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AN INVESTIGATION OF BELIEFS AND CLASSROOM AS
SSESSMENT PRACTICES OF ENGLISH TEACHERS IN PRI
MARY SCHOOLS IN THAILAND

Miss Arthitaya Narathakoon



A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in English as an International
Language

Inter-Department of English as an International Language
Graduate School

Chulalongkorn University

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การศึกษาความเชื่อและแนวปฏิบัติด้านประเมินการเรียนรู้ในห้องเรียนของครูผู้สอนภาษาอังกฤษใน
โรงเรียนระดับประถมศึกษาในประเทศไทย



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

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Field of Study	English as an International Language
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อาทิชา นราฐาธุร : การศึกษาความเชื่อและแนวปฏิบัติด้านประเมินการเรียนรู้ในห้องเรียนของครูผู้สอนภาษาอังกฤษใน
โรงเรียนระดับประถมศึกษาในประเทศไทย. (

AN INVESTIGATION OF BELIEFS AND CLASSROOM ASSESSMENT PRACTICES OF ENGLISH TEACHERS IN PRIMARY SCHOOLS IN THAILAND

D) อ.ที่ปรึกษาหลัก : ผศ. ดร.สุทธิรักษ์ ทรัพย์สินทร์, อ.ที่ปรึกษาร่วม : อาจารย์ ดร.ประมาณ ทรัพย์ผดุงชนม์

จุดประสงค์ของงานวิจัยนี้เพื่อการศึกษา 1) ความเชื่อของครูเกี่ยวกับการประเมินผลในชั้นเรียนภาษาอังกฤษ 2) การปฏิบัติจริงในชั้นเรียนของครู และ 3) ความสอดคล้องของความเชื่อและการปฏิบัติจริง ผู้เข้าร่วมงานวิจัยนี้คือครูผู้สอนภาษาอังกฤษในชั้นประถมศึกษาปีที่ 6 ในเขตการศึกษาหนึ่งในภาคตะวันออกเฉียงเหนือของประเทศไทย งานวิจัยครั้งนี้ใช้วิธีการวิจัยแบบผสมผสานประกอบด้วยสองขั้นตอน ขั้นตอนที่ 1 คือการแจกแบบสอบถามให้กับครู 97 คนเพื่อรวบรวมข้อมูลเกี่ยวกับความเชื่อและการปฏิบัติในการประเมินในชั้นเรียนของครูในโรงเรียนประถมศึกษาในประเทศไทย ขั้นตอนที่ 2 ประกอบไปด้วย 1. การสังเกตการณ์สอนในห้องเรียนและการสัมภาษณ์แบบระลึกข้อมูลย้อนหลังกับครู 6 คนและการสัมภาษณ์กึ่งโครงสร้าง 2. การสัมภาษณ์โดยใช้สถานการณ์สมมติกับครู 13 คน ขั้นตอนที่ 2 มีวัตถุประสงค์เพื่อสำรวจการปฏิบัติจริงของครูในชั้นเรียนและเพื่อให้ได้ข้อมูลเชิงลึกเกี่ยวกับความเชื่อและการปฏิบัติในการประเมินผลในห้องเรียน ผลการวิจัยพบว่าครูมีความเชื่อว่าการใช้การประเมินผลในชั้นเรียน มีวัตถุประสงค์ที่แตกต่างกัน 4 ประการ ได้แก่ จุดประสงค์เกี่ยวกับนักเรียน จุดประสงค์เกี่ยวกับการสอน จุดประสงค์เพื่อใช้กับการบริหารและจุดประสงค์เพื่อการมีส่วนร่วมของผู้ปกครอง ผลการวิจัยยังเผยให้เห็นคุณลักษณะของการประเมินในห้องเรียนที่ดีและวิธีการประเมินผลในชั้นเรียน นอกจากนี้งานวิจัยนี้แสดงให้เห็นว่าวิธีการประเมินผลในชั้นเรียนของครูได้เปลี่ยนจากการใช้วิธีการประเมินที่หลากหลายไปเป็นวิธีการประเมินแบบที่ใช้วิธีการที่จำกัดมากขึ้น เนื่องจากนโยบายการสอนเพื่อสอบ O-NET และยังพบว่าความเชื่อของครูและการปฏิบัติในชั้นเรียนจริงนั้นสอดคล้องกันในบางด้าน ซึ่งอาจมีสาเหตุมาจากการศึกษาและการฝึกอบรมของครู ส่วนความไม่สอดคล้องกันระหว่างความเชื่อและการปฏิบัติของครูเกิดจากบริบทต่างๆ เช่น นโยบายทางการศึกษา ข้อจำกัดด้านเวลา ภาระงานที่มากเกินไป และการขาดความรู้ในการประเมินของครู ข้อเสนอเกี่ยวกับการนำผลการศึกษาไปใช้ได้แก่ การหาวิธีการที่ดีขึ้นในการแจ้งนโยบายการประเมินผลให้กับครู การส่งเสริมการฝึกอบรมเกี่ยวกับการประเมิน และการปรับปรุงแบบการทดสอบระดับชาติให้มีลักษณะเป็นการประเมินผลที่อิงผลการปฏิบัติงาน



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D. Advisor: Asst. Prof. SUTTHIRAK SAPSIRIN, Ph.D. Co-advisor: Pramarn
Subphadoongchone, Ph.D.

Abstract

The purpose of the present study is to investigate 1) the teachers' beliefs about classroom assessment in English classes, 2) their actual classroom practices, and 3) the extent to which their beliefs are congruent with their actual assessment practices. The participants were grade-6 English teachers in a school district from the northeastern part of Thailand. The study was conducted using a mix-methods approach. There were two phases. Phase 1 involved the administration of a questionnaire to 97 teachers. It aimed to gather data on the classroom assessment beliefs and practices of teachers in Thai primary schools. Phase 2 was comprised of two part. The first part was classroom observation and stimulated recall with six teachers and the second part was semi-structured interviews and scenario interview with 13 teachers. The objective of Phase 2 was to explore teachers' actual practices in class and gain in-depth information on classroom assessment beliefs and practices. The findings revealed the teachers' beliefs about the use of classroom assessment for four different purposes: student-oriented, teaching and instruction, administrative use and parental involvement. The findings also revealed their beliefs about the features of good classroom assessment and classroom assessment methods. In addition, this study showed that the teachers' assessment practices were shifted from using various assessment methods to some limited assessment methods due to the O-NET tutoring policy. Finally, The teachers' beliefs and actual practices were congruent in some aspects, which may be because of teacher education and training. On the other hand, the incongruence between the teachers' beliefs and practices could be influenced by the contextual factors such as educational policy, time constraints, excessive workload, and teacher's lack of assessment knowledge. The implications of the study include seeking a better way to inform the teachers of assessment policy, promoting a training program in assessment, and adjusting national test formats to be performance-based.

Field of Study: English as an International
Language

Academic Year: 2018

Student's Signature

Advisor's Signature

Co-advisor's Signature

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Chapter I

Introduction

This first chapter presents an overview of the importance of teachers' beliefs and classroom assessment practices, the Thai educational system and English classroom assessment in Thailand. The purposes and research questions of the study are then described in detail, followed by the significance of this study.

1.1 Background of the study

In recent decades, there has been an increasing interest in teachers' beliefs. Beliefs are vital because they are considered as the strongest factors that can predict teaching behavior (Pajares, 1992). In classroom, beliefs play a great vital role in teachers' decision, judgment and behaviors (M. Borg, 2001; Shavelson & Stern, 1981). Moreover, they place an influence on teachers' pedagogical decision-making (Borg 2003, 2006; Pajares 1992), the implication of new teaching approaches, techniques and activities (Li, 2008), choice of subjects and classroom activities and evaluation in the classroom (Borg, 2001). In addition to the impact on instructional aspects, Adams and Hsu (1998) claim that teachers' beliefs of assessment "encompass a variety of assessment techniques, strategies, and tasks" (p. 178). In particular, beliefs put a strong effect on teachers' assessment practices (M. Borg, 2001; Burns, 1992; Lee, 2008; Pajares, 1992).

At the elementary level, some studies about teachers' beliefs have been conducted. Büyükkarci (2014) investigated 69 English elementary teachers in Turkey. The participants had the positive beliefs toward formative assessment. They thought that it could be applied in class. Nonetheless, the participants reported the problems in using formative assessment such as overcrowded class and the heavy amount of work. Calveric (2010) reported if the teachers perceived that classroom assessment was part of the school accountability, they would perform it for improvement. However, if classroom assessment was perceived as irrelevance to their teaching, they would perform inappropriate classroom methods. The only one factor that could lead to the change of teachers' belief was their context meaning their assessment team.

Recently, the relation between teachers' beliefs and classroom assessment with regard to the curriculum and policy has been explored in many countries. In Oman, the results of the questionnaire from Al Sawafi's (2014) study revealed that the stated beliefs about continuous assessment hardly showed in their classroom assessment practices. In Taiwan, Chan (2008) reported the findings from the questionnaire distributed to the 520 EFL teachers. The participants' first beliefs about multiple assessment policy reform were positive but they reported the problems about the implementation including time limitations, the size of the classrooms, laborious activities and the amount of teachers' workload. Orafi and Borg (2009) conducted a study in Libya by observing three teachers and found "the converse point" between policy changes in pedagogical perspectives and changes in assessment. They explained that policy changes in pedagogical perspectives did not provide support for changes in assessment.

Despite potential problems of the mismatch between beliefs and practices, the issue has been under investigation. McMillan and Workman (1998) addressed that "there is clearly a need for more research on classroom assessment" (p.14). Brown (2008) states "teachers beliefs need to be addressed as part of teacher change endeavors (p.285)." This is in line with what suggested from Borg (2009) who points out that few studies have been conducted in primary and secondary state school contexts in which teachers deal with a large class. Li (2013) also raises the concern that the relationship between teachers' beliefs and practices is very complex and still in questions and further investigation of the mismatch between beliefs and practice should be conducted (Kaymakamoglu, 2015).

1.2 Research context of the study

In the Thai context, there are some previous studies about the relationship between beliefs and practices. However, the previous studies have focused only on pedagogical perspectives. To start with, Vibulphol (2004) dealt with beliefs about learning and teaching approach while Thongsri (2005) examined teachers' views on the curriculum. Later, Israsena (2007) explored teachers' beliefs about learners' education whereas Naruemon (2013) emphasized beliefs about learner-centered approach. Moreover, another study conducted by Nattheeraphong (2013) was related

to teachers' beliefs about appropriate methodology in Thai secondary level English education. Boonteerarak (2014) explored beliefs in terms of reading and instructional practice.

Watson Todd and Shih (2014) mentioned several issues of assessment in Thailand and they pointed out that language testing has raised a concern for various reasons. Firstly, English is one of required subjects for national education tests. Secondly, according to the national policy, the focus of assessment in primary classes involves students' performance in a different test format besides indirect test such as the multiple-choice format. However, from the survey of assessment practices in secondary schools in Thailand, Piboonkanarax (2007), as cited in Watson Todd, (2014), reported that other forms of assessment such as portfolio assessment and classroom assessment are used significantly lower than multiple choice (5% and 7% respectively).

According to the National Education Act of 1999, learners' performance should be progressively assessed through observation. In other words, learners' behavior, in-class activity participation and the test results are used in assessment. In addition, there was a shift in the teaching trend from grammar translation to communicative teaching (Punthumasen, 2007) and from teacher-centeredness to a learner-centered instruction (Prapaisit de Segovia & Hardison, 2008) as stated in the National Educational Policy, English Language Institute, Office of the Basic Education Commission, 2008. The shift from assessment of learning to assessment for learning has also influenced the Thai education to keep up with the global trend (Prapaisit de Segovia & Hardison, 2008). As a result of this, the reform has been put forward for Thai teachers to transform classroom assessment and moves away from teach-to-test classrooms. Its expectation is to advance students' language competency for more effective communication.

Another contributing factor to language assessment of Thailand is the Basic Core Education Curriculum which covers the four strands (see Appendix A). The four main strands are composed of language for communication, language and culture, language and relationship with other learning areas, and language and relationship

with community and the World. Moreover, Thai teachers are provided with the CEFR manual of the CEFR Policy to Reform Teaching and Learning the English Language B.E.2557 (see Appendix B) which are composed of 5 units: the policy to reform English language teaching of the Ministry of Education, the learners' quality as defined in the Common European Framework of References for Languages (CEFR), communicative language teaching (CLT), suggested ideas and activities to teach all four skills and grammar, and evaluation and assessment in Thailand. Both the Basic Education Core Curriculum B.E.2551 and the guideline of the CEFR Policy to Reform Teaching and Learning the English Language B.E.2557 will be applied together in English class. However, few studies have investigated their effect on Thai teachers' beliefs and classroom assessment practices.

Washback of national tests

Washback in language assessment is important. Bailey (1996) refers to washback as the influence of testing on teaching and learning. Buck (1988) states that

“Most educators would probably agree that the content of classroom instruction should be decided on basis of clearly understood educational goals, and examination should try to ascertain whether these goals have been achieved. When the examination does that it forces students and teachers to concentrate on these goals and the washback effect on the classroom is very beneficial.”

In the Thai context, national tests can place a great impact on Thai education. Prapphal (2008) stated that “the washback effects of university entrance exams are clearly observable” (P.129). Since the university admission entrance examination, one of the high-stakes tests in Thailand mostly contains multiple choices format (Prapphal, 2008; R Watson Todd, 2008) the negative washback occurs as a consequence of heavy use of this nonproductive skill in language assessment.

As a result, Fitzpatrick (2011) reported that teachers spent their time preparing students for the test, causing the teachers to change their teaching approach to be less focused on student-centeredness. Fitzpatrick found a gap between the aim of the language policy and teachers' practices in terms of pedagogical approach. According to R Watson Todd (2008), there had been a change from the entrance exams to a newer version of national high-stakes test called O-NET (Ordinary National

Educational Test) in 2006. O-NET is a compulsory examination for students who graduate from Prathomsuka 6 (equivalent to grade 6), Mathayomsuksa 3 (equivalent to grade 9), and Mathayomsuksa 6 (equivalent to grade 12) must take prior to their graduation. Since then, it has been influencing the pedagogical and assessment perspectives of English teachers in Thailand.

In addition, Nonthaisong (2015) pointed out that even though the English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) places an emphasis on communication, the O-NET focuses on discrete items, grammar, vocabulary, and reading comprehension, resulting in a clear discrepancy in goals. Therefore, most teachers have a tendency to change their teaching methods, materials, and classroom language because of the national test (Nonthaisong, 2015). This is similar to Prapphal (2008) who stated that despite the fact that the communicative approach has been introduced to Thai education for two decades, ;however, language testing methods could not catch up with the updated teaching methods. The traditional methods including multiple-choice format is still dominant in high-stakes examination, leading to washback on teaching and assessment in the classroom. It seems that the washback from the national tests on teaching and assessment has been quite negative because of the mismatch between the objectives and the direction of the core curriculum and national testing. Besides, Fitzpatrick (2011) also pointed out that the policy promotes communication and critical thinking whereas students are still tested on their grammar vocabulary and reading with discrete items, which results in the discrepancy in the objective of the educational policy.

Therefore, this language assessment practice results in the teach-to-test techniques in classroom assessment in congruence with the review of the test-taking strategies instead of the language use in the examination (Fitzpatrick, 2011). Katz and Gottlieb (2013) mentioned that “the teachers struggle with competing demands of responsibility for incorporating classroom assessment into instruction while also preparing students for external large-scale tests” (p. 6). This can reflect the complex situation for English teachers in Thailand as well.

As can be seen, in spite of the increasing attention to classroom assessment, very few studies focus attention on relationship between teachers' beliefs and practices in classroom assessment. One interesting study in terms of assessment aspect conducted in Thai context by Fitzpatrick (2011) reported that practices did not reflect the aims of the current English language policy in Thailand and that there was a gap existing between English language policy and teachers' beliefs about policy. This should be further investigated how the policy affects the teachers' beliefs and practices in the classroom.

1.3 Statement of the problem

Borg (2009) argued that the studies of teachers' beliefs about adults and tertiary education have been found and available. On the contrary, the research in primary and secondary state school contexts where nonnative speakers of English work with larger classes has been less explored. Besides, the study of young learners has been particularly under-studied from in teachers' beliefs.

In particular to Thai contexts, few studies have paid attention to the relationship between teachers' belief and their actual practices in Thai context in particular primary teachers. Therefore, this study explored such relationship between teachers' beliefs and their actual practice of Thai primary teachers in terms of classroom assessment to see whether they are congruent or incongruent and to investigate what factors cause the incongruence between them.

1.4 Research Objectives of the study

This study aims to study teachers' beliefs on their classroom assessment practices. That is, their beliefs would have an influence on their making-decision in their classroom (S. Borg, 2003; Pajares, 1992).

The objectives of the study are as follows:

- 1) To investigate English teachers' beliefs about classroom assessment
- 2) To investigate English teachers' actual classroom assessment practices
- 3) To examine the extent to which English teachers' stated beliefs are congruent with their actual classroom assessment practices

1.5 Research questions of the study

- 1) What are English teachers' beliefs about classroom assessment?
- 2) What are English teachers' actual classroom assessment practices?
- 3) To what extent are English teachers' stated beliefs congruent with their actual classroom assessment practices?

1.6 Scope of the study

This study was conducted in one primary school district in a province in the northeastern part of Thailand. It explored Thai teachers' beliefs and their classroom assessment practices in their English classes at Prathomsuksa/Grade 6.

1.7 Definition of terms

Beliefs

In terms of English language teaching, M. Borg (2001) describes a belief as 'a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further it serves as a guide to thought and behavior' (p. 186). Basturkmen, Loewen, and Ellis (2004) also defined beliefs as statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable' (p.244).

In this study, beliefs will be defined as any unobservable and complex cognitive system, which English teachers in Thailand express through their behaviors and practices relevant to classroom assessment especially for Prathomsuksa 6 classes.

Classroom assessment

According to Russell and Airasian (2012), classroom assessment is "the process of collecting, synthesizing and interpreting information to aid in classroom decision making" (p.3).

In this study, classroom assessment is the teachers' collection of students' performance inside the classroom, their synthesis and their interpretation of those to

help them make the better judgment and decision about their students and it can be either for summative or formative purposes.

Classroom assessment practices

In this study, classroom assessment practices are defined as the techniques and methods English teachers in Thailand implement in their Prathom-6 classes, and have been stated and defined in Thai Basic Core Curriculum. That is, teachers “use diverse assessment techniques e.g. asking questions, observing, examining homework, assessing projects, tasks/assignments and portfolios and written tests and conduct self-evaluation, peer-to-peer evaluation and evaluation by parents” (Office of the Basic Education Commission, 2551).

English teachers

In this study, English teachers refer to English teachers in Thailand who teach in Prathomsuksa 6 (Grade 6).

1.8 Significance of the study

The study is significant for the following reasons

1. In terms of theoretical contribution, the present study will provide empirical evidence regarding teachers' beliefs about classroom assessment practices. The findings can shed some light on the relationship between beliefs and practice in terms of process. In addition, the findings provide possible factors causing inconsistency, between teachers' beliefs and actual practice of Thai teachers in primary levels.

2. The study will provide the insight into teachers' assessment practices and seeks to address the weaknesses and strengths of the assessment policy in Thailand. Therefore, the policy makers, curriculum designers and other stakeholders can acknowledge some problems with classroom assessment. This would raise the awareness of the problems in teachers' classroom assessment.

3. The findings of the study can serve as a basis of formulating their professional development and providing training for both in-service and pre-service teachers. This primary source of the study can be used for Thai policy makers when launching a new assessment policy in Thailand. They could provide English teachers

in Thailand with better professional development and training programs. Ultimately, they can be well-equipped with classroom assessment knowledge and skills and apply it more effectively in their classes.



Chapter II

Literature Review

This chapter provides an overview of teachers' beliefs, teachers' classroom assessment practices and the relationship between those two terms. In addition, language assessment and classroom assessment methods, followed by related studies in the field of language assessment and English language policy in Thailand are presented. The chapter ends with a summary of assessing young language learners.

2.1 Teachers' Beliefs

The word "belief" has been defined by many scholars. Pajares (1992) refers to it as a 'messy construct' because researchers in this field have defined identical terms differently and different terms have been used to refer to similar concepts. M. Borg (2001) also indicated the complexity of beliefs as "there is as yet no consensus on meaning, and the concept has acquired a rather fuzzy usage" (p. 186).

In terms of English language teaching, Borg (2001) describes a belief as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further it serves as a guide to thought and behavior" (p. 186). Richards (1994) refers to teachers' beliefs as "a primary source for teachers' classroom practices". According to Richards (1994), teachers' belief systems includes

"The information, attitudes, values, theories and assumptions about teaching and learning which teachers build up over time and bring with them to the classroom and teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, educational theory, reading, and other sources" (p.7-8).

An individual's belief often infer from the statement and actions. Borg (2001) categorized the beliefs into two kinds: espoused beliefs (what is said) and beliefs-in-action (what is done). It means that beliefs must be demonstrated not only to the choice of words people use, but also must be shown consistently through their actions and behaviors.

The practices in class including choosing teaching materials and activities can be strongly influenced by teachers' beliefs (S. Borg, 2009; Phipps & Borg, 2009; J. C. Richards, Gallo, & Renandya, 2001). Similar to Pajares (1992), the behaviors of the teachers in the classroom is affected by the teachers' beliefs. Experience as a young learner could powerfully influence the teachers' beliefs (S. Borg, 2003).

Many factors can influence teachers' incongruence between their beliefs and classroom assessment practices. Many researchers regard teachers' beliefs as an important factor which shapes teachers' practices (S. Borg, 2003, 2006; Burns, 1992). Teachers' beliefs relate to "the unobservable cognitive dimension of teaching" (Borg, 2003, p. 81) and can be recognized as a "complex, dynamic, and contextualized" thinking system (Feryok, 2010, p. 277). Feryok (2010) stated the complexity of this thinking process demonstrated its range over various fields including language and instruction, and this thinking process can change over a period of time and it can be a result from many influences such as teachers' experience and teaching context.

Fang (1996) discusses that teachers' beliefs can illustrate in many forms, which could be shown in their teaching and learning principles and their expectations of students' performances. Teachers bring their own personal thoughts about their work in their educational context. Freeman and Johnson (1998) stated that teachers "are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms" (p. 401). This is consonant with J. C. Richards (1998) who mentions that teachers understand and teach in accordance to influences from "their personal and subjective philosophy and their understanding of what constitutes good teaching" (p. 51). Therefore, teachers' beliefs are closely associated with teacher practices. They thus rely on these thinking systems when making decisions about their work (Richards, 1998). There has been an increasing interest on research about the relationship between teacher beliefs and practices

2.1.1 The related studies about teachers' beliefs and practices

There are research conducting to see the relationship between teachers' beliefs and practices. Johnson (1994) studied the relationship between teachers' beliefs and

their practices and it aimed to investigate pre-service teachers' beliefs about second language teaching and learning, and how their beliefs of teaching during the practicum were shaped by their beliefs. In the study, data were drawn from four pre-service teachers the instruments were journal entries, classroom observation and interviews. The findings revealed that their experiences as learners and their experiences in using language affected the teachers' beliefs in this study. The two factors also influenced their beliefs of their teaching and instruction. In terms of their teaching practices, there were differences between what the teachers believed and what they thought they would do. After they knew that their actual teaching practices differed from their beliefs, they seemed to be shifted. (Johnson, 1994) summarized that when understanding what teachers think, this can help understanding how their beliefs lead to their actual practices. It was evident in this study that there was a strong relationship between pre-service teachers' beliefs and their practices. The teachers' prior education and background knowledge play an important role in their practices. In turn, their practices are the significant factor in forming their beliefs.

Breen, Hird, Milton, Oliver, and Thwaite (2001) investigated the relationship between the primary teaching principles and classroom practices of ESL teachers in Australia. The data were collected from 18 experienced teachers using classroom observation and interviews to illustrate the teachers' beliefs and principles about their instructions for five weeks. The findings revealed that the teachers believed in their own sets of personal principles that influenced their actual practices. In addition, it was found that certain principles conformed to specific practices and, in turn, certain practices were consonant with specific principles.

In Chinese school context, Zheng (2013) conducted case studies with six experienced EFL Chinese secondary teachers. The study was to explore the relationship between their perceptions about EFL teaching and learning and their teaching practices. The teachers' beliefs about teaching and learning were drawn from semi-structured interviews, classroom observations and stimulated recalls to demonstrate teachers' beliefs about their teaching practices. The findings revealed the teachers' beliefs were dynamic since they changed over a period of time according to the changing educational context such as educational reform. Zheng (2013) also found that the multiple beliefs could shape teachers' practices. In addition, the teachers'

beliefs may be related in either a consistent or inconsistent way. However, the teachers' choices in certain teaching practice were generally driven by the core beliefs.

As illustrated in the studies from Breen et al.'s (2001) and Zheng's (2013), teachers' beliefs have a great impact on classroom practices. Beliefs from experienced teachers are dynamic. Regardless of teacher experiences, they seem to be changed over a period of time. It could probably be since their early years of teaching through an interactive thinking process and action as proposed in Johnson's (1994) study. They later shape teachers' underlying beliefs that are reflected in their practices. There are several factors including teachers' educational and professional background and contextual factors that can contribute to the teachers' dynamic change. Although there is a strong relationship between teachers' beliefs and their actual practices, incongruences between them are still apparent.

In 2004, Basturkmen, Loewen and Ellis studied teachers' beliefs and practices in relation to the communicative language teaching with New Zealand teachers and investigated the relationship between teachers' beliefs and their practices regarding incidental 'focus on form' instruction. The data were drawn from a project with 12 teachers from a school in New Zealand and only three teachers were interviewed and their communicative lessons were observed to demonstrate their actual practices. After the classroom observation, the teachers were interviewed with scenario prompts. They were asked to provide an answer on the preference of their teaching strategies on certain scenarios. Another instrument was stimulated recall interviews, which was used to stimulate the teachers' decision making the classes during the observation. The findings from the study revealed the teachers altered their teaching practices even though they faced the similar situation during their classes. That is, their students had the same level of proficiency and they used the same communicative tasks in teaching them. It found that because of the teachers' different teaching styles and the personal beliefs, this group of teachers showed the inconsistency among them. In terms of the relationship between their stated beliefs and practices, the findings revealed the three teachers' beliefs were incongruent with their teaching practices. One main explanation was the teachers' purpose. The teachers focused on form for linguistic

accuracy in the teachers' actual practices even though they stated that they would focus on form when the meaning of students' sentences was interfered. .

In terms of teachers' beliefs and practices in grammar instruction, Phipps and Borg (2009) conducted the study with three experienced EFL teachers teaching in a Turkish university. They interviewed the teachers every four months in order to gather the data on their beliefs and classroom practices and to see the development of their beliefs. In addition to the interview, they observed the teachers' teaching practices every three months classroom observation. The findings showed that although there were several tensions between beliefs and practices with respect to grammar presentation, practice and oral group work, teachers' beliefs and classroom practices were mostly consistent. In addition, contextual factors such as the expectations and preferences of students, and the issues in classroom management led to the mismatches between teachers' beliefs and actual practices.

It can be seen that these three studies discovered different findings on the relationship between teachers' beliefs and their actual classroom practices. In Basturkmen et al.'s (2004) study, the findings showed the existing inconsistencies; on the other hand, Phipps and Borg's (2009) study revealed consistency of the general relationship between the teachers' beliefs and actual practices. It could be the result of the research design that would cause these differences in their findings. The inconsistencies in these two studies may happen in their data collection process because it was cross-sectional data collection. Both studies showed that the findings about the teachers' beliefs which were specific to particular study.

Regarding the two studies, mismatch between teachers' beliefs and some aspects of their actual practices may happen in cross-sectional data. This is also apparent in Phipps and Borg's (2009) findings on teachers' actual classroom practices. However, when teachers' practices were observed for a long term, the more consistent relationship between teachers' beliefs and practices could be shown as revealed in Phipps and Borg (2009).

As demonstrated in the studies above, the teachers' beliefs and practices were likely to be varied and dynamic. However, their beliefs strongly shaped their classroom practices (Borg, 2006, 2015; Richards, Gallo, & Renandya, 2001). As suggested in various studies, their beliefs were shaped by various influences in

connection with prior educational knowledge, professional experiences and contextual factors (Borg, 2006; Freeman & Johnson, 1998). Among these factors, Freeman and Johnson (1998) pointed out that teacher training is strongly impacted by all aspects of the teachers' prior knowledge which "is constructed through teachers' experiences in and with students, parents, and administrators as well as other members of the teaching profession" (p. 401).

Johnson (1994) reported on the impacts of teachers' former education in the study of pre-service teachers during their practicum. It investigated their beliefs and teaching and learning in second language. During the practicum, the teachers' reflections on their role as teachers, their teaching and their beliefs about instruction were based on their prior learning experience. That is, even though they wanted to apply a student-centered approach with their students, they applied a teacher-centered as their teaching approach. This could be explained that they made their teaching approach based on their prior experience in the classroom. The teaching practices of in-service teachers were also influenced by the impact of educational background.

In Wen, Elicker and McMullen's (2011) study of the relationship between teachers' beliefs and classroom practices of early childhood teachers. Teachers collected their own self-reported curriculum beliefs and observations their interaction with students in their own classroom. The consistency between their belief and practices was found with teachers with more professional training and more years of teaching experiences because they may feel more confident and have more knowledge to apply in the classroom. A similar finding was found in Borg's (1998) study which aimed at the investigation of classroom practice during grammar teaching by an expert teacher. It was found that the teacher developed his beliefs through his prior professional training. During the training, he built his knowledge of communicative methodology and a student-centered approach and reflected them in his teaching practice in class.

Teacher education also influences teaching practices if professional experience from teacher education impacts on teachers' beliefs (Borg, 2011). In his qualitative study about the impact of education program, it investigated the way in which six in-service English language teachers' beliefs were impacted for eight weeks. Each

teacher was interviewed six times along the course of eight-week program. The study showed that three teachers' beliefs received stronger impact from their training than other three teachers.

In Borg's (2006) review of many studies in the field of teacher education, they confirm that many factors, including the teacher's school experience, professional education, and contextual factors could give an influence on teaching practices of both experienced and inexperienced teachers. According to Borg (2006), the research shows that experienced teachers' teaching and instruction depend on their constructed knowledge of teaching. For example, experienced teachers understand the lessons and know how to teach the lesson appropriately. With their comprehensive teaching experience, their beliefs about the classroom and the students are clear. This knowledge may support them in predicting the characteristics of students before they actually meet them.

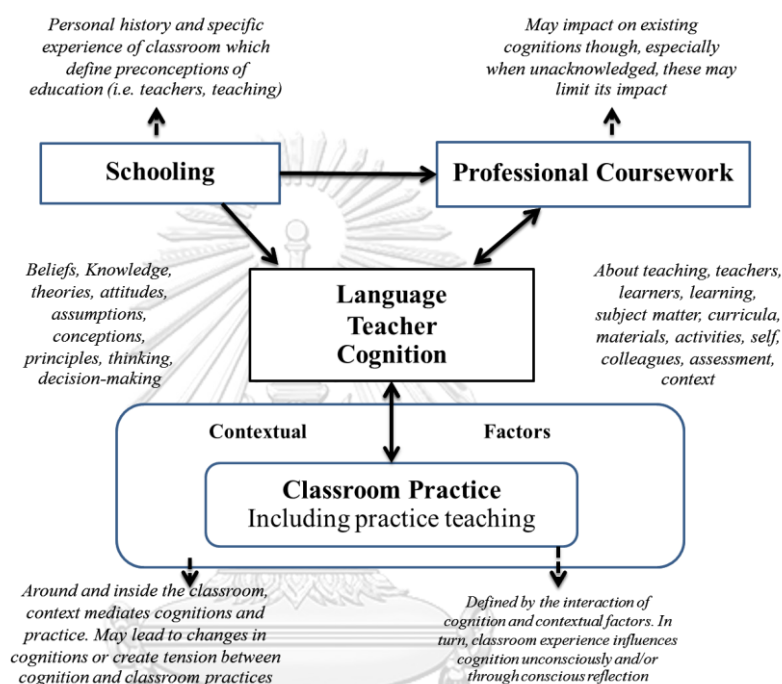
On the contrary, novice teachers who lack this knowledge seem to receive an influence predominantly from contextual factors in schools and classrooms. Even though they are equipped with knowledge and principles from their previous teacher education, they can still alter their beliefs and principles during actual teaching practices because of many contextual factors such as large classes, the students' poor language performance, and pressures from examinations. Professional relationships among teachers and their worries over how to cope with students' learning may also adjust their teaching principles from what they have learned.

On the other hand, Borg (2006) found that contextual factors strongly influence the teachers' beliefs and their behaviors in experienced teachers. The main source of teacher change in their beliefs was from teacher education even though their personal experience influenced the beliefs. Moreover, teachers' belief and teachers' practices may be different because teachers' beliefs and situational factors both classroom, institutional and social context define their teaching practices. Drawing on his review of a wide range of research studies of how teacher classroom practices are influenced by social, professional and personal factors, Borg (2006) proposed the model of teacher cognition which will frame the analysis of factors influencing teacher beliefs driving their classroom assessment practices in this study. The Borg model is presented below.

2.1.2 The Borg's (2006) language teacher cognition model

Teachers' classroom practices are influenced by teachers' beliefs driven by numerous factors including social, professional and personal factors. These influences are demonstrated by the Borg (2006) model of language teacher cognition in Figure 1 below.

Figure 1: Elements and processes in language teacher cognition (Borg, 2006, p. 283)



The figure reveals that teachers' experiences as learners and as teachers through both schooling and professional coursework and classroom practices situated in contextual factors mediate their cognition. In turn, teaching experience can be influenced by teacher cognition. According to Borg's model, teacher cognition and the teacher's classroom practices are mutually informing. Contextual factors surrounding their classroom practices play a key role in mediating the way in which teachers implement their practices in a way that reflects with their beliefs. Moreover, it can be said that the Borg's model synthesizes the influencing factors described in the studies in this section.

As this present study focuses on the classroom assessment practices by teachers as they emerge in a regular classroom context, it is important to consider how the practices may be influenced by their beliefs and other influential factors in the

social, institutional and cultural context. Teacher conceptualizations underpinning assessment practices include the assessment purposes, their relation to learning and teaching, and assessment methods they used to assess their students. To guide this investigation, therefore, it is worth employing Borg's (2006) concepts of the elements and processes in language teacher cognition to frame the emerging influential factors.

2.1.3 Related studies about teachers' beliefs and assessment practices

There have been many studies about teachers' beliefs and pedagogical practices as reported in the systematic review of Borg (2006). However, this study collects any related studies of teachers' beliefs and their assessment practices.

In Singapore, Song and Koh (2010) studied 98 secondary teachers in Singapore using two questionnaires, covering teachers' beliefs of students' learning and the formative assessment practices of the teachers, and the semi-structure interview. The results of the study showed that there is a discrepancy between teachers' beliefs and assessment practices. Three themes emerge from the interview data: teachers' personal interest in developing student learning, belief about feedback and diagnosis of learning needs, and tensions between assessment of learning and assessment for learning.

In Colombian context, Muñoz, Palacio, and Escobar (2012) explored the teachers' beliefs about the assessment in a language center in Bogota. The study was conducted using survey, teachers' written report and interview. The results from the survey showed that most teachers' beliefs that assessment makes some improvement in instruction and students' learning. The inconsistency between their beliefs and practices was also found due to some factors. The findings also showed three reasons the teachers' practices were changed. These reasons included teachers' professional development, self-discovery and the policy from educational institutes.

