

PRIMARY SCHOOL ENGLISH TEACHERS: CONCEPTION AND PRACTICES OF CLASSROOM ASSESSMENT***Shiyamathi Rajoo¹****Hooi Lian Lim¹**

[1] Universiti Sains Malaysia, Penang, Malaysia

**shiyamathi@gmail.com*

Abstract: Per the newly introduced classroom assessment (CA) along with the new English curriculum; Common European Framework of Reference (CEFR) in Malaysia, studying English teachers' conception of CA is considered very crucial as much strong evidence indicates that teachers' practices of CA are highly influenced by teachers' conception of CA. Thus, this study aims to investigate the relationship between the teachers' conception and practices of CA among primary school English teachers. Two instruments, namely (1) English Teachers' Conception of CA (ETCo-CA) and (2) English Teachers' Practices of CA (ETPr-CA) were adapted for this study. The respondents of this study consist of 254 primary school English teachers from Kerian district in Perak, Malaysia. The results from the Pearson correlation showed that a moderate positive relationship exists between teachers' conception and practices of CA with a correlation coefficient squared value of 27.8%. Apart from this, the significant mean difference in conception and practices of CA between primary school English option teachers and non-English option teachers was also studied. The results showed that the conception CA is higher among English option teachers than non-English option teachers. Whereas, the practices of CA showed no significant difference between English option teachers and non-English option teachers. This study is hoped to benefit the Ministry of Education in taking proper action to improve teachers' practices and conception of CA.

Keywords: Classroom Assessment, Conception, Practices, English

INTRODUCTION

The traditional examination methods used in the past were determined to have a number of flaws, making them less appropriate for use in the current age (Suppian et al., 2020). Based on past research, traditional assessment distorts curriculums and yields less reliable and less valid results because teacher tends to teach students to get ready solely for exams and not provide the holistic input of other aspects based on the curriculum content (Kapambwe, 2010; Nor Hasnida Che Md Ghazali, 2015; Zaki et al., 2022). Consequently, classroom assessment (CA) has been introduced in many countries which expected to overcome the weaknesses of the earlier assessment system and improve teaching and learning (Luthfiyyah et al., 2020; Rashid & Jaidin, 2014; Shehzadi, 2020). The issue of assessment in Malaysia began to receive special attention in the Malaysian Education Blueprint 2013-2025 (Pelan Pembangunan Pendidikan Malaysia, PPPM 2013-2025), giving more focus on improving the quality of teaching and learning as well as classroom assessment (KPM, 2013). In alignment with this, School Assessment (CA) was first introduced in Malaysia in the year 2011 and renamed Classroom Assessment (CA) by the end of 2018 (KPM, 2018; as cited by Arumugham, 2021; Hajmi & Jamaludin, 2022; Isa et al., 2021; Zaki et al., 2022).

Along with the abolition of the UPSR, CA is reinforced for all the students in Malaysian primary schools starting from 2021 because CA reports in the form of 'Performance Level' act as the main source of reference regarding students' achievement level in making important decision about the students (Arumugham, 2021; Ramanan & Mohamad, 2018; Zaki et al., 2022). The implementation of CA has encountered a paradigm change for primary school English subjects since the Ministry of Education in Malaysia introduced the Common European Framework of References (CEFR)-aligned English as Second Language (ESL) curriculum in the year 2017 (Ramanan & Mohamad, 2018; Zaki et al., 2022). This requires teachers to be equipped with knowledge and skills in order to conduct CA based on the new curriculum (Ramanan & Mohamad, 2018) and assign the performance level comprised of all four language skills in line with the actual abilities of the pupil without any bias (Ali & Veloo, 2017).

