Pre-service EL Teachers' Awareness of Assessment for/of/as Learning

Heged, Marija

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MENTOR: doc. dr. sc. Ivana Cindrić

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CONTENTS

SAŽETAK

U hrvatskom školstvu posljednjih je godina aktualna kurikularna reforma u kojoj se nastoji odmaknuti od dosadašnje stagnacije u hrvatskom školstvu, krenuti ukorak s vremenom te napraviti nužne reforme o čemu će biti riječ u prvom dijelu ovoga rada. Spomenute promjene trebale bi ući i u samo područje vrednovanja i omogućiti značajniju, efikasniju i češću evaluaciju učeničkog uspjeha te prijeko potrebne povratne informacije o učenikovom stupnju znanja s obzirom na zadane ishode. S obzirom da je cilj ovoga diplomskog rada ispitati osviještenost budućih učitelja engleskog jezika o vrednovanju za učenje, vrednovanju kao učenje i vrednovanju naučenoga, o čemu je riječ i u samom prijedlogu nove kurikularne reforme iz 2017. godine, u svrhu ovoga diplomskog rada izvršeno je istraživanje čiji su rezultati prikazani u drugom dijelu ovoga rada. Tako se na temelju dobivenih rezultata pokazalo kako studenti koji pohađaju učiteljski studij s engleskim jezikom na Učiteljskom fakultetu u Zagrebu u velikoj mjeri osviješteni o navedenim pristupima vrednovanju, no ostavljen je prostor za dublje upoznavanje s navedenim pristupima, kao i kurikularnom reformom.

Ključne riječi: kurikularna reforma, vrednovanje, vrednovanje za učenje, vrednovanje kao učenju, vrednovanje naučenog, engleski kao strani jezik.

SUMMARY

Over the past few years there has been a lot of talking about curricular reform of Croatian education system, which seeks to move past stagnation in Croatian education and to make necessary reforms, which will be discussed in the first part of this thesis. The changes mentioned should enter the area of assessment and enable more significant, efficient and frequent assessment of a student's success and much-needed feedback of the student's level of knowledge with regard to the set outcomes. Given that the aim of this thesis is to examine the awareness of future English teachers of assessment *for* learning, assessment *as* learning, and assessment *of* learning, which are the approaches to assessment also present in the proposal of the new curricular reform from 2017, a research was conducted and the results are presented in the second part of this paper. Thus, the obtained results show that pre-service EFL teachers enrolled the Faculty of Teacher Education in Zagreb are mostly aware of these approaches to assessment. However, there is room for the students to explore in more depth the topic of assessment for/as/of learning and the curricular reform itself.

Key words: curricular reform, assessment, assessment *for* learning, assessment *as* learning, assessment *of* learning, English as a foreign language (EFL).

1. INTRODUCTION

The main goal of this thesis is to examine future English teachers' awareness of assessment *for* learning, assessment *as* learning and assessment *of* learning, which are approaches to assessment also present in the proposal of the new curricular reform from 2017. Therefore, the second chapter introduces the topic of national curriculum proposal for Croatian education system and the changes coming together with its implementation. Considering that the research of this thesis was conducted among pre-service English language teachers, the third chapter gives insight into the national curriculum proposal for English as a foreign language and the three domains in which the new curriculum of English language is organized, which are Communication Language Competence, Intercultural Communicative Competence and Autonomy in Language. In addition, educational objectives of English language teaching and learning are explained, as well as the teacher's role in this process. The fourth chapter deals with assessment in the educational process and its principles. It also provides an insight into assessment of educational outcomes in English language teaching particularly, and lastly, introduces us to the three approaches to assessment, which are assessment *for* learning, assessment *as* learning and assessment *of* learning or, in other words, of what has been learned. The succeeding paragraph demonstrates the research carried out in order to get an insight into the pre-service EFL teachers' awareness of the approaches to assessment stated also in new curricular reform proposal. The participants were future teachers of English as a foreign language enrolled at the Faculty of Teacher Education in Zagreb. The final chapter presents the conclusions made from the theoretical overview of the new curriculum proposal for English language teaching, approaches to assessment stated, as well as the research conducted on the topic.

2. NEW CURRICULAR REFORM

Rumors of the necessity of a curricular reform served as an awakening of the Croatian education system which has been stagnating since 2006. That was the year when the Ministry of Science, Education and Sports implemented the Croatian National Educational Standard (CNES) (Cro. HNOS Hrvatski nacionalni obrazovni standard) whose purpose was to provide a new student-centered approach to teaching, as opposed to a more content-focused approach which was in effect. Furthermore, it was intended to enable more appropriate teaching and alignment of goals with pre-school, secondary and post-secondary levels of the Croatian education system (MZOŠ, 2006). Therefore, in 2006, the Ministry adopted the Curriculum for the Primary School (Cro. Nastavni plan i program za osnovnu školu). However, the desire and the need to modernize education and have access to it, have grown over the years.

The aim of the new curricular reform according to MZOŠ (2016) is to establish a coherent and effective system of education through comprehensive content and structural changes in order to provide students with more useful and meaningful education, aligned with their developmental age and interests and familiar to their daily life. It should provide education that will empower them for modern life, the world of work, as well as for continuation of their own education further in life. The new curricular reform would have to provide parents with greater involvement in their children's education and school life, clearly expressed expectations, more objective assessment and evaluation, more meaningful and more frequent feedback on their children's achievements. Furthermore, it should ensure that teachers and other staff of educational institutions are empowered and professional, more autonomous, more creative, less administrative, more motivated, and less externally pressured.

According to MZOŠ (2016), this long-term change will include the extension of compulsory education to a nine-year elementary school, but the changes will be introduced in stages, and in the first phase will include: developing curricula of all levels and types of education based on educational outcomes; proposing a new system for evaluating, assessing and reporting on student achievement; systematic training of teachers to apply new curricula and changes in the teaching and learning process; proposal of principles and guidelines for the development of manuals, textbooks and other teaching aids, digitization and use of ICT in education.

3. NATIONAL CURRICULUM PROPOSAL FOR EFL

The subject curriculum at the national level is a document that defines the purpose and goals of teaching and teaching of the subject, the structure of the individual subject throughout the educational vertical, educational outcomes, the related elaboration and descriptions of the levels of learning outcomes, learning and teaching and assessment in the particular subject (MZOŠ, 2016).

According to MZOŠ (2016), the new curriculum for the English language is based on modern approaches to learning and teaching foreign languages and brings a variety of novelties while respecting the quality ideas from the documents that preceded it. It is the first subject document covering the elementary and secondary schools, that is, the entire educational vertical, over five educational cycles. A key change brought about by the curriculum of the English language course is a departure from current curricula. It is based on different settings and should therefore be approached accordingly. Instead of specifying the content that must be addressed in each language learning and teaching year, the curriculum is organized into three domains, and is based on defining student-centered educational outcomes. Having stated that, the curriculum responds to the demand of contemporary educational sciences that the student takes over a central role in the learning and teaching process.

3.1. The three domains

Unlike the educational achievements stated in the 2006 curriculum, that were divided into a category of knowledge (lexical areas, grammatical structures, linguistic functions, culture and civilization), and a category of skills and abilities (listening, speaking/speaking interaction and production/pronunciation, reading, writing, intercultural competences, strategies knowledge of learning and knowledge use), the three domains in which the curriculum of the English language is organized are Communicative Language Competence, Intercultural Communication Competence and Autonomy in Language Acquisition (Cro. Komunikacijska jezična kompetencija, Međukulturalna komunikacijska kompetencija i Samostalnost u ovladavanju jezikom). They are derived from core competencies, conceptualization of the language-communication area and purpose of the English language course.

Domains are the starting point of educational outcomes that clearly state what students know, what they can do and what attitudes they develop in a given year of learning, and are formulated in accordance with the student's developmental characteristics, ensuring student's continuity in progress and a balanced transition from class to class and from cycle to cycle. The levels of adoption of each outcome are determined so that the teacher knows what is expected of the student and adjusts the teaching to the needs of the student (MZOŠ, 2017).

According to the new national curriculum proposal for English language after a public hearing in 2017, outcomes of the Communication Language Competence domain are based on acquiring knowledge of a foreign language and mastering the skills to use that knowledge in a communication act while the outcomes of the Intercultural Communicative Competence lead to the ability to recognize and interpret similarities and differences between cultures and to communicate effectively and contextually with speakers of a foreign language, leading to the development of harmonious intercultural relationships. Outcomes from the domain Autonomy in language acquisition lead to the independent and critical use of different sources of knowledge and the application of effective language learning strategies as a prerequisite for lifelong learning.

3.2. Educational objectives of English language learning and teaching

Learning and teaching English is aimed at developing interests and motivating students to master the language, which contributes to their personal and social development. Students achieve a level of language proficiency that enables them to communicate independently in English in a variety of situations and to acquire the skills necessary for independent learning as a basis for lifelong learning.

The main objectives of learning and teaching English are to enable students for independent and accurate use of language in speech and writing in different contexts of school, local and wider community, including digital environment; understanding and appreciation of other cultures and social norms, and consideration of their own; independent and critical use of different sources of knowledge and implementation of effective language learning strategies; acceptance of responsibility for personal development, their own actions and their results; lifelong learning and work in a globalized society. Based on the idea that language is a means of communication,

students develop the ability to understand, express and use strategies for learning the language and develop an outline idea of language as a system. In addition, they master the language skills required to communicate with native and non-native speakers. By communicating, learning to recognize and appreciate the uniqueness of other cultures, they develop cultural awareness, intercultural competence and multiculturalism, and build their own positions and roles in different communication relationships (MZOŠ, 2017). This develops the competencies needed for lifelong development.

3.3. The teacher's role

The quality of implementation of the new curriculum is ensured by the teacher. The curriculum guarantees autonomy and enables greater creativity in organizing the entire teaching process, which is reflected in the freedom to choose teaching contents and teaching methods, and in organizing time devoted to the achievement of a particular educational outcome. A teacher's professionalism, with linguistic and teaching methodology expertise, competences and personality, also includes good communication with the participants of the educational process, responsibility towards the student, school and the entire community in order to set and achieve goals in the process of learning and teaching English.