Similar to the assessment purposes found with the Colombian teachers, the teachers in USA believed that assessment is used for teaching and learning. Yao (2015) conducted the study investigating 6 teachers' beliefs about classroom assessment using a focus group interview. The findings revealed that the teachers believed that classroom assessment provided teachers with the useful information for students' learning and for their own instruction. Regarding the assessment methods,

some teachers preferred using project-based learning and assigning students to work in group. However, some teachers still valued the traditional assessment or assessment of learning.

2.1.4 Related studies about teachers' beliefs and assessment practices in relation to curriculum and policy reform

There was research conducted to investigate language teachers' belief and classroom practices in accordance to their national curriculum reforms (e.g. Al Sawafi, 2014; Brown, 2003, 2004, 2008). According to Richardson and Placier (2001) teachers' beliefs have a significant role in school systems when they first implemented assessment policy reform.

One of the important studies in teachers' beliefs was conducted by Brown (2003) in New Zealand and Australia context. It explored teachers' conceptions of assessment. The study was conducted on teachers' assessment conceptions in relation to student learning, teaching, curriculum, and teacher efficacy. The data drawn from a survey of 525 New Zealand primary teachers were analyzed. As a result, the study showed that the four main assessment conceptions or beliefs of assessment included accountability of students' learning, improvement of teaching and learning, accountability of schools and teachers (Remesal, 2007), and the assessment as irrelevance (Airasian, 1997; G. T. Brown, 2004). Since these conceptions put a strong impact on both teaching and learning, policy makers, curriculum designers and teachers should comprehensively understand them. (Brown, 2004; Remesal, 2007).

The teacher's conceptions can be characterized into four main groups: conceptions of student accountability, the improvement of teaching and learning, school accountability, and treating assessment as irrelevant (Brown, 2004; Remesal, 2007).

In Brown's (2004) conception of assessment, the first one is the student accountability, meaning that individual students are accountable for their own performance and accomplishment on assessments. This places an important on the positive and negative effects related to students' performance results such as graduation, grade retention, grades, and tracking. Regarding the conception of the improvement of teaching and learning, it is the teacher's conception of assessment as

a tool to identify the student's progress and achievement in order to enhance the student's learning and the teacher's teaching quality. Second, the conception is assessment for improvement of learning and teaching. Many studies have drawn the basis in relation to the conception of assessment for improvement of learning and teaching (Black & Wiliam, 1998; Brown, 2004; Popham , 2008). The third conception of assessment is schools accountability, which emphasizes use of evidence related to the indicators of the school and teacher quality (Brown, 2004). Fourth, the conception about assessment as irrelevance which relates to teachers who think assessment as unrelated to the work of teachers and students (Brown, 2004). Any educators who adopt this assessment conception refuse assessment due to its perceived detrimental impact on teacher autonomy and expertise (Brown, 2004). The teachers who believed the irrelevance conception would conceptualize assessment that it reduces from student learning and rejects the inclusion of teachers' intuitive evaluations, student-teacher relationships, and in- depth knowledge of curriculum and pedagogy (Brown, 2004).

In 1999, Delandshere and Jones's qualitative study aimed at finding elementary teachers' beliefs about assessment. The study conducted using interviews with three teachers for three months. The findings were similar to other research (Brown, 2003; Remesal, 2007). Teachers' beliefs about assessment are influenced by external functions and purposes. Researchers' final results provided three important beliefs about the functions of assessment: to place students in the appropriate level; to officially define students' achievement and justify their grades; and to serve as preparation for mandated testing. The results from the study indicated the three teachers' assessment beliefs were mainly for summative and external use which were similar to Brown's (2003) second and third conceptions, certification of students' learning and accountability of teachers and schools. The responses from teacher interview viewed assessment as "a required means of conveying information to external audiences including parents, district, state, other teachers, and rarely as a way to understand learning and inform teaching" (p. 229). Teachers' beliefs from these teachers limit their assessment practices to summative purposes that replicate the state mandated testing. Consequently, the teachers could not acquire the information about how they teach and how their students learnt.

With the introduction of the new assessment, Yung (2001) studied the relationship between teachers' beliefs and their practices under the assessment reform or Teacher Assessment Scheme (TAS) in Hong Kong. The data were drawn from observation and individual interviews with 10 Biology teachers. Their beliefs and thinking during instruction were explored. The analysis of metaphor use was studied to trace their beliefs about the new assessment reform. The findings showed that some teachers expressed their negative attitude towards the new assessment in the metaphor as one of them compared the new assessment reform as "a policeman who fears to be scolded by his supervisor." From the metaphor, this teacher seemed too worried about his assessment practices and the higher authority, which supervised his school. Clearly, this teacher's beliefs about assessment had been interfered by this new assessment reform. In contrast, another teacher expressed a positive attitude towards TAS and believed it can be beneficial to learners. As seen in his metaphor, he expressed TAS as "Students' Companion" because he believed that the assessment can help students to develop their ability and achieve their learning goals. This study showed that teachers' beliefs could affect what teachers behaved.

The educational policy and curriculum may alter the relationship between teachers' beliefs about assessment and practices as shown in the study of Vandeyar and Killen (2007). This research investigated educators' beliefs and practices in relation to classroom assessment in South Africa. The data were drawn from three case studies of Grade 4 teachers. It was conducted using observation, semi-structured interview and classroom document. The study investigated the relationship between teachers' beliefs and their practices regarding the change in educational curriculum. In 2002, the Ministry of Education had introduced the new language policy, which shifted the content-based curriculum to outcome-based curriculum. The results showed that all three teachers in the study were reluctant to shift from their old assessment methods including formal and written examinations. The underlying reasons included the lack of the knowledge and the limited understanding of the assessment in the new curriculum. As a consequence, they did not adopt the new assessment approach as introduced in the outcome-based curriculum since they did not understand the assessment strategies. The study pointed out that that teachers' beliefs of assessment could drive their assessment practices. It appeared that even

though the new policy was introduced, there was no training about the new assessment. The teachers were not able to adapt the new assessment strategies to use in their classes. It is suggested that the first step in assisting teachers to reconcile with the curriculum change is to clearly and comprehensively identify the teachers' beliefs of assessment.

Another study was conducted in Taiwan. Chan (2008) explored EFL 520 teachers in elementary schools in Taiwan about their beliefs and practices of Multiple Assessment (MA). The teachers strongly believed in using MA with their students because of its practicality and ability to easily diagnose their students. It found that both the relationship between beliefs and years of ESL teaching experience, and the relationship between EFL teaching experience and their practices were statistically significant. However, some methods such as portfolio were not found to be used as frequent as others since it consumed too much time. In addition, the combination of MA and traditional assessment was the most frequently used methods. The teachers preferred traditional and alternative methods rather than alternative assessment alone. It revealed that they did not apply multiple assessments as stated in the new policy because of some difficulties this group of the teachers faced including excessive teachers' workload, time constraint, a large class size, subjective grading system.

In Oman, the study by Al Sawafi (2013) displayed the discrepancy between their beliefs and practices when Continuous Assessment (CA) had been introduced to English teachers. The teachers showed their strong beliefs towards CA; however, it has been reported that the practice reflected some opposition towards the application of CA in their classrooms. There were five factors underlying their resistance including: teachers' mismatch between core beliefs and peripheral beliefs, influence of teachers' views towards CA, influence of the cultural challenges, influence of top-down authority of the CA planning and implementation process, and influence of long experience in teachers' resistance to change.

After the new assessment policies were initiated in two countries: the Philippines and Indonesia, Saefurrohman and Balinas (2016) conducted the study to investigate if the new policies placed an impact on the teachers' assessment practices. The policies from both countries put an emphasis on the use of classroom assessment

for learning as aiming for students' assessment. The study investigated junior high school English teachers: 48 Filipino teachers and 12 Indonesian teachers. The finding showed that they believed in assessment for learning as a main purpose in their class. To demonstrate this, they believed the classroom assessment purpose as to group students for their teaching and to diagnose strengths and weaknesses in their own teaching and instruction. However, they rated the purposes for student preparation for the standardized tests as the lowest percentage. This study also showed that classroom assessment was also used for assessment of learning. The teachers from the Philippines believed that classroom assessment can be used for documenting their students' learning development and the Indonesian teachers believed that classroom assessment can be used to assign the final grade and to report this information to the central administration. Regarding the parental involvement, they believed that to provide the students' learning progress to their parent at the lowest percentage. It can be seen that classroom assessment can be used with various purposes.

2.2 Classroom assessment

The definition, concepts and process of classroom assessment can be overlapped and varied from many scholars in the assessment. I will elaborate the definitions, concept and process of classroom assessment from the prominent scholars. Related studies will also be provided.

2.2.1 The definition of classroom assessment

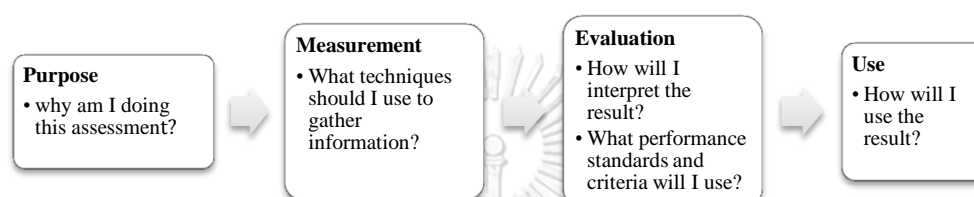
It is important to define the term "classroom assessment". McMillan and Workman (1998) refer to "the format for gathering information such as using portfolio or performance assessment" (p.4). Angelo and Cross (1993) defined the classroom assessment as "an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it" (p.4). In this approach, they explain that it comprises of these five characteristics: learner-centered, teacher-directed, mutually beneficial, formative and context specific.

2.2.1.1 McMillan's definition and components of classroom assessment

McMillan (2004) defines the classroom assessment as "the collection, evaluation, and use of information to help teachers make better decisions" (p.8) and

refer to the process of gathering, and interpreting information. His definition rather focuses on the teachers' perspectives. He also elaborates four components of classroom assessment, which includes purposes, measurement, evaluation, and use as shown in the diagram below.

Figure 2: Components of classroom assessment (McMillan, 2004, p.9)



From the process, the classroom assessment is systematically demonstrated into each step and the overall process. He explains each component as follows:

1. *Purpose*: this is the beginning step when collecting information to support the reason of any classroom assessment. It can take place previous, during or after the instruction.
2. *Measurement*: it can range from very formal to less formal techniques to assess any learning targets.
3. *Evaluation*: it means “an interpretation” of information collected from any measurement. This can involve both “performance standards”, determining the value of the performance, and “criteria”, used for teachers to set the value of students’ performance.
4. *Use*: teachers will use the results of the score in making their decisions on students’ performance. Its use can be classified into three aspects including “diagnosis, grading and instruction.”

In addition to the definitions and components above, McMillan summarizes the recent trends in classroom assessment.

Table 1: Recent trends in classroom assessment (McMillan, 2004, p.17)

From	To
Sole emphasis on outcomes	Assessing of process
Isolated skills	Integrated skills
Isolated facts	Application of knowledge
Paper-and-pencils tasks	Authentic tasks
Decontextualized tasks	Contextualized tasks
A single correct answer	Many correct answers
Secret standards	Public standards
Secret criteria	Public criteria
Individuals	Groups
After instruction	During instruction
Little feedback	Considerable feedback
“Objective” tests	Performance-based tests
Standardized test	Informal tests
External evaluation	Student self-evaluation
Single assessments	Multiple assessments
Sporadic	Continual
Conclusive	Recursive
Assessment of learning	Assessment for learning
Summative	Formative

2.2.1.2 Stiggins et al's (2006) definition, framework and sound indicators of classroom assessment

The first part will base on Stiggins et al's (2006) framework in classroom assessment as to understand the fundamental concept of classroom assessment.

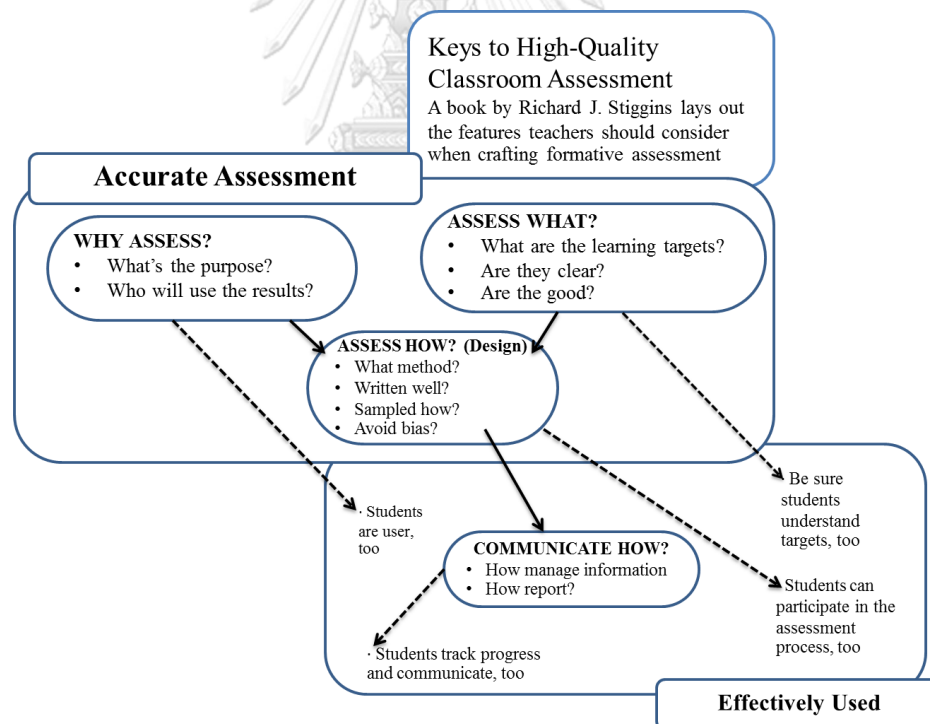
Stiggins et al (2006) set these five key questions concerning classroom assessment for any teachers. Here are the questions to consider when performing classroom assessment;

1. Why assess? Assessment processes and results serve clear and appropriate purposes;

2. Assess what? Assessment reflects clear and valued student learning targets;
3. Assess how? Learning targets are translated into assessment that yield accurate results;
4. Communicate how? Assessment results are managed well and communicated effectively;
5. Involve students how? Students are involved in their own assessment.

These questions provide a good formulation of classroom assessment skills for any teachers. These questions are essential for teachers, guiding them into the appropriate directions when designing classroom assessment.

Figure 3: Keys to quality classroom assessment (Stiggins, 2006, p.13)



From the figure, it further elaborated each key into “Indicators of Sound Classroom Assessment Practice”, which can be clearly understood and easily put into actual classroom practices.

Table 2: Indicators of sound classroom assessment practice,” (Stiggins et al, 2006, p. 27)

Keys to Quality	Teacher Competencies
1. Clear Purposes Assessment processes and results serve clear and appropriate purposes	<ol style="list-style-type: none"> 1. Teachers understand who the users and uses of classroom assessment information are and know their information needs. 2. Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation. 3. Teachers use classroom assessment processes and results formatively (assessment <i>for</i> learning). 4. Teachers use classroom assessment results summatively (assessment <i>of</i> learning) to inform someone beyond the classroom about students’ achievement as of a particular point in time. 5. Teachers have comprehensive plan overtime for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.
2. Clear Targets Assessments reflect clear and valued student learning targets	<ol style="list-style-type: none"> 1. Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets. 2. Teachers understand the various types of learning targets they hold for students. 3. Teachers select learning targets focused on the most important things students need to know and be able to do. 4. Teachers have a comprehensive plan over time for assessing learning targets.
3. Sound Design Learning targets are translated into assessments that yield accurate results	<ol style="list-style-type: none"> 1. Teachers understand what the various assessment methods are. 2. Teachers choose assessment methods that match intended learning targets. 3. Teachers design assessments that serve intended purposes. 4. Teachers sample learning appropriately in their assessments. 5. Teachers write assessment questions of all

	<p>types well.</p> <p>6. Teachers avoid sources of mismeasurement that bias results.</p>
<p>4. Effective Communication</p> <p>Assessment results are managed well and communicated effectively</p>	<ol style="list-style-type: none"> 1. Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning. 2. Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users). 3. Teachers interpret and use standardized test results correctly. 4. Teachers effectively communicate assessment results to students. 5. Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.
<p>5. Student Involvement</p> <p>Students are involved in their own assessment</p>	<ol style="list-style-type: none"> 1. Teachers make learning targets clear to students. 2. Teachers involve students in assessing, tracking, and setting goals for their own learning. 3. Teachers involve students in communicating about their own learning.

To increase the high quality of classroom assessment, Stiggins (1992) put together the fundamental factors to create the most effective classroom assessment to the teacher and to introduce some concerns. The four elements consisted of different aspects including the users and uses of classroom assessment, assessing achievement targets, assessment methods and the meaning of quality.

The first points he made involved many parties in classroom assessment namely teachers, students and parents. Teachers become assessors, so they become the heart of the classroom assessment. The roles of the teachers in classroom assessment are not only to assess students' performance, but also connect this with classroom instruction. Making decisions derived from classroom assessment can create the huge responsibility to the teachers because this could affect students' behaviors, expectations and achievements. After receiving the result of classroom

assessment, students evaluate and decide on their academic matters. Finally, parents become part of classroom assessment as well. Any decisions they make result from the interpretation of grade their children receive in the classroom assessment. Thus, any misunderstandings and misinformation of any classroom assessment must be avoided.

In terms of the achievement targets of classroom assessment, they must be clear to help students understand the purpose of the test so that students can perform the test effectively. Stiggins (1992) describes the achievement targets into 5 categories: knowledge, thinking, behaviors, products and affect. The issues he concerns are about how to measure the cognitive levels of the students work.

Assessment cannot occur without the tools. According to Stiggins, there are three types of classroom assessment, which can be categorized into either objective form or subjective form. The first type is paper and pencil method, which includes multiple choices, matching, for example, as for the objective one. On the other hand, essay and the open-ended questions can be the subjective form. Performance assessment can involve student's checklist or rating scale for objective and subjective form. The last type of classroom assessment is personal communication. It can be just to answer the questions or it can go up to interview or in-depth discussion in order to show their individual performance. The meaning of quality is the result from the appropriate use of the classroom assessment to the context. The teachers must be able to conduct the classroom assessment effectively. These three words--achievement, purpose and understand-- must be tied together, creating the sound assessment according to Stiggins.

Unclear questions and instructions can be the result from drawbacks from the classroom assessment. The assessor can be a factor to cause difficulties in classroom assessment even the students themselves can prevent us to learn their true performance either intentionally or unintentionally. With the factors here, the mismeasurement could happen in classroom assessment. Concerns about the connection of achievement target to classroom assessment, the understanding of the results clearly are raised.

2.2.1.3 Rea -Dickins's (2001) assessment process

From the study of Rea-Dickins (2001) with the teachers of English as additional language (EAL), this four-phase episode can demonstrate how teachers' assessment process.

The following are the process and strategies in classroom assessment:

- 1) *Planning*: The teachers make decision on what to assess and how to assess.
- 2) *Implementation*: the teachers perform their in-class decision in order to choose actual classroom assessment practices.
- 3) *Monitoring*: after the teachers obtain the result of the assessment, they can use that to adjust their teaching and lesson plans as a result of giving feedbacks.
- 4) *Recording and dissemination*: the results will be kept and used for administrative purposes.

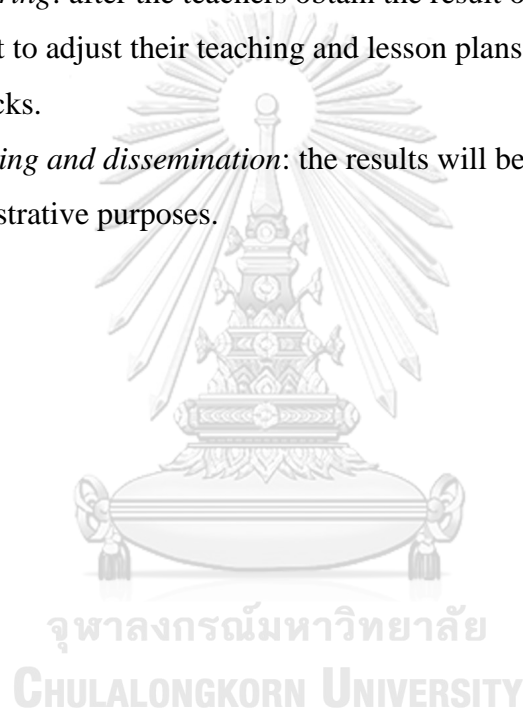
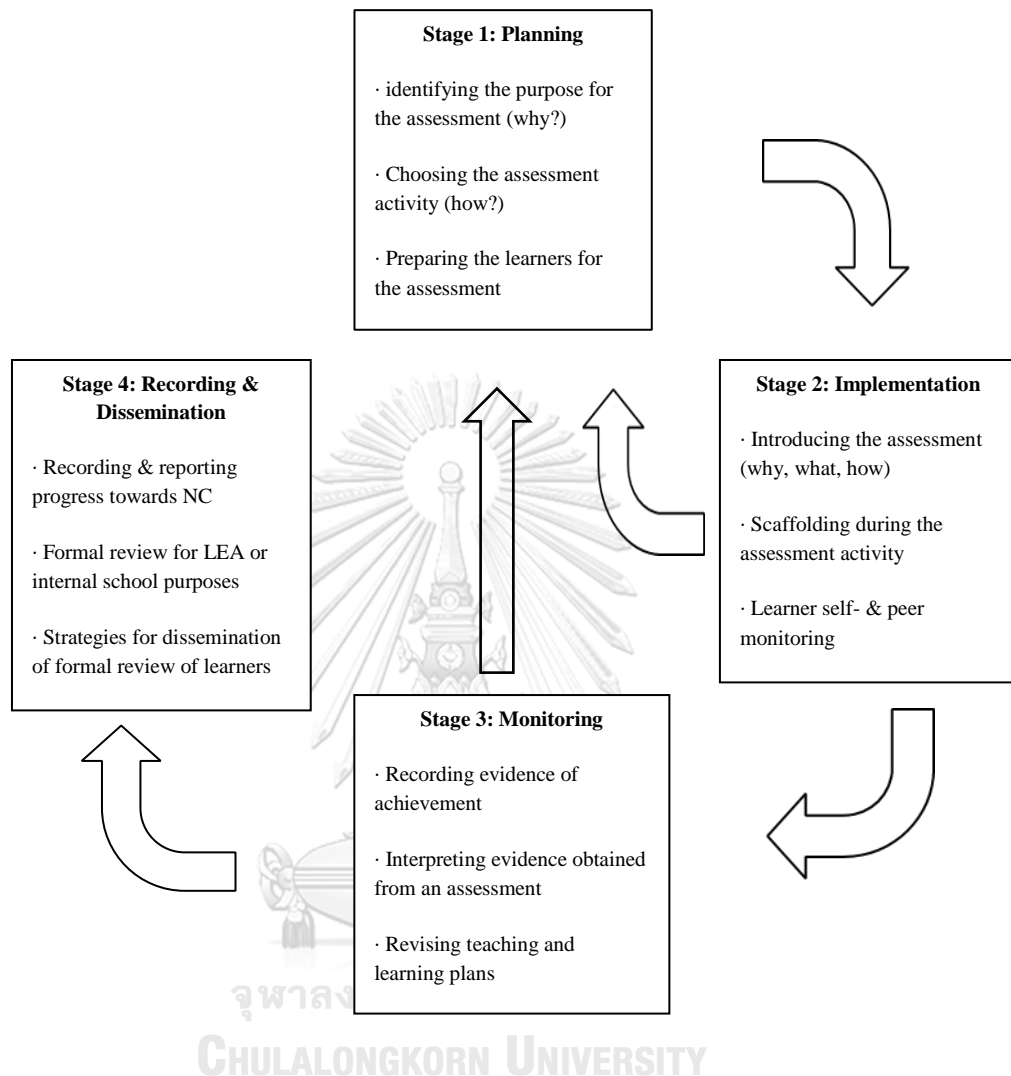


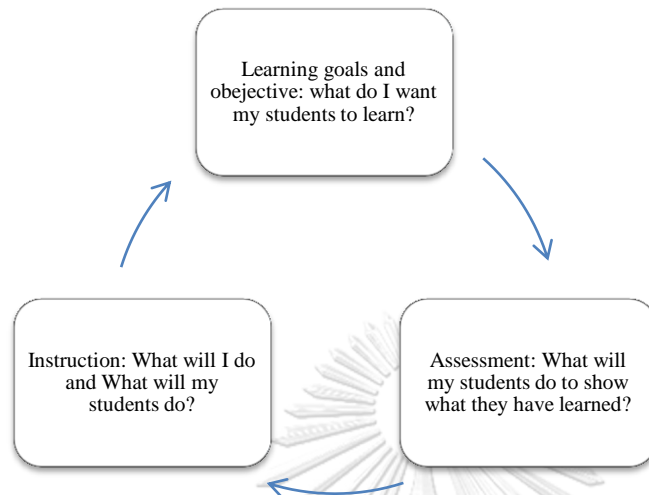
Figure 4: The four-phase episode of classroom assessment process (Rea-Dickins, 2001)



This process is adopted as the framework to this study because the context from the process is similar to this study in that the process is specifically aimed at assessment in language classroom. Besides, this classroom assessment process demonstrates each stage in details and can be appropriately adapted to the assessment process schemes.

From these two models, they demonstrate the resemble process as they goes in cycle. The last model is the process proposed by Taylor and Nolen (2007).

Figure 5: Relationship between learning goals, instruction and assessment.
(Adapted from Taylor & Nolen, 2007, p.4)



From this figure, it cannot only show the process of classroom assessment, but also demonstrates the relationship between teaching and assessment that can be inseparable. They are intertwined as classroom assessment influences teaching and learning.

2.3 Classroom Assessment Purposes

Many scholars in the field of assessment have addressed myriad purposes of classroom assessment. The purpose of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. Needless to say, evaluation and assessment can focus on different aspects of teaching and learning: textbooks and teaching materials, students' achievement, and whole programs of instruction.

The distinction between the use of classroom assessment as formative assessment and summative assessment has been debatable as reported in the research from Rea-Dickins (2007) and Llosa (2011). That is, formative assessment has often been framed with any formal language tests. It is evident in the study from Rea- Rea-

Dickins and Gardner (2000) that the purposes of formative or summative assessment can be varied from different users. Summative assessment is defined as assessment “to provide useful information of students’ achievement or progress at the end of the course” (Bachman & Palmer, 1996, p. 98), while formative assessment is designed to “help students guide their own subsequent learning, or help teachers modify their teaching methods and materials so as to make them more appropriate for students’ needs, interests and capabilities” (Bachman & Palmer, 1996, p. 98). However, Brown (2002) argued that both types of assessment can be used to make an improvement on teaching and learning as well as to assess student-learning and teacher-instruction quality, and the only differences between these two are “timing differences within the cycle of teaching, learning, assessing, planning and reporting” (p.28). When classroom assessment and instruction are tied together, both purposes can be served (Katz & Gottlieb, 2013). Formative purposes can be evident when the teachers use the results of the assessment for feedback to make students’ progress; on the contrary, when the results are used to keep as a school record or rank students. This signifies the use of classroom assessment for summative purposes.

Clarifying a clear purpose of classroom assessment can determine the reasons and should be the first step before the teachers making their decisions about classroom assessment (Cheng, 2013; McMillan, 2004; Rea-Dickes, 2004; Stiggins, 1992). The first stage (Planning) of classroom assessment process from Rea-Dickins (2001) involves choosing the purpose of the assessment because classroom assessment can be used effectively if the purpose of assessment is the beginning to its uses. This is similar to James H. McMillan (2004) whose process of classroom assessment starts with defining the purpose, so the teachers’ decisions will be “reflective and thoughtful, not impulsive and erratic” (p.3). Genesee and Upshur (1996) also stated that before teachers choose any tasks for students, setting the objectives is the most essential factor, followed by understanding the proficiency levels of students, selecting activities to teach and finding the practical testing resources.

Purposes of classroom assessment can be one of the key elements because they can create a great impact on how often and when the assessment will be used, what kinds of assessment methods will be chosen, how the assessment will be

processed (Cheng , 2013) and most importantly, how the student learning will be improved (McMillan, 2004). These go in line with Genesee and Upshur (1996) who stated that the instructional objectives, plans and practices can be identified from the purposes of classroom assessment. Cheng (2013) also addressed the importance of understanding purposes of classroom assessment because they will influence “the frequency and timing of assessment (event), the assessment methods (tools) and how assessment is conducted (processes)”. Therefore, classroom assessment can be effectively used if it is “dependent on the purposes of the assessment” (Rea-Dickins, 2001)

Classroom assessment can be defined as “multifaceted phenomenon” with the connections to learners, teachers and other bureaucratic or administrative personnel (Rea-Dickens, 2001, p.7). Having a clear purpose can benefit teachers, learners and parents. Classroom assessment purposes can be categorized by its functions or uses; for example; there are three types: student-centered purposes, instructional purposes and administrative purposes (Cheng, 2013), or another three types: sizing up, instructional or official (Airasian, 1997). Some scholars divide the purposes of classroom assessment according to its users: teachers, learners, administrative officers (Cheng, 2013; Sitgging, 1992) and parents (Stiggins, 1992).

The amount of time teachers spend on the classroom assessment is very important. It can take up to 33% or one-third of their professional time on any classroom assessment-related activities according to Stiggins (1992), signifying the significance of classroom assessment in teachers’ perspectives. During the class, teachers would spend their time conducting their classroom assessment according to the following purposes.

First, classroom assessment can be used to diagnose students’ performances so as to indicate their strength and weakness (Cheng et al, 2008; McMillan, 2004; Popham, 2014); in addition, if it is done at the beginning of class, teachers can understand students’ capacities and interests (McMillan, 2004). Moreover, using classroom assessment as a diagnosis in class can help teachers specify students in terms of their learning, emotions, social problems and characteristics (Airasian, 1997) as well as their motivation (McMillan, 2004). Besides, diagnosis could assist teachers

to understand students' problems and difficulties in their learning (Airasian, 1997), and check students' progress during instruction (Brown, 2002; McMillan, 2004).

Subsequently, teachers can group or place students into the right group (Airasian, 1997) or into the next level (Cheng, 2013; McMillan 2004), especially students with special needs (Stiggins, 1992). Not only can classroom assessment place students in their appropriate groups or class, but also it can be used for “establishing and maintaining the classroom social equilibrium”, meaning that teachers should be able to create any tasks to “promote learning and maintain order, discipline and cooperation” in the same time (Airasian, 1997, p.6). Likewise, classroom assessment should be utilized as a classroom management tool to control behaviors (Stiggins, 1992), meaning that the use of classroom assessment can be used to keep students in line if grades and tests are used.

Another purpose of classroom assessment is strongly attached to pedagogical perspective. Instruction and classroom assessment are always connected together since classroom assessment can be viewed as important teaching tools (Stiggins, 1992), integral with teaching-learning process (Cheng et al, 2008; Earl, 2003), and targeting instruction for individual learners (Rea-Dickins, 2001). With this purpose, assessment can lead to two decisions: before class and during class. Therefore, classroom assessment can be used to plan on what will be taught in terms of the class content and activities (Airasian, 1997; Cheng, 2013; McMillan, 2004; Stiggins, 1992), how will taught, when will be taught and what materials will be used (Airasian, 1997 Cheng, 2013; McMillan, 2004; Stiggins, 1992).

In addition, teachers can document and also monitor students' learning progress throughout the semester (McMillan, 2004, O'Malley & Valdez Pierce, 1996; Stiggins, 1992) as well as make the judgment about students' performances (Airasian, 1997). Grades can also be determined from the used of classroom assessment in summative purpose.

Classroom assessment can be used for teachers to self-monitor their own teaching performances in class as well as to assess and improve their work (Brown , 2002; Cheng ; 2013); nonetheless, teachers rarely change their teaching when the poor assessment is shown.

According to Brown (2003), students are the essential part in assessment, pertaining to their learning progress, performance and achievement. Similarly, Fulcher and Davidson (2007) noted “the context of learning is important and that context requires that the learning experience is integrated and relevant to the needs of the learners” (p.35). Therefore, it can be seen that learners are the central element of assessment, called it as student-oriented purposes (Cheng, 2013, P.13).

Cheng (2013) indicates various purposes of classroom assessment for students including giving motivation and encouragement for students to study harder and an opportunity for them to realize their strength and weakness after receiving teachers’ feedback. Since classroom assessment can provide students feedback or incentives, Stiggins (1992) elaborates three decisions students can make based on classroom assessment. First of all, learners are able to set their own academic expectation. Next, they can assess what they have learnt and what they have to improve. Feedback from classroom assessment can help students forecast their own learning performance and outcome. The third decision involves the topic, timing, location the students want to study with after they receive and understand the feedback from their teachers. These three decisions can be used as guidance for students to take the right direction to improve and succeed in their learning.

Next purpose is for schools and administration. One of the classroom assessment purposes is for administrative use (Cheng, 2013), which is similar to those mentioned in O’Malley and Valdez Pierce (1996), which states that one of the six purposes includes program evaluation and accountability. According to Cheng (2013), central administration such as school or school district can receive information from classroom assessment. Besides, this information can be used to request funding from the outside agency.

Parents can also take parts in classroom assessment. Stiggins (1992) mentioned the parents as one of the users of classroom assessment. Even though parents do not participate in the classroom instruction and activities, classroom assessment can be useful for parents. They can check homework and feedback from classroom teachers so that they can have better understanding about their children’s learning performance and monitor their children’s learning progress at schools. In relation to this, parents can set their expectation and also plan other educational

resources for their children. While at home, they, therefore, can create the environment to assist the home study for their children.

To sum up here, the part can illustrate a number of classroom assessment purposes and functions which involve many parties: students, teachers, schools, authority, and parents.

2.4 Classroom Assessment Methods

In this study, the researcher explored various types of classroom assessment methods based on Airasian (1997), and Katz and Gottlieb (2013) because they cover both ends of the classroom assessment spectrum.

According to Airasian (1997)'s framework of assessment, the approaches contain four distinct types of assessment, which are selection, supply, product and performance. His framework covers classroom assessment in all subjects, not only English class. This framework can demonstrate that the methods in both summative and formative purposes.

Table 3: Airasian's (1997) framework of assessment approaches

Selection	Supply	Product	Performance
Multiple choice	Completion	Essay, story or poem	Musical, dance or
True-false	Label a diagram	Research report	dramatic performance
Matching	Short answer	Writing portfolio	Science lab
	Concept map	Diary or journal	demonstration
		Project	Typing test
		Art exhibition or	Competition
		portfolio	Debate
			Cooperation in groups

Regarding the language assessment, Katz and Gottlieb (2013) divide the types of language assessment into two broad categories: selected-response formats and constructed-response format. The framework ranges from teacher-made assessment to formal assessment such as observation. Underneath these two, there are various types of assessment methods as shown in the table below.

