



## Exploring Mexican EFL Elementary School Teachers' Perceptions of Online Language Assessment Training

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### Abstract

This paper seeks to explore the perceptions that fifty-seven EFL Mexican elementary school teachers had of a four-week online, productive language skill assessment course (LAC) regarding its content and its impact on teachers' future classroom assessment of speaking and writing. Quantitative analysis of the closed ended questions in combination with qualitative analysis of the open-ended responses of a semi structured questionnaire delivered online and in Spanish to participating teachers, suggested that they perceived the course as suitable and useful for their future Language Assessment (LA). It was also found that participating teachers perceived the course impacted their classroom management of assessment, their rubric use, and triggered their reflections of their assessment performance. Results of this study highlight the importance of contextualizing language assessment and language assessment literacy to encourage students' language learning and suit teachers' assessment literacy needs.

**Keywords:** language assessment, productive language skills, language assessment literacy, EFL teacher training, online teacher training

### INTRODUCTION

Assessing productive language skills (writing and speaking) in English as a Foreign Language (EFL) and as a Second Language (ESL) represents a variety of challenges that teachers and other assessment stakeholders may experience while conducting assessment activities. For instance, score inconsistency among writing samples (Bachman & Palmer, 2010; Hamp-Lyons, 1990; Weigle, 2002) or different interpretations that assessors may give to a scoring scale or rubric (Bachman & Palmer, 2010) when performing assessment. Other intra-rater issues may also include scorer fatigue, large amounts of performance samples to score, scorer illness, time of day at which assessment is conducted, assessors' affective factors, anxiety, fear to the assessment process or a lack of time in language programs when assessing within a classroom environment (Gonzalez, 2017).

Experts in language assessment have suggested that raters and teachers may benefit from language assessment (LA) training as a means of becoming assessment literate which could help increase assessment reliability and facilitate the identification of language proficiency in student writing performance (Hamp-Lyons, 2003; Bachman & Palmer, 2010; Hamp-Lyons, 2003). It has also been suggested that training may help improve the processes teachers follow in their classrooms to assess their students' progress (Weigle, 2007). Therefore, this paper seeks to explore the perceptions that fifty-seven EFL Mexican elementary school teachers had of a four-week online, productive language skill assessment course (LAC) regarding the content of the course and its impact on teachers' future classroom assessment of speaking and writing. The following section provides a review of literature that served as basis for this study.

## LITERATURE REVIEW

It is believed that if teachers are not assessment literate, attaining academic progress in their students will be difficult to achieve (Coombe, Troudi & Al-Hamly, 2012). Therefore, the need for teachers to experience language assessment courses (LAC) or language assessment (LA) training as a path to obtain assessment literacy is of major importance. Language assessment literacy, or teachers' *'familiarity with measurement practices and how this knowledge is applied in the classroom when assessing language'* (Fulcher, 2012; Malone, 2013; Taylor, 2012), has been explored by researchers (Lam, 2015; Lopez Mendoza & Bernal Arandia, 2009; Jeong, 2013; Nier, Donovan & Malone, 2013; Malone, 2013; Vogt and Tsagari, 2014) in an attempt to understand teachers' perceived levels of their assessment literacy, their needs and their views of assessment training and/or workshops experienced. For instance, in regard to teachers' perceptions of assessment training, researchers have found that teachers in Hong Kong believed they received little or no training at all in assessment (Lam, 2015) while other experts obtained similar findings in Israel and Colombia (Lopez Mendoza and Bernal Arandia, 2009). These findings converged in the sense that teachers considered they did not have the sufficient knowledge and training to carry out assessment procedures in their classrooms (Coombe, Troudi & Al-Hamly, 2012; Shohamy, Inbar-Lourie & Poehner, 2008; Lopez Mendoza & Bernal Arandia, 2009).

Lopez Mendoza and Bernal Arandia (2009) added that trained teachers had more positive views towards assessment in comparison to the non-trained teachers. In their study, assessment was perceived among trained teachers as a tool to monitor learning, to communicate with the student, to align learning with teaching and to empower students. Those with less training experience viewed assessment as mandate, as a summative process and a tool of power and control over students. The researchers concluded that teachers' previous assessment training experience may also have a role in their use and perceptions of language assessment.

