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**TEACHING, LEARNING AND ASSESSING STUDENTS' ENGLISH
LANGUAGE RECEPTIVE SKILLS IN MONGOLIA**

Summary of the PhD Dissertation

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INTRODUCTION

Assessment, especially Mongolian educational assessment, related to the learning and instruction of English language education, is the main topic to be discussed in this study. Today's assessment goals are changing from the aspect of selecting and ranking students to supporting their individual development. Nikolov (2016), commenting on these changes, stated that modern trends in language teaching and assessment are focusing on the context-based approach which is school curricula and assessment should be context-based and related to the real-life context. Educational assessment and its accountability is currently a major topic that has to be discussed in research trying to improve teachers' instruction related to individual development and students' learning outcomes. The change of instruction in teaching practices and the methods of reducing teachers' feelings of pressure coming from different tests and stakeholders are relevant issues of educational assessment research.

The Ministry of Education, Culture, Science and Sport (MECSS) is the executive administrative body that makes national educational policy and sets the standards for each level of formal education in Mongolia. The general scheme of the education system consists of pre-school or kindergarten, primary- (1-5), lower secondary- (6- 8), upper secondary- (9-10), high school (11-12), technical education and vocational training, and higher education. State level exams are administered by the Educational Evaluation Center (EEC). The EEC's goal is to assess the level of implementing the programs of pre-, primary- and secondary education, to appropriately analyze the national quality of assessment at specific grade levels, and to substantially assess students' knowledge and skills. Statewide exams are given in the 5th, 9th and 12th grades in Mathematics, Mongolian Language, Natural Science, and Foreign Language (English or Russian; EEC, 2016). Other grades are given exams by local educational centers, school boards and teachers at the end of each semester. The aim of these exams is to examine the implementation of each grade's standard. The results are recorded in the students' grade books.

Core curricula are important documents for educational assessment. They include guidelines for assessment methods and criteria for pre-, primary-, secondary- and post-secondary education. Each core curriculum also has assessment methods and criteria for the final exams and progress evaluation. The progress test is part of a class which aims to support the student learning process, to give students a self-assessment, and to help improve their learning efforts and styles by grading their participation and improvement in learning. The final test is used to assess students' knowledge and skills that should be acquired in each subject based on the educational evaluation standard.

English was deemed to be an official Second Language in Mongolia in 2005. However, it has not reached the goal of universal second language usage; therefore it is still a Foreign Language in Mongolia. Research is needed to find out the issues behind the slow process of English language education and adoption. Also, little is known about how English language skills are taught currently. Research is needed on what is learned and assessed, especially the quality of teaching and learning fundamental skills. The role of receptive skills, which people's communication is based on, needs to be developed through certain studies and research. In addition, a lot of tests and assessments are taken in schools for different purposes in Mongolia. English language instruction is more focused on testing than on the students' learning process. This may be caused by the Educational assessment and accountability system, teachers'

instructional methodologies, students' learning strategies, or other unknown factors that affect students' learning achievement in Mongolia.

Through my study, I will identify the issues and the reasons behind the instruction, learning and assessment of English language receptive skills (ELRS) in a Mongolian metropolitan area. Also, the study aims to recommend some important considerations for English language teachers and school administrators to improve English language education. These topics have been presented by researchers under the categories of assessment and accountability systems, teachers' instruction, students' learning strategies, and investigations into factors of language learning achievement. Each of these aspects potentially has something important to contribute to Mongolian English language education.

Studying English language assessment, learning and instruction at the same time will help the educational administrators and teachers know where their English language education stands, what issues need to be considered in improving English language education, and how can these issues be addressed to improve the assessment and instruction of English language education in Mongolia. Finally, using an online assessment instrument will motivate teachers and students to develop their online and computer-based testing and to consider using this resource in their classes for future assessments.

THEORETICAL FRAMEWORKS

McNamara and Roever (2006) noted that today's assessment shifts emphasis from how children can benefit from classroom testing to how teachers can scaffold their student's development. They added assessment should be sensitive to the issue of readiness to develop. Hence, it is interesting to consider that these models are really used to create tests to assess students' language competencies and the purpose of the assessment is to improve the language competencies and the learning process.