The teacher chooses teaching strategies to achieve the educational outcomes of the curriculum as effectively as possible. They are an important factor in contemporary student-centered learning and teaching, in which the teacher and students have an equally active role.

The basic strategies used by the teacher to teach English and to manage the learning are: direct teaching (with a lower degree of student involvement), discussion and conversation-based teaching (indirect, research or experiential teaching) based on collaborative and interactive learning, and self-directed learning with teacher's feedback (MZOŠ, 2017). Teaching strategies are implemented using teaching models that are different from the traditional ones in which the teacher represented the transmitter of knowledge.

According to MZOŠ, in contemporary learning and teaching, the teacher directs learning by emphasizing the joint participation of students and teachers in the learning process and is an instructor and by personal example shows students how to

access and interpret information. He/she answers questions and provides feedback on learning progress while developing student autonomy and is a lifelong learner who acquires and creates new knowledge with his/her students. The teacher plans, combines, and modifies science-based teaching strategies appropriate to the student's developmental opportunities and needs in order to achieve educational outcomes. The teacher uses instructional strategies that encourage students to think about their own learning, what they need to know and be able to do, to relate to the acquired knowledge and skills (vertical alignment) and to apply the newly acquired knowledge and skills in other subjects and areas (horizontal alignment).

In order to give each student the opportunity to achieve high levels of achievement, the teacher creates the conditions that foster the learning process, recognizes each student's personal predispositions, its strengths and weaknesses, and differentiates teaching by choosing the methods and activities that best suit the student, that in the end lead to the effective acquisition of listening, speaking, reading, and writing skills in English language.

With the changes in the learning and teaching process, the approaches to assessment also change. The teacher not only values what he/she teaches, but also monitors the way students learn, given that innovative approaches to teaching require innovative approaches to assessment.

4. ASSESSMENT

4.1. Principles of assessment

According to MZOŠ and the National Curriculum Framework Proposal from 2016 (further in text Proposal), the assessment of the adoption of educational expectations and outcomes is an integral part of the educational process and is based on the following principles that apply to all levels and types of education:

a) Assessment focused on learning and development

Assessment, learning, and teaching are simultaneously conceived and planned. Assessment builds on and derives from learning and teaching. All the information that educators collect about the learning, development and achievement of children and young people becomes the basis for planning the educational process and monitoring

the progress of children and young people. It results in clear, accurate, and affirmative feedback that helps children and young people to learn and motivates them to work. Assessment is based on a holistic approach to monitoring and encouraging the individual development of each child and young person and focuses on recognizing success and fostering positive patterns of motivation and learning. It insists on the child and young person as the central participant in the educational process, and on the development of metacognition, setting learning goals, planning and managing learning, and on self-evaluation of learning (MZOŠ, 2016).

b) Assessment focused on the universality of educational expectations and outcomes

According to MZOŠ, assessment of the adoption of educational expectations and educational outcomes is focused not only on the assessment of knowledge acquisition, but also on the development of skills, attitudes and other elements of educational expectations and outcomes. It encourages meaningful and lasting learning and the application of knowledge and skills in new situations. Particular attention is paid to the assessment of the acquisition of basic knowledge, as well as the assessment of conceptual understanding and the assessment of higher cognitive processes. Children and young people are assessed in terms of requirements that are challenging but realistic, in which they can demonstrate their abilities, acquired knowledge and skills in environments that are original and purposeful to students.

c) Transparency and fairness of evaluation

The clear and timely exchange of accurate information between children and young people, educators and parents about the content, procedures, criteria and results of the assessment aligns expectations and achieves a common understanding of the demands placed on children and young people. Clearly defined rules and criteria for assessing children and young people help them understand the elements of learning that will be valued and understand what constitutes successful performance. Furthermore, they direct learning to what is important to know and to be able to do. Assessment procedures for the adoption of educational expectations and outcomes do not place children and young people in a privileged position and do not discriminate on grounds unrelated to learning (MZOŠ, 2016).

d) Balance between internal and external evaluation

According to MZOŠ, high-risk external exams are avoided, except for the final exams at the end of high school. Assessing the acquisition of educational expectations and outcomes remains largely the professional responsibility of educational staff. External assessment of the acquisition of educational expectations and outcomes should not dominate educational practice, but should be aligned with and fully support the goals of the national curriculum. The data collected by assessing the adoption of educational expectations and outcomes are used in the self-evaluation processes of educational institutions with the aim of improving the quality of their work.

4.2. Assessment of educational outcomes in English language teaching

As stated in the Proposal from 2016, the curriculum emphasizes a safe and supportive learning environment (physical and digital), teacher and student autonomy, collaborative and research learning, authenticity in teaching, encouraging cross-cultural encounters, the development of creative and critical thinking, and multidisciplinary and integrated learning of languages and content. In accordance with the changes related to the assessment system, the elements, approaches and methods of the various assessment forms and the components of the final assessment are outlined. Evaluation of knowledge as an integral part of skills and a greater representation of informal assessment methods helps the student understand the importance and meaningfulness of the assessment and take responsibility for their own learning. New ways of reporting that highlight what a student can do, what he or she is expected to do, and what and how it should be improved, allow the student to further plan and improve their learning process.

The assessment of educational outcomes is in accordance with the principles set out in the Framework for the Evaluation of Learning Processes and Outcomes in Primary and Secondary Schools (Cro. Okvir za vrednovanje procesa i ishoda učenja u osnovnim i srednjim školama) from 2017. The curriculum describes the elements and approaches to assessment, as well as ways of providing feedback and reporting on the acquisition of educational outcomes. Elements of evaluation in the English language are the knowledge and skills defined by educational outcomes within the domain Communicative Language Competence, Intercultural Communication Competence, and Autonomy in Language Acquisition.

According to MZOŠ, achievement of outcomes of the Communicative Language Competence domain is described in a descriptive or numerical way, while acquiring knowledge, mastering skills and developing attitudes in the domain of Intercultural Communication Competence and Autonomy in Language Acquisition are described in a descriptive way. Achievement of outcomes in the field of Intercultural Communication Competence and Autonomy in Language Acquisition is assessed indirectly through the assessment of outcomes in the field of Communicative Language Competence, as well as on four-level assessment scales that are consistent with the levels of adoption: satisfactory, good, very good and exceptional.

As stated in the new national curriculum proposal for English language after the public hearing in 2017, elements of assessment are language skills: listening comprehension, reading comprehension, speaking and writing. Elements of assessment differ in different cycles because they depend on the developmental age of the student. The first cycle assesses the achievement of outcomes in speaking and listening, and from the second cycle onwards in reading and writing. Student performance is assessed based on criteria in accordance with predefined language and skills for the use of linguistic knowledge in the communication act. They are being tested and clearly described for each level of achievement. The functional aspect of the language takes precedence over the formal aspect, which is why the criteria of intelligibility of the message and the realization of linguistic interaction are superior to the criterion of accuracy. The evaluation considers the fact that mastering linguistic principles has another purpose, which is to be a means of successful communication and that linguistic errors are an acceptable and expected component of mastering a language. Language structures are an integral part of the four skills and their proficiency is assessed as integrated as one of the criteria for the achievement of outcomes within the Communicative Language Competence domain.

4.3. Approaches to assessment

If we want to be aware of how and when to assess, there are three basic approaches to assessment according to the Framework for the Evaluation of Learning Processes and Outcomes in Primary and Secondary Schools (Cro. Okvir za vrednovanje procesa i ishoda učenja u osnovnim i srednjim školama). The approaches are: assessment *for* learning, assessment *as* learning and assessment *of*

learning or in other words, of what has been learned. Earl (2013) also differentiates between three approaches to assessment, describing assessment *of* learning as the one resulting in grades and marks, assessment *for* learning as formative, continuous feedback, and assessment *as* learning as self-assessment, self-monitoring and self-regulation.

4.3.1. Assessment for learning

According to OECD (2008), effective assessment *for* learning involves teacher's continuous and systematic gathering and recording of information on the achievement of educational outcomes during the educational process, and the interpretation of that information and evidence so that students can advance the learning process and teachers the teaching process. It is an integral part of the learning and teaching process which does not lead to grades. It is aimed at stimulating reflection on learning, understanding the processes and results of learning, and increasing the effectiveness of learning and teaching. According to MZOŠ (2017), assessment *for* learning involves a variety of formal and informal methods and a variety of formats such as asking questions, homework assignments, short written proficiency tests, rubrics, checklists, anecdotal notes, portfolios, observations, etc. As the information gained from this type of assessment is always used to guide and enhance learning and teaching, it is at the same time formative.

According to MZOŠ (2017), assessment *for* learning helps teachers to gather information about students' initial knowledge and experiences, possible misconceptions or misperceptions, and the deficiencies students have during the learning process. Furthermore, it helps them gain an insight regarding students' levels of learning, skills and attitudes, their learning styles, beliefs, motivation to learn, their interests, etc. It also helps with setting goals and planning lessons to meet the needs of specific students at a particular time. For example, after finding that the students' actual knowledge is below or above the expected level or, if they find that students have some typical mistakes or misconceptions, teachers can change their planned teaching strategies. It could also be helpful with student and parent confidence because the evaluation process itself is more transparent.

Regarding the students, they become aware of how effective learning and learning styles are. Students set their own goals and improve their learning skills. They

have better achievements because they receive frequent feedback on how well they are progressing and how effectively they are learning. Because of that, they develop motivation for learning, confidence and a positive self-image. Finally, they have high expectations of themselves and are generally more interested in success because they know how to reach it.

Parents get specific and useful information about their child's learning and developmental growth, guidance on how to help their child learn at school and at home, and they understand more easily the upbringing and education process. This helps build a partnership between an educational institution and a family.