Table 4: Types of language assessment (Katz and Gottlieb, 2013, p. 163)

Selected response	Constructed Response format			
	Brief Constructed Response	Performance-Based Assessment		
Multiple choice	Gap fill	Product-focused	Performance-focused	Process-focused
True/false	Short answer			
Matching	Cloze	Essay	Oral Presentation	Observation
Same/different	Label a visual	Story/play/poem	Dramatic reading	Checklist
Grammatical/ungrammatical	Sentence completion	Portfolio	Role-Play	Rubric
		Report	Debate	Anecdotal notes
		Video/audiotape	Interview	
		Poster session	Online chat	Reflection
		Project		Journal
				Learning log

2.5 Related studies on classroom assessment

The studies of classroom assessment can be found in an array of subjects, not only in English. The focus of the research aims to investigate the teachers' practices in the actual classroom settings.

Since Cheng, Todd, and Hu (2004) believed that there was still limited number of the study in assessment practice of teachers in EFL/ESL settings, they conducted the study in classroom assessment practice among ESL/EFL instructors at university level in three different countries including Canada, Hong Kong and China. The 5-part questionnaires based on the Code for Fair Testing Practices for Education 1988 were distributed to 461 teachers. The questionnaire was used to analyze the data in these three perspectives of classroom assessment: purposes, methods and procedures.

The purposes were organized into three categories including student centered-based purposes, instruction-based proposed and administration-based purposes. One of the most important information found in this study was that most teachers seem to agree that classroom assessment purposes are to obtain information on students' progress and to provide feedback as they progress to the course as in student-centered functions. Another purpose was instruction-based; most of the teachers believed that

they can plan their instruction and diagnose their weaknesses in their teaching. With this result, it showed that teachers used classroom assessment as a connection between their teaching and assessment since they have to plan the next step in teaching after diagnosing their own strength and weaknesses in teaching. Classroom assessment also provides assessment and evaluation information to their central administration and serves as administrative purposes.

In terms of classroom assessment methods, they reported that instructor-made assessment had received more acceptance than student-made assessment when they instructor can have more power to design their own test. Such items were matching items, cloze items or multiple choices. These findings can be related to the facts that some instructors have more years in teaching experience and better training in assessment. Thus, this reflected that when the teachers make decisions, they associate the assessment purposes with their chosen approaches and procedures.

In the same year, Leung and Mohan (2004) conducted research in two multi-ethnic Grade 4 in mainstream schools near London and expected that the ESL /EAL students in mainstream classroom would gain benefit from classroom teaching and assessment activities. The study illustrated the moment of classroom interaction of formative teacher for learning assessment and making decision. In addition, this went beyond the assumption of the standard test. There were stages that teachers allowed students to make their own choices on the basis of reasons and evaluate them in two-level assessment process as they called. From this study, teaching and learning is the matter of the relevance and adequacy of language assessment for promoting learning.

Regarding grading, giving feedback and reporting scores to students, teachers should bear in mind the importance of these three elements in classroom assessment. Another study conducted to trace teachers' assessment purposes was from Cheng and Wang (2007). The data were drawn from semi-structured interviews with 74 teachers from three different countries (the same as those in the above study). The study found that there were different assessment tools in grading including analytical scoring, rubric scoring and analytical scoring. These differences can be traced back to each individual's belief and practices in each context. In giving feedback stage, the teacher practices showed that they did their best interest of their students in response to students' need and progress. However, in terms of reporting final assessment results,

some teachers did not value this last stage of classroom assessment, which can have considerable significance to students' development in learning. If the teachers cannot understand this formative result to their students, the classroom assessment might not be fair to all. Thus, the link between teaching and assessment might not be complete as proposed. Cheng and Wang (2007) also recommended the further study to make an observation of teaching and to collect teaching materials related to assessment and evaluation.

Cheng, Roger and Wang (2008) conducted the comparative interview study between the ESL/EFL university teachers from three different countries: Canada, Hong Kong and China. The total number of the participants was 74 instructors in tertiary level. They used grounded theory to understand both depth and breadth of the study. The focuses of the study were on ESL/EFL classroom assessment in six characteristics including assessment plan, scoring weights, classroom assessment methods, purposes for each type, sources, and time. In terms of assessment plan, instructors from Canada and Hong Kong were more likely to use alternative assessment including presentation, portfolio or project. On the other hand, Chinese instructors planned to use traditional assessment such as quizzes and tests. There was also similarity between Canadian and Hong Kong instructors in that both only gave 75% of the assessment score based on the students' course work, while Chinese instructors gave 80% of assessment score on tests and exams.

In addition to assessment plans and weight of the score, there were four more questions typically focusing on purposes and procedures. The four questions included what types of assessment methods, what purposes for each method, what source of assessment they used, when they applied each method. Even though the study found that more than half of instructors in Canada and China used instructor-made test, their purposes were various. In Canada, the purposes were to find the information about the progress of the student and their strength and weakness. They emphasize the learners in terms of their performance. In China, on the other hand, the purposes were not only to check students' progress, but also to prepare their students for any standardized tests. Instructors in Hong Kong used instructor-made tests mostly for bureaucratic purposes, including keeping the records of the student growth, and assigning the grades for students. The instructors in Canada tended to develop the assessment

themselves, but in China, the instructors were more likely to get it from textbooks. Besides, the instructors in Canada assessed students throughout the semester. In Hong Kong, the assessment took place at the end of the course. One interesting result was that China was the only country the teachers used translation methods to prepare students for the future standardized tests.

From this study, it was reported that there was the relationship between the teaching contexts and the assessment methods. It can be explained that all three groups of instructors had different instructional contexts, so they chose different types of assessment to fit their teaching situations. Practicality also brought about the different choice of assessment methods. That is, selected items or translations were used more frequently because class size in China was larger than the other two countries. Therefore, this study reveals that the instructional contexts and assessment purposes can determine assessment practices. The teachers' point of view put less influence on the choices. All in all, the study discovered that when ESL/EFL instructors made decisions on assessment practices, some other factors including teachers' knowledge, beliefs, experiences and teaching contexts are also involved.

Frey and Schmitt (2010) conducted a survey study with 140 teachers from various subjects including math, science, social studies and language arts starting from Grade 3 to Grade 12 in one US Midwestern state. Its focus was on the types of classroom assessment practices commonly used in their classes and the percentage of time they applied different types of classroom assessment. The results showed that more than 50% of the teachers rather used the test they created themselves. Most teachers preferred traditional paper-and-pencil test format, with only 40% of those who used performance-based assessment. Interestingly, there was no correlation between the years of teaching with teacher-made test and the years of teaching with formative or summative purpose. Among tradition test, short-answer format was not used as much as others from teachers with more years of teaching, and they were likely to use performance-based assessment with no specification of types and timing to use. It was reported that teachers, mostly females, in Language Arts used performance-based assessment more than teachers in other subjects. From this study, it can be summarized that traditional paper-and-pencil testing was still prevalent among teachers from different subjects, and testing frequently took place after

instruction. All in all, the researchers indicated the reason underlying these phenomena involving the lack of training for teacher-made test, and during that time, large-scale test and score interpretation were predominant training.

In relation to assessment purposes and methods, Wicking (2017) explored the teachers' beliefs and practices in language assessment. The survey questionnaire was used to investigate 148 English teachers in Japanese universities. The study was aimed to look into three assessment beliefs including assessment purposes, assessment methods and assessment procedures. The results revealed that most common purpose of assessment was to determine students' final grades, followed by four student-centered purposes: to obtain students' progress, to provide feedback to students, to diagnose students' strengths and weaknesses, and to motivate students to work harder. Regarding the teaching purposes, their agreement on using assessment as a tool for teaching and teacher self-improvement purpose was not as strong as for student-focused purposes because they were still unsure about using assessment for their own professional development. In addition, the teachers reported the least common purpose was to prepare their students for standardized test. That is, the main purposes for assessment practices were focusing on enhancing students' learning, while the influence of high-stakes standardized tests and no pressure to teach toward standardized examinations were quite low. In terms of methods, they preferred performance-based assessment when assessing their students' performance. Peer assessment and student self-assessment were not found to be common methods in this study. Overall, these Japanese teachers held the beliefs that the purpose of assessment should aim towards the student-oriented principles and empower the learners' learning performance.

In a recent study, Wang's (2017) case study about EFL teacher's classroom assessment practice indicated formative assessment and summative assessment work well together in a classroom assessment when the curriculum was well-designed, which pushed students to achieve their learning goal. The study was conducted with an EFL experienced teacher teaching public speaking course in a university in China. It is suggested more than 60% of the class was contributed to any assessment-related activities such as class exercise and feedback. Three types of instruction-embedded assessment practices were found. First, question-and-answer session can function as

formative purpose. Next, teacher-guided speech served as evaluation activities and the last one was that this instruction-embedded assessment practices work as incidental formative assessment. The data analysis showed that the teacher implemented a variety of classroom assessment practices throughout the whole semester and these can be divided into two categories: recognized assessment practices such as final test or task, and unrecognized formative assessment embedded in the instruction in class. To sum up, because there was a high consistency between the course objective and assessment construct, the findings showed that formative assessment and summative assessment were closely linked. Another interesting result from this study indicated that summative assessment functions can be used as a motivation tool and formative assessment works as a teaching and learning tool, which works in more collaborative patterns. This study revealed the high level of interaction between formative and summative practices. This was an example of the study whose participant was highly-experienced and had many years of teaching.

Recently, much research has been conducted to explore teachers' assessment practices in various countries. In Turkish school context, and Acar-Erdol and Yıldızlı (2018) conducted the survey study with 288 teachers and observed 24 teachers in three levels: primary, secondary and high schools in a province. The survey in this study was adapted from McMillan's classroom assessment practices observation form. Its aims were to study the aims of classroom assessment, the classroom assessment methods and the factors that influenced their practices. For the purposes of classroom assessment, the study revealed that more than half of the teachers believed that assessment should focus on students. It should aim to increase students' learning, to determine their achievement, and to monitor the students' progress. On the other hand, only few of the teachers believed that classroom assessment should be used for grading their students. In terms of assessment purposes, traditional assessments including multiple choices, true/false, short answer and matching were found to be teachers' preferences. Peer assessment, group work and poster were the least used classroom assessment methods in all three levels of the school. It can be clearly seen that teachers seemed to apply assessment of learning and placed an emphasis on the end product of the assessment. The inconsistency between teachers' beliefs and their classroom assessment was shown in this study from different factors. Regarding the

factors that influences their practices, characteristics of students was considered to affect the teachers' practice the most, followed by curriculum, national examinations and technology.

Recently, Hussain, Shaheen, Ahmad, and Islam (2019) also studied teachers' assessment practices in Pakistan. In this study, the questionnaire was distributed to 235 secondary English teachers. The majority of the teachers preferred to use traditional assessment because it needed less time and required lower thinking order while peer assessment, self-assessment, portfolio, use of rubric and checklist were not shown in this study. The teachers' lack of assessment knowledge and skill, and limited access to resources online might be the reasons why the teachers only applied traditional assessment in their classes. This study recommended that training in assessment should be promoted for in-service teachers.

2.6 Issues in the classroom assessment

Classroom assessment can be used as either for summative or formative purposes depending on its users, objectives or functions. However, Earl (2013) raises the point that "most classroom assessment is summative assessment of learning" (p.50). Black and Wiliam (1998) describe five problematic factors in the use of classroom assessment. First of all, teachers focus on the quantity rather than the quality of students' work. This would change the real purpose of classroom assessment because classroom assessment should be meant for students' progress. Secondly, assigning grades to students can minimize students' self-esteem. In addition to grades, comparing students to other students can discourage some lower-proficient students. Forth, most of the time feedbacks from the teachers are used for bureaucratic purposes instead of learning purposes. The last factor deals with teachers not having enough understanding about students' learning needs. These can demonstrate how classroom assessment can be destructive to students and their learning if the purposes of classroom assessment are not met as expected.

Similarly, Stiggins (1992) also identifies various sources of mismeasurement. He states "pitfalls in assessment can cause us to mismeasure student achievement" (p.37). Some pitfall can come from any questions or items in a paper-and-pencil test including ambiguous instructions and wording. He suggests that the tasks, activities or

questions should demonstrate the real learning targets and students' performance. Teachers can also be the cause of mismeasurement. That is, when scoring of the tests becomes subjective, human rating can be problematic. Clear rubrics and criteria are needed to reflect the student achievement. The last source of mismeasurement can come from students. It can be divided into "intentional and unintentional sources of incorrect measurement" (p.39). Intentional sources of errors from students consist of students' lower proficiency than expected and some health problems during the test, while unintentional sources are related to students' cheating or apprehension in the communication during the test.

Along with this mismeasurement, Rea-Dickins (2007) also identifies some possible problems in classroom assessment in particular to language classroom. The first reason is when the teachers use a series of quizzes to test linguistics knowledge rather than testing the contents. Teachers still prefer the traditional test format, a paper-and-pencil test, to any performance assessment. Teachers handled the class with the same activities even though there are various ways the teachers integrate them in their class. The last pitfall deals with the two conflicting roles of the teachers who play a role of an assessor and a language teacher at the same time; therefore, this poses a problem on teachers when their roles are changed.

2.7 Classroom Assessment in Language Classroom

Classroom assessment includes both formative and summative assessment. However, Brown (2004) points out that "most of our classroom assessment is formative assessment: evaluating students in the process of forming their competency and skills with the goal of helping them to continue that growth process" (p. 243). The central emphasis of classroom assessment has been assigned to connect the importance of instruction and assessment together. Both cannot be clearly cut from each other. Formative assessment has an appeal to teachers since it is seen as a means to improving teaching and learning and being responsive to learner needs (Earl, 2013; Leung & Mohan, 2004; Rea-Dickins & Gardner, 2000).

Formative assessment can be defined as the assessment which guides the teachers to understand students' learning outcomes in time of teaching. As tighten to any instructional practices occurring in classroom settings, formative assessment

helps teachers foresee how to plan their next lesson to suit their students best. As defined by Black and William (1998), formative assessment is the assessment which include all activities that teachers and students undertake to get information that can be used to diagnostically to alter teaching and learning.

Rea-Dickins (2001, p. 436) also confirms that

“Formative assessment is central to learning and is firmly based with classroom teaching in which skill in observation and interpretation is crucial in informing the teacher about how much the learners as a group, and how much individual within that group, have understood about what has been learned or still need learning.”

According to Katz (2012), formative assessment uses many types of assessment approaches during both instruction and learning process. As they describe that formative assessment’s purpose is to monitor students’ learning and to provide students with good guidance and to seek instruction that serve students’ need and expectation. In addition to this, Bachman and Palmer (2000) also highlight that formative assessment can be used as a helping tool for teachers to monitor their students’ achievement and to create their teaching methods and materials to appropriate levels of students. To benefit students’ learning and progress, Bachman and Palmer (2000) state that and information from the language test can be informative if the purpose is to use as guideline for students in their learning process.

To generate the fundamental elements of teachers in formative assessment, Sadler (1998) highlighted the “intellectual and experiential resources” for teachers when they perform evaluative act in assessment process. He believes that the stages of giving feedback in formative assessment are very crucial since the ability and accessibility of the feedback depend on this stage. There are six resources as follow:

1. Superior knowledge about the content of what is to learn,
2. Attitudes or dispositions towards their own teaching and also learners,
3. Skills in constructing the test tasks,
4. Deep knowledge of criteria and standard appropriate to assessment task,
5. Evaluative skills or expertise when making judgments about student learning in the past, and

6. Expertise in framing feedback statement for students.

The teachers should take these six resources into account since they have the authority to make decision on students' learning and progress. With the attempt to implement formative assessment in language classroom, teachers should relate these so that the purposes of formative assessment can be achieved.

2.8 Assessing Young Language Learners

This part provides the summary of the main characteristics of young language learners or YLLs and the assessment methods that are used in their classes, followed by some related research on classroom assessment practices in different countries.

2.8.1 Characteristics of YLLs

McKay (2005) and Hasselgreen (2005) define the learners who learn any language other than their mother tongue and have the age between 5 years old to 12 years old as young language learners, which feature different characteristics from adult learners. Therefore, teachers need to take the factor into account when designing any assessment tasks for this group of learners.

When designing assessment tasks for YLLs, teachers should understand the following characteristics about YLLs. First of all, forms of assessment for young language learners should be characterized by the component of fun, game and play because of their age (Cameron, 2001; Hasselgreen, 2005). Play can create connection between young learners and reduce stressed and nervous situation in assessment. In addition, play and fun can help shape the sense of belonging and identify the young learners' identity. The assessment can become more interesting for the students when the tasks in assessment come in the forms of games, or project work (Hasselgreen, 2005; Pinter, 2006). Young learners desire to participate in game-like assessment activities such as guessing games, and they make an attempt to answer the questions correctly. This is an important reason to understand the concept of fun and play when assessing this group of students.

Since young learners have short attention span and get distracted easily (Malloy, 2015), teachers should provide a variety of assessment activities or tasks which can prolong their interest and focus (Hasselgreen, 2005; Hugh, 2003). This can

be beneficial for young learners to concentrate on what they are being assessed and keep their interest and enthusiasm high during assessment process.

According to McKay (2006), emotional security of young learners is very vital. They could be vulnerable to assessment and adverse feedback. Therefore, they should not face any loss of their self-esteem. With this issue, the importance of “overall success and a sense of progression” should be promoted in young learners’ classroom (McKay, 2006, p.14). Therefore, alternative assessment such as self-assessment (Butler, 2009; Hasselgreen, 2005; Hugh, 2003) or portfolio (Hasselgreen, 2005; Hugh, 2003) should be promoted so as to enhance young learners’ confidence and self-esteem in class.

Importantly, teachers should also keep the classroom atmosphere appropriate for young learners. Malloy (2015) stated that the atmosphere in class needs to be calm and fun when the assessment activities are planned. Teachers should avoid pointing out the importance of performing well in the test since this might create the stress for young learners. Moreover, the stress level in class should be low and the assessment should be set in relaxing atmosphere since the classroom environment contributes to the learning achievement of young learners (McKay, 2006). This shows the significance of creating classroom environment that is not stressful and threatening atmosphere.

It can be seen that these aforementioned characteristics of assessment for young learners are important when teachers perform classroom assessment. If teachers are aware of these distinguishing factors, which set them apart from the assessment of adult learners, they can understand their students and can improve classroom assessment appropriate for the learners.

2.8.2 Assessment Methods for Young Language Learners

Hughes (2003) suggested that if teachers consider using traditional assessment methods such as paper-and-pencil test, they should make some adjustment on the test in order to keep students motivated to finish the assessment tasks. Since their attention span is short, these assessment tasks should be brief and diverse. This traditional assessment might be teachers’ preference as it is easy to check; however, Pinter (2006) and McKay (2005) recommended that alternative forms of assessment should be promoted. These methods include observation, self-assessment, portfolio or

dialogue. Hasselgreen places an importance of alternative assessment because it is hard to predict the level of each student. In addition to alternative forms, Malloy (2015) stated that the authenticity of the assessment task could help young learners to see the relevance of the task. Most significantly, the construct of assessment tools should help young learners to enhance their motivation, monitor their own learning progress and increase their self-esteem (McKay, 2006).

2.8.3 Related studies on assessing YLLs

In this part, the related studies about language assessment to young learners are presented here.

In 2009, Brumen , Cagran and Rixon conducted a study about teachers' assessment about young language learners in three different countries: Slovenia, Croatia and the Czech Republic. Their aim was to find out what their assessment practices were and if their practices were similar in the particular European educational context among a sample of 108 primary school teachers of English and German as a foreign language. The results showed that their assessment for young learners seemed to be formative. The majority of the respondents stated that the purpose of assessment was to monitor the learners' progress, get feedback for their own teaching and check the achievement of the learners. The findings indicated that the general purpose of assessing YLLs was to provide an overview of learners' progress, first to parents, secondly to learners, while providing information about the learners' progress to teachers themselves came in last.

Research interest in the area of YLL assessment has prevailed in other countries as well. In the same year, Tsagari and Pavlou (2009) conducted a survey questionnaire to 191 EFL state school teachers in Cyprus. It aimed at investigating teachers' assessment practices. The findings revealed that the majority of the teachers implemented traditional assessment tools similar to external and large-scale examinations. This was the teachers' assessment preferences in both primary and secondary educational contexts. The language teachers tended to depend on traditional forms of assessment, such as paper-and-pencil tests, that assessed a definite range of language skills, for example vocabulary or grammar. Only 20% of the teachers used alternative assessment methods when assessing the language skills: speaking, listening, reading or writing. The main purposes of their assessment were to

obtain information about their students' progress, to motivate students to learn and to distribute grades and scores.

These findings from the two previous studies are contradictory with the results from teachers' assessment practices for young learners are different from what has been proposed by numerous scholars (McKay, 2005; Hugh, 2003). These groups of language teachers continue to apply summative, traditional norm-referenced means of assessment. Tsagari and Pavlou (2009) concluded that this could be explained by the teachers' lack of appropriate assessment training, meaning that training in assessment is not sufficient in teacher education programs in Cyprus. Therefore, Tsagari and Pavlou recommended not only training courses within teacher education programs at tertiary education, but also regular in-service training in order to keep up to date with new assessment methods.

Within Asian educational contexts, Yang (2007) conducted a survey in Taiwan to examine the assessment practices EFL teachers apply on YLs in their classrooms. The participants of the research study were 425 English foreign language teachers of various primary schools in Taiwan. The results revealed that the Taiwanese EFL teachers seemed to use a variety of assessment tasks including both traditional and alternative forms of assessment, as the tendency of use of traditional versus alternative means of assessment seemed to be equal among this group of respondents. It was reported that the main purposes of assessment were to evaluate students' learning, to enhance students' motivation and to diagnose the teachers' teaching and instruction. However, the majority of the teachers stated that they still had a doubt about the advantages of diverse assessment tasks. The study also signified the insufficient training of in-service EFL teachers in assessment of YLLs. The results of this study are partly consistent with the findings of the previous studies presented in the current section. The EFL teachers of Taiwan applied diverse assessment tasks, even though they were not sufficiently trained for assessment of YLLs. This might be the reason why some teachers did not feel that a variety of assessment tasks would be beneficial for teaching and learning.

Overall, the majority of the FL teachers in the aforementioned studies seem to apply traditional means of assessment that emphasize the language product rather than

the language process, which contradicts the theories about classroom assessment for young language learners.

2.9 English Language Policy in Thailand

Since 2008, the amendment of the Basic Education Core Curriculum B.E. 2551 in Thailand has placed its focus on the students since it states that “the learner-centered approach is strongly advocated. (p.4)”, suggesting that the teachers should centralize students’ learning development and progress at its heart of the class. In a classroom level, Pitayanuwat and Pitayanuwat (2012) mentioned that with the present standards-based curricula, the students’ cognitive and non-cognitive development is promoted. This current educational policy aims at the implementation of standard-based assessment which describes the standards of learning in each learning indicator for teachers to check their students’ performance, as defined here;

“Indicators reflect the standard of learning. Being specific and concrete, they can be utilized for prescribing contents, determining learning units and organizing teaching-learning activities. They serve as essential criteria for evaluation in order to verify the learners’ quality. (The Basic Education Core Curriculum B.E. 2551, 2008, p.8)”

In addition to the alteration in the Basic Education Core Curriculum B.E. 2551, the teachers were introduced with two additional policies related to the assessment. First, at the national level, learning assessment is conducted through the Ordinary National Educational Test or O-NET. Moreover, Common European Framework of Reference or CEFR was introduced to Thai basic education since 2014, and by 2015, the CEFR manual for primary level was published by English Language Institute, Office of the Basic Education Commission to serve as a guideline in instruction and assessment for English teachers.

These two policies has also become the standard for the teachers to apply in their class, causing intense pressure for Thai teachers who have made a great attempt to balance these four standards in their classes. However, there has been little discussion on this tension about Thai teachers’ beliefs and practices in relation to classroom assessment with these aforementioned policies, especially with English teachers in primary levels.

2.9.1 Related studies on English language policy in Thailand

A number of studies about English language policy are based on the 1999 National Education Act and the Basic Education Curriculum B.E. 2544 (A.D. 2001). Nonkukhetkhong, Baldauf, and Moni (2006) investigated how Thai EFL teachers in secondary school level perceived the policy of learner-centered approach to teaching English and how they put it into practice in their local schools. Case studies of five EFL teachers were conducted in five different government secondary schools in the northeast of Thailand, using data from interviews, classroom observations, and teachers' self-reporting questionnaires. The findings showed that although the teachers had positive attitudes toward the policy, they were not confident when putting it into practice since they were not sufficiently trained. Based on the observations, the English classes were more teacher-centered than learner-centered and communicatively-oriented. The communicative activities were rarely used in classes. The teachers used English only for basic instruction and some of them still used the outdated textbooks because they felt more comfortable and familiar with the content and vocabulary in the books and some of them did not believe the new textbook had the similar content for the high-stakes test.

Prapaisit de Segovia and Hardison (2009) examined the effect of the education reform on the practices of primary school English teachers in the metropolitan areas, focusing on the adoption of the learner-centered and communicative approach to the teaching of English. Data were collected from classroom observations and interviews of three teachers who taught English in Prathomsuksa 5 and 6. According to the classroom observations, there was no evidence of communicative language use found in the English classes. The teachers' interviews revealed that they were confused about the policy of learner-centeredness and its application. Additionally, the teachers in the study reported they were worried about their English proficiency. They also faced insufficient training, inadequate resources, and preferred more professional support.

Similarly, Tongpoon-Patanasorn (2011) investigated the impact of the policy of learner-centeredness on 25 primary school teachers who taught English in the

northeast part of Thailand. Data were collected from a semi-structure interview via phone. The results indicated that teachers had partial knowledge and some misconceptions about learner-centeredness; as a result, the classroom practices did not reflect the policy of learner-centeredness with very limited use of English in class. Most teachers also reported that they had low English proficiency and had no prior training on the learner-centered approach.

Another study was based on the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Fitzpatrick (2011) conducted qualitative research in six government primary and secondary schools in the northeast part of Thailand. It investigated teachers' beliefs and practices regarding the present policy and studied how the EFL teachers understood the current English language policy in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The participants in the study were 14 teachers who taught English at six government primary and secondary schools in the northeast region. Data were collected from classroom observations and semi-structured interviews, and document analysis. The researcher found that there were few examples of either the communicative approach or student-centered learning being employed. Instead, teachers tended to apply teacher-centered approach they were familiar with. This finding also suggests that there was the influence of the national examinations on the teachers' teaching practices in the classroom.

Based on the reviewed studies, the inconsistency between the policy and the practice has continued. The teacher-centered approach has continued to dominate Thai EFL classrooms with little use of English for communication even from the teachers themselves. As a result, the main goal to develop communicative language skills and improve the levels of English in Thai students as stated in the educational policy seems very difficult to be fulfilled.

2.10 Chapter Summary

This chapter shows the related theories and studies in relation to principle concepts of the studies: teachers' beliefs, classroom assessment purposes, process and practices, assessing young language learners and English language policy in Thailand.

It includes the beliefs, in particular to teachers' beliefs, and classroom assessment in terms of its purposes and methods. The underlying assumptions and studies related the beliefs and practices have been discussed.



Chapter III

RESEARCH METHODOLOGY

This chapter focuses on the research methodology applied in this study and this organization is as follows:

- 3.1 Research design
- 3.2 Context of the study
- 3.3 Recruitment of the participants
- 3.4 Research Instruments
- 3.5 Data collection
- 3.6 Data analysis
- 3.7 Ethical Issues

3.1 Research design

In this study, the researcher implemented a mixed-methods research design in sequential data collection. A number of researchers (e.g. Al Sawafi, 2014; Yin, 2014) implemented mixed-methods research, which is a study that researchers employ more than one framework, hypotheses, instruments for data collection and data analysis. Its design can be conducted either sequentially or simultaneously. Sequential data collection is when either quantitative or qualitative data are collected first and the other is collected later, meaning that two sets of data depend on each other. Simultaneous data collection takes place when either quantitative or qualitative data are collected concurrently and independently (Creswell, 2009). This study used the explanatory sequential design to investigate the teacher beliefs and classroom assessment practices.

This study consisted of two phases. In the first phase of the study, which dealt with the questionnaire survey, the researcher investigated teachers' beliefs and practices regarding classroom assessment by distributing the questionnaire to primary English teachers in the district. The second phase of the study embedded two sub-stages: 2.1 classroom observation and stimulated recall with six teachers from different schools in the same district and 2.2 an interview with 13 teachers using semi-structured interview and scenario interview.

3.1.1 Phase 1: Questionnaire

The questionnaire was designed to explore the teachers' belief about classroom assessment practices and the purposes of classroom assessment. At first, the questionnaire survey was distributed to all Prathomsuksa-6 teachers in one school district in one of Northeastern provinces in Thailand. At the end of the questionnaire, the teachers were asked to express their further opinion regarding the use of classroom assessment and any problems in using classroom assessment. The findings from the questionnaire were used to answer the all research questions. In addition, the further comments from opened-ended part can be able to triangulate the data from other research instruments.

3.1.2 Phase 2.1: Observation and stimulated recall

This phase of the study was carried out to receive in-depth information about teachers' classroom assessment practices and the reasons of their choices. This is an evidence-based method to gather teacher's assessment practices. The phase was designed to investigate the actual practices taken place in the natural classroom setting and to examine the underlying reason of each classroom assessment practice from the teachers. The observation and stimulated recall were sequentially ordered.

3.1.3 Phase 2.2: Interview and situational prompts

In this phase, the teachers were interviewed using two research instruments: a semi-structured interview and scenario interview, specially designed from the local contexts of the study. This part was to extract deeper information about the teachers' beliefs, underlying their classroom assessment practices.

3.2 Context of the Study

The study was conducted at one primary-school district in the Northeastern part of Thailand. There were 107 schools. Of the total number, 89 schools held classes from kindergarten levels to primary levels and 18 schools held classes from kindergarten to junior high-school levels. In the district, there were approximately 112 teachers. The number of English teachers in each school varied from one to three English teachers depending on the number of the students. Most of these English teachers in this school district graduated with Basic Education major while some did not hold any English-related bachelor's degree. The number of students ranged from 4

to 40 students per class depending on the size of the school. Due to teacher shortage in those schools, one teacher might be responsible for more than one subject. For example, some teachers taught two subjects: Physical Education and English while some were given all the subjects taught in Grade 5.

According to the Office of Basic Education Commission (OBEC), in one academic year students are required to study 80 hours of English class: 40 hours in the first semester and another 40 hours in the second semester. The first semester starts from the mid of May to September and the second semester starts from the first week of November to March. In each week, there are two 1-hour classes and the total adds up to 2 hours a week for 20 weeks.

The second semester was composed of 20 weeks starting from November to March. In regard to the examination, the midterm examination was held in the middle of January and the final examination took place in the second week of March. In addition to these two examinations, the Ordinary National Education Test (O-Net) was scheduled for all grade 6 students during the first week of February.

3.3 Recruitment of the participants

The population of this study was a group of Thai EFL teachers who were teaching English in primary schools in the same school district. The participants of this study were divided into three groups according to the different phases of the study as follows:

- | | | |
|------------|-----------------------------------|-----------------------------|
| Phase 1: | Questionnaire | - Questionnaire respondents |
| Phase 2.1: | Observation and stimulated recall | - Participants |
| Phase 2.2: | Interview | - Interview informant |

3.3.1 Respondents in Questionnaire

The respondents in this phase were selected using a purposive sampling method. There were 112 teachers during the time the study was conducted. The researcher distributed the questionnaire to all primary teachers who taught English in Prathomsuksa 6. They gathered in the annual teacher meeting before the second semester started. Some teachers were absent because they had to attend English Boot Camp or had other responsibilities. During the meeting, there were only 92 teachers.

Later, the questionnaire were distributed to the rest of the teachers either by hand or be mail. During that time of questionnaire distribution, the researcher was also there at the annual meeting at the school district, explaining the questionnaire administration. Therefore, the returned rate at the meeting was 100%. Another 5 questionnaires were returned later after some of the teachers came back to their school. Finally the total of the returned questionnaire was 97. None of them were taken out from the data analysis.

During that time, there were 112 primary English teachers in the district, so the estimated number of participants in this phase should be at least 98, using Yamane's (1973) formula with 95% confidence level. The formula is presented below.

$$n = \frac{N}{1 + N(e)^2}$$

- n = Sample size required
 N = Population size
 e = Acceptable sampling error

*95% confidence level and $p=0.05$

Table 5: Demographic information of questionnaire respondents

	Frequency	Percent
Gender		
Female	76	78.35
Male	21	21.65
Education		
Ph.D.	3	3.09
Master's degree	39	40.21
Bachelor's degree	55 (20 non-English majors, 35 English-related majors)	56.70
Studied any assessment courses		
Yes	35	36.08
No	62	63.92
Attended any conference about assessment		
Yes	21	21.65
No	76	78.35
Attended any training in assessment		
Yes	15	15.46
No	82	84.54

3.3.2 Participants in Phase 2

The techniques to select the interview informants in this phase were voluntary sampling and snowballing. The total number of teachers who chose to voluntarily participate in the interview phase was 49.

Phase 2.1: observation and stimulated recall

Of 112 English teachers in a school district, 6 participants were selected for this phase of the study. These six participants were also recruited in Phase 2.2 in order that the data can be triangulated. The participants in this phase were selected using purposive sampling with theory or concept sampling. All these six teachers participated on a voluntary basis as well. According to Creswell (2014), the theory or concept sampling technique can help the researcher “to understand a concept or a theory” (p.230). Six participants were selected based on the framework from Borg (2003) which states teachers’ beliefs or teachers’ cognition can be shaped by teaching experience, learning experience, pre-/in-service training and other contextual factors such as socio-educational context or school conditions. Therefore, the selection criteria for the participants in this phase of the study included the following:

- different years of teaching
- different educational degrees
- different numbers of the students in class
- different ages

Table 6: Participants of the study in Phase 2.1 and 2.2

Personal information				Experience		School context	
Name	Gender	Age	Degree	Years of teaching English	Studied /Training in assessment	Subjects taught	No. of students in class
K1	Female	58	B. Ed. (major: Home economics/ minor: English) M. Ed. (Curriculum and Instruction)	20	yes	English, Thai, Home economics	17
K2	Female	35	B.A. in English M.A. in TESOL	11	yes	English, Math	30
Personal information				Experience		School context	

K3	Female	40	B.A. in English M.A. in TESOL	13	yes	English, Art, PE, Home Economics and Technology, History, Citizenship	32
K4	Female	28	B.A. in English	2	yes	English, Art, PE, ASEAN Studies, Health	17
K5	Female	47	B.Ed. in English M.A. in TESOL	18	no	English, Boy Scout	30
K6	Female	46	B.Ed. (major: primary education) M.A. in English	23	yes	English, Boy Scout	20
K7	Female	41	B.Ed. in English M.Ed. in Educational Administration	12	no	English, Social Science, Arts, History	22
K8	Female	40	B.A. in English M.A. in TESOL	11	yes	English, Boy Scout	23
K9	Female	51	B.A. in English M.A. in Teaching English	27	yes	English, Boy Scout	40
K10	Female	35	B.A. in English M.A. in TESOL	11	yes	English, Art	12
K11	Female	33	B.Ed. in English M.Ed. in Educational Administration	7	yes	English	22
K12	Female	46	B.Ed. in Psychology – Mathematics (minor in science) M. Ed. in Educational Research and Evaluation	11	yes	English, PE, Math, Social, Thai, Boy Scout,	14
K13	Male	56	B.Ed. (major: Thai/ minor: Psychology) M.Ed. in Educational Administration	20	no	English, PE, Art, Science, Thai, Math, Social Science, Boy Scout, Home Economics	8

*Note: K3, K4, K8, K9, K12 and K13 participated in both Phase 2.1 and 2.2

**School and teacher contexts for the participants in Phase 2.1 Classroom
observation and stimulated recall**

1) K3 was an English teacher who graduated from bachelor's degree in English and master's degree in TESOL (Teaching English to Speakers of Other Languages) from a university in the northeastern part of Thailand. She was responsible for all English classes from Prathomsuksa 1 to Prathomsuksa 6 because she was the only English teacher in her school. She has been teaching for 12 years.

