



UNIVERSITI PUTRA MALAYSIA

***ENGLISH LANGUAGE INSTRUCTORS' ASSESSMENT BELIEFS AND
PRACTICES IN THE MALAYSIAN TERTIARY CONTEXT***

NIVEEN R. M. ELSHAWA

FBMK 2016 73



**ENGLISH LANGUAGE INSTRUCTORS' ASSESSMENT BELIEFS AND
PRACTICES IN THE MALAYSIAN TERTIARY CONTEXT**

By

NIVEEN R. M. ELSHAWA

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy**

December 2016

COPYRIGHT

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



DEDICATION

To the soul of my father,

To my compassionate mother,

To my dear husband, Abedelrahim,

To my beloved children: Hala, Mohammad, Ayah,

Leen,

and Huda

To all with my eternal love and gratitude

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Doctor of Philosophy

ENGLISH LANGUAGE INSTRUCTORS' ASSESSMENT BELIEFS AND PRACTICES IN THE MALAYSIAN TERTIARY CONTEXT

By

NIVEEN R. M. ELSHAWA

December 2016

Chairman : Associate Professor Ain Nadzimah bt Abdullah, PhD
Faculty : Modern Languages and Communication

Language assessment can be a valuable tool for giving information regarding language teaching. Given the importance of assessment that has undergone much change, there are important issues that warrant investigation, particularly those related to language instructors. The main objectives of the study were to investigate the English language instructors' beliefs about assessment, the assessment practices that English language instructors use in assessing students' work and the extent to which language instructors' assessment beliefs correspond to their practices. Differences in the assessment beliefs/practices of the English language instructors in terms of TESL qualifications, years of work experience, number of courses taught per week and source of prior assessment training were also investigated.

This study employed an explanatory sequential quantitative driven design. In this design, the researcher collected data through two questionnaires and a semi-structured interview from six Malaysian universities' instructors using a purposive sampling strategy. English language instructors were selected as informative and useful subjects for the study based on two criteria: those who are employed full time, and those who are teaching proficiency courses. Using descriptive statistics, the researcher was able to answer the first two questions of the study. Frequency, percentage, means, and standard deviation (SD) were used to report descriptive data. Pearson correlation coefficient was employed to explore the relation between English language instructors' assessment beliefs and their reported practices. Independent-Samples t-test was used to examine the differences that occurred in the independent variables of the study for the first four hypotheses in both the fourth and the fifth questions of the study, namely: TESL qualification, years of teaching experience, work load and class size. Three one-Way analysis of variance (ANOVA) was employed to examine the differences that occurred among the three groups of the fifth independent variable namely: assessment training.

Analysis of data showed that English language instructors believed that the purpose of assessment was to improve teaching and learning. They tended to use a variety of assessment methods to assess students' language ability in their classrooms giving more weightage on formative assessment (course work) than on summative assessment (final test). Further, they apply process-oriented approach to second language assessment more than product-oriented approach. In addition, they use different types of assessments for every language skill taught in the language unit/center. All correlations between subscales on both assessment beliefs and practices were estimated as positive and statistically significant indicating that instructors' assessment practices were notably dependent on their assessment beliefs. Finally, this study has found out that none of the hypothesized factors influencing assessment beliefs and practices of English language instructors (TESL qualifications, years of work experience, number of courses taught per week and source of prior assessment training) had any significant difference between different categories of teachers depending on those factors.

These findings highlight that instructors should be more empowered in their role as the assessors of students. Their knowledge about what, how, when to assess should be developed through long profession development courses; one-shot workshops or seminars would not be enough to improve instructors' assessment literacy.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

KEPERCAYAAN DAN AMALAN PENILAIAN PENGAJAR BAHASA INGGERIS DALAM KONTEKS TERTIARI MALAYSIA

Oleh

NIVEEN R. M. ELSHAWA

Disember 2016

Pengerusi : Profesor Madya Ain Nadzimah bt Abdullah, PhD
Fakulti : Bahasa Moden dan Komunikasi

Penilaian bahasa boleh menjadi alat yang bernilai untuk memberi maklumat mengenai hasil pembelajaran bahasa. Memandangkan kepentingan penilaian yang telah mengalami banyak perubahan, terdapat isu-isu penting yang memerlukan pemeriksaan, terutamanya yang berkaitan dengan pengajar bahasa. Objektif utama kajian ini adalah untuk mengkaji kepercayaan pengajar bahasa Inggeris terhadap penilaian dan amalan penilaian yang diguna oleh pengajar bahasa Inggeris dalam menilai tugas pelajar dan sejauh mana kepercayaan penilaian pengajar bahasa sesuai dengan amalan mereka. Perbezaan dalam kepercayaan penilaian / amalan penilaian tenaga pengajar bahasa Inggeris dengan: Kelayakan TESL, tahun pengalaman kerja, bilangan kursus yang diajar setiap minggu dan sumber latihan taksiran sebelum turut dikaji.

Kajian ini merupakan reka bentuk penerangan berurutan kuantitatif. Dalam reka bentuk ini, pengkaji telah mengumpul data melalui dua soal selidik dan temu bual separa berstruktur daripada enam universiti di Malaysia menggunakan strategi persampelan bertujuan. Pengajar bahasa Inggeris telah dipilih sebagai subjek untuk mendapat maklumat untuk tujuan kajian berdasarkan dua kriteria, iaitu pengajar yang bekerja sepenuh masa dan yang mengajar kursus kemahiran. Melalui penggunaan statistik deskriptif, pengkaji dapat menjawab persoalan kajian pertama. Kekerapan, peratusan, min dan sisihan piawai (SD) telah digunakan untuk melaporkan data deskriptif. Pearson pekali korelasi telah digunakan untuk menjelaskan hubungan antara kepercayaan pengajar bahasa Inggeris dan laporan amalan penilaian mereka. Sampel bebas ujian-t telah digunakan untuk mengkaji perbezaan yang berlaku pada pembolehubah bebas kajian itu untuk empat hipotesis pertama dalam soalan keempat dan kelima. Analisis ANOVA telah digunakan untuk mengkaji perbezaan yang berlaku di kalangan tiga kumpulan pembolehubah bebas yang kelima iaitu latihan penilaian.

Analisis data menunjukkan bahawa tenaga pengajar bahasa Inggeris percaya bahawa tujuan penilaian adalah untuk meningkatkan proses pengajaran dan pembelajaran. Mereka cenderung untuk menggunakan pelbagai kaedah penilaian untuk menilai keupayaan bahasa pelajar di dalam kelas mereka memberi lebih wajaran kepada penilaian formatif (kerja kursus) berbanding penilaian sumatif (ujian akhir). Selanjutnya, mereka menggunakan pendekatan berorientasikan proses penilaian bahasa kedua lebih daripada pendekatan berorientasikan produk. Selain itu, mereka menggunakan jenis penilaian untuk setiap kemahiran bahasa yang diajarkan di unit bahasa / pusat. Semua hubungan antara sub skala pada kedua-dua kepercayaan dan amalan penilaian dianggarkan sebagai positif dan signifikan secara statistik yang menunjukkan bahawa amalan penilaian pengajar khususnya bergantung kepada kepercayaan penilaian mereka. Akhir sekali, kajian ini telah mendapati bahawa tidak ada faktor-faktor hipotesis mempengaruhi kepercayaan penilaian dan amalan tenaga pengajar bahasa Inggeris (kelayakan TESL, tahun pengalaman kerja, bilangan kursus yang diajar setiap minggu dan sumber latihan taksiran sebelum) mempunyai perbezaan yang signifikan antara kategori guru yang berbeza bergantung kepada faktor-faktor tersebut.

Penemuan ini menekankan bahawa pengajar perlu diberi lebih kuasa dalam peranan mereka sebagai penilai pelajar. Pengetahuan mereka tentang apa, bagaimana, bila untuk menilai perlu dibangunkan melalui kursus-kursus pembangunan profesyen. Bengkel dan seminar seharusnya tidak memadai untuk meningkatkan literasi penilaian pengajar.

ACKNOWLEDGEMENTS

First and foremost, all praise of gratitude and thankfulness are due to the Almighty Allah for enabling me to complete this work, and peace and blessings of Him be upon His Messenger Muhammad, who said, "Whoever does not thank people (for their favors) is not thankful to the Almighty God." This study would not have been possible without the support and assistance of several dedicated people. I would like to thank them, and I ask Allah to reward them on my behalf.

First, I would especially like to thank my supervisor, Dr. Ain Nadzimah BT Abdullah, for taking time to encourage, support, and give suggestions that helped me finalize this study. One simply could not wish for more softhearted supervisor. I would also like to express my sincere appreciation to the member of my thesis committee, Dr. Sabariah BT MD Rashid: the many discussions with her and the insightful criticism of the work have steered this study in the right direction. Sincere appreciations are due to Prof. Chan Swee Heng who shared her knowledge and experience by providing methodological and practical guidance in this thesis.

I am also deeply grateful to all English instructors who participated in my study for their time, effort, and insightful comments. Especially, I would like to thank Prof. Nurfaridah, Ms. Juliana, Dr. Zarina and Datin Zurida for helping me reach English instructors in their language units/centers. I am also grateful to Dr. Thaharah for the fruitful discussions we had sharing her experience in the field of my study. Finally, Prof. Jusang, Dr. Zainol Abidin and Dr. Zain deserve special words of gratitude for helping me comprehend the statistical analysis procedures needed for my study.

My deepest thanks go to my family, the most important people in my life, for their continuous love, support, and encouragement. Thanks to my mother who brought me into this world and prayed for me all the time. Most importantly, my special thanks are due to my best friend and husband Abedelrahim for his love, support, and understanding during this journey. Abu Muhammad, thank you for being here with me and believing in me all the time. Thank you for all the time that you have trusted me and patiently listened to me while pursuing our dreams in Malaysia! It is time to thank my lovely children: Hala, Mohammad, Ayah, Leen and Huda for their unconditional love, sacrifice and support. Hala, my eldest daughter, deserved special thanks and prayers for her technical support throughout the process of typing the thesis.

Lastly, I would like to thank Allah for blessing me to pursue my graduate study in Malaysia. I would like to say that it has been a wonderful experience to meet such a wide variety of people, to live in a different culture, and to be part of an intellectual community during these years.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Ain Nadzimah bt Abdullah, PhD

Associate Professor

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Chairman)

Sabariah bt MD Rashid, PhD

Senior Lecturer

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Member)

Ramiza Binti Darmi, PhD

Senior Lecturer

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Member)

ROBIAH BINTI YUNUS, PhD

Professor and Dean

School of Graduate Studies

Universiti Putra Malaysia

Date:

Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software

Signature: _____ Date: _____

Name and Matric No: Niveen R. M. Elshawa / GS30909

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

Signature: _____

Name of Chairman
of Supervisory
Committee:

Associate Professor Dr. Ain Nadzimah bt Abdullah

Signature: _____

Name of Member
of Supervisory
Committee:

Dr. Sabariah bt MD Rashid

Signature: _____

Name of Member
of Supervisory
Committee:

Dr. Ramiza Binti Darmi

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xv
LIST OF FIGURES	xxiii
LIST OF APPENDICES	xxiv
 CHAPTER	
1 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Problem Statement	3
1.3 Objectives of the study	6
1.4 Theoretical Underpinning	7
1.4.1 Learning Theory	7
1.4.2 Second Language Acquisition	11
1.4.3 English Language Proficiency	11
1.4.4 Educational Assessment	13
1.4.5 Assessment Theory	13
1.4.6 English Language Proficiency Assessment	14
1.5 Significance of the Study	15
1.6 Definition of Key Terms	15
 2 LITERATURE REVIEW	 17
2.1 Introduction	17
2.2 Definition of Assessment	17
2.3 Language Assessment and Testing	18
2.4 Assessment in the Higher Education Institutions	19
2.5 The Development of Assessment Theory and Practice in Higher Education	19
2.6 Key Ideas Influencing Instructors' Views and Practice of Assessments	20
2.6.1 Purposes of Assessment	20
2.6.2 Enhancing Learning by Enhancing Assessment	22
2.7 Re-positioning the Role of Assessment in the Higher Education Institutions	23
2.8 Language Assessment and its History	23
2.8.1 Pre-scientific	24
2.8.2 Psychometric	24
2.8.3 Communicative/ Integrative	24
2.8.4 Performance/ Task based	24
2.8.5 Product-oriented and Process-oriented Assessment	25