Researchers have explored assessment literacy to further understand the content of specific LAC and the instructors that conduct them. Lam (2015) for instance, analyzed language assessment training among nineteen teacher education programs in universities across Hong Kong. Data obtained from program documents, focus groups

with forty pre-service students, interviews with nine instructors and surveys answered by teachers of these programs suggested that assessment literacy among tertiary education programs was not enough and language assessment courses provided needed to be increased to equip pre-service teachers with assessment strategies during their studies.

Nier, Donovan & Malone (2013), Malone (2013) and Vogt & Tasagari (2014) also analyzed existing assessment courses, specifically by focusing on the analysis of online assessment tutorial materials and its usefulness to EFL teachers in the United States and Europe. After data was obtained from the answers of eighty EFL teachers to an online survey, Nier, Donovan and Malone (2013) concluded that most of the foreign language teacher participants considered online training useful for their future assessment practice but more examples and samples were needed to further understand the process of assessment. It was also found that online tutorials allowed teachers feel more comfortable with specific assessment terms. Malone (2013), adds the analysis of an online assessment tutorial from the perspective of language experts and foreign language teachers in the United States. After seventeen language testing experts and forty-four language teaching experts participated in focus group interviews and answered an online survey, it was concluded that while language testing experts considered that online resources should care for maintaining the fidelity to testing definitions and appropriate test use, the language-teaching experts considered that aspects of presentation and test material delivery were more important to be covered during the online training. Finally, it was signaled that the perceptions and assessment needs of language teachers may be very different to those of language testing experts (Malone, 2013). Therefore, a sharing point needs to be met so that both views nourish each other.

Vogt and Tsagari (2014) attempted to investigate the perceptions of foreign language (FL) teachers in Europe in regard to their experience with assessment training, and their need to be trained in different areas of LA. Participants of the study were in-service teachers in primary, secondary and tertiary levels in the European countries of Cyprus, former Yugoslavian Republic of Macedonia, Germany, Greece, Italy, Poland and Turkey. The researchers used a mixed method approach in which data were obtained from surveys and semi structured interviews. Results revealed that the area that needed to be the most reinforced among teachers was 'purposes of testing' while 42.4% of the surveyed teachers claimed to have not received any training at all. In other words, teachers needed to have more input to better understand how to match a test, its design and content to the classroom assessment purpose. Vogt and Tsagari (2014) conclude that assessment procedures such as designing tests, giving grades, placing students in their corresponding levels, and awarding certificates are not fully developed skills in teacher participants and most probably they are learned on the day to day practice. It is pointed out that most of the teachers perceived the need to have further training in assessing productive and receptive language skills, micro linguistic aspects, the assessment of integrated skills and statistical analysis for language assessment (Hasselgreen, Carlsen & Helness, 2004; Vogt & Tsagari, 2014). Teachers also reported to feel prepared to design and develop tests of traditional forms of assessment and they compensate for the lack of

proper assessment training by learning on the job (by observing a mentor or other colleagues).

Although these studies reveal, in various forms and through various research methods, the current status of assessment literacy among teachers, their perceptions towards assessment literacy and their needs when assessing language; they do not provide the Latin American perspective, specifically the Mexican one, neither do they focus on analyzing the impact that these online courses may have on teachers' assessment. Therefore, this study seeks to provide the Mexican perspective of teachers' assessment literacy by exploring their experience with a four-week online assessment training course which focused on the assessment of productive English language skills (writing and speaking). This overall purpose is addressed through the following research questions

- What are Mexican EFL elementary school teachers' perceptions of the productive language skill assessment online training course provided?
- What are Mexican EFL elementary school teachers' perceptions of the impact of the online productive language skill assessment course on their classroom assessment and their use of assessment tools?

