if they have enough teaching experience. Any teachers who wants to work in this area needs to take part in an in-service teacher development program aimed at assessment in general, as well as a particular coverage of language assessment.... However, what makes it worse has been the limited availability of teacher development programs which were designed to deal with assessment ... (Interview 9).

This indicates that the teachers recognized the shortage of assessment experts and the lack of language assessor development programs. They point to the position of language assessment as a minor element of teacher education programs.

Thirdly, the head teacher's role was also recognized as an element of considerable importance in classroom-based assessment.

... Another important element is the head teachers' attitude towards, or recognition of, the development of a report framework for English assessment. If they have a positive attitude towards it, things become much easier as the teachers, myself included, get the necessary support. If they are not supportive, the first thing I have to do is to see them to negotiate regarding what I would like to do; however this is not always easy... (Teacher *Baekdu* Interview 1).

... If the head teacher intends to develop a framework for reporting on assessment, it will ultimately be developed regardless of whether or not the teachers in my school agree with the project. (Teacher *Mindung* Interview 15).

This indicates that head teachers' decisions usually held sway; the teachers usually seemed to follow the head teachers' decisions; however, it is evident that they often did not seem to be doing it because of their own firmly held convictions.

There was a fourth consideration when viewed from the standpoint of the whole curriculum of primary education.

If the schools really want to develop an assessment report framework, they must consider the assessment report framework of the other subjects as they are essential elements in the whole assessment system in schooling (Teacher *Inwang* Interview 13).

They seemed to be concerned about the relationships between themselves and the classroom teachers and the teachers who teach other subjects in the schools. That is, the other teachers' reactions also seemed to be important.

Finally, an opinion was voiced which arose from a consideration of what could be related to a developmental issue, which shows the conflict between the teachers and the policy makers or administrators outside the classroom.

I think that the proposition is desirable and totally agree with the idea, ... but the national policy has not encouraged the teachers, myself included, to describe the

assessment results in sufficient detail; that is, we have been asked to write up one or two sentences regarding the students' progress and achievement... It is quite simple and vague... so the policy should be changed, and I guess it will be changed... (Teacher *Deogyu* Interview 7).

Seemingly the teachers have been influenced by what the policy makers or administrators have required of them regarding language assessment practice. However, there seemed to be a measure of dissatisfaction with the current policy; this indicated that they were not just followers.

Proposition 41: *I am involved in the development of the report system at all levels.*

The teachers recognized that they should be involved in all the stages of the development procedure of a report system for their assessments ( $m=3.81$  in Table 5.1); however, the teachers have rarely participated when the opportunities presented themselves ( $m=2.19$  in Table 5.2). The teachers interviewed give three main reasons why they were not involved in the development of the report system: professional expertise, the relationships with teachers of other subjects, and working conditions. They also made one suggestion which might be used to address this.

The first issue that this highlighted was the teachers' professional qualification as an English language assessor.

There are a few teachers who have enough expertise of English teaching and assessment. Thus ordinary teachers cannot join the work even if they want to do

it. (Teacher *Munhak* Interview 10)

... In addition, the teachers are not aware that the proposition is necessary, so the first thing which needs to be done is to provide them with an in-service teacher development program in order to make them aware of the fundamental principles of assessment theory and practice, including the development of a report system, through which they might revise their understanding of English language assessment and change their attitude towards it. ... (Teacher *Jiri* Interview 3).

Most teachers were worried about their professional qualifications regarding language assessment; this might indicate that it is necessary that a customized teacher development program for assessment be provided.

Secondly, the teachers quite frequently mentioned the relationship between English and other subjects taking into account the whole curriculum for primary education.

I think that English is just one subject of the school curriculum; so it must keep in step with other subjects. I would not be involved in the development of a report system for English assessment without consulting the teachers of the other subjects (Teacher *Taebaek* Interview 5).

The teacher had quite strong negative views on the treatment of English assessment as independent of assessment in the whole of the schooling system.

Thirdly, there were a number of teachers who recognized the practical circumstances under which English assessment has been being carried out.

I do not think that it is necessary because nobody has asked me to consider or develop it; then why should I try to do it? In addition, I have been too busy to think about it. ... (Teacher *Geumgang* Interview 9).

It definitely takes much more time than it used to, to assess and make a decision regarding the students' progress and achievement ... If the head teacher supports the work financially and administratively, maybe I will do it (Teacher *Daedun* Interview 14).

It seems that consistent support is lacking for the development of a report system. The teachers might well recognize that the development of a report system is not straightforward, but involves the interaction of a number of elements of the educational system in which every part needs to be working harmoniously; these elements include: stimulus from outside and inside, time available, financial support, and administrative action.

Meanwhile, a view was expressed which relates to what can be considered to be a developmental issue regarding the development of a report system, which was as follows.

I cannot do it by myself. As you know, there are normally about two teachers of English in each school. Maybe would it be possible if the teachers of English in the same educational districts are grouped and cooperate to develop the report system.... At least twelve teachers should be involved in the project, but they must be volunteers; then we can help each other... (Teacher *Baekdu* Interview 1).

The teachers might take into account the particular circumstances of their schools and

suggest alternatives which would overcome the expected obstacles when a report system is developed for their school. This might indicate that the initiative of addressing certain key educational issues could come from the practicing teachers rather than those involved in theoretical researcher.

*Proposition 42: A formal review of a student's progress and achievement is reported to the local education authority and the central government.*

The teachers were undecided regarding the issue of whether or not their students' academic results should be submitted to their superiors (m=3.27 in Table 5.1); however, the teachers have rarely reported their students' assessment results to these people (m=1.84 in Table 5.2). The teachers interviewed give four main reasons why they seldom report their students' assessment results: job security, the role of the educational authority, benefits gained from submitting the students' results, and recognition of their own responsibility.

Firstly, the teachers were concerned about their job security.

If I submit the students' assessment results to the local educational authority or central government, I feel as if I am being assessed by them and that my school also might be evaluated by them. ... The results might have an influence on the annual teacher evaluation run by the authorities (Teacher *Bukhan* Interview 4).

This indicates that the teachers were worried about the negative use of the assessment

results. That is, they were concerned about possible hidden side effects which might result from opening their assessment results to official scrutiny.

Secondly, the teachers pointed out the role of the local educational authority or central government.

The central government might gain too much power; it might abuse its power; for example, they might use it as a tool for implementing their policies (Teacher *Seorak* Interview 8).

I think that I should submit the assessment results to them if they want them because I am a government official who is obliged to do virtually anything that the superior officers request. ... It might be used to rank the teachers (Teacher *Deogyu* Interview 7).

The teachers were concerned about the administrative power of central government and their misuse of this power, this might affect what the teachers do in the classrooms.

Thirdly, the teachers were concerned about the benefit which might be gained as a result of submitting their students' academic results.

Even if I submit the results of assessment, I cannot expect any beneficial feedback from them. Simply, they appear to be absorbed in administrative affairs rather than focusing on supporting the teachers or what is needed in the classroom and schools (Teacher *Halla* Interview 2).

This might indicate that the teachers seemed to like the idea of receiving feedback from

the local authority which could be used to improve the learning and assessment of English, but the fact that they did not get any such feedback made them question the function of the local educational authority.

Finally, teachers' recognition of their responsibility regarding assessment results was considered.

If the supervisors ask me to submit the assessment results to them, I would be happy to do so as long as I believe that they would use the results of the assessment for educational purposes. However, if I recognize that the reported assessment results are used for other purposes, such as to compare the schools and teachers in the district and for inspecting what is taking place in the school, I would not submit my results.... (Teacher *Baekdu* Interview 1).

The teachers were concerned about the use of assessment results for the purpose of supporting students' language learning, not for the other purposes which were not necessarily relevant to teaching and learning English in the classrooms.

## **VI. Discussion**

This research attempts to identify criteria which should inform principles of classroom-based assessment, and to investigate its practice in a given context. This chapter deals with the issues which emerge from chapter V. That is, it focuses on any context specific assessment practices and their theoretical implications, considering them over-against the current mainstream classroom-based assessment theories and principles. It also recommends a number of practical considerations which might be good, not only for the assessment researchers and administrators, but also for the teachers-cum-assessors.

### **VI.1. Stage One: Planning**

Research question one: *How do Korean primary school English teachers perceive the planning of their classroom-based assessment?*

#### **VI.1.1. Teachers' principles of classroom-based assessment**

The teachers appear to have a clear idea of what is valid and ethical in terms of planning their classroom-based assessments. From this arise a number of issues which are a reflection of features of their assessment contexts. This study has investigated the practice of these teachers, examining how closely it matches the theoretical insights of researchers in this field. Regarding the purposes of assessment (Propositions 1&2), it appears that teachers have a clear idea of the need to plan for their classroom-based assessment. They primarily plan their assessment: to check students' progress and achievement against the

curriculum targets; and then to reflect on the students' learning experiences and their significance. These results indicate that the teachers' principles of assessment are in line with one of the characteristics of classroom-based assessment; that is, it is curriculum-based assessment. Thus the teachers seemed to be mainly interested in assessment for 'educational purposes' (Arkoudis & O'Loughlin 2004); and they sought 'evidence of learner attainment by [matching it] against [the] externally prescribed national curriculum' (Rea-Dickins 2000: 229). This is supported by further analyses of Part 2 of the first survey in which 39 teachers responded that their purpose of the assessment was to reflect on the teaching contents, methods and process, and then to modify or reconstruct what to teach and how to teach. This is in line with Rea-Dickins' (2000) assertion that an important purpose of assessment as 'input for managing and planning [and] as evidence of curricular learning and development' (ibid: 229).

However, the results in V.2.3 also show that the teachers are concerned with the 'administrative purpose' (Arkoudis & O'Loughlin 2004): or 'bureaucratic demands for assessment' (Rea-Dickins 2001: 449). Moreover, some of the statements made by such teachers as *Palgong* and *Sorae* (V.2.3.1) show that they are also alert to the potential of classroom management as a means of encouraging their students to study as diligently as they expect them to. Clearly, the teachers might be influenced by a number of interlocking principles which must be taken into account as they prepare their assessments and tests. They have to consider educational, administrative, and management purposes at the same time.

Moreover, the teachers still believed that they needed to use their discretion based on a certain level of professional expertise as, at times, they felt that ‘they had to make a choice between the published assessment guidelines or their own professional judgment’ (Davison 2004: 316). This also indicates that although the national curriculum has a considerable influence on what happens in the classroom, it still, to some degree, becomes localized through the teachers’ own interpretation. Thus, teachers might be classified as ‘assessors’ in the middle of the five staged cline of teachers (Davison 2004: 325). This means that as principled yet pragmatic professionals, they intend to balance the prescribed criteria with contextual factors.

In addition, the emphasis on the significance of assessment tasks (Proposition 7) and its focus on students’ progress and achievement (Proposition 12) indicated that the teachers seemed to subscribe to a view of ‘assessment for learning’ (Harlen & Winter 2004: 391; Rea-Dickins 2001: 452). This aims to motivate students to become engaged in their instruction, rather than just in the measuring of their learning. Moreover, some of them believed that they required what is called ‘diagnostic competence’. This can be defined as:

the ability to interpret students’ foreign language growth, to skillfully deal with assessment material and to provide students with appropriate help in response to this diagnosis (Edelenbos & Kubanek-German 2004: 261)

Meanwhile, this study takes issue with one of the theoretical arguments or criticisms of

classroom-based assessment presented in 2.4 in chapter III. That is, that the classroom-based assessment developers did not perceive that they were focusing on what could be ‘easily tested ... as opposed to what should, desirably, be tested’ (Rea-Dickins & Rixon 1999: 97). Furthermore this study also disagrees with the premise that ‘[classroom-based assessment is] concentrating on the recall of isolated items of knowledge which pupils forget soon’ (Paul & Dylan 1998: 8). The study also shows that all the teachers were, in fact, seriously concerned with matters, which not only relate to purpose, and content, but also to the students’ rights as testees. This must also be taken into account if classroom-based assessment is to be of a high standard; this makes nonsense of the view that teachers do not take assessment questions or tasks seriously; ‘so there is little reflection on what is being assessed’ (ibid: 8).

In addition, some of the teachers are critical of classroom-based assessment; they argue that classroom-based assessment could not cover the students’ whole communicative competences or general language abilities, and thus it could not show adequately what competences the students have acquired. However, the national curriculum does not end at any particular period, and the target standards of each grade are not isolated from one another. The national curriculum is based on a spiral structure in which target language ability, contents, and tasks types are revisited as the grades go up, the primary school English teaching curriculum is closely connected to the middle school one; which in turn links to the high school English teaching curriculum (Ministry of Education 2007). Thus, any teachers who doubt the students’ potential ability in English at particular grade might benefit from gaining an overview of the entire curriculum, and this might help them to

address their problem. This also indicates why teacher education programs are necessary at the national level.

Finally, the results demonstrate that classroom-based assessment appears to have a relatively strong influence; it is recognized by the students and influences their attitude towards it. This appears to support what Alderson and Wall (1993) suggest, that there is a need for research on tests which are used regularly within the classroom. Also as Tesdale and Leung (2000: 167) point out, one particular difficulty of classroom-based assessment is the role played by each participant as teacher-cum-assessor. This indicates that there is a need to provide teachers with a systematic development program to provide them with the requisite skills as teacher-cum-assessors. It is hoped that this study might contribute to the development of such programs.

#### **VI.1.2. Teachers' practice reflecting the working principles of classroom-based assessment**

As indicated in V.2.2 and 2.3, the teachers took into account how important the planning stage was. However, the teachers' view on whether they checked the assessment tasks with their colleagues (Proposition 11) suggested a number of considerations which need to be discussed. First of all, the teachers were concerned about their expertise as target language assessors. Regarding this, Alderson et al (1995: 118) suggest three criteria for appointing examiners or markers: relevant teaching experience, examining experience and appropriate professional qualifications such as a certificate or degree in language teaching and applied linguistics. Most of the teachers believed that they qualified on the

basis of the first two elements, but felt that they needed more professional knowledge and skills in language assessment. That is, taking into account their careers and backgrounds, although they felt that they had quite enough knowledge and skills with respect to general teaching or assessment theory, they still did not have sufficient confidence with respect to their expertise in the field of language assessment. This is in line with one of the arguments put forwarded by Rea-Dickins and Rixon (1999), that teachers needed to know more about the knowledge or theory of assessment if they are to be recognized as good assessors.

In addition, the teachers indicated that they might be influenced by outside factors as well as by the confidence they feel regarding their status (III.4.2). Those identified were: excessive work load; other teachers' indifference to teaching and assessing students' English; and the system of becoming teachers of English in which a breakdown arose between the teachers' social customs and the cultural mores which influence the relationships within the school community. The problem is that these are systemic conditions which are not easily changed. In addition, the participants' personal feelings or attitudes were not very positive in this instance as they were cautious about contacting other teachers and felt uncomfortable when trying to ask their colleagues to check their work. This could be attributed to the influence of Confucianism where the social relationship is quite vertical and strict, so interaction between senior and junior teachers on an equal footing is not always possible. Thus, this suggests why teacher education programs are important for providing the teachers with opportunities to recognize different ideas and principles of assessment.

Teachers' views as to whether they received consent from students or parents with regard to classroom assessment (Proposition 14) raised a number of considerations which need to be discussed. The teachers' first concern was the practicality of sending and receiving informed consent in the context of their workload. In addition, a number of teachers (e.g. Teachers *Deogyu* and *Seorak*) indicated that they were aware of their obligations regarding administrative matters (Arkoudis & O'Loughlin 2004) and felt the weight of the considerable bureaucratic demands (Rea-Dickins 2001). Moreover, as Pennycook (1994) points out, language assessment is not limited to the level of the classroom and school; the above responses showed that teachers were also concerned about the influence of, or intervention from, parents. Consequently, the participants seemed to have quite a negative view of the need to receive informed consent; that is, they were not easily persuaded to accept this as a requirement; rather, it would seem that the teachers were happy to play the role of God who has absolute power and authority (Davison 2004: 325). However, teacher, *Inwang* indicates that the educational system of each school could be improved by the active participation of the people concerned; this might be a step in the direction of development of more ethical assessment.

Finally, there may be signs of a little change among the participants with reference to language assessment. For example, Teacher *Sobaek* indicates that she might begin questioning what unconsciously has been accepted for a considerable period of time; this is another indication of the possibility of the development of more ethical assessment. This also relates to the issue of the development of teacher education programs by means of which the participants could regularly be exposed to new or different, but logical, ideas of assessment.

## **VI.2. Stage Two: Implementation**

Research Question 2: *How do Korean primary school English teachers perceive the implementation of their classroom-based assessment?*

### **VI.2.1. Teachers' principles of classroom-based assessment**

As discussed in the foregoing part, (Chapter III 2.4), for an assessment to be considered 'good' it must be actualized through valid procedures; that is, it cannot be expected to produce a valid result or information on what the students know or can do without the way in which the assessment is being conducted based on the procedures which are considered to be reasonable. This is the reason why a number of language testing or assessment experts emphasize certain systematic processes or criteria of language assessment and introduce their own ideas of these (see, Linn et al 1991; Alderson et al 1995; Hall et al 1997; Luoma 2001; Rea-Dickins 2001; Brown & Hudson 2002; Leung & Mohan 2004; Gottlieb 2006). In sum, in the implementation stages, the teachers' perceptions are generally in line with the principles presented in this study; they have a clear idea of what valid procedure and ethical assessment is. From this arise a number of issues; these should be discussed.