There were always other extra activities and sport events in her school, starting from the beginning of December until the first week of January. Her students' O-NET score placed in the Yellow Level, signifying that the mean score of her students was lower than the average national score but higher than the average school district score. as lower than the average national score but higher than the average school district score.

2) K4 was an English teacher who has been teaching for almost 2 years. She got her bachelor degree from a university in the northeastern part of Thailand and her major was English. While she was studying in undergraduate level, she was doing her practicum for a year. During the observation period, she just started a master program in Educational Administration. She never attended any trainings or workshops during the past two years. She was responsible for all English classes from Prathomsuksa 1 to Prathomsuksa 6 because there was only one English teacher in her school. There were 19 students in her Prathomsuksa 6 class. She taught English for Prathomsuksa 6 2 hours a week as scheduled.

The O-NET score placed in the Black Level, signifying that the mean score of her students was lower than both average national score and average school district score, but it was placed in the 25 lowest schools in the district.

3) K8 was an English teacher who graduated from English major and her master's degree was Teaching English as a Second Language (TESOL) from a university in the northeastern part of Thailand. She has been teaching for more than 10 years. She was responsible for all English classes from Prathomsuksa 1 to Prathomsuksa 6 because there was the only English teacher in her school. There were 23 students in her Prathomsuksa 6 class. She taught English for Prathomsuksa-6 students 3 hours a week even though the Core Curriculum states that English class was required to conduct 2 hours a week. She conducted her class regularly as planned because she had no other school duties or she did not attend other trainings during this

time. In addition, her school did not hold any extra activities or sport events during the semester.

This school's O-NET score placed in the Green Level, signifying that the mean score of her students was beyond the average national score.

4) K9 was an English teacher who graduated from a university in Bangkok with a bachelor's degree in English and obtained her master's degree in teaching. She was chosen to attend Boot Camp, which was the teacher's professional development recently. She was always appointed to attend any professional development and trainings. She has been teaching for 27 years. She taught only Prathomsuksa-6 students. Her school was the biggest one in the district, with more than 1,000 students from all grades together. In her school, there were 192 Prathom-6 students, divided into 5 classes and she was responsible for teaching all of them.

During the first three weeks of December 2016, she was chosen to attend the Boot Camp, held by the Ministry of Education and British Council. She was selected because her English test score was above B1 (CEFR level). With this training, she could not conduct her classes during those times and there was no substitute teacher as well, meaning that her students did not study English during those 3 weeks. Her students' O-NET score placed in the Yellow Level, signifying that the mean score from her students was lower than the average national score but higher than the average school district score.

5) K12 was an English teacher who did not graduate from English major in her both bachelor's degree and master's degree. Her bachelor's degree was in Psychology–Mathematics and her minor was science. She received her master's degree in Educational Research and Evaluation. She has been teaching English for 11 years. At first, she was teaching other subjects; however, because there was no English teacher in her school back then, she had to start teaching English in her school. She was responsible for all English classes from Prathomsuksa 1 to Prathomsuksa 6 because she was the only English teacher in her school. There were 14 students in her Prathomsuksa 6 class. She taught English for Prathomsuksa-6 2 hours a week, but in some weeks her school held sport events and some other extra activities. Therefore, she had been tutoring her students before any other schools in the study.

The O-NET score placed in the Yellow Level, signifying that the mean score of her students was lower than the average national score but higher than the average school district score.

6) K13 was an English teacher who did not graduate from English major in his both bachelor's degree and master's degree. He graduated from Thai major and his interest and expertise was Boy Scout. There were only 53 students in the school, and only 11 students in his class. There were only 3 teachers in his school. He was responsible for all subjects from Prathomsuksa 4 to Prathomsuksa 6. There was only one English teacher in his school. He did not conduct the class as scheduled because he was always assigned to attend several Boy Scout training and camps and other seminars related to Thai subject. During the third week of December, his school hosted Boy Scout Camp, so no class was conducted at that time. In addition, the first two weeks of January, he was assigned to attend Boy Scout seminar in the different province, so there was no class at all during that time. In addition, he was not assigned to teach any O-NET tutorial sessions and all of his students were sent to other schools to study before O-NET.

The O-NET score from his students placed in the Black Level, signifying that the mean score of his students was lower than both average national score and average school district score. In addition, it was placed in the 25 lowest schools in the district.

Phase 2.2: Semi-structured interview and scenario interview

The techniques to select the interview informants in this phase were voluntary sampling and snowballing method. The total number of teachers who chose to voluntarily participate in the interview phase was 49. Six participants from Phase 2.1 and seven more participants were selected for this phase of the study so there were 13 interview informants in total. At the last part of the questionnaire, the teachers were asked to check whether they would voluntarily participate in the interview and whoever agreed to be interviewed could leave their contact information in the provided space.

3.4 Research Instruments

There were five research instruments adopted in this study, namely, questionnaire, interview, scenario interview, classroom observation and stimulated recalls. The purpose of using all five methods was to allow the clarification and support of the relationship between teachers' beliefs and actual classroom assessment practices. With the use of multiple data collection methods, the data collected from each method can be triangulated. The justification to choose these five instruments is provided in this section.

Table 7: Summary of research instruments

Research instruments	Data	For	Answer
1. Questionnaire	Quantitative	Phase 1	Research Question 1, 2 and 3
2. Classroom observation	Qualitative	Phase 2.1	Research Question 2 and 3
3. Stimulated recall	Qualitative	Phase 2.1	Research Question 2 and 3
4. Semi-structured interview	Qualitative	Phase 2.2	Research Question 1 and 3
5. Scenario Interview	Qualitative	Phase 2.2	Research Question 1 and 3

3.4.1 Questionnaire to investigating teachers' beliefs and classroom assessment practices

The questionnaire was the most suitable research instrument since it can collect the data in a wide range of geographical area and gather a large amount of information in a very quick manner (Dörnyei & Taguchi, 2010). In addition, Mackey and Gass (2005) state that questionnaires can be a research instrument which learners can report about their beliefs and motivation. In terms of teachers, the data about teachers' beliefs can be collected through this research instrument as well because the data from teachers falls into one of the three categories including factual, behavioral and attitudinal that can be measured by questionnaires (Dörnyei, 2007; Dörnyei & Taguchi, 2010).

The advantages of using questionnaires consist of cost effectiveness, anonymity and confidentiality of the respondents (Dörnyei, 2007). Questionnaires can

be a good start to conduct research; on the other hand, questionnaires hold some crucial limitations, which might result in the distortion of findings, misinterpretation of the questions, and superficial answers (Dörnyei & Taguchi, 2010). Length of the questionnaires can pose reluctance to the respondents if the questionnaires are too long to complete. To deal with these restrictions of the questionnaire, observations can augment the result from it, showing more in-depth information from the respondents.

For this study, the questionnaire was the most proper research instrument to answer all research questions because it can investigate teachers' beliefs and classroom assessment practices. According to Dörnyei (2007), the investigation of teachers' beliefs is also one of the topics in second language research that questionnaires can be applied to collect the data. Mackey and Gass (2010) state that "the survey, typically in the form of a questionnaire, is one of the most common methods of collecting data on attitudes and opinions from a large group of participants" (p.92).

3.4.1.1 Drafting the questionnaire

The questionnaire was developed to examine the teachers' beliefs about classroom assessment and their actual classroom assessment practices also to investigate the congruence of teachers' beliefs and classroom assessment practices. The questionnaire was divided into three parts as follows:

Part I: Demographic information

The first part asked the participants about demographic details and background information related to teaching including their gender, age, educational background, major, the level the teacher is teaching, and the average number of the students in class as well as the information based on Borg (2003)'s framework, focusing on the information from teachers' teaching experience, learning experience and pre-/in-service training.

Part II: Teachers' beliefs about classroom assessment

In Part 2, the questionnaire items were constructed based on the synthesis and analysis of the literature on teachers' beliefs and classroom assessment practices: Brown's (2002) frameworks and combined them with the aspects of classroom assessment from Airasian (1997), Cheng (2013), McMillan (2004), Stiggins (1992),

and Rea-Dickens (2007). It asked teachers about the teacher's beliefs about classroom assessment in terms of student accountability, school accountability, teacher accountability and parents' involvement. The construct of the questionnaire is shown below in the table 8

Table 8: Construct of the questionnaire

Items	Focuses	Scale
Belief and practices about classroom assessment		
2.1 Types of classroom assessment practices they belief can assess their students in the class	Beliefs about different types of classroom assessment	5-Likert scale
2.2 The frequency they apply these classroom assessment methods in their class.	Practices of different types of classroom assessment	frequency rating scale

The questionnaire respondents were asked to indicate the levels of their beliefs with each assessment practice: whether any of practice can assess their students in class. The number on rating scales illustrated the following belief levels:

Table 9: level of beliefs and frequency

Number	Levels of belief	Number	Frequency levels
Number 5 means	Very high	Number 5 means	Always
Number 4 means	High	Number 4 means	Often
Number 3 means	Moderate	Number 3 means	Sometimes
Number 2 means	Low	Number 2 means	Rarely
Number 1 means	Very low	Number 1 means	Never

Part III: Teachers' beliefs about classroom assessment purposes

Part 3 was designed to investigate the teachers' classroom assessment purposes. The part about classroom assessment practices was adapted from Airasian

(1997), Cheng (2013), McMillan (2004), Stiggins (1992), and Rea-Dickens (2007). This part of the questionnaire covered various classroom assessment purposes. It asked teachers about the teacher's beliefs about classroom assessment in terms of student accountability, school accountability, teacher accountability and parents' involvement. The construct of the questionnaire is shown below in the table 10.

Table 10: Purposes of classroom assessment

Purposes of classroom assessment		
Student-oriented purposes	Item no. 1-6, 19-20	numerical rating scale
Teacher-oriented purposes	Item no. 7-12	numerical rating scale
Parent purposes	Item no. 13	numerical rating scale
School administration	Item no. 17-18	numerical rating scale

In this part, the questionnaire respondents were asked to indicate the levels of agreement about the purposes of classroom assessment. The explanation of the rating scales is show in the table below

Table 11: Levels of agreement

Number	Levels of agreement
Number 5 means	Strongly agree
Number 4 means	Disagree
Number 3 means	Agree
Number 2 means	Not certain
Number 1 means	Strongly disagree

3.4.1.2 Validation of the questionnaire

Content validity

The content validity, structure, and bias of the questionnaire were determined by three experts in the fields of language testing. Copies of the questionnaire and copies of the research summary were sent to the three experts so that they could make any recommendations for improvement. To find the general degree of agreement among the three experts, on both individual items and the overall questionnaire, the

Index of Item-Objective Congruence (IOC Index) was adopted based on a score ranging from -1 to +1. The overall questionnaire, as validated by the experts, was approved with an acceptable IOC value (0.948). Taking into account the three experts' suggestions for revisions, the questionnaire was revised. Based on the three experts' opinions, minor changes were made to the questionnaire.

Face validity

According to one of the experts, the format of the questionnaire needed to be changed in order to cause any confusion to the questionnaire respondents. Prior to the final version, the format of the questionnaire was designed for the respondents to answer their belief and practices on the same table, meaning that the part of the belief was located on the left while the practice part was on the right. The expert recommended that these two parts should be separated to reduce the respondents' confusion.

Summary of the questionnaire revisions

: Delete some assessment methods such as poem and some classroom assessment purposes.

: Change the format of the questionnaire from asking beliefs and practices on the same page to asking each part on the different page.

3.4.2 Interview: Semi-structured interview and scenario interview

The interviewer is able to probe and expand to uncover more information, while the interviewees have an opportunity to give more details and information about certain interesting topics (Genesee & Upshur, 1996).

3.4.2.1 Semi-structured interview

The purpose of the interview in this study was to explore more in-depth information from the questionnaire about the teachers' beliefs and classroom assessment practices. By means of interviewing, the researcher heard more about the participants' points of view, uncovered their understandings about their responses from the questionnaire and clarified some issues emerged from the questionnaire. Semi-structured interview was employed in the study to gain access to the teachers' beliefs of classroom assessment, and to obtain insightful accounts of the teachers' thought processes and practices as the phenomenon under investigation is complex.

Semi-structured interviews have been used widely as a data collection strategy for more than three decades to discover and to study, the “unobservable psychological context of language teaching” (Borg, 2006, p. 279). Additionally, they will enable the teachers to account for what they thought, knew, and believed (Borg, 2003).

However, interviews contain some limitations and weaknesses, as Kvale and Brinkmann (2009) warn that it is quite so simple to conduct the interview, but it is rather difficult to do it well. For example, the quality of interview data depends upon the interviewer’s interview skills and expertise. Moreover, it seems that the plausibility of interview data depends mainly upon the interviewee’s willingness to reveal information. The interviewee may give the information the interviewer wants to hear.

With regard to designing an interview, Creswell (2013) suggests that the qualitative research interview should be theme oriented. The main themes of the interviews in this study were generated from the research questions, the conceptual framework, and the related literature review, in addition to classroom observations. The questions in the interview (Appendix E) were prepared in accordance with the literature review and followed the questions in the questionnaire. The interview schedule was assigned to the participants prior to the session. The interview was tape-recorded and transcribed before the process of data analysis. The language for the interview was in Thai so that the participants could clearly explain their responses.

3.4.2.2 *Scenario interview*

Another type of the interview in this study was a scenario interview using situational prompts. According to Borg (2015), the answers from the interview questions themselves, or “direct strategies” might not reflect the real beliefs of the teachers. He suggests using a stimulus such as any teaching materials such as lesson plans or any activity worksheets from the teachers, which can be used as a tool to extract their beliefs. This is “an indirect way of trying to access their beliefs” (Borg, 2015, p. 89). In this study, the situational prompts were served as the stimulus to extract more-informative responses from the teachers to certain in-class situations, and to provide the teachers hypothetical prompts if they have not encountered these situations in their previous experience.

There were four scenario questions selected from the problems in this particular local context. These situations were developed based on the factors which influenced teachers' beliefs and classroom assessment practices including socio-cultural context (e.g. class size), school conditions (e.g. teachers' workload or course syllabus) and educational contexts (e.g. examination pressure or educational policy). That is, in each prompt, the teachers were provided with the information about the number of students, the level of students' proficiency, the time to teach the class and the specific situation along with the contextual factors mentioned above. (see Appendix F)

Scenario 1: O-Net Examination

Scenario 2: 20 learning indicators

Scenario 3: Exceeding teaching and school duty

Scenario 4: Number of students in class

3.4.3 Observation

Observation is a crucial research instrument in collecting qualitative data (Creswell, 2013) and in probing data about teachers' beliefs and actual classroom practices (Borg, 2012). In addition, observation can gain the information that has been left in the interview or in the questionnaire.

Creswell (2013) divides observation into four types as the follows:

: Complete participant: the researcher is fully involved with the people in the activities.

: Participant as observer: the researcher joins the activities.

: Nonparticipant: the researcher observes as an outsider but do not get involved in the activities.

: Complete observer: the observer cannot be noticed during the observation.

In this study, a nonparticipant observation was utilized as the challenge in applying observation places on the role of the observer during the process. The researcher did not participate in the activity. Therefore, she could watch and take notes from a distance.

The observer bias can be one of the disadvantages of observation. To minimize this effect, a stimulated recall supplements this effect. In addition to bias set

by the observer, the Hawthorne effects might occur during the observation. That is, the participants might change their behaviors and practices, as they are aware of the presence of the observer. This issue can be dealt with by establishing a good rapport with the teachers who were observed. This is to ensure that their behaviors did not affect their actual teaching practices. Trust issue was also taken into consideration in the use of observation.

3.4.4 Stimulated recalls

Stimulated recalls can be “a useful tool in discovering certain cognitive processes that influences teachers’ actual practices and teacher cognition and that might not be shown through simple observation” (Gass & Mackey, 2000, p.20). Stimulated recalls were utilized to allow the teachers to reflect on and reveal the reasons underlying their classroom practices and to clarify what their beliefs were through this. It was a research instrument to discover why the teachers use that certain classroom assessment practices in the way they performed, and to explore the depth of their understanding concerning classroom assessment.

This research methodology can investigate further in relation to teacher’s decision-making process (Gass & Mackey, 2000) and assessment practices during the particular moment. This helps teachers to recall their thoughts during the certain events (Gass & Mackey, 2000) and enables the researcher to elicit answers related to issues emerging from the classroom observations.

Understanding the process of the classroom assessment practice required an understanding of their cognitive process. For these reasons, data from classroom observations alone were insufficient to provide a clear insight into the teachers’ beliefs about classroom assessment.

In this study, stimulated recall was used to elicit in-depth data from the classroom observation. Stimulated recall was the best in examining teachers’ beliefs about their classroom assessment because the graphic stimulus from video helped the teachers think about their actual practices in a very specific moment. This study attempted to investigate the teachers’ beliefs and classroom assessment practices. This can probe that underlying reasons and decision-making in a particular incidence inside the classroom.

Besides, the researcher developed stimulus and open-ended inquiries that helped participants remain focused on the issue when watching how they engaged their classroom assessment in their classroom practices; however, she did not influence them to respond in any biased manner for the research questions. Samples of the interview questions in relation to viewing episodes of including classroom assessment practices include:

“What were your thoughts of doing this activity?”

“What were you thinking when you decided to do this?”

“Why did you decide to do that?”




In this study, Thai language was used as the medium of communication with the participants to prevent misunderstanding and to facilitate the participants to express their thoughts without language difficulty. Sections of the video records of the participants' behavior in the class used for the stimulated recall were selected by the researcher. Only the scenes that each participant's thoughts based on the teachers' beliefs and classroom assessment practices were chosen to prompt the participants in the stimulated recall sessions. The participants were asked to watch the selected video sections individually and were prompted to recall their thoughts at the times of recording by questions. Then, the participants verbalized their thoughts when they produce classroom assessment practices. The sets of stimulated recall data were coded by the researcher and an inter-rater who was trained to code the data from stimulated recall. The data collected from the stimulated recall was triangulated with data from the questionnaire, interview, and classroom observation.

3.5 Data Collection

The data collection process started in November 2016 and finished in March 2017. It was carried out during the second semester of Academic Year 2016. The study was divided into two main phases. In Phase 1, data was collected from a questionnaire. This took place in November 2016 before the second semester started. In Phase 2, a variety of qualitative data collection methods were used. This phase was divided into Phase 2.1 (Observation and Stimulated recall), and Phase 2.2 (Semi-

Structured Interview and scenario interview). Both of these phases were carried out starting from December 2016 to February 2017.

Table 12: Data collection timeline

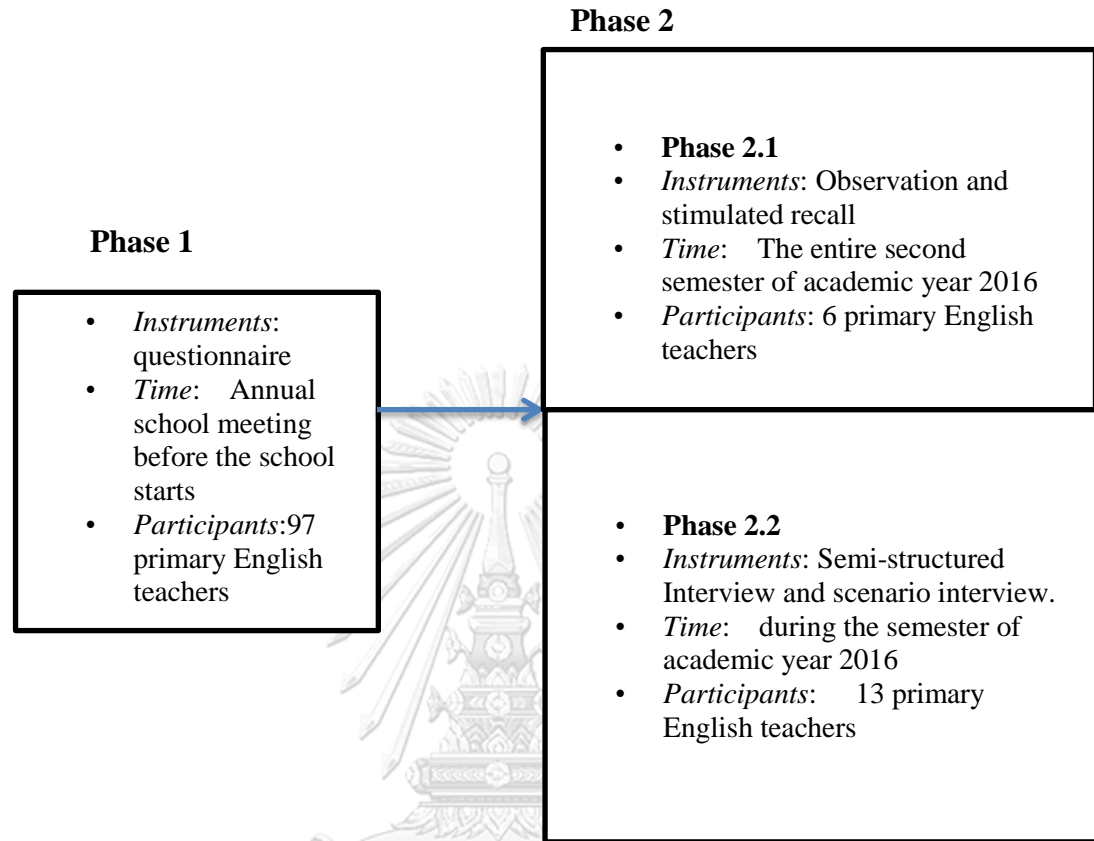
Nov	Dec	Jan	Feb	Mar
 Questionnaire	 Observation and Stimulated Recall			
			 Interview and scenario interview	

Phase 1: Questionnaire

The first phase of the study involved a questionnaire administration to primary English teachers in one primary school district in the northeastern part of Thailand to investigate their beliefs and practices of their classroom assessment. Quantitative and qualitative data were collected from the questionnaire. The number of the primary English teachers in this district was 112. The researcher contacted the district supervisor to obtain the name list of the primary English teachers in the district. Each questionnaire was numbered according to the name list so that the researcher can identify the participants responding to questionnaires.

For the questionnaire administration, the researcher chose one method: hand delivery to all the questionnaire respondents. First, the researcher distributed the questionnaire when the school district held the pre-semester meeting with all the teachers in the district on the 20th of November 2016. For the absent teachers, the researcher traveled to their schools and distributed the questionnaire to the teachers herself.

Figure 6: Data collection process



Phase 2.1: Observation and stimulated recall

The purpose of the observation in this study was made in conjunction with each stimulated recall session. Its purpose was to examine the actual classroom assessment practices from the primary English teachers. The actual classroom assessment practices of the six teachers were observed and compared with their beliefs and practices of their English classroom assessment.

The observation sheet was used to collect interesting events occurring in the classroom and help mark the related events in the video. Therefore, the researcher paid more attention to those particular events when watching the stimulated recall footage. In the observation sheet (See Appendix H), it provided the table divided into every five-minute time slot, so the researcher could take notes during the five

minutes. If the activities during those five minutes did not involve any classroom assessment practices, it was left blank.

In addition to the observational sheet, two cameras were set and recorded the entire events in the classroom; therefore, the researcher collected the evidence to probe the investigation in stimulated recall.

Observation

The observation and stimulated recall were conducted for the entire semester long. Prior to the data collection process, the observational schedule was prepared according to the teachers' timetable during the second semester of the academic year 2016. The researcher observed two teachers per week (one class a week), followed by a stimulated recall session within the same week. Prior to the study, the schedule was planned to observe each teacher three times before the midterm and two times before the final exam.

However, due to other factors such as school activities, teachers' meetings or a teacher boot camp, the observation schedule had to be altered week by week as the semester went by. The total observation for each teacher was five times for the whole semester but there was one teacher whose schedule was filled with other school administrations was observed only four times. During the observation, the teachers were video-recorded with two cameras: one camera was set at the back of the classroom facing the teachers and another one was placed in the front of the classroom projecting the students. The researcher sat silently during the whole time. During the observation, the researcher used the observation sheet to indicate when they the teachers applied their classroom assessment practices in the time slot.

Stimulated recalls

Stimulated recalls were scheduled after each observation session. First, the teachers were provided with the training session. During the training session, the researcher prepared a video from the pilot study and questions similar to the set of the question used in the main study. The teachers were trained to verbalize their responses with mediated and non-mediated prompts. The following mediated stimulated recall prompts were used; for example,

1. Can you tell me why you choose this assessment method?

2. What were you referring to here?

Besides, non-mediated prompts including ‘Keep talking’, ‘I see’, ‘umm’, ‘oh’, ‘ok’ and ‘wh-huh’ will be used to stimulate the teachers’ beliefs and cognitive process (Gass & Mackey, 2000).

In this study, each teacher was scheduled to participate in the stimulated recall within the day or two after the observation. In each session, the video footage was viewed by the researcher and the teachers. The explanations and discussions related to the footage were audio-recorded and transcribed for the data analysis. A private room was used for the viewing and the discussion of the footage. During the viewing of the footage, the researcher paused when there were any scenes related to classroom assessment practices, and the teachers were asked to think retrospectively, to make any comments, to give explanations, and to clarify the teachers’ intentions. In this phase, the research chose Thai as a language of communication in order to avoid any misunderstanding or miscommunication from the teachers and in turn, the teachers would feel more comfortable verbalizing their thoughts.

Table 13: Observation and stimulated recall schedule

Teacher	Date	Content taught
K3	1) 23 January 2016	- O-NET tutoring
	2) 24 January 2016	- O-NET tutoring
	3) 8 February 2016	- Comparative Adjective
	4) 9 February 2017	- Adjectives
	5) 15 February 2107	- Adverbs
K4	1) 16 December 2016	- Time
	2) 23 December 2016	- Environment
	3) 11 January 2017	- O-NET tutoring
	4) 31 January 2017	- O-NET tutoring
	5) 21 February 2107	- Describing people
K8	1) 14 December 2016	- Signs
	2) 16 December 2016	- Festivals
	3) 19 December 2016	- Festivals
	4) 24 January 2017	- O-NET tutoring
	5) 10 February 2107	- ASEAN

K9	1) 21 December 2016 2) 23 December 2016 3) 17 January 2017 4) 18 January 2017 5) 8 February 2107	- Going shopping - Christmas - O-NET tutoring - O-NET tutoring - Sickness
K12	1) 15 December 2016 2) 29 December 2016 3) 1 February 2016 4) 14 February 2017 5) 22 February 2107	- Direction and Preposition - O-NET tutoring - O-NET tutoring - Steps and procedure - Student Presentation
K13	1) 15 December 2016 2) 27 December 2016 3) 21 February 2017 4) 22 February 2107 5) – no observation -	- Sports - Animals - Sports - Sports -

Phase 2.2: Semi-structured and scenario interview

Interview

The interview took place in February before the end of the second semester. The researcher interviewed each interview informants one by one in a private room using Thai as a medium of the communication as well. Each session lasted 10 to 30 minutes.

Method of conducting interview

The face-to-face interview method was the only method the researcher chose because the researcher at that time was spending her time conducting the study in the area. The appointments were made in advance and most of the interview informants gathered on the designated times and places. The interviews were audio-recorded.

3.6 Data Analysis

3.6.1 Quantitative Data

The questionnaire was quantitatively analyzed using descriptive statistics and a *t*-test. Descriptive statistics were carried out to analyze the results of the teacher's

demographic information and the results of the questionnaire. For the *t*-test, two samples of data, which were the levels of beliefs and the levels of actual practices, were dependent when each score in one sample was paired with a specific score in the other sample. In short, these types of samples were related to each other. In addition, the items in the open-ended part were processed by means of the content analysis.

3.6.2 Qualitative Data

There were four research instruments including semi-structured interview, scenario interview, classroom observation and stimulated recalls. All verbal data were transcribed and the transcriptions in Thai were used in the data analysis. Only the quotes that were extracted to use in the report were translated into Thai. The verbal data were typed into Microsoft Word and then transferred to NVivo12 software.

First, I read through the text in order to get the overall contents. Then the transcriptions were divided up into smaller units and condensed these meaning units. The codes were formulated and the themes were developed. I read and revised the coding schemes by coding the text units of each script until they could be assigned a code. The initial coding at this stage was conducted by hand. During these procedures, a number of changes were made to the coding scheme in accordance to the purposes of this study. After the coding scheme was set, all scripts were then coded using Nvivo12 software. This software allowed the coded segments to be easily checked across all scripts.

During the coding stage, the coding schemes assigned to some text segments overlapped across focus areas. The inter-coder agreement was used to ensure reliability in the coding scheme. Another coder, the university teacher and also the expert in the qualitative research, was contacted and asked to code two sets of each verbal data set independently, based on the coding scheme. If there were any disagreement, we discussed to reach the final consensus.

Table 14: Summary of the Research Questions, and instruments

Research questions	Phase	Research instruments	Type of data	Data Analysis
1	1+2.2	Questionnaire	Quantitative	Mean, SD
		Semi-structured interview	Qualitative	Content Analysis
		Scenario Interview	Qualitative	Content Analysis
2	1+2.1	Questionnaire	Quantitative	Mean, SD
		Classroom observation	Qualitative	Content Analysis
		Stimulated recall	Qualitative	Content Analysis
3	1+2.1+2.2	Questionnaire	Quantitative	Paired <i>t</i> -Test
		Semi-structured Interview	Qualitative	Content Analysis
		Scenario Interview	Qualitative	Content Analysis
		Classroom observation	Qualitative	Content Analysis
		Stimulated recall	Qualitative	Content Analysis

3.7 Ethical Issues

This part explains ethical considerations related to the study. The process of getting an approval for conducting the research in the school is obligatory before carrying out the investigation in any school. The researcher sent a letter to the Director of the School District and the school principals asking his/her permission to conduct the study in the area and the school prior to the day of the interview and observation. The research proposal was attached to the consent form so that they can understand the overview and the objectives of the study in advance. After permission was granted by the Director of the School District, the consent form was sent to the participants of the study.

For the questionnaire, the consent form was attached on the first page to check whether or not the teachers want to complete the questionnaire. For the two second phases of the study, the permission to conduct the classroom observation and record their class was sent to them and the Director of their schools to sign. An overview

about the classroom observational schedule and stimulated recall was handed to the teachers prior to their classes.

Privacy of the participants in the study was strictly confidential and must be protected, so the information of the participants should not be revealed to public.

Pseudonyms and assigned codes were used as alternative names so any references to the participants were not made and linked to the sites and the participants of the study.



Chapter IV

Research Findings

The purpose of this chapter is to present the findings from different sources of data: questionnaire, semi-structured interview, scenario interview, classroom observation and stimulated recall. This chapter is divided into four different parts: 1) results for the research question 1, 2) result for the research question 2, 3) results from the research question 3, and 4) conclusion. This chapter begins by presenting the teachers' beliefs about classroom assessment. The sources of data were drawn from the questionnaire and interviews, and scenario interview. The second part reports on the teachers' actual classroom assessment practices. Observation and stimulated recalls served as the data source.

4.1 Results for Research Question 1

4.1.1 Results from the questionnaire

The questionnaire comprised 3 parts illustrating the demographic information of the respondents, the teachers' beliefs and practices in different types of classroom assessment, and the teachers' beliefs about various purposes of classroom assessment. This questionnaire was piloted with a group of teachers in the similar context of the teachers in the main study. The questionnaire was aimed to elicit teachers' beliefs about their classroom assessment and their classroom assessment practices.

The questionnaires were distributed to the teachers on the annual meeting held by the school district in 2016 before the second semester started. During that time, there were 112 English teachers registered for the meeting; however, only 97 teachers attended the meeting on that day. Some of them were assigned to participate in other school-related events such as Teacher Boot Camp. Some participants were non-English major graduates assigned by the Ministry of Education to teach all subjects including English at the primary level. The teachers spent approximately 30 minutes to complete this questionnaire with the researcher present.

To collect the data, a questionnaire consisting of both close-ended and open-ended questions was employed in the first phase of the study. The close-ended section

included three main parts: the demographical information, the beliefs and practices regarding the classroom assessment methods and formats, and the purposes of classroom assessment. In the second part, the respondents were asked to first rate their beliefs about how each classroom assessment method can assess their students' English proficiency and then choose their frequency in using each classroom assessment practice. In the third part including twenty items, the respondents were asked to rate their beliefs about the purposes of classroom assessment. In the open-ended section, they were asked to express their comments about other classroom assessment methods they used and their problems about the use of classroom assessment in their class.

To analyze the demographic data, frequency and percentage were calculated. To analyze the data from the rating scale parts, means were calculated and dependent *t-test* was used to compare the means between the respondents' beliefs and practices in classroom assessment. The data from the open-ended items were analyzed and categorized by using the emerging themes as they appeared in the respondents' written responses.

Table 15: Demographic information

	Frequency	Percent
Gender		
Female	76	78.35
Male	21	21.65
Education		
Ph.D.	3	3.09
Master's degree	39	40.21
Bachelor's degree	55	56.70
(20 non-English majors, 35 English-related majors)		
Studied any assessment courses		
Yes	35	36.08
No	62	63.92
Attended any conference about assessment		
Yes	21	21.65
No	76	78.35
Attended any training in assessment		
Yes	15	15.46
No	82	84.54

4.1.1.1 Demographic information

The majority of the respondents were female teachers (76), while only 21 teachers were males. With regard to their educational qualifications, only 3 teachers in this school district possess a doctoral degree (2 in Psychology and 1 in Educational Administration). 39 teachers hold a master degree from various majors naming Educational Administration, Teaching English as a Second Language, Teaching English as a Foreign Language, and Curriculum and Teaching. Most of the teachers (55) obtained at least a Bachelor's degree from a wider variety of majors. Of 55 teachers, 35 teachers graduated from English-related majors, while 22 graduated from other majors including Psychology, Thai, Science, Mathematics, Economics, and Arts. In addition, 63%, 78% and 84% of the respondents never studied any assessment courses or attended any conference or training in language assessment respectively.

Table 16: Average numbers of years and hours of teaching

	Average
Years of teaching	8.8 years
Hours of teaching English per week	12 hours
Hours of teaching other subjects per week	12 hours

From the table, the average year of teaching of the teachers in this school district was 8.8 years. The average numbers of hours of teaching English and other subjects were 12 hours.

Table 17: The grades teachers were responsible to teach

Grades	N	Percent
Grade 1	33	34.02
Grade 2	35	36.08
Grade 3	36	37.11
Grade 4	65	67.11
Grade 5	72	74.23
Grade 6	97	100
Grade 7	25	25.77
Grade 8	21	21.65
Grade 9	22	22.68

As shown in the table, although there were 97 teachers answering the questionnaire, the numbers indicated that one teacher was assigned to teach more than one grade. That is, when looking closely at Grade 4, Grade 5 and Grade 6, teachers who were assigned to teach grade 6, most of the time they also taught Grade 4 and Grade 5 as well. However, to participate, all of the participants in this study taught English in Grade 6 during the time this study was conducted.