2.8.6	Alternative Assessment	26
2.8.6.1	Self and Peer Assessment	26
2.8.6.2	Portfolio Assessment	27
2.8.6.3	Conference Assessment	27
2.8.7	Testing Techniques for Second Language Assessments	28
2.8.7.1	Closed Techniques	28
2.8.7.2	Open-ended Techniques	30
2.9	Communicative Language Assessment	31
2.9.1	Principles of Communicative Language Assessment	32
2.9.2	Characteristics of Communicative Language Assessment	33
2.9.3	Tasks in Communicative Language Assessment	33
2.9.4	Scoring Language Tests Tasks	34
2.10	English Language Teachers' Assessment Knowledge and Beliefs	36
2.10.1	Sources of Teachers' Beliefs	37
2.10.2	Relationship between Beliefs, Practices, and Contexts	39
2.11	Investigating English Language Teachers' Assessment Beliefs and Practices	40
2.12	Investigating Instructors' Assessment Beliefs and Practices in the EFL/ESL Tertiary Context	42
2.13	Chapter Summary	47
3	METHODOLOGY	49
3.1	Introduction	49
3.2	Research Design	49
3.3	Research Setting and Population	51
3.4	Sampling	52
3.5	The Research Instrumentation	52
3.5.1	Survey Questionnaire Development	53
3.5.1.1	Validity	53
3.5.1.2	Reliability	60
3.5.2	Interview Guide Development	61
3.6	Ethical Considerations	62
3.7	Data Collection Procedures	62
3.7.1	Quantitative Data Collection	62
3.7.2	Qualitative Data Collection	63
3.8	Data Analysis Procedure	64
3.8.1	Quantitative Data Analysis	64
3.8.1.1	Preparing the Data for Analysis	65
3.8.1.2	Exploring the Data – Descriptive Analysis	65
3.8.1.3	Analyzing the Data- Inferential Analysis	66

	3.8.1.4	Representing and Interpreting the Results	68
	3.8.2	Qualitative Data Analysis	68
3.9		Chapter Summary	69
4		RESULTS AND DISCUSSION	70
4.1		Introduction	70
4.2		Demographic Information	70
	4.2.1	Demographic Information of the Questionnaires Respondents	70
	4.2.1.1	Demographic Information on Respondents' Years of Teaching Experience	70
	4.2.1.2	Demographic Information on Respondents' Academic Qualifications in TESL	71
	4.2.1.3	Demographic Information on the Number of Courses Taught	71
	4.2.1.4	Demographic Information on the Respondents' Class Size	72
	4.2.1.5	Demographic Information on the Respondents' Assessment Training	72
	4.2.2	Demographic Information of the Interviewees	73
4.3		Findings of the Study	73
	4.3.1	English Language Instructors' Assessment Beliefs	74
	4.3.1.1	Beliefs about Assessment Purposes	74
	4.3.1.2	Beliefs about Methods and Techniques of Assessment	76
	4.3.1.3	Beliefs about Feedback, Grading and Reporting of Grades	81
	4.3.1.4	Beliefs about Types of English Language Skills Assessment	85
	4.3.2	English Language Instructors' Assessment Practices	90
	4.3.2.1	Practices Related to Assessment Purposes	91
	4.3.2.2	Practices Related to Methods and Techniques of Assessment	94
	4.3.2.3	Practices Related to Feedback, Grading and Reporting of Grades	100
	4.3.2.4	Practices Related to types of English Language Skills Assessment	108
	4.3.3	Relationship between Beliefs and Practices	115
	4.3.3.1	Beliefs vs. Practices Regarding Assessment Purposes	116

4.3.3.2	Beliefs vs. Practices Regarding Methods and Techniques of Assessment	117
4.3.3.3	Beliefs vs. Practices Regarding Feedback, Grading and Reporting of Grades	117
4.3.3.4	Beliefs vs. Practices Regarding Types of English Language Skills Assessment	118
4.3.4	Assessment Beliefs Differences by Demographic Variables	121
4.3.4.1	Comparison of the English Instructors' Beliefs by Class Size	122
4.3.4.2	Comparison of the English Language Instructors' Beliefs by Years of Teaching Experience	125
4.3.4.3	Comparison of the English Language Instructors' Beliefs by TESL Qualification	128
4.3.4.4	Comparison of the English Language Instructors' Beliefs by Number of Courses Taught	132
4.3.4.5	Comparison of the English Language Instructors' Beliefs by Assessment Training	135
4.3.5	Assessment Practices Differences by Demographic Variables	138
4.3.5.1	Comparison of the English Language Instructors' Assessment Practices by Class Size	139
4.3.5.2	Comparison of the English Language Instructors' Assessment Practices by Years of Teaching Experience	142
4.3.5.3	Comparison of the English Language Instructors' Assessment Practices by TESL Qualification	146
4.3.5.4	Comparison of the English Language Instructors' Assessment Practices by Number of Courses Taught	149
4.3.5.5	Comparison of the English Language Instructors' Assessment Practices by Assessment Training	153
4.4	Discussion	155
4.4.1	English Language Instructors' Assessment Beliefs and Practices	156
4.4.1.1	Beliefs and Practices Related to Assessment Purposes.	156

4.4.1.2	Beliefs and Practices Related to Methods and Techniques of Assessment	158
4.4.1.3	Beliefs and Practices Related to Feedback, Grading and Reporting of Grades	159
4.4.1.4	Beliefs and Practices Related to Types of English Language Skills Assessment	161
4.4.2	Relationship between English Language Instructors' Beliefs and Practices of Assessment	162
4.4.3	Factors Influencing Assessment Beliefs and Practices of English Language Instructors	163
4.5	Chapter Summary	166
5	CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS	167
5.1	Introduction	167
5.2	Summary of Key Findings	167
5.3	Implications of the Study	170
5.4	Contributions of the Study and Recommendations for Future Research	171
5.5	Limitations of the Study	172
5.5.1	Sampling	172
5.5.2	Instrument	173
5.6	Concluding Remarks	173
	BIBLIOGRAPHY	175
	APPENDICES	195
	BIODATA OF STUDENT	211
	PUBLICATION	212

LIST OF TABLES

Table	Page
3.1 Structure of the questionnaire	59
3.2 Reliability Statistics for the Assessment Beliefs survey questionnaire	60
3.3 Reliability Statistics for the Assessment Practices survey Questionnaire	60
3.4 Rate of Return of English Language Instructors' survey	63
3.5 Quantitative Data collection product	63
3.6 Qualitative Data collection product	64
4.1 Frequency distribution of English Language Instructors' Years of ESL teaching experience	71
4.2 Frequency distribution of English Language Instructors' academic qualifications in TESL	71
4.3 Frequency distribution of English language instructors' number of courses taught	71
4.4 Frequency distribution of English language instructors' class size	72
4.5 Frequency distribution of English language instructors' classroom assessment training	72
4.6 Demographic information of interviewees	73
4.9 Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about the Instructional purposes of Assessment	75
4.10 Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about the student-centered purposes of Assessment	76
4.11 Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about the Assessment Format	77
4.12 Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about the sources used to construct assessment items / tasks	78

4.13	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about types of assessment	80
4.14	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about time of preparing and conducting of assessment	81
4.15	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about components of final grades	82
4.16	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about marking scheme/criteria	83
4.17	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about giving feedback and reporting final grade	84
4.18	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about students' role in the marking process	85
4.19	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Traditional Types of Reading Skill Assessment	86
4.20	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Alternative Types of Reading Skill Assessment	86
4.21	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Traditional Types of Writing Skill Assessment	87
4.22	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Alternative Types of Writing Skill Assessment	88
4.23	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Traditional Types of Listening Skills Assessment	89
4.24	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Alternative Types of Listening Skill Assessment	89
4.25	Frequency, Percentage, Mean and Standard Deviation of the Assessment Beliefs about Types of Speaking Skill Assessment	90

4.26	Frequency, Percentage, Mean and Standard Deviation of the Assessment practices related to the assessment purposes of informing instruction	92
4.27	Frequency, Percentage, Mean and Standard Deviation of the Assessment practices related to the assessment purposes of improving learning	92
4.28	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices about the Assessment Format	95
4.29	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices about the sources used to construct assessment items / tasks	96
4.30	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices about types of assessment	98
4.31	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices related to time of preparing and conducting of assessment	99
4.32	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices related to components of final grades	101
4.33	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices about marking scheme/criteria	103
4.34	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices related to feedback and reporting final grade	104
4.35	Frequency, Percentage, Mean and Standard Deviation of the Assessment Practices about students' role in the marking process	107
4.36	Frequency, Percentage, Mean and Standard Deviation of the practices related to using traditional Types of Reading Skill Assessment	109
4.37	Frequency, Percentage, Mean and Standard Deviation of the practices related to using alternative Types of Reading Skill Assessment	110
4.38	Frequency, Percentage, Mean and Standard Deviation of the practices related to using Traditional Types of Writing Skill Assessment	111

4.39	Frequency, Percentage, Mean and Standard Deviation of the practices related to using Alternative Types of Writing Skill Assessment	112
4.40	Frequency, Percentage, Mean and Standard Deviation of the practices related to using Traditional Types of Listening Skill Assessment	113
4.41	Frequency, Percentage, Mean and Standard Deviation of the practices related to using Alternative Types of Listening Skill Assessment	114
4.42	Frequency, Percentage, Mean and Standard Deviation of the practices related to using different Types of Speaking Skill Assessment	115
4.43	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the Assessment Purposes of the 67-item questionnaire	116
4.44	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the Methods and Techniques of Assessment of the 67-item questionnaire	117
4.45	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the Feedback, Grading and Reporting of Grades of the 67-item questionnaire	118
4.46	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the Types of Reading Skill assessment of the 67-item questionnaire	119
4.47	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the Types of Writing Skill assessment of the 67-item questionnaire	119
4.48	Intercorrelations among Beliefs and Self-Reported Practices Subscale of the traditional Types of Listening Skill assessment of the 67-item questionnaire	120
4.49	Independent Samples t-test for Beliefs about assessment purposes and 4.50: Independent Samples t-test for Beliefs about methods of assessing Reading skill and class size	122
4.50	Independent Samples t-test for Beliefs about methods of assessing Reading skill and class size	123
4.51	Independent Samples t-test for Beliefs about methods of assessing Writing skill and class size	124

4.52	Independent Samples t-test for Beliefs about methods of assessing Listening skill and class size	124
4.53	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and class size	125
4.54	Independent Samples t-test for Beliefs about assessment purposes and years of teaching experience	126
4.55	Independent Samples t-test for Beliefs about methods of assessing Reading skill and years of teaching experience	126
4.56	Independent Samples t-test for Beliefs about methods of assessing Writing skill and years of teaching experience	127
4.57	Independent Samples t-test for Beliefs about methods of assessing Listening skill and years of teaching experience	128
4.58	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and years of teaching experience	128
4.59	Independent Samples t-test for Beliefs about assessment purposes and academic qualification in TESL	129
4.60	Independent Samples t-test for Beliefs about methods of assessing Reading skill and TESL qualifications	130
4.61	Independent Samples t-test for Beliefs about methods of assessing Writing skill and TESL qualifications	131
4.62	Independent Samples t-test for Beliefs about methods of assessing Listening skill and TESL qualifications	131
4.63	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and TESL qualifications	132
4.64	Independent Samples t-test for Beliefs about assessment purposes and number of courses taught	133
4.65	Independent Samples t-test for Beliefs about methods of assessing Reading skill and number of courses taught	133
4.66	Independent Samples t-test for Beliefs about methods of assessing Writing skill and number of courses taught	134
4.67	Independent Samples t-test for Beliefs about methods of assessing Listening skill and number of courses taught	135