Regarding the matter of introducing assessment, the teachers were particularly interested in the relationship between assessment and the students learning of English. This emphasis on assessment as an integral part of the learning process indicates that the teachers did not experience any tension between the role of a facilitator of language development and that of a judge of students' language achievement (Rea-Dickins 2004:

253). This might be considered to be a dilemma inherent in becoming a teacher-cum-assessor. That is, what this study has revealed so far is that any assessors who do have teaching experience would be open to learning about the purposes of assessment and principles governing its implementation. In addition, the results regarding the students' understanding of the desired outcomes of the assessment tasks, (Proposition 20) show that the teachers were well aware of one of the characteristics of classroom-based assessment discussed in Chapter 4.3; namely, that classroom-based assessment is outcome-based assessment.

In addition, teachers believed that the students should know how to complete the tasks and tried to carry out the assessment within an expected time frame. Here, they seemed to play a part as an 'interpreter' (Davison 2004: 325) who sticks to what the guide prescribes. Accordingly, the results regarding explicit instruction of how to do the assessment tasks (Proposition 19) and task completion within a expected time (Proposition 24) indicate that the teachers' principles of assessment are in line with one of the characteristics of classroom-based assessment; namely that classroom-based assessment is influenced by the national curriculum as well as the school curriculum. This was discussed in Chapter.4.3. However, the teachers were not aware that these propositions were relevant to the assessment protocol of classroom-based assessment. This indicates that there is a need to provide teachers with opportunities to acquire the requisite theories and skills as these are necessary qualifications of good assessors (Rea-Dickins & Rixon 1999).

Finally, with reference to the scaffolding set up during assessment activity, although the teachers agreed that students should be supported when they have a problem hindering their completing the assessment tasks (Proposition 21), they were not convinced that it was happening. Moreover a number of teachers thought that assisting certain students is unfair, and assessment should be carried out rigorously under the same conditions for all the students. This indicates that they were still influenced by standardized testing which are mainly used for screening and comparing the testees based on a norm. The teachers did not seem to recognize that, as Leung and Mohan (2004: 353) argue, classroom-based assessment is not a process where an isolated student solves the question without assistance; the students' results are provisional not final. This is a distinctive characteristic of classroom-based assessment.

#### **VI.2.2. Teachers' practice reflecting the working principles of classroom-based assessment**

As indicated in V.3.2 and 3.3, the teachers appear to fully understand how important the implementation stage was. In addition, the teachers' moderate attitude to providing their students with immediate feedback after they complete the given tasks (Proposition 23) suggested a number of considerations which need to be discussed. The most frequently mentioned reasons are: the matter of the time allocated to English teaching, and the number of students the teachers teach in a week. However, these issues cannot be addressed by an individual teacher because the teaching load and the number of students in a class are decided by law and by rules which are generally established outside the school and classroom. Thus, teachers appear to have no choice but to work within the

parameters that are imposed from above. This also shows the contextual specificity of this study, a central government driven English education system. Put simply, these are issues which teachers have almost no power to change. Also, Teacher *Jiri*'s reason (V.3.4) indicates that the participants were under the pressure of their quite strong feelings about bureaucratic demands (Rea-Dickins, 2001).

In the meantime, the response of Teacher *Gaya* (V.3.4) showed a somewhat different excuse for not giving immediate feedback as it originated not from external factors, but from an internal one, his own reflection on his assessments. In addition the response of Teacher *Mindung* indicates that this teacher was concerned about the quality of her feedback. That is, this teacher carefully checked her marks or decision regarding the students' performance, and because of this, she often increased the number of times assessments were carried out until she was sure of her decision about the students' progress or achievement. This is also relevant to the issue of the reliability of the teachers' assessment; in the case of this teacher's assessments they might be considered to be very reliable. Thus, what was common to each of these two teachers was that the reasons which they put forward stemmed from their own considered concerns. That is, what they were doing was to act as 'reflective practitioners' (Schon, 1983). This evidence contradicts the argument that classroom-based assessment run by the teachers as assessors was generally superficial (Crooks 1988; Black 1993; Paul & Dylan 1998); it also calls into question the idea that with classroom-based assessment, '... there is little reflection on what is being assessed' (Paul & Dylan, 1998: 8).

### **VI.3. Stage Three: Monitoring**

Research question 3: *How do Korean primary school English teachers perceive the monitoring of their classroom-based assessment?*

### **VI.3.1. Teachers' principles of classroom-based assessment**

In the monitoring stages, the teachers have a clear idea of the use of assessment results, obtaining consistent marks or information on the students' achievement or progress, and the ethical considerations which must not be lost sight when conducting classroom-based assessment. However, there are still a number of issues which should be discussed.

First, it appears that the teachers felt confident about the way that they were using assessment results. They responded that they primarily used assessment results to reflect what they had done in the language classroom; then to revise their teaching (Proposition 29). They also tried to make the assessment a part of their students' learning experience (Proposition 31). Accordingly, these results indicated that the teachers' principles were largely in line with the argument that testing is not an isolated event but it is connected to a whole set of variables that interact in the educational process (Shohamy 1993; Shohamy et al 1996). According to Hughes (1993), this process includes material development, syllabus design, changes in teaching methodologies, and learning and test taking strategies. In this study, the teachers' awareness about the washback effect was limited because their replies showed that they used the assessment results mainly to focus on revising their teaching methodologies, rather than to review other aspects such as syllabus design and the textbooks used. This might stem from the fact that they were given standardized syllabi and most of their materials were developed by the Ministry of Education; this might in turn have limited the teachers' awareness of the desirability of

questioning or revising them. This is supported by the analysis that, as indicated in 2.1, the majority of the teachers agreed that they should follow the national curriculum; thus it was not strange for them to accept the textbook as orthodoxy as it is based on the curriculum and developed by the Minister of Education.

Therefore, if the ‘teachers’ are considered in terms of one of Hughes’s trichotomy (1993:2, see also III 2.3.2) of washback mechanisms, the results of the study indicate that washback effects mainly happened to the teachers who teach English as a teacher of English. The other people who might possibly be concerned, such as administrators, material developers and even publishers were not taken into account. Regarding ‘process’, the teachers were keen to develop their teaching methodologies. In terms of these narrow-downed perceptions it is probable that the concept of washback is still not familiar to the language teachers.

Moreover, there are a number of examples of negative washback effects such as narrowing the curriculum, thus confining the scope and content of teaching and learning, losing instructional time, reducing complex thinking or problem solving skills, and increasing anxiety (Hamp-Lyon 1997; Ferman 2004; see also III 2.3.2). This study shows that the teachers believed that they were, to some extent, free from these negative impacts of washback. For example, the teachers did not suggest that the area of the curriculum they should cover was narrowed-down because of the implementation of assessment, rather they thought of it as another opportunity for learning. In addition, some of the teachers indicated that the teachers believed that their students quite enjoy participating in

an assessment activity rather than being nervous of it. Thus, the results of the study indicate that the washback effect of classroom-based assessment might have its own mechanisms which differ from the washback effect of assessment originating from an outside institution. As Alderson and Wall (1993:122) point out, washback effects of assessment which are used regularly within the curriculum require further study.

In the meantime, this study does take issue with one of the theoretical arguments or criticisms of classroom-based assessment presented in 2.6 in chapter III. That is, the teachers-cum-assessors tend to use a normative rather than criterion referenced approach, emphasizing competition between the students (Paul & Dylan 1998). However, this study does contradict the premise that any inconsistency in classroom-based assessment originated from the teachers' inconsistent interpretation of assessment criteria (Brindley 2001; Clarke & Gipps 2000). The results reported in V.4.2 and 4.3 indicated that the teachers understood clearly what the criteria were which were based on the national curriculum. They also seemed to make every effort to make their marks reliable through setting up assessment criteria in advance as planned, matching assessment criteria with assessment purpose and the characteristics of the students in an assessment context; and were giving clear and explicit instructions to the students. This is in line with Hughes's recommendations (1989: 36-42, see III.2.6) for the improvement of reliability.

In addition, the teachers also attempt to use triangulation strategies to obtain consistent marks. They asserted that they used a comparison strategy between what they observed regarding the students' performance in the normal classes and what they marked for the purpose of assessment. They also used, what they call, a 'test-retested strategy', but

sometimes they have done it more than twice, repeating it until such time as they were satisfied with their own marking. Moreover they also consulted their colleagues when they were not sure of their marks. One thing that should be highlighted here is that these strategies were not applied to all the students in the same or standardized way, but used when it was felt appropriate, based on the teachers' professional decision. This shows that the approaches for obtaining consistent marks in classroom-based assessment clearly differ from the ways the standardized testing is pursued, although the aims of the two approaches are similar.

In the meantime, we cannot get away from the fact that the entire discussion above actually hinges on the teacher's competence as an assessor. That is, if the teachers are recognized as qualified assessors by themselves or others involved in the classroom-based assessment, criticism would be much reduced. Regarding this, Alderson et al (1995:118) suggest three qualifications for assessors or examiners (see V.6.1.2). Most of the teachers have enough experience of teaching English; and they have had lots of experience of taking tests during their training to become regular school teachers. For example, the teachers had to submit their official English scores to the local educational authority, such as TOEFL or TOEIC, in order to be considered favorably for employment. Also, many of them took an English test as a part of the employment test. Thus, one qualification which was neglected was getting professional qualifications from the relevant academic field. To address this issue, there should the teacher education programs be developed which include relevant knowledge and skills of assessment theory developed from TESOL and applied linguistics.

Finally, as indicated in V 4.3, the teachers were sensitive about the issue of the negative use of assessment results. They believed that there were very few, if any, cases in which the assessment results could be negatively used in the classroom. However, they were not aware of the use of assessment results by the others who are connected with classroom-based assessment. This limited understanding of the use and misuse of the results of classroom based assessment could be corrected by developing their professional ability. This would be taking place while they are continuing to gain experience by implementing the principles learned in teacher development programs in the classroom. This is another reason why a customized teacher education program is needed.

### **VI.3.2. Teachers' practice reflecting the working principles of classroom-based assessment**

As indicated in V.4.2 and 4.3, the teachers appear to be fully aware of the importance of consistent marking; and that this should be under their control. In addition, the teachers' moderate attitude to sharing the findings of their assessment with other colleagues (Proposition 32) suggested a number of considerations which need to be discussed. To begin with, as indicated in the qualitative data from Teachers, *Halla* and *Bukhan* (V.4.4), they had minimum contact with the classroom teachers. The main reasons were: the classroom teachers' indifference towards their students' English language learning and assessment; their lack of expertise in the area of language assessment; and their focus on 'bureaucratic demands' (Rea-Dickins, 2001: 449) for the report at the end of the semester. These excuses mainly originated from the teachers themselves not from outside agencies. This might indicate that there is a need for an in-service teacher development program for

language assessment which could be finely tuned to the teachers' needs and wants. In addition, it might be timed appropriately so as to reassess the policies which have to do with the education and employment of the teachers of English in primary education, because, as shown in the previous part (Ch. II), one of the premises on which English teaching was introduced in primary schools was that English was expected to be taught by the classroom teachers. However this becomes nominal; for what Teacher *Bukhan's* responses explicitly showed, is that there was no stimulus from the outside to encourage the teachers to cooperate with the other players concerned with the advance of English education in primary schools, and even when the teachers contacted other English subject teachers, it was not a formal and planned activity but informal and irregular. This indicates that the schools, local educational authorities, and the central government should put forward guidelines and implement practical policies, which will encourage systematized cooperation between the classroom teachers and English subject teachers.

In addition, Teacher *Odae's* responses, especially, signify how important the classroom teachers' role is; English teaching might be much more effective if it were carried out within a systematic reciprocal cooperative framework which ensures interaction between the English language teachers and the classroom teachers. In addition, the response of Teacher *Sobaek* indicates that the participants might still be influenced by human relationships rooted in the ideology of Confucianism. Finally, the response from Teacher *Baekdu* indicated that cooperation between the teachers might be developed despite the limitations of time and space as information communication technology (ICT) has been developing rapidly. Thus, the model of ICT-based cooperation between teachers needs to

be developed and established.

The teachers' apparent reluctance to engage or consult parents in the process of assessment (Proposition 35) also raised a number of considerations which need to be discussed. As indicated in the response of Teachers, *Baekdu* and *Jiri* (V.4.4), the main reason for the resistance expressed towards parental involvement appeared to arise from the teachers' long held privileged status; they might be concerned about challenges to their status as language teachers and assessors. In addition, the responses from teachers, *Bukhan* and *Sobaek* showed that they were concerned about the parents' qualifications which were not such as would enable them to address issues regarding language teaching and assessment. They were also worried about the parents' subjectivity and its negative effect on the assessment. This teacher-centered way of thinking and practice might stem from the traditional education custom which was based on Confucianism. For example, one phrase, ( : *bul-ga-geun bul-ga-won*), one of the recommended teachers' attitudes, highlights the fact that the teachers should not be too distant from the parents, nor should they be too close to them; the distance should be carefully balanced. Another proverb, ( *Seon-saeng-nim-ui geu-rim-ja-do bap-ji an-neun-da.*), means that the students and their parents should not walk ahead of their teachers or even step on the shadow behind them when they are walking together. Here, the teachers might be once again be classified as 'God-like' assessors (Davison, 2004: 325).

Another factor is addressed in the responses from Teachers *Deogyu* and *Munhak*. They showed that language assessment could not exist or be implemented by itself; it must be

seen as one part of the education system. Thus, no issues of assessment can be addressed without considering the other areas within the education system which are likely to impact them. However, these cannot be addressed by the teachers. Therefore, a first step would be for the central government or local educational authority to reexamine the whole education system of their country in order to determine whether any changes are necessary.

However, although it was not frequently mentioned, Teachers *Taebaek* and *Halla* showed that teachers seemed to be proud of their assessment; they were willing to open their assessment practice to the parents if they wished to observe them. Thus, there might be a further issue which is worth investigating, namely, how this developmental shift can be recognized and embedded in mainstream assessment practice in the schools.

#### **VI.4. Stage Four: Recording and dissemination**

Research question 4: *How do Korean primary school English teachers perceive the recording and dissemination of their classroom-based assessment?*

##### **VI.4.1. Teachers' principles of classroom-based assessment**

According to the view of critical language testing (see III. 3.1), the relationship between teachers and students is regarded as entailing relations of power. On this argument for teachers assessment is viewed as being used mainly for maintaining control and for regulation; but for students, assessment is viewed as being used as something which restricts their everyday lives or suppresses what they really would like to do during their

school careers. If these views reflected what classroom-based assessment really has been doing, it would not be surprising if the students as test takers were deprived of their rights and thus were harmed; and correspondingly, the relationship between the teachers and the students would not then be mutually beneficial. However, responses to consideration of students' rights as assessment takers (Proposition 37, in V.5.2 & 5.3) indicated that the negative aspects of critical language testing discussed above did not seem to have posed problems. This also indicates that not all plausible or logical theories or arguments can be applied to all contexts in the same way and to the same degree.

In addition, it must be recognized that the level and nature of the responsibility which assessment developers must shoulder is extremely controversial. Some commentators such as Pennycook (1994), Kunnan (1999) and Shohamy (2001a) suggest that language assessment and its use are not limited to the level of the classroom and schooling, and that the language assessment developers' responsibilities should be broader, they must include social and political concerns; but others such as Hamp-Lyons (1997) and Davies (1997b) argue that the teachers-cum-assessors or language assessment developers should accept that their responsibilities lie within the level which can be reasonably considered to be under their control. The responses to teachers' awareness of their responsibilities for the output of their professional work (Proposition 38) show that the teachers had a clear idea of these responsibilities with regard to assessment implementation and the use of assessment results; and that they focused on what happened in their classrooms, especially to the extent to which the students make progress when measured against the target criteria. This indicates that the teachers might not be aware of what the students' rights were as assessment takers as viewed from the standpoint of critical language

testing. It seems that they may have overlooked the values derived from their cultural backgrounds. For example, one phrase, (교학상장, *gyo-hak-sang-jang*), set in a big stone standing in the central gate of one of the metropolitan educational authorities, means that teaching and learning should mature through a balanced interaction between teacher and learner; they interact with and help each other.

#### **VI.4.2. Teachers' practice reflecting the working principles of classroom-based assessment**

As explicitly stated by Pennycook (1994), language learning and assessment is not an issue which is limited to the level of the classroom or the school; nor has it been purely neutral, isolated from world outside (Shohamy, 2001b). The experience of assessment in Korea has served to reinforce this argument. With regard to the use of local or nationwide report systems about the students' progress and achievement (Proposition 39), teachers were not very satisfied with the current report system in the schools and did not express confidence in their superiors. However, as indicated in the response of Teacher *Deogyu* (V.5.4), teachers did not reject what was required of them by the local educational authority. It might be that, because of their status as senior government officials, they are under quite a strong pressure to adhere to the orders or policies which are handed down by the local and central government. This suggests that they might still be influenced by the vertically organized social and cultural system which developed under Confucianism over hundreds of years. This is exemplified by the perceived role of the local educational authority as a transmitter of the policies of central government (Teacher *Geumgang*). In addition, teachers were also concerned about obstacles which reappear frequently, and

which have been noted during the course of this research, such as, the number of students in class and the teaching load. Moreover, they recognized the privileged status of English and assessment of English in the schooling system (Teacher *Bukhan*). This clearly showed that teaching and assessing English has already, to some extent, become more politicized, and this forms a significant part of the context in which this study is being carried out.

