



Teachers' Knowledge, Beliefs and Classroom Practices of Language Assessment in
an EFL context: Insights from Preservice English Teachers

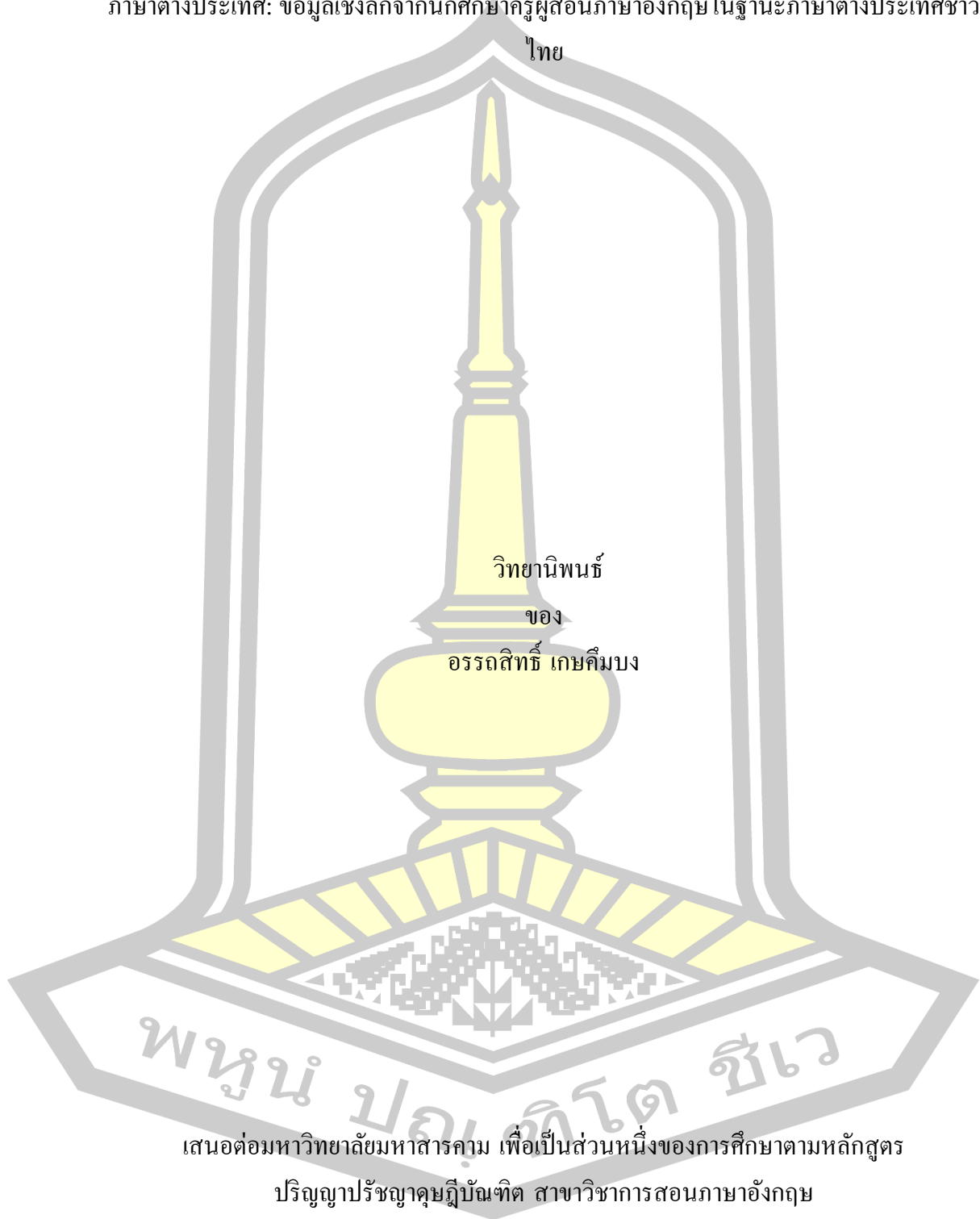
Atthasit Ketkumbonk

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Philosophy in English Language Teaching

February 2025

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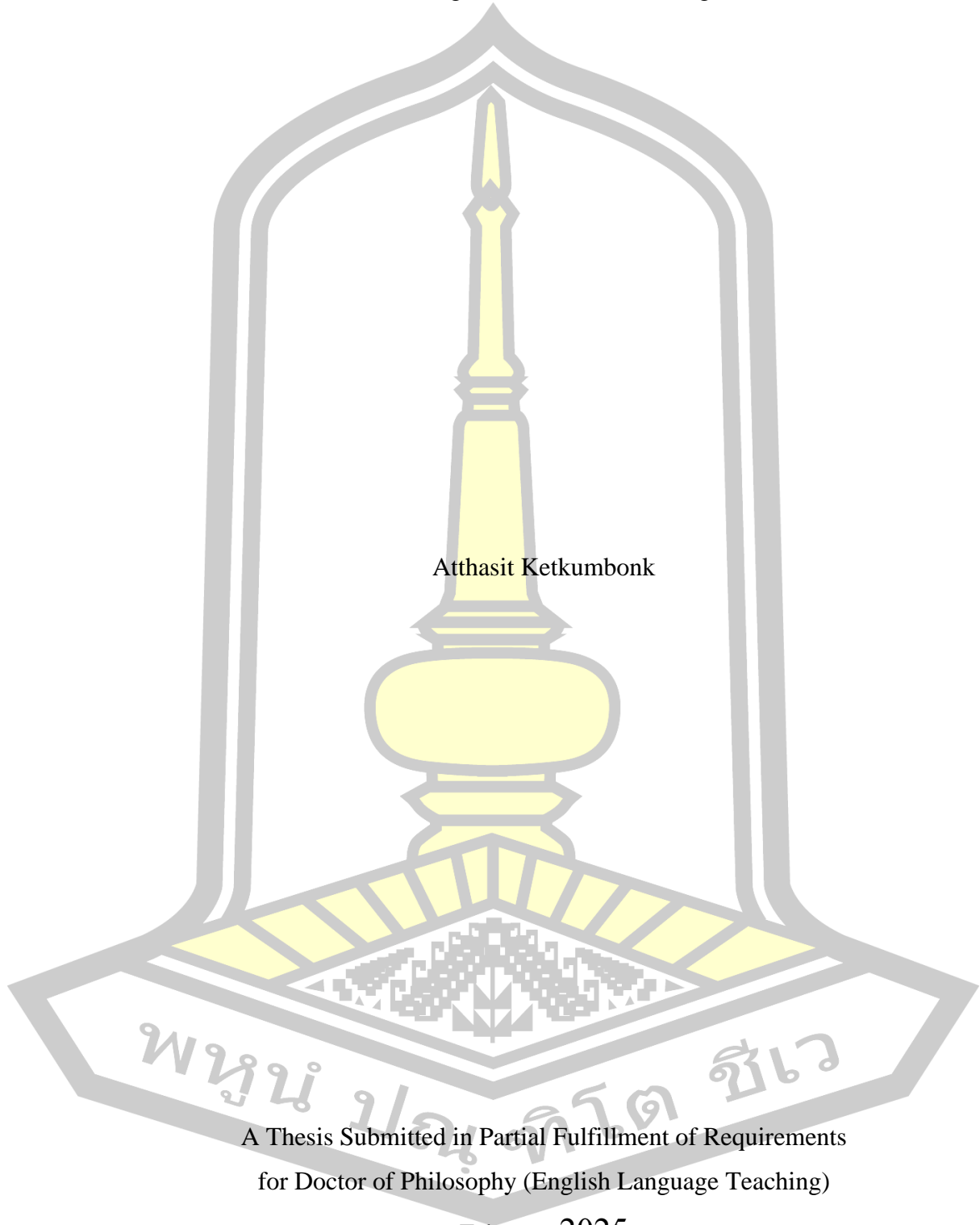
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ABSTRACT

This study investigates the evolution of language assessment knowledge (LAK), language assessment (LA) beliefs, and assessment practices among 54 Thai preservice English teachers from a public university in northeastern Thailand during their teaching practicum. Using an explanatory sequential mixed-methods design, the research integrates quantitative and qualitative approaches to better understand preservice teachers' language assessment literacy (LAL). Participants were selected through convenience sampling, and data were collected through parallel LAK tests and a detailed LA beliefs questionnaire, based on Taylor's (2013) framework, administered at the beginning (T1) and end (T2) of the semester. To enrich the findings, qualitative data were gathered through semi-structured interviews, focus groups, and classroom observations involving 12 stratified participants, with thematic analysis applied to identify patterns and themes.

The quantitative results revealed a slight improvement in LAK, with mean scores increasing from 31.3 (56.9%) at T1 to 33.19 (60.34%) at T2, reflecting a medium level of LAL. However, the change was not statistically significant. Technical skills exhibited modest growth, while the application of local assessment practices declined. Despite these variations, preservice teachers consistently rated the importance of language assessment highly, with significant growth observed in their personal beliefs and attitudes. A small but statistically significant correlation between LAK and LA beliefs accentuated the context-sensitive nature of assessment practices. The qualitative findings from 12 purposively selected cases provided in-depth insights into how preservice English teachers applied their theoretical knowledge to classroom practices during their teaching practicum. According to Taylor's (2013) LAL framework, five key themes emerged. First, preservice teachers adapted their assessment methods to address contextual constraints, such as large class sizes, diverse student skill levels, and limited time. They often opt for simpler, group-based tasks and traditional methods. Second, sociocultural values and institutional standards influenced assessment flexibility, reflecting cultural and systemic expectations. Third, teachers directed tensions between their personal beliefs about effective assessment and the institutional demands of test-oriented school environments, balancing these competing priorities. Fourth, mentor teachers significantly shaped assessment

practices, as preservice teachers leaned on mentor feedback for validation rather than employing formal validation techniques. Finally, local practices and student preferences guided the assessment design, with student-centered approaches to foster engagement. However, mentor expectations often tempered these, resulting in a blend of traditional and innovative strategies.

The findings highlight the developmental trajectory of language assessment practices, revealing a shift from theory-driven approaches to pragmatic, context-sensitive strategies during the teaching practicum. These findings emphasize the need for context-aware training in teacher education programs, encouraging a stronger integration of theoretical knowledge with practical applications to better prepare preservice teachers for real-world assessment challenges. Recommendations for future research include longitudinal studies to further explore these dynamics and their applications across diverse educational contexts.

Keyword : Language assessment beliefs (LA beliefs), language assessment knowledge (LAK), language assessment practices, preservice English teachers, teaching practicum



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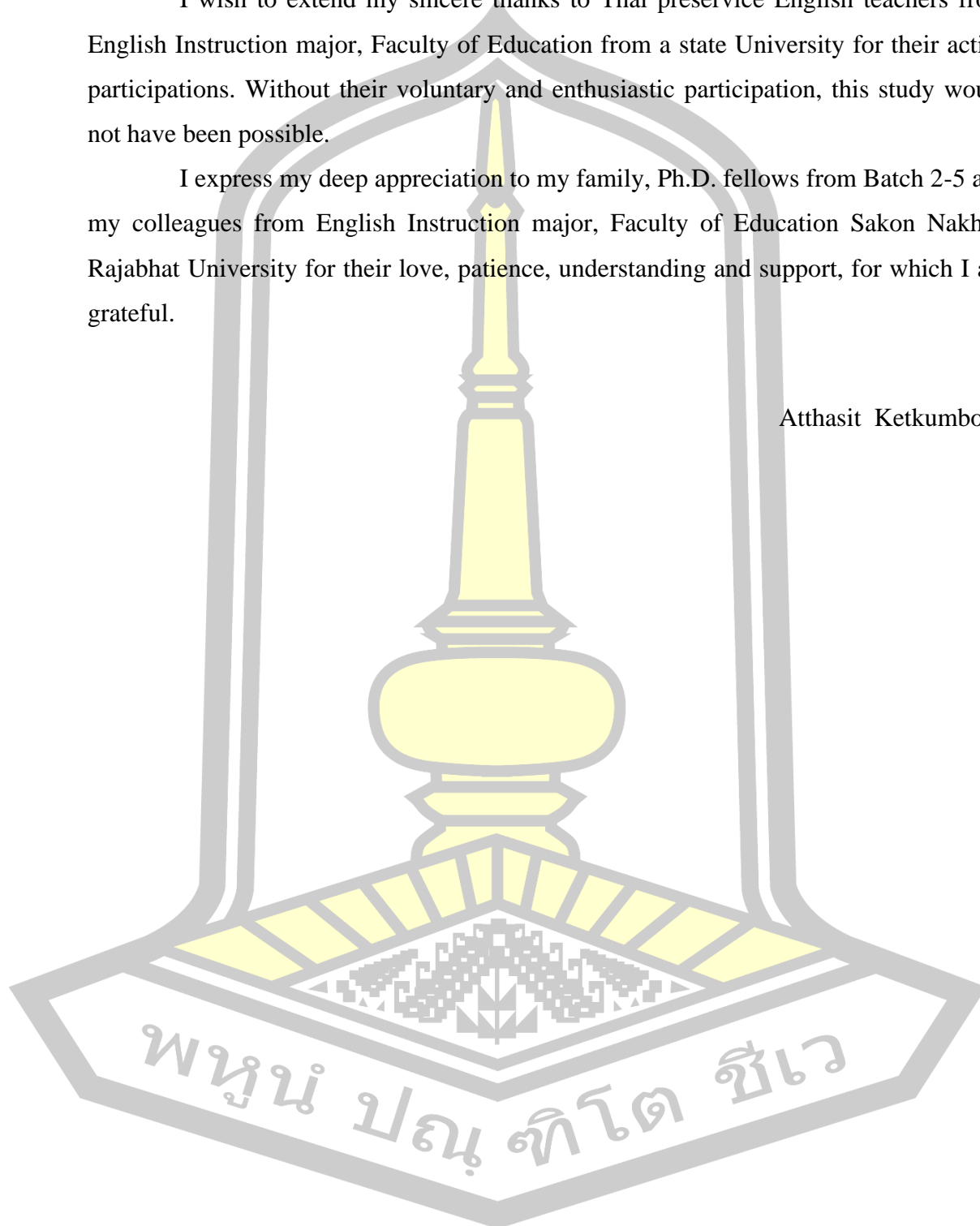


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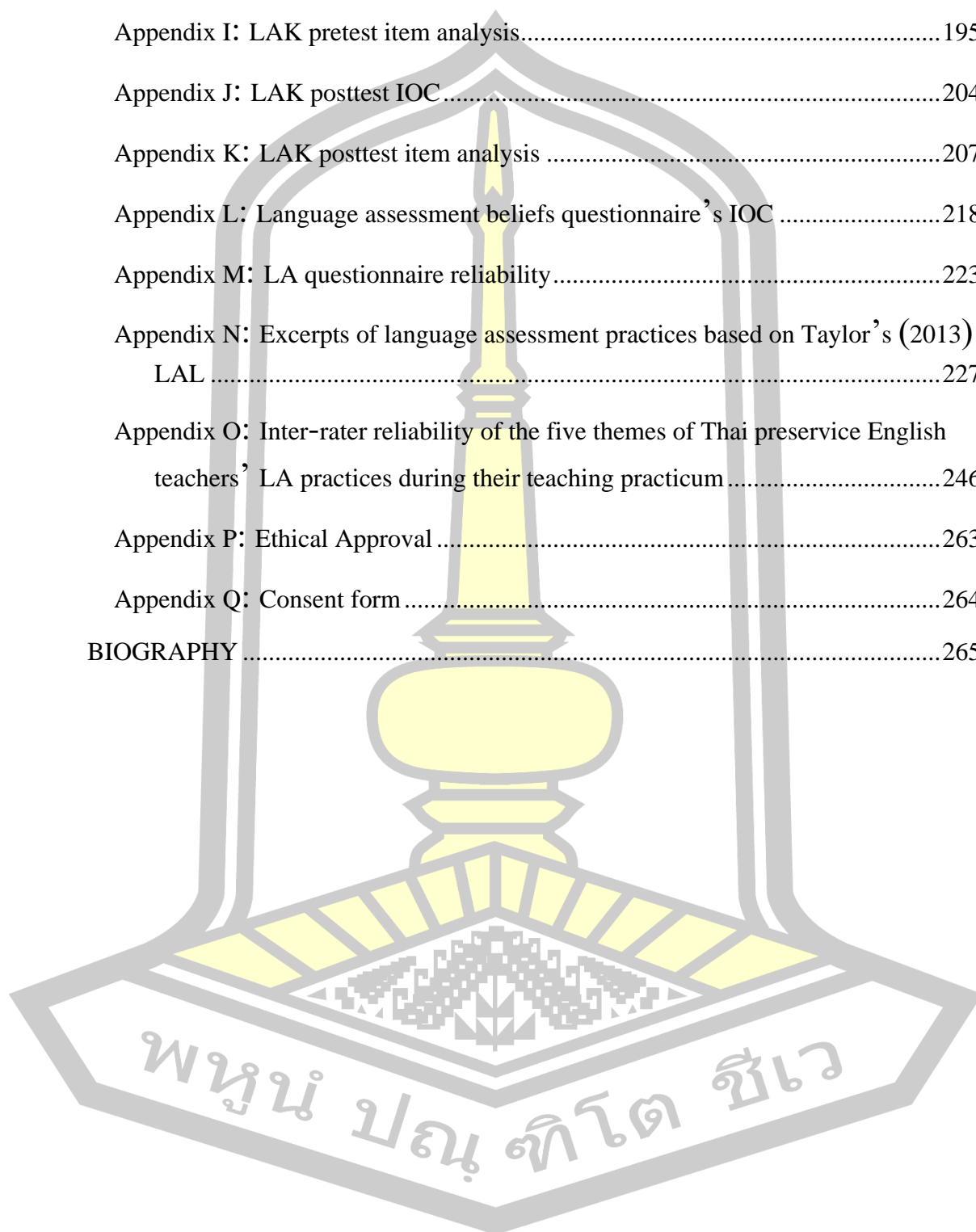
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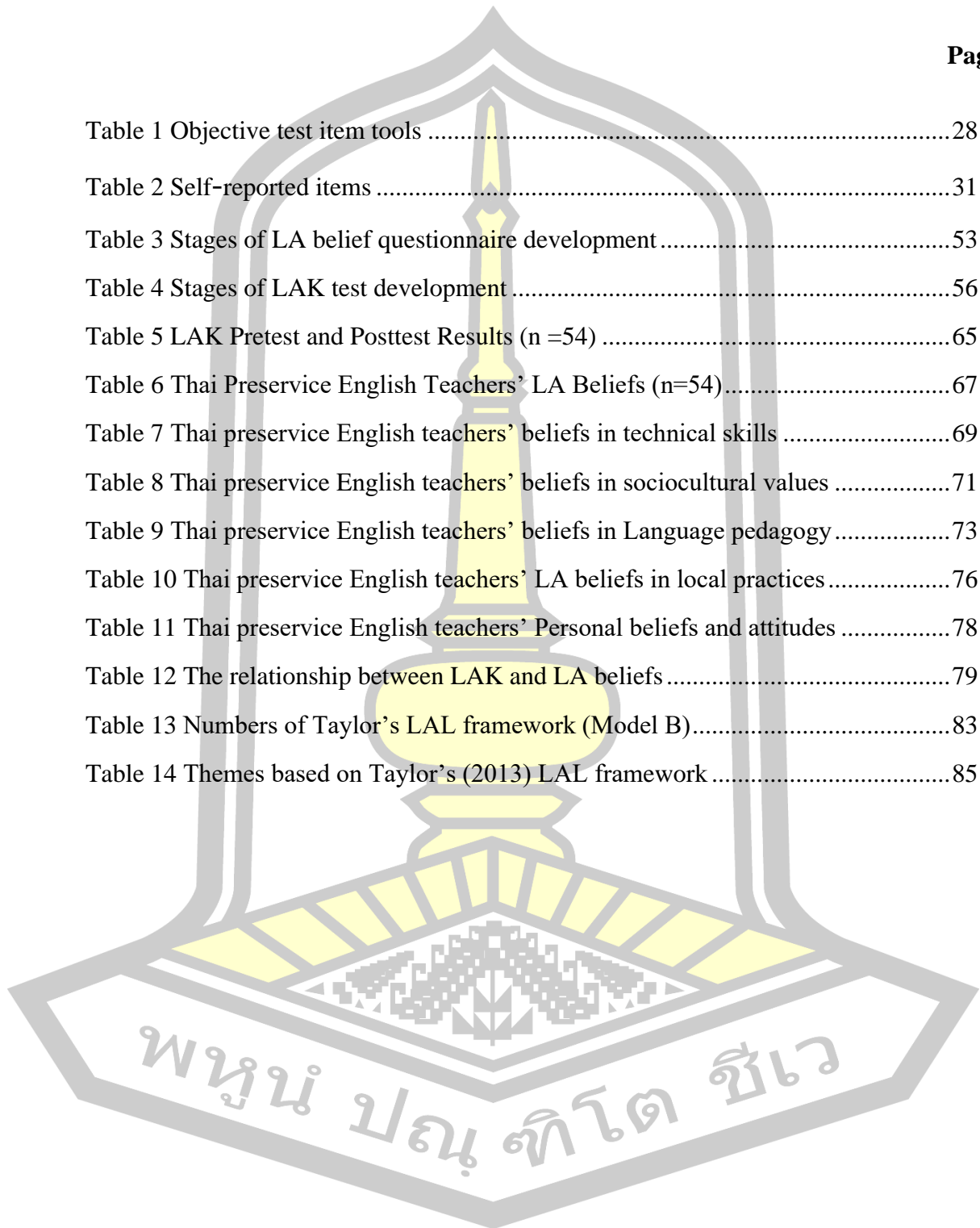
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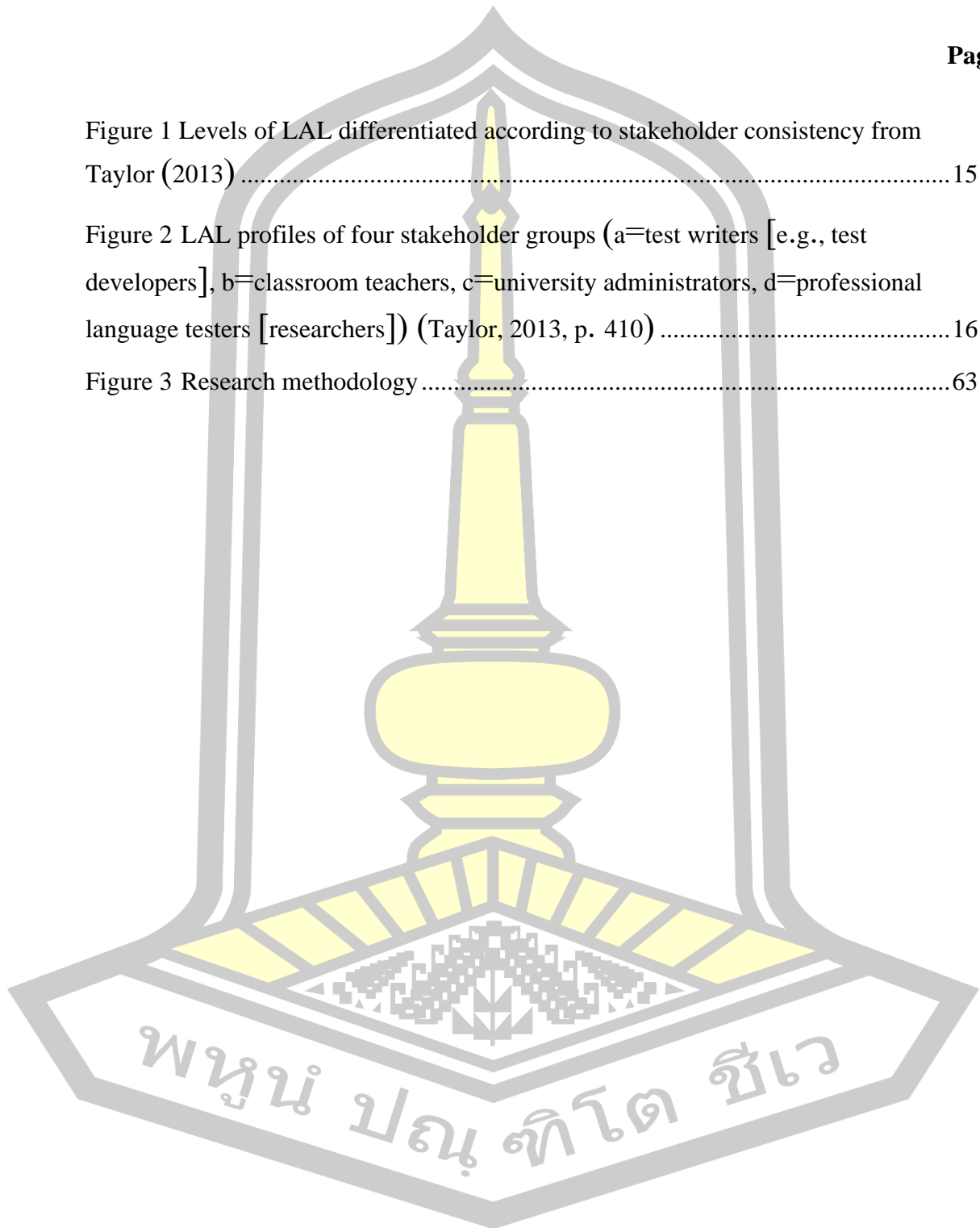
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CAPTER I

INTRODUCTION

This chapter briefly introduces the study area into which the current study ventures. Specifically, the chapter includes the background of the study and the contextual phenomenon. The chapter also justifies the research purposes and questions established based on the literature review to pitch cutting-edge research. The chapter ends with the significance of the study and operationalized definitions of key terms.

1.1 Background of the study

Assessment is a foundation of effective teaching and learning, comprising approximately 30% to 50% of teachers' professional responsibilities (Giraldo, 2021; Stiggins, 1999). Beyond merely measuring student outcomes, assessments are a dynamic tool for enhancing instructional practices and shaping educational trajectories. For teachers, assessments offer critical insights into student progress, inform instructional strategies, and provide actionable feedback to refine teaching methods. Assessments act as benchmarks for learning, guiding students toward academic goals and preparing them for high-stakes examinations (Lan & Fan, 2019; Yamtim & Wongwanich, 2014). However, achieving these outcomes depends on teachers' assessment literacy and ability to design practical tools, interpret results accurately, and apply findings to improve teaching and learning (Giraldo, 2021).

In language education, **Language Assessment Literacy (LAL)** has emerged as an essential competency for teachers, enabling them to navigate the complexities of language assessment. Coined by Stiggins (1995) and later refined by Davies (2008), LAL encompasses the knowledge, skills, and principles required for responsible and effective assessment. Taylor's (2013) LAL framework has become a benchmark in language education, emphasizing five critical components: technical skills, sociocultural values, language pedagogy, local practices, and personal beliefs and attitudes. This framework highlights the context-sensitive nature of language assessment, recognizing that effective practices must address the unique needs of diverse educational settings and stakeholders.

Despite the growing recognition of LAL's importance, research in this area has predominantly focused on in-service teachers, leaving a significant gap in

understanding how preservice teachers develop and apply assessment literacy. Studies have explored LAL perceptions (Koh et al., 2018; Thong-iam, 2017), scale development (Lan & Fan, 2019; Nikmard & Mohamadi, 2020), and competency-building strategies (Baker & Riches, 2017; Nguyễn, 2016). However, limited attention has been given to preservice teachers, particularly in the Thai context. Furthermore, much of the existing research relies on self-reported data, which may not fully capture authentic practices or nuanced belief systems (Brown, 2004). This underscores the need for a comprehensive investigation into preservice teachers' LAL development, focusing on their beliefs, knowledge, and practices during the critical teaching practicum phase.

In Thailand, the significance of assessment literacy is underscored by national education policies at both basic and tertiary levels. The **Office of Basic Education Commission (OBEC)** revised its curriculum in 2008 to prioritize communicative competence through student-centered methodologies, such as communicative language teaching (CLT). English has become a compulsory subject from Grade 1 to Grade 12, with proficiency benchmarks aligned to the **Common European Framework of Reference for Languages (CEFR)** (Darasawang, 2014). Despite these reforms, Thai students often fail to meet expected proficiency levels, with tertiary learners generally performing at A1 or A2 levels (Wudthayagorn, 2021). These gaps in language achievement highlight an urgent need for effective assessment practices to support students' language development.

Teacher education programs in Thailand have recently undergone substantial reforms, notably the transition from a five-year to a four-year **Bachelor of Education (B.Ed.)** curriculum. This change, implemented to address the growing shortage of qualified teachers in Thailand's public schools, aimed to streamline the teacher preparation process and produce graduates more quickly. However, this reform has raised critical concerns about whether the shortened program sufficiently prepares preservice teachers, especially in specialized and essential areas such as language assessment (Watson Todd & Darasawang, 2020).

Previously, the five-year curriculum allowed preservice teachers to spend four years completing coursework and one year in a teaching practicum. The additional time in

the previous program provided opportunities for deeper engagement with core educational principles, pedagogical skills, and assessment strategies. With the shift to the four-year model, the preservice teaching practicum has been condensed, and the overall training duration has been reduced. As a result, preservice teachers have less time to develop and refine critical competencies, including **language assessment literacy (LAL)**, which is integral to effective teaching.

An essential requirement for preservice teachers under the new curriculum is the completion of coursework in assessment-focused modules. These modules aim to equip them with the theoretical knowledge to design, implement, and interpret assessments. However, the emphasis on theoretical understanding often comes at the expense of practical, hands-on training. The lack of sufficient classroom-based assessment practice during the training period has raised concerns about whether preservice teachers can translate theoretical knowledge into real-world application. This gap between theory and practice is further compounded by the structure of the national licensing exam, which prospective teachers must pass to obtain their teaching license. This examination focuses heavily on assessing theoretical knowledge and lacks components that evaluate practical teaching and assessment skills (Sairattanain & Loo, 2020).

These challenges suggest that current teacher education programs may not fully equip preservice teachers with the competencies needed for **effective language assessment**. Robust language assessment literacy is vital for teachers to design valid, reliable, and context-sensitive assessments that align with student needs and curricular goals. Without adequate training in this area, preservice teachers may struggle to develop and implement effective assessment strategies, impacting their ability to accurately measure and support student progress.

Moreover, the absence of practical skill evaluation in the licensing process has implications for classroom readiness. Teachers with limited hands-on assessment training may lack confidence in their ability to assess students effectively, potentially leading to reliance on outdated or inappropriate assessment methods. These limitations affect the quality of student learning outcomes and highlight the need for

reforms within teacher education programs to emphasize practical assessment training.

In light of these concerns, policymakers and educators must address the gaps in teacher preparation programs. Integrating **contextually relevant, hands-on assessment training** into the curriculum and revising the licensing process to include practical evaluations are critical steps. Such changes would ensure that preservice teachers graduate with the necessary skills to navigate the complexities of modern classroom assessment, ultimately enhancing the overall quality of education in Thailand.

Research on Thai teachers' beliefs and practices in language assessment reveals significant challenges. Narathakoon et al. (2020) highlighted inconsistencies between primary school teachers' beliefs and practices, often constrained by test-oriented policies like the O-NET exam. Similarly, Thong-Iam & Subphadoongchone (2017) found moderate levels of assessment literacy among university EFL teachers but limited implementation of student self-assessment practices. These findings underscore the pervasive influence of contextual factors, such as institutional policies, sociocultural expectations, and teacher training, on assessment practices.

Despite these insights, little is known about how preservice teachers' beliefs and practices evolve during their teaching practicum—a critical phase in professional development. Beliefs, shaped by personal experiences, sociocultural contexts, and institutional norms, significantly influence how teachers approach classroom practices (Borg, 2001). Longitudinal studies offer a unique opportunity to explore how preservice teachers' beliefs and practices adapt over time, providing actionable insights for improving teacher education programs.

This study addresses these gaps by examining Thai preservice English teachers' LAL development, focusing on their knowledge, beliefs, and practices during their teaching practicum. Using a longitudinal mixed-methods approach, it investigates how these components evolve over time and interact within real-world classroom contexts. This study provides a holistic understanding of the factors shaping preservice teachers' LAL by integrating quantitative data from self-reported questionnaires and objective LAK tests with qualitative insights from classroom observations and interviews.

Understanding preservice teachers' language assessment knowledge (LAK) is critical for evaluating the effectiveness of teacher education programs. Assessing their beliefs about language assessment provides insight into how perceptions influence assessment design and implementation. These beliefs often serve as a foundation for decision-making, with classroom practices reflecting teachers' underlying assumptions (Borg, 2001). Examining how these beliefs evolve during the practicum reveals how theoretical knowledge is translated into practice, offering opportunities for targeted interventions in teacher training.

The relationship between LAK and beliefs is equally significant. While knowledge provides a theoretical foundation, beliefs often shape practical implementation. Research suggests that higher levels of LAK can enhance teachers' confidence and decision-making in assessment contexts (Yan & Fan, 2021). Teachers with strong LAK are more likely to adopt assessment practices that align with best practices in language education (Yan et al., 2018). However, language assessment knowledge alone was not always translated into practice, as teachers' beliefs about assessment significantly shape their assessment practices and implementation (Xu & Brown, 2016).

Moreover, external factors, such as institutional norms, sociocultural values, and teaching conditions, can mediate this relationship, sometimes overriding formal knowledge (Davies, 2008; Tsagari et al., 2023). When teachers' beliefs align with their knowledge, they are more likely to apply effective assessment strategies in their classroom practices. However, teachers may struggle to implement LAK they learnt in their teacher training due to conflicting beliefs or external constraints such as institutional policies and curriculum demands (Sultana, 2019). These dynamics become particularly evident during the teaching practicum. It enables preservice teachers to transition from theoretical learning to real-world application, leading to shifts in how teachers approach assessment (Xu & Brown, 2016). Investigating this dynamic provides critical insights into the interplay between knowledge and beliefs, informing strategies to bridge gaps between theory and practice. In Thai education, contextual factors also play a pivotal role in shaping language assessment practices. Sociocultural values, such as Thailand's "no-fail policy" and emphasis on high-stakes

exams, influence how teachers design and implement assessments. National policies, including CEFR alignment, require teachers to adopt assessments that meet clearly defined standards. Researching preservice teachers' LAL provides valuable insights into how well teacher education programs prepare them to navigate these challenges and align their practices with curricular and institutional goals.

To answer these research objectives, this study explores whether Thai preservice English teachers' knowledge and beliefs in language assessment during training at a tertiary study remain stable or change over time is under-researched. Exploring these aspects of language assessment will shed lights on the role of language assessment training and beliefs in classroom practices. The study will also provide deeper insights into dynamic patterns of language assessment among preservice English teachers. Moreover, this study contributes to a deeper understanding of preservice teachers' LAL development in Thailand. Its findings have far-reaching implications for teacher education programs, educational policy, and classroom practices, offering actionable recommendations for fostering adequate assessment literacy. By equipping preservice teachers with the skills and knowledge needed to navigate complex assessment landscapes, this study aims to enhance the quality of English language education and support meaningful learning experiences for students.

1.2 Research purposes

This study examined Thai preservice English teachers' language assessment knowledge (LAK) and their beliefs about language assessment. It also explored the relationship between their LAK and their beliefs in classroom assessment practices. Furthermore, the study aimed to examine how these preservice English teachers implemented language assessment during their teaching practicum and to identify patterns in their language assessment practices. To achieve these objectives, four research questions were formulated to guide the study:

1. What is Thai preservice English teachers' knowledge of language assessment at Time 1 and Time?
2. What are Thai preservice English teachers' beliefs in language assessment between Time 1 and Time 2?

3. What is the relationship between Thai preservice English teachers' language assessment knowledge and their beliefs about language assessment?
4. How do Thai preservice English implement language assessment knowledge, and what are the patterns of their language assessment practices during their teaching practicum?

Based on the research questions and theoretical framework, the research hypothesis can be framed as follows.

H₁: There will be a significant increase in language assessment knowledge (LAK) from

Time 1 to Time 2.

H₂: Thai preservice English teachers' beliefs about language assessment will significantly change over time.

H₃: There is a significant positive correlation between LAK and beliefs about language assessment.

This study provides critical insights into the knowledge, beliefs, and practices of preservice English teachers, contributing to the development of effective teacher education programs and enhancing the quality of language assessment practices in Thai educational contexts.

1.3 Scope of the Study

The general sequential mixed-methods research design was adopted in the current study to gain insightful information regarding Thai preservice English teachers' knowledge, beliefs and practice patterns of language assessment in their classroom. It was a longitudinal research design, and the data were collected in the first semester of the academic year of 2023. The participants were fifty-four fourth-year Thai preservice English teachers from one University in northeastern Thailand, recruited from purposive sampling. Their language proficiency ranged from A1-C2 CEFR levels. All of them were enrolling in teaching practicum for a year in the academic year of 2023. Taylor's (2013) model B was used as the theoretical framework for the current study. It includes the five key components of language assessment literacy for classroom language teachers: 1) Technical skills, 2) Socio-cultural values, 3) Language pedagogy, 4) Local practices, and 5) Personal beliefs and

attitudes. Language assessment knowledge (LAK) pretest and posttest were implemented on fifty-four Thai preservice English teachers before and after the teaching practicum to gain insight into language assessment knowledge. The language assessment belief questionnaire was used to gain insight into language assessment beliefs across the semester. Classical test theory (CTT), such as the Index of item objective congruence (IOC), Item analysis and Cronbach's Alpha, was used to validate the research instruments. The qualitative data were collected to gain insights into language assessment knowledge implementation and practice patterns in their classroom. The techniques were interviews, focus groups, and observations. The qualitative data were collected from 12 participants, who were purposively selected from the test scores. Six of them were preservice teachers from primary schools, and another six were from secondary schools.

In this study, some limitations were considered. Firstly, the data were gained from Rajabhat university in the northeastern of Thailand. It may not yield generalizations in other contexts. Secondly, the data were collected over a semester to see the changes in knowledge, beliefs, and practices regarding language assessment of Thai preservice English teachers in a particular context. Thirdly, Taylor's (2013) model B was used as the framework. It might not cover other key components of language assessment literacy. Moreover, research instruments were validated using classical test theory (CTT). Last, the qualitative approaches were used to collect data to gain insight into how the participants implemented their language assessment knowledge in their classroom practices. These data may not be generalizable to other contexts.

1.4 Significance of the study

This research is an empirical study of preservice English teachers' knowledge, beliefs, and practices in language assessment within the education setting in the Thai context. It is one of the few studies that have employed an explanatory sequential mixed-methods approach to gain insight data from the participants. This study was expected to yield theoretical, pedagogical and policy contributions to expand the existing body of knowledge on language assessment and pedagogy.

Theoretically, stakeholders may differ in language assessment interests, experiences, needs, and expectations. Hence, different stakeholders in each group require different

ranges and depths of assessment expertise. Accordingly, Taylor (2013) developed the language assessment literacy (LAL) framework to cover the requirements and depth of different stakeholders. Although Taylor's LAL concept illustrates the various profiles of stakeholders, the precise definitions of the LAL dimension and its examples of assessment actions still require further elaboration (Bonh & Tsagari, 2021; Kremmel & Harding, 2019; Lan & Fan, 2019). The current study also provided more precise definitions of the LAL dimensions regarding Taylor's (2013) framework from the reviews of literature. Thus, other scholars and educators can use Taylor's (2013) framework to design courses and workshops relevant to language assessment literacy development. This also can contribute to future studies. Future researchers can apply Taylor's (2013) LAL framework to investigate the language assessment knowledge, beliefs and practices in other contexts.

Pedagogically, the quantitative data from the language assessment knowledge (LAK) tests provided the diagnostic outcomes to help language teacher educators reflect on Thai preservice English teachers' strengths and weaknesses regarding language assessment knowledge. The findings from the current study could inform them about the courses, materials, and workshops that will enhance their knowledge of language assessment in the future. Additionally, the data regarding language assessment beliefs help educators understand their personal beliefs and inform them to shape preservice teachers' worldviews of language assessment through appropriate instructions and workshops. Moreover, contextual factors, such as institutional policies, sociocultural expectations, and teacher training, on assessment practices also influenced the language assessment practices in the classroom contexts. The qualitative data from the current study can illustrate how Thai preservice English teachers struggle to counterbalance their LAK, language assessment beliefs and practices to fulfill the requirements of the school contexts. These insightful data can have implications for the language teacher educator in providing context-sensitive workshops and training to enhance language assessment skills for Thai preservice English teachers.

The current study also contributes to policy-making as Thailand's educational system is standard-based. All the strands, standards and indicators have been prescribed throughout the programmes taught in Thai public schools (Basic Education

Commission, 2008). Accordingly, teachers must implement a variety of assessments in the classroom to fulfill the needs of the policy. The qualitative data from the current study provided policymakers with insights about how language assessment knowledge was implemented in authentic classroom contexts and to what extent the assessment techniques used by language teachers could reflect students' achievements regarding the set objectives from the Core Curriculum 2008. This can raise awareness among policymakers to launch the regulations and policies and promote the application of a variety of assessments in the class.

Last but not least, the qualitative data from the current study also illustrated how teaching practicum helps enhance preservice teachers' language assessment performance for the policymakers in the teacher educational institute. The result of the current research will also be a significant implication for the EFL teacher education institutes to launch policies and plans to develop language assessment literacy within the language education programs. Also, the result will be a great implication for language teacher educators to be aware of the caretaking program for their preservice teachers regarding the development of language assessment literacy competence during their teaching practicum session.

1.5 Definitions of Key Terms

Language assessment knowledge refers to Thai preservice English teachers' understanding of key concepts, principles, and theories in language assessment. This includes their knowledge of assessment types, validity, reliability, fairness, scoring, feedback mechanisms, and how assessments align with language learning objectives. LAK also involves in the ability to design, administer, and interpret assessment results effectively.

Language assessment beliefs refer to Thai preservice English teachers' perceptions, attitudes, and assumptions about language assessment, including their views on its accuracy, fairness, and role in language learning. Beliefs can be shaped by prior experiences, teacher education programs, institutional policies, and classroom realities. They influence how teachers interpret and apply assessment knowledge in practice.

Language assessment practices refer to the actual methods and strategies that preservice English teachers employ when conducting language assessment in the classroom during their teaching practicum. These practices include the selection and administration of assessment tools, the use of formative and summative assessments, feedback provision, and using the assessment results to inform instruction and to facilitate student learning.

Thai preservice English teachers refer to fourth-year undergraduate students enrolled in English Instructions major at a Thai state university. These students are in the final stage of their teacher training and are completing their teaching practicum, during which they engage in classroom instruction and language assessment. They are the primary participants in this study.

1.6 Summary of the Thesis

The thesis is structured into seven chapters, each addressing critical aspects of the study and its findings.

Chapter One introduces the background of the study, focusing on teacher beliefs and classroom practices in language assessment. This chapter sets the stage by discussing the importance of language assessment in education and outlining the study's key concepts. Additionally, it reviews existing literature to justify the research objectives and emphasizes the significance of examining language assessment knowledge, beliefs, and practices.

Chapter Two provides a detailed literature review to frame the study. It explores the broader concept of literacy and defines classroom assessment literacy within the context of language education. The chapter revisits theoretical frameworks and constructs of language assessment literacy (LAL), emphasizing knowledge, beliefs, and practices. It also highlights the key factors influencing language assessment beliefs and knowledge. Furthermore, it reviews methodologies used to assess language assessment knowledge (LAK) and beliefs, offering a theoretical foundation for the study.

Chapter Three describes the methodology adopted in the research. It details the explanatory sequential mixed-methods approach, which integrates quantitative and

qualitative methods to comprehensively address the research questions. This chapter explains the design, data collection procedures, and analytical methods, demonstrating the alignment between the methodology and the study's objectives.

Chapter Four presents the quantitative findings of the study. It highlights Thai preservice English teachers' language assessment knowledge and beliefs, focusing on shifts observed over the teaching practicum. Additionally, it examines the correlation between language assessment knowledge and beliefs, offering insights into how these components interact and influence each other.

Chapter Five focuses on qualitative findings, exploring how Thai preservice English teachers implement language assessment knowledge in their classrooms. Themes and patterns of practice are identified and supported with excerpts from interviews, focus groups, and classroom observations. This chapter provides a rich, contextual understanding of the practical application of language assessment knowledge.

Chapter Six discusses the integration of quantitative and qualitative results, providing a comprehensive analysis of the findings. It delves into the implications of language assessment knowledge, beliefs, and practices, offering a deeper understanding of their interactions. The chapter situates these findings within the broader literature, highlighting their relevance and significance to language assessment literacy.

Chapter Seven concludes the thesis by summarizing the overall findings and addressing each research question. It discusses the implications of the study for theory, policy, and practice, particularly concerning the design of preservice teacher education programs. The chapter also identifies the study's limitations and offers recommendations for future research on language assessment literacy.

This organization ensures a clear, logical progression of ideas and findings, enabling readers to fully understand the study's objectives, methodology, results, and implications. The cohesive structure enhances the thesis's reliability and professional presentation.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature with regard to language assessment literacy. It will first describe the conception of language assessment literacy. Then, it will elaborate on the roles of language assessment literacy in English language education and how LAL is assessed in different contexts. The chapter will also review teachers' beliefs on language assessment in relation to previous studies. The chapter will end with the chapter summary.

2.1 The conception of language assessment literacy

Assessment is an integral part of teaching and learning, and teachers spend approximately 30-50% of their time on assessment-related duties. Assessment results can be used to determine and report students' achievements, learning progress, level of understanding, and even their capacity level (Lantolf & Pochner, 2004). Thus, scholars worldwide have called for promoting language assessment literacy (LAL) for EFL education. The first section of this literature review aims to conceptualize LAL for language teachers. It also explores the origins, trends, and frameworks of LAL, the LAL dimensions and the key LAL components for EFL teachers.

Language assessment literacy (LAL) originated from the concept of assessment literacy (AL) in general education (Mohammadi & Reza, 2020). AL refers to the knowledge of educational assessment and the skills required to apply that knowledge to measure students' learning (Stiggin, 1991). AL was initiated in 1990 by the National Council on Measurement in Education and the National Education Association. Assessment-literate teachers are able to select and develop assessment methods to make appropriate instructional decisions, administer, score, and interpret the results of teacher and externally-produced assessments, appropriately use assessment results to inform decisions regarding students and curriculum development, devise reasonable grading procedures for student assessments, and to effectively communicate results to all users of assessment. The concept of LAL was initiated by Brindley (2001), who adopted the concept of assessment literacy from general education to language education. Thus, LAL refers to language teachers' skills, knowledge and principles in designing and practicing sound language

assessment. It consists of knowledge about the social context of assessment (social, educational, and political aspects of assessment and accountability), standards and ethics defining and describing proficiency (including knowledge about reliability and validity), constructing and evaluating language tests, assessment in the language curriculum (knowledge to use the other assessments other than tests) and putting the assessment into practice.

LAL concepts have since been reconceptualized to fit particular contexts and assessment practices in different periods. Generally, these concepts define LAL as incorporating three main constructs, including skills (or ‘know-how’), knowledge and principles. *Skills* include item writing, statistics, test analysis and the use of software programs for test delivery, analysis and reportage (Davies, 2008). *Knowledge* refers to having a background or theory in measurement, language description, and context setting. It may involve the examination of different models in language learning, language teaching and language testing, such as communicative language testing, performance testing and sociocultural theory. Finally, *principles* concern the proper use of language tests, fairness, and impact, including questions of ethics and professionalism.

It has been noted that previous concepts of LAL have a solid psychometric orientation, concentrating on the knowledge and skills related to traditional language testing (Inbar-Lourie, 2008). More recently, social context has become the focus of LAL (Bonh & Tsagari, 2021; Yan et al., 2017), including assessment in teaching and learning (Bonh & Tsagari, 2021; Tao, 2014). The newer trends of LAL are focused more on formative assessment or assessment to promote ongoing teaching and learning. Teachers are encouraged to use democratic and critical language assessment practices. Indeed, the knowledge, skills, and principles of LAL are now characterized by broader sociocultural perspectives, such as historical, sociopolitical, and philosophical dimensions (Fulcher, 2012). Language assessment thus requires teachers to understand their assessment roles and the impact of assessment on society, institutions and individuals. Inbar-Lourie (2013) argued that LAL is centered on seven dimensions, including knowledge of formative and summative testing and assessment methods, the ability to interpret students’ scores, understanding the complexities of

validity and reliability (application of traditional psychometric measures), familiarity with current approaches in language education, applied linguistics as they arise in contemporary globalized societies, awareness of consequences of implementing the assessment procedures and of issues with fairness and ethicality, familiarity with current teaching approaches, knowledge about local and international assessment standards framework, and the ability to translate the theory and practice into the construction of assessment procedures.

Taylor (2013) has argued that, within LAL, each stakeholder may differ in language assessment interests, experiences, needs, and expectations. Hence, she discriminated the stakeholders to identify each group's specific range and depth of assessment expertise. This model is widely referred to in the language assessment literature (Bohn & Tsigari, 2021). Taylor (2013) categorized stakeholders into three levels, as in Figure 1:

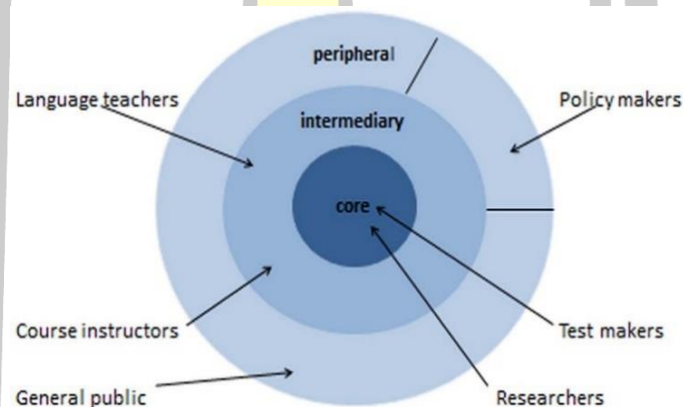


Figure 1 Levels of LAL differentiated according to stakeholder consistency from Taylor (2013)

From Figure 1, the core stakeholder refers to test makers and researchers (Yan & Fan, 2021). The core stakeholder requires a full range of LAL dimensions and the LAL levels in depth. The intermediate level focuses on practical knowledge for classroom-based assessment practices and is lighter on measurement theory or ethical principles. The intermediate stakeholders include language teachers and course instructors. The third level is peripheral stakeholders, including policymakers and the general public. They require assessment literacy components that relate to understanding the nature of the test instruments and the meaning of their scores for decision-making purposes.

Taylor (2013) designed the spider web to empirically illustrate the specific levels of notions required across LAL dimensions for different stakeholders. The web includes eight LAL components: knowledge of theory, technical skills, principles and concepts, language pedagogy, sociocultural values, local practices, personal beliefs/attitudes, and scores and decision-making. Five LAL levels suggested by Pill and Harding (2013) were adopted to the web, including 1) Illiteracy: ignorance of language assessment concepts and methods; 2) Nominal literacy: understanding that a specific term relates to assessment but may indicate a misconception; 3) Functional literacy: a sound understanding of basic terms and concepts; 4) Procedural and conceptual literacy: understanding central concepts of field, and using knowledge in practice; and 5) Multidimensional literacy: knowledge extending beyond ordinary concepts including philosophical, historical and social dimensions of assessment. These levels are illustrated in Figure 2 below:

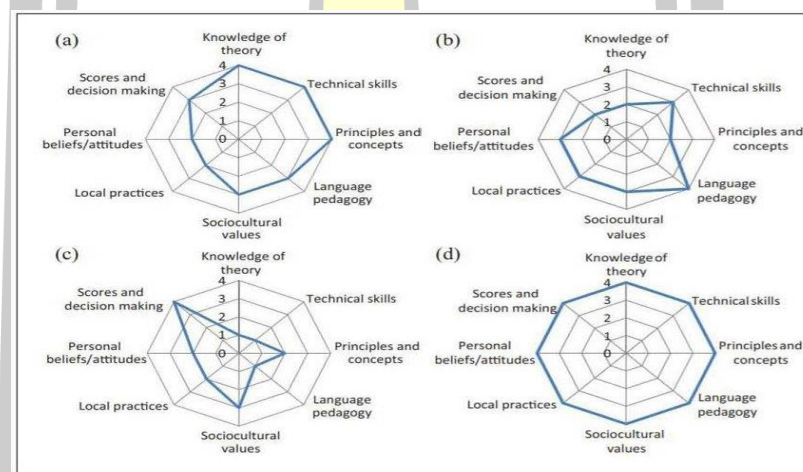


Figure 2 LAL profiles of four stakeholder groups (a=test writers [e.g., test developers], b=classroom teachers, c=university administrators, d=professional language testers [researchers]) (Taylor, 2013, p. 410)

Taylor's spider web is an example of a conceptualization that includes components of knowledge, skills, and principles. It involves traditional and classroom-based testing (Bonh & Tzagari, 2021). It also illustrates how each stakeholder profile requires different LAL dimensions. For example, the profile for test writers involves extensive knowledge of theory, technical skills, principles and concepts, but local practices, including personal beliefs/attitudes and scores and decision-making, are less important (Yan et al., 2017). The profile for classroom teachers requires the notion of

language pedagogy in depth, but the scoring, decision-making, principles, and concepts are lesser. However, university administrators' profiles need a full understanding of scores and decision-making, and professional language testers require in-depth knowledge of all LAL dimensions. Although Taylor's LAL concept illustrates the different profiles of stakeholders, the precise definitions of the LAL dimension and its examples of assessment actions still require further elaboration (Bonh & Tsagari, 2021; Kremmel & Harding, 2019; Lan & Fan, 2019). The following sections will present descriptions of the components based on a literature review, existing LAL scales, and other sources.

Knowledge of theory includes theoretical knowledge of assessment/testing theory and the theories of language and applied linguistics (Bonh & Tsagari, 2022; Bonh & Tsagari, 2021; Baker & Riches, 2017; Fulcher, 2012; Giraldo, 2018; Kremmel & Harding, 2019; Rahimi et al., 2021). The stakeholders should have knowledge about the key considerations of assessment and testing, such as validity, reliability, authenticity, practicality and washback, and knowledge about CEFR. Knowledge about the theories of language and applied linguistics includes the ability to explain the major issues of applied linguistics that may affect the assessment, such as motivation, cross-linguistic influence, learner strategies, bilingualism, the model of language ability, discourse analysis, grammar teaching, pragmatics, and sociolinguistics. Stakeholders should also be able to analyze second language acquisition and its impact on language assessment (e.g., motivation, cross-linguistic influence, learner strategies).

The principles and concepts refer to stakeholders' awareness of ethical issues in assessment practices. This dimension can be further described into four major issues (e.g., Bonh & Tsagari, 2022; Bonh & Tsagari, 2021; Baker & Riches, 2017; Fulcher, 2012; Gilraldo, 2019; Kremmel & Harding, 2019; Rahimi et al., 2021; Rezai et al., 2021). The first is assessment fairness. Aside from understanding principles of reliability and validity in order to avoid bias from the assessment practice, stakeholders should also implement transparent language assessment practices by informing students of the assessment goals and implementing democratic language assessment practices by providing students with opportunities to share their opinions

about assessment and treating all students, or users of language assessment, with respect. The second is the stakeholders' awareness of the effect of assessment on society. This includes the ability to use the different forms of alternative assessments (portfolio assessment) critically, awareness of the effect of evaluation and tests on the teaching and learning process, and the ability to inform the inferences and decisions that derive from scores in assessments of the different types of purposes (e.g., formative, summative, proficiency, achievement, diagnostic). The third issue involves using assessment results, including the ability to give feedback, the ethical use of tests, test processes, and test scores, and the awareness of the privacy of the test takers' assessment results. The final aspect is considering students' individual differences. The stakeholders need to acknowledge the individual test taker, including their learning styles, cultural background, age, first language, interests, learning styles and motivation, performance, different cognitive and affective individual differences and preferences in their assessment practice.

Technical skills can be described into five main components that stakeholders require for their assessment practices. First, practitioners need to be statistically literate in numerical skills (Rahimi et al., 2019). Specifically, they need to be able to use statistics in assessment practice to analyze the difficulty of test items, questions or tasks and the quality of individual items/tasks (Bonh & Tzagari, 2021; Kremmel & Harding, 2019; Giraldo, 2018; Tao, 2014). Practitioners should also be able to use a variety of assessments (not just tests) to gain information about the test takers' language skills (Kremmel & Harding, 2019; Lan & Fan, 2019; Rahimi et al., 2019; Tao, 2014). Kremmel & Harding (2019) asserted that practitioners also require the ability to identify assessment biases, use rating scales to score subjective test items or performance-based assessments, give scores to objective test items, and select appropriate items or tasks for a particular assessment purpose. Third, stakeholders should have skills in test design, which refers to the ability to develop and write tests or assessment tasks and non-test assessments. These skills also include the ability to design the scoring procedures and rubrics for assessment, the ability to improve test items and write test syllabuses to inform test users of test formats (Giraldo, 2018). Stakeholders also require an acceptable level of digital LAL (Bonh & Tzagari, 2021; Gilraldo, 2018; Kremmel & Harding, 2019; Tao, 2014). That is, they should be able

to use technology to enhance assessment, analyze data using statistical programs, and use internet resources for the particular language assessment needs (Girado, 2018). Finally, Kremmel & Harding (2019) argued that some practitioners require training skills, such as training others to use scales and to write good quality items (questions) or tasks for language assessments.

Language pedagogy mainly refers to the interaction between assessment, teaching, and learning. This concerns both assessments of learning and the assessment for learning. The teachers are required to have the knowledge and be able to appropriately practice both summative and formative assessment (Bohn & Tsagari, 2021; Baker & Riches, 2017; Fulcher, 2012; Giraldo, 2019; Kremmel & Harding, 2019; Lan & Fan, 2019; Rezai et al., 2021; Tao, 2014). There are three issues concerning this dimension. Firstly, it refers to the practitioners' ability to use assessment to facilitate learning. They must be able to monitor students' learning progress and achievement in language knowledge and the four formal and informal skills. Also, they should be able to use alternative assessments to help students learn and to enhance higher-order thinking. Stakeholders should also know how to connect assessment with teaching approaches, such as communicative and task-based language assessments. Secondly, it refers to the ability to provide feedback and feedforward information (e.g., constructive and motivating feedback) using diagnostic assessments to improve students' weaknesses and using assessment results to enhance instructions/courses/curricula based on assessment results and feedback.

Sociocultural values refer to contextual matters in language education, language assessment and students' diversity, including cultural, individual, linguistic, religious, and ethnic characteristics that influence the language assessment practice in the particular context. This dimension comprises two main issues. The first is knowledge of the assessment culture. Practitioners require knowledge about the national curriculum, the Regulations of the Education Act, and relevant local issues for assessment that might influence the assessment practices in the particular context (Bohn & Tsagari, 2021; Rahimi et al., 2019). The second issue concerns the practitioners' ability to align their assessment design and use policy and social guidelines (Kremmel & Harding 2019).

