

*In the Name of God*  
*The Compassionate The*  
*Merciful*



Shahrood University of Technology

English Language Department  
M.A. Thesis in Language Teaching

# **Exploring Techniques of Assessing English Language Skills: A Qualitative Study**

**By: Masoumeh Amirkhaninejad**

Supervisor:

Dr. Seyyed Ali Ostovar-Namaghi

Advisor:

Dr. Aboutaleb Iranmenhr

January 2020

شماره: ۱۱۷۹۹۲۴۶  
تاریخ: ۹۹/۲/۱۵

باسمه تعالی



### فرم شماره (۳) صورتجلسه نهایی دفاع از پایان نامه دوره کارشناسی ارشد

با نام و یاد خداوند متعال، ارزیابی جلسه دفاع از پایان نامه کارشناسی ارشد خانم / آقای معصومه امیرخانی نژاد با شماره دانشجویی ۹۶۰۳۰۲۴ رشته زبان انگلیسی گرایش آموزش تحت عنوان Exploring Techniques of Assessing English Language Skills: A Qualitative Study که در تاریخ ۱۳۹۸/۱۱/۰۷ با حضور هیأت محترم داوران در دانشگاه صنعتی شاهرود برگزار گردید به شرح ذیل اعلام می گردد:

- الف) درجه عالی: نمره ۱۹-۲۰  (ب) درجه خیلی خوب: نمره ۱۸-۱۷/۹۹   
ج) درجه خوب: نمره ۱۶-۱۷/۹۹  (د) درجه متوسط: نمره ۱۴-۱۵/۹۹   
ه) کمتر از ۱۴ غیر قابل قبول و نیاز به دفاع مجدد دارد   
نوع تحقیق:  نظری  عملی

عضو هیأت داوران	نام و نام خانوادگی	مرتبه علمی	امضاء
۱- استاد راهنمای اول	دکتر سید علی استوار نامقی	دانشیار	
۲- استاد راهنمای دوم	-	-	-
۳- استاد مشاور	دکتر ابوطالب ایرانمهر	استادیار	
۴- نماینده تحصیلات تکمیلی	دکتر نوید فیروزی	استادیار	
۵- استاد ممتحن اول	دکتر فاطمه مظفری	استادیار	
۶- استاد ممتحن دوم	دکتر فخرالدین	استادیار	

نام و نام خانوادگی رئیس دانشکده: دکتر مجتبی غیاثی

تاریخ و امضاء و مهر دانشکده:

## **Dedication**

This thesis is dedicated to my father, Mohammad Mahdi Amirkhaninejad; my mother, Mahboobe Masjedi; my love of life Ali Momen; and my lovely sister, Fateme Amirkhaninejad whose affection, love, encouragement, and prayers of day and night make me able to get such success and honor. My deepest thanks and gratitude to them for their unconditional love and support. I am forever indebted to my parents for all their sacrifices. Thank you for educating and preparing me for my future.

## **Acknowledgment**

The completion of this thesis would not have been possible without the help and support of a number of individuals. My thanks and appreciation to all of them for being part of this journey and making this success possible. First and foremost, I owe a debt of gratitude to my research supervisor Professor Seyyed Ali Ostovar-Namaghi. His guidance into the world of applied linguistics has been a valuable input for this thesis. Without his inspiration, vision motivation, sincerity, encouragement, and optimism, I could not complete this work. Working under his supervision has been the greatest privilege and honor for me. I am extremely grateful for what he has offered me.

I would also like to thank Dr. Hamzeh Mousavi, Dr Fatemeh Mozaffari, Dr. Aboutaleb Iranmenhr, Dr. Mostafa Moradi Moghadam, and Dr. Farhad Moezzi pour, for their valuable classes.

Finally, I am so grateful to my family members: my father, my mother, my love of life, and my sister.

## تعهدنامه

اینجانب **معصومه امیرخانی نژاد** دانشجوی دوره کارشناسی ارشد آموزش زبان انگلیسی گروه زبان انگلیسی دانشگاه صنعتی شاهرود نویسنده پایان نامه **بررسی فنون سنجش مهارت های زبان انگلیسی** راهنمائی جناب آقای دکتر سیدعلی استوار نامقی متعهد می شوم.

- تحقیقات در این پایان نامه توسط اینجانب انجام شده است و از صحت و اصالت برخوردار است.
- در استفاده از نتایج پژوهشهای محققان دیگر به مرجع مورد استفاده استناد شده است.
- مطالب مندرج در پایان نامه تا کنون توسط خود یا فرد دیگری برای دریافت هیچ مدرک با امتیازی در هیچ جا ارائه نشده است.
- کلیه حقوق معنوی این اثر متعلق به دانشگاه صنعتی شاهرود می باشد و مقالات مستخرج با نام «دانشگاه صنعتی شاهرود» و یا «**Shahrood University of Technology**» به چاپ خواهد رسید.
- حقوق معنوی تمام اقرادی که در به دست آمدن نتایج اصلی پایان نامه تأثیرگذار بوده اند در مقالات مستخرج از پایان نامه رعایت می گردد.
- در کلیه مراحل انجام این پایان نامه، در مواردی که از موجود زنده (یا بافتهای زنده) استفاده شده است ضوابط و اصول اخلاقی رعایت شده است.
- در کلیه مراحل انجام این پایان نامه، در مواردی که به حوزه اطلاعات شخصی افراد دسترسی یافته یا استفاده شده است اصل رازداری، ضوابط اصول اخلاقی انسانی رعایت شده است.

تاریخ

امضاء دانشجو

مالکیت نتایج و حق نشر

- کلیه حقوق این اثر و محصولات آن (مقالات مستخرج، کتاب، برنامه های رایانه ای، نرم افزارها و تجهیزات ساخته شده است) متعلق به دانشگاه صنعتی شاهرود می باشد. این مطالب با ید به نحو مقتضی در تولیدات علمی مربوط ذکر شود.
- استفاده از اطلاعات و نتایج موجود در پایان نامه بدون ذکر مرجع مجاز نمی باشد.

## **ABSTRACT**

Although lots of studies have been conducted on different techniques of language assessment, a great number of Iranian English teachers are not proficient enough to use them fundamentally. The problem is that what teachers do in classrooms is just teaching and not assessing. Furthermore, very little attention has been paid to teachers' assessment ways in classrooms. In order to reveal the teachers' techniques of assessment, this study applied a grounded theory methodology to theorize the teachers' techniques of assessing four English skills in English classrooms. Participants were selected through purposive sampling and sequentially followed by theoretical sampling. Teachers' techniques were collected through open-ended interviews. It was found that different techniques of assessment are used in listening, speaking, reading and writing in English classrooms which have clear implications for learners, teachers, syllabus designers, and material developers.

**Keywords:** teachers' assessment; assessment four English skills; Iran

## Table of Contents

Dedication .....	iv
Acknowledgment .....	v
Table of Contents .....	viii
1.1 Overview .....	2
1.2 Statement of the Problem .....	3
1.3 Purpose of the Study.....	3
1.4 Limitation of the Study.....	3
1.5 Delimitation of the Study .....	3
<b>Chapter Two: Literature Review .....</b>	<b>5</b>
2.1 Overview .....	6
2.2 Theoretical Perspectives.....	6
2.2.1 Assessment .....	6
2.2.2 Traditional Assessment versus Alternative Assessment .....	8
2.2.3 Techniques Contributing to Alternative Assessment .....	10
2.2.4 Assessing four English Language Skills .....	13
2.3 Empirical Findings .....	15
2.3.1 Traditional Assessment versus Alternative Assessment .....	15
2.3.2 Techniques Contributing to Alternative Assessment .....	16
2.3.3 Practice Quizzes .....	17
2.3.4 Assessing Four English Language Skills .....	17
2.4 Summary of Empirical Findings .....	20
<b>Chapter Three: Research Method.....</b>	<b>23</b>
3.2 Grounded Theory .....	24
3.3 Participants .....	25
3.4 Data Collection.....	26
3.5 Data Analysis .....	26
3.6 Ethical Issues.....	27
3.7 Establishing Credibility.....	27
<b>Chapter Four: Results.....</b>	<b>29</b>
4.1 Overview .....	30
4.2 Techniques of Assessing Listening .....	30
4.2.1 Multimedia Transferring .....	30
4.2.2 Audio-based Recurring.....	31



4.2.3	Intensive Post Listening Tasks .....	32
4.2.4	Audible Comprehensive Interplay .....	33
4.3	Techniques of Assessing Speaking .....	34
4.3.1	Role Play Conversation.....	34
4.3.2	Giving Instructions and Directions .....	35
4.3.3	Oral Presentations .....	36
4.3.4	Retelling Story .....	37
4.4	Techniques of Assessing Reading.....	38
4.4.1	Read Aloud .....	38
4.4.2	Sequenced-based Comprehensive Pictures .....	39
4.4.3	Intensive Post Reading Tasks.....	41
4.4.4	Open-ended Summarizing.....	42
4.5	Techniques of Assessing Writing.....	43
4.5.1	Dictation.....	43
4.5.2	Report Writing .....	44
4.5.3	Paragraph Writing .....	45
4.6	Code relation browser .....	46
4.7	Charts Indicating Fit.....	48
<b>Chapter Five:.....</b>		<b>51</b>
<b>Discussion and Conclusion .....</b>		<b>51</b>
5.1	Overview .....	52
5.2	Summary of the Findings and Discussion.....	52
5.3	Pedagogical Implications .....	54
5.4	Suggestions for the Further Research.....	55
References .....		56

## List of Tables

Table 3.1. Demographic Information.....	26
---	----

# **Chapter One: Introduction**

## 1.1 Overview

Teaching a foreign language is not just teaching alone. It is integrated with assessing. This is one of the important issues in instruction that is passed up. Since teaching a foreign language is enduring and the instructors should increase their knowledge in the foreign language, knowing how to assess language skills is of great significance. Due to the fact that instructors are the deciders, before or after teaching they should assess language skills to make decisions about learners or programs, whether to evaluate the effectiveness of language programs or to use remedial teaching.

The assessment constitutes a social setting in its very own right. It holds a central place in our instructive establishments and has an incredible effect on instruction, not all the time to improve things. What educators instruct is firmly affected by what is on the test and even by apparently minor subtleties of test design. Frederiksen (1984) talked about ways by which the configuration of a test and the understood connection between instruction and assessment can have unintended outcomes. Frederiksen put it: The “real test bias” has to do with the impact of tests on instructing and learning. Productive tests will in general drive out less proficient tests, leaving numerous significant capacities untested—and untaught. A significant undertaking for teachers and psychologists is to create instruments that will better reflect the entire space of instructive objectives and to discover approaches to utilize them in improving the instructive procedure.

A great majority of instructors in English context of Iran teach skills without being able to assess them practically. Obviously, the more we understand about practical techniques, the better we can fill the gaps related to learners’ achievement. Accordingly, assessment can act as a bridge between learning and teaching. Both teachers and learners, therefore, find opportunities to decide whether they continue or change their strategies and be informed about the learners’ strengths and weaknesses. This study deals with teachers’ perceptions toward different assessments and then present the techniques of assessment used for main skills by experienced teachers in EFL context. It should be mentioned that this study has so many beneficial consequences as a practical explanation to many questions and problems in language learning, teaching, syllabus designers, and material developers.

## **1.2 Statement of the Problem**

Most of English instructors at both public and private language schools in Iran teach skills and there is no time for assessing them. The problem is that teaching materials and information need to be assessed so that teachers and learners find opportunities to decide whether they continue or change their strategies; therefore, assessing language skills is an essential part of instruction that should be paid attention before going to new part and teaching new instruction.

## **1.3 Purpose of the Study**

This study is a thick description that aims at presenting different experiences and perspectives from different teacher participants about assessing four English language skills. Language teachers' main concern was how to assess learners' learning after teaching specific materials. The purpose of this study is to get familiar with different perspectives in natural contexts and uncover the most applied techniques leading to four English language assessment skills which are known as emic view.

1. What are the perceptions of Iranian English teachers toward language assessment techniques?
2. What are the engagements of Iranian English teachers toward language assessment techniques?

## **1.4 Limitation of the Study**

Although there are many teachers in different countries who teach English and use assessments of English skills in English language learning courses, the researcher of this study is not able to get access to such cases. There can be different techniques which are employed by such cases to assess English language skills; however, this study only uncovers techniques used by those who are masters in teaching English in both public/private schools in Iran. Therefore, this study is not information-rich enough to achieve its main purpose because of involving only teachers and instructors in Iran to get the meaning out of their experiences.

## **1.5 Delimitation of the Study**

To narrow down the limitation, the researcher attempts to uncover as much as possible techniques by teachers who are successful in teaching English in both public/private

schools and institutes in Iran. To this end, experiences through which the researcher can uncover techniques of assessing English language skills are restricted to who are educated in English language. So, the uncovered techniques are mostly applicable for the teachers who want to improve their teaching in both public/private schools and institutes.

# **Chapter Two: Literature Review**

## **2.1 Overview**

This chapter reviews the related theoretical and empirical literature regarding the thesis' topic; therefore, the following chapter reveals the theoretical and empirical notions of assessment, skills, and techniques toward assessment skills.

## **2.2 Theoretical Perspectives**

In order to explore techniques of assessing English language skills in English language classrooms, the theoretical background related to different types of assessments are going to be presented in the following pages.

### **2.2.1 Assessment**

Assessment is gathering information in different contexts. According to Herman, Knuth and Dietel (1991), in every language instruction in the context of L2, the role of assessment which is assessing the current condition, specifying goals of learning, designing a plan for instructing, and assessing outcomes are also feasible. Moreover, assessment is important to teachers and students not just because it provides information about students' performance and learning. They continued that in the classroom, assessment plays a key role in facilitating learning and allowing teachers to understand where the students are, where they could be going, and what resources and supports are needed to get there. According to Crusan, and Matsuda (2018), assessment is integral to needs analysis, lesson planning, feedback, and evaluation. It promotes students' awareness of their own abilities, resources, and accomplishments. It also leads to the development of internalized criteria for skills, which facilitates revision, peer feedback, and self-evaluation—all of which will, in turn, contribute to students' development as language learners. To enhance teachers' ability to teach and students' ability to learn, assessment needs to be integrated with all aspects of teaching and learning (Crusan & Matsuda, 2018).

Stoynoff (2012) talks about the changes in language assessment and makes the analysis of the transitions on the way. By emerging domination of a sociocultural model in which learning is viewed as a developmental, socially built, communicating, and thoughtful process, classroom-based assessment will need to contain the following:



- join the teacher fully to the assessment process containing planning assessment, evaluating performance, and making decisions based on the results of the assessment;
- be managed by and under the guidance of the learners' teacher (as opposed to an external examiner);
- supply multiple samples of learner performance that are gathered over time and by means of multiple assessment procedures and activities;
- be applied and become adjusted to meet the teaching and learning goals of different classes and students;
- join learners into the assessment process and take advantage of self- and peer-assessment in addition to teacher-assessment of learning;
- raise opportunities for learners to employ in self-initiated inquiry;
- suggest learners immediate and developmental feedback; and
- observe, evaluate, and change procedures to improve teaching and learning (Stoynoff, 2012).

Assessment in the classroom can be divided into three kinds depending on their relationship with learning: assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AaL) (Lam, 2015). AoL is the subcategory of summative assessment – an assessment which *measures* learning and performance; AfL and AaL are known as formative assessment – an assessment which *facilitates* learning and performance (Crusan, & Matsuda, 2018).