## **METHODOLOGY**

This research project followed a cross-sectional, non-experimental, intervention design in the sense that it is descriptive and exploratory (Cohen, Manion, & Morrison, 2011). It intended to provide the characteristics that made this group of participants unique thus generalization of results is not made. Instead, its purpose is to explore the unique traits that characterize the small group of participants. Data collection and analysis were driven by a mixed-methods approach which allowed a better understanding of the teachers' perceptions of assessment and the LAC experienced since quantitative and qualitative data were combined (Creswell, 2013; Creswell & Plano Clark, 2011). To favor finding validity and reliability, data was shared with an experienced researcher in the area of applied linguistics following a peer checking process (Dörnyei, 2007) which consisted of independent analysis of information by each researcher followed by a comparison of results obtained. To diminish data bias caused by the Hawthorne Effect as well as the Social Desirability Bias (Dörnyei, 2007) effect a data triangulation method was conducted during which specific data was elicited in different forms and structures within the same online questionnaire.

### **Participants and Research Context**

Fifty-Seven EFL teachers took part in this study by answering an online questionnaire. A convenience sampling method (Dörnyei, 2007) was followed since 160 teachers were invited to take part in the study but only fifty-seven were willing and available to participate. It was found that females were majority representing 70% of the participants while 30% were men. Twenty-eight of the teachers stated to have from six to ten years of teaching experience (49%) while three people ranged from zero to two years. Therefore, it was considered that most of the participating teachers (PT) were experienced with five

years of experience (49%) or more than twenty years of teaching experience (35%). Finally, the majority, 72%, stated to have their language teaching skills certified with the Teaching Knowledge Test (TKT) provided by Cambridge English Assessment while their language skills were mostly certified by the CENNI (Spanish acronym for Certificado Nacional de Nivel de Idioma) which is the National Certificate of Language Proficiency provided by the Mexican Ministry of Education (88% of PTs), or the Test of English as a Foreign Language (TOEFL).

All of the participants were in-service teachers working in public elementary schools in the state of Tamaulipas (north-eastern corner of Mexico) and who are required to update their ELT skills by taking specific courses and/or training provided by the State Government or other specialized agents. Therefore, teachers participating in this study were required to take a four-week, online productive language skill assessment training course in an interest to fulfill the requirements of the Ministry of Education. The following section describes the training course provided.

### **The Online Training Course**

This course titled '*Assessing productive language skills in the EFL classroom*', was provided to in-service English teachers during the summer of 2017 and had the objective of '*...providing a space for teachers to reflect on their classroom assessment processes of language productive skills (writing and speaking) as a path to seek improvement in these processes. If these skills are not assessed, this course provides the necessary tools to establish the assessment process...*' (Universidad Autónoma de Tamaulipas, 2017) for these skills. Throughout four units, teachers went through specific reading materials, analyzed student samples which were already assessed, produced assessment tools and engaged in reflective forum discussions as part of the required activities of the course. Unit One focused on the comprehension and analysis of writing and speaking as productive language skills. Unit Two provided a description of the teaching activities that may be encouraged in the classroom and the need to link them with tools used to assess speaking and writing. Then, Unit Three provided the participant with a scope of the different assessment approaches that may be used in the classroom with the purpose of designing a task to assess a skill of the participant's choice. Finally, in Unit Four teachers had the opportunity of assessing a writing and a speaking sample with the purpose of practicing the use of analytic or holistic rubrics to assess both samples. All the units and contents of the course were provided online through the educational platform Blackboard. Once the course was finished, one hundred and sixty teachers were asked to answer the online questionnaire of which only fifty-seven answered it. This questionnaire is described in the section below.

### **Data Collection Instrument**

The semi-structured online questionnaire (Appendix A) included a total of twenty-five items of which twenty were closed and five were open-ended questions delivered in Spanish, participants' first language (Pavlenko, 2007). The first six questions focused on obtaining from the teachers' relevant personal information such as their academic

background, their teaching experience, their age and gender with the purpose of understanding the target group and their main characteristics (Taylor-Powel & Renner, 2000). The subsequent sixteen questions were closed questions with a five-level Likert scale in which participants were asked to choose the answer that corresponded to their view regarding the statement provided (Dörnyei, 2007). The following five items on the questionnaire combined answer choices and open questions for participants to provide an explanation for their answers. The questionnaire survey was piloted with a group of fifteen EFL teacher participants who were not part of this study. Once piloting finished, order of questions, and word order in questions were improved. The protocol was uploaded to the Google Forms platform and shared with the participants.