Personal beliefs/attitudes refer to the effects of stakeholders' worldviews on the assessment practice. This can include the effects of their own beliefs/attitudes towards language assessment, beliefs/attitudes that may conflict with those of other groups involved in the assessment, and knowledge of language assessment that might be further developed (Bohn & Tsagari, 2022; Bohn & Tsagari, 2021; Kremmel & Harding, 2019).

Scores and decision-making refer to the stakeholders' ability to award and interpret the scores, make a decision based on the scores and results from the assessment, and communicate the evaluation results to other stakeholders (Bohn & Tsagari, 2022; Baker & Riches, 2017; Bohn & Tsagari, 2021; Fulcher, 2012; Giraldo, 2019; Kremmel & Harding, 2019; Rahimi et al., 2021; Tao, 2014). This includes making decisions about classifications of "pass/fail", "certified or uncertified", and "beginner/intermediate/advanced" for the summative decision-making. Lan & Fan (2019) added that practitioners require the ability to score and interpret the results from informal and formal teacher-produced assessments and the ability to use assessment results to make effective decisions regarding individual students.

Local practice refers to the alignment between the assessment and the school and classroom contexts in which the assessments are practiced. There are two issues concerning this dimension. First, stakeholders must align the assessment practice with curricula, laws, regulations, and locally developed assessment criteria for the assessment practices. Secondly, they need to be aware of cultural suitability in assessment practices. The stakeholders should consider selecting suitable contents and topics in a language assessment for the local context, be able to inform the relevance of results from a language assessment in the local context, be aware of the relevant legal regulations for assessment in the local area, and the traditional assessment culture in the particular context (Bohn & Tsagari, 2022; Bohn & Tsagari, 2021; Fulcher, 2012; Giraldo, 2019; Kremmel & Harding, 2019; Lan & Fan, 2019; Baker & Riches, 2017; Rahimi et al., 2021; Tao, 2014).

In conclusion, Taylor's (2013) LAL concept illustrates that stakeholders require different key LAL components. Although Taylor demonstrated the different key LAL components among several stakeholders, EFL teachers are still the main stakeholders

in the assessment practices. According to Taylor, EFL teachers are intermediate stakeholders; thus, their LAL focuses on the practical know-how for classroom-based assessment practices. EFL teachers require limited expertise in measurement theory or ethical principles but more expertise in language pedagogy, technical skills, sociocultural values, local practices, and personal beliefs and attitudes.

2.2 The roles of language assessment literacy in English language education

Assessment is the ongoing process of collecting information about the objects of interest using systematic and theory-based procedures. A product or outcome of this process, such as a test score or a verbal description, is used to provide a judgment for decision-making (Brown, 2014). Further, assessment has become an integral part of education since it plays two major roles in education, i.e., formative and summative purposes.

In terms of formative purpose, the assessment aims to assist the learning progress, identify strengths and weaknesses, and seek the appropriate approaches to increase learning success. In contrast, summative assessment aims at signifying the final achievement, placing and ranking the learners or diagnosing the learners to provide information for improvement and input into policies (Basic Education Commission, 2008; Thirakunkovit, 2019; Rezai et al., 2021). Assessment can also be used as a gatekeeping function, and it underpins the decisions to allow learners to progress in their education levels and employment (Watson Todd et al., 2021). As a result, EFL teachers are experiencing increasing testing and assessment responsibilities due to external and internal factors.

Policies can influence assessment practices in a classroom context. The recent development of new educational guidelines, such as the implementation of the Common European Framework of Reference for Languages (CEFR), standardized tests, Pisa, and the No Child Left Behind Act (Fulcher, 2012; Phoonpon, 2024; Watson Todd et al., 2021), has led to educational reforms. EFL teachers are expected to align their teaching and assessment with these guidelines. In Thailand, the framework for assessment practices is based on the National Education Act of 1999 and the core curriculum of 2008. EFL education has been adapted based on these frameworks and focuses on developing communicative competence, student-

centeredness, and the adoption of ICT to facilitate learning and Thai wisdom (OECD, 2016; Phoonpon, 2024). Accordingly, EFL teachers are required to make use of a variety of assessments rather than traditional testing.

Standardized tests can also influence assessment. Previously, standardized tests, such as TOEIC, TOEFL and IELTS, were language proficiency tests. Now, they serve as gatekeepers at educational institutes and for employment worldwide (Wudthayagorn, 2021). Additionally, many countries regulate the use of the test as part of national immigration policy or components of citizenship (Fulcher, 2012). The use of standardized tests has influenced curricular goals and the teaching contents of many language-preparation programs. As such, EFL teachers require reverse engineering skills to help them align their teaching with the standardised test requirements (Fulcher, 2012).

The acquisition of 21st-century skills has been promoted in EFL education. Educational programs aim to foster creativity, critical thinking, problem-solving, decision-making, flexibility, initiative, appreciation, diversity, communication and life skills (Tao, 2014). Basic Education Commission (2008) suggested that teaching practices should be shifted to student-centeredness. Therefore, EFL teachers require technology, pedagogy and content knowledge to facilitate their teaching and the learners' progress. In terms of assessment, EFL teachers are expected to link their assessment practices with teaching and to learn to promote 21st-century skills. For example, they are expected to use various assessment tools to assess students rather than traditional tests (Tao, 2014; Wankong, 2016).

The shift from a testing culture to an assessment culture has impacted the assessment approach. Previously, assessment practices were based on a testing culture, which depended on traditional testing. The test uses were largely for summative purposes (Tajeddin et al., 2022). Traditional testing believes knowledge is objective, realistic, and can be measured (Fulcher, 2014; Fulcher, 2010). Traditional tests take a psychometric and structuralist approach that objectively examines the language construct. The assessment results come in numerical scores and rely on statistical analysis and set criteria (McCallum, 2021). The shift to a sociocultural worldview meant that reliability and validity became an important focus, and there was an

emphasis on assessment rather than testing per se (Inbar-Lourie, 2013; McCallum, 2021). Assessment practice reflects knowledge and learning, ideologies, social expectations, attitudes and values. Assessment practices also aim to enhance instructions and students' effective learning. Formative assessment has been particularly important in current language education. EFL teachers are expected to use various assessment tools, including summative and formative approaches, to determine students' learning progress and achievement (Inbar-Louri, 2013; Sevimeh-Sahin, 2021; Tajeddin et al., 2022; Tao, 2014).

Advancing assessment innovation, such as performance-based and criterion-referenced assessments, can be challenging for EFL teachers. Although they are expected to judge students' tasks objectively, these assessment types are often subjective. It has been widely accepted that teachers tend to be biased in scoring despite the use of explicit marking criteria and standards (Popham, 2014). Indeed, extraneous factors such as teachers' values and beliefs can cause biases (Banitz, 2022). Advances in computer-assisted language learning have transformed EFL teaching and learning, and performance-based assessment has been increasingly adopted. Teachers are expected to use digital tools to enhance the learners' learning via feedback and to use automated written corrective feedback (AWCF) (Barrot, 2021). Therefore, teachers need to be equipped with assessment skills to provide feedback on performance-based and criterion-referenced assessments.

In summary, language assessments greatly contribute to EFL teaching and learning. Although the assessment responsibilities seem to be expanding, teachers still play the most crucial role in assessment practices as they design and administer tests to evaluate students' achievement and progress (Taylor, 2013). As a result, EFL teachers need to be assessment literate to implement high-quality assessments and to align their classroom assessment practices and teaching with the increasing requirements of the curriculum standards and policies (Tsagari, 2021; Thong-im, 2017; Tao, 2014). To become language assessment literate, EFL teachers must have sound knowledge and competence in language assessment principles and practices (Harding & Kremmel, 2016; Rezai et al., 2021). For example, they must be able to design and administer effective testing activities, interpret students' scores accurately, formulate appropriate

teaching plans and make rational education decisions about students (Weng & Shen, 2022).

Furthermore, EFL teachers should be able to connect their teaching with assessment, criticize test quality, design and choose different types of assessment tools, give feedback about students' strengths and weaknesses, make a decision and communicate the assessment results with the other stakeholders (Stabler-Havener, 2018; Giraldo, 2018; Hidri, 2021; Viengsang & Wasanasomsithi, 2022). With the appropriate level of LAL, teachers can maximize students' learning by implementing effective assessments with valid and reliable results. Moreover, LAL enables teachers to avoid misdirected and inappropriate educational decisions that affect students' development and to use the assessment results responsibly (Nguyen, 2016; Thong-im, 2017).

2.3 Teaching Practicum in Thailand

Previously, prospective teachers were required to obtain a teacher's license issued by the Teachers' Council of Thailand (TCT) to be eligible to teach at the basic education level. They need to obtain a Bachelor of education from an accredited 5-year B.Ed. offered by Rajabhat and conventional university (Sairattanain & Loo, 2021; Pojanapunya, 2024). The five-year curriculum required the prospective teachers to do the coursework for four years and one year of teaching practicum. The curriculum provided students with learning and activities intended to form good teachers, which corresponded with the National Education Act and with the needs of society (Jamjuree, 2017). Until 2019, teacher education was reformed by the Ministry of Education. The former five-year curriculum was shortened to four years, with 4th year culminating in a 1-year practicum. This is considered a serve for the lack of teachers in public schools across Thailand (Sairattanain & Loo, 2021). Moreover, the new teacher education is far more reflective of Thainess and morality than global challenges (Watson Todd & Darasawang, 2020).

The new teacher education curriculum involves six primary standards: ethics, knowledge, cognitive skills, interpersonal and relationship, numerical analysis, communication and technology skills, and methodology in learning management (Royal Thai Government Gazette, 2020). To pass the course, preservice teacher

students are required to complete four types of courses: 1) thirty credits of general education courses, 2) forty-six credits of teaching-related courses, 3) seventy-eight credits of major subjects, and 4) six credits of elective subjects. Aside from that, the preservice teacher students need to pass the examination for a teacher license issued by TCT in the last year of their studies. The coming exam is paper-based, aiming to assess teaching knowledge, not reflect the actual ability to teach and observable skills through teaching practicum. These contribute to the concerns of the new preservice teachers' quality (Watson Todd & Darasawang, 2020; Sairattanain & Loo, 2021).

The teaching practicum is a crucial component of teacher education, providing preservice teachers with hands-on experience before they become in-service teachers. During the practicum, preservice teachers observe classes, assist experienced teachers, and practice teaching. This period allows them to apply theoretical knowledge in real classroom settings, receive student feedback, and develop their teaching skills. Additionally, the practicum helps preservice teachers cultivate soft skills and build professional networks (Imsa-ard et al., 2021; Namsaeng, 2022). In Thailand, fourth-year teacher students must complete a two-semester teaching practicum before graduation. The objectives are to enable students to teach subjects related to their major, conduct classroom research, develop teaching materials, and participate in educational seminars. They must plan lessons, teach 8-12 hours per week, and evaluate and improve courses. Preservice teachers also create curriculum outlines and submit lesson plans weekly. Their progress is supervised monthly by university educators and school mentors.

Beyond teaching, preservice teachers are involved in various school tasks. They design and implement projects to benefit the school or community, such as academic initiatives or community service projects. They also create and update bulletin boards with educational content and participate in school events, including sports days, community activities, and student clubs (Sakon Nakhon Rajabhat University's Center of Teaching Professional Internship, 2020).

In conclusion, the teaching practicum is the last session of teaching professional development for teacher education. It aims to equip Thai preservice English teachers with practical teaching experience and research skills to enhance student learning. It

requires them to engage in academic and non-academic tasks, integrating them fully into the school community and preparing them for the multifaceted responsibilities of the teaching profession.

2.4 Assessing LAL in Different Contexts

In EFL education, EFL teachers are the key agents of assessments. Their LAL competency influences the quality of the assessments used to measure the progress and achievement of EFL learners. It is, therefore, essential to evaluate EFL teachers' language assessment literacy (Tao, 2014). Indeed, understanding the current LAL nature is the first step to developing EFL teachers' LAL. It helps researchers, teacher educators, and policymakers to determine the actual needs of assessment practices in the classroom (Lan & Fan, 2019; Ölmezer-Öztürk & Aydın, 2018; Thirakunkovit, 2021) and the teachers' strengths and weaknesses. From this basis, teacher educators and researchers can identify the appropriate approaches to plan courses and sessions regarding LAL enhancement for EFL teachers (Latif, 2021; Rahimi et al., 2021). Assessment practices will likely be challenging due to the standards and educational goals. Teachers are highly expected to be able to align their teaching and assessment with these higher demands, and assessing the teachers' LAL can illustrate whether this is being achieved (Crusan et al., 2016; Homayounzadeh & Razmjoo, 2021). EFL teachers may also have different assessment practices, even though they teach in similar contexts (Tayyebi et al., 2022). Indeed, teachers employ knowledge, conceptions and beliefs in their assessment practices (Tayyebi et al., 2022).

As such, the LAL scale must be adapted to suit all teachers (Xu & Brown, 2016). However, this is difficult due to the multidimensional aspect of LAL. Assessment literacy is also tied to context (Yan & Fan, 2021), and teachers' demographic features influence assessment practices. Teachers from various contexts may need different LAL competencies for their assessment practices. Hence, adopting the LAL scale for assessing LAL across contexts may be inappropriate (Genç et al., 2020; Xu & Brown, 2016).

Two main types of instruments have been developed based on assessment literacy frameworks from general education and EFL education. These instruments are self-reported rating scales and objective measures. A self-reported rating scale or a self-

checked item is a Likert scale that requires participants to evaluate their LAL levels. However, critics have argued that the self-check rating scale might yield biased results as participants can rely on their intuition to some extent, while objective test items are likely to produce more reliable results (Ölmezer-Öztürk & Aydin, 2018; Latif, 2014; Tao, 2014) suggested that LAL assessment requires both self-reported and objective measures to assess the LAL levels. Some LAL components require Likert scales, such as assessment practices, attitudes, and efficacy.

Individual teachers' knowledge has been acknowledged as a vital aspect contributing to the success and effectiveness of classroom assessments (Tao, 2014). Objective test items are likely to yield more reliable results as scoring is consistent across test-takers. Indeed, several scholars have used objective measures to assess EFL teachers' knowledge of assessment theory (Crusan et al., 2016; Ryan, 2018; Sultana, 2019; Tayyebi et al., 2022; Xu & Brown, 2016). The existing LAL scales use objective test items such as MC, Yes/No questions, true or false, matching, and Ordering items. Objective test items are beneficial to determine EFL teachers' knowledge of theory, such as key terms and concepts, language components, test types and characteristics (Farhady & Tavassoli, 2017), as well as their technical and pedagogical skills (Imssard & Tangkiengsirisin, 2023; Latif, 2014; Ölmezer-Öztürk & Aydin, 2018; Ryan, 2018; Tao, 2014; Tayyebi et al., 2022; Xu & Brown, 2017). The literature mainly uses MC questions to assess technical skills, principles, and concepts. The MC test items are likely to be in the form of a scenario-base, as in the example below:

In a routine conference with his students, Mr. Chan Sambath is asked to explain the basis for assigning his course grade. Mr. Chan Sambath should

- A. explain that the grading system was imposed by the school administrators.
- B. refer to the information that he presented to his students at the beginning of the course on the assessment process.
- C. re-explain the students the way in which the grade was determined and show them samples of their work.
- D. indicate that the grading system is imposed by the Ministry of Education.

(Adopted from Tao, 2014)

The Yes/No question or true or false format also examines the dimensions of knowledge of theory, technical skills, and principles and concepts (Ölmezer-Öztürk & Aydın, 2018; Ryan, 2018). Other objective test items, such as matching and ordering, have also been used (Farhady & Tavassoli, 2018).

Notably, the interpretation of scores on objective test items can vary. Most scholars interpret the score using percentages based on the number of test items. However, others classified the levels of language assessment knowledge into four ranks: Level= 1 Novice, Level 2 = Competent, Level 3 = Proficient, and Level 4 = Expert (Tao, 2014). While most objective test scales have high reliability (Cronbach alpha values of .70), others have lower reliability (e.g., $\alpha=.53$ in Xu & Brown, 2017). This indicates that adopting a scale from one context to apply in a different context may not be the most suitable approach to assess LAL among EFL teachers. Table 1 provides a summary of studies that employed objective assessment knowledge tests.

Table 1 Objective test item tools

Study	Test name	Item format	Score interpretation	Target population	Construct to elicit
Tao, (2014)	Classroom assessment knowledge scale	Scenario-based Multiple-choice	Level= 1 Novice Level 2 = Competent Level 3 = Proficient Level 4 = Expert	High school EFL teachers	Technical skills, Principles and concepts and scoring and decision-making
Latif (2014)	LAK questionnaire	Scenario-based MC adapted	Percentage	Tertiary-level EFL practitioners	Technical skills and Principles and concepts and scoring and decision-making
Tayyebi et al. (2022)	Writing Assessment Literacy survey	MC	25/25	In-service EFL teachers in Iran	Knowledge: knowledge of theory, principles and concepts, scoring decision making and technical skills
Al-Bahlani (2019)	A survey-based questionnaire	MC	Percentage	EFL teachers in Oman	Knowledge: knowledge of assessment principles

Xu & Brown (2017)	Teacher Assessment Literacy Questionnaire	MC	Percentage	University English teacher	and assessment practices Knowledge: Knowledge of theory, technical skills, principles and concepts
Ryan (2018)	Classroom Assessment Literacy Inventory (CALI)	Yes/No question	Percentage	Preservice teachers	Knowledge of theory, technical skills, principles and concepts
Ölmezer-Öztürk & Aydın (2018)	LAK scale	True or False	Percentage	EFL teachers working in a higher education context	Language pedagogy
Farhady & Tavassoli (2018)	LAK scale	Scenario-based LAK test with closed-item formats (Matching, ordering items, MC)	33/33	EFL teachers	Technical skills, Language pedagogy and knowledge of theory
Imsa-ard & Tangkiengsirisin (2023)	Assessment Knowledge Test	MC	20/20	EFL teachers	Technical skills, Language pedagogy, scoring and decision making and knowledge of theory

Since research has shown that objective measures of teachers' assessment expertise can provide inaccurate information about their assessment knowledge, scholars have attempted to develop self-reported instruments (based on Likert scales and checklists) to directly measure assessment literacy. Despite the disadvantages of self-reported items, in terms of bias from the participants' intuitions, these items are able to test components of LAL that cannot be measured with objective test items. Moreover, self-reported items could lower participants' anxiety and fears of tests (Rahimi et al., 2021).

The purpose of self-report items is to assess EFL teachers' levels of LAL in the dimensions of knowledge of theories writing, technical skills, scores and decision making, language pedagogy, principles and concepts, beliefs and attitudes and local practices (Crusan et al., 2016; Chumkaew et al., 2018; Nikmard & Mohamadi, 2020; Fan & Jin, 2013; Kremmel & Harding, 2019; Lan & Fan, 2019; Sohrabi et al., 2022; Tsagari, 2021; Thirakunkovit, 2021; Thong-im, 2017; Valizadeh, 2019; Yamtim & Wongwanich, 2014). Likert scales have been the most widely used among self-reported items and allow participants to report their practices, attitudes and beliefs (Rahimi et al., 2021).

MC self-checked items have also been used to assess language pedagogy, beliefs and attitudes about the assessment, technical skills, principles and concepts and the Yes/No checklist. Likert scales are scored based on intervals. For example, a 5-point Likert scale might be scored as 1 to 5 for the agreement, frequency or confidence levels. Alternatively, a 1-4 four-point Likert scale could be used to interpret the LAL knowledge dimension such as "0" for illiteracy, "1" for nominal literacy, "2" for functional literacy, "3" for procedural and conceptual literacy, "4" for multidimensional literacy (Lan & Fan, 2019). Scores on the Likert scale can also be converted into a percentage or proportion of the participants responding in each interval (Thirakunkovit, 2021; Tsagari, 2021; Valizadeh, 2019).

Most studies using Likert scales have employed Cronbach's alpha to indicate their scale quality, and most score .70. Other indicators of reliability have also been used, such as KMO from the factor analysis (Kremmel & Harding, 2019), Index of item objective congruence (IOC) (Thong-im, 2017), or peer comments (Fan & Jin, 2013).

To summarize, both objective and self-reported test items can be used to effectively assess EFL teachers' LAL levels. Objective test items might be suitable to elicit the dimensions of knowledge, such as knowledge of theories, principles and concepts, and language pedagogy. Self-reported items could also be used to assess attitudes and beliefs. However, it is important that the items are designed to fit the specific context of the EFL teachers and not simply be based on the AL framework from general education.

Table 2 Self-reported items

Study	Test name	Item format	Score interpretation	Target population	Construct to elicit
Thirakunkovitt, (2019)	Writing assessment questionnaire	- Multiple-choice (Self-checked) - Five-point Likert scale items	Percentage	Thai University Instructors	- Knowledge of theories - Technical skills - Personal beliefs/attitudes
Lan & Fan (2019)	LAL questionnaire	- Four-point Likert scale	“0” stands for illiteracy, “1” for nominal literacy, “2” for functional literacy, “3” for procedural and conceptual literacy, “4” for multidimensional literacy	EFL teachers from the middle schools in China	- Technical skills: - Scores and decision-making: - Language pedagogy - Theories and principles
Thong-im (2017)	Self-assessment literacy questionnaire	- Multiple-choice (Self-checked) - Five-point Likert scale items	Practices and efficacy Number 1-5 1 = A very low level of confidence 2 = A low level of confidence 3 = A moderate level of confidence 4 = A high level of confidence 5 = A very high level of confidence Literacy 1 = strongly disagree 2 = disagree 3 = Neither agree nor disagree 4 = agree 5 = strongly agree	EFL university teachers	- Technical skills - Principles and concepts - Knowledge of theory
Crusan et al., (2016)	Writing Assessment Literacy survey	- MC (self-checked) - Likert-scale	Percentage	EFL teachers from tertiary education	- Language pedagogy - Beliefs and attitudes - Technical skills
Nikmard & Mohamadi (2020)	ELTs’ Assessment Literacy” questionnaire	Five-point Likert scale	1. Means "never or almost never"; 2. Means "only occasionally"; 3. Means	University English teachers	- Knowledge of theory

			"sometimes" (About 50% of the time.); 4. Means "usually"; and 5. Means "always or almost always".		
Kremmel & Harding, (2020)	LAL survey	Five-point Likert scale	Level of necessity 0 = not knowledgeable at all 1 = slightly knowledgeable 3 = very knowledgeable 4 = extremely knowledgeable	EFL stakeholders	<ul style="list-style-type: none"> - Knowledge of theory - Technical skills - Principles and concepts - Language pedagogy - Sociocultural values - Personal beliefs/attitudes - Scores and decision making - Local practices
Sohrabi et al., (2022)	teachers' Writing Assessment Literacy (WAL) questionnaire	Five-point Likert scale	5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree)	Iranian EFL writing teachers	<ul style="list-style-type: none"> - Language pedagogy - Beliefs and attitudes - Technical skills
Tsagari (2021)	EFL teacher's LAL questionnaire	Five-point Likert scale	Percentage	EFL school teachers	<ul style="list-style-type: none"> - Language pedagogy: - Beliefs and attitudes
Fulcher (2012)	LAL questionnaire	Five-point Likert scale	5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree)	EFL teachers	<ul style="list-style-type: none"> - Local practice, technical skills, scoring and decision making, knowledge of theories, principles and concept
Valizadeh, (2019)	Writing assessment literacy questionnaire	Five-point Likert scale	The percentage of Strongly agree Agree Not Sure Disagree Strongly disagree	teachers' writing assessment literacy (WAL) in Turkey	<ul style="list-style-type: none"> - Language pedagogy - Beliefs and attitudes
Fan & Jin, (2013)	Structured questionnaire	Yes & No (Self- reported)	1-6 from the number of participants who	6 EFL examination boards	<ul style="list-style-type: none"> - Principles and concepts - Technical

			say yes and no		skills
Chumkaew, (2016)	Teacher's assessment literacy scale	Five-point Likert scale	(1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree	Secondary school teachers	- Scoring - Language pedagogy - Technical skills - Language pedagogy - Principle and concepts
Yantim & Wongwanich, (2014)	Writing assessment literacy scale	Three-point Likert scale	Three levels: poor, or needs improvement (lower than 60%), fair (60%-79%), and good (80% and higher)	classroom teachers,	- Technical skills and - Principles and concepts methods, - Scoring and decision-making
Al-Bahlani (2019)	A survey-based questionnaire	a 5-point Likert scale	1 (Not competent) to 5 (Very competent)	EFL teacher assessment literacy in six colleges of applied sciences in Oman	- Language pedagogy

2.5 Teacher beliefs and practices on language assessment

Teacher beliefs have been a focus of scholarly efforts to understand their complexity and impact on teaching practices. Initially, Pajares (1992) defined “belief” broadly, encompassing knowledge, attitudes, values, perspectives, practical knowledge, and implicit assumptions teachers hold and use to inform their teaching. Borg (2001) refined this definition, viewing beliefs as cognitive constructs encompassing what teachers know, believe, and think, as well as personally held mental constructs.

Wood and Çakır (2011) and Scarino (2013) further specified language assessment beliefs as interpretations of language assessment stemming from teachers' experiences. These beliefs are shaped by personal attitudes and knowledge, influencing their conceptualizations, interpretations, and decisions in classroom assessment practices (Cheng & Fox, 2017). Scholars have used terms like “conceptions” to describe what teachers believe to be true or false and their actions in classroom practices. These beliefs result from the interaction of knowledge, values, and personal theories, providing a framework for teachers' overall perception and

awareness of assessment (Imsa-ard & Tangkiengsirisin, 2023; Latif & Wasin, 2022; Prastikawati, 2022; Tsagari et al., 2023).

Language assessment beliefs can align with or diverge from prevailing educational or curricular expectations (Cheng & Fox, 2017). They consist of four main philosophies: classical philosophy, progressivism, reconstructionism, and post-modernism. Classical philosophy emphasizes traditional methods, focusing on vocabulary and grammar through drills and objective tests. Progressivism emphasizes learner-led approaches, aligning assessment with students' interests and ongoing processes. Reconstructionism adopts standards-based assessment, aligning with curricular goals like CEFR benchmarks. Post-modernism, or eclecticism, advocates for daily, individualized assessments tailored to students' varying proficiency levels and interests.

Several factors influence language assessment beliefs, including internal, contextual, and external factors (Dashti, 2019). Internal factors are personal, such as teachers' experiences, training, and assessment knowledge. Contextual factors include school assessment culture, students' and parents' beliefs, classroom management, and teaching environment. External factors involve high-stakes tests, mandates, and proposed frameworks. Research shows that context and background significantly affect teachers' language assessment beliefs. For example, Tao (2014) found that large class sizes, teaching loads, and departmental policies impacted Cambodian EFL instructors' beliefs. Crusan et al. (2016) highlighted how working conditions and linguistic backgrounds influenced teachers' writing assessment beliefs. Sevimmel-Sahin (2021) revealed that training prioritizing traditional tests led teachers to equate assessment with traditional testing.

Previous research has revealed that context and background influence teachers' language assessment beliefs. For example, Tao (2014) used a mixed-methods approach to assess language assessment knowledge, Innovative Methods, Grading Bias and Quality Procedures for English as a Foreign Language (EFL) university instructors in Cambodia. The overall results indicated that instructors possessed limited classroom assessment literacy and that contextual factors, such as large classes, teaching loads, and local departmental assessment policies, impacted

teachers' beliefs and perceptions of assessment. Additionally, Crusan et al. (2016) identified teachers' beliefs about the concepts in writing. They found that working conditions also contribute to the beliefs of language assessment. Teachers reflected that their linguistic background affected their practices and writing assessment knowledge. Aside from that, Sevimel-Sahin (2021) revealed that the training background influences language assessment beliefs. In her study, the teachers reflected that most experienced the training sessions prioritizing traditional tests. Thus, they believe that conventional testing is assessment. Moreover, assessment culture contributes to assessment beliefs. Tsagari et al. (2023) conducted a comparative study of in-service language teachers' beliefs on LAL training needs, with 113 teachers from Germany and 379 from Greece. They found that the beliefs and requirements of assessment literacy vary depending on the context. Both contexts emphasized the alternative language assessment. Therefore, teachers in these contexts require alternative assessment training.

Moreover, previous studies also suggested that EFL teachers' language assessment beliefs influenced their assessment practices. For example, Giraldo (2019) explored language assessment practices and beliefs and their impact on LAL development. The participants were five in-service teachers, and data was collected via reflection documents and interviews. The results revealed that the teachers were likely to practice and design the assessments based on their experiences and beliefs. Sultana (2019) explored the extent to which English teachers are academically and professionally ready to execute assessment-related tasks and investigated how they perceive LAL in their teaching practices. The teacher's beliefs depended on the senior teachers' expertise in designing language tests. They believed that giving the traditional test items was an assessment. Therefore, their assessment practices relied heavily on the use of traditional test items. Teachers' assessment beliefs mirror their classroom assessment practices, too. This evidence can be supported by Imsa-ard and Tangkiengsirisin (2023).

Regarding beliefs, most lecturers believed in performance assessment and assessment ethics in language assessment. These beliefs were also mirrored in their perceived assessment practices, and they predominantly implemented performance assessment

more often and provided students with performance assessment criteria beforehand to ensure fairness. Similarly, Tsagari et al. (2023) investigated teacher beliefs and practices of language assessment in the context of English as a Lingua Franca (ELF). Teachers in Italy and Norway used reflection tasks during assessment course activities. The results revealed that they were aware of English as a lingua franca. Teachers demonstrated variations in practices and principles regarding the use of alternative methods, feedback provision, the role of students in the assessment process, the tests' design, and the use of rubrics and specifications regarding the awareness of ELF.

Nevertheless, language assessment beliefs are not always relevant to the EFL teachers' language assessment practices. The mismatches between teachers' beliefs and practices can be ascribed to sociocultural factors (e.g., students and policy), teachers' assessment literacy and workload (Dashti, 2019). Giraldo (2018) argued that assessment practices contradict teachers' beliefs. It was found that teachers believe language tests should be reliable; however, the lack of a unitary approach to rubric design may impede consistent decisions when teachers assess students' performance in speaking and writing. Teachers also believed that achievement tests should assess sociolinguistic competence, but their practices were somewhat limited for this language construct. In addition, Dashti (2019) found that EFL teachers believed in the effectiveness of classroom assessment and the implementation of various assessments. Still, most considered formative assessment as a part of their teaching assessment, not to evaluate students.

Moreover, Islam et al. (2021) found a mismatch between the principles of assessment outlined in the curriculum and the actual practices observed in classrooms. Although the national core curriculum emphasizes using formative assessment to facilitate students' language learning, most teachers still emphasize using summative assessments to evaluate students. They also suggested that factors such as teachers' limitations in language assessment literacy, impacts of high-stakes testing, involvement in formulating assessment policies, and sociopolitical factors influence teachers' classroom language assessment practices. These resonate with future research on the relationship between classroom assessment practices and teachers'

beliefs. Similarly, a lack of assessment training may harm assessment practices, suggesting that professional development is vital for teachers' beliefs and classroom assessment methods. This also leads to trouble transferring their beliefs into the classroom since many acknowledge a lack of assessment knowledge (Imsa-ard et al., 2021).

In conclusion, language assessment beliefs are teachers' conceptions of assessment shaped by their experiences, knowledge, and attitudes. These beliefs guide their classroom assessment practices, determining what they should or should not do. The four main philosophies of language assessment—classical theories, progressivism, reconstructionism, and post-modernism—along with contextual, background, and training influences play crucial roles in shaping these beliefs. Previous research has been conducted on teachers' beliefs and language assessment literacy. This research suggests that teachers in different contexts hold different beliefs towards language assessment, which implies different classroom assessment practices. Indeed, beliefs related to LAL are context-bound and influenced by the teacher's background and experiences and the local policies. However, it has also been reported that the influence of teachers' beliefs on assessment practices in real classrooms is somewhat limited. Notably, most of these studies have been conducted with in-service teachers as the participants, and very few studies have been conducted in the Thai context. Previous studies have also primarily relied on self-reported questionnaires, not on observation, which may limit the reliability of the results. Finally, prior research has not investigated how teachers' beliefs can change over time. Studying the changes in views on LAL before and after the teaching practicum session would be helpful. Accordingly, the current study aims to provide insight into preservice English teachers' beliefs and classroom practices of language assessment in Thai EFL contexts. The study also aims to investigate the change in preservice English teachers' beliefs over time.

2.6 Language Education and Assessment in Thailand

As this study investigates Thai preservice English teachers who study in a four-year teacher training program, some issues related to this level are described in this section.

2.6.1 English language teacher education in Thailand

To be eligible to teach at the basic education level, the prospective teachers were required to obtain a teacher's license issued by the Teachers' Council of Thailand (TCT). They need to get a Bachelor of education from an accredited 5-year B.Ed. offered by Rajabhat and a conventional university (Sairattanain & Loo, 2021). The five-year curriculum required the prospective teachers to do the coursework for four years and one year of teaching practicum. The curriculum provided students with learning and activities intended to form good teachers, which corresponded with the National Education Act and with the needs of society (Jamjuree, 2017). Until 2019, teacher education was reformed by the Ministry of Education. The former five-year curriculum was shortened to four years, with 4th year culminating in a 1-year practicum. This is considered a service for the lack of teachers in public schools across Thailand (Sairattanain & Loo, 2021). Moreover, the new teacher education is far more reflective of Thainess and morality than global challenges (Watson Todd & Darasawang, 2020).

The new teacher education curriculum involves six main standards: ethics, knowledge, cognitive skills, interpersonal and relationship, numerical analysis, communication and technology skills, and methodology in learning management (Royal Thai Government Gazette, 2020). To pass the course, preservice teacher students are required to complete four types of courses: 1) thirty credits of general education courses, 2) forty-six credits of teaching-related courses, 3) seventy-eight credits of major subjects, and 4) six credits of elective subjects. Aside from that, the preservice teacher students need to pass the examination for a teacher license issued by TCT in the last year of their studies. The coming exam is paper-based, aiming to assess teaching knowledge, not reflect the actual ability to teach and observable skills through teaching practicum. These contribute to the concerns of the new preservice teachers (Sairattanain & Loo, 2021; Watson Todd & Darasawang, 2020).

2.6.2 Formal English Language Education in Thailand

Thai preservice English teachers typically receive around 12 years of English education at the basic educational level, governed by the Office of the Basic Educational Commission (OBEC) (Darasawang, 2014). In 2008, the Basic Education

Curriculum B.E. 2544 (A.D. 2001) was revised, resulting in the Basic Education Core Curriculum B.E. 2551. This updated curriculum provides explicit guidelines for teaching and assessing eight core subject areas: Thai language, mathematics, science, social studies (religion and culture), health and physical education, arts, occupations and technology, and foreign languages, including English. The primary aim of the English curriculum is to enhance Thai learners' communicative competence.

The revised curriculum promotes student-centered learning and the communicative language teaching (CLT) approach. It emphasizes four broad goals: (1) Communication, focusing on effective communication, fluency, cultural awareness, and appropriate language use; (2) Culture, emphasizing understanding the culture of the target language and its influence on Thai culture; (3) Connection, integrating the target language with other subject content; and (4) Community, involving project work and real-world applications outside the classroom (Darasawang & Watson Todd, 2012; Nonthaisong & Mantero, 2017). Under this curriculum, English is compulsory from Prathom 1 (Grade 1) to Mattayom 6 (Grade 12). Primary school students are required to study English for at least one hour per week, amounting to a minimum of 40 hours per year for Grades 1-3 and 80 hours per year for Grades 4-6. Secondary school students must study English for at least three hours per week, equating to 120 hours per year for Grades 7-9 and 240 hours per year for Grades 10-12 (Basic Education Commission, 2008).

In addition, the Ordinary National Educational Test (O-NET), administered by the National Institute of Educational Testing Service (Public Organization), is a standardized assessment required at key educational milestones: Prathom 6, Mattayom 3, and Mattayom 6. O-NET scores are also essential for university admissions for Mattayom 6 graduates (Nonthaisong & Mantero, 2017).

At the tertiary level, English remains a compulsory subject. Thai university students must complete 12 credits of English courses to graduate. These include two foundational English courses and two English for Specific Purposes (ESP) courses tailored to students' fields of study. Foundational courses focus on developing social and academic language skills within and beyond classroom settings. They aim to enhance students' communicative abilities, learning strategies, academic knowledge,

critical thinking, and lifelong learning skills in written and spoken English. ESP courses are customized to align with students' academic disciplines, further supporting their professional and academic goals (Darasawang, 2007; Darasawang & Watson Todd, 2012).

This structured and tiered English education system highlights the emphasis on developing communicative competence, cultural awareness, and practical language application among Thai students from primary through tertiary levels.

2.6.3 English language proficiency

In 2016, the Office of Basic Education and the Office of Higher Education Commission in Thailand adopted the Common European Framework of Reference for Languages (CEFR) as a guideline for language teaching, learning, and assessment (Wudthayagorn, 2021). This framework introduced clear benchmarks for students' expected language proficiency levels at different stages of education. For example, Grade 6 students are expected to achieve an A1 proficiency level, Grade 9 students A2, and Grade 12 students B1. At the tertiary level, non-English major students are expected to attain a B2 proficiency level, while English major students should achieve C1 (Wudthayagorn, 2021; Nomnian, 2016). Despite these benchmarks, most tertiary students' English proficiency remains within the A1 to A2 range, highlighting a gap between the expected and actual levels of achievement (Wudthayagorn, 2021).

For English language teachers, proficiency expectations differ significantly based on their teaching roles and contexts. Teachers in primary schools are expected to attain at least a B1 proficiency level, while secondary school teachers should reach B2. Teachers in specialized programs, such as English Program (EP), Mini English Program (MEP), or Intensive English Program (IEP), are expected to demonstrate a minimum proficiency level of C1 to ensure their ability to deliver high-quality English instruction effectively (Charttrakul & Domnet, 2021; Kaewwichian & Jaturapitakkul, 2018).

These CEFR-aligned proficiency expectations emphasize the importance of raising English language standards among both students and teachers. However, the significant disparity between expected proficiency levels and the actual abilities of many students and educators underscores the challenges facing Thailand's English

language education system. Addressing this gap requires targeted efforts, such as enhanced teacher training, continuous professional development, and more effective alignment of curriculum and assessment practices with CEFR standards.

2.7 Chapter Summary

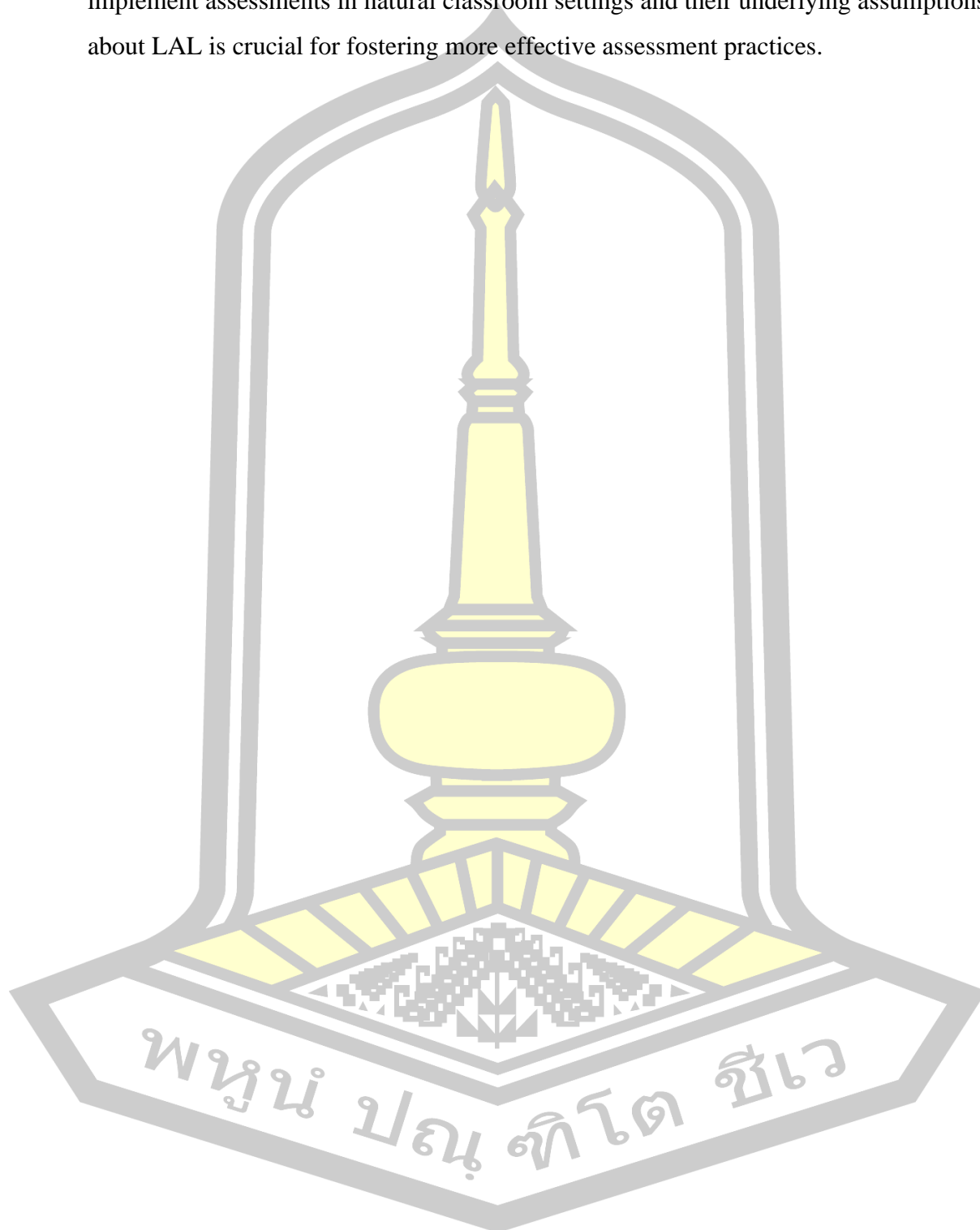
This chapter has reviewed the literature on language assessment literacy (LAL), its role in English language education, and the assessment of EFL teachers' LAL. Several key implications emerge for the current study. First, Taylor's (2013) LAL framework provides a solid foundation for developing a LAL questionnaire tailored to Thai contexts. As LAL is context-dependent, the framework's components must be identified and operationalized to suit the study's specific context. While Taylor's framework offers a broad outline, researchers have noted overlapping components, suggesting the need for refinement, extension, or merging certain elements (Bonh & Tzagari, 2022; Lan & Fan, 2019; Kremmel & Harding, 2019).

A multistage exploratory sequential research design is well-suited for this study. It facilitates data collection from various sources, including literature reviews, existing frameworks, prior studies, and interviews with target groups and experts. The design allows for developing and validating objective and self-reported test items using classical test theory to create a reliable LAL questionnaire for Thai EFL preservice teachers.

Although existing research indicates that EFL teachers typically possess limited to moderate LAL levels, studies in Thai contexts are scarce and predominantly focus on experienced teachers or specific dimensions like writing assessment and self-assessment literacy. Few studies have comprehensively examined the overall nature of LAL among Thai preservice EFL teachers, highlighting the need for research tailored to their unique context. Developing and validating an appropriate questionnaire is a critical first step in understanding and enhancing LAL in this group.

The LAL questionnaire should incorporate perspectives on both assessment of learning and assessment for learning to align with contemporary pedagogical trends, technological advancements, and the specific needs of Thai educational contexts. Additionally, exploring the relationship between teachers' beliefs about LAL and their classroom assessment practices is essential, as beliefs and practices are often

context-bound and may not always align. Understanding how preservice teachers implement assessments in natural classroom settings and their underlying assumptions about LAL is crucial for fostering more effective assessment practices.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used to study teacher knowledge, beliefs, and classroom practices of assessment in an EFL context. This chapter will first provide an overview of the research objective and design before describing the mixed methods research methodology used, including the language assessment questionnaire and language assessment knowledge test development and validation. Finally, the methods used to explore beliefs on LAL and assessment practices will be discussed.

3.1 Research Paradigm and Design

This study adopted a pragmatic research paradigm, combining quantitative and qualitative methodologies to investigate Thai preservice English teachers' language assessment knowledge (LAK), beliefs, and practices. Pragmatism, emphasizing flexibility and practicality, allowed the researcher to address complex research questions by integrating diverse methods. This approach was ideal for exploring the multifaceted nature of language assessment literacy and generating actionable insights to inform teacher education programs.

The study followed a mixed-methods explanatory sequential design, systematically combining quantitative and qualitative phases to address four key research questions. This design provided both a structured analysis of variable relationships and an in-depth exploration of contextual factors influencing participants' language assessment literacy.

The research began with a quantitative phase, establishing baseline data on Thai preservice English teachers' LA beliefs and knowledge. A five-point Likert-scale questionnaire measured participants' beliefs about language assessment, and a pretest assessed their LAK. Descriptive and inferential statistical analyses revealed trends and gaps in their assessment literacy, offering a preliminary understanding of their competencies and beliefs before their teaching practicum.

Subsequently, the study employed a qualitative phase to examine how participants applied their LAK in actual classroom settings and how their beliefs and knowledge evolved during their practicum. Data collection methods included classroom

observations, semi-structured interviews, focus groups, and video recordings. Lesson plans, examination samples, and task designs were also analyzed to triangulate findings. This phase provided rich, contextual insights into participants' assessment practices and highlighted how they adapted their approaches to accommodate contextual constraints, institutional expectations, and student needs. Thematic analysis, guided by Taylor's (2013) Language Assessment Literacy (LAL) framework, was used to interpret the qualitative data, uncovering factors that influenced assessment practices.

The final phase integrated quantitative and qualitative findings, offering a holistic understanding of the research questions. A posttest and a second administration of the questionnaire measured changes in participants' LA beliefs and knowledge after their teaching practicum. This integration allowed the study to identify relationships between LAK, beliefs, and practices while capturing the evolution of these elements over time.

This sequential mixed-methods design ensured a comprehensive examination of language assessment literacy. The quantitative phase provided a broad overview of participants' initial and post-practicum LA beliefs and knowledge, while the qualitative phase enriched these findings by exploring the contextual and practical realities of their assessment practices. The integration of phases grounded the study's conclusions in multi-dimensional evidence, enhancing the validity, reliability, and applicability of the findings.

By employing this mixed-methods design, the study effectively addressed the complexities of language assessment literacy among Thai preservice English teachers. The findings offer valuable implications for developing curricula, improving teacher education programs, and shaping educational policies. These insights ensure that future initiatives are informed by both quantitative trends and qualitative depth, supporting the advancement of practical and context-sensitive approaches to language assessment literacy in teacher education.

3.2 Participants and Contexts

This study involved 54 Thai preservice English teachers (11 males and 43 females) enrolled in a four-year English teacher education curriculum. All participants were fourth-year students majoring in English instruction and participated in a teaching internship at schools in the Sakon Nakhon Educational Service Area during the 2023 academic year. To evaluate their language assessment literacy (LAL), participants completed a language assessment (LA) beliefs questionnaire and a language assessment knowledge (LAK) test at the beginning and end of their teaching practicum.

From the initial pool of participants, 12 Thai preservice English teachers were purposively selected for an in-depth exploration of their language assessment (LA) beliefs and practices. This subgroup included six participants teaching in primary schools and six in secondary schools, ensuring balanced representation across educational levels. All 12 participants engaged in semi-structured interviews and focus groups, providing qualitative insights into the evolution of their LA beliefs and practices during the teaching practicum. The selection process was guided by two key criteria: (1) the participants' educational levels during the practicum, which ensured diversity in classroom contexts, and (2) their performance on the LAK test, categorized into high, medium, and low proficiency levels. This stratified selection approach allowed for the inclusion of participants with varying levels of expertise and exposure to different teaching conditions.

By incorporating these criteria, the study captured a wide range of experiences and perspectives, enabling a nuanced analysis of how assessment practices are shaped by contextual factors such as school settings, student demographics, and institutional requirements. The selection strategy ensured that the findings reflect the complexities of teaching in diverse educational environments, thereby enhancing the generalizability and richness of the insights into the interplay between LA beliefs and practices across different levels of proficiency and teaching contexts.

School mentor teachers supported the participants with at least five years of teaching experience and a K-2 academic rank. They were also supervised by teaching advisors from a prominent faculty specializing in English teacher education. Participants came

from diverse socioeconomic backgrounds, with 32 from average-income families, 20 from low-income families, and five from high-income families. Most participants resided in Sakon Nakhon, with one participant coming from Udon Thani.

All participants had extensive prior exposure to formal English education, totaling 12 years at the secondary level and three years at the tertiary level. The teacher education program required them to complete 160 credits across four-course categories: 1) general education (30 credits), 2) teaching-related courses (46 credits), 3) major English subjects (78 credits), and 4) elective courses (6 credits).

In their first year, preservice teachers enrolled in three compulsory English courses and three major elective courses, receiving 12–15 hours of English instruction per week, equating to approximately 432 hours annually. In their second year, they completed five compulsory English major courses and two electives, resulting in at least 21 hours of English exposure per week, or 756 hours annually. By their third year, English coursework was reduced to one subject (Translation for Teachers of English), shifting the focus to professional development. This amounted to approximately three hours of English instruction per week or 54 hours annually.

Despite this extensive coursework, participants' English proficiency levels, as assessed on the CEFR scale, ranged from A1 to B2. The majority (39%) achieved B1, 28% attained A2, 3.5% were at A1, and 3% reached B2. Notably, no participants achieved C1-level proficiency.

Preservice teachers were required to complete two compulsory courses to develop their assessment competencies. The first course, Educational Measurement, Evaluation, and Learning (Year 2, Semester 2), focused on the principles of general education assessment, addressing learner diversity and the use of assessments to enhance learning outcomes. Key topics included the theoretical foundations of assessment, the development of assessment tools, feedback mechanisms, and diagnostic assessments. The second course, English Language Assessment (Year 3, Semester 1), emphasized both theoretical and practical aspects of language assessment, including principles of validity and reliability, the development and validation of assessment tools, and the use of technology in designing and administering assessments. Together, these courses, combined with participants'

educational backgrounds and teaching experiences, provided a solid foundation for evaluating their language assessment knowledge (LAK), beliefs, and practices. These contextual details enhance the validity and reliability of the study findings.

3.3 Research Instruments/Techniques

The following research instruments were used for data collection in the current study.

3.3.1 Language assessment (LA) questionnaire

The LA questionnaire was created to investigate the language assessment beliefs of Thai preservice English teachers. It comprised 86 items, including a five-point Likert scale, checklists, and open-ended questions, all developed according to Taylor's (2013) framework (see Appendix 2). The questionnaire was designed to evaluate beliefs across five key dimensions: language pedagogy, sociocultural values, local practice, and personal beliefs and attitudes, which involve teachers' world views on language assessment and technical skills, with each dimension represented by five items. The questionnaire is organized into two main sections: Part 1 gathers personal information, while Part 2 contains 86 questions that explore five aspects of assessment literacy. The technical skills aspect includes 13 items; sociocultural values cover 10 items; language pedagogy is addressed with 42 items; local practices include 10 items; and personal beliefs and attitudes are assessed with 11 items. The last part of personal beliefs and attitudes was open-ended. The participants were asked to indicate their levels of agreement with the language assessment statements, using a scale from 1 (strongly disagree) to 5 (strongly agree) with the language assessment statements.

To ensure content validity, the questionnaire was evaluated using the item objective congruence (IOC) index, with individual items scoring between 0.5 and 0.8 and an overall IOC mean of 0.87, indicating that the items effectively measured the intended content (Douglas, 2010). The questionnaire was trialed with 81 fourth-year Thai preservice English teachers from another Rajabhat university. The reliability of the questionnaire was confirmed with a Cronbach's alpha score of 0.93, demonstrating high reliability (Douglas, 2010). Overall, the statistical results indicated that the LA questionnaire met stringent criteria for usability, acceptability, reliability, and validity criteria.

3.3.2 LAK pretest and LAK posttest

The LAK pretest and posttest were parallel tests designed to assess the language assessment knowledge of Thai preservice English teachers. These tests were developed based on Taylor's (2013) framework and a synthesis of existing LAK tests. The tests included 55 objective items, such as multiple-choice, true-false, matching, reordering, and case-based multiple-choice questions, consisting of four aspects regarding language assessment knowledge, including technical skills, language pedagogy, sociocultural values, and local practices. Part 1: Technical skills include 20 test items. They involved knowledge about numerical skills, knowledge of test appropriateness, test development and digital assessment literacy. Part 2: Sociocultural values include eight test items relevant to the knowledge of the national curriculum, educational standards, and local regulations. Part 3: Language pedagogy includes eight test items about the knowledge of instructional strategies, knowledge of giving feedback and feedforward, and assessing students in language skills and linguistic elements. Part 4: Local practices include 19 test items regarding the knowledge about the school and the variety in classroom contexts.

To ensure content validity, the test content was derived from a comprehensive review of literature, students' textbooks, and relevant documents from assessment course books in the teacher education program. The item objective congruence (IOC) index was used to verify the test's content validity, with individual items scoring between 0.2 and 0.8 and an overall IOC mean of 0.81. The items scoring lower than 0.5 were elaborated to ensure acceptability based on the panel of experts' comments. The individual items LAK post-test also scored between 0.2 and 0.8 and an overall IOC mean of 0.94, indicating that the tests measured the intended content (Douglas, 2010). The LAK tests were evaluated for face validity to ensure that they accurately measured respondents' language assessment knowledge. A panel of five experts in language assessment and teacher education reviewed the items and provided feedback on their relevance, clarity, and comprehensibility. Adjustments were made for items scoring below 0.5 based on their recommendations, including simplifying complex terminology and clarifying ambiguous phrases.

Further, the difficulty and discrimination indices of the test items were computed to ensure their effectiveness. The difficulty index (p) ranged from 0.20 to 0.80, and the discrimination index (r) ranged from 0.20 to 1. Items meeting these criteria were retained, resulting in 55 acceptable test items after a trial with 81 fourth-year Thai preservice English teachers from another Rajabhat university. This indicates that the LAK tests were easy to understand and appropriately addressed the intended constructs, further supporting their face validity. Additionally, the reliability of the tests was confirmed with a Cronbach's alpha score of 0.8, while the LAK posttest was confirmed with a Cronbach's alpha score of 0.84, demonstrating high reliability. In brief, the statistical results indicated that the LAK pretest and posttest met stringent criteria for usability, acceptability, reliability, and validity criteria.

3.3.3 Interviews

Interviews were used to explore Thai preservice English teachers' practices related to language assessment in EFL classrooms. The interview questions were constructed based on Taylor's (2013) framework across five key dimensions: language pedagogy, sociocultural values, local practice, and personal beliefs and attitudes, and experts verified the questions used in the interviews. The interview aims to reveal any changes in language assessment practices over time. The interviews were conducted twice. The first interview was conducted at the beginning of the semester, and the second one was conducted after the end of the semester. Twelve Thai preservice teacher students were selected for the interviews; six participants were teaching at primary school levels, and six were teaching at secondary schools. Each interview was approximately 50-60 minutes.

3.3.4 Focus groups

Focus groups were used to gain further insights into the Thai preservice English teachers' language assessment practices in their classrooms. Participants can listen to other participants and reflect on their situation. Focus group interviews can also reduce the tension among participants because they have time to listen to other participants, reflect on their practices, and prepare for their answers (Marshall & Rossman, 2006). These groups allowed the participants to discuss and share their practices naturally and freely. The focus groups were conducted twice. The first focus

group was conducted at the beginning of the semester, and the second time was conducted at the end of the semester. The questions for the focus group were constructed based on Taylor's (2013) framework and were screened by experts. Two focus groups were formed: one for teachers at primary schools and one for teachers at secondary schools. Each focus group was 50-60 minutes.

3.3.5 Observation

The observation was used to examine how the Thai preservice English teachers teach, test and assess their students inside their classroom and how their beliefs and practices may change over time. Non-participant observation was used to capture the natural process of teaching, learning and assessment without any interference and interruptions (Cohen, Manion, & Morrison, 2000). This ensured that the participant felt as relaxed as possible in their teaching. To observe the class, the teachers were required to record the videos of their teaching and submit them to the researcher to avoid hesitation and to keep privacy during teaching. The researcher knew positionality and needed nationalistic data to ensure validity and trustworthiness (Cresswell, 2013). The data obtained from observations were triangulated with the data from the other data collection instruments to improve reliability. The observation was conducted twice. The first observation was conducted at the beginning of the semester, and the second was conducted at the end.

3.3.6 Lesson plans and classroom materials

Lesson plans and teaching materials

Lesson plans, classroom material, and documents were collected to understand how Thai preservice English teachers plan their lessons, teach in the class, and assess students during the course. This evidence was used with the focus group, interviews, and observation to identify any changes in their practices over time.

Quizzes and tests

Assessment documents, such as tests, tasks and quizzes, designed by Thai preservice English teachers were collected to examine how they practice their assessment in the classroom. These documents were used with the focus group, interviews, and observation to identify any changes in their practices over time.

3.4 Data Collection Procedures

3.4.1 Development of the LA belief questionnaire

The LA questionnaire was designed and constructed using a qualitative approach to ensure the measured construct was appropriately described and clear. The scale criteria were also appropriately extracted and structured to suit the intended purpose and represent the contents of English classroom language assessment beliefs on language assessment. The LA questionnaire also incorporated appropriate properties regarding scale format, descriptor wording, scoring format, criteria organization, and overall scale layout.

Stage 1: Exploratory stage

This stage aims to explore the qualitative data to inform the questionnaire development. It extracted the features of LAL constructs in the classroom context. Firstly, the literature review explored a representative range of data from theoretical, intuitive and contextual sources. Then, data from different sources were analyzed using qualitative content analysis and triangulated to generate the LAL taxonomy used to determine the criteria domains, descriptors, and properties of the first draft questionnaire. Taylor's framework (2013) was used as a guideline for developing the questionnaire. The semi-structured interview was conducted with the experts to gain their opinions and perceptions of the LAL taxonomy. The experts included two experts in EFL assessment and two EFL teacher educators from Thai state universities. The educators were university instructors in the English instruction major, Faculty of Education. Both hold a Ph.D. in English language teaching and applied linguistics and have at least five years of teaching experience in teacher education. The two experts in language assessment are also EFL university instructors in EFL teacher education. They hold a Ph.D. in English language teaching and applied linguistics. The experts reviewed and commented on the prototyped questionnaire, and a thematic analysis was used to analyze the data for feedback.

Finally, the prototyped draft questionnaire was developed for a pilot study with three doctoral students in ELT at a university in Thailand. Their research interests are relevant to language assessment and teacher education, and they have five years of teaching experience. The three doctorate students were asked to try the questionnaire

and share their opinions about the validity and practicality of the scale. Their comments were used to revise the questionnaire before it was implemented in stage 2.