Furthermore, the responses regarding the development of a report system in each individual school (Proposition 40) and teachers' involvement in it (Proposition 41) are closely interrelated. Here, the teachers mentioned a number of recurring obstacles (Teachers *Gaya & Munhak* for Proposition 40, Teacher *Geumgang* for Proposition 41 in V.5.4): insufficient time, their knowledge of language assessment, and lack of support. However, one thing that should not be ignored is the head teachers' role regarding the development of a report system; it was revealed that head teachers have substantial power, since they decide on matters which affect everything that is carried out in their schools related to English teaching and assessment. In addition, the teachers also like to treat English as one of the subjects which is embedded within the whole school curriculum; thus English teaching and assessment is seen as being subordinate to the rest of the curriculum and assessment framework. Considering all these factors, three prerequisites were elicited for the development of the report system in the schools: the availability of dedicated time, adequate teachers' professional qualifications regarding language teaching and assessment, and positive head teachers' attitudes towards language teaching and assessment. The problem is that all these requirements cannot be addressed by individual teachers; they require input from the authorities, and cooperation between

teachers from a local area. Therefore, to address these issues, there should be a customized teacher development program as well as a program for head teachers and other policy makers. This will enable them to formulate policy which will result in better informed decisions on matters which relate to language teaching and assessment. In addition, the local educational authority should employ a large enough number of teachers of English; this could be achieved by providing in-service programs for the current teachers of English. Also financial support should be increased. For example, providing support for developing and extending the kind of teachers' self-directed in-service development systems alluded to in this research, would be a good use of scarce funds.

The teachers' apparent reluctance to report the students' progress and the achievement to the superior authorities (Proposition 42) also raised a number of considerations which need to be discussed. As indicated by Teacher *Bukhan* teachers did not like disclosing their students' academic results to the public: not only because they recognize that it might play a role in evaluating their teaching performance in the classroom; but also because of the possibility that they might be compared with other colleagues by people on the outside. What might be relevant in this regard is the fact that the assessment of teacher performance has been being legalized this year. In addition, as shown by Teacher *Halla's* response (V.5.4), the teachers hardly ever receive 'pedagogical benefits' in the form of feedback. This indicates that it is necessary to develop cooperation between the people in senior positions and the teachers in the schools, as they do not understand what each aims to do for the other.

Finally, Teacher *Baekdu's* comments indicate that while the teachers might have a balanced stance regarding the advantages and disadvantage of opening their assessment results to outside scrutiny, they do not agree with the use of assessment results for comparing teachers outputs. Rather they want the focus to be on students' progress and achievements; they are also willing to accept that their students' assessment results can be used to enhance the students' language learning at a broad level. This indicates that the teachers explicitly recognized what a fair and good assessment system is:

... Assessment systems should be reoriented to focus on students' progress over time toward established goals, rather than on comparison. ... It is important that individual students' progress be profiled for the benefits of the students, the parents, and all the teachers who participate in the child's education. ... It is also important that schools, school districts, and school systems report students gains from year to year ... rather than tables of average by grade level ... (La Celle-Peterson & Rivera 1994: 66).

Also, as Hamp-Lyons (1997:302) shows, and Teacher *Baekdu's* statement also suggests, the teachers recognize their responsibility as language assessors at the classroom and school level. This awareness means that they are playing a role as 'reflective practitioners' (Schon 1983).

## **VI.5. Conclusion**

In this section, I highlight the main issues and their implications regarding English teaching and assessment, which require further research, and which, hopefully, will prompt changes in classroom practice. Then, I conclude with a number of

recommendations.

### **VI.5.1. Implications of the study**

I have discussed the principles and procedures of classroom-based assessment; and based on this, I investigated teachers' beliefs and their practices of assessment activities in their classroom context. Here, the implications of the research which would merit further investigation are presented; they cover the two areas: assessment research and its practice.

#### **VI.5.1.1. Implications for research**

This study has tackled the issue of the teacher as an 'agent in the assessment process' (Rea-Dickens 2004: 252) and as an assessment developer in the area of English language assessment. The study found that teachers recognized what good assessment is, that they usually had their own assessment principles, and put these into practice. They were also given considerable freedom to make independent decisions in the process of creating assessment material; they were able to base this on their own professional expertise as language teachers cum assessors; this was the case when they faced matters which needed to be addressed during the progression of the assessment cycle. Clearly, they were not passive receivers who just followed what they were given from outside, but rather active practitioners who carried out their assessment in a self-directed way. They tried to consider all the possible factors which should be taken into account when assessing their particular students, such as: the curriculum, the schooling system, the role of the head teacher, and even the relationship between classroom teachers and English specialist teachers in the school. When all this is taken into account, it seems that a system of

classroom based assessment may well have developed with its own inherent values and characteristics, and that these should be seen as different from those of a testing system based outside the school. Thus, teachers' classroom-based assessment might be recognized and could be developed as one of the distinctive and independent areas of language assessment. Therefore, there is a need for a considerable amount of in-depth investigation into teachers' convictions and their practice; this might include the following themes: teachers' diagnostic competence' (Edelenbos & Kubanek-German 2004) and their actual diagnostic activities in assessment activities; a more detailed examination of the decision making processes, and the measures adopted for the students who are less able or cannot reach the attainment targets, this might shift the focus to 'assessment for learning' (Harlen & Winter 2004) rather than 'assessment of learning'; teachers' decision making process as reflective practitioners especially when they face the conflict between their beliefs and the principles or rules of assessment which are imposed upon them by the authorities and other outside influences; the strategy they adopt for giving feedback based on the assessment process; the process or strategy for the development of the assessment specifications and tasks; and finally, their strategy for developing themselves into better teachers and assessors of language. The core rationale for all these is that it is the teachers' beliefs and their attitudes that have a significant influence on their assessment and evaluation practices (Breen et al 1997; Arkoudis & O'Loughlin 2004; Davison 2004).

In addition, there might be a need for substantial empirical research focusing on the impact of formal assessment packages provided by official and private institutes, as well as on classroom-based assessment constructed by the teachers of English. This is also

significant because it relates to the washback effect of assessment, through which teachers could reflect on their teaching and assessment, and then revise what they have done. They might also develop their understanding of assessment theory and principles, and enhance their own principles of assessment, through the process of reflection on the impact of the tests developed by outside agencies, as well as their own assessment. In addition, there needs to be research on the role and influence of head teachers, supervisors, policy makers and administrators who have substantial power, and who make decisions on the use of assessment material provided by external agencies such as the national testing agency and local educational authorities, and even by publishing companies; as well as on the implementation of assessment by the school itself. The fact is that little research has been done on this even though the influence of these different stakeholders has been considerable. Furthermore, there is a need for substantial research on the policies governing English teaching and assessment and on how these might be positively or negatively affecting what has happened in English education, whether consciously or unconsciously.

Last but not least, the issues of teachers' reluctance to accept the involvement of parents in the assessment process needs to be further researched. What this initial research has revealed is that this negative attitude to parental involvement has been taken for granted for a long time; and also that it is connected to the social and cultural characteristics of the country. Thus, research is needed on what it would take, over a period of time, to change the attitudes of the teachers, and the other people concerned, to language assessment, and through this, to their practice of assessment in the schools. This should be viewed as a

developmental issue.

#### **VI.5.1.2. Implications for assessment practice**

This study reveals that there were two major obstacles hindering the development of classroom-based assessment: firstly, the number of the students in English class; and secondly, teachers teaching load which continuously restricted their teaching and assessment activities. However, these cannot be solved by the teachers or their schools by themselves, but could be addressed by political and administrative actions. A strong case has to be made before society at large will agree to increasing the number of teachers of English and reducing or reorganizing teaching loads. These barriers might not be overcome in a short period of time. Thus, local and central government needs to set up a long-term plan and consider, at a fundamental level what qualifications the teachers of English require, how they are employed and how the skills of existing teachers of English are to be enhanced. Without this, the government declarations concerning reinforcing English teaching are nothing but empty talk.

This study also has, to some extent, raised doubts about aspects of the current system of providing for the teaching of English in Korean primary schools. Over the last 10 years, English teaching has been open to any primary school teachers who wish to teach it as long as they have taken part in an English teacher development program lasting for a minimum of 120 hours. In addition, allotting the duty of teaching English is usually decided by each school according to their circumstances. However, in the light of the fact that English is being taught by English subject teachers in most schools, it seems

necessary to investigate the system by means of which individuals become English teachers. Linked to this, is the question of how the duty of teaching English is to be seen in relation to the whole curriculum in primary education; if this is clearly established then both the schools and the educational authorities can work towards the efficient teaching of English.

Finally, this study has uncovered the fact that, to some extent, there is a dissonance between the functioning of the classroom teachers and the specialist teachers of English; this applies both to the teaching of English and to assessment. Taking into account the fact that students' everyday school lives and their academic results are hugely influenced by their classroom teachers, it is clear that there must be close cooperation between the classroom teachers and teachers of English; it is essential to enhance the students' progress in English. Thus, it might be wise to clarify differences between the roles of the classroom teachers and the teachers of English; an interchange of ideas concerning the process of English teaching and assessment should follow. To ensure that this takes place, a specific action plan should be designed to address the issue. The ultimate aim is to ensure that everything possible is done to encourage and support the students as they study English, and that both English specialists and classroom teachers play their part in achieving this.

### **VI.5.2. Recommendations**

It is accepted that this small scale research is too limited to give a comprehensive picture

of present practice in respect of classroom-based assessment in English across all the primary schools in Korea. However, this researcher hopes that this study will serve as a useful reference, not only for those who are currently involved in English teaching and assessment in schools such as teachers, head teachers and students, but also for other stakeholders who are interested the assessment of English such as students' parents, supervisors, and administrators or policymakers. In addition, this research might be a stepping stone for those who wish to undertake wider research in this field.

No matter how good any theory or principle is, it cannot be actualized without the qualified teachers' full cooperation, because they are the people who are the end users of the national curriculum; and it is they who best understand the current needs and wishes of the students. It is also true that in the public schooling system, the internal and external stimuli given to the students, assessment included, are mediated by the teachers. This research revealed that there are quite a few competent teachers as assessors who carry out sound assessments. However, there are many teachers who are still not very confident when implementing English assessment. This might be addressed by providing them with a customized teacher education program of language assessment through which the teachers could be more actively involved in the development and implementation of assessment activities. This study could be seen as contributing to this. However, these proposals cannot even be launched without substantial support from the administration; thus, I would argue that this matter should be treated as a major and urgent agenda item by local and central government. Such courses would be of enormous benefit to those involved in language teaching and assessment. In addition, in all probability, the

investment, compilation and execution of the budget might have to be supported by political decisions, but decision makers will not need persuading of the significance of supplementing the training of qualified teachers as assessors in the public education system.

In addition, as ‘a reflective practitioner’ (Schon 1983; Zeichner & Liston 1996), a teacher who is involved in English teaching and assessment needs to reflect more on their assessment principles and practice, both on their own and in cooperation with their colleagues. Thus they will gradually develop their own principles and put them into practice, they would then mature as teachers; this might result in them producing their own models or tools of classroom-based assessment which are most appropriate for the context in which they are working. One thing which must be borne in mind is that a teachers’ expertise can never be developed by simply sitting on a chair in a lecture room, they must participate in the planning and execution of the teacher development programs. The proverb, ‘*You can take a horse to the water, but you cannot force it to drink*’ is applicable to not only the students they teach, but also to themselves. Nevertheless, teachers, armed with sufficient expertise in language teaching and assessment, could confidently say to their students, in the words of Sam, ‘*I can’t carry it, but I can carry you*’ (Tolkien 1967: 1230), the target attainment level which the students are supposed to reach. Only after this is a teacher entitled to be considered to be a true language teacher-cum-assessor.

In spite of its limitations, this research has provided me with an opportunity to obtain a

better understanding of the theory and principles of classroom-based assessment, and of the teacher' beliefs and their practice of classroom-based English teaching and assessment in the context of Korea. This could be a stepping stone for further research and for my ongoing involvement in English language assessment and teacher development programs.

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# Appendices

## **Appendix A: Questionnaire**

**Dear colleagues,**

My name is Kyu Nam Shim. I am a doctoral student at the University of Exeter in the UK. The reason that I am contacting you is that I am now doing my thesis research on Teachers' Perceptions of Classroom-Based Assessment of English as a Foreign Language in Korean Primary Education. Your participation will assist me to conduct the research.

The aim of the research is to investigate practices of classroom-based assessment constructed and administered by the teachers of English and to understand why they do what they do with regard to their assessment. It also aims to suggest a developmental model or practical guidance for the classroom teachers and the others who are involved in classroom-based assessment in English education.

To put this into practice, I would need to analyse four kinds of data from the study:

- The classroom-based assessment questionnaire
- The assessment specifications
- Assessment tasks used in the classroom
- The content of the interview

This data will be processed statistically and selected anecdotes might be used for illustration and explanation.

I would like your informed consent to use your data in the following way. Before making this request, I would like to provide you with the following assurances.

- You can be assured that there can be no risk to you in participating in this research. The strictest anonymity will be retained; your name and any other personal details will be removed and, wherever possible, the data will be decontextualised, thus no inference can be made as to your own identity.
- You can be assured that the data and research sources will be held securely in strictest confidence.
- Participation in the research is completely voluntary.
- If you are interested in the results of this study, I am willing to share them with you.

I would be very grateful if you could find the time to consider the statements of informed consent which follow, and to complete this questionnaire to assist me in my research. Please feel free to write down your experience and opinions. Many thanks for your valuable time and cooperation

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## CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information which I give may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential  
the researcher(s) will make every effort to preserve my anonymity

.....  
(Signature of participant)

.....  
(Date)

.....  
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s): 01072753425(Korea) or 07968915998 (UK)

If you have any concerns about the project that you would like to discuss, please contact: [kns201@ex.ac.uk](mailto:kns201@ex.ac.uk) OR [shimba21c@hanmail.net](mailto:shimba21c@hanmail.net)

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

## **My Perceptions of Classroom-Based Assessment of English as a Foreign Language**

In this questionnaire you will find a list of things that teachers might do when they carry out classroom-based assessment of English to obtain information about the students' progress or achievement in their schools. The aims of this questionnaire are to investigate your perceptions of classroom-based assessment of English as a foreign language.

This questionnaire consists of four parts.

Part 1. Personal information

Part 2. It asks you to describe your general perceptions of classroom-based assessment.

Part 3. It asks you to show what kinds of personal working principles you have with regard to English language assessment in the classroom.

**If you are happy to join the further investigations of this study, please let me know your email address below:**

**Your E-mail:** \_\_\_\_\_

**Your Mobile:** \_\_\_\_\_

**Your Name:** \_\_\_\_\_

## Part 1: Personal Information

1. What is your gender?            Male (    )    Female (    )
  
2. What is the name of the school where you teach?
  
3. What is your age?  
    25 years or less    26-30 years    31-35 years    More than 35 years  
    (    )            (    )            (    )            (    )
  
4. How long have you been teaching English?  
    1 year or less    2-5 years    6-10 years    More than 10 years  
    (    )            (    )            (    )            (    )
  
5. Do you teach English as a classroom teacher or a subject teacher?  
    A classroom teacher (    )            An English teacher (    )
  
6. How many times do you carry out assessments during a semester to assess students' progress or achievement?  
    Once    Twice    Three times    Four times    More than four times  
    (    ) (    ) (    ) (    ) (    )
  
7. Do you use tests provided by outside sources or construct them for yourselves when you assess your students' progress or achievement?  
    I use tests constructed by institutes outside or publishing companies. (    )  
    I construct the assessment for myself. (    )  
    Others:

## **PART 2: Your General perceptions of Classroom-Based Assessment**

*Please write down your practice and opinions in as much detail as possible. Please use more space than is given below if you need it.*

1. Why do you carry out assessment in the classroom?

2. What, in your opinion, are the characteristics of classroom-based assessment?

Classroom-based assessment indicates teachers' formal assessment activities at a particular time of the semester to find out to what extent the students have made progress and have achieved what they are supposed to have during the semester based on the attainment targets of the curriculum.

### **PART 3-1: Your Working Principles of Classroom-Based Assessment**

For each of the items please circle the score that best represents your own working theory of classroom-based assessment.

*When you carry out assessments to assess students' progress or achievement, to what extent you believe it is part of your personal working theory of classroom-based assessment to:*

Strongly believe  
Believe  
Neutral  
Disbelieve  
Strongly disbelieve

#### **STAGE 1: Planning**

1. Teachers should first identify the purpose of the assessment when they design the assessment. 1 2 3 4 5
2. Teachers should consider the attainment targets which the curriculum requests when they design the assessment. 1 2 3 4 5
3. Teachers should consider what their students' needs are when they design the assessment. 1 2 3 4 5
4. Teachers should balance the attainment targets with their students' needs when they design the assessment. 1 2 3 4 5
5. Teachers should use assessment specifications when they carry out the assessment. 1 2 3 4 5
6. Assessment (tasks) should be related to what students do in real class time. 1 2 3 4 5
7. Assessment (tasks) should be meaningful to the students. 1 2 3 4 5
8. Assessment (tasks) should be designed in such a way as to obtain information about what students know at that particular time.  
1 2 3 4 5

Strongly believe  
Believe  
Neutral  
Disbelieve  
Strongly disbelieve

9. Assessment (tasks) should be designed in such a way as to obtain information about what students can do at that particular time.

