



## Assessment in EFL Classes Based on The CEFR Principles

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### Article Info

DOI: 10.14686/buefad.655985

#### Article History:

Received: 06.10.2019  
Accepted: 07.01.2020  
Published: 05.06.2020

#### Keywords:

The Common European  
Framework of Reference for  
Languages,  
English Language Assessment,  
English as a Foreign Language.

#### Article Type:

Research article

### Abstract

Just upon its publication, the Common European Framework of Reference for Languages: Teaching, Learning Assessment (CEFR) has become a frequently referred document in foreign language education practices globally, including teaching, testing and assessment. In order to find out information about the assessment procedures in the classes of English as a foreign language (EFL) based on the CEFR principles, this investigation purposed to examine the most common types of assessment and their effects on the academic achievement of the learners. In this study, a meta-analysis design was adopted comprising 75 articles published in the journal of Language Assessment Quarterly between the years of 2010-2019 on the fields of Language Education and Literature. The articles were searched in the electronic database, Taylor and Francis, using the keyword "The Common European Framework of References for Languages". The data were analysed quantitatively via the SPSS software version 20.0 with particular themes coded by the researcher. The findings revealed that the most common types of assessment based on the CEFR principles were the proficiency assessment followed by the performance assessment. It was also found out that there was a linear relationship between the academic achievement and the CEFR oriented assessment procedures.

## Yabancı Dil Olarak İngilizce Sınıflarında Avrupa Dilleri Ortak Çerçeve Programı İlkelerine Dayalı Değerlendirme

### Makale Bilgisi

DOI: 10.14686/buefad.655985

#### Makale Geçmişi:

Geliş: 06.10.2019  
Kabul: 07.01.2020  
Yayın: 05.06.2020

#### Anahtar Kelimeler:

Avrupa Dilleri Ortak Çerçeve  
Programı,  
İngiliz Dili Değerlendirme,  
Yabancı Dil Olarak İngilizce.

#### Makale Türü:

Araştırma makalesi

### Öz

Avrupa Dilleri Ortak Çerçeve Programı: Öğretim, Öğrenim Değerlendirme (CEFR), yayınlandığı ilk günden beri öğretim, ölçme ve değerlendirme dahil olmak üzere yabancı dil eğitiminde dünya çapında adından sıklıkça söz edilen bir belge olmuştur. Yabancı dil olarak İngilizce öğrenen bireylerin bulunduğu sınıflarda Avrupa Dilleri Ortak Çerçeve Programı ilkelerine dayalı değerlendirme prosedürleri hakkında daha fazla bilgiye ulaşmak amacı ile bu araştırma, en yaygın kullanılan değerlendirme türlerini ve bunların öğrencilerin akademik başarıları üzerindeki etkilerini araştırmayı amaçlamıştır. Meta-analiz yönteminin benimsendiği bu çalışma, Language Assessment Quarterly dergisinde 2010-2019 yılları arasında dil eğitimi ve edebiyatı alanında yayınlanan 75 makalenin incelenmesini içermektedir. Makaleler, Taylor and Francis adlı elektronik veritabanından "Avrupa Dilleri Ortak Çerçeve Programı" anahtar kelimesi kullanılarak araştırılmıştır. Veri, nicel olarak SPSS 20.0 versiyonu ve araştırmacının belirli temaları kodlaması yolu ile analiz edilmiştir. Bulgular, Avrupa Dilleri Ortak Çerçeve Programı ilkelerine dayalı olarak en yaygın değerlendirme türlerinin yeterlilik değerlendirmesi ve ardından performans değerlendirmesi olduğu sonucunu ortaya koymuştur. Aynı zamanda bulgular, akademik başarı ve Avrupa Dilleri Ortak Çerçeve Programı arasında doğrusal bir ilişki olduğunu göstermiştir.