4.68	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and number of courses taught	135
4.69	Means and Standard Deviations Comparing Three Assessment Training Groups	136
4.70	Means and Standard Deviations Comparing Three Assessment Training Groups	136
4.71	Means and Standard Deviations Comparing Three Assessment Training Groups	137
4.72	Means and Standard Deviations Comparing Three Assessment Training Groups	137
4.73	Means and Standard Deviations Comparing Three Assessment Training Groups	138
4.74	Independent Samples t-test for reported practices regarding assessment purposes and class size	139
4.75	Independent Samples t-test for reported Practices of methods for assessing Reading skill and class size	140
4.76	Independent Samples t-test for Beliefs about methods of assessing Writing skill and class size	141
4.77	Independent Samples t-test for Beliefs about methods of assessing Listening skill and class size	142
4.78	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and class size	142
4.79	Independent Samples t-test for practices about assessment purposes and years of experience	143
4.80	Independent Samples t-test for practices about methods of assessing Reading skill and years of teaching experience	144
4.81	Independent Samples t-test for practices about methods of assessing Writing skill and years of teaching experience	144
4.82	Independent Samples t-test for Beliefs about methods of assessing Listening skill and years of teaching experience	145
4.83	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and class size	146
4.84	Independent Samples t-test for practices about assessment purposes and TESL qualifications	146

4.85	Independent Samples t-test for practices about methods of assessing Reading skill and TESL qualifications	147
4.86	Independent Samples t-test for practices about methods of assessing Writing skill and TESL qualifications	148
4.87	Independent Samples t-test for Beliefs about methods of assessing Listening skill and TESL qualifications	148
4.88	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and TESL qualifications	149
4.89	Independent Samples t-test for practices about assessment purposes and number of courses taught	150
4.90	Independent Samples t-test for practices about methods of assessing Reading skill and number of courses taught	150
4.91	Independent Samples t-test for practices about methods of assessing Writing skill and number of courses taught	151
4.92	Independent Samples t-test for Beliefs about methods of assessing Listening skill and years of teaching experience	152
4.93	Independent Samples t-test for Beliefs about methods of assessing Speaking skill and class size	152
4.94	Means and Standard Deviations Comparing Three Assessment Training Groups	153
4.95	Means and Standard Deviations Comparing Three Assessment Training Groups	154
4.96	Means and Standard Deviations Comparing Three Assessment Training Groups	154
4.97	Means and Standard Deviations Comparing Three Assessment Training Groups	155
4.98	Means and Standard Deviations Comparing Three Assessment Training Groups	155

LIST OF FIGURES

Figure		Page
1.1	Three domains of interacting in implementing constructively aligned teaching and learning	9
1.2	Constructive Alignment Model of Course Design	10
1.3	Gottlieb View of Academic Language Proficiency	12
2.1	Re- positioning the role of assessment	23
3.1	Sequential explanatory design: participant selection model	50
3.2	The data preparation process	64

LIST OF APPENDICES

Appendix		Page
A	TIERNEY'S PRINCIPLES OF ASSESSMENT	195
B	ASSESSMENT BELIEFS & PRACTICES QUESTIONNAIRE	197
C	INTERVIEW GUIDE	204
D	CONSENT LETTER TO PARTICIPANTS	207
E	AN EXCERPT FROM AN INTERVIEW TRANSCRIPTION	208
F	INSTRUCTORS' INTERVIEW SHEETS	209

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

The English language has become a universally accepted language of networking and communication. Students in this communication and information age will not be able to participate effectively and efficiently in the local and global dissemination of knowledge if they do not master the English language well. In addition, countries are developing closer social and political relationships, where the command of English as a language of international understanding and communication is becoming essential for promoting collaboration, peace and friendly relations. In this regard, Singh et al. (2002) noted, "the emerging workforce needs to be able to listen, speak, read and write persuasively, critically interpret and analyze information in English, carry out complex negotiations and collaborations in English." (Pandian, 2008:288).

Thus, in recent years, there has been an increasing interest in tertiary educational institutions as a vital component of today's infrastructure. These institutions are considered essential for fueling economic development and sustainable growth. Students who take up courses in public and private higher education institutions, aim for a wide array of job opportunities that will enable them to be a part of the competitive workplace which will grant them social well-being and future prosperity (Kaur and Pandian, 2010). However, in the last two decades, there had been an increase in unemployment, especially among graduates of public universities. In this light, higher education today, faces greater challenges to produce graduates who can cope with the new global workplace needs. In line with such needs, the 21st century economies and knowledge societies appear to urge for new forms of knowledge and competencies for graduates to acquire from institutions of higher learning (Kaur and Pandian, 2010).

As part of its reaction to current needs, The Ministry of Higher Education in Malaysia launched a study on university curricula and workplace literacy (MOHE, 2008). The study found that unemployment among graduates was related to several dimensions highlighted in the employability skills framework needed in the 21st century. One of the dimensions was basic literacy skills including that of language. Unemployed Malaysian graduates were reported to be weak in English proficiency and had difficulty in presenting themselves during job interviews (Kaur and Pandian, 2010). The lack of English language proficiency among graduates is one factor that appears to suppress the aspirations of the graduates and produces negative reactions in the recruiter.

The awareness of the decline in the command of the English language has led to increased efforts to educate and train students in communicating in the language in order to help those secure jobs upon graduation. In the Malaysian education system, English is taught as a subject in the school curriculum at both the Primary and Secondary level and obtaining a pass in English is not a requirement for proceeding to a higher level. This means that even if students failed the English paper, they could still get through the major exams held during secondary three and five (Mohaida Mohin, 2006). However, at tertiary level, students must be proficient in English in order to gain access to most academic texts and research materials, which are mainly written in English. This does not only hold true for local students but also for international students studying in these universities.

In Malaysia, the medium of instruction in schools is the Malay language (also known as Bahasa Malaysia) but the linguistic reality is towards multilingualism with English as an important second language. The significance of English certainly cannot be denied. In the Malaysian context, an individual cannot do without English when dealing with the international community (Norizan Md et al., 2010). In short, a knowledgeable and competent Malaysian individual must be proficient in *Bahasa Malaysia* and at the same time, he/she must be equally adept at using international languages [English] in line with current needs.

In the Malaysian educational context, the development of human capital aims to ensure that her citizens possess the knowledge and expertise to enable them to participate in various types of employment. (*Rancangan Malaysia Ke-9 Pelan Induk Pembangunan Pendidikan 2006-2010, 2006*) (*THE NINTH MALAYSIA PLAN – EDUCATION DEVELOPMENT MASTER PLAN 2006-2010, 2006*). To develop human capital for the country, higher education institutions have developed various programs for their undergraduates and postgraduates to contribute to nation. For this purpose, there is a need to continually enhance and strengthen the curriculum at higher education institutions (Norizan Md et al., 2010).

Implementers of curriculum inevitably are the academic staff who can be considered as an integral resource that is a corner stone for the achievements of an institution. Higher education institutions that aspire to achieve world-class ranking need to recruit and retain the best instructors (Norizan Md et al., 2010). Distinctive and reputable instructors are those who can contribute to the development of their field of study, develop the pedagogy or innovate in teaching and learning. Their academic leadership must also be relevant to the vision and strategic objectives of the institution that they are working in.

In carrying out their duties, assessment knowledge and training are essential parts of their experience especially when they take on the role of custodians of quality performance of their students. Therefore, an instructor's assessment knowledge and competence can be influencing factors in undermining or

encouraging students' learning in the classroom. With such a prominent role, assessment and testing issues have begun to witness increasing emphasis in the agenda of higher educational institutions around the world. In recent years, there has been an increasing interest in public accountability, standards and the imposition of more stringent reporting requirements to ensure quality and to meet the educational objectives.

It has become increasingly difficult to ignore the fact that higher educational institutions have introduced a variety of testing and assessment procedures in order to make decisions on selection, clarification and achievement (Brindley, 2001). These range from the use of standardized proficiency tests to outcome-based learning systems, which require university instructors to report on learners' progress and achievement against predetermined attainment targets.

1.2 Problem Statement

Currently, there is an increasing recognition that changes are necessary in the educational higher institutions. This is clearly reflected in their focus on the need for accountability system of assessment.

According to Bachman and Palmer (1996), far too little attention has been paid to the assessment practices used by instructors in the teaching of English proficiency courses, though, it is a topic of concern to those involved in education and can be a valuable tool for giving information regarding language teaching. Assessment, therefore, provides insights into goals for language teaching as well as language learning.

Most research to date has tended to focus on the assessment practices used by teachers in regular school classrooms (e.g. Brown, 2006; Remesal, 2007; Karp and Woods, 2008; Harris and Brown, 2009; Davis and Neitzel, 2011; Barnes, Fives & Dacey, 2015; Azis, 2012, 2014, 2015) and prospective teachers (Wang et al., 2010; Leighton et al. 2010; Brown and Remesal, 2012; Dayal & Lingam, 2015) rather than by university instructors. Interestingly, however, the studies on assessment beliefs and practices employed by instructors at the tertiary level are relatively increasing in the last few years (e.g. Zubairi, Sarudin & Nordin, 2008, Brown and Remesal, 2012; Postareff et al, 2012; Matovu & Zubairi, 2014, 2015). In fact, there is a dearth of research on how EFL/ESL university instructors view and practice assessment (e.g. Muñoz, Palacio & Escobar, 2012).

Given the importance of assessment that has undergone much change, there are important issues that warrant investigation. During the last two decades, some important changes have been identified in the literature on how assessment has changed in higher education (White, 2009). Holroyd (2000) summarized the general patterns of change in seven key findings. The first is

the growing concern of how to enhance assessment learning purposes instead of accountability and certification purposes. Next comes an increasing emphasis on formative aspects of assessment rather than end-of-course assessment. The third is the focus on a standardized model for assessment using criterion-referenced assessment and being less focused on a measurement that contains norm-referenced assessment. Another important point is the focus on giving constructive feedback rather than just awarding marks, grades and summary labels. Using multiple methods of assessment rather than depending on one main method—summative assessment—is also an evident change. In addition to this is the use of self and peer assessment rather than depending on assessment by teaching staff alone. The conclusive remark is to consider assessment as part of the teaching process rather than an activity-taking place at the end of teaching (White, 2009). Thus, the current study was an attempt to investigate the English language instructors' assessment beliefs and practices compliance with those current and improved trends in assessment in the Malaysian higher education context.

A number of recent research strands in second language learning have heightened the need for conducting studies that are interested in instructors' beliefs and practices (Shohamy et.al, 2008). Accordingly, the interest to conduct this study originated from the following strands. First, there is an increasing recognition of the need to connect theories of second language learning to the application of testing as part of learning (Bachman & Cohen, 1998). Second, regarding classroom and formative assessment, there is an increasing focus on the importance of incorporating learning and assessment and to the teacher's double role as instructor and assessor (Leung, 2004; Rea-Dickens, 2008).

With the above in mind, this study attempts to bring together these emerging research areas to find out the connections between theories and concepts of English language proficiency on the one hand, and teachers' assessment beliefs and practices on the other. The main aim of this study is to explore English language instructors' assessment beliefs and practices in the Malaysian tertiary context. In addition, none of the studies done on assessment practices has been directed towards analyzing institutional and personal factors influencing assessment practices among English language instructors in Malaysian universities.

Therefore, the researcher believes that there is a critical and pressing need for conducting this study, which aims to fill the gap in research on English language instructors' assessment beliefs and practices for two main reasons. First, research is still lacking in the field of assessment of EFL/ESL at tertiary education. The last two decades have seen the evolution of a new form of research in applied linguistics that are focused on second language teachers' cognition (Borg, 2006; Freeman, 2002). Language teachers' beliefs and their influence on teachers' practices are one strand that has evolved from the new focus on teacher cognition (Borg, 2006). In this respect, Johnson (1994:439) predicted that, "research on teachers' beliefs would ultimately become one of

the most valuable psychological constructs for teaching and teacher education". Second, regarding the Malaysian context, this study will add to the literature that specifically addresses the area of English language instructors' assessment beliefs and practices in the tertiary context.

