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## SPEAKING BEYOND SILENCE: UNMASKING ENGLISH TEACHERS' BELIEFS AND PRACTICES IN ASSESSMENT

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### ABSTRACT

This study delves into the often-overlooked realm of English teachers' beliefs and practices in the assessment of speaking skills. As the speaking component gains prominence in language education, it becomes crucial to understand the perspectives and methodologies employed by educators. Through interviews, surveys, and classroom observations, this research aims to unveil the intricate relationship between teachers' beliefs and their practical approaches to speaking assessment. The findings contribute valuable insights to language education, offering a nuanced understanding of the diverse strategies employed by English teachers in the assessment of spoken language proficiency.

### KEYWORDS

Speaking assessment, English language teaching, teacher beliefs, pedagogical practices, oral proficiency, language education, assessment methodologies, teacher perspectives, classroom observation, qualitative research.

### INTRODUCTION

In the dynamic landscape of language education, the assessment of speaking skills is assuming a pivotal role, reflecting a broader paradigm shift towards

communicative competence. As the importance of spoken language proficiency gains recognition, it becomes imperative to shift the focus onto the

educators who shape these assessments. This study, titled "Speaking Beyond Silence: Unmasking English Teachers' Beliefs and Practices in Assessment," embarks on an exploration of the intricate interplay between teacher beliefs and practical approaches in the assessment of spoken language.

English language teachers, as the primary architects of language learning experiences, play a central role in shaping students' communicative abilities. However, the pedagogical underpinnings and perspectives that inform their assessment practices often remain veiled. This research seeks to unveil the multifaceted nature of teachers' beliefs, the pedagogical choices influenced by these convictions, and the resulting impact on the assessment of speaking skills.

Through a combination of interviews, surveys, and classroom observations, we aim to delve into the nuanced world of English teachers' assessment practices. By exploring the factors that shape their beliefs and the strategies they employ in assessing oral proficiency, this study strives to contribute valuable insights to the broader discourse on language education. The ultimate goal is not only to understand the current landscape but also to inform future pedagogical approaches and assessment methodologies that align with the evolving needs of language learners.

As we embark on this exploration, the title "Speaking Beyond Silence" encapsulates the essence of the study, inviting readers to uncover the unspoken dynamics that influence how English teachers conceptualize and execute assessments of speaking skills. Through this research, we aim to unmask the beliefs and practices that shape the assessment of

spoken language, paving the way for a more informed and reflective approach to language education.

## **METHOD**

The research process for "Speaking Beyond Silence: Unmasking English Teachers' Beliefs and Practices in Assessment" is characterized by a systematic and comprehensive approach to unraveling the intricate dynamics of speaking assessment within the realm of English language teaching.

Initiating the study, one-on-one interviews with English language teachers provide a foundational understanding of their beliefs regarding speaking assessment. Through carefully crafted questions, these interviews delve into teachers' pedagogical philosophies, perceptions of oral proficiency, and the myriad factors influencing their approaches to assessing spoken language. The qualitative nature of the interviews allows for a nuanced exploration of the unspoken influences that guide teachers in their assessment practices.

Complementing the qualitative insights gained from interviews, a survey is distributed to a broader cohort of English teachers. This quantitative aspect of the research seeks to identify trends and patterns in teachers' beliefs and practices related to speaking assessment. The survey covers key aspects such as preferred assessment methods, perceived challenges, and the alignment of assessment practices with educational goals, contributing to a more comprehensive understanding of the landscape.

To bridge the gap between teachers' professed beliefs and their practical implementation, direct classroom observations form a critical component of the research process. These observations focus on the real-time

dynamics of speaking assessments, capturing the actual interactions between teachers and students. This qualitative data adds depth to the study by revealing the practical nuances of how teachers translate their beliefs into actionable assessment strategies in the classroom.

The final stage involves a rigorous process of data integration and analysis, where qualitative data from interviews and observations undergo thematic coding, and quantitative data from surveys are subjected to statistical analysis. This triangulation of data sets aims to offer a holistic understanding of the complex interplay between teacher beliefs and assessment practices in the realm of speaking skills.

Throughout the research process, ethical considerations remain paramount, with measures in place to ensure participant confidentiality, informed consent, and adherence to ethical guidelines. The goal of "Speaking Beyond Silence" is to provide a comprehensive, nuanced, and ethically conducted exploration that sheds light on the multifaceted world of English teachers' beliefs and practices in the assessment of speaking skills.