AoL tends to occur by the end of a period of instruction, summarizes learning, and ends with classifying students through grades (Lam, 2015). AoL is the original model of assessment— *summative assessment*—most typically found in classrooms and are aligned with the idea of measurement. AoL can have some effect on learning. For instance, high grades can motivate some students, while low grades can be a wake-up demand for others. Yet, using grades as carrots and sticks can backfire. Students used to receive high grades may be demotivated by occasional low grades, and students accustomed to receiving low grades may provide learning altogether. For these reasons, summative assessment (e.g., a final, timed essay, the TOEFL writing component), which occur at the end of the learning process, tends to be less effective in facilitating learning than *formative assessment*, which happens during the process of

writing and learning. Particularly for L2 writers, one of the values of formative assessment lies in its capacity to allow teachers to highlight specific rhetorical and linguistic issues, along with those related to content (Crusan & Matsuda, 2018).

AfL, an approach to formative assessment, begins early in the process of learning and continues throughout. This kind of assessment includes collecting information about student learning—both formally and informally—due to finding what students can do, what they require to know, and what the best pedagogical strategies are needed to attain further learning. AfL is most closely arranged in a line with the concept of dynamic assessment, which takes up Vygotsky’s notion of the zone of proximal development (ZPD) due to generating proper forms and levels of mediation (Lantolf & Poehner, 2004). To understand the gap between where students took place and where they can be, teachers can plan instruction and materials that facilitate student learning. To share perceptions generated by AfL, teachers can help L2 writers know their own performance and set practical learning goals for language proficiency, as well as for overall proficiency in academic writing. An example of this type of assessment that is specifically helpful to L2 writers is asking students too indecisive to take part verbally to write comments or questions about a lesson and email them to the teacher. In an equal manner, there are online collaborative writing tools such as google docs, in which students might correct each other’s language errors or comment on rhetorical issues (Crusan & Matsuda, 2018).

### **2.2.2 Traditional Assessment versus Alternative Assessment**

According to Bailey (1998) and Simonson et al. (2000), traditional assessment is a way which is not direct and authentic and there is no feedback in its processing; therefore, it is often based on learner’s capability on memorization and remembrance. Law and Eckes (1995) emphasize the same point and state that traditional assessments are discrete point. That is, they evaluate what learners can do at a specific time. However, test scores cannot talk about the advancement of learners. Similarly, they cannot say what unusual difficulties the students had throughout the test.

Alternative assessment is more authentic and can be used by teachers inside and outside the classroom to find out what a student knows or can do, to show growth, and to inform instruction (Hamayan, 1995; O’Malley, & Valdez, 1996, Shaaban, 2001,

Smith, 1999). Therefore, alternative assessment consists of information more than traditional test scores (Alderson & Banerjee, 2001). Moreover, it can be more practical for students and their parents as well as the administrators and teachers (Hamayan, 1995). It gives the opportunity to the students to acquire a better understanding of their performance and to be more accountable for their own learning (Hamayan, 1995). Alternative assessment makes conditions for teachers to write down the success or failure of a curriculum which helps to demonstrate a better structure for managing the learners' achievement. Furthermore, alternative assessment is asserted to be identical with the cognitive psychology in that it contains learning to proceed in a dynamic process rather than a linear fashion. Moreover, it can be argued that students should be prepared with the chances to utilize their own strategies to perform the given tasks. It is also emphasized that this kind of assessment gives the students required time to produce what they know rather than choose a response. (Barzilai & Frank, 2004)

Johnston (2003) supported using alternative assessments from the standpoint of morality. First, traditional assessments test the wrong type of knowledge, namely, rote memorization and facts instead of a holistic understanding. Second, traditional assessments are usually designed for administrative purposes rather than meeting the interests of students. Third, because of the high level of stress, they reduce students' motivation. Finally, instead of assessing what students can do with their knowledge, traditional assessments test what students do not know. Owing to these reasons, a growing number of educators have realized the importance of alternative assessments.

In a similar vein, Damico and Hamayan (1991) spoke in favor of alternative assessments as they are more suitable for Limited English Proficiency (LEP) students. They encouraged educators to be the advocates of alternative assessments for the interest of LEP students. They did not agree with the label, LEP, and stated that the term emphasizes the negative facet of students' English proficiency rather than focusing on their existing native language ability. Hamayan (1995) pointed out that the purpose of alternative assessments is not only to evaluate learning but also to evaluate teaching. She also specified some characteristics of alternative assessments. They are 1) "Proximity to actual language use and performance": O'Malley and Valdez (1996) called them authentic assessments because they are usually based on classroom activities or take place in a real-life context. 2) "A holistic view of language": Through

alternative assessments, language can be evaluated in an integrated way in terms of the four skills and students' "social, academic, and physical situation". 3) "An integrative view of learning": Alternative assessments allow teachers to assess learning from different dimensions. 4) "Developmental appropriateness": Owing to the fact that alternative assessments have the potential to meet students' needs, teachers can get more information about individual students' life and experiences. 5) "Multiple referencing": They allow teachers to collect diverse sources of learning (p. 213-215).

Brown and Hudson (1998) discussed the unique characteristics of alternative assessments as follows:

- demand students to perform, create, produce or accomplish something;
- adopt or simulate real-world contexts;
- are nonintrusive in that they expand the daily classroom activities;
- assess students on what they usually do in class;
- utilize tasks that represent relevant teaching activities;
- pay attention to both processes and products;
- develop higher-order thinking and problem-solving skills;
- give students information regarding their strengths as well as weaknesses;
- if adequately implemented, are sensitive to various cultures;
- use human judgment rather than scoring machines;
- urge open discussion of standards and grading criteria; and
- appeal teachers to take new teaching and assessment roles.

### **2.2.3 Techniques Contributing to Alternative Assessment**

Portfolio assessment presents a form of alternative assessment (Coombe et al., 2012) and, as its name talks, assesses learning performance via evaluating portfolios. As defined by Genesee and Upshur (1996), a portfolio refers to "a purposeful collection of students' works that demonstrates...their efforts, progress and achievement in given areas" (p. 99) and might contain such artifacts as writing samples, reading logs, drawings, journals, personal reflections, and teacher and student comments on students' development, among others. Portfolio assessment came into importance largely as a response to the requirement to go beyond standardized testing and, more importantly,

the need to integrate instruction and assessment (Coombe et al., 2012). As presented by Hamp-Lyons and Condon (2000), a portfolio described by the combination of nine features could operate to paint a more informative picture of a student's learning to process and progress. That is to say, a portfolio should (a) assemble more than one performance of the learner, (b) enable the learner to exhibit a range of performances, (c) reflect the context in which learning occurs, (d) permit for delayed evaluation, (e) present an option of the learner's works representative of him or her, (f) place the learner in control of the works to assemble, (g) advance self-assessment and reflection, (h) keep record of the learner's growth along specific parameters such as spelling, and (i) collect the evidence of a learner's overall development over time.

Surrounded by the characteristics mentioned before, self-assessment and reflection have been repeatedly paid attention by relevant researchers as the two important components of portfolio assessment. In terms of self-assessment, as Paulson and Paulson (1994) mentioned, when trained as an integral part of instruction, portfolio assessment can perform as a valuable vehicle that promotes self-assessment. They suggested three steps for practicing self-assessment with portfolios: *documentation*, *comparison*, and *integration*. The first step, *documentation*, encourages learners to suggest a reason for the works they select for including in their portfolios. In *comparison*, learners compare a recent piece of work with an earlier one and recognize the ways and the parameters in which they have developed. In the third step, *integration*, learners draw on their portfolios to represent their growing strengths in language proficiency.

These three steps of performing self-assessment in portfolio assessment could not only help self-monitoring but move learners toward greater independence in learning. In terms of reflection, as Murphy (1994) completed, portfolio assessment would invite learners to engage themselves in reflecting on their works and the process by which they produce these works. Such reflective practices might put learners in a better place to evaluate their learning process and progress, spot the potential areas for improvement, recognize related learning strategies, set relevant future goals, and so forth (Porter & Cleland, 1995).

Rubric is a rating scale which is primarily used with performance assessments.

Mertler (2001) clarifies it as a scoring director which contains predetermined criteria for performance due to evaluating how students perform on a particular task. Other scholars have given more specific and practical explanations that describe a rubric as –a scoring tool that lists the criteria for a piece of work (purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor (Goodrich, 1997, p. 14). Given these conceptualizations of rubrics, it is clear that in the field of TESOL they can be and have primarily been used for assessing production skills, particularly speaking and writing.

Rubrics have mainly been divided into three main categories: generic and task-specific rubrics, primary nature and multiple nature rubrics, and holistic and analytic rubrics. While generic rubrics can be utilized with various tasks, it is clear that task-specific rubrics are built for special tasks. Primary nature rubrics concentrate on a particular task and the performance in that task is measured based on only one criterion. However, multiple nature scoring judge performance on the basis of different characteristics of a specific task (Hamp-Lyons, 1991).

The most prevalently used and best-known kinds of rubrics are the holistic and analytic rubrics. As its name recommends, holistic rubric rests on the evaluation of the task, whether it is process or product, as totally without noticed the individual parts or components. When using a holistic rubric, instructors or scorers are contained in holistic marking or –recording a single impression of the impact of the performance as a whole (McNamara, 2000, p. 43).

By contrast, an analytic rubric is utilized to assess various aspects of performance distinctly (Hamp-Lyons, 1991). This means that raters mark selected aspects of a piece of writing or speaking and then assign point values to quantifiable criteria (Coombe & Evans, 2001). They continued that analytic rubrics are more usually utilized than their holistic complement, particularly in assessing oral and written proficiency. In other words, they are more effective for tasks that may comprise more than one suitable response.

Peer assessment is a process wherein a group of individuals grade their peers and may or may not involve agreed criteria among teachers and students (Falchikov, 1995).

Topping (1998) explained peer assessment as –an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status (p. 250). The process of peer assessment ought to involve students grading and giving feedback on peers’ work; the quality of the appraisals should be judged as well (Davies, 2006). Similarly, Ellington et al. (1997) expressed that peer assessment requires students to assess (criticize and appraise) other people’s work. Such assessment method is usually associated with group work because individual contributions within groups are wished to be separated from groups’ final products. In this situation, students are better assessors as it may be hard for instructors to evaluate individual effort in group work.

Moreover, Broud and Falchikov (2005) based on Brew’s (1999) typology classified peer assessment into three levels of student involvement as follows:

Level 1: The lowest level, requires students using defined criteria or answers provided by teachers to evaluate their knowledge, performance, or skill.

Level 2: At this level, students are encouraged to discuss and negotiate assessment criteria or think about what answers could be appropriate before they actually assess themselves or each other’s work.

Level 3: The highest level has an emancipatory element which requires students to critically analyze and discuss assessment criteria. Critical reflection, which is one of the meta- level skills, can be used to promote students’ involvement.

#### **2.2.4 Assessing four English Language Skills**

Listening may be an unseen procedure which an audience activates and processes thoughts in mind in view of information (Abeywickrama, 2018). Dependent upon this description, he specified that listening could be depicted as a dynamic procedure for constructing meaning: the audience hears sounds and also decodes those approaching sounds or discourse perusing linguistic knowledge in terms of who will be speaking, where, and something like what. He continued with instruction viewpoint at whatever side of the point for this procedure that could be a chance to be assessed—from individual sounds, to stress and intonation that convey meaning, to particular majority of the data for example, such as the speaker, place, context, and the gist of the sound-related information. He also verified that listening capability is seen as the only general language proficiency and then subsequently listening capability might give acceptable

implication of a learner's in general language ability. Furthermore, the testing about listening may be advantageous in increasing learning. Taking this into account, listening practices gives language information for acquisition (Krashen, 1982).

There are numerous types of performance assessments of speaking that can be carried out in the classroom. Coombe et al., (2007) propose assessments which include oral presentations, debates on a controversial topic, reading aloud, retelling memories and stories, verbal essays, and extemporaneous speaking. O'Malley and Valdez (1996) additionally suggest using information- gap activities, picture-cued discussions, unplanned expedients, imitation, and oral interviews. Other varieties of techniques that can be used for oral assessments are dialogues and problem- solving and critical thinking activities. At the same time, as there are many techniques available for use as overall performance assessments, it is vital to reiterate that the chosen technique needs to be aligned with the learning objectives and purposes and the academic strategies used within the classroom. In performance varieties of assessment, students should be assessed by way of scoring rubrics or checklists which can be also perfectly aligned with the learning results that have been communicated to the students. The first step in designing the rubrics is to define the dimensions or standards of oral language to be assessed. General comprehensibility, grammar, and pronunciation are typical dimensions for oral language assessments. The weight given to each dimension will rely on the learning consequences. These rubrics should also highlight what students can do rather than what they cannot do (O'Malley & Valdez, 1996).

Reading is a complicated procedure that needs equal use of a large number of abilities (O'reilly & Sheehan, 2009). In other words, successful reading needs three general classifications of skills: previous stipulation reading skill, building a model skill, and practical comprehension skill. According to the commoner viewpoint of reading (Gough & Tunmer, 1986; Hoover & Gough, 1990), reading comprehension relies on both language procedures (e.g., building a model and practical comprehension skill) and word identification and decoding procedures. Moreover, the model declares that both skills are essential for reading comprehension and neither skill is adequate.

Writing assessment is a comparatively a new field of study, gradually appearing as a field in the late 20<sup>th</sup> century (Behizadeh & Engelhard, 2011). Current outlooks in writing assessment, rather than taking only the methods into account by which writing



is assessed, see the people engaged as an important aspect. Common questions consist of when to assess, what to assess, and how to assess writing. They check the teacher, the rater, and the writer. Because feedback in writing, often specified a –problematic practice (Parr & Timperley, 2010, p. 69), involves all of these participants, it holds a significant place in the assessment literature.

## **2.3 Empirical Findings**

In this section researchers' findings related to thesis' topic are going to be mentioned. The aim of this section is to get familiarized by findings of researchers' works that had been done before.

### **2.3.1 Traditional Assessment versus Alternative Assessment**

According to some scholars, there are some techniques known as traditional assessment. These techniques are multiple choice tests, true-false statements, fill in the gaps and matching exercises. Moreover, these techniques consist of poor and insufficient information about learning in traditional testing methods (Barootchi & Keshavarz, 2002). As an example, true- false tests consider two choices one of which is true. They indicate the range of understanding and suggest students a 50% chance of choosing correct answer. Scholars concluded that matching exercises are formed in terms of space and remove some extent of guessing factors. One important disadvantage with this exercise is that they mainly evaluate the ability of using passive vocabularies but do not evaluate other complex language skills. Multiple choice tests like matching exercises, contains less amount of guessing. On the other hand, Nasab (2015) substantiated with evidence that these techniques are especially practical for measuring different aspects of learning points. Accordingly, Genesee and Hamayan (1994) dispute, these tests investigate to be useful for gathering information relating students' achievements under specified conditions, but they are unsuccessful to make information about students' motivations, their interests and their learning strategies. On the other hand, Bailey (1998) criticizes traditional assessment in that they are not authentic and direct. It is based on norm-referenced and speed. Law and Eckes (1995) verify her asserts and add they are discrete point tests which do not consider information about the progress of a student or the troubles he may have faced with while answering the test.

In contrast, alternative assessment is a cooperative approach which allows the interaction of students and teachers in the learning process (Barootchi & Keshvarz, 2002). This cooperative relations in turn increases students' self-esteem, sense of efficacy and essential learning motivation (Broadfoot, 2013), so that learners turn into active participants in the process of learning by extracting their strengths and weaknesses and in real setting learning goals (Luoma & Tarnanen, 2003). Brown and Hudson (1998) gave examples of alternative assessment as portfolios, conferences, self-assessment and peer assessment. However, there are some concerns raised about alternative model of assessment. Firstly, it should be mentioned that this kind of assessment is more time-consuming and costly for teachers to have a reflective analysis of the tests to make accurate feedback to the learners (Brindley, 2001). Second, teachers must be proficient enough to be able to perform different methods of alternative assessment with success (Clark & Gipps, 2000). Third, learners also need a great deal of outlines and directions which cannot be accomplished if they are familiarized to traditional assessment practices. Forth, this kind of assessment can be criticized in terms of lack of validity, reliability and practicality (Brown & Hudson, 1998). Above all, practitioners have lack of certainty about the feasibility of the true application of this kind of assessment to big scale classes (Worthen, 1993).