Empirical research on teachers' beliefs and perceptions aims to study beliefs in a wide variety of contexts and to discover the underlying factors that constrain or facilitate these beliefs to be translated into practice. In line with this, cross-cultural research suggest that teachers' conceptions of assessment differ across contexts and these differences reflect teachers' internalization of their society's cultural priorities and practices (Brown and Harris, 2009; Brown, Lake, & Matters, 2009, 2011 and Barnes, Fives & Dacey, 2015). Thus, it appears that understanding assessment in the Malaysian tertiary context may help to explain cross-cultural differences in teachers' conceptions of assessment noted in the literature.

Moreover, specifically, the existing research on second language (L2) teachers' beliefs has been limited in several ways. One limitation is the context of such research. Much of the research have been carried out in Western or developed countries with teachers who speak the target language as their home language. Another limitation according to literature is the classroom setting which consists mostly of small groups of motivated adult students (Borg, 2006; Andrews, 2007).

Therefore, due to such contextual gaps in the literature, Borg (2006) asserts that there is an imperative need for research into the beliefs of teachers in less developed, non-Western contexts, and teachers who are non-native speakers of the target language and who teach large classes of mixed ability learners.

Furthermore, according to recent studies in the field of assessment, a number of significant factors were attributed as influencing assessment practices of the teachers: subject area or specialization of the academic staff (Dunca & Noonan, 2007; Koloi-Keaikitse, 2012); academic staff qualifications or years of experience (Noordin & Jusoff, 2009; Masole, 2011; Matovu and Zubairi, 2014, 2015; Sato *et al.*, 2008); class size (Graue *et al.*, 2007; Bennel & Molwane, 2008; Masole, 2011) and finally assessment training (Duncan & Noonan, 2007; Masole, 2009; Phamotse *et al.*, 2011; Matovu and Zubairi, 2014, 2015). However, in most of these studies primary and secondary schools' teachers were investigated. None of these studies has been directed towards analyzing the factors influencing assessment practices and beliefs among English language instructors in the tertiary context particularly in Malaysian universities. Therefore, there was a need to conduct a study in this field of assessment. Thus, one hypothesis may be that the beliefs held and practices applied by participants in the current study were influenced by those factors.

Hence, it is anticipated that this study would assist in addressing this gap in the literature. It takes place within a Malaysian tertiary context. Malaysian English language instructors' beliefs about assessment and the impact of these beliefs upon their classroom practices related to the learning of the English language for proficiency purposes are investigated. This is important in light of the consensus in ESL/EFL teacher research literature that teachers' beliefs have a critical impact on their practice in the classroom (Borg, 2006; Flores, 2005; Phipps & Borg, 2009).

1.3 Objectives of the Study

The main intent of the current study is to explore English language instructors' assessment beliefs about assessment and their classroom practices in the Malaysian tertiary context. It is intended that this study would clearly identify these beliefs and practices in the Malaysian tertiary context. The research objectives of this study center on exploring the beliefs about assessment that English language instructors have and identifying the practices of those English language instructors in their students' assessment. Specifically, the study seeks answers to the following questions:

- 1) What are English language instructors' beliefs about language assessment in the Malaysian tertiary context?
- 2) What are the assessment practices carried out by English language instructors in assessing language use in the Malaysian tertiary context?
- 3) To what extent do English language instructors' assessment beliefs correspond to their practices in the Malaysian tertiary context?
- 4) Is there a significant difference in the assessment beliefs of the English language instructors by:
 - a. TESL qualification,
 - b. years of work experience,
 - c. number of courses taught per week,
 - d. number of students in class, and
 - e. source of prior assessment training.
- 5) Is there a significant difference in the assessment practices of the English language instructors by:
 - a. TESL qualification,
 - b. years of work experience,
 - c. number of courses taught per week,
 - d. number of students in class, and
 - e. source of prior assessment training.

1.4 Theoretical Underpinning

When discussing assessment and English language proficiency, it is integral to review relevant language learning theories, mainly, second language acquisition. This is important to figure out how to evaluate and assess progress and proficiency for students at different levels of ability (Rasmussen, 2008). However, since language acquisition has its roots in learning theory, it, therefore, must be part of the discussion.

1.4.1 Learning Theory

Some notable learning theories have been developed from the work of Skinner, who looked at learning behavior as responding to external stimulus, along with Piaget and Vygotsky who provided different perspectives as to how children learn. Those learning theories can be characterized very simply in two contrasting traditions that can be described as "Scientific Management" and "Progressivism" (Wink & Putney, 2002:3). The Scientific Management school of thought looked at the classroom as a workplace, emphasizing efficiency and receptive skills for students, such as listening and responding with appropriate behavior. Learning is understood as a response to outside stimulus in this viewpoint. Outcomes-based education, standards, and assessments that yield quantifiable information, are typically viewed as programs based on these theories. "The historical roots of the management approach eventually took on other names in schools: behaviorism, positivism, traditional and back-to-basics" (Wink & Putney, 2002:3).

On the other hand, Progressivism was popularized at the turn of the last century, primarily because of the work of Dewey (1944), and contrasts with the scientific management school of thought in that it focuses on the child's role in learning. Progressivism supports an approach to learning that emphasizes collaboration and discovery. Dewey considered community and social interactions as important aspects of learning for children. He restructured classrooms to allow students to interact, work cooperatively and explore learning activities together.

Interestingly, constructivism has its roots in progressivism, which looks at learning as highly complex and multifaceted. Constructivists see learning and language development as, first, a very human activity. Yet, there is much in growth and development that cannot necessarily be predicted, determined, or completely understood. Thus, the need to understand the student as an individual, who learns through his or her own unique skills, abilities, and way of constructing meaning, is integral to an understanding of learning. "The most important contribution of the constructivist model to instruction is its focus on the learner's active participation in constructing meaning rather than passive acquisition of reading and composition skills and knowledge" (Dixon-Krauss, 1996:18).

Vygotsky, a pioneer in social constructivist theory, proposed an interactive viewpoint of learning reminiscent of Dewey's emphasis on the importance of experience and community in language development. Contradictory to a more technological and behaviorist point of view characterized by the Scientific Management theories, Vygotsky believed that the child's reason was socially constructed through interaction with adults and peers. The development of higher cognitive functions was a mediated activity, which occurred first during social interaction and that language "carries with it the meanings and intentionality of those who came before us and who now use the same tool to make meaning with us" (Wink & Putney, 2002:3).

This social constructivist view of learning and language acquisition looks at child development holistically and emphasizes the problem solving and discovery that children carry out individually and within a group. In other words, this view emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality (Brown, 2007:12).

Assessment and Constructivism

Regarding the social constructivist view of the assessment position in the course design, the educational psychologist John Biggs has formulated a model known as the 'Constructive alignment model'. In his book, *Teaching for Quality Learning at University* (1999:11), Biggs stated that the essential principle of constructive alignment is that "a good teaching system aligns teaching method and assessment to the learning activities stated in the objectives so that all aspects of this system are in accord in supporting appropriate student learning". This indicates that different aspects of this framework are integrated in a coherent system to support effective learning for the students. He claimed that when designed and applied in a proper way, the assessment framework became an essential part of a course and helped to maximize and support student learning.

Moreover, Biggs (2003) claimed that it was constructive because it was based on the constructive theory that learners used their own activity to construct their knowledge or other outcome. The 'alignment' in constructive alignment reflects the fact that the learning activity in the intended outcomes, expressed as a verb, needs to be activated in the teaching if the outcome is to be achieved, and in the assessment task to verify that the outcome has in fact been achieved (Biggs and Tang, 2007).

The idea of aligning assessment tasks with what it is intended that students should learn is very old – and obvious. It is called "criterion-referenced assessment" in the jargon and it is what anyone outside an educational institution does when teaching anyone else anything. They conclude that "constructive alignment is a marriage between a constructivism understanding of the nature of learning and an aligned design for teaching that is designed to lock students into deep learning".(p.248)

In this 'constructive alignment' theory, learning is constructed as a result of the learner's activities. Activities that are appropriate to achieving the curriculum objectives result in a deep approach to learning. Good teaching provides appropriate activities, thereby encouraging students to adopt a deep approach to learning.

In contrast, poor teaching and assessment result in a surface approach, where students use inappropriate and lower-order learning activities leading to negative wash back effects of assessments. Thus, Biggs and Tang (2007) proposed that a good teaching system aligns teaching method and assessment to the learning activities stated in the objectives, so that all aspects of this system act in accord to support appropriate learning. This system is called constructive alignment, based on the twin principles of constructivism in learning and alignment in teaching.

This model of 'constructive alignment' has become a prominent framework in higher education institutions. It describes the way that teachers can follow to get their students involved in learning and to enhance the quality of their learning. The sound implication for this is the result encountered in getting a close alignment between teaching, learning outcomes and assessment: better student learning, along with positive wash back effects of assessment (White, 2009).

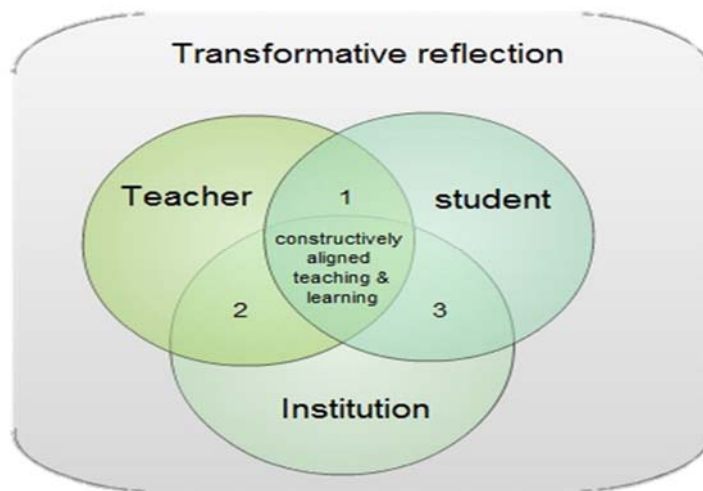


Figure 1.1 : Three domains of interacting in implementing constructively aligned teaching and learning
(Source: Biggs and Tang, 2007)

There are two systems in the constructive alignment model: the teaching system, which is what the teacher constructs, and the learning system, which is how the student reacts (Biggs, 2003). Once the objectives have been sorted out, designing teaching / learning activities come next to encourage learners to engage in the activities.

Assessment tasks are selected depending on the level of assessment literacy. These tasks inform whether and how well each student can meet the criteria stated in the objectives. Hence, objectives, teaching and assessment are aligned. If a teacher is assessment literate, the possibility of sound assessment is evident. The learning activities elicited by students would be of intricate relation to the type of assessment, which is the positive wash back effect. The learning activities, thus, produce an outcome: that is then matched via the assessment to the objectives.

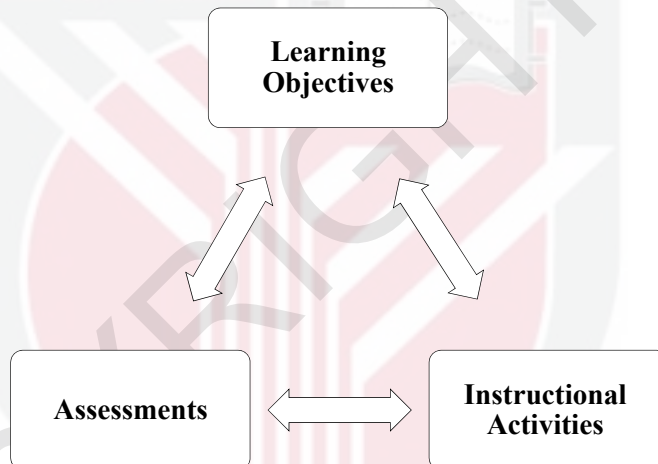


Figure 1.2 : Constructive Alignment Model of Course Design
(Source: White, 2009)

In the preface of the latest edition of their book, however, Biggs and Tang (2011) state that they have been asked for consultation on the implementation of constructive alignment in Australia, Hong Kong, Ireland and Malaysia". They added that in the last few years their experience has broaden from implementation in and beyond the classroom to implementation-institution-wide and "in the case of Malaysia, the beginning steps to its implementation nationwide".