10. Assessment (tasks) should be designed in such a way as to obtain information about students' potential to use the language effectively. 1 2 3 4 5

11. The appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines (if these are available). 1 2 3 4 5

12. Assessment should focus on students' progress and achievement rather than on comparisons between the students in the classroom. 1 2 3 4 5

13. Teachers should give the students advance notice, so that the students will be able to prepare for the assessment. 1 2 3 4 5

14. Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment. 1 2 3 4 5

15 Teachers should respect the privacy of the students and guarantee confidentiality. 1 2 3 4 5

16. Teachers should make sure that all students are given the same learning opportunities in their classrooms. 1 2 3 4 5

1 2 3 4 5

Strongly believe  
Believe  
Neutral  
Disbelieve  
Strongly disbelieve

1 2 3 4 5

17. Teachers should make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.

**STAGE 2: Implementation**

1 2 3 4 5

18. Teachers should inform the students of the reasons why they are being assessed.

1 2 3 4 5

19. Teachers should explicitly instruct the students how to do the assessment (tasks).

1 2 3 4 5

20. Students should understand the desired outcome of the assessment (tasks).

1 2 3 4 5

21. Students should be supported when they have a problem hindering their completing the assessment (tasks).

1 2 3 4 5

22. Teachers should provide students with an opportunity to monitor their own work while they are performing the assessment (tasks).

1 2 3 4 5

23. Teachers should give students immediate feedback after they complete each assessment (task).

1 2 3 4 5

24. Assessment (tasks) processes should be completed within a manageable time considering the given context.

Strongly believe  
Believe  
Neutral  
Disbelieve  
Strongly disbelieve

### **Stage 3: Monitoring**

- 1 2 3 4 5
25. Teachers should construct a marking system as a part of the whole assessment process.
- 1 2 3 4 5
26. Marking criteria should be connected with the aims of the assessment and the learner's characteristics in a given context.
- 1 2 3 4 5
27. Teachers should let students have detailed information about the marking criteria.
- 1 2 3 4 5
28. Teachers should mark the students' performance consistently.
- 1 2 3 4 5
29. Teachers should use the results of assessment for revising their teaching.
- 1 2 3 4 5
30. Teachers should not use the results of assessment negatively.
- 1 2 3 4 5
31. Teachers should make assessment a part of teaching and learning.
- 1 2 3 4 5
32. Teachers should share the findings of assessment with other teachers.
- 1 2 3 4 5
33. The overall feedback should enable students to know how to improve their work and take their learning forward.
- 1 2 3 4 5
34. The whole process of assessment should be consistent in terms of procedure and administration.

Strongly believe  
Believe  
Neutral  
Disbelieve  
Strongly disbelieve

1 2 3 4 5

35. The process of assessment should be supported by the involvement of the parents.

1 2 3 4 5

36. Teachers should monitor the misuse of the overall consequences of the assessment as a tool of power.

**Stage 4: Recording and Dissemination**

1 2 3 4 5

37. Teachers should consider students' rights as assessment takers; they must never be harmed by the assessment.

1 2 3 4 5

38. Teachers should be aware of their responsibilities for the output of their professional work.

1 2 3 4 5

39. Local or nationwide report systems about the students' progress and achievement should be provided.

1 2 3 4 5

40. Schools should develop their own report system of students' progress and achievement.

1 2 3 4 5

41. Teachers should be involved in the development of the report system at all levels.

1 2 3 4 5

42. A formal review of a student's progress and achievement should be reported to the local education authority and the central government.

**PART 3-2: Your Practice Reflecting the Working Principles of Classroom-Based Assessment**

For each of the items please circle the score that best represents the degree of correspondence between your personal working theory and your actual practice. That is,

*to what extent do you put your personal theory into the practice?*

**STAGE 1: Planning**

Very often  
Quite often  
Sometimes  
Hardly ever  
Never

1 2 3 4 5

1. I first identify the purpose of the assessment when I design the assessment.

1 2 3 4 5

2. I consider the standards or attainment targets which the curriculum requests when I design the assessment.

1 2 3 4 5

3. I consider what the students' needs are when I design the assessment.

1 2 3 4 5

4. I balance the attainment targets with the students' needs when I design the assessment.

1 2 3 4 5

5. I use assessment specifications when I carry out the assessment.

1 2 3 4 5

6. Assessment (tasks) are related to what the students do in real class time.

1 2 3 4 5

7. Assessments (tasks) are meaningful to the students.

1 2 3 4 5

8. Assessment (tasks) are designed in such a way as to obtain information about what students know at that particular time.

1 2 3 4 5

9. Assessment (tasks) are designed in such a way as to obtain information about what students can do at that particular time.

Very often  
Quite often  
Sometimes  
Hardly ever  
Never

- |   |           |
|---|-----------|
| 10. Assessment (tasks) are designed in such a way as to obtain information about students' potential to use the language effectively.                     | 1 2 3 4 5 |
| 11. The appropriateness of assessment (tasks) are checked by calling for peer comment or with reference to published guidelines (if these are available). | 1 2 3 4 5 |
| 12. Assessment focuses on students' progress and achievement rather than on comparisons between the students in the classroom.                            | 1 2 3 4 5 |
| 13. I give the students advance notice, so that the students are able to prepare for the assessment.  | 1 2 3 4 5 |
| 14. I receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.                                   | 1 2 3 4 5 |
| 15. I respect the privacy of the students and guarantee confidentiality.  | 1 2 3 4 5 |
| 16. I make sure that all students are given the same learning opportunities in their classroom.   | 1 2 3 4 5 |
| 17. I make sure that assessment is not affected by students' personal characteristics such as gender, appearance, and economic and social background.     | 1 2 3 4 5 |

**STAGE 2: Implementation**

Very often  
Quite often  
Sometimes  
Hardly ever  
Never

18. I inform the students of the reasons why they are being assessed. 1 2 3 4 5
19. I explicitly instruct the students how to do the assessment (tasks). 1 2 3 4 5
20. Students understand the desired outcome of the assessment (tasks). 1 2 3 4 5
21. Students are supported when they have a problem hindering their completing the assessment (tasks). 1 2 3 4 5
22. I provide students with an opportunity to monitor their own work while they are performing the assessment (tasks). 1 2 3 4 5
23. I give students immediate feedback after they complete each assessment (task). 1 2 3 4 5
24. Assessment (tasks) processes are completed within a manageable time considering the given context.

**Stage 3: Monitoring**

1 2 3 4 5

25. I construct a marking system as a part of the whole assessment process.

1 2 3 4 5

26. Marking criteria are connected with the aims of the assessment and the learner's characteristics in a given context.

1 2 3 4 5

Very often  
Quite often  
Sometimes  
Hardly ever  
Never

27. I let students have detailed information about the marking criteria.

1 2 3 4 5

28. I mark the students' performance consistently.

1 2 3 4 5

29. I use the results of assessment for revising my teaching.

1 2 3 4 5

30. I use the results of assessment positively not negatively.

1 2 3 4 5

31. I make assessment a part of teaching and learning.

1 2 3 4 5

32. I share the findings of assessment with other teachers.

1 2 3 4 5

33. The overall feedback enables students to know how to improve their work and take their learning forward.

1 2 3 4 5

34. The whole process of assessment is consistent in terms of procedure and administration.

1 2 3 4 5

35. The process of assessment is supported by the involvement of the parents.

1 2 3 4 5

36. I monitor the misuse of the overall consequences of the assessment as a tool of power.

1 2 3 4 5

#### **Stage 4: Recording and Dissemination**

Very often  
Quite often  
Sometimes  
Hardly ever  
Never

37. I consider students' rights as assessment takers; they must never be harmed by the assessment. 1 2 3 4 5
38. I am aware of my responsibilities for the output of my professional work. 1 2 3 4 5
39. Local or nationwide report systems about the students' progress and achievement are provided. 1 2 3 4 5
40. My schools develop their own report system of students' progress and achievement. 1 2 3 4 5
41. I am involved in the development of the report system at all levels.
42. A formal review of a student's progress and achievement is reported to the local education authority and the central government.

1 2 3 4 5

1 2 3 4 5



## **My Perceptions of Classroom-Based Assessment of English as a Foreign Language**

Part 4. It asks you to explain to what extent you are convinced that your assessment meets the fundamental considerations of classroom-based assessment.

**If you are happy to join the further investigations of this study, please let me know your email address below:**

**Your E-mail: \_\_\_\_\_**

## **PART 4: The Convictions Which You Hold about the Fundamental Considerations of Classroom-Based Assessment**

1. To what extent are you convinced that your assessment is valid? *Please explain WHY, or list the reasons which support your opinion.*

Validity relates to ‘how good is the assessment?’, that is, whether the assessment (tasks): fulfils the purpose of the assessment, expects students’ English language ability to be in line with the curriculum, tests students’ English learning experience in their classroom, and ends in positive use of results.

2. To what extent are you convinced that your assessment is reliable? *Please explain WHY, or list the reasons which support your opinions.*

Reliability refers to the marking system and markers producing consistent results with regard to students’ language proficiency and their ability in the assessment (tasks). In other words, it asks to what extent the teachers obtain consistent assessment results. “Are you sure that your marking is consistent?”

3. To what extent are you convinced that your assessment is fair and ethical? *Please explain WHY, or list the reasons which support your opinions.*

Ethical issues are based on the idea of empowerment of learners. That is, they refer assessment activities that respect students' intentions, privacy, and their social and cultural backgrounds. It asks, 'do you agree that the students are active participants, not passive followers as test takers?'

Thank you very much for your help.

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1. ? ( ) ( )

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3. ?

25      26 -30      31 -35      35  
( )      ( )      ( )      ( )

4. ?

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( )      ( )      ( )      ( )

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3. 1 2 3 4 5

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24. ( ) , . 1 2 3 4 5

**3** :         

25. . 1 2 3 4 5

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29. . 1 2 3 4 5

30. . 1 2 3 4 5

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34. . 1 2 3 4 5

35. . 1 2 3 4 5

36. . , 1 2 3 4 5

**4** : \_\_\_\_\_

37. , . 1 2 3 4 5

38. . 1 2 3 4 5

39. . 1 2 3 4 5

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**-2:**

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| 5.     | . | 1 2 3 4 5 |
| 6. ( ) | . | 1 2 3 4 5 |
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| 9. ( ) | . | 1 2 3 4 5 |

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**2 :** \_\_\_\_\_

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24. ( ) , . 1 2 3 4 5

**3 :** \_\_\_\_\_

25. . 1 2 3 4 5

26. . 1 2 3 4 5

27. . 1 2 3 4 5

28. ( ) . 1 2 3 4 5

29. . . 1 2 3 4 5

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31. . . . . 1 2 3 4 5

32. . . . . 1 2 3 4 5

33. . . . . 1 2 3 4 5

34. . . . . 1 2 3 4 5

35. . . . . 1 2 3 4 5

36. . . . . 1 2 3 4 5

**4** : \_\_\_\_\_

37. , . 1 2 3 4 5

38. . 1 2 3 4 5

39. . 1 2 3 4 5

40. . 1 2 3 4 5

41. . 1 2 3 4 5

42. .

1 2 3 4 5



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**(E-mail):**



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## **Appendix B: Interview**

### **CBA Interview Questions for the Teachers of English In the Korean Primary Schools (2<sup>nd</sup> investigation)**

#### **Section One**

The analysis of the first investigation indicates that there are a number of items which did not positively correlate with the participating teachers' theories of CBA. Please answer the following questions.

Q1

Item 14, below, most teachers were undecided about this statement, they did not really see it as a significant element of their theories of classroom practice; please explain why you think that this is the case.

'Teachers should receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.'

Q2

Item 35, below, most of the teachers were undecided about this statement, they did not really see it as a significant element of their theories of classroom practice; please explain why you think that this is the case.

'The process of assessment should be supported by the involvement of the parents.'

Q3

Item 42, below, most of the teachers were undecided about this statement, they did not really see it as a significant element of their theories of classroom practice; please explain why you think that this is the case

'A formal review of a student's progress and achievement should be reported to the local education authority and the central government.'

\* The questions of section 2.1 will be asked to the interviewee following the each question of this section respectively.

## Section Two.

The analysis of the first questionnaire indicates that there is something of a mismatch between what teachers perceive and what they actually do with regard to CBA. Please answer the following questions.

### Section2.1

Q4

Answers to item 14 shows a somewhat undecided stance, on the part of the participating teachers, to this proposition; why, in your opinion, do they hardly ever implement it?

'I receive advance 'informed consent' from the students or their parents with regard to carrying out the assessment.'

Q5

Answers to item 35 shows a somewhat undecided stance, on the part of the participating teachers, to this proposition; why, in your opinion, do they hardly ever implement it?

'The process of assessment is supported by the involvement of the parents.'

Q6

Answers to item 42 shows a somewhat undecided stance, on the part of the participating teachers, to this proposition; why, in your opinion, do they hardly ever implement it?

'A formal review of a student's progress and achievement is reported to the local education authority and the central government.'

### Section2.2

Q7

Item 39 was recognized as a part of the participating teachers' theories of CBA, but it was rarely put into practice. Please explain why this is the case.

‘Local or nationwide report systems about the students’ progress and achievement are provided.’

Q8

Item 40 was recognized as a part of the participating teachers’ theories of CBA, but it was rarely put into practice. Please explain why this is the case.

‘My schools develop their own report system of students’ progress and achievement.’

Q9

Item 41 was recognized as a part of the participating teachers’ theories of CBA, but it was rarely put into practice. Please explain why this is the case.

‘I am involved in the development of the report system at all levels.’

### Section 2.3

Q10

Item 11 was positively related to the participating teachers’ theories but it was not often implemented. Please explain why this is the case.

‘The appropriateness of assessment (tasks) is checked by calling for peer comment or with reference to published guidelines.’

Q11

Item 23 was positively related to the participating teachers’ theories but it was not often implemented. Please explain why this is the case.

‘I give students immediate feedback after they complete each assessment (task).’

Q12

Item 32 was positively related to the participating teachers' theories but it was not often implemented. Please explain why this is the case.

'I share the findings of assessment with other teachers.'

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## Appendix C: Results of T-Test

- T-test of the planning stage

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1'	.198	.570	.061	.075	.320	3.215	85	.002
Pair 2	Q2 - Q2'	.058	.561	.060	-.062	.178	.962	85	.339
Pair 3	Q3 - Q3'	.465	.877	.095	.277	.653	4.918	85	.000
Pair 4	Q4 - Q4'	.547	.762	.082	.383	.710	6.654	85	.000
Pair 5	Q5 - Q5'	.384	1.065	.115	.155	.612	3.343	85	.001
Pair 6	Q6 - Q6'	.151	.584	.063	.026	.276	2.399	85	.019
Pair 7	Q7 - Q7'	.477	.822	.089	.300	.653	5.378	85	.000
Pair 8	Q8 - Q8'	.151	.744	.080	-.008	.311	1.884	85	.063
Pair 9	Q9 - Q9'	.174	.770	.083	.009	.339	2.101	85	.039
Pair 10	Q10 - Q10'	.465	.864	.093	.280	.650	4.994	85	.000
Pair 11	Q11 - Q11'	1.000	1.117	.120	.761	1.239	8.304	85	.000
Pair 12	Q12 - Q12'	.512	.851	.092	.329	.694	5.578	85	.000
Pair 13	Q13 - Q13'	-.105	.933	.101	-.305	.095	-1.040	85	.301
Pair 14	Q14 - Q14'	.756	1.227	.132	.493	1.019	5.715	85	.000
Pair 15	Q15 - Q15'	-.047	.969	.104	-.254	.161	-.445	85	.657
Pair 16	Q16 - Q16'	.221	.726	.078	.065	.377	2.822	85	.006
Pair 17	Q17 - Q17'	.209	.922	.099	.012	.407	2.106	85	.038

• **T-test of the implementation stage**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q18 - Q18'	.302	.869	.094	.116	.489	3.228	85	.002
Pair 2	Q19 - Q19'	.256	.636	.069	.119	.392	3.731	85	.000
Pair 3	Q20 - Q20'	.337	.915	.099	.141	.533	3.416	85	.001
Pair 4	Q21 - Q21'	.302	.934	.101	.102	.503	3.002	85	.004
Pair 5	Q22 - Q22'	.430	.914	.099	.234	.626	4.363	85	.000
Pair 6	Q23 - Q23'	.500	.851	.092	.318	.682	5.451	85	.000
Pair 7	Q24 - Q24'	.221	.710	.077	.069	.373	2.887	85	.005

• **T-test of the monitoring stage**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q25 - Q25'	.244	1.137	.123	.000	.488	1.992	85	.050
Pair 2	Q26 - Q26'	.419	.901	.097	.226	.612	4.311	85	.000
Pair 3	Q27 - Q27'	.395	.986	.106	.184	.607	3.720	85	.000
Pair 4	Q28 - Q28'	.430	.712	.077	.278	.583	5.604	85	.000
Pair 5	Q29 - Q29'	.628	.798	.086	.457	.799	7.299	85	.000
Pair 6	Q30 - Q30'	.221	.758	.082	.058	.383	2.704	85	.008
Pair 7	Q31 - Q31'	.163	.630	.068	.028	.298	2.397	85	.019
Pair 8	Q32 - Q32'	.872	1.015	.109	.654	1.090	7.967	85	.000
Pair 9	Q33 - Q33'	.953	.866	.093	.768	1.139	10.205	85	.000
Pair 10	Q34 - Q34'	.430	.775	.084	.264	.596	5.147	85	.000
Pair 11	Q35 - Q35'	.791	.959	.103	.585	.996	7.643	85	.000
Pair 12	Q36 - Q36'	.581	.887	.096	.391	.772	6.076	85	.000

- **T-test of the reporting and dissemination stage**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q37 - Q37'	.465	.904	.097	.271	.659	4.774	85	.000
Pair 2	Q38 - Q38'	.291	.717	.077	.137	.444	3.758	85	.000
Pair 3	Q39 - Q39'	1.488	1.281	.138	1.214	1.763	10.775	85	.000
Pair 4	Q40 - Q40'	1.756	1.283	.138	1.481	2.031	12.693	85	.000
Pair 5	Q41 - Q41'	1.628	1.237	.133	1.363	1.893	12.203	85	.000
Pair 6	Q42 - Q42'	1.430	1.194	.129	1.174	1.686	11.113	85	.000

## Appendix D: Examples of Assessment Batteries

### School: A

2008 6 1

		1. Where Are You From?			3 3
		2. Is This York Street?			3 5
		5. May I Help You?		,	5 14
		3. I like Spring.			5 11
		4. When Is Your Birthday?			