### **2.3.2 Techniques Contributing to Alternative Assessment**

According to some scholars, peer assessment is one form of alternative assessment and is process in which a group of individuals grade their peers' level, quality, value, or success to give feedback on peers' work (Davies, 2006; Ellington et al., 1997; Falchikov, 1995; Topping, 1998). Topping (1998) classified types of peer assessment as follows: 1) tests, marks or grades; 2) oral presentation skills (Hughes & Large, 1993; Kelmar, 1993; Patri, 2002); 3) writing (Devenney, 1989; Marcoulides & Simkin, 1991, 1995); 4) group work and projects (Cheng & Warren, 1997; Gatfield, 1999; Magin, 2001; Sivan, 2000); 5) professional skills; and 6) computer-assisted peer assessment (Davies, 2006; Freeman & McKenzie, 2002; Lin et al., 2001; Oliver & Omari, 1999; Wen et al., 2006). Likewise, Sivan (2000) mentioned numerous types of peer assessment such as 1) practical training (Kwan & Leung, 1996); 2) essay (Carson

& Nelson, 1996; Williams, 1992); 3) laboratory report (Stefani, 1994); 4) poster (Orsmond & Merry, 1996; Orsmond et al., 2000); 5) verbal presentation; and 6) examination. O'Donnell and Topping (1998) identified portfolios (Hung, 2006) as another type of peer assessment which was not mentioned by Topping (1998) or Sivan (2000).

### **2.3.3 Practice Quizzes**

Taking the argument for the benefit of practice exams a step further, Karpicke et al. (2007) asserted that multiple retrieval practice opportunities that are part of the learning process facilitate retention. Research has repeatedly demonstrated that testing instruments themselves not only measure learning, but also enhance it (Gibbs & Simpson, 2004). Over time, this phenomenon leads to improved academic performance. Testing at the college level often includes a variety of multiple-choice formats (Roediger & Marsh, 2005; Pilotti et al., 2009). Multiple-choice tests, referred to by Whetten (2007) as an –assessment workhorse (p. 349), are easy to grade, but in most cases the only feedback students receive about their test performance is an overall score, hence potentially leading to fossilization of incorrect information (Epstein et.al., 2002).

One way to capitalize on the user-friendliness of multiple-choice tests, and to maximize the learning effect of this type of exam in a collaborative setting, is to provide immediate feedback to students. Researchers have argued that some of the pedagogical value of quizzes is lost because students often do not receive immediate feedback (Rao et al., 2002). In traditional multiple-choice tests, one answer is sometimes related to another earlier or later question on the test, so an incorrect response to one question would likely lead to another incorrect response later. As such, this process neither facilitates learning nor does it promote retention (Epstein et al., 2002). Students are often unsure about whether the thought process behind an answer was correct or not (Rao et al., 2002).

### **2.3.4 Assessing Four English Language Skills**

In the previous few decades, investigate for FL listening abilities has viewed it as the kind of input that is utilized both for classroom educating and for assessment purposes

(Abeywickrama, 2018). Notably, the effort of Gruba (1993, 1997, 2004, 2006), Vandergrift (2003), and Vandergrift and Goh (2009, 2012) analyzed how learners respond with audio vs. multimedia sources, and the profits and limits of including one or more modes in listening tasks, to learn or test this ability. At the same time, a percentage investigations investigating the utilization for distinctive input modes inferred that no distinction may be observed in the use of one mode as opposed to another (Gruba, 1993; Coniam, 2001), other investigations investigated that learners show better effects when watching multimedia material as contradicted to listening just for listening test (Sueyoshi & Hardison, 2005).

Besides, several researchers have investigated the unities of speaking as distinct from other macro English skills. They put emphasis on the characteristics of oral discourse such as the use of expressions, hesitation, repetition and rephrasing (Hughes, 2002); the use of contractions, reductions or elisions; the function of appropriate pronunciation, idioms, stress, rhythm or intonation (Brown, 1994). Along with Brown' theories, Harmer (2007) suggested that: -Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use, they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously (p. 53). Other forms of oral discourse qualities are proved through the accompanied use of body gestures as meaningful language (El Menoufy, 1997; Harmer, 2007); the act of managing turn taking (Cornbleet & Carter, 2001; Harmer, 2007), the source of a particular type of speech (formal vs. informal) relying on the setting; the chance of being complicated with more than one interlocutor; the use of an extent communication strategy, the necessity to take into account time restriction and language functions. Thus, the different parameters that get involved in the process of transference an output render speaking -the most demanding of the four skills (Bailey & Savage, 1994, p. 7). In language teaching, the process of speaking assessment is regarded as very controversial and complicated (O'Sullivan, 2013).

A summary is a brief yet comprehensible representation of the text component

that includes main ideas and significant details and how they are connected to each other. Research has presented that the act of presenting summaries arises from better comprehension (Moore & Westera, 1995), holding text information (Rinehart et al., 1986), and in some occasions, better course performance (Radmacher & Latosi-Sawin, 1995). Written form of summary has also been represented to result in growth in students' ability to observe their comprehension (Thiede & Anderson, 2003).

According to Grabe and Jiang (2013), classroom-based assessment for reading can be like standardized assessments (e.g., cloze, gap-filling formats [rational cloze formats], text segment ordering, text gaps, multiple choice questions, short answer responses, summary writing, matching items, true-false). Moreover, the validity of classroom assessment comes through day- to-day assessments and feedback teachers usually supply to students.

Among these informal assessment activities, it is important saying that oral reading ability (reading aloud) assessment has pulled much research interest contexts. Oral reading fluency has been used as a powerful predictor of general comprehension (Shinn et al., 1992; Fuchs et al., 2001; Valencia et al., 2010). Just with a one-minute oral reading assessment, teachers can check out multiple signals of oral reading fluency and achieve an understanding of students' reading ability, especially if various aspects of student reading performances are assessed (Kuhn et al., 2010; Valencia et al., 2010).

Multiple choice or indirect testing is mostly testing writing without presenting any writing; in fact, indirect testing is more an assessment of the subskills engaged in writing—mechanics which is usage, grammar, and spelling. Moreover, Its use in higher education for placement is predominant (Crusan, 2010; Yancey, 1999). When interrogated, dependence on indirect assessment (at least for placement aims) makes administrative impression. Furthermore, efficiency, low cost, and quantification make standardized tests appealing. Also, it is difficult to challenge the declaration of reliable and valid writing assessment for a fraction of the time, money, and energy. However, we must regard the weaknesses of indirect testing of writing ability. One of them is the lack of face validity. If a test does not look like it will measure what it is expected to measure (especially to the test taker), it is without face validity (Crusan, 2002). Another problem is the chance of less valid interpretations of test scores because of

construct- irrelevant divergence (Messick, 1989) from use of test-taking methods; for example, a high score on a grammar or mechanics multiple choice test does not unintentionally assure that the test taker is good at writing. Although difficult and possibly awkward for placement, –the portfolio and its subsequent withholding of summative assessment (an actual grade rather than formative feedback on a series of drafts) is now a central notion in many L1 and L2 writing classrooms (Crusan, 2010, p. 41), so it makes abstract sense for placement as it reflects classroom practice. However, while authentic, its disadvantages include time, energy, and money, connected with increased risk of plagiarism. Furthermore, the reliability of the portfolio as a testing method has already to be set up (Hull & White, 2008).

#### **2.4 Summary of Empirical Findings**

As mentioned before, there are plenty of researchers that provide empirical studies that can be good sources for language teachers, material developers, and policy makers that enable them to make informed decision in term of assessing language skills. One of the important characteristics of alternative assessment is being a cooperative approach which allows the interaction of students and teachers in the learning process (Barootchi & Keshvarz, 2002). One form of alternative assessment is a peer assessment in which a group of individuals grade their peers' level, quality, value, or success to give feedback on peers' work (Davies, 2007; Ellington et al., 1997; Falchikov, 1995; Topping, 1998). Different techniques of assessment are constructed for listening speaking, reading and writing by researchers. In listening, researchers investigated that learners show better effects when watching multimedia material as contradicted to listening just for listening test (Brett, 1997; Sueyoshi & Hardison, 2005; Wagner, 2010b). Accordingly, Genesee and Hamayan (1994) talk about post listening tasks and dispute, these tests investigate to be useful for gathering information relating students' achievements under specified conditions, but they are unsuccessful to make information about students' motivations, their interests and their learning strategies. For speaking, the researchers put emphasis on the characteristics of oral discourse such as the use of expressions, hesitation, repetition and rephrasing (Hughes, 2002); the use of contractions, reductions or elisions; the function of appropriate pronunciation, idioms, stress, rhythm or intonation (Brown, 1994). In reading, Research has presented that the act of presenting summaries arises from better comprehension (Moore & Westera, 1995), holding text information

(Rinehart, Stahl, & Erickson, 1986), and in some occasions, better course performance (Radmacher & Latosi-Sawin, 1995). Moreover, post reading tasks can be good for learners and teachers' assessment when they are administered day to day with teachers' feedback (Grabe, & Jiang, 2013). In writing, multiple choice or indirect testing is not a good option because it tests writing without presenting any writing; in fact, indirect testing is more an assessment of the subskills engaged in writing—mechanics which is usage, grammar, and spelling (Crusan, 2010; Yancey, 1999). While these and similar studies did not explore teachers' techniques for assessment used in real situation of the class and just imposed some assessment techniques to the teachers as external factors without considering conditional elements, a study is needed to reveal teachers' techniques of assessment which can be practical and useful for both teachers and learners. To fill in the gap, this study aims at exploring teachers' techniques of assessing English language skills.





# **Chapter Three:**

# **Research**

# **Method**

### **3.1 Overview**

In this study, the researcher followed the qualitative research design under the grounded theory to explore techniques of assessing receptive skills in English language classrooms. The processes of sampling procedure, data collection, and data analysis were applied based on the suggested rules in grounded theory research method. In the following section, more detailed of grounded theory is given.

### **3.2 Grounded Theory**

Because of the purpose of this study, which is to theorize language teachers' perspectives, the researcher focused on grounded theory as a qualitative method of research. Grounded theory talks about important issues in peoples' lives (Glaser, 1978; Glaser & Strauss, 1967; Strauss & Corbin, 1998). It is a way not only of generating new theory grounded in the field but also set in the context of existing theory. Therefore, it does not set out to test an existing hypothesis (Kennedy & Lingard, 2006), but rather seeks to generate theory from the research situation in the field as it is.

The essence of grounded theory is the inductive–deductive interplay, beginning not with a hypothesis but with a research situation. Researchers start with a topic of interest, collect data and allow relevant ideas to develop. This requires open mindedness to ensure that data are not ignored because they do not fit in with a preconceived notion. Data are gathered, usually through field observation and/or interviews, but numerical data may also be included. Initially, the approach taken is inductive and consequently hypotheses and tentative theories emerge from the data set. In this way, an inductive–deductive interplay is established. Ideas inductively derived from the data form mini-theories, which are then either confirmed or refuted by subsequent theoretically sampled data (McGhee et al., 2007).

The grounded theory approach is not linear, but concurrent, iterative and integrative, with data collection, analysis and conceptual theorizing occurring in parallel and from the outset of the research process (Duhscher & Morgan, 2004). This process continues until the theory generated explains every variation in the data (Benton, 2000). The resulting theory is a robust theoretical explanation of the social phenomenon under investigation (Strauss & Corbin, 1998).

It should be noted that, the selection of participants had aspects of purposive sampling, as well as aspects of convenience sampling. The important consideration in making this decision was to select a case that was likely to –maximize what we can learn (Stake, 1995, p. 4). Also, for choosing the open-ended interview, Creswell and Clark (2011) describe three types of quotations used in qualitative research: short eye-catching quotes that are easy to read; brief embedded quotes within the report; and longer block quotations with more in-depth information. Therefore, the researcher decided to use open-ended interviews to have in-depth quotes which are easy to read and comprehend.

### **3.3 Participants**

To reveal the techniques of assessing receptive skills, we interviewed 10 experienced participants. The participants were all non-native English teachers aging between 25 and 43. All of the participants had more than five years of experience of teaching English as a foreign language in both private and public language schools of Gorgan, the capital city of Golestan, Iran. Of the ten participants, two were Ph.D. candidates in TEFL, four had received a master's degree in TEFL, and four had received a bachelor's degree in English language literature. Generally, we followed four criteria for choosing the participants: years of teaching experience, education in TEFL or English language literature, the degree of popularity in both private and public language schools, and willingness to participate in the study. Table 3.1 presents the demographic information of the participants.

Table 3.1 Demographic Information

<b>Teachers Participants</b>	<b>Age</b>	<b>Gender</b>	<b>Education</b>	<b>Years of Teaching Experience</b>
T.P.1	29	Female	M.A.	7
T.P.2	32	Female	B.A.	10
T.P.3	38	Female	M.A.	8
T.P.4	40	Male	Ph.D.	15
T.P.5	25	Female	M.A.	5
T.P.6	33	Female	B.A.	7
T.P.7	25	Female	M.A.	5
T.P.8	34	Female	B.A.	11
T.P.9	43	Male	Ph.D.	13
T.P.10	36	Male	B.A.	8

### 3.4 Data Collection

The data for this study were collected based on interview, which is the major part of the grounded theory research (Glaser, & Holton, 2004), So that we held unstructured, open-ended interviews that participants can share their techniques of assessing freely. Questions were asked and during an interview, we just listened and open for what we heard. Also, we wrote down memos while teachers' teaching or expressing their techniques. This process was continued until we reached theoretical saturation and no new techniques were mentioned and found by participants.

### 3.5 Data Analysis

In this study, analysis entailed a two-stage process. First in line with Strauss and Corbin (1991) the data underwent three types of coding. In open coding, the data were read line by line and concepts were abstracted from the data and the extracted concepts were checked against the data which is known as constant comparative techniques to ensure that the concepts reflect the data. In axial coding, we increased the breadth and depth of the emerged concepts by asking where, when and why questions. We also tried to establish connections between concepts and categories. In selective coding, we tried to find an umbrella term or the core category which pulls all the concepts and

categories into a unified whole. Our notes and memos were used to understand the interrelationship between concepts and categories

In the second stage, we imported the emerged concepts, categories and transcripts of the participants into MAXQDA software. Then we highlighted the relevant parts of the document and the software gave us two outputs that visualize the degree to which each category is supported by the transcripts of the techniques verified by the participants and the degree to which concepts and categories overlap. One of the outputs is a code relation browser representation of codes which are near to each other or co-occurred were found with thick squares.

### **3.6 Ethical Issues**

Ethical issues are an important and inseparable factor for both quantitative and qualitative research. It must be taken as an essential part even the participants are not aware of them (Neuman, 2011). As a researcher, we should inform our participants about all aspects of the research study. It's the researcher's duty to give confidence to participants before doing everything so that participants can depart whenever they want. Researchers should assure participants that their identification is not transpired and after data collection, they all should be kept safe and locked.

### **3.7 Establishing Credibility**

We used two strategies in order to establish credibility of the findings. First, participants have been observed to make sure what they expressed during open-ended interview sessions are the same as what they have done in their classes to make sure about their perceptions declared during interviews. Second, after transcriptions were prepared, participants were asked to check them in order to certify their expression. It involves the confirmation of the findings by participants themselves.