Table 18: Other subjects the teachers taught in one semester

Teaching subjects	n	%
Arts	47	48.45
Social science	38	39.18
Science	33	34.02
Thai	43	44.33
Physical Education	35	36.08
Mathematics	39	40.21
Other subjects*	54	55.67

*Others including Boy Scout, ASEAN Study, Computer, Thai Classical Dance, Citizenship, History, Health and Hygiene, Home Economics, and Guidance

It can be seen that in addition to teaching English, some teachers were responsible to teach other subjects as well.

4.1.1.2 Teachers' Beliefs about classroom assessment methods and formats

In Part 2 of the questionnaire, the teachers were asked to indicate their beliefs on classroom assessment methods and formats. The interpretations of teachers' beliefs about how classroom assessment methods can assess their students' English proficiency shown below.

Very low	1.00-1.49
Low	1.50-2.49
Moderate	2.50-3.49

High 3.50-4.49

Very high 4.50-5.00

From Table 4.3, overall, the respondents believe that classroom assessment methods can assess their students' English proficiency at a high level (3.56). Among 14 classroom assessment methods which were rated at a high level, the top three methods were final assessment, quizzes and asking questions (3.93, 3.89 and 3.87, respectively). Among 8 methods rated at a moderate level, the top three were play, homework and group work (3.38, 3.34 and 3.34 respectively). Of all the methods, three methods that received the lowest rating were self-assessment, poster and dramatic reading (3.19, 3.13 and 3.07 respectively).

In terms of classroom assessment formats, on average the respondents rated them at a high level (3.66). It appears that the respondents highly believed that sentence completion can be used to check students' English proficiency, while other formats namely multiple choices and true/false format were also believed to be used to assess their students in class.

Table 19: Teachers' beliefs on the extent to which these classroom assessment methods and formats can assess their students' English proficiency

Classroom assessment methods	Mean	SD	Level of belief
Asking Questions	3.87	0.89	High
Homework	3.34	0.92	Moderate
Dictation	3.76	0.93	High
Individual Work	3.73	0.93	High
Pair Work	3.57	0.78	High
Group Work	3.34	0.93	Moderate
Student Self-Assessment	3.19	0.93	Moderate
Peer Assessment	3.22	0.84	Moderate
Play	3.38	0.99	Moderate

Portfolio	3.46	0.83	Moderate
Poster	3.13	0.79	Moderate
Project	3.51	1.08	High
Oral Presentation	3.80	0.94	High
Role Play	3.75	0.96	High
Interview	3.70	0.86	High
Dramatic Reading	3.07	0.95	Moderate
Student Observation	3.76	0.91	High
Journal	3.54	0.98	High
Learning log	3.59	0.95	High
Quizzes	3.89	0.76	High
Midterm test	3.84	0.84	High
Final	3.92	0.80	High
Overall	3.56		High
Classroom assessment format	Mean	SD	Level of belief
Multiple choice	3.46	0.99	Moderate
True/false	3.42	0.88	Moderate
Matching	3.52	0.83	High
Gap fill	3.87	0.85	High
Short answer	3.82	0.85	High
Label a diagram	3.63	1.10	High
Sentence completion	3.93	0.97	High
Overall	3.66		High

4.1.1.3 Teachers' beliefs about purposes of classroom assessment

In Part 3 of the questionnaire, the respondents rated their beliefs about the purposes of classroom assessment. The purposes of classroom assessment can be divided into student-oriented purposes, teacher-oriented purposes, parent use and administrative use.

The levels of their beliefs about the purposes of classroom assessment are indicated as follows:

Strongly disagree	1.00-1.49
Disagree	1.50-2.49
Not certain	2.50-3.49
Agree	3.50-4.49
Strongly agree	4.50-5.00

From the questionnaire, the respondents agreed that classroom assessment can be used for all of the purposes

Table 20: Beliefs about the purposes of classroom assessment

Purposes of classroom assessment	Mean	SD	Level of beliefs
3.1 To diagnose students' strength and weakness in learning English	4.43	0.61	Agree
3.2 To diagnose individual student's needs in learning English	4.15	0.73	Agree
3.3 To diagnose students' needs in learning English as a group	3.91	0.83	Agree
3.4 To check students' motivation	4.21	0.69	Agree
3.5 To assign students into groups according to their English proficiency	4.29	0.66	Agree
3.6 To assign students into groups to form cooperative learning groups	4.06	0.75	Agree
3.7 To prepare the instruction	4.41	0.66	Agree
3.8 To prepare instruction for individual students	4.12	0.75	Agree
3.9 To monitor the progress of the lesson	4.39	0.51	Agree
3.10 To make decisions while teaching	4.13	0.62	Agree
3.11 To assess teachers' strength and weakness in teaching	4.32	0.57	Agree
3.12 To improve teachers' teaching and instruction	4.46	0.56	Agree
3.13 To communicate students'	4.09	0.62	Agree

learning to their parents			
3.14 To monitor students' learning progress throughout the semester	4.41	0.55	Agree
3.15 To promote positive social environment	4.07	0.70	Agree
3.16 To promote positive learning environment	4.13	0.62	Agree
3.17 To determine grades for students	4.11	0.76	Agree
3.18 To let students know what kind of performance is required to be successful	4.00	0.69	Agree
3.19 To help students internalize the required knowledge and skills	4.07	1.00	Agree
3.20 To provide students with information about performance so students can make a decision about their learning	4.00	0.00	Agree

4.1.1.2 Result from the interview

In this part, the findings of the semi-structured interview and scenario interview with 13 teachers are reported. The participants of the interviews were selected based on a voluntary basis to participate in this phase of the study.

During the interview, the participants were asked to answer open-ended questions illustrating their beliefs about classroom assessment. Then, the data were coded and analyzed. In terms of their beliefs about the purposes of classroom assessment, there are four different themes emerging regarding the uses of their classroom assessment in particular to their classes in Thai primary schools. The four themes are: 1) beliefs about classroom assessment for student-oriented purposes: 2) beliefs about classroom assessment for teaching and instruction purposes: 3) beliefs about classroom assessment for administrative purpose: and 4) beliefs about classroom assessment for parent purpose. The teachers were also asked to describe their good classroom assessment in Thai EFL setting. Their responses show various beliefs about what good classroom assessment should be.

Overall, this section displays the teachers' beliefs about classroom assessment regarding its purposes, features of good classroom assessment and assessment methods.

The table below summarizes the beliefs about the purposes of classroom assessment from the teachers.

Table 21: Teachers' beliefs about the purposes of classroom assessment

Beliefs about classroom assessment	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10	K 11	K 12	K 13
Student-oriented purposes													
To check students' progress	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x	✓	✓
To check students' proficiency level	✓	x	✓	x	x	x	x	✓	✓	x	✓	x	x
To diagnose students' strength and weakness	x	x	✓	✓	✓	x	x	✓	✓	x	x	x	x
To self-assess one's own progress	✓	x	✓	x	x	x	✓	x	x	x	x	x	x
To place students in an appropriate group	x	x	x	x	x	x	✓	✓	✓	x	x	x	x
Teaching and instruction													
To plan instruction	x	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x
To improve teaching	✓	✓	✓	✓	x	✓	x	✓	✓	✓	✓	✓	✓
To monitor progress of the lesson	x	✓	x	x	x	✓	x	x	x	x	x	x	x
Administrative use													
To determine score and grades to students	x	✓	✓	x	✓	x	✓	x	✓	x	✓	✓	✓
To report students' academic performance to school	x	x	✓	x	x	x	x	x	x	x	x	x	x
Parents													
To inform Students' proficiency to their parent	x	x	✓	x	x	x	x	x	x	x	x	x	x

*Note: The sign ✓ indicates that the participants mentioned the beliefs; on the other hand, the sign X means that the participants did not mention each belief. X does not mean that they do not believe classroom assessment serve those purposes.

4.1.2.1 Teachers' Beliefs about Purposes of Classroom Assessment in an English Class

The result shows that classroom assessment can serve several purposes including teacher-oriented purposes, student-oriented purposes, parent and administrative purposes. From the interviews with the teachers, the teachers believed that classroom assessment classes had several functions in their English classes.

Student-oriented purposes

One of the most important purposes in classroom assessment primarily involves checking whether or not students understand the lesson or are able to comprehend the content during the class. All of the participants mentioned students at the focal purposes of classroom assessment. The student-oriented purposes of classroom assessment drawn from the interviews are as follows.

1) Checking students' progress

From the responses, these teachers regard checking students' progress as one of the main purposes of using classroom assessment in their class. The data extracted from the interview show that 12 of the 13 interviewed teachers mentioned this student-oriented purpose when thinking about classroom assessment. To illustrate, these English-majored teachers mentioned that

"I assessed to know students' development. I evaluate if they remember what they have learnt, and how much they have learnt. That's all for the beginner class—to evaluate if they know what they have learnt, and how much they have learnt. [K9]"

Another example is that

"To see if the students have made any progress because each student is not as good as others—in each skill. That is, some are good at speaking while some are not. Some are good at reading but are not able to speak. Some can write but are unable to read. [K3]"

"I assess students to know the progress of the learners in that particular lesson. [K10]"

Checking the development of their students seems to be a vital focus of their classroom assessment. Similar to the above excerpts, some teachers believe that students' learning progress should be monitored throughout the class to see how much

each student has understood the lesson and it should not be left out as shown in the following examples.

“We did the assessment to know the development of the students—to check how much they have learnt. [K5]”

“The first goal is to know students’ learning progress; to see if they can reach the goals set. [K6]”

“After I teach English to them, I assess students’ ability in order to know each student’s progress—how much they understand the subject (English). [K1]”

“In my opinion, if we teach English and do not assess students, we will not know if the students achieve or do not achieve the objectives. [K2]”

“Assessment is used for the teachers themselves to know how much our students make progress. [K7]”

Moreover, the teacher, whose degree was not English-related major, expressed his beliefs about this purpose. However, he aimed to see his students’ progress particularly on vocabulary as shown in his interview.

“For English classroom assessment, the first purpose is to test and to check students’ progress regarding how many more words they have learnt in each class. [K13]”

The above excerpts can demonstrate that when teachers think about classroom assessment, they hold a belief that student progress is considered to be one of the goals in their classes.

2) Diagnosing students’ strengths and weakness in learning English

In addition to checking students’ progress, classroom assessment can be beneficial to the teachers when it is used as a diagnosing tool. Teachers can check students individually to see what the students’ strengths and weaknesses are so that they can adjust their lesson and instruction to assist some students in need of more support. Six teachers believe classroom assessment can serve this purpose which can be seen in the following examples of teachers’ interviews. Some teachers stated that

“The second part is to improve students, to know each student’ weaknesses and strengths. If they have strength, we can add more support. If they are weak, we can help them. [K4]”

Similar belief about this purpose of classroom assessment is also elaborated as follows:

“I believe that classroom assessment is one of the methods to know individual students’ strengths and weaknesses. [K11]”

“For me, I assess students to know their problems; to check if they have any problems or what specific problems they have. Some students are fast learners, while some are slow learners. [K5]”

“After I assess and check the result, I will know which problem I need to fix for a particular student. Then, I will give a remedial course to that individual student, and I will find time to talk privately to the student. This can solve the problem at a certain level. [K12]”

This belief about classroom assessment with regard to student strengths and weaknesses is reflected in these teachers’ elaboration of this classroom assessment purpose. Some teachers take it to the next step (see teaching-oriented purposes) that they might offer students extra help also as in the last excerpt.

3) Checking students’ proficiency level

Along with checking students’ progress and diagnosing their strengths and weakness, teachers also used classroom assessment to check students’ background knowledge. This is because each student is different in their English ability. Before the teachers start the lesson, it is important to assess their students’ prior knowledge. One of the teachers pointed out the significance of this purpose:

“It is important because before I know how to teach the lesson for each class or each student, I should assess the class first to check students’ proficiency level. [K1]”

“I will know how advanced the students are and how many groups of low-proficiency students and medium-proficiency students. [K11]”

4) Placing students in an appropriate group

As for the belief referring to student-oriented purpose, three teachers' responses showed that another purpose of classroom assessment is to place students into three different groups – high proficiency, moderate proficiency and low proficiency group. The sample excerpts below supporting this purpose are taken from K7 and K11 who hold the similar belief about this purpose. These are shown as follows:

“I can use assessment result to divide students into low group, medium group and high group. I will not know how to divide them into different groups if there is no assessment and evaluation. [K7]”

Likewise, K8 mentioned that *“the first (purpose) is to place students into different levels.”*

These responses show teachers' belief in using classroom assessment is not only to know their students' proficiency, but also to use that result to place students into appropriate levels.

5) Self- assessing ones' own progress

Some teachers believe that classroom assessment can work well as a self-assessment tool. This provides students information to monitor their own progress during the lesson. For example, K7 elaborated that she used classroom assessment so students can see how much progress they made in class. She explained that

“It is for students to test themselves and realize how much they know English. Also, it is for students to know how much progress they make.”

Teaching and instruction purposes

In addition to student-oriented purpose, from the interviews, three themes of the classroom assessment regarding teaching purposes emerged. Table 21 illustrates that all teachers mentioned at least one aspect of these purposes. There is only one teacher who mentioned all of the three purposes.

1) Improving teaching

One of the main themes that the teachers reported was the belief about classroom assessment to assess their strength and weakness in teaching. This was a focal point for 11 of the 13 participants, and examples of their responses included:

“Another purpose is to use classroom assessment to develop our teaching. If the method we are using is not appropriate for students, we must find other ways to enhance students’ learning. [K10] ”

“The result of the assessment is used, first, to improve teachers’ instructions. So I will know whether students’ failure might be because we did not teach well or I did not elaborate enough. I will know why my students still do not understand the lesson. [K4]”

K8, K13, K9, and K6, whose responses were similar, shared the same belief in using classroom assessment as a tool to assess teachers themselves after conducting each class. For example, K8 said that *“the second purpose is to use the result of the assessment to improve my teaching: to check what to improve or what I lack regarding our teaching.”* Later in her interview, she also addressed more about this purpose that, *“I analyzed the result so that I know how to improve my instruction for the next class and to check how much students understand the lesson.”*

Similarly, K3 mentioned that *“first of all, assessment gives me the information about how much students gain knowledge or develop their ability about what we teach. There must be an assessment so that I can use this to improve myself and use the information to improve teaching materials.”*

Evidently, these teachers utilize the result of classroom assessment to check what their strengths in teaching are and what the weaknesses they dealt with in their instruction so that they can make instructional progress.

2) Planning instruction

The responses from the interviews reveal that after the teachers assess their students in class, 9 of 13 teachers use the assessment result to plan their lesson for the next class. Some teachers mentioned that they modify the lesson for the whole class, while some tailor the lesson according to each student. The excerpt which illustrates their belief about using classroom assessment to plan instruction for the whole class is as follows:

“The result is to plan the instruction—which direction I will take. Should I go on with the lesson or go back a little bit to review because most of the students do not understand the lesson? [K6] ”

“I analyzed the result so that I know how to improve my instruction for the next class and to check how much students understand the lesson. [K8]”

K9 responded that classroom assessment guided her to assess her students with more elaborate method as she pointed out that *“the teachers must find additional ways to develop the skills of a particular group of students”*. In addition, K3 believed that she uses the assessment to *“adjust the teaching materials.”*

While some teachers plan their instruction for the whole class, K3, K6, K10 and K12 stated that they used the result from classroom assessment to plan instruction for individual students. After seeing the result, K3 believed, *“this was very beneficial to me because I can fix the problems for each of my student individually.”*

Another instance is from K12, who said that,

“After I already assess and check the result, I will know which area the students need to improve. Then I will teach them extra class. By talking to the student individually, I can find out how to design the lesson or teaching materials to suit him/her.”

Along the same line, K6 and K10 pointed out the need to teach the students who do not understand the lesson as they similar said, *“If students do not understand the lesson, I teach each student what he/she doesn’t understand”*.

3) Monitoring the progress of the lesson

While conducting the class, some teachers check students whether they lag behinds other peers in class. Reviewing the lessons before moving to the next ones provides time for students to check which part they still do not understand. Classroom assessment can give teachers information whether to go on or to go back with the lesson One teacher remarked this in the interview that *“After I see the scores from the previous class, I decided to go back and review. I repeat this lesson before moving forward to the next lesson. [K6]”*

The excerpts from the interviews provide the evidence to support that teachers’ role in classroom assessment is very vital and beneficial for both teachers themselves and for their students’ learning progress as well.

Administrative Use

Classroom assessment is not only used as formative assessment, but it also can be used for summative purposes. According to the teachers' responses, of 13 teachers, eight teachers mentioned the use of classroom assessment to assign grades for their students.

1) Determining scores and grades to students

Giving students' scores and grades is another belief the teachers mentioned in their interviews. There are eight teachers who pointed out that after their students were assessed, the scores would be kept throughout the semester. In this school district, the score distribution for English in grade 6 is divided into 70% for the quizzes and other activities in class, and the other 30% for the final examination. It is elaborated in these following interviews.

"First of all, when I finish the assessment, I will record the scores to be used later. [K4]"

She further elaborated the reason to keep these students' score that

"I have so many other school duties that I could not fully teach my students. As a result, I did not keep my students' scores. [K4]"

In the similar respect, K2 and K5 both shared the same view. For example, K2 said that *"one purpose of classroom assessment is related to school, the grade will be assigned."* Another example is that *"one of the most importance purposes is to determine the grade to the students. [K5]"*

Other examples were given by two teachers, K8 and K12, whose belief about classroom assessment aims to grades given to their students. For example, *"the classroom assessment is to determine students' academic performance."*

Whether students can pass and move on to the next class or not is also determined by the grades their teachers assign. K7's response to the interview showed this purpose of the classroom assessment. She said, *"I use classroom assessment to decide if the students can pass to study the next grade or not."*

2) Report students' English proficiency to school

The classroom assessment result can be used to report to the school administrators. Of all the teachers in this interview, only one teacher mentioned the school as one of the classroom assessment purposes. She believed that

“The first part of our assessment, I will send it for the school administration to keep it as a record. I always did this because the school will keep this students’ data every year. [K3]”

This purpose was raised by only one teacher in this study. However, it signifies that classroom assessment can as well be used for authoritative purpose.

Parental Involvement

Even though parents are not actually present in the class, they are very essential in students’ learning progress. One teacher’s response showed that classroom assessment result can be used to give the students’ parents the information about how well their children study at school.

1) Informing parents about their children’s academic progress

In relation to parental involvement, one teacher expressed her belief that parents should acknowledge their children learning development in class. As K3 pointed out,

“I do an assessment to let the parents know how much they should take care of their children, which is one of the most important parts. If all these four parts (students, teachers, school and parents) have the same understanding, it will lead to the best result for the students.”

In conclusion, according to the responses extracted from the interviews, they believed that classroom assessment can be used to serve students, teachers, school administrator and parents. Next part will show the students’ beliefs about their ideal or good classroom assessment practices

4.1.2.2 The teachers’ beliefs about the features of good classroom assessment

In addition to teachers’ beliefs about the assessment purposes, this study also investigated the teachers’ beliefs about what constitutes the characteristics of good classroom assessment. The data were drawn from the semi-structure interview which asked the teachers to describe their beliefs about what the good classroom assessment should be. The interview responses then were categorized into themes. An overview of the teachers’ responses is shown below.

The teachers characterized several features of good classroom assessment. First, good classroom assessment should enable teachers to diagnose students’ strengths and weaknesses and identify students’ language ability. Second, it should

have a clear objective and can measure students' ability based on 20 learning indicators from OBEC B.E. 2555. Third, it should adopt a variety of assessment methods suitable for the situated school context and skills to be assessed. Fourth, tasks in classroom assessment should not create anxiety and stress in students.

Table 22: the teachers' beliefs about the features of the good classroom assessment

<i>Categories</i>	<i>Sub categories</i>	<i>Teachers</i>
Reason for assessing	Group students' achievement	K9
	Diagnose students' strengths and weaknesses	K4, K5
Characteristics of objectives	Clear objective	K3, K10
	Specific goals	K10, 12
	Achievement standards	K7, K13
Methods	Appropriate methods	K5, K6
	Appropriate student levels	K5, K6, K7, K11
	Appropriate student background	K2
	A variety of methods	K8
Classroom atmosphere	Relaxing environment	K6

*Note: K1's response was not shown here because her response was not relevant to this part.

As seen in the above table, the beliefs from the teachers are varied. The illustration of each feature will be shown below.

Reason for assessing

There are two reasons for assessing: to indicate students' levels of achievement and to diagnose students' strengths and weaknesses. K9 believed that,

“The best classroom assessment should be able to classify all the students' performance. Supposed that it is used to classify the good students, it should separate how well or what they are good at, rather than just good. If students are in a weak group, good classroom assessment should be able to indicate how weak they are. [K9]”

K4 and K5 also shared their beliefs about the reason for assessing with slightly different use. Both of them mentioned that good classroom assessment should help the teachers know their students' strengths and weaknesses. As K4 illustrated, her

response was that *“in my belief, the best classroom assessment should clarify what my students’ weaknesses and strengths are. Then I can use this to improve both me and students. [K4]”* Likewise, K5 said,

“The good characteristic of classroom assessment is to be able to check the problems of my students and to support if they want us to. [K5]”

The beliefs about the characteristics of good classroom assessment from these teachers show that they are concerned about their students’ learning performance and achievements.

Characteristics of objectives

There are two teachers mentioning a clear objective as for their good classroom assessment feature. As explained in K3’s response, if the assessment does not meet the objectives, it will not be useful.

“The clarity of the assessment is important. If I want to assess this content but the objectives of the test are not met with the results of what I assess my students, this would be useless.”

K10 also pointed out the same belief that *“the objective of the test should be clear so that I can check if my students can understand each lesson or not”*.

Believing in setting out the clear targets for students in each class, K12 pointed out that

“If I can assess my students as I previously set in the objectives, I think it is good classroom assessment. On the other hand, if I cannot teach and assess my students as planned and my student cannot do as stated in the objectives in the lesson plan, I don’t think that is good.”

Additionally, two teachers believed that the good classroom assessment should measure what stated in the learning indicators and believed in using them as a focus in their classes. For instance, K7 stated that *“the good classroom assessment should cover the objectives and content outlined in the learning indicators.”*, and K13 supported this as he said,

“The best classroom assessment should include the conversations in some situations as shown in the learning indicators, which later leads to the questions in O-NET examination.”

Having a clear direction can help teachers to set the targets for each class and their students can improve their learning performance accordingly.

Classroom assessment methods

In terms of classroom assessment methods, the appropriate methods, appropriate student levels, appropriate student backgrounds and a variety of methods are reported. Two teachers, K5 and K6 mentioned both appropriate levels and methods in their responses. They both believed that the best classroom assessment should include proper assessment methods which are suitable for their students' level of proficiency. K6 elaborated with more details that, *“for example, the assessment tools should be suitable to the content or the lesson I taught in that class.”*

The classroom assessment methods should suit the students' level as illustrated in K7's belief about the best classroom assessment. She explained that,

“The assessment methods should be adapted in accordance with the students' proficiency levels. If I assess the students with the same test, and the result from this student is different from the other student, I believe this can signify the failure of my assessment. However, if I separate my students into their suitable level of assessment tools, this can help students make progress and my students would not feel much pressure from doing the quiz. [K7]”

Moreover, student background raises the concern in choosing classroom assessment. As seen in K2's excerpts, she mentioned that,

“The good assessment should fit my students. I am aware of my students' level of their English proficiency. They are students in the rural area who rarely use English, so I have to adjust the assessment methods to suit my student context.”

From the above excerpts, these the teachers think about their students' backgrounds before conducting the classroom assessment.

In K8's response, she explained her belief about the good classroom assessment that it should include an array of assessment methods. K8 explained that the teachers should not assess their students with a single tool as illustrated here.

“The good classroom assessment should consist of various assessment methods. The formats of test should have either multiple choices or written forms. It should not contain a single form of the test. The students should be tested on speaking skills or on writing skills in the test. [K8]”

Classroom atmosphere

The findings show that classroom atmosphere should not be stressful, so students can show their true performance without any pressure. One teacher, K6 believed that,

“The good classroom assessment should have stress-free environment. Students can feel more relaxed and have less anxiety so that they can be ready to be assessed. I wanted to be strict and punish them if they could not do the test. I would try to create the relaxing environment so they can perform their best without any stress from the teacher. [K6]”

This teacher expressed that her believe that the classroom should be a stress-free area for students so that the students would not feel pressure and have anxiety while they are being assessed in class.

To conclude, with regard to the teachers' best or ideal classroom assessment, their responses display various features which are predominantly relevant to students and teaching improvement. Each of them holds their beliefs in an array of perspectives aiming towards the students' best performance.

4.1.2.3 Beliefs in classroom assessment as reported in situational prompts

This phase of the study was conducted to see whether the contextual influences play a role in teachers' beliefs. These four prompts were selected based on the recent situations in Thai primary school setting. The prompts were: (1) O-NET examination, (2) 20 learning indicator, (3) excessive workload and (4) large class size.

Prompt 1: Preparation for O-NET Examination

The first prompt was the influence from the high-stakes test, O-NET examination. Every year, the O-NET was scheduled to take place in March.

Table 23: The teachers' beliefs about classroom assessment practices for O-NET examination

Classroom assessment methods	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10		K 12	K 13
Asking Questions				✓						✓			
dictation													✓
Observation				✓					✓				
Project		✓	✓										
Quiz										✓			
Role play													✓
Past O-NET	✓			✓	✓	✓	✓	✓	✓		✓	✓	

In this first situation, the teachers were asked to indicate their beliefs about classroom assessment if they prepared their students for the high-stakes examination. From the table, it can be clearly seen that, the majority of the teachers (10 teachers) mentioned that they wanted to use the past O-NET in order to prepare their students for this national test. Some of them believed using questioning coupled with past O-NET tests would be suitable as shown in K1, K4, K5, K6, K7, K8, K9, K11, and K12.

K4 believed that Past O-NET test can serve as a guideline for her students, meaning that her students could familiarize with the test formats and test items, and explained that *“If I were in this situation, I would give my students the past O-NET test that I collected up to 100 test items.”*

In the same manner, K11 believed that the previous examination paper could help prepare her students for the upcoming test as she put it, *“I would provide my students with the previous exam so that they would be familiar with the questions and choices, and also the test structure.”*

Three of teachers (K8, K9 and K12) stated that they would prepare the students for the test and in the same time they would review the content for their students. K8 would review the content before the students did the test as mentioned

here.

“I believe classroom assessment is useful. I can be sure that my students will have enough knowledge and they are ready to take the O-NET examination. The purpose of the test was to assess what they had learnt and if they understood the content well enough. I collected the past test items to assess my students. However, I would teach the content before the students started practicing the tests in class.”

K9 explained that she used quizzes to assess her students in class before the O-NET examination; however, those quizzes were taken from the O-NET tests. In addition, she believed this content review for each question could be helpful for her students as she said,

“I would divide the past O-NET exam into quizzes so that I would review the content. I would choose the items that I wanted to cover on that day only.”

In addition, K12 covered the content her students need further clarification after she diagnosed which test items they were still confused. As seen in her explanation,

“I would bring the past examination paper for my students to take. After that, I would check which learning indicators they still did not understand. Later in class, I would cover more content and then did the test again.”

However, there were some teachers who believed in other assessment practices when they wanted to prepare their students for the high-stakes test. K2 believed in using project to assess their students. She mentioned,

“I believed the best way to assess my students in this situation was project. The reason was that if my students could perform well in a project I assigned, they could learn from their own practice in learning the language. From the project, they could learn various techniques that they would later apply in O-NET examination.”

K3 also believed that assigning project to their students could help them in taking the O-NET test and she said that it would be fun for her students to complete the tasks in the project.

Another excerpt was taken from K13 who was not English-major teacher and had no previous assessment training. He believed in using role-play and dictation to prepare his students for the test. He described that,

“For the O-Net test preparation, I believed the best practice was having my students practice conversations and doing dictation. This would be more

beneficial than tutoring session”, and he further reasoned for using conversation that, “practicing conversation was similar to the test. There were conversations in O-NET. If my students studied these conversations in their real life, they could probably answer the questions because they are familiarized with the conversations.”

In response to Prompt 1, it can be seen that the teachers would gear their students towards the teach-to-test assessment because the national test plays a vital role in teachers and students’ lives and put pressure on both teachers and students. Using past O-NET tests in this study, as shown in their beliefs above, would provide them the best practice in this critical time.

Prompt 2: 20 learning indicators

There are various assessment practices the teachers believed they could use to assess their students in this particular scenario. Since all four skills are included in these 20 learning indicators assigned by the Ministry of Education, the findings revealed that the teachers would apply various assessment methods in this situation.

Table 24: The teachers’ beliefs about classroom assessment practices when assessing students in accordance to 20 learning indicators

Classroom assessment methods	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10		K 12	K 13
Asking Questions	✓			✓	✓	✓	✓		✓				
Homework	✓												
Observation					✓		✓		✓	✓			
Presentation		✓						✓					
Paragraph writing	✓	✓											
Play			✓										
Quiz				✓	✓					✓	✓		✓
Past O-NET				✓									
Role play			✓			✓						✓	
worksheet													✓
Pair work										✓		✓	
Group work	✓		✓						✓				

Short answer	✓	✓						✓		✓	✓	✓	
Gap fill		✓			✓						✓		
Matching					✓								

From the table, some teachers believed that they would ask questions to assess their students' performance. As seen in K4's response, she stated,

“According to my belief, I would use asking questions to my students and had each of them answer individually. Then, I could understand how much they understood the lesson.”

Similarly, K9 believed that asking questions consistently in class could help her students to understand the lesson better. She said that,

“I firmly believed that if I used asking questions to my students all the time in class, they would be able to understand the content from the indicators. I would keep asking all of my students.”

These two are the sample excerpts to show that some teachers believed in this assessment methods.

The next assessment method is quiz. Some teachers would assess their students to see if they could perform each learning indicator by using quizzes. As reported in K13, he said that,

“The best way to assess my students in this situation is to use quizzes, so my students could be trained on how to answer theses in the learning indicators.”

K10 held the same belief that quizzes would work best to assess her students' performance. She stated that,

“Using quizzes after each class would work best to assess my students' abilities. Since there are 20 indicators, I believe using quizzes would be able to cover all of them.”

Prompt 3: Excessive workload

When asked about their beliefs and assessment practices while facing the excessive workload, the teachers responded that they would use an array of assessment methods. Mostly, the teachers would provide students with worksheets and assign them to work in group.

Table 25: The teachers' beliefs about classroom assessment practices when they have excessive workload

Classroom assessment methods	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10	K 11	K 12	K 13
Asking Questions								✓	✓				
Describing picture	✓				✓								
Homework						✓			✓				
Observation	✓												
Project		✓											
Portfolio		✓	✓										
Quiz								✓			✓		
Rearrange sentences			✓										
Read aloud								✓					
Role play				✓			✓						
Worksheet	✓		✓		✓		✓			✓	✓	✓	✓
Individual				✓		✓							
Group work					✓		✓		✓			✓	
Multiple choices					✓								
Matching	✓		✓			✓				✓		✓	✓
Fill-in-the-blank					✓								✓
Short answer	✓												

The findings in the table above revealed that when the teachers had heavy workload from performing many other school duties, they believed that using worksheet could help them assess their students' performance in class.

As shown in the excerpt from K3, she explained that,

"If I had to deal with many other school duties and teach my class at the same time, I would use worksheet to assess them after class. Since they could work on their own and submit it to me the next class, this would save my time. I could leave them working on tasks while I had to attend a meeting."

Another teacher also believed in this method if he had to work in extra school activities. K13 said that,

“If I had to leave my students and do other school duties, I would distribute worksheets to them. My worksheets would contain the exercises that followed the learning indicators. I would go and search many of them from the Internet since I was not able to create my own worksheets.”

In the worksheet, the teachers mentioned that they would use matching to assess their students. However, there are various assessment methods such as matching or fill-in-the-blank that the teachers believed they would use in this situation.

Prompt 4: A large class size

In Prompt 4, the situation that was given to the teachers deals with excessive number of students in a class. As reported in the table, the classroom assessment practices vary with respect to the choices they prefer.

Table 26: The teachers’ beliefs about classroom assessment practices in a large class size

Classroom assessment methods	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10	K 11	K 12	K 13
play						✓				✓			
homework													✓
Observation												✓	
Role play			✓	✓					✓				
worksheet					✓		✓				✓	✓	✓
Gap filling												✓	
individual		✓											
Pair work	✓			✓	✓						✓		✓
Group work	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	

From the table, it is clear when the number of students was excessive; in this case the number set for the prompt was 40 students in a class, the teachers believed that working in groups can help them assess their students in class. Another method to be used as classroom assessment was worksheet. Performance assessment was also reported as well as play, role play, poster, and paragraph writing.

Group work

In this scenario, it seems that most teachers (10 teachers) believed in using group work to assess their students. However, some of them would divide their students based on their language proficiency, while other believed in having mixed ability in one group. In the excerpt, K3 said that,

“If my class were this big, I did not think I could assess individual student. I would not finish assessing them all in a one-hour class. I think group work would work best for me.”

K8 also stated that,

“If I had to assess my students’ writing skill in this situation, I believed they should be divided into group. They could help each other. I believed this would be the best practice in this situation.”

In summary, the findings from this scenario interview with different prompts showed that the teachers’ beliefs were different depending on the different situational contexts. As clearly seen in Prompt 1 (O-Net), Prompt 2 (20 learning indicator), Prompt 3 (excessive workload) and Prompt 4 (large class size), each situation placed an influence on the teachers’ beliefs about classroom assessment methods. They would select the assessment methods they believe it would work best to fit each situation.

4.2 Results for Research Question 2

In this part, the data drawn from three different sources including questionnaire, observation and stimulated recall are used to answer Research Question 2.

4.2.1 Teachers’ classroom assessment practices

The data from the questionnaire, observation and stimulated recall were drawn for this part.

4.2.1.1 Results from the questionnaire

In this part, the respondents rated their classroom assessment practices on different frequencies. With regard to their frequency on classroom assessment practices, their responses revealed three different levels of practices—rarely, sometimes and often.

The frequencies of teachers' use in classroom assessment are indicated below.

Never	1.00-1.49
Rarely	1.50-2.49
Sometimes	2.50-3.49
Often	3.50-4.49
Always	4.50-5.00

Table 27: The frequency of the teachers' use of these classroom assessment methods and pattern in their class

Classroom assessment methods	Mean	SD	Frequency
Asking Questions	4.04	0.78	Often
Homework	3.87	0.87	Often
Dictation	3.37	0.88	Sometimes
Individual Work	3.99	0.77	Often
Pair Work	3.73	0.72	Often
Group Work	3.24	0.80	Sometimes
Student Self-Assessment	2.71	0.97	Sometimes
Peer Assessment	2.47	0.82	rarely
Play	2.16	0.98	rarely
Portfolio	3.27	1.04	Sometimes
Poster	2.34	0.93	rarely
Project	2.10	1.00	rarely
Oral Presentation	2.84	0.99	Sometimes
Role Play	2.76	0.93	Sometimes
Interview	2.68	0.88	Sometimes
Dramatic Reading	2.10	0.99	rarely

Student Observation	4.18	0.85	Often
Journal	2.78	1.17	Sometimes
Learning log	2.75	1.13	Sometimes
Quizzes	3.99	0.68	Often
Midterm test	4.29	0.82	Often
Final	4.29	0.88	Often
Overall	3.56		Often
Classroom assessment format	Mean	SD	Frequency
Multiple choice	3.93	0.97	Often
True/false	3.87	0.85	Often
Gap fill	3.82	0.85	Often
Matching	3.63	1.10	Often
Short answer	3.52	0.83	Often
Label a diagram	3.46	0.99	Sometimes
Sentence completion	3.42	0.88	Sometimes
Overall	3.66		Often

From the table, it can be seen that the most frequent classroom assessment practices were midterm examination, final examination, and student observation (4.29, 4.29 and 4.18 respectively). Dramatic reading and project were the two least frequent classroom assessment methods, which were rated as rare use (2.10).