Instruments used in the exploratory stage

1. **Literature and document reviews:** the relevant textbooks, documents and existing LA questionnaires were reviewed to design the prototype draft of the LA questionnaire.
2. **Semi-structured interviews:** the semi-structured interviews were conducted with the experts in the exploratory stage to elicit their opinions about the questionnaire draft. Their views and suggestions were used to revise the second draft.
3. **A questionnaire evaluation form** was used to provide quantitative data about the LA questionnaire. It was used together with the interviews with the experts. The experts verified the quality of the questionnaire and provided suggestions for revisions.

Data analysis in the exploratory stage

1. **Qualitative content analysis**, such as thematic analysis, was used to analyze the data from the literature review to design the questionnaire. The interviews with experts were also analyzed and organized into themes to revise the questionnaire.
2. **Classical test theory (CTT)** was used to analyze the data from the questionnaire evaluation form to provide quantitative data regarding the quality of the questionnaire. The data from CTT were triangulated with the qualitative data to inform the questionnaire revision. It included an index of test item congruence (IOC), Cronbach's alpha and item analysis.

Stage 2: Questionnaire Trialing

In this stage, the questionnaire was revised, and statistical evidence was gathered regarding the quality of the questionnaire. The experts reviewed the first prototyped LA questionnaire once again and then trailed with 50 Thai teacher students of English. Later, an interview was conducted to elicit their intuitions about the LA questionnaire. CTT and thematic analysis were again used to determine the validity of

the questionnaire after it had been trialed. Based on the results of these analyses, the LA questionnaire was revised once more before the implementation.

Stage 3: Questionnaire implementation

The questionnaire was implemented with 54 Thai preservice English teachers. The teachers were selected based on purposive sampling, and all of them were in year 4. After the questionnaire implementation, the data were analyzed via item analysis to obtain quantitative evidence of the questionnaire's validity. Then, 10 participants were selected for the semi-structured interview to receive their feedback and opinions based on the LA questionnaire. The data were analyzed by thematic analysis.

To summarize, the LA questionnaire was developed through exploratory sequential design. Initially, the prototyped draft of the LA questionnaire was generated from Taylor's (2013) framework and other relevant literature. Experts then revised the questionnaire before it was trialed with Thai preservice English teachers. Finally, the LA questionnaire was implemented with the 54 participants. Table 3 provides a summary of the LA questionnaire development stages.

Table 3 Stages of LA belief questionnaire development

	Stage 1: Exploratory stage (Questionnaire design and development stage)	Stage 2: Questionnaire Trialing stage	Stage 3: Questionnaire implementation stage
Goals	<ul style="list-style-type: none"> To explore the existing LA questionnaire To explore assessment teaching and learning contents/course syllabus and materials To explore theory-driven LAL components 	<ul style="list-style-type: none"> To ask for feedback to revise the questionnaire To seek statistical evidence to preliminarily confirm the questionnaire quality 	<ul style="list-style-type: none"> To seek statistical evidence to confirm the questionnaire and test quality To reveal Thai preservice English teachers' LA beliefs
Data Collection	<ul style="list-style-type: none"> Literature and document reviews Semi-structured interviews for the intuition Questionnaire evaluation form 	<ul style="list-style-type: none"> Semi-structured interviews Questionnaire evaluation form Questionnaire trialing 	<ul style="list-style-type: none"> Questionnaire implementation
Data analysis	<ul style="list-style-type: none"> Qualitative content analysis to identify criteria features and LA questionnaire characteristics 	<ul style="list-style-type: none"> Qualitative content analysis to identify problematic and newly emerging features Statistical analysis to determine the 	<ul style="list-style-type: none"> Statistical analysis to determine the questionnaire quality Qualitative content analysis

Outcomes	<ul style="list-style-type: none"> • Taxonomy of LAL constructs • Perspective design features for the questionnaire • prototyped draft of the LA questionnaire 	<ul style="list-style-type: none"> • quality of the LA questionnaire • The first draft of the LA questionnaire 	<ul style="list-style-type: none"> • Validity evidence of the LA questionnaire • Thai preservice English teachers' language assessment beliefs
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3.4.2 The creation of the LAK pretest and posttest

This section describes the test development used to measure the participants' language assessment knowledge. The construction of the Language Assessment Knowledge (LAK) test is divided into three stages: Exploratory, trialing and implementation.

Stage 1: Exploratory stage

This stage aims to explore the qualitative data to inform the test development. It extracted the features of LAL constructs in the classroom context. Firstly, the literature review explored a representative range of data from theoretical, intuitive and contextual sources. Then, data from different sources were analyzed via qualitative content analysis and triangulated to generate the LAL taxonomy used to determine the first draft test's criteria domains, descriptors, and properties. A semi-structured interview was conducted with two experts in EFL assessment and two EFL teacher educators from Thai state universities. The experts were required to review and comment on the prototyped test. Finally, the prototyped draft tests were developed and trialed with three doctoral students in ELT and applied linguistics at a university in Thailand. Twelve doctorate students were asked to try the test and share their opinions about the validity and practicality of the tests. Their comments were used to revise the test before it was implemented.

Instruments used in the Exploratory stage

1. **Literature and document reviews:** the relevant textbooks, documents and existing LAL tests were reviewed to design the prototype draft of the LAK tests.
2. **Semi-structured interviews** were conducted with experts to elicit their opinions about the test draft. Their views and suggestions were used to revise the second draft before trialing.

3. **The test validation** was performed by the experts in the field.

Data analysis in the Exploratory stage

1. **Qualitative content analysis**, such as thematic analysis, was used to analyze the data from the literature review to design the test. The feedback from the interviews with experts was also examined and organized into themes to revise the test.
2. The data from CTT was triangulated with the qualitative data to provide guidelines for the LAK test revision. The statistical analysis, including item congruence index (IOC), difficulty index, discrimination index, distractor analysis and Cronbach's alpha, was used to ensure the tests' internal reliability.

Stage 2: Trialing

In this stage, the experts initially reviewed the prototype LAK tests before it was trialed. The instruments used to elicit the feedback include the prototyped drafts of the LAK tests, semi-structured interviews and evaluation forms. Thematic analysis and classical test theory (CTT) were used to analyze the data, and the results were triangulated to reveal the preliminary validity of the LAL test. Later, the interview was conducted to elicit their intuitions about the LAK tests. Finally, the LAK tests were revised before the main study.

Stage 3: Implementation

The questionnaire and test were initially implemented with 54 Thai preservice teachers from Thai state universities. The teachers were purposively sampled and enrolled in their fourth year. After the questionnaire implementation, the data were analyzed via item analysis and Cronbach's Alpha to gain quantitative evidence for the validity of the questionnaire. Then, ten Thai preservice teacher students in English were selected for the semi-structured interview to obtain their feedback and opinions on the LAK tests. The data were analyzed by thematic analysis. A visual summary of the LAK test development stages is presented in Table 4.

Table 4 Stages of LAK test development

	Stage 1: Exploratory stage	Stage 2: Test Trialing stage	Stage 3: Test implementation stage
Goals	<ul style="list-style-type: none"> To explore the existing LAK test To explore assessment teaching and learning contents/course syllabus and materials To explore theory-driven LAL components 	<ul style="list-style-type: none"> To ask for feedback to revise the questionnaire To seek statistical evidence to confirm the questionnaire quality preliminarily 	<ul style="list-style-type: none"> To seek statistical evidence to confirm the questionnaire and test quality To reveal Thai preservice English teachers' LAK levels
Data Collection	<ul style="list-style-type: none"> Literature and document reviews Semi-structured interviews for the intuition Questionnaire evaluation form 	<ul style="list-style-type: none"> Semi-structured interviews Test evaluation form Questionnaire trialing 	<ul style="list-style-type: none"> Test implementation
Data analysis	<ul style="list-style-type: none"> Qualitative content analysis to identify criteria features and LAL test and questionnaire characteristics 	<ul style="list-style-type: none"> Qualitative content analysis to identify problematic and newly emerging features Statistical analysis to determine the quality of the LAK test 	<ul style="list-style-type: none"> Statistical analysis to determine the questionnaire quality Qualitative content analysis
Outcomes	<ul style="list-style-type: none"> Taxonomy of LAL constructs Perspective design features for the questionnaire prototyped draft of the LAK test 	<ul style="list-style-type: none"> The first draft of the LAK test 	<ul style="list-style-type: none"> Validity evidence of the LAK test Thai preservice English teachers' LAK levels

3.4.3 Analysis of the LA belief questionnaire and LAK test validation

To ensure the validity and reliability of the Language Assessment (LA) questionnaire and Language Assessment Knowledge (LAK) test, a systematic validation process was employed, integrating both qualitative and quantitative approaches. Initially, qualitative content analysis was used to analyze data from the literature review to guide the development of the questionnaire and tests. Feedback from semi-structured interviews with expert reviewers, conducted in Thai, was organized into themes to refine the prototype of the LAK test. Classical Test Theory (CTT) methodologies were applied to further validate the instruments, including the Index of Item Objective Congruence (IOC), item analysis statistics, Cronbach's Alpha, and descriptive statistics.

First, the quantitative data from the expert validation surveys were analyzed using Microsoft Excel to calculate the IOC values and assess the test's content validity. IOC values should range between 0.50 and 1.00 for validity, as per Phusee-orn (2018). Second, item analysis was conducted using Jmetrix software to evaluate item difficulty (p), item discrimination (r), and the effectiveness of distractors. The item discrimination index was used to ensure the items differentiated between high- and low-proficiency test takers, with acceptable values being positive and above 0.20. The item difficulty index was used to confirm that test items were neither too easy nor too difficult, with an acceptable range of 0.20 to 0.80. Recommended values for the discrimination index ranged between 0.20 and 1.00 (Phusee-orn, 2018).

Third, Cronbach's Alpha was calculated using Jmetrix and SPSS to measure internal consistency and reliability. Acceptable Cronbach's Alpha values for the tests and questionnaires should range between 0.70 and 1.00 (Cronbach, 1951; Phusee-orn, 2018). Finally, descriptive statistics, including mean (\bar{X}) and standard deviation (S.D.), were used to analyze participants' LAK levels and beliefs, providing a comprehensive view of their assessment literacy.

The LAK tests and questionnaire were developed using an exploratory sequential design based on Taylor's (2013) framework and additional relevant literature. The drafts underwent expert review and refinement before trialing with Thai preservice English teachers. After trialing, the validated instruments were implemented with 54 participants, providing reliable data on their LAK and beliefs. This rigorous process ensured the instruments' validity and reliability for use in assessing the language assessment literacy of Thai preservice English teachers.

3.5 Data Collection of the Main Study

The data collection procedure can be described as follows:

1. Ethics considerations were conducted by asking for permission from the school principals, heads of the department and mentor teachers. Then, permission letters from the humanities and social sciences faculty were sent to the schools to inform them about the study's purposes, risks and processes. The schools can either reject or accept participation at their convenience. All

students in each class were also informed about the purposes, risks and processes of the study.

2. All 54 Thai preservice English teachers were informed about the purposes, process and risks of the study. They could either reject or accept participating in the study at their convenience.
3. All 54 Thai preservice English teachers completed the LA questionnaire and LAK tests. The LA questionnaire and LAK tests were sent online via Google Drive for practicality to all the Thai preservice teachers working in these programs. During the data collection process, the researcher sent reminder e-mails to the participants and the heads of their schools to encourage the participants to respond to the test and questionnaire.
4. The data from the test and questionnaire were analyzed to reveal their current beliefs towards LAL and their language assessment knowledge before the teaching practicum session.
5. Twelve participants were selected for the semi-structured interviews and received the information sheets and consent forms. The selected preservice teachers could decline if they did not wish to participate. Out of the 12 participants chosen for interviews, six were preservice teachers teaching at the primary school level, and the other six taught at the secondary school level. They were first informed about the purposes of interviews and observation. Rejection can also be made at their convenience. After that, the consent forms to be the participants were sent to the participants so that they could sign up.
6. Observed the participants' class to see their language assessment practices. All the class teaching of the EFL teacher students was videotaped and used for observation. The observation was conducted at the beginning and end of the semester to capture their actual performance in language assessment in their classroom. The non-participant observations were performed to avoid the participants' anxiety. The participants were asked to record the video of their teaching in the class and then send it to the researcher.
7. After the observation, focus groups and semi-structured interviews were conducted immediately to gain insight into Thai preservice English teachers' practices.

8. The data from focus groups, semi-structured interviews and other instruments used in the class were triangulated to reveal how Thai preservice English teachers practice assessments in their classrooms.
9. After the end of the semester, all 54 participants completed the LA questionnaire and the LAK test once. This revealed any changes in their beliefs towards language assessment and their LAK levels.
10. The focus group and semi-structured interviews were conducted with the same 12 Thai preservice English teachers regarding their language assessment practices changes over time.
11. All data were triangulated to reveal the change in language assessment beliefs, knowledge and practices over the teaching practicum period.

3.6 Data Analysis for the Main Study

Research Question 1: To what extent do Thai preservice English teachers possess language assessment knowledge?

To assess Thai preservice English teachers' language assessment knowledge (LAK), data from pretest and posttest scores were analyzed using the Statistical Package for Social Sciences (SPSS 24.0) and Microsoft Excel. Descriptive statistics, including mean scores, percentages, and standard deviations, were employed to provide a quantitative overview of the participants' LAK at two intervals: before and after their teaching practicum. The results were interpreted using interval measurement scales (Bachman, 2005) and criteria established by Bloom (1975), Latif (2021), and Farhady & Tavassoli (2018). According to these criteria, LAK scores were classified as follows: below 60% (low level), 60–79% (moderate level), and 80–100% (high level).

Dependent *t*-tests were conducted to compare the pretest and posttest mean scores to evaluate changes in LAK over time. The dependent *t*-test was particularly suited for comparing two related groups, as it determined whether there was a statistically significant difference between the measurements taken from the same participants (Bachman, 2005). For this study, a *p*-value ≤ 0.05 was set as the threshold for statistical significance, ensuring that the observed changes in LAK are not due to chance (Bachman, 2005).

This methodologically robust approach ensured the validity and reliability of the findings, providing clear insights into the participants' LAK levels and their progression for the teaching practicum.

Research Question 2: What are the beliefs of Thai preservice English teachers regarding language assessment, and how do these beliefs shift or remain stable during their teaching practicum?

To explore Thai preservice English teachers' language assessment beliefs and their evolution over the practicum, data from the five-point Likert scale LA questionnaire were analyzed using SPSS 24.0 and Microsoft Excel. Descriptive statistics (mean scores, percentages, and standard deviations) provided a quantitative overview of beliefs at two points: before (Time 1) and after (Time 2) the teaching practicum. The data were interpreted using interval measurement scales (Bachman, 2005) and Likert scale interpretations suggested by Pallant (2005): scores of 1.00–1.50 indicated “strongly disagree,” 1.51–2.50 indicated “disagree,” 2.51–3.50 indicated “neutral,” 3.51–4.50 indicated “agree,” and 4.51 or above indicated “strongly agree.”

Changes in beliefs over time were analyzed using a dependent t-test, a statistical method for comparing the means of two related groups (Bachman, 2005). This test was appropriate for assessing belief shifts as the same participants were surveyed at two points. A p-value ≤ 0.05 was used to determine statistical significance, ensuring that any observed differences were unlikely due to chance (Bachman, 2005).

Research question 3: What is the relationship between Thai preservice English teachers' language assessment knowledge and their beliefs about language assessment?

The relationship between Thai preservice English teachers' LAK and their beliefs about language assessment was examined using Pearson correlation analysis. Data from the LAK pretest, LAK posttest, and Time 1 and Time 2 LA questionnaires were analyzed using SPSS 24.0. Pearson correlation is a statistical method for exploring relationships between two continuous variables (Phakiti, 2015). The correlation coefficient (r_{xy}) can range from -1 (perfect negative correlation) to +1 (perfect positive

correlation), with 0 indicating no relationship (Amornrattanasakdi, 2014; Phusee-orn, 2018).

The analysis aimed to identify patterns between LAK and LA beliefs, revealing whether higher levels of knowledge correlated with stronger agreement with language assessment beliefs. This rigorous statistical approach ensured the findings were reliable and informative.

Research Question 4: How do Thai preservice English teachers implement language assessment knowledge, and what are the patterns of their language assessment practices during their teaching practicum?

A systematic approach was employed to analyze qualitative data gathered from semi-structured interviews, focus groups, and classroom observations with 12 Thai preservice English teachers to ensure credibility and trustworthiness. These methods provided rich, contextual insights into the evolution and patterns of language assessment practices during their teaching practicum. Conducting the interviews and focus groups in Thai allowed participants to express themselves naturally, ensuring the depth and authenticity of their responses. The data were then transcribed into English for analysis, with careful attention paid to maintaining linguistic accuracy and preserving the original meaning.

The coding process involved two experienced coders: the researcher and an external expert in language assessment with substantial expertise in English language teaching and qualitative analysis. Both coders received comprehensive training on the coding framework, which adhered to the five dimensions of Taylor's (2013) Language Assessment Literacy (LAL) framework: technical skills, sociocultural values, language pedagogy, local practices, and personal beliefs and attitudes. This training ensured a shared understanding of the framework and consistency in applying the codes. Two additional experienced English teachers with prior training in qualitative data analysis contributed to the process, further enhancing reliability.

Each coder independently analyzed the data to assign codes, ensuring that interpretations were unbiased and free from mutual influence. The independently assigned codes were then cross-verified for consistency. Discrepancies between the

coders were addressed through collaborative discussions, where differences were debated and resolved until consensus was achieved. This iterative and consensus-driven process ensured that the codes accurately reflected the data while aligning with the established framework.

The agreed-upon codes were shared with the participants to further validate the findings for member-checking. This step allowed participants to review the analysis, confirm its accuracy, and provide feedback on any misinterpretations. Incorporating this feedback added a layer of credibility, ensuring the findings authentically represented the participants' perspectives and experiences.

Thematic analysis was subsequently conducted to identify patterns and themes within the data. The codes were grouped into overarching themes that encapsulated Thai preservice English teachers' language assessment practices. These themes were refined through iterative analysis to ensure alignment with Taylor's framework and grounding in the data. Any discrepancies in thematic classification were addressed through further collaborative discussions between the coders, ensuring consistency and validity.

This multi-layered approach—combining independent coding, collaborative consensus-building, member-checking, and thematic analysis—underscores the rigor and creditability of the study. By incorporating multiple coders, cross-verification, and participant feedback, the analysis was comprehensive, accurate, and reflective of the real-world experiences of Thai preservice English teachers. This methodology enhances the study's contributions to the field of language assessment literacy and underscores its implications for teacher education programs aimed at developing context-sensitive and practical assessment practices.

3.7 Summary of the chapter

The purpose of this chapter is to present the research methodology of the current study. This research aims to explore Thai preservice English teachers' language assessment beliefs and practices. The study was conducted using a mixed-methods approach, and the participants were Thai preservice English teachers. Both quantitative (questionnaire and test) and qualitative (interviews, focus groups, and classroom observation) instruments were used for data collection. Data collection was

conducted before and after the teaching practicum to identify any change in the preservice teachers' beliefs or knowledge. Figure 3 summarizes the research methodology.

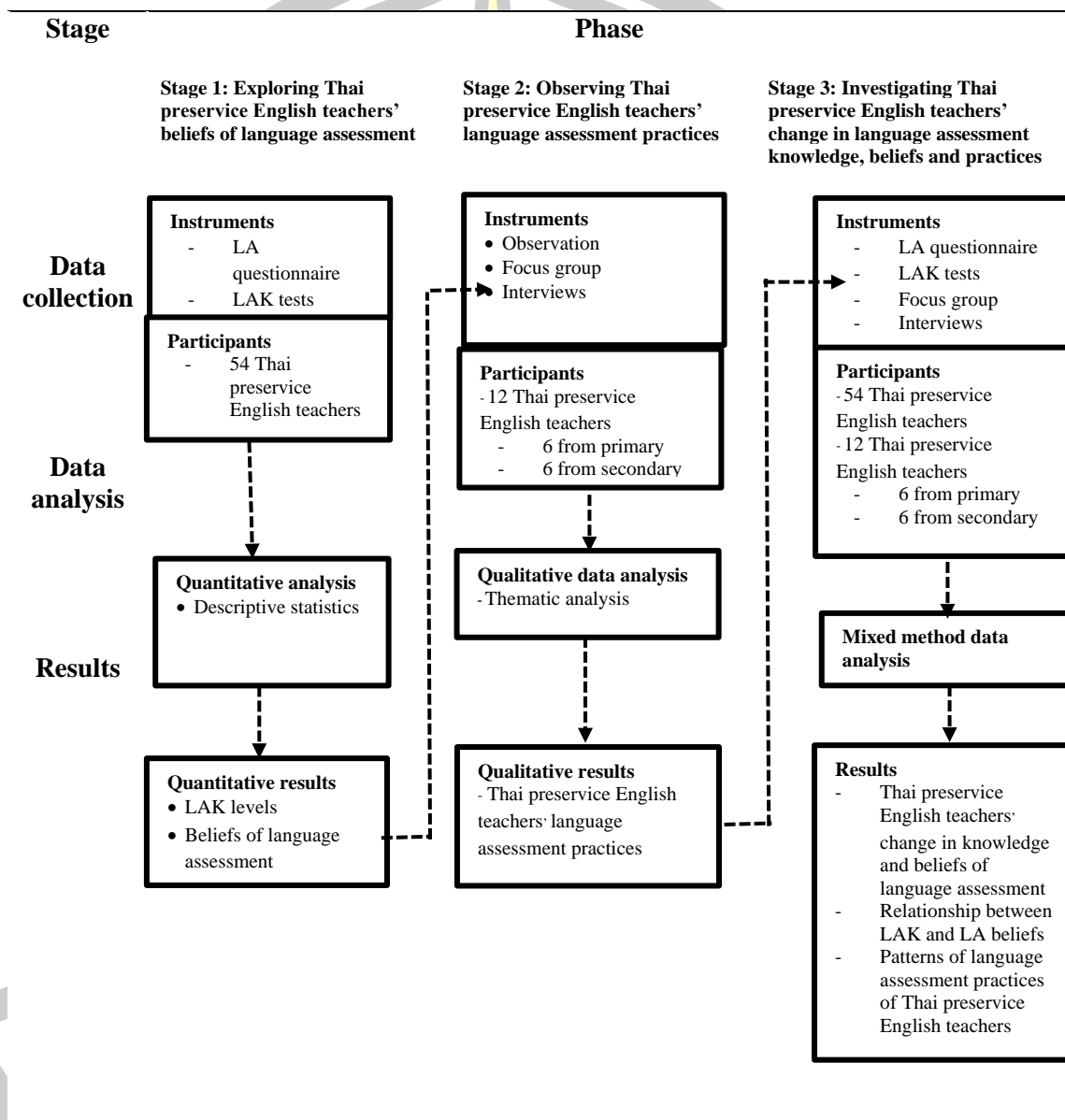


Figure 3 Research methodology

CHAPTER IV

Quantitative Results

This chapter presents findings from the data analysis process. The results were divided into three main parts, along with the research questions. The first research question pursued two main aspects: (1) their language assessment knowledge (LAK) and (2) Thai preservice English teacher's beliefs (LA beliefs). Through research question one, two and three quantitative data analysis, such as descriptive statistics, was used to reveal their LA beliefs and LAK. Paired-sample T-test and Pearson correlation were used to indicate the change in LAK and LA beliefs and the relationship between LAK and LA beliefs. Finally, the data regarding the changes in LAK and LA beliefs were illustrated to answer the research question one, two and three.

4.1 Thai preservice English teachers' language assessment knowledge (LAK)

This study aimed to assess Thai preservice English teachers' language assessment knowledge (LAK). To capture their progress, parallel tests were administered at the beginning and the end of the academic semester. As shown in Table 5, the preservice teachers' performance on the LAK test revealed interesting trends over time. At the outset (T1), the teachers achieved an average score of 31.3 (56.9%) with a standard deviation of 2.47. By the semester's end (T2), their average score had increased to 33.19 (60.34%), with a slightly higher standard deviation of 2.62.

When breaking down specific aspects of LAK at T1, local practice emerged as the strongest area, with an average score of 5.39 (74.13%) and a standard deviation of 1.99. This was followed by language pedagogy, with an average of 11.48 (60.42%) and a standard deviation of 2.73, and sociocultural values, scoring 4.13 (51.63%) with a standard deviation of 0.23. Technical skills lagged behind, with the lowest average score of 10.3 (51.5%) and a standard deviation of 3.36.

Interestingly, by T2, the preservice English teachers had improved across most LAK aspects, except for local practice, which saw a sharp decline from 74.13% to 47.88%. The highest performance at T2 was in language pedagogy, with an average score of 12.56 (66.11%) and a standard deviation of 2.84. At the same time, local practice dropped to the lowest score, averaging 3.83 (47.88%) with a standard deviation of

2.02. Technical skills improved to an average of 12.39 (61.95%), with a standard deviation of 3.87, and sociocultural values increased to 4.41 (55.13%), with a standard deviation of 1.75. Overall, the preservice English teachers demonstrated an improved average score of 33.19 (60.34%) at T2, with a standard deviation of 2.62, indicating better performance than T1. However, despite this general improvement, one aspect of the LAK showed lower scores at T2 than at T1.

Table 5 LAK Pretest and Posttest Results (n =54)

LAK Aspects (Scores)	LAK (T1)			LAK (T2)			<i>t-value</i>	<i>p-value</i>
	Mean	%	S.D.	Mean	%	S.D.		
Technical Skills (20)	10.3	51.5	3.36	12.39	61.95	3.87	3.17	.002**
Language Pedagogy (19)	11.48	60.42	2.73	12.56	66.11	2.84	1.52	.133
Local Practice (8)	5.39	74.13	1.99	3.83	47.88	2.02	3.96	.000***
Sociocultural Values (8)	4.13	51.63	0.23	4.41	55.13	1.75	.79	.433
Total (55)	31.3	56.9	2.47	33.19	60.34	2.62	1.52	.142

Note: T1=Pretest scores, T2=Posttest scores, ** $p < .01$, *** $p < .001$

As shown in Table 5, a paired-samples *t*-test was conducted to assess the progress in LAK among Thai preservice English teachers over time. Although the overall results indicated no significant improvement between the two time points, the analysis revealed noteworthy findings. The participants showed a significant improvement in technical skills ($t = 3.17, p < .01$). Specifically, there was a statistically significant increase in local practice scores between T1 and T2 ($t = 3.96, p < .001$). These results suggest that Thai preservice English teachers are actively adjusting and enhancing their LAK in response to the evolving demands of their teaching contexts and environments.

4.2 Thai preservice English teachers' LA beliefs during their teaching practicum

This section presents the developing beliefs of Thai preservice English teachers regarding language assessment (LA) during their teaching practicum in schools. The data were gathered through a five-point Likert scale questionnaire, offering valuable insights into how these beliefs shifted over time.

Table 6 shows Thai preservice English teachers' LA beliefs during their practicum. The analysis revealed a noticeable progression in the preservice teachers' beliefs. At T1, they strongly agreed with the importance of language assessment, with an average rating of 4.44 (88.8%) and a standard deviation of 0.30. By T2, this agreement had

increased to 4.55 (91%), with a slightly higher standard deviation of 0.51, indicating a growing conviction in their LA beliefs.

Delving deeper, the preservice teachers emphasized technical skills in language assessment. At T1, this aspect was rated with an impressive 91.8% agreement (M=4.59, S.D.=0.26), which further rose to 93.8% (M=4.69, S.D.=0.44) by T2. Similarly, their beliefs for local practices of LA also showed a strong agreement of 91.6% (M=4.58, S.D.=0.23), which increased slightly to 93.2% at T2 (M=4.66, S.D.=0.35).

Preservice English teachers consistently believed that language assessments are pivotal in effective classroom practices. Specifically, 89.4% of the respondents at T1 agreed that sociocultural values are essential for contextualized assessment practices (M=4.47, S.D.=0.25). This agreement increased marginally to 91.4% (M=4.57, S.D.=0.46) at T2, emphasizing the importance of cultural considerations in assessment.

Interestingly, despite the overall high agreement with various aspects of LA, language pedagogy was rated the lowest in terms of agreement at both time points. Nevertheless, there was a noteworthy increase from 85% at T1 (M=4.25, S.D.=0.30) to 87.6% at T2 (M=4.38, S.D.=0.64), suggesting a gradual recognition of its importance. Regarding personal beliefs and attitudes, the preservice teachers rated their agreement at 85.8% at T1 (M=4.29, S.D.=0.47), which grew to 88.6% at T2 (M=4.43, S.D.=0.68).

These findings suggest that Thai preservice English teachers recognize the necessity of language assessment and demonstrate a developing and increasingly refined understanding of its role in education over time.

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Table 6 Thai Preservice English Teachers' LA Beliefs (n=54)

LA Beliefs	LA Beliefs (T1)			LA Beliefs (T2)			<i>t-value</i>	<i>p-value</i>
	Mean	%	<i>S.D.</i>	Mean	%	<i>S.D.</i>		
Technical skills (13)	4.59	91.8	0.26	4.69	93.8	0.44	1.954	.056
Sociocultural values (10)	4.47	89.4	0.25	4.57	91.4	0.46	1.148	.256
Language pedagogy (42)	4.25	85	0.30	4.38	87.6	0.64	1.884	.065
Local practices (10)	4.58	91.6	0.23	4.66	93.2	0.35	1.048	.299
Personal beliefs and attitudes (11)	4.29	85.8	0.47	4.43	88.6	0.68	2.012	.049*
Total (86)	4.44	88.8	0.30	4.55	91	0.51	1.609	.145

Note: T1=At the outset of semester, T2=At the end of semester, * $p < .05$

A paired *t*-test was conducted to assess whether there was a significant change in Thai preservice English teachers' beliefs regarding language assessment (LA) during their teaching practicum. The analysis results provide robust evidence of a development in these beliefs, particularly in how these teachers adapted their LA practices in the classroom over time.

The findings indicate that while Thai preservice English teachers adjusted various aspects of their language assessment practices during the practicum, not all changes were statistically significant. However, there was a noteworthy and significant shift in their beliefs related to personal beliefs and attitudes toward LA in classroom practice ($t = 2.012$, $p = .049$). This suggests that while preservice teachers initially faced challenges in implementing specific classroom assessment practice approaches as planned, they started to conceptualize their views regarding classroom assessment practices.

While other aspects of language assessment did not exhibit significant changes, the overall results emphasize a meaningful trend: Thai preservice English teachers progressively refined and adjusted their language assessment beliefs and practices throughout their practicum. This progression highlights the dynamic nature of teacher development and the importance of practical experience in shaping effective and context-bound classroom practices.

Technical skills in language assessment

Table 7 presents Thai preservice English teachers' language assessment (LA) beliefs concerning technical skills at two different points in time. The findings indicated that

these teachers' beliefs in technical skills for language assessment have shown a positive trend from Time 1 (T1) to Time 2 (T2), demonstrating increasing confidence and focus on these skills. The overall mean score for technical skills increased from 4.59 (91.8%) at T1 to 4.69 (93.8%) at T2, highlighting a growing recognition of the importance of these skills in effective language assessment practices. Detailed figures are shown in Table 7.

One of the most notable increases was the belief that teachers need numerical skills, which significantly rose from 4.46 (89.26%) at T1 to 4.75 (95.09%) at T2. This suggests that preservice teachers are increasingly accepting the value of numerical skills in the context of language assessment. Similarly, the belief in the importance of using objective test items, such as multiple-choice and true-false questions, also showed a distinct increase, moving from 3.94 (78.89%) to 4.38 (87.54%). These shifts indicate a growing understanding of the role of numerical skills and objective assessments in accurately measuring language proficiency.

Moreover, the beliefs surrounding core assessment practices remained consistently high, with slight increases observed over time. For instance, the belief in the necessity of understanding course objectives when practicing assessment remained strong, slightly increasing from 4.96 (99.26%) to 4.98 (99.62%). Similarly, it is essential to provide constructive feedback and have knowledge of test administration to maintain high levels of agreement, reflecting a stable and ongoing commitment to these critical aspects of assessment.

While most areas showed positive growth, some beliefs exhibited stability with minor changes. For example, the belief in managing the physical environment and using both formative and summative assessments remained strong and stable, with only slight increases. This consistency suggests that while these areas were already valued, they continued to be reinforced throughout the teachers' training and practical experience.

In conclusion, the results showed a positive trend in Thai preservice English teachers' beliefs regarding technical skills in language assessment, highlighting an increasing recognition of the importance of these skills as they gain more experience. This growing confidence in their technical abilities suggests that preservice teachers are

better equipped to implement effective language assessment practices in their future classrooms.

Table 7 Thai preservice English teachers' beliefs in technical skills

Technical skills (Items 1-13)	LA Beliefs (T1)			LA Beliefs (T2)		
	Mean	%	S.D.	Mean	%	S.D.
1. In classroom language assessment, we need to ask the mentor teacher to cross-check our assessment tasks before using them.	4.54	90.74	0.60	4.64	92.83	0.55
2. Teacher needs to have numerical skills	4.46	89.26	0.64	4.75	95.09	0.43
3. Teachers need to understand the course objectives when practicing assessment.	4.96	99.26	0.19	4.98	99.62	0.14
4. Before administering the test, teachers must manage the physical environment, such as lighting, seating and noise.	4.70	94.07	0.54	4.72	94.44	0.45
5. Using formative assessments such as quizzes, tasks, exercises, and observation is essential in the language classroom.	4.72	94.44	0.56	4.72	94.44	0.49
6. Summative assessments such as midterm and final exams are essential for the language classroom.	4.54	90.74	0.61	4.57	91.32	0.57
7. Objective test items, such as multiple-choice, true-false, matching and completion, are essential to assess reading, listening, vocabulary and grammar.	3.94	78.89	0.83	4.38	87.54	0.76
8. Subjective test items, such as short-answer essays, extended-response essays, problem-solving and performance test items, are essential for assessing productive speaking and writing skills.	4.48	89.63	0.64	4.64	92.83	0.62
9. Alternative assessments, such as observation, portfolios, journals, essays, performance tasks, and self- and peer-evaluation, are essential for the language classroom.	4.41	88.15	0.69	4.38	87.55	0.76
10. Teachers should give constructive feedback after the assessment to help students learn.	4.89	97.78	0.32	4.85	96.98	0.36
11. Teachers should know the test administration.	4.72	94.44	0.49	4.85	96.98	0.36
12. Teachers should identify what constitutes cheating and explain the consequences if caught.	4.81	96.3	0.39	4.81	96.23	0.44
13. Teachers should use technology to enhance assessment.	4.48	89.63	0.57	4.62	92.45	0.56
Total	4.59	91.8	0.26	4.69	93.8	0.44

NOTE: 1.00-1.50 indicating "strongly disagree," 1.51-2.50 indicating "disagree," 2.51-3.50 indicating "neutral," 3.51-4.50 indicating "agree," and 4.51 or above indicating "strongly agree."

Sociocultural values in language assessment

Table 8 displays sociocultural values in language assessment among Thai preservice English teachers. The analysis of the findings revealed that the trend of sociocultural values in language assessment among Thai preservice English teachers showed a positive trajectory from Time 1 (T1) to Time 2 (T2), with an overall increase in the mean score from 4.47 (89.4%) at T1 to 4.57 (91.4%) at T2. This trend indicates a growing awareness and appreciation for the role of sociocultural factors in language assessment.

At T1, the highest mean score was observed in the belief that teachers should recognize when an assessment is being misused, with a score of 4.74 (94.81%). Conversely, the lowest mean score at T1 was associated with the belief that teachers should know about standardized tests, which was rated at 4.05 (81.11%). By T2, the belief in recognizing inappropriate use of assessments slightly increased to 4.83 (96.54%), maintaining its position as the highest-rated belief. In contrast, the belief regarding the influence of social values, such as people's beliefs, attitudes, and preferences on language assessment, found a decrease, with the mean score dropping from 4.65 (92.96%) at T1 to 4.37 (87.30%) at T2, marking it as the lowest score in T2.

These data, as illustrated in Table 7, suggest that while Thai preservice English teachers continue to place high importance on the appropriateness and impact of assessments, there is a slight decline in their emphasis on the influence of broader social values over time. However, overall, the trend reflects an enhanced recognition of the significance of sociocultural considerations in language assessment practices.

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Table 8 Thai preservice English teachers' beliefs in sociocultural values

Sociocultural values (Item 14-23)	LA Beliefs (T1)			LA Beliefs (T2)		
	Mean	%	S.D.	Mean	%	S.D.
14. Social values, such as people's beliefs, attitudes and preferences, can influence language assessment practice, design and use.	4.65	92.96	0.55	4.37	87.30	0.65
15. Teachers should recognize the positive and negative impact of classroom language assessment on the society around students.	4.15	82.96	0.76	4.7	93.96	0.5
16. Teachers should recognize when an assessment is being misused.	4.74	94.81	0.48	4.83	96.54	0.44
17. Teachers communicate with parents about students' current achievements.	4.4	88.42	0.74	4.53	90.57	0.63
18. Teachers should know about standardized tests.	4.05	81.11	0.85	4.5	90	0.63
19. School assessment culture affects language assessment in the classroom.	4.24	84.81	0.79	4.47	89.43	0.63
20. Students' needs should be considered in test construction.	4.61	92.22	0.56	4.56	91.15	0.57
21. Language assessment tasks/techniques should reflect authentic language used in real situations.	4.62	92.59	0.59	4.55	90.94	0.60
22. Teachers should be aware of the philosophy behind the design of a relevant language assessment, such as school philosophy, CEFR, authenticity, ethics and fairness, inclusive education, teaching and learning trends.	4.25	85.19	0.70	4.58	91.53	0.63
23. Teachers should reduce students' anxiety before assessing.	4.70	94.07	0.53	4.62	92.45	0.65
Total	4.47	89.4	0.25	4.57	91.4	0.46

NOTE: 1.00-1.50 indicating "strongly disagree," 1.51-2.50 indicating "disagree," 2.51-3.50 indicating "neutral," 3.51-4.50 indicating "agree," and 4.51 or above indicating "strongly agree."

Language pedagogy in language assessment

The key findings and trends in language pedagogy beliefs among Thai preservice English teachers, as shown in Table 9, reveal a positive shift in their views on language assessment over time.

Regarding the overall picture of language pedagogy, there was a slight increase in the average score from Time 1 (T1) to Time 2 (T2), moving from 4.25 (85%) to 4.38

(87.6%). This suggests that teachers are increasingly recognizing the importance of using a variety of classroom tasks, not just tests, for assessing students. For example, the belief that students should be evaluated using multiple classroom tasks rather than only tests increased slightly, with the average score rising from 4.74 (94.81%) at T1 to 4.79 (95.85%) at T2, indicating strong and growing support for diverse assessment methods.

Regarding classroom assessment techniques, there was a noticeable increase in agreement on the effectiveness of various classroom assessment techniques. For instance, the use of Information-check questions (ICQs) and Concept-check questions (CCQs) saw an increase in the average score from 4.28 (85.56%) at T1 to 4.62 (92.30%) at T2. This shows that preservice teachers increasingly value these techniques for checking students' understanding. Quizzes also significantly increased, with the average score rising from 4.43 (88.52%) at T1 to 4.63 (92.69%) at T2, highlighting a stronger belief in their role in language assessment.

Regarding assessment formats like Multiple choice and True/false questions, there was a significant increase in the belief that these formats are practical. The average score for Multiple choice questions increased from 3.78 (75.56%) at T1 to 4.25 (84.9%) at T2, indicating a growing appreciation for these types of assessments.

There was strong and consistent agreement on the importance of providing oral and written feedback. The belief in the value of Teacher oral feedback increased slightly from 4.52 (90.37%) at T1 to 4.58 (91.54%) at T2, showing that preservice teachers continue to emphasize the importance of feedback in helping students improve. The highest score in this category was for Individual oral comments, which rose from 4.63 (92.59%) at T1 to 4.75 (95.09%) at T2, reflecting a growing recognition of the importance of personalized feedback in the learning process.

Overall, the results showed a positive shift in the beliefs of Thai preservice English teachers toward using a more varied and student-centered approach to language assessment. The consistent increase in average scores across different assessment techniques and formats highlights a growing recognition of the need for diverse and effective assessment strategies that better meet the needs of learners.

Table 9 Thai preservice English teachers' beliefs in Language pedagogy

Language pedagogy (items 24-65)	LA Beliefs (T1)			LA Beliefs (T2)		
	Mean	%	S.D.	Mean	%	S.D.
24. Students should be assessed using many classroom tasks rather than only tests.	4.74	94.81	0.48	4.79	95.85	0.40
25. Language assessments can provide students with a sense of achievement, feedback on their progress, and opportunities for recognition.	4.65	92.96	0.52	4.75	95	0.43
26. Language assessment can be used to encourage students to learn.	4.59	91.85	0.57	4.58	91.7	0.67
27. Language assessment can be used as a diagnostic tool (investigate students' strengths and weaknesses).	4.74	94.81	0.48	4.66	99.21	0.64
Total	4.67	93.40	0.51	4.69	95.44	0.53
To what extent do you believe these techniques/formats are useful to reflect on students' progress/development of language proficiency?						
Classroom assessment technique	Mean	%	S.D.	Mean	%	S.D.
28. Information-check questions (ICQs) and Concept-check questions (CCQs)	4.28	85.56	85.56	4.62	92.30	0.53
29. Homework	3.31	66.3	66.3	3.51	70.19	0.96
30. Dictation	3.74	74.81	74.81	3.73	74.61	0.85
31. Individual Work	4.41	88.15	88.15	4.60	92	0.53
32. Pair Work	4.13	82.59	82.59	4.42	88.46	0.6
33. Group Work	4.17	83.33	83.33	4.28	85.66	0.8
34. Student Self-Assessment	4.15	82.96	82.96	4.54	90.76	0.63
35. Peer Assessment	3.91	78.14	78.14	4.15	83.02	0.88
36. Role-play	4.37	87.41	87.41	4.40	88.08	0.62
37. Portfolio	4.39	87.78	87.78	4.28	85.66	0.80
38. Poster	4.11	82.22	82.22	4.25	85	0.77
39. Task	4.31	86.3	86.3	4.53	90.57	0.57
40. Project	4.04	80.74	80.74	4.35	86.92	0.78
41. Oral Presentation	4.46	89.26	89.26	4.53	90.57	0.69
42. Play	4.09	81.85	81.85	4.23	84.62	0.79
43. Interview	4.37	87.41	87.41	4.36	87.17	0.78
44. Dramatic Reading	3.93	78.52	78.52	4.04	80.77	0.80
45. Student Observation	4.19	83.70	83.70	4.34	86.79	0.7

46. Journal	4.09	81.85	0.87	4.13	82.69	0.87
47. Learning log	4.35	87.04	0.83	4.49	89.81	0.79
48. Quizzes	4.43	88.52	0.54	4.63	92.69	0.56
49. Midterm test	4.46	89.26	0.61	4.64	92.83	0.52
50. Final test	4.54	90.74	0.54	4.71	94.23	0.5
Total	4.17	83.67	0.74	4.33	86.75	0.70
Classroom assessment format	Mean	%	S.D.	Mean	%	S.D.
51. Multiple choice	3.78	75.56	0.79	4.25	84.9	0.8
52. True/false	3.85	77.04	0.88	4.09	81.89	0.76
53. Gap-filling	4.31	86.3	0.61	4.48	89.61	0.6
54. Matching	3.83	76.67	0.84	4.11	82.26	0.77
55. Short answer	4.46	89.25	0.57	4.54	90.77	0.63
56. Essay	4.48	89.62	0.77	4.43	88.67	0.83
57. Label a diagram	4.15	82.96	0.79	4.29	85.77	0.74
58. Sentence completion	4.11	82.22	0.69	4.43	88.69	0.73
Total	4.11	82.22	0.74	4.32	86.57	0.73
Reflections on students' progress	Mean	%	S.D.	Mean	%	S.D.
59. Teacher oral feedback	4.52	90.37	0.63	4.58	91.54	0.63
60. Peer written feedback	4.02	80.37	0.94	4.13	82.64	0.78
61. Peer oral feedback	3.94	78.88	0.88	4.21	84.23	0.81
62. Conference	4.55	91.11	0.63	4.58	91.54	0.63
63. Individual oral comment	4.63	92.59	0.49	4.75	95.09	0.43
64. Scores and grades	4.33	86.66	0.75	4.36	87.17	0.74
65. Teacher Written comments	4.52	90.37	0.57	4.34	86.79	0.73
Total	4.35	87.19	0.69	4.42	88.42	0.67
Grand Total	4.25	85	0.30	4.38	87.6	0.64

NOTE: 1.00-1.50 indicating "strongly disagree," 1.51-2.50 indicating "disagree," 2.51-3.50 indicating "neutral," 3.51-4.50 indicating "agree," and 4.51 or above indicating "strongly agree."

Local practices in language assessment

Table 10 shows key trends in Thai preservice English teachers' beliefs regarding local language assessment practices, indicating a positive shift in their alignment with educational standards and inclusivity over time. The overall mean score for their beliefs increased from 4.58 (91.6%) at Time 1 (T1) to 4.66 (93.2%) at Time 2 (T2), reflecting a growing emphasis on the importance of adhering to local and international guidelines in language assessment practices.

At T1, the belief that "Language assessment must reflect Key Performance Areas (KPA)" had the highest mean score of 4.76 (95.19%) with a standard deviation of 0.47, indicating that this was the most strongly held belief among the teachers. This belief slightly increased to 4.77 (95.38%) at T2, maintaining its position as a crucial aspect of their language assessment practices.

The belief that "Teachers must study standards and indicators from the core curriculum 2008 in language assessment practice" also showed a high level of agreement, with a mean score of 4.67 (93.33%) at T1, increasing to 4.75 (95.09%) at T2. This reflects a strong and growing commitment among preservice teachers to align their practices with the national curriculum standards.

In terms of inclusivity, the item "Teachers need to have a plan to assess students with special needs individually" saw a slight increase in agreement, from 4.65 (92.96%) at T1 to 4.74 (94.72%) at T2, highlighting the teachers' increasing awareness and preparedness to address the diverse needs of students in their assessments.

However, there was a small decrease in the belief that "Language test content should be based on representing the multiple religious, ethnic, and gender groups of society," with the mean score dropping from 4.81 (96.29%) at T1 to 4.64 (92.83%) at T2. Despite this decline, the belief remained strong, indicating that while there might be some variability, inclusivity is still a significant consideration in their assessment practices.

Additionally, the belief that "Teachers must know the Regulations to the Education Act" slightly decreased from 4.48 (89.62%) at T1 to 4.44 (88.85%) at T2, suggesting

a minor reduction in emphasis on legal and regulatory knowledge, though it remains a critical area of focus.

Overall, the findings from Table 10 demonstrate that Thai preservice English teachers are increasingly prioritizing aligning their language assessment practices with local and international standards. They also strongly emphasise inclusivity and fairness, as evidenced by the consistently high scores across these items. This deepening understanding and commitment to these principles suggest that the teachers are well-prepared to implement effective and equitable language assessments in their future classrooms.

Table 10 Thai preservice English teachers' LA beliefs in local practices

Local practices (item 66-75)	LA Beliefs (T1)			LA Beliefs (T2)		
	Mean	%	S.D.	Mean	%	S.D.
66. Teachers must know the Regulations of the Education Act.	4.48	89.62	0.57	4.44	88.85	0.63
67. Teachers must study standards and indicators from the core curriculum 2008 in language assessment practice.	4.67	93.33	0.48	4.75	95.09	0.43
68. We must comply with the learning unit assessment and the core curriculum's objectives.	4.65	92.96	0.52	4.64	92.83	0.51
69. Teachers must know CEFR.	4.43	88.51	0.66	4.65	93.08	0.48
70. CEFR must frame teachers' assessments.	4.02	80.37	0.98	4.49	89.81	0.53
71. Teachers need to be aware of assessing students' desirable behaviors.	4.74	94.81	0.44	4.73	95	0.44
72. Language assessment must reflect KPA.	4.76	95.19	0.47	4.77	95.38	0.47
73. Teachers need to have a plan to assess students with special needs individually.	4.65	92.96	0.58	4.74	94.72	0.51
74. Language test content should be based on representing the multiple religious, ethnic, and gender groups of society.	4.81	96.29	0.43	4.64	92.83	0.55
75. Variety in the classroom influences teachers' language assessment uses and design.	4.59	91.85	0.92	4.74	94.72	0.52
Total	4.58	91.6	0.23	4.66	93.2	0.35

NOTE: 1.00-1.50 indicating "strongly disagree," 1.51-2.50 indicating "disagree," 2.51-3.50 indicating "neutral," 3.51-4.50 indicating "agree," and 4.51 or above indicating "strongly agree."

Personal beliefs and attitudes in language assessment

Table 11 shows Thai preservice English teachers' changing personal beliefs and attitudes toward language assessment (LA) across two time points (T1 and T2). The results indicated a positive trajectory in developing these beliefs, with an overall increase in the mean score from 4.29 (85.8%) at T1 to 4.43 (88.6%) at T2. This upward trend suggests that preservice teachers are becoming more confident and consistent in their views on language assessment over time.

The data reveal several vital insights. At T1, the belief that “Teaching activities and materials” influence language assessment practices scored the highest, with a mean of 4.80 (95.92%) and a standard deviation of 0.45. Although this score slightly decreased to 4.71 (94.23%) at T2, it still reflects a strong consensus among the teachers on the importance of teaching materials in shaping assessment practices. Conversely, the lowest-scoring belief at T1 was “Your factor, please indicate (if any),” which had a mean of 3.11 (62.22%) and a standard deviation of 0.71. However, this score increased to 3.68 (73.58%) at T2, indicating a growing recognition of the influence of unspecified personal factors, although these factors remain less influential than others.

Notably, the belief in the influence of “Your former experiences as a school student” showed a significant increase from 4.3 (85.93%) at T1 to 4.58 (91.7%) at T2. This suggests that preservice teachers increasingly acknowledge the impact of their own school experiences on their current assessment practices. Similarly, the influence of “Your mentor teachers” increased from 4.26 (85.18%) at T1 to 4.45 (89.06%) at T2, highlighting the growing importance of mentorship in shaping their assessment beliefs.

Consistently high across both time points was the belief that “The experiences and knowledge you gained from the course of the assessment in your teacher education program” are critical in forming assessment practices. This belief slightly increased from 4.70 (94.07%) at T1 to 4.72 (94.34%) at T2, highlighting the vital role of formal education in developing sound assessment practices.

Lastly, the belief that “Cultural issues and contexts” influence language assessment remained relatively stable, with a mean of 4.31 (87.4%) at T1 and 4.30 (86.04%) at

T2. This stability suggests that while cultural contexts are meaningful, their influence on assessment practices did not change significantly over time.

In summary, the findings from Table 7 reflect an overall support of Thai preservice English teachers' personal beliefs and attitudes toward language assessment. These beliefs are increasingly shaped by their educational experiences, teaching activities, and mentorship, indicating a growing alignment between their personal convictions and professional practices.

Table 11 Thai preservice English teachers' Personal beliefs and attitudes

Personal beliefs and attitudes (Items 76-86)	LA Beliefs (T1)			LA Beliefs (T2)		
	Mean	%	S.D.	Mean	%	S.D.
76. Your personal beliefs (thoughts, opinions, and perspectives that you hold about the purpose, nature, and value of assessments in education)	4.24	84.81	0.93	4.40	88.07	0.65
77. Your former experiences as a school student	4.3	85.93	0.69	4.58	91.7	0.56
78. Your former experiences as an English teacher student	4.57	91.48	0.63	4.67	93.46	0.51
79. The experiences and knowledge you gained from the course of the assessment in your teacher education program	4.70	94.07	0.46	4.72	94.34	0.49
80. Your attitudes toward assessment practices	4.63	92.59	0.62	4.62	92.45	0.73
81. Your colleagues	3.89	77.78	0.6	4.11	82.26	0.83
82. The teaching activities and materials	4.8	95.92	0.45	4.71	94.23	0.45
83. Your mentor teachers	4.26	85.18	0.81	4.45	89.06	0.76
84. Teacher educator	4.37	87.40	0.78	4.44	88.84	0.63
85. Cultural issues and contexts	4.31	87.4	0.9	4.30	86.04	0.8
86. Your factor, please indicate (if any)	3.11	0.71	62.22	3.68	73.58	0.7
Total	4.29	85.8	0.47	4.43	88.6	0.68

NOTE: 1.00-1.50 indicating "strongly disagree," 1.51-2.50 indicating "disagree," 2.51-3.50 indicating "neutral," 3.51-4.50 indicating "agree," and 4.51 or above indicating "strongly agree."

4.3 The relationship between Thai preservice English teachers' LAK and LA beliefs

Table 12 illustrates the relationship between Language Assessment Knowledge (LAK) and Language Assessment (LA) beliefs among Thai preservice English teachers at two key stages of their training: Time 1 (T1) and Time 2 (T2). The results

exhibited insights into how these teachers' knowledge and beliefs about language assessment interact and develop over time.

At T1, the correlation between LAK and LA beliefs is .02, which indicates a very weak but positive relationship. This suggests that at the beginning of their training, there is a minimal yet statistically significant connection between the teachers' knowledge and their beliefs about language assessment. As their training progresses to T2, the correlation shifts to -.090, reflecting a slight negative relationship. This change implies that as the preservice teachers acquire more knowledge, their beliefs might not align directly with this new information, or it might even challenge their initial beliefs.

When considering the overall relationship between LAK and LA beliefs across the entire study, the correlation is .03, again showing a very weak positive connection but statistically significant. This overall trend suggests that while knowledge acquisition is somewhat related to changes in beliefs, the relationship is not strong, indicating that other factors may significantly influence belief formation and modification.

Interestingly, the correlation between T2 LAK and overall LA beliefs is .07, suggesting a weak positive relationship at the end of the training period. This contrasts with the early stages, where the correlation was slightly negative. Additionally, the correlation between overall LAK and T1 LA beliefs is slightly negative at -.05, indicating that early in their training, preservice teachers with more knowledge might experience a slight disagreement between their knowledge and pre-existing beliefs.

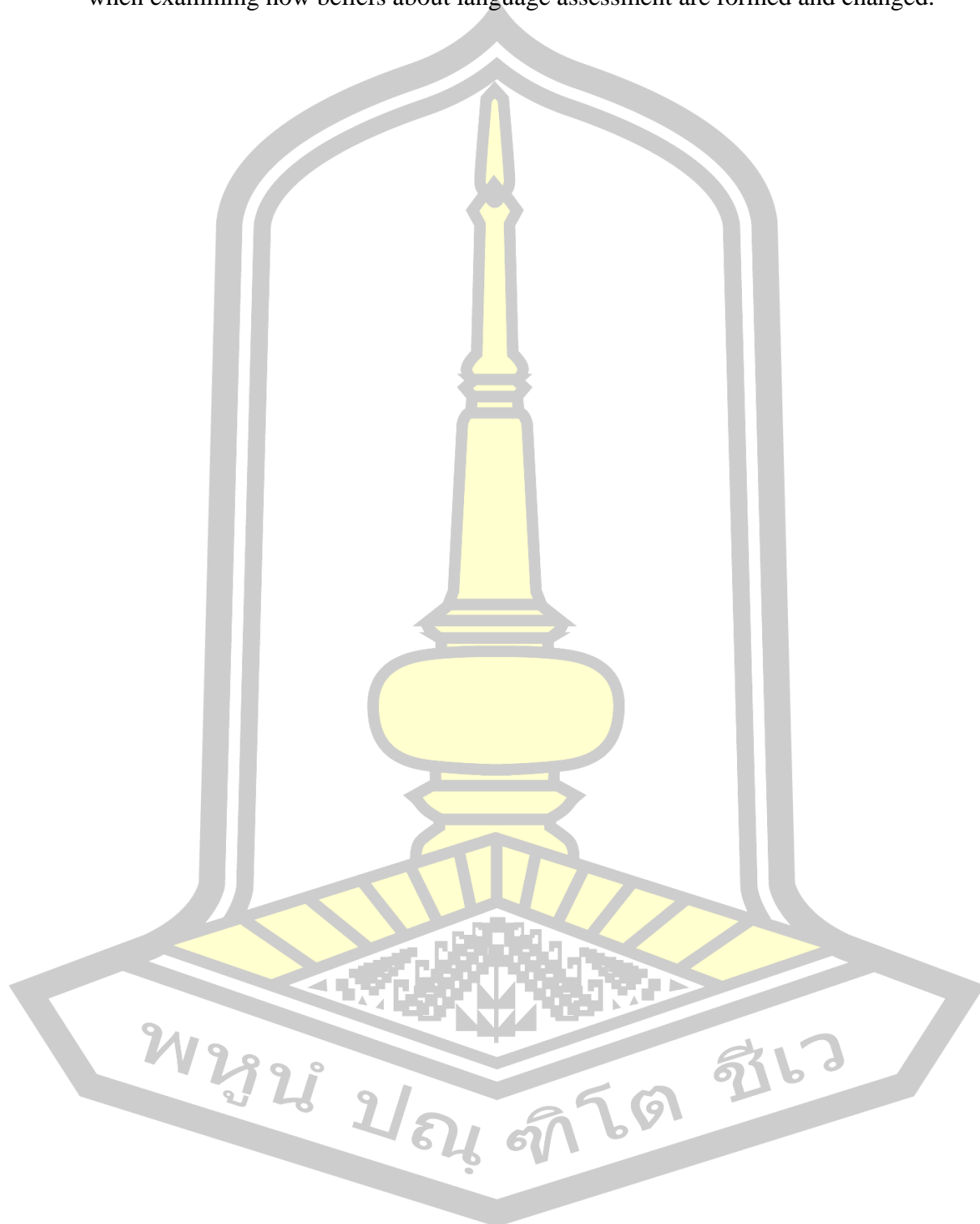
Table 12 The relationship between LAK and LA beliefs

Aspects	T1 (LA beliefs)	T2 (LA beliefs)	Overall Beliefs
T1 (LAK)	.02*	.08	.06
T2 (LAK)	-.090	.07	-.01
Overall LAK	-.05	0.92	.03*

**Correlation is significant at the 0.05 level

The relationship between LAK and LA beliefs among Thai preservice English teachers is generally weak and varies throughout their training. The fluctuating correlations, both positive and negative, suggest that while knowledge plays a role in shaping beliefs, it is not the only factor at play. This complexity highlights the need to

consider additional influences, such as practical experiences and cultural context when examining how beliefs about language assessment are formed and changed.