### **Data collection and analysis procedures**

Post to experiencing the four-week online training course, one hundred and sixty teachers were sent an instant online message via the Blackboard platform inviting them to take part in the study by explaining the purpose of the project and the nature of their participation. By answering the questionnaire, the fifty-seven participants accepted to take part in the study. To maintain the anonymity of their identities, coded IDs were assigned to each professor and they could withdraw from the study whenever necessary. As they answered, participants' views were recorded in the Google Forms platform from which they were downloaded for further analysis.

To conduct the analysis, data obtained from closed-ended questions was introduced into the *Statistical Package for the Social Sciences (SPSS)* to run descriptive statistics such as Median, Mode, and frequency (Boone & Boone, 2012) of answers obtained. The small sample of the participating teachers did not allow for inferential statistical calculations to be run therefore only a descriptive stance is taken with the intention of exploring and describing the participators' views. Data obtained from open-ended questions was analyzed following a qualitative perspective by identifying the main themes within each question and providing a code and frequency to each code (Creswell, 2013). To avoid data translation bias (Pavlenko, 2007), data was analyzed in Spanish and translated to English to report results as done in the following section of this paper.

## **RESULTS**

Results obtained from questionnaire data suggested that PTs considered the online course complete, clear, understandable and useful for their classroom assessment practice. They also pointed out more time was needed to assimilate and process the information provided in the course. In regard to course impact, it was found that the course impacted in some way teachers' assessment plans, their rubric use and their perceptions of their own assessment performance. This section presents these results and others obtained to answer the two RQs leading this study.

### **Teachers' perceptions of the online course**

Regarding RQ1 (*What are Mexican EFL elementary school teachers' perceptions of the productive language skill assessment online training course provided?*) and as is portrayed

in Table 1, results obtained from teachers' responses to the online questionnaire revealed that most of the PTs *totally agreed* that the information and practice shared during the course was clear and understandable (47%) while the majority also considered it was useful for their future assessment practices (63%). Only 1.8% *totally disagreed* to the statement '*The information and practice shared during the course was clear and understandable*'. It was also found that the majority (80.7%) of the PTs considered the course will help improve their future assessment practice by answering '*disagree*' to the statement '*I believe that this course will not help me improve my future assessment practice*'.

These results may suggest that although teachers felt comfortable with the course content they may not have had previous experience with assessment training therefore making the content of this course new and useful to them. This may lead to the results obtained in regard to course improvement. PTs were asked if they considered the course's technological delivery, administration or course content needed to be improved. The response that obtained the highest percentage was '*Neither agree or disagree*' (31.6% for technological improvement, 28% for content, 35% for course administration), thus suggesting that teachers were not certain if the course needed to be improved. These results may suggest that PTs' lack of experience with online assessment training may not allow them to reflect and judge the quality of its delivery.

**Table 1.** Teachers' perceptions of the online productive language skill assessment course

Statement	Totally agree	Agree	Neither agree or disagree	Disagree	Totally disagree
The information and practice shared during the course was clear and understandable.	47.4	47.4	1.8	1.8	1.8
The information and the practice shared during the course are useful for my future evaluation of the productive skills of the language of the students.	63.2	29.8	5.3	1.8	0
I believe that the course is not useful for my practice of evaluating the language of my students.	1.8	1.8	12.3	12.3	71.9
I believe that this course will not help me improve my future assessment practice.	1.8	7.0	10.5	80.7	0
I believe that the course should be technologically improved.	14	21.1	31.6	7	26.3
I believe that the course content should be improved.	5.3	28.1	28.1	14	24.6
I believe that the administration of the course should be improved.	5.3	19.3	35	10.5	29.8

After open-ended response to the items on the questionnaire was conducted, it was concluded that PTs views, in regard to the course provided, emerged within three main themes, 1) positive views of the course, 2) innovations to additional resources and 3) course contextualization. In reference to the first theme (positive views of the course), PTs considered the course content was adequate, complete, well presented and sufficient. However, participants considered more time was needed to assimilate the content of the course as indicated by PT03 and other teachers in the excerpts below,

"...I consider the content is complete...it had adequate content." (PT01)

"...The contents are specific, congruent, and well-presented..." (PT02)

"... the course is really good, but time is missing to develop it and assimilate it better..." (PT03)

Other PTs, such as PT04, PT05 and PT06, focused on expressing their perception of the materials offered and how they believed it should be improved. For instance, they agreed on the need to add extra online resources such as webpages or additional reading material for them to consult the information presented throughout the course. It was also suggested, as portrayed in the excerpts below, to include more "cases" or samples to analyze as part of the course activities. Therefore suggesting, that PTs would like to have more language samples as benchmarks to be scored while the course is conducted.