According to MZOŠ (2017), assessment *for* learning can involve very different methods of gathering and recording information from very different sources, with an important part of the information obtained through interaction (student and teacher; student and student). In this process, methods such as rubrics, anecdotal notes, student folders, target tests for understanding comprehension, students' observations during individual or group work, group discussions, etc. are most commonly used. By applying them, the student gets information about where he/she is in relation to the set learning goals and how to improve learning. The classroom needs create a habit of seeking out what is not working well in order to be corrected on time and to achieve or even exceed the set learning goals. The classroom culture must be such that students feel safe when they say they do not know and/or do not understand and when they need to receive or give feedback to others. In such an atmosphere, teachers and students develop a new form of communication that abandons their traditional roles and develops a partnership. Unlike the approach in which the teacher is mostly the one who assesses what knowledge and skills the student has mastered and the one who autonomously decides with whom and how to share this information, the assessment *for* learning as a main assumption has the availability of evidence/information on the acquired knowledge and skills to both teacher and student, and joint and active participation in interpreting this information and future planning of teaching or learning, with the primary goal of improving it.

Assessment *for* learning does not result in a grade, but in the exchange of learning information and learning outcomes. The teacher provides students with qualitative feedback on the learning process. He/she tells them where they are on the

path to educational outcomes, how effective their learning strategies are, and how they can improve them to achieve educational outcomes effectively and fully. Feedback is a central part of assessment *for* learning because it allows the learner to take control of their own learning (Winter, 2003).

Assessment *for* learning is always focused on student progress, so each student's current achievement is compared to his or her previous achievement, focusing on the student's progress in relation to set educational outcomes (criterion-based evaluation), rather than comparing students in a group (norm-based evaluation) (MZOŠ, 2017). Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils (Black & Wiliam, 1998). Assessment *for* learning thus promotes the idea that all students can thrive regardless of differences in abilities, personal characteristics and living environment.

Effective feedback is considered to only be the information that is useful to reduce the gap between the learning that is accomplished and the intended educational goals / outcomes. To be exact, that is feedback that is accurate, concrete, specific, and exactly what the student has achieved and at what levels. Feedback must also be directed to the learning process, not just its results. In addition to diagnosing the difficulties encountered by the student, it is essential to identify their causes (e.g. the use of appropriate learning strategies, strategies for regulating negative emotions, lack of knowledge, etc.) and to offer the student ways to overcome these difficulties (MZOŠ, 2017). According to Hattie and Timperley (2007) effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?).

4.3.2. Assessment as learning

Wolf (1993) was an early promoter of the practice of meaningful and complex assessment tasks that can be 'episodes of learning' in contrast to tests which only set out to measure what has been learnt and often do so in ways which do not encourage productive learning in the period prior to testing (McDowell, Sambell, & Davison, 2009).

Assessment *as* learning is based on the idea that students learn by assessing. It involves active involvement and inclusion of students in the evaluation process, with the support of teachers in order to maximize development of the student's self-directed and self-regulated approach to learning. Students with advanced self-regulation skills, including self-assessment, successfully set specific and achievable learning goals, select appropriate learning approaches and strategies, and actively monitor and regulate the cognitive, emotional, motivational and behavioral aspects of learning in order to improve it.

It is particularly important that students are fully involved in the decision-making process of further steps in learning after the assessment. When students themselves engage in the evaluation process, they are likely to be less stressful. The more students have practice in evaluating their (and others') learning and achievement processes, the less they will regulate their learning based on feedback from teachers and others, that is, they will use the information they have generated in the self-evaluation process (internal feedback). The evaluation process will be internalized, with strong support from the teacher at the beginning of the process, who models and explains assessment approaches and methods, and provides the student with quality feedback on their learning and achievement, and then the student will gradually become more successful in self-evaluating their own learning process and achievements. In the initial phase, it should be ensured that the student has a sense of progress towards achieving the set goals, and this is only possible if he or she has clear performance criteria that include either information about the evaluation criteria or his/her previous achievements.

According to Earl (2006), assessment *as* learning is a form of student-teacher partnership in which the learner is an active and responsible carrier of his or her own learning and evaluation, and the teacher acts like a facilitator who creates the conditions for learning and directs it as needed. The teacher helps the student to understand the criteria for self-evaluation, guides the process of self-reflection and helps to decide on how to improve learning.

This type of assessment helps with sharing responsibility for learning between teacher and student. It helps the teachers with gaining insight into student thinking

when analyzing and evaluating the learning process, and in creating more effective teaching as students become more independent and motivated.

As stated in Earl's "Rethinking Classroom Assessment with Purpose in Mind", assessment *as* learning helps the students understand that evaluation is a tool for their own monitoring of learning and for gaining an understanding of what learning level they are at. They get to compare their own estimates with those of others and develop the skill of managing their learning, setting their own goals, and developing the self-assessment and peer assessment skills needed to achieve those goals. In addition, students develop a sense of responsibility and confidence while developing critical thinking, as well as analysis, and ultimately evaluation.

Assessment *as* learning is carried out through systematic self-reflection, self-assessment and peer assessment (e.g. using rubrics, learning logs, in consultation with the teacher, etc.). Nowadays students occasionally have the opportunity to participate in the assessment by correcting their own or others' work according to the instructions given by the teacher or saying what grade they deserve. Most often, they do not discuss the criteria on which they made their decision, so such feedback is not effective in improving the learning process itself. Therefore, for assessment to be effective as learning, in analyzing the performance of their own learning, students must clearly know in advance where they are going. In other words, they need to know what the goals/outcomes for a particular lesson/unit /week / semester are. In addition to learning outcomes, students should also be familiar with assessment criteria that can clearly answer the question of how they can identify different levels of their own achievement. During the self-assessment process, students have the opportunity to evaluate their work based on the same pre-set criteria as their teacher (MZOŠ, 2017).

According to MZOŠ, this assessment process uses a portfolio, an autobiography of cross-cultural encounters, a learning diary, self-assessment and peer assessment columns and the like. Feedback is given by the student to other students, and to a lesser extent by the teacher, (to what extent the student has developed a self-assessment skill).Students are involved in the development of assessment and self-assessment criteria, which contributes to their understanding of the level of knowledge acquisition and development of skills and attitudes required to achieve educational

outcomes. Like assessment *for* learning, this process does not lead to grades, but to qualitative feedback.

4.3.3. Assessment of learning

Assessment *of* learning is an important part of the evaluation system, which together with the assessment *for* learning and assessment *as* learning, make a coherent unity. It tests the effectiveness of an educational program, serves to certify student achievement at the end of a particular educational period or level, and has a selection purpose for enrollment in the higher education level (MZOŠ, 2017). Earl (2006) states that assessment *of* learning is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups (e.g., employers, other educational institutions).

According to MZOŠ (2017), in greater detail, assessment *of* learning, or of what has been learned, is primarily summative, and can serve both formative and diagnostic purposes, to plan for further learning and teaching. Its purpose is to determine the level of adoption of educational outcomes defined in the English language curriculum during or at the end of the school year, as well as to alert to the parts of communication competence that require improvement. The achievement of educational outcomes is evaluated in view of the defined levels of adoption of educational outcomes. Assessing each element of assessment according to these levels, the teacher develops descriptors that determine the extent of knowledge, the depth of understanding and the level of skill development required for a particular grade. Oral and written proficiency tests, portfolio, student projects, discussions, debates, essays, simulations, etc. are used. The assessment is based on one or more evaluation methods. The methods and content of the test meet the requirements of linguistic use in actual linguistic, situational and cultural contexts requiring the use of different knowledge, skills and abilities. This considers the defined assessment criteria, the selection of valid and reliable methods and the safety and transparency of the process. The purpose of the assessment, the contents, the procedures, the form, the components and the duration of the exam, the manner and criteria of the scoring and the results are predefined and clear to the teacher, student and parent.

Systematic and regular reporting of student progress in all domains provides feedback on the level of achievement of educational outcomes and suggests ways and

procedures needed to improve them. In determining the final assessment, the teacher takes into account the achievement of the outcome verified by different valuation methods at multiple time points. During all educational cycles, the final assessment is based on the level of adoption of educational outcomes from all three domains. During the first cycle, the achievement of outcomes from all three domains has an equal share in the final assessment, and from the second cycle onwards the greater importance of the outcome of the Communication Language Competence domain is given. Although the achievement of outcomes from the other two domains does not lead to a numerical rating, it enters the final assessment and is referred to a qualitative review in the first and second cycles (MZOŠ, 2017).

5. RESEARCH

In the following pages information on the aim, research questions, participants and instruments used in the research will be presented, after which will follow the description of the procedure, the obtained results and the discussion.

5.1. Research Aim

For the purposes of this thesis, a study has been conducted with the aim to establish how much pre-service EL teachers, who are currently enrolled in teacher education programme at the university level, are aware of the three approaches to assessment (assessment *for* learning, assessment *of* learning and assessment *as* learning) introduced in the proposal for the new curriculum reform and how familiar they are with those terms.

5.2. Research Hypotheses

It is assumed that pre-service EL teachers would not be completely familiar with the three approaches to assessment (assessment *for/of/as* learning) stated in the Proposal. Teaching methodology courses are not predominant during the first two years of study as the emphasis is on other aspects of their programme of study (language, literature and linguistics).

5.3. Participants

Data for this study were gathered from 42 university students currently studying to become primary school and English language teachers to young learners.

The questionnaire was completed by 24 third year students and 18 fifth year students during the summer semester of the academic year 2019/2020.

5.4. Research Instrument

The type of instrument used in this research for data collection was a questionnaire including multiple choice questions and a 3-point Likert scale. A Likert scale is simply a statement that the respondent is asked to evaluate by giving it a quantitative value on any kind of subjective or objective dimension (Survey Anyplace, 2020).

Before filling in the questionnaire, all participants were informed about the purpose of this research and the manner in which their data would be used in the future. They were asked to proceed if they would want to participate.

The online questionnaire was distributed to pre-service EFL teachers enrolled in the third and the fifth year of teacher education studies at the University of Zagreb. The questionnaire was anonymous in order to encourage participants' honesty. The research instrument consists of four parts. The first part comprises general information questions on the participants' background: year of the studies, self-assessment of knowledge of English language, number of English language teaching courses taken so far, number of English language teaching courses in which assessment was discussed, and their familiarity with the new national curriculum proposal from 2017. The second part briefly questions participants' familiarity with assessment *for* learning, the third part questions their awareness of assessment *as* learning whereas the final part questions their awareness of assessment *of* learning. The Likert scale is used for all parts except for the first one. It included three points (1 – Disagree; 2 – Neutral; 3 – Agree).