CHAPTER V

QUALITATIVE RESULTS

This chapter describes the qualitative data analyses used to answer research question 2, comprising two main sections. The first section presents a thematic analysis to shed light on language assessment knowledge (LAK) among Thai preservice English teachers, identifying and categorizing themes such as technical skills, sociocultural values, language pedagogy, local practices, and personal beliefs and attitudes. The second section details the qualitative results regarding their language assessment practices, derived from interviews, focus groups, and observations, offering in-depth insights into their methods, challenges, and strategies. The chapter concludes with a summary encapsulating the key findings, emphasizing the importance of the identified themes in shaping effective assessment practices and reflecting on the practical implications for teacher education programs and future research.

5.1 Language Assessment Practices among Thai Preservice English Teachers

This section examines how Thai preservice English teachers implemented language assessment knowledge (LAK) in their classrooms during their teaching practicum. Qualitative data collected through interviews, focus groups, and classroom observations were segmented into manageable units, with each segment labeled and coded to capture meaningful insights. These transcriptions were categorized into dimensions based on Taylor's (2013) Language Assessment Literacy (LAL) framework (Model B). The resulting codes identified significant patterns in how preservice teachers applied LAK, offering a detailed understanding of their strategies and adaptations.

Data were collected from twelve preservice English teachers at two points during their teaching practicum: the beginning of the first semester (June 2023) and the end of the semester (March 2024). This longitudinal design provided insights into the evolution of language assessment practices over time, revealing both initial expectations and subsequent adaptations to classroom realities. Participants were selected using two criteria: (1) their educational levels during the practicum (six in primary education and six in secondary education) and (2) their LAK test scores, categorized into high, medium, and low proficiency levels. This selection ensured a diverse representation

of teaching contexts and proficiency levels, facilitating a comprehensive analysis of how assessment practices adapt to varied educational settings.

To maintain systematic data analysis, excerpts were coded by their source. Semi-structured interviews were marked as “i” (e.g., [1-i] for the first interview excerpt), focus groups as “f” (e.g., [3-f] for the third focus group excerpt), and classroom observations as “o” (e.g., [20-o] for the twentieth observation excerpt). This transparent coding framework provided a clear method for tracing findings to their sources, ensuring consistency and reliability throughout the data collection and analysis process.

An intercoder agreement process was conducted to ensure the credibility and reliability of the findings. Initially, the primary researcher analyzed and coded the data, identifying themes and sub-themes in alignment with Taylor’s LAL framework. A second coder, an experienced English instructor with expertise in language assessment, independently coded the same data after receiving comprehensive training on the framework. Both coders worked independently to minimize potential bias in their interpretations. Discrepancies between the two sets of codes were resolved through collaborative discussions, ensuring that the coding scheme accurately reflected the data and adhered to the framework. This consensus-driven process enhanced the consistency and reliability of the thematic analysis.

The intercoder reliability assessment focused on five dimensions of Taylor’s (2013) LAL framework: technical skills, sociocultural values, language pedagogy, local practices, and personal beliefs and attitudes. Engaging two coders in a structured consensus-building process ensured the trustworthiness of the findings. This rigorous methodological approach reinforced the reliability of the analysis while highlighting the study’s commitment to producing valid and credible insights into Thai preservice English teachers’ language assessment practices.

Table 12 demonstrates the agreement between the two coders across all dimensions of Taylor’s LAL framework. Both coders assigned identical scores for sociocultural values, language pedagogy, and local practices, indicating complete agreement. Minor differences in technical skills and personal beliefs and attitudes (a discrepancy of one point each) were resolved through discussion, resulting in consensus scores of 32 for

technical skills and 15 for personal beliefs and attitudes. These adjustments brought the total score to 104, confirming the consistency and reliability of the thematic analysis.

The high level of agreement between coders validates the rigorous application of Taylor's LAL framework in this study. The minor discrepancies were easily resolved, ensuring the accuracy and reliability of the final results. This process confirmed the study's robust method for evaluating language assessment literacy, providing reliable and trustworthy findings.

Table 13 Numbers of Taylor's LAL framework (Model B)

Domains	Coder A	Coder B	Dif.	Consensus
Technical skills	33	32	1	32
Socio-cultural values	18	18	0	18
Language pedagogy	23	23	0	23
Local practices	16	16	0	16
Personal beliefs and attitudes	15	16	1	15
Total	105	105	2	104

5.2 Thematic Analysis of Language Assessment Practices among Thai Preservice English Teachers

This section presents findings from a comprehensive thematic analysis of how Thai preservice English teachers implemented language assessment knowledge (LAK) during their teaching practicum. Using 104 agreed-upon codes derived from Taylor's (2013) Language Assessment Literacy (LAL) framework, the analysis identified five key themes reflecting classroom assessment practices' complexities. This rigorous methodological approach—encompassing independent coding, collaborative consensus-building, member-checking, and thematic analysis—ensured the credibility, reliability, and validity of the findings. The analysis provided an accurate and nuanced understanding of the participants' real-world experiences by incorporating two coders: cross-verification and participant feedback.

A robust intercoder agreement process was employed to enhance the reliability of the findings. Initially, the primary researcher analyzed and coded the data, identifying themes and sub-themes aligned with the LAL framework. A second coder, an

experienced English instructor with expertise in language assessment, independently coded the same data after undergoing thorough training on the framework. Both coders worked independently to minimize bias and ensure objective interpretations. Any discrepancies in coding were systematically addressed through collaborative discussions, which refined the coding scheme to accurately represent the data while adhering to the framework (See appendix O).

Table 13 shows the key themes in language assessment practices using 104 agreed codes by the coders. The thematic analysis revealed five major themes aligned with Taylor's (2013) LAL framework. The first theme, *Adaptation of Assessment Practices based on Contextual Constraints*, highlights how preservice teachers adjusted their strategies to navigate challenges such as large class sizes, varying student proficiency levels, and limited time. A consensus of 23 codes underscored the importance of this theme in shaping classroom practices. The second theme, *the Influence of Sociocultural Values on Assessment Flexibility and Standards*, emphasizes how institutional policies and cultural norms influence assessment choices, often necessitating more flexible grading standards to accommodate sociocultural expectations. With a consensus of 23 codes, this theme highlights the impact of sociocultural contexts on classroom practices.

The third theme, *Balancing Personal Beliefs with Institutional Demands*, captures the tensions preservice teachers experienced in aligning their beliefs about effective assessment with school requirements. With 18 consensus codes, this domain highlights the negotiation between personal philosophies and institutional constraints. The fourth theme, *Roles of Mentor Teachers*, illustrates the critical influence of mentors on assessment practices, as many preservice teachers relied on mentor feedback for validation and guidance. Supported by 19 consensus codes, this theme emphasizes mentorship's role in shaping practical assessment approaches. Finally, the fifth theme, *Impact of Local Practices and Student Preferences on Assessment Design*, explores how teachers tailored assessments to local contexts and student needs, often incorporating visual aids, game-based activities, and differentiated tasks. A consensus of 20 codes highlights the value of student-centered approaches in fostering engagement and inclusivity.

The structured and systematic methodology enhanced the study's credibility and reliability. Independent coding by two trained experts and collaborative discussions to resolve discrepancies ensured consistency and minimized bias. Member-checking further validated the findings by allowing participants to confirm the accuracy of the analysis. Quantitative measures, including Cohen's Kappa, confirmed high inter-coder reliability, with scores exceeding 0.97 across themes. This rigorous validation process demonstrated that the identified themes accurately represented the preservice teachers' experiences with language assessment practices.

The thematic analysis revealed that preservice teachers modified their assessment methods based on practical constraints, sociocultural expectations, and institutional demands. These findings provide valuable insights into how teachers adapt their practices to meet the realities of classroom environments. The high level of agreement between coders, combined with the robust methodological approach, underscores the validity and trustworthiness of the study. By identifying these patterns and challenges, this research contributes significantly to understanding language assessment practices and informs teacher education programs on fostering context-sensitive and practical assessment literacy.

Table 14 Themes based on Taylor's (2013) LAL framework

Domains	Coder		Dif.	Consensus
	A	Coder B		
Adaptation of assessment practices based on contextual constraints	23	25	2	23
Influence of sociocultural values on assessment flexibility and standards	23	22	1	23
Balancing personal beliefs with institutional demands	18	18	0	28
Roles of mentor teachers	19	19	0	19
Impact of local practices and student preferences on assessment design	21	20	1	20
Total	104	104	4	104

5.3 Thai Preservice English Teachers' LA Practices during Their Teaching Practicum

This section presents findings from a thematic analysis of language assessment (LA) practices among 12 Thai preservice English teachers during their teaching practicum. The analysis identifies five key themes that illustrate how these preservice teachers approached language assessment in real-world classroom settings: (1) adaptation of assessment practices based on contextual constraints, (2) influence of sociocultural values on assessment flexibility and standards, (3) balancing personal beliefs with institutional demands, (4) roles of mentor teachers, and (5) impact of local practices and student preferences. To enhance the clarity and structure of this analysis, each case is coded by participant and data source, with interview excerpts marked as “i,” focus group excerpts as “f,” and observation excerpts as “o.” This coding system ensures the validity and transparency of the findings by providing a consistent framework for reporting data.

A qualitative approach was used to investigate these language assessment practices through classroom observations, semi-structured interviews, and focus group discussions, enabling data triangulation. This multi-faceted approach allowed for a richer, more nuanced understanding of each participant's assessment practices. Data were collected from twelve preservice English teachers at two points during their practicum: the beginning of the first semester (June 2023) and the end of the semester (March 2024). This longitudinal design provided insights into how teachers' language assessment practices changed over time, capturing initial expectations and subsequent adaptations to the classroom.

The twelve participants were selected based on two criteria to capture diversity in their experiences: (1) educational levels during their teaching practicum (six in primary education and six in secondary education) and (2) LAK test scores, classified into high, medium, and low proficiency levels. The findings offer a comprehensive understanding of how language assessment practices adapt across different educational and proficiency levels by including teachers with varied proficiency levels and classroom contexts. The use of pseudonyms (e.g., Aing, June, Dolly, Karl,

Paul, and Namtan) ensures participant anonymity, supporting ethical research practices.

To maintain a systematic approach to data analysis, excerpts were coded by data source: semi-structured interviews are marked with “i” (e.g., [1-i] for the first interview excerpt), focus groups with “f” (e.g., [3-f] for the third focus group excerpt), and observations with “o” (e.g., [20-o] for the twentieth observation excerpt). This transparent coding framework enhances reliability by providing a clear method for tracing findings to their source, ensuring consistency across data collection and analysis.

The first theme, adaptation of assessment practices based on contextual constraints, reveals how teachers modified their assessment methods to address specific classroom conditions. Factors such as large class sizes, limited resources, and diverse student proficiency levels often required teachers to adapt their original plans. They frequently opt for simpler, group-based assessments or paper-based quizzes when practical constraints limit the feasibility of more interactive approaches.

The second theme, the influence of sociocultural values on assessment flexibility and standards, highlights how sociocultural expectations, like the no-fail policy and the emphasis on high-stakes exams, shaped teachers’ assessment choices. These sociocultural factors often led teachers to adopt more flexible grading standards, ensuring that all students met minimum requirements even when their performance was below target.

The third theme, balancing personal beliefs with institutional demands, reflects the tension teachers experienced between their beliefs about practical assessment and the expectations of their schools, such as aligning with the curriculum and preparing students for exams. Teachers found ways to blend their assessment philosophies with institutional requirements, often prioritizing practical needs over ideal assessment practices.

The fourth theme, the roles of mentor teachers, illustrates mentors’ significant influence on shaping preservice teachers’ assessment practices. Many teachers relied on mentor feedback to ensure assessment quality, as formal validation techniques,

such as statistical validation, were rarely utilized. This reliance on mentors highlights the importance of mentorship in supporting preservice teachers as they navigate practical assessment challenges.

Finally, the theme of local practices and student preferences highlights how teachers adjusted their assessments to align with students' preferred learning styles. Many teachers included visual aids, game-based activities, and differentiated tasks to engage students more effectively and create a more inclusive classroom environment.

This thematic analysis provides a comprehensive view of Thai preservice English teachers' language assessment practices. The structured coding system reinforces the findings' validity, reliability, and trustworthiness, offering a well-rounded understanding of how preservice teachers adapted their practices to meet the realities of their classroom environments.

To further ensure the quality, trustworthiness, and validity of findings, an inter-coder reliability approach was incorporated into the thematic analysis. This process involved recruiting two independent coders who worked alongside the primary researcher to review and code data, including semi-structured interview excerpts, focus group discussions, and classroom observation notes. Each coder underwent training on the coding framework, which defined each theme and provided consistency in interpretation, ensuring all coders had a shared understanding of thematic definitions and coding criteria.

To enhance reliability, each coder initially coded the data independently. Coding discrepancies were recorded and addressed in follow-up discussions, where coders deliberated until a consensus was reached on thematic categorization. This collaborative approach allowed the team to iteratively refine definitions and scope for each theme, minimizing subjectivity and increasing the robustness of the analysis through diverse perspectives.

Quantitative measures were also applied to assess inter-coder agreement. Cohen's Kappa was used to calculate agreement levels across themes, with scores exceeding 0.80, indicating high inter-coder reliability. This strong agreement among coders confirmed that the identified themes accurately represented the preservice teachers'

experiences with language assessment practices. High Kappa scores provided quantitative evidence that the themes were consistently interpreted and reliably coded, reinforcing the validity and trustworthiness of the findings.

Inter-coder reliability ensured a rigorous validation process for the thematic analysis. The structured coding, independent coder review, and consensus-building sessions established a clear and comprehensive representation of participants' experiences. This methodological approach, backed by quantitative validation and a robust coding framework, enhanced the reliability, validity, and trustworthiness of the study, providing a solid foundation for understanding the patterns and challenges in language assessment practices among Thai preservice English teachers during their teaching practicum.

5.3.1 Adaptation of assessment practices based on contextual constraints

Preservice teachers adjusted their assessment methods to match practical realities, such as large class sizes, varying proficiency levels, and limited time. While many aimed to use interactive, communicative assessments, they often reverted to simpler methods due to these constraints. This theme reveals how preservice teachers navigated these challenges while attempting to maintain effective language assessment practices.

Aing started with vocabulary matching tasks but transitioned to picture-cued speaking tests as she adapted to her students' needs, stating, "*I had to introduce interactive assessments to keep up with classroom dynamics*" (1-i).

June focused on grammar and sentence writing due to her limited class time, saying, "*With a big class and just 50 minutes, paper-based assessments were more manageable*" (5-i).

Zac found multiple-choice quizzes effective for time constraints, explaining, "*The quizzes were quick to grade and covered core content*" (9-f).

Dewey engaged shy students through TikTok for speaking assessments, observing, "*Students were more confident presenting in videos than live*" (22-f).

Smile implemented Total Physical Response (TPR) for engagement but used sentence writing for assessments, following her mentor's suggestion: "*My mentor preferred traditional methods, so I adjusted*" (65-i).

Zac, who tutored for entrance exams, relied on standard quizzes, saying, "*These assessments were directly aligned with entrance exam formats*" (73-i).

Taew also adapted assessments for O-NET preparation, stating, *“My focus was on grammar because that’s the main content on O-NET”* (66-i).

Piano introduced a portfolio to assess cumulative work in a practical, straightforward way, explaining, *“The portfolio helped collect and assess students’ progress at semester’s end”* (25-f).

Park used interactive games but kept his tests paper-based to meet his school’s requirements: *“While I like digital assessments, school requirements leaned toward paper tests”* (99-i).

Karl introduced vocabulary and writing tasks that aligned with students’ exam preparation needs, saying, *“I adapted tasks to meet both school expectations and student needs”* (39-i).

This collection of cases underscores how preservice teachers balanced ideal assessment strategies with practical constraints, showcasing a pragmatic approach that allowed them to meet institutional and student needs effectively.

5.3.2 Influence of sociocultural values on assessment flexibility and standards

Sociocultural factors, such as national testing norms, school policies, and community expectations, influenced assessment flexibility. Many preservice teachers adjusted their methods to align with sociocultural values, including a no-fail policy and emphasis on high-stakes exams, even if it conflicted with their instructional values.

Dolly, influenced by her school’s no-fail policy, mentioned, *“I had to make sure all students passed, even if that meant adjusting scores”* (35-i).

Karl aligned his assessments with the school’s preference for written tasks, noting, *“My school emphasized writing over quizzes, so I adjusted accordingly”* (36-i).

Paul simplified tasks to align with curriculum standards due to students’ limited abilities, saying, *“I focused on word writing and matching rather than oral tests”* (80-f).

Taew, preparing students for O-NET, created grammar-based quizzes, stating, *“Grammar drills were necessary to ensure students met O-NET standards”* (68-o).

Namtan tailored her assessments to match curriculum standards despite students struggling with speaking tasks: *“I adapted assessments to focus more on sentence writing to meet curriculum needs”* (40-i).

Zac focused on entrance exam content, explaining, *“My students needed to be familiar with entrance exam formats, so my quizzes mirrored that”* (72-o).

Piano was required to follow DLTV materials, limiting her creativity: *“I had to use DLTV worksheets, which were all close-ended”* (43-i).

June adapted her assessments to large classes and national standards, focusing on written tasks, explaining, *“I assessed progress using simple, written tests”* (34-i).

Park used paper-based tests, aligning with the school’s exam requirements, saying, *“I used school-approved formats to prepare students for tests”* (21-f).

Dewey adopted a lenient grading approach in line with her school’s no-fail policy, noting, *“My principal didn’t want students to fail, so I had to adjust scores”* (41-i).

These cases illustrate the powerful impact of sociocultural expectations on assessment flexibility, where teachers often prioritize alignment with school policies over individual instructional preferences.

5.3.3 Balancing personal beliefs with institutional demands

Many preservice teachers were caught between their beliefs about effective assessments and the demands of their school environments. This theme shows how teachers adjusted their personal beliefs to comply with institutional requirements, often finding ways to integrate their values into structured assessment practices.

Karl balanced his preference for communicative assessments with the school’s focus on writing tasks, sharing, *“I included writing that reflected real-life language but met the school’s expectations”* (96-f).

Paul created specialized tasks for students with disabilities, saying, *“My goal was fairness, so I adjusted for students with different abilities”* (97-f).

June expressed frustration over limited assessment freedom, explaining, *“School policy constrained my ability to assess freely”* (92-f).

Dolly added extra points to align with the school’s minimum grading policy, mentioning, *“I made sure all students passed, which sometimes required leniency”* (94-i).

Park incorporated Kahoot for student engagement while aligning assessments with exam prep, saying, *“Kahoot helped engage students while meeting school standards”* (84-i).

Taew felt pressured by O-NET requirements to focus on specific content, stating, *“O-NET standards guided my assessment approach”* (49-f).

Smile was required to follow her mentor’s preferred assessment style, explaining, *“I had to align my practices with the school’s culture”* (47-i).

Piano adjusted grading to ensure students passed, acknowledging, *“School requirements influenced my scoring, especially with struggling students”* (91-f).

Zac balanced exam preparation with student engagement, noting, “My students responded better to game-based tasks, but I had to keep it exam-focused” (103-i).

Aing initially focused on communicative tasks but adapted to fit school requirements, saying, “I introduced writing assessments to match the school’s preference” (52-i).

These cases highlight the challenges preservice teachers face in balancing personal beliefs with institutional requirements, adapting their practices to fit school policies while maintaining a degree of their instructional values.

5.3.4 Roles of mentor teachers in shaping assessment validation and methods

Mentor teachers significantly shaped the preservice teachers’ assessment methods, often substituting formal validation techniques with mentor feedback. This theme emphasizes how mentors guided assessment practices, sometimes limiting preservice teachers’ exploration of diverse techniques.

Aing depended on her mentor for feedback, admitting, “I relied on my mentor’s guidance for assessment quality” (1-i).

Smile followed her mentor’s preferred assessment style, explaining, “My mentor preferred traditional methods, so I adhered to those” (27-f).

Paul relied on mentor feedback rather than statistical validation, noting, “My mentor reviewed my assessments, which helped ensure quality” (13-i).

Piano structured her portfolio with her mentor’s guidance, stating, “My mentor helped design the portfolio for semester-end assessment” (24-i).

Dewey adapted her assessments based on mentor suggestions, mentioning, “My mentor’s feedback led me to change my rubric” (23-f).

June followed her mentor’s guidance on grading practices, stating, “My mentor confirmed the grading criteria were appropriate” (28-f).

Zac relied on mentor recommendations to maintain school standards, explaining, “My mentor directed me to stick to standard assessment forms” (31-f).

Dolly incorporated feedback from her mentor to align with school guidelines, saying, “I followed my mentor’s advice on assessment design” (8-i).

Karl modified his rubric based on mentor suggestions, noting, “My mentor’s input improved my assessment accuracy” (11-i).

Taew shifted to more standardized assessments under mentor guidance, stating, “My mentor helped me design grammar-focused assessments for consistency” (30-i).

These cases reveal how mentors often played a central role in shaping assessment practices, guiding preservice teachers' decisions and sometimes limiting experimentation with varied assessment techniques.

5.3.5 Impact of local practices and student preferences on assessment design

Preservice teachers tailored their assessments to align with student preferences and local educational practices. By adapting tasks to reflect students' interests and abilities, they created engaging assessments that promoted inclusivity and supported diverse learning needs.

Namtan integrated visuals to support student engagement, explaining, "*Visuals helped engage students who struggled with text-based tasks*" (83-i).

Paul developed differentiated tasks for learning-disabled students, saying, "*I adjusted assessments to make them accessible for all students*" (81-i).

June included drawing and coloring tasks and observing, "*Students enjoyed drawing tasks, so I added them to assessments*" (77-i).

Dolly designed quiz games to engage students, stating, "*I wanted assessment to be fun and engaging, so I used games*" (87-i).

Piano added creative tasks for engagement, noting, "*Coloring and drawing kept students interested*" (86-i).

Smile focused on word recognition tasks to match student ability levels, saying, "*I tailored assessments to students' realistic skills*" (87-i).

Aing used simpler tasks for younger students, explaining, "*I adjusted difficulty to match my students' levels*" (74-i).

Taew included activities that were familiar to students to increase comfort, noting that "*Familiar content made assessments less intimidating*" (69-o).

Karl created assessments based on student's interests, mentioning, "*I adapted tasks to topics they were interested in to keep them engaged*" (79-i).

Park used Kahoot to assess grammar points, stating, "*Interactive tools made grammar assessments more enjoyable*" (98-i).

These cases illustrate how preservice teachers leveraged local practices and student preferences to design engaging, inclusive assessments, showing the importance of adapting to student needs to foster motivation and support diverse abilities.

5.4 Patterns of Language Assessment Practices among Thai Preservice English Teachers During Teaching Practicum

The thematic analysis of language assessment practices among Thai preservice English teachers during their teaching practicum reveals intricate patterns and adjustments made in response to diverse factors. This analysis, organized by specific themes, provides insights into how theory-driven assessment approaches shifted towards more pragmatic, context-sensitive strategies across different ability levels.

5.4.1 Shift from theory-driven to pragmatic, context-sensitive assessment

The analyses of the present findings revealed that the transition from theoretical principles to context-sensitive, practical assessments emerged prominently. Many teachers modified their assessment practices to address classroom dynamics, such as varying student proficiency levels and large class sizes, particularly by incorporating familiar and manageable assessment forms. While some teachers initially attempted communicative and interactive assessments, many reverted to simpler, more structured methods better suited to their classroom realities. The following examples support the pattern of Thai preservice English teachers that pragmatically adapt assessments in response to classroom and institutional limitations, suggesting the shift toward practical, context-sensitive strategies over theoretical ideals.

Aing moved from worksheets to communicative assessments like role-plays saying, “*Role-play helped engage my students better*” (2-i).

June maintained paper-based quizzes to manage her large class, stating, “*It’s practical given my time limits and class size*” (7-i).

Karl blended written tasks with communicative approaches but noted constraints, saying, “*Realistically, the school demands paper-based evaluations*” (38-i).

Dewey incorporated TikTok for speaking tasks, which engaged shy students, adding, “*Video tasks boosted student confidence in speaking*” (22-f).

Park used Kahoot quizzes, but practical limitations kept his focus on multiple-choice formats aligned with exams, explaining, “*Kahoot kept students motivated, but I focused on exam-style questions*” (32-f).

Paul moved from traditional worksheets to Blooket for vocabulary, stating, “*Blooket made learning interactive, though I lacked validation techniques*” (16-i).

Namtan introduced oral tests to supplement worksheets, noting, “*Oral tests captured student abilities better, especially in speaking*” (18-i).

Taew used grammar-focused tasks for O-NET preparation, explaining, “*Exam prep made interactive assessments challenging*” (48-f).

Piano used portfolios as summative assessments by T2, noting, “*Portfolios helped track progress across the semester*” (25-f).

Smile relied on her mentor’s guidance, which kept her assessments traditional, adding, “*Mentor feedback helped maintain quality, but restricted new methods*” (100-i).

5.4.2 Balance between personal beliefs and institutional constraints

The results showed that teachers often balanced their personal assessment beliefs with institutional policies. They modified their practices to meet school expectations, high-stakes testing, or curriculum alignment, revealing a negotiation between their beliefs and practical demands. The excerpts below provide evidence to support this argument that Thai preservice English teachers maintained the balance between personal assessment ideals and the practical requirements imposed by schools, indicating how institutional constraints shaped their assessment practices.

Karl aligned assessments with personal beliefs in task-based assessments, though limited by paper-based formats, stating, “*Writing tasks aligned with my philosophy but met school standards*” (37-i).

Dolly conformed to her school’s no-fail policy, explaining, “*I adjusted grading to ensure students passed due to policy demands*” (35-i).

Paul designed quizzes for students with learning disabilities, reflecting, “*Fair assessments should recognize different abilities*” (97-f).

June added points per her mentor’s advice, noting, “*Extra points helped students pass, meeting school standards*” (92-f).

Aing balanced role-play and structured assessments, explaining, “*I combined interactive and written tasks to fit school expectations*” (33-f).

Piano conformed to DLTV standards in assessments, adding, “*DLTV templates restricted flexibility, despite my preference for variety*” (45-i).

Taew aligned with O-NET requirements, stating, “*Grammar and vocabulary focus was necessary for exam preparation*” (48-f).

June prioritized her large class needs over communicative assessments, explaining, “*Only written tasks were feasible with limited time*” (6-i).

Park focused on curriculum goals over preferred methods, saying, “*Quiz-based assessments aligned with curriculum demands*” (60-i).

Zac emphasized exam-aligned assessments for entrance exam prep, noting, “*Exam-based tasks matched institutional needs for test preparation*” (1-i).

5.4.3 Impacts of time and resources limitations on assessment validation

The analysis of the findings revealed that time constraints and limited resources influenced teachers’ validation practices. Many teachers relied on mentor feedback or personal judgment rather than formal validation methods, highlighting a gap in technical skills. The following examples provide evidence to support this claim that time and resource limitations impacted the practice of assessment validation, suggesting a reliance on mentor guidance over formal assessment techniques.

Smile used mentor-provided assessments without validation, saying, “*I trusted the mentor’s quiz for quality*” (29-i).

Paul relied on self-checks due to a lack of validation knowledge, stating, “*I assessed quality independently since I didn’t know formal methods*” (16-i).

Dewey admitted limited knowledge of rubric validation, noting, “*I couldn’t validate the rubric statistically*” (23-f).

June prioritized time-saving quizzes over complex assessments, explaining, “*Large class sizes limited my ability to validate thoroughly*” (7-i).

Aing depended on her mentor for assessment quality, saying, “*I sent scoring rubrics to my mentor for feedback*” (3-i).

Dolly lacked the resources to conduct in-depth validation, adding, “*I had no time to use any statistical analysis*” (10-f).

Piano followed DLTV templates due to time constraints, noting, “*Pre-designed DLTV items didn’t allow for customization or validation*” (44-i).

Taew emphasized grading practicality over validation, stating, “*Scoring required flexibility rather than formal checks*” (102-i).

Namtan used informal checks for oral assessments, explaining, “*Mentor oversight replaced statistical validation*” (17-i).

Karl validated assessments through mentor feedback, saying, “*Mentor approval confirmed quality without statistical methods*” (12-i).

5.4.4 Language assessment design based on needs and preferences

The study showed that Thai preservice English teachers frequently adapted their assessments to align with student preferences, indicating a student-centered approach. Many incorporated visual aids, games, and differentiated tasks to maintain engagement and accommodate varying proficiency levels. Here are the examples to support this claim.

June integrated drawing and coloring to engage younger students, stating, “*Coloring made assessments more enjoyable*” (76-i).

Paul designed different quizzes for learning-disabled students, noting, “*Specialized tasks were fairer for LD students*” (81-i).

Dolly used game-based assessments to make quizzes engaging and explained, “*Games made assessment fun and motivating*” (78-i).

Piano used portfolios to assess growth, saying, “*Portfolios reflected student progress beyond exams*” (25-f).

Park customized content to align with student context, stating, “*I removed irrelevant content to focus on familiar topics*” (85-i).

Dewey used interactive speaking tasks via TikTok, adding, “*Video tasks helped build confidence in shy students*” (22-f).

Namtan adapted assessments with oral tasks to support phonics, explaining, “*Oral tests captured phonics skills better than worksheets*” (18-i).

Taew tailored assessments for autistic students, saying, “*I added handwriting and drawing to engage autistic students*” (89-i).

Karl emphasized tasks aligned with student interest, noting, “*Students liked superhero themes in their writing tasks*” (57-o).

Smile included creative tasks to enhance engagement, stating, “*Drawing and writing tasks made assessments more engaging*” (88-f).

These examples argue that teachers prioritized student engagement and accessibility, adjusting assessments based on student needs and preferences to foster a more inclusive classroom environment.

5.4.5 Conformity with institutional demand and high-stakes testing

The study showed that institutional demands and the focus on high-stakes exams, such as the O-NET, significantly influenced assessment choices. Many preservice teachers prioritized exam-aligned tasks and simpler formats due to institutional pressures, balancing alignment with curriculum goals and students' needs for exam preparation. The following examples support the role of institutional demands and high-stakes testing in shaping assessment practices, emphasizing the influence of school culture on preservice teachers' choices.

Park focused on exam-style quizzes to prepare students for high-stakes exams, noting, *“Quizzes simulated the exam format students would face”* (20-i).

Piano followed DLTV guidelines, stating, *“Using DLTV materials meant fewer options for customization”* (43-i).

Zac modeled assessments on entrance exam formats, explaining, *“Exam-style quizzes aligned with institutional goals for test preparation”* (71-i).

Dolly adhered to the school's no-fail policy, adding, *“I had to make sure all students passed even if that meant adjusting scores”* (35-i).

Karl aligned tasks with curriculum goals but maintained a personal assessment style, stating, *“I combined my approach with school standards”* (38-i).

June emphasized grammar-focused assessments, saying, *“Grammar and vocabulary assessments matched the school's curriculum demands”* (4-i).

Aing structured assessments based on the curriculum, adding *“Tasks aligned with specific curriculum indicators”* (90-f).

Taew prioritized O-NET prep, explaining, *“Standardized test prep focused on grammar and vocabulary”* (48-f).

Dewey adapted to the no-fail policy, stating, *“Flexible scoring met the principal's requirement for pass rates”* (42-i).

Namtan adjusted assessments to align with student capabilities while meeting curriculum standards, explaining, *“I matched test difficulty with curriculum goals and student abilities”* (82-i).

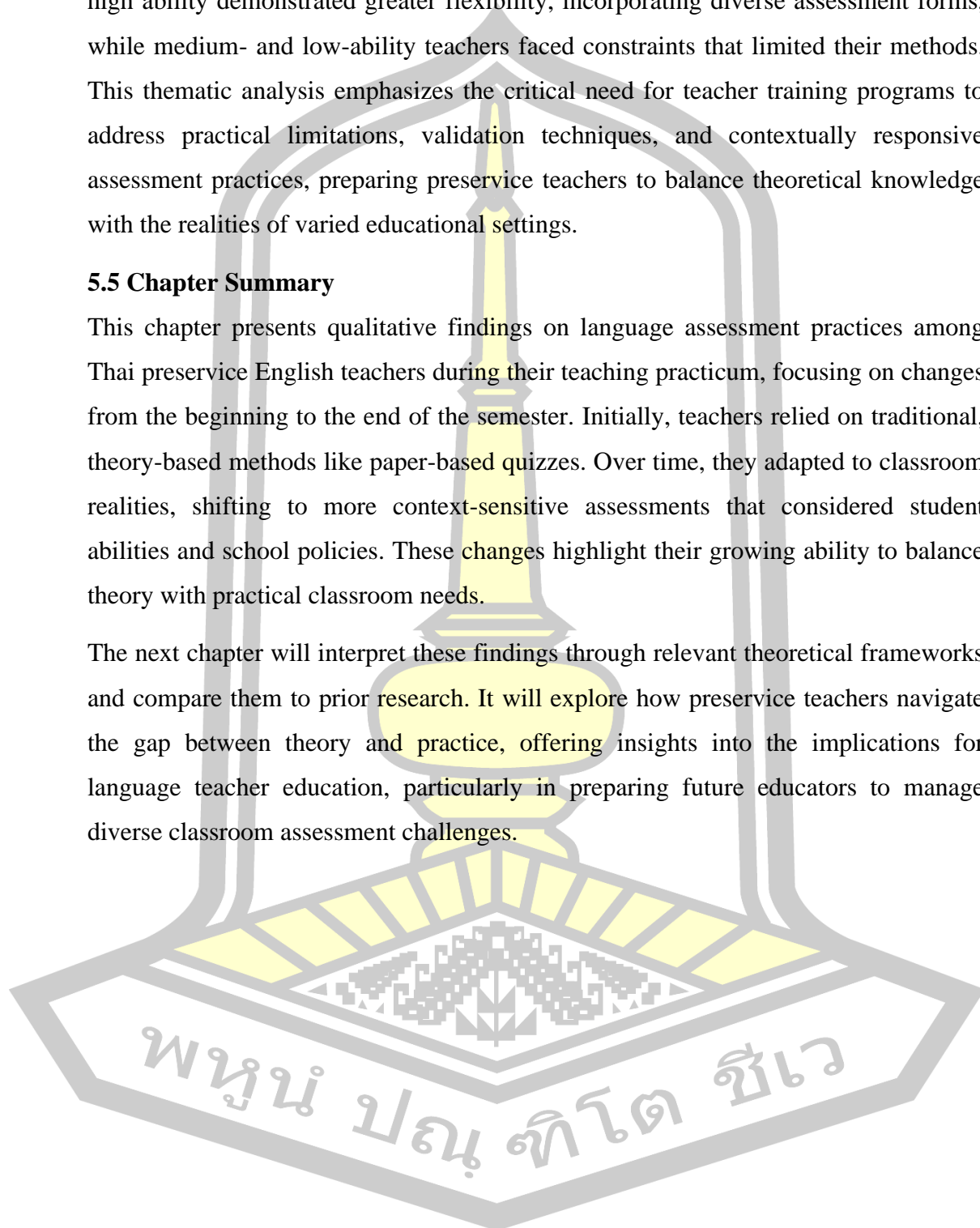
This analysis, supported by multiple examples for each theme, stresses the dynamic nature of language assessment practices among Thai preservice English teachers. These findings illustrate how teachers adapted theoretical principles to align with

practical classroom demands, student needs, and institutional policies. Teachers with high ability demonstrated greater flexibility, incorporating diverse assessment forms, while medium- and low-ability teachers faced constraints that limited their methods. This thematic analysis emphasizes the critical need for teacher training programs to address practical limitations, validation techniques, and contextually responsive assessment practices, preparing preservice teachers to balance theoretical knowledge with the realities of varied educational settings.

5.5 Chapter Summary

This chapter presents qualitative findings on language assessment practices among Thai preservice English teachers during their teaching practicum, focusing on changes from the beginning to the end of the semester. Initially, teachers relied on traditional, theory-based methods like paper-based quizzes. Over time, they adapted to classroom realities, shifting to more context-sensitive assessments that considered student abilities and school policies. These changes highlight their growing ability to balance theory with practical classroom needs.

The next chapter will interpret these findings through relevant theoretical frameworks and compare them to prior research. It will explore how preservice teachers navigate the gap between theory and practice, offering insights into the implications for language teacher education, particularly in preparing future educators to manage diverse classroom assessment challenges.



CHAPTER VI

DISCUSSION

This chapter will discuss the research findings in relation to the theoretical framework and previous studies on classroom language assessment and teacher assessment beliefs and practices to gain better insights and draw conclusions about the field. The discussion is presented based on the research questions, which investigate the classroom language assessment knowledge, beliefs and practices of Thai preservice English teachers from high language assessment knowledge, moderate language assessment and low language assessment preservice English teachers, as well as the change over time of their language assessment knowledge, beliefs and practices. Next, this chapter presents implications for further studies in classroom language assessment. It offers insights into the practices for language teacher education, particularly in preparing future educators to manage diverse classroom assessment challenges.

6.1 Thai Preservice English Teachers' Language Assessment Knowledge (LAK)

This section explores Thai preservice English teachers' language assessment knowledge. The quantitative data from the LAK pretest and LAK posttest were used to illustrate how much Thai preservice English teachers possess language assessment knowledge. The analysis revealed that these preservice teachers initially demonstrated an average performance. Moreover, the overall results indicated no significant improvement between the two time points. The analysis revealed noteworthy findings. The participants showed a significant improvement in technical skills. Specifically, there was a statistically significant decrease in local practice scores between T1 and T2. These results suggest that Thai preservice English teachers are actively adjusting and enhancing their LAK in response to the evolving demands of their teaching contexts and environments.

This result aligns with other studies (Bonh & Tsagari, 2021; Kremmel & Harding, 2019; Lan & Fan, 2019; Nikmard & Mohamadi, 2020; Ölmezer-Öztürk & Aydin, 2018; Tajeddin et al., 2022). Their language assessment knowledge gradually improved throughout the practicum, indicating a positive trajectory in their learning and understanding of language assessment principles. This progressive enhancement

in LAK can be interpreted through a behaviorist lens, emphasizing the role of drills, practice, and repetition in learning (Richards & Rogers, 2014). According to behaviorist theory, repeated exposure to specific tasks and concepts reinforces learning, leading to the development of skills and a deeper internalization of knowledge. In this context, the preservice teachers' regular engagement with language assessment tasks and ongoing practice and feedback during their practicum likely contributed to their improved performance. As they continuously applied their knowledge in real classroom settings, they gained practical experience, further strengthening their understanding of language assessment. This suggests that the structured, repetitive training played a crucial role in enhancing their LAK, highlighting the importance of practical, hands-on experience in teacher education programs.

The study revealed a significant decline in Thai preservice English teachers' understanding and application of local assessment practices despite improving their language assessment knowledge (LAK). The context-bound, dynamic nature of language assessment may account for this decline, where the specific educational environment heavily influences effectiveness (Yan et al., 2017). This could be attributed to the fact that the assessment courses in their teacher education programs primarily focused on theories and principles of assessment, with limited emphasis on practical application. As a result, the participants may have lacked the skills to effectively translate theoretical knowledge into real-world practice. This gap might make preservice teachers find implementing assessment practices in school settings particularly challenging. Moreover, high-stakes testing and mandates often pressure Thai preservice teachers to focus on standardized practices, limiting their ability to adapt assessments to local needs. The varying assessment cultures within schools further complicate this, as preservice teachers may struggle to reconcile their training with real-world demands, leading to decreased confidence in applying local practices. These findings highlight the need for teacher education programs to emphasize contextualized training, equipping preservice teachers with the skills to effectively guide and adapt to diverse classroom settings.

The study revealed that a significant increase in technical skills of language assessment knowledge among Thai preservice English teachers may be due to hands-on practice in classroom settings. Technical skills in language assessment, such as statistical analysis, test design, bias identification, and digital literacy, are crucial for creating valid and reliable assessments (Bonh & Tsagari, 2021; Kremmel & Harding, 2019). Through repeated drills and practical application during their teaching practicum, preservice teachers improved their proficiency in these areas. This real-world experience equipped Thai preservice English teachers with the practical skills of digital literacy, test designs and statistical knowledge in language assessment. The study also argued that teaching practicum enriched their theoretical understanding of language assessment in dynamic, context-sensitive language classrooms.

6.2 Thai Preservice English Teachers' Language Assessment (LA) Beliefs

This section presents the evolving beliefs of Thai preservice English teachers regarding language assessment (LA) during their teaching practicum in schools. The data were gathered through a five-point Likert scale questionnaire, offering valuable insights into how these beliefs shifted over time. The study revealed that Thai preservice English teachers consistently demonstrated a high level of agreement with language assessment practices throughout their teaching practicum, underscoring the importance of language assessment within this group. These findings align with previous research (Bui, 2023; Imsa-ard & Tangkiengsirisin, 2023; Tsagari et al., 2023; Yan et al., 2022), which highlighted the central role of language assessment in teacher development. Despite this strong agreement, the study found that changes in the teachers' language assessment beliefs during their practicum were not statistically significant over time.

This stability in beliefs can be attributed to the context-bound nature of language assessment, which requires a deep understanding of various dimensions, including language pedagogy, technical skills, sociocultural values, local practices, and personal beliefs (Brown, 2014). For Thai preservice teachers, technical skills and local practices are particularly emphasized, as they are essential for validating assessment tools, aligning assessments with school requirements, and conducting action research—key components of their practicum experience. Interestingly, while personal beliefs and attitudes toward language assessment showed significant change

post-practicum, other dimensions, such as technical skills, sociocultural values, and local practices, remained largely unchanged. This suggests that the teaching context and practicum experiences play a crucial role in shaping these future teachers' beliefs, as supported by previous studies (Borg, 2006; Cheng & Fox, 2017; Sevimeel-Sahin, 2021).

Consistent with previous studies (Cheng & Fox, 2017; Dashti, 2019; Tao, 2014; Tsagari et al., 2022), language assessment beliefs can align with or diverge from prevailing educational or curricular expectations and consist of four main philosophies: classical philosophy, progressivism, reconstructionism, and post-modernism. Classical philosophy emphasizes traditional methods, focusing on vocabulary and grammar through drills and objective tests. Progressivism focuses on learner-led approaches, aligning assessment with students' interests and ongoing processes. Reconstructionism adopts standards-based assessment, aligning with curricular goals like school benchmarks. Post-modernism, or eclectic, advocates for daily, individualized assessments tailored to students' varying proficiency levels and interests.

Several factors influence language assessment beliefs, including internal, contextual, and external factors (Dashti, 2019). Internal factors are personal, such as teachers' experiences, training, and assessment knowledge. Contextual factors include school assessment culture, students' and parents' beliefs, classroom management, and teaching environment. External factors involve high-stakes tests, mandates, and proposed frameworks. Research shows that context and background significantly affect teachers' language assessment beliefs. For example, large class sizes, teaching loads, and departmental policies impacted Thai preservice English teachers' beliefs. The context-specific needs for assessment literacy training varied among Thai preservice English teachers, emphasizing the importance of alternative assessment methods.

The present study indicates that Thai preservice English teachers' language assessment (LA) beliefs do not change significantly during their teaching practicum. Despite this stability, several factors can still influence their LA beliefs. The findings indicate that preservice teachers are generally well-prepared to adjust their assessment

practices to meet the demands of different educational environments. Assumably, the university where preservice English teachers receive their training in English education and language assessment operates within a context similar to the local environments in which they will teach. This shared context suggests that these preservice English teachers develop beliefs grounded in local practices and sociocultural values, preparing them to apply real-world language assessment practices in their future classrooms. While technical skills and knowledge of language pedagogy are essential, the consistency in beliefs related to sociocultural values and local practices suggests that these aspects are well integrated into their training. This result highlights the need for practical, context-sensitive training that aligns assessment practices with specific school settings, better preparing preservice teachers for practical assessment in diverse contexts.

6.3 The relationship between LAK and LA beliefs of Thai preservice English teachers

The study identified a modest but significant relationship between language assessment knowledge (LAK) and language assessment (LA) beliefs among Thai preservice English teachers. This relationship may be attributed to the context-bound nature of language assessment, where practices are shaped by local classroom environments, sociocultural values, and institutional norms. While preservice teachers gain theoretical knowledge of language assessment during their coursework, their actual assessment practices are often influenced by the specific demands of their teaching contexts. The relatively small correlation found in this study underscores the complexity of aligning theoretical knowledge with practical application in diverse classroom settings, where local practices may moderate the impact of broader assessment principles.

The study also observed negative, albeit statistically insignificant, relationships between certain aspects of LAK and LA beliefs. This suggests that the multidimensional and context-specific nature of language assessment requires an understanding of various factors, including language pedagogy, technical skills, sociocultural influences, and personal beliefs (Borg, 2006; Brown, 2014; Cheng & Fox, 2017; Sevimeh-Sahin, 2021). For instance, external pressures such as student and

parental expectations for traditional assessment methods may challenge preservice teachers' ability to implement innovative assessment approaches, leading to discrepancies between their training and classroom realities. Additionally, classroom management issues, diverse student needs, and limited resources can further complicate the alignment of assessment practices with theoretical knowledge.

Contextual factors, particularly the assessment culture within schools, may be another factor that influences preservice teachers' assessment practices. Institutions that prioritize standardized testing, high-stakes tests (i.e., national examinations, university entrance exams), or rigid methods for assessing student progress can create challenges for preservice teachers, who may struggle to reconcile these practices with the principles they have learned during their training. This disconnect can affect their confidence in applying local assessment practices effectively.

Interestingly, the study found that preservice teachers held similar beliefs about the importance of language assessment literacy regardless of their LAK levels (high, medium, or low). This aligns with findings from previous studies, suggesting that LAK and beliefs are not closely correlated and that teachers' personal beliefs and attitudes toward assessment may not vary significantly with their knowledge level (Mykhaylova, 2022; Nguyen, 2016). However, these findings differ from those of researchers who argue that higher levels of LAK are associated with more positive attitudes towards language assessment (Imsa-ard & Tangkiensirisin, 2023; Weng, 2023). These contrasting perspectives highlight the need to further investigate how knowledge and beliefs interact within various educational contexts.

6.4 Thai Preservice English Teachers' Language Assessment Practices during Practicum

This section explores the evolving Language Assessment Knowledge (LAK) practices of Thai preservice English teachers during their practicum, demonstrating how theoretical understanding, contextual factors, and sociocultural values shape classroom assessments. Adopting a qualitative approach, the study analyzed classroom observations, semi-structured interviews, and focus group discussions to gain insights into these teachers' assessment practices. Based on their LAK test scores, the participants categorized into high, medium, and low ability levels revealed

how classroom environments, mentor influence, and local educational norms shape their evolving practices. Findings show that preservice teachers' LAK application was consistent over time, but their assessment practices became increasingly context-sensitive, addressing the unique needs of each classroom setting.

The study's findings highlight how Thai preservice English teachers adapt their language assessment practices during their teaching practicum, integrating theoretical knowledge with practical considerations shaped by sociocultural and institutional contexts. Across all levels of language assessment knowledge (LAK), preservice English teachers showed varied levels of adaptation to meet classroom demands, which reflected how practical realities shape assessment methods in distinct ways. These arguments, supported by empirical evidence from the study, illuminate the dynamic between theory, context, and assessment practices among Thai preservice English teachers.

6.4.1 Adaptation of assessment practices based on contextual constraints

The shift from theory-driven to practical assessment methods among preservice teachers highlights the adjustments teachers often make when moving from a training environment to a real classroom. Although preservice teachers, like Aing (Case 1), initially planned to use communicative assessments (which encourage speaking and interaction), they found that classroom realities, such as large class sizes and varying student skill levels, required more flexible and straightforward approaches. By the end of her practicum, Aing had adjusted her approach to simpler, group-based assessments. She shared, *"I realized that strict adherence to communicative assessment was difficult with large class sizes and mixed proficiency levels, so I began to use simpler, group-based assessments"* (53-i). This example shows how teachers adapt their methods to the practical demands of the classroom.

This shift towards more manageable methods, especially in response to real-world constraints, echoes findings in Giraldo's (2018) study, where teachers modified their assessment strategies to fit classroom conditions. For these Thai preservice teachers, additional limitations such as large class sizes and school policies reinforced the use of traditional assessment methods (like quizzes or worksheets) over more interactive or communicative techniques. This research emphasizes that teachers often need to

make pragmatic changes to theoretical approaches, choosing feasible methods in their specific classroom settings.

Another preservice teacher, June (Case 2), relied on paper-based quizzes to assess her students' learning because she only had 50 minutes with her large class. She said, "*My class is quite big, and I have only 50 minutes, so I stick to paper-based tests*" (7-i). In this regard, June's choice to use traditional methods, like paper-based quizzes, reflects how logistical constraints—such as limited time and class size—affect her ability to use interactive assessment techniques. As noted by Watson Todd et al. (2021) and Pojanapunya et al. (2024), this example demonstrates how teachers often make practical compromises in response to classroom demands, showing the need for adaptable, context-sensitive assessment strategies in natural teaching environments.

Overall, these findings highlight the importance of flexibility and practicality in assessment. Teachers must consider classroom size, time limitations, and school requirements to implement the best possible assessment methods for their specific contexts.

6.4.2 Influence of sociocultural values on assessment adaptability and criteria

Sociocultural values and policies, such as Thailand's no-fail policy and a strong emphasis on high-stakes exams, had an evident influence on how preservice teachers assessed their students. Take the following cases as examples to support this argument. Dolly (Case 15) explained her experience with the no-fail policy, which required her to be flexible with grading. She stated, "*The school director instructed that students should not get lower than grade B, so I must be flexible in scoring students' tasks*" (35-i). This policy led Dolly to adjust her scoring to ensure all students passed, even if their actual performance did not fully meet the academic standards. This aligns with Rea-Dickins (2001), who found that assessment policies in some educational systems encourage more lenient grading practices when strict pass-fail requirements are in place.

Similarly, Karl (Case 16) adapted his assessment approach to meet his school's preference for traditional, paper-based tasks. He stated, "*I used writing tasks because my school emphasized written assessments over quizzes*" (39-i). This reflects how Karl's school valued certain types of assessments (like writing tasks) more than

others, such as quizzes, which shaped how he assessed his students. Karl's choice to follow his school's preferred methods shows how school culture and sociocultural values guide assessment practices. Teachers in an environment with set norms and expectations often feel compelled to align their methods with these standards, even if they learned different approaches during their training.

For other preservice teachers, the emphasis on high-stakes exams (like the O-NET in Thailand) further influenced their practices. High-stakes exams are essential for students' progression through school, so teachers often feel pressure to prepare their students specifically for these tests. For example, Taew described how this pressure shaped her choice of assessment tasks: *"I focused on vocabulary and grammar exercises because these are important for the O-NET exam"* (49-f). Knowing that her students would need to perform well on this national test, Taew chose to prioritize skills and content areas that matched the test format rather than using broader or more interactive assessments.

These findings align with and expand upon previous studies examining the impact of sociocultural expectations and policies on assessment practices in various educational contexts. Like Rea-Dickins (2001), who observed that assessment policies often encourage lenient grading practices when strict pass-fail requirements exist, this study reveals that Thailand's no-fail policy similarly affects preservice teachers' grading standards. Dolly's case, in which she adjusted scores to ensure students did not fall below a minimum passing grade, reflects how institutional policies can pressure teachers to be flexible with scoring, sometimes at the expense of accurately reflecting student performance.

Additionally, the influence of school culture on assessment methods mirrors findings from Borg's (2006) work, which showed that school expectations often shape teachers' practices more than their theoretical training. For instance, Karl's preference for written tasks over quizzes was driven by his school's preference for paper-based assessments. Similarly, Borg found that school culture often precedes teachers' theoretical knowledge when implementing assessments, as teachers frequently align their practices with established norms and preferences within their teaching environments.

High-stakes exams also play a crucial role in shaping assessment practices. Tsagari and Vogt (2017) found that teachers in exam-oriented settings often prioritize assessment content directly related to these exams. In this study, Taew's choice to focus on vocabulary and grammar exercises to prepare her students for the O-NET exam reflects this finding. Like Tsagari and Vogt's participants, Thai preservice teachers felt pressure to emphasize exam-related content, often limiting their ability to apply broader, more interactive assessment methods.

This study's findings also resonate with Brown and Bailey's (2008) research on the restrictive impact of high-stakes exams on assessment diversity. Brown and Bailey found that teachers tend to use traditional testing methods (like multiple-choice or fill-in-the-blank) when high-stakes tests are a priority, as these formats are straightforward, easily scored, and align well with standardized test formats. Similarly, in the Thai context, preservice teachers often relied on traditional, paper-based assessments to match the expectations of both high-stakes exams and school policies, which prioritize straightforward, measurable outcomes over communicative competence.

While Thai preservice teachers may be trained in interactive, communicative, and formative assessment methods, they frequently adapt their practices to the realities of high-stakes exam preparation, school grading policies, and local preferences for traditional assessments. This suggests a need for teacher training programs to include practical guidance on adapting assessment methods within diverse sociocultural contexts, enabling teachers to balance theoretical knowledge with the demands of real-world educational settings.

6.4.3 Balancing personal beliefs with institutional demands

The study's findings showed that preservice teachers are often caught between their beliefs about what assessments should be accomplished and the specific requirements of their school settings. This balancing act can be seen in how they make decisions about assessment types and formats that honor both their educational values and the expectations of their teaching environments.

Karl (Case 16) provides a clear example in the high-ability group. He shared that while he believes in assessments that show "real learning," his school's preference for

paper-based evaluations pushed him to use writing tasks that, although aligned with his philosophy, still met the school's requirements. Karl stated, "*I value assessments that show real learning, but the school expects more paper-based evaluations, so I used writing tasks that reflect real-world language use but still fit the school's preferences*" (95-i). This quote shows Karl's effort to create assessments that both serve a practical purpose in evaluating fundamental skills and conform to the traditional expectations of his school, demonstrating the influence of school culture on his choices.

Paul (Case 5) faced a similar balancing challenge in the medium-ability group. He aimed to create fair assessments for students with different abilities, particularly those with learning disabilities (LD). Paul developed specialized quizzes for these students, tailored to their specific objectives, such as "*alphabet handwriting in Thai and English*" (81-i). His decision reflects his commitment to inclusivity and fairness, even as he worked within the limitations of his school. This adaptation shows how Paul managed to uphold his values of fairness while addressing the practical challenges of creating differentiated assessments, especially given the school's limited resources and support.

These findings are consistent with Dashti (2019) and Thong-im (2017), who found that teachers in schools with limited flexibility often modify their assessment practices to balance their personal beliefs with institutional demands. Just as Karl and Paul adapted their approaches to suit their schools' constraints, teachers in Dashti's study similarly adjusted their assessments to meet both their educational ideals and their schools' established guidelines. This dual focus suggests that while preservice teachers may bring their beliefs and goals into the classroom, they often reshape these ideals to fit their school environments' practical realities and expectations.

Overall, these examples from Karl and Paul illustrate how preservice teachers regularly adjust their assessment practices to align their personal beliefs about practical assessment with the constraints and expectations of their school settings. This balancing act demonstrates the ongoing influence of institutional culture and resources on how teachers implement their educational values in authentic classroom contexts.

6.4.4 Roles of mentor teachers in shaping assessment validation and methods

Mentor teachers were a crucial influence on the preservice teachers' approach to assessment validation, often replacing formal validation methods like statistical analysis. Instead of using advanced techniques to verify the reliability and validity of their assessments, preservice teachers depended on their mentors for feedback on the quality and appropriateness of their tools. This reliance emphasizes the pivotal role mentors play in shaping assessment practices, especially when preservice teachers lack the resources or knowledge to implement formal validation techniques.

For example, Aing (Case 1) admitted that she was unfamiliar with statistical methods for validating scoring rubrics, noting, *"I didn't know how to validate the scoring rubrics."* She described how her mentor's guidance was essential in helping her ensure that her assessments were of adequate quality (3-i). Aing's experience reflects a broader trend among preservice teachers to rely on mentor feedback as a primary form of assessment validation, illustrating how mentors' influence often substitutes for more formal validation approaches. This aligns with Borg's (2006) findings, which emphasize the importance of mentor teachers in helping novice teachers develop practical, albeit sometimes limited, classroom practices.

The influence of mentors on assessment methods extended beyond validation techniques to the types of assessments preservice teachers used. Smile (Case 10) shared that her mentor's preferences guided her choice of assessment format, leading her to use paper-based worksheets rather than exploring other methods. She noted, *"I used paper-based worksheets because that's what my mentor preferred"* (26-i). Smile's reliance on her mentor's traditional approach reveals how mentors provide guidance on quality and shape the preservice teachers' assessment style, often limiting the range of methods employed. This reliance reflects how mentors' preferences can indirectly restrict preservice teachers' ability to experiment with diverse or innovative assessment types, which might otherwise better serve student engagement and learning outcomes.

Paul (Case 5) further illustrated this mentor-guided approach. Although he designed different assessments to meet the needs of his students with learning disabilities, his approach to quality control remained heavily dependent on his mentor's feedback

rather than statistical analysis or formal validation techniques. Paul added, *“I checked the quality by myself, and my mentor confirmed it was okay”* (16-i). This example highlights that while preservice teachers like Paul make efforts to tailor assessments, they still depend on mentors’ approval to confirm the quality, potentially reinforcing established methods over new approaches.

The influence of mentors in guiding assessment practices, particularly in the absence of formal validation methods, suggests a need for more comprehensive training in assessment design and validation techniques. This would enable preservice teachers to approach assessment quality with greater independence, giving them the tools to validate their assessments beyond mentor feedback alone.

6.4.5 Impact of local practices and student preferences on assessment design

Local practices and student preferences were vital factors in shaping assessment design, particularly among medium- and low-ability preservice teachers who aimed to enhance student engagement and meet practical classroom needs. Many preservice teachers adapted their assessments to match students’ preferred learning styles, often incorporating visual and interactive elements to make learning more accessible and motivating. This approach underscores the significance of student-centered assessment practices in fostering a positive learning environment.

For instance, Namtan (Case 6) observed that her students responded enthusiastically to assessments with visual aids, prompting her to include drawings and matching activities to increase engagement. She said, *“My students responded better to assessments with visual aids, so I incorporated drawings and matching activities”* (58-i). By integrating these visual elements, Namtan created a more supportive and inclusive environment, recognizing that such adjustments could better align with her students’ preferences and improve their motivation. This aligns with findings by Neto et al. (2023), who also noted that teachers often adapt assessment techniques to suit student preferences, as student-centered methods can enhance classroom motivation and engagement.

In another example of student-centered adjustments, Paul (Case 5) differentiated his assessments to support his students with learning disabilities, crafting separate tasks specifically suited to their needs. Paul stated, *“I developed test tasks for LD students*

based on their target objectives like alphabet handwriting in Thai and English” (81-i). By tailoring these assessments, Paul committed to fairness and inclusivity, adapting his methods to account for his students’ diverse learning requirements. This approach allowed him to create a more accessible learning environment and highlighted his responsiveness to the local classroom context, where inclusivity was prioritized.