To unmask the intricate relationship between English teachers' beliefs and practices in the assessment of speaking skills, a mixed-methods approach is employed, encompassing interviews, surveys, and classroom observations.

#### Interviews:

The study initiates with one-on-one interviews with English language teachers. These interviews are designed to elicit in-depth insights into teachers' beliefs about speaking assessment. Structured and open-ended questions explore their pedagogical

philosophies, perceptions of oral proficiency, and the factors influencing their assessment strategies. The qualitative nature of interviews allows for a rich exploration of the nuanced perspectives that guide teachers in their assessment practices.

#### Surveys:

Complementing the qualitative data from interviews, a survey is distributed to a larger sample of English teachers. The survey instrument is carefully crafted to gather quantitative data on key aspects such as preferred assessment methods, perceived challenges, and the alignment of assessment practices with educational goals. The survey aims to provide a broader understanding of trends and patterns in teachers' beliefs and practices related to speaking assessment.

#### Classroom Observations:

To bridge the gap between teachers' professed beliefs and their actual classroom practices, direct observations of English language classrooms are conducted. These observations focus on the implementation of speaking assessments, capturing real-time interactions between teachers and students. This qualitative data adds a layer of depth to the study by revealing the practical nuances of how teachers translate their beliefs into actionable assessment strategies.

#### Data Integration and Analysis:

The collected data from interviews, surveys, and classroom observations are subjected to a rigorous process of analysis. Qualitative data from interviews and observations undergo thematic coding, allowing for the identification of recurring patterns and themes.

Survey data are analyzed quantitatively to generate statistical insights. The integration of these data sets provides a comprehensive understanding of the complex interplay between teacher beliefs and assessment practices.

#### Ethical Considerations:

Ethical considerations are paramount throughout the research process. Informed consent is obtained from participating teachers, and measures are in place to ensure confidentiality and anonymity. The research design adheres to ethical guidelines, prioritizing the well-being and privacy of the participants.

By triangulating data from interviews, surveys, and classroom observations, this mixed-methods approach aims to offer a holistic and nuanced exploration of English teachers' beliefs and practices in speaking assessment. The combination of qualitative and quantitative insights allows for a more comprehensive understanding of the factors shaping the assessment landscape in language education.

## RESULTS

The exploration of English teachers' beliefs and practices in speaking assessment reveals a multifaceted landscape shaped by a myriad of influences. Through in-depth interviews, a majority of teachers expressed a strong conviction in the centrality of spoken language proficiency. Survey responses corroborated this, highlighting a collective belief in the importance of assessing speaking skills as a means of gauging communicative competence. Classroom observations brought these beliefs into focus, revealing diverse assessment methods ranging from traditional individual presentations to more interactive group discussions.

## DISCUSSION

The discussion revolves around the nuanced relationship between teachers' beliefs and their practical approaches to speaking assessment. Discrepancies between professed beliefs and observed practices prompt reflection on the influence of external factors, including institutional constraints and perceived challenges. While the majority of teachers value interactive and authentic assessments, practical constraints sometimes lead to a reliance on traditional methods. The discourse delves into the potential impact of these factors on the effectiveness of speaking assessments and how they align with the broader goals of language education.

Furthermore, the study uncovers a variety of assessment challenges faced by teachers, including time constraints, class size, and the need for training in innovative assessment methods. These challenges contribute to a complex landscape where the translation of beliefs into practical assessment strategies is not always straightforward. The discussion thus invites consideration of professional development initiatives and institutional support to bridge these gaps.

## CONCLUSION

In conclusion, "Speaking Beyond Silence" sheds light on the intricate relationship between English teachers' beliefs and practices in the assessment of speaking skills. The study unveils a collective commitment to recognizing the significance of spoken language proficiency, yet it highlights the practical challenges and external factors that shape assessment practices. The findings underscore the need for a holistic approach to professional development, encompassing



both pedagogical training and institutional support to align assessment practices with the evolving goals of language education.

As English language teaching continues to evolve, the study serves as a catalyst for ongoing dialogue, encouraging educators, policymakers, and researchers to collaboratively address the identified challenges. By unmasking the beliefs and practices surrounding speaking assessment, this research aims to contribute to a more informed and reflective approach to language education, fostering an environment where the assessment of speaking skills aligns seamlessly with the broader objectives of developing communicatively competent language learners.

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