5.5. Procedure

The criteria by which the pre-service teachers were chosen for this study was that they were enrolled in Primary Teacher Education: subject English language, at the Faculty of Teacher Education, University of Zagreb. All participants received the consent form and questionnaire, and those who were willing participated in the research. The answers were analysed and some conclusions are proposed.

5.6. Results and Discussion

According to the results, 57% (N=24) of 42 pre-service EL teachers are enrolled into 3rd year of integrated Bachelor's and Master's Degree program, and the remaining 43% (N=18) are enrolled into 5th year.

Participants were asked to self-assess their knowledge of the English language (1 – the lowest grade, 5 – the highest grade). The majority of participants (52.4%; N=22) decided upon grade 4, which corresponds to very good knowledge. The highest grade 5 (or excellent) was chosen by 42.9% (N=18) of participants, and lastly, only 4.7% (N=2) of them decided upon grade C.

The participants were all students who, upon graduation, can be teachers of English language. Hence, they were asked about the number of English language teaching methodology courses they had taken so far. Almost all of the participants selected more than 10 courses 92.9% (N=39), while only 7.1% (N=3) marked that they had taken from 5 to 10 courses.

However, when they were asked about how many of these courses were dealing with the topic of assessment in the teaching process, the results varied. Most of the pre-service EL teachers (54.7%, N=23) stated that the number was less than 5. Others (38%, N=16) stated it was between 5 and 10 courses, and the minority (7.3%, N=3) decided upon more than 10 courses option. The results are presented in Figure 1.
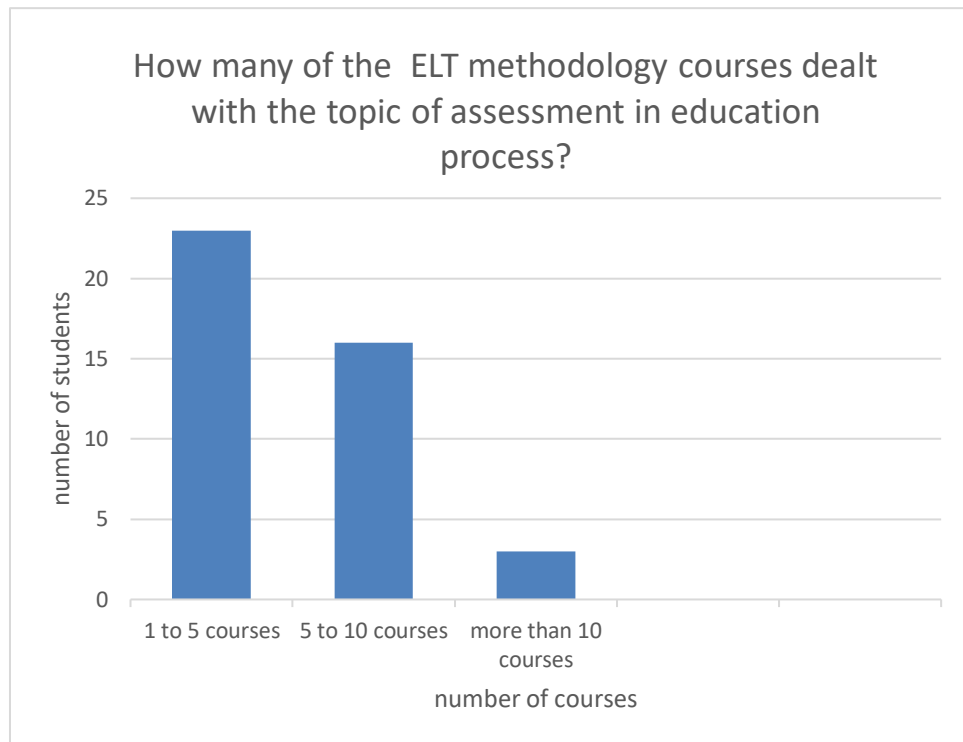
Figure 1. *Students' estimate on the number of ELT methodology courses that were dealing with the topic of assessment in education process.*

It is important to mention that the varied results are most likely due to the fact that students in year three had not yet taken the required courses. Aside from that fact, the variability of participants' estimate of the number of ELT courses dealing with assessment could have varied because there had been, most certainly, a mention of assessment in a certain number of the courses, since they cover a range of topics, skills and knowledge needed for their future career of EFL teachers.

This research is focused on participants' self-awareness of three approaches to assessment which the National Curriculum proposal 2017 emphasizes. Thus participants were asked to estimate their own familiarity with the already mentioned national curriculum proposal. The results showed that 36% (N=15) of the pre-service EL teachers stated that the proposal from 2017 was slightly familiar to them, while 33% (N=14) said to have been somewhat familiar with the proposal. Furthermore, 19% (N=8) stated that the proposal was not at all familiar to them, while 12% (N=5) decided upon the proposal being moderately familiar. However, not one of the pre-service EL teachers stated that they were extremely familiar with the new proposal, despite the

few years that have already passed since the proposal. The results are presented in Figure 2.
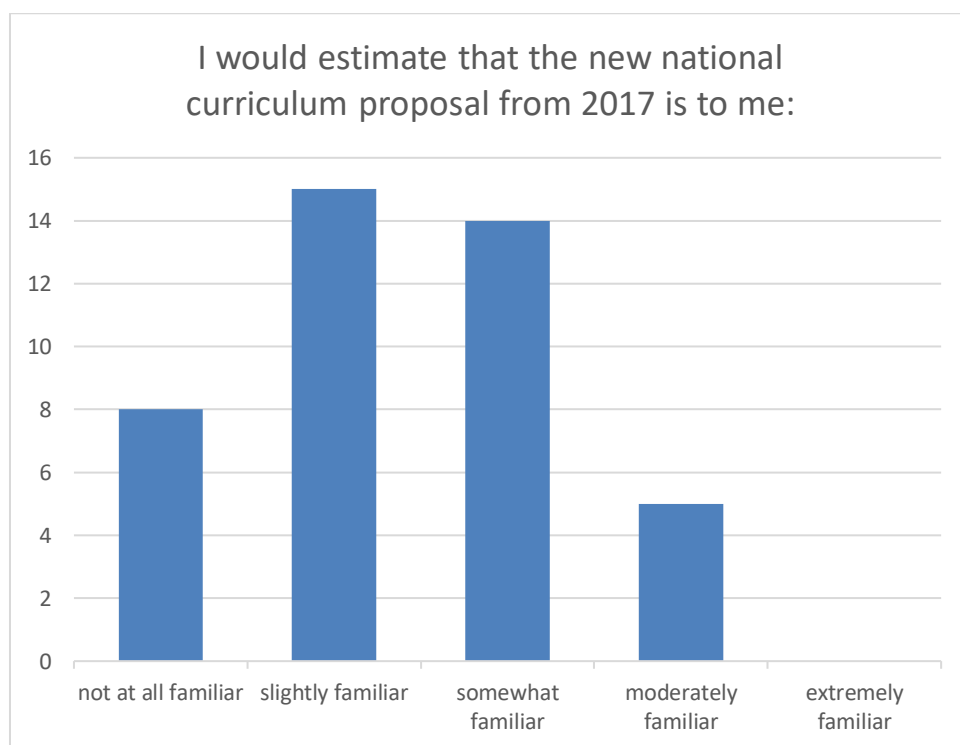

Figure 2. *Students' self-assessment of their own familiarity with the new national curriculum proposal from 2017.*

Although a few years have passed since the work on the new curriculum reform and its proposal after a public hearing in 2017, according to the obtained results pre-service EL teachers expressed that they were not completely familiar with it. It could have been the fact that they were focused on other aspects of their programme of study (language, literature, linguistics) as teaching methodology courses are not prevalent in the first two years of study. They were still pre-service during this research and/or were not majorly exposed to it and its media coverage or simply not interested enough.

Part 2 of the questionnaire focused on assessment *for* learning and the participants' opinion of such assessment. Using a 3-point Likert scale, the participants were asked to circle the number representing their level of agreement with the statements (1-Disagree, 2-Neutral, 3-Agree).

1. It serves to certify student achievement at the end of a particular educational period or level and has a selective purpose, i.e. enrolment in a higher level of education.

This statement does not refer to assessment *for* learning but to assessment *of* learning, which is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to other stakeholders (Earl, 2006), and serves for enrolment into a higher level of education. The obtained results indicate that only 17% (N=7) of 42 university students who participated in this research correctly disagreed with this statement, while 62% (N=26) of them decided to stay neutral and the remaining 21% (N=9) of the students wrongly agreed with the statement. It can be concluded that the majority of the participants were unsure of the correct answer because they were uncertain of the purpose of assessment *for* learning.

2. *It is an integral part of the learning and teaching process which leads to grades.*

As well as the previous statement, this one was also incorrect. Assessment *for* learning does not lead to grades, but to an exchange of learning information and learning outcomes, or simply stated – in qualitative feedback. The results show that 43% (N=18) of the participants realized that the statement did not refer to this type of assessment, while 24% (N=10) stayed neutral and, surprisingly, 33% (N=14) of the participants decided that the statement was true. The results are presented in Figure 3.