# **Chapter Four: Results**

## **4.1 Overview**

This study aims at theorizing techniques of assessing receptive skills in English language classrooms. To this aim, this section presents findings in two separate parts. The first section provided some insights into techniques of assessing receptive skills substantiated by participants. The second section clarified the data by visualizing in both code relation browser and charts indicating fit.

## **4.2 Techniques of Assessing Listening**

### **4.2.1 Multimedia Transferring**

In this technique, the teacher provides authentic audio or video file for learners related to their classroom objectives and ask them to transcribe or talk about their general comprehension of the files in order to assess the connection and interaction between their visual or audial capabilities with their linguistic performance. Supporting this technique of listening, T.P.6 noted:

*I use music for learners listening comprehension, the music that fits the class and the level of those learners. I ask them to listen to the music several times and then write down what they hear. By this way you can assess not only their listening comprehension, but also their writing and reading abilities.*

This technique is designed to find out specific information regarding to a multimedia file and aims at evaluating a controlled favorable data out of input. This type of assessment is commonly applied by Iranian EFL teachers both in form of audio and video. T.P.1 mentioned:

*I give the students a ten to fifteen minutes file to listen to it or watch it. Then, I ask to think about it and after that we discuss about the topic related to that file. Hearing is also evaluated and sometimes listening to the students in response to the questions identifies grammar errors. Also, their spelling mistakes are identified, and when they speak, you can assess their knowledge of some words which are not properly understood, and of course they have difficulty writing those words. I usually choose a file both in form*



*of monologue like BBC World Service (BBC) as well as the dialogue because in the monologue there is different understanding along with dialogue.*

Knowing how to transfer information plays a key factor in this technique which connects understanding by hearing to the spoken or written form. T.P.2 believed that:

*I have a particular interest in learners' understanding, and I believe that in order for students to be better at speaking, they need to have better understandings of what they are listening to. So that, their analysis and comprehension are essential parts of transferring from hearing to speech and it is very important to assess students' listening comprehension when they are listening to a file by their performance when they are reflecting their comprehension in form of speaking.*

#### **4.2.2 Audio-based Recurring**

This task refers to recurring meaningful linguistic chunks (e.g. vocabularies, phrases, idioms, sentences) with the help of hearing from an oral production. As it is obvious, a teacher should produce a sentence or a piece of a sentence long enough to memorize by a student to find out learners' ability of memorizations and pronunciation practice, so that learners should be informed how to recognize what they hear. T.P.3 stated:

*Repeating helps a lot in developing pronunciation. Learners may spell what they hear and then their pronunciations will be checked. Some part of accent is practiced and they try to speak more native-like and words or sentences which they unfamiliar with them can be identified.*

Because of its nature, it can be noted as one of the major types of typical listening assessment situated in beginner and intermediate language learning classes and can be used as pronunciation and memorization assessment in listening comprehension. T.P.7 argued:

*We all know that repetition is rote learning and doesn't make much meaningful learning, but it still seems to be functional. In my opinion, the most important thing is that at least learners get familiarized with rhythm, with intonation or even where they should put stress. It is a good listening practice, and it also reinforces speaking which is integrated with listening.*

In some situations, this technique can help teachers to assess not only their difficulties in pronunciations of some words, sentences, or phrases, but also the degree of their concentration in classroom. T.P.6 expressed:

*Some of the elements are hidden in repetition. As an example, when I give them an audio file, one of the things I perform is repetition which can help me to measure learners' concentration and comprehension. Decoding vocabulary's pronunciation gives an explanation of how learners can understand correct spelling.*

#### **4.2.3 Intensive Post Listening Tasks**

This assessing technique refers to different types of post-test tasks used after listening comprehension to create an immediate evaluation of what a learner perceives from the input. It can be multiple choice, true-false, and gap filling tasks and should be done in two stages. First, learners should listen to the audio file or oral production carefully and then, they are expected to answer them correctly. Verifying this point, T.P.7 mentioned:

*I also provide a text with a single word or sometimes a two-word blanks along with an audio file for testing learners' listening comprehension. I play the file for the first time and ask them to listen to it carefully. Then for the second time, I replay it and ask students to look at the blanks and write the missing words.*

In light of the understandings of classroom based on a listening context, these post listening tasks can be good options to have day to day and assess learners by giving feedback to the learners' performance in such tests. As T.P.7 explained:

*Exactly it shows their listening skills, what they are hearing, whether they are hearing the word correctly or not, and the number of words recognitions with respect to their writing abilities.*

Using such exercises can be a complement to stabilize what learners learn throughout the class as new material. T.P.10 mentioned:

*Fortunately, new books designed to improve the language and audio performance of language learners in which that immediately after each part provide learners with auditory exercises to consolidate learning content, and I think it can help to fit information perfectly into one's mind, such as Speak now or Top Notch books.*

#### **4.2.4 Audible Comprehensive Interplay**

The audible comprehensive interplay refers to the interactions of listeners and speakers in order to make a greater comprehension in real world situation to assess their abilities of listening understandings to create a communicative-based discussion. To be clearer, T.P.1 mentioned:

*I play a 10-15 minutes long file for students to listen to it. Then, I can ask learners more information about that specific subject, for example the subject is talking about the festival. Next, we'll discuss related topics such as the difference of festival with carnival or parade, so that conversation and interaction have been shaped.*

Sometimes teachers use a prefabricated topic to have an ongoing process. It can be authentic form of communication in class and can encourage learners to express their feelings, thoughts, and information in form of conversation and communication. It consists of real-world context of listening performance. Talking about this issue, T.P.3 said:

*In listening, communication is very important due to the fact that communication is asking a question to make a conversation in which your linguistic ability, and listening and speaking comprehension are measured. Therefore, students have to listen to the file and prepare themselves to respond. So, at the same time, we can assess both listening and speaking abilities as well.*

Choosing one interesting topic according to what students like for starting conversation can be a good way to create comprehensive interaction which can help to

assess learners' listening ability. T.P.7 continued:

*Well, I all the time try to choose a topic which is interesting and learners love to talk about it. We cannot force learners to talk about a topic which is not interesting with them. First of all, if I want to choose a topic to discuss, I will ask learners to choose themselves. I perform like a leader and when they don't have anything to say, I try to create a challenge question to make a discussion again, for instance, I use some authentic and meaningful questions to start a conversation: "what's the weather like today?" "How was your exam?"*

### **4.3 Techniques of Assessing Speaking**

#### **4.3.1 Role Play Conversation**

Role play conversation practice can consist of more than two questions and answers related to each other in order to make a dialogue to assess students' speaking and listening ability and it can cover a whole range of variety, from a simple question like "how are you today?" to ask about their deepest feeling which is hard to talk about even in the first language. T.P.10 asserted:

*First, I start a conversation with a question, and then I try to identify learners' errors in terms of pronunciation, grammar, vocabulary, and structure. Fortunately, all the books start with specific topic which can help teachers to make conversations. Most of the time, I have some artifact face shapes and puppets for my students in order to use them when we have role playing conversation. My students are more interested with these real like contexts and try more to be one of the characters.*

Conversations force learners to be in situations that see themselves as an inseparable part and improve their critical thinking for being as a member of the discussion. T.P.4 discussed:

*Conversation practice assessment shows the ability to speak language with sufficient structural accuracy and vocabulary fluency in order to be*

*participated effectively in most formal and informal conversations in practical, social, and professional topics.*

This technique can be a good way to represent interaction and test learners' comprehension even in small talk, greeting, and comments which provide students an authentic environment and responsive situations. T.P.3 explained:

*Conversation practice serves as an interaction between learners. The focus of this conversation is not just on the message, but represents how the speakers express themselves in a comfortable domain. Accordingly, talking as an interaction is expected to establish a sociable conversation which is involved all learners with different thoughts and feelings.*

#### **4.3.2 Giving Instructions and Directions**

Giving instructions and directions is a technique which helps learners to develop language skills in order to communicate both socially and academically in an authentic and motivating way and help teachers to assess learners' speaking abilities to encourage them how to be a good speaker. T.P.3 continued:

*This technique is all about giving students freedom to explore a topic which is meaningful in increasing their motivation as well. Instead of providing comments on learners' topics, I ask them to search about a desired topic and report what they do in tan spoken form. As an example, once I asked one of my students to report pasta salad recipe. It can be a good instruction and motivation topic.*

This technique can be a good activity which involves learners in a real-world context that covers both learning and assessing objectives. By this technique, teachers can be sure not only about learners' content knowledge, but also about creativity and communication skills. T.P.5 stated:

*One of the techniques I've used in my classes is creating an environment which learners learn how to instruct by making instructional condition that can be more tangible and understandable. As an example, I ask learners to*

*instruct how to make a pizza. It can be a good way of teaching, learning, and even assessing learners' understanding and speaking.*

Giving directions can be a good practice in the form of speaking. It can help learners be aware of the necessary elements in real life tasks. T.P.6 mentioned:

*Sometimes, I ask one student to come to the board and choose a place among others. Then, I close her eyes, and change that place. I ask another student to direct her to her destination. It can be a good way to practice directions and places which can improve speaking abilities as well.*

### **4.3.3 Oral Presentations**

One way to improve speaking ability is having oral presentations in a class. Teachers must give a part of the lesson to students and ask them to present them orally. This method is not only helpful in speaking reinforcement, but also in reducing the anxiety of the class which can play a significant role. Other students will learn better by listening to the topics that are presented by their classmates. T.P.8 believed:

*One of the things I do most often in the classroom is to ask students to choose a lesson and present it in a class. This method is like a bridge to fill the gap between the students' knowledge and the ability to express it.*

Oral presentations help learners internalize what they are taught. It's a kind of repetition of reviewing specific topic to achieve better understanding. T.P.9 stated:

*Sometimes I write different words or topics on different cards which exist in learners' book. Then, I want learners to pick up a card and explain about the topic written on it. It's a kind of oral presentation in my class. This will help learners improve speaking ability, as well as teaching courses in order to be internalized in their minds.*

Introducing can be a good form of oral presentation at the beginning of each term on the first day of the class. It can be in the form of a game to make a good relationship and reduce learners' anxiety of speaking in front of others. T.P.5 declared:

*This game works best with younger students. Teacher gives each student a piece of recycled paper and asks them to write their names and five things about themselves on*

*a paper (e.g. their age, hobbies, etc). Then, teacher should divide students into two teams and have the teams stand facing each other at opposite sides of the classroom. Students should crumple their paper into a snowball. They are going to play a snowball fighting. When a teacher says 'go' the snowball fight commences. When the teacher shouts 'stop', anyone holding a snowball must open up the papers and find a person whose name is written inside. The student then introduces the person to the class using information written on the paper. When the introductions have been made, the corresponding snowballs are removed from the game. The two teams continue the snowball fighting until everyone has been introduced to the class. You can also use this game to have a question and answer competition by writing a question inside each snowball. When you shout 'stop', anyone holding a snowball must present responding orally. It can help teachers to assess learners' knowledge, specifically at the beginning of a new term.*

#### **4.3.4 Retelling Story**

Retelling story is a way to assess the knowledge of learners' understanding the story and how they can express it. This is an interaction between receiving and reproducing what has been comprehended. This technique can also be used to summarize the stories of books, or to tell the memories and stories we have already experienced. T.P.1 believed:

*For speaking, one of the common works that I do most of the time is evaluating the learners' ability in comprehension and reproduction what they have learned. In this way, I ask them to retell stories or memories which they have learned how to talk around them. Then, I assess their speaking as well as other skills such as grammar, pronunciation, and comprehension.*

There are different ways that can help teachers to use this technique for assessment as well. Since it can help assess speaking, teachers can use it in an interesting form to encourage learners to involve. T.P.8 continued:

*I prepare a list of topics that students will be able to talk about which are also interesting. I split the class into two teams, and have each student choose a number which is the order they will go in. Each student will talk about a statement without preparation. They must continue speaking about that topic for 45 seconds. While the student is speaking, the other team members listen for hesitation, grammatical errors, and vocabulary mistakes. If the other team can correctly identify an error, they get a score. So that, not only learners can learn many things, but also teachers can assess them better.*

Describing and drawing can help learners to tell stories as well. Teachers can ask language learners to talk about what they have seen with details and the other learners should draw. It can be enjoyable and interesting, especially for teenagers. T.P.10 said:

*Sometimes, I choose some images and divide learners into some groups. Each student in a group is given the image that must not show it to others. Then, I ask that student to describe it as much details the image he/she is given and other partners must draw the picture related to the description. You can give them a set amount of time. I usually give them about 10 minutes. After the groups have completed their drawing, I collect them and put them on the board and ask the class to vote the best picture. I ask them why they choose them. It can be a good activity for both listening and speaking specially for telling and even retelling stories.*

#### **4.4 Techniques of Assessing Reading**

##### **4.4.1 Read Aloud**

Read aloud assessing technique is used to find out the pronunciation ability of an EFL learner specially in the first stages of language learning which is the common assessment in reading skill based on the results in this study. According to the meaning of read aloud, T.P.8 noted:



*For Reading, basically, all teachers' performance for reading is reading a text for students and then asking them to read the text aloud. After that, teacher listens to how they are reading, and evaluating students' spelling and pronunciation abilities.*

Reading aloud can be a good way to measure reading comprehension and it's a process of decoding words and letters in order to make meaning. T.P.3 mentioned the purpose of this technique as well:

*There is time when a learner reads specific parts and that is exactly what helps their psyche, and when it is really interesting for learners, they acquire its various applications in order to develop a sense of meaning and even get acquainted with new vocabs. They learn different vocabularies in the heart of the text.*

It has an effective impact on learners' processing what they comprehend which is directly shows the ability of mind processing by connecting what they have seen and what they have read. T.P.4 continued:

*Reading is a complete comprehension process that not only helps the assessment but also shows self-knowledge of learners. When learners read the text aloud, two things will shape immediately. One of them is learners' ability to read the text themselves and the other is listening to the text he/she is reading.*

#### **4.4.2 Sequenced-based Comprehensive Pictures**

In this technique teachers are shown a picture along with a written text and learners are given one of a number of possible tasks to perform. Sometimes, different images are given to the learners, and they are required to put the images together in the same way as jigsaw puzzle according to the text paragraphs. T.P.2 stated that:

*I think almost most of the books for learners to learn reading consist of pictures. Writers do not write any reading without pictures in children's books and teenagers, because every human being has a different style of learning. Some learn with the text, some learn in visual style, and some learn by listening. When I ask them to read the whole, certainly, they need a series of images to capture the overall nature of reading in their minds, so that they can match those images to the paragraphs.*

During reading a story, while readers get engaged with it, they create visual images mentally, or pictures of the story internally, which promoted mental model making. In addition to their imagination, the use of images can be a perfect way to understand the story more effectively. Moreover, readers make connection between their imaginations and images to conclude what is in the characters' mind, to talk about and interpret their actions and emotions. As T.P.5 put it:

*I'll take a picture related to their reading part and ask them to talk about that image. Well, sometimes I can't find the image related to their topic. If so, I'll use my learners' imaginations, for example, about dolphin lesson, I ask them to imagine we're in an aquarium where there is lots of dolphins. What do you know about dolphins? Let's explain to your friends. Or in other occasions, I would bring some pictures related to different paragraphs of the story of their book and ask them to arrange the pictures according to the story.*

Reading beside pictures makes a better comprehension of what happened in the story. So, teachers should use pictures as a complement part of learning. T.P.7 said:

*At first, I will show the image to my learners to create an overall understanding of the subject is about in their minds. Then, I ask them to read the text in 2 to 3 minutes with their eyes. After that, I'll show the image again, and help learners to tell me the story of what they read. I usually bring a different picture for each paragraph, so that they can differentiate different paragraphs according to the image.*

#### 4.4.3 Intensive Post Reading Tasks

This technique is used in order to evaluate learners' perception after reading comprehension. Examples are Multiple-choice items, true-false, gap filling, ordering, matching, and short answering. These tasks can be done immediately after reading comprehension or as a test administered by a teacher and represent learners' errors in different parts of their reading section. T.P.1 believed:

*I have some tasks as post-reading tasks. They are some minor questions that learners can scan into the text and get that word out and some of the more exotic parts I want students to figure out.*

It can be a good way to assess all parts of our curriculum and can consist of a large number of questions that are answered in a short time. As T.P.8 asserted:

*I use lots of exercises that can help me assess learners, such as ordering tasks, true- false, and matching. It may seem easy for some teachers, but it also helps the teacher see their reading comprehension. It also helps learners to have more self-confident and to express themselves more.*

This technique represents learners' ability in diagnosing details of the text and measure learners' precision. T.P.2 declared:

*In the next exercise section of our reading, we are looking to scan text, i.e. finding details and understanding a point of text which indicates whether a student or a language learner will notice the points or details of a text. When the student enters into detail, it also shows that he/she is able to find details inside the text by filling the gap, matching, ordering or short answering to questions that indicate learners' comprehension of the text details and mastering the exact meaning of the text. Since a gap filling is an accurate question which the exact word should be found from the text, it can be a good representation of learners' accuracy.*

#### 4.4.4 Open-ended Summarizing

In this technique, the teacher evaluates learners through reviewing and paraphrasing reading comprehension and leads them to suggest an alternative ending or a result in order to examine their understanding of the text and performance to produce their perceptions toward reading comprehension. Teaching learners how to review and paraphrase develops their memory for what is learned and encourages them to put themselves on that occasion to express whatever they want. It can be used in every content area. T.P.7 mentioned:

*Learners should summarize what they read in their own words, and usually they are free to say their personal values between different sentences in relation to their own experiences. You can extract different and interesting learners' perceptions. After all, I think this is a way of expressing their thoughts and information when they want to relate, and I think paraphrasing and summarizing are not just simple activities. They show their abilities to join sentences and create relationships between themselves and the story characters. Summary should indicate a brief statement or account of the text and be said with a good amount of fluency and accuracy. The better the summary is, the more learners understanding.*

Summarizing a text can be an integrated form of assessment because it shows learners' abilities in both speaking and reading comprehension. Also, in written form, it can be a good way of assessing writing as well as reading comprehension. T.P.2 verified:

*Well, summarizing is a very important part. In fact, summarizing definitely represents the ability to choose which part of the text is important and learners should be able to summarize in his own language, or can report the text correctly, for example, 47% of a country is going to go overseas. This sentence should be reported by learners as well. It shows that they understand how to review and report the texts as well.*

This technique shows the amount of knowledge each learner has and the ability to use that knowledge in order to talk about a specific subject. T.P.1 continued:

*Because there must be a large number of vocabularies and structures in mind, I never use this technique for students at the lower levels, since there is a difference between low power of production or mental ability and high power, so that I use this technique for high levels. It has two important representations. First, I understand how difficult for everyone to understand a text and which part of the text is hard for learners to understand. Second, I can assess learners whether they can produce what they receive in their own language or not, because our ultimate aim is to ask learners to produce, whether in speaking or writing. It shows a good ability to be able to produce what we learned very quickly.*

## **4.5 Techniques of Assessing Writing**

### **4.5.1 Dictation**

Dictation is an ability to imitate the sounds we hear, process them in our minds and write them in symbolic letters. Also, it can connect our visualization with writing ability. T.P.5 stated:

*Dictation is an old but functional practice that shows the ability of decoding vocabularies by learners in order to be able to reach the ability not only in terms of listening and speaking, but also in terms of writing.*

There are some creative ways which can change this practice into an interesting one. T.P.10 mentioned:

*I prepare some mini whiteboards or papers. Then, I ask learners to come two by two. After that, I put some flashcards one by one and the learner should write their names correctly. The first one who writes correctly should pick up the ball in the middle and get one point. It's better to use flashcards which are related to their lessons. For example, when I teach clothes, I use this technique to assess learners.*

By dictation, we can assess learners' ability not only in writing, but also in comprehension what they hear or even read. T.P.5 said:

*Sometimes my dictation is a kind of game and most of the time learners like it very much. I prepare some cards which I write some statements, such as 'writing the names of 3 animals on the board'. Each learner who comes to the board should write each request correctly in a limited amount of time. At the end, a learner who writes all the requests correctly in a short amount of time will win the game. It assesses the learners' ability in writing and encourages learners to write as soon as possible.*

#### **4.5.2 Report Writing**

Report writing is a technique that forces a learner to write a report of what they do on a specific topic and bring it to the class. This technique is good for evaluating learners in writing ability and applying the knowledge they have in their minds. T.P.2 continued:

*Report writing can be a good activity for practicing writing. I ask learners to write what they usually do during a term and at the end they should give it to me. The best writing will be given a gift and will be a winner.*

There are different ways of writing reports that can make this technique more practical and appealing. For example, giving an interesting topic of '\_How did you spend your summer?'. T.P.3 stated:

*I use this technique for practicing. I write three categories of statements on the board and ask learners to choose two of the categories to create a short diary. Examples of statements are: 'things I did very well', 'things I could have done better', and 'things I am grateful for'. Sometimes, I write some examples to be clarified for my learners. Then, I check those diaries to assess their writing and structures.*

To a certain extent, report writing can make a good feedback in assessing writing. this means that teachers can be informed about learners' difficulty in writing as well as

other skills. T.P.1 believed:

*When I check the daily writings of the students, I face with some tips. Sometimes the students' sentences are more advanced than what I think and sometimes in contrary to the learners' ability in speaking, their written problems are more pronounced. So, I always try to use this technique in class to assess students' writing abilities.*

#### **4.5.3 Paragraph Writing**

This technique means writing a paragraph with respect to all the tips that are essential parts of each paragraph and is used only for high levels. In this technique, teachers ask learners to write a topic sentence and other relevant sentences, including the subject you are at the beginning of the paragraph, to create a paragraph. T.P.8 mentioned:

*At high levels, I want students to follow the rules of paragraphs from the very beginning of the class, so that they can be formally write on different subjects. At first, I explained all the rules of writing academically and then, I ask learners to write one or two paragraphs about a desired topic to assess their writing abilities and correct all the paragraphs to tell them the flaws.*

Sometimes, through reverse engineering, learners are asked to practice paragraph writing. It can help learners not only diagnose errors, but also how to write a paragraph correctly and academically. T.P.5 stated:

*One of the things that I normally do at the top levels' classes is to bring the non- academic and difficult paragraphs and then, I want the learners to find errors and correct them in groups or alone. By doing so, they can become fluent in terms of paragraph writing and can be evaluated by the teacher.*

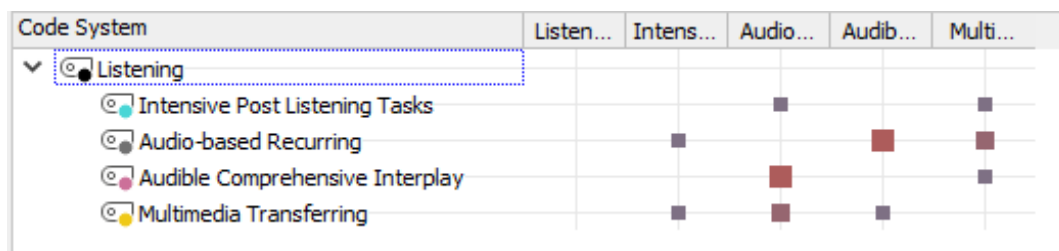
Paragraphs are shaped by different reasons. One of the most important reasons is to convey similar ideas by a group of sentences. We should have logical orders without irrelevant information when constructing a paragraph. T.P.3 declared:

*After learners completely learned how to write a paragraph correctly, I*

want them to put several paragraphs together to create a coherent text without any unrelated sentences. Then I ask them to read it several times and try to edit it. And finally read the written text aloud in class and in front of other learners in order to make the teacher and other learners evaluate it.

#### 4.6 Code relation browser

The emerged concepts, categories and transcripts of the participants were fed to MAXQDA software. The software gave us two outputs. The first one was a code relation browser in MAXQDA which presents the degree of overlaps between codes (see Figure 4.1, 4.2, 4.3, 4.4). Each square indicates the co-occurrence of codes and its thickness represents the degree of overlap with other codes. Therefore, it can help us to find out there is a meaningful relationship between codes which is what the grounded theory is based on. Figure 4.1 shows the degree of overlap between techniques of assessing listening skill.

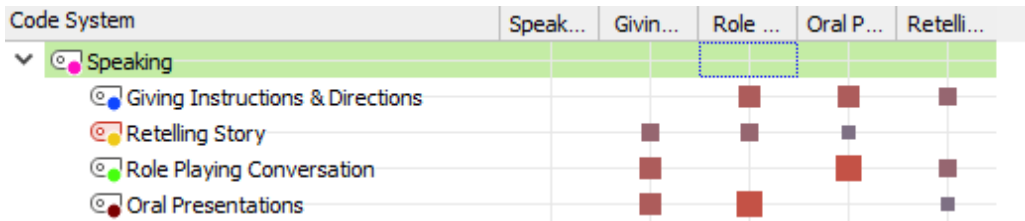


Graph 4.1. Code Relation Browser of Listening

As an example, the degree of overlap between audible comprehensive interplay and audio-based recurring is more than other techniques. As the teacher participants asserted that one can communicate and interact in an authentic situation provide native like pronunciation and interaction which is in line with recurring what they hear to pronounce correctly. So that, they can be suggested in line with each other. On the contrary, by referring to what participants substantiated, the degree of overlap between intensive post listening tasks and audio-based recurring is lower since the square size is smaller. In other words, intensive post listening tasks, refer to different types of post-test tasks used after listening comprehension which cannot be considered as an audio-based recurring.

As you see, figure 4.2 represents the degree of overlap between techniques of assessing speaking skill.

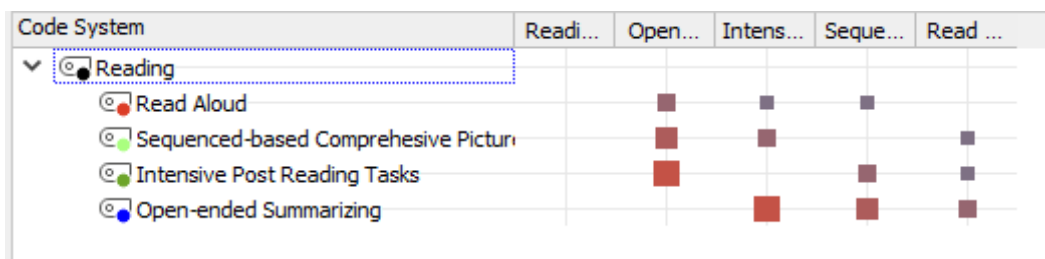




Graph 4.2 Code Relation Browser of Speaking

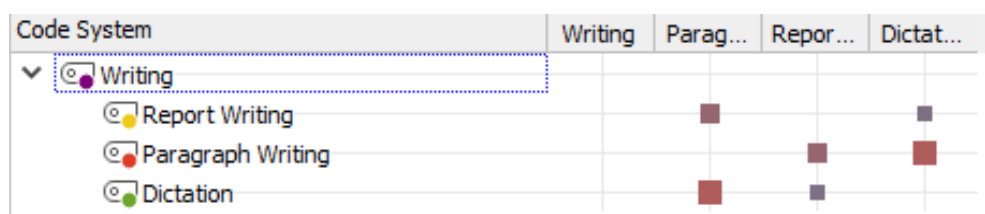
As an example, the degree of overlap between oral presentation and role play conversation is more than other techniques. According to what participants asserted, role play conversation can cover a whole range of variety, from a simple question to ask about deepest feeling which can be in line with oral presentation that can be a part of a lesson to be presented. As opposed to these techniques, the degree of overlap between retelling the story and oral presentation is lower than others. This means that they had a low chance of co-occurrence with each other.

Also, Figure 4.3 shows the relationship between the techniques of reading. As you see, the overlap between intensive post reading tasks and open-ended summarizing is the highest among other techniques. It can be noted that the reason of overlap according to what participants mentioned is a good open-ended summarizing which can lead to answer all post tasks as well. Therefore, they can be suggested interchangeably. On the other hand, the degree of overlap between intensive post listening tasks and read aloud is lower than other techniques which is stated by participants that read aloud cannot be considered as applicable source of responding to these tasks. So that, they cannot be in agreement with each other.



Graph 4.3. Code Relation Browser of Reading

The last code relation browser belongs to the techniques of assessing writing (see Figure 4.4).



Graph 4.4. Code Relation Browser of Writing

Compared to other techniques, the degree of overlap between paragraph writing and dictation is the most among others. Therefore, we can say that these two techniques had a high chance of

representativeness since they have been highly asserted by participants and can be considered as valuable techniques of assessing writing in EFL environment.

#### 4.7 Charts Indicating Fit

Another way of visualizing the data is by charts indicating fit which shows the percentages of each technique asserted by participants. The concept of fit is used to describe the criteria for judging qualitative research study, according to the grounded theory (Glaser & Strauss, 1967). It means that categories mentioned in this study came out from the data and not picked out from a theoretical perspective factor. To this aim, MAXQDA helped us make charts (see Charts 4.1, 4.2, 4.3, 4.4) that revealed the highest frequency of each skill as well. According to the bar chart presented in Chart 4.1, techniques were highlighted by different colors. The techniques are substantiated by 80% of the texts named audible comprehensive interplay and multimedia transferring. After this technique, audio-based recurring is grounded by 70% of texts. After that, intensive post listening tasks are verified by 50% of participants. To sum up, the highest frequency was calculated 80%, since most of the transcriptions referred to this code which is verified by almost most of the participants as the most effective, practical and beneficial technique. On the other hand, the lowest frequency was calculated 50%, therefore; it was stated by only 50% of the text.

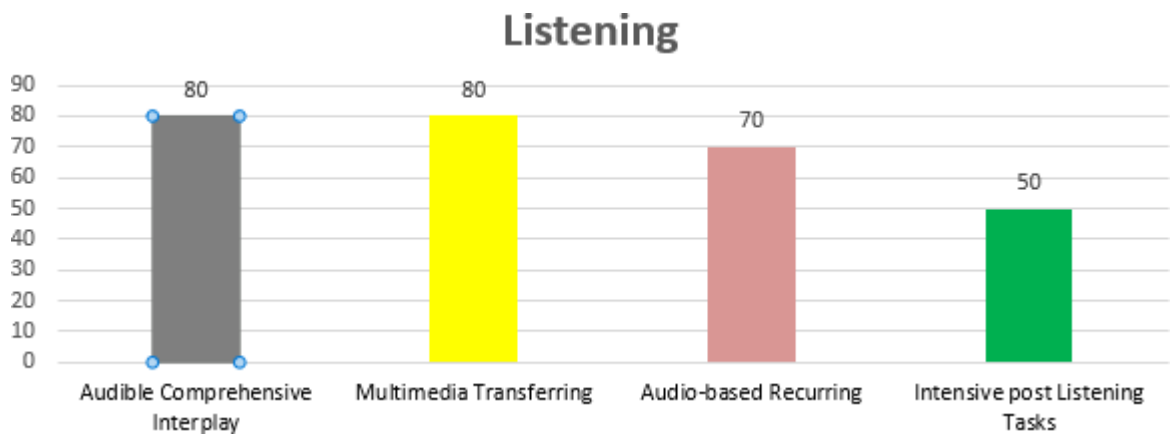


Chart 4.1. Chart Indicating Fit of Listening

As it is visualized in Chart 4.2, the technique which was confirmed by 80% of the text is for role play conversation. After this technique, oral presentation was calculated 70% which represents that 70% of the transcriptions referred to this code and verified by most of the participants.