Primary school teachers are basically trained according to option in teacher training institutions so that they can master their option subject and be very knowledgeable, or, in other words, can be a source of reference relating to the option subject. According to Ismail et al. (2019), in remote primary schools, non-English option teachers make up a sum of the English-teaching staff. Therefore, it hoped to be an interesting field of study about the effect primary school English teachers' conception of assessment has on the primary school English teachers' practices

of assessment. According to Hajmi and Jamaludin (2022), the situation where non-option teachers teach a subject becomes a major issue, causing some parties to doubt the CA practices and “performance level” assigned to the students. In Malaysia, the issue of non-option teachers teaching a specific subject has been a serious phenomenon occurring for the past few decades (Hajmi & Jamaludin, 2022; Ramanan & Mohamad, 2018) and mainly involves English subjects (Ramanan & Mohamad, 2018; Romli et al., 2022).

LITERATURE REVIEW

Teachers’ Practices of CA

According to Brookhart (1994; as cited by Duerama, 2018), teachers’ assessment practice strongly reflects on students because they can instruct them on how to learn, what to study, and what decisions should be made. In Malaysia, teachers are expected to cover the skills of CA: planning, developing instruments, administrating, assigning performance levels, analysing the result, and using the assessment result for further improvement in teaching and learning activities (Suppian et al., 2021). The practices of CA create room for improvement in teaching and learning (Aziz, 2015) and hence can lead to a better education if well-designed (Gurmesa et al., 2022; Popham, 2017). However, there are studies showing that teachers’ ability in CA practices is frequently questioned (Zaki et al., 2022) in which the CA principle which seems best in theory, is creating issues when it comes to practices (Parmjit Singh et al., 2017).

However, several studies conducted in Malaysia among primary school English teachers show that the teachers emphasised traditional assessment heavily (Sidhu, 2018; Veloo et al., 2016) compared with multi-form CA practices (Suppian et al., 2020). Besides that, it was found that English teachers claim they don't feel sufficiently ready for the current challenges in the educational assessment system (Gurmesa et al., 2022), and not many resources are available to be accessed for primary school English CA as the curriculum is still new (Sidhu et al., 2018; Zaki et al., 2022).

In Malaysia, the Malay language, which is the main language spoken in this country, is often used by non-English option teachers during English lessons (Romli et al., 2022), a practice considered a problem for CA practices. According to Ramanan and Mohamad (2018), the issue of non-English option teachers making CA for English subjects is being doubted by many parties.

Teachers’ Conception of CA

The study of teachers’ conception of assessment was first proposed by Brown in 2002 based on the term ‘conception’ invoked by Thompson in 1992. Teachers’ conception of assessment act as a lens of teachers’ views, beliefs, propositions, mental pictures, rules, convictions about ideas, preferences, understanding, implementation of new knowledge, preference, attitude, interpretation, interaction, way of responding and mental constructs communicates in language towards assessment (Brown, 2002; Brown & Hirschfeld, 2017; Kahembe & Jackson, 2020; Karaman & Sahin, 2017; Lam, 2019; Monteiro et al., 2021; Opre, 2015; Rahman, 2014; Wang, 2020). There are four constructs in the original instrument of ‘Teachers’ Conception of Assessment, TCo-A’ developed by Brown (2002), then reformed by Rahman (2014) based on the Malaysian culture and the Malaysian assessment system.

The concept of CA can vary among teachers (Shehzadi, 2020) as it can be changed by personal thoughts, experiences, and context from surroundings (Xu & He, 2019). Thus, teachers’ conception of CA which involves teachers’ mental formation of the idea of CA, teachers’ belief of CA, meaning, preferences and attitude towards CA (Karaman & Sahin, 2017; Morrison & Escobar, 2022; Wang, 2020) is the fundamental aspect that makes CA meaningful (Takele & Melese, 2022).

A study done by Gurmesa et al. (2022) has resulted in English teachers in Ethiopia having a misalignment of CA conception whereby CA is often referred to as the assessment done at the end of the topic to test students’ grammar mainly, with students fully responsible for the CA results. Whereas, research done by Ederis (2002, as cited by Khalil & Awang, 2016) in the Malaysian context has found that teachers’ misconception of CA has given rise to numerous issues, including the aspects of validity, reliability, practicality, administration, monitoring and reporting or in simple words teachers’ CA conception can affect the CA practices.