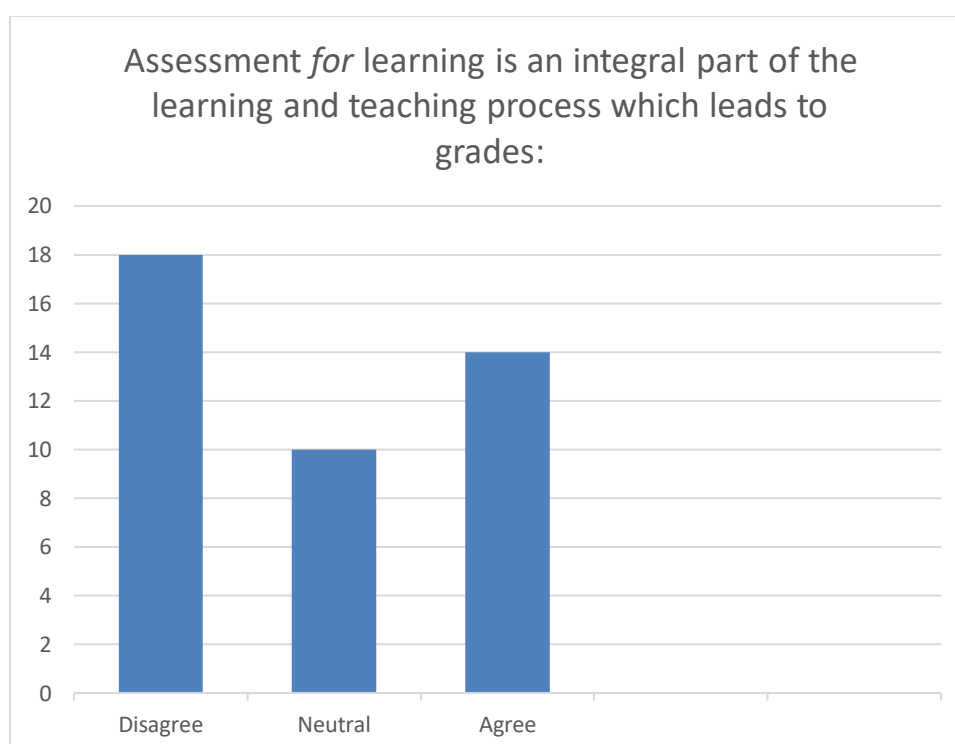Assessment *for* learning is an integral part of the learning and teaching process which leads to grades:

Figure 3. *Students' opinion on whether assessment for learning is an integral part of the learning and teaching process which leads to grades.*

A possible explanation for a relatively high number of students who think that assessment *for* learning results in grades could be that throughout the years they have spent in the Croatian education system as learners, they were under the impression that most of the assessment the teachers had used should have resulted in a grade.

3. Involves a variety of formal and informal methods and a variety of formats such as asking questions, homework assignments, short written proficiency tests, rubrics, checklists, anecdotal notes, portfolios, observations, etc.

Methods stated above indeed refer to assessment *for* learning, which majority of university students who participated in this research recognized (48%, N=20). Out of 42 students, 40% (N=17) stayed neutral and 12% (N=5) disagreed. Even though the participants were unsure of the above statements, the majority recognized these methods and formats, which can be due to the fact that they have encountered some of them during their study.

4. The main assumption is the availability of information on the acquired knowledge and skills to both teacher and student, and joint and active participation in interpreting this information and future planning of teaching or learning, with the primary goal of improving it.

Qualitative feedback has a great role in assessment *for* learning. Having that, we can navigate future teaching and learning in a way to get the best out of it. The majority of the participants recognized that and agreed with the statement (69%, N=29), 24% (N=10) stayed neutral and only 7% (N=3) disagreed with this correct statement.

5. Focused on the student's progress in relation to set educational outcomes (criterion-referenced evaluation), rather than comparing students in a group (norm-referenced) evaluation.

A student's current achievement is compared to his or her previous achievement rather than to the group. Doing that, the student does not feel so pressured or not good enough, but he/she gets the individual feedback which is undeniably very

effective for self-reflection and navigating future learning. Only 26% (N=11) agreed with the statement, 14% (N=6) disagreed and most of the students opted for a neutral position indicating that they were not entirely sure about that, which could have been due to the possibility of still not having enough courses dealing with assessment. The results are presented in Figure 4.

Assessment *for* learning is focused on the student's progress in relation to set educational outcomes rather than comparing students in a group evaluation:
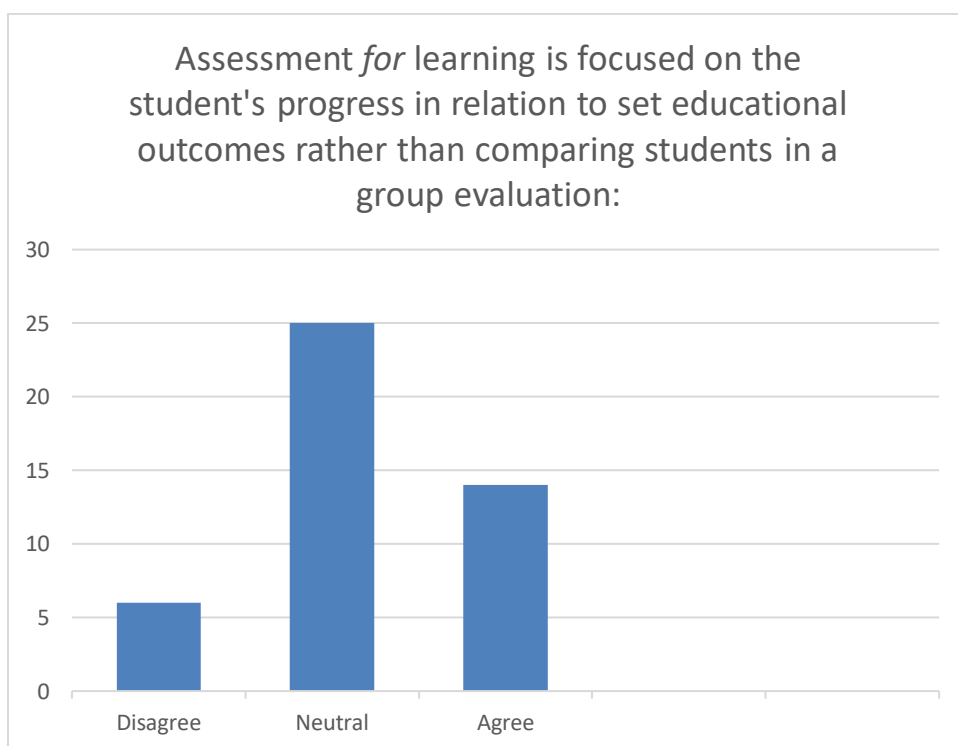
Figure 4. *Students' opinion on whether assessment for learning is focused on the student's progress in relation to set educational outcomes, rather that comparing students in a group.*

6. Feedback is directed only to the result of the learning process.

As already mentioned, qualitative feedback is essential for assessment *for* learning. It is not directed only to the result of the learning process but to the learning process as well. The majority of the participants agreed that this statement was false (74%, N=31), while 17% (N=7) stayed neutral and 9% (N=4) thought the statement was correct. The results are presented in Figure 5.
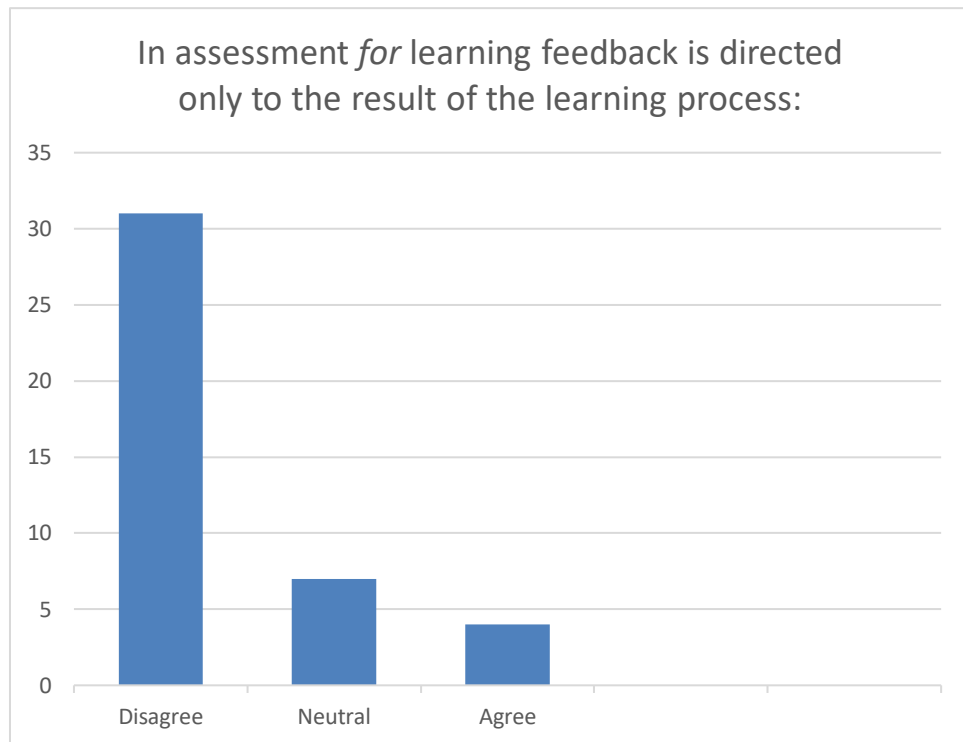
Figure 5. *Students' opinion on whether feedback on assessment for learning is directed only to the result of the learning process.*

Part 3 of the questionnaire focused on assessment *as* learning. Pre-service EL teachers in their 3rd and 5th year of studies were given a 3-point Likert scale to show whether they agree or disagree that the statements indeed refer to assessment *as* learning.

1. The teacher helps the student to understand the criteria for self-evaluation, guides the process of self-reflection and helps to make a decision on how to improve learning.

According to Earl (2006), through assessment *as* learning students are able to learn about themselves as learners and become aware of how they learn – they become aware of metacognitive knowledge (knowledge of one's own thought processes).

The obtained results indicate that out of 42 pre-service EL teachers who participated in this research, 66% (N=28) agreed that the statement is applicable to assessment *as* learning. Only 5% (N=2) disagreed and the rest remained neutral.

2. They get to compare their own estimates with those of others and develop the skill of managing their learning and setting their own goals.

Out of 42 participants, 62% (N=26) of them correctly agreed with this statement about this type of assessment, while 12% (N=5) disagreed and 26% (N=11) did not express their opinion whether this statement applies to assessment as learning. The possible reason for these results could be the assumption that they were not heavily involved in assessment when they were pupils and have not delved deeply into the field of assessment yet.

