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AN ANALYSIS OF CLASSROOM ASSESSMENT PRACTICES OF ENGLISH LANGUAGE TEACHERS

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Abstract

Classroom Assessment is an essential part of teaching and learning process. The primary objective of classroom assessment is to understand students' learning and so as to improve teaching methodology. It is a systematic learner-centred approach used by teachers to determine how much and how well students are learning. This study aims to have a descriptive investigation of the classroom assessment practices of English language teachers. Through a pre-validated questionnaire survey, responses have been collected online through Google forms. Responses are depicted in frequency and percentage. Frequency analysis and Pearson's Chi Square tests were used in this study. It is observed that teacher made tests was chosen by 62.2% participants as methods use to assess students in writing skills. 18.9% chose standardized writing tests, and 5.4% chose self-assessment and peer assessment respectively. This difference was found to be statistically significant. In service programs, trainings and workshops should be arranged on the methods, procedures, and purpose of classroom assessment. Teachers should also undergo trainings on planning and conducting assessment.

Keywords: Classroom Assessment, Peer Assessment, English Language Teachers, Classroom Assessment Practices.

Introduction

English Language is treated as a skill based subject but not as content based one.¹ Language learning is concerned with developing certain skills which are developed and perfected through practice. The English curriculum prescribed different aspects of the English Language teaching-learning process.²

In education the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment

techniques, assignment, project, continuous assessment, objective type test is known as assessment.

Assessment is one of the important aspects which is being treated as a teaching-learning process as well.³ there are two types of assessment in general, formative assessment and summative assessment.⁴

The paradigm shift towards more constructive methodologies which focus more on student development might play a central role in

adopting formative assessment methods in classes. a new dimension in assessment, namely School Base Assessment (SBA), has been introduced in national assessment procedures.⁵

One of these problems arising in classroom-based assessment is teacher individuality for certain. Considering that each teacher employs classroom assessment by acting on their personal beliefs, values, and assumptions, it is not easy to mention about a commonality of practice within the scope of classroom-based assessment.^{6,7}

Assessments are important in teaching and learning because they allow teachers to provide more effective instructions and to establish a basis for evaluating achievement.⁸

Classroom Assessment plays a very important role in teaching and learning. Teachers devote a large part of their preparation time to creating instruments and observations procedures, marking, recording and synthesizing results in informal and formal reports. It is a systematic learner -centered approach used by teachers to determine how much and how well the students are learning. The study aims to have a descriptive investigation of the classroom assessment practices of English language teachers.

The following research Questions guide of this study:

a) What assessment purposes, methods, and procedures do English language teachers follow in their classroom? b) What is the importance of classroom assessment practices for?

Materials and methods

The participants of the study were English language teachers. Total 37 English language teachers participated in this study. Out of 37 participants, 23 of them are female and 14 are male, of the total 37 participants, 67.6% participant had a M.A degree, 13 5% had a doctorate and 18.9% participants had a B.A degree.

Out of total participants 62.2% participants had taken a training on conducting/planning assessment

Data collection tool and data analysis:

The data collection tool is done using pre-validated questionnaire which is developed by Cheng *et al* (2004). Some modifications/changes have been done in the questionnaire as per the need of the study. This questionnaire comprised five parts:

- a) Personal/professional information,
- b) Assessment purposes,
- c) Assessment methods
- d) Procedure of assessment,
- e) Open ended questions

The questionnaire was circulated through Google forms. The reason for selecting Google forms was being its easy access to all the participants.

Statistical analysis

The data obtained from the study was tabulated and entered in Microsoft excel sheet. The level of significance was at 5% (0.05), and the power of the study at 80%. Frequency analysis was done for frequency and proportion. Pearson's Chi square test of proportion was done.

All statistical analysis was done using Statistical Product and Service Solutions (SPSS) Statistics for Windows, Version 21.0. Armonk, NY: IBM Corporation. All statistical analysis was done at 95% Confidence interval and p value less than 0.05 was considered to be statistically significant.

Results

This study was done to analyze classroom assessment practices of English language teachers.

A multi-dimensional descriptive study was conducted by exploring assessment purposes, assessment procedures and assessment methods of English language teachers.

The results indicated uniformity to some extent among English language teachers but in some of the points, there was a significant difference observed.