Giving instructions and directions was confirmed by 60% of documents and retelling story was grounded by 50% of participants' assertions.

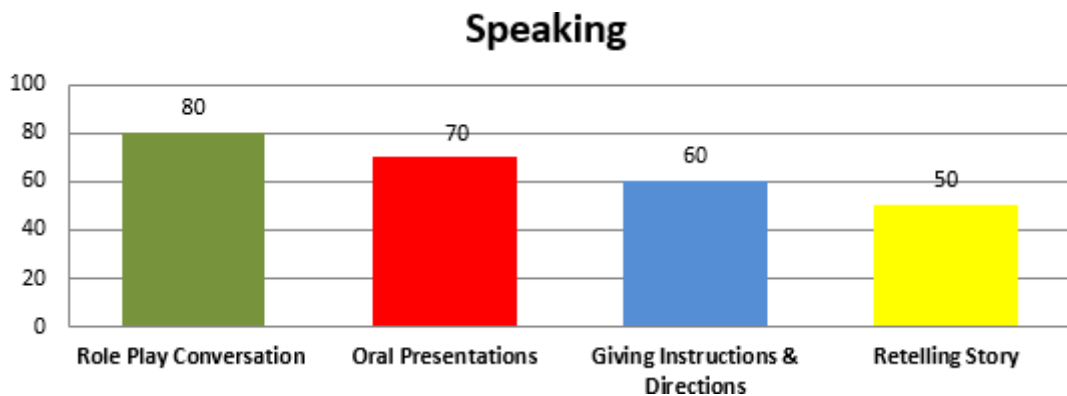


Chart 4.2. Chart Indicating Fit of Speaking

As it revealed in Chart 4.3, the highest percentages of reading technique substantiated by participants go to open-ended summarizing with 100%. Also, the second highest percentage of frequency confirmed by the participants is for intensive post reading tasks with 60%. The third highest grounded technique was sequenced-based comprehensive pictures of 60% of the text, and less frequent technique mentioned by

participants was read aloud with 50%. All together the highest frequency by 100% referred to all participants' verification of this code, and the lowest frequency with 50% was confirmed by only half of the document.

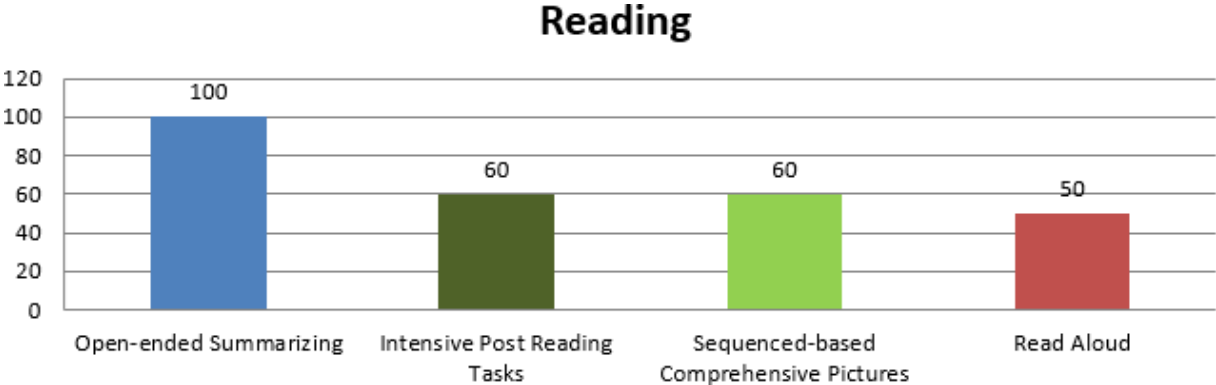


Chart 4.3. Chart Indicating Fit of Reading

Eventually, as you see Chart 4.4, the highest frequency was calculated 80% for report writing, since most of the documents referred to this technique as a practical one. The second frequency

frequency was paragraph writing with 70% verified by participants of this study. Moreover, dictation was ground by 60% of the text since it had a low chance of representativeness in transcriptions.

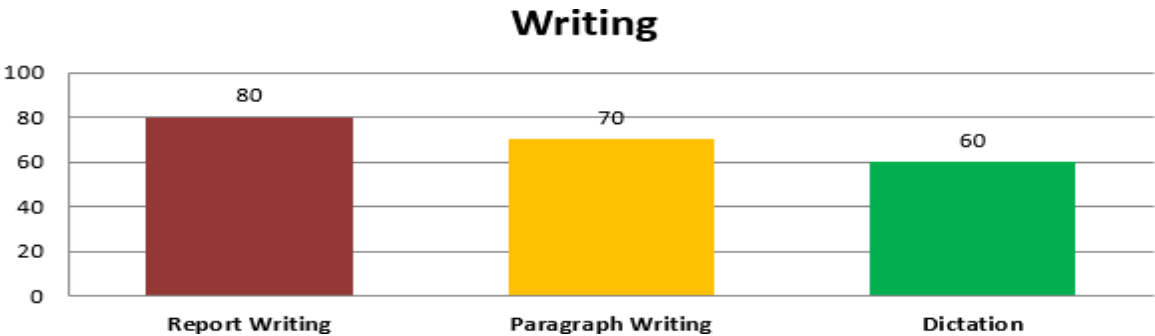


Chart 4.4 Chart Indicating Fit of Writing

**Chapter  
Five:  
Discussion  
and  
Conclusion**

## **5.1 Overview**

The main goal of the current study was to explore techniques of assessing English skills in EFL classroom. This chapter describes techniques presented in the form of a theory in the result section along with three sections, namely conclusions, where the researcher concludes and compare the results with others in order to have a better understanding from the findings, the implications where the usage of the study, the results and perceptions were reviewed and noted. Last but not the least, the suggestions for the further research were reviewed and introduced in order to pave the way for other teacher-researchers who desired to study in this field.

## **5.2 Summary of the Findings and Discussion**

In the previous chapter we explored the teachers' perceptions toward the techniques of assessing English skills in EFL classrooms. The investigation revealed that audible comprehensive interplay and multimedia transferring are the major techniques for assessing listening. On the question of the importance of these techniques, the current study first described these techniques as relative concepts due to their impact on listening comprehension. In other words, we can take these two techniques for granted according to learners' levels of proficiency. Therefore, it seems vital that material developers consider some exercises with the aim of interplay and audio or video file parts with the aim of transferring, and teachers focus their attention on these parts of materials that reflect those mentioned factors.

Next related finding was related to the techniques of assessing speaking. As identified throughout the study, role play conversations and oral presentations are two techniques which can be effective in assessing speaking. That is, instead of presenting students with contrived tasks, material developers and teachers should use these techniques to find out the learners' difficulties and weaknesses. Moreover, the level of learners should be mentioned when giving specific topics for assessing them.

Another related finding mentioned in this study was for assessing reading skill. As the chart clearly indicated, open-ended summarizing can be a great technique for assessing students not only in reading comprehension, but also in speaking and in some cases writing. The essential point is that learners should be free for adding specific information or comment on what they are going to summarize. This can

encourage learners to use their abilities in comprehension and to be mastered in critical thinking and speaking. So that, teachers are expected to use this technique and develop learners' abilities on different skills mentioned before.

The last related finding was for techniques of assessing writing skill. Report writing and paragraph writing are two effective techniques which can help teachers not only in improving writing ability, but also in identifying grammar, pronunciation, and structure errors. These techniques are good for intermediate and advanced levels which are explained how to write correctly with respect to all the factors of well-formed paragraph construction. So that, material developers and teachers should bring this technique to all the writing parts for high levels and assess them to be able to write academically.

Having reviewed the previous related literature, it has been determined that to some extent the result of this study matches those in previous works. It means that researchers talked about numerous effective techniques that are more or less close to the findings of the present research in some aspects. As an example, learners show better effects when watching multimedia material as contradicted to listening just for listening test (Brett, 1997; Sueyoshi & Hardison, 2005; Wagner, 2010b). Moreover, according to the findings of this study, using post listening tasks can be useful for gathering information relating students' achievements under specified conditions (Genesee & Hamayan, 1994).

Other practical techniques, that are given full attentions for assessing speaking, are role play conversations and oral presentations. Researchers put emphasis on the characteristics of oral discourse such as the use of expressions, hesitation, repetition and rephrasing (Hughes, 2002); the use of contractions, reductions or elisions; the function of appropriate pronunciation, idioms, stress, rhythm or intonation (Brown, 1994). In other word, these techniques represent learners' difficulties in real world communications.

The results of this study are also in line with studies talking about summarizing and post reading tasks as techniques of assessing reading. Researchers have declared that summarizing can be an effective factor for assessing learners' comprehension

(Moore & Westera, 1995), holding text information (Rinehart et al., 1986), and in some occasions, better course performance (Radmacher & Latosi-Sawin, 1995). According to what participants mentioned, summarizing can be practical when allowing learners to be free for adding their opinions or specific comments. Moreover, post reading tasks can be good for learners and teachers' assessment when they are administered day to day with teachers' feedback (Grabe, & Jiang, 2013).

Although there are lots of researchers' attentions regarding techniques of writing, most of them are not certain about practical techniques. This study suggests some practical techniques for writing used by teacher participants known as report writing, paragraph writing and dictation.

This thesis has provided a deeper insight into the different techniques of assessing English language skills that has not been mentioned yet. The findings from this study may be helpful for materials development in that it explains what exercises relating to assessing better have an impact on learners' learning and teachers' assessing. Although the results of this study confirm some techniques for assessing, it is alarming that one single technique is not sufficient and thus the study shows an integrated form of assessing should be utilized with respect to learners' levels and needs.

Also, the findings of this study are significant in some aspects. This study represented that using different techniques for assessing language skills can be helpful for language learners to study and find out to what extent they have difficulties. Furthermore, teachers can use these techniques not only to evaluate learners' strengths and weaknesses, but also to assess in order to make better decisions about teaching or remedial teaching on specific content. Moreover, using some techniques can encourage learners to take part actively in classrooms. More significantly, many challenges that teachers or learners may face can be reduced.

### **5.3 Pedagogical Implications**

This process of determining techniques of assessing language skills can be used to explain all instances of teaching and learning, including learners, teachers, syllabus designers, and material developers. Many of the previous studies have worked on



techniques used in assessment, and benefits and shortcomings about different forms of assessment in listening, speaking, reading, and writing (e.g. Barootchi & Keshavarz, 2002; Brett, 1997; Nasab, 2015; Sueyoshi & Hardison, 2005). This study, for the first time, represented techniques of assessment used in EFL context by experienced teachers as participants which have so many beneficial consequences as a practical explanation to many questions and problems in language learning, teaching, syllabus designers, and material developers. All in all, the results of this study can be helpful for:

- Teachers who want to improve their teaching capabilities and designing their own practical techniques for assessing learners and also those who want to evaluate the effectiveness of their teaching materials in the best way.

- Learners who are willing to improve their learning abilities and look for practical techniques used for assessment to know more about their strengths and weaknesses in different contexts and situations.

- Syllabus designers and material developers who attempt to make more useful and practical materials in order to help both learners and teachers whose concern is finding a favorable textbook as well.

#### **5.4 Suggestions for the Further Research**

This study can be a good area for further research. In other words, research may be needed to find a more detailed explanation of techniques used by more teachers and instructors. There are certainly more techniques in addition to those mentioned in this study. The important factor is now to design techniques and course books that are more practical for assessing learners. Therefore, a mixed-method study with different techniques of assessment could be a great help to pave the way for other researchers' understanding of applications of the assessments.

## References

- Abeywickrama, P. (2018). Techniques for Assessing Listening. *The TESOL Encyclopedia of English Language Teaching*, 1-6.
- Alderson, J. C., & Banerjee, J. (2001). Impact and washback research in language testing. *Experimenting with Uncertainty: Essays in Honor of Alan Davies*, 150-161.
- Bailey, K. M. (1998). *Learning about language assessment: Dilemmas, decisions, and directions*. Boston: Heinle & Heinle.
- Bailey, K. M., & Savage, L. (1994). *New Ways in Teaching Speaking. New Ways in TESOL Series: Innovative Classroom Techniques*. TESOL, Alexandria.
- Barootchi, N., & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279-288.
- Behizadeh, N., & Engelhard Jr, G. (2011). Historical view of the influences of measurement and writing theories on the practice of writing assessment in the United States. *Assessing Writing*, 16(3), 189-211.
- Benton, D. (2000). *Grounded theory. The Research Process in Nursing* 4<sup>th</sup> ed. Oxford: Blackwell Science).
- Boud, D., & Falchikov, N. (2005). Redesigning assessment for learning beyond higher education. *Research and Development in Higher Education*, 28(special issue), 34-41.
- Brett, P. (1997). A comparative study of the effects of the use of multimedia on listening comprehension. *System* 25, 1, 39-53.
- Brew, A. (1999). Towards autonomous assessment: using self-assessment and peer assessment. *Assessment Matters in Higher Education: Choosing and Using Diverse Approaches*, 159-171.
- Brindley, G. (2001). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, 18(4), 393-407.
- Broadfoot, P. (2013). Liberating the learner through assessment. In *Liberating the learner* (pp. 48-60). Routledge.
- Brown, A. L. (1994). The advancement of learning. *Educational Researcher*, 23(8), 4-12.

- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32(4), 653-675.
- Butler, A. C., Karpicke, J. D., & Roediger III, H. L. (2007). The effect of type and timing of feedback on learning from multiple-choice tests. *Journal of Experimental Psychology: Applied*, 13(4), 273.
- Carson, J. G., & Nelson, G. L. (1996). Chinese students' perceptions of ESL peer response group interaction. *Journal of Second Language Writing*, 5(1), 1-19.
- Cheng, W., & Warren, M. (1997). Having second thoughts: Student perceptions before and after a peer assessment exercise. *Studies in Higher Education*, 22(2), 233-239.
- Clark, S. and Gipps, C. (2000). The role of teachers in teacher assessment in England 1996- 1998. *Evaluation and Research in Education*, 14, 38-52.
- Coniam, D. (2001). The use of audio or video comprehension as an assessment instrument in the certification of English language teachers: A case study. *System*, 29(1), 1-14.
- Coombe, C., & Evans, J. (2001). Writing assessment scales: Making the right choice. *TESOL Arabia News*, 8(1), 7-9.
- Coombe, C., Folse, K., & Hubly, N. (2007). *Assessing English language learners*. United State of America: University of Michigan Press.
- Coombe, C., Purmensky, K., & Davidson, P. (2012). Alternative assessment in language education. *The Cambridge Guide to Second Language Assessment*, 147-155.
- Corbin, J., & Strauss, A. (1991). Comeback: the process of overcoming disability. *Advances in Medical Sociology*, 2, 137-159.
- Cornbleet, S., & Carter, R. (2001). *The language of speech and writing*. London, England: Psychology Press.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.