3. It is carried out through systematic self-reflection, self-assessment and peer assessment.

When assessing, using rubrics, learning logs, in consultation with the teacher, etc. can be used. The results show that majority of pre-service EL teachers participating in this research (72%, N=30) recognized methods listed above as ones that can be used when assessing *as* learning. Only 2% (N=1) of 42 participants incorrectly disagreed with the statement while 26% (N=11) neither agreed nor disagreed with it. The results are presented in Figure 6.
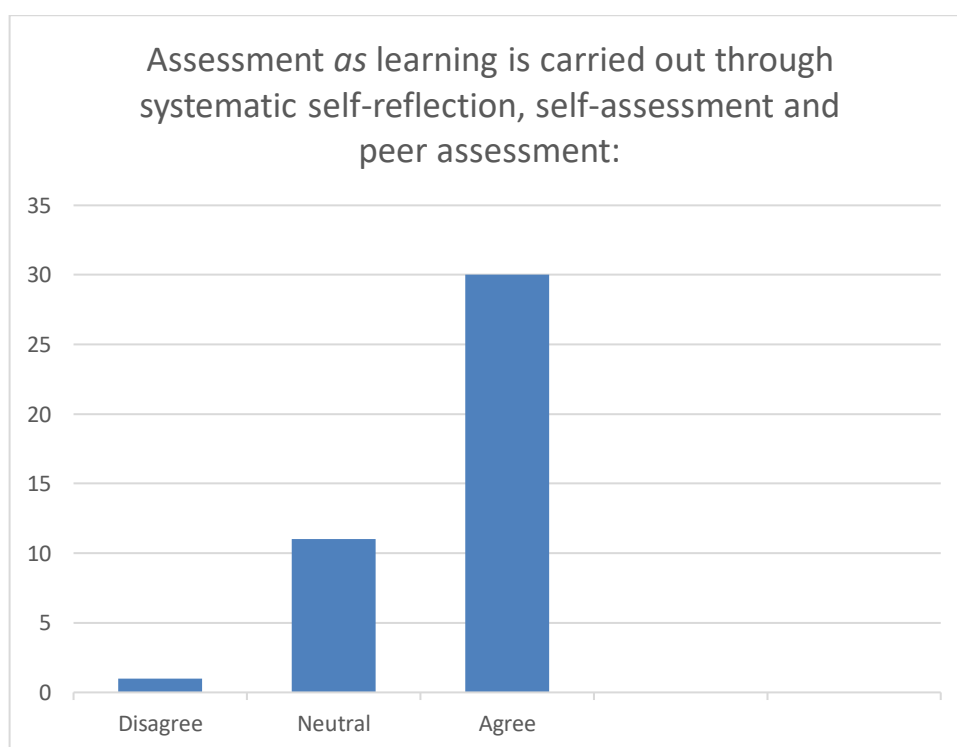

Figure 6. *Students' opinion on whether assessment as learning is carried out through systematic self-reflection, self-assessment and peer assessment.*

4. It leads to grades.

Assessment *as* learning, like assessment *for* learning, does not lead to grades, but to qualitative feedback. This feature of the process of assessment *as* learning was recognized by exactly half of the pre-service university students who were participating (50%, N=21). Other 33% (N= 14) thought that this type of assessment leads to grades while 17% (N=7) chose to be neutral. The obtained results are presented in Figure 7.
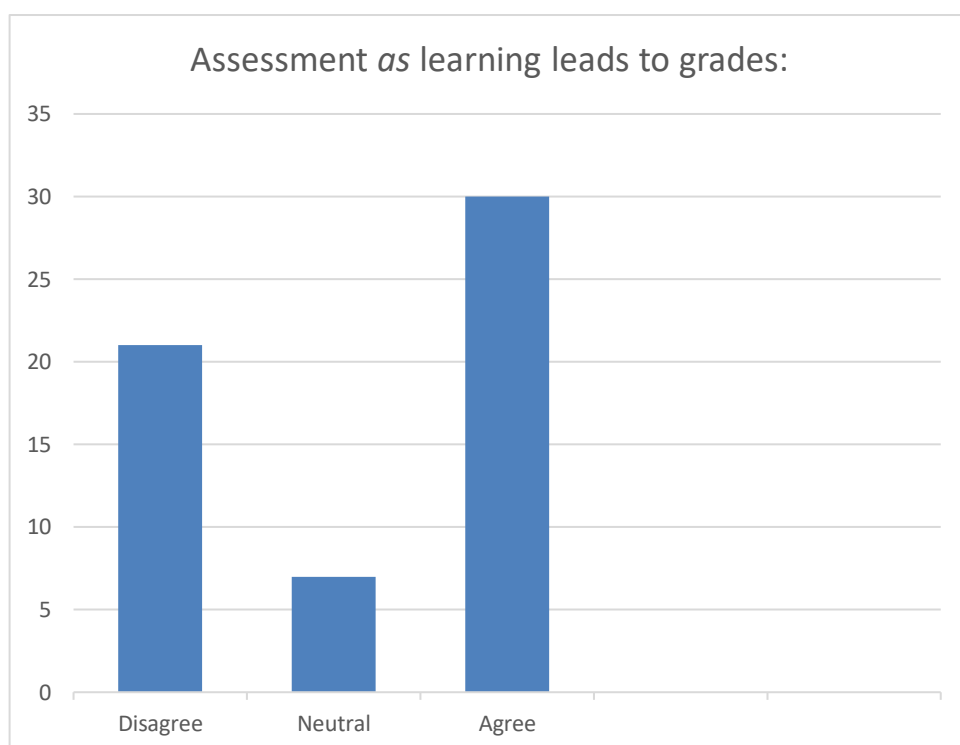

Figure 7. *Students' opinion on whether assessment as learning leads to grades.*

A possible explanation for the obtained results could be the same as it was when it came to assessment *for* learning. Throughout the years the participants have spent in the Croatian education system as learners, they were under the impression that most of the assessment the teachers had used should have resulted in a grade.

5. This assessment process uses a portfolio, an autobiography of cross-cultural encounters, a learning diary, self-assessment and peer assessment columns and the like.

The results indicate that the vast majority of university students who participated in this research know that portfolio, autobiography of cross-cultural

encounters, a learning diary, as well as self-assessment and peer assessment are used in assessment as learning (81%, N=34). Only 5% (N=2) disagreed, leaving the remaining 14% (N=6) neutral. Due to the fact that the majority of the participants recognized in one of the statements that assessment as learning is carried out through systematic self-reflection, self-assessment and peer assessment, the obtained results do not come as a surprise. The results are presented in Figure 8.
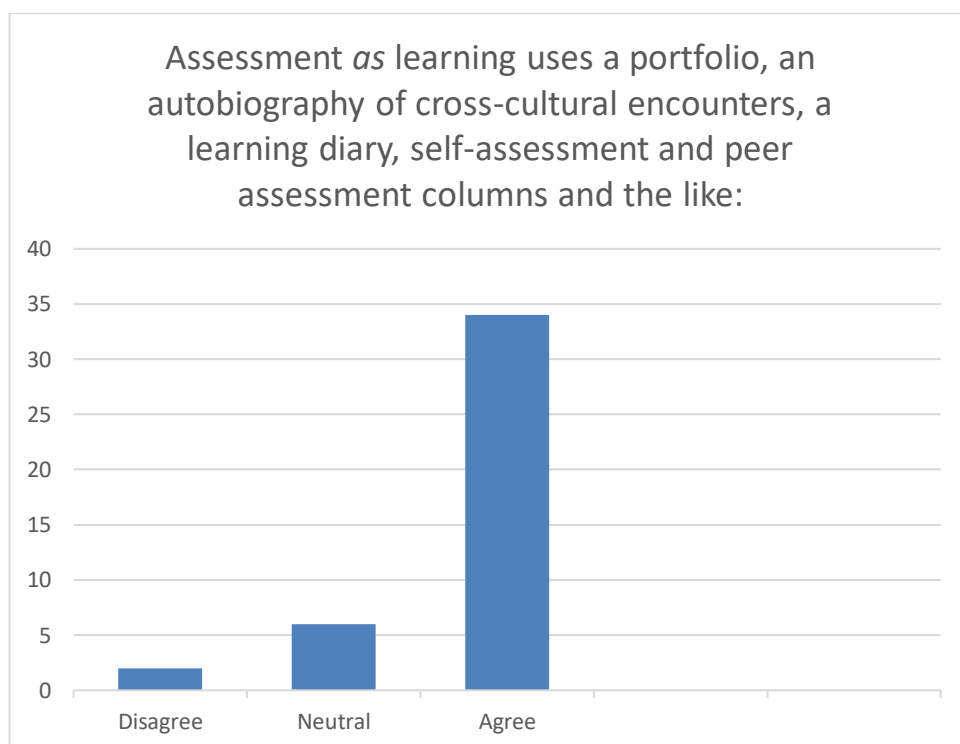

Figure 8. *Students' opinion on whether a portfolio, an autobiography of cross-cultural encounters, a learning diary, self-assessment and peer assessment are used in assessment as learning.*

6. Students are involved in creating the assessment and self-assessment criteria.

Students take part in the development of assessment and self-assessment criteria, which contributes to their understanding of the level of knowledge acquisition and development of skills and attitudes required to achieve educational outcomes. Only 2% (N=1) of the participants incorrectly disagreed with the statement, 20% (N=8) remained neutral, while 79% (N=33) choose the statement to be applicable to assessment *as* learning.

Part 4 of the questionnaire focused on the assessment *of* learning, or of what has been learned, which is an important part of the evaluation process. It makes a coherent unity together with the assessment *for* learning and assessment *as* learning.

1. It involves active inclusion of students in the evaluation process, with the support of teachers in order to maximize development of the student's self-directed and self-regulated approach to learning.

This statement refers to assessment *as* learning while assessment *of* learning, among other already stated things, serves to certify student achievement at the end of a particular educational period or level, and has a selection purpose for enrollment in the higher education level. According to Earl (2006), assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning.

The obtained results indicate that exactly half of the pre-service EL teachers who participated in this research did not want to express their agreement nor disagreement (50%, N=21). On the other hand, 31% (N=13) of them correctly disagreed with the assumption that the statement refers to assessment *of* learning. However, 19% (N=8) agreed with the statement. It shows that the participants are not sure about the approaches to assessment completely and would rather not express their opinion.

2. Its purpose is to determine the level of adoption of educational outcomes defined in the English language curriculum during or at the end of the school year.