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## Introduction

Human beings learn an additional language for numerous reasons such as, communicating with people who speak a dissimilar language and represent another cultural identity, in order to have better job opportunities and a better paid career, for staying in a different country, and so on (Vajjala & Löö, 2014). In majority of these situations, learners also enter into examination in order to receive qualification for their language level in a target language (Vajjala & Löö, 2014). This is for why majority of the learners are examined about their language proficiency levels in English as a Foreign Language (EFL) learning process (Gultom, 2016). In other words, language competency level of the EFL students are determined after the assessment process (Önalán & Karagül, 2018). Assessment is defined as any process that maintains knowledge about the reasoning, accomplishment or advancement of learners (Charvade, Jahandar & Khodabandehlou, 2012). Alias, this process aims to provide some information regarding the efficacy of the language learning process and consequences of language learning based on the average score of the learners (Gultom, 2016). Language level of the EFL students are generally examined through using several standardized assessment criteria such as, Common European Framework of Reference for Languages (CEFR) in European territories (Vajjala & Löö, 2014). At the beginning, the CEFR is believed to serve as a general foundation for the circumstances of language syllabuses, curriculum guidelines, assessments, materials and so on around Europe (Shaarawy & Lofty, 2013). Nowadays, the CEFR is rapidly being utilized as a tool for successful implementation and combination of language teaching, learning and assessment all around the world (Fulcher, 2010). The CEFR is known as a language learning and teaching framework which maintains clear principles for different levels of language learners (Wang, Kuo, Tsai & Liao, 2012). The main purpose of CEFR is to encourage the independent movement of human being and thoughts by boosting the accountability across instructional systems through the mutual usage of the similar proficiency levels (Deygers, Zeidler, Vilcu & Carlsen, 2018). The CEFR has subscribed to the improvement of language teaching and learning process in numerous important ways, such as introducing 34 scales for writing, speaking, reading and listening, that include both general and communicative language competences for a set of domains to describe six levels of language proficiency, in order to evaluate the various perspective of language proficiency (Lowiea, Hainesa & Jansmaa, 2010). Significantly, until the existence of the CEFR, no single document has been more effective on teaching, learning and assessment of languages (Deygers, Carlsen, Saville & Gorp, 2018). Similarly, according to the CEFR, assessment can be done in several ways and all types of assessment includes collecting information on account of making influential decisions particularly, all types of the assessment might not be convenient, applicable and suitable to the circumstances in that they are implementing (Piccardo, Berchoud, Cignatta, Mentz, & Pamula, 2011). This is forwhy, this study purposed to examine information about the assessment procedures in English as a foreign language learners (EFL) classes based on the CEFR principles. On account of these, this study objective to find out the most common types of assessment and the effects of the assessment based on the CEFR principles on the academic performance of the EFL learners.

## Literature Review

Assessment and evaluation are the indispensable parts of the EFL teaching and learning process (Gultom, 2016). Recently, an innovation has occurred in the evaluation process and there is a sudden change from testing to assessment (Charvade, Jahandar & Khodabandehlou, 2012). As the evaluation is a general term, assessment is considered as the subset of the evaluation (Ouahiani, 2016). The evaluation of the standards of the instructional process can be conquered from the consequences of assessment, test, interview and observation in the classroom (Tavassoli & Farhady, 2018; Gultom, 2016). Furthermore, assessment process can be defined as the any methods such as test, interview, observation, and so on that is implemented into the learning and teaching process in order to better comprehend the recent information that a learner retains (Önalán & Karagül, 2018). The assessment process in the EFL learning and teaching process enables the instructors to decide about whether or not the instructional process and outcome of educational process is successful in line with the average grades of the learners (Putri, Pratolo & Setiani, 2019). After the assessment process, the EFL instructors can decide about the learners' language proficiency level, and after the language proficiency level of the learners is assigned, the English instructors can identify which learners have attained the language proficiency level of English and which ones have not (Gultom, 2016). As the assessment is substantial in instructional process, every instructor should assess their learners' learning progressively (Charvade, Jahandar & Khodabandehlou, 2012). Majority of the instructors implement a test or examination to assess the learners' success in EFL learning and teaching process (Gultom, 2016). In fact, instructors spend majority of the classroom hour engaged in a single type of assessment (Charvade, Jahandar & Khodabandehlou, 2012). Assessing is apparently not the last step of the instructional process (Piccardo,

2012). Assessment of the learners requires a well-planned system to make decisions about the learners' success (Charvade, Jahandar & Khodabandehlou, 2012). Significantly, this can be viewed as the impulsion of the whole process (Piccardo, 2012). It is a continuous process that covers a much comprehensive field (Gultom, 2016). In order to assess the learners, an instructor should take into consideration about numerous perspectives in assigning the last grades of the learners (Gultom, 2016). Assessment is the consequence of a well-designed process and it is directed in a clear way with a scientific manner including in gathering and evaluating data for measuring pre-determined and aimed instructional goals, and it is practical and able to supply useful feedback (Piccardo, 2012). During the assessment process, besides the mid-term and final exam grades, the instructor also pay attention to the learners' engagement, motivation, performance, assignment and so on (Gultom, 2016). In order to achieve the objectives, the assessment process requires to be as definite and as targeted as possible, in fact, numerous assessment materials and resources such as grids, tables, scales, descriptors and so on are require to be the authorities' responsibility (Piccardo, 2012; Tavassoli & Farhady, 2018).

