

Research Summary

Classroom Assessment Preferences of English and Japanese Languages Teachers in Japan and in the Philippines: A Comparative Study

Student assessment plays a critical role in the teaching and learning process as it provides teachers with information that is important for decision-making in the classroom (Jones & Tanner, 2008; Linn & Miller, 2005; Murray, 2006; Nitko & Brookhard, 2007; Stiggins, 2002; 2008). The information gathered from assessment allows teachers to understand their students' performance better as well as the suitability and effectiveness of classroom instruction (Linn & Miller, 2005; Webb, 1994). For this reason, this present study investigates the teachers' assessment preferences with the intention to develop a survey instrument that would assess their assessment preferences. The term "preference" is defined in this study as inclinations, habits and customs of teachers towards conducting classroom assessment alternatives – from test planning to reporting of test results and student grades. Assessment preference is also defined as the imagined choice between alternatives in assessment and the possibility of practicing these assessment alternatives. Two studies were conducted to determine the classroom preferences of Japanese language teachers in the Philippines and English language teachers in Japan. Study 1 was focused on the development of the Classroom Assessment Preference Survey Questionnaire (CAPSQ), a prior study aimed to develop a self-report measure to assess the classroom assessment practices of language teachers. This first study included 360 respondents from the Philippines as pretest group. The pretest form of the CAPSQ contained 60 items. Principal component analysis supported five (5) factors that can explain 64.45% of the total variance measured by the questionnaire. These were labeled as assessment as learning, assessment of learning, assessment for learning, assessment for instruction and assessing to inform. As a whole, using Cronbach's Alpha based on standardized items, the questionnaire showed very satisfactory internal consistency of $\alpha = .96$. Furthermore, the respective subscales confirmed very acceptable internal consistency ranging from $r = .822$ to $r = .939$. The factor structure and results of psychometric analysis resulted in a final 35-item CAPSQ to measure classroom assessment preferences of teachers. This was used as the major instrument in the second study. The main purpose of Study 2 was to conduct a comparative investigation on the classroom assessment preferences of Japanese language teachers in the Philippines and English language teachers in Japan. Using the CAPSQ, a total of 116 tertiary level teachers, 55 from Japan and 61 from the Philippines, participated in this study. There are 27 males and 89 females. Majority of the respondents from both countries are teaching Japanese or English language for at least 3 years and 65 of them have advanced degrees related to language teaching. The data from Japanese sample were gathered through the assistance of an English Head of a university in Japan while data from the Philippines were gathered through research collaborators from three universities in the Philippines. Results revealed that as a group, the language teachers from both countries most prefer assessment practices that are focused towards assessment as learning and least prefer assessment practices that refer to the communicative

function of assessment (assessing to inform). Comparatively, Japanese language teachers in the Philippines prefer to assessment for learning, that is, they assess to improve learning process and effectiveness of instruction, while the English language teachers in Japan are more concerned with the assessment of learning and the communicative and administrative function of assessment. The two groups of teachers also do not significantly differ in their preference for assessment of learning and assessment as learning. Implications to teaching and assessment in language are discussed in this study including further studies related to improving the CAPSQ.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

Submitted for Presentation to the International Conference on Psychology and Allied Professions, December 5-8, 2011, Colombo Sri Lanka (<http://www.icpapsl2011.com>)

To be submitted to the Hawaii International Conference on Education, January 5-8, 2012, Honolulu, Hawaii(<http://www.hiceducation.org>)

To be presented to the International Conference on Educational Measurement and Evaluation, August 2-5, 2012,

Manila, Philippines. (<http://pemea.club.officelive.com/default.aspx>)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

The research paper is planned to submitted to the following Journal with the following titles with Sumitomo

Foundation duly acknowledged as the funding organization of the research:

1) The Conceptual and Psychometric Properties of Classroom Assessment Preference Survey Questionnaire – to be submitted Educational Measurement and Evaluation Review or The International Journal of Educational and Psychological Assessment.

2) Classroom Assessment Preferences of Language Teachers: The Case of Philippine and Japan – to TESOL Journal or The JALT Journal

3) Assessment Preference Survey Questionnaire: Development and Psychometric Properties – to Assessment in Education: Policy and Practice

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)