The classroom assessment format the teachers use the most frequent was multiple choices, which was rated at 3.93 (often). On the other hand, the least frequently used format was sentence completion, which was rated “sometimes”.

4.2.1.3 Results from the classroom observation and stimulated recall

In this study, the teachers' practices of classroom assessment were observed throughout the second semester, which started from December 2016 to February 2017. Each teacher was observed five times and only one hour for each class; however, there was one teacher who was observed only four times due to the problem with his unexpected circumstances. Even though the schedule for the observation was planned in advance, time conflict and some extra curriculum activities often interrupted the prior plan.

Each participant was observed five times in five different classes throughout the semester. However, there was one participant that did not complete as planned because he had to attend other school activities.

4.2.2.1 Classroom assessment practices

The following are the examples to illustrate the practices each teacher in the study chose to assess their students in each class.

Table 28: Summary of Observation and stimulated recall

	K3					K4					K8					K9					K12					K13			
Class	C1 O	C2 O	C3 R	C4 R	C5 R	C1 R	C2 R	C3 O	C4 O	C5 R	C1 R	C2 R	C3 R	C4 O	C5 R	C1 R	C2 R	C3 O	C4 O	C5 R	C1 R	C2 O	C3 O	C4 R	C5 R	C1 R	C2 R	C3 R	C4 R
Types of classroom assessment																													
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2					✓													✓								✓	✓		
3				✓														✓		✓									✓
4			✓			✓			✓			✓		✓						✓			✓					✓	
5		✓																								✓	✓		✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7																										✓			
8									✓																✓	✓			
9			✓																										
10	✓	✓	✓	✓			✓	✓	✓	✓				✓	✓								✓						
11				✓	✓													✓											
12																		✓			✓								
13			✓							✓		✓		✓							✓		✓						
14	✓							✓	✓				✓	✓				✓	✓			✓	✓						
15							✓	✓																					
16			✓	✓	✓	✓	✓				✓	✓		✓	✓						✓			✓					
17										✓				✓															
18						✓								✓												✓	✓		
19				✓		✓										✓	✓						✓	✓					✓
Formats of answer																													
20			✓																										
21																					✓								

	K3					K4					K8					K9					K12					K13				
22				✓							✓					✓														
23			✓		✓																									
24													✓																	
25									✓				✓																	

*Note: R stands for regular classes and O stands for O-NET classes. Numbers stand for classroom assessment methods: 1= asking questions, 2=dictation, 3=games, 4=homework, 5=dialogue, 6=observation, 7=poster, 8=presentation, 9= quizzes, 10=read aloud, 11= rearrange sentences, 12=role play, 13= sentence writing, 14= past O-NET test, 15= translation, 16= worksheet, 17=individual, 18=pair work, 19=group work, 20=multiple choices, 21=true/false, 22=matching, 23=gap filling, 24= label diagram, 25= sentence completion

Asking questions

The data from the observation and stimulated recall showed that asking questions was employed as classroom assessment in all classes - both regular classes and tutoring classes. The purposes of asking questions fall into 4 categories: 1) getting students' attention, 2) complementing and rewarding students, 3) checking students' understanding and 4) checking students' background knowledge. The selected excerpts below demonstrate each purpose of this classroom assessment practice.

Getting students' attention

When students lost their attention and got distracted by their peers in class, all participants used this classroom assessment practice to get back their attention. K8 used this in all of her classes I observed. For example, she pointed out that,

"I asked the questions to this boy only because he was distracted and talked to his peers while others were answering my questions. Calling him was to check on him and to get him back on track in the lesson. [K8/C1]"

Similarly, this practice was shown in her second class as noted in the following example. In the middle of the class, when she noticed that her students' behaviors did not show their attention towards the lesson, she started asking one of her students and she recalled that *"I asked him questions and he was shy to answer my questions because he was not confident. Today, he played and talked too much in class. [K8/C5]"*

In addition, K4 also used asking questions to get students' attention. However, her class differed from others because there were three students with attention problem and low literacy level. She recalled,

"I asked this boy because he had a short attention. I also chose him because I noticed that he was not listening and he was moving all the time. I wanted to bring him back to the lesson I was teaching. That's why I chose to ask him questions. [K4/C2]"

Even with her regular students, this teacher also used questions to bring the students' concentration back as seen in this report.

"This boy is a normal kid. He did not seem to pay attention to the lesson and he was also sitting next to this boy. He was not interested in what I was teaching so that's why I approached and asked him questions in order to get his attention. [K4/C3]"

Another example taken from one of the K9's classes, it showed that she observed her students around the class and chose which student to pose the questions according to their behaviors. This was shown in her two recalls as she asked the questions to her two students in a row. She said,

"Because his behavior started to change, showing that he was bored and did not pay attention to the class. Then I chose him so that he could get back to class. When I called him, he felt more active."

Shortly after she asked another student on the other side of the room, she said, *"I saw this student being absent-minded so I needed to call in order to get his attention back. [K9/C5]"*

This purpose was also presented in K12's class when she noticed that her students lost their attention. She explained that,

"The student I asked was not paying attention so I called her to stimulate her attention back. Even though calling her to answer made her less confident, that was necessary for her. Another student was worried if she could answer the question or not. Seen in this video, she was not interested in the lesson and took notes slowly. When she did not catch up the lesson, she lost her interest. [K12/C1]"

Complementing and rewarding students

Asking questions to the students can be considered as a reward for some students. That is, teachers can give students encouragement to answer the questions as they know their students very well.

This can be seen only in K4's second class. She believed that by asking questions, it can boost their self-esteem and play as a reward especially for some students especially the ones with short attention span. For instance, K4 asked this student, she explained that

“This student has low proficiency, but he has a strong intention. After I looked around the class, I tried asking this group of students first. If the students who were not ‘special’ could not answer the questions, but he could, this would make him proud of himself and felt that he could actually do this. [K4/C1]”

Another illustration is taken from K3 when she was tutoring her class for the upcoming O-NET. She asked one of the students to be a role model for the rest of the class as she mentioned that *“I chose this boy because I knew that he would be a good example for his peers in class. [K3/C1]”*

Checking students' understanding

The purpose of asking questions in class is also to monitor students' learning and understanding. It was observed that the teachers must be certain that their students understood the lesson before moving on to the next lesson. For instance, K8 mentioned using asking questions in order to *“check my students' understanding after they had studied all vocabulary and to find out how much they remember all the signs I taught. [K8/C1]”*

With the use of same classroom assessment practice, this teacher also applied it when she checked her students' homework as elaborated in this example.

“I was asking who got all answers correct, and how many items the students answered correctly. I did this because I wanted to make sure my students understood the lesson. This homework was not that difficult so students were not confused. This was used to check their homework. [K8/C3]”

This similar purpose occurred in O-Net class as well since the teachers used questioning to check students' comprehension throughout the lesson. During the class, K4 checked her students one by one as reported that *“I wanted to check whether my*

students can do the test, which I thought was easy. Because I wanted to know how many students can do it correctly, I need to check them individually. [K4/C 3]”

Questioning was not only used to ask students individually. Occasionally, when the teacher wanted to check her students as a whole, she used asking questions as well. This is seen in this excerpt.

“This is how I checked what he answered, which choice he chose in order to compare with Row 1, 2, 3 and 4; which row could answer correctly. If I did this, my students would try to compete answering and wanted to be visible. They wanted to answer more. [K4/C4]”

She further gave her reason to do so that,

“I let the whole row answer together so that I can draw their attention to the lesson and want them to participate in class. The reason I did this was because my students would have more interest. If I paid my interest only to some students and only asked those, other students would not pay attention and create bad classroom ambience. This was reason why I chose to ask the whole role. [K4/ C4]”

Checking students’ background knowledge

In some other school setting, teachers could help new students to recall their background knowledge and to be certain that this group of students would not lag behind their peers. This can be seen in a class with a new student moving from different school just started their first day in the class.

The participant reported that *“I called this boy because he just moved from the school nearby and started his school today. He might not follow his peers in class because the lesson might differ from my school. That was why I called him. [K8/C2]”*

Before the lesson started, K8 used the questions to check her students’ background knowledge. She said that,

“I was asking my students about their background knowledge about ASEAN so that I could see how much they knew this topic. This was to check their content knowledge about this topic. [K8/C5]”

Checking students’ background knowledge can be evident in K4’s classroom as she was checking whether her students could be able to read some words prior to the class as seen in this extract,

“This was when I was checking students’ vocabulary – their previous knowledge, so I can link this with the new knowledge that I will teach next. I let him read first in order to know which word he could read and know his background knowledge. [K4]”

During her regular class about sickness, this participant asked her students—as a whole -- questions to check whether they could recall what they might have studied in the previous classes before she continued her lesson. She reported that

“Today I know which words I should teach. By the use of questions and picture cards, this could assess which words students know. Supposed that they had learnt and they could remember, they can answers the questions clearly. However, if they could not remember, I would tell them first, drawing students’ knowledge. [K9/C5]”

She specifically stated her two purposes why it was needed to check her students’ background knowledge: *1) the students might not have studied this lesson before and 2) they might not remember or the words were too difficult to remember. [K9/C5]”*

Dictation

Dictation was used in this study when the teachers wanted to assess their students’ vocabulary knowledge. Two types of dictation were reported in this study: regular dictation and “running dictation” as referred by one of the teachers (K9) in this study.

According to the teacher who used this type of dictation, “running dictation” means the activity to check whether the students can remember both the meaning and pronunciation of the words in the previous lesson. To elaborate, students get into groups and each group receives a sheet of paper with some blanks in the paragraph. Then, students take turn running to the paper the teacher posts on the wall, remember the words that are missing from the paper and then run back to their group.

Regular dictation

During the regular classes, there were 2 teachers (K3 and K13) using dictation. This practice can be seen in K3’s regular class. K3 implemented dictation when she assessed her students’ vocabulary knowledge as she reported that

“In an hour class, I spent 10 minutes on dictation. I chose the words from the lessons. Each lesson contains 10, 15 or 20 words. Then I gathered all the words from each lesson and told my students in advance about the test. I would select 15 words randomly from the lessons and tested them those words. Therefore, the students would read all vocabulary in order to know the words. [K3/C5]”

To strictly follow the learning indicators, K13 engaged dictation in both lessons about sports and animals as noted in the following excerpt. He said, *“To assess the vocabulary knowledge about the students’ favorite sports, it would be the dictation. If the students know the spelling, they can spell the words correctly from what I observed. [K13/C1]”*

In another example, K13 ordered his students to prepare the vocabulary about animals for the following class because he wanted to check if his students could remember the correct spelling. He mentioned that,

“This was dictation because I told my students to prepare this animal vocabulary. The purpose is to check if they can write the animal vocabulary correctly or not. [K13/C2]”

These two teachers showed the obvious evidence that dictation can be used as one of the classroom assessment practice to check students’ vocabulary as appeared here.

Running Dictation

Instead of working and writing vocabulary individually, there is one particular dictation called “running dictation”. In addition to regular dictation, running dictation was another kind of assessment practice to assess students’ vocabulary knowledge. It can be evident that one teacher, K9, conducted her class and applied this as one of her classroom assessment practices. Evidently, during the class, K9 wanted to assess her students’ vocabulary she taught in her previous class about adjectives.

In her class, she assigned her students to work in groups and distributed a piece of paper with several blanks to each group. Then she put a complete paragraph on the table at the other side of the room so that a student from each group could read and remember those words to their friends. As she explained in her recall that, *“this was dictation. At first, I put my students into groups because working in group can*

help them remember the adjectives such as strong and review what they had learnt”, and she then reasoned that

“this was the opportunity for them to see these words many times because it could remind them the words they used, meaning that they learnt those from when I taught and then whether they could remember those words in other contexts. With this, they can review these words several times because they cannot remember these words if seeing them once. This would signify which group can remember the words. Some good students can look at the words once and remember how to spell while some looked at the words three times. [K9/C2]”

Game

In addition to prior practices, three teachers – K9, K3 and K13 -- in this study selected games as their classroom assessment. One of them – K3- used it when checking her students’ grammar from previous lesson and the other two used it to assess their students’ vocabulary knowledge.

The first example illustrates the teacher who used games to see her students’ grammar progress. During her class about comparative and superlative lesson, K3 chose game to see her students’ development in comparative adjectives. She explained that,

“Today’s activity is to review the lesson by using the games. All the content in the game were taken from the previous lesson about comparative and superlative. This is where I can check if my students understand the lesson or not. [K3/C4]”

As recorded in her video, K9 chose game after she taught her students about clothing and shopping lesson. In her recall, she explained that, *“This is to assess how many words they can remember through playing games. [K9/C5]”*

In a similar manner, K13 s’ choice of assessment method to examine his students’ vocabulary knowledge differed from his three previous classes. He referred to it as “guessing game”. During his last observed class, he asked his students to get into a group of three and they would act as if they were playing the sports. Other groups would guess what sport they tried to act. He explained his reason to do this because he wanted to *“check of the students understand the meaning of these words or not. [K13/C4]”*

It can be seen in that the teachers in this study using games to check both grammar and vocabulary knowledge from their students.

Homework

Of six observed teachers, there were five teachers giving students homework as one of their classroom assessment practices. All homework was assigned to their students only on the regular classes. None of them gave students homework on O-NET tutoring classes.

To demonstrate this, one teacher mentioned that classroom assignment would be a great follow-up assessment. It was found in K4's excerpt that homework could be a practice to offer students a great opportunity to review what they had studied in their classes as shown in the following.

Interviewer: Why did you give your students two pieces of homework?

K4: Because the students can go back and review their knowledge they learnt in class-what they had done and whether they could do it or not. Therefore, I assigned them their homework. If I left this out, the students would lose their interest. With this practice, they can take the steps further. [K4/C5]

Like the teacher above, K3 reasoned that giving homework to her students provided the teachers a chance to check whether their students could do it or not. She said,

"I gave homework because I wanted my students to review the lessons. Besides, I could find out if my students could do it or not. Then, I checked the overall performance mostly. I can check the accuracy or I can correct the answers for them. [K4/C5]"

Time constraint also causes the problem for students to finish their assignment on time in class. For example, in K4's class, she spent the whole hour teaching the lesson on describing people. However, towards in the end of the lesson, she put her students into three groups according to the proficiency levels: low, medium and high, and she wanted each group to describe a picture on her worksheet. When she later looked at the clock, she realized that the time was up and her students were still working on the worksheet. Then she decided to use that worksheet to be the homework instead. As for K4, she stated directly in her recall that, *"One hour is*

enough for teaching but that's not enough for the assignment. Therefore, I gave my students homework so they can have more practice. [K4/C1]”

This time limitation also posed the problem for K8 as it was shown in her interview at the end of the class.

Interviewer: What were you doing here?

K8: I was giving out the worksheet to the students and they would write their answer as shown in the given structure. There were the part to answer the whole sentence and a part to write both questions and answer. There were two of them.

Interviewer: Should the students submit this in class today?

K8: No, because there was not enough time for students to complete their assignment. That's why we assigned students to do homework and to submit it next week. [K8/C1]

In addition to time constraint, two teachers assigned homework in order to monitor students' learning progress after class. As K12 mentioned, *“I assigned homework and my students would submit the next day. If some students cannot do it correctly or do not understand any procedure, I would correct them before going to practice”*, and later she reasoned that, this homework can allow students *“to work in group and help themselves and fixing some problems. [K12/C4]”*

She gave further explanation that homework is *“for my students to work together and if there is anything they don't understand they can help each other fixing those things. [K12/C4]”* Regarding the purpose of checking students' learning progress, K13 recalled that, *“during this last section of the class, I assigned my students homework. I asked them to create the sentences from the words they learnt during this class and form questions. [K13/C3]”*

From the excerpt above, they exemplify the use of homework as a method to monitor the students and also to use when there is a time limitation in class. This can provide teachers evidence if their students understand the lesson and if they are ready to move forward to the next lesson.

Dialogue

In this study, dialogue refers to students forming questions and asking other students. The roles are not assigned to them. It was observed that one teacher (K13) was the only teacher who used dialogue when he wanted to assess his students' speaking competence. However, during the two classes which he was observed, he only changed the topic of the dialogue, not the structure. His class 1 involved the vocabulary in sports while class 2 only changed the vocabulary set slightly to animals. It can be seen in these two excerpts below. K13 reported,

“I assigned my students to ask their friends about their favorite sports and then presented to class. The aim was to have them practice the use of question and answer. [K13/C1]”

Then, in his second class, he explained,

“My students prepared to ask their peers. This is pair work so they can practice and have self-confidence to speak English. They got to ask what favorite animals his friends and in turn, his partner would ask back whether they liked this animal or not. The answer could be only “yes” or “no”, just very simple answers. [K13/C2]”

It is found that he chose this assessment method because he said that asking and answering questions was stated in 20 Learning Indicators. He firmly supported his classroom practice that this method could prepare his students to take O-NET.

Observation

All of the participants in this study used observation when assessing their students in class – even in the tutoring sessions. In the regular classes, observing students' behaviors in class helps the teachers in many different ways.

K4 indicated that while observing her students, she could notice their learning behaviors and attitudes in class as illustrated in the following excerpt.

“I was observing my students' behaviors to check if they can answer my questions or if they were interested in what I was teaching. I could also monitor how much they paid attention to class. [K4/C1]”

In addition to checking their learning, observation can be served to check the

progress of the students. After K4 taught her students, this teacher walked around and checked each student individually if each of them could remember any words. She explained that, *“After I taught them vocabulary, I let them practice on their own. Then, I would ask them later to pronounce the words. [K4/C2]”*

In her tutoring class, some teachers always noticed her students if they could read the questions in the test. K3 observed the whole class to see who could not pronounce the words she just taught. K3 pointed out that,

“I observed who can answer my questions and who cannot answer my question. After I had my students read together, I looked around to check who pronounced the words with the softest voice. Therefore, I knew right there who still did not understand the lesson. [K3/C1]”

Observation is the classroom assessment methods the teachers can implement without any tools or preparation. This be used an on-going assessment and embedded during the instruction. The teachers can constantly check and monitor the students’ understanding and progress.

Poster

The use of poster as a tool to assess their students was scarcely seen during the observation period. Out of 6 observed teachers with 29 classes, there was the only teacher, K12, who implemented a poster as one of her classroom assessment practices in one of her classes. After K12’s the lesson about the instruction, she wanted to see whether the students comprehended the previous lesson. During her last class, she assigned her students to work in group and create the poster about how to make fruit juice. As K12 pointed out that,

“The students wrote in a big piece of paper (poster) and later they would go into a real practice. During my class, the students might not see what they were trying to do. They just drew the pictures on the regular paper. With this practice, they could use real fruits and know what how to make apple juice. [K12/C5]”

Presentation

Hardly any teacher in this study used presentation to assess their student, except K12. She explained that her students never presented in English before. She assigned her students to work in group of five. After she taught them the instruction, she wanted to check if her students could perform it or not. She said, *“today the*

students presented how to make fruit juice in English for the first time. They were very excited and they prepared what to present with their full potentials. They could do it! [K12/C5]”

Quizzes

From the observation, there was one teachers using quizzes to assess her students’ grammar knowledge. She gave her students a quiz after she taught them a comparative and superlative lesson and the students’ scores were also kept for grading at the end of the semester. She explained that,

“Today I ended the comparative class, so I gave this quiz with 20 questions. This was the quiz that I collected my students’ scores for their grades at the end of the semester. [K3/C3]”

Read aloud

The data showed that there were four teachers implementing reading aloud to assess their students in class; three teachers using this method in both their regular and tutoring classes and one with only one class during the tutoring session. The teachers applied this method in class either to check students’ background knowledge or to get students’ attention during class according to the excerpts below.

In her tutoring classes, K3 tried to encourage her students to read aloud so that she could assess her students’ pronunciation. This could be a proof that her students could possibly understand the test items regarding English pronunciation in O-NET examination. She said, *“I want to check his pronunciation so I asked him to read the questions in the test. [K3/C1]”*

She also used read aloud to change the classroom atmosphere. She explained that,

“This was when I asked the class to read together because I had been lecturing for a while now. So I wanted to take turn to be a listener and get my students to participate the class. I asked them to read aloud together. [K3/C2]”

Moreover, K4 employed read aloud to measure students’ pronunciation as she reported that

“I was assigning my students to read the vocabulary together. Then I checked

whether they could read all the words or not. If they could pronounce the words correctly, I would help them out later. [K4/C2]”

Rearrange sentences

Two teachers indicated that they applied rearranging sentences in their classes. One integrated with her conversation class and another one used with her grammar class. First, K9 used this method in her last assessment process after she conducted her lesson about going shopping. She assigned her students to work as a group of five and distributed a set of sentences to each group. She recalled that,

“This is when I gave my students a task to rearrange the sentences in a conversation about going shopping. I chose this method because I wanted to make sure that my students know each role in the conversation: who speaks this sentence and how they speak and answer the questions. This would be linked to the next class where they had to perform their roles in the conversation. [K9/ C1]”

In K3’s class, rearranging sentences was employed to check her student’s understand about the grammar lesson she just taught them. She divided her student into a group of 4-5 students and each group received word cards. Then they competed with other groups. She explained that,

“This looked like a game. My students had to swap the words card and arrange them into correct patterns using their knowledge about comparative and superlative structure I just taught them. I wanted to check their understanding about the structure in the lesson. [K3/ C4]”

These two are the examples that the similar classroom assessment methods can be adjusted to different lesson and also create students’ collaboration in class.

Role Play

Role play is slightly different from the use of dialogue above. While dialogue refers to the two persons asking regular questions to each other in general situations, role play means that the two students were assigned one specific role and they formed the conversation according to the situation given.

As observed, K9 implemented this method to her big class with 40 students

after she taught them vocabulary about selling and buying. Even though her class was big, she could manage them and assigned students in each group with different roles. She explained,

“I wanted to check if they can use the conversation correctly or not. I assigned one students as a shopper and another one was a shopkeeper. [K9/C1]”

Sentence writing

When assessing students’ writing ability and vocabulary, three teachers used sentence writing to check their comprehension. In one of K4’ classes, she assigned her students to describe about themselves, and she explained that,

“Now I was assigning my students to describe about themselves. My condition was that the high-proficiency students had to write at least eight sentences while lower-proficiency students had to write only four sentences. The lower ones would not feel so discouraged. [K4/C5]”

Another teacher gave her students tasks to form both questions and answers, so she could check if her students could write questions in a direct form.

“After I taught my students how to write questions, I wanted to check their comprehension. They were forming questions and they had to write the answer to their own questions too. They had to perform both in this task. [K8/C2]”

Past O-NET test

Two months prior to the O-NET examination, the teachers prepared the assessment to assure that their students could perform well in the test. Therefore, five teachers in the observation mentioned using previous O-NET examination as their classroom assessment method during the observation

Some of the teachers gathered the old version of the examination themselves as indicated in the excerpts from the two teachers who stated similarly about this. K4 said that, *“I collected the several set of the tests myself [K4/ C3]”* while K12 mentioned that, *“some other peer teachers bound the test together and gave the whole set to me. [K12/ C4]”* Moreover, K4 said these tests worked as her *“guideline to assess student in class. [K4/ C4]”*

Other two teachers combined the set of the test according to the content. K8 put together the test about the festival only after she taught her students that lesson.

She explained that, *“I collected the O-NET for at least the past five years and let my students practice. This was to review the vocabulary and to check if my student could do the test or not. [K8/C3]”*

During the two week of O-NET tutoring session, only teach-to-the-test assessment method was applied. The teachers only focused on their students’ results of the O-NET.

Translation

In this study, translation means students translating English to Thai or Thai to English in both oral and written forms. However, only written one was found in the observation. K4 used this in her class after she taught her students the vocabulary about pollution. Then, she wanted to check whether they understand and know how to use these words or not. She divided her students into three groups according to their English proficiency- low, medium and high. Each level received different lengths of paragraph to be translated into Thai. That is, high-proficient group of students were assigned to translate 10 sentences, while the lower ones only translated 3 sentences. She explained that,

“Translating from English to Thai using the given words from me is not difficult. This is from what I observed the students in the last group (the low proficiency group). They paid extra attention because there are not many sentences. They helped each other from my observation. They assigned themselves who wrote what sentences and then they collected their work and submitted to me. For me, this method worked well with my students. [K4/C2]”

K9 also mentioned that translation can help her students do the examination as shown in the following excerpt.

“Translation can enable my students to do the examination. I used to recommend this to my students and I noticed that they could do the test. [K9/C3]”

Worksheet

In this following part, it focuses on the teachers who utilized worksheets in their classes to assess their student performance. Five teachers in the observation used this in their classes. Some of them designed their worksheet to meet the levels of student performance – high, medium and low performance as reflected in this

following excerpt. *“There were five levels of worksheet, divided by the difficulties of the words in there. [K4/ C2]”*

Some teachers used worksheets as a form of test in her class. In K3’s class about using comparative adjectives, she selected worksheet to assess her students. Her explanation was,

“This worksheet is for my students to do the fill-in-the-blanks or change the given words to correct adverbs. They must gather all knowledge they had learnt about the adverbs in the previous class. So this is the test for them. [K3/ C5]”

In some classes, the teachers distributed more than one worksheet to their students as shown in this following excerpt. K9 was trying to check which worksheet her students could perform better after she taught the lesson about time.

“This worksheet is about telling time. The first worksheet is for students to draw a line on the clocks themselves. The second one provided the time and students must draw the line according to the given times. Then, the time written in English was shown in the worksheet and students. Students can gradually build up their practice. At first, they could not read the clock. That was the reason why I chose these three worksheets to test them. [K4/ C1]”

K8 appeared to prepare the worksheet to assess her class and she distributed it at the end of all her lessons. She reasoned the choice of worksheet served as assessment tools that, *“Due to the limited time I had in my class, I think worksheets and homework worked well for.”* Toward the end of the lesson, she always asked her students to work on the worksheet and asked her students to report back their scores in order to check their understanding of each lesson. If the results were not good, she would review it while answering the homework again the next day.

All of the above illustrated the teachers’ actual classroom assessment methods in those five weeks of the classroom observation. The finding showed that various assessment methods were demonstrated.

4.3 Results for Research Question 3

In this part, the findings reports on the factors that cause inconsistency between the teachers’ beliefs and their classroom assessment practice. Data drawn

from questionnaire, semi-structure interview, situational prompts, observation and stimulated recalls.

4.3.1 Results from the questionnaire

Research question 3: *To what extent are English teachers' stated beliefs congruent with their actual classroom assessment practices?*

A paired-samples *t*-test in the table below was conducted on a sample of 97 teachers to determine whether there was a statistically significant mean difference between the levels of teachers' beliefs about each classroom assessment compared to the frequency of their actual practices.

Classroom assessment methods	Teachers' beliefs		Teachers' Practices		t	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Asking Questions	3.87	0.89	4.04	0.78	-2.051	.043*
Homework	3.34	0.92	3.87	0.87	-4.924	.000*
Dictation	3.76	0.93	3.37	0.88	3.301	.001*
Individual Work	3.73	0.93	3.99	0.77	-2.842	.005*
Pair Work	3.57	0.78	3.73	0.72	1.369	.174
Group Work	3.34	0.93	3.24	0.80	.980	.329
Student Self-Assessment	3.19	0.93	2.71	0.97	4.360	.000*
Peer Assessment	3.22	0.84	2.47	0.82	7.005	.000*
Play	3.38	0.99	2.16	0.98	9.507	.000*
Portfolio	3.46	0.83	3.27	1.04	1.802	.075
Poster	3.13	0.79	2.34	0.93	7.823	.000*
Project	3.51	1.08	2.10	1.00	11.072	.000*
Oral Presentation	3.80	0.94	2.84	0.99	8.173	.000*
Role Play	3.75	0.96	2.76	0.93	8.985	.000*
Interview	3.70	0.86	2.68	0.88	9.568	.000*
Dramatic Reading	3.07	0.95	2.10	0.99	7.934	.000*
Student Observation	3.76	0.91	4.18	0.85	-4.303	.000*
Journal	3.54	0.98	2.78	1.17	5.324	.000*
Learning log	3.59	0.95	2.75	1.13	6.085	.000*
Quizzes	3.89	0.76	3.99	0.68	-1.092	.277
Midterm test	3.84	0.84	4.29	0.82	-4.333	.000*
Final	3.92	0.80	4.29	0.88	-3.468	.001*
Multiple choice	3.46	0.99	3.93	0.97	-8.364	.000*
True/false	3.42	0.88	3.87	0.85	-.944	.347

Matching	3.52	0.83	3.82	0.85	-1.314	.192
Gap fill	3.87	0.85	3.63	1.10	3.348	.001*
Short answer	3.82	0.85	3.52	0.83	4.400	.000*
Label a diagram	3.63	1.10	3.46	0.99	8.739	.000*
Sentence completion	3.93	0.97	3.42	0.88	4.092	.000*

* $p < .05$

According to the table, from the 29 methods, there were 23 classroom assessment methods, showing a statistically significant difference between the levels of their beliefs and the frequencies of their actual practices; while six of the methods, including pair work, group work, portfolio, quiz, true/false and matching were not significantly different.

In seven methods including asking questions, homework, individual work observation, midterm, final and multiple choices, the level of their beliefs was significantly lower than the frequency of their beliefs. On the other hand, in other 16 classroom assessment methods such as self-assessment, peer assessment, play, poster or project, the data revealed the levels of their beliefs in those methods were significantly higher than the their frequency.

The next section will show the teachers' congruence and incongruences between beliefs and practices in terms its purposes and methods.

4.3.2 Results from qualitative data

4.3.2.1 Congruence between teachers' beliefs about classroom assessment and their practices

This part reports on the congruence of the teachers' beliefs about the classroom assessment and its actual practices in class. The following excerpts particularly focus on the implementation of classroom assessment methods and are purposely selected to showcase the reasons to support their beliefs.

Dictation

There are some teachers who believed in using dictation to assess their students' vocabulary knowledge as shown in the previous part about teachers' practices. To see the congruence between their belief and practice, one teacher –K13 – stressed his strong beliefs in using this in his classroom, and he pointed out that,

“I do believe dictation is more useful to my students than sending them out to the tutorial session with other schools. If my students can write the words in the dictation, I believe my students can write these words in the O-NET because there were words to choose from. [K13/prompt]”

His belief about dictation was transferred into reality. In his two observation classes, he chose this classroom assessment method to check his students' vocabulary ability as he explained in one of his stimulated recall that,

“I was conducting dictation because according to the learning indicators, the students must be able to spell the words correctly. [K13/C2]”

For this teacher, it is clear that dictation seems to serve his beliefs that dictation can assess his students' ability as indicated in the educational standard. As a result, he should follow this policy strictly and selected the assessment method to serve this purpose.

Homework

Giving homework to students can be one method to assess the students. Some teachers believed that homework can monitor their students' learning progress. As shown in K4's response, she mentioned that,

“I assigned my students to finish the homework at home so they can keep on practicing the lesson we learnt in class. This would serve me well because some time we cannot finish everything I planned in class. There was only an hour or less some time.”

She used this method also in one of the observed class, as she explained,

“I was assigning the homework for my students. They can't finish their writing tasks in class now so they had to bring the worksheet home and submit it next class. [K4/C1]”

Another teacher who believed in using homework and applied this method in his class was K13. He believed that his students can get more practices at home with the help from their peers or family. He stated that,

“I think assigning my students' homework can be beneficial to their own learning progress. If they cannot do it, they can ask their peer or their family member for help.”

Similar to what he believed, he assigned homework in one of the classes. He reasoned that

“With the limited time I had in class today, I told them to bring the worksheet to finish after class. They could also practice this with their peers, so they could learn how to help each other. [K13/C3]”

Quizzes

Certain teachers hold the beliefs about using quiz to assess their students. For example, K11 mentioned this as one of the methods when she wanted to assess her students’ ability. She explained that,

“For me, doing quizzes is an assessment method that can measure if my students can understand the lesson or not because in a reading part which acquired students to think, the students must use the knowledge they had learnt to do the test. [K11/prompt]”

In reality, it is consistent with what she believed as she said that,

“I used this in my class as well because it can be easily used to assess my students’ ability in a one-hour class. [K11/prompt]”

Consistency between what assessment methods she believed and what she used in her class exists here since she believed it worked well and she also reported bringing this in her own class.

Portfolio

In this study, portfolio was rarely mentioned as the teachers’ assessment methods; however, one teacher – K3 - reported in her situational prompt that she believed in this method and used it in her classroom. At first, she explained in her situational prompt that *“I believed in this method. Due to the amount of time and other factors, I think this is suitable for my students.”* Later, she further said that she also used this method with her teachings in the past. She said, *“It was successful to my students in the past year so I continue using this method to my students. [K3/prompt]”* This is another example of congruence between teachers’ belief and practice.

Previous O-NET test

Concerning the influence of the O-NET in this study, the congruence between the teachers’ belief and their practices using the past O-NET examination as a

classroom assessment method occurred in most of the teachers. The teachers reported the use of standardized test in assessing their students' ability and in preparing their students' readiness to the test. Both of the following teachers used standardized test as classroom assessment method with different reasons. K5's stated her belief in one of the situational prompt about O-NET that, *"I believe the past O-NET test can familiarize my students with the real examination. [K5/prompt]"* This method was shown in her response about the practice as well. She said, *"In reality, I used past exam to tutor my students for a month. I let my students practice the test and gave them explanation each item at a time. [K5/prompt]"*

Another illustration showing the congruence between the teachers' belief and practice was found in K8. In her response about belief in one of the situational prompts, she said, *"I would use O-NET test to assess the indicators that my students did not understand or were confused about"*. Consistently, in her own class, she said, *"in practice, I did what I preached. I used the old version from last year to assess and at the same time prepare my students for the upcoming test. [K8/C3]"*

In summary, these above excerpts showed that teachers' beliefs can converge with their classroom practices because these assessment methods can be applicable to suit their classroom situation.

4.3.2.2 Incongruence between teachers' beliefs and practices

This part shows the teachers' incongruence between their beliefs and practices, coupled with some factors causing this incongruence. The first part of this section presents the teachers who believed they should use some classroom assessment methods but they did not use them in their classes.

Play

Data drawn from the questionnaire showed the inconsistency between the teachers' beliefs and practice. Similar to the result from the questionnaire, of all teachers, K2, K3, K6 and K10 were interested in using play to assess their students' ability as stated in their response in the situational prompts. In contrast, these teachers explained that they attended the workshop about using the play in the classroom, and they wanted to apply it with their students. As in K2's interview, she believed that

“ideally, I wanted my students to perform in the play because I can holistically assess my students in all skills.” However, as in the interview she stated that,

“I don’t use this method because it required a lot of preparation, starting from the students’ ability to read, to understand the text, to remember and lastly to perform that role.”