1.4.2 Second Language Acquisition

Another consideration for the theoretical underpinning of the study is the concept of second language acquisition. Second language acquisition is influenced by many factors, including age, motivation, personality, cognitive ability, learning styles, cultural background. Some of these factors, such as personality and cognitive ability, can be found in first language acquisition. Other factors, such as age, motivation and previous experience learning language are unique to those learning additional languages.

Constructivist theory supports the multiple factors that are involved in second language acquisition. Constructivist perspectives involve a variety of understandings, including grammar, processing of information, use of memory and intelligence along with the social activities related with dialog and conversation (Brown, 2007).

In particular, Vygotsky's theories of language development and learning are applicable to second language acquisition because of his emphasis on social interaction and the zone of proximal development (ZPD). ZPD can be defined as the distance between the actual developmental level of a child as determined by independent problem solving and the level of potential development as determined through problem solving under a teacher, another adult, or peers (Chaiklin, 2004; Vygotsky, 1986).

However, second language acquisition continues to be a controversial area to research because so much is yet unknown. As Lightbown and Spada (2007:49-50) explain: "Research that has theory development as its goal has important long-term significance for language teaching and learning, but agreement on a 'complete' theory of language acquisition is probably, at best, a long way off".

1.4.3 English Language Proficiency

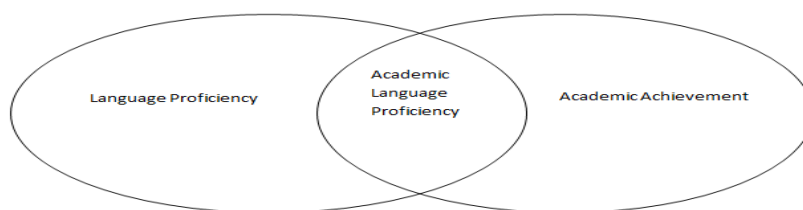
Intrinsic to an understanding of second language acquisition and development is an understanding of what it means to be proficient in a language. At a certain point, a student who is learning English must be considered to have mastered sufficient areas of the language for his age or grade level. Just as understanding the subject of how languages are learned is complex, the issue of language proficiency is also complicated.

The issue of proficiency in English becomes more difficult when considering adults. Currently, the issue that complicates researchers' understanding of proficiency in the English language is our changing world; the needs of the work force have changed due to advances in technology. Our understanding of competency for all English users has changed from the past. This change has been greater in the area of reading and writing. The understanding of what it

means to be literate in the 21st century has changed as the modern technological, communication-driven workforce requires complex literacy skills as compared to the past (Rasmussen, 2008).

As the need for higher levels of literacy grew for all people, the understanding of proficiency in English for second language learners evolved (ibid). Research has demonstrated that basic, context reduced language was learned more easily than abstract language. For instance, Cummins (1984) first made the distinction between basic interpersonal communicative skills (BICS) for social interaction and the cognitive academic language proficiency (CALP) needed for success in the classroom. He explained that his purpose was to make a point that "it takes language minority students considerably longer to attain grade/age appropriate levels of English academic skills than it does in English face-to-face communicative skills" (p. 152).

Later, however, Gottlieb (2003) adds to the discussion of language proficiency; explaining the differences between basic English language proficiency and proficiency that also encompasses academic language skills. "Overall, language proficiency represents general knowledge and language use in the areas of listening, speaking, reading, and writing" (p. 12). To illustrate this, she used a visual chart to express the blending of language proficiency and academic achievement to produce a system for English language proficiency. Figure 1.3 demonstrates how the concept of academic language proficiency includes both elements from traditional concepts of language proficiency and the language needed to succeed academically.



**Figure 1.3 : Gottlieb View of Academic Language Proficiency (2003:12)
cited in (Rasmussen, 2008: 47)**

At the same time, researchers are struggling to attain a valid definition of English language proficiency that encompasses language learning theory and the needs of individuals in the world today. Educators are making decisions on a daily basis on whether students have attained proficiency or not. One of the most comprehensive definitions can be traced back to Francis and Rivera who summarized many of the definitions as "Language proficiency involves the effective use of language to accomplish different objectives of importance to the

language use, and reflects linguistic competencies in multiple dimensions" (2007: 18).

Overall, English language proficiency from a social constructivist point of view involves a complex picture of an individual who has acquired a set of skills and strategies in oral and written language that allows him or her to access knowledge to be successful in the classroom. A definition of language proficiency would involve creatively using problem-solving strategies for language in different circumstances. It would include the use of language in a group or community situation as well as the integration of the individual's background and culture and role in his or her current environment.

1.4.4 Educational Assessment

Educational assessment is a broad field, encompassing a variety of learning theories, concepts and practices including that of literacy and English language proficiency. Assessment practices have changed along with the times. They now reflect a social progressive view of instruction or a technological, behavioral approach to instruction. Standardized, norm-referenced testing primarily developed from a behaviorist model (Rasmussen, 2008).

In addition, assessment varies according to needs and purposes. It can be large-scale or individual. It can be considered high-stakes if the results have significant ramifications for an individual or group. Typically, large-scale and high-stakes assessment includes some form of testing. The use and purpose of assessment reflect the positions of learning theories and philosophies and specifically there is an assessment theory that could explain the use, purpose and practice of assessment.

1.4.5 Assessment Theory

The theoretical basis of the educational program influences how assessment is used. Assessment conducted in a setting that supports social constructivist language acquisition theories would include holistic, student-centered activities and activities that reflect the subtle varieties of language use in different domains of society, culture, and modes of learning. The assessment system would include not only skills that students have mastered, but also language knowledge, and competencies that they are in the process of developing. It would involve assessing emergent and potential language, along with mastered language (Rasmussen, 2008).

Assessment theorists seem to agree that instruction and assessment are cyclical in nature (Gardner, 2006; Nicol, 2007; Popham, 2001). According to Erwin (1991:15), assessment theory is:

... the systematic basis for making inferences about the learning and development of students. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

The primary purpose of classroom testing is to collect information about student learning. Students' responses to classroom assessments allow teachers to choose more effective instructional strategies, thereby increasing the likelihood of student understanding (Popham, 2001). Understanding the purpose of assessment is critical when analyzing results. Sometimes assessment results are used to make a point for which the assessment is not suited. Popham (2001) suggested four guiding principles, which naturally align with assessment theory, for assessment to increase instructional effectiveness and student achievement within the classroom. These four guiding principles provide a framework for considering the quality of assessment that classroom teachers may encounter. They are: (a) test only indisputably important learner outcomes and formally test infrequently; (b) use a variety of assessment methods to pinpoint characteristics of learner outcomes; (c) use student responses to inform future instruction; and (d) use affective assessment to make group-focused inferences for instruction.

In line with Popham, Tierney's (2005) principles of assessment that come from theory and research summarize an understanding of assessment in this context. In his thirteen principles of assessment, Tierney elaborated the main characteristics of sound assessment that should be in classrooms (see Appendix A).

1.4.6 English Language Proficiency Assessment

The assessment of English language proficiency has followed general trends in assessment and education as a whole. An increased understanding of second language acquisition and language proficiency has allowed for the development of better assessment tools.

Essentially, the assessment of English language proficiency can be seen as the gathering of information of a students' competency or level of proficiency in the English language. It usually involves all modalities of English. Depending on the theoretical basis of the assessment, it would involve English usage in different registers and domains.

The difficulty in assessing English language proficiency is related to the evolution of the concept of English language proficiency. As greater awareness of the need for students to develop academic language proficiency increases, assessment measures need to accommodate this new understanding. English language proficiency tests need to be a valid and reliable measure of academic English language proficiency.

To conclude, English language proficiency assessment must provide information on a student's capability in the language. It must be based on a theory and philosophy of language acquisition and development. It must include a definition of proficiency and provide information on where a student stands in relation to that definition. It must give the teacher and the student a picture of where the student is at in terms of the definitive goals of full English language proficiency.

To investigate the dimensions of English language proficiency assessment including the *what* and *how* for this study, the construction of the questionnaire (see Appendix B) will reveal the domains of concern based on the theoretical underpinning discussed above.

1.5 Significance of the Study

Language assessment is an increasingly important area in educational applied linguistics. Thus, it was intended that this study would benefit:

- The English centers/units at tertiary institutions: this study will supply them with feedback to improve the quality of the programs offered by knowing the assessment beliefs and practices of their staff.
- Researchers: this study will present a genuine piece of knowledge in this field regarding the Malaysian context. Moreover, it will attract Malaysian researchers' attention to conduct other studies in this critical field.
- English instructors who are teaching proficiency courses: this will focus their attention on this issue and make them aware of dealing with language instruction for improving their students' skills and not just for passing tests.

1.6 Definition of Key Terms

The following definitions have been adopted for this study:

English Language Instructors are those teachers with a bachelor or master degree in any of the English language studies and are teaching English proficiency courses in the language center or unit in the six surveyed universities in the state of Selangor.

English Language Proficiency is a concept that is complex and varied according to theory and point of view. For the purposes of my research, language proficiency is defined as "the ability to use a language effectively and appropriately throughout the range of social, personal, school and work situations required for daily living." For our purposes as educators, we want our students to become competent in four language processes: listening, speaking, reading, and writing (Peregoy and Boyle, 2008:34).

Assessment: While a variety of definitions of the term assessment has been suggested, this study will use the definition chosen by Rasmussen (2008) which he quoted from a document published by the National Clearinghouse for English Language Acquisition. In this document 'assessment' is defined as "a broad term that involves the collection and maintenance of various types of data about students' [learning and growth] including norm-referenced tests, criterion-referenced test, classroom-based assessments of various types, and performance-based tasks." (p.26)

Beliefs: Pajares (1992:307) described beliefs as a "messy construct" because they lacked a standard definition that made the investigation of teachers' beliefs a complex endeavor. However, throughout this study, the term *beliefs* was used to refer to "the unobservable cognitive dimension of teaching – what teachers know, believe and think in relation to their work" (Borg, 2003:81).

Assessment Practices: are the ways in which teachers award grades, analyze them, and how they use assessment results demonstrated by apprentices to enhance the learning process (Ainsworth & Viegut, 2006)

Malaysian Tertiary Context: This refers specifically to six universities in the State of Selangor.

BIBLIOGRAPHY

- Abraham, R. G. & Chapelle, C.A. (1992). The meaning of cloze test scores: An item difficulty perspective. *The Modern Language Journal*, 76, 468-479.
- Adler, E. S., & Clark, R. (2015). *An invitation to social research: How it's done*. Cengage Learning, USA.
- Aebersold, J. A. & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classroom*. Cambridge: Cambridge University Press.
- Afflerbach, P. (2007). *Understanding and using reading assessment, K-12*. Newark, DE: International Reading Association.
- Ainsworth & Viegut (2006). *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment*. Corwin Press.
- Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language test construction and evaluation*. Cambridge: Cambridge University Press.
- Alkharusi, H. (2011). Teachers' classroom assessment skills: Influence of gender, subject area, grade level, teaching experience and in-service assessment training. *Turkish Science Education*, 8(2), 39-47.
- Alkharusi, H. (2012). Educational assessment attitudes, competencies, knowledge, and practices: An exploratory study of Muscat teachers in the Sultanate of Oman. *Journal of Education and Learning*, 1(2), 217-232.
- Alquraan, M. F. (2007). *Students' Perceptions of Assessment Practices in higher education in Jordan*. (3313699 Ph.D.), The University of Alabama, Ann Arbor. Retrieved from <http://search.proquest.com/docview/304892088?accountid=41453> ProQuest Dissertations & Theses Full Text database.
- Alzaanin, E. I. (2014). *Investigating the pedagogical practices of EFL writing teachers in Palestinian universities: A cognitive-ecological perspective* (Doctoral Dissertation). Victoria University of Wellington. Retrieved from <http://hdl.handle.net/10063/3315>
- Andon, N., & Eckerth, J. (2009). Chacun à son gout? Task-based L2 pedagogy from the teacher's point of view. *International Journal of Applied Linguistics*, 19(3), 286- 310.
- Andrews, S. (2007). *Teacher language awareness*. Cambridge: Cambridge University Press.