"...have more links where the information can be broadened" (PT04)

"...add more examples...include more cases to have a wider perspective and compare" (PT06)

Finally, in regard to course contextualization, PTs considered the course needed to be more contextualized for it to be of more benefit for them. As pointed out in the excerpts below, teachers would have liked to review contents that were oriented towards assessing young learners and to the reality they face in their everyday practice.

"...focus a little more on evaluations of younger children...maybe include texts focused on preschool and elementary school children..." (PT07)

"...actually, focus on the reality we live in the classroom, to the time we manage, the number of students..." (PT08)

It can be concluded, to answer RQ1, that the majority of the participants considered the course had been clear, useful and may encourage their improvement of their future assessment. Nevertheless, specific aspects of assessment training courses need to be considered for it to be meaningful to EFL teachers. As pointed out by some of the PTs in the open-responses, factors such as availability of extra online resources, and course contextualization would have allowed the course be of more use for the PTs. These results could suggest that online assessment literacy may be of great use to teachers who still need to be professionalized in areas of LA. Online LACs, may allow teachers to overcome difficulties such as time constraints or long geographical distances to take part in a face-to-face training program. However, the challenge for online assessment literacy may still be their contextualization so teachers can actually see their assessment context reflected in the courses taken.

A second crucial factor explored in regard to teachers' perceptions was the impact the online course may have in their future classroom assessment practice, which is further described below.



## Teachers' Perceptions of Online Course Impact

With the intent of answering RQ2 (*What are Mexican EFL elementary school teachers' perceptions of the impact of the online productive language skill assessment course on their classroom assessment and their use of assessment tools?*) PTs' perceptions were explored in regard to course impact on their use of rubrics as assessment tools, their assessment processes and their own assessment performance.

As for the first aspect, rubric use, 47.3% of the participants considered that after experiencing the course their use of scoring rubrics became more efficient while 45.6% considered it became easier for them to use rubrics. The majority (56%) of the participants stated that post to experiencing the course; they have decided to use an assessment tool to score the writing or speaking performance of their students.

Results of PTs open-ended responses suggested that the course allowed teachers to have a clearer idea of how to use rubrics, how to adapt them and how to use them with more facility (PT10, PT13, PT14). As pointed out by, PT06 the course allowed him to reflect on their actual use of rubrics and decide which aspects needed to be adapted. These comments may be identified in the excerpts below.

PT06: "...I have managed to reflect on my use of rubrics and make effective changes to assess my students and of my own practice..."(PT06)

PT10: "...Its (rubrics') use was exemplified and the facility that it provides to assess language...I have a clearer way of how to use it"(PT10)

PT13: "I learner techniques and abilities to adapt rubrics to the needs of the group and the student. Specifically...to design tools and activities to assess students. I have a clearer vision of how and when to use rubrics..." (PT13)

PT14: "I had the opportunity to see distinct types of tools that amplified my view...more security when deciding to use rubrics..." (PT14)

Regarding teachers' classroom assessment processes, PTs considered that their speaking and writing assessment became easier after experiencing the course (50.9% for speaking and 45.6% for writing) while they '*totally agreed*' that their assessment of speaking and writing became more efficient after taking the course. Two people (3.5%) disagreed to the statements that suggested the efficiency and easiness of assessing writing and speaking improved after experiencing the course. Although most of the teachers considered the course aided them in improving their LA, two people considered otherwise.