Given the recognized importance of English, language education and its assessment are changing from developing students' academic skills to the use of English in real life. Nikolov (2016) noted that one of the best programs of English, documented recently, is content and language integrated learning. Johnstone (2009) and Rixon (2013, 2016) remarked that this new development poses new opportunities but also challenges for assessment. Nikolov (2016) added that this shift towards assessment and accountability is not limited to foreign language programs; there is an international trend in educational assessment for accountability in public education policies in all subjects and competencies.

For language education, communicative language teaching has been used as a basic methodological approach for many years. This methodology is a representation of collaborative learning and seeks to improve students' communicative competence and their critical thinking skills, so students can express their ideas, interpret the implied information, and negotiate and solve problems cooperating with others in a foreign language. In the framework of communicative competence, English language receptive and productive skills are usually taught with the stages of before, during, and after activities (Baker & Westrup, 2000; Lindsay, 2000). It is increasingly recognized that it is important for teachers to take into account their students' language learning strategies and their needs so that the instruction can use appropriate methods that correlate with

students' needs and interests based on their preferred learning strategies (Weng, Yunus & Embi, 2016).

Many attempts to define language learning strategies (LLS) can be found in educational research. The most commonly used LLS definition is by Scarcella and Oxford: "Language learning strategies are specific actions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning" (as cited in Oxford, 2003, p. 2). Other researchers have slightly different LLS definitions. Griffiths and Cansiz (2015) defined language learning strategies as "activities consciously chosen by learners for the purpose of regulating their own language learning" (p. 475). Schmidt and Watanabe (2001) identified four types of learning strategies: cognitive, social, study, and coping. Oxford, on the other hand, subdivided Rubin's strategies into six categories: memory, cognitive, compensation, metacognitive, affective and social strategies in her *Strategy Inventory for Language Learning* (Oxford, 2003, pp. 12-14).

Another important issue in language education is to identify what factors can affect students' learning achievement. Many researchers have found factors that influence students' success in language learning. In his literature review Zare (2012) reported the following factors which influenced students' language learning strategies: age, sex, attitude, motivation and language proficiency. Crosnoe, Johnson and Elder (2004) also identified multiple factors and grouped them as student factors, family factors, school factors and peer factors. A number of studies (Lightbown & Nina, 2013; Macaro, 2010; Fidler, 2002) have investigated the factors that affect students' learning achievements and test performances.

METHODOLOGY

Research questions

Seven main research questions were addressed with their 32 sub-questions for deeper research according to the purpose and the objectives and the research gaps derived from the literature.

1. How is educational assessment and accountability used in the Mongolian Education system?
2. How do assessment and accountability influence English language instruction and test taking strategies in Mongolia?
3. What are the English language teachers' perceptions of teaching ELRS?
4. How do students identify their strategies and attitudes towards ELRS?
5. How are the teaching and learning strategies of English language receptive skills related?
6. How did students perform on an online test developed for this study to assess their English language receptive skills?
7. What are the factors affecting students' test performance?

Hypotheses

In Mongolia, elementary school teachers might feel more responsible for preparing their students for the school achievement test (SAT) than lower secondary teachers. The 5th-grade SAT is where elementary competency knowledge and skills are assessed and only one teacher teaches all these subjects. Personal experience suggests these teachers spend more time working with students to help them master the elementary school competencies than time spent by lower secondary teachers. Secondary school teachers only teach one subject-area course and only if their course is included in the SAT and only if they teach 9th grade do they have to make a special effort to prepare their students for the SAT. From this situation, I formulated the following hypothesis:

- H1: Primary- and secondary school teachers' views on school achievement tests will be significantly different.
- H2: English language teachers and other SAT subject teachers have the same reflections on their teaching practices.
- H3: English language teachers and other SAT subject teachers use the same test preparation strategies for SATs in their teaching practices.
- H4: Three teaching strategies, students' discussion, developing students' metacognitive skill, and students' reflection should be used significantly more often than other teaching strategies to teach listening skills.
- H5: Specific reading strategies and activities, and students' reflection would be recognized by teachers as significantly different from other teaching reading strategies.
- H6: There is no significant difference between 6th- and 8th-grade students' learning strategies for reading skills.
- H7: There is no significant difference between 6th- and 8th-grade students' attitude towards learning reading skills.
- H8: Students' learning attitude is significantly correlated with the four general types of learning strategies proposed in this study.
- H9: There is a relationship between teaching strategies of receptive skills and students' attitude towards learning receptive skills.
- H10: There is a relationship between teaching materials and students' learning strategies of receptive skills.
- H11: There is a relationship between out-of-class activities and students' learning strategies of receptive skills.
- H12: Teaching strategy will have positive effects on students' test performance.
- H13: Using virtual materials and out-of-class activities are significantly correlated with skill acquisition.
- H14: Parents' education has positive effect on their child's English language education.
- H15: Students' positive attitudes will have positive effects on students' test performance and negative attitudes will have negative effects on students' test performance.
- H16: Students' learning strategy will have positive effects on students' test performance.
- H17: A lack of computer supply and labs will have negative effects on online test performance.
- H18: Internet connection has a positive effect on online test performance.