The majority of all participants agreed with this statement as referring to this type of assessment (86%, N=36) while only 2% (N=1) disagreed and 12% (N=5) decided not to agree to either option. The participants recognized the purpose of this approach to assessment.

3. Oral and written proficiency tests, portfolio, student projects, discussions, debates, essays, simulations, etc. are used.

Not one of the participants disagreed that oral and written proficiency tests, portfolios, student projects, discussions, debates, essays, simulations and similar methods are used for assessment *of* learning. The majority of the students (79%, N=33)

agreed that the statement described assessment *of* learning, while 21% (N=9) did not provide an answer. It shows that the pre-service EL teachers who participated in this research are familiar with this approach to assessment and its methods the most and it could be due to a possibility that even when they were pupils, these methods and formats were used the most. The results are presented in Figure 9.
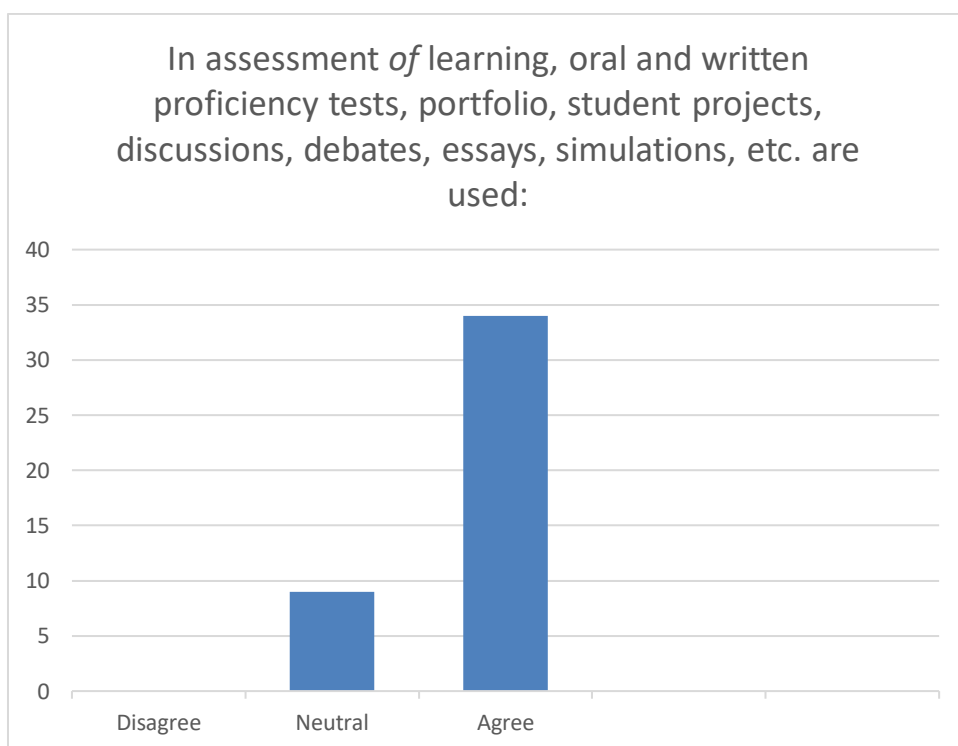

Figure 9. *Students' opinion on whether oral and written proficiency tests, portfolio, student projects, discussions, debates, essays, simulations, etc. are used in assessment of learning.*

4. It has a primarily summative function.

Assessment *of* learning can also serve both formative and diagnostic purposes and help in planning of further learning and teaching but it has a primarily summative function. Out of 42 participants, 69% (N=29) stated their agreement with it, while 21% (N=9) remained neutral and 10% (N=4) sided with the disagree option. The results are presented in Figure 10.
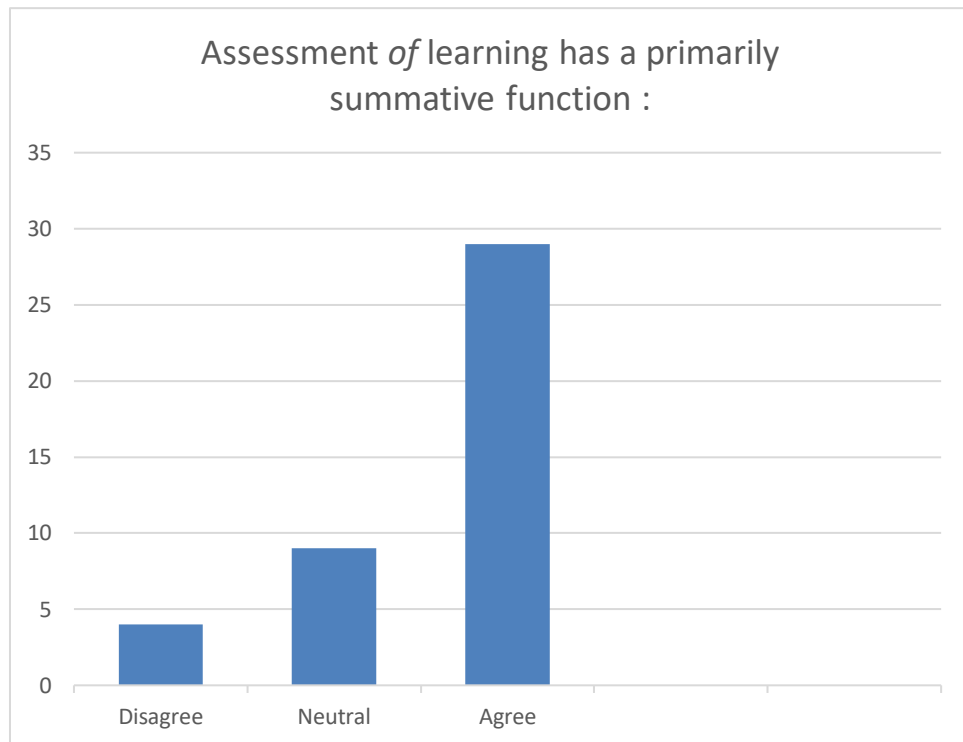
Figure 10. *Students' opinion on whether assessment of learning has a primarily summative function.*

5. It does not result in grades.

Unlike assessment *for* learning and assessment *as* learning, assessment *of* learning does result in grades. Out of 42 pre-service EL teachers, 64% (N=28) of them disagreed with this incorrect statement, 26% (N=11) did not side with either option, and remaining 10% (N=4) agreed that assessment *of* learning results in grades. The results are presented in Figure 11.
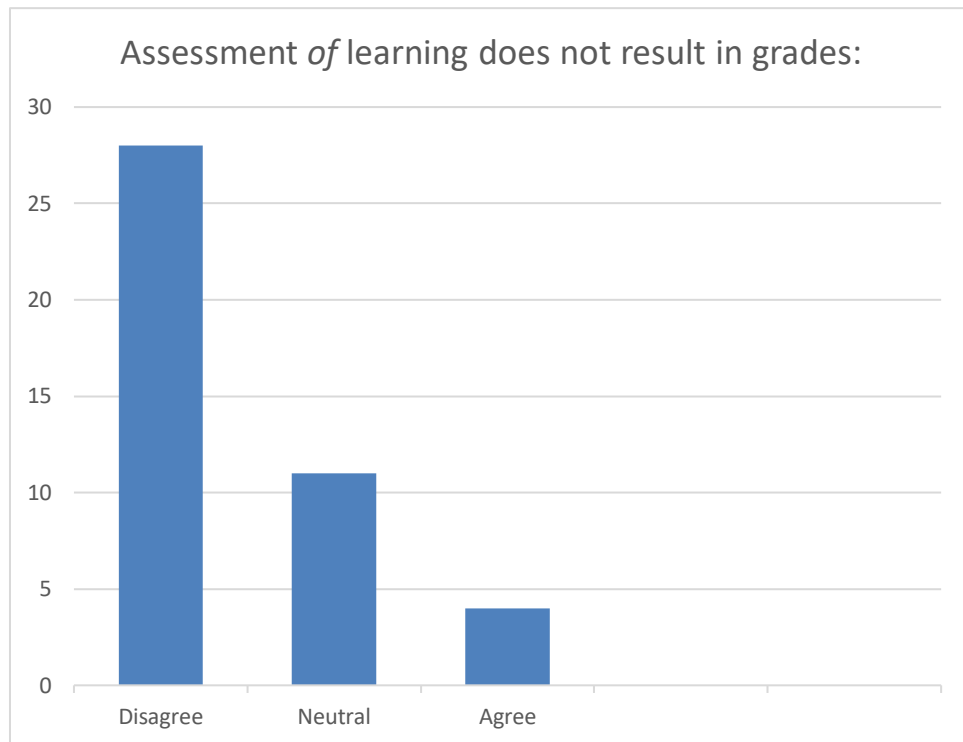
Figure 11. *Students' opinion on whether assessment of learning results in grades.*

