

Improving High School Students' English Speaking and Writing Skills through Non- Testing Assessments

This research investigates the efficacy of non-testing assessment methods in enhancing students' English speaking and writing abilities. The research addresses the two primary questions: (1) How do non-testing assessment methods influence high school students' English speaking and writing skills? (2) What are the perceptions of students regarding the use of non-testing assessments? The research utilized a mixed-methods approach, combining qualitative and quantitative data collection techniques. Participants included 160 secondary school students aged 16-18, randomly divided into two groups: an experimental group exposed to non-testing assessment methods and a control group with traditional testing approaches.

The results of the study showed that non- testing assessments including project-based assessments, peer evaluations, writing journals, and et al enhanced students' English writing and speaking skills a lot. The students of the experimental group could write and speak English better than those of the control group. The progress of students was demonstrated by comparing the test scores of the pretest and posttest. In addition, the results of the study also revealed that the majority of the students in the experimental group had positive attitudes toward non-testing assessments.

Based on the findings, several suggestions emerge for educators and English teachers aiming to enhance English language learning. Firstly, integrating non-testing assessment methods into language curricula can foster a more comprehensive language acquisition process. Secondly, providing training and support for educators to effectively implement non-testing assessment strategies is essential.

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Track Classification: Teaching Methods and Applied Linguistics