- Anthony, G. J. (1994). *Learning strategies in mathematics education*. Unpublished doctoral thesis, Massey University, Palmerston North, New Zealand.
- Arkoudis, S., & O'Loughlin, K. (2004). Tensions between validity and outcomes: Teacher assessment of written work of recently arrived immigrant ESL students. *Language Testing*, 21, 284–304.
- Ary, D., Jacob, L., Razavieh, A., & Sorensen, C. (2010). *Introduction to research in education* (7th ed.). Canada: Thomson Wadsworth.
- Azis, A. (2012). Teachers' Conceptions and Use of Assessment in Student Learning. *Indonesian Journal of Applied Linguistics*, 2(1), 40-52.
- Azis, A. (2014). *Indonesian junior secondary school teachers' conceptions of assessment: A mixed methods study* (PhD thesis). Retrieved from <http://researcharchive.vuw.ac.nz/handle/10063/3201>
- Azis, A. (2015). Conceptions and Practices of Assessment: A Case of Teachers Representing Improvement Conception. *TEFLIN Journal*, 26 (2), 129.
- Babaii, E. & Ansary, H. (2001). The C-test: A valid operationalization of reduced redundancy principle? *System*, 29, 209-219.
- Bachman, L. & Cohen, A. D. (1998) (Eds.). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.
- Bachman, L. & Palmer, A. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.
- Bachman, L.F. (1982). The trait structure of cloze test scores. *TESOL Quarterly*, 16, 61–70.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford, UK: Oxford University Press.
- Bachman, L. F. (2001). Designing and developing useful language tests. In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. Lumley, T. McNamara, & K. O'Loughlin (Eds.), *Studies in Language Testing* (11). *Experimenting with uncertainty -Essays in honour of Alan Davies* (pp.109-116). Cambridge: Cambridge University Press.
- Bailey, k. M. (1998). *Learning About Language Assessment: Dilemmas, Decisions, and Directions*: Heinle & Heinle.

- Bailey, K.M., Bergthold, B., Braunstein, B., Jagodzinski Fleischman, N., Holbrook, M.P., Tuman, J., Waissbluth, X., & Zambo, L.J. (1996). The language learner's autobiography: Examining the "apprenticeship of observation". In D. Freeman & J.C. Richards, (Eds.), *Teacher learning in language teaching* (pp. 11-29). Cambridge: Cambridge University Press.
- Baker, D. (1989). *Language testing: A critical survey and practical guide*. New York: Hodder & Stoughton.
- Balçıklı, C. (2010). Learner Autonomy In Language Learning: Student Teachers' Beliefs. *Australian Journal of Teacher Education*, 35(1), 90-103.
- Banta, T., Black, K., Kahn, S., & Jackson, J. (2004). A perspective on good practice community college assessment. In Serban, A and Friedlander, L (Eds), *Developing and implementing assessment of student learning outcomes*. San Francisco, CA: Jossey-Bass.
- Barnes, N., Fives, H. & Dacey, C.M. (2015). Teachers' beliefs about assessment. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 284-300). London: Routledge.
- Baruch, Y., and C. Holton (2008). Survey response rate levels and trends in organizational research. *Human Relations* (61), 1139-1160.
- Bennel, P., & Molwane, A.B. (2008). *Teacher supply and demand for Botswana primary and secondary schools: 2006-2016*. Gaborone: Government Printer.
- Berg, B. L. (2007). *Qualitative research methods for the social sciences* (6th ed.). Boston: Pearson-Allyn & Bacon.
- Biggs, J. (1998). Assessment and classroom learning: A role for summative. *Assessment in Education: Principles, Policy & Practice*, 5 (1), 103-110.
- Biggs, J. B. (2003). *Teaching for Quality Learning at University*. Buckingham: Society for Research into Higher Education /Open University Press.
- Biggs, J. B. and Tang, C. (2007). *Teaching for quality learning at university*. Open University Press/Mc Graw-Hill Education.
- Biggs, J. B. and Tang, C. (2011). *Teaching for quality learning at university: What the student does*. McGraw-Hill Education (UK).
- Black, P. (2000). Research and the development of educational assessment. *Oxford Review of Education*, 26(3&4), 407-419.
- Black, P. and Wiliam. D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice* 5 (1), 7-74.

- Blanche, P. & Merino, B. (1989). Self-assessment of foreign language skills: implications for teachers and researchers. *Language Learning*, 39, 313–40.
- Bonner, S. M., & Chen, P. P. (2009). Teacher candidates' perceptions about grading and constructivist teaching. *Educational Assessment*, 14(2), 57–77.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.
- Borg, S. (2006). *Teacher cognition and language education*. London: Continuum.
- Boud, D. J. (1995). *Enhancing learning through self-assessment*. London; Philadelphia: Kogan Page.
- Breen, M. (2001). The social context for language learning: A neglected situation? In C.N. Candlin & N. Mercer (Eds.), *English language teaching in its social context: A reader*, (pp. 122–144). London: Routledge.
- Brindley, G. (1989). *Assessing achievement in the learner-centered curriculum*. Sydney, Australia: Macquarie University, National Center for English Language Teaching and Research.
- Brindley, G. (2001). Language assessment and professional development. In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. Lumley, T. McNamara & K. O'Loughlin (Eds.), *Experimenting with uncertainty: Essays in honour of Alan Davies* (Vol. 11, pp. 137–143). Cambridge: Cambridge University Press.
- Brookhart, S. M. (2004). Classroom assessment: Tensions and intersections in theory and practice. *Teachers College Record*, 106(3), 429–458.
- Brown, G. T. (2002). *Teachers' conceptions of assessment*. (Doctoral Dissertation, University of Auckland, Auckland, NZ).
- Brown, G. T. L. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. *Assessment in Education*, 11(3), 301–318.
- Brown, G. T. L. (2006). Teachers' conceptions of assessment: Validation of an abridged instrument. *Psychological Reports*, 99, 166–170.
- Brown, G. T. L. (2008). *Conceptions of assessment: Understanding what assessment means to teachers and students*: Nova Science Publishers.

- Brown, G. T. L. (2009). Teachers' self-reported assessment practices and conceptions: Using structural equation modeling to examine measurement and structural models. In T. Teo & M. S. Khine (Eds.), *Structural equation modelling in educational research: Concepts and applications* (pp. 243-266). Rotterdam, NL: Sense Publishers.
- Brown, G. T. L., Kennedy, K. J., Fok, P. K., Chan, J. K. S., & Yu, W. M. (2009). Assessment for student improvement: Understanding Hong Kong teachers' conceptions and practices of assessment. *Assessment in Education: Principles, Policy & Practice*, 16(3), 347-363.
- Brown, G. T. L., Lake, R., & Matters, G. (2011). Queensland teachers' conceptions of assessment: The impact of policy priorities on teacher attitudes. *Teaching and Teacher Education*, 27(1), 210-220.
- Brown, G. T., & Remesal, A. (2012). Prospective teachers' conceptions of assessment: A cross-cultural comparison. *The Spanish journal of psychology*, 15(01), 75-89.
- Brown, G.T.L. (2006). Teachers' conceptions of assessment: Validation of an abridged instrument. *Psychological Reports*, 99, 166-170, doi:10.2466/pr0.99.1.166-170.
- Brown, G.T.L., & Harris, L.R. (2009). Unintended consequences of using tests to improve learning: How improvement-oriented resources heighten conceptions of assessment as school accountability. *Journal of Multidisciplinary Evaluation*, 6(12), 68-91.
- Brown, G.T.L., Lake, R., & Matters, G. (2009). Assessment policy and practice effects on New Zealand and Queensland teachers' conceptions of teaching. *Journal of Education for Teaching*, 35, 61-75.
- Brown, G.T.L., Lake, R., & Matters, G. (2011). Queensland teachers' conceptions of assessment : The impact of policy priorities on teacher attitudes. *Teaching and Teacher Education*, 27, 210-220.
- Brown, H. D. (2003). *Language assessment: Principles and classroom practices*. White Plains, NY: Longman.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching: a course in second language acquisition*. New York: Pearson Education. London: Continuum.
- Brown, J. D & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32, 653-675.

- Brown, J. D. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York: McGraw-Hill.
- Burke, B. M. (2006). Theory meets practice: A case study of pre-service world language teachers in U.S. Secondary schools. *Foreign Language Annals*, 39, 148-164.
- Busch, D. (2010). Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change. *Language Teaching Research*, 14(3), 318- 337.
- Calveric, S. B. (2010). *Elementary teachers' assessment beliefs and practices*. Doctor of Philosophy dissertation, Virginia Commonwealth University, Virginia.
- Camp, R. (1993). The place of portfolios in our changing views of writing assessment. In R. E. Bennett, & W. C. Ward (Eds.), *Construction versus choice in cognitive measurement: Issues in constructed response, performance testing, and portfolio assessment* (pp. 183–212). Hillsdale, NJ: Lawrence Erlbaum.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Carroll, B. J. (1983). Communicative language tests: Tasks, enabling skills, formats, and measurement criteria. *World Language English*, 2(1), 37-39.
- Chaiklin, S. (2004). The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction. In S. A. Kozulin, B. Gindis, V. S. Ageyev & S. M. Miller (Eds.) *Vygotsky's Educational Theory in Cultural Context* (pp.39-64). Cambridge, UK: CUP.
- Chavez-Oller, M.A., Chihara, T., Weaver, K.A. & Oller, J.W. (1994). When are cloze items sensitive to constraints across sentences? In Oller, J.W. Jr. & Jonz, J., (Eds.), *Cloze and coherence* (pp. 229–45). London: Associated University Press.
- Chen, J. (2011). Language Assessment: Its Development and Future—An Interview With Lyle F. Bachman. *Language Assessment Quarterly*, 8(3), 277-290.
- Cheng, L., & Wang, X. (2007). Grading, Feedback, and Reporting in ESL/EFL Classrooms. *Language Assessment Quarterly*, 4(1), 85-107. doi: 10.1080/15434300701348409.
- Cheng, L., Rogers, T., & Hu, H. (2004). ESL/EFL instructors' classroom assessment practices: purposes, methods, and procedures. *Language Testing*, 21(3), 360-389.

- Cheng, L., Rogers, T., & Wang, X. (2008). Assessment purposes and procedures in ESL/EFL classrooms. *Assessment & Evaluation in Higher Education*, 33(1), 9-32.
- Chinda, B. (2009). *Professional development in language testing and assessment: a case study of supporting change in assessment practice in in-service EFL teachers in Thailand*. University of Nottingham.
- Cizek, G., Fitzgerald, R., & Rachor, R. (1995). Teacher's assessment practices: Preparation, isolation and the kitchen sink. *Educational Assessment*, 3(2), 159-179.
- Cohen, A. (1994). *Assessing language ability in the classroom (2nd Ed.)*. Boston: Heinle & Heinle.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd ed.)*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Cohen, L. & Manion, L. (1994). *Research methods in education (4th ed.)*. London and New York: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Routledge.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. In J. L. Green, G. Gamilli, & P. B. Elmore (Eds.), *Complementary methods for research in education (3rd ed., pp. 375–385)*. Mahwah, NJ: Erlbaum.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River: Pearson Education.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating qualitative and qualitative research*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications.
- Cresswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.

- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. (2nd ed.). Thousand Oaks, CA: Sage.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rinehart and Winston, Inc.
- Crooks, T. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 4, 438-481.
- Cummins, J., & Swain, M. (1984). *Bilingualism in Education: Aspects of theory, research and practice*. New York, NY: Longman.
- Davis, D. S., & Neitzel, C. (2011). A self-regulated learning perspective on middle grades classroom assessment. *Journal of Educational Research*, 104, 202-215.
- Davison, C. (2004). The contradictory culture of teacher-based assessment: ESL teacher assessment practices in Australian and Hong Kong secondary schools. *Language Testing*, 21(3), 305-334.
- Dayal, H. C., & Lingam, G. I. (2015). Fijian teachers' conceptions of assessment. *Australian Journal of Teacher Education (Online)*, 40(8), 43.
- Degbey, M. (2009). *Using assessment to improve teaching and learning in upper secondary schools*. Master thesis. University of Turku. Turku, Finland.
- Dewey, J. (1944). *Democracy and Education: An Introduction to the Philosophy of Education*. New York, NY: Simon and Schuster.
- Dixon-Krauss, L. (1996). *Vygotsky in the classroom: Mediated Literacy Instruction and Assessment*. White Plains, NY: Longman.
- Duncan, C.R., & Noonan, B. (2007). Factors affecting teachers' grading and assessment practices. *The Alberta Journal of Educational Research*, 53(1), 1-21.
- East, M. & Young, D. (2007). Scoring L2 writing samples: Exploring the relative effectiveness of two different diagnostic methods. *New Zealand Studies in Applied Linguistics*, B, 1-21.
- Ellis, E. M. (2006). Language Learning Experience as a Contributor to ESOL Teacher Cognition. *TESL-EJ*, 10(1), n1.
- Erwin, T. (1991). *Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes*. San Francisco, CA: Jossey-Bass Publishers.
- Farrell, T. S. C., & Kun, S. T. K. (2008). Language policy, language teachers' beliefs, and classroom practices. *Applied Linguistics*, 29(3), 381-403.

- Feng, Y. L. (2012). *English Language Teachers' Perceptions of Computer-Assisted Language Learning*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106. Retrieved from <http://search.proquest.com/docview/1284158433?accountid=41453>
- Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36(2), 227-240.
- Fink, A. (2006). *How to conduct surveys: A step-by-step guide*. Thousand Oaks: Sage Publications.
- Flippo, R. F. (2003). *Assessing readers: Qualitative diagnosis and instruction*. Portsmouth, NH: Heinemann.
- Flores, M. A. (2005). Mapping New Teacher Change: findings from a two-year study. *Teacher Development*, 9(3), 389-412.
- Francis, D. J., & Rivera, M. O. (2007). Principles Underlying English Language Proficiency Tests and Academic Accountability for ELLs. In J. Abedi (Ed.) *English Language Proficiency Assessment in the Nation: Current Status and Future Practice* (pp. 13-32). Davis, CA: University of California.
- Freedman, S., & Sperling, M. (1985). Written language acquisition: The role of response and the writing conference. In S. Freedman (Ed.), *Acquisition of written language: Response and revision* (pp. 106-130). Norwood, NJ: Ablex.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1-13.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge. Routledge Applied Linguistics.
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408.
- Gardner, J.R. (2006). *Assessment and learning: Theory, policy and practice*. Thousand Oaks, CA: Sage Publishers.
- Genc, E. (2005). *Development and validation of an instrument to evaluate science teachers' assessment beliefs and practices*. (Unpublished PhD thesis) Retrieved from <http://diginole.lib.fsu.edu/islandora/object/fsu%3A168206/datastream/PDF/view>
- George, D., & Mallery, P. (2011). *SPSS for Windows step by step: A simple guide and reference (18.0 update ed.)*. Boston, MA: Allyn & Bacon.

- Goldstein, L. & Conrad, S. M. (1990). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly*, 24, 443-460.
- Gottlieb, M. (2003). *Large-Scale Assessment of English Language Learners: Addressing Educational Accountability in K – 12 Settings*. (TESOL Professional Papers#6). Alexandria, VA: Teachers of English to Speakers of Other languages.
- Graham, P. (2005). Classroom-based assessment: Changing knowledge and practice through preservice teacher education. *Teaching and Teacher Education*, 21, 607-621.
- Graue, E., Oen, D., & Rauscher, E. (2007). Understanding how class size reduction and assessment shape education experiences. Wisconsin Centre for Education Research, University of Wisconsin, Madison. Retrieved from <http://varc.wceruw.org/sage/Class%20size%20reduction%20and%20assessment%20final.pdf>
- Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology* (2nd ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82. doi:10.1177/1525822X05279903
- Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. New York: McGraw.
- Gupta, S. K. (2012). The relevance of confidence interval and P-value in inferential statistics. *Indian Journal of Pharmacology*, 44(1), 143-144. doi:10.4103/0253-7613.91895
- Hamidi, E. (2010). Fundamental issues in L2 classroom assessment practices. *Academic Leadership: The Online Journal*, 8(2).
- Hamp-Lyons, L. (2003). Writing teachers as assessors In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 162-189). Cambridge: Cambridge University Press.
- Hancock, C. (1994). *Alternative assessment and second language*. Eric Digest Clearinghouse on Languages and Linguistics. Washington DC.
- Harlen, W. (2006). The role of assessment in developing motivation for learning. In J. Gardner (Ed.), *Assessment and learning* (pp. 61-80). London: Sage Publication.
- Harlen, W., & Deakin C. R. (2003). Testing and motivation for learning. *Assessment in Education: Principles, Policy & Practice*, 10(2), 169-208.

- Harris, L. R. & Brown, G. T. L., (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy & Practice*, 16, 365-381.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: OUP.
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A Practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Holroyd, C. (2000). Are assessors professional? *Active Learning in Higher Education*, 1(1), 28-44.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hughes, A. (2003). *Testing for language teachers*. (2nd Ed.) Cambridge: Cambridge University Press.
- James, R., McInnis, C., & Devlin, M. (2002). *Assessing Learning in Australian Universities: Ideas, strategies and resources for quality in student assessment*. Australian, Universities Teaching Committee.
- Jeong, H. (2011). *Perspectives of language assessment training for teachers and testing professionals*. (3496330 Ph.D.), University of Illinois at Urbana-Champaign, Ann Arbor. Retrieved from <http://search.proquest.com/docview/923279309?accountid=41453> ProQuest Dissertations & Theses Full Text database.
- Johnson, B., & Christensen, L. (2012). *Educational Research: Quantitative, qualitative, and mixed approaches*. Los Angeles, CA: Sage Publications, Inc.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Kane, R., Sandretto, S., & Heath, C. (2002). Telling Half the Story: A Critical Review of Research on the Teaching Beliefs and Practices of University Academics. *Review of Educational Research*, 72(2), 177-228. doi: 10.3102/00346543072002177
- Karp, G.G., & Woods, M.L. (2008). Preservice teachers' perceptions about assessment and its implementation. *Journal of Teaching in Physical Education*, 27, 327-346.

- Kaur, S. & Pandian, A. (2010). Higher Education in Malaysia: Issues and Challenges. In Z. Moris (Ed.), *50 Years of Higher Education Development in Malaysia (1957-2007)*. Translator : National Higher Education Research Institute. USM: Malaysia.
- Kent, R.A.(2015). *Analysing Quantitative Data*. Sage Publications.
- Kern, R. (2000). *Literacy and language teaching*. Oxford: Oxford University Press.
- Kim, A. Y. A. (2014). Examining How Teachers' Beliefs about Communicative Language Teaching Affect Their Instructional and Assessment Practices: A Qualitative Study of EFL University Instructors in Colombia. *RELJ Journal*, 45 (3), 337-354.
- Koloi-Keaitse, S. (2012). *Classroom Assessment Practices: A survey of Botswana primary and secondary school teachers*. (Unpublished doctoral dissertation). Ball State University, Muncie, Indiana.
- Kvale, S. (2007). *Doing interviews*. CA: Sage Publications.
- Lee, Y.J. (2006). The process-oriented ESL writing assessment: Promises and challenges. *Journal of Second Language Writing*, 15, 307–330.
- Leighton, J.P., Gokiart, R. J., Cor, M. K., & Heffernana, C. (2010). Teacher beliefs about the cognitive diagnostic information of classroom-versus large-scale tests: Implications for assessment literacy. *Assessment in Education: Principles, Policy & Practice*, 17, 7-21.
- Leung, C. (2004). Developing formative teacher assessment: Knowledge, practice, and change. *Language Assessment Quarterly*, 1(1), 19-41.
- Lighbown, P. M., & Spada, N. (2007). *How Languages are Learned* (3rd ed.). Oxford, UK: OUP.
- Linn, R., & Gronlund, N. (2000). *Measurement and assessment in teaching* (8th ed.). New Jersey: Merrill Prentice Hall.
- Liyanage, I., & Bartlett, B. J. (2008). Contextually responsive transfer: Perceptions of NNEs on an ESL/EFL teacher training programme. *Teaching and Teacher Education*, 24(7), 1827-1836.
- Lortie, D. (1975). *Schoolteacher. A Sociological study*. London: University of Chicago Press.
- Malone, M. E. (2008). Training in language assessment. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 7, pp. 225-239). New York: Springer Science+Business Media.

- Masole, T.M. (2009). Implementing quality performance assessment in agriculture. A paper presented at the 35th annual conference of AEAA Australia, Melbourne, Australia. Retrieved from http://www.iaea.info/documents/paper_4d73a42.pdf
- Masole, T.M. (2011). *Enhancing the quality of performance assessment in Agriculture in Botswana*. (Unpublished doctoral dissertation). University of Pretoria, Pretoria.
- Matovu, M., & Madziah Zubairi, A. (2014). Self-perceived assessment competencies and practices among university lecturers. *Journal of Applied Research in Higher Education*, 6(2), 269-284.
- Matovu, M., & Zubairi, A. M. (2014). Factors Influencing Assessment Practices among University Academic Staff: A Multiple Regression Analysis. *Mevlana International Journal of Education (MIJE)*, 4(1), 176-188.
- Matovu, M., & Zubairi, A. M. (2015). Assessment Practices in the Developing World: Predictors of Assessment Practices in Ugandan Institutions of Higher Learning. *IIUM Journal of Educational Studies*, 3(2), 75-112.
- McKenna, M.C. & Layton, K. (1990). Concurrent validity of cloze as a measure of intersentential comprehension. *Journal of Educational Psychology*, 82, 372-77
- McMillan, J. (2006). *Classroom assessments: Principles and practices for effective instruction* (3rd ed.). Boston: Pearson.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston, MA: Pearson.
- McNamara, T. (1996). *Measuring second language performance*. New York: Longman.
- McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63 (3), 10-17.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey Bass.
- Mertler, C. A., & Campbell, C. (2005). *Measuring teachers' knowledge and application of classroom assessment concepts: Development of the Assessment Literacy Inventory*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. April 11-15, 2005.
- Mohaida Mohin. (2006). *Enhancing Reading Skills Among ESL Learners Using C.A.R.E> Program at The International Islamic University Malaysia*. Unpublished PhD dissertation. Bangi: UKM Malaysia.

- MOHE (2008) *Enhancing the Quality of Higher Education through Research Shaping Future Policy*. Kuala Lumpur: Ministry of Higher Education.
- Mukundan, J., & Ahour, T. (2009). Perceptions of Malaysian school and university ESL instructors on writing assessment. *Journal Sastra Inggris*, 9 (1), 1-21.
- Muñoz, A. P., Palacio, M., & Escobar, L. (2012). Teachers' beliefs about assessment in an EFL context in Colombia. *Profile Issues in Teachers' Professional Development*, 14(1), 143-158.
- National Clearinghouse for English Language Acquisition 2006-2007 Poster, (n.d.). Retrieved from http://www.ncela.gwu.edu/stats/2_mation.htm.
- Nicol, D. (2007). Principles of good assessment and feedback: Theory and practice. From REAP International Online Conference on Assessment Design for Learner Responsibility, 29th-31st May, 2007. Retrieved from <http://ewds.strath.ac.uk/REAP07>.
- Noor, N. B. M., Muniandy, M. K., Krishnan, S. k., & Mathai, E. J. (2010). Upper primary teachers perceptions of PSLE English oral assessment. *English Language Teaching*, 3(4), 142-151.
- Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, 5(5), 122.
- Norizan Md Nor, Noriah Mohamed, Hasuria Che Omar & Ruslan Rainis. (2010). The Direction and Future of Higher Education in Malaysia. In Z. Moris (Ed.), *50 Years of Higher Education Development in Malaysia (1957-2007)*.. Translator : National Higher Education Research Institute.USM: Malaysia.
- Norris, J. M., Brown, J. D., Hudson, T., & Yoshioka, J. (1998). *Designing second language performance assessments*. Honolulu: Second Language Teaching & Curriculum Center, University of Hawai'i at Manoa.
- Odo, D. (2010). A Review of the Literature on ESL Literacy Assessment. Retrieved from: <http://www.eslassess.ca/publications.html>.
- Oller, J. W. & Jonz, J. (Eds.).(1994). *Cloze and coherence*. Cranbury, NJ: Bucknes University Press.
- Onwuegbuzie, A. J., & Combs, J. P. (2010). Emergent data analysis techniques in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *SAGE handbook of mixed methods in social and behavioural research* (pp. 397-430). Thousand Oaks, CA: Sage.
- Opre, D. (2015). Teachers' Conceptions of Assessment. *Procedia-Social and Behavioral Sciences*, 209, 229-233.