Open-ended responses allowed participant PT12 to express that the course encouraged her reflection of the criteria she used to assess students and their adaptation to allow a more 'focused and objective' assessment while, PT16 pointed out that reading the forum discussions encouraged her to adapt activities suggested by her peers and implement them in the classroom to assess students. She added that the course had also encouraged analysis of her current classroom assessment procedures and had decided to consider

aspects of students' language production in addition to new assessment management techniques that had not been considered as stated in the excerpt below,

"...with my peers' collaborations in the forum discussions I was able to develop proposed activities that I had not implemented in my lessons...there were things that I did not think of assessing of my students' language production...now I try to record my students speaking to assess them more analytically..." (PT16)

**Table 2.** Teachers' Perceptions of Course Impact

<b>Course impact on Rubric Use</b>					
<b>Statement</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neither agree or disagree</b>	<b>Disagree</b>	<b>Totally disagree</b>
After taking the course, I consider that my use of rubrics has become more efficient.	47.4	43.9	7	1.8	0
After taking the course, I consider that my use of rubrics is easier.	45.6	38.6	14	1.8	0
After taking the course, I have decided to use an evaluation tool such as a rubric to assess the productive language skills of my students.	56.1	38.6	3.5	1.8	0
<b>Course Impact on Assessment of Productive Language Skills</b>					
After taking the course, the assessment of my students' oral production will be easier.	50.9	36.8	8.8	3.5	0
After taking the course, the assessment of my students' writing will be easier.	45.6	42.1	8.8	3.5	0
After taking the course, the assessment of my students' oral production will be more efficient.	45.6	43.9	7	3.5	0
After taking the course, the assessment of my students' writing will be more efficient.	47.4	40.4	7	3.5	1.8
<b>Course Impact on Teachers' Assessment Performance</b>					
I consider that after taking the course, I am more careful when assessing my students' language performance.	73.7	21.1	3.5	3.5	0
After taking the course, I consider that I need to continue taking language assessment courses.	42.1	33.3	17.5	3.5	3.5

Results suggested, in regard to the third aspect explored (teachers' assessment performance), that most of the PTs pointed out to be more careful when assessing their students' language production (73.7%) while two people (3.5%) disagreed to this perception. Finally, two teachers (3.5%) considered that they did not need to continue taking language assessment courses while 42.1% 'totally agree' and 33.3% 'agree' to the statement '*...I consider that I need to continue taking language assessment courses*'. These results may suggest that the course encouraged reflection of PTs' assessment performance and their need to continue improving their language assessment practice.

With the purpose of answering RQ2, it can be concluded that PTs considered the course had impacted their use of rubrics (implementation of new rubric, security in rubric

adaptation and a more objective rubric use), their classroom assessment of their students' performance (a more efficient and easier assessment of speaking and writing, and the implementation of assessment management techniques) and their performance assessing their students' speaking and writing (reflection on current assessment procedures, a more conscious assessment of students' performance and awareness of their need to pursue further assessment courses).

These results may shed light on the need to continue providing opportunities for EFL teachers to pursue assessment literacy through online settings which may facilitate their access to potential LAC. The following section focuses on these and other implications of this study.

## DISCUSSION

This paper had the purpose of exploring the perceptions that fifty-seven EFL teachers in-service in public elementary schools in the northeastern part of Mexico had of an online productive language skill assessment course offered to them during the summer of 2017. Results suggested that the majority of the participants considered the course was clear, understandable and useful for their future assessment practice while pointing out the contents were adequately presented on the platform. Nevertheless, PTs perceived they needed more time to process the information (more than the four weeks that the course lasted), in addition to the inclusion of extra resources to consult and get a better understanding of the contents presented. Finally, it was suggested that the course would benefit from a more contextualized perspective in which assessing young learners' productive language skills is discussed to a greater extent since it is the context in which participating teachers were involved at the time of the study.

These findings echo those found by Malone (2013) in which it is concluded that language assessors have different needs (large-scale testing experts and language teachers) that need to be met in online language assessment courses (LAC) thus emphasizing the need for them to be contextualized. In this study, PTs pointed out the need for the course offered to focus on assessing young learners' language performance since it is their teaching context. This finding may be justified since EFL teachers cope with many assessment activities in their daily practice. However, only those that actually suit their specific LA context, their students and their institutional settings will actually be meaningful for their practice. Therefore, LACs offered to EFL teachers should consider the participants' contextual assessment needs.

Results of the present project, highlighted teachers' awareness of their need to experience additional LACs that could allow them to continue gaining assessment knowledge and improving their assessment processes. In this sense, results obtained by Vogt and Tsagari (2014) converge with those obtained in this study since the majority of the European participating teachers they surveyed considered their need to have further training in assessing productive and receptive language skills among other skills. Therefore, it may be concluded that EFL teachers in Mexico and Europe view themselves

as teachers that need further assessment training emphasizing their active reflection on their assessment performance.