In this study it was found that of the total 37 participants, 67.6% participants had M.A degree; 13.5% had doctorate and 18.9% participants had

B.A. degree. This difference was statistically significant. (p=0.000) (Table 1)

Table 1: Education of the participants

	Num ber	Percentag e	Chi- square	p value
M.A	25	67.6	19.676	.000*
B.A	7	18.9		
PhD	5	13.5		
Total	37	100		

*p-value <0.05 -statistically significant

Most frequently assessed dimension of language in classroom assessment practices: 18.9% participants said Reading, Writing, Listening, Speaking, Grammar, Vocabulary and only writing as most frequently assessed dimension of language in your classroom assessment practices. While 13.5% participants said only speaking was the frequently assessed dimension. This difference in the responses was found statistically significant. (p=0.027). (Table 2)

Table 2: Most frequently assessed dimension of language in classroom assessment practices

	N	Percentage	Chi-square	P value
Reading, Writing, Listening, Speaking, Grammar, Vocabulary	7	18.9	25.838	0.027*
Writing, Listening, Speaking, Grammar, Vocabulary	2	5.4		
Reading, Writing, Listening, Speaking, Grammar	3	8.1		
Reading, Writing, Listening, Speaking	2	5.4		
Reading, Writing, Listening, Grammar, Vocabulary	2	5.4		
Reading, Writing, Listening, Grammar	2	5.4		
Reading, Listening, Speaking, Grammar, Vocabulary	1	2.7		
Writing, Speaking, Grammar, Vocabulary	1	2.7		
Reading, Writing, Speaking	1	2.7		
Reading Grammar	1	2.7		
writing	7	18.9		
Listening speaking	1	2.7		
Speaking	5	13.5		
Reading	1	2.7		
Grammar	1	2.7		
Total	37	100		

*p-value <0.05 -statistically significant

Least frequently assessed dimension of language in classroom assessment practices: : Listening was chosen by 29.7% as least frequently assessed dimension of language in classroom assessment

practices while 18.9% chose vocabulary, 13.5% said speaking and grammar respectively. This difference was not statistically significant. (p=0.12) (Table 3)

Table 3: Least frequently assessed dimension of language in classroom assessment practices

	N	Percentage	Chi-square	P value
Listening	11	29.7	10.108	0.12
Reading	3	8.1		
Grammar	5	13.5		
Speaking	5	13.5		
Vocabulary	7	18.9		
Writing	2	5.4		
More than one option	4	10.8		
Total	37	100		

*p-value <0.05 -statistically significant

The purpose of classroom assessment practices:

29.7%Participants chose “To gain information about my students ' progress in the targeted domain” as a purpose for classroom assessment practices.16.2% participants wanted to diagnose strengths and weaknesses in their own teaching and instruction. This difference was not statistically significant. (p=0.12

Methods you use to assess your students in

READING skill: Of the total 48.6% participants chose Read aloud/dictation Methods you use to assess your students in READING skill.10.8% chose Self-assessment, Standardized reading test and8.1% chose standardized reading test as a method. This difference was statistically significant. (p<0.05)(Table 4)

Table 4: Methods you use to assess your students in READING skill

	N	Percentage	Chi-square	P value
Read aloud/dictation	18	48.6	29.649	0.000*
Student summaries of what is read.	6	16.2		
Teacher made tests that may involve different types of items (e.g. true /false questions)	5	13.5		
Self-assessment, Standardized reading test	4	10.8		
Peer assessment, Self-assessment	1	2.7		
Standardized reading test	3	8.1		
Total	37	100		

*p-value <0.05 -statistically significant

The methods you use to assess your students in LISTENING and SPEAKING skills:

Majority of participants (45.9%) chose Oral reading/dictation as methods use to assess your students in LISTENING and SPEAKING skills. Oral interviews/dialogues, Oral discussions with each

student, oral presentation/public speaking was chosen by16.2%, 13.5%, 16.2% participants respectively. Self-assessment was chosen by only one participant. This difference was statistically significant. (p=0.000) (Table 5)

Table 5: The methods you use to assess your students in LISTENING and SPEAKING skills