**Year: 2008 Semester: 1 Grade: 6 English Assessment Schedule**

Subject	Area	Lessons	Assessment contents	Assessment types	Times
English	Listening	1. Where Are You From?	Listen to the sentences indicating where people come from and where they are, and draw a line connecting them appropriately	Matching (Assessment sheet)	Week 3
	Reading	2. Is This York Street?	Read the simple words and sentences which ask direction	observation (Assessment sheet)	Week 5
	Speaking	5. May I Help You?	A conversation regarding buying things	Observation and Role-play	Week 14
	Writing	3. I Like Spring 4. When Is Your Birthday?	Look at the pictures provided and write appropriate phrases or sentences	Sentence completion (Assessment sheet)	Week 11

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6 1

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			1. Where Are You From?
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			( )
		50~80%	
		50%	
	3	3	

**Assessment specification: Assessment task ①**

**Grade: 6<sup>th</sup>**

○○○○ **Primary school**

Area	Listening	Lesson	1. Where Are You From?
Objective	Can understand by listening to conversations regarding where people come from and where they are.		
Preparation	Assessment sheet	Assessment type	Matching
		Assessor	(assessment sheet) Teacher of English
Task	Listen to the conversation regarding where people come from and where they are, and draw a line indicating matching pairs.		
Criteria	Upper	Connecting all the things accurately.	
	Middle	Connecting given things at 50-80% level	
	Low	Connecting given things less than 50%.	
Times	Week 3	Results	Upper • Middle • Low

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**6 1**

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			2. Is This York Street?
			/

		3 5	

**Assessment specification: Assessment task ②**

**Grade: 6<sup>th</sup>** ○○○○ **Primary school**

Area	Reading	Lesson	2. Is This York Street?
Objective	Can read aloud a number of words and simple sentences regarding finding destinations, and understanding the content of the texts		
Preparation	Assessment sheet	Assessment type	Observation
		Assessor	(assessment sheet) Teacher of English
Task	Read aloud short words and sentences regarding finding the direction to a destination; and understanding the texts.		
Criteria	Upper	Read aloud the texts provided accurately and understanding their contents fully.	
	Middle	Have difficulty reading aloud the texts provided or understanding their contents.	
	Low	Have difficulty reading aloud and understanding the contents.	
Times	Week 5	Results	Upper • Middle • Low

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			3. I like Spring 4. When Is Your Birthday?
			( )
	5 11		

**Assessment specification: Assessment task ③**

**Grade: 6<sup>th</sup>** ○○○○ **Primary school**

Area	Writing	Lesson	3. I like Spring 4. When Is Your Birthday?
Objective	Can write short phrases and short sentences.		
Preparation	Assessment sheet	Assessment type	Sentence completion (assessment sheet)
		Assessor	Teacher of English
Task	Write a number of short phrases and short sentences which match the pictures provided.		
Criteria	Upper	Write the phrases and sentences provided accurately.	
	Middle	Write the phrases and sentences provided but spellings are inaccurate.	
	Low	Is almost unable to write the phrases and sentences provided.	
Times	Week 11	Results	Upper • Middle • Low

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			5. May I help you?
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		( )	
		( )	
	5 14		

**Assessment specification: Assessment task ④**

**Grade: 6<sup>th</sup>**

○○○○

**Primary school**

Area	Speaking	Lesson	5. May I help you?
Objective	Can have a conversation regarding buying and selling goods.		
Preparation	Assessment sheet, Picture cards	Assessment type	Observation/Role-play (assessment sheet)
		Assessor	Teacher of English
Task	Assume the roles of a client and a shop assistant and have a conversation regarding selling and buying goods in English.		
Criteria	Upper	Have no difficulty playing one's role in the role-play while speaking in English; accuracy and fluency are good.	
	Middle	Hesitates a little when playing one's role in the role-play while speaking in English; accuracy and fluency are not very good.	
	Low	Have difficulty speaking in English; accuracy and fluency are deficient.	
Times	Week 14	Results	Upper • Middle • Low

\* Reading Assessment

### 영어수행평가지 **A B C D**

과제 : 간단한 대화를 소리 내어 읽고 내용을 읽고 그 내용을 요약하라.

● 다음 단락을 읽고 나서 소리 내어 읽고 내용을 요약하여 이야기하라.



A : Where is **Junal** street?  
 B : Go straight 2 blocks and turn left at the corner.  
 A : Thank you.  
 Do you know **Jejeon** restaurant?  
 B : **Jejeon**, yes. It's near the book store.  
 A : Thank you.

Listening assessment

\* Listening Assessment

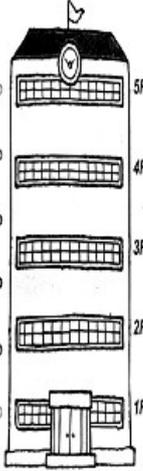
### 영어수행평가지 **A B C D**

과제 : 음성이름 써기 읽고 이해하는 내용 듣고 간단한 그림 그리기 연습하라.

● 간단한 그림 그려서 음성이름 듣고 친구에게 음성이름 써기 하는 것을 연습해 보세요.

1.
2.
3.
4.
5.
6.





Reading assessment

\* Speaking Assessment

### 영어수행평가지 **A B C D**

과제 : 간단한 대화를 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

● 간단한 대화를 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

● 간단한 대화를 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

< 줄거리 요약 >

Clerk : May I help you?  
 Customer : Yes, please. How much is this toy car?  
 Clerk : It's \$20 .  
 Customer : It's too expensive.  
 How much is the toy car?  
 Clerk : It's \$5 .  
 Customer : OK. It's nice. How much is the toy car?  
 Clerk : Thank you. Here's your change.

Writing assessment

\* Writing Assessment

### 영어수행평가지 **A B C D**

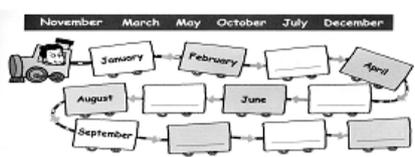
과제 : 간단한 문장을 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

● 간단한 문장을 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

1. I like spring. It's \_\_\_\_\_.
2. I like fall. It's \_\_\_\_\_.
3. I like \_\_\_\_\_ . It's hot.
4. I don't like \_\_\_\_\_ . It's too cold.

5. My \_\_\_\_\_ is \_\_\_\_\_ .  
 It's \_\_\_\_\_ .
6. We have \_\_\_\_\_ .  
 It's \_\_\_\_\_ .

● 간단한 문장을 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.



● 간단한 문장을 읽고, 듣고 내용을 읽고 자신의 생각을 이야기하라.

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Speaking assessment



**2008**

		2008	6	1		00 00
				/		
		4	5	2.		,
				Is This York Street?		
		6		7.		
		16		My Father Is Pilot		
		4	9	4.		
				When Is Your Birthday?		
		5		6.		
		13		Can I Have Some Water?		

**English Assessment Schedule**

**Year: 2008 Semester: 1**

00 00 **Primary school**

Subjects	Area	Times	Lessons/Contents	Assessment tasks	Types
English	Listening	April week 5	2. Is This York Street?	Listen to the dialog giving directions, draw a line showing the route to the targeted building and mark it.	Task completion
	Speaking	June week 16	7. My Father Is a Pilot	Have a conversation about the job	Game Observation
	Reading	April week 9	4. When Is Your Birthday?	Read the dialogs and mark the birthdays on the calendar	Matching
	Writing	May week 13	6. Can I Have Some Water?	Look at the pictures and write sentences asking for something	Sentence completion

**6 1**

	2.  Is This York Street?	.		5~6  .	3~4  .	2  .	4 5
	7.  My father is Pilot.	.		,  .	.  .	.	6 16
	4.  When is your birthday?	.		4~5  .	2~3  .	1  .	4 9
	6.  Can I have some water?	.		4~5  .	2~3  .	1  .	5 13

## Assessment Specification: English

### 1 Semester Grade: 6

Area	Lessons/ Contents	Objectives	Types	Marking criteria			Times
				Upper	Middle	Low	
Listening	2.  Is This York Street?	Can listen to the dialog giving directions, draw a line showing the route to the targeted building and mark it.	Task  Completion	Mark 5 or 6 items accurately	Mark 3 or 4 items accurately	Mark 2 items or less	April  week 5
Speaking	7.  My father is a Pilot.	Can have a conversation about the job	Game  Observation	Converse confidently and ask and answer questions about the job fluently	Ask and answer questions about the job but not speak fluently	Lack confidence and the appropriate vocabulary	June week1 6
Reading	4.  When Is Your Birthday?	Can read dialogs and mark the birthdays on the calendar	Matching	Mark 4 or 5 people's birthdays on the calendar accurately	Mark 2 or 3 people's birthdays on the calendar accurately	Mark 1 or no person's birthday on the calendar.	April  week 9
Writing	6.  Can I Have Some Water?	Look at the pictures and write sentences asking for something	Sentence completion	Write  4 or 5 sentences accurately	Write  2 or 3 sentences accurately	Write 1 sentence or less	May  week 13

### 영어과 수행평가 과제

영문소양초등학교 6학년 1학기

문	문	문	문
문 1	듣기	교과서내용	Lesson 2. Is This 'Your Street'?
문 2	읽기	교과서내용	Lesson 2. Is This 'Your Street'?
문 3	듣기	교과서내용	Lesson 2. Is This 'Your Street'?
문 4	읽기	교과서내용	Lesson 2. Is This 'Your Street'?

**평가항목**  
 1) 듣기 이해도  
 2) 읽기 이해도  
 3) 쓰기 능력

**주제별 내용**  
 1) 듣기: 친구는 어디에 살고 있는지를 듣고 지도를 보며 위치를 표시한다.

**평가항목**  
 1) 듣기: 친구는 어디에 살고 있는지를 듣고 지도를 보며 위치를 표시한다.

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### 영어과 수행평가 과제

영문소양초등학교 6학년 1학기

문	문	문	문
문 1	듣기	교과서내용	Lesson 7. My Father's a Pilot
문 2	읽기	교과서내용	Lesson 7. My Father's a Pilot
문 3	듣기	교과서내용	Lesson 7. My Father's a Pilot
문 4	읽기	교과서내용	Lesson 7. My Father's a Pilot

**평가항목**  
 1) 듣기 이해도  
 2) 읽기 이해도  
 3) 쓰기 능력

**주제별 내용**  
 1) 듣기: 아버지가 어떤 일을 하는지 듣고 그림카드를 보며 직업 이름을 찾는다.

**평가항목**  
 1) 듣기: 아버지가 어떤 일을 하는지 듣고 그림카드를 보며 직업 이름을 찾는다.

**평가항목**  
 1) 듣기: 아버지가 어떤 일을 하는지 듣고 그림카드를 보며 직업 이름을 찾는다.

**평가항목**  
 1) 듣기: 아버지가 어떤 일을 하는지 듣고 그림카드를 보며 직업 이름을 찾는다.

Listening assessment

Speaking assessment

### 영어과 수행평가 과제

영문소양초등학교 6학년 1학기

문	문	문	문
문 1	듣기	교과서내용	Lesson 4. When's your birthday?
문 2	읽기	교과서내용	Lesson 4. When's your birthday?
문 3	듣기	교과서내용	Lesson 4. When's your birthday?
문 4	읽기	교과서내용	Lesson 4. When's your birthday?

**평가항목**  
 1) 듣기 이해도  
 2) 읽기 이해도  
 3) 쓰기 능력

**주제별 내용**  
 1) 듣기: 친구의 생일을 듣고 날짜를 적는다.

**평가항목**  
 1) 듣기: 친구의 생일을 듣고 날짜를 적는다.

**평가항목**  
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**평가항목**  
 1) 듣기: 친구의 생일을 듣고 날짜를 적는다.

### 영어과 수행평가 과제

영문소양초등학교 6학년 1학기

문	문	문	문
문 1	듣기	교과서내용	Lesson 6. Can I have some water?
문 2	읽기	교과서내용	Lesson 6. Can I have some water?
문 3	듣기	교과서내용	Lesson 6. Can I have some water?
문 4	읽기	교과서내용	Lesson 6. Can I have some water?

**평가항목**  
 1) 듣기 이해도  
 2) 읽기 이해도  
 3) 쓰기 능력

**주제별 내용**  
 1) 듣기: 친구가 무엇을 원하는지 듣고 대답한다.

**평가항목**  
 1) 듣기: 친구가 무엇을 원하는지 듣고 대답한다.

**평가항목**  
 1) 듣기: 친구가 무엇을 원하는지 듣고 대답한다.

**평가항목**  
 1) 듣기: 친구가 무엇을 원하는지 듣고 대답한다.

Reading assessment

Writing assessment

**School: C**

6 2

	10. I'm stronger than you	13. That's too bad	14. Would you like to come to my house?	15. It's time to go home
				( )
	9 2	11 10	11 12	12 14
	⊙○△	⊙○△	⊙○△	⊙○△
	/			

**Assessment specification: English**

**Grade: 6, 2<sup>nd</sup> Semester**

Items	Specifications			
Lessons/ Contents	10. I'm Stronger than You	13. That's too Bad	14. Would You Like to Come to My House?	15. It's Time to Go Home
Area	Writing	Reading	Listening	Speaking
Types	Sentence Completion (assessment sheet)	Matching (assessment sheet)	Multiple choice questions (assessment sheet)	Survey/interview
Times	September Week 2	November Week 10	November Week 12	December Week 14
Mark	⊙○△	⊙○△	⊙○△	⊙○△
Summative assessment	Mid-term assessment/ End-term assessment			

6 2

	11 12			
				(CD-ROM Title),
	(⊙)	3		
	(○)	2		
	(△)			

### Assessment task specification

Grade 6, 2<sup>nd</sup> semester

<b>Times</b>	Nov week 12	<b>Area</b>	Listening	<b>Task</b>	Listen to simple dialogs and understand the intend or the aims of them
<b>Objective</b>			<b>Type</b>		<b>Preparation</b>
Can listen to the dialogs regarding invitations, understand them clearly and choose the right answers			Multiple Choice Questions		CD-ROM Title, Assessment sheet
<b>Marking criteria</b>	<b>Upper</b> (⊙)	Listen to the simple dialogs regarding everyday life and clearly understand the speakers' intentions or objectives; and give three right answers.			
	<b>Middle</b> (○)	Listen to the simple dialogs regarding everyday life, understand the speakers' intentions or objectives; and give two right answers.			
	<b>Low</b> (△)	Listen to the simple dialogs regarding everyday life but have difficulty understanding the speakers' intentions; give one or no right answer.			

	11 10				
	(⊙)				
	(○)				
	(△)				

**Assessment task specification**

**Grade 6, 2<sup>nd</sup> semester**

<b>Times</b>	Nov week 10	<b>Area</b>	Reading	<b>Task</b>	Asking reasons and answering questions
<b>Objective</b>			<b>Type</b>		<b>Preparation</b>
Can read and understand dialogs which are based on questions and answers and the reasons given			Matching		Assessment sheet
<b>Marking criteria</b>	<b>Upper</b> (⊙)	Read simple dialogs which are based on asking questions and giving answers, together with the reasons; understand the texts; match all the dialogs to pictures accurately.			
	<b>Middle</b> (○)	Read simple dialogs which are based on asking questions and giving answers, together with the reasons; match most of dialogs to pictures.			
	<b>Low</b> (△)	Read simple dialogs which are based on asking questions and giving answers, together with the reasons; but have difficulty understanding the texts.			

	9 2				
	(⊙)				
	(○)				
	(△)	1			

### Assessment task specification

#### Grade 6, 2<sup>nd</sup> semester

<b>Times</b>	Sep week 2	<b>Area</b>	Writing	<b>Task</b>	Writing sentences for comparing two things
<b>Objective</b>			<b>Type</b>		<b>Preparation</b>
Can write sentences comparing two things which match with the given pictures			Sentence completion		Assessment sheet
<b>Marking criteria</b>	<b>Upper</b> (⊙)	Write all the phrases and sentences provided accurately and confidently; obtain all the right sentences.			
	<b>Middle</b> (○)	Write most of the phrases and sentences provided accurately; obtain 2 or 3 right sentences.			
	<b>Low</b> (△)	Do not write the phrases and sentences provided; write 1 or no right sentence.			