Several studies have indicated that teachers who didn’t undergo training generally have a low level of conception of assessment (Bennett, 2011; Brown & Wang, 2016; Herppich et al., 2018; Looney et al., 2018; Mc Millan, 2001). The finding of the study carried out by Luthfiyyah et al. (2020) shows that English option teachers prefer to use

'assessment as learning' and 'assessment for learning' compared to non-English option teachers, which are very important parts of CA to be integrated along with teaching & learning.

Relationship between Teachers' Conception and Practices of CA

Studying teachers' conception of CA is essential as it greatly impacts teachers' practices of CA. Harris & Brown (2009, as cited by Rahman, 2014) asserted that any effort taken to change assessment practices will result in failure if the teacher's conception of assessment is not given attention. Past studies that were done in many countries showed that there exists evidence proving teachers' conception of assessment influences teachers practices of assessment (Brown & Gao, 2015; Brown & Wang, 2016; Fernandez-Ruiz & Panadero, 2020; Gurmesa et al., 2022; Karaman & Sahin, 2017; Luthfiyyah et al., 2020; Maarop, 2020; Rashid & Jaidin, 2014; Shehzadi, 2020).

Bohn and Tzagari (2021) have found from a study that teachers who have positive conceptions about CA find some merits in CA practices, while teachers with negative conceptions often resist or are upset about practising CA. However, much uncertainty still exists about the relation between primary school English teachers' assessment conception and practices. A research study conducted by Aziz (2015) in Indonesia with primary school English teachers found that the results were different between quantitative and qualitative.

OBJECTIVE OF THE STUDY

This study is aimed to:

- i. Study if there is a significant correlation between primary school English Teachers' Conception of Classroom assessment (CA) and primary school English Teachers' Practices of Classroom assessment (CA)
- ii. Study if there is a significant difference in the mean score between primary school English option teachers and primary school non-English option teachers in Conception of Classroom assessment (CA)
- iii. Study if there is a significant difference in the mean score between primary school English option teachers and primary school non-English option teachers in Practices of Classroom assessment (CA)

METHODOLOGY

Gay (2012), who defined research design as a general approach for carrying out a study, also describes the study objectives and the fundamental structure of the study. Usually, the selection of research design is influenced by the variables involved, the nature of the hypothesis derived (Gay, 2012), and the research problem De Vaus (2001; as cited by Ariffin, 2014). Correlation research is used to determine the relationship between the study variables (Gay, 2012) and the strength and direction of the relationship (Pallant, 2016). In this study, correlation is used to determine whether and to what degree primary school English teachers' conception of CA is correlated to primary school English teachers' practices of CA.

Sampling

A total of 254 primary school English teachers from 69 primary schools in the Kerian district, Perak, Malaysia, participated in this study. The stratified random sampling method was used to select the participants from the grad A, grad B and Grad B SKM schools from the Kerian district. Grad A schools have more than 250 students, Grad B has less than 250 students, and Grad B SKM have less than 100 students.

Data Collection

There are two questionnaires involved in this study: English Teachers' Conception of Classroom Assessment (ETCo-CA) and English Teachers' Practices of Classroom Assessment (ETPr-CA). The original version of both these questionnaires was designed generally for usage by educators from various institutions, namely primary schools, secondary schools, colleges and universities (Rahman, 2014). Therefore, adaptation was made to the instruments developed to make them more accurate to the current study. The items and constructs were rechecked to be suitable to be applied among primary school English teachers based on the current assessment system called Classroom assessment (CA).