- Öz, H. (2014). Turkish teachers' practices of assessment for learning in the English as a foreign language classroom. *Journal of Language Teaching and Research*, 5(4), 775-785.
- Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Palomba, C. (2001). Implementing effective assessment. In Palomba, Catherine and Banta, Trudy (Eds). *Assessing student competence in accredited disciplines: Pioneering approach to assessment in higher education*. VA: Stylus Publishing.
- Pandian, A. (2008). Literacy Skills in Higher Education: A Comparative Study between Public and Private University Students. In S. Kaur, M. Sirat, & N. Azman (Eds.), *Globalization and Internationalization of Higher Education in Malaysia*. USM:Malaysia.
- Parpala, A., & Lindblom-Yla`nne, S. (2007). University teachers' conceptions of good teaching in the units of high-quality education. *Studies in Educational Evaluation*, 33, 355–370.
- Peregoy, S. F. & Boyle, O.F. (2008). *Reading, Writing and Learning in ESL* (5th ed.). Boston, MA: Pearson.
- Peterson, R. A. (2000). *Constructing effective questionnaires*. Thousand Oaks, CA: Sage Publications, Inc.
- Phamotse, T.I., Nenty, H.J., & Odili, J.N. (2011). Training and Availability of Skills for Sustenance of Standard in Classroom Assessment Practices among Lesotho Teachers. *International Journal of Scientific Research in Education*, 4(3), 190-201.
- Phan, S. (2008). Communicative language testing. *TESOL Professional Development*.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Pollard, A., Triggs, P., Broadfoot, P., McNess, E., & Osborn, M. (2000). *What pupils say: Changing policy and practice in primary education*. London; New York: Continuum.
- Popham, W. J. (2001). *The truth about testing: An educator's call to action*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Popham, W.J. (2004). Why assessment illiteracy is professional suicide. *The Teaching for Meaning*, 62(1), 82-83.

- Popham, W.J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into Practice*, 48(1), 4-11.
- Postareff, L., Virtanen, V., Katajavuori, N., & Lindblom-Ylänne, S. (2012). Academics' conceptions of assessment and their assessment practices. *Studies in Educational Evaluation*, 38(3), 84-92.
- Ramsden, P. (2003). *Learning to teach in higher education*. New York: Routledge Falmer.
- Rancangan Malaysia Ke-9Pelan Induk Pembangunan Pendidikan 2006-2010. Ministry of Education, Malaysia. Retrieved from <http://www.moe.gov.my/pipp2006/>
- Rasmussen, M. B. (2008). *Assessment and accountability: An exploration of teachers' practices in assessing English language proficiency*. (3353641 Ph.D.), The University of North Dakota, Ann Arbor. Retrieved from <http://search.proquest.com/docview/304545700?accountid=41453> ProQuest Dissertations & Theses Full Text database.
- Rea-Dickins, P. (2004). Understanding teachers as agents of assessment. *Language Testing*, 21(3), 249–58.
- Rea-Dickins, P. (2007). Learning or measuring? Exploring teacher decision-making in planning for classroom-based assessment. In S. Fotos & N. Nassaji (Eds.), *Formfocused instruction and teacher education* (pp. 195–211). Oxford: Oxford University Press.
- Reimann, N., & Sadler, I. (2016). Personal understanding of assessment and the link to assessment practice: the perspectives of higher education staff. *Assessment & Evaluation in Higher Education*, 1-13.
- Remesal, A. (2007). Educational reform and primary and secondary teachers' conceptions of assessment: The Spanish instance, building upon Black and William (2005). *Curriculum Journal*, 18, 27-38. doi:10.1080/09585170701292133.
- Remesal, A. (2011). Primary and secondary teachers' conceptions of assessment: A qualitative study. *Teaching and teacher education*, 27(2), 472-482.
- Remesal, A., & Brown, G. T. (2015). Conceptions of assessment when the teaching context and learner population matter: compulsory school versus non-compulsory adult education contexts. *European Journal of Psychology of Education*, 30(3), 331-347.
- Richards, J. C. (1998). Teacher beliefs and decision making. In J. C. Richards (Ed.), *Beyond training* (pp. 65-85). Cambridge: CUP.

- Richards, J. C., Gallo, P. B., & Renandya, W. A. (2001). Exploring teachers' beliefs and the processes of change. *PAC journal*, 1(1), 41-64.
- Richards, J.C., & Rodgers, T. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge: Cambridge University Press.
- Ritter, L. (2000). The quest for an effective form of assessment: The evolution and evaluation of a controlled assessment procedure (CAP). *Assessment and Evaluation in Higher Education*, 25(4), 307-320.
- Rogers, T., Cheng, L., & Hu, H. (2007). ESL/EFL instructors' beliefs about assessment and evaluation. *Canadian and International Education/Education canadienne et internationale*, 36(1), 39-61.
- Ross, S. (1998). Self-assessment in second language testing: a meta-analysis and analysis of experiential factors. *Language Testing*, 15, 1-20.
- Rust, C. (2002). The Impact of Assessment on Student Learning How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices? *Active learning in higher education*, 3(2), 145-158.
- Samuelowicz, K., & Bain, J. D. (2002). Identifying academics' orientations to assessment practice. *Higher Education*, 43, 173-201.
- Sato, M., Chung, R.R., & Darling-Hammond, L. (2008). Improving teachers' assessment practices through professional development: The case of national board certification. *American Educational Research Journal*, 45(3), 669-700.
- Sebatane, E. M. (1998). Assessment and classroom learning: a response to Black and Wiliam. *Assessment in Education: Principals Policy & Practice*, 5(1), 123-130.
- Segers, M., & Tillema, H. (2011). How do Dutch secondary teachers and students conceive the purpose of assessment?. *Studies in Educational Evaluation*, 37(1), 49-54.
- Shelby, L. B. (2011). Beyond Cronbach's Alpha: Considering confirmatory factor analysis and segmentation. *Human Dimensions of Wildlife*, 16(2), 142-148.
- Shohamy, E., Inbar-Lourie, O., & Poehner, M. (2008). Investigating assessment perceptions and practices in the advanced foreign language classroom. *Report n*, 1108.
- Sims, S. (1992). *Student outcomes assessment: A historical review and guide to program development*. New York: Greenwood Press.

- Singh, M., Kell, P. & Pandian, A. (2002). *Appropriating English: Innovation in the Global Business of English Language Teaching*. New York: Lang Publishers.
- Slater, S. J. (1980). Introduction to performance testing. In Spierer, J. E. (ed.). *Performance testing: Issues facing vocational education* (pp. 3-17). Columbus, OH: National Center for Research in Vocational Education.
- Song, B. & August, B. (2002). Using portfolios to assess the writing of ESL students: A powerful alternative? *Journal of Second Language Writing*, 11, 49-72
- Spolsky, B. (2008). Language testing at 25: Maturity and responsibility? *Language Testing*, 25(3), 297–305.
- Stiggins, R. J. (1999). Assessment, student confidence, and school success. *Phi Delta Kappan*, 81, 191–198.
- Stiggins, R. J. (2001). The unfulfilled promise of classroom assessment. *Educational Measurement: Issues and Practice* 20(3), 5–15.
- Susuwele-Banda, W.J. (2005). *Classroom assessment in Malawi: Teachers' perceptions and practices in mathematics*. (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Virginia.
- Tanner, H., & Jones, S. (2003). Self-efficacy in mathematics and students' use of self-regulated learning strategies during assessment events. In N. A. Pateman, B. J. Dougherty, & J. T. Zilliox (Eds.), *Proceedings of the 27th conference of the International Group for the Psychology of Mathematics Education held jointly with the 25th conference of PME-NA* (pp. 275-282): University of Hawai'i.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling a typology with examples. *Journal of mixed methods research*, 1(1), 77-100.
- Thomas, L., Deaudelin, C., Desjardins, J., & Dezutter, O. (2011). Elementary teachers' formative evaluation practices in an era of curricular reform in Quebec, Canada. *Assessment in Education: Principles, Policy & Practice*, 18, 381-398.
- Tsui, A.B.M. (2003). *Understanding expertise in teaching*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1986). Thought and language (Newly revised and edited by Alex Kozulin). *Massachusetts: The Massachusetts Institute of Technology*.
- Walvoord, B. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

- Wang, J.R., Kao, H. L., & Lin, S.W. (2010). Preservice teachers' initial conceptions about assessment of science learning. The coherence with their views of learning science. *Teaching and teacher Education*, 26, 522-529.
- Weir, C. (2005). *Language testing and validation: An evidence-based approach*. Basingstoke: Paigrave Macmillan.
- Weir, C. J. (1990). *Communicative language testing*. New York: Prentice Hall.
- Weir, C. J. (2001). The formative and summative uses of language test data: Present concerns and future directions. In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. Lumley, T. McNamara & K. O'Loughlin (Eds.), *Experimenting with uncertainty: Essays in honour of Alan Davies* (Vol. 11, pp. 117-125). Cambridge: Cambridge University Press.
- White, E. (2009). Are you assessment literate? Some Fundamental Questions Regarding Effective Classroom-based Assessment. *OnCUE Journal*, 3(1), 3-25.
- William, D., & Black, P. (1996). Meanings and consequences: A basis for distinguishing formative and summative functions of assessment. *British Educational Research Journal*, 22(5), 537-548.
- Wink, J., & Putney, L. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon.
- Winterbottom, M., Brindley, S., Taber, K. S., Fisher, L. G., Finney, J., & Riga, F. (2008). Conceptions of assessment: trainee teachers' practice and values. *The Curriculum Journal*, 19(3), 193-213.
- Wyatt, M. (2009). Practical knowledge growth in communicative language teaching. *TESL-EJ*, 13(2).
- Xu, Y., & Brown, G. T. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149-162.
- Xu, Y., & Liu, Y. (2009). Teacher assessment knowledge and practice: A narrative inquiry of a Chinese college EFL teacher's experience. *Tesol Quarterly*, 43(3), 493-513.
- Yamashita, J. (2003). Processes of taking a gap-filling test: comparison of skilled and less skilled EFL readers. *Language Testing*, 20, 267-293.
- Yang, T. (2011). Tertiary EFL Teachers' Classroom Assessment Practices. *International Journal of Learning*, 18(3), 1-8.
- Yin, M. (2005). *A progressively focused qualitative study of teacher thinking in English for academic purposes (EAP) classroom language assessment*. Unpublished doctoral dissertation, University of Bristol, Bristol, England.

- Zeng, Z., & Murphy, E. (2007). Tensions in the language learning experiences and beliefs of Chinese teachers of English as a foreign language. *TESL-EJ*, 10(4).
- Zhang, Z., & Burry-Stock, J (2003). Classroom assessment practices and teachers' self- perceived assessment skills. *Applied Measurement in Education*, 16(4), 323-342.
- Zhou, J., & Deneen, C. C. (2015). Chinese award-winning tutors' perceptions and practices of classroom-based assessment. *Assessment & Evaluation in Higher Education*, 1-15.
- Zubairi, A. M., Sarudin, I. H., & Nordin, M. S. (2008). Faculty competency in assessment. In *Annual Conference of the Association for Educational Assessment (IAEA)*, UK: Cambridge.