	N	Percentage	Chi-square	P value
Oral reading/dictation	17	45.9	26.405	0.000*
Oral interviews/dialogues	6	16.2		
Oral discussions with each student	5	13.5		
oral presentation/public speaking	6	16.2		
Self-assessment	1	2.7		
Standardized speaking /listening test	2	5.4		
Total	37	100		

*p-value <0.05 -statistically significant

Feedback to the students during courses: Written comments, Conference with student, Mark sheet and Verbal feedback, Mark sheet, Grade sheet were chosen by 8.1% participants as type of feedback provided to students. All the participants chose to give verbal feedback and written comments mark sheet and grade sheet to prove as feedback during course. This difference was not found to be statistically significant. (p>0.05)

Information of final report: Written comments, mark sheet was provided as Information of FINAL REPORT by 29.7% participants. 10.8% chose mark sheet as option while almost all the participant given written comments as one of the options. This difference was found to be statistically significant. (p=0.001) (Table 6)

Table 6: Information of final report

	N	Percentage	Chi-square	P value
Written comments, Teaching diary/log, Conference with student, mark sheet, grade letter	2	5.4	36.378	0.001*
Written comments	2	5.4		
Written comments, Teaching diary/log, Conference with student, mark sheet	3	8.1		
Written comments, Teaching diary/log, Conference with student, mark sheet, grade letter, Other (Please specify):	1	2.7		
Conference with student	2	5.4		
Written comments, Conference with student	2	5.4		
Teaching diary/log, mark sheet	1	2.7		
Teaching diary/log	1	2.7		
Written comments, Teaching diary/log	1	2.7		
mark sheet	4	10.8		
Written comments, mark sheet	11	29.7		
mark sheet, grade letter	3	8.1		
grade letter	1	2.7		
Written comments, mark sheet, grade letter	2	5.4		
Written comments, grade letter	1	2.7		
Total	37	100		

*p-value <0.05 -statistically significant

The importance of classroom assessment practices:
35.1% participants said the importance of classroom assessment practices was for Learners, while 21.6%

chose instruction quality. Almost all the participants chose learners as an option. This difference was statistically significant. (p=0.005) (Table 7)

Table 7: The importance of classroom assessment practices

	N	Percentage	Chi-square	P value
Learners	13	35.1	26.351	0.000*
Instruction quality	8	21.6		
Instruction quality, Instructors, Learners, Institution	5	13.5		
Instructors, Learners	4	10.8		
Instruction quality, Learners	4	10.8		
Instructors	1	2.7		
Instruction quality, Instructors, Learners	1	2.7		
Learners, Institution	1	2.7		
Total	37	100		

*p-value <0.05 -statistically significant

Discussion:

In our study it is found out that 18.9% English language teachers considered reading, writing, listening, speaking, grammar, vocabulary and writing as most frequently assessed dimensions of languages in their classrooms assessment practices. While 13.5% participants said that only speaking was the frequently assessed dimension.

Furthermore, the methods which were used to assess students reading skills were analyzed. After analysis it was reported that 48.6% participants chose read aloud/dictation methods. Thus, this difference in the methods of participants was statistically significant.

Another finding of the study shows that teacher made test were chosen by 62.2 participants as methods used to assess writing skill.

Thus, it is observed that the methods which were used in reading writing listening and speaking by the participants were different and this difference was statistically significant.

The studies conducted on classroom assessment practices of teachers confirm this argument. For instance, the results of investigation on incidents of classroom assessment of elementary school teachers implied that there are different perceptions and attitudes between teachers and

even individual teachers have personal contradictories within themselves.⁹

Moreover, in assessment procedures dimensions, English language teachers reported that they frequently used items “written by myself”. It was selected as primary source for test items and other assessment procedures.

It was also concluded that 27.7%of participants preferred written comments, mark sheet providing to students as information of final reports.

Finally, the study revealed that 35.1%participants said that the importance of classroom assessment practices was for the learners, while 21.6% chose instructions quality.

Almost all the participants chose learners as an option. This different was statistically significant.

Conclusion

First of all, the integration of classroom assessment practices along with the pre- service teachers education curriculum should be done.

In service programs, trainings and workshops should be arranged on the methods, procedures, and purpose of classroom assessment. Teachers should also undergo trainings on planning and conducting assessment.

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