

**ELT GRADUATE STUDENTS' PERCEIVED UNDERSTANDING
AND PRACTICES OF LANGUAGE ASSESSMENT**

A Thesis

**Submitted as a Partial Fulfilment of the Requirements for the Master's
Degree in English Language Education**



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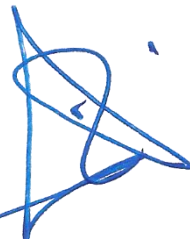
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STATEMENT OF AUTHORIZATION

I hereby certify that the work in the thesis, "ELT Graduate Students' Perceived Understanding and Practices of Language Assessment," is entirely my work under the guidance of my supervisors. To my knowledge, it does not include any instances of plagiarism. All references used in the thesis are properly cited and completely acknowledged. I, therefore, confirm that I will be prepared to handle any risks that may be placed upon me if there are any violations in the ethical conduct of educational research in the future.

Bandung, 18th January of 2023



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ELT GRADUATE STUDENTS' PERCEIVED UNDERSTANDING AND PRACTICES OF LANGUAGE ASSESSMENT

ABSTRACT

There has been significant attention to language assessment in recent years. As a key issue in English Language Teaching (ELT), it is important to understand the concept and principles of language assessment. Although many studies in the literature have investigated different aspects of assessment, there is a lack of research on how ELT graduate students with teaching backgrounds develop and practice English language assessment. Thus, this study aimed to investigate graduate students' understanding and practices of language assessment. An explanatory sequential mixed-methods design was employed to get comprehensive results. Questionnaires, semi-structured interviews, and document were used to analyze the findings in-depth. A group of graduate students (n=129) from a state university voluntarily participated in the present study. This study showed that ELT graduate students had a moderate understanding of language assessment which signifies that ELT graduate students had a substantial ability to explain the theoretical foundation and practical skills needed to conduct language assessment. Moreover, they had practiced their language assessment knowledge in their classroom most of the time. A very strong positive correlation was also found between understanding and the practice of language assessment. It demonstrated that the higher the level students' understanding of language assessment, the more often they practiced it. The results of this study are expected to bring insights into the theoretical knowledge and practical skills experienced by ELT graduate students. This study also encourages teachers and practitioners of English Language Teaching to continue developing their understanding and practice of language assessment professionally.

Keywords: assessment in English Language Teaching (ELT), language assessment, the practice of assessment, the understanding of assessment

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