This project followed a mixed-methods approach to data collection and analysis, which mostly focused on quantitative data supported by qualitative data obtained from the open-ended responses to questionnaire items. However, this approach may limit the in-depth understanding of teachers' perspectives and experiences since survey data does not allow direct interaction with them. Therefore, future research projects may choose to focus on a qualitative perspective that may allow a deeper understanding of participants' views. Finally, this study considered the reported impact of the online course on PTs' assessment, therefore limiting the analysis to teachers' perceptions. It would be interesting to consider other factors in the analysis of LACs' impact such as students' perceptions of the impact of LAC on classroom assessment or the inclusion of classroom assessment observation to analyze teachers' assessment prior and post to experiencing LAC.

This study has important implications for online LA training since it may encourage teacher assessment literacy. For instance, this study revealed that online LAC allow teachers to reflect on their assessment and project potential innovations to their assessment processes. Therefore, teacher trainers or assessment experts may consider increasing online LACs to boost instructors' assessment improvement or consider a blended- learning environment in which an online component is combined with a face-to-face one. This may allow teachers to enrich their knowledge and practice from both types of delivery modes. Finally, considering the perceptions of important stakeholders, such as teachers, students and administrators involved in the LA processes of an educational institution, may allow the improvement of these by contextualizing training to correspond teachers' assessment needs and aid students' learning.

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## APPENDIX A

## Online Questionnaire

**Cuestionario de percepciones sobre el curso "Evaluación de las habilidades productivas del lenguaje en el salón de inglés como lengua extranjera"**

Este cuestionario forma parte de un proyecto de investigación que busca analizar las experiencias de los profesores de inglés como lengua extranjera sobre la evaluación del lenguaje y sobre el curso de capacitación en línea de evaluación de las habilidades productivas del lenguaje. Este instrumento tiene el propósito de conocer su opinión en relación con el curso de evaluación de habilidades lingüísticas productivas que tomó durante el último mes y conocer más sobre su efectividad. La información que compartirá en este cuestionario es anónima y confidencial. Sólo se utilizará para fines de investigación. Al responder a esta encuesta en línea usted acepta ser parte de este proyecto teniendo en cuenta que su identidad no se revelará en ningún momento durante el estudio.

Si tiene alguna duda o inquietud, favor de comunicarse con la investigadora<sup>[SEP]</sup> Mtra. Elsa Fernanda González al correo electrónico: e.fernandagonzalez@gmail.com

1. Último grado de estudio \*

☐ Secundaria ☐ Preparatoria ☐ Carrera técnica ☐ Licenciatura ☐ Posgrado

2. Certificaciones de idioma inglés \*

☐ TOEFL ☐ FCE ☐ CAE ☐ IELTS ☐ PET ☐ CENNI ☐ Ninguno ☐ Otro:

3. Escribe el o los puntajes obtenidos \_\_\_\_\_

4. Certificación de docencia de idiomas <sup>[SEP]</sup> \*

☐ TKT ☐ CELTA ☐ DELTA ☐ ICALT ☐ Ninguno ☐ Otro: <sup>[SEP]</sup>

5. Sexo <sup>[SEP]</sup> \*

☐ Femenino ☐ Masculino ☐ Other <sup>[SEP]</sup>

6. Años de experiencia como docente de inglés <sup>[SEP]</sup> \*

☐ 0-2 años ☐ 3-5 años ☐ 6-10 años ☐ 11-20 años ☐ 20+ <sup>[SEP]</sup> ☐ Other: <sup>[SEP]</sup>

7. Nivel educativo en el que labora actualmente <sup>[SEP]</sup> \*

<sup>[SEP]</sup> ☐ Preescolar ☐ Primaria ☐ Secundaria ☐ Preparatoria ☐ Universidad <sup>[SEP]</sup> ☐ Otro <sup>[SEP]</sup>

Instrucciones: Sea tan amable de dar su opinión honestamente en relación a las siguientes afirmaciones marcando la casilla correspondiente. Considere que los números tienen los siguientes significados: <sup>[SEP]</sup> 1- Totalmente de acuerdo