For a long time, the CEFR has been implemented in the assessment procedures of the EFL instructional process (Lowiea, Hainesa & Jansmaa, 2010). The Council of Europe was developed the CEFR as a guideline and framework for EFL instructional process and assessment (Wang, Kuo, Tsai & Liao, 2012). The CEFR purposes to put emphasis on teaching, learning and assessment (Piccardo, 2012). The CEFR has subscribed to the innovation of EFL instructional process in numerous significant ways (Ngai & O'Dwyer, 2011). According to Piccardo (2012), CEFR is an indispensable part of the EFL instructional process as it purposes "to give reflection on assessment, the implications of assessment and above all its multidimensionality in the professional discourse" (p. 38). The CEFR was designed as a normative source and guiding principle to maintain language education, communication aspect, instructing materials development and language assessment (Wang, Kuo, Tsai & Liao, 2012). In universal educational atmospheres, it is widespread to have a diverse group of EFL instructors coming from different backgrounds, and assessment systems (J. Runnels & V. Runnels, 2018). The CEFR can be implemented to state instructional objectives and outcomes in a globally comparable way (Europe, 2019). Five main elements of the assessment procedures in the EFL language educational process based on the CEFR principles are known as "familiarization, specification, standardization training and benchmarking, standard setting procedures and validation" (Examinations, 2011, p. 19). As it is emphasized by Broek and Ende (2013) "general principles and measures to be implemented by authorities responsible for language education at national, regional and local level which includes creating conditions to provide an effective use of the CEFR" and also these circumstances should embolden collaboration among both instructional foundations and associate countries, as well as it should ensure common familiarization of language characteristics, guidance for language teaching and learning with the purpose to ensure and advance multilingualism between European inhabitants (p. 10). Accordingly, the particular measures put emphasis on the convenient and consistent usage of the framework "by taking the responsibility to facilitate and coordinate cooperation between all relevant stakeholders involved in language education" (Broek & Ende, 2013, p. 10). The CEFR is a complicated document which do not purpose to provide available global remedy to the problems associated with the assessment (Piccardo, 2012). The CEFR involves the descriptions of steps to develop language proficiency and skills for influential communication in line with the cultural context (Afip, Hamid & Renshaw, 2019). The CEFR has become an influential tool for developing language teaching and learning policies as it is considered as a sequence of language adequacy levels adapted by various nations to ensure the uniformity of common certification among their education systems (Europe, 2019; Wang, Kuo, Tsai & Liao, 2012). By the same token, the CEFR was borrowed or adopted by numerous countries in the world on account of using it as a foundation for setting up to their EFL instructional standards (Afip, Hamid & Rensaw, 2019; Hai & Nhung, 2018). One of the primary motive for adopting or adapting the CEFR as a tool for language education policy development is the levels of language proficiency illustration (Afip, Hamid & Renshaw, 2019). The advanced adjustment of language proficiency exams around the world to CEFR levels yields it international validity (Afip, Hamid & Renshaw, 2019). The increasing admission and implementation of the CEFR of language qualification introduced in the CEFR has formed a condition in that, all around Europe, "public bodies, examination institutes, language schools and university departments concerned with the teaching and testing of languages seek to relate their curricula and examinations to the Common Reference Levels" (Europe, 2019, p. 1). Additionally, as it can be used as a framework for the characterization of the scope of quizzes and exams, and also on account of adjusting the principles for the acquisition of a instructional goals in line with the assessment of the language skills as well as, for identifying the degree of adequacy in present quizzes and exams, in this way allowing comparisons to be made along various methods of qualifications (Press, 2001). Noticeably, utilizing the CEFR appropriately necessitates the employers to comprehend that the CEFR is implied to help administrators to