Data for this study was collected using Google Forms, the preferred method by the school administration over hard copy. A Google Forms survey consists of ETCo-CA and ETPr-CA with 10 to 15 minutes estimated answering times. Initially, the school administrators were contacted and asked for permission to collect data from the English teachers of that school. A short briefing on the research and its importance was given to the school administrators. Then, the link to the Google Forms page of the questionnaires was distributed to the administrators and passed to

the respondents. All the instructions were stated clearly on the front of the Google Forms page to guide the respondents. Respondents for each school were given approximately two weeks to answer the questionnaire.

Data Analysis

The data collected through Google Forms in the form of Google Spreadsheet were then exported to IBM SPSS Version 26 and analysed using Scatterplot and Pearson correlation coefficient. This action was followed by analysis and interpretation of the results obtained to identify the size and direction of the relationship between primary school English teachers' conception of classroom assessment and primary school English teachers' classroom assessment practices.

The mean difference in conception of CA between English and non-English option teachers was analysed using an independent sample t-test using the 'Estimated Person Measure' obtained from Winstep. The person's ability was tested to identify the significant mean difference in the conception of classroom assessment between English and non-English option teachers. The mean difference in practices of CA between English and non-English option teachers was analysed using an independent sample t-test using the 'Estimated Person Measure' obtained from Winstep. The person's ability was tested to identify the significant mean difference in the conception of classroom assessment between English and non-English option teachers.

RESULTS

Correlation Coefficient

Before performing statistical correlation coefficient analysis for the data set, the normality test was run to check whether the data set was parametric or non-parametric (Pallant, 2016). This analysis was done using a normality graph. The results of analysis from the case processing summary, the graph of normality for 'Total Score of Conception', and the graph of normality for 'Total Score of Practices' are presented in Table 1, Figure 1 and Figure 2 respectively.

Table 1
Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Total Score of CA254 Conception		100.0%	0	0.0%	254	100.0%
Total Score of CA254 Practices		100.0%	0	0.0%	254	100.0%

Based on the results shown in table 1, the number of respondents involved was 254 and no missing value present for both 'Total Score of CA Conception' and 'Total Score of CA Practices'. Therefore, this data was proceeded for further analysis.

Figure 1
Graph of Normality For 'Total Score of CA Conception'

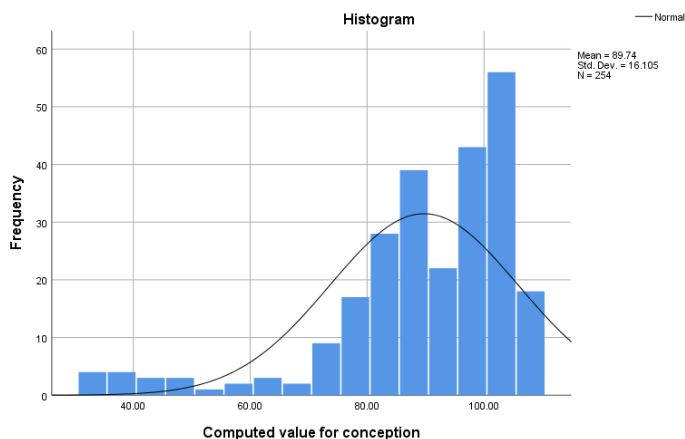
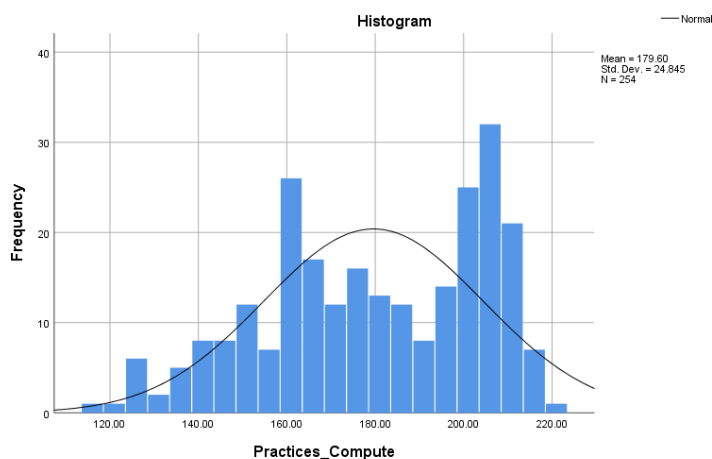