6. It has a selection purpose for enrollment into a higher education level.

Unlike the two remaining approaches to assessment, assessment *of* learning certifies student's achievement at the end of a particular educational period or level and thus serves to enroll students in the higher education level. The obtained results show that 74% (N=31) of 42 participants acknowledged this fact, while 24% (N=10) did not state their opinion and only 2% (N=1) disagreed with this statement. The results are presented in Figure 12.
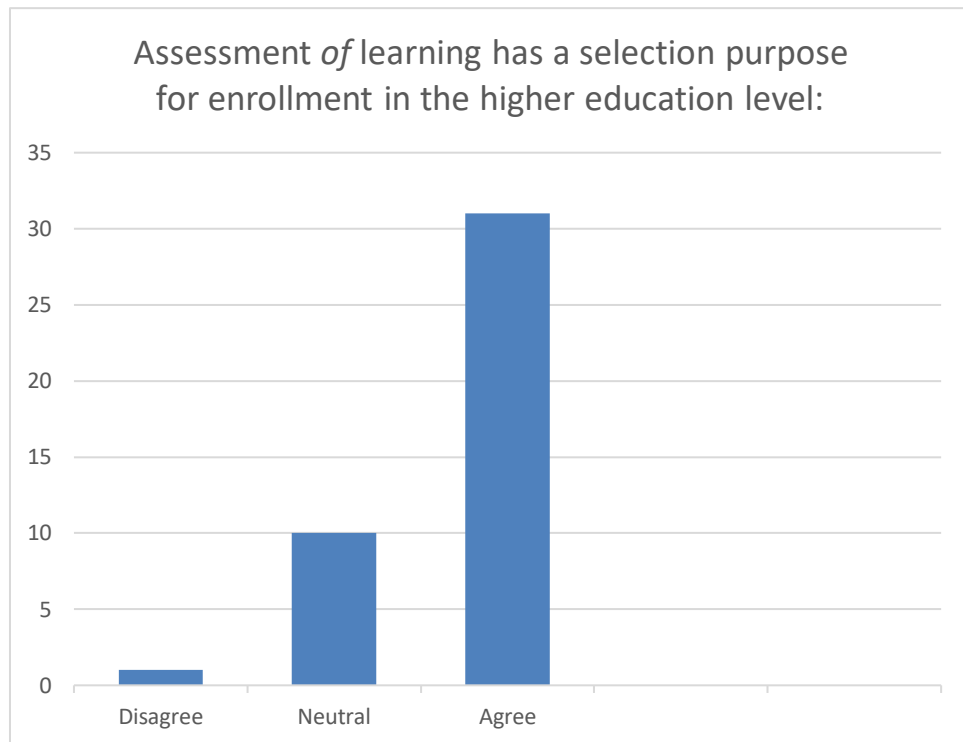
Assessment *of* learning has a selection purpose for enrollment in the higher education level:

Figure 12. *Students' opinion on whether assessment of learning has a selection purpose for enrollment in the higher education level.*

6. CONCLUSION

The goal of the new curricular reform is to establish a coherent and effective educational system through comprehensive content and structural changes to provide students with more useful, meaningful and inviting education. Providing parents with greater involvement in their children's education and school life, expressing expectations clearly and assessing more objectively and frequently are stated as features the reform is proud of. Furthermore, it should ensure teachers and other staff of educational institutions' empowerment and professionalism, autonomy, creativity, motivation, etc.

The aim of this thesis was to examine future English language teachers' awareness of assessment *for* learning, assessment *as* learning and assessment *of* learning, which are approaches to assessment also present in the proposal of the new curricular reform from 2017.

Assessment *of* learning is an important part of the evaluation system which tests the effectiveness of an educational program, serves to certify student achievement at the end of a particular educational period or level, and has a selection purpose for enrollment in the higher education level. It results in grades. Oral and written proficiency tests, portfolio, student projects, discussions, debates, essays, simulations, etc. are used. The assessment is based on one or more evaluation methods the defined assessment criteria, the selection of valid and reliable methods and the safety and transparency of the process. The purpose of the assessment, the contents, the procedures, the form, the components and the duration of the exam, the manner and criteria of the scoring and the results are predefined and clear to the teacher, student and parent.

Assessment *for* learning is an integral part of the learning and teaching process which does not lead to grades but in the exchange of learning information and learning outcomes. The teacher provides students with qualitative feedback on the learning process. It is always focused on student's progress, so each student's current achievement is compared to his or her previous achievement, focusing on the student's progress in relation to set educational outcomes, rather than comparing students in a group. Feedback is a central part of assessment *for* learning because it allows the learner to take control of their own learning. Assessment *for* learning involves a variety

of formal and informal methods. In this process, methods such as rubrics, anecdotal notes, student folders, target tests for understanding comprehension, students' observations during individual or group work, group discussions, etc. are most commonly used. By applying them, the student gets information about where he / she is in relation to the set learning goals and how to improve learning.

Assessment *as* learning is based on the idea that students learn by assessing. It involves active involvement and inclusion of students in the evaluation process, with the support of teachers in order to maximize development of the student's self-directed and self-regulated approach to learning. This approach uses a portfolio, an autobiography of cross-cultural encounters, a learning diary, self-assessment and peer assessment columns and the like. The feedback is given by the student to other students, and to a lesser extent by the teacher. Students are involved in the development of assessment and self-assessment criteria, which contributes to their understanding of the level of knowledge acquisition and development of skills and attitudes required to achieve educational outcomes. Like assessment *for* learning, this process does not lead to grades.

Based on the presented results, it can be concluded that most of pre-service English language teachers enrolled in the Faculty of Teacher Education in Zagreb who participated in this research are sufficiently aware of the aforementioned approaches to assessment. However, the obtained result show that the participants do not have a complete understanding of the subject. They are mostly familiar with the purpose of assessment *of* learning and its tools, as well as assessment *as* learning. However, most of them are quite unsure of assessment *for* learning and its purpose. It could be the fact that they were focused on other aspects of their programme of study (language, literature, linguistics) as teaching methodology courses are not prevalent in the first two years of study. Furthermore, most of future EFL teachers who participated in this study are not certain of or think that each approach to assessment results in grades. A possible explanation could be that throughout the years they have spent in the Croatian education system as learners, they were under the impression that most of the assessment the teachers had used should have resulted in a grade. Despite showing adequate awareness, there is room for further rapprochement between future EFL teachers and assessment *for/as/of* learning, as well as the curricular reform.

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8. APPENDICES

8.1. Appendix 1. Research Participation Consent

Questionnaire – Pre-service EL Teachers' Awareness of Assessment of/for/as Learning

This questionnaire is for pre-service English as a foreign language (EFL) teachers who are currently attending English language teaching courses and teaching practice courses at the University of Teacher Education in Zagreb.

The purpose of this research is to find out how much pre-service EFL teachers are aware of the three approaches to learning (assessment for/of/as learning) described in the new curricular reform proposal.

This questionnaire is anonymous, neither your name nor identity will be disclosed in any form in the study, and your answers will only be used for the purposes of writing the master's degree thesis titled Pre-service EL Teachers' Awareness of Assessment of/ for/ as Learning .

Your participation is entirely voluntary. You can choose whether you wish to participate, not to participate or stop participating in the research. However, I would really appreciate it if you do choose to participate.

The estimated completion time for the questionnaire is 10 minutes.

If you have any further questions about the questionnaire, or if you would like to read about the results of this research and the thesis, please feel free to contact me by e-mail: heged.ma@gmail.com

If you agree to participate and allow me to use your answers for the purposes of writing the previously mentioned thesis, please click "yes". By doing so you state that you have been informed about the purposes of this research and you are willing to anonymously participate.

8.2. Appendix 2. Research Questionnaire

Part 1: Future English Teacher Background

1. Which year of integrated Bachelor's and Master's Degree program are you currently enrolled into?

   a) 1st year

   b) 2nd year

   c) 3rd year

   d) 4th year

   e) 5th year

2. What grade would you use to assess your English language knowledge (1 – the lowest grade, 5 – the highest grade)?

   a) 1 (F)

   b) 2 (D)

   c) 3 (C)

   d) 4 (B)

   e) 5 (A)

3. How many ELT methodology courses have you taken at your university so far?

   a) 1 to 5 courses

   b) 5 to 10 courses

   c) More than 10 courses

4. How many of those ELT methodology courses were dealing with the topic of assessment in education process?

   a) 1 to 5 courses

b) 5 to 10 courses

c) More than 10 courses

5. I would estimate that the new national curriculum proposal from 2017 is to me:

a) Not at all familiar

b) Slightly familiar

c) Somewhat familiar

d) Moderately familiar

e) Extremely familiar

Part 2: Your personal opinion on **assessment for learning**.

Please circle the number which represents the level of your agreement with statements.

1 - Disagree   2 – Neutral   3 – Agree

1.	It serves to certify student achievement at the end of a particular educational period or level and has a selective purpose, i.e. enrolment in a higher level of education.	1	2	3
2.	It is an integral part of the learning and teaching process which leads to grades.	1	2	3
3.	Involves a variety of formal and informal methods and a variety of formats such as asking questions, homework assignments, short written proficiency tests, rubrics, checklists, anecdotal notes, portfolios, observations, etc.	1	2	3
4.	The main assumption is the availability of information on the acquired knowledge and skills to both teacher and student, and joint and active participation in interpreting this information and future	1	2	3

	planning of teaching or learning, with the primary goal of improving it.			
5.	Focused on the student's progress in relation to set educational outcomes (criterion-referenced evaluation), rather than comparing students in a group (norm-referenced) evaluation.	1	2	3
6.	Feedback is directed only to the result of the learning process.	1	2	3

Part 3: Your personal opinion on **assessment as learning**.

1.	The teacher helps the student to understand the criteria for self-evaluation, guides the process of self-reflection and helps to make a decision on how to improve learning.	1	2	3
2.	They get to compare their own estimates with those of others and develop the skill of managing their learning and setting their own goals.	1	2	3
3.	It is carried out through systematic self-reflection, self-assessment and peer assessment.	1	2	3
4.	It leads to grades.	1	2	3
5.	This assessment process uses a portfolio, an autobiography of cross-cultural encounters, a learning diary, self-assessment and peer assessment columns and the like.	1	2	3
6.	Students are involved in creating the assessment and self-assessment criteria.	1	2	3

Part 4: Your personal opinion **on assessment of learning.**

	1	2	3
1. It involves active inclusion of students in the evaluation process, with the support of teachers in order to maximize development of the student's self-directed and self-regulated approach to learning.	1	2	3
2. Its purpose is to determine the level of adoption of educational outcomes defined in the English language curriculum during or at the end of the school year.	1	2	3
3. Oral and written proficiency tests, portfolio, student projects, discussions, debates, essays, simulations, etc. are used.	1	2	3
4. It has a primarily summative function.	1	2	3
5. It does not result in grades.	1	2	3
6. It has a selection purpose for enrollment into a higher education level.	1	2	3

STATEMENT OF AUTHORSHIP

Under full responsibility I declare that this master's degree thesis titled *Pre-service EL Teachers' Awareness of Assessment for/of/as Learning* has been my work written based on the above stated literature and the research conducted.

IZJAVA O SAMOSTALNOJ IZRADI RADA

Pod punom odgovornošću izjavljujem da sam diplomski rad pod naslovom *Pre-service EL Teachers' Awareness of Assessment for/of/as Learning* potpunosti izradila samostalno na temelju korištenja navedene literature i provedenog istraživanja.

Marija Heged

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