Sampling

The place where the surveys were conducted was Dornod province in Mongolia. This is one of the biggest provinces and the central urban area for economic, social, and educational status in the eastern part of Mongolia. The study site covers all the relevant characteristics of the Mongolian education system and may be considered as a culture bearing unit fitting well to the purpose of this study. This study covered all public schools in the provincial capital and a representative sample of public schools in rural areas. These schools provide a good representation of the actual situation of how Mongolian teachers think about assessment and accountability and how the English language is taught in both urban and rural areas.

Participants were drawn from 19 schools in Choibalsan and in nearby villages (soums) in the surrounding metropolitan area. 307 teachers from 12 schools were involved in the study of educational assessment and accountability; this represents approximately 35% of the teachers of the whole province (women: $n = 259$, 87.5%; men: $n = 37$, 12.5%). Seventy-three English language teachers from 19 schools responded to the teaching strategy survey; 13.7% of them were men ($n = 10$) and 86.3% of them were women ($n = 63$). Participants in the study of learning strategies were 6th-grade students ($n = 100$) and 8th-grade students ($n = 115$) (44.9% boys and 55.1% girls) from 12 schools. The same students ($n = 100$, 6th-grade students and $n = 115$ 8th-grade students from 12 schools) were involved in the study of language skills.

Instruments

The teachers' view on educational assessment and accountability questionnaire was created based on numerous international questionnaires. The questionnaire consisted of seven blocks of questions (61 items) and each block represented a particular assessment or accountability procedure. Teachers' opinions were assessed on a four-point Likert scale (1 = disagree; 4 = agree).

The teaching strategy questionnaire included four blocks of 78 items: six for background, nine for pre-listening, 10 for while-listening, 10 for post-listening, nine for pre-reading, and nine for while-reading, seven for post-reading, 10 for teaching material, and 8 for encouragement of out-of-class activities. The questionnaire was self-developed based on Baker and Westrup (2000) and Lindsay's (2000) teaching receptive skill stages. Items were assessed on a five-point Likert scale (1 = Never or almost never true of me; 5 = Always or almost always true of me). The section on teaching materials was assessed with a different Likert scale (1 = never to 5 = always).

Two questionnaires of language learning strategy, one for 6th-graders and one for 8th-graders, were self-created based on numerous international questionnaires and Oxford's (2003) SILL questionnaire. The 6th-grade questionnaire included both listening and reading learning strategy and attitude questions; the 8th-grade questionnaire included only learning strategies and attitudes for reading. The questionnaires consisted of 13 blocks of questions where listening attitude and strategy for listening skill items were different for the 6th-grade survey based on an online test of English language receptive skills content which was taken before the survey questionnaire.

The English language test used in this study was developed by Csapó and Nikolov (2001) for assessing Hungarian students' English language receptive skills. There were

40 items including four tasks (two listening and two reading) in the 6th-grade test and 50 items including five tasks (all reading) in the 8th-grade test. The online tests and questionnaires were administered via the eDia system (Csapó & Molnár, 2019).

The school infrastructure questionnaire included 49 items and items were assessed with 15 selective categorical and five open responses. The questionnaire was adapted from The Hungarian Educational Longitudinal Program (HELP) which was launched in the 2003/2004 academic year in Hungary and was translated into Mongolian language for this study.

MAIN RESULTS

Study 1: How is Educational assessment and accountability used in the Mongolian Education system?