Figure 2
Graph of Normality For 'Total Score of CA Practices'

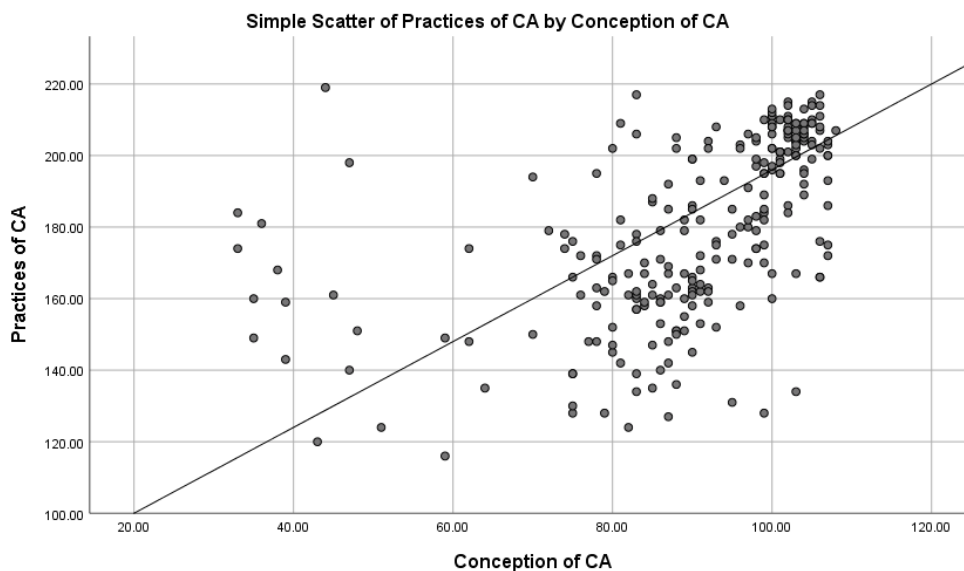


As shown in Figure 1 and Figure 2, the data obtained for 'Total Score of CA Conception' and 'Total Score of CA Practices' were not normally distributed.

Results of Scatterplot

A scatterplot shows the direction of the relationship between two variables (Pallant, 2016; Piaw, 2016). Figure 4.5 shows the graphical representation of the direction of relationship between conception of CA and practices of CA among primary school English teachers.

Figure 3
Scatterplot of Practices of CA by Conception of CA



As shown in Figure 3, the scatterplot shows a straight upward line that slopes to the right. This indicates that there is a positive correlation between the conception of CA and practices of CA. In other words, when the conception of CA increases in value, thus the practices of CA increase in value.

Results of Correlation Coefficient

The data used for this correlation study are ‘Total score of CA Conception’ and ‘Total Score of CA Practices’. Both the variables are ordinal as both these data set uses the Likert Scale. According to Piaw (2008) and Cohen et al. (2022), the Pearson Correlation Coefficient is used to study the relationship between two variables since the data is an interval. This was done using the software SPSS Version 26 and the results obtained were as shown in Table 2.