- Crusan, D. (2002). An assessment of ESL writing placement assessment. *Assessing Writing*, 8(1), 17-30.
- Crusan, D. (2010). *Assessment in the second language writing classroom*. University of Michigan Press.
- Crusan, D., & Matsuda, P. K. (2018). Classroom writing assessment. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- Davies, P. (2006). Peer assessment: Judging the quality of students' work by comments rather than marks. *Innovations in Education and Teaching International*, 43(1), 69-82.
- Devenney, R. (1989). How ESL teachers and peers evaluate and respond to student writing. *RELC Journal*, 20(1), 77-90.
- Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991). What does research say about assessment. *North Central Regional Educational Laboratory*, 1-17.
- Duhscher J. & Morgan D. (2004) Grounded theory: reflections on the emergence vs. forcing debate. *Journal of Advanced Nursing* 48(6), 605–612.
- El Menoufy, A. (1997). Speaking. The neglected skill. In *New Directions in Speaking. Proceedings of the Fourth EFL Skills Conference. Under the auspices of the Center of Adult and Continuing education the American University in Cairo*. Pp (pp. 9-18).
- Ellington, H., Earl, S., & Cowan, J. (1997). Making effective use of peer and self assessment. Retrieved on October, 8, 2006 from <http://apu.gcal.ac.uk/ciced/Ch26.html#1>.
- Epstein, M. L., Lazarus, A. D., Calvano, T. B., Matthews, K. A., Hendel, R. A., Epstein, B. B., & Brosvic, G. M. (2002). Immediate feedback assessment technique promotes learning and corrects inaccurate first responses. *The Psychological Record*, 52(2), 187- 201.
- Falchikov, N. (1995). Peer feedback marking: Developing peer assessment. *Innovations in Education and Training International*, 32(2), 175-187.

- Frank, M., & Barzilai, A. (2004). Integrating alternative assessment in a project-based learning course for pre-service science and technology teachers. *Assessment & Evaluation in Higher Education*, 29(1), 41-61.
- Frederikson, N. (1984). The real test bias. Influences of testing on teaching and learning. *American Psychologist*, 39, 193-202.
- Freeman, M., & McKenzie, J. (2002). SPARK, a confidential web-based template for self and peer assessment of student teamwork: benefits of evaluating across different subjects. *British Journal of Educational Technology*, 33(5), 551-569.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256.
- Gatfield, T. (1999). Examining student satisfaction with group projects and peer assessment. *Assessment & Evaluation in Higher Education*, 24(4), 365-377.
- Genesee, F., & Hamayan, E. (1994). Classroom-based assessment. *Educating second language children*, 212-240.
- Genesee, F., Upshur, J. A., & John, A. (1996). *Classroom-based evaluation in second language education*. Cambridge University Press.
- Gibbs, G., & Simpson, C. (2004). Does your assessment support your students' learning. *Journal of Teaching and learning in Higher Education*, 1(1), 1-30.
- Glaser, B. G. (1978). *Theoretical sensitivity*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., & Holton, J. (2004, May). Remodeling grounded theory. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 5, No. 2).
- Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Goodrich, H. (1997). Understanding Rubrics: The dictionary may define "rubric," but these models provide more clarity. *Educational Leadership*, 54(4), 14-17.

- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6-10.
- Grabe, W., & Jiang, X. (2013). Assessing reading. *The Companion to Language Assessment*, 1, 185-200.
- Gruba, P. (1993). A comparison study of audio and video in language testing. *JALT Journal*, 15(1), 85-88.
- Gruba, P. (1997). The role of video media in listening assessment. *System*, 25(3), 335-345.
- Gruba, P. (2004). Understanding digitized second language videotext. *Computer Assisted Language Learning*, 17(1), 51-82.
- Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language Learning & Technology*, 10(2), 77-92.
- Hamayan, E. V. (1995). Approaches to alternative assessment. *Annual Review of Applied Linguistics*, 15, 212-226.
- Hamayan, E. V., & Damico, J. S. (Eds.). (1991). *Limiting bias in the assessment of bilingual students*. Austin, TX: Pro-ed.
- Hamp-Lyons, L. (1991). *Assessing second language writing in academic contexts*. Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 (clothbound: ISBN-089391-659-5; paperback: ISBN-0-89391-792-3).
- Hamp-Lyons, L., & Condon, W. (2000). *Assessing the portfolio: Issues for research, theory and practice*. Cresskill, NJ: Hampton Press.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman.
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing*, 2(2), 127-160.
- Hughes, I. E., & Large, B. J. (1993). Staff and peer-group assessment of oral communication skills. *Studies in Higher Education*, 18(3), 379-385.
- Hughes, R. (2002). *Teaching and researching speaking*. London: Pearson.

- Hull, J. C., & White, A. D. (2008). Dynamic models of portfolio credit risk: A simplified approach. *The Journal of Derivatives*, 15(4), 9-28.
- Hung, S. T. A. (2006). *Alternative EFL assessment: Integrating electronic portfolios into the classroom* (Doctoral dissertation, Indiana University).
- Johnston, B. (2003). *Values in English language teaching*. Routledge.
- Kelmar, J.H. (1993). Peer assessment in graduate management education. *International Journal of Educational Management*, 7(2), 4-7.
- Kennedy T. & Lingard L. (2006). Making sense of grounded theory in medical education. *Medical Education* 40, 101–108.
- Krashen, S. D. (1982). *Child-Adult Differences in Second Language Acquisition. Series on Issues in Second Language Research*. Newbury House Publishers, Inc., Rowley, MA 01969.
- Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 45(2), 230-251.
- Kwan, K. P., & Leung, R. W. (1996). Tutor versus peer group assessment of student performance in a simulation training exercise. *Assessment & Evaluation in Higher Education*, 21(3), 205-214.
- Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, 32(2), 169-197.
- Lantolf, J. P., & Poehner, M. E. (2004). Dynamic assessment in the language classroom (CALPER Professional Development Document CPDD-0411). University Park, PA: The Pennsylvania State University.
- Law, B., & Eckes, M. (1995). *Assessment and ESL: On the Yellow Brick Road to the Withered of Oz. A Handbook for K-12 Teachers*. Peguis Publishers Limited, 100-318 McDermot Avenue, Winnipeg, Manitoba, Canada R3A 0A2.
- Luoma, S., & Tarnanen, M. (2003). Creating a self-rating instrument for second

- language writing: From idea to implementation. *Language Testing*, 20(4), 440-465.
- Lydia Wen, M., Tsai, C. C., & Chang, C. Y. (2006). Attitudes towards peer assessment: a comparison of the perspectives of pre-service and in-service teachers. *Innovations in Education and Teaching International*, 43(1), 83-92.
- Magin, D. (2001). Reciprocity as a source of bias in multiple peer assessment of group work. *Studies in Higher Education*, 26(1), 53-63.
- Marcoulides, G. A., & Simkin, M. G. (1991). Evaluating student papers: The case for peer review. *Journal of Education for Business*, 67(2), 80-83.
- Marcoulides, G. A., & Simkin, M. G. (1995). The consistency of peer review in student writing projects. *Journal of Education for Business*, 70(4), 220-223.
- McGhee, G., Marland, G. R., & Atkinson, J. (2007). Grounded theory research: literature reviewing and reflexivity. *Journal of Advanced Nursing*, 60(3), 334-342.
- McNamara, T. (2000). *Language testing*. Oxford University Press.
- Mertler, C. A. (2001). *Using performance assessment in your classroom*. Unpublished manuscript, Bowling Green State University.
- Messick, S. (1989). Meaning and values in test validation: The science and ethics of assessment. *Educational Researcher*, 18(2), 5-11.
- Murphy, S. (1994). Portfolios and Curriculum Reform: Patterns in Practice. *Assessing Writing*, 1(2), 175-206.
- Nasab, F. G. (2015). Alternative versus traditional assessment. *Journal of Applied Linguistics and Language Research*, 2(6), 165-178.
- Neuman, W. L. (2011). *Social research methods: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon.
- O'Malley, J., & Valdez, L. (1996). *Authentic assessment for English teachers: Practical approaches for teachers*. London: Addison-Wesley.



- O'Donnell, A. M., & Topping, K. (1998). Peers assessing peers: Possibilities and problems. *Peer-assisted Learning*, 255-278.
- Oliver, R., & Omari, A. (1999). Using online technologies to support problem based learning: Learners' responses and perceptions. *Australasian Journal of Educational Technology*, 15(1), 1-14.
- O'reilly, T., & Sheehan, K. M. (2009). Cognitively based assessment of, for, and as learning: A framework for assessing reading competency. *ETS Research Report Series*, 2009(2), i-43.
- Orsmond, P., Merry, S., & Reiling, K. (1996). The importance of marking criteria in the use of peer assessment. *Assessment & Evaluation in Higher Education*, 21(3), 239-250.
- Orsmond, P., Merry, S., & Reiling, K. (2000). The use of student derived marking criteria in peer and self-assessment. *Assessment & Evaluation in Higher Education*, 25(1), 23-38.
- O'Sullivan, B. (2013). Assessing speaking. *The Companion to Language Assessment*, 1, 156-171.
- Parr, J. M., & Timperley, H. S. (2010). Feedback to writing, assessment for teaching and learning and student progress. *Assessing Writing*, 15(2), 68-85.
- Patri, M. (2002). The influence of peer feedback on self-and peer-assessment of oral skills. *Language Testing*, 19(2), 109-131.
- Paulson, F. L., & Paulson, P. (1994). Assessing portfolios using the constructivist paradigm. In R. Fogarty (Eds). (1996) *Student portfolios*. Palatine: IRI Skylight Training & Publishing.
- Pilotti, M., Chodorow, M., & Petrov, R. (2009). The usefulness of retrieval practice and review-only practice for answering conceptually related test questions. *The Journal of General Psychology*, 136(2), 179-204.
- Porter, C., & Cleland, J. (1995). *The portfolio as a learning strategy*. Boynton.
- Radmacher, S. A., & Latosi-Sawin, E. (1995). Summary writing: A tool to improve

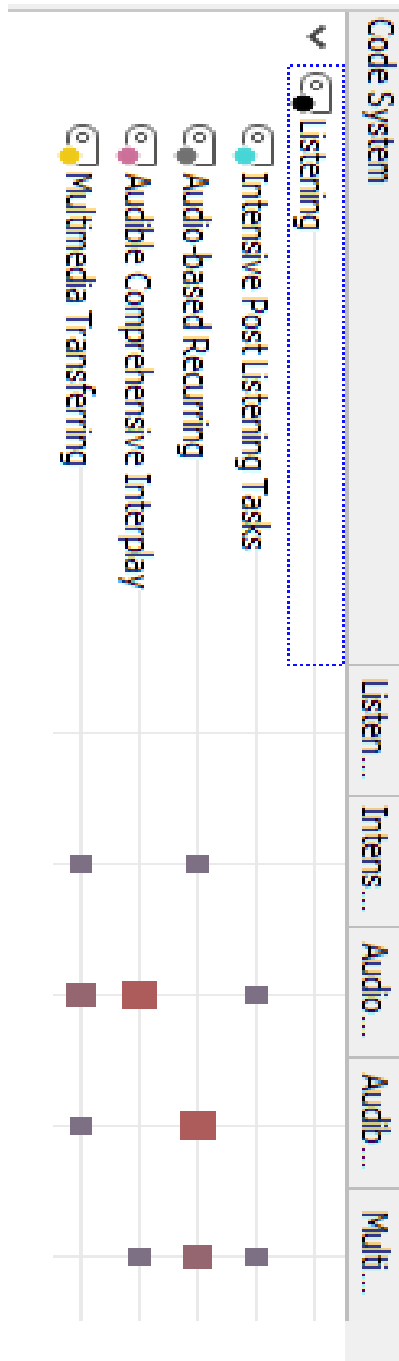
- student comprehension and writing in psychology. *Teaching of Psychology*, 22(2), 113-115.
- Rao, S. P., Collins, H. L., & DiCarlo, S. E. (2002). Collaborative testing enhances student learning. *Advances in Physiology Education*, 26(1), 37-41.
- Rinehart, S. D., Stahl, S. A., & Erickson, L. G. (1986). Some effects of summarization training on reading and studying. *Reading Research Quarterly*, 422-438.
- Roediger III, H. L., & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31(5), 1155.
- Shaaban, K. (2001). Assessment of young learners. *English Teaching Forum*, 39(4), 16-24.
- Shinn, M. R., Good III, R. H., Knutson, N., Tilly III, W. D., & Collins, V. I. L. (1992). Oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review*, 21(3), 459-479.
- Simonson M., Smaldino, S, Albright, M. & Zvacek, S. (2000). Assessment for distance education (ch 11). *Teaching and Learning at a Distance: Foundations of Distance Education*. Upper Saddle River, NJ: Prentice-Hall.
- Sivan, A. (2000). The implementation of peer assessment: an action research approach. *Assessment in Education: Principles, Policy & Practice*, 7(2), 193-213.
- Smith, K. (1999). Language testing: Alternative methods. In B. Spolsky (Ed.). *Concise encyclopedia of educational linguistics* (pp. 703-706). Amsterdam: Elsevier.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stefani, L. A. (1994). Peer, self and tutor assessment: Relative reliabilities. *Studies in Higher Education*, 19(1), 69-75.
- Stoynoff, S. (2012). Looking backward and forward at classroom-based language assessment. *ELT journal*, 66(4), 523-532.
- Strauss, A., Corbin, (1998). *Basics of qualitative research*. SAGE Publications.

- Sueyoshi, A., & Hardison, D. M. (2005). The role of gestures and facial cues in second language listening comprehension. *Language Learning*, 55(4), 661-699.
- Thiede, K. W., & Anderson, M. C. (2003). Summarizing can improve metacomprehension accuracy. *Contemporary Educational Psychology*, 28(2), 129-160.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3), 249-276.
- Tsai, C. C., Liu, E. Z. F., Lin, S. S., & Yuan, S. M. (2001). A networked peer assessment system based on a Vee heuristic. *Innovations in Education and Teaching International*, 38(3), 220-230.
- Valencia, S. W., Smith, A. T., Reece, A. M., Li, M., Wixson, K. K., & Newman, H. (2010). Oral reading fluency assessment: Issues of construct, criterion, and consequential validity. *Reading Research Quarterly*, 45(3), 270-291.
- Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53(3), 463-496.
- Vandergrift, L., & Goh, C. (2009). 22 Teaching and Testing Listening Comprehension. *The Handbook of Language Teaching*, 395.
- Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Wagner, E. (2010b). The effect of the use of video texts on ESL listening test-taker performance. *Language testing*, 27(4), 493-513.
- Westera, J., & Moore, D. W. (1995). Reciprocal teaching of reading comprehension in a New Zealand high school. *Psychology in the Schools*, 32(3), 225-232.
- Whetten, D. A. (2007). Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago. *Journal of Management Education*, 31(3), 339- 357.
- Williams, E. (1992). Student attitudes towards approaches to learning and assessment. *Assessment and Evaluation in Higher Education*, 17(1), 45-58.