	12 14				
			/		
	(⊙)				
	(○)				
	(△)				

**Assessment task specification**

**Grade 6, 2<sup>nd</sup> semester**

<b>Times</b>	Dec week 14	<b>Area</b>	Speaking	<b>Task</b>	Conversing about daily work
<b>Objective</b>			<b>Type</b>		<b>Preparation</b>
Can ask and answer questions about daily work in pairs.			Survey/Interview		Assessment sheet
<b>Marking criteria</b>	<b>Upper</b> (⊙)	Ask and answer questions about daily work fluently and confidently; successfully complete the given task.			
	<b>Middle</b> (○)	Ask and answer questions about daily work fluently but with a number of errors; complete the given task.			
	<b>Low</b> (△)	Have difficulty asking and answering questions about daily work and often make errors; overall speaking is unnatural and unsuccessful.			

영어과 수행 평가지				
초등학교 5학년 ( )반 ( )번 이름 ( )				
단 형 명	14. Would you like to come to my house?	차시	14	평가일 월 일
평가과제	초대하고 응답하는 말 듣고 의도나 목적 파악하기	평가자		
수업 평가 문제				
1. 영작 <b>나</b> 지시 대화문을 잘 듣고 질문에 맞는 답을 ( )안에 쓰세요.				
1) Where did it happen? ( )				
① 연의 장    ② 도서관    ③ 나지하의 장    ④ 학교				
2) What did Mami take off? ( )				
① 신발    ② 코트    ③ 모자    ④ 목도리				
3) What did Mami want from Ann? ( )				
① 우유    ② 계소    ③ 과일    ④ 분				

영어과 수행 평가지				
초등학교 5학년 ( )반 ( )번 이름 ( )				
단 형 명	13. That's too bad	차시	24	평가일 월 일
평가과제	이유를 듣고 답하는 말과 간단한 대화 읽기	평가자		
수업 평가 문제				
1. 다음 대화를 잘 읽고 각 상황에 맞는 그림을 찾아 서로 연결해 보세요.				
1) A : Kevin can't go to school today. B : Why? A : Because he is sick. He has a bad cold. B : That's too bad.			Ⓐ	
2) A : Kevin can't go to school today. B : Why? A : He has a bad stomachache. B : That's too bad.			Ⓑ	
3) A : Kevin can't go to school today. B : Why? A : Because he is sick. He has a bad earache. B : That's too bad.			Ⓒ	

Listening assessment

Reading assessment

영어과 수행 평가지				
초등학교 5학년 ( )반 ( )번 이름 ( )				
단 형 명	11. I'm stronger than you	차시	34	평가일 월 일
평가과제	대사를 비교하는 문장 쓰기	평가자		
수업 평가 문제				
1. 다음 그림에 맞게 문장을 완성해 보세요.				
1)  Kevin _____				
2) 				
The cat _____ the mouse.				
The tiger _____				
3) 				
Sora _____ Mina.				
Jun _____				

영어과 수행 평가지				
초등학교 5학년 ( )반 ( )번 이름 ( )				
단 형 명	15. It's time to go home	차시	44	평가일 월 일
평가과제	히루 일과 시작 듣고 답하기	평가자		
수업 평가 문제				
1. 짝과 함께 서로의 일과 시작을 묻고 답하여 다음 조사표를 완성해 봅시다.				
				
:		:		:
				
:		:		

Writing assessment

Speaking assessment



**School: D**

**6 1**

	4 8			
				/
		?		3. I Like Spring
		?	( )	
			3	.
	(☆)		2	.
	(◎)		1	.
	(○)			.
	(△)			.

**Assessment task specification**

**Grade 6, 1<sup>st</sup> semester**

<b>Times</b>	April Week 8	<b>Area</b>	Listening	<b>Task</b>	Listen to simple dialogs and understand specific information
<b>Viewpoint of assessment</b>			<b>Type</b>	<b>Lesson/Contents</b>	
Can students listen to dialogs about the seasons and clearly understand specific information?			Multiple Choice Questions  (assessment sheet)	3. I Like Spring/  Seasons	
<b>Marking criteria</b>	<b>Excellent</b> (☆)	Listen to the dialog about the seasons and clearly understand the details of their contents; obtain three right answers.			
	<b>Good</b> (◎)	Listen to the dialog about the seasons and understand the contents; obtain two right answers.			
	<b>Indifferent</b> (○)	Listen to the simple dialog about the seasons and understand most of the contents; obtain one right answer.			
	<b>Efforts required</b> (△)	Have difficulty understanding the dialogs about the seasons; and obtain no right answer.			

	5 11			
			/	
?			4. When Is Your Birthday?/	
			( )	
	(☆)			
	(◎)			
	(○)			
	(△)			

### Assessment task specification

#### Grade 6, 1<sup>st</sup> semester

<b>Times</b>	April Week 8	<b>Area</b>	Reading	<b>Task</b>	Read simple dialogs and complete the tasks
<b>Viewpoint of assessment</b>			<b>Type</b>		<b>Lesson/Contents</b>
Can students read the simple dialogs or sentences and complete the given tasks?			Matching  (assessment sheet)		4. When Is Your Birthday?/Date
<b>Marking criteria</b>	<b>Excellent</b>  (☆)	Read the dialog and sentences provided accurately and confidently; obtain three right answers.			
	<b>Good</b>  (◎)	Read the dialog and sentences provided confidently; obtain two right answers.			
	<b>Indifferent</b>  (○)	Have some difficulty reading the dialog and sentences; obtain one right answer.			
	<b>Efforts required</b>  (△)	Have difficulty reading the dialog; and fail to give a correct answer.			

6 1

	5 14			
			/	
?			5. May I Help You?/	
	(☆)			
	(◎)			
	(○)			
	(△)			

### Assessment task specification

Grade 6, 1<sup>st</sup> semester

<b>Times</b>	May Week 14	<b>Area</b>	Speaking	<b>Task</b>	Have a conversation regarding buying things
<b>Viewpoint of assessment</b>			<b>Type</b>	<b>Lesson/Contents</b>	
Can students role-play a conversation regarding buying things			Role-play	5. May I Help You?/Buying things	
<b>Marking criteria</b>	<b>Excellent</b> (☆)	Ask and answer questions regarding buying things accurately and confidently; and actually can buy things.			
	<b>Good</b> (◎)	Ask and answer questions regarding buying things confidently; and actually can buy things.			
	<b>Indifferent</b> (○)	Ask and answer questions about buying things in simple terms; and actually can buy things.			
	<b>Efforts required</b> (△)	Have difficulty speaking about buying things.			

	6 17			
			/	
?				7. My father is a pilot /
,	?	( )		
	(☆)			
	(◎)			
	(○)			
	(△)			

### Assessment task specification

#### Grade 6, 1<sup>st</sup> semester

<b>Times</b>	June Week 17	<b>Area</b>	Writing	<b>Task</b>	Listen to simple dialogs and write the appropriate words
<b>Viewpoint of assessment</b>			<b>Type</b>		<b>Lesson/Contents</b>
Do students know the vocabulary regarding jobs?  Can students write the words accurately?			Word filling  (assessment sheet)		7. My father is a pilot /Jobs
<b>Marking criteria</b>	<b>Excellent</b> (☆)	Work out the meaning of the words provided regarding jobs and use them confidently and accurately; obtain all the right answers.			
	<b>Good</b> (◎)	Work out the meaning of the words provided regarding jobs and use them confidently; obtain 2 or 3 right answers.			
	<b>Indifferent</b> (○)	Work out the meaning of the words provided regarding jobs and use them fairly well; obtain 1 or 2 right answers.			
	<b>Efforts required</b> (△)	Have difficulty working out the words provided regarding jobs and obtain no right answer.			

### 영어과 수행평가지

과제 : 자연관찰원 방문 보고서 작하기      한 번 이용 :

※ Peter와 Hani가 서로 통화를 하고 있습니다. Peter와 Hani의 대화문을 잘 듣고 질문에 해당하는 그림의 번호를 쓰세요.

1. What name is it? (      )



2. What name does your like? (      )



3. What name does your like? (      )



### 영어과 수행평가지

과제 : 자연관찰원 방문 보고서 작하기      한 번 이용 :

※ 다음 대화를 잘 읽고 그 대화의 내용에 알맞은 날짜를 찾아 달력에 표시해 보세요.

1. When is your birthday?  
It's April third.



2. Children's Day is May fifth.



3. When is your father's birthday?  
It's June second.



Listening assessment

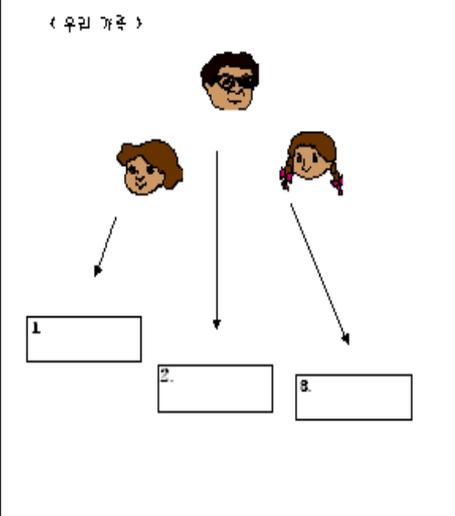
Reading assessment

### 영어과 수행평가지

과제 : 내 가족의 사진 보고서를 쓰기      한 번 이용 :

※ 들려 주는 문장을 잘 듣고 가족의 그림을 써 보세요.

〈 우리 가족 〉



1.

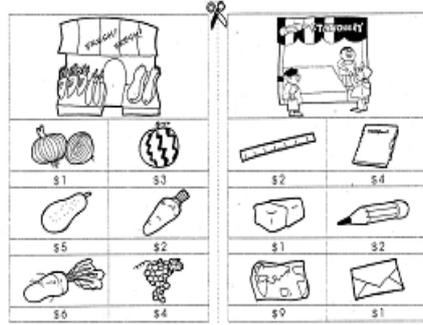
2.

3.

### 영어과 수행평가지

과제 : 좋은 친구나 동생 쓰기      한 번 이용 :

아래의 그림을 보면서 표현하기 놀이에 활용하세요.



스스로 생각해 보세요.

내용	활	용	비	고	기	기	기
음식 사진 촬영을 열심히 연습했어요.							
음대 준비를 잘 했어요. (음의 높낮이, 가락, 시가 지킴 등)							
음대 활동에 즐겁게 참여했어요.							
음대 용어 및 이론을 이해할 수 있도록 노력했어요.							
음성 사진 촬영 후 반성과 느낀 것 발표를 잘 했어요.							

Writing assessment

Speaking assessment

**School: E**

**2008**

5 2 ○ ○ ○ ○

		8 5	9. Whose Boat Is This?		
		9 4	11. What Are You Doing?		
		11 4	14. Is Peter There?		
		12 2	15. Can You Join Us?		

**English Assessment Schedule  
(Assessment Notice)**

**Year: 2008 Semester: 2 Grade: 5** ○ ○ ○ ○ **Primary school**

Subject	Area	Times	Lessons	Contents	Types
English	Listening	Aug Week 5	9. Whose Boat Is This?	Listen to the dialog and find the people and their belongings	Matching
	Speaking	Sep week 4	11. What Are You Doing?	Have a conversation about what people are doing	Game Observation
	Reading	Nov Week 4	14. Is Peter There?	Paring two parts of words to make one word	Matching
	Writing	Dec Week 2	15. Can You Join Us?	Making some words	Word completion

The above schedule of assessment could be changed subject to any revisions of the school curriculum which may be deemed necessary.

5 2

○○○○

	Lesson9. Whose Boat Is This?			5-6	3-4	2	8	5
	Lesson11. What Are You Doing?						9	4
	Lesson14. Is Peter There?			5-6	3-4	2	11	4
	Lesson15. Can You Join Us?			4-5	3-4	2	12	2

### Assessment specification

**Year: 2008 Semester: 2 Grade: 5**

 ○ ○ ○ ○ **Primary school**

Area	Lessons/ Contents	Task	Type	Marking criteria			Time s
				Upper	Middle	Low	
Listening	Lesson9. Whose Boat Is This?	Can listen to the dialog and find the people and their belongings	Matching (assessment sheet)	Matching 5 or 6 people and their belongings	Matching 3 or 4 people and their belongings	Matching 1 or 2 people and their belongings	Aug Week 5
Speaking	Lesson11. What Are You Doing?	Can look at the pictures provided and have a conversation on what people shown in the pictures are doing.	Game Observation	Speak fluently stating what the people are doing	Speak about what the people are doing but not very fluent.	Is not able to speak about what people are doing; confidence is low	Sep Week 4
Reading	Lesson14. Is Peter There?	Can pair two parts of words to make one word	Matching (assessment sheet)	Make 5 or 6 pairs from two parts to make one word	Make 3 or 4 pairs from two parts to make one word	Make 1 or 2 pairs from two parts to make one word	Nov week 4
Writing	Lesson15. Can You Join Us?	Making words by pasting together letters which have been cut out from journals and newspapers	Word completion (assessment sheet)	Making 5 words	Making 3 or 4 words	Making 1 or 2 words	Dec Week 2

**영어과 수행평가지**

단	원	8. Whose boat is this?	영	역	듣기
평가	관점	문제의 주인을 찾는 문법이 있는 대화문 듣고 문장과 주인공을 정하는 역할을 할 수 있는가?			
준	비	듣기 자료, 박습지	평가	시기	8월 5주
평	가	자	5학년	반	별
					이름

\* 같 문고 문장의 주인을 찾아 이어보시오.

1. Tom : Whose boat is this? Is this yours, Minho?  
Minho: No, mine is red. It's Ann's.
2. Lisa : Whose eraser is this?  
Mina : This is Minho's.
3. Minsu : Whose bar is that? Is this yours, Mina?  
Mina : No, it's not mine. That's Andy's.
4. Minsu : Whose room is this?  
Paul : This is mine. You can see my name on the door.  
Minsu : Oh, you are Paul.
5. Ann : Whose ante is this? Eric is this yours?  
Eric : No, it's not mine. It's Mero's.

**영어과 수행평가지**

단	원	11. What are you doing?	영	역	말하기
평가	관점	같은 그림카드에 있는 동작에 대해 듣고 답할 수 있는가?			
준	비	듣기 자료	평가	시기	8월 4주
평	가	자	5학년	반	별
					이름

\* 그림카드 중 카드 한 가지의 알은 후 친구와 동작에 대해 듣고 답해 보시오.

A : What are you doing?  
B : I'm \_\_\_\_\_ing (now).

**Listening assessment**

**Speaking assessment**

**영어과 수행평가지**

단	원	14. Is Peter there?	영	역	읽기
평가	관점	그림에 해당하는 낱말의 부분을 읽고 나머지 부분과 격하여 단어를 완성할 수 있는가?			
준	비	박습지	평가	시기	11월 4주
평	가	자	5학년	반	별
					이름

\* 다음 그림에 해당하는 낱말의 부분을 찾아 연결해보시오.

1. mo \_\_\_\_\_ . base \_\_\_\_\_
2. su \_\_\_\_\_ . si \_\_\_\_\_
3. tele \_\_\_\_\_ . tch \_\_\_\_\_
4. \_\_\_\_\_ball . \_\_\_\_\_vie
5. \_\_\_\_\_pnt . \_\_\_\_\_esk
6. sra \_\_\_\_\_ . lis \_\_\_\_\_
7. \_\_\_\_\_ten . \_\_\_\_\_phone

**영어과 수행평가지**

단	원	15. Can you join us?	영	역	쓰기
평가	관점	감이나 신문에 있는 영어문장은 이름에 영어 단어를 만들어 볼 수 있는가?			
준	비	박습지	평가	시기	12월 2주
평	가	자	5학년	반	별
					이름

\* 다음의 영어 문장이나 신문에서 오린 영어문장을 활용하여 완성해보시오.

1. 
2. 7(원금)
3. 고양이
4. 노래하다.
5. 글씨

**Reading assessment**

**Writing assessment**

**School: F**

**5 1**

	3.	5.	6.	7.
	It's Under the Table	Where Is <i>Namdaemun</i> ( <i>Sungnyemun</i> )?	I Get Up at Seven Every Day	She's Tall
			( )	
	4 1	5 2	5 4	6 2
	4•3•2•1	4•3•2•1	4•3•2•1	4•3•2•1

**Assessment specification: English**

**Semester: 1 Grade: 5**

Items	Specifications			
Lessons/ Contents	3. It's Under the Table	5. Where Is <i>Namdaemun</i> ( <i>Sungnyemun</i> )?	6. I Get Up at Seven Every Day	7. She's Tall
Area	Listening	Reading	Speaking	Writing
Types	Multiple choice questions (assessment sheet)	Word finding & Matching (assessment sheet)	Survey/interview	Word completion (assessment sheet)
Times	4 1	5 2	5 4	6 2
Mark	4•3•2•1	4•3•2•1	4•3•2•1	4•3•2•1
Summative assessment	End-term assessment			



	5 2			
		?		
		( )		
	(4)			
	(3)	5		
	(2)	3 4		
	(1)	2		

**Assessment task specification**

**Grade 5, 1<sup>st</sup> semester**

<b>Times</b>	May Week 2	<b>Area</b>	Reading	<b>Task</b>	Find words and read them.
<b>Viewpoint of assessment</b>			<b>Type</b>		<b>Preparation</b>
Can students find the words in the word-search table?			Matching Word search		CD-ROM Title, Assessment sheet
<b>Marking criteria</b>	<b>Excellent</b> (4)	Find all the words in the word search table; obtain all the right answers.			
	<b>Good</b> (3)	Find the words in the word search table; obtain 5 right answers.			
	<b>Indifferent</b> (2)	Find the words in the word search table; obtain 3 or 4 right answers.			
	<b>Efforts required</b> (1)	Have difficulty finding words in the word search table; and obtain 1 or 2 right answers.			