This study explored perceptions of teachers in all disciplines about state-level exams and school achievement tests. The results helped to better understand the accountability effect of these exams on the quality of Education in Mongolia. In order to identify relevant issues, six research questions were addressed mainly asking about teachers' views on assessment and accountability, the tests and stakeholders that put pressure on teachers, and the impact of the assessments on teachers' instruction and test preparation. A t-test was used to explore the differences between primary and secondary school teachers' perceptions. The main findings from the results reveal that state-level tests administered by the government and externally graded by teachers and professional stakeholders (school administrators, colleagues, central administration body) are the main sources of pressure in any school type leading to expectations to increase students' scores on tests. Due to teachers' views on Educational assessment and accountability and the pressure felt from the tests and stakeholders, there have been some changes made in the teaching practices. Primary school teachers, especially, reported experiencing more changes on their instructions than secondary school teachers. Generally, however, teachers typically refuse to narrow the curriculum due to the national assessment system; they focus more on students with poor results to try to improve their state exam scores. Teachers also reported paying more attention to test-taking strategies and multiple-choice tests in classroom instruction.

In brief, teachers' views on assessment, pressures from exams and stakeholders, and changes in teaching practices are really connected in ways that lead teachers to put more emphasis on giving better instructions in order to improve their students' performance on large-scale tests.

These results may have implications for teacher education research and practice. Recent studies (e.g. Hadley, 2010; Ngang et al., 2014; Darling-Hammond, et al., 2014) suggest that aspects of teacher education and career experience are positively associated with teachers' curricular knowledge and implementation of standards. Future research should probe more precisely on the specific ways that teacher education programs influence teachers' understanding and use of standards documents in diverse classrooms. This study formed the empirical basis for the next study, discussed below, about English language teachers' view on assessment and accountability.

Study 2: How do assessment and accountability influence English language instruction and test taking strategies in Mongolia?

This study aimed to identify English language teachers' belief about the usefulness of state-level assessments (school achievement tests) and how English language instruction has been changing due to the educational assessment and accountability system in Mongolia. An independent sample t-test was used for exploring the frequencies and differences between the perceptions of assessment and accountability, and their instructional changes. The main results indicated that English language teachers think state-level assessments are important for improving the quality of language education since English language is included in school achievement tests. They also think it is better to conduct these assessments regularly.

However, they believe that these assessments are aimed only at evaluating schools, not for developing individuals' learning outcomes. English language teachers try to use more effective teaching methodologies even though they already do not have enough time to prepare their lessons due to their workload and the different types of assessments. Therefore, they reduce their instructional content and focus more on preparing students for exams. In addition, their view on the importance of large-scale assessments influences the content of the assessment that they design for progress and final tests in their classes. Thus, this may be the reason why English teachers prefer to ask students to practice on the test formats that are used in the school achievement tests during class. Therefore, English language teachers focus more on test practice that are tested in school achievement tests and other government/school administered tests.

These results led to the next study to explore what English language teachers think about their teaching and whether there are any similar thoughts about teaching English by focusing more on testing rather than improving individuals' skills or using more active strategies to develop students' learning achievements.

Study 3: What are teachers' perceptions of teaching ELRSs?

The purpose of this study was to find out which teaching strategies were frequently and which were less used, and what teaching materials and after-class activities are mainly used for developing students' English language receptive skills. A t-test was used to find the frequencies and differences in teaching strategies and teaching materials. The common method for teaching English language receptive skills was using students' pre-existing knowledge to help students understand what they would listen to or read before listening or reading a text, then asking students to do some written exercises related to the text during a lesson, and finally ask students to answer some multiple choice questions or true-false statements to check their comprehension about the texts. I expected those language teachers would use more active learning strategies based on communication language teaching methods and give students opportunities to use the language in real life situations, but these strategies were not very often used.

Based on the questionnaire data, active teaching strategies such as after class research projects, asking students to make interpretations on implied information, finding out the causes or effects of something in the text, and identifying cultural points in the text did not receive more responses. These strategies are very important for students to develop their creative and critical thinking skills and can give students a

chance to use the language in real life situations to develop useful English language receptive skills. Instead, English teachers in this study usually used traditional materials (textbooks, additional passages, newspapers/journals) and not the virtual materials which have been shown to be important to improve students' receptive skills. Asking students to learn English songs and read short stories at home were the most frequently used after-class activities but other effective activities like group research projects were not used at all. From the theories of teaching English skills, receptive skills can be best developed by using real and authentic materials and communicative activities. The results of this study showed there is little adoption of these best practices and English language teachers don't use more active and communicative activities during classes.