Student preferences influenced assessment design in the medium-ability group and impacted practices in the low-ability group, where mentor preferences often guided assessment choices. Smile (Case 10) noted that her mentor’s preference for traditional, paper-based worksheets led her to limit her assessment techniques, stating, *“I used paper-based worksheets because that’s what my mentor preferred”* (26-i). This reliance on established methods reflects how mentor guidance can sometimes restrict preservice teachers’ ability to diversify their assessment approaches, especially when they prioritize aligning with local practices over exploring new methods. While this practice ensured continuity and adhered to her mentor’s expectations, it also limited Smile’s opportunity to engage her students through more varied or interactive assessments, which might have better suited her students’ interests and engagement needs.

These examples highlight the preservice teachers’ responsiveness to both the educational norms within their schools and the specific preferences of their students. Adapting assessments to meet student engagement needs and preferences facilitated a more inclusive and motivating classroom environment and ensured that preservice teachers could balance their instructional goals with local expectations. Such adaptability aligns with prior research on student-centered assessment practices, illustrating that preservice teachers often prioritize practical adjustments that foster engagement and inclusivity, even if these modifications are constrained by institutional norms or mentor influence.

6.5 Patterns of Thai Preservice English Teachers’ Language Assessment Practices during Practicum

The patterns in Language Assessment Knowledge (LAK) among Thai preservice English teachers present a dynamic picture of how theoretical knowledge, practical limitations, and contextual realities combine to shape assessment practices during

their teaching practicum. This discussion explores the shift from theory-based ideals to pragmatic solutions, the influence of institutional environments, the balancing of personal beliefs with external expectations, and the role of mentors and students in shaping assessment methods. Drawing on teacher experiences and empirical research, this section reveals the complex, nuanced progression of LAK, offering valuable insights into the real-world application of assessment literacy.

A primary theme in the findings is the shift from theory-driven assessment methods to pragmatic, context-sensitive assessment strategies as preservice teachers encounter the realities of classroom constraints. Many Thai preservice English teachers entered their practicum with the intent to apply best practices learned during coursework or training. Still, the realities of classroom management and diverse student needs required adjustments in language assessment. For example, Aing (Case 1) reflected, *“I realized that strict adherence to communicative assessment was difficult with large class sizes and mixed proficiency levels, so I began to use simpler, group-based assessments.”* (53-i). This shift suggests the transition from theory to practical solutions as preservice teachers adapt their practices to fit classroom constraints.

This finding aligns with Giraldo (2018) and Watson Todd et al. (2023), who argue that adaptability is essential in assessment training, particularly when teachers face resource limitations. Aing’s experience illustrates the transition from idealized to manageable language assessment practices, emphasizing the role of experience in developing flexible assessment strategies. This finding suggests that theoretical knowledge alone may be insufficient in challenging educational contexts.

The institutional (school) environment emerged as a crucial role in shaping assessment choices, as flexibility and support within the school influenced preservice teachers’ abilities to experiment with diverse assessment methods. In supportive environments, preservice teachers could explore innovative techniques, while rigid institutional structures often constrained assessment options.

Dewey (Case 8), who had freedom in her school, noted, *“With the freedom I had, I could try using interactive apps for assessments.”* (62-o) This freedom allowed her to integrate app-based assessments, enhancing student engagement and enabling her to employ a modern approach that might otherwise be impractical. In contrast, June

(Case 2), teaching a large class of 40 students, found herself limited to traditional quizzes, explaining, *“Managing large numbers meant I had to prioritize straightforward quizzes. (5-i)”*

These examples support Cheng et al. (2004) and Dashti (2019), who emphasize the impact of institutional context on preservice teachers’ ability to implement varied assessment strategies. Institutional flexibility empowers teachers to explore more interactive, student-centered assessments, while restrictive settings often impose more conventional methods. These contrasting cases point out how institutional support or lack thereof shapes assessment decisions and demonstrate how preservice teachers navigate high-context environments, aligning with findings by Cheng et al. (2004) and Dashti (2019) on the critical role of the institutional context in educational practices.

Another theme evident in the findings is the balance between personal beliefs and institutional constraints, particularly among medium-ability teachers, who valued authentic, student-centered assessments but faced institutional demands for test-oriented or standardized methods. Teachers often modify their assessments to align with administrative expectations while still attempting to uphold their personal pedagogical values. This argument could be supported by the case of Karl (Case 16), stating that *“I value assessments that show real learning, but the school expects more paper-based evaluations, so I used writing tasks that reflect real-world language use but still fit the school’s preferences.” (95-i)* This compromise reflects a balance between maintaining a personal pedagogical approach and meeting school expectations, indicating the adaptability needed to meet varied teaching environments. Taew (Case 35) experienced similar pressure with high-stakes O-NET preparation, noting, *“The focus on O-NET preparation left little room for other assessments, so I had to design tests around grammar and vocabulary.” (69-o)*

These cases indicate alignment challenges in balancing personal values with institutional mandates, reflecting the present findings on teacher autonomy and standardized testing pressures in education. This tension, evident in Karl and Taew’s experiences, shows teachers’ practical challenges in preserving student-centered assessment practices within high-stakes frameworks.

Time and resource limitations typically influence the quality of assessment practices, particularly regarding validation. Many Thai preservice English teachers lack the resources to conduct rigorous statistical validation and rely on mentor guidance to ensure assessment quality. To support this claim, Smile (Case 10) admitted, *“I couldn’t analyze items for reliability or validity as much as I’d like, so I relied on mentor feedback.”* (29-i) This reliance reflects a common workaround in environments with limited resources and time. This argument highlights a gap between ideal assessment practices and real-world limitations.

This result conforms with Imsa-ard and Tangkiengsirisin (2023), who observed that time constraints often limit statistical validation in Thai classrooms. The practical limitations faced by Thai preservice English teachers reflect a systematic challenge, where time and resources can restrict the thoroughness of assessment practices and hinder consistent validation and the quality of assessment design.

Thai preservice English teachers showed a solid commitment to adapting their assessments based on student needs and preferences. This finding suggests a flexible, student-centered approach. However, mentors played an essential role in guiding language assessment practices within restrictive classroom settings, often reinforcing traditional methods. This can be seen in the excerpt of Namtan (Case 42), who shared her adjustment to student needs, saying, *“My students responded better to assessments with visual aids, so I incorporated drawings and matching activities.”* (58-i) This adjustment demonstrates her responsiveness to student preferences. On the other hand, Smile (Case 46) voiced mentor influence in shaping assessment choices, particularly for low-ability preservice English teachers. Smile noted, *“I used paper-based worksheets because that’s what my mentor preferred.”* (26-i)

The above cases illustrate the dual influence of students and mentors on English language assessment choices, aligning with literature on mentor impact in preservice teacher training. Like Namtan’s case, student-centered adjustments promote engagement, while mentor influence, as seen with Smile, can reinforce traditional language assessment practices. This finding restricts Thai preservice English teachers’ exploration of innovative methods.

The findings resonate with previous studies on the impact of contextual factors, institutional demands, and high-stakes testing environments on language assessment practices. For example, Aing's (Case 1) decision to simplify her assessments due to class size constraints reflects broader insights from Borg (2006) and Dashti (2019), who argue that teachers often face limitations when implementing diverse assessments in high-stakes settings. Similarly, Imsa-ard & Tangkiengsirisin (2023) highlight constraints on statistical validation, a theme evident in Smile's experiences with mentor-based assessment validation. The present findings support previous studies that higher language assessment knowledge (LAK) promotes diverse language assessment practices. However, practical challenges often moderate the application of LAK (In-text citations). Aing's voices challenge the assumption that LAK frequently leads to diverse language assessments, suggesting the demand for more context-sensitive training to prepare preservice teachers for diverse classroom settings and resource-constrained environments. The findings also resonated the Thai education system on test-oriented teaching, particularly through the Ordinary National Educational Test (O-NET) and university entrance examination, which significantly influences teaching methodologies across subjects including English (Trakulkasemsuk, 2021). This test-oriented approach often leads teachers to prioritize 'teaching to the test' over the development of communicative language skills. This results in a focus on rote learning and grammar drills instead of developing the communicative competence (Imsa-ard, 2019; Watson Todd et al., 2021). The test-oriented teaching also affects the types of assessments employed. Teachers primarily relied on multiple-choice tests in Thai schools, with less emphasis on progressive continuous assessment methods. This trend may result in negative washback effects, where the focus shifts from genuine learning to merely passing exams (Watson Todd et al., 2021). Consequently, students may achieve high test scores but lack of practical language abilities for real-world communications (Trakulkasemsuk, 2021). This assessment policy was a contributing factor to limit the use of various assessment tools among Thai preservice English teachers.

To address these issues, it is essential to reform assessment policies by reinforcing the use of a variety of assessment tools to align with the goal of enhancing the communicative competence in English language education (Trakulkasemsuk, 2021).

Moreover, the policy makers should also reconsider the regulation of the No-fail policy as it significantly influences assessment practices (Halligan, 2011). Even though this policy aims to promote student advancement and self-esteem, it causes challenges to the effectiveness of assessment practices in Thailand. Teachers often feel compelled to pass all students, even if they have not met the required learning standards. This policy can weaken the integrity of assessments and demotivate both students and teachers to strive for academic excellence (Halligan, 2011).

In conclusion, these findings reveal that while higher Language Assessment Knowledge (LAK) motivates preservice teachers to explore innovative assessment methods, practical constraints often limit the extent to which these methods can be implemented. This underscores the need for teacher preparation programs to offer context-sensitive training that combines a solid theoretical foundation with practical strategies to handle real-world classroom challenges. The experiences of teachers like Aing, Karl, Smile, and Dewey demonstrate that moving from theory to practice requires adaptable assessment approaches that balance personal beliefs, student needs, and institutional expectations. As these cases illustrate, preservice teachers must often adjust their methods to align ideal assessment practices with the realities of diverse educational settings. The study gives evidence to support Watson Todd et al.'s (2023) and Pojanapunya et al.'s (2024) calls for a holistic approach in teacher training—one that emphasizes both theoretical rigor and adaptability, equipping teachers with the inclusive, context-aware assessment skills needed to address student diversity, meet institutional demands, and direct classroom complexities effectively. The evidence thus underscores the importance of developing flexible, responsive assessment practices to prepare preservice teachers for success across varied educational contexts.

6.6 Chapter Summary

This chapter concludes the essential findings on Thai preservice English teachers' language assessment knowledge (LAK), beliefs, and evolving practices, connecting these insights with established language assessment theories and existing research. Through in-depth analysis, it reveals emerging themes that underscore how preservice teachers' knowledge and beliefs shape their classroom practices while highlighting the unique developmental patterns they experience throughout their practicum. The

chapter presents meaningful interpretations of the teachers' perspectives, showing how they adapt and refine their assessment approaches in response to real-world classroom demands. These insights provide a nuanced understanding of the preservice teachers' journey from theoretical learning to practical application, revealing the complexities and shifts in their assessment strategies. The following chapter will wrap up the study, addressing the broader implications of the findings, acknowledging study limitations, and offering recommendations for future research to deepen our understanding of language assessment in educational settings.



CHAPTER VII

CONCLUSION AND RECOMMENDATIONS

This chapter will conclude the findings of the current study based on the four main research questions. Quantitative and qualitative data were analyzed and triangulated to provide insights into Thai preservice English teachers' language assessment knowledge, beliefs, and practices and the changes in their language assessment knowledge, beliefs, and practices over time. It will also discuss the implications for further studies in classroom language assessment and illustrate insights into the practices for language teacher education, particularly in preparing future educators to manage diverse classroom assessment challenges. Limitations and recommendations for future studies will also be provided. To this end, concluding remarks will also be used to highlight the essential findings and contributions of the current study.

7.1 Conclusion

This section provides a comprehensive summary of the main findings from the study, which aimed to address four key research questions related to Thai preservice English teachers' language assessment knowledge (LAK), beliefs about language assessment, the relationship between their LAK and beliefs, and the evolution and patterns of their language assessment practices. Each research question guided specific aspects of the study, revealing insights into how preservice teachers understand, value, and implement language assessment in classroom settings.

The first research question examined the extent of LAK among Thai preservice English teachers, showing that they entered their teaching practicum with a foundational but limited level of assessment knowledge, which slightly improved over the semester. The findings indicate specific areas where they were most confident, such as local practices and sociocultural values, but also highlighted gaps in technical skills, suggesting the need for more targeted teacher education in these areas.

The second research question explored their beliefs about language assessment and whether these beliefs shifted or remained stable during their practicum. Results revealed a strong belief in the importance of language assessment and its role in supporting student learning. Although some aspects of their beliefs adapted slightly

over time, mainly about personal beliefs, their core views on the importance of language assessment remained stable, reflecting their commitment to the concept and the influence of sociocultural values on their approach.

The third research question investigated the relationship between preservice teachers' LAK and their beliefs about assessment. While a weak positive correlation was found, suggesting that higher assessment knowledge may slightly enhance their beliefs about assessment, the data also revealed that factors such as institutional norms and sociocultural values play a substantial role in shaping these beliefs, often as strongly as or even more than, their formal assessment knowledge.

Finally, the fourth research question examined how these preservice teachers' assessment practices changed over the semester and identified patterns in their approach. Findings revealed five main practices: adaptation of assessments based on practical constraints, flexibility due to sociocultural influences, balancing personal and institutional expectations, reliance on mentors for assessment guidance, and sensitivity to student preferences. These practices are illustrated through five key patterns: shift from theory-driven to pragmatic, context-sensitive assessment, balance between personal beliefs and institutional constraints, impacts of time and resources limitations on assessment validation, language assessment design based on needs and preferences, and conformity with institutional demand and high-stakes testing. Over time, preservice teachers moved from theory-driven methods to more contextually responsive strategies, balancing their own assessment beliefs with the demands of local and institutional settings

7.1.1 Thai preservice English teachers' language assessment knowledge

The study's findings provide a detailed perspective on the initial competencies and the developmental trajectory of LAK among these teachers during their practicum. Initial results from the LAK pretest, administered to 54 participants at the outset of their practicum, revealed an average score of 56.9%, indicating a limited grasp of assessment knowledge (Latif, 2021; Farhady & Tavassoli, 2018). This baseline score points to a foundational understanding, particularly in local practices, language pedagogy, and sociocultural values, with teachers showing the greatest proficiency in these areas in that order. However, their performance at this stage underscores the

need for further development in technical skills and comprehensive assessment strategies.

By the end of the semester, findings from the LAK posttest showed a slight improvement, with the average score increasing to 60.34%. According to established benchmarks, this level qualifies as moderate but is still constrained in scope. This incremental gain suggests that while the preservice teachers were actively enhancing their technical skills through hands-on experience, the overall growth in their assessment knowledge remained modest. Notably, the posttest data indicate a statistically significant improvement in technical skills yet a decrease in local practice scores, suggesting an increased focus on mastering technical aspects of assessment over adapting to local contextual needs.

These findings imply that, during their practicum, Thai preservice English teachers actively strive to refine their assessment knowledge, particularly technical skills, to better meet the demands of real-world classroom environments. However, the shift away from local practices might reflect an area where further training could foster a more balanced approach, combining technical expertise with context-sensitive assessment practices. These results provide valuable insight into the evolving profile of language assessment knowledge among preservice teachers, highlighting the need for training programs to address both foundational knowledge and flexible, context-specific assessment skills.

7.1.2 Thai preservice English teachers' beliefs about language assessment

This section presents findings on Thai preservice English teachers' beliefs about language assessment and examines how these beliefs change or stay consistent throughout their teaching practicum. The findings showed participants' strong and consistent belief in the importance of language assessment knowledge (LAK). Using a belief questionnaire administered at both the beginning (Time 1) and end (Time 2) of the practicum, the study showed that the 54 preservice teachers maintained a high level of agreement on the significance of language assessment, particularly emphasizing the importance of technical skills, local practices, and sociocultural values in classroom assessment. Notably, while there was no statistically significant difference in the overall beliefs about LAK between Time 1 and Time 2, there was a

marked increase in agreement on the value of these key aspects over time. The most significant shift observed was in personal beliefs towards applying language assessment in classroom practice, suggesting that while fundamental beliefs remained stable, practicum experiences and specific classroom contexts substantially influenced personal beliefs and practical approaches to assessment. This highlights the role of real-world teaching experiences in reinforcing and shaping preservice teachers' beliefs, particularly their personal commitment to adapting language assessment to meet classroom needs.

7.1.3 Relationship between Thai preservice English teachers' LAK and LA beliefs

This section examines the relationship between Thai preservice English teachers' language assessment knowledge (LAK) and their beliefs about language assessment, exploring any significant connections between these two variables. The analysis of the findings revealed a weak but statistically significant positive correlation between overall LAK and LA beliefs, indicating a minimal but meaningful association between the two variables. Specifically, a very weak positive correlation was found at Time 1, whereas a slight negative correlation emerged at Time 2. This shift suggests that while preservice teachers tended to share similar beliefs about language assessment, contextual factors, sociocultural values, and institutional norms may have a stronger influence on shaping these beliefs than LAK alone. The findings imply that, beyond knowledge levels, the classroom environment and institutional expectations play significant roles in determining how preservice teachers perceive and approach language assessment.

7.1.4 Thai preservice English teachers' LA practices and patterns of their practices during teaching practicum

This section examines the language assessment practices of Thai preservice English teachers and explores the patterns that emerge in their assessment practices during their teaching practicum. The findings showed that preservice teachers integrated theoretical knowledge with practical strategies shaped by sociocultural and institutional factors. Specifically, five patterns emerged, demonstrating a blend of

pragmatic adaptations and external influences that shaped assessment approaches in the classroom.

First, preservice teachers adapted their assessment methods based on contextual constraints, including class sizes, student skill diversity, and time limitations. These factors often led them to adopt simpler tasks, group-based assessments, and traditional assessment methods, aligning with what was manageable within the constraints of their classroom environments. Second, sociocultural values and institutional standards played a notable role in shaping assessment flexibility. Institutional policies, such as no-fail grading policies and a preference for paper-based tasks, influenced preservice teachers to be flexible in their grading standards and approach, even when this conflicted with their assessment principles. High-stakes tests also limited assessment diversity, as teachers felt pressured to use more objective test formats to prepare students for standardized testing.

A third theme involved balancing personal beliefs with institutional demands. Teachers often had to negotiate between their principles of effective assessment and their schools' standardized, test-oriented requirements. This balance reflects the practical need to meet institutional expectations while attempting to uphold personal and educational values. The fourth theme stresses the influence of mentor teachers on assessment practices. Preservice teachers relied on mentor feedback for assessment validation rather than formal validation techniques, which contributed to a tendency to favor traditional approaches over more varied assessment types.

Finally, local practices and student preferences shaped assessment design, leading to more student-centered assessments to enhance engagement. Teachers incorporated visual aids, interactive activities, and differentiated tasks to make assessments more inclusive and engaging for students. However, the influence of mentors often reinforced more traditional assessment methods, reflecting a dual impact where student-centered intentions were balanced against mentor expectations.

These findings suggest that the changes in language assessment practices among Thai preservice English teachers are characterized by a shift from theory-driven methods to context-sensitive strategies, heavily influenced by practical, sociocultural, and institutional factors. This adaptation process demonstrates the need for preservice

teachers to pragmatically adjust their practices, balancing personal beliefs, student engagement, and mentor expectations within the constraints of their teaching environments.

7.2 Implications and Contributions of the Study

7.2.1 Pedagogical implications and contributions

The findings from this study provide significant contributions to English language teacher education, particularly by emphasizing the critical need to strengthen language assessment knowledge (LAK) among Thai preservice English teachers. By identifying key areas where preservice teachers lack assessment knowledge, the study highlights practical enhancements for teacher education programs to support classroom assessment literacy effectively.

Moreover, the stability of beliefs in areas such as technical skills, sociocultural values, and local practices, despite ongoing practical experience, indicates that these beliefs are deeply rooted and influenced by the context in which preservice teachers are trained. This underscores the importance of addressing language assessment's theoretical foundations and practical applications in teacher education. Programs should focus on developing a more comprehensive understanding of the role of context in shaping language assessment beliefs and practices.

One practical implication is the incorporation of specialized workshops focused on test and task design skills tailored to local contexts. These workshops would equip preservice teachers with essential skills in analyzing and evaluating assessment tools, ensuring that the selected tests and tasks align with learning objectives and address the unique needs of diverse student populations. By learning to break down and assess various tasks critically, preservice teachers gain the tools to implement assessment practices that truly meet classroom goals and accurately assess language skills (Foghahae, 2019). For these workshops to be most effective, preservice teachers should have a foundational understanding of assessments for each of the four main language skills and the essential constructs underlying these assessments.

LAL can be instilled via the course contents in the teacher education. Preservice teachers develop their knowledge, beliefs and confidence regarding assessment from the coursework (Ölmezer-Öztürk & Aydin, 2018; Puspawati et al., 2019). However,

preservice teachers gain a tacit understanding of assessment literacy via actual practices (Güngör & Güngör, 2024). One possible strategy to enhance LAL is collaboration. The teacher trainers may allow preservice teachers to design the task and conduct the professional learning community (PLC) as a channel to work collaboratively. Initially, trainers should focus on building trainees' theoretical understanding during the training sessions. Following this, trainees should actively participate in co-designing authentic assessment tasks and creating rubric scores. Next, the trainees should implement these assessment tasks in the classroom. Monthly Professional Learning Community (PLC) meetings can be organized to address challenges and foster collaboration to provide a platform to discuss and resolve any issues. Moreover, teacher trainers may consider using a project-based approach to the assessment courses. The curriculum may enable preservice teachers to do the test/task development project at school to implement the assessment theories into practice.

Moreover, reflection can also be adopted. Preservice teachers reflect on themselves and seek opinions from others who are facing similar challenges but in different contexts (Tian et al., 2022). This could help them build confidence and gain the ability to handle assessment dilemmas. Reflection might also enable preservice teachers to better understand the connection between assessments and teaching objectives. Furthermore, language assessment courses could incorporate practical opportunities for preservice teachers to design, select, and evaluate tests and tasks in real classroom settings. This hands-on approach during coursework would allow preservice teachers to develop familiarity with a range of classroom contexts and to apply assessment knowledge, which is often limited in traditional programs (Odo, 2016). Reinforcing assessment knowledge throughout the practicum with ongoing workshops or refresher sessions, rather than relying solely on a single session, can support a continuous development model that enhances validity and reliability in assessment practices (Scarino, 2017; Thong-im, 2017).

Additionally, the study underscores the importance of designing assessments that consider local contexts and sociocultural values, which are essential for delivering relevant and culturally appropriate education. Teacher education programs should include training on managing large classes, creating inclusive assessments, and

aligning assessments with high-stakes testing requirements, thus equipping teachers to handle diverse educational environments.

Finally, the study suggests that providing assessment training for school mentors can enhance the support preservice teachers receive in real-world settings. Mentor teachers who understand effective assessment design and implementation are better equipped to guide preservice teachers in adapting their skills to the practical demands of school contexts. Together, these insights advocate for a more comprehensive and context-sensitive approach to developing language assessment literacy among future English teachers, ensuring they are better prepared to meet the evolving needs of students and educational institutions

7.2.2 Theoretical implications and contributions

The findings from this study carry theoretical implications for language teacher education, particularly regarding integrating language assessment knowledge (LAK) into curriculum development. The results underscore the critical role of sociocultural values and local contexts in shaping assessment beliefs and practices, especially among novice teachers forming professional identities. This aligns with prior research indicating that local contexts and institutional norms significantly influence teachers' assessment beliefs and practices (Brown & Bailey, 2008; Dashti, 2019; Giraldo, 2018; Rea-Dickins, 2001; Watson Todd et al., 2023). As such, teacher training programs should prioritize context-sensitive approaches to language assessment, preparing teachers for the realities of diverse and often resource-constrained environments. Incorporating real-world assessment practices into teacher education could further strengthen teachers' adaptability and responsiveness to varied classroom settings.

To better equip preservice teachers for real-world assessment challenges, teacher educators may incorporate practical, context-driven activities to help them align their assessment practices with institutional needs, preferences and high-stakes testing requirements. For instance, teacher educators may provide training in designing tasks that mirror standardized test formats to help preservice teachers develop familiarity with the test constructs, contents and scoring criteria (Giraldo, 2021). Furthermore, incorporating collaborative workshops to enable Thai preservice English teachers to analyze and critique existing assessment tools may foster a deeper understanding of

how institutional policies and curricular goals influence language assessment practices (Watson Todd et al., 2023). This training aligns with recent findings highlighting the need for context-sensitive assessment training to bridge the gap between theories and practices in classroom contexts (Xu & Brown, 2021).

Additionally, training Thai preservice teachers to validate formative assessments that inform instructional practices can enhance their ability to design assessments and to support students' learning and institutional requirements (Rahman et al., 2021). Also, developing reverse engineering skills may help Thai preservice English teachers in critiquing and designing effective language assessment tools (Purpura, 2019). By analyzing existing assessment instruments, preservice teachers can gain insights into the principles, objectives, and techniques used in the assessment components (Richards & Schmidt, 2020). This analytical process helps preservice teachers understand how various assessment tools align with English language learning objectives, students' variety, high-stakes testing environments and institutional requirements. (Purpura, 2019). Through these targeted strategies, teacher educators can enhance preservice English teachers' language assessment literacy to meet both institutional demands and support assessment practices in diverse educational settings.

Aside from that, the study employed Taylor's (2013) Language Assessment Literacy framework, which covers core competencies such as technical skills, score interpretation, theoretical knowledge, principles and concepts, language pedagogy, local practices, sociocultural values, and personal beliefs. Implementing this framework within teacher education courses or workshops could provide preservice teachers with a well-rounded foundation in language assessment. This approach ensures that future educators are equipped not only with the technical aspects of assessment but also with the broader, contextually relevant skills needed to apply these practices effectively in diverse educational settings.

Last, applying Taylor's (2013) framework in future research could be beneficial for exploring LAK, beliefs, and practices across varied contexts, providing comparative insights that enrich the understanding of language assessment literacy. While Taylor's framework encompasses essential components, conducting a needs analysis specific to local teaching requirements could help adapt and expand the framework to address

unique language assessment needs within different regions. This approach would ensure that language assessment literacy development is both comprehensive and aligned with the practical demands and sociocultural dynamics of diverse educational landscapes.

7.2.3 Implication for Policymakers

The results of this study have important implications for policymakers, given the observed influence of sociocultural values on teachers' assessment beliefs and practices. Effective language assessment requires collaboration from stakeholders beyond language teacher educators. For instance, policymakers could consider initiatives to strengthen in-service teachers' language assessment knowledge, mainly as they may also serve as mentors for novice teachers. Equipping in-service teachers with appropriate assessment skills would help improve assessment validity and consistency across classrooms.

Additionally, reinforcing the use of diverse assessment methods in schools is essential for Thailand's standards-based language education (Basic Education Commission, 2008). Despite this requirement, traditional tests still dominate classroom assessment practices. Policymakers might consider policies encouraging teachers to implement various assessment tools beyond standardized tests to provide a more holistic picture of student learning. Reducing class sizes and minimizing non-teaching responsibilities for teachers could further enhance their ability to diversify assessment practices, creating a more positive learning experience for students. Finally, clear communication regarding assessment policy at the institutional level could help schools maintain a consistent and unified approach, balancing national standards with localized needs and practices.

7.3 Limitations and Recommendations for Future Studies

While this study provides valuable insights into Thai preservice English teachers' language assessment knowledge (LAK), beliefs, and practices, certain limitations should be acknowledged, and recommendations for future research are proposed to build on these findings.

First, the study employed Taylor's (2013) Language Assessment Literacy (LAL) Model B framework, which was chosen because the participants were teachers. Future

research could consider applying different LAL frameworks to explore LAK, beliefs, and practices among a broader range of stakeholders, such as curriculum developers, policymakers, or administrators, who may have different perspectives and responsibilities in language assessment. Second, although Taylor's (2013) LAL framework is widely recognized for its comprehensive language assessment components, future studies could further investigate preservice English teachers' LAK, beliefs, and practices in diverse contexts using this framework. Extending research to different geographical, cultural, or institutional settings would allow researchers to examine how context influences language assessment literacy and its practical application.

Additionally, this study was conducted over one semester, offering only a snapshot of preservice teachers' LA beliefs and practices. Future research could adopt a longitudinal approach, tracking participants over an entire academic year or longer to capture how their knowledge, beliefs, and practices evolve. This approach could provide a more nuanced understanding of the learning process and the factors that influence changes in assessment literacy. The study also utilized a qualitative approach, focusing on preservice teachers from a university in northeastern Thailand. Future research could employ a quantitative or mixed-methods design with a larger sample to achieve more generalizable and statistically reliable results. A broader participant base would help verify the findings across a wider demographic, enhancing the study's applicability to other groups.

This study relied on a questionnaire to assess language assessment beliefs, which may have limited the depth of insights. Future studies could adopt qualitative methods, such as in-depth interviews or focus groups, to explore teachers' beliefs more detailed and nuancedly. This approach may uncover subtle perspectives and provide richer data on how beliefs about language assessment develop and change.

Finally, alternative research designs, such as multiple-case studies or exploratory sequential designs, could provide further insights into the discrepancies in language assessment literacy perspectives among participants. These designs could help compare different teaching contexts or individual trajectories, revealing variations in assessment literacy that may be obscured in broader studies.

7.4 Concluding Remarks

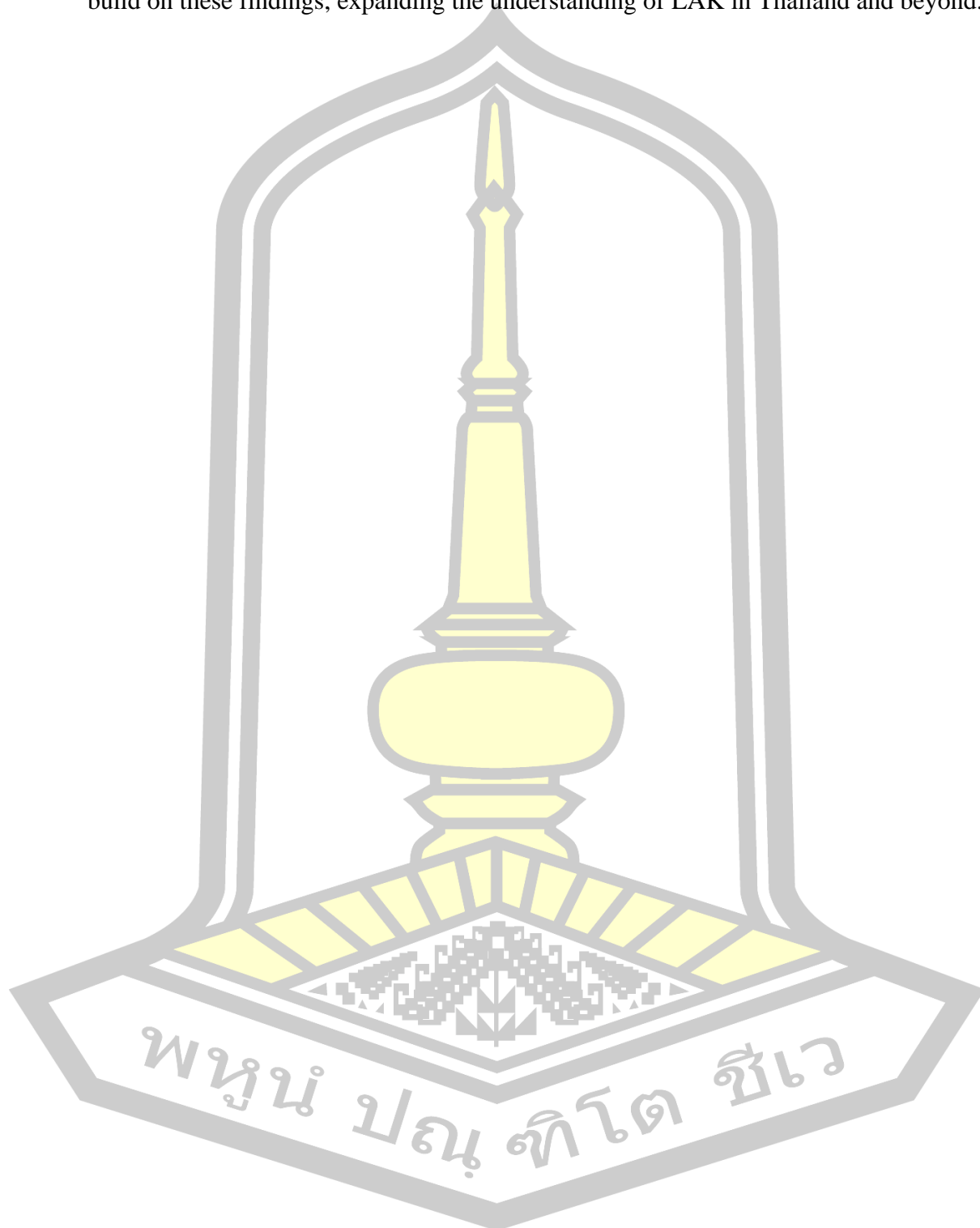
This study used a general sequential mixed-methods research design to examine Thai preservice English teachers' language assessment knowledge (LAK), beliefs, and practices within a university setting in northeastern Thailand. Data were collected at two points using LAK tests, questionnaires of LA beliefs, semi-structured interviews, focus groups, and observations to capture initial levels and changes over the teaching practicum. Findings showed that while preservice teachers had modest levels of LAK, with slight improvement after one semester, they consistently valued language assessment knowledge. However, their assessment practices often aligned more with local contexts and sociocultural values than with theoretical standards, highlighting the influence of institutional and cultural factors.

The study revealed a weak correlation between LAK and beliefs about assessment, suggesting that external factors like institutional policies and sociocultural values play a significant role in shaping teachers' assessment practices. Finally, the study reveals five patterns of language assessment practices: shift from theory-driven to pragmatic, context-sensitive assessment, balance between personal beliefs and institutional constraints, impacts of time and resources limitations on assessment validation, language assessment design based on needs and preferences, and conformity with institutional demand and high-stakes testing. These findings underline the need for teacher education programs to offer context-sensitive assessment training, equipping preservice teachers with the complexities of classroom realities.

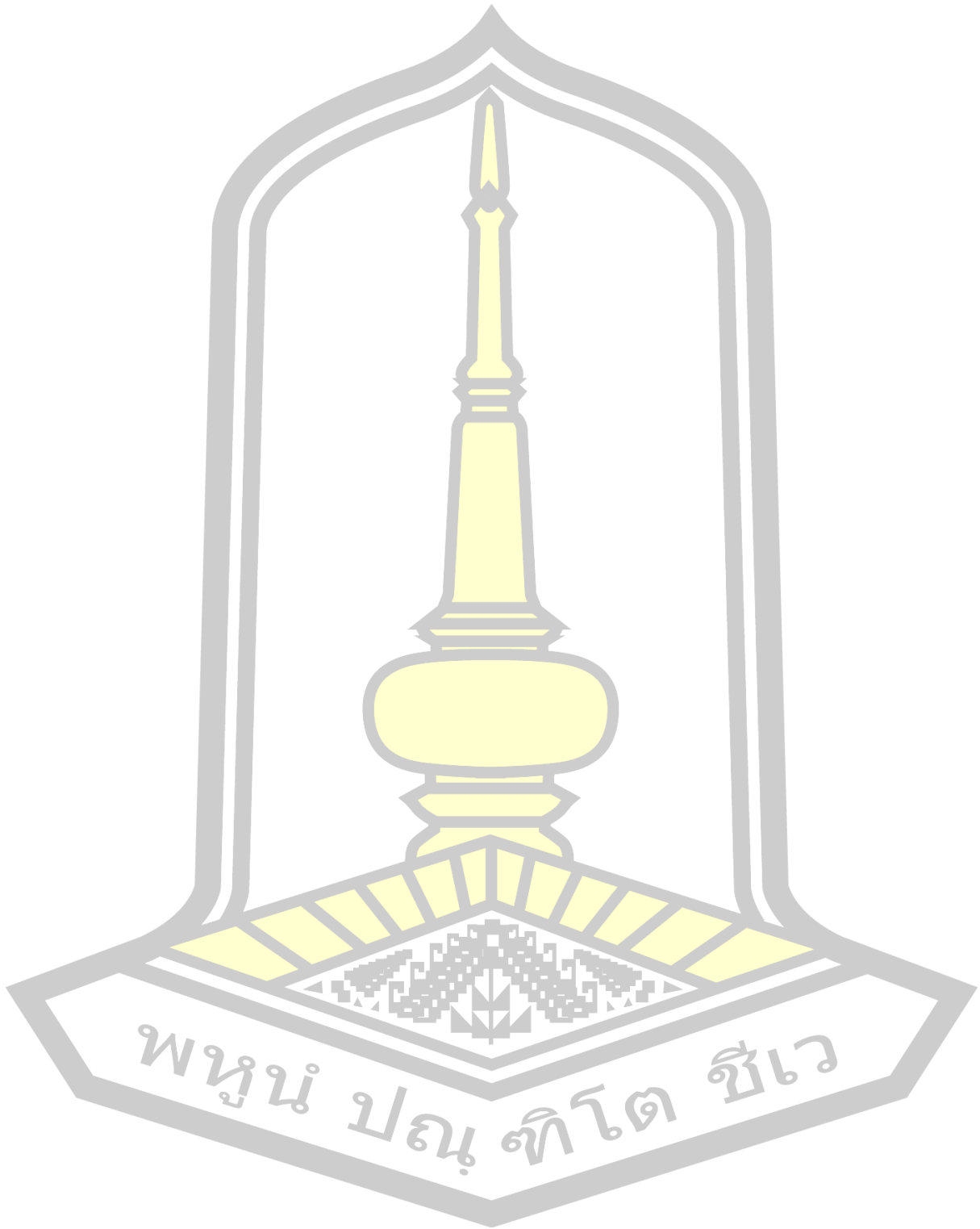
The study has pedagogical, theoretical, and policy implications. Pedagogically, it calls for LAK development programs that incorporate practical, context-specific assessment strategies. Theoretically, it supports the applicability of Taylor's (2013) LAK framework, suggesting its potential utility in diverse educational contexts for comparative studies. Policy implications recommend that policymakers consider frameworks supporting varied assessment practices and enhanced teacher support in resource-limited settings.

While the study makes valuable contributions, limitations include a small sample size, indicating that future research should involve larger and more diverse groups to increase generalizability. Adding qualitative data on LA beliefs and quantitative

measures of assessment practices could also deepen insights. Future research can build on these findings, expanding the understanding of LAK in Thailand and beyond.



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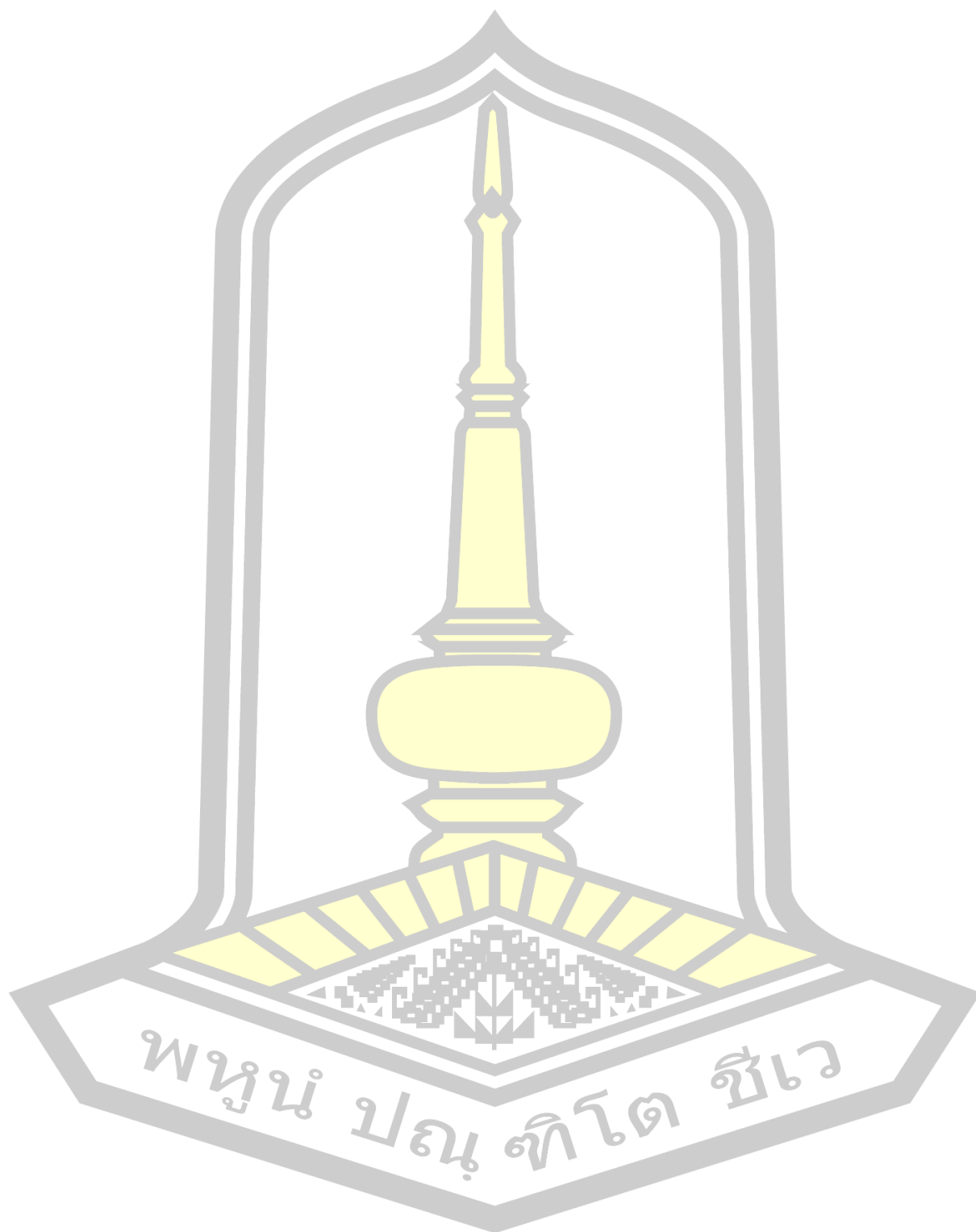
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APPENDICES



Appendix A: LAK Pre-test**Language Assessment Knowledge (LAK) Pre-Test**

This test is designed to measure test takers' language assessment knowledge. This booklet has six types of questions, with specific instructions for each type.

Instructions

1. The booklet consists of 55 items
2. There is only one most appropriate answer for each item
3. Choose the answer you believe the most appropriate one given you are unsure.
4. The booklet, including related stuff, is not allowed to take outside of the test room
5. Only an hour is allotted for this test

DO NOT OPEN THIS QUESTION BOOKLET UNTIL INSTRUCTED TO DO SO

This test is used only for research project No. 318-273/2566

The English Language Teaching Programme

Faculty of Humanities and Social Sciences

Maharakham University

Part 1: Test type and function (Item 1-10)

Direction: Select the correct word from the list to complete each statement about test types and functions. The first item was completed as an example.

Placement test	Diagnosis test	Formative assessment	Standardized test	Summative assessment	Subjective test
Objective test	Achievement test	Progress test		Integrated test	Discrete point test

Example:

Discrete point test is a series of separate used to assess one mini point of language ability at a time.

1. ___ Standardized test ___ is a test where everyone gets the same questions and the answers are marked in the same way for everyone.
 2. ___ Objective test ___ a set of items or questions that have specific correct answers e.g. true or false, multiple choices, matching.
 3. ___ Progress test ___ is a test used to monitor how well students are learning during the course.
 4. ___ Diagnosis test ___ is used to identify students' areas of strength and weakness.
 5. ___ Placement test ___ is used to decide at which level in the language program a student should study.
-

Part 2: Stages of test design (Item 6-10)

Directions: Reorder the stage of test design into correct order by writing the number (1-7) in front of each stage. Stage 2 was completed as the example.

Example: ___7___ Make conclusions about students' language performances.

6. ___4___ Pilot the test tasks with the representative sample
7. ___3___ Inviting the expert to comment on the test draft and revise the test.
8. ___5___ Revise the test tasks before the real use.
9. ___6___ Implement the test tasks to the real target students.

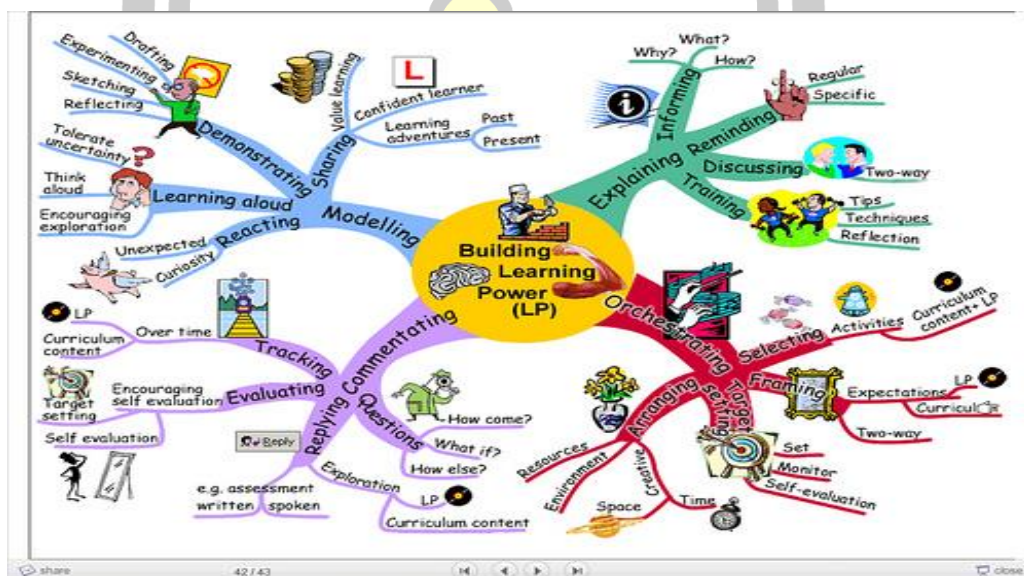
10. ____1____ Define the assessment purposes, constructs and target language use domain.

11. ____2____ Write up the test blue print, and test items or tasks

Part 3: Test item types, techniques and scoring rubrics (Item 11-19)

Directions: Look at the figure of test items, techniques and scoring rubrics. Identify the appropriate test item and technique by underline your answer. The first item was given as an example.

Example: What item type is it?



Portfolio	Collaborative task	Learners' contracts	Observation	<u>Concept-map</u>
-----------	--------------------	---------------------	-------------	--------------------

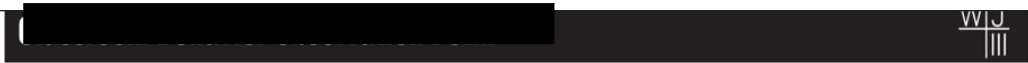
12. What item type is it?

Type the missing letters to complete the text below

I cycled f___ L.A. to Quito last spring. I managed to r___ quite a bit of m___ for charity th___ sponsorship al___ that wasn't my main obj___. I turned 30 in M___ and I r___ wanted to be d___ something to___ different ra___ than j___ sitting at my d___ in the office.

Cloze elide	Gap-filling	Word transformation	<u>C-test</u>	Matching
-------------	-------------	---------------------	---------------	----------

13. What assessment technique is it?



Student's Name (Last) _____ (First) _____ Date _____

Teacher's Name (Last) _____ Time _____

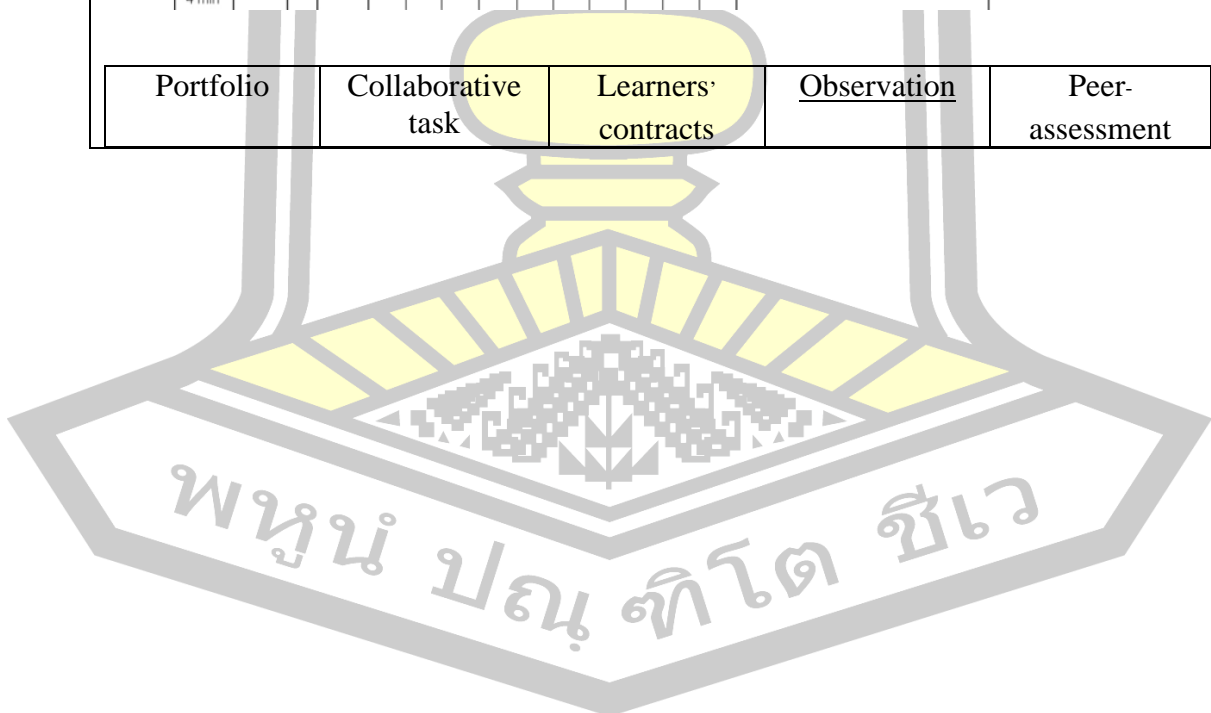
Observer's Name (Last) _____ (First) _____

Part I: Time Sampling of Behavior

At the end of each 30-second interval, first observe the comparison student's behavior and place a + in the column for on-task behavior or a - for off-task behavior. Then observe the referred student. Record a + or a - as before. Categorize the referred student's problem behaviors by placing a check mark in the appropriate column. Make brief notes to help identify the antecedents, consequences, or perceived reason for the problem behavior.

	Comparison Student (+ or -)	Referred Student (+ or -)	✓ Problem Behaviors (Referred Student)								Notes	
			Inattentive	Overactive	Impulsive	Uncooperative	Anxious	Withdrawn	Aggressive	Other Inappropriate		
30 sec												
1 min												
30 sec												
2 min												
30 sec												
3 min												
30 sec												
4 min												

Portfolio	Collaborative task	Learners' contracts	<u>Observation</u>	Peer-assessment
-----------	--------------------	---------------------	--------------------	-----------------



14. What item type is it?

STUDENT A My Family Members			
	Relation	Personality	Birth Year
Ken		funny	
Sarah	aunt		1982
Mimi	niece		
Alex		quiet	2005

STUDENT B My Family Members			
	Relationship	Personality	Birth Year
Ken	grandfather		1953
Sarah		friendly	
Mimi		serious	1978
Alex	cousin		

Gap filling	Portfolio	<u>Information gap</u>	Learners' contracts	Discussion
-------------	-----------	------------------------	---------------------	------------

15. What assessment technique is it?

Beginning Writing Rubric

1. I started each sentence with a capital letter.
2. There are end marks to finish my sentences.
3. My letters are on the lines.
4. I put space between my words.

<u>Self-assessment</u>	Multiple choices test	Reflection	Portfolio	Learners' contracts
------------------------	-----------------------	------------	-----------	---------------------

16. What assessment technique is it?

Name:.....ID.....

1. Briefly describe your contribution to the project.

2. If you were doing this project again, what would you do differently to improve it?

3. How could your team work together more effectively for the next project?

4. Your teacher comment

Your score for yourself:..... Your teacher's score:.....

Self-assessment	Multiple choices test	Reflection	Portfolio	Learners' contracts
-----------------	-----------------------	------------	-----------	---------------------

17. What item type is it?

Read the text below and answer questions 1 to 8.

LS 31

THE SHINE COFFEE HOUSE

Western food lovers now have another place they can check out. The Shine Coffee House is located in Parkview Hotel. It offers Western dishes every day from 11.30 a.m. to midnight. It is open to both hotel guests and the public.

The Shine Coffee House menu includes a variety of burgers, pasta, salads and steaks. It also has a long list of teas and coffees.

According to the restaurants' executive sous chef, Zaki Sofean, the restaurant's signature dish is 'Sambal Chicken Chop' which is available all day. The *sambal* is prepared to suit a range of palates. Diners can request if they want their *sambal* to be mild, spicy or extra hot. They can also request if they want the *sambal* to be spread on the chicken chop or served separately. The dish is served with a generous portion of salad and extra-crispy fries. The dish costs RM21.90.

The restaurant is also well-known for its tea-time promotions. Encik Sofean says for the months of June and July, the Shine Coffee House is offering a new tea-time promotion. For only RM19.90 per person, diners will get 18 different types of mini traditional and locally-inspired cakes and sandwiches. This is in addition to a choice of unlimited servings of tea or coffee.

Questions 1 – 8

Complete the following table. Choose no more than three words and/or a number from the text for each answer. For each question, write your answer in the space provided on your sheet.

THE SHINE COFFEE HOUSE

Location	1. _____
Operating hours	2. _____
Signature dish	3. _____
Side dishes	4. _____
Cost of signature dish	5. _____

Information transfer	Information gap	F-test	Summary	Concept map
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18. What kind of rubric score is it?

	.25 points	.5 points	.75 points	1 point
FOCUS/IDEAS 1 point total	Writing/details are unrelated to the topic. Meaning is unclear	Writing generally addresses prompt but may occasionally veer off-topic. Details are present but may be inadequately developed.	Writing addresses prompt. Relevant details are provided.	Writing focuses clearly on prompt. Specific details provide support for topic.
ORGANIZATION 1 point total	Writing is unorganized.	Writing is organized ineffectively. (Introduction or closure may be missing, for example, but an attempt at structure has been made.)	Writing is adequately organized.	Organization and use of conventions to enhance clarity of writing and is effective for purpose.
CONVENTIONS 1 point total	Mistakes in conventions are so numerous that meaning is unclear.	Writer may have multiple mistakes in conventions, but they do not affect meaning.	Minimal mistakes in conventions.	No mistakes in conventions.

Checklist

Holistic scoring rubric

Analytical scoring rubric

19. What kind of rubric score is it?

Example Rubric

Excellent 90-100	Ideas are thoroughly explained, highly coherent writing, almost no grammatical errors
Good 80-89	Ideas are explained, coherent writing, few grammatical errors
Satisfactory 70-79	Ideas are partially explained, somewhat coherent writing, several grammatical errors
Needs Work 0-60	Ideas are poorly explained, incoherent writing, many grammatical errors

Checklist

Holistic scoring rubric

Analytical scoring rubric

20. What item type is it?

6

How to Make Mobiles

Make some mobiles to decorate your room. You can hang them from the ceiling or on the windows or doors.

You need: ~~tablespoon~~ strings, ~~garlic~~, sticks and cardboard to make mobiles.

How to make it:

1. Take a stick. Tie a piece of string at its centre ~~shrip~~. Balance the stick from this string. Each end ~~mixture~~ of the stick should not be higher or lower than the other.
2. Draw squares, circles, rectangles, ~~paste~~, triangles, stars and other shapes on a cardboard. Cut out the shapes.
3. Use string to hang the cut-out shapes on both sides of the stick. Make sure that the stick is balanced.
4. Do ~~shf~~ the same thing with another stick. Then, tie these two sticks to another stick above them. You can hang other light things like keys, feathers, pencil or sharpeners. They will move easily when there is some wind.

Taken from UPSR, 2000

<u>Cloze elide</u>	Gap-filling	Word transformation	C-test	Matching
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Part 4: Assessing language components and skills (Item 20-38)

Directions: Read the description of the language assessment and mark (X) in True if the statement is true, mark (X) in False if the statement is false. The example was provided.

Items	True	False
Example: Rational deleted cloze test can be used for assessing grammar used in context.	x	
21. In a reading exam, we can use a text that students have encountered before.		x
22. A reading text should be relevant to the students' background.	x	
23. Using the same phrase in the options as presented in the reading text is acceptable.		x
24. In the top-down approach, assessment is on overall comprehension of the reading text.	x	
25. In the bottom-up approach, test takers bring the background knowledge to help them understand the text.		x
26. Questioning is a kind of formative assessment technique.	x	
27. When two people who grade essay have high different scores, they can ask the third rater to give scores.	x	
28. The intensive listening task is when you have to listen carefully to a small amount of information and find specific details within it.	x	
29. Holistic writing scoring rubric is appropriate for summative purposes.	x	
30. In controlled writing, learners have a chance to convey new ideas.		x
31. An analytic writing scoring rubric is suitable for product writing.		x

42. Before assessing Individualized Education Program (IEP) students in your class, the English teacher should *initially*_____.

- categorize the students' specialization.
- assess them using the general task with other students
- prioritize the standard from the Core Curriculum
- use the same criteria of assessment for regular students and the students with special needs

43. In the inclusive classroom, English teachers should_____.

- ask the regular students to do test for IEP students
- use the similar tests with all students
- assign the same tasks to all students
- assess students with special needs individually

44. The main principle of assessment for inclusive education in the classroom is_____.

- to judge the achievement of the school curriculum goals
- to judge the achievement based on the standard from the Core Curriculum
- to judge the achievement of the goals of the Individualized Education Program
- to judge the achievement based on the standard from the Core Curriculum integrated with the learning goals from Individualized Education Program

Look at the item analysis and answer the question number 53.

Item	Option (Score)	Difficulty	Std.Dev.	Discrimin.
Item 1	Overall	0.7093	0.4541	0.3117
	A (1.0)	0.7093	0.4541	0.3117
	B (0.0)	0.0767	0.2661	-0.2205
	C (0.0)	0.0823	0.2749	-0.2785
	D (0.0)	0.1255	0.3313	-0.1155

45. What does 0.793 mean?

- All students tended to get incorrect answer.
- This item is too difficult.
- The weak students are likely to select choice A.
- 70% of students can answer correctly.

Look at the item analysis and answer the question.