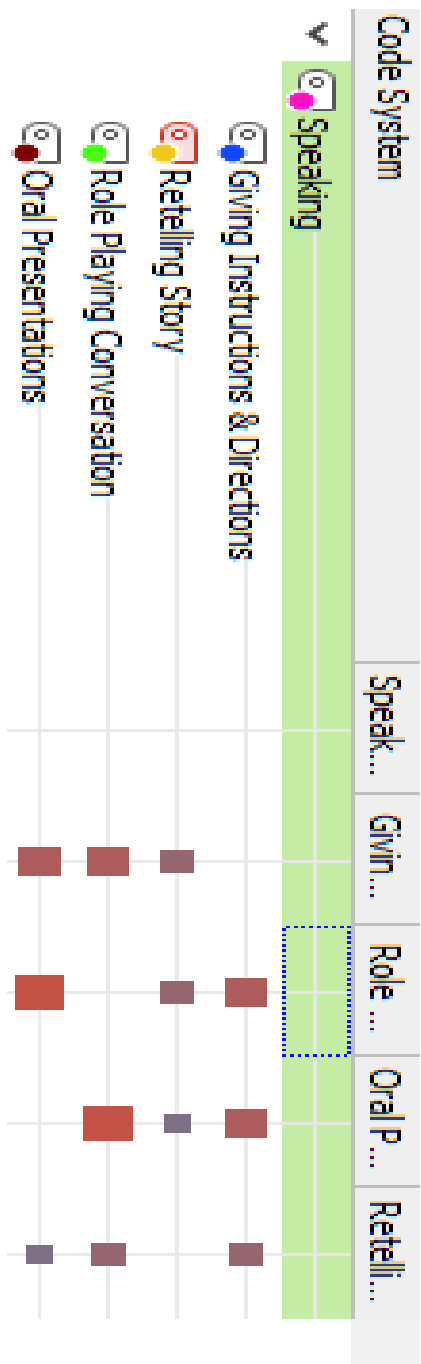
Worthen, B. R. (1993). Critical issues that will determine the future of alternative assessment. *Phi Delta Kappan*, 74(6), 444.

Yancey, K. B. (1999). Looking back as we look forward: Historicizing writing assessment. *College Composition and Communication*, 50(3), 483-5.

## Appendix A: Code Relation Browser of Listening



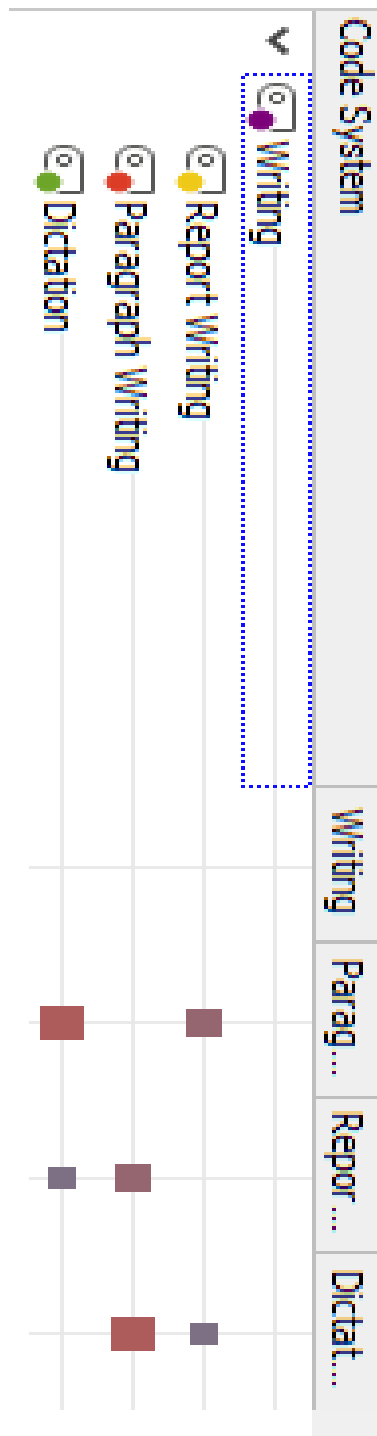
## Appendix B: Code Relation Browser of Speaking



**Appendix C: Code Relation Browser of Reading**

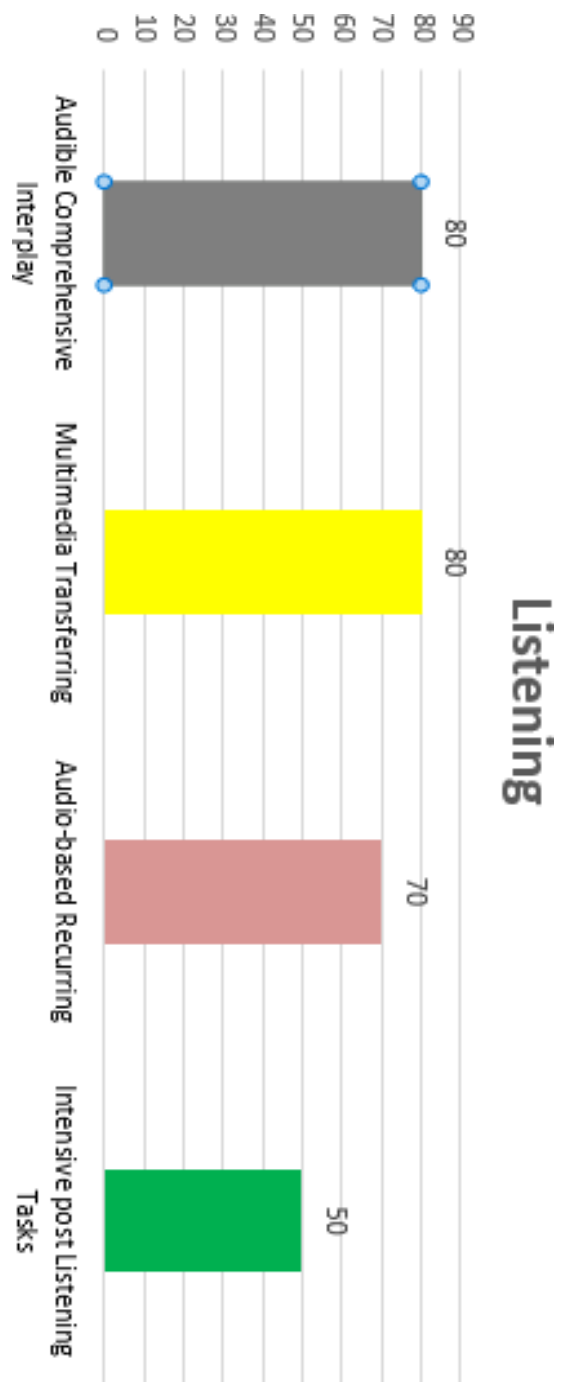
Code System	Readi...	Open...	Intens...	Seque...	Read ...
Reading					
Read Aloud					
Sequenced-based Comprehensive Picture					
Intensive Post Reading Tasks					
Open-ended Summarizing					

## Appendix D: Code Relation Browser of Writing

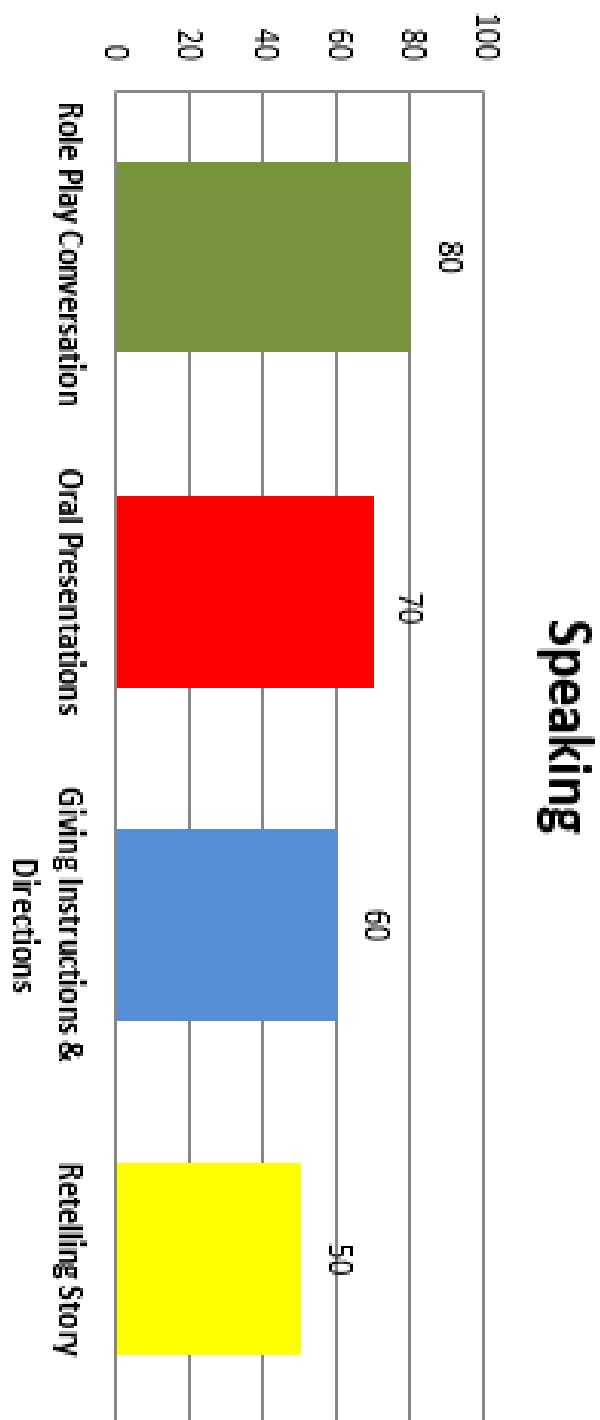


**Appendix E: Chart Indicating Fit of Listening**

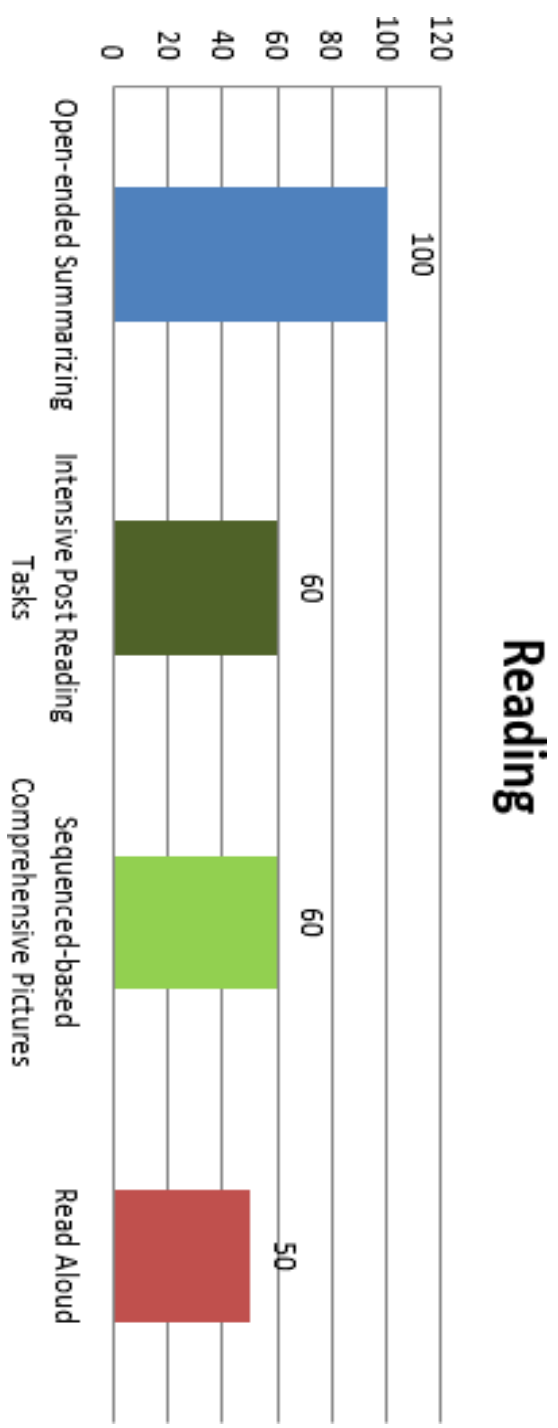




**Appendix F: Chart Indicating Fit of Speaking**

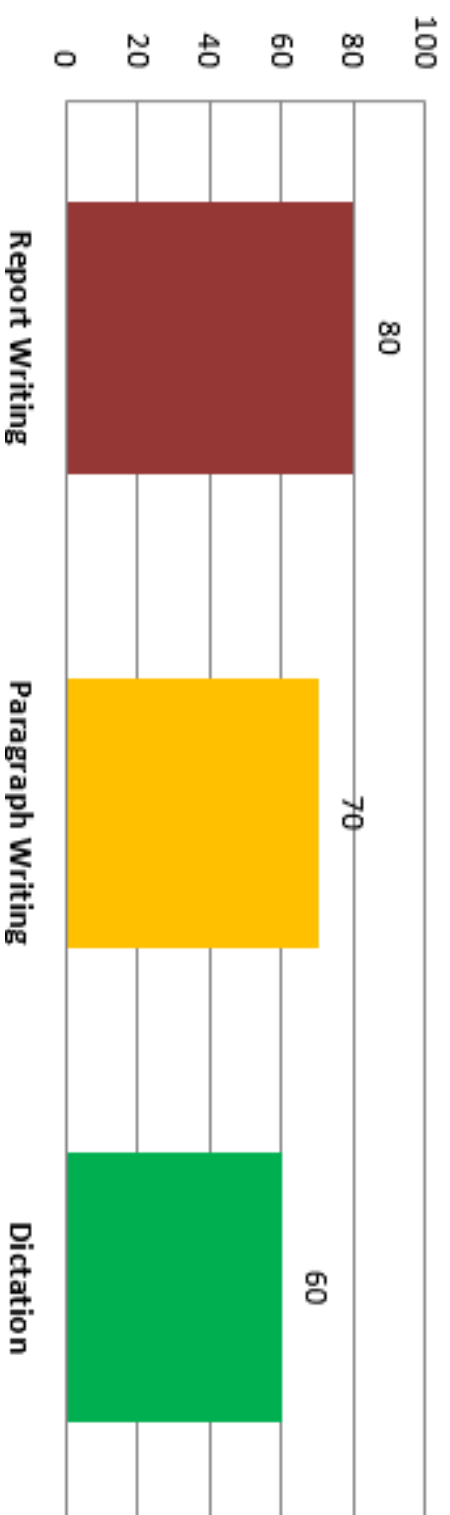


**Appendix G: Chart Indicating Fit of Reading**



**Appendix H: Chart Indicating Fit of Writing**

# Writing



## چکیده

اگر چه مطالعات زیادی در مورد روش های مختلف ارزیابی مهارت های زبان انگلیسی انجام شده است ، تعداد زیادی از معلمان ایرانی ، مهارت کافی برای استفاده از آنها را به طور اساسی ندارند. به عبارت دیگر، آنچه که معلمان در کلاس های درس انجام می دهند تنها آموزش است و ارزیابی را دربر نمی گیرد. علاوه بر این ، توجه بسیار کمی به روش های ارزیابی معلمان در کلاس های درس شده است. به منظور آشکار کردن فنون ارزیابی معلمان ، این مطالعه یک روش گراندد را برای نظریه پردازی تکنیک های معلمان در ارزیابی چهار مهارت انگلیسی در کلاس های درس زبان خارجه بکار گرفت. شرکت کنندگان از روش نمونه گیری هدفمند انتخاب شدند و پس از آن جلسات مصاحبه و مشاهده انجام شد. تکنیک های معلمان از طریق مصاحبه جمع آوری شد و مشخص شد که تکنیک های مختلف ارزیابی در گوش دادن ، صحبت کردن ، خواندن و نوشتن در کلاس های درس زبان خارجه استفاده می شود که برای دانش آموزان ، معلمان ، طراحان برنامه درسی و توسعه دهندگان مطالب درسی کاربرد دارد.

**کلمات کلیدی:** روش های ارزیابی معلمان؛ ارزیابی چهار مهارت زبان انگلیسی ؛ ایران



گروه زبان انگلیسی

پایان نامه کارشناسی ارشد آموزش زبان انگلیسی

## بررسی فنون سنجش مهارت های زبان انگلیسی

نگارنده: معصومه امیرخانی نژاد

استاد راهنما:

دکتر سیدعلی استوار نامقی

استاد مشاور:

دکتر ابوطالب ایرانمهر

بهمن ۱۳۹۸