	5 4			
?				( )
	(4)			
	(3)			
	(2)			
	(1)			

### Assessment task specification

#### Grade 5, 1<sup>st</sup> semester

<b>Times</b>	May Week 4	<b>Area</b>	Speaking	<b>Task</b>	Asking and answering questions about daily work
<b>Viewpoint of assessment</b>				<b>Type</b>	<b>Preparation</b>
Can students ask and answer questions about their daily work?				Survey interview	Assessment sheet
<b>Marking criteria</b>	<b>Excellent</b> (4)	Ask and answer questions about their daily work confidently and accurately.			
	<b>Good</b> (3)	Ask and answer questions about their daily work relatively confidently.			
	<b>Indifferent</b> (2)	Ask and answer questions about their daily work briefly; but confidence and accuracy are lacking.			
	<b>Efforts required</b> (1)	Have difficulty asking and answering questions about their daily work; and mistakes and errors are numerous.			

	6 2			
		?		( )
	(4)			
	(3)			
	(2)	2-3		
	(1)			

### Assessment task specification

#### Grade 5, 1<sup>st</sup> semester

<b>Times</b>	June Week 2	<b>Area</b>	Writing	<b>Task</b>	Finding words and writing them
<b>Viewpoint of assessment</b>			<b>Type</b>	<b>Preparation</b>	
Can students find the words provided and write them accurately and confidently?			Word finding & copying	Assessment sheet	
<b>Marking criteria</b>	<b>Excellent</b> (4)	Find the words relating to the body and write them down confidently and accurately; obtain all the right answers.			
	<b>Good</b> (3)	Find the words relating to the body and write them down accurately; obtain all the right answers.			
	<b>Indifferent</b> (2)	Find most of the words relating to the body and write them down; but obtain only 2 or 3 right answers.			
	<b>Efforts required</b> (1)	Have difficulty finding words about the body; obtain 1 or no right answer.			

**영어과 수행평가지**

5학년 ( )반 ( )번 이름( )

단원명	3. It's Under the Table	차시	1/4	평가일	월 일
평가과제	시중에 관한 간단한 읽 쫑고 이해하기		평가자		

수업평가 문제

1. 다음 대화를 잘 듣고, 질문에 맞는 번호를 ( ) 안에 써 넣으세요.

1) What was Nami looking for? ( )  
 ①저 ②판공 ③화 ④화기방

2) Where was the pencil case? ( )  
 ① ② ③ ④



3) Who found the Nami's pencil case? ( )  
 ① 나미 ② 나미 동생 ③ 이버리 ④ 어머니

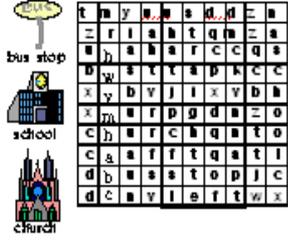
**영어과 수행평가지**

5학년 ( )반 ( )번 이름( )

단원명	5. Where Is Namboran(Sangyeonam)?	차시	3/4	평가일	월 일
평가과제	읽고 간단한 낱말을 읽고 읽은 낱말 찾기		평가자		

수업평가 문제

1. 다음 낱말의 뜻을 생각하며 읽고, 표에서 낱말을 찾아 연결해 보세요.



bus stop

school

church

→ right

← left

↑ straight

**Listening assessment**

**Reading assessment**

**영어과 수행평가지**

5학년 ( )반 ( )번 이름( )

단원명	5. I Get Up at Seven Every Day	차시	4/4	평가일	월 일
평가과제	하루 일과에 대하여 간단한 읽고 쓰기		평가자		

수업평가 문제

1. 다음의 빈 칸에 시간을 써 넣어 나의 하루 일과표를 만든 후, 짝과 함께 자신의 하루 일과에 대하여 묻고 답해 보세요.

< 나의 하루 일과표 >

하루 일과	시간(영 시 몇 분)
① 일어나기	
② 세수하기	
③ 학교에 가기	
④ 점심식사하기	
⑤ 집에 오기	
⑥ 숙제하기	
⑦ 잠들기	

**Speaking assessment**

**Writing assessment**

**영어과 수행평가지**

5학년 ( )반 ( )번 이름( )

단원명	7. She's Tall	차시	3/4	평가일	월 일
평가과제	낱말을 보고 써기		평가자		

수업평가 문제

※ 다음 그림에 알맞은 낱말을 보기에서 골라 쓰세요.

(보기)

eye

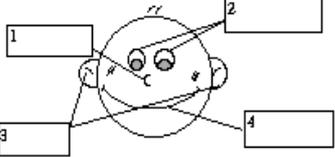
head

hair

ears

nose

mouth



## **Appendix E: Assessment Guideline for English Education**

The assessment guideline is for students in all grades of the public education system: primary school, middle school and high schools.

- Assessments should be implemented in accordance with the assessment objectives which are based on the attainment targets and the teaching objectives set out in the curriculum.
- The processes and products of students' learning should be assessed using a variety of methods; and the results should be interpreted for the individual as well as for the whole.
- Diagnosis assessment might be carried out to diagnose the students' level of attainment; this might be applied to the contents and to the methods of teaching and learning.
- Formative assessment might be used for monitoring and improving teaching and learning methodology.
- Performance assessment might be recommended when speaking and writing skills are assessed.
- Performance assessment should be implemented only after assessment objectives, contents, items or task types and marking criteria have been constructed.
- Port-folio, self-assessment, and peer-assessment might be used to assess the process as well as the products of students' language learning.

### **Special considerations for the primary school English teaching**

- Teachers of English should consider whether the assessment given to the students are too burdensome; students should, to some extent, be free from the burden of assessment.
- Assessment should be based on language skills presented in the textbook and the curriculum; it also has a diagnostic function when monitoring the progress of students' language learning.
- Assessment should be implemented in line with what students learn in the classroom; it should also focus on the process of students' English learning.
- Affective aspects of students should also be assessed by appropriate methods such as teachers' observation.

## Appendix F: An Example of an Interview Analyzed

Cycle of the CBA	Steps (Prepositions)	Categories	Codes
Planning	11	Working condition	11-a
		Classroom teachers professional expertise	11-b
		Relationship between teachers in the school	11-c
	14	English specialist teachers' awareness of their status & position of privilege	14-a
		Practical concerns	14-b
		Developmental view	14-c
Implementation	23	Working condition	23-a
		Purpose of assessment	23-b
		Quality of feedback	23-c
Monitoring	32	Classroom teachers' attitude & their expertise	32-a
		English specialist teachers' attitude	32-b
		Relationship between teachers in the school	32-c
		Developmental view	32-d
	35	English specialist teachers' awareness of their status & position of privilege	35-a
		Parents' qualifications	35-b
		Educational system & intra culture of the school	35-c
		Developmental view	35-d

Recording & Dissemination	39	Working conditions	39-a
		Professional expertise of the supervisors	39-b
		The basic stance of the policy makers & administrators	39-c
		Schooling system	39-d
	40	Working conditions	40-a
		Professional expertise	40-b
		Relationship between teachers in the school	40-c
		The role of head teacher	40-d
		Conflict between teachers & the policy makers or administrators	40-e
	41	Working condition	41-a
		Professional expertise	41-b
		Relationship between teachers in the school	41-c
		Developmental view	41-d
	42	Job security	42-a
		The role of the educational authority	42-b
		Benefits considered	42-c
Recognition of the teachers' own responsibility		42-d	

**Interviewee: Teacher *Bukhan***

**Interviewer:** Good afternoon. Um ... Thank you very much for your valued help last time as you so willingly responded to the questionnaire. I appreciate your participation on this further interview. As I said just before, while this interview is underway, you can ask me to stop recording if you think that what you mentioned is different from what you really are thinking, if; at any time you do not wish what you are saying to be recorded, just ask me to stop. You can also ask me to delete what you mentioned even if it has been recorded but you are unhappy with it. Um... as you know, there are two sets of forty two propositions in the questionnaire.... the results of the first investigation show that there are nine propositions which might need to be investigated further. So, I shall now interview you; may I begin?

**Interviewee:** Yes, please.

**Interviewer:** You may also say, 'I don't remember it,' if you cannot remember what you have mentioned in the first investigation.

**Interviewee:** Of, course. Thanks.

**Interviewer:** According to proposition 14, teachers should receive informed consent from the students and their parents before they carry out their assessment. Do you remember what answer you gave to this proposition?

**Interviewee:** What I remember is that I said that I do not have to receive informed consent from the parents of the students...

**Interviewer:** Oh, I see. Many other teachers were also undecided regarding this

proposition. Generally, they did not seem to strongly reject it, nor did they agree with it. In fact, quite a few teachers did not accept this proposition as being one of their assessment principles for classroom-based assessment. Moreover, they actually did not put it into practice. Why do you think that this was the case?

**Interviewee:** Obtaining parents' consent to the assessment might mean that parents could observe how we are undertaking assessment activities inside and outside the classroom. This is quite different from what parents have done in schools thus far. In the past they have normally been involved in the area of school management on a voluntary basis, for example they have played the role of librarian in the school library; but they have never participated in the processes of teaching or assessment. Fundamentally, performing what the curriculum prescribes in the classrooms is what the teachers have been trained to do; that is, it is the teachers who construct and choose assessment tasks and implement them in order to determine whether or not the students meet the attainment targets set out in the curriculum. (14-a) Of course, obtaining informed consent in advance from parents is not a simple matter. But, if it is viewed from the standpoint that teachers, students, and their parents should be cooperatively involved in the education of pupils, it might be seen in a positive light;... but, what I believe very strongly, is that the implementation of what the curriculum sets out should be reinterpreted and then modified according to the individual teachers' educational beliefs or personal philosophy. (14-a) Thus, teaching and assessment are undoubtedly a function of, and subject to, the teachers' expertise. After implementing an assessment, I think that it is quite enough to give the students' results to the parents and to provide a means of receiving any quibbles or opinions from the parents, if they wish to voice any dissatisfaction.

**Interviewer:** Do you mean that the teachers' professional expertise is recognized as

paramount?

**Interviewee:** Sure.

**Interviewer:** Um... Because the teacher's expertise is so fundamentally important... you seem to believe that the parents should not be involved in the process...

**Interviewee:**

What I mean is that parents could undertake tasks related to the school management and, they could also join certain classroom activities as helpers, assisting me and the students, but assessment is a different story. They do not need to be involved in the assessment process. Furthermore, I believe that the fact that they let their children go to school means that basically they trust the school and teachers to teach their children material based on the curriculum, and to operate under the rules laid down by the educational authorities. In addition, when I assessed students, I usually took into account the purposes of the assessment...

**Interviewer:** Of course.

**Interviewee:**

In other words, when considering the purposes of assessment, I took into account the core contents of the curriculum, and assessment results in order to determine whether they have shown that my students successfully completed the coursework. Um... Taking into account the local context, I believe that the teachers are the best people to can handle assessment, and that they should do it in the light of their own beliefs or principles .... The parents' involvement at the stage of the implementation of assessment, and receiving their consent... is not really necessary or desirable.... (14-a)

**Interviewer:** Are there any other matters regarding this issue of receiving informed consent which you would like to raise? Are there any practical problems with regard to obtaining the parents' informed consent?

**Interviewee:** Are you asking me to restrict my answer to this issue of receiving informed consent?

**Interviewer:** Yes, I am.

**Interviewee:** For me, to be honest, it's not very difficult, because, at present, I construct my assessment specifications, and assessment tasks and before I implement them; I normally inform the parents what the main focus of the assessment is, especially the nature of the assessment tasks; this normally has been done through notices on the internet homepage of my school and through (Ga-Jeong-Tong-Sin-Mun, a kind of official correspondence issued by the school and delivered to the parents periodically when it is needed). If it is really necessary, I could add a section in asking the parents to reply as to whether or not they consent to the assessment as a whole or to the assessment tasks; then it could be collected. Also I could produce a form of informed consent on a separate piece of paper. ... But this seems to me to entail rather unnecessary administrative work. Furthermore I would have to consult, and get the approval of, both my department head and the head teacher of my school.(14-b) Once this process has been concluded, I could implement what I have planned regarding the implementation of this assessment; after this process, I could send a letter to the parents requiring their informed consent.

**Interviewer:** Do you think that this reflects the culture of the school and that of the country, as this influences the relationship between the school and the parents?

**Interviewee:** Of course it does. Traditionally, parents' involvement in the school management has been very limited; moreover, there might be a dominant view to the effect that when the schools set out their educational objectives, and construct their own curricula to achieve what the national curriculum prescribes, the parents' involvement is not necessarily helpful... .. However, the most important fact is that it all has to do with the professional expertise of teachers and their role in the school and the education system. I say again, I do not have to receive parents' informed consent anyway. It is also a matter of teachers' reputation... (14-a)

**Interviewer:** It's a matter of the teacher's reputation...

**Interviewee:** Sure.

**Interviewer:** Does this have to do with the teachers' expertise...

**Interviewee:** Yes, it does; that is what I am saying.

**Interviewer:** Yes, I understand what you think about that. Thank you. Next we will proceed to the first question. Proposition 35 indicates that teachers might obtain support from the parents by involving them in the assessment procedure. Do you remember your answer?

**Interviewee:** I answered that it was not good idea.

**Interviewer:** Um... I see. In fact, many other teachers also responded negatively to the proposition suggesting that obtaining parents' support for the process of assessment is desirable. Why do you think that they responded in this way?

**Interviewee:**

What I said before covers this matter of assessment... Regarding the attainment targets of the national curriculum, English teaching aims to enhance the students' basic communicative skills or basic knowledge of English. What the teachers should do is to design a syllabus in order to teach English in line with the objectives and contents of English teaching as set out in the curriculum; then they should assess the extent to which the students have achieved this or have arrived at the target point... It's not a good idea because the parents do not have the requisite knowledge and skills regarding English language teaching and assessment, consequently their intervention in the assessment process might have a negative effect to my teaching. (35-b) That is, there is no meaningful way that the parents can participate in the assessment procedure; they can only interfere in a manner that would be detrimental to the process. What would make it worse is that, if parents were involved in the assessment process, it might easily threaten the teachers' consistent and stable management of the school curriculum (35-a) which was designed in order to achieve the objectives of the national curriculum.

**Interviewer:** Ah... it might have a negative influence on your consistent management of school curriculum...

**Interviewee:** Yes, it might.

**Interviewer:** Are there any other practical problems you might have if parents were involved in the assessment process in your classroom or school?

**Interviewee:** Practical difficulties are not the major issue. What is important is that if the parents of my students are involved in the assessment process, the fairness of the assessment might become be compromised.

**Interviewer:** Fairness?

**Interviewee:** Yes. For example, if some of the parents of the students come to the class or school when we have assessment activities, since some students know who they are and others do not, it might influence the performance of some students more than other. It might also have an influence on the affective and emotional factors of the students who are taking the assessment. Even if there is a parent committee for assessment and this plays a limited role in the assessment process, I believe, these negative influences will remain. The students are rather sensitive to any change in their environment; they might not do as they usually do because they are aware that some people who are not insiders in the classroom are watching them or have some role in their assessment activities. It would not seem natural to them; these outsiders might be a distraction.

**Interviewer:** Are you worried about the parents' subjective impression of assessment and the classroom activities...

**Interviewee:** That's right.

**Interviewer:** Ah...do you mean that you couldn't expect the parents' attitudes always to be fair?

**Interviewee:** No. Even if you really want somebody who helps you to implement the assessment, the teachers really do not need the parents of students. You might seek to obtain support from other qualified language teachers or assessment specialists.... Trying to gain parents' support is not a good idea with respect to this matter; they might have a negative effect on assessment procedures.(35-b)

**Interviewer:** There are a number of stages in the management of assessment: planning, implementation, marking and reporting... At which stage might you get support from parents, if they would like to get involved?

**Interviewee:** As I have just said, it would not be necessary in any of the stages you mentioned; this is especially true as regards the marking of the students' performance because this should be carried out exclusively on the basis of the teachers' expertise. (35-  
a) Parents might help me by undertaking simple administrative works such as typing a notice about assessment.

**Interviewer:** Do you expect any administrative difficulties when obtaining the parents' support for the assessment procedure?

**Interviewee:** Sure. It would not be easy for teachers at a classroom level. If the parents really want to do it, I would have to work out a detailed plan in terms of organization, management and communication with the parents regarding the implementation of the assessment. But I think it would take too much time and would prove to be cumbersome.

**Interviewer:** So, you believe that parents should not be involved in the assessment process at any stage...

**Interviewee:** They should be excluded.

**Interviewer:** Let me ask you the next question. According to proposition 42, a formal review of a student's progress and achievement should be reported to the local education authority and the central government. Do you remember what you answered to this proposition?

**Interviewee:** No, I don't remember it. Sorry.

**Interviewer:** No problem. ... Many teachers were undecided regarding this proposition; and they hardly ever implemented it. Please give me your opinion on this matter.

**Interviewee:** I basically implement assessment in order to evaluate the students' progress

and achievement against what the curriculum recommends. But, if I submit the students' assessment results to the local educational authority or central government, I feel as if I am being assessed by them and that my school also might be evaluated by them. ... The results might have an influence on the annual teacher evaluation run by the authorities.