Item	Option (Score)	Difficulty	Std.Dev.	Discrimin.
Item 1	Overall	0.7093	0.4541	0.3117
	A (1.0)	0.7093	0.4541	0.3117
	B (0.0)	0.0767	0.2661	-0.2205
	C (0.0)	0.0823	0.2749	-0.2785
	D (0.0)	0.1255	0.3313	-0.1155

46. The numbers highlighted in red mean _____.

- All choices can be correct answers as the examinees select them
- The distractors are not effective as they cannot lure the examinees
- The low-scoring examinees tend to select items b, c, and d
- The high-scoring examinees tend to select items b, c, and d

47. To validate the test, IOC should be.....

- a) ≥ 7 b) ≥ 0.7 c) ≥ 0.5 d) ≥ 0.05

Part 6: Socio-cultural values (Items 48-55)

Directions: Study the scenario and circle the **MOST** correct answer. The first item was completed as an example.

Scenario 1: Teacher Nanny is an EFL teacher in Grade 9.

Example: When it comes to the quiz, her students turn to panic and stressed. As an EFL teacher, she still needs to assess students with reliable scoring. What suggestion would you be BEST for her?

- She should use self-assessment.
- She should use peer assessment.
- She should use continuous assessment.
- She should use the one-shot examination.

48. The Reading 1 final exam will be held next week. Students felt worried about their performance and panicked. Which strategy would be BEST for her to decrease students' panic?

- Give them some guidelines and suggest some strategies of learning.
- Let students practice the actual test before the real examination.
- Give moral support that a test cannot inform the actual performance.
- Let them realize the true objectives of the course before the examination.

49. She needs to give feedback to 50 students to revise their writing. She has used process-based writing to teach students to write. Students must write a number of writing drafts, and she realizes that it may cause stress to some students. What suggestion would be BEST for her?

- a. Let students give constructive feedback to each other's writing task.
- b. Comment their writing by noting it into the task and ask them to get it back from the mailbox.
- c. Give the whole class feedback on every errors and mistakes and give them time to revise.
- d. Choose only important points to highlight, and give feedback on important mistakes or errors.

50. She taught listening in the course but all of exercises were "dictations of short words". What seem to be the possible washback effect of this kind of assessment?

- a. Students were likely to practice out of context listening.
- b. Students were likely to master in writing the sentence.
- c. Students' pronunciation might be better.
- d. Students' top-down listening would be better.

51. She is constructing essay questions for a test to measure her students' "critical thinking skills". She consults with Teacher Robbie to see what concerns she would be aware of when constructing the questions. Which statement is NOT an appropriate recommendation when writing essay questions?

- a. Considering the relevance of the questions for a particular group of her students
- b. Avoiding determining the amount of freedom of writing responses that will be accepted
- c. Indicating the time limits for the writing responses
- d. Being clear about the skills require to be demonstrated

Scenario 2: Teacher Robbie, another EFL teacher, is designing the final examination for Grade 6 students. He is planning to use objective test items in O-NET format.

52. What seems to be the negative consequences of assessment if Teacher Robbie use only objective test items to assess students' language proficiency through out of the course?

- a. It lacks reliability because of its objectivity.
- b. It is practical as it is easy to score.
- c. It lacks of authenticity in language use.
- d. It can be used to check comprehension.

53. A boy in his class receives a raw score of 20 items answered correctly out of a possible 25 on the listening section of a test. This raw score equates to a percentile rank of 30. His mother is confused about how her child could answer so many items correctly but receive such a low percentile rank. The mother meets Teacher Robbie privately for a possible explanation. Which of the following is the MOST appropriate explanation to offer to the mother?

- a. "I don't know...there must be something wrong with how the test is scored."
- b. "Although he answered 20 correctly, numerous students answered more than 20 correctly."
- c. "Your son's score is greater than or equal to 30% of students in the group. Seventy percent of the student group got higher scores."
- d. "Your son's score is greater than or equal to 70% of students in the group. Thirty percent of the student group got higher scores."

54. Prior to the final examination, he tells some information to his students. Which action was **unethical**?

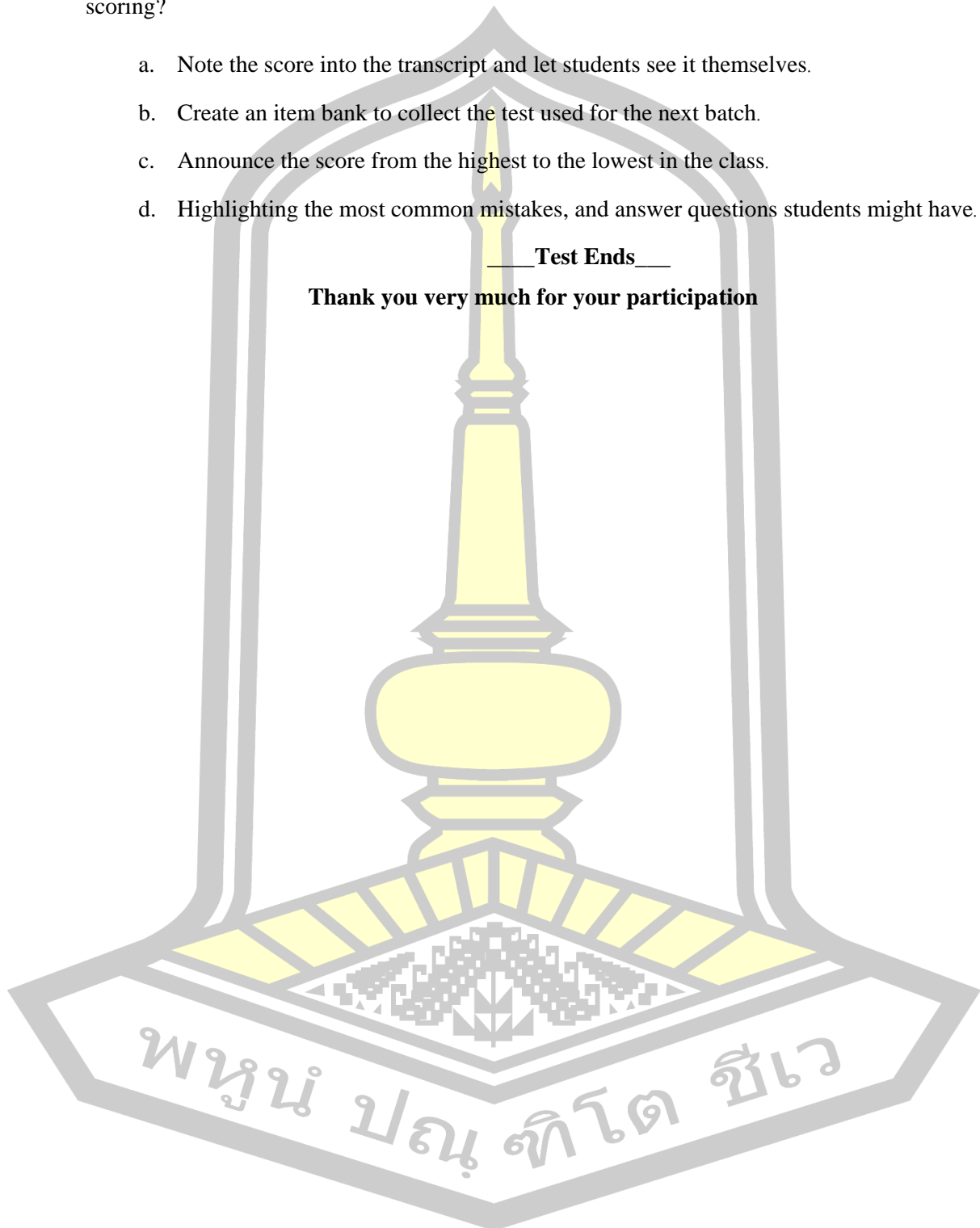
- a. Informing students the exam contents to be covered
- b. Training students to practice doing the extra exercise
- c. Showing the actual exam paper to a small group of low-ability students
- d. Familiarizing students with the test format during teaching

55. To make assessment beneficial for students, which action Teacher Robbie should do after scoring?

- a. Note the score into the transcript and let students see it themselves.
- b. Create an item bank to collect the test used for the next batch.
- c. Announce the score from the highest to the lowest in the class.
- d. Highlighting the most common mistakes, and answer questions students might have.

_____ **Test Ends** _____

Thank you very much for your participation



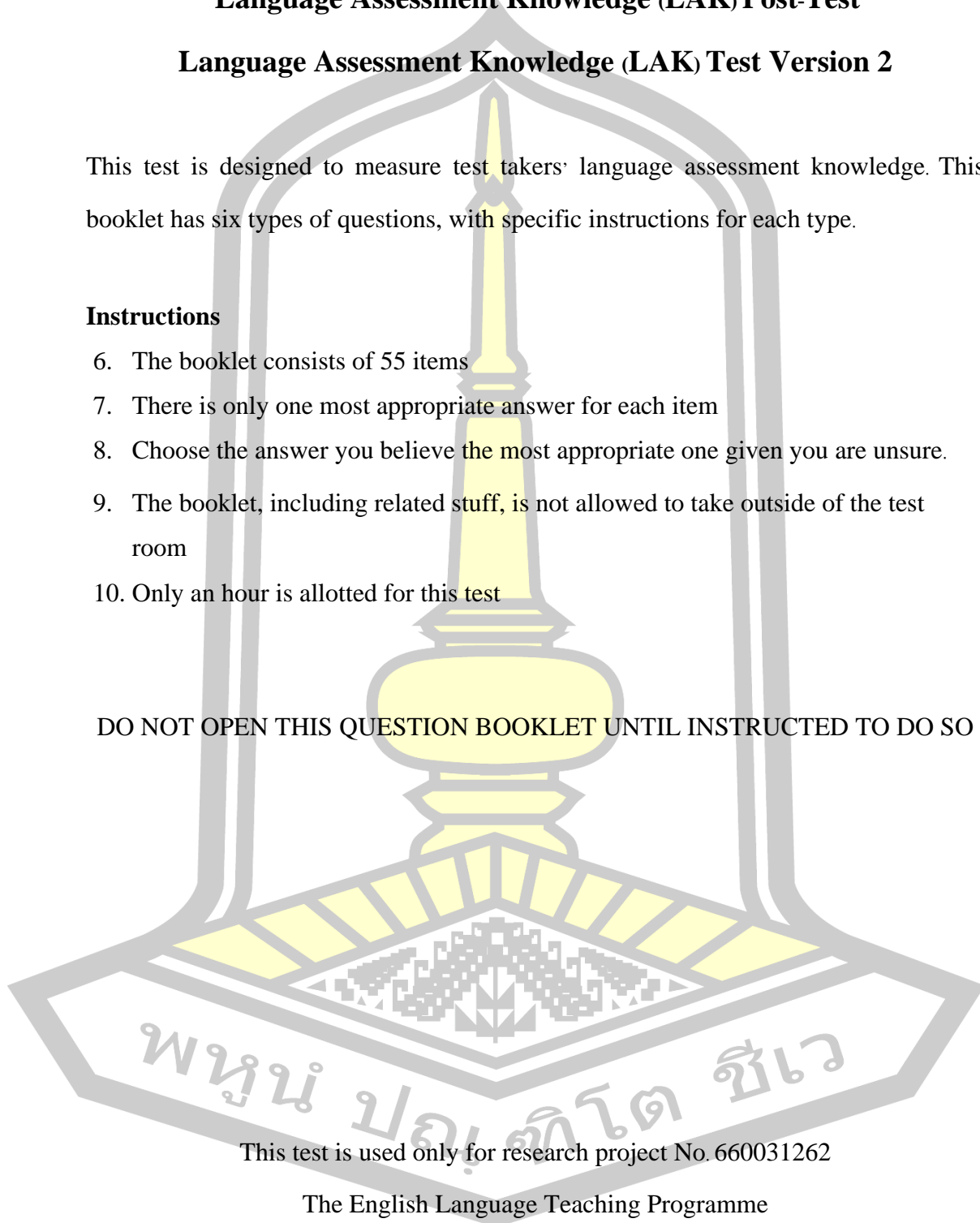
Appendix B: LAK Post-test**Language Assessment Knowledge (LAK) Post-Test****Language Assessment Knowledge (LAK) Test Version 2**

This test is designed to measure test takers' language assessment knowledge. This booklet has six types of questions, with specific instructions for each type.

Instructions

6. The booklet consists of 55 items
7. There is only one most appropriate answer for each item
8. Choose the answer you believe the most appropriate one given you are unsure.
9. The booklet, including related stuff, is not allowed to take outside of the test room
10. Only an hour is allotted for this test

DO NOT OPEN THIS QUESTION BOOKLET UNTIL INSTRUCTED TO DO SO



This test is used only for research project No. 660031262

The English Language Teaching Programme
Faculty of Humanities and Social Sciences

Part 1: Test item types, techniques and scoring rubrics (Item 1-9)

Directions: Look at the figure of test items, techniques and scoring rubrics. Identify the appropriate test item and technique by underline your answer. The first item was given as an example.

Example: What item type is it?

- 1) The writer wants to add the following sentence to the third paragraph (sentences 6–9) to provide additional explanation.

This means that the United States must convert to metric units whenever it is dealing with the rest of the world.

Where would the sentence best be placed?

- (A) Before sentence 6
 (B) After sentence 6
 (C) After sentence 7
 (D) After sentence 8
 (E) After sentence 9

Cloze test	<u>Multiple-choices</u>	Matching	Gap filling
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1) What item type is it?

IMPORTANCE OF THE ATMOSPHERE

_____ is the condition of Earth's atmosphere at a particular _____ and place. Earth's atmosphere is the layer of _____ that surrounds the planet. Earth's atmosphere makes conditions on Earth suitable for _____. The atmosphere also traps _____ from the sun, which keeps Earth's surface warm and in _____ form, another requirement of living things. In addition, the atmosphere protects Earth from dangerous _____ from the sun and from _____, which are chunks of rock from _____.

Cloze test	Multiple-choices	Matching	<u>Gap filling</u>
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พหุ ประถมศึกษา

2) What type of test is it?

Type the missing letters to complete the text below

I've always enjoyed listening **t** music. It **h** me calm down after a busy day, and I'm **a** one of those people who can **li** and study at the **s** time. I'm not **k** on jazz music, but **a** from that, I like many **t** of music - **de** on how I feel. Last year I went to a pop **fe**. It **la** for three days, so we decided to **c** on the **f** provided by the **co** organisers.

F-test	<u>C-test</u>	Cloze elide	Gap filling
--------	---------------	-------------	-------------

3) What assessment technique is it?

Date: _____

Group No. _____

	Leader		Operator		Note-Taker	
Name						
Behaviors	First Time	Second Time	First Time	Second Time	First Time	Second Time
Discussing						
Encouraging						
Observing						
Writing						
Off-task						

Portfolio	Peer-assessment	Learners' contracts	Observation checklist	Self-assessment
-----------	-----------------	---------------------	-----------------------	-----------------

พหุบัณฑิต ชีวะ

4) What assessment technique is it?

How well did my partner do?






Name: _____

Partner's name: _____

Date: _____


My partner...

- listened to me 
- shared their ideas 
- was helpful 
- took turns 1st ... 2nd ...

How could we improve when working together?

Portfolio	<u>Peer-assessment</u>	Learners' contracts	Observation checklist	Self-assessment
-----------	------------------------	---------------------	-----------------------	-----------------

5) What assessment technique is it?



What I did ...

Name: _____

Finished homework/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quietly read book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did not talk during homework time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in MindWorks/Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threw snack trash away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walked quietly in the hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushed chairs in and straightened desks before leaving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Portfolio	<u>Peer-assessment</u>	Learners' contracts	Observation checklist	<u>Self-assessment</u>
-----------	------------------------	---------------------	-----------------------	------------------------

6) What kind of scale is it?

Traits	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.

Likert scale

Checklist

Holistic scoring rubricAnalytical scoring rubric

7) What kind of scale is it?

ScoreDescription

5

Demonstrates complete understanding of the problem.
All requirements of task are included in response.

4

Demonstrates considerable understanding of the problem. All requirements of task are included.

3

Demonstrates partial understanding of the problem.
Most requirements of task are included.

2

Demonstrates little understanding of the problem.
Many requirements of task are missing.

1

Demonstrates no understanding of the problem.

0

No response/task not attempted.

Likert scale

Checklist



Holistic scoring rubricAnalytical scoring rubric

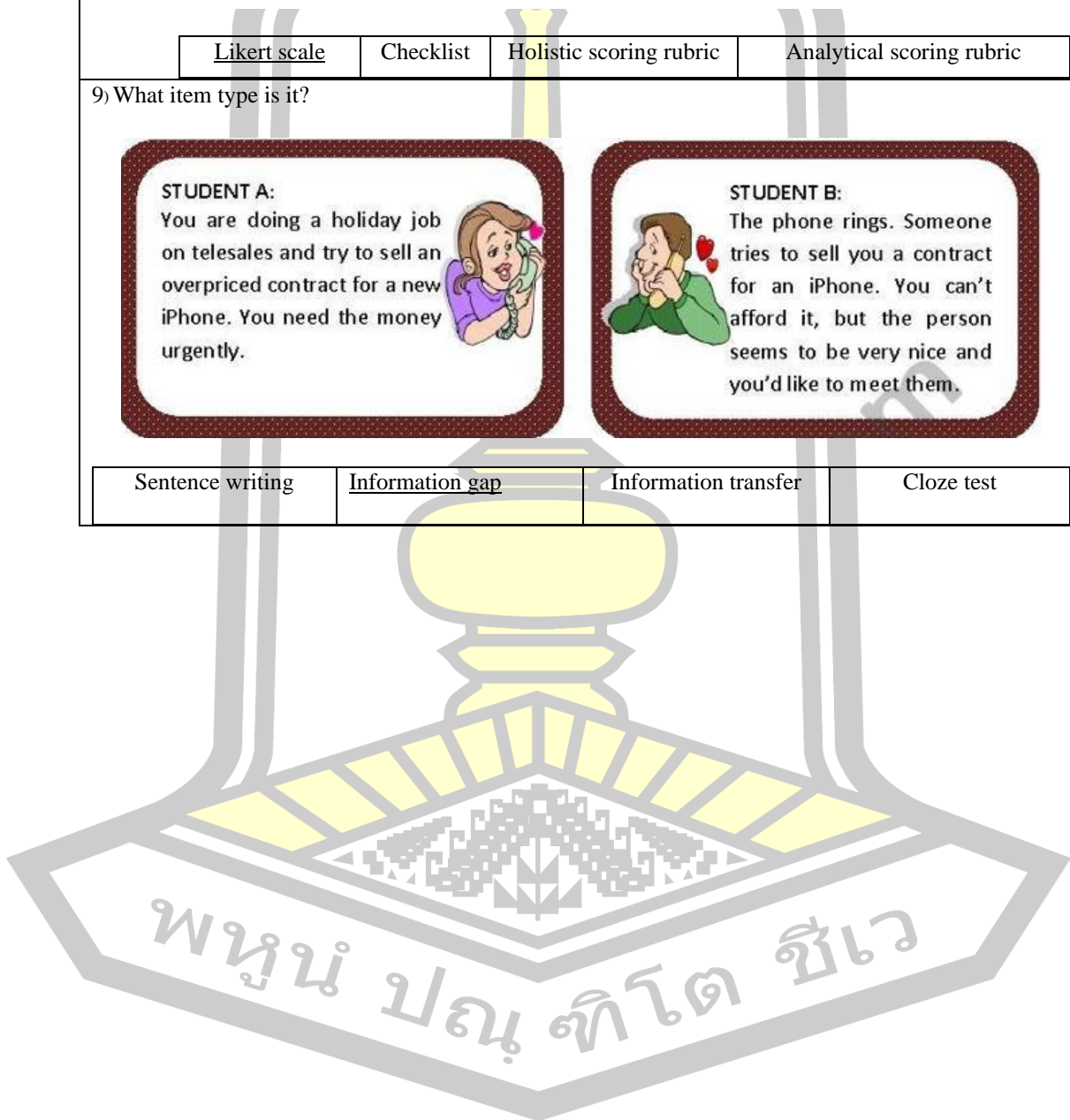
8) What kind of scale is it?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Sentence S is comprehensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence S is correctly spelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentence S is natural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<u>Likert scale</u>	Checklist	Holistic scoring rubric	Analytical scoring rubric
---------------------	-----------	-------------------------	---------------------------

9) What item type is it?

<p>STUDENT A: You are doing a holiday job on telesales and try to sell an overpriced contract for a new iPhone. You need the money urgently.</p> 	<p>STUDENT B: The phone rings. Someone tries to sell you a contract for an iPhone. You can't afford it, but the person seems to be very nice and you'd like to meet them.</p> 		
Sentence writing	<u>Information gap</u>	Information transfer	Cloze test



Part 2: Assessment type and function (Item 10-14)

Direction: Match the missing words in the table into the blank. The first item was completed as an example.

Diagnosis test	Subjective test	Formative assessment	Summative assessment	Placement test
Proficiency test	Objective test	Discrete-pointed test	Standardized test	Integrated pointed test

Example:

Discrete-pointed test is a series of tests used to assess one mini point of language ability at a time.

10. Placement test is to determine students' language proficiency level in order to put them in the correct class.

11. Standardized test is a test where everybody gets the same test task and the answers are marked in the same way for everybody.

12. Subjective test requires a scoring rubric to give scores as it bears on human judgment.

13. Summative assessment is administered at the end of the semester. Examples include mid-term and final examination.

14. Diagnosis test _____ is to find out what language skills/abilities that students need more improvement.

Part 3: Stages of test design (Item 15-20)

Directions: Reorder the stage of test design into correct order by writing the number (1-7) in front of each stage. Stage 1 was completed as an example.

- Example: 1 _____ Be clear about the purpose for the assessment.
- 15) 3 _____ Draw up the test blue print and write up the first draft of the test.
- 16) 6 _____ Administer the test to the target students.
- 17) 5 _____ Revise the test and trial with the representative sample.
- 18) 4 _____ Ask experts to review and to give comments.
- 29) 2 _____ Review the textbooks to see what students have learnt and select the constructs to be assessed.
- 20) 7 _____ Revealing the test results to students.

Part 4: Assessing language components and skills (Item 21-39)

Directions: Read the description of the language assessment and mark (X) in True if the statement is true, mark (X) in False if the statement is false. The example was provided.

Items	True	False
Example: Rational deleted cloze test can be used for assessing grammar used in context.	X	
21. Using the same exact words in the correct option as in the text is not a problem for reading test.		X
22. Ability to determine an author's attitude or intention is intensive listening skill.		X
23. Ability to recognize word meaning, spelling and word orders is top down reading skill.		X
24. Ability to recognize the words, understand the punctuation, recognize the letters and sounds is bottom up reading skill.	X	
25. Extensive reading is used to assess students' understanding about word form and grammatical aspects of reading ability.		X
26. Teacher can use the reading genre students have encountered in the class to design reading test.	X	
27. In a listening quiz, we can use a text that students have encountered before.		X
28. Holistic writing scoring rubric is appropriate for formative purposes.		X
29. An analytic writing scoring rubric is suitable for process writing.	X	
30. Giving students one task is enough to assess speaking skills.		X
31. An analytic scoring rubric is effective for indicating students' strengths and weaknesses.	X	
32. Teachers' classroom questioning is a kind of summative assessment technique.		X
33. In assessing pronunciation, we give the score based on the comprehensibility levels.	X	
34. Inter-rater reliability needs to be adopted when two teachers who assess article have high different scores.	X	
35. Controlled writing tasks enable students to write creatively.		X
36. Information-gap role plays can be used to assessed strategic competence.	X	
37. It is unnecessary to use authentic tasks in performance-based assessment.		X
38. Authentic assessment is suitable for communicative language teaching.	X	
39. Authentic assessment has low practicality for EFL teachers.	X	

Part 5: Standard, inclusive education and statistics (Item 40-47)

Directions: Read the questions carefully and circle (○) the correct answer. The first item was completed as an example.

Example: According to the core curriculum of 2008, which one is NOT the desirable behavior?

- b. Public mind b. Patience c. Sufficiency d. Determination

40. According to the basic core curriculum of 2008, what is the main purpose of the regulation of desirable behaviors?

- a. to enable students to be virtuous, smart and happy
 b. to build up the learning community
 c. to enable students to live in the society peacefully
 d. to bring up the reconciliation in Thai society

41. Which of the following is the psychomotor domain (P)?

- a. applying b. creating c. articulating d. remembering

42. The main principle in the assessment of Individualized Education Program (IEP) is _____?

- a. Teachers should only restrict their assessment with the predetermined standards from the core curriculum.
 b. Teachers should align their assessment only with students' specialty.
 c. Teachers should adopt the similar criteria used to assess general students with students who have special needs.
 d. Teachers should adapt their assessment with the standard from the core curriculum and the learning goals from Individualized Education Program.

43. In the inclusive classroom, English teachers should _____ when assessing the IEP students who has severe visual impairment.

- a. use the sign language
 b. use Braille code
 c. assign the same tests with regular students
 d. ask the regular students to do the test for IEP students

Look at the item analysis and answer the question

Item	Option (Score)	Difficulty	Std.Dev.	Discrimin.
Item 1	Overall	0.6296	0.4859	0.3287
	A (1.0)	0.6296	0.4859	0.3287
	B (0.0)	0.1605	0.3694	-0.5457

	C (0.0)	0.0988	0.3002	-0.0608
	D (0.0)	0.1111	0.3162	-0.0137

44. What does 0.6296 mean?

- All students tended to get incorrect answer.
- This item is too difficult for all students.
- The weak students are likely answer the item correctly.
- d. 63% of students can answer correctly.

Look at the item analysis and answer the question

Item	Option (Score)	Difficulty	Std.Dev.	Discrimin.
Item 1	Overall	0.6296	0.4859	0.3287
	A (1.0)	0.6296	0.4859	0.3287
	B (0.0)	0.1605	0.3694	-0.5457
	C (0.0)	0.0988	0.3002	-0.0608
	D (0.0)	0.1111	0.3162	-0.0137

45. The numbers highlighted in red mean _____.

- The high-scoring examinees tend to select items b, c, and d
- The low-scoring examinees tend to select items b, c, and d
- All choices can be correct answers as the examinees select them
- The distractors are not effective as they cannot lure the examinees

Look at the item analysis and answer the question

Item	Option (Score)	Difficulty	Std.Dev.	Discrimin.
Item 1	Overall	0.6296	0.4859	0.3287
	A (1.0)	0.6296	0.4859	0.3287
	B (0.0)	0.1605	0.3694	-0.5457
	C (0.0)	0.0988	0.3002	-0.0608
	D (0.0)	0.1111	0.3162	-0.0137

46. The numbers highlighted in red mean _____.

- The item cannot discriminate the high proficiency students from the lower ones.
- Around 32% of all students can answer this item incorrectly.
- This item can differentiate the high proficiency students from the lower ones to some extent.
- Around 32% low proficiency students can answer this item correctly.

47. For the test to be reliable, test reliability value should be.....

a. ≥ 0.07

b. ≥ 0.7

c. ≥ 0.5

d. ≥ 0.05

Part 6: Socio-cultural values (Items 48-55)

Directions: Study the scenario and circle the **MOST** correct answer. The first item was completed as an example.

Scenario 1: Teacher Robert is an EFL teacher in Grade 9.

Example: When it comes to the quiz, his students turn to panic and stressed. As an EFL teacher, he still needs to assess students with reliable scoring. What suggestion would you be BEST for him?

- b. He should use self-assessment. b. He should use peer assessment.
 c. He should use continuous assessment. d. He should use the one-shot examination.

48. A girl in his class receives a raw score of 45 items answered correctly out of 50 scores on the listening section of a test. This raw score equates to a percentile rank of 30. Her mother is confused about how her child could answer so many items correctly but receive such a low percentile rank. The mother meets Teacher Robert privately for a possible explanation. Which of the following is the MOST appropriate explanation to offer to the mother?

- a. "I don't know...there must be something wrong with my test."
 b. "Although she answered 45 correctly, numerous students answered more than 45 correctly."
 c. "Your daughter's score is greater than or equal to 30% of students in the group. Seventy percent of the student group got higher scores."
 d. "Your daughter's score is greater than or equal to 70% of students in the group. Thirty percent of the student group got higher scores."

49. The Listening 1 final exam will be held next week. Students felt worried about their performance and panicked. Which strategy would be BEST for him to decrease students' panic?

- e. Give moral support that a test cannot assess their actual performance.
 f. Give them some guidelines and suggest some strategies of learning.
 g. Let students practice the actual test before the real examination.
 h. Let them realize the true objectives of the core curriculum before the examination.

50. He taught reading in the course but all exercises were "true/false" reading comprehension. What seem to be the possible washback effect of this kind of assessment?

- a. Students were likely to master in critical reading.
 b. Students might not be familiar with other reading item test types.
 c. Students will have the chance to practice various reading strategies.

d. Students' top-down reading would be better.

51. To increase the positive washback for his assessment, which action Teacher Robert should do after scoring?

- a. Announcing the score in front of the class to let every student know.
- b. Highlighting the most common errors and reteach the contents students may misunderstand
- c. Noting the score into the task and letting students see the feedback from the score numbers
- d. Creating test bank to collect the test task and using them with students in the next batch

Scenario 2: Teacher Paew, another EFL teacher, is designing the final examination for Grade 12 students.

52. Teacher Paew was worried that her students would not perform well on the midterm examination. She did all of the following to help increase her students' scores. Which was UNETHICAL?

- a. teaching her students in strategies for taking tests
- b. aligning her teaching on concepts and skills to be covered on the test
- c. allowing her students to bring in their coursebooks/materials to the test room.
- d. familiarizing her students with the different item test type during the course.

53. Her students have just taken quiz of pre-final exam. She wants to let her students know their scores, and wants them to learn something from the quiz. She also needs to keep their score confidentially as students in the class concern about their privacy. What suggestion would you best give her?

- a. Announce the score in front of the class to let them know their achievement.
- b. Post the students' names and the score in front of the office and the mistakes they did.
- c. Let them see the score in person first and then discuss the reasons for incorrect answer among the class.
- d. Let them come get their test papers in her mail box in front of the office by themselves.

54. She is constructing the argumentative essay stimuli for a test to measure her students "critical thinking skills". She consults with Teacher Robert to see what concerns she would be aware of when constructing the questions. Which statement is NOT an appropriate recommendation when designing the writing test?

- a. Ensuring transparency of criteria for judging students writing essay.
- b. Being clear about the skills require to be demonstrated
- c. Avoiding determining the amount of freedom of writing responses that will be accepted
- d. Selecting the topics that are as free as possible from bias or social injustice (e.g. gender, culture, sexism and racism).

55. She taught students to write an argumentative essay using process-based writing approach. Students must write a number of writing drafts. She needs to give feedback to 100 students from two classes to revise their writing. She also realizes that it may cause stress to some students. What suggestion would be best for her?

- a. She might let students give feedback to each other's essay and give some time to revise.
- b. She might select only important aspects to highlight, and give constructive suggestion to revise.
- c. She might comment on every errors and mistakes in the whole class, and let them revise immediately.
- d. She might note students' mistakes and errors into the essay and ask them to study her comment by themselves.

พหุบัณฑิต ชีวะ

.....The Examination ends, Thank you for your collaboration.....

Appendix C: Time 1 and Time 2 Language assessment (LA) belief questionnaire

Language Assessment Questionnaire

Dear participants,

This is an invitation to participate in the research: "Exploring Teacher Beliefs and Classroom Practices of Language Assessment in an EFL Context: Insights from Preservice English Teachers". The study aims to understand Thai preservice English teachers' current language assessment knowledge levels, beliefs and practices of classroom language assessment. Hence, the findings of this study will help provide information on teachers' needs for assessment literacy professional development programs. An Institutional Review Board for human subject research at Mahasarakham University reviewed this research project and found it acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of research participants.

Participation in this study is voluntary, and participants can stop participating anytime.

Part 1: Participant Information

1. Name:ID.....
2. Gender: male female
3. What kind of school do you teach?
 - primary school
 - secondary school
 - extended educational opportunity school
4. What level(s) are you teaching?

<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 10
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 11
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 12
5. What is your school's affiliation?
 - Office of Basic Education
 - Municipality
6. Are there any other subject(s) you are teaching? Write down in the space below.
.....
7. An average number of students:
8. How many hours are you teaching this semester?
 - Less than ten
 - 8-12
 - 12-16
 - 16-20
9. Number of English classes you are teaching:
10. What is your English proficiency level?

<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
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Part 2: Teacher Beliefs of Language Assessment

Please indicate the extent you agree in using the assessment issue described by each of the statements below by ticking one of the choices next to each statement according to the following five-point Likert scale.

2.1 Technical skills					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree					
To what extent do you agree with technical skills in constructing, administering and validating assessment tools?	5 Strongly agree	4 agree	3 Moderately agree	2 disagree	1 Strongly disagree
1. In classroom language assessment, we need to ask the mentor teacher to cross-check our assessment tasks before using them.					
2. Teachers need to understand the course objectives when practicing assessment.					
3. Teachers need to manage the physical environment before administering the test.					
4. Using formative assessments is essential.					
5. Using summative assessments is essential.					
6. Objective test items are essential to assess reading, listening, vocabulary and grammar.					
7. Subjective test items are essential for assessing productive speaking and writing skills.					
8. Using alternative assessments is essential.					
9. Teachers must give feedback soon after the assessment.					
10. Teachers should have knowledge in the test administration.					
11. Teachers should identify what constitutes cheating and explain the consequences if caught.					
12. Teachers should use technology to enhance assessment.					
2.2 Sociocultural values					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree					
To what extent do you agree with each of the following?	5 Strongly agree	4 agree	3 Moderately agree	2 disagree	1 Strongly disagree
13. Social values can influence language assessment design and use.					
14. Teachers should recognize the positive and negative impact of classroom language assessment on society.					
15. Teachers should recognize when an assessment is being used inappropriately.					
16. Teachers communicate with parents about the current achievement of students.					
17. Teachers should have knowledge of standardized tests.					
18. Teachers should know language assessment culture at school.					
19. Students' preferences for test format should be considered in test construction.					
20. Students should be assessed using many classroom tasks rather than only tests.					
21. Teachers should have awareness on the philosophy behind the design of a relevant					

language assessment such as school philosophy, CEFR, authenticity, ethic and fairness, inclusive education, teaching and learning trends, etc.					
22. Teachers should reduce students' anxiety before assessing.					
3. Language pedagogy					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree					
To what extent do you agree with these statements	5 Strongly agree	4 Agree	3 Moderately agree	2 disagree	1 Strongly disagree
23. Language assessment can be used to promote students to learn.					
24. Language assessment can be used to motivate students to promote learning.					
25. Language assessment can be used to can be used as a diagnostic tool (investigate students' strengths and weaknesses).					
26. Language assessment must be authentic.					
27. Teachers should have knowledge in both formative and summative assessment.					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly useful 4 = useful 3 = moderately useful 2 = useless 1 = strongly useless					
To what extent do you believe these techniques/formats are useful to reflect on students' progress/development of language proficiency?	5 Strongly useful	4 Useful	3 Moderately useful	2 useless	1 Strongly useless
Classroom assessment technique					
28. Information-check questions (ICQs) and Concept-check questions (CCQs)					
29. Homework					
30. Dictation					
31. Individual Work					
32. Pair Work					
33. Group Work					
34. Student Self-Assessment					
35. Peer Assessment					
36. Role-play					
37. Portfolio					
38. Poster					
39. Task					
40. Project					
41. Oral Presentation					
42. Play					
43. Interview					

44. Dramatic Reading					
45. Student Observation					
46. Journal					
47. Learning log					
48. Quizzes					
49. Midterm test					
50. Final test					
Classroom assessment format					
51. Multiple choice					
52. True/false					
53. Gap-filling					
54. Matching					
55. Short answer					
56. Essay					
57. Label a diagram					
58. Sentence completion					
To what extent do you agree that each of the following can effectively reflect on students' progress?	5 Strongly useful	4 Useful	3 Moderately useful	2 Useless	1 Strongly useless
59. Teacher feedback					
60. Peer feedback					
61. Conference					
62. Individual oral comment					
63. Scores and grades					
64. Written comments					
4. Local practices					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree					
To what extent do you agree with the effect of local regulations on the assessment practice?	5 Strongly agree	4 agree	3 Moderately agree	2 disagree	1 Strongly disagree
65. Teachers must have knowledge of the Regulations to the Education Act.					
66. Teachers must study standards and indicators from the core curriculum 2008 in language assessment practice.					
67. We must comply with the learning unit assessment and the core curriculum's objectives.					
68. Teachers must have knowledge CEFR.					

69. Teachers' assessments must be framed by CEFR.					
70. The teacher-made test must align with O-NET.					
71. Language teaching in the class is influenced by O-NET.					
72. Teachers must be clear about KPA before assessing students in the class.					
73. Language assessment must reflect KPA.					
74. We can use the same assessment plan for general students with IEP students.					
75. We need to have a plan to assess students with special needs individually.					
76. Language test content should be based on representing the multiple religious, ethnic, and gender groups of society.					
5. Personal beliefs and attitudes					
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:					
5 = strongly influence 4 = influence 3 = moderately influence 2 = not influence 1 = strongly not influence					
To what extent do the following influence your assessment practices?	5 Strongly influence	4 influence	3 Moderately influence	2 Not influence	1 Strongly Not influence
77. Your personal beliefs about the assessment					
78. Your former experiences as a school student					
79. Your former experiences as an EFL teacher student					
80. The experiences and knowledge you gained from the course of the assessment in your teacher education program					
81. Your attitudes toward assessment practices					
82. Your colleagues					
83. The teaching activities and materials					
84. Your mentor teachers					
85. School assessment culture					
86. Your factor, please indicate (if any)				

Questionnaire Ends

Thank you very much for your participation

พหุบัณฑิตวิทยาลัย
มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี

Appendix D: Language assessment (LA) belief questionnaire (Thai Version)

แบบสอบถามความเชื่อด้านการวัดผล ประเมินผลทางภาษา

เรียนผู้เข้าร่วมวิจัย

ส่วนนี้เป็นขอความอนุเคราะห์เป็นผู้เข้าร่วมวิจัยในหัวข้อ “ความเชื่อของครูและการปฏิบัติในห้องเรียนเรื่องการประเมินภาษาอังกฤษในฐานะภาษาต่างประเทศ ข้อมูลเชิงลึกจากนักศึกษาครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศชาวไทย” เพื่อศึกษาองค์ความรู้ ความเชื่อ และการวัดผล ประเมินผลทางภาษาในห้องเรียนของนักศึกษาฝึกสอนชาวไทย ผลการวิจัยนี้จะช่วยให้เกิดความเข้าใจความต้องการของครูในด้านการวัดผลประเมินผลอันจะเป็นประโยชน์ต่อหลักสูตรการพัฒนาความรู้ทางการวัดผลประเมินผลในวิชาชีพครู งานวิจัยนี้ได้ผ่านการอนุมัติทางด้านจริยธรรมในการวิจัยในมนุษย์ จากคณะกรรมการประเมินจริยธรรมวิจัยในมนุษย์ มหาวิทยาลัยมหาสารคาม ซึ่งผู้เข้าร่วมวิจัยสามารถถอนตัวจากการเข้าร่วมวิจัยเมื่อใดก็ได้

ส่วนที่ 1 ข้อมูลส่วนบุคคลของผู้เข้าร่วมวิจัย

1. ชื่อ:..... รหัสนักศึกษา.....
2. เพศ: ชาย หญิง อื่น ๆ
3. ประเภทโรงเรียนที่สอน:
 - โรงเรียนประถมศึกษา โรงเรียนมัธยมศึกษา โรงเรียนขยายโอกาส
4. ระดับชั้นที่สอน:
 - ประถมศึกษาปีที่ 1 ประถมศึกษาปีที่ 4 มัธยมศึกษาปีที่ 1 มัธยมศึกษาปีที่ 4
 - ประถมศึกษาปีที่ 2 ประถมศึกษาปีที่ 5 มัธยมศึกษาปีที่ 2 มัธยมศึกษาปีที่ 5
 - ประถมศึกษาปีที่ 3 ประถมศึกษาปีที่ 6 มัธยมศึกษาปีที่ 3 มัธยมศึกษาปีที่ 6
5. สังกัดโรงเรียนที่สอน:
 - สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน องค์กรปกครองส่วนท้องถิ่น
6. หน้าที่อื่นในโรงเรียนที่ผู้เข้าร่วมวิจัยรับผิดชอบ นอกเหนือจากการสอนภาษาอังกฤษ หากมี โปรดระบุ:
 - มี ไม่มี
 - โปรดระบุ:
7. จำนวนนักเรียนในชั้นเรียนที่ผู้เข้าร่วมวิจัยสอนโดยเฉลี่ย:.....
8. จำนวนชั่วโมงที่ผู้ร่วมวิจัยสอนในแต่ละสัปดาห์
 - ต่ำกว่า 8 ชั่วโมง 8-12 ชั่วโมง 12-16 ชั่วโมง 16-20 ชั่วโมง
9. จำนวนชั้นเรียนที่ผู้เข้าร่วมวิจัยสอน:.....
10. ข้อสอบมาตรฐานที่ผู้เข้าร่วมวิจัยได้ผ่านการทดสอบ
 - TOEFL IELTS TOEIC CEFR CU-TEP อื่น ๆ
 คะแนนสอบที่สอบได้:..... หรือเทียบเท่า CEFR

ส่วนที่ 2: การวัดประเมินผลทางภาษาของครู

2.1 ทักษะทางด้านเทคนิค (Technical skills)					
คำสัง: โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงของคุณเพียงข้อเดียวและตรงกับชื่อของท่านมากที่สุด					
คุณเห็นด้วยกับข้อความนี้ในระดับใด	ระดับความคิดเห็น				
	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
87. การวัดประเมินผลในชั้นเรียน นักศึกษาฝึกสอนจำเป็นต้องให้ครูที่เลี้ยงช่วยตรวจสอบเอกสาร กิจกรรม หรือแบบวัดผลประเมินผลก่อนนำไปใช้					
88. ครูควรมีทักษะทางด้านสถิติในการประเมินคุณภาพแบบทดสอบ					
89. ครูต้องมีความรู้ความเข้าใจวัตถุประสงค์ของรายวิชาก่อนการวัดประเมินผล					
90. ครูต้องจัดสภาพแวดล้อมทางกายภาพ เช่น แสงสว่าง, ที่นั่ง และเสียงรบกวนก่อนการดำเนินการทดสอบ					
91. ครูต้องใช้ทั้งการประเมินผลความก้าวหน้า (formative assessments) เช่น แบบทดสอบย่อย, ภาระงาน, แบบฝึกหัด และการสังเกต และการประเมินผลสัมฤทธิ์ทางการเรียนภาษา (summative assessment) เช่น การสอบกลางภาค และปลายภาคในการสะท้อนทักษะทางภาษา					
92. ครูต้องรู้จักเลือกใช้วิธีการวัดประเมินผลความก้าวหน้าและผลสัมฤทธิ์ทางการเรียนอย่างเหมาะสม					
93. ข้อสอบปรนัย (Objective test items) เช่น ข้อสอบแบบมีตัวเลือก (multiple-choice), ข้อสอบแบบเลือกถูกผิด (true-false), จับคู่ (matching and completion) เป็นสิ่งสำคัญในการวัดทักษะทางภาษา					
94. ข้อสอบอัตนัย (Subjective test items) เช่น คำถามแบบที่ต้องการคำตอบสั้นๆ (short-answer), เรียงความหรือบทความ (essay), แบบทดสอบอัตนัย ไม่จำกัดคำตอบ (extended-response essay), การแก้ไขปัญหา (problem solving) และการประเมินสมรรถนะ (performance test item) เป็นสิ่งสำคัญในการวัดทักษะทางภาษา					
95. การประเมินทางเลือก (alternative assessment) เช่น การสังเกต, แฟ้มสะสมผลงาน, การเขียนบันทึกประจำวัน, การประเมินการปฏิบัติกับกรออกแบบกิจกรรม (performance tasks), การประเมินตนเอง และการประเมินเพื่อนร่วมชั้น มีความสำคัญในการวัดประเมินผลทางภาษาในชั้นเรียน					
96. ครูควรสะท้อนผลการเรียนนักเรียน หรือวิจารณ์อย่างสร้างสรรค์ (constructive feedback) หลังจากการวัดประเมินผลเพื่อพัฒนาผู้เรียน					

97. ครูควรมีความรู้ด้านการปฏิบัติการสอบ					
98. ครูควรชี้แจง และยกตัวอย่างการกระทำที่แสดงถึงการทุจริตในการสอบและบอกถึงผลกระทบที่ตามมา					
99. ครูควรใช้เทคโนโลยีเข้ามาช่วยในการวัด ประเมินผลทางภาษา					
100. ผลจากการวัดประเมินผลนักเรียนช่วยพัฒนาทักษะการสอนของครูได้					
2.2 ค่านิยมทางด้านสังคม และวัฒนธรรม (Sociocultural values)					
โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความเป็นจริงของท่านเพียงข้อเดียวและตรงกับความเชื่อของคุณมากที่สุด					
คุณเห็นด้วยกับข้อความนี้ในระดับใด	ระดับความคิดเห็น				
	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
101. ค่านิยมทางด้านสังคม และวัฒนธรรม เช่น ความเชื่อของผู้คนในสังคม, ทัศนคติ, แนวคิด, ความชื่นชมมีอิทธิพลต่อการปฏิบัติ การออกแบบ การวัดผล ประเมินผล					
102. ครูควรรู้ตระหนักถึงผลกระทบเชิงบวกและเชิงลบของการวัด ประเมินผลที่จะเกิดขึ้นต่อนักเรียน					
103. ครูควรรู้ตระหนักเมื่อเกิดการใช้วิธีการวัดผล ประเมินผล ในทางที่ไม่เหมาะสม					
104. ครูควรมีช่องทางในการรายงานผลสัมฤทธิ์ทางการเรียนแบบปัจจุบันกับผู้ปกครองของนักเรียน					
105. ครูควรมีความรู้ด้านผลกระทบของข้อสอบมาตรฐานที่ส่งผลต่อนักเรียน และสังคม					
106. วัฒนธรรมในการวัดประเมินผลในโรงเรียนมีอิทธิพลต่อการวัดประเมินผลในชั้นเรียน					
107. การวัดผลประเมินผลต้องสะท้อนความต้องการจำเป็นของนักเรียน					
108. ภาระงาน/เทคนิคที่ใช้ในการวัดประเมินผลควรสะท้อนการใช้ภาษาในสถานการณ์จริง (authenticity)					
109. ครูควรมีความรู้ด้าน ปรัชญาสถานศึกษา, ปรัชญาการศึกษา และแนวโน้มทางการจัดการเรียนการสอนของสถานศึกษา					
110. ครูควรลดความวิตกกังวลของนักเรียนก่อนทำการวัด ประเมินผล					
3. การสอนภาษา (Language pedagogy)					
ผู้เข้าวิจัยเห็นด้วยกับข้อความนี้ในระดับใด	ระดับความคิดเห็น				
	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
111. นักเรียนควรได้รับการประเมินโดยชิ้นงานที่หลากหลาย					

มากกว่าการใช้วิธีการสอบ					
112. การวัดประเมินผลทำให้นักเรียนรู้ผลสัมฤทธิ์ ความก้าวหน้าในการเรียนของตนเอง					
113. การวัดประเมินผลควรส่งเสริมให้ผู้เรียนเกิดการเรียนรู้					
114. ครูควรใช้วิธีการวัดประเมินผลที่เพื่อวินิจฉัยจุดอ่อน จุดแข็งของนักเรียน					
เทคนิค/รูปแบบการวัดประเมินผลทางภาษาเหล่านี้เป็นประโยชน์ต่อการสะท้อนความก้าวหน้าและพัฒนาการทักษะทางภาษาในระดับใด?	ระดับความคิดเห็น				
	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
เทคนิคการวัดประเมินผล					
115. คำถามประเมินข้อมูลและความคิดรวบยอด (Information-check questions and Concept-check questions)					
116. การบ้าน (Homework)					
117. การเขียนตามคำบอก (Dictation)					
118. งานเดี่ยว (Individual Work)					
119. งานคู่ (Pair Work)					
120. งานกลุ่ม (Group Work)					
121. การประเมินตนเอง (Student Self-Assessment)					
122. การประเมินเพื่อน (Peer Assessment)					
123. บทบาทสมมุติ (Role-play)					
124. แฟ้มสะสมผลงาน (Portfolio)					
125. การออกแบบโปสเตอร์ (Poster)					
126. ภาระงาน (Task)					
127. โครงการ (Project)					
128. การนำเสนอปากเปล่า (Oral presentation)					
129. ละครเวที (Play)					
130. สัมภาษณ์ (Interview)					
131. การอ่านวรรณกรรม (Dramatic Reading)					
132. การสังเกต (Observation)					
133. บันทึกประจำวัน (Journal)					
134. การเขียนสรุปความรู้หลังการเรียนรู้รายวิชา (Learning Log)					
135. แบบทดสอบย่อย (Quiz)					

136. การสอบกลางภาค (Midterm examination)					
137. การสอบปลายภาค (Final examination)					
รูปแบบการวัดประเมินผลในชั้นเรียน	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
138. ข้อสอบแบบหลายตัวเลือก (Multiple choice)					
139. ถูก/ผิด (True/False)					
140. เติมคำลงในช่องว่าง (Gap-filling)					
141. จับคู่ (Matching)					
142. คำถามที่ต้องการคำตอบสั้นๆ (Short answer)					
143. เรียงความ (Essay)					
144. เติมคำลงในผังภาพ (Label a diagram)					
145. เติมคำลงในประโยค (Sentence completion)					
เทคนิค/รูปแบบการให้ผลสะท้อนจากการวัดประเมินผลทางภาษาเหล่านี้เป็นประโยชน์ต่อการสะท้อนความก้าวหน้าและพัฒนาการทักษะทางภาษาของนักเรียนในระดับใด?	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
146. ผลสะท้อนจากครู โดยวิธีการพูด (teacher's oral feedback)					
147. ผลสะท้อนจากครู โดยวิธีการเขียน (teacher's written feedback)					
148. ผลสะท้อนจากเพื่อน โดยการพูด (peer's oral feedback)					
149. ผลสะท้อนจากเพื่อน โดยการเขียน (peer's written feedback)					
150. การปรึกษาหารือในชั้นเรียน (Conference)					
151. การให้ข้อคิดเห็นแบบรายบุคคลโดยการพูด (Individual oral comments)					
152. การให้ข้อคิดเห็นแบบรายบุคคลโดยการเขียน (Individual written comments)					
153. คะแนนและเกรด (Scores and grades)					
4. การปฏิบัติการวัดประเมินผลในบริบทท้องถิ่น (Local practices)					
คุณเห็นด้วยกับข้อความนี้ในระดับใด	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
154. ครูต้องมีความรู้ทางด้านกฎหมาย ข้อบังคับและพระราชบัญญัติทางการศึกษาที่เกี่ยวข้องกับการวัดประเมินผล					
155. ครูต้องศึกษามาตรฐานและตัวบ่งชี้จากหลักสูตรแกนกลาง ภาษาอังกฤษ ปี พ.ศ. 2551 เมื่อปฏิบัติการวัดประเมินผล					
156. ครูต้องวัดผลการเรียนรู้ในหน่วยเรียนให้ตรงตามวัตถุประสงค์การเรียนรู้ที่มาจากหลักสูตรแกนกลางปี พ.ศ. 2551					

157. ครูต้องคำนึงถึงสมรรถนะของผู้เรียนควบคู่ไปกับคุณลักษณะอันพึงประสงค์ตามที่หลักสูตรแกนกลางการศึกษาขั้นพื้นฐานกำหนดในการวัดประเมินผล					
158. ครูต้องมีความรู้ด้าน CEFR					
159. วิธีการวัดประเมินผลของครูต้องอยู่ในกรอบ CEFR					
160. การวัดประเมินผลในหน่วยการเรียนรู้แต่ละบทต้องสะท้อนพิสัยทั้ง 3 ด้าน ได้แก่ K = พุทธิพิสัย P = ทักษะพิสัย A = จิตพิสัย					
161. ครูต้องมีแผนการวัดผลประเมินผลพิเศษเฉพาะสำหรับนักเรียนที่มีความต้องการจำเป็นพิเศษเนื่องจากความบกพร่องหรือข้อจำกัดทางด้านร่างกาย จิตใจ สติปัญญา ประสาทสัมผัส อารมณ์ และสังคม					
162. เนื้อหาในแบบทดสอบภาษามีความยุติธรรมสำหรับนักเรียนที่มาจากต่างศาสนา เชื้อชาติ วัฒนธรรม เพศสภาพ และกลุ่มสังคม					
163. ความหลากหลายในชั้นเรียนมีอิทธิพลต่อการใช้ และการออกแบบการวัดประเมินผลทางภาษา					
5. ความเชื่อส่วนบุคคลและทัศนคติ (Personal beliefs and attitudes)					
สิ่งใดต่อไปนี้มีอิทธิพลต่อการปฏิบัติการวัดประเมินผลทางภาษาในชั้นเรียนของคุณ	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
164. ความเชื่อส่วนบุคคล (วิธีคิด, ความคิดเห็น และมุมมองทางด้านวัตถุประสงค์ ลักษณะและค่านิยมที่ผู้เข้าร่วมวิจัยยึดถือในการวัดประเมินผลทางการศึกษา)					
165. ประสบการณ์จากการเป็นนักเรียน					
166. ประสบการณ์จากการเป็นนักศึกษาครู					
167. ความรู้ที่ได้รับจากรายวิชาการวัดประเมินผลจากหลักสูตรครูศาสตร์บัณฑิต					
168. ทัศนคติที่มีต่อการปฏิบัติการวัดประเมินผล					
169. เพื่อนร่วมงาน					
170. กิจกรรมการสอนและสื่อการสอน					
171. ครูที่เลี้ยง					
172. อาจารย์ที่ปรึกษาประจำกลุ่มฝึกสอน					
173. อื่น ๆ โปรดระบุ				

สิ้นสุดแบบสอบถาม

ขอบพระคุณสำหรับความร่วมมือ

Appendix E: Semi-structure interview/Focus group questions

Research Title: Exploring Teacher Beliefs and Classroom Practices of Language Assessment in an EFL context: Insights from Preservice English Teachers

Research questions: How do Thai preservice English implement language assessment knowledge, and what are the patterns of their language assessment practices during their teaching practicum?

Time allocated: 30 mins/ one person

Introductory session

Thank you very much for meeting me for this interview. You are selected because you have been identified for this interview. Your information is important and I want to make sure to capture everything you say, I would like to audio tape our conversation today. I will also be taking written notes during the interview. All of your responses will be confidential and only pseudonym will be used when quoting from the transcripts. And they will be destroyed after they are transcribed.

To meet our human subject's requirement at the university, you must sign this informed consent form. Essentially, this document states that: (1) all information will be held confidential, (2) our participation is voluntary and you may stop at any time if you feel uncomfortable, (3) we do not intend to inflict any harm. I have planned this interview to last about 15 minutes. During this, I have several questions to cover. If time begins to run short, it may be necessary to interrupt you in order to push a head and complete this line of questioning. Do you have any questions?

Language assessment practices

General ideas of assessment practices

1. Are your assessment practices similar or different from your beliefs?
2. What challenges did you usually encounter when you assess your students? How do you cope with these challenges?
3. Have your ideas about assessments changed? If so, how have they changed and why?
4. What are the main purposes of your assessment practices?

Technical skills

Main question: How do you construct, use and administer your assessment?

a. Mini-tour questions

- How did you assess students these days?
- How did you ensure the assessment quality?
- What were the purposes of your assessment?

➤ How did you use test?

a. Mini-tour questions

- What assessment techniques did you mostly use? Were they for formal or informal assessment? why?
- Did you use any ready-made tests? How do you select?
- How did you develop the tests?
- Did you use any technology to help you assess learners? Why and how?

➤ How did you administer the test?

- How did you prepare students before the assessment?
- How did you ensure that students would not cheat?
- Did you manage the assessment place? How?

Socio-cultural value

Main question: Have you thought about the socio-cultural values when you assess students in your class? You may think about individual differences, inclusion and equality or respect for diversity.

Mini-tour questions

- How was the assessment culture at your school? What were the main purposes of assessment at school? And what methods they were likely to use?
- Did you align your assessment with the assessment culture at school? How?

- How did you prevent the negative washback of your assessment and increase the positive washback of assessment on your students?
- Are you aware of students' anxiety?
- Did you consider learners' needs and preferences when assessing?

Language pedagogy

Main question: How did you keep track on students' learning progress and achievement?

Mini-tour questions

- How often do you assess your students in one class? Why?
- What are the purposes of your in-class assessment?
- How did you assess students' progress/ achievement? What points of language/skills did you assess?
- Which techniques did you use most? Paper-based test or performance-based assessment/ alternative assessment?
- How did you give feedback to help students learn?

Local practices

Main question: How did you align your assessment with your classroom context?

Mini-tour questions

- Are you really aware of standard from the core curriculum when designing/using task/test/activities?
- How did you align your assessment with the objectives of the school curriculum?
- Did you consider CEFR when designing the tasks/activity? How?
- Can you really assess students in all KPA as you learnt from assessment courses? Did you actually follow it?
- Did you assess students with special needs similarly to normal students? Why and why not?

- Did you consider the students' variety such as genders, religions, levels in the assessment? how?

Personal beliefs and attitudes

Main question: How did your own personal beliefs and attitudes influence your assessment?

Minitour: Please discuss how the following factors contributed to your assessment practices.

- Your Schooling
- Your teaching experiences
- Your students' variety
- Your culture and context
- Your own beliefs and attitudes
- contents from assessment courses
- mentor teacher
- teaching supervisor
- Your learning experiences
- others

C. Cooling-down session

- What issues about assessment did you learn from the teaching practicum now?
- To what extent do you consider yourself assessment literate? Why?
- Do you want to share something about assessment?

Appendix F: Classroom Observation guide

Participant:.....

Time:.....

Course:.....

School:.....