These results clearly show that English language teachers need to change their instructions focusing more on individuals' development. Also, educational quality is not only due to teachers' instruction but also to students' learning attitudes and good use of strategies.

This observation led to the need to find out what students think about their attitudes and learning strategies and whether teachers' and students' perceptions of teaching and learning strategies are similar or different.

Study 4: How do students identify their strategies and attitudes towards ELRSs?

The aim of this study was to identify what students think about their attitude towards learning English language receptive skills and their use of learning strategies. A t-test was used to identify the frequencies and the differences of strategies and a descriptive analysis was used to explore what kind of attitudes students mostly have in learning ELRSs. Sixth grade students were given a questionnaire covering both listening and reading ELRS while 8th-graders were given a questionnaire covering only reading. The results showed that the 6th-grade students use mostly cognitive and compensation strategies for listening skills and both 6th- and 8th-grade students tend to use cognitive strategies for reading skill.

There was not much difference between the two grades' usage of learning reading strategies. Sixth graders used learning strategies a bit more than 8th-graders and they tended to use more effective strategies independently. However, 8th-graders tended to participate more in reading activities than the 6th-graders in class. For attitudes, younger students had more positive attitudes towards learning English than older students. Students' attitude towards language learning and language learning strategies were strongly related to each other. Compared to teaching strategies, students tended to use active strategies and they tried to do tasks on their own by guessing the meaning, choosing the key words and dividing the story to improve their understanding of the content. Students had developed useful strategies but it doesn't say anything about attitude toward learning. Students might be very negative toward their language class and still have learned good strategies.

To explore linkages between student and teacher strategies, the next study will discuss how teaching and learning strategies are related to each other.

Study 5: How are teaching and learning English language receptive skills related?

This study aimed to identify whether teachers' and students' perceptions of teaching and learning English language receptive skills are related to each other or not. The study focused on the specific situation of the Mongolian English language education and learning system. Especially, the study reviewed national criteria for receptive skills and collected data on teachers' and students' self-reported assessment of their use of teaching and learning strategies and what teachers and students felt were the most helpful strategies. The method used for finding results was descriptive analysis with frequently used strategies and correlation analysis of attitudes and teaching materials. Due to the disproportion of teaching and learning strategy questionnaires, direct comparison of strategies with correlation analysis was not possible to be done. Based on the results it is evident that there is not much good relationship found between teaching and learning strategies. Teachers teach more by focusing on testing and written tasks in the classroom while students try to use more active strategies. There is a mismatch between teaching and learning in English language Education in Mongolia in this study area.

Also, it appears that commonly used teaching strategies and related classroom tasks (asking questions, asking students to fill gaps in a text, asking multiple choice questions to check comprehension, and giving written exercises related to the text) seem to lower students' language learning attitude, especially for 8th-grade students. Students' time spent on reading and listening practice per day was also not enough and they did not concentrate on understanding a text more deeply. According to Koch (2016) when pre-, while-, and post- teaching strategies and students' learning strategies match each other; the learning outcome can be more successful. However, this study found no relationship between teaching and learning strategies for English language receptive skills.

Based on the questionnaire data, active learning might happen, but teachers are not as consciously aware of how their lesson activities relate to the strategies as I described them in the questionnaire.

Therefore, if language instructors were to incorporate LLSs into their teaching and train students to apply appropriate language learning strategies they should be more successful in their receptive skills teaching efforts.

Study 6: How did students perform on an online test assessing their English language receptive skills?

This study aimed to explore whether test items and tasks were matched with students' ability level, how they performed in each task of each skill, what cognitive processes were asked to perform the tasks, and what cognitive skills caused students the most difficulties. Item Response Theory, descriptive analysis, and cognitive operations were used to analyze the results. From this analysis, I found that 6th-grade students had more difficulties with reading tasks than listening, and 8th-grade students had problems with more extensive reading tasks which require students to make references and find out cultural points in the text. The tasks in the 6th-grade reading test asked students to use the cognitive process of encoding and coherence by retrieving relevant information, to connect word meaning and propositions into a meaningful representation of the text, and to map the process of relating propositions in questions and responses to the

information in the text. These cognitive processes require such skills to identify the meaning of words, phrases and sentences; and to find important points in a text, and to make inferences.