(42-a) In other words, I would suspect that I am being evaluated on the basis of the results.

**Interviewer:** You mean that the students' assessment results might be considered to be a measure of the teachers' achievement.

**Interviewee:** That's right. If they want to know the general level of students' progress and achievement in a certain area or city, they might use a sample of students as a yardstick. It's not necessary for all the schools to submit their students' results to them.

**Interviewer:** And...

**Interviewee:** Also, it might be used to draw comparisons between schools as well as the teachers of English in that area. The teachers' whole career could easily be affected by the statistics gathered from the assessment results.

**Interviewer:** Are there any practical problems related to reporting the results to outside institutions?

**Interviewee:** Of course. It will mean another routine involving yet more work for me and the other teachers.

**Interviewer:** Would it be a big burden for you as well as them?

**Interviewee:** Not really big. But thus far other subjects in the school curriculum are not required to submit their results to outside institutions, so I cannot see any valid reasons why it must be done for English. ...Quite simply it would be unfair to single out one

subject.

**Interviewer:** Yes, I understand that... Next,... according to proposition 39, local or nationwide report systems about the students' progress and achievement should be given to the teachers of English. Do you remember what you thought about this proposition?

**Interviewee:** Do you mean this for English?

**Interviewer:** Yes, right.

**Interviewee:** As I said before, it would not be necessary to develop a special report form exclusively for English,... the other subjects in the curriculum must be taken into account..... For example, Korean also needs a report system if English does... (39-d)

**Interviewer:** Are there any other reasons?

**Interviewee:** At the moment, for English, the students' performance as judged by the assessments, this has usually been marked at three levels: excellent, good, and effort needed; and this has been recorded in the official report form provided by the government. I think that the interested parties in the educational authorities could see these reports if they wanted to; and this would give them sufficient information.

**Interviewer:** Do you think that the current report form is adequate; can sufficient information be drawn from the English assessment results?

**Interviewee:** No.

**Interviewer:** Why?

**Interviewee:** It's too simple and does not show the whole picture with respect to the

English language ability of the students. So, it might be good if it were revised thoroughly (39-c); it should enable the teachers to write more specific information about each student... For example, it might be improved by providing the teachers with space to enable them to write more detailed descriptive sentences about their students' progress in each skill or domain.

**Interviewer:** However, many respondents answered that this rarely happened in practice.

**Interviewee:** I know... that.

**Interviewer:** Why is this?

**Interviewee:** If I, or somebody else, revises the report form or develops a new form, all the subjects in the curriculum should be included in the exercise, each should have an input and this should happen at the same time; it should not be only for English. That is, the recording framework for assessment of English should be brought into step with all the other subjects. It may not be practical for any administrators or policy makers, and even people such as myself, to regard the assessment of English as standing apart from the whole assessment framework of the school. (39-d) Thus, just adding a report form for English to the current system would give the teachers of English an additional burden; that can't be right.

**Interviewer:** So, you mean that a report form for English should be developed as part of an initiative involving the whole school education system...

**Interviewee:** Yes, that's right. Furthermore, at the moment, English is usually taught by English specialist teachers so they normally have too many students. (39-a) For example, in the case of my school, one English teacher teaches 16 classes of 2 different grades.

That is, one teacher teaches hundreds of students... so it might be an unreasonable burden for him or her to write more detailed descriptions of all the students... The sheer number of students taught militates against the teacher gaining a detailed knowledge and understanding of each student's personal cognitive and emotional background... Clearly then, it might be very onerous for the teacher of English.

**Interviewer:** You mean that, in practice, it might be hard for one teacher to provide specific information about hundreds of students' ...

**Interviewee:** Yes, that's right.

**Interviewer:** The next proposition which I would like to discuss is number 40; schools should develop their own system for reporting students' progress and achievement if the local educational authority or central government does not provide it... What do you think about that?

**Interviewee:** A report form for my school or assessment tasks for my subject?

**Interviewer:** I mean a reporting system or report form.

**Interviewee:** It might be a good idea if each school develops its own report form or system in the light of the growing tendency to encourage self regulation within each school; and my understanding is that this is one of the new movements currently supported by the national policies. This move towards a greater democratization of the school system is re-enforced by a social consensus.

**Interviewer:** And the participants recognized this as a part of their theories of classroom-based assessment, but it was rarely put into practice. Why do you think this is the case?

**Interviewee:** My school has a kind of assessment committee which usually discusses and decides the assessment guidelines and the form which examinations, held within the school, should take. The committee usually consists of the Head teacher, deputy head and the department heads in the school. Usually about 10 people sit on this committee. However, an English specialist teacher or other ordinary teachers who have a good knowledge of English teaching might not be on this committee unless, of course, they are a department head. (40-c)

**Interviewer:** Why?

**Interviewee:** It has been taken for granted for a long time. Teachers might not consider that they need each subject specialist when they organize the committee, even when, at the beginning of the academic year, they decide the general assessment guideline for their schools.

**Interviewer:** Might another reason is that there are no English specialists available in the school?

**Interviewee:** Yes this might be a reason... in fact I do not have much confidence in my expertise as a teacher of English. But even when there are specialists available, it is not very easy for them to join the committee of assessment... because normally there are only one or two English teachers in each school. In other words, they are a kind of minority in the school. (40-c)

**Interviewer:** You mean that it is a matter of school organization... and the people concerned are too few in number...

**Interviewee:** Also, other people normally do not have any interests in English assessment...; this shows why it is difficult in practice.

**Interviewer:** Do the head teacher's bear in mind the needs of English? What is their attitude to English teaching and assessment?

**Interviewee:** Yes, of course. For example, if a head teacher and deputy head teacher recognize that reporting and giving and receiving feedback from assessment results is very important, I could easily develop my own or a school report system and use it. (40-d) That is the position at the moment. ... Of course the report form indicates the students' degree of achievement and their weak areas; it also guides the parents as to how to take remedial action at home. By this means, English can be more specifically reported on if the head teacher supports it. (40-d)

**Interviewer:** Do you mean that the head teachers' mindset or attitude has a significant role in developing the form which reports the results of assessment in your school?

**Interviewee:** To a large extent. Of course, teachers are somewhat conservative but still adaptive, so it could be actualized if the head teacher supports it. (40-d)

**Interviewer:** The next question is based on proposition 41; according to this teachers should be involved in the development of the report system at all levels...

**Interviewee:** They should...

**Interviewer:** Participants recognized this as a part of their theoretical understanding of classroom-based assessment, but it was rarely put into practice. Why do you think this is the case?

**Interviewee:** Ordinary teachers do not seem to recognize that it is necessary, but English specialist teachers might do so and I am one of them... but, sometimes I am not very confident about my assessments...

**Interviewer:** Does it mean that teachers like you might not have enough confidence in

their assessment results?

**Interviewee:** To some extent ... For example, even though they, (and I include myself), teach the students and assess the students based on what they have been taught and what the curriculum recommends, from time to time, I have had to question to what extent my assessment has been valid and reliable; and to be honest, this simply stems from the recognition that I am not an assessment specialist. (41-b)

**Interviewer:** So, do you mean that the teachers do not have sufficient expertise to develop an assessment report system?

**Interviewee:** That is what I mean. Also, I believe that there are few teachers who have sufficient experience of developing a reporting system or a report form ... (41-b)

**Interviewer:** What about teacher education programs for this? Are there any available?

**Interviewee:** No. But the assessment system including assessment tasks, criteria and reporting might have been constructed more successfully if I or my colleagues had been able to participate in a teacher education program for language assessment and thus have acquired a good grounding in the knowledge and skills of assessment. But so far this has not been made possible.

**Interviewer:** Anything else?

**Interviewee:** One more factor which needs to be taken into account is that there is normally only one teacher for each grade, so the task of assessment might be regarded as his or her particular responsibility. The position of the individual teacher of English is different from the others and therefore should be managed differently; their sphere of responsibility is more individual, more constrained.

**Interviewer:** Ok, the next question is about proposition 11, which suggests that the appropriateness of assessment (tasks) should be checked by calling for peer comment or with reference to published guidelines. What do you think about that?

**Interviewee:** Does that include a teachers' guide?

**Interviewer:** Teachers' guides as well as other colleagues.

**Interviewee:** Yes, it is a good idea.

**Interviewer:** And many participants related it positively to their own theoretical principles, but actually it was not often implemented. Please explain why this is the case. Why was it difficult to obtain their colleagues' feedback on their assessment tasks?

**Interviewee:** Um... when classroom teachers teach English to their students, they usually have opportunities to share their ideas and experience with respect to both the development of assessments tasks and their implementation. Opportunities usually arise during the conferences held by the teachers of the same grade once or twice a week. (11-a) In my school, teachers also have this kind of meeting at any time that it is needed. This happens especially, when developing assessment tasks and when marking and reporting the students' assessment results, at such times we always have a meeting to discuss and deal with any issues which emerged from the whole assessment procedure. However, when I teach as an English subject teacher, it is a totally different story. Such meetings were seldom held; everything which have to do with assessment I do on my own.(11-a) Because, usually, one teacher teaches English to all the students in one grade, he or she constructs the assessment tasks and marks and reports using his or her own expertise. (11-

a) So normally there are only limited opportunities to share information and ideas regarding any issues of assessment with the English specialist teachers and classroom teachers, even in the same grade. And after implementing their assessment, an English specialist teacher usually contacts the classroom teachers individually if they need to talk about any students' mark; but even this is limited and rare.

**Interviewer:** Do you think the English specialist teachers feel that they don't have to talk about assessment with other teachers in the same grade?

**Interviewee:** Not really. What I mean is that English specialist teachers give the students' academic results in English to the classroom teachers, but they would not negotiate or discuss the assessment itself with them. Normally issues such as constructing assessment tasks and marking systems and the implementation of marking are not discussed. They prefer to contact other English specialist teachers in other grades to discuss any issues emerging from assessment development and implementation.

**Interviewer:** The fact is that they did not do it...

**Interviewee:** Um... it might be because they do not feel that it is necessary...

**Interviewer:** Um... They don't feel it is necessary... Why do you think they feel it unnecessary?

**Interviewee:** They, myself included, want to share information about assessment with the other teachers in order to construct more valid and reliable assessment tasks... Um...

**Interviewer:** But, in fact they rarely did it...

**Interviewee:** Mainly because, when English specialist teachers teach English in a particular grade, the classroom teachers normally are indifferent to English teaching and assessment... and do not have a good working knowledge of English teaching and

assessment.(11-b) Also, classroom teachers usually entrust or shift the job of teaching English (and related issues) to the English specialist teacher because normally a teacher who is recognized as having a good knowledge of English and appropriate teaching skills, teach English in the schools. For example, in my school, other classroom teachers were rarely willing to cooperate with me. Sometimes, they said that, ‘It’s your expertise, not mine’; or, ‘I must respect your expertise’. (11-c)

**Interviewer:** And...

**Interviewee:** Also, we have a number of small groups linked to the teachers’ association which meet to discuss the teaching of specific subjects such as English, Math, and Music; there teachers study and share information about the specific subjects they are interested in. The members in the English group might deal with assessment tasks and any other issues which are presented by the English specialist teachers. For example, the English specialist teacher in my school has about 5 years career experience and she said that she might consult with and get advice from a senior teacher. This is the system that we have at the moment...

**Interviewer:** Is it usually well managed?

**Interviewee:** Not really.

**Interviewer:** Why?

**Interviewee:** Even the teachers in the English group are becoming indifferent and seem to pass the responsibility of teaching and assessment of English to English specialist teachers ... and because any teacher can join the English group if they are interested in teaching English it means that not all of the teachers in the English group are recognized as qualified English teachers. In fact, there are still many teachers who are not proficient

English speakers, and are not confident in teachers of English in that group. (11-b) But, they normally would like to develop their skills and knowledge of English teaching.

**Interviewer:** Anything else?

**Interviewee:** Also ordinary teachers might not recognize that teaching English is part of their expertise. (11-b)

**Interviewer:** Ah... you mean that they might say that it's not their area of competence...

**Interviewee:** Yes, that's right. But when the English specialist teacher is a very active and outgoing person and he or she really wants to share ideas or to obtain the classroom teachers' opinions, he or she tries to increase the points of contact with the classroom teachers, and the level of cooperation increases.

**Interviewer:** It seems then, that sharing and interaction between the teachers is implemented at the individual level, and that this is dependent upon decisions based on the teacher's personal attitude, it is not operated in a systemized way.

**Interviewee:** You are right. I believe that even though we have quite a good system of sharing information between the teachers, actually the decisions are made by individual teachers of English who are willing to discuss the teaching and assessment of their subject.

**Interviewer:** I understand that. Ok, the next question is about proposition 23 which states that teachers should give students immediate feedback after they complete each assessment task. What do you think about that?

**Interviewee:** Absolutely, we should do it.

**Interviewer:** Actually, though many participants agreed with it in theory, it was not often

implemented. Why do you think this is the case? What are the reasons for not giving their students immediate feedback on their performance.

**Interviewee:** Um... it's interesting. In my case, I do it immediately. I taught 8 classes and, of course, I also lacked time, a serious problem which all the teachers of English face under this system...(23-a) but I did it and it sometimes played a role in encouraging the students to do more, it had a positive influence on the next assessment activities. Um... but, in my experience, lack of time is still a big obstacle which I have to overcome in order to give immediate feedback to the students. (23-a)

**Interviewer:** What about the school culture regarding giving immediate feedback to the students?

**Interviewee:** In no way is it dependant on the school culture because all the students want to know the results of their assessment immediately after they take the assessment...

**Interviewer:** Are there any teachers who would not give immediate feedback to the students for whatever reason?

**Interviewee:** Of course. One of my colleagues disagrees with the idea because he believes that feedback should be given at the end of the term. (23-b) He also said that he had no time to do it. (23-a)

**Interviewer:** Do you mean that it is dependent on the teachers' personal decision?

**Interviewee:** That's right.

**Interviewer:** Yes, I get it. Let me ask you one last question, this has to do with proposition 32 which is that teachers should share the findings of their assessments with other teachers. What do you think about that?

**Interviewee:** Sharing with English specialist teachers or ordinary classroom teachers?

**Interviewer:** Both ...

**Interviewee:** They should do it.

**Interviewer:** Many participants agreed that in theory this should happen, but it was not often implemented. Why do you think this is the case?

**Interviewee:** I believe that sharing the assessment results between the English specialist teachers frequently takes place at the moment.

**Interviewer:** What about between the English specialist teachers and classroom teachers?

**Interviewee:** Yes, and they also provide the classroom teacher with assessment results... So I think that, to some extent, information exchange between the English specialist teachers and classroom teachers does take place.

**Interviewer:** Please explain to what extent do they interact with each other? That is, do the English specialist teachers just give the students' assessment results to their classroom teachers? Or, do they actually negotiate with, and cooperate with each other to improve the assessment?

**Interviewee:** English specialist teachers usually only give the assessment results to the classroom teachers, that is all. In my case, I deliver the assessment results to the classroom teachers after the assessments, but I could not say that it was 'true sharing' because normally no discussion or conversation between me and them ensued... The classroom teachers are indifferent to English teaching and assessment once I have been assigned the task of English teaching. ... Furthermore, nobody has asked me to cooperate with them regarding the results of the assessments. (32-a)

**Interviewer:** Keep going on, please.

**Interviewee:** But, when the English specialist teachers, myself included, interact with the other English specialist teachers, they usually negotiate and cooperate with each other in order to find any mistakes or issues regarding the assessment procedure or the construction of assessment activities etc; they actually deal with quite broad issues which have emerged from the assessment they carry out.

**Interviewer:** Does it often happen in your school?

**Interviewee:** No, it sometimes happens when they feel that they might need it. They usually meet at lunch time and have a conversation regarding assessment.

**Interviewer:** So, you mean that the meeting is not an officially scheduled one...

**Interviewee:** Yes, it's informal and private...

**Interviewer:** Are there any special reasons for them to have an informal meeting to deal with the issues that emerged from their assessment rather than having a scheduled meeting in a systemized way.

**Interviewee:** As I have mentioned earlier, English teaching at each grade is exclusively the responsibility of one English specialist teacher, so they might consider it to be their own business, they are operating as individuals (32-b); that is they would not deal with it at a school level for they have designed, implemented and marked the students' assessment activities.

**Interviewer:** Then, why do you think that the English specialist teachers do not interact with classroom teachers in depth?

**Interviewee:** Because the classroom teachers recognize that the English specialist teacher

have more knowledge and skills with respect to English than they have... and the classroom teachers are not usually involved in the planning stage of assessment at the beginning of academic year, so they are reluctant to take part in the assessment procedure...(32-a)

**Interviewer:** Are there any cases where the English specialist teacher actively cooperates with classroom teachers?

**Interviewee:** In fact, sometimes I contacted the classroom teachers only when I recognized that there was a competent teacher in my grade who had knowledge and skills suitable for English teaching and assessment. But, as I said earlier, I discussed all the issues regarding assessment with other English subject teachers; it was quite useful...but it was informal, unplanned... and a kind of individual affair. (32-b)

**Interviewer:** But, when they contact the ordinary classroom teachers, you just send the students' results...

**Interviewee:** That's true. And even classroom teachers do not first ask the English specialist teacher to deal with the issues of assessment; actually nobody asks them to interact with each other.

**Interviewer:** Do you think this is a feature of ordinary English teaching in the school?

**Interviewee:** That's right.

**Interviewer:** I understand that. Ok, that's all for today. Thanks for all your trouble. Thank you very much indeed.