1. The physical setting

- a. Table and seating arrangement
- b. Class time
- c. Classroom equipment and media

2. People in the observation

- a. Number of students
- b. Characteristic of students

3. Description of the today's class

- a. Objectives of lesson
- b. Standards/strands and indicators
- c. Skills focus
- d. Contents to be taught
- e. Activities/tasks/exercises

4. What is to be assessed?

- a. Language constructs
 - i. Pronunciation
 - ii. Vocabulary
 - iii. Grammar
 - iv. Reading
 - v. Listening
 - vi. Writing
 - vii. Speaking
- b. Affective domain

5. How is assessment conducted? What resources/ methods are being used in assessment?

- a. Formative assessment
- b. Summative assessment

6. Roles of assessor

- a. Teacher
- b. Self-assessment
- c. Peer assessment

7. Decision maker

8. Interaction in the class

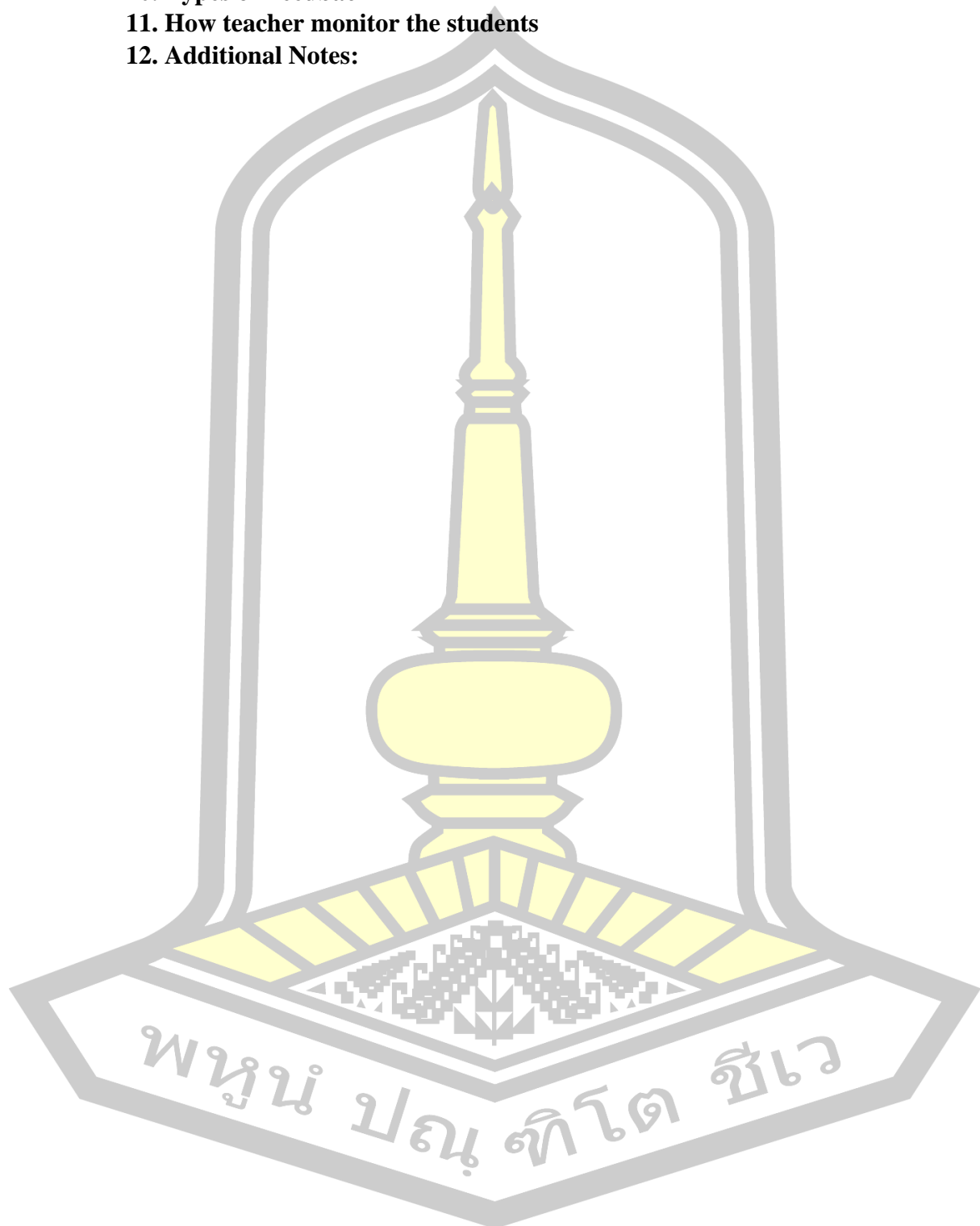
- a. Talk turns
- b. Purposes of the talk
- c. Non-verbal communication used

9. When does the assessment take place? And how long?

10. Types of Feedback

11. How teacher monitor the students

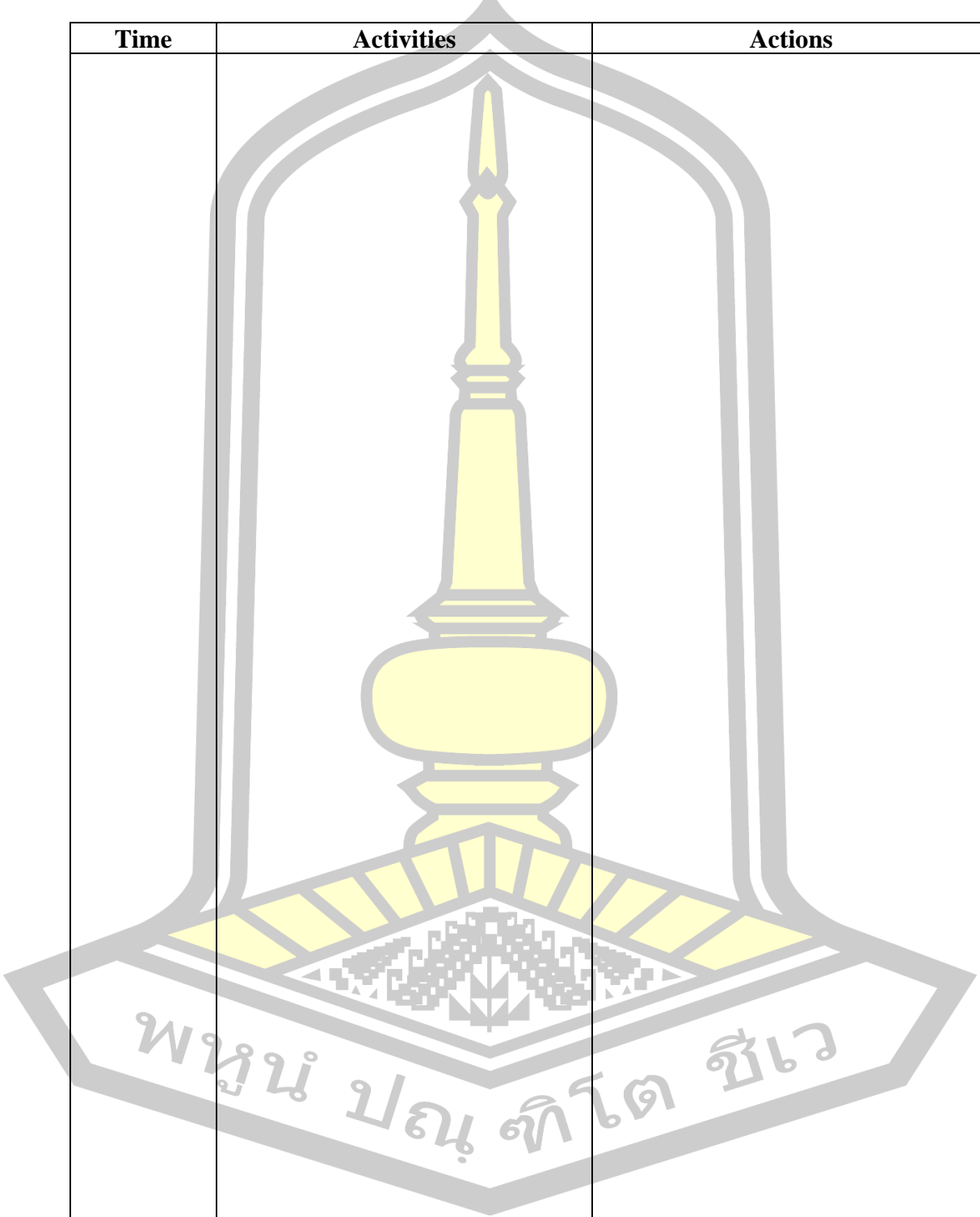
12. Additional Notes:



Appendix G: Observation form

Field notes

Time	Activities	Actions



Appendix H: LAK pretest IOC

IOC: Language assessment knowledge (LAK) test

This form is aimed to investigate the congruence between the provided statements and research objectives by using the index of item objective (IOC). Here is some information for your consideration:

Research title: Exploring Teacher Beliefs and Classroom Practices of Language Assessment in an EFL context: Insights from Thai Preservice English Teachers

Research questions:

1. What are the beliefs and knowledge of Thai preservice English teachers' language assessment?
2. How do Thai preservice English teachers practice language assessment in their classrooms?
3. How do Thai preservice English teachers' beliefs and knowledge change overtime?

Language assessment test (LAK test)

All the statements are aimed to identify Thai preservice English teachers' knowledge of language assessment. The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Please choose only one answer as the given mark (\surd) from these three alternatives of choices:

1. Dr. Jim (Testing)
2. Dr. Praew (Teacher Educator)
3. Asst. Prof. Dr. Kathy (Teacher Educator)
4. Asst. Prof. Dr. Kung (Testing)
5. Dr. Bob (Testing)

Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Content validity
1	1	1	1	1	0	0.8
2	1	1	0	1	0	0.6
3	1	1	1	1	1	1
4	1	1	1	1	0	0.8
5	1	1	1	1	1	1
6	1	1	1	-1	0	0.4
7	1	1	0	1	0	0.6
8	1	1	0	1	0	0.6
9	1	1	0	1	1	0.8
10	1	1	1	1	1	1
11	1	1	1	1	1	1

12.	1	1	1	1	1	1
13.	1	1	0	1	0	0.6
14.	1	1	1	1	1	1
15.	1	1	1	1	1	1
16.	1	1	1	1	1	1
17.	1	1	0	1	1	0.8
18.	1	0	1	1	1	0.8
19.	1	1	1	1	1	1
20.	1	1	0	1	1	0.8
21.	1	1	1	1	1	1
22.	1	1	1	1	1	1
23.	1	1	1	1	1	1
24.	1	1	0	1	1	0.8
25.	1	1	0	1	1	0.8
26.	1	1	1	1	1	1
27.	1	1	1	1	1	1
28.	1	1	1	1	1	1
29.	1	1	1	1	1	1
30.	1	1	1	1	1	1
31.	1	1	1	1	1	1
32.	1	1	1	1	1	1
33.	1	1	1	1	1	1
34.	1	1	1	1	1	1
35.	1	1	1	1	0	0.8
36.	1	1	0	1	0	0.6
37.	1	1	1	1	1	1
38.	1	1	1	1	1	1
39.	1	1	1	1	1	1
40.	1	1	1	1	1	1
41.	1	1	1	1	0	0.8
42.	1	1	1	1	1	1
43.	1	1	1	1	1	1
44.	1	1	1	1	1	1
45.	1	1	0	1	1	0.8
46.	1	1	1	1	1	1
47.	1	1	1	1	1	1
48.	1	1	1	1	0	0.8

49.	1	1	1	1	0	0.8
50.	1	1	1	1	0	0.8
51.	1	1	0	1	0	0.6
52.	1	1	1	1	0	0.8
53.	1	1	1	1	1	1
54.	1	1	1	1	0	0.8
55.	1	1	0	1	0	0.6
56.	1	1	1	1	0	0.8
57.	1	1	1	1	1	1
58.	1	0	-1	1	0	0.2
59.	1	0	-1	1	1	0.4
60.	1	1	1	1	0	0.8
61.	1	-1	1	1	0	0.4
62.	1	0	1	1	1	0.8
63.	1	1	1	1	0	0.8
64.	1	1	1	1	0	0.8
65.	1	-1	1	1	0	0.4
66.	1	0	0	1	1	0.6
67.	1	0	1	1	0	0.6
68.	1	-1	1	1	0	0.4
69.	1	0	0	1	0	0.4
70.	1	0	1	1	0	0.6
IOC						0.811



Appendix I: LAK pretest item analysis

item1	Overall	0.2963	0.4609	0.0314
a(1.0)		0.2963	0.4609	0.0314
b(0.0)		0.0741	0.2644	-0.4972
c(0.0)		0.2037	0.4065	0.1049
d(0.0)		0.0741	0.2644	-0.1044
e(0.0)		0.0556	0.2312	-0.2361
f(0.0)		0.0556	0.2312	0.1340
g(0.0)		0.0370	0.1906	-0.0338
h(0.0)		0.1667	0.3762	0.1603
i(0.0)		0.0185	0.1361	-0.1350
j(0.0)		0.0185	0.1361	-0.1350
Item 2	Overall	0.4444	0.5016	0.3942
a(0.0)		0.1481	0.3586	-0.2047
b(0.0)		0.0370	0.1906	-0.4654
c(0.0)		0.0926	0.2926	-0.1041
d(0.0)		0.0185	0.1361	-0.1350
e(1.0)		0.4444	0.5016	0.3942
f(0.0)		0.0741	0.2644	-0.1989
g(0.0)		0.0185	0.1361	-0.0981
h(0.0)		0.0556	0.2312	-0.1606
i(0.0)		0.0000	0.0000	NaN
j(0.0)		0.1111	0.3172	0.0701
Item 3	Overall	0.3519	0.4820	0.1521
a(0.0)		0.0926	0.2926	-0.4171
b(1.0)		0.3519	0.4820	0.1521
c(0.0)		0.0370	0.1906	-0.2442
d(0.0)		0.0185	0.1361	-0.0611
e(0.0)		0.0370	0.1906	0.0059
f(0.0)		0.0185	0.1361	-0.1903
g(0.0)		0.3704	0.4874	0.0162
h(0.0)		0.0370	0.1906	0.0989
i(0.0)		0.0185	0.1361	0.0874
j(0.0)		0.0185	0.1361	-0.0426
Item 4	Overall	0.3704	0.4874	0.4715
a(0.0)		0.0926	0.2926	0.0683
b(0.0)		0.0926	0.2926	-0.3501
c(0.0)		0.0926	0.2926	-0.3753
d(0.0)		0.0926	0.2926	-0.1469
e(0.0)		0.0741	0.2644	-0.0569

f(1.0)	0.3704	0.4874	0.4715	
g(0.0)	0.0370	0.1906	-0.0074	
h(0.0)	0.0185	0.1361	-0.0240	
i(0.0)	0.0926	0.2926	-0.2235	
j(0.0)	0.0370	0.1906	-0.0470	
Item 5	Overall	0.5556	0.5016	0.2734
a(0.0)	0.0926	0.2926	-0.0698	
b(0.0)	0.0741	0.2644	-0.5064	
c(0.0)	0.0556	0.2312	-0.0412	
d(1.0)	0.5556	0.5016	0.2734	
e(0.0)	0.0556	0.2312	-0.2469	
f(0.0)	0.0556	0.2312	0.1340	
g(0.0)	0.0185	0.1361	-0.0981	
h(0.0)	0.0185	0.1361	0.1060	
i(0.0)	0.0556	0.2312	-0.1064	
j(0.0)	0.0185	0.1361	-0.0611	
Item 6	Overall	0.5370	0.5033	0.3523
a(0.0)	0.1111	0.3172	-0.2305	
b(0.0)	0.0556	0.2312	-0.4394	
c(0.0)	0.0556	0.2312	-0.0847	
d(0.0)	0.0741	0.2644	-0.1328	
e(0.0)	0.1667	0.3762	-0.0825	
f(1.0)	0.5370	0.5033	0.3523	
Item 7	Overall	0.3889	0.4921	0.0493
a(0.0)	0.0185	0.1361	-0.3373	
b(0.0)	0.1667	0.3762	-0.1885	
c(1.0)	0.3889	0.4921	0.0493	
d(0.0)	0.3148	0.4688	-0.0054	
e(0.0)	0.0741	0.2644	0.0962	
f(0.0)	0.0370	0.1906	-0.1393	
Item 8	Overall	0.3519	0.4820	0.2274
a(0.0)	0.0000	0.0000	NaN	
b(0.0)	0.0370	0.1906	-0.4395	
c(0.0)	0.2037	0.4065	-0.2468	
d(1.0)	0.3519	0.4820	0.2274	
e(0.0)	0.2778	0.4521	-0.0644	
f(0.0)	0.1296	0.3390	0.0202	
Item 9	Overall	0.7037	0.4609	0.3692
a(1.0)	0.7037	0.4609	0.3692	

b(0.0)	0.1481	0.3586	-0.2461	
c(0.0)	0.0556	0.2312	-0.2146	
d(0.0)	0.0741	0.2644	-0.3115	
e(0.0)	0.0000	0.0000	NaN	
f(0.0)	0.0185	0.1361	-0.0611	
Item 10	Overall	0.6111	0.4921	0.1862
a(0.0)	0.0556	0.2312	0.1561	
b(1.0)	0.6111	0.4921	0.1862	
c(0.0)	0.1481	0.3586	-0.3556	
d(0.0)	0.0370	0.1906	-0.0734	
e(0.0)	0.0741	0.2644	-0.1328	
f(0.0)	0.0741	0.2644	-0.1044	
item11	Overall	0.3704	0.4874	0.2485
a(0.0)	0.2037	0.4065	-0.0510	
b(0.0)	0.3333	0.4758	-0.2236	
c(0.0)	0.0926	0.2926	-0.2912	
d(1.0)	0.3704	0.4874	0.2485	
Item 12	Overall	0.7778	0.4196	0.3844
a(0.0)	0.0000	0.0000	NaN	
b(0.0)	0.1111	0.3172	-0.4087	
c(0.0)	0.0556	0.2312	-0.2576	
d(1.0)	0.7778	0.4196	0.3844	
e(0.0)	0.0556	0.2312	-0.0739	
Item 13	Overall	0.7778	0.4196	0.3405
a(0.0)	0.0741	0.2644	-0.3302	
b(0.0)	0.0000	0.0000	NaN	
c(1.0)	0.7778	0.4196	0.3405	
d(0.0)	0.0185	0.1361	-0.0426	
e(0.0)	0.1296	0.3390	-0.2818	
Item 14	Overall	0.6481	0.4820	0.4132
a(1.0)	0.6481	0.4820	0.4132	
b(0.0)	0.0556	0.2312	-0.4818	
c(0.0)	0.1852	0.3921	-0.2059	
d(0.0)	0.0185	0.1361	-0.3007	
e(0.0)	0.0926	0.2926	-0.1041	
Item 15	Overall	0.6481	0.4820	0.3415
a(0.0)	0.2593	0.4423	-0.2188	
b(0.0)	0.0000	0.0000	NaN	

c(1.0)	0.6481	0.4820	0.3415	
d(0.0)	0.0185	0.1361	-0.1903	
e(0.0)	0.0741	0.2644	-0.3953	
Item 16	Overall	0.5370	0.5033	-0.1274
a(1.0)	0.5370	0.5033	-0.1274	
b(0.0)	0.0926	0.2926	0.1118	
c(0.0)	0.0000	0.0000	NaN	
d(0.0)	0.3333	0.4758	0.0177	
e(0.0)	0.0370	0.1906	-0.2965	
Item 17	Overall	0.7963	0.4065	0.4505
a(0.0)	0.0370	0.1906	-0.4654	
b(0.0)	0.1667	0.3762	-0.3520	
c(1.0)	0.7963	0.4065	0.4505	
Item 18	Overall	0.8148	0.3921	0.2614
a(0.0)	0.0556	0.2312	-0.1498	
b(1.0)	0.8148	0.3921	0.2614	
c(0.0)	0.1296	0.3390	-0.3180	
Item 19	Overall	0.3704	0.4874	0.0736
a(1.0)	0.3704	0.4874	0.0736	
b(0.0)	0.0185	0.1361	-0.2456	
c(0.0)	0.3519	0.4820	-0.0486	
d(0.0)	0.2593	0.4423	-0.1573	
Item 20	Overall	0.3704	0.4874	-0.0511
a(0.0)	0.6296	0.4874	-0.0790	
b(1.0)	0.3704	0.4874	-0.0511	
Item 21	Overall	0.8704	0.3390	0.2572
a(1.0)	0.8704	0.3390	0.2572	
b(0.0)	0.1296	0.3390	-0.3397	
Item 22	Overall	0.5926	0.4960	0.3759
a(0.0)	0.4074	0.4960	-0.4838	
b(1.0)	0.5926	0.4960	0.3759	
Item 23	Overall	0.7222	0.4521	0.2204
a(1.0)	0.7222	0.4521	0.2204	
b(0.0)	0.2778	0.4521	-0.3319	
Item 24	Overall	0.2593	0.4423	0.3099

	a(0.0)	0.7407	0.4423	-0.4126
	b(1.0)	0.2593	0.4423	0.3099
Item 25	Overall	0.7037	0.4609	0.1987
	a(1.0)	0.7037	0.4609	0.1987
	b(0.0)	0.2963	0.4609	-0.3137
Item 26	Overall	0.6667	0.4758	0.3348
	a(1.0)	0.6667	0.4758	0.3348
	b(0.0)	0.3333	0.4758	-0.4427
Item 27	Overall	0.8148	0.3921	0.3013
	a(1.0)	0.8148	0.3921	0.3013
	b(0.0)	0.1852	0.3921	-0.3934
Item 28	Overall	0.7407	0.4423	0.4042
	a(0.0)	0.2593	0.4423	-0.4982
	b(1.0)	0.7407	0.4423	0.4042
Item 29	Overall	0.7593	0.4315	0.4031
	a(1.0)	0.7593	0.4315	0.4031
	b(0.0)	0.2407	0.4315	-0.4951
Item 30	Overall	0.5926	0.4960	0.2378
	a(1.0)	0.5926	0.4960	0.2378
	b(0.0)	0.4074	0.4960	-0.3584
Item 31	Overall	0.3889	0.4921	0.0908
	a(1.0)	0.3889	0.4921	0.0908
	b(0.0)	0.6111	0.4921	-0.2190
item32	Overall	0.5741	0.4991	0.2843
	a(0.0)	0.4259	0.4991	-0.4018
	b(1.0)	0.5741	0.4991	0.2843
Item 33	Overall	0.6481	0.4820	0.1680
	a(0.0)	0.3519	0.4820	-0.2899
	b(1.0)	0.6481	0.4820	0.1680
Item 34	Overall	0.7963	0.4065	0.3144
	a(1.0)	0.7963	0.4065	0.3144
	b(0.0)	0.2037	0.4065	-0.4088
Item 35	Overall	0.6111	0.4921	-0.2140

	a(1.0)	0.6111	0.4921	-0.2140
	b(0.0)	0.3889	0.4921	0.0856
Item 36	Overall	0.5741	0.4991	0.0817
	a(0.0)	0.4259	0.4991	-0.2121
	b(1.0)	0.5741	0.4991	0.0817
Item 37	Overall	0.7593	0.4315	0.2029
	a(1.0)	0.7593	0.4315	0.2029
	b(0.0)	0.2407	0.4315	-0.3105
Item 38	Overall	0.6481	0.4820	0.3690
	a(0.0)	0.1296	0.3390	-0.4548
	b(0.0)	0.0926	0.2926	-0.2743
	c(0.0)	0.1296	0.3390	-0.0245
	d(1.0)	0.6481	0.4820	0.3690
Item 39	Overall	0.3889	0.4921	0.0804
	a(0.0)	0.1667	0.3762	-0.0558
	b(0.0)	0.1111	0.3172	-0.2617
	c(0.0)	0.3333	0.4758	-0.0618
	d(1.0)	0.3889	0.4921	0.0804
Item 40	Overall	0.7037	0.4609	0.3520
	a(1.0)	0.7037	0.4609	0.3520
	b(0.0)	0.0741	0.2644	-0.4046
	c(0.0)	0.1481	0.3586	-0.0445
	d(0.0)	0.0741	0.2644	-0.3674
Item 41	Overall	0.4815	0.5043	0.0773
	a(0.0)	0.3519	0.4820	-0.0173
	b(0.0)	0.1296	0.3390	-0.3830
	c(1.0)	0.4815	0.5043	0.0773
	d(0.0)	0.0370	0.1906	0.0855
Item 42	Overall	0.5000	0.5047	0.2810
	a(1.0)	0.5000	0.5047	0.2810
	b(0.0)	0.2222	0.4196	-0.1973
	c(0.0)	0.1296	0.3390	-0.2672
	d(0.0)	0.1481	0.3586	-0.1493
Item 43	Overall	0.3889	0.4921	0.3609
	a(0.0)	0.2222	0.4196	-0.3492
	b(0.0)	0.2037	0.4065	-0.2286

	c(0.0)	0.1852	0.3921	-0.0725
	d(1.0)	0.3889	0.4921	0.3609
Item 44	Overall	0.5000	0.5047	0.3175
	a(0.0)	0.1667	0.3762	-0.3585
	b(0.0)	0.2037	0.4065	-0.1126
	c(0.0)	0.1296	0.3390	-0.1869
	d(1.0)	0.5000	0.5047	0.3175
Item 45	Overall	0.5556	0.5016	0.2057
	a(0.0)	0.1296	0.3390	-0.3397
	b(0.0)	0.2407	0.4315	-0.1162
	c(0.0)	0.0741	0.2644	-0.0664
	d(1.0)	0.5556	0.5016	0.2057
Item 46	Overall	0.2778	0.4521	0.0249
	a(0.0)	0.1111	0.3172	-0.2226
	b(0.0)	0.3704	0.4874	-0.2143
	c(1.0)	0.2778	0.4521	0.0249
	d(0.0)	0.2407	0.4315	0.1599
Item 47	Overall	0.9444	0.2312	0.4554
	a(0.0)	0.0185	0.1361	-0.3007
	b(0.0)	0.0185	0.1361	-0.2456
	c(1.0)	0.9444	0.2312	0.4554
	d(0.0)	0.0185	0.1361	-0.3190
Item 48	Overall	0.7778	0.4196	0.0631
	a(1.0)	0.7778	0.4196	0.0631
	b(0.0)	0.0370	0.1906	-0.2834
	c(0.0)	0.0741	0.2644	-0.0664
	d(0.0)	0.1111	0.3172	-0.0177
Item 49	Overall	0.4444	0.5016	0.1072
	a(1.0)	0.4444	0.5016	0.1072
	b(0.0)	0.2222	0.4196	-0.1263
	c(0.0)	0.1481	0.3586	-0.0586
	d(0.0)	0.1852	0.3921	-0.1870
Item 50	Overall	0.3333	0.4758	0.3164
	a(1.0)	0.3333	0.4758	0.3164
	b(0.0)	0.1296	0.3390	-0.0839
	c(0.0)	0.3148	0.4688	-0.1813
	d(0.0)	0.2222	0.4196	-0.3085

Item 51	Overall	0.4815	0.5043	0.0672
	a(0.0)	0.3519	0.4820	-0.0643
	b(0.0)	0.1296	0.3390	-0.1796
	c(1.0)	0.4815	0.5043	0.0672
	d(0.0)	0.0370	0.1906	-0.1393
Item 52	Overall	0.5741	0.4991	0.4064
	a(0.0)	0.0926	0.2926	-0.3753
	b(1.0)	0.5741	0.4991	0.4064
	c(0.0)	0.1296	0.3390	-0.3035
	d(0.0)	0.2037	0.4065	-0.1555
Item 53	Overall	0.3333	0.4758	0.1901
	a(0.0)	0.1111	0.3172	-0.5007
	b(0.0)	0.2593	0.4423	-0.0954
	c(1.0)	0.3333	0.4758	0.1901
	d(0.0)	0.2963	0.4609	0.0369
Item 54	Overall	0.5556	0.5016	0.4428
	a(0.0)	0.2407	0.4315	-0.2652
	b(0.0)	0.0741	0.2644	-0.3115
	c(1.0)	0.5556	0.5016	0.4428
	d(0.0)	0.1296	0.3390	-0.2890
Item 55	Overall	0.6296	0.4874	0.1610
	a(0.0)	0.2593	0.4423	-0.0727
	b(0.0)	0.0741	0.2644	-0.3021
	c(0.0)	0.0370	0.1906	-0.1918
	d(1.0)	0.6296	0.4874	0.1610

TEST LEVEL STATISTICS

Number of Items = 55

Number of Examinees = 54

Min = 14.0000

Max = 50.0000

Mean = 31.3148

Median = 31.0000

Standard Deviation = 7.4753

Interquartile Range = 9.2500

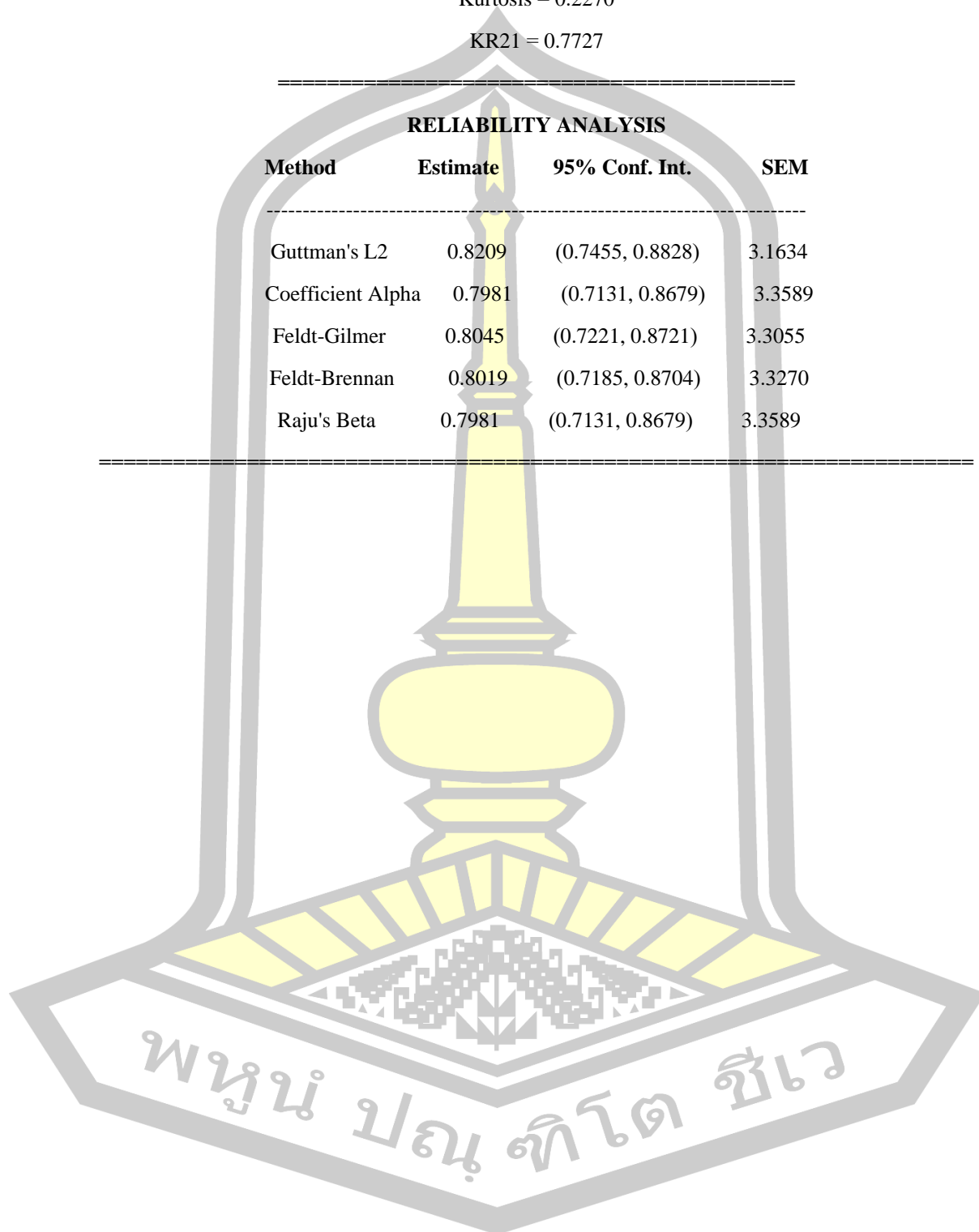
Skewness = -0.1544

Kurtosis = 0.2270

KR21 = 0.7727

RELIABILITY ANALYSIS

Method	Estimate	95% Conf. Int.	SEM
Guttman's L2	0.8209	(0.7455, 0.8828)	3.1634
Coefficient Alpha	0.7981	(0.7131, 0.8679)	3.3589
Feldt-Gilmer	0.8045	(0.7221, 0.8721)	3.3055
Feldt-Brennan	0.8019	(0.7185, 0.8704)	3.3270
Raju's Beta	0.7981	(0.7131, 0.8679)	3.3589



Appendix J: LAK posttest IOC

Language assessment test (LAK test)

All the statements are aimed to identify Thai preservice English teachers' knowledge of language assessment. The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Please choose only one answer as the given mark (\surd) from these three alternatives of choices:

+1 = Congruent with clear understanding,

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Experts:

1. Asst. Prof. Dr. Nang
2. Asst. Prof. Dr. Kathy
3. Assoc. Prof. Dr. Kung
4. Dr. Pat
5. Dr. Eye

Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Content validity
1)	1	1	1	1	1	1
2)	1	1	1	1	1	1
3)	1	1	1	1	1	1
4)	1	1	1	1	1	1
5)	1	1	1	1	1	1
6)	1	1	1	1	1	1
7)	1	1	1	1	1	1
8)	1	0	1	1	1	1
9)	1	1	1	1	1	1
10)	1	1	1	1	1	1
11)	1	1	1	1	1	1
12)	1	1	1	1	1	1
13)	1	1	1	0	1	0.8
14)	1	1	1	1	1	1
15)	1	1	1	1	1	1
16)	1	1	1	1	1	1

17)	1	1	1	1	1	1
18)	1	0	1	1	1	0.8
19)	1	1	1	1	1	1
20)	1	1	1	1	1	1
21)	1	1	1	1	1	1
22)	1	1	1	1	1	1
23)	1	1	1	1	1	1
24)	1	1	1	1	1	1
25)	1	1	1	1	1	1
26)	1	1	1	1	1	1
27.	1	1	1	1	1	1
28.	1	1	1	1	1	1
29.	1	1	1	1	1	1
30.	1	1	1	1	1	1
31.	1	0	1	1	1	0.8
32.	1	1	1	1	1	1
33.	1	0	1	1	1	0.8
34.	1	1	1	1	1	1
35.	1	1	1	1	1	1
36.	1	1	1	1	1	1
37.	1	1	1	1	1	1
38.	1	1	1	1	1	1
39.	1	0	1	1	1	0.8
40.	1	1	1	1	1	1
41.	1	1	1	1	1	1
42.	1	1	1	1	1	1
43.	1	1	1	1	1	1
44.	1	1	1	1	1	1
45.	1	1	1	1	1	1
46.	1	1	1	1	1	1
47.	1	1	1	1	1	1
48.	1	1	1	1	1	1

49.	1	1	1	1	1	1
50.	1	0	1	1	1	0.8
51.	1	1	1	1	1	1
52.	1	1	1	1	1	1
53.	1	1	1	1	1	1
54.	1	1	1	1	1	1
55.	1	1	1	1	1	1
56.	1	1	1	1	1	1
57.	1	1	1	1	1	1
58.	1	0	1	1	1	0.8
59.	1	0	1	1	1	0.8
60.	1	0	1	1	1	0.8
62.	1	1	1	1	1	1
63.	1	1	1	1	1	1
64.	1	1	1	1	1	1
65.	1	1	1	1	1	1
65.	1	1	1	1	1	1
66.	1	0	1	1	1	0.8
67.	1	-1	1	1	1	0.6
68.	1	1	1	1	1	1
69.	1	1	1	0	1	0.8
70.	1	0	1	1	1	0.8
71.	1	0	1	1	1	0.8
72.	1	1	1	1	1	1
73.	1	-1	1	1	1	0.6
74.	1	-1	1	1	1	0.6
75.	1	-1	1	1	1	0.6
Total						0.94

Appendix K: LAK posttest item analysis

Item	Option (Score)	Difficulty	Std. Dev.	Discrimin.

item1	Overall	0.6379	0.4848	0.1129
	a.(0.0)	0.3276	0.4734	-0.1084
	b.(0.0)	0.0000	0.0000	NaN
	c.(0.0)	0.0172	0.1313	-0.2705
	d.(1.0)	0.6379	0.4848	0.1129
	e.(0.0)	0.0172	0.1313	-0.2205
item2	Overall	0.5517	0.5017	0.4608
	a.(0.0)	0.0000	0.0000	NaN
	b.(1.0)	0.5517	0.5017	0.4608
	c.(0.0)	0.2414	0.4317	-0.3971
	d.(0.0)	0.0000	0.0000	NaN
	e.(0.0)	0.1552	0.3652	-0.1817
item3	Overall	0.6897	0.4667	0.3529
	a.(0.0)	0.0172	0.1313	-0.1704
	b.(0.0)	0.1379	0.3478	-0.3526
	c.(0.0)	0.1379	0.3478	-0.1915
	d.(1.0)	0.6897	0.4667	0.3529
	e.(0.0)	0.0172	0.1313	-0.0700
item4	Overall	0.7586	0.4317	0.3816
	a.(0.0)	0.0345	0.1841	-0.2540
	b.(1.0)	0.7586	0.4317	0.3816
	c.(0.0)	0.0862	0.2831	-0.3809
	d.(0.0)	0.0000	0.0000	NaN
	e.(0.0)	0.0345	0.1841	-0.0157
item5	Overall	0.9310	0.2556	0.3584
	a.(0.0)	0.0000	0.0000	NaN
	b.(0.0)	0.0000	0.0000	NaN
	c.(0.0)	0.0172	0.1313	-0.2705
	d.(0.0)	0.0517	0.2234	-0.3174
	e.(1.0)	0.9310	0.2556	0.3584

	item6	Overall	0.7414	0.4417	0.1652
		a.(0.0)	0.0345	0.1841	0.2616
		b.(0.0)	0.0000	0.0000	NaN
		c.(0.0)	0.2241	0.4207	-0.3988
		d.(1.0)	0.7414	0.4417	0.1652
	item7	Overall	0.6379	0.4848	0.2668
		a.(0.0)	0.1897	0.3955	-0.1772
		b.(0.0)	0.0172	0.1313	-0.0197
		c.(1.0)	0.6379	0.4848	0.2668
		d.(0.0)	0.1552	0.3652	-0.3294
	item8	Overall	0.4138	0.4968	-0.0868
		a.(1.0)	0.4138	0.4968	-0.0868
		b.(0.0)	0.5345	0.5032	-0.0974
		c.(0.0)	0.0345	0.1841	0.1527
		d.(0.0)	0.0172	0.1313	-0.0365
		e.(0.0)	0.0000	0.0000	NaN
		f.(0.0)	0.0000	0.0000	NaN
		g.(0.0)	0.0000	0.0000	NaN
		h.(0.0)	0.0000	0.0000	NaN
		i.(0.0)	0.0000	0.0000	NaN
	item9	Overall	0.3448	0.4795	0.1306
		a.(0.0)	0.0862	0.2831	-0.3124
		b.(1.0)	0.3448	0.4795	0.1306
		c.(0.0)	0.5690	0.4995	-0.0857
		d.(0.0)	0.0000	0.0000	NaN
		e.(0.0)	0.0000	0.0000	NaN
		f.(0.0)	0.0000	0.0000	NaN
		g.(0.0)	0.0000	0.0000	NaN
		h.(0.0)	0.0000	0.0000	NaN
		i.(0.0)	0.0000	0.0000	NaN
	item10	Overall	0.4310	0.4995	0.1566
		a.(0.0)	0.0862	0.2831	0.0506
		b.(0.0)	0.3276	0.4734	-0.0158

		c.(0.0)	0.0345	0.1841	-0.2303
		d.(0.0)	0.0517	0.2234	-0.2005
		e.(0.0)	0.0172	0.1313	-0.1203
		f.(0.0)	0.0000	0.0000	NaN
		g.(0.0)	0.0345	0.1841	-0.3250
		h.(1.0)	0.4310	0.4995	0.1566
		i.(0.0)	0.0172	0.1313	-0.0700
	item11	Overall	0.5517	0.5017	0.2534
		a.(0.0)	0.0345	0.1841	-0.1709
		b.(0.0)	0.0345	0.1841	0.1165
		c.(0.0)	0.1034	0.3072	-0.3930
		d.(0.0)	0.0690	0.2556	-0.0903
		e.(0.0)	0.1379	0.3478	-0.0343
		f.(0.0)	0.0517	0.2234	-0.1810
		g.(1.0)	0.5517	0.5017	0.2534
		h.(0.0)	0.0000	0.0000	NaN
		i.(0.0)	0.0172	0.1313	-0.0029
	item12	Overall	0.2931	0.4592	0.4838
		a.(0.0)	0.1379	0.3478	-0.2226
		b.(0.0)	0.0862	0.2831	0.1370
		c.(1.0)	0.2931	0.4592	0.4838
		d.(0.0)	0.1724	0.3810	-0.2019
		e.(0.0)	0.0862	0.2831	-0.2513
		f.(0.0)	0.0517	0.2234	-0.1516
		g.(0.0)	0.0862	0.2831	-0.2436
		h.(0.0)	0.0000	0.0000	NaN
		i.(0.0)	0.0862	0.2831	-0.1050
	item13	Overall	0.6207	0.4895	0.1943
		a.(0.0)	0.0517	0.2234	0.1347
		b.(0.0)	0.0517	0.2234	-0.1418
		c.(0.0)	0.0517	0.2234	-0.3755
		d.(0.0)	0.0517	0.2234	0.0553
		e.(0.0)	0.0345	0.1841	-0.1233
		f.(1.0)	0.6207	0.4895	0.1943

	item17	Overall	0.6379	0.4848	0.5253
		a.(0.0)	0.0345	0.1841	-0.2658
		b.(0.0)	0.0172	0.1313	-0.1537
		c.(0.0)	0.1897	0.3955	-0.2972
		d.(1.0)	0.6379	0.4848	0.5253
		e.(0.0)	0.0862	0.2831	-0.2206
		f.(0.0)	0.0345	0.1841	-0.3486
	item18	Overall	0.0517	0.2234	0.0058
		a.(1.0)	0.0517	0.2234	0.0058
		b.(0.0)	0.0862	0.2831	-0.2589
		c.(0.0)	0.6034	0.4935	0.4632
		d.(0.0)	0.1897	0.3955	-0.3997
		e.(0.0)	0.0345	0.1841	-0.1828
		f.(0.0)	0.0345	0.1841	-0.1590
	item19	Overall	0.0000	0.0000	NaN
		a.(0.0)	0.7241	0.4509	0.2508
		b.(0.0)	0.1379	0.3478	-0.0659
		c.(0.0)	0.0517	0.2234	-0.3174
		d.(0.0)	0.0345	0.1841	-0.1709
		e.(0.0)	0.0517	0.2234	-0.1908
	item20	Overall	0.8276	0.3810	0.3995
		a.(0.0)	0.0000	0.0000	NaN
		b.(0.0)	0.0000	0.0000	NaN
		c.(0.0)	0.0517	0.2234	-0.1320
		d.(0.0)	0.0172	0.1313	-0.2539
		e.(0.0)	0.1034	0.3072	-0.3999
		f.(1.0)	0.8276	0.3810	0.3995
	item21	Overall	0.8621	0.3478	0.1896
		a.(0.0)	0.1379	0.3478	-0.2723
		b.(1.0)	0.8621	0.3478	0.1896
	item22	Overall	0.5345	0.5032	0.4181
		a.(0.0)	0.4655	0.5032	-0.5168
		b.(1.0)	0.5345	0.5032	0.4181

	item23	Overall	0.6724	0.4734	0.4204
		a.(0.0)	0.3276	0.4734	-0.5133
		b.(1.0)	0.6724	0.4734	0.4204
	item24	Overall	0.6897	0.4667	0.2207
		a.(1.0)	0.6897	0.4667	0.2207
		b.(0.0)	0.3103	0.4667	-0.3290
	item25	Overall	0.5345	0.5032	0.3858
		a.(0.0)	0.4655	0.5032	-0.4879
		b.(1.0)	0.5345	0.5032	0.3858
	item26	Overall	0.8276	0.3810	-0.3105
		a.(1.0)	0.8276	0.3810	-0.3105
		b.(0.0)	0.1724	0.3810	0.2216
	item27	Overall	0.4138	0.4968	0.0553
		a.(0.0)	0.5862	0.4968	-0.1783
		b.(1.0)	0.4138	0.4968	0.0553
	item28	Overall	0.6207	0.4895	0.4005
		a.(0.0)	0.3793	0.4895	-0.4985
		b.(1.0)	0.6207	0.4895	0.4005
	item29	Overall	0.8621	0.3478	0.3587
		a.(1.0)	0.8621	0.3478	0.3587
		b.(0.0)	0.1379	0.3478	-0.4324
	item30	Overall	0.8103	0.3955	0.1870
		a.(0.0)	0.1897	0.3955	-0.2809
		b.(1.0)	0.8103	0.3955	0.1870
	item31	Overall	0.8448	0.3652	0.2082
		a.(1.0)	0.8448	0.3652	0.2082
		b.(0.0)	0.1552	0.3652	-0.2942
	item32	Overall	0.5862	0.4968	0.5359

		a.(0.0)	0.4138	0.4968	-0.6190
		b.(1.0)	0.5862	0.4968	0.5359
	item33	Overall	0.4655	0.5032	0.3662
		a.(1.0)	0.4655	0.5032	0.3662
		b.(0.0)	0.5345	0.5032	-0.4704
	item34	Overall	0.7241	0.4509	0.1605
		a.(1.0)	0.7241	0.4509	0.1605
		b.(0.0)	0.2759	0.4509	-0.2685
	item35	Overall	0.7586	0.4317	0.6086
		a.(0.0)	0.2414	0.4317	-0.6725
		b.(1.0)	0.7586	0.4317	0.6086
	item36	Overall	0.5862	0.4968	0.2141
		a.(1.0)	0.5862	0.4968	0.2141
		b.(0.0)	0.4138	0.4968	-0.3296
	item37	Overall	0.7586	0.4317	0.2914
		a.(0.0)	0.2414	0.4317	-0.3873
		b.(1.0)	0.7586	0.4317	0.2914
	item38	Overall	0.8621	0.3478	0.1317
		a.(1.0)	0.8621	0.3478	0.1317
		b.(0.0)	0.1379	0.3478	-0.2164
	item39	Overall	0.5000	0.5044	0.2223
		a.(1.0)	0.5000	0.5044	0.2223
		b.(0.0)	0.5000	0.5044	-0.3389
	item40	Overall	0.4483	0.5017	0.2267
		a.(1.0)	0.4483	0.5017	0.2267
		b.(0.0)	0.1379	0.3478	-0.2909
		c.(0.0)	0.3448	0.4795	-0.1049
		d.(0.0)	0.0690	0.2556	-0.1673
	item41	Overall	0.2931	0.4592	0.2726

		a.(0.0)	0.4483	0.5017	-0.3545
		b.(0.0)	0.2241	0.4207	-0.0709
		c.(1.0)	0.2931	0.4592	0.2726
		d.(0.0)	0.0345	0.1841	0.0203
	item42	Overall	0.6897	0.4667	0.1144
		a.(0.0)	0.0000	0.0000	NaN
		b.(0.0)	0.1552	0.3652	-0.1400
		c.(0.0)	0.1552	0.3652	-0.1698
		d.(1.0)	0.6897	0.4667	0.1144
	item43	Overall	0.6379	0.4848	0.5253
		a.(0.0)	0.0690	0.2556	-0.2185
		b.(1.0)	0.6379	0.4848	0.5253
		c.(0.0)	0.1034	0.3072	-0.3020
	item44	Overall	0.4310	0.4995	0.4602
		a.(0.0)	0.0517	0.2234	-0.2493
		b.(0.0)	0.2241	0.4207	-0.3077
		c.(0.0)	0.2931	0.4592	-0.2619
		d.(1.0)	0.4310	0.4995	0.4602
	item45	Overall	0.4655	0.5032	0.2113
		a.(0.0)	0.1897	0.3955	0.0280
		b.(1.0)	0.4655	0.5032	0.2113
		c.(0.0)	0.2069	0.4086	-0.4737
	item46	Overall	0.3621	0.4848	0.4336
		a.(0.0)	0.2069	0.4086	-0.3337
		b.(0.0)	0.2414	0.4317	-0.1386
		c.(1.0)	0.3621	0.4848	0.4336
		d.(0.0)	0.1897	0.3955	-0.2483
	item47	Overall	0.6207	0.4895	0.3296
		a.(0.0)	0.0172	0.1313	-0.0029
		b.(1.0)	0.6207	0.4895	0.3296
		c.(0.0)	0.3276	0.4734	-0.4250

item48	Overall	0.4655	0.5032	0.1394
	a.(0.0)	0.0000	0.0000	NaN
	b.(0.0)	0.1034	0.3072	-0.1182
	c.(0.0)	0.4310	0.4995	-0.2138
	d.(1.0)	0.4655	0.5032	0.1394
item49	Overall	0.8621	0.3478	0.4112
	a.(0.0)	0.1207	0.3286	-0.4257
	b.(1.0)	0.8621	0.3478	0.4112
item50	Overall	0.6552	0.4795	0.4387
	a.(0.0)	0.1034	0.3072	-0.1750
	b.(1.0)	0.6552	0.4795	0.4387
	c.(0.0)	0.1379	0.3478	-0.4385
item51	Overall	0.6724	0.4734	0.0179
	a.(0.0)	0.0862	0.2831	-0.0973
	b.(1.0)	0.6724	0.4734	0.0179
	c.(0.0)	0.1552	0.3652	-0.1102
item52	Overall	0.5172	0.5041	0.2352
	a.(0.0)	0.1897	0.3955	-0.1607
	b.(0.0)	0.0690	0.2556	-0.0988
	c.(1.0)	0.5172	0.5041	0.2352
	d.(0.0)	0.2241	0.4207	-0.2567
item53	Overall	0.7586	0.4317	0.2439
	a.(0.0)	0.0345	0.1841	-0.3131
	b.(0.0)	0.1207	0.3286	-0.1833
	c.(1.0)	0.7586	0.4317	0.2439
	d.(0.0)	0.0862	0.2831	-0.1282
item54	Overall	0.2414	0.4317	0.1274
	a.(0.0)	0.1379	0.3478	-0.0911
	b.(1.0)	0.2414	0.4317	0.1274
	c.(0.0)	0.3793	0.4895	0.0825
item55	Overall	0.2931	0.4592	0.0085

a.(0.0)	0.1552	0.3652	-0.3353
b.(0.0)	0.4138	0.4968	-0.0117
c.(1.0)	0.2931	0.4592	0.0085
d.(0.0)	0.1379	0.3478	0.1058

TEST LEVEL STATISTICS

Number of Items = 55
 Number of Examinees = 54
 Min = 17.0000
 Max = 49.0000
 Mean = 32.1897
 Median = 32.0000
 Standard Deviation = 7.8838
 Interquartile Range = 12.0000
 Skewness = 0.0253
 Kurtosis = -0.6707
 KR21 = 0.7997

RELIABILITY ANALYSIS

Method	Estimate	95% Conf. Int.	SEM
Guttman's L2	0.8552	(0.7966, 0.9037)	3.0262
Coefficient Alpha	0.8372	(0.7713, 0.8917)	3.2086
Feldt-Gilmer	0.8446	(0.7816, 0.8966)	3.1353
Feldt-Brennan	0.8424	(0.7786, 0.8951)	3.1572
Raju's Beta	0.8372	(0.7713, 0.8917)	3.2086

Appendix L: Language assessment beliefs questionnaire's IOC

Language assessment questionnaire

All the statements are aimed to identify beliefs of Thai preservice English teachers' language assessment. The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Please choose only one answer as the given mark (/) from these three alternatives of choices:

1. Dr. Pong
2. Dr. Praew
3. Asst. Prof. Dr. Kathy
4. Asst. Prof. Dr. Kung
5. Dr. Bob

Statement	1	2	3	4	5	IOC
Part 2: Teacher Beliefs of Language Assessment						
2.1 Technical skills						
Directions: Mark the 5 -1 to indicate the extent you agree with each issue: 5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree						
To what extent do you agree with technical skills in constructing, administering and validating assessment tools?						
1. In classroom language assessment, we need to ask the mentor teacher to cross-check our assessment tasks before using them.	1	1	1	1	1	1
2. Teachers need to understand the course objectives when practicing assessment.	1	1	1	1	0	0.8
3. Teachers need to manage the physical environment before administering the test.	1	1	0	1	1	0.8
4. Using formative assessments is essential.	1	1	0	1	-1	0.4
5. Using summative assessments is essential.	1	1	0	1	-1	0.4
6. Objective test items are essential to assess reading, listening, vocabulary and grammar.	1	1	0	1	0	0.6
7. Subjective test items are essential for assessing productive speaking and writing skills.	1	0	0	1	0	0.6
8. Using alternative assessments is essential.	1	0	0	1	-1	0.2
9. Teachers must give feedback soon after the assessment.	1	0	1	1	1	0.8
10. Teachers should have knowledge in the test administration.	1	0	1	1	0	0.6
11. Teachers should identify what constitutes cheating and explain the consequences if	1	0	1	1	-1	0.4

caught.						
12. Teachers should use technology to enhance assessment.	1	1	1	1	1	1
2.2 Sociocultural values						
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:						
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree						
To what extent do you agree with each of the following?						
13. Social values can influence language assessment design and use.	1	1	0	1	1	0.8
14. Teachers should recognize the positive and negative impact of classroom language assessment on society.	1	0	1	1	1	0.8
15. Teachers should recognize when an assessment is being used inappropriately.	1	1	1	1	1	1
16. Teachers communicate with parents about the current achievement of students.	1	1	1	1	1	1
17. Teachers should have knowledge of standardized tests.	1	1	1	1	-1	0.6
18. Teachers should know language assessment culture at school.	1	0	1	1	1	0.8
19. Students' preferences for test format should be considered in test construction.	0	1	1	1	1	0.8
20. Students should be assessed using many classroom tasks rather than only tests.	0	1	1	1	1	0.8
21. Teachers should have awareness on the philosophy behind the design of a relevant language assessment such as school philosophy, CEFR, authenticity, ethic and fairness, inclusive education, teaching and learning trends, etc.	1	1	1	1	0	0.8
22. Teachers should reduce students' anxiety before assessing.	1	0	1	1	1	0.8
23. Social values can influence language assessment design and use.	-1	0	1	1	0	0.2
2.3 Language pedagogy						
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:						
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree						
To what extent do you agree with these statements						

24. Language assessment can be used to promote students to learn.	1	1	0	1	1	0.8
25. Language assessment can be used to motivate students to promote learning.	1	0	0	1	1	0.6
26. Language assessment can be used to can be used as a diagnostic tool (investigate students' strengths and weaknesses).	1	1	1	1	1	1
27. Language assessment must be authentic.	1	1	1	1	0	0.8
28. Teachers should have knowledge in both formative and summative assessment.	1	0	1	1	-1	0.4
Directions: Mark the 5 -1 to indicate the extent you agree with each issue: 5 = strongly useful 4 = useful 3 = moderately useful 2 = useless 1 = strongly useless						
To what extent do you believe these techniques/formats are useful to reflect on students' progress/development of language proficiency?						
Classroom assessment technique						
29. Information-check questions (ICQs) and Concept-check questions (CCQs)	1	1	0	1	1	0.8
30. Homework	1	1	1	1	1	1
31. Dictation	1	1	1	1	1	1
32. Individual Work	1	1	1	1	1	1
33. Pair Work	1	1	1	1	1	1
34. Group Work	1	1	1	1	1	1
35. Student Self-Assessment	1	1	1	1	1	1
36. Peer Assessment	1	1	1	1	1	1
37. Role-play	1	1	1	1	1	1
38. Portfolio	1	1	1	1	1	1
39. Poster	1	1	1	1	0	0.8
40. Task	1	1	1	1	0	0.8
41. Project	1	1	1	1	1	1
42. Oral Presentation	1	1	1	1	1	1
43. Play	1	1	1	1	0	0.8
44. Interview	1	1	1	1	1	1
45. Dramatic Reading	1	1	1	1	1	1
46. Student Observation	1	1	1	1	1	1
47. Journal	1	1	1	1	1	1
48. Learning log	1	1	1	1	1	1
49. Quizzes	1	1	1	1	1	1

50. Midterm test	1	1	1	1	1	1
51. Final test	1	1	1	1	1	1
Classroom assessment format						
52. Multiple choice	1	1	1	1	1	1
53. True/false	1	1	1	1	1	1
54. Gap-filling	1	1	1	1	0	0.8
55. Matching	1	1	1	1	1	1
56. Short answer	1	1	1	1	1	1
57. Essay	1	1	1	1	1	1
58. Label a diagram	1	1	1	1	0	0.8
59. Sentence completion	1	1	1	1	1	1
To what extent do you agree that each of the following can effectively reflect on students' progress?						
60. Teacher feedback	1	1	1	1	0	0.8
61. Peer feedback	1	1	1	1	1	1
62. Conference	1	1	1	1	1	1
63. Individual oral comment	1	1	1	1	1	1
64. Scores and grades	1	1	1	1	1	1
65. Written comments	1	1	1	1	1	1
Local practices						
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:						
5 = strongly agree 4 = agree 3 = moderately agree 2 = disagree 1 = strongly disagree						
To what extent do you agree with the effect of local regulations on the assessment practice?						
66. Teachers must have knowledge of the Regulations to the Education Act.	1	1	1	1	1	1
67. Teachers must study standards and indicators from the core curriculum 2008 in language assessment practice.	1	1	1	1	1	1
68. We must comply with the learning unit assessment and the core curriculum's objectives.	1	1	1	1	1	1
69. Teachers must have knowledge CEFR.	1	1	1	1	1	1
70. Teachers' assessments must be framed by CEFR.	1	1	1	1	1	1
71. The teacher-made test must align with O-NET.	1	1	1	1	0	0.8
72. Language teaching in the class is influenced by O-NET.	1	1	1	1	1	1
73. Teachers must be clear about KPA before	1	1	0	1	1	0.8

assessing students in the class.						
74. Language assessment must reflect KPA.	1	1	0	1	1	0.8
75. We can use the same assessment plan for general students with IEP students.	1	1	0	1	1	0.8
76. We need to have a plan to assess students with special needs individually.	1	1	1	1	1	1
77. Language test content should be based on representing the multiple religious, ethnic, and gender groups of society.	1	1	1	1	1	1
5. Personal beliefs and attitudes						
Directions: Mark the 5 -1 to indicate the extent you agree with each issue:						
5 = strongly influence 4 = influence 3 = moderately influence 2 = not influence						
1 = strongly not influence						
To what extent do the following influence your assessment practices?						
78. Your personal beliefs about the assessment	1	1	-1	1	1	0.6
79. Your former experiences as a school student	1	1	1	1	1	1
80. Your former experiences as an EFL teacher student	1	1	0	1	1	0.8
81. The experiences and knowledge you gained from the course of the assessment in your teacher education program	1	1	1	1	1	1
82. Your attitudes toward assessment practices	1	1	1	1	1	1
83. Your colleagues	1	1	1	1	1	1
84. The teaching activities and materials	1	1	1	1	1	1
85. Your mentor teachers	1	1	1	1	1	1
86. Your factor, please indicate (if any)	1	1	1	1	1	1
IOC						0.87