Table 2
Results of Pearson Between CA Conception and CA Practices

		Conception of CA	Practices of CA
Conception of CA	Pearson Correlation	1	.527
	Sig. (2-tailed)		.000
	N	254	254
Practices of CA	Pearson Correlation	.527	1
	Sig. (2-tailed)	.000	
	N	254	254

Based on the results shown in Table 2, the significant value is 0.000, less than 0.05. Therefore, the null hypothesis is rejected. The value of Pearson correlation is positive, indicating a positive relationship between the two variables: conception and practices of classroom assessment. The Pearson correlation value obtained is 0.527, signifying 27.8% of the variance in the conception of classroom assessment scores is associated with the variance in classroom assessment practices. According to Pallant (2016), the Pearson correlation value between 0.51 and 0.70 shows a moderate positive correlation. Hence, it can be concluded that there is a significant and moderate positive correlation between the conception of classroom assessment and practices of classroom assessment among primary school English teachers, $r(252) = 0.527, p < 0.01, r^2 = 0.278$.

Results Of T-Test to Find the Mean Difference in Conception of CA Between English Option Teachers and Non-English Option Teachers

The ‘Estimated Person Measure’ value was computed through Winsteps, giving the respondents the ability to give more accurate information about the mean difference between the two groups of respondents compared to the value computed by totalling up all the items using SPSS. The result of the independent sample t-test was used to decide whether the null hypothesis was rejected or accepted. Table 3 shows the results of the independent sample t-test for the conception of classroom assessment.

Table 3
Results Of Independent Sample T-Test for The Conception of Classroom Assessment

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
								Lower	Upper	
Estimated PERSON Measure: Conception	Equal variances assumed	8.446	.359	3.005	252	.003	.564	.188	.194	.933
	Equal variances not assumed			3.005	250.865	.003	.564	.188	.194	.933

Based on the independent t-test results in Table 3, the sig. value for Levene’s Test for Equality of Variance is 0.359, which is greater than 0.05. According to Pallant (2016), the significant level of Levene’s test greater than 0.05 equal variance for both groups of respondents, and therefore the information in the first line of the -test table, Equal variances assumed is used for the t-test analysis.

The significant value of the t-test for Equality of Means, p for the Estimated Person Measure of conception is 0.003 which is less than 0.05 (t = 3.005, df = 252, p<0.05). Based on the significant value of the t-test for equality, the null hypothesis is rejected. The mean difference shows a positive value which indicates that English option teachers have a higher level of conception towards classroom assessment for English subjects compared to non-English option teachers.

Results Of T-Test to Find the Mean Difference in Conception of CA Between English Option Teachers and Non-English Option Teachers

It involves running the analysis of independent sample t-test through SPSS Version 26 using the value of ‘Estimated Person Measure’ for practices of classroom assessment obtained from Winsteps. This value was computed through Winsteps by considering the respondents’ ability believed to give more accurate information about the mean difference between the two groups of respondents compared to the value computed by totalling up all the items using SPSS. The result of the independent sample t-test was used to decide whether the null hypothesis was rejected or accepted. Table 4 shows the results of the independent sample t-test for the classroom assessment practices.

Table 4
Results of Independent Sample T-Test for the Practices of Classroom Assessment

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
								Lower	Upper	

									Lower	Upper
Estimated PERSON Measure: Practices	Equal variances assumed	2.873	.091	-.126	252	.900	-.017	.138	-.290	-.255
	Equal variances not assumed			-.126	248.352	.900	-.0170	.138	-.290	-.255

Based on the results obtained for the independent t-test shown in Table 4, the Sig. value for Levene's Test for Equality of Variance is 0.091, which is greater than 0.05. This value indicates that the variances of the two groups of respondents are the same, and therefore the information in the first line of the t-test table, with Equal variances is used for the analysis (Pallant, 2016). The significant value of the t-test for Equality of Means, p for the Estimated Person Measure for practice is 0.900 which is greater than 0.05 ($t = -.126$, $df = 252$, $p > 0.05$). Based on the significant value of the t-test for equality, the null hypothesis failed to be rejected.