define and assign proficiency levels for languages to make sure that qualifications of associate nations are equivalent (Broek & Ende, 2013). The levels have been widely used by language testing organizations namely, Cambridge English Language Assessment, British Council and Educational Testing Service for international English language tests involving IELTS, Cambridge Exams and TOEFL, which provides a perfect advantage to assess the learners' skills and language proficiency levels through the use of CEFR (Lowiea, Hainesa & Jansmaa, 2010). Several years after its primary publication, the CEFR has substantially changed language testing in Europe and its' six levels have been commonly acknowledged by all stakeholders, ranging from policy makers to applicants (Deygers, Zeidler, Vilcu & Carlsen, 2018). To assess the various features of language adequacy, the CEFR introduces 34 scales for reading, listening, writing and speaking, that consists both general language competencies and communicative competencies for a variety of areas to characterize the six levels of language proficiency (Examinations, 2011; Lowiea, Hainesa & Jansmaa, 2010). The CEFR defines the EFL proficiency as the capacity to use the language through five tasks namely, reading, listening, writing, spoken production and spoken interaction at six levels: A1 and A2 for elementary users, B1 and B2 for intermediate users and C1 and C2 for advanced users, with identifiers that characterize what students can do in the EFL process at each language proficiency level (Araújo & Costa, 2013). The key scope of CEFR defines the "the background of language use, the level of language proficiency, learner acquisition, knowledge, and skills that the language user or learner need to develop" (Wang, Kuo, Tsai & Liao, 2012, p. 2). The reference scales characterizes the cultural context in which each language is based and describes various levels of the information and dominance of the language on account of deciding about the learners' progress (Baldwin & Apelgren, 2018). It supplies materials and a great deal of resources and also general samples (Piccardo, 2012). The principles of the CEFR can be ranged as follows: 1. The CEFR is completely expressive; neither authoritarian nor standard, 2. The CEFR is language impartial; it requires to be implemented and performed conveniently with respect to each particular language, 3. The CEFR is frame of reference impartial; it requires to be practical and performed with respect to each particular instructional circumstances in line with the requirements and primacies particular to that circumstances, 4. The CEFR aims to be receptive, therein no characteristics of language knowledge, abilities and usage are intentionally neglected, 5. The CEFR proposes a mutual language and provides source as a foundation for stakeholders to think over and critically examine their actual implementation and to enable them to preferable embed their attempts as mutually, 6. The usage of the CEFR should subscribe to advanced clearness of techniques and methods increased standard of circumstances and equivalence of outcomes, 7. The usage of the CEFR should subscribe to introduction of the fundamental instructional values for which the Council of Europe leans, like communal subsumption, intercommunal conversation, dynamic democratic national status, language heterogeneity, multilingualism, learner autonomy and constant learning (Broek & Ende, 2013). The purpose of the Committee of Ministers to define these criterias was to make sure that the CEFR was practiced in a logical, practical and dependable way (Broek & Ende, 2013). Numerous countries around the world have either adapted or adopted the CEFR as a foundation for forming English language teaching and learning standards (Afip, Hamid & Renshaw, 2019). The CEFR is commonly used in organizing language proficiency necessities, especially for international learners seeking attainment to university lectures taught in English (Green, 2018). Significantly, the CEFR has had a great influence on university entrance policies and tests across Europe (Deygers, Zeidler, Vilcu & Carlsen, 2018). Several researches agree that the well-known feature of CEFR is that CEFR has introduced positive effect on assessment, curriculum development and educational process (Wang, Kuo, Tsai & Liao, 2012). As it is referred by Lowiea, Hainesa and Jansmaa (2010) "the advantage in using the CEFR is that it provides a single common structure upon which we can base our interpretations of the linguistic performance of students" (p. 153).

### **Types of Assessment Mentioned in the CEFR**

The CEFR (2001) reflects that, there are different types of assessment that could be administered in the EFL settings namely:

"1. Achievement assessment/Proficiency assessment, 2. Norm-referencing (NR)/Criterion-referencing (CR), 3. Mastery learning criterion referencing/Continuum criterion referencing, 4. Continuous assessment/Fixed assessment points, 5. Formative assessment/Summative assessment, 6. Direct assessment/Indirect assessment, 7. Performance assessment/Knowledge assessment, 8. Subjective assessment/Objective assessment, 9. Checklist rating/Performance rating, 10. Impression/Guided judgement, 11. Holistic assessment/Analytic assessment, 12. Series assessment/Category assessment, and 13. Assessment by others/Self-assessment" (p. 183).



Initially, achievement assessment is a type of assessment that focuses on the particular goals, such as the assessment of the information that has been taught, while proficiency assessment focuses on the performance and knowledge of the learner in connection with the practice of the theme in the reality and it presents an exterior point of view (Teachers, 2013). Differing from these, norm-referencing is the alignment of learners in degree sequence and they are assessed and sequenced in comparison to their peers, while criterion-referencing is a response towards norm-referencing assessment in which the learner is assessed clearly in line with her/his competency in a particular subject regardless of the competency of her/his peers (Flucher & Davidson, 2012). Apart from these, mastery criterion referencing approach focuses on an individual minimum competence standard which purpose to categorize learners as masters and non-masters without any degree of proficiency in the accomplishment of the goal being identified, whereas continuum criterion-referencing approach put emphasis on an individual skill that is referenced to a represented continuum of the whole appropriate degrees of proficiency in the domain in question (Piccardo, Berchoud, Cignatta, Mentz & Pamula, 2011; CoE, 2001). Nonetheless, continuous assessment focuses on the assessment by the instructor and possibly by the student of lecture performances, parts of work and projects along the course that the final grade is given in order to reflect the entire course, year and/or semester, while fixed point assessment is used when points are given and judgements are made based on the exams or other assessment that happens on a specific day, generally at the end of the course or prior to a course and the thing that occurred previously is unrelated; the thing that an individual can perform now is determinative, as well and also the assessment is generally considered as something out of the course that occur at fixed points on account of making decisions (CoE, 2001). Thenceforward, formative assessment is a continuous process of collecting data on the extent of learning, on pros and cons, that the instructor can implement feedback into their course planning