Appendix M: LA questionnaire reliability

Item-Total Statistics				
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	378.52	588.587	.208	.932
Item 2	378.52	589.987	.162	.932
Item 3	378.08	591.643	.337	.932
Item 4	378.36	587.001	.305	.931
Item 5	378.30	585.778	.349	.931
Item 6	378.48	584.420	.366	.931
Item 7	379.11	584.603	.251	.932
Item 8	378.66	580.130	.400	.931
Item 9	378.66	579.363	.435	.931
Item 10	378.15	590.295	.312	.932
Item 11	378.31	587.218	.331	.931
Item 12	378.23	590.780	.222	.932
Item 13	378.54	587.186	.283	.932
Item 14	378.38	585.605	.356	.931
Item 15	378.92	579.877	.395	.931
Item 16	378.28	584.971	.481	.931
Item 17	378.30	587.778	.312	.931
Item 18	378.57	585.582	.273	.932
Item 19	378.95	573.948	.465	.931
Item 20	378.74	583.730	.289	.932
Item 21	378.41	587.279	.271	.932
Item 22	378.38	588.739	.222	.932

Item 23	378.75	581.789	.379	.931
Item 24	378.31	584.751	.436	.931
Item 25	378.28	587.838	.315	.931
Item 26	378.41	586.013	.334	.931
Item 27	378.43	584.815	.377	.931
Item 28	378.31	584.785	.434	.931
Item 29	378.77	582.913	.377	.931
Item 30	379.77	579.880	.356	.931
Item 31	379.31	588.285	.181	.932
Item 32	378.66	583.930	.355	.931
Item 33	378.95	579.548	.477	.931
Item 34	378.93	589.062	.146	.932
Item 35	378.85	581.095	.358	.931
Item 36	379.08	573.577	.483	.930
Item 37	378.62	580.205	.408	.931
Item 38	378.72	571.671	.538	.930
Item 39	379.00	568.400	.574	.930
Item 40	378.87	572.349	.504	.930
Item 41	379.07	579.462	.314	.932
Item 42	378.59	580.679	.437	.931
Item 43	378.98	571.316	.504	.930
Item 44	378.72	576.271	.438	.931
Item 45	379.20	577.194	.410	.931
Item 46	378.90	576.257	.439	.931
Item 47	378.98	570.416	.558	.930
Item 48	378.69	574.518	.501	.930

Item 49	378.61	580.976	.516	.931
Item 50	378.61	580.809	.472	.931
Item 51	378.54	581.586	.489	.931
Item 52	379.31	577.885	.413	.931
Item 53	379.26	575.863	.430	.931
Item 54	378.70	582.078	.424	.931
Item 55	379.25	573.055	.510	.930
Item 56	378.61	579.376	.547	.930
Item 57	378.59	585.179	.257	.932
Item 58	378.90	575.423	.526	.930
Item 59	378.95	577.881	.529	.930
Item 60	378.61	580.076	.424	.931
Item 61	378.59	577.213	.568	.930
Item 62	379.10	575.190	.461	.931
Item 63	379.03	569.699	.556	.930
Item 64	378.51	578.154	.535	.930
Item 65	378.41	583.346	.462	.931
Item 66	378.56	586.717	.271	.932
Item 67	378.75	583.589	.304	.931
Item 68	378.56	585.084	.342	.931
Item 69	378.34	587.330	.341	.931
Item 70	378.38	586.705	.334	.931
Item 71	378.31	588.618	.271	.932
Item 72	378.61	582.476	.354	.931
Item 73	379.03	579.866	.299	.932
Item 74	378.33	585.991	.352	.931

Item 75	378.38	584.005	.394	.931
Item 76	378.26	587.897	.296	.931
Item 77	378.43	574.982	.462	.931
Item 78	378.80	577.594	.389	.931
Item 79	378.80	582.827	.333	.931
Item 80	378.48	583.787	.370	.931
Item 81	378.38	585.672	.376	.931
Item 82	378.44	589.584	.161	.932
Item 83	379.13	588.216	.113	.933
Item 84	378.26	589.597	.243	.932
Item 85	378.79	592.770	.045	.933
Item 86	379.93	576.796	.188	.935

Reliability Statistics	
Cronbach's Alpha	N of Items
.932	88

พหุ ประถมศึกษา

Appendix N: Excerpts of language assessment practices based on Taylor's (2013)

LAL

Technical skills

LAK levels	Case	Technical skills	
		Time 1	Time 2
High-ability	Case 1: Aing	<p>Researcher: How did you ensure its quality?</p> <p>Aing: I relied on my mentor's guidance for assessment quality. [1-i]</p>	<p>Researcher: What assessment technique did you use to test students?</p> <p>Aing: I mostly used role-play instead of worksheet as role-play helped engage my students better. [2-i]</p> <p>Researcher: Did you use any stats to ensure the quality of scoring rubrics?</p> <p>Aing:...(hesitated)... I didn't know how to validate it. I sent scoring rubric to my mentor for feedback. [3-i]</p>
	Case 2: June	<p>Researcher: What assessment technique did you use to test students?</p> <p>June: I've used paper-based quiz consisting of gap fill and matching to assess grammatical structures and vocabulary knowledge.</p> <p>Researcher: Why?</p> <p>June: It's school culture. Grammar and vocabulary assessments matched the school's curriculum demands. [4-i]</p> <p>Researcher: Do you use any other test these days?</p> <p>June: No, with a big class and just 50 minutes, paper-based assessments were more manageable.... Managing large numbers meant I had to prioritize straightforward quizzes [5-i]</p>	<p>Researcher: What assessment technique did you use to test students?</p> <p>June: Only written tasks were feasible with limited time.... [6-i] Most of the test items were sentence writing, matching incomplete sentence and fill in the blank.</p> <p>Researcher: Any other techniques?</p> <p>June: No, I considered only practicality. Large class sizes limited my ability to thoroughly...My class is quite big, and I have only 50 minutes, so I stick to paper-based tests [7-i]</p>
	Case 3: Dolly	<p>Researcher: How did you ensure its quality?</p> <p>Dolly: I followed my mentor's advice on assessment design. [8-i]</p>	<p>Researcher: What assessment technique did you use to test students?</p> <p>King: ...paragraph writing to test writing...</p> <p>Zac: ... The quizzes were quick to grade and covered core content. I had limited time. [9-f]</p> <p>Dewey: I taught reading and I collected scores from worksheet exercises.</p> <p>Dolly: I still used paper-based quizzes with items close end items like MC, T/F, fill in the</p>

			<p>blank and sentence writing to ensure students' progress in the class these days.</p> <p>Researcher: How did you develop the test?</p> <p>Dolly: I started from scoping what to test from the contents from the textbook and exercises to ensure the content validity.</p> <p>Researcher: Did you use any stats?</p> <p>Dolly: No. I have no time to use any statistical analysis. [10-f]</p> <p>Dewey: No.</p>
	Case 4: Karl	<p>Researcher: How did you validate the writing rubric score?</p> <p>Karl: My mentor's input improves my assessment accuracy. [11-i]</p>	<p>Researcher: Any statistics used??</p> <p>Karl: No, just mentor approval confirmed quality without statistical methods. [12-i]</p>
Medium ability	Case 5: Paul	<p>Researcher: How did you ensure its quality?</p> <p>Paul: My mentor reviewed my assessments, which helped ensure quality. [13-i]</p>	<p>Researcher: What techniques did you use to assess students?</p> <p>Paul: I used quiz game using Blooket application. Most of the items were close ended such as MC and matching. [14-i]</p> <p>Researcher: How did you ensure its quality?</p> <p>Paul: Umm..I assessed quality independently. No one help me. [15-i]</p> <p>Researcher: Did you use any stats to ensure its validity?</p> <p>Paul: No..... I've no time. I didn't know formal methods. So, I checked the quality by myself, and my mentor confirmed it was okay [16-i]</p>
	Case 6: Namtan	<p>Researcher: What assessment technique did you use to test students?</p> <p>Namtan: ...worksheet with tasks like students' sentence writing and matching to assess students grammatical and vocabulary knowledge. Oral assessment like reading aloud was also used.</p> <p>Researcher: How did you ensure the quality?</p> <p>Namtan: umm...it's informal mentor oversight replaced statistical validation. I still bear on her feedback.[17-i]</p>	<p>Researcher: What assessment technique did you use to test students?</p> <p>Namtan: ... I used oral test like reading aloud as they captured phonic skills better than worksheet. [18-i]</p>
	Case 7: Park	<p>Researcher: What assessment technique did you use to test students?</p>	<p>Researcher: What assessment technique did you use to test students?</p>

		<p>Park: I used quiz to assess students' vocabulary knowledge and grammar after the 2 units. It's word writing and puzzle games to stimulate them. [19-i]</p> <p>Researcher: How did you develop it?</p> <p>Park: I aligned with the entrance examination. They were quizzes simulated the exam format students would face. [20-i]</p>	<p>Park:...It's paper-based quiz with MC. to test reading and grammatical structures and reading comprehension.</p> <p>Dolly: Me too.</p> <p>Dewey:...Worksheet...</p> <p>Researcher: How did you develop it?</p> <p>Park: I used school-approved formats to prepare students for tests.[21-f]</p>
Low ability	Case 8: Dewey		<p>Researcher: Did you use any technology in the assessment?</p> <p>...</p> <p>Dewey: My grade 10 students were shy to speak. Video tasks helped build confidence in shy students. Students were more confident presenting in videos than live. I let them do product presentation and posted on TikTok...[22-f]</p> <p>Researcher: Did you validate scoring rubric?</p> <p>Dewey: No, I couldn't validate the rubric statistically. My mentor's feedback led me to change my rubric.[23-f]</p>
	Case 9: Piano	<p>Researcher: What assessment technique did you use to test students?</p> <p>Piano: My mentor helped design the portfolio for semester-end assessment. [24-i]</p>	<p>Researcher: Tell me what techniques you use to test students these days.</p> <p>Piano: I used portfolio to assess their vocabulary knowledge. Portfolios reflected student progress beyond exams[25-f]</p>
	Case 10: Smile	<p>Researcher: How did you develop the test?</p> <p>Smile: I used paper-based worksheets because that's what my mentor preferred. Most of items included matching, word writing and sentence completion. [26-i]</p> <p>Researcher: Did you validate it before the use?</p> <p>Smile: No, I trusted the mentor's quiz for quality... I couldn't analyze items for reliability or validity as much as I'd like, so I relied on mentor feedback [29-i]</p>	<p>Researcher: How did you develop the test?</p> <p>Smile: My mentor preferred traditional methods, so I adhered to those. [27-f]</p> <p>June: Me too, my mentor confirmed the appropriate grading criteria.[28-f]</p>

Case 11: Taew	<p>Researcher: How did you ensure its quality?</p> <p>Taew: ...my mentor helped me design grammar-focused assessments for consistency. [30-i]</p>	-
Case 12: Zac	<p>Researcher: Did you use any other digital tools</p> <p>Park: I wanted to but I was assigned to tutor. I must prepare M.6 students for entrance exams. I also must make the class fun too.</p> <p>Zac: Same here, my assessment is not various because my mentor directed me to stick to standard assessment forms. [31-f]</p>	<p>Researcher: What items did you use?</p> <p>Zac: It consisted of items such as sentence writing and matching to test sentence structure, T/F, fill in the blank, matching, word transformation and MC were to test reading, vocab and grammar of the last two units.”</p> <p>Park: I still use Kahoot to kept students motivated, but I focused on exam-styled questions. [32-f]</p>

Table X3*Socio-cultural values*

LAK levels	Case	Socio-cultural values	
		Pre-	Post-
High-ability	Case 1: Aing		<p>Researcher: What is the way of collecting scores at your school?</p> <p>Piano: My school has no midterm examination session, but we are obliged to collect 30% from final test.</p> <p>Aing: My school wanted me to collect 20 scores from paper-based final exams. Thus, I combined interactive and written tasks to fit school expectations. [33-f]</p>
	Case 2: June	<p>Researcher: How did you align your assessment with indicators?</p> <p>June: You mean in the lesson?</p> <p>Researcher: Yes, in lesson of week 3 I saw you mentioned that you aligned your teaching in strand 1, standard 1.3 and indicator 1: Speak</p> <p>To give information about themselves and matters around them. How did you assess</p>	<p>Researcher: How did you align your assessment with indicators in the last lessons?</p> <p>June: about “Job”?</p> <p>Researcher: Yes, how did you assess? You said you aligned it with strand 4, standard 4.1 indicator 1: Listen/speak in simple situations in the classroom.</p> <p>June: ...(long pause)...let me recognize.</p>

		<p>students' progress on this indicator?</p> <p>June: I assessed progress using simple, written tests. [34-i]</p> <p>Researcher: No speaking?</p> <p>June: No, there were too many students.</p>	<p>Yes, students practiced speaking by asking each other about their dream job.</p> <p>Researcher: How did you know students' achievement of this indicator?</p> <p>June: Ummm...I used the sentence writing in the worksheet to assess.</p>
	Case 3: Dolly	<p>Researcher: How did you align your assessment with school culture?</p> <p>Dolly: The school director instructed that students should not get lower than grade B. I must be flexible when scoring students' tasks.</p> <p>Researcher: How much were you flexible in assessing?</p> <p>Dolly: well, by overlooking small mistakes/errors in students' tasks.</p> <p>Dewey: Me too. I can't restrict with criteria...</p> <p>Taew: For me, I must align my assessment with indicators.</p>	<p>Researcher: How did you align your assessment with school culture?</p> <p>Dolly: I had to make sure all students passed even if that meant adjusting scores... The school director instructed that students should not get lower than grade B [35-i]</p> <p>Researcher: No criteria?</p> <p>Dolly: Not at all.</p>
	Case 4: Karl	<p>Researcher: How did you align your assessment with school culture?</p> <p>Karl: My school emphasized on writing over quizzes, so I adjusted accordingly. [36-i]</p> <p>Researcher: How do you follow them?</p> <p>Karl: I used writing tasks aligned with my philosophy but met school standards.[37-i]</p>	<p>Researcher: How did you align your assessment with school culture?</p> <p>Karl: Realistically, the school demands paper-based evaluations. I combined my approach with school standards. [38-i]</p> <p>Researcher: How do you conform with them?</p> <p>Karl: I used writing tasks because my school emphasized written assessments over quizzes. Thus, I adapted tasks to meet both school expectations and student needs.[39-i]</p>
Medium ability	Case 5: Paul	<p>Researcher: How did you align your assessment with social values?</p> <p>Paul: My school wanted me to align both assessment and teaching with indicator.</p> <p>Researcher: How did you assess students' learning in this indicator?</p> <p>Paul:....hmmm...I assessed their progress via worksheet with task like word writing and sentence completion. They can't really speak.</p>	
	Case 6:	Researcher: What indicator today?	

	Namtan	<p>Namtan: Let me check in the lesson plan....I selected Indicator 1.2.1: Speak in an exchange with short and simple words in interpersonal communication ...</p> <p>Researcher: How did you ensure that students achieve this indicator?</p> <p>Namtan:(long pause)...I adapted assessments to focus more on sentence writing to meet curriculum needs. [40-i]</p> <p>That's why I mostly assessed them using worksheet with tasks like matching and sentence writing.</p>	
	Case 7: Park		
Low ability	Case 8: Dewey	<p>Researcher: How did you align your assessment with social values?</p> <p>Dewey: May be no fail policy.</p> <p>Researcher: Why?</p> <p>Dewey: My principal doesn't want students to fail, so I had to adjust scores. [41-i]</p>	<p>Researcher: How did you align your assessment with social values?</p> <p>Dewey: I still need to follow the no fail policy. Flexible scoring was needed to meet the principal's requirements. [42-i]</p> <p>Researcher: How?</p> <p>Dewey: I can't assess students using criteria now because they might fail. If they submit works, they get scores.</p>
	Case 9: Piano	<p>Researcher: How did you align your assessment with social values?</p> <p>Piano: I had to use DLTV worksheets which were all close-ended.</p> <p>Researcher: Did you change anything? [43-i]</p> <p>Piano: No, the Pre-designed DLTV items didn't allow for customization or validation.[44-i]</p>	<p>[42-i] Researcher: Do you still follow DLTV?</p> <p>Piano: Yes, DLTV templates restricted flexibility, despite my preference for variety. It's the school policy that I must conform."[45-i]</p> <p>Researcher: Did you change anything?</p> <p>Piano: No, contents and tests were only from DLTV. Using DLTV materials meant fewer options for customization."[46-i]</p>
	Case 10: Smile	<p>Researcher: How did you align your assessment with social values?</p> <p>Smile: I had to align my practices with school's culture.[47-i] Although they failed the test and didn't submit classroom tasks.</p> <p>Researcher: How do you comply with her instructions?</p> <p>Smile: I had no chance to assess students.</p>	

		My mentor didn't give me power to assess students.	
Case 11: Taew		<p>Researcher: How did you align your assessment with social values?</p> <p>Park: I aligned my assessment and teaching with entrance exams...</p> <p>Zac: Me too.</p> <p>Taew: Our school must help my grade 9 students pass O-NET. We also need to tutor them sometime.</p> <p>Researcher: What did you guy assess?</p> <p>Taew: ...Grammar and vocabulary focus was necessary for standardized test preparation. [48-f]</p>	<p>Researcher: How did you align your assessment with social values?</p> <p>Taew: For me, O-NET standards guided my assessment approach. I focused on vocabulary and grammar exercises because these are important for the O-NET exam [49-f]</p>
Case 12: Zac		<p>Researcher: What did you teach students? ...</p> <p>Researcher: So how did you assess?</p> <p>Zac: I used quizzes and most of them consist of test items used in the entrance examination such as MC. [50-i]</p>	

Table X3

Language pedagogy

LAK level	Language pedagogy			
	Case	Subtheme	Pre-	Post-
High ability	Case 1: Aing	Assessment	<p>Researcher: How did you assessed students?</p> <p>Aing: To be honest, I introduced writing assessments to them rather than CLT assessments. [51-i]</p> <p>Researcher: Why?</p> <p>Aing: It matched the school's preference [52-i]</p>	<p>Researcher: How did you assess them?</p> <p>Aing: I mainly used role-play and picture-cued to assess students' speaking because they were familiar with it.</p> <p>Researcher: Individual?</p> <p>Aing: I realized that strict adherence to communicative assessment was difficult with large class sizes and mixed proficiency levels, so I began to use simpler, group-based assessments [53-i]</p>
	Case 2: June	Learning	-	-
	Case 3: Dolly	Teaching	<p>Researcher: Can you tell me what you taught students and what teaching approaches and technique you used?</p> <p>Dolly: I mostly taught grammar. Mosly it's deductive approach.[54-i]</p>	<p>Researcher: Can you tell me what you taught students and what teaching approaches and technique you used?</p> <p>Dolly: I still taught grammar. I taught grammatical structure deductively.</p> <p>Researcher: Why?</p> <p>Dolly: My students believed that writing is learning. They were quite passive. [55-i]</p>
	Case 4: Karl	Teaching	"- The lesson is TBL and final task is writing a	"- Today' lesson is TBL. Task is writing paragraph of superhero.

			<p>descriptive paragraph of 'family' but:</p> <ul style="list-style-type: none"> - started with reading the topic my family and reviewed some grammatical 'have got' using deductive approach. - ... the students write a parallel paragraph regarding the topic 'my family' by using the set questions as a writing stem. - Task is more forms-focused [56-o] - Students just copied the language pattern from the text and composed their own paragraph to introduce their family member." 	<ul style="list-style-type: none"> - It started with pre-task reading paragraph 'super hero',... read and translate and notice the structure and details of paragraph such as name, picture, ability and characteristics. - It's teacher's composed text. - Students wrote a parallel paragraph to describe the characteristics of their own super hero and draw a picture. Students liked superhero themes in their writing tasks [57-o] - Same writing genre like last observation"
Medium ability	Case 5: Paul	Teaching	-	-
	Case 6: Namtan	Teaching	<p>Researcher: What you do teach students and what teaching approaches and technique did you use? Namtan: ... I focused on reading aloud. I used sight-word approach as my students can't even read although they were grade 3. Researcher: How did you assess them? Namtan: My students responded better to assessments with visual aids, so I incorporated drawings and matching activities. [58-i]</p>	<p>Researcher: What you do teach students and what teaching approaches and technique did you use? June: ...Still deductive grammar. Paul: Synthetic Phonics... Namtan: ...ability to read the word aloud using synthetic phonics integrated with game these days. I needed to teach students word reading because they still can't read." [59-f]</p>
	Case 7: Park	Teaching	<p>Researcher: What you do teach students and what teaching approaches and technique did you use? Park: ... Well, it's grammar because I was assigned to tutor... grammar-translation was mainly used and I also use project-based learning... Researcher: How and when do you assess students? Park: Everyone was quizzed using paper-based quizzes in the class after 3</p>	<p>"Today's class is reading comprehension. it's tutoring class.</p> <ul style="list-style-type: none"> - ..separated students into groups. - First, he leads students into the topic of 'Silly law' but still no objectives setting in reading. - ...told students to read and answer the questions. After that, teacher use Q & A to check comprehension and translate the whole content in Thai. No reading strategic practices at all!... - Finally, short answer items were used to check memory again. [61-

			week presentation. Quiz-based assessments aligned with curriculum demands [60-i]”	o]”
Case 8: Dewey	Teaching	<p>“Today’s CLT class (But seemed to be audiolingual):</p> <ul style="list-style-type: none"> - started with vocabulary review of ‘occupation’. After that she introduced the sentence pattern ‘What do you want to be...?’ and answer ‘I want to be a/an...’ via dialogue and act out. - The whole class chanted the sentence pattern chorally ... then did the controlled practice exercise i.e., sentence matching. - Everyone chanted together via substitution drill-practices. - Students mingled around the class and ask their classmates using the same language pattern over and over. (But it’s not successful because most students sometime use Thai.)” - Finally, she gave interactive app (Quizziz) to assess students <p>Researcher: Why did you use quizziz today? Dewey: I just want to assess and engage them. With the freedom I had, I could try using interactive apps for assessments [62-o]</p>	<p>“Today’s class is reading comprehension of ‘School new year’:</p> <ul style="list-style-type: none"> - It’s intensive reading...started with pre-reading using VDO to engage students to the topic. - ...asked students to compare difference between school in US and Japan. - Students to read article ‘Different education system by letting them read together with listening to the article and highlight unknown word - ...She translated all unknown words and let them read again to answer true or false... the whole class help each other to translate text.” [63-o] 	
Case 9: Piano	Assessment	<p>Researcher: What you do teach students and what teaching approaches and technique did you use? Piano: I used sight-word approach to teach them. because my mentor wants students to read, write and recognize A-Z.</p>	<p>Researcher: What do you teach students and what teaching approaches and technique did you use? Piano: It’s still sight-word approach. Researcher: Why? Didn’t you teach any speaking or other skill? Piano:...(hesitated)...ummm...students still can’t even read. Researcher: How did you assess students?</p>	

Low ability			<p>Researcher: How did you assess students?</p> <p>Piano: I used to read aloud and word writing worksheet to assess students' word reading in the class..." [64-i]</p>	<p>Piano: Students did worksheet, wrote words and line up to read aloud. It aimed to test vocabulary memory.</p>
	Case 10: Smile	Teaching	<p>[69-i] Researcher: What you do teach students and what teaching approaches and technique did you use?</p> <p>Smile: "Today, I was assigned to teach listening. I used TPR. I taught them listening. Target language were 'sit down, stand up look, listen, open your book, and close your book to the students'.</p> <p>Researcher: Did you also assess listening too? How?</p> <p>Smile: No, just for exercise practice. My mentor preferred traditional methods, so I adjusted. [65-i]</p>	-
	Case 11: Taew	Assessment	<p>Researcher: How and when did you assess them?</p> <p>Taew: I was assigned to tutor O-NET. I used the quiz and worksheet to assess and prepare students for the tests. My focus was on grammar because that's the main content on O-NET. [66-i]</p>	<p>Researcher: Tell me what and how you taught students.</p> <p>Taew: ...Still the same, grammar-translation</p> <p>Researcher: How and when did you assess them?</p> <p>Taew: I still focus on sentence writing these days. I still need to prepare them for the coming O-NET. So, my quiz mostly consisted of sentence writing and MC. [67-i] (68-o) "It's tutoring class. Grammar drills were necessary to ensure that grade 9 students meet O-NET standards."</p> <ul style="list-style-type: none"> - Taught if-clause started with the rules explained by teachers. - Let ss. do the exercises in the workbook and we checked correct answers together. Familiar content made assessments less intimidating. - Finally, gave them quiz game to assess and entertain them. - Grammar drills were mostly provided. - Familiar content made assessments less intimidating. - The focus on O-NET preparation left little room for other assessments, so I had to design tests around grammar and vocabulary [69-o]
	Case 12: Zac	Teaching	<p>Researcher: What you do teach students and what teaching approaches and technique did you use?</p> <p>Zac: Grammar points were taught deductively, because they must use it for entrance exams and testing tactics. [70-i]</p>	<p>"It's tutoring class. the focus is on reading comprehension"</p> <ul style="list-style-type: none"> - ... taught reading comprehension of topic 'survival on island'. - ... started prereading with teaching vocab. - ...gave students reading text and let them read and answer questions.

			<p>Researcher: Why? Zac: It's school requirement. My quiz and test are exam-based tasks matched institutional needs for test preparation. [71-i]</p>	<ul style="list-style-type: none"> - Reading exercises mirrored entrance exam format (MC). [72-o] - No reading strategies at all. Test reading rather than teach reading - ...summarized the reading contents in Thai....He then taught students the target language 'if-clause' using deductive approach." <p>Researcher: What you do teach students and what teaching approaches and technique did you use? Zac: I taught reading. It's tutoring class. I think I used a lot of grammar translation. Researcher: How did you assess them? Is it for formative purpose? Zac: Paper-based quizzes with items such as MC and T/F. These assessments were directly aligned with entrance exam formats. [73-i] It served summative purpose...</p>
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Table X4

Local practices

LAK level	Case	Local practices	
		Pre-	Post-
High ability	Case 1: Aing	<p>Researcher: Did you consider the students' variety such as genders, religions, levels in the assessment? how? Aing: I assess strong students and weak students differently. Researcher: How? Aing: Well...I applied the more flexible criteria to the weaker students when assessing speaking. Researcher: So, what did you actually do when assessing them? Aing: Well...I adjust difficulty to match my students' levels. [74-i] The weaker students got the simpler tasks.</p>	<p>Researcher: This time, what do you consider most in the classroom assessment practices? Aing: I quite considered my students' <u>engagement</u>. I had to introduce interactive assessments to keep up with classroom dynamics. [75-i] Researcher: How did you consider this point in assessment practices? Aing: I swapped from worksheet like matching tasks to more interactive assessments like picture-cued speaking.</p>
	Case 2: June	<p>Researcher: What did you consider most in the classroom assessment practices these days? June: ...Umm maybe it's students' preferences.</p>	<p>Researcher: What did you consider most in the classroom assessment practices this time? June: I'm quite concerned about students' enjoyments.</p>

		<p>Researcher: How did you align your assessment with their preferences?</p> <p>June: They like something fun as they are young. So, I add drawing and coloring as it made my assessment more enjoyable. (76-i)</p>	<p>Researcher: So, how did you ensure that they enjoyed your tasks?</p> <p>June: Students enjoyed drawing tasks, so I added them to assessments. (77-i)</p>
	Case 3: Dolly	-	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Dolly: I still prioritized on students' preferences. I wanted assessment to be fun and engaging. So, I use games as they made assessment fun and motivating. (78-i)</p>
	Case 4: Karl	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Karl: I considered students' preferences in my classroom practices. If they didn't enjoy the task, they gave up.</p> <p>Researcher: How did you align your assessment with their preferences?</p> <p>Karl: I adapted tasks to topics they were interested in to keep them engaged. (79-i)</p>	
Medium ability	Case 5: Paul	<p>Researcher: So, how did you consider students' variety in classroom assessment practices?</p> <p>Paul: My students were too weak. I focused on word writing and matching rather than oral tests. (80-f)</p> <p>Piano: Me too I had two version. One is for normal students and another version is for students with special needs.</p> <p>Aing: I am more flexible when assessing the weaker students.</p> <p>Namtan: I make my quizzes neutral so that all levels can do.</p>	<p>Researcher: So, how did you consider students' variety in classroom assessment practices?</p> <p>Paul: Specialized tasks were fairer for LD students. I adjusted assessments to make them accessible for all students.... I developed test tasks for LD students based on their target objectives like alphabet handwriting in Thai and English (81-i)</p>
	Case 6:	Researcher: What did you consider most	Researcher: What did you consider most in

	Namtan	<p>in the classroom assessment practices these days?</p> <p>Namtan: I considered only students' variety in the class because my class was mixed-level.</p> <p>Researcher: So how did you consider it in real practices?</p> <p>Namtan: I matched test difficulty with curriculum goals and student abilities. [82-i]</p>	<p>the classroom assessment practices these days?</p> <p>Namtan: I prioritize students' natures now.</p> <p>Researcher: Why?</p> <p>Namtan: <u>Quiz/ tests/ tasks should be attractive and fun</u> to change their learning attitudes. I added pictures and drawing activities into worksheets because visuals helped engage students who struggled with text-based tasks. [83-i]</p>
	Case 7: Park	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Park: I used Kahoot to assess and entertain them. It helped engage students while meeting school standards. [84-i]</p> <p>Researcher: And most of items in Kahoot is MC.?</p> <p>Park: Yes, it's to test grammars points after I taught.</p>	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Park: I considered students' backgrounds. I removed irrelevant content to focus on familiar topics. [85-i] I cut the content about European food out of the teaching and testing because it's far beyond their context.</p> <p>Dewey: Me?...my students' preferences. They like worksheet.</p> <p>Zac: I used game integrated to quizzes because I want to entertain and assess students' progress.</p> <p>Dolly: Same with Dewey...</p>
	Case 8: Dewey	-	-
Low ability	Case 9: Piano	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Piano: I considered students' variety in the class. Some of them were special students.</p> <p>Researcher: How did you assess special students?</p> <p>Piano: Coloring and drawing kept students interested. [86-i]</p>	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Piano: I considered students' current levels. They were grade 1 and can't even write.</p> <p>Researcher: So, how did you assess them?</p> <p>Piano: I used worksheet and quizzes with items such as word writing and matching to assess vocabulary knowledge.</p> <p>Researcher: Did you actually consider the course objectives?</p> <p>Piano: No, it's too beyond their current</p>

		levels.
Case 10: Smile	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Smile: I prioritized students' current levels. One of my class could learn only vocabulary although they were at grade 4.</p> <p>Researcher: So, what did you actually teach and test?</p> <p>Smile: I mostly focused on assessing recognition of words these days.</p> <p>Researcher: So, how did you assess their learning?</p> <p>Smile: I tailored assessments to students' realistic skills. (87-i) So, I use quizzes and worksheets with test items like word writing.</p>	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Piano: I considered students' current levels. They were grade 1 and can't even write. So, I used hand writing and word writing.</p> <p>Namtan: Students' current level. That's why I focus on word writing.</p> <p>Smile: I only considered <u>students' preferences</u>. If they don't like task, they quit. My students like decoration and drawing, NOT plain writing paper quiz.</p> <p>Researcher: What did you use to assess?</p> <p>Smile: Worksheet with writing and drawing because they made assessments more engaging. (88-f)</p>
Case 11: Taew	-	<p>Researcher: What did you consider most in the classroom assessment practices these days?</p> <p>Taew: Aside from levels, I tried to use the contents that are relevant to students to design the test/worksheets....</p> <p>Researcher: What about autistic students in your class?</p> <p>Taew: well, I added handwriting and drawing to engage autistic students. (89-ij) They like it.</p>
Case 12: Zac	-	-

Table X5*Personal beliefs and attitudes*

LAK level	Case	Teachers' worldviews	Time 1	Time 2
High ability	Case 1: Aing	Teacher education	-	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Smile: I believed in contexts. Sometime theories and standards we learnt don't work in practices.</p> <p>Aing: Yes, I learnt that we should follow indicators from core curriculum. I still restrict with what I learnt from assessment courses. So, I tried to align tasks with specific curriculum indicators [90-f].</p> <p>Piano: I agree with Smile. School requirements influenced my scoring, especially with struggling students. [91-f]</p> <p>June: I want to follow what I think. But finally, we need to comply our assessment with school policies.</p>
	Case 2: June	Teacher education and context	-	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>June: We needed to bear on school policy. We actually have no freedom to assess.</p> <p>Smile: (Laugh...) Totally agree with June!!!</p> <p>Researcher: Tell me how it affects your actual practices.</p> <p>June: Extra points helped students pass, meeting school standards. School no fail policy constrained my ability to assess freely. [92-f]</p> <p>Smile: Let me add. We need to comply with mentor teacher. If they said no one fail, we must find the way to make them pass.</p> <p>Piano: I agree. No true freedom in assessment.</p>

Case 3: Dolly	Views on school's policy	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Dolly: I think we should look at current skill, nature and preference. It would be difficult for them to achieve if we don't consider these.</p> <p>Researcher: How do personal beliefs and attitudes influence your language assessment practices?</p> <p>Dolly: I balanced the level of difficulty in my quizzes so that all level of students in the class can do. I ignore aligning my assessments with the course objectives. [93-i]</p>	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Dolly: We need to learn to align our assessment with students and school requirement. Contents from teacher education were just theories.</p> <p>Researcher: How do personal beliefs and attitudes influence your language assessment practices?</p> <p>Dolly: Finally, I made sure all mееed, which sometimes required leniency. [94-i]</p>
Case 4: Karl	Own thinking	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Karl: Language should be used in context. I value assessments that show real learning, but the school expects more paper-based evaluations, so I used writing tasks that reflect real-world language use but still fit the school's preferences [95-i]</p> <p>Researcher: How do personal beliefs and attitudes influence your language assessment practices?</p>	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Karl: I still trust myself but conform with context. Thus, I included writing that reflected real-life language but met the school's expectations [96-f]</p> <p>Researcher: That's why you still use descriptive writing task?</p> <p>Karl: Yes.</p> <p>Zac: (Interrupt) but, I think it depends on school policy. We cannot use whatever we want to assess students.</p> <p>Park: Totally agree with Zac.</p>

			<p>Karl: I used writing tasks to assess students because it's the way to let them use language in contexts.</p>	
Medium ability	Case 5: Paul	Teacher education and view on students	-	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Paul: I believe that good language assessment should suit students' variety.</p> <p>Researcher: How do personal beliefs and attitudes influence your language assessment practices?</p> <p>Paul: My goal was fairness, so I adjusted for students with different abilities. [97-f] That's why I eased my assessment for all and design special worksheet for LD students like hand writing with picture drawing and coloring...</p> <p>Piano:...Agree with Paul...I used picture drawing with autistic and learning retard students.</p> <p>Smile: But I still believed that we cannot use the same task with students from different levels...</p>
	Case 6: Namtan	Views on Students	-	-

	Case 7: Park	Views on students and context	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Park: I believed that we should look at students and contexts when designing the test/tasks...</p> <p>Researcher: How did you conform with your beliefs?</p> <p>Park: That's why I used Kahoot to assess and engage students in the class... Interactive tools made grammar assessment more enjoyable. [98-i]</p>	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Park: I think we should conform to the school academic department suggestion.</p> <p>Researcher: How should you conform?</p> <p>Park: They suggested me to conform with their requirements. While I like digital assessments, school requirements lean toward paper tests. [99-i]</p>
	Case 8: Dewey	Views on context	-	-
Low ability	Case 9: Piano	Students	-	-
	Case 10: Smile	Views on students and context	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Smile: Good assessment for me should be suitable for school contexts and policies.</p> <p>Researcher: How did this belief affect your</p>	<p>Researcher: What are your personal beliefs and attitudes on language assessment?</p> <p>Smile: Finally, we must align assessment practices with school culture. Whatever in-service teachers do; we need to follow them. [101-i]</p> <p>Researcher: Any example?</p> <p>Smile: Adding up extra point to help students.</p>

		practices? Smile: Mentor feedback helped maintain quality, but restricted new methods [100-i]	
Case 11: Taew	Personal thinking and context	-	Researcher: What are your personal beliefs and attitudes on language assessment? Taew: Finally, we now need to look at what school wants us to do. Researcher: how did you actually conform with school? Taew: As the case of my school, Scoring required flexibility rather than formal checks. [102-i] Students' score should not be lower than 65%. I submitted the scores after final judgment, but the school academic affair rejected and they need me to revise my scoring adding extra points to help students.
Case 12: Zac	Context and students	Researcher: What are your personal beliefs and attitudes on language assessment? Zac: Good assessment practices for me should conform with school contexts and students. Researcher: How does this belief affect your assessment practices? Zac: My students responded better to game-based tasks, but I had to keep it exam-focused. [103-i]	Researcher: What are your personal beliefs and attitudes on language assessment? Zac: Assessment must conform to both school culture and students 'preference. My students love something fun too. [104-i] Researcher: How this belief influence you practices? Zac: I conform all my assessment with entrance exams like test items and contents. I also use quiz games to assess and engage students too.

Appendix O: Inter-rater reliability of the five themes of Thai preservice English teachers' LA practices during their teaching practicum

Dimension	Excerpts from rater 1	Total	Excerpts from rater 2	Total
<ul style="list-style-type: none"> Adaptation of assessment practices based on contextual constraints 	<ol style="list-style-type: none"> “I had to introduce interactive assessments to keep up with classroom dynamics.”Aing [75-i] with a big class and just 50 minutes, paper-based assessments were more manageable. June [5-i] The quizzes were quick to grade and covered core content. Zac [9-f] Students were more confident presenting in videos than live. Dewey [22-f] My mentor preferred traditional methods, so I adjusted. Smile [65-i] These assessments were directly aligned with entrance exam formats. Zac [73-i] My focus was on grammar because 	23	<ol style="list-style-type: none"> “I had to introduce interactive assessments to keep up with classroom dynamics.”Aing [75-i] with a big class and just 50 minutes, paper-based assessments were more manageable. June [5-i] The quizzes were quick to grade and covered core content. Zac [9-f] Students were more confident presenting in videos than live. Dewey [22-f] My mentor preferred traditional methods, so I adjusted. Smile [65-i] These assessments were directly aligned with entrance exam formats. Zac [73-i] My focus was on grammar because 	25

	<p>that's the main content on O-NET. [66-i] Taew</p> <p>8. The portfolio helped collect and assess students' progress at semester's end[25-f] Piano</p> <p>9. While I like digital assessments, school requirements lean toward paper tests. [99-i] Park</p> <p>10. I adapted tasks to meet both school expectations and student needs. [39-i] Karl</p> <p>11. I used quizzes and most of them consist of test items used in the entrance examination such as MC. [50-i] Zac</p> <p>12. I mostly taught grammar. Mosly it's deductive approach. [54-i] Dolly</p> <p>13. Students mingled around the class and ask their classmates using the same language pattern over and over. (But it's not successful because</p>		<p>that's the main content on O-NET. [66-i] Taew</p> <p>8. The portfolio helped collect and assess students' progress at semester's end[25-f] Piano</p> <p>9. While I like digital assessments, school requirements lean toward paper tests. [99-i] Park</p> <p>10. I adapted tasks to meet both school expectations and student needs. [39-i] Karl</p> <p>11. I used quizzes and most of them consist of test items used in the entrance examination such as MC. [50-i] Zac</p> <p>12. I mostly taught grammar. Mosly it's deductive approach. [54-i] Dolly</p> <p>13. Students mingled around the class and ask their classmates using the same language pattern over and over. (But it's not successful because</p>	
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	<p>most students sometime use Thai.)” [62-o] Dewey</p> <p>14. ...She translated all unknown words and let them read again to answer true or false... the whole class help each other to translate text.” [63-o] Dewey</p> <p>15. I still focus on sentence writing these days. I still need to prepare them for the coming O-NET. So, my quiz mostly consisted of sentence writing and MC. [67-i] Taew</p> <p>16. I added handwriting and drawing to engage autistic students. [89-i] Taew</p> <p>17. No, with a big class and just 50 minutes, paper-based assessments were more manageable.[5-i] June</p> <p>18. Only written tasks were feasible with</p>		<p>most students sometime use Thai.)” [62-o] Dewey</p> <p>14. I balanced the level of difficulty in my quizzes so that all level of students in the class can do. I ignore aligning my assessments with the course objectives. [93-i] Dolly</p> <p>15. ...She translated all unknown words and let them read again to answer true or false... the whole class help each other to translate text.” [63-o] Dewey</p> <p>16. I still focus on sentence writing these days. I still need to prepare them for the coming O-NET. So, my quiz mostly consisted of sentence writing and MC. [67-i] Taew</p> <p>17. I added handwriting and drawing to engage autistic students. [89-i] Taew</p> <p>18. No, with a big class and just 50 minutes,</p>	
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	<p>limited time.... [6-i] June</p> <p>19. No, I considered only practicality. Large class sizes limited my ability to thoroughly. [7-i] June</p> <p>20. No. I have no time to use any statistical analysis. [10-f] Dolly</p> <p>21. I used quiz game using Blooket application. Most of the items were close ended such as MC and matching. [14-i] Paul</p> <p>22. Umm..I assessed quality independently. No one help me. [15-i] Paul</p> <p>23. No..... I've no time. I didn't know formal methods.[16-i] Paul</p>		<p>paper-based assessments were more manageable.[5-i] June</p> <p>19. Only written tasks were feasible with limited time.... [6-i] June</p> <p>20. No, I considered only practicality. Large class sizes limited my ability to thoroughly. [7-i] June</p> <p>21. No. I have no time to use any statistical analysis. [10-f] Dolly</p> <p>22. I used quiz game using Blooket application. Most of the items were close ended such as MC and matching. [14-i] Paul</p> <p>23. Umm..I assessed quality independently. No one help me. [15-i] Paul</p> <p>24. No..... I've no time. I didn't know formal methods.[16-i] Paul</p> <p>25. Grammar and vocabulary assessments</p>	
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			matched the school's curriculum demands. [4-i] June	
<ul style="list-style-type: none"> Influence of sociocultural values on assessment flexibility and standards 	<ol style="list-style-type: none"> I had to make sure all students passed even if that meant adjusting scores. [35-i] Dolly My school emphasized on writing over quizzes, so I adjusted accordingly. [36-i] Karl I focused on word writing and matching rather than oral tests. [80-f] Paul Grammar drills were necessary to ensure students met O-NET standards. [68-o] Taew I adapted assessments to focus more on sentence writing to meet curriculum needs. Namtan [40-i] My students needed to be familiar with entrance exam formats, so my 	23	<ol style="list-style-type: none"> I had to make sure all students passed even if that meant adjusting scores. [35-i] Dolly My school emphasized on writing over quizzes, so I adjusted accordingly. [36-i] Karl I focused on word writing and matching rather than oral tests. [80-f] Paul Grammar drills were necessary to ensure students met O-NET standards. [68-o] Taew I adapted assessments to focus more on sentence writing to meet curriculum needs. Namtan [40-i] My students needed to be familiar with entrance exam formats, so my 	22

	<p>quizzes mirrored that. [73-o] Zac</p> <p>7. I had to use DLTV worksheets which were all close-ended. [43-i] Piano</p> <p>8. I assessed progress using simple, written tests. [34-i] June</p> <p>9. I used school-approved formats to prepare students for tests. [21-f] Park</p> <p>10. My principal doesn't want students to fail, so I had to adjust scores. [41-i] Dewey</p> <p>11. I mainly used role-play and picture-cued to assess students' speaking because they were familiar with it. [53-i] Aing</p> <p>12. My school preferred paper-based assessment. [58-i] Namtan</p> <p>13. No, the Pre-designed DLTV items didn't allow for customization or validation.[44-i]</p>		<p>quizzes mirrored that. [73-o] Zac</p> <p>7. I had to use DLTV worksheets which were all close-ended. [43-i] Piano</p> <p>8. I assessed progress using simple, written tests. [34-i] June</p> <p>9. I used school-approved formats to prepare students for tests. [21-f] Park</p> <p>10. My principal doesn't want students to fail, so I had to adjust scores. [41-i] Dewey</p> <p>11. I mainly used role-play and picture-cued to assess students' speaking because they were familiar with it. [53-i] Aing</p> <p>12. My school preferred paper-based assessment. [58-i] Namtan</p> <p>13. No, the Pre-designed DLTV items didn't allow for customization or validation.[44-i] Piano</p>	
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	<p>Piano</p> <p>14. DLTV templates restricted flexibility, despite my preference for variety. It's the school policy that I must conform.”[45-i]</p> <p>Piano</p> <p>15. I still need to follow the no fail policy. Flexible scoring was needed to meet the principal's requirements. [42-i] Dewey</p> <p>16. Everyone was quizzed using paper-based quizzes in the class after 3-week presentation. [60-i] Park</p> <p>17. Finally, short answer items were used to check memory again. [61-o] Park</p> <p>18. Grammar drills were mostly provided. No room for interactive assessments at all.[69-o] Taew</p> <p>19. Grammar points</p>		<p>14. DLTV templates restricted flexibility, despite my preference for variety. It's the school policy that I must conform.”[45-i]</p> <p>Piano</p> <p>15. I still need to follow the no fail policy. Flexible scoring was needed to meet the principal's requirements. [42-i] Dewey</p> <p>16. Everyone was quizzed using paper-based quizzes in the class after 3-week presentation. [60-i] Park</p> <p>17. Finally, short answer items were used to check memory again. [61-o] Park</p> <p>18. Grammar drills were mostly provided. No room for interactive assessments at all.[69-o] Taew</p> <p>19. Grammar points were taught deductively,</p>	
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	<p>were taught deductively, because they must use it for entrance exams and testing tactics. [70-i] Zac</p> <p>20. It's school requirement. My quiz and test are exam-based tasks matched institutional needs for test preparation. [71-i] Zac</p> <p>21. Reading exercises mirrored entrance exam format (MC). [72-o] Zac</p> <p>22. I tried to align tasks with specific curriculum indicators [90-f]. Aing</p> <p>23. Grammar and vocabulary assessments matched the school's curriculum demands. [4-i] June</p>		<p>because they must use it for entrance exams and testing tactics. [70-i] Zac</p> <p>20. It's school requirement. My quiz and test are exam-based tasks matched institutional needs for test preparation. [71-i] Zac</p> <p>21. Reading exercises mirrored entrance exam format (MC). [72-o] Zac</p> <p>22. I tried to align tasks with specific curriculum indicators [90-f]. Aing</p>	
<ul style="list-style-type: none"> Balancing personal beliefs with institutional demands 	<p>1. I included writing that reflected real-life language but met the school's expectations [96-f] Karl</p>	18	<p>1. I included writing that reflected real-life language but met the school's expectations [96-f] Karl</p>	18

	<p>2. My goal was fairness, so I adjusted for students with different abilities. [97-f] Paul</p> <p>3. School policy constrained my ability to assess freely [92-f] June</p> <p>4. I made sure all students passed, which sometimes required leniency. [94-i] Dolly</p> <p>5. Kahoot helped engage students while meeting school standards. [84-i] Park</p> <p>6. O-NET standards guided my assessment approach. [49-f] Taew</p> <p>7. I had to align my practices with school's culture. [47-i] Smile</p> <p>8. School requirements influenced my scoring, especially with struggling students. [91-f] Piano</p> <p>9. My students</p>		<p>2. My goal was fairness, so I adjusted for students with different abilities. [97-f] Paul</p> <p>3. School policy constrained my ability to assess freely [92-f] June</p> <p>4. I made sure all students passed, which sometimes required leniency. [94-i] Dolly</p> <p>5. Kahoot helped engage students while meeting school standards. [84-i] Park</p> <p>6. O-NET standards guided my assessment approach. [49-f] Taew</p> <p>7. I had to align my practices with school's culture. [47-i] Smile</p> <p>8. School requirements influenced my scoring, especially with struggling students. [91-f] Piano</p> <p>9. My students</p>	
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	<p>responded better to game-based tasks, but I had to keep it exam-focused. [103-i] Zac</p> <p>10. I introduced writing assessments to match the school's preference. [52-i] Aing</p> <p>11. I matched test difficulty with curriculum goals and student abilities. [82-i] Namtan</p> <p>12. I trust my personal beliefs and experience as a student. I will do what I like and not do what I don't like with students. [95-i] Karl</p> <p>13. Good assessment for me should be suitable for school contexts and policies. [100-i] Smile</p> <p>14. Finally, we must align assessment practices with school culture. Whatever in-service teachers</p>		<p>responded better to game-based tasks, but I had to keep it exam-focused. [103-i] Zac</p> <p>10. I introduced writing assessments to match the school's preference. [52-i] Aing</p> <p>11. I matched test difficulty with curriculum goals and student abilities. [82-i] Namtan</p> <p>12. I trust my personal beliefs and experience as a student. I will do what I like and not do what I don't like with students. [95-i] Karl</p> <p>13. Good assessment for me should be suitable for school contexts and policies. [100-i] Smile</p> <p>14. Finally, we must align assessment practices with school culture. Whatever in-service teachers do; we need to</p>	
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	<p>do; we need to follow them. [101-i] Smile</p> <p>15. I combined interactive and written tasks to fit school expectations. [33-f] Aing</p> <p>16. Assessment must conform to both school culture and students' preference. My students love something fun too. [104-i] Zac</p> <p>17. I used writing tasks aligned with my philosophy but met school standards.[37-i] Karl</p> <p>18. I combined my approach with school standards. [38-i] Karl</p>		<p>follow them. [101-i] Smile</p> <p>15. I combined interactive and written tasks to fit school expectations. [33-f] Aing</p> <p>16. Assessment must conform to both school culture and students' preference. My students love something fun too. [104-i] Zac</p> <p>17. I used writing tasks aligned with my philosophy but met school standards.[37-i] Karl</p> <p>18. I combined my approach with school standards. [38-i] Karl</p>	
<ul style="list-style-type: none"> Roles of mentor teachers in shaping assessment validation and methods 	<p>1. I relied on my mentor's guidance for assessment quality. [1-i] Aing</p> <p>2. My mentor preferred traditional methods, so I adhered to those. [27-f] Smile</p> <p>3. My mentor</p>	19	<p>1. I relied on my mentor's guidance for assessment quality. [1-i] Aing</p> <p>2. My mentor preferred traditional methods, so I adhered to those. [27-f] Smile</p> <p>3. My mentor</p>	19

	<p>reviewed my assessments, which helped ensure quality. [13-i] Paul</p> <p>4. My mentor helped design the portfolio for semester-end assessment. [24-i] Piano</p> <p>5. My mentor's feedback led me to change my rubric. [23-f] Dewey</p> <p>6. My mentor confirmed the appropriate grading criteria [21-f] June</p> <p>7. My mentor directed me to stick to standard assessment forms. [31-f] Zac</p> <p>8. I followed my mentor's advice on assessment design. [8-i] Dolly</p> <p>9. My mentor's input improves my assessment accuracy. [11-i] Karl</p> <p>10. My mentor helped me design grammar-focused</p>		<p>reviewed my assessments, which helped ensure quality. [13-i] Paul</p> <p>4. My mentor helped design the portfolio for semester-end assessment. [24-i] Piano</p> <p>5. My mentor's feedback led me to change my rubric. [23-f] Dewey</p> <p>6. My mentor confirmed the appropriate grading criteria [21-f] June</p> <p>7. My mentor directed me to stick to standard assessment forms. [31-f] Zac</p> <p>8. I followed my mentor's advice on assessment design. [8-i] Dolly</p> <p>9. My mentor's input improves my assessment accuracy. [11-i] Karl</p> <p>10. My mentor helped me design grammar-focused</p>	
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	<p>assessments for consistency. [30-i] Taew</p> <p>11. Task is more forms-focused [56-o] Karl</p> <p>12. No, I trusted the mentor's quiz for quality.[29-i] Smile</p> <p>13. Me too, my mentor confirmed the appropriate grading criteria.[28-f] June</p> <p>14. I sent scoring rubric to my mentor for feedback. [3-i] Aing</p> <p>15. No, just for exercise practice. My mentor preferred traditional methods, so I adjusted. [65-i] Smile</p> <p>16. Scoring required flexibility rather than formal checks. [102-i] Taew</p> <p>17. No, just mentor approval confirmed quality without statistical methods. [12-i]</p>		<p>assessments for consistency. [30-i] Taew</p> <p>11. Task is more forms-focused [56-o] Karl</p> <p>12. No, I trusted the mentor's quiz for quality.[29-i] Smile</p> <p>13. Me too, my mentor confirmed the appropriate grading criteria.[28-f] June</p> <p>14. I sent scoring rubric to my mentor for feedback. [3-i] Aing</p> <p>15. No, just for exercise practice. My mentor preferred traditional methods, so I adjusted. [65-i] Smile</p> <p>16. No, just mentor approval confirmed quality without statistical methods. [12-i] Karl</p> <p>17. umm...it's informal mentor oversight replaced statistical</p>	
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	<p>Karl</p> <p>18. umm...it's informal mentor oversight replaced statistical validation. I still bear on her feedback.[17-i] Namtan</p> <p>19. I've used test items from my mentor workbook and worksheet to assess students' vocabulary knowledge. Most of items included matching, word writing and sentence completion. [26-i] Smile</p>		<p>validation. I still bear on her feedback.[17-i] Namtan</p> <p>18. I've used test items from my mentor workbook and worksheet to assess students' vocabulary knowledge. Most of items included matching, word writing and sentence completion. [26-i] Smile</p> <p>19. Scoring required flexibility rather than formal checks. [102-i] Taew</p>	
<ul style="list-style-type: none"> Impact of local practices and student preferences on assessment design 	<p>1. Visuals helped engage students who struggled with text-based tasks. [83-i] Namtan</p> <p>2. I adjusted assessments to make them accessible for all students. [81-i] Paul</p> <p>3. Students enjoyed drawing tasks, so I added them to</p>	21	<p>1. Visuals helped engage students who struggled with text-based tasks. [83-i] Namtan</p> <p>2. I adjusted assessments to make them accessible for all students. [81-i] Paul</p> <p>3. Students enjoyed drawing tasks, so I added them to</p>	20

	<p>assessments. [77i] June</p> <p>4. I wanted assessment to be fun and engaging. So, I use games as they made assessment fun and motivating. [78-i] Dolly</p> <p>5. Coloring and drawing kept students interested. [86-i] Piano</p> <p>6. I tailored assessments to students' realistic skills. [87-i] Smile</p> <p>7. I adjust difficulty to match my students' levels. [74-i] Aing</p> <p>8. Familiar content made assessments less intimidating. [68-o] Taew</p> <p>9. I adapted tasks to topics they were interested in to keep them engaged. [79-i] Karl</p> <p>10. Interactive tools made grammar assessment more enjoyable. [98-i] Park</p>		<p>assessments. [77i] June</p> <p>4. I wanted assessment to be fun and engaging. So, I use games as they made assessment fun and motivating. [78-i] Dolly</p> <p>5. Coloring and drawing kept students interested. [86-i] Piano</p> <p>6. I tailored assessments to students' realistic skills. [87-i] Smile</p> <p>7. I adjust difficulty to match my students' levels. [74-i] Aing</p> <p>8. Familiar content made assessments less intimidating. [68-o] Taew</p> <p>9. I adapted tasks to topics they were interested in to keep them engaged. [79-i] Karl</p> <p>10. Interactive tools made grammar assessment more enjoyable. [98-i] Park</p> <p>11. My students</p>	
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	<p>11. My students believed that writing is learning. They were quite passive.[55-i] Dolly</p> <p>12. I mostly used role-play instead of worksheet as role-play helped engage my students better. [2-i] Aing</p> <p>13. I used quiz to assess students' vocabulary knowledge and grammar after the 2 units. It's word writing and puzzle games to stimulate them. [19-i] Park</p> <p>14. I needed to teach students word reading because they still can't read. [59-f] Piano</p> <p>15. I used to read aloud and word writing worksheet to assess students' word reading in the class..." [64-i] Piano</p> <p>16. So, I add drawing and coloring as it made my assessment more</p>		<p>believed that writing is learning. They were quite passive.[55-i] Dolly</p> <p>12. I mostly used role-play instead of worksheet as role-play helped engage my students better. [2-i] Aing</p> <p>13. I used quiz to assess students' vocabulary knowledge and grammar after the 2 units. It's word writing and puzzle games to stimulate them. [19-i] Park</p> <p>14. I needed to teach students word reading because they still can't read. [59-f] Piano</p> <p>15. I used to read aloud and word writing worksheet to assess students' word reading in the class..." [64-i] Piano</p> <p>16. So, I add drawing and coloring as it made my assessment more enjoyable. [76-i]</p>	
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	<p>enjoyable. [76-i]</p> <p>June</p> <p>17. . I removed irrelevant content to focus on familiar topics. [85-i] Park</p> <p>18. Worksheet with writing and drawing because they made assessments more engaging. [88-f] Smile</p> <p>19. I balanced the level of difficulty in my quizzes so that all level of students in the class can do. I ignore aligning my assessments with the course objectives. [93-i] Dolly</p> <p>20. I used oral test like reading aloud as they captured phonic skills better than worksheet. [18-i] Namtan</p> <p>21. They were quizzes simulated the exam format students would face. [20-i] Park</p>		<p>June</p> <p>17. . I removed irrelevant content to focus on familiar topics. [85-i] Park</p> <p>18. Worksheet with writing and drawing because they made assessments more engaging. [88-f] Smile</p> <p>19. I used oral test like reading aloud as they captured phonic skills better than worksheet. [18-i] Namtan</p> <p>20. They were quizzes simulated the exam format students would face. [20-i] Park</p>	
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Appendix P: Ethical Approval



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 261-297/2023

Title : Exploring Teacher Beliefs and Classroom Practices of Language Assessment In an EFL context: Insights from Preservice English Teachers.

Principal Investigator : Mr. Aitthasit Ketkumbonk

Responsible Department : Faculty of Humanities and Social sciences

Research site : Schools in the Sakon Nakhon Educational

Review Method : Expedited Review

Date of Manufacture : 24 July 2023

expire : 23 July 2024

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S.

(Asst. Prof. Ratree Sawangit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

Appendix Q: Consent form

ECMSU01-06.03

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) นามสกุล อายุ ปี
บ้านเลขที่ หมู่ที่ ตำบล อำเภอ จังหวัด

ได้อ่านคำชี้แจง/ รับฟังคำอธิบายจาก นายอรรณสิทธิ์ เกษศิริบง เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง "ความเชื่อของครูและการปฏิบัติในห้องเรียนเรื่องการประเมินภาษาอังกฤษในฐานะภาษาต่างประเทศ: ข้อมูลเชิงลึกจากนักศึกษาครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศชาวไทย" โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่าง ๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสียหายที่จะเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/ รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับอาสาสมัครที่ให้สัมภาษณ์โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

"ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ" และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิ์ใด ๆ ที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้ว
จึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ..... อาสาสมัคร

(.....)

วันที่.....

ลงชื่อ..... ผู้รับ

(.....)

วันที่.....

ลงชื่อ Attasit. K ผู้แสดงความยินยอม

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