Generally, teachers who teach 6th-graders should pay attention to developing students with the abovementioned cognitive skills. For 8th-graders, those reading tasks which were difficult were the ones that required students to use the cognitive process of reading to evaluate truth status by falsification in order to confirm responses and to relate the propositions in the questions to the responses. To do these tasks well, students need to interpret causes and effects, make inferences, identify cultural points, identify sequences of ideas and events, and use both cultural and factual knowledge to understand the topic. According to the Mongolian government English language core curricula for the 6th- and 8th-level students, they should be expected to perform well on the online test based on the CEFR A1-A2 level that was used in this study. However, 6th-grade test performance was not good.

Therefore, in the last study, study 7, I tried to find out the factors affecting only 8th-grade test performance. This study's results will also be useful for improving test items for later research with larger samples and for teachers and students to understand which cognitive skills students need to improve to solve such tasks in their future learning.

Study 7: What are the factors affecting students' test performance?

This study aimed to identify how some of the factors related to teaching, learning and school influence student's test scores on an English online test, and how students' attitude and views on learning strategy matched with their real actions. Multiple linear regression and independent sample t-tests were used for exploring the findings.

The findings showed not much effect found between language learning strategies and test performance, suggesting that learning reading strategies should be taught more to improve test performance. On the other hand, some effects were found due to teaching strategies of listening and reading skills. Support should be given to help teachers try to involve students more actively in the classroom and in after-class activities as research shows this may positively influence students' learning achievement. The findings suggest that using the Internet was also shown to positively affect students' online test performance.

As mentioned in Wise et al. (2009), feelings of anxiety toward computers and lack of experience in using computers have a debilitating effect on examinee performance. This type of anxiety might have affected student performance in this study because teachers in this study do not often use computer-based tests. This researcher observed that English teachers' opportunity to use computer labs in their teaching was very limited because of the busy scheduled time of other information technology classes. Considering all the task difficulties, strategies, test performance issues, and influencing factors, it takes a lot of resources and time for an educator to identify all the significant factors and then plan classroom activities and teaching and learning strategies based on these factors. Further research is needed to explore this problem with a large sample from more scattered geographical regions (in other provinces). Additionally, other factors, including more student factors, family factors, school factors, and peer factors, need to be considered. Understanding the factors that may contribute to the academic success of students' English achievement remains an important area of research.

IMPLICATION, RECCOMENDATION AND LIMITATIONS

To sum up the main findings, most teachers in this study think that school achievement tests are important to improve the quality of education. However, they feel pressured by these state-level exams because of the accountability impact on their career based on the test results. Thus, teachers focus more on testing to increase their students' test scores. This situation influences all subject teachers, but especially English language teachers who end up spending most of their class time on practicing the test formats that are used in school achievement tests and other end of term assessments. Since the English language is included in school achievement tests, these assessments are considered high-stake tests by these teachers. As a result, teachers and students tend to use ineffective strategies in and out of the classroom. These problems affect students' language learning achievement. The current assessment implementation may lead to teachers' teaching and test taking practices for the sole purpose of increasing students' test score. English language is one of the subjects that included in the SAT, therefore, the results show English language teachers might reduce their instructional content and tend not to use effective teaching strategies so that their students' learning strategies may not be developed. Thus, English teachers everyday practice might mismatch because of not significant correlations between teaching and learning strategies in the classroom and the different factors which might be the assessment accountability system and its influence in teaching, students' lack of learning strategy usage, older students' attitude, and parents' low education level of English language, school online and computer availability for students' learning.

Some recommendations were given based on the results and conclusions just presented to educational policy makers and teachers to help them understand that there are some possibilities for improving English language education in Mongolia. It is clear to me that there are some important changes needed in our educational field. These suggested changes should be started through changing policy makers', teachers', students', and parents' view on educational goals to develop individuals' skills to use knowledge in real life, not to focus on assessing and evaluating.

There were some shortcomings in conducting the studies discussed in this report, especially regarding the specialties of the targeted places and the population. The following are examples of the challenges faced in researching Mongolian English language teaching and learning:

- There is little published research about educational assessment and accountability in Mongolia.
- Little is known about English language education in Mongolia except the published state standards and curricula.
- Only one province and a few rural schools were included in this survey due to the difficulties in traveling to remote areas in Mongolia.
- Many schools still have limited Internet access.
- The sample size for some of the studies was limited due to a lack of devices, limited Internet connections, and a lack of experience by both teachers and students in using online testing.

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