2- De acuerdo

3- Ni de acuerdo ni en desacuerdo <sup>[SEP]</sup>

4- En desacuerdo <sup>[SEP]</sup>

5- Totalmente en desacuerdo

8. La información y práctica compartida durante el curso fue clara y comprensible. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

9. La información y la práctica compartida durante el curso es útil para mi futura evaluación de las habilidades productivas del lenguaje de los estudiantes \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

10. Después de tomar el curso, considero que mi uso de rúbricas se ha vuelto más eficiente. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

11. Después de tomar el curso, considero que mi uso de rúbricas se ha hecho más fácil. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

12. Después de tomar el curso, he decidido usar una herramienta de evaluación como una rúbrica para evaluar las habilidades productivas de mis estudiantes. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

13. Después de tomar el curso, la evaluación de la producción oral de mis alumnos será más fácil. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

14. Después de tomar el curso, la evaluación de la producción escrita de mis alumnos será más fácil.

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

15. Después de tomar el curso, la evaluación de la producción oral de mis alumnos será más eficiente. \*

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

16. Después de tomar el curso, la evaluación de la producción escrita de mis alumnos será más eficiente.

1 ☐ Totalmente de acuerdo

2 ☐ De acuerdo

3 ☐ Ni de acuerdo ni en desacuerdo

4 ☐ En desacuerdo

5 ☐ Totalmente en desacuerdo

17. Considero que después de tomar el curso, soy más cuidadoso (a) al evaluar el trabajo de mis alumnos.\*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

18. Después de tomar el curso, considero que necesito seguir tomando cursos de evaluación del lenguaje. \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

19. Considero que el curso no es útil para mi práctica de la evaluación del lenguaje de mis alumnos. \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

20. Considero que este curso no me ayudará a mejorar mi práctica de evaluación \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

21. Considero que el curso debe ser mejorado, tecnológicamente \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

22. -Especifique \*

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23. Considero que el curso debería mejorarse, en su contenido \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo

24. -Especifique \*

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25. Considero que el curso debería mejorarse, en su administración \*

- 1 ☐ Totalmente de acuerdo  
2 ☐ De acuerdo  
3 ☐ Ni de acuerdo ni en desacuerdo  
4 ☐ En desacuerdo  
5 ☐ Totalmente en desacuerdo



26. -Especifique \*

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Instrucciones: Por favor, lea los siguientes enunciados y elija la(s) respuesta (s) que mejor se adapte a su opinión. Cuando sea necesario, explique su elección.

27. En su opinión, ¿qué aspectos debe contener un curso de evaluación de las habilidades del lenguaje? Elija las opciones que considere necesarias de abajo. Se puede elegir más de una opción. \*

- ☐ Antecedentes teóricos de la evaluación de habilidades productivas. [1] [1] [SEP]
- ☐ Discusión de los diferentes tipos de rúbricas y su uso. [1] [1] [SEP]
- ☐ Análisis grupal / individual de muestras escritas / habladas y sus puntuaciones.
- ☐ Discusiones en grupo de muestras de escritura / expresión oral y sus puntuaciones
- ☐ Práctica de puntuación de grupo / individual de muestras de escritura / expresión oral
- ☐ Ninguna de las anteriores. [1] [1] [SEP]
- ☐ Otra: [1] [1] [SEP]

28. Considero que mi comprensión y uso de las rúbricas de evaluación han cambiado después de participar en el curso. \* [1] [1] [SEP]

☐ Sí ☐ No [1] [1] [SEP]

¿Porqué? \* [1] [1] [SEP]

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29. Considero que mi práctica general de evaluación de habilidades productivas ha mejorado o mejorará después de participar en el curso. Si su respuesta es sí, por favor describa cómo mejorará su evaluación. \*

☐ Sí ☐ No [1] [1] [SEP]

¿Porqué? \* [1] [1] [SEP]

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30. Por favor, escriba si tiene algún otro comentario acerca del curso y su experiencia con el.

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31. Si está usted dispuesto a ser entrevistado por el investigador y seguir participando en este proyecto, sea tan amable de proporcionar algún teléfono o correo electrónico para ser contactado.

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MUCHAS GRACIAS POR SU PARTICIPACIÓN