DISCUSSION

According to Van Den Berg (2002, as cited in Brown & Remesal, 2012), the relationship between conception and practices has been well-established in many studies. This statement was proved in the finding of several studies (Aziz, 2015; Barnes et al., 2017; Deneen & Brown, 2016; Lam, 2019; Yan & Cheng, 2015; Yusoff et al., 2023). The study done by Takrouni and Assalahi (2022) has revealed that teachers' conception of assessment has an impact on teaching due to the change of attitude towards assessment, and thus impacting the practices of assessment.

From the data collected using the questionnaires ETCo-CA and ETPr-CA, the relationship between primary school English teachers' conception and practices was analysed. The simple scatterplot of practices of classroom assessment by the conception of classroom assessment showed a straight upward line sloped to the right, which would mean that there is a positive correlation between the conception of classroom assessment and practices of classroom assessment. As stated by Rashid and Jaidin (2014), the practices of classroom assessment are the outcome of the conception of classroom assessment, including the concept, intention and attitude towards classroom assessment.

Besides that, the Pearson's correlation coefficient result obtained proved a moderate positive correlation between the conception and practices of classroom assessment with a correlation coefficient value of 0.527. This would mean that, with a positive increase in the conception of classroom assessment, there will be a 27.8% increase in the classroom assessment practices. According to Pallant (2016), a small statistically significant with $r = .2$ is considered as a significant statistic with a sample greater than 100. Similarly, in a study, Brown et al. (2009) asserted that this small regression value signifies the existence of a noticeable relationship between conception and practices of assessment. An identical regression value was obtained by Tekele & Melese (2022) in a study regarding the conception and practices of teachers' assessment where the findings have a correlation coefficient squared value of 27.3%.

The result obtained for correlation the coefficient of this study, however, indicates that the conception of classroom assessment influenced teachers by only 27.8%. While 72.2% of the variability of the practices of classroom assessment could be attributed to other factors (Takele & Melese, 2022) such as students' conception of assessment (Brown, 2022; Opre, 2015; Takele & Melese, 2022), frequent change of national assessment policy (Luthfiyyah et al., 2020; Zulaiha et al., 2020), geographic areas (Shehzadi, 2020), experiences (Unal & Unal, 2019), teachers' autonomy in practising the classroom assessment (Isa et al., 2021; Varatharaj, 2018), low motivation (Avidov-Ungar, 2016; Berry et al., 2019; Ramanan & Mohamad 2018;), and lack of understanding about classroom assessment by headmasters (Arumugham, 2021).

The results of the independent sample t-test proved that there is a significant difference in the mean score between primary school English option teachers and primary school non-English option teachers in the conception of classroom assessment (CA). According to Ramanan and Mohamad (2018), non-English option teachers face challenges in teaching and assessing English subjects due to their lack of knowledge and skills. The non-English option teachers involved in this research include Malay language, Mathematics, Science, arts education, music education, physical education, Islamic education, Moral education, design and technology, history, preschool,

health education, Multimedia and technology, special needs, Arabic language, Tamil language and Chinese language. From these 17 options, 4 subjects have a language-based curriculum which tests the language skills: listening, speaking, reading and writing. Whereas the 13 subjects follow a content-based curriculum taught topically.

The conception of non-English option teachers in carrying out classroom assessments for language skills is found to be lower compared to English option teachers. According to Ramanan and Mohamad (2018), non-English option teachers should improve their pedagogical content knowledge apart from developing English fluency, teaching and assessing skills. In addition, the Common European Framework of Reference (CEFR) required additional efforts from English teachers to master the new curriculum content, teaching model, and assessment type which highly rely on belief, motivation, self-esteem, and readiness from teachers (Berry et al., 2019; Lam, 2019; Ramanan & Mohamad 2018). This phenomenon is found to be challenging and harder for non-English option teachers which can be explained by the results obtained from the independent sample t-test of this study.

Although it is highly suggested that assessment training plays an important role in teachers' assessment practices (Babaii & Asadnia, 2019; Luthfiyyah et al., 2020), experiences greatly impact classroom assessment (Shehzadi, 2020). The data obtained from the independent sample t-test has revealed no differences in classroom assessment practices by English option and non-English option teachers since both categories of teachers have experience doing classroom assessment for other subjects, including their major option subjects.