Obviously, insufficient time to prepare the students impeded her to use this method in assessing their proficiency.

Another teacher who believed in using the play to assess the students’ performance was K10. She believed that play can promote students to use more authentic language and she explained that *“the language used in the play resembles the everyday language. It was my ideal to assign my students to perform a play so it would come out more natural.”* Similar to K6, K10 found the limitation of time obstructed her practice as she elaborated, *“I never used play because I did not have enough time. [K10]”*

These examples above proved that a limitation of time can cause the mismatch between their belief and actual classroom practices. In this case, the teachers had learnt the technical knowledge about the use of play in the classroom; unfortunately, they could not transfer their knowledge into actual practices

Project

Aiming for student purpose, K2 considered using project to assess her students as she stated that

“My students can learn from their own practice and I can assess their performance in the project. Besides, the students can learn and self-assess their own skills. This is my belief.”

Nonetheless, with time limitation, K2 stated that *“this would be impossible due to the fact that I didn’t have time for them.”*

K9 was another teacher who believed in using project in her class after she attended a workshop about using project to assess the students. Even though she mentioned that the workshop aimed to help the teachers in other subjects, she still had a desire to apply it in her class as she explained,

“I once attended the workshops about using the projects in class, not for the assessment purpose, just for teaching and instruction in general. The workshop was purposely aimed to prepare mathematics and science teachers to implement project in their class. After the workshop, I thought I wanted to try this with my students. [K9/interview]”

Returning back to a reality, K9’s class had 41 students at that time, coupled with an-hour class and only two to three classes per week. She felt that this was impossible for her as she mentioned,

“I did not have enough time to take care of each group if I assigned my students to work on project. It took so much time to guide them along until they finished the projects. So I skipped this and did not apply it in my class. [K9/interview]”

This mismatch between her beliefs and practices were the results of various factors intervening in her actions.

Portfolio

Beside project, K2 also believed in portfolio as a useful assessment tool because her students’ learning progress could be monitored throughout the semester. She said that,

“In my belief, portfolio can my students can self-assess their own development from worksheet 1 to worksheet 2. They can check their own learning development and improve themselves. [K2/prompts]”

Contrary to her beliefs, portfolio was not used in her actual class. She reasoned that, *“In reality, it was impossible due to my heavy workload. It was difficult to do. I can’t consistently check each student folder every week. [K2/ Prompt]”*

Due to the time limitation and heavy workload, this teacher cannot practice this method with her students.

To sum up, although the teachers’ beliefs aimed for more performance assessment, they hardly used it in their classroom. The findings show that the factors causing the incongruence above include time constraint and teacher’s excessive workload. That is, their beliefs tended to diverge from their actual classroom assessment practices.

Apart from the factors above, the teachers reports other factors that would causes their incongruences. In this part, the findings show the factors that cause inconsistency between the teachers' beliefs and their classroom assessment practice. The data were drawn from questionnaire, interview and stimulated recall.

4.3.2.3 Factors causing problems in using classroom assessment methods

This part reveals that some teachers believed the problems arose from several reasons including time constraint, teachers' lack of language assessment knowledge, excessive workload and large class size.

Time constraint

The first problem is time constraint. Some teachers in the questionnaire stated that there was not enough time to assess their students after each lesson because one class lasted only 1 hour and there were only two sessions a week. Therefore, the opportunity to assess their students is limited and they need to change their practice to suit the schedule. Some teachers raise their concern about the inadequate amount of English class for Prathomsuksa 6. The following comments illustrate this problem.

A limitation of time--the structure of teaching hours in Curriculum 2551 assigns a small amount of English classes a week. [T23]

Time is insufficient because there are many other school activities. Moreover, there are only two hours of English class a week, so it causes a problem in classroom assessment. [T17]

Like the data from the questionnaire, the data from interview also found that 12 of 13 teachers stated that there were not adequate time to assess their students after each lesson because one class lasted only 1 hour and there were only two sessions a week. These are some excerpts to illustrate this factor.

"In the primary school, there are only 3 hours a week. Students forget what they learned from the previous week. I have only one hour to review the old lesson and connect to the new one. It is a time limitation, which is an hour a day to connect, so the students lose the connections between lessons. [K1]"

"When it is time to test, it is always a start from the beginning. The class does not go continuously; the class paused two week after each lesson. We do not get to teach them every day because they have other subjects to study as well. [K4]"

“First, we cannot assess everything from our students in an hour. To be specific, for speaking test, I cannot test more than 10 pairs of speakers in an hour; the maximum would be only 10 pairs from a short conversation. [K3]”

K9 whose class had more than 40 students stated the difficulty to manage her students to take speaking test in an hour. She explained that she spent half of her class time to test assess students; however, *“it was still inadequate and it was impossible to use every classroom assessment practice.”*

From the above excerpts, the factor with time constraint poses the problems on the teachers’ practices and the class does not run continuously.

Teachers’ lack of language assessment knowledge

Lack of assessment knowledge also becomes a vital problem for a particular group of teachers who did not graduate from any English-related majors or never attended any assessment trainings or conferences. This group of teachers addressed this issue of their practices about classroom assessment that they did not have enough confidence when assessing their student proficiency in class. It is quite evident that some teachers raise their concern about teacher education in terms of their language assessment knowledge. The following comments may serve as an illustration.

Teachers do not have sufficient assessment knowledge. [T65]

Teachers have limited knowledge and when the time went by, it has decreased the confidence to manage instruction and assessment. [T54]

Some teachers did not graduate from any English majors but they are assigned to teach English. The assessment methods and teaching techniques might not be comparable (to other teachers who hold the degree in English major) or creative. As a result, the students lose their interest. [T23]

The teachers still lack knowledge in order to create and find appropriate assessment methods. They sometimes choose the inappropriate ones for children so the result from the assessment does not reflect the reality. [T3]

Data from the interview also showed that this factor could influence classroom assessment practices. Even though K6 graduated from English teaching degree, she still faced some challenges in using classroom assessment. She explained that,

“My problem was I wanted to learn the classroom assessment that would suit my class, I mean English class. I wanted to know how to assess, what result I would get and then what I should do with the results. For now, I had no idea what the real classroom assessment is.”

Another teacher who had no degree in English or teaching English also lack assessment knowledge. He said that

“I cannot teach and assess my students as they stated in the learning indicator. I am not the expert in this field. I knew that I lack both language proficiency and assessment proficiency. I felt frustrated that I cannot perform assessment as I wished.”

These two teachers illustrated the problem that challenged them in class.

Teachers’ excessive workload

In conjunction with the factor about time constraint, teachers’ workload is also indicated as one of the main issues for Thai EFL primary teachers. Regularly, teachers do not only conduct the class but also they are responsible for other school duties. In Thai primary school setting, teachers are usually assigned to take care of other responsibilities which are not involved in any teaching. Most of the teachers expressed this factor as one of the main problems for their classroom assessment practices. With the heavy workload and other duties in the school, the teachers encounter the key problem regarding inadequate preparation to properly assess their students. The excerpts to illustrate this factor are shown here.

“We have other responsibilities to take care of. If we have urgent work, we must finish it first. Therefore, we cannot lose our class time and conduct our class as usual. We teach but we do not have time to assess; thus, it does not complete the whole process. These extra responsibilities take our time from class. [K1]”

Likewise, another teacher explained,

“I was responsible for other school duties and the main one was academic work. During this time in the second semester, there were even more academic works. After the O-NET, there was NT (National Test) and Reading and Writing Test. Some time, there was a training to attend. So if I attended the training, I could not conduct the class and my students did not study. This causes the problem because I did not have time to assess my students after all. [K4]”

With this problem, K9 elaborated that,

“I could not complete what I prepared to assess my students due to the fact that I had so many school responsibilities and duties. This burden caused me to postpone and not follow what I had planned. Some time I thought I would use this activity to assess my students in the lesson but I did not have time to do it.”

Similarly, K12 confessed that she was not able to conduct any classroom assessment practices after teaching her students. Although she wanted to, she could not assess her students as it was planned. She further explained that,

“Sometimes I felt very guilty that when I came to class and asked my students to copy what was in the book to their notebook. I know this should not be considered as assessment. However, I have other duties to complete. With this assignment, my students at least have to practice writing alphabets, words or sentences. I always gave my students some assignments to complete so that I could go back and finish other jobs. [K12]”

From the teachers’ report above, teachers’ excessive workload, a limitation of time, and teachers’ lack of assessment knowledge place a great effect on teachers’ assessment practices. These contextual factors can cause the teachers’ inconsistency between their beliefs and practices in classroom assessment.

4.4 Chapter summary

In summary, this chapter captures the teachers’ beliefs in relation to classroom assessment purposes, the features in a good classroom assessment and also their actual classroom practices. A range of assessment methods are present in the study according to its uses. The evidence from this study implies that the teachers hold different beliefs in classroom assessment; however, they may or may not be mirrored to their practices due to the contextual factors.

Chapter V

CONCLUSION AND DISCUSSION

The chapter provides information about a research summary and a discussion of the findings. In addition, the implication of practice, limitations of the study and the recommendation for the future are included.

5.1 Summary

The purpose of the present study was to investigate the teachers' beliefs about classroom assessment in English and their actual practices in Thai primary schools especially for grade 6. The present study was conducted using mix-methods approach. The participants were the grade-6 English teachers in one school district from the northeastern part of Thailand. The study was conducted in two phases. Phase 1 involved the administration of a questionnaire to gather data on the classroom assessment beliefs and practices of teachers in Thai primary schools. Phase 2 consisted of two parts: 2.1 classroom observation and stimulated recall and 2.2 semi-structured interviews and scenario interview. The second phase was to explore teachers' actual practices in class and gain in-depth information on classroom assessment practices. The key findings are summarized below

Research Question 1: *What are English teachers' beliefs about classroom assessment?*

The analyzed data from the questionnaire survey, semi-structured interview and scenario interview highlighted four different purposes of classroom assessment, various characteristics of good classroom assessment and classroom assessment methods. Regarding the classroom assessment purposes, the teachers reported they believed in classroom assessment can serve four different purposes.

Student-oriented purposes: the teachers believed that classroom assessment can be used to check their students' progress, levels of proficiency and students' strengths and weaknesses. Moreover, they believed this can serve as students' self-assessment about their own progress in class and place their students in appropriate groups.

Teaching and instructional purposes: the teachers reported that their beliefs about this purposes included planning, improving their instruction during class and monitoring the progress of the lessons.

Administrative purposes: the teachers revealed classroom assessment can be used for determining their students' scores and assigning their grades. Documenting students' academic performances and reporting them to school were also included in one of their beliefs about the purposes of classroom assessment.

Parental involvement purposes: One teacher believed that parents should be informed about their children's academic performance in order to engage parents in classroom assessment.

Overall, the teachers' beliefs display that the purposes of classroom assessment were primarily based on pedagogical purposes, meaning that their teaching and student learning are the central focuses when the teachers used classroom assessment. Moreover, its purposes from teachers' beliefs predominantly aim to provide teachers and students information in order to succeed in their teaching and learning. An important role of classroom assessment is also administrative use and its use to inform parents was mentioned by only one teacher.

In addition to the classroom assessment purposes, the teachers characterized several features of good classroom assessment. First, good classroom assessment should enable teachers to diagnose students' strengths and weaknesses and identify students' language ability. Second, it should have a clear objective and can measure students' ability based on 20 learning indicators from OBEC B.E. 2555. Third, it should adopt a variety of assessment methods suitable for the situated school context and skills to be assessed. Fourth, tasks in classroom assessment should not create anxiety and stress in students.

In terms of the beliefs about classroom assessment methods, the data drawn from the questionnaire showed that the teachers rated the high level of beliefs on the following methods: final examination, midterm examination and quizzes. The next three methods which also received the high level of belief from the teachers include asking questions, presentation, dictation and observation (these two received the same level of belief). In relation to the formats of the classroom assessment, the result revealed that the teachers had a high level on belief about the use of sentence

completion, gap filling, and short answer to assess students in class. On the other hand, the three classroom assessment methods that the teachers rated a low level of beliefs include dramatic reading, poster and student self-assessment. The three formats of the classroom assessment that the teachers had a low level of belief were true/false, multiple choices and label a diagram.

In the scenario interview, the teachers' beliefs seemed to be varied in using classroom assessment methods. In Prompt 1: the O-NET examination, the majority of the teachers believed that using previous standardized test would be the best practice in this situation. In Prompt 2: 20 learning indicators, the assessment methods appeared to be diverse due to the fact that 20 learning indicators assess students in all language skills. That is, the teachers would use different assessment methods to assess their students' performance. In Prompt 3: teachers' excessive workload, the findings revealed that the teachers believed in using worksheet to assess their students and the format of the worksheet would be matching. The last prompt was a large class size. The findings showed that the teachers believed in using worksheet and assigning students to work in group.

Research Question 2: *What are English teachers' actual classroom assessment practices?*

To answer Question 2, the data drawn from the questionnaire, classroom observation and stimulated recalls show that the teachers used various types of classroom assessment methods in regular classes; however, their practices shifted during the intervention for the O-NET test preparation which happened two weeks before the O-NET examination.

Data from the questionnaire suggested that the most frequently-used classroom assessment methods were final and midterm examination, followed by student observation and asking questions; on the other hand, the findings revealed they rarely used project, play and dramatic reading to assess their students in class. In terms of format of the test, this study revealed that the teachers mostly use multiple choices, true/false and gap filling in their class.

The findings from classroom observation and stimulated recalls showed that the teachers implemented various classroom assessment methods in the regular

classes. Their results from the observation and stimulated recall revealed that their assessment practices mostly included asking questions, observation, read aloud, and worksheet in their classroom. These four practices were used by all the teachers in this study. From the observation, the teachers continuously observed their students while they were on tasks and asked their students questions for various reasons. The teachers' classroom assessment consisted of wider choices such as role play, games, group work or translation. Similar to the data from the questionnaire, presentation and poster were rarely found; they were used only once by K12. The use of play, project, peer assessment and student self-assessment to assess students was not seen in any of the classes in this study.

Unlike the regular classes, assessment practices in O-NET tutoring classes were dramatically different from those in regular classes. That is, during the tutoring classes, classroom assessment methods were limited to asking questions, observation, using past standardized test and read aloud. Most of the class hours were spent on practicing students' test taking skills on past O-NET examination papers.

Research question 3: *To what extent are English teachers' stated beliefs congruent with their actual classroom assessment practices?*

In response to Question 3, the teachers reported both congruence and incongruence between their beliefs about classroom assessment and their practices. First, there was the congruence between teachers' beliefs and practices in terms of the good features of classroom assessment, classroom assessment purposes and classroom assessment methods.

Regarding the classroom assessment methods, the study reveals the consistency between teachers' stated beliefs and their actual practices in these methods including asking questions, dictation, conversation, observation, past standardized test, and worksheet. On the other hand, the incongruence occurred in the good features of classroom assessment and classroom assessment methods including play, project, and presentation.

5.2 Discussion

Teachers' beliefs about classroom assessment purposes

From this present study, it can be seen that teachers are likely to centralize their purposes on students' progress as well as their own improvement in teaching. These purposes are in good agreement with the result of many studies (e.g. Acar-Edol & Yildizh, 2018; Calveric, 2010; Chan, 2008; Cheng et al, 2004; McMillan, 2004; Remesal, 2007; Wicking, 2007, and Yao, 2015) which show that teaching and learning are the focal points of the classroom assessment. This can be explained by the fact that the teacher in this study wanted to check how well their students understood the lesson and understand their students' challenges and difficulties in learning English. The teachers might, in turn, use the information to improve their teaching and instruction for their next classes. The results also supported the purposes of assessment by Cheng (2004), are also referred to as improvement conception in Brown (2003).

One of the purposes about the classroom assessment involved the administrative use. That is, the scores and grades are determined, reported and documented in the school management. In the primary level, according to the OBEC, the total score for an English class is divided into 70/30. 70 points consist of the students' in-class assignments and other quizzes, while 30 points are taken from midterm and final examination. Consequently, the teachers must keep the scores from their students' works and report them at the end of the semester. This could probably explain the reason why the teachers mentioned administrative use in this study. This is consonant with Saefurrohman and Balina's (2006) study in that classroom assessment can serve the purpose for assessment of learning, meaning that teachers can use the result from classroom assessment to formally document their students' learning progress and to determine their students' final grades.

In terms of parental purpose, there was only one teacher who stated parents or students' guidance as one of the classroom assessment purposes. One explanation of the difference between the parents in the study and other could be that is Thailand teachers might be expected to be solely responsible for students' learning in class, not the parents. However, other previous research mentioned a high degree of parental involvement in classroom. The result from this study is inconsistent with the work of

Bruemen et al (2009), and Vandeyer & Killen (2007). These studies showed that reporting the results of their student achievement in class to the parents was one of the main assessment purposes. They believed that the parents and teachers could work together after they learnt about their child's needs.

The finding emerged from this study that was one teacher believed that a good classroom assessment should have a relaxing atmosphere and put no pressure on the students. In terms of good feature of classroom assessment, there The finding is consistent with the Cameron (2001) and Hasselgreen (2005) in that one of the components in assessing young learners is fun. This can promote the learning environment for young language learners.

Factors shaping the teachers' beliefs

There could be several factors that shape the beliefs of the teachers in this study. According to Borg (2006), the teachers' beliefs could be shaped by schooling, professional coursework, and classroom practices. In this study, since most teachers in this study graduated with a degree in English or a degree in education, it can be surmised that their beliefs could be influenced by their schooling. During their educational courses, the teacher curriculum included assessment and testing as one of the subjects for the teachers so that they had been taught how to assess the students. This concurs with the finding of Yao (2015) that teacher education plays an important role in teachers' beliefs and understanding about classroom assessment

Teacher training can also be one of the strong influences on teachers' beliefs. Some teachers in this study had attended the training in relation to assessment. For instance, some teachers participated in the training on how to use play, so this could shape their beliefs in using play as one of the classroom assessment methods. Moreover, one-year practicum could also shape teachers' beliefs in this study. One teacher in this study was doing her practicum for one year, which shaped her classroom assessment beliefs

In this study, the teachers' beliefs in classroom assessment as summarized in the findings above might be influenced by their education background as stated by Borg (2009). All of the teachers graduated with a degree in education and some received training in relation to assessment. Moreover, all teachers did practicum during their education. All of these may shape their beliefs about what classroom

assessment can be used for, what characterized good classroom assessment and what methods can be used in classroom assessment.

In addition to educational background and training, informal collaboration among the teachers in the same school district seems to place a great role in shaping the teachers' beliefs. In the school district where the teachers in the present study worked, they shared and learnt from their peers in their own schools or from different schools with the help of today technology. During the observation, it can be seen that the teachers used Line or Facebook, which is an application or online community. This can connect the teachers in the community which enables them to share their knowledge with their peer teachers. This appears to be one of the communications which later can help the teachers in shaping their beliefs. This parallels Richard et al's (2001) finding which showed that working collaboratively with peers can promote positive changes in beliefs.

Factors affecting classroom assessment practices

The teachers' use of multiple assessment methods in regular classes can be explained by various factors. First, the content in each lesson might require different assessment methods to assess the students' performance. For example, when K4 wanted to assess her students' vocabulary about pollution, her choice of assessment practice was translation. Then, in her describing lesson, she chose group work and writing a paragraph so that the students could work together. Content in the lesson could be one of the factors which influenced the teachers' choice of assessment practices in class.

Teacher experience can also play a role in assessment practices. Experienced teachers have a deep understanding of their own lesson and how to deliver the lesson and assessment in class (Borg, 2006). It can assume that some teachers with extensive experience can manage and have various assessment methods to apply in their class. For example, K3 and K9, who have more than 10 years of experience, may deliver various assessment methods to suit their classes. With more than 40 students in class, K9 decided to use a variety of assessment methods in her class. In her shopping lesson, running dictation was chosen to assess her students' vocabulary, while in her other observed classes, she chose games to check her students' comprehension with the lesson.

The findings show that classroom assessment methods can be served as the preparation of high-stake test. This purpose was seen in many teachers such as K13 when he explained the reason to choose the assessment methods in class. He believed that it could help his students prepare for the upcoming O-NET. Moreover, most teachers used the past O-NET test as classroom assessment method so they could prepare their students for this high-stakes test.

The finding supported the result from the studies of Delandshere and Jones (1999), Fitzpatrick (2011) and McMillan et al (1999) in that assessment was implemented to prepare the students for mandated test or high-stakes test, suggesting that the teachers are likely to change their classroom assessment to the teach-to-test if they want to prepare their students for the test. It showed the national high-stakes test influenced the teachers' practices in classroom. In these studies showed, the teachers' practices were changed to teach-to-test when the high-stakes test became the focal point of their classes. As a result, classroom assessment methods can be served as the preparation of high-stake test.

The reasons that could explain the teachers' behavior in the present study could be the pressure from the educational policy. According to the Basic Core Curriculum B.E. 2551, the Ministry of Education set out a national assessment policy that,

“Evaluation is conducted in order to assess learners’ quality at national level, based on the learning standards prescribed in the Basic Education Core Curriculum. Educational institutions are required to arrange for assessment of all students in Grades 3, 6, 9 and 12.”(p.33)

This part of the policy markedly explains that all schools in Thailand are obligated to administer a national test for their students in those four grades. As a result, it could put a heavy pressure on both schools and teachers in order to prepare their students for this mandatory examination. Specifically in this school district, the teachers received the letter issued from the authority and mandated all the schools and teachers to arrange the tutoring sessions, which had replaced the whole regular classes.

As a consequence of the policy pressure, the teachers may want to ensure that their students could perform well in O-NET and their students' scores could be above

the national average. The result offers a vital evidence for the influence of the national test on teachers' practices and also underlines the gap between the assessment policy and the actual teachers' practices in class. This supported the findings from Fitzpatrick (2011) in that the national test placed a pressure on teachers' practices.

In addition to the pressure, another factor is the results from O-NET which are used as a reward and promotion for the teachers and schools whose students' performance is ranked at the top levels. As seen in the excerpt from K10, she reported that the O-NET result could affect the teachers and schools because *"the teachers whose students performed well in O-NET were honored as good teachers and the school would receive a compliment and reward."* On the other hand, this O-NET score could be used as a punishment for both schools and teachers if the students in that school cannot perform well in the test.

Regarding the assessment methods mentioned in the curriculum, peer-assessment, and student self-assessment should be applied in class. However, in this study, these two assessment methods were not found during the classroom observation. The findings illustrated a gap exists between the objectives of the policy and what actually happened in class. This could be explained that the teachers in this study might not know about this aspect of the policy or they might not understand how to properly use these two methods. In addition, students' characteristics might be the reason why the teachers in this study did not choose these to assess their students because some of them believed that their students might have bias towards their peers in class.

Congruence and incongruence between teachers' beliefs and practices

In this study, both congruence and incongruence between teachers' beliefs and actual practices were found. In terms of congruence, Wen et al (2011) explained that professional training and years of teaching experience can "strengthen linkages between teachers' beliefs and practices" (p.962). This could also explain the congruence found in this study For example, K3 and K9 received both Bachelor's degree in English and Master's degree in teaching English. Therefore, they may be taught how to assess students' English ability while they were studying in graduate school. This kind of direct training in teaching English may assist them to transfer their beliefs into their actual classroom practices in assessment. Teacher education

seems to be crucial in bridging the gap between the teachers' beliefs and their classroom assessment practices.

Another main finding is there was inconsistency between the teachers' beliefs and practices in some teachers. What teachers believe and what their actual practices are might show some discrepancy (Breen et al., 2001). Some incongruence between teachers' beliefs and actual practices was present in the findings. As illustrated in the previous chapter, some teachers believed in using play, portfolio, project and peer assessment; however, these assessment practices were not displayed in any teachers' observed classes. In addition to assessment methods, some teachers did not follow their good classroom assessment beliefs such as using a variety of assessment methods and achieving the assessment standards as stated in the learning indicators.

This might be because contextual factors can place a great influence on teachers' beliefs and practices, resulting teachers' inconsistency. (Borg, 2009; Basturkmen, 2012; Calveric, 2010; Richards et al, 2001; and Wen et al, 2011). The inconsistency found in this present study may be due to some contextual factors such as time constraint (Acar-Erdol & Yildizli, 2008; Chan, 2008), excessive workload (Chan, 2008), and lack of assessment knowledge (Hussain et al., 2019; Muñoz et al., 2012; Vandeyar & Killen, 2007).

With regards to time constraints, this caused the teachers to divert their practices from their beliefs. For example, as reported in K8's interview, she believed that good classroom assessment should include many classroom assessment methods. However, during observation, she often used worksheets to assess her students. She stated that limited time made it possible to use a variety of methods and worksheets suited her situation the best. The findings from this study indicated that time constraint leads to the teachers' limited use of classroom assessment. This time factor can be divided into two issues. All of the teachers in this study corroborated that a limitation of time can cause the teachers' problems in practicing classroom assessment since there are only two hours a week for English class in elementary school levels. Accordingly, this poses a challenge for the teachers to complete each class as planned and to assess their students after class. In the interview, K8 reported that time constraint was her most important problem as illustrated here:

“Time is very problematic since I have limited time in class. I have only 2 hours a week. Only teaching and instructional activities takes up class time so there is not enough time. I can’t find the time to assess my students.”

This finding corresponded to the previous findings from the literature. Acar-Erdol & Yildizli (2008) reported that the most common assessment purposes was providing feedbacks to students; however, this purposes was rarely found in the classroom observation. The teachers explained that with time limitation, they could not provide explanatory feedback to the students in their class. This resonated with the result from the study of Chan (2008) in that the teachers did not use classroom assessment as stated in the new policy because of the limitation of time.

In addition, teachers’ other duties pose a challenge for the teachers to complete their classroom assessment. The majority of the teachers in this study reported that other school responsibilities took up their class hours and kept the teachers away from the class; consequently, the teachers could not spend their time conducting and assessing their students as scheduled. For instance, K9 were assigned to attend Boot Camp during the semester, while K13 had to attend Boy Scout camp in other school districts. There were no substitute teachers to fill in their classes while they were absent from class as well. Coupled with her concern, K4 raised her worry about this time issue that *“if I had to attend the training, my students would not have a chance to study. This could be the problem and it seemed like I lack the assessment process.”* The responsibilities in the school push the teachers away from their class.

Teachers’ lack of assessment knowledge is a vital problem for a teacher who did not graduate with any English-related majors or never attended any assessment trainings or conferences as seen in K13. K13 who did not graduate from English majors, expressed his concern about his lack of assessment knowledge. He raised his concern that *“I do not have enough knowledge to assess students’ reading or to know writing and listening assessment.”* Even though in the interview he mentioned using role play to assess his students, he faced the difficulty in using them in class. This caused him to only assess his students with dialogue instead. He stated that they did not have enough confidence when assessing their student proficiency in class. He was using the same assessment methods in most of his four classes. It is quite evident that this teacher expressed the concern about teacher education in terms of their language

assessment knowledge. The inconsistency between his beliefs and actual practice was a result from his lack of assessment knowledge.

Regarding teacher training, the findings reveal that professional training matters in both teachers' beliefs and classroom assessment practices. The findings show that having no training in assessment can have a negative impact on the assessment practices. Some teachers in this study concerned about their assessment knowledge. They felt that the trainings they had attended previously did not give them sufficient knowledge on classroom assessment for their daily classroom practices. In addition, even though they received some previous training, they did not feel that the assessment training provided them with the capacity to put into practice what they learned in assessment courses.

This result echoed in the studies (e.g. Acar-Erdol & Yıldızlı, 2018; Hussain et al, 2019; Muñoz et al, 2012, and Vandeyar & Killen, 2007). These studies found that the teachers faced a difficulty in transferring their beliefs to the real classroom since some of the teachers reported lack of assessment knowledge, so they could not assess their students in class. In order to bridge the gap between their beliefs and practices and to assist the teachers in facing the challenges, the training should be provided for this group of teachers. The importance of training is also highlighted by Vandeyar and Killen (2007) that an intensive effort needs to be made to engage teachers in comprehensive training in assessment practices because teachers cannot use assessment strategies that they do not fully understand or they lack the knowledge and skills.

5.3 Implications

The findings from this study suggest several implications including assessment policy, educational programs, training programs and test formats regarding language assessment for young learners.

First, the assessment policy in core curriculum should be accessible, understandable and practical. To ensure that the policy is mutually and comprehensively understood by the teachers, policy makers should seek a more suitable way to inform the teachers of the assessment policy. The Office of the Basic Education Commission should work collaboratively with other stakeholders such as

school principals, school supervisors, or teachers in designing curriculum and training. In addition, clear assessment guidelines in practicing classroom assessment should be provided for the teachers. However, the guidelines without any training support would not be able to assist the teachers to perform their full potential in class. The teachers should be properly informed of and effectively trained in classroom assessment methods specified in the policy.

Second, teacher educators in the Faculty of Education may consider redesigning assessment courses in the curriculum for both pre-service and in-service teachers with the possibilities of increasing the amount of credit hours that students spend on language assessment related courses. In particular, the teachers in this study taught grade 6 students who are considered to be young learners. Therefore, preparing teachers' knowledge on assessing English for this particular group of students is crucial since ways in which young learners are assessed is different from those used to assess adult learners (McKay, 2006). To design the curriculum for future teachers, the provision of the teacher education programs should be specially designed for testing and assessing English to young language learners. The curriculum in the undergraduate levels should have a program focusing on the pre-service teachers to understand the nature of assessing young learners.

Third, in-service teachers should be encouraged to participate in continuing professional development (CPD) focusing on classroom assessment training for young learners as well. In addition, the teachers should be equipped with both theoretical and practical knowledge, especially on formative assessment. To enhance teachers' continuing professional development, more hands-on and practical workshops should be provided for the teachers so that the teachers can apply the practical knowledge to their classes.

Additionally, to assist in-service teachers whose degrees are not related to English teaching or the teachers who have heavy workload which may impede their participation of professional development programs, the classroom assessment manual with ready-to-use classroom assessment materials for English would be useful and reduce the gap between experienced and inexperienced teachers. To increase the practicality of the manual, the workshop on how to use this manual should be organized to prepare the teachers.

Last, to act in accordance with the assessment policy in the core curriculum, the format of the test in the national test should be adjusted and cover all four skills. The national test, moreover, should not contain only discrete and traditional multiple-choice tests. It should follow the CEFR manual developed by English Language Institute, Office of the Basic Education Commission, Ministry of Education, which promotes both performance and alternative assessment so that this could reflect the assessment policy that has been initially set.

5.4 Limitations of the study

It is important to acknowledge the limitations of this research.

First, the study is limited in terms of the number of interviewees. Since there were only 13 teachers for the interview phase, this number might be limited. As a consequence, the findings might not reflect certain perspectives regarding the classroom assessment.

Second, since the observation took place in only one semester and each teacher was observed only five times, this might not cover a wider range of teachers' assessment practices. Additionally, the semester's time constraint occurred when the teachers' other school duties intervened the teachers' planned schedule, resulting in the lesson plan being interrupted. In other words, the teachers were not able to do classroom assessment as previously planned.

Third, the students' perspectives were not explored in this study. The key focus of this study was on teachers' beliefs and actual practices in classroom assessment. Thus, the data were gathered from teacher perspectives and classroom practices. However, students' perspectives, which may have provided additional views of the teachers' assessment practices, were not included in the study.

Fourth, one teacher was observed only four times due to other school duties and the boy scout camp in another school district. This may have led to some degree of incompleteness of stimulated recall data.

5.5 Recommendations for Future Research

Based on this research, which investigated teachers' beliefs and assessment practices in primary school level in a province in the northeastern part of Thailand, the following areas should be further investigated.

First, further research should incorporate the perspectives from other stakeholders such as policy makers, school principals, curriculum designers or supervisors in educational districts. They might be able to provide more insightful information in relation to assessment policy and practices.

Second, Richards, Gallo and Renandya (2001) stated change is a key element of teachers' professional lives. It is suggested that teachers' beliefs might be changed over time. Therefore, future studies can explore the teachers' change in their beliefs over the course of time or investigate their beliefs after they go through the training program in assessment.

Third, the future work should look into the students' perspective when they are assessed in classroom. It is worth exploring students' views while they are assessed in class. The results from students' view could also help teachers in designing classroom assessment that would best fit their needs and learning contexts.

Last, to explore teachers' cognitive process such as investigating beliefs in this study, it is recommended that future research should use additional research instruments such as a teacher reflective journal or teacher classroom documents so that the teachers' self- perceptions can be investigated as well.

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APPENDICES



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A

Thai Basic Education Core Curriculum B.E. 2551

According to the Office of Basic Education Commission (OBEC), the Basic Education Core Curriculum B.E. 2551 regarding to the foreign language learning consists of four main strands and standards. In the school level, all English teachers must include all of these strands and standards in their lesson plans and must achieve what they call—“the indicators” to assure whether or not students can perform and reach their proficiency to the certain level. The four main strands are composed of language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the World.

The first strand, language for communication, involves the use of foreign languages to listen, speak, read and write, to exchange data and information, to express feelings and opinions, to present data, concepts and point of views in different subjects, and to create appropriate interpersonal relationship. Therefore, there are three expected standards derived from the first strand. The first standards are to understand and have the ability to make an interpretation from the stories and various types of media and to make opinions with appropriate reasons. The second standard is to have communicative skills for exchanging data and news and to express feelings and opinions effectively. The third standard is to present the data, concepts and opinions through speaking and writing.

The second strand, language and culture, engages foreign languages with the culture of the native speakers, its relationship, its similarities and its differences between language and cultures of native speakers, and language and culture of native speakers of Thai. Also, it involves the correct and appropriate application.

The thirds strand, language and its relationship with other learning areas, focuses on the use of foreign language to connect with other learning subjects and to form as a basis of further development and broaden students’ own horizons.

The forth strand, language and its relationship with the community and the World, puts an emphasis on the use of foreign languages in diverse scenarios including inside the classroom, in the community and in the society. In addition,

language will be used as a tool for further education, careers, and exchange of knowledge in a global community.



Appendix B

The brief summary of the manual of the CEFR Policy to Reform Teaching and Learning the English Language B.E.2557

It is composed of 5 units: the policy to reform English language teaching of the Ministry of Education, the learners' quality as defined in the Common European Framework of References for Languages (CEFR), communicative language teaching (CLT), suggested ideas and activities to teach all four skills and grammar, and evaluation and assessment in Thailand.

In the first unit, it covers 6 guidelines including as follows:

- 1) To apply CEFR as the framework to teach, to design, to improve teaching, learning and assessment, and to develop teachers' proficiency;
- 2) To shift the focus of English language teaching to become Communicative Language Teaching: CLT);
- 3) To promote English language teaching as imposed in the National Core Curriculum;
- 4) To advance the English proficiency of the learners;
- 5) To improve teacher's teaching ability to be relevant to CLT and CEFR;
- 6) To encourage the use of technology in order to increase both teachers' and learners' English proficiency.

The second unit addresses the use of CEFR in adjacent to the Basic Education Core Curriculum B.E.2551. CLT is the main content in Unit 3 as it gives its definition, principles, approach and procedure. More suggested activities and worksheets for all four skills are the key content in Unit 4. In the unit 5, which is mainly related to this study, its emphasis is on English language evaluation and assessment focusing on alternative assessment.

Appendix C

ตัวชี้วัดชั้นปี ชั้นประถมศึกษาปีที่ 6

รหัสวิชา อ16 รายวิชา ภาษาอังกฤษ 1016

จำนวน ตัวชี้วัด 20

สาระที่ 1 ภาษาเพื่อการสื่อสาร 1

- 1) ต 1/6.ป 1.1 ปฏิบัติตามคำสั่ง คำขอร้องและคำแนะนำที่ฟังหรืออ่าน
- 2) ต 2/6.ป 1.1 ต อ่านออกเสียงข้อความ นิทานและบทกลอนสั้นๆ ถูกต้องตามหลักการอ่าน
- 3) ต 3/6.ป 1.1 ระบุ ประโยคหรือข้อความสั้นๆ ตรงตามภาพ สัญลักษณ์/เลือก หรือเครื่องหมายที่อ่าน
- 4) ต 4/6.ป 1.1 บอกใจความสำคัญและตอบคำถามจากการฟังและอ่านบทสนทนา นิทานง่ายๆหรือเรื่องเล่า
- 5) ต 1/6.ป 1.2 เขียนโต้ตอบในการสื่อสารระหว่างบุคคล/พูด
- 6) ต 2/6.ป 1.2 ใช้คำสั่ง คำขอร้อง คำขออนุญาตและให้คำแนะนำ
- 7) ต .ป 1.26 3/ เขียนแสดงความต้องการ ขอความช่วยเหลือ ตอบรับและปฏิเสธการให้/พูด ความช่วยเหลือในสถานการณ์ง่ายๆ
- 8) ต .ป 1.26 4/ พูดและเขียนเพื่อขอและให้ข้อมูลเกี่ยวกับตนเอง เพื่อน ครอบครัวและเรื่องใกล้ตัว
- 9) ต .ป 1.26 5/ เขียนแสดงความรู้สึกของตนเองเกี่ยวกับเรื่องต่างๆใกล้ตัว กิจกรรมต่างๆพร้อม/พูด ทั้งให้เหตุผลสั้นๆประกอบ
- 10) ต .ป 1.36 1/ เขียนให้ข้อมูลเกี่ยวกับตนเอง เพื่อนและสิ่งแวดล้อมใกล้ตัว/พูด
- 11) ต .ป 1.36 2/ เขียนภาพ แผนผัง แผนภูมิและตารางแสดงข้อมูลต่างๆ ตามที่ฟังหรืออ่าน
- 12) ต .ป 1.36/3 พูดเขียนแสดงความคิดเห็นเกี่ยวกับเรื่องต่างๆ ใกล้ตัว/

สาระที่ 2 ภาษาและวัฒนธรรม 2

- 13) ต .ป 2.16 1/ ใช้ถ้อยคำ น้ำเสียงและกิริยาท่าทางอย่างสุภาพ เหมาะสมตามมารยาทสังคมและ วัฒนธรรมของเจ้าของภาษา
- 14) ต .ป 2.16 2/ ชีวิตความเป็นอยู่ของเจ้าของภาษา/งานฉลอง/วันสำคัญ/ให้ข้อมูลเกี่ยวกับเทศกาล
- 15) ต .ป 2.16 3/ เข้าร่วมกิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ
- (16) ต .ป 2.26 1/ ความแตกต่างระหว่างการออกเสียงประโยคชนิดต่างๆ การใช้/บอกความเหมือน เครื่องหมาย วรรคตอนและการลำดับคำตามโครงสร้างประโยคของภาษาอังกฤษ
- 17) ต .ป 2.26 2/ ความแตกต่างระหว่างเทศกาล งานฉลองและประเพณี/เปรียบเทียบความเหมือน ของเจ้าของภาษา กับของไทย

สาระที่ 3 ภาษากับความสัมพันธ์กับกลุ่มสาระการเรียนรู้ 3

- 18) ต .ป 3.16 1/ ค้นคว้ารวบรวมคำศัพท์ที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้และ นำเสนอด้วยการพูดการเขียน/

สาระที่ 4 ภาษากับความสัมพันธ์กับชุมชนและโลก 4

- 19) ต .ป 4.16 1/ ใช้ภาษาสื่อสารในสถานการณ์ต่างๆ ที่เกิดขึ้นในห้องเรียนและสถานศึกษา
- 20) ต .ป 4.26 1/ ใช้ภาษาอังกฤษในการสืบค้นและรวบรวมข้อมูลต่างๆ

Appendix D

Questionnaire

แบบสอบถามเกี่ยวกับ

ความเชื่อและแนวปฏิบัติด้านการประเมินผลในชั้นเรียนวิชาภาษาอังกฤษของครู

คำชี้แจง: แบบสอบถามนี้มีทั้งหมด 3 ส่วน

ส่วนที่ 1 ข้อมูลทั่วไป

ส่วนที่ 2 ความเชื่อและแนวปฏิบัติด้านการประเมินผลในชั้นเรียน
วิชาภาษาอังกฤษของครู

ส่วนที่ 3 ความคิดเห็นของครูต่อจุดประสงค์ของการประเมินผลใน
ชั้นเรียนวิชาภาษาอังกฤษ

ส่วนที่ 1: ข้อมูลทั่วไป

กรุณาใส่เครื่องหมาย (/) และเขียนคำตอบในช่องว่าง

1. เพศ: ____ หญิง ____ ชาย

2. อายุ: ____ ปี

3. วุฒิการศึกษา

____ ปริญญาเอก

____ ปริญญาโท

สาขา: _____

สาขา: _____

____ ปริญญาตรี

สาขา: _____ วิชาเอก: _____ วิชาโท: _____

4. ท่านสอนภาษาอังกฤษมาแล้วกี่ปี

___ ปี

5. ท่านสอนภาษาอังกฤษในระดับชั้นใด

(กรุณาใส่เครื่องหมายหน้าทุกระดับชั้นที่สอน)

___ ประถมศึกษาปีที่ 1

___ ประถมศึกษาปีที่ 2

___ ประถมศึกษาปีที่ 3

___ ประถมศึกษาปีที่ 4

___ ประถมศึกษาปีที่ 5

___ ประถมศึกษาปีที่ 6

___ มัธยมศึกษาปีที่ 1

___ มัธยมศึกษาปีที่ 2

___ มัธยมศึกษาปีที่ 3

6. ในหนึ่งสัปดาห์ ท่านสอนภาษาอังกฤษทั้งหมดกี่ชั่วโมง

___ ชั่วโมง

7. ท่านสอนวิชาอื่นๆ นอกจากวิชาภาษาอังกฤษ วิชาอะไรบ้าง (กรุณาใส่เครื่องหมายหน้าทุกวิชาที่สอน)

___ ศิลปะ

___ พลศึกษา

___ วิทยาศาสตร์

___ คณิตศาสตร์

___ สังคมศาสตร์

___ อื่นๆ: _____

___ ภาษาไทย

8. ในหนึ่งสัปดาห์ ท่านสอนวิชาอื่นๆ ทั้งหมดกี่ชั่วโมง

___ ชั่วโมง

9. ท่านมีจำนวนนักเรียนโดยเฉลี่ยต่อห้อง _____ คน

10. ท่านเคยเรียนวิชาการประเมินผลทางภาษาหรือการประเมินผลทางการศึกษาใน

ขณะที่เรียนระดับอุดมศึกษาหรือไม่

_____ เคย _____ ไม่เคย

_____ ถ้าเคย โปรดระบุวิชาที่เรียน:

ระดับปริญญาตรี: _____

ระดับปริญญาโท: _____

ระดับปริญญาเอก: _____

11. ท่านเคยเข้าร่วมฟังหัวข้อด้านการประเมินผลทางภาษาหรือการประเมินผลทางการศึกษาในงานประชุมหรือสัมมนาในช่วง 3 ปีที่ผ่านมาหรือไม่

_____ เคย _____ ไม่เคย

_____ ถ้าเคย โปรดระบุหัวข้อที่เข้าร่วมประชุมหรือสัมมนา _____

12. ท่านเคยเข้าร่วมการอบรมเกี่ยวกับการประเมินผลทางภาษาหรือการประเมินผลทางการศึกษาในช่วง 3 ปีที่ผ่านมาหรือไม่

_____ เคย _____ ไม่เคย

_____ ถ้าเคย โปรดระบุหัวข้อที่เข้าร่วมอบรม _____

ส่วนที่ 2 : ความเชื่อและแนวปฏิบัติด้านการประเมินผลในชั้นเรียนวิชาภาษาอังกฤษของครู

คำชี้แจง: ในชั้นเรียนวิชาภาษาอังกฤษของท่านโปรดระบุว่า

2.1 ท่านเชื่อว่าวิธีการประเมินผลในชั้นเรียนวิชาภาษาอังกฤษต่อไปนี้สามารถประเมินผล

ความสามารถภาษาอังกฤษของผู้เรียนได้มากน้อยเพียงใด

กรุณาวางกลม (O) ล้อมรอบตัวเลข:

1 (ไม่ได้เลย), 2 (น้อย), 3 (ปานกลาง), 4 (มาก) และ 5 (มากที่สุด)

ตัวอย่าง:

วิธีการประเมินผล	ความเชื่อ				
	1	2	3	4	5
วิธีการประเมินผล	ไม่ได้เลย	น้อย	ปานกลาง	มาก	มากที่สุด
การตั้งคำถาม	1	2	3	4	5

2.1 ท่านเชื่อว่าวิธีการประเมินผลในชั้นเรียนวิชาภาษาอังกฤษต่อไปนี้สามารถประเมินผล ความสามารถภาษาอังกฤษของผู้เรียนได้มากน้อยเพียงใด

วิธีการประเมินผล	ความเชื่อ				
	ไม่ได้เลย	น้อย	ปานกลาง	มาก	มากที่สุด
การตั้งคำถาม (Asking questions)	1	2	3	4	5
การบ้าน (homework)	1	2	3	4	5
การเขียนตามคำบอก (Dictation)	1	2	3	4	5
การทำงานเดี่ยว (Individual work)	1	2	3	4	5
การทำงานเป็นคู่ (Pair work)	1	2	3	4	5
การทำงานกลุ่ม (Group work)	1	2	3	4	5
การประเมินตนเองของผู้เรียน (Student self-	1	2	3	4	5

assessment)					
การประเมิน โดยเพื่อน (Peer assessment)	1	2	3	4	5
วิธีการประเมินผล	ความเชื่อ				
	ต่ำ ไม่ได้เลย	น้อย	ปานกลาง	มาก	มากที่สุด
การแสดงละคร (Play)	1	2	3	4	5
แฟ้มสะสมงาน (Portfolio)	1	2	3	4	5
โปสเตอร์ (Poster session)	1	2	3	4	5
โครงการ (Project)	1	2	3	4	5
การนำเสนอปากเปล่า (Oral Presentation)	1	2	3	4	5
การแสดงบทบาทสมมติ (Role-Play)	1	2	3	4	5
การสัมภาษณ์ (Interview)	1	2	3	4	5
การอ่านบทละคร (Dramatic reading)	1	2	3	4	5
การสังเกตพฤติกรรมนักเรียน (Student Observation)	1	2	3	4	5
การให้นักเรียนเขียนบันทึก (Journal)	1	2	3	4	5
การให้นักเรียนเขียนบันทึกการเรียนรู้ (Learning log)	1	2	3	4	5
การทำแบบทดสอบย่อย (Quizzes)	1	2	3	4	5
การทำข้อสอบกลางภาค (Midterm exam)	1	2	3	4	5
การทำข้อสอบปลายภาค (Final exam)	1	2	3	4	5
รูปแบบของข้อสอบหรือกิจกรรมในชั้นเรียน					
คำตอบชนิดให้เลือกตอบ (Selected responses)					
1. แบบมีหลายตัวเลือก (Multiple choices)	1	2	3	4	5
2. แบบถูกผิด (True/False)	1	2	3	4	5
3. แบบจับคู่ (Matching)	1	2	3	4	5
คำตอบแบบสั้น (Brief responses)					
1. เติมคำในช่องว่าง (Gap fill)	1	2	3	4	5
2. ตอบสั้นๆ (Short answer)	1	2	3	4	5
3. เขียนคำบรรยายในแผนภูมิ (Label a diagram)	1	2	3	4	5

4. เติมประโยคให้สมบูรณ์ (Sentence completion)	1	2	3	4	5
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2.2 ท่านใช้วิธีการประเมินผลในชั้นเรียนภาษาอังกฤษดังต่อไปนี้บ่อยเพียงใด

กรณาวงกลม (O) ล้อมรอบตัวเลข :

1 (ไม่เคย), 2 (นานๆครั้ง), 3 (บางครั้ง), 4 (บ่อยครั้ง) และ 5 (เป็นประจำ)

ตัวอย่าง:

วิธีการประเมินผล	การใช้วิธีการประเมินผล ในชั้นเรียน				
	1	2	3	4	5
วิธีการประเมินผล	ไม่เคย	นานๆครั้ง	บางครั้ง	บ่อยครั้ง	เป็นประจำ
การตั้งคำถาม	1	2	3	4	5

2.2 ท่านใช้วิธีการประเมินผลในชั้นเรียนภาษาอังกฤษดังต่อไปนี้บ่อยเพียงใด

วิธีการประเมินผล	การใช้				
	ไม่เคย	นานๆครั้ง	บางครั้ง	บ่อยครั้ง	เป็นประจำ
การตั้งคำถาม (Asking questions)	1	2	3	4	5
การบ้าน (homework)	1	2	3	4	5
การเขียนตามคำบอก (Dictation)	1	2	3	4	5
การทำงานเดี่ยว (Individual work)	1	2	3	4	5
การทำงานเป็นคู่ (Pair work)	1	2	3	4	5
การทำงานกลุ่ม (Group work)	1	2	3	4	5
การประเมินตนเองของผู้เรียน (Student self-assessment)	1	2	3	4	5
การประเมินโดยเพื่อน (Peer assessment)	1	2	3	4	5

การแสดงละคร (Play)	1	2	3	4	5
แฟ้มสะสมงาน (Portfolio)	1	2	3	4	5
โปสเตอร์ (Poster session)	1	2	3	4	5
วิธีการประเมินผล	การใช้				
	ไม่เคย	นานๆครั้ง	บางครั้ง	บ่อยครั้ง	เป็นประจำ
โครงการ (Project)	1	2	3	4	5
การนำเสนอปากเปล่า (Oral Presentation)	1	2	3	4	5
การแสดงบทบาทสมมติ (Role-Play)	1	2	3	4	5
การสัมภาษณ์ (Interview)	1	2	3	4	5
การอ่านบทละคร (Dramatic reading)	1	2	3	4	5
การสังเกตพฤติกรรมนักเรียน (Student Observation)	1	2	3	4	5
การให้นักเรียนเขียนบันทึก (Journal)	1	2	3	4	5
การให้นักเรียนเขียนบันทึกการเรียนรู้ (Learning log)	1	2	3	4	5
การทำแบบทดสอบย่อย (Quizzes)	1	2	3	4	5
การทำข้อสอบกลางภาค (Midterm exam)	1	2	3	4	5
การทำข้อสอบปลายภาค (Final exam)	1	2	3	4	5
รูปแบบของข้อสอบหรือกิจกรรมในชั้นเรียน					
คำตอบชนิดให้เลือกตอบ (Selected responses)					
1. แบบมีหลายตัวเลือก (Multiple choices)	1	2	3	4	5
2. แบบถูกผิด (True/False)	1	2	3	4	5
3. แบบจับคู่ (Matching)	1	2	3	4	5
คำตอบแบบสั้น (Brief responses)					
1. เติมคำในช่องว่าง (Gap fill)	1	2	3	4	5

2. ตอบสั้นๆ (Short answer)	1	2	3	4	5
3. เขียนคำบรรยายในแผนภูมิ (Label a diagram)	1	2	3	4	5
4. เติมประโยคให้สมบูรณ์ (Sentence completion)	1	2	3	4	5

ความคิดเห็นเพิ่มเติม:

โปรดระบุวิธีการประเมินผลอื่นๆที่ท่านเคยใช้ในชั้นเรียน และให้เหตุผลว่า
ทำไมท่านถึงใช้วิธีการประเมินผลประเภทนั้น

โปรดระบุปัญหาที่พบในขณะที่ท่านใช้วิธีการประเมินผลในชั้นเรียน

CHULALONGKORN UNIVERSITY

ส่วนที่ 3: ความคิดเห็นของครูต่อจุดประสงค์การประเมินผลในห้องเรียน

คำชี้แจง: กรุณาวงกลม ○ ตัวเลขที่ท่านเห็นด้วยหรือไม่เห็นด้วยกับการใช้การประเมินผลในห้องเรียนในแต่ละข้อ

ในความคิดเห็นของท่านนั้น ท่านเชื่อว่าการประเมินผลในชั้นเรียนสามารถใช้เพื่อ ...

ความคิดเห็นเกี่ยวกับการประเมินผล ในชั้นเรียน	ไม่เห็น ด้วยอย่าง ยิ่ง	ไม่เห็น ด้วย	ไม่แน่ใจ	เห็น ด้วย	เห็นด้วย อย่างยิ่ง
1) เพื่อวินิจฉัยจุดแข็งและจุดอ่อน ของนักเรียนในการเรียน ภาษาอังกฤษ	1	2	3	4	5
2) เพื่อวินิจฉัยความต้องการของ นักเรียนเป็นรายบุคคลในการ เรียนภาษาอังกฤษ	1	2	3	4	5
3) เพื่อวินิจฉัยความต้องการของ นักเรียนรายกลุ่มในการเรียน ภาษาอังกฤษ	1	2	3	4	5
4) เพื่อตรวจสอบแรงจูงใจของ นักเรียนในการเรียน ภาษาอังกฤษ	1	2	3	4	5
5) เพื่อจัดนักเรียนเป็นกลุ่มตาม ความสามารถภาษาอังกฤษ	1	2	3	4	5
6) เพื่อจัดนักเรียนเข้ากลุ่มการ เรียนรู้ที่สามารถทำงานร่วมกัน ได้ดีสำหรับการเรียน ภาษาอังกฤษ	1	2	3	4	5
7) เพื่อเตรียมการสอน	1	2	3	4	5
8) เพื่อเตรียมการสอนสำหรับ นักเรียนเป็นรายบุคคล	1	2	3	4	5

ความคิดเห็นเกี่ยวกับการประเมินผล ในชั้นเรียน	ไม่เห็น ด้วยอย่าง ยิ่ง	ไม่เห็น ด้วย	ไม่แน่ใจ	เห็น ด้วย	เห็นด้วย อย่างยิ่ง
9) เพื่อติดตามความก้าวหน้าของ การสอน	1	2	3	4	5
10) เพื่อตัดสินใจเกี่ยวกับการสอน ในขณะที่สอนในชั้นเรียน	1	2	3	4	5
11) เพื่อประเมินจุดแข็งและจุดอ่อน ในการสอนของผู้สอน	1	2	3	4	5
12) เพื่อพัฒนาการเรียนการสอน ของผู้สอน	1	2	3	4	5
13) เพื่อสื่อสารการเรียนรู้ของ นักเรียนให้ผู้ปกครองทราบ	1	2	3	4	5
14) เพื่อติดตามความก้าวหน้า ทางการเรียนรู้ของนักเรียน ตลอดปีการศึกษา	1	2	3	4	5
15) เพื่อส่งเสริมสภาพแวดล้อมทาง สังคม การเรียนรู้ในเชิงบวก	1	2	3	4	5
16) เพื่อส่งเสริมสภาพแวดล้อม ทางการเรียนรู้ในเชิงบวก	1	2	3	4	5
17) เพื่อตัดสินใจการให้เกรดแก่ นักเรียน	1	2	3	4	5
18) เพื่อบอกให้นักเรียนทราบว่า ความสามารถใดบ้างที่ต้องมีจึง จะเรียนได้สำเร็จ	1	2	3	4	5
19) เพื่อช่วยให้นักเรียนนำความรู้ และทักษะที่ได้เรียนมานั้นมา สร้างความรู้ความเข้าใจภายใน ตนเอง	1	2	3	4	5
ความคิดเห็นเกี่ยวกับการประเมินผล ในชั้นเรียน	ไม่เห็น ด้วยอย่าง ยิ่ง	ไม่เห็น ด้วย	ไม่แน่ใจ	เห็น ด้วย	เห็นด้วย อย่างยิ่ง
20) เพื่อให้ข้อมูลแก่นักเรียน เกี่ยวกับความสามารถของ	1	2	3	4	5

นักเรียนแก้ตัวนักเรียนเอง สำหรับใช้ตัดสินเรื่องการเรียน					
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ขอขอบพระคุณทุกท่านที่ตอบแบบสอบถามค่ะ

ท่านสมัครใจให้ผู้วิจัยเข้าไปสังเกตการณ์ในห้องเรียนและสัมภาษณ์ได้	
กรุณาใส่เครื่องหมาย (/) ในช่องสี่เหลี่ยม	
<input type="checkbox"/> สมัครใจ	<input type="checkbox"/> ไม่สมัครใจ



Appendix E

Semi-structured Interview Questions

1. Do you use assessment in your classroom? Why/ Why not?
2. Which skills do you assess in your class?
3. How do you assess your students in your class?
4. Why do you assess you students in your class?
5. What are the characteristics of good classroom assessment?
6. To what extent (How much) do you explain to the students about the way you will assess them?
7. To what extent (How much) do the students participate in English classroom assessment?
8. Do you use scoring rubrics?
9. How do you make use of the result from English classroom assessment?
10. Are you satisfied with the result of English classroom assessment in your class?
11. Do you think that your English classroom assessment is fair for all students? Why/ Why not?
12. What are the students' reactions to your English classroom assessment?
13. How do you improve your classroom assessment knowledge and skills?
14. Do you have any problems when you do classroom assessment? If you do, what are they? What are the causes of the problem and what would be appropriate solutions?
15. Do you use any assessments stated in the policy reform?

Appendix F

Situational prompts

These are the situational prompts.

To investigate teachers' beliefs and classroom assessment practices, which can be influenced by these factors.

- : O-Net (high-stakes examination pressure)
- : Performance assessment (educational policy)
- : Learning indicators (curriculum)
- : Heavy workload (School condition)

Prompt 1: Learning indicators (curriculum)

You are the teacher in the class of 35 students with mixed language proficiencies. Today, the objective of this class is to assess students' speaking ability to express their feelings. You have one hour to conduct this class. How would you handle this situation?

Prompt 2: O-Net (high-stakes examination pressure)

O-NET is approaching within a month; however, you still have one unit left which covers a specific learning indicator to give information about festival,) (important days, celebrations and the living of native culture and this would be tested in the final examination. How would you handle this situation?

Prompt 3: Performance assessment (educational policy)

You have 20 students in your class and most of the students do not have confidence to speak with others. The objective of today's class is to express their need, ask for help, accept or reject the offer in some basic situations. Students should

be able to show some performance so that the teacher can grade their performance. How would you handle this situation?

Prompt 4:

Heavy workload (School condition)

You have been dealing with a heavy administrative work in your school. In today's class, the objective is to write about students' personal stories. In this class, there are 40 students and you have one hour to conduct the class. How would you handle this situation?



Appendix G

Consent Form

เรียนคุณครูทุกท่าน

ดิฉัน นางสาว อาทิตยา นราฐากูร กำลังศึกษาปริญญาเอกในสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ จุฬาลงกรณ์มหาวิทยาลัย ขณะนี้กำลังทำการศึกษา เกี่ยวกับเรื่องความเชื่อและแนวปฏิบัติการประเมินผลในชั้นเรียนของครูผู้สอนภาษาอังกฤษในระดับประถมศึกษาในประเทศไทย

ดิฉันจึงขอเรียนเชิญคุณครูเข้าร่วมการศึกษาค้างนี้ ขอความกรุณาคุณครูช่วยตอบแบบสอบถามที่แนบมาด้วยคะ

ข้อมูลทุกอย่างจะใช้เพื่อการวิจัยนี้เท่านั้น และ ข้อมูลที่ได้จากท่านมีความสำคัญอย่างมาก คำตอบของของท่านจะถือเป็นความลับ ข้อมูลส่วนตัวของท่านจะไม่ถูกเปิดเผยในผลการวิจัยนี้ และผลการวิจัยจะไม่กระทบกับคุณครูและสถานศึกษาของท่านคะ การเข้าร่วมการวิจัยนี้ถือเป็นความสมัครใจ ดิฉันสนใจในความคิดเห็นของท่าน ดังนั้นจึงไม่มีคำตอบใดที่ถูกหรือผิด

กรุณาตอบและคืนแบบสอบถามนี้แก่ผู้วิจัยด้วยคะ

ดิฉันขอขอบพระคุณในความร่วมมือของท่านที่สละเวลาตอบแบบสอบถามนี้คะ

อาทิตยา นราฐากูร

Appendix H

Classroom Observation Sheet and schemes

Observation No.:

Teacher:

School:

Class:

Date and time:

Time spent observing:

Aids used:

Duration (minutes)	Observations notes	Remarks
1-5		
6-10		
11-15		
16-20		
21-25		
26-30		
31-35		
36-40		
41-45		
46-50		
51-55		
56-60		

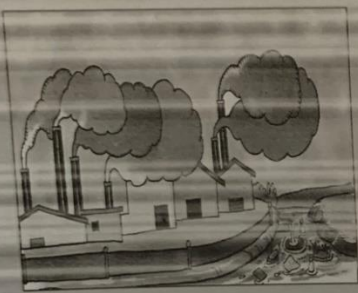
Additional comments

Appendix I

Teacher K2's assessment materials

translation E → T
Main study (2)
23 / Dec / 2016

กลุ่มที่ 1



Factories let the
fumes into the air
and pump waste
liquid into water.

กลุ่มที่ 2

The beaches are covered with
tar that caused by the ships.



กลุ่มที่ 3

Can you notice that there
is a lot of garbage floating in
the rivers or the canals?



กลุ่มที่ 4

Candy wraps, pieces of paper, foam boxes, plastic bags, cans and bottles were thrown into the streets, streams waterfalls or the tourist left them in the park.



ใบงานที่ 5

Vehicles release poisonous
gases in the air.



Directions: Read the conversation and answer the questions.

1. A: Hello! May I speak to Mr. Robert, please?

B: I'm sorry, I'm afraid he is not here. Would you like to leave a message?

Which of the followings is correct?

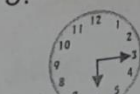
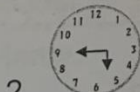
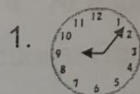
1. Mr. Robert is speaking.
2. Mr. Robert is at the office.
3. Mr. Robert is not in the office.
4. Mr. Robert is writing a message.

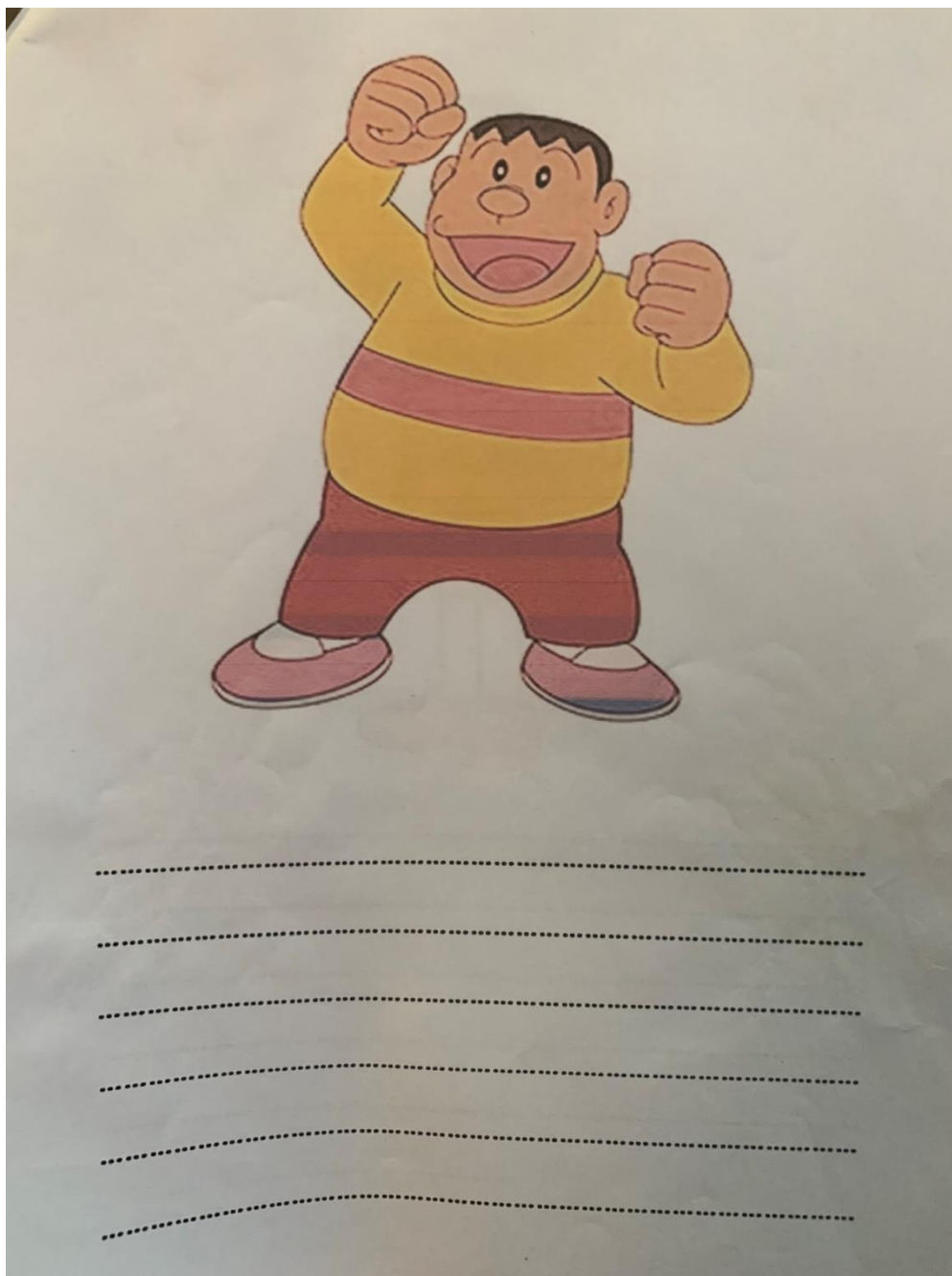
2. Situation: The first class starts at 8.30 and the students are studying for 60 minutes each class.

A: What time does the second class start?

B: It's half past nine.

Which of the followings is correct?









Appendix J

Teachers K8's Worksheet

★ 9



Exercise



Instructions Fill in the blanks with the words provided.

1. rose	2. turkey	3. New Year's Card
4. pie	5. chocolate	6. Christmas tree
7. present	8. decorated egg	9. ghost mask
10. pumpkin	11. rabbit	12. Santa Clause

1. Halloween Day

2. New Year's Day

3. Christmas Day

4. Thanksgiving Day

5. Easter Day

6. Valentine's Day



Exercise



Instructions

Fill in the blanks with the words provided.

- | | | |
|-------------|------------------|--------------------|
| 1. rose | 2. turkey | 3. New Year's Card |
| 4. pie | 5. chocolate | 6. Christmas tree |
| 7. present | 8. decorated egg | 9. ghost mask |
| 10. pumpkin | 11. rabbit | 12. Santa Clause |

1. Halloween Day

2. New Year's Day

3. Christmas Day

4. Thanksgiving Day

5. Easter Day

6. Valentine's Day



Exercise



Instructions

Answer the questions in both British and American English.

Example

A: When is Thanksgiving Day?

B: It's the 4th Thursday of November.

q It's November 4th Thursday.

1. A: When is Easter Day?

B: _____

2. A: When is Halloween Day?

B: _____

3. A: When is New Year's Day?

B: _____

4. A: When is Christmas Day?

B: _____

5. A: When is Valentine's Day?

B: _____

Pre- Test Festival

Direction Choose the best answer. ต. 2.1.2 ให้ข้อมูลเกี่ยวกับ

เทศกาล/วันสำคัญ/งานฉลอง/ชีวิตความเป็นอยู่ของเจ้าของภาษา

1. Daisy and Megan are making pumpkins like ghosts. They are celebrating the festival. What festival is it? (O-NET 2558)



1. Easter
2. Christmas
3. Halloween
4. Thanksgiving

2. What can you see on the New Year's Eve? (O-NET 2558)



3. It's 13th April, Malee and Dan join the festival. On the road, lots of people are splashing water to each other. They are happy. (Pre O-NET 2557) It is _____ festival.

1. Songkran
2. New Year
3. Christmas
4. Loy krathong

Capital City

Make in pairs: write the name of each country under the capital city.

1. Bangkok

2. Vientiane

3. Naypyidaw

4. Hanoi

5. Phnom Penh

6. Kuala Lumpur

7. Singapore

8. Manila

9. Jakarta

10. Banda Seri Begawan



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Exercise 1



Instructions Write the correct answers.

Example A: Where do you come from?
B: I come from Myanmar.



1. A: Where do you come from?

B: _____.



2. A: What is your nationality?

B: _____.



3. A: What is your official language?

B: _____.



4. A: What is your capital city?

B: _____.




5. A: What is your country?

B: _____.



Appendix K

Teacher K12's worksheet



เฉลยภาษาอังกฤษ ป.6 หน้าที่ 1

ตอนที่ 1 แบบเลือกตอบ เลือกคำตอบที่ถูกต้องที่สุดเพียงคำตอบเดียว ข้อ 1-30

1.

Andrew and Judy are friends. Today, they study English together. Judy doesn't feel well. She says, "I want to take a nap."

What should Andrew do?

1) Take her to the library. 2) Take her to the canteen.
 3) Take her to the nursing room. 4) Take her to the computer room.

ตัวชี้วัด ต 1.1 ป.6/1
 เฉลย
 3) ถูก เพราะปฏิบัติตามคำขอเรื่อง โดยพาไปห้องพยาบาลเพื่อพักผ่อนเนื่องจากงูตัวนี้รู้สึกไม่สบาย
 ตัวลวง
 1) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยบอกว่าต้องการพักผ่อนแต่กลับพาไปห้องสมุด
 2) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยบอกว่าต้องการพักผ่อนแต่กลับพาไปโรงอาหาร
 4) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยบอกว่าต้องการพักผ่อนแต่กลับพาไปห้องคอมพิวเตอร์

2.

At school
 The weather is very hot. Alisa and Ada go to exercise. Ada exercises too much. She asks for some drinks and snacks.

What does Alisa have to do?

1) Go to the canteen. 2) Go to the art room.
 3) Go to the music room. 4) Go to the nursing room.

ตัวชี้วัด ต 1.1 ป.6/1
 เฉลย
 1) ถูก เพราะปฏิบัติตามคำขอเรื่อง โดยขอคิมน้ำก็ต้องไปซื้อที่โรงอาหาร
 ตัวลวง
 2) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยขอคิมน้ำแต่กลับไปที่ห้องศิลปะ
 3) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยขอคิมน้ำแต่กลับไปที่ห้องดนตรี
 4) ผิด เพราะไม่ปฏิบัติตามคำขอเรื่อง โดยขอคิมน้ำแต่กลับไปที่ห้องพยาบาล



Name.....No.....Class.....



Worksheet 2

Put the words and answers the questions.

1. Do you like *coffee*?

Yes, *I do.* / No, *I don't.*



2. Do you like?

No,.....



3. Do you like?

Yes,.....



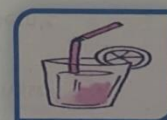
4. Do you like?

Yes,.....



5. Do you like?

No,.....



6. Do you like?

No,.....





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