Thus, the non-English option teachers would have mastered the knowledge and skills of classroom assessment practices such as giving feedback, accountability, measurement, making improvements, using assessment outcomes, reporting assessment outcomes, and choosing assessment methods regardless of the subject they teach (Rahman, 2014). The study conducted by Lee (2013, as cited by Luthfiyyah et al., 2020; Shehzadi, 2020) found that teachers' knowledge and skill in classroom assessment practices increase with experience. A similar result was reported by Shehzadi (2020), in which teachers were found to have higher classroom assessment practices and mastered the assessment practising skills.

CONCLUSION

The correlation analysis showed that there is a positive relationship between conception and practices of classroom assessment. Thirdly, the independent sample t-test has proven a mean difference in the conception of classroom assessment between English and non-English option teachers with English option teachers having a higher conception of classroom assessment. Finally, the independent sample t-test analysis has proven that there is no mean difference in practices of classroom assessment between English and non-English option teachers with English option teachers showing higher scores in practices of classroom assessment.

IMPLICATION

The results of the study proved that CA practices between English and non-English option teachers are non-significant. Thus, non-English option teachers may gain the courage to overcome their low motivation (Avidov-Ungar, 2016; Berry et al., 2019; Ramanan & Mohamad 2018) in teaching English. In addition, the conception of CA in teachers has room for changes with adequate time (Deneen & Brown, 2016) as well as the experience gained (Shehzadi, 2021). The findings showed the practices of CA can be influenced by the conception of CA for 44.3% which is considered as a significant value for a big sample. Besides that, the findings also disclosed the conception of classroom assessment is higher in English than non-English option teachers for primary English subjects. Hence, policymakers may consider producing more English option teachers as the findings have revealed that the conception of CA among English option teachers is higher compared to non-English option teachers, directly reflected in the practices of CA. This action may improve the teaching and learning process, thus improving students' performances in primary school English subjects.

In addition, this finding can be alarming for educational institutions, teachers training colleges and education ministries on the importance of producing more English option teachers which has been debated for the past few years (Ramanan & Mohamad 2018; Romli et al., 2022). As the findings show that the conception of CA among English teachers influences their practices of CA, sustainable professional training concerning teachers' conception of CA can be given in the teachers' training college. With a strong background in CA conception (Gebri, 2017), English teachers may implement quality CA practices (Gurmese et al., 2022) which will have direct results in an improvement in students' performance level (Zaki et al., 2022).

The comparison of the mean difference between the two groups of samples was done using data obtained from the Rasch measurement model. The 'Estimated Person Measure' for English and non-English option teachers was derived from Winsteps to run an independent sample t-test in SPSS Version 26. This method can give more accurate information about the differences in the mean value as the 'Estimated Person Measure' is the value given based on the respondents' ability. However, it is rarely applied in the study of inferential statistics. Thus, it is expected the Rasch Measurement Model will be used more widely in future research inferential statistics and this study can be considered a key encouragement to this method of studies.

RECOMMENDATION FOR FUTURE STUDY

This study investigated the correlation between the conception and practices of classroom assessment among primary school English teachers, showcasing a moderate positive relationship. This indicates there could be other factors affecting the practices, or, more precisely, in the aspects of knowledge and skills of classroom assessment by primary school English teachers. Investigating factors promoting classroom assessment practices could be an important study which can give ideas to the Malaysian Education Ministry in producing skillful teachers in doing classroom assessment. Considering the limitations, future studies are recommended to have mixed-method research regarding this topic. A qualitative method can give information on why, how and what causes the conception or practices of classroom assessment of the teachers in a particular way. Besides that, the findings of mixed-method research can provide stronger and more confident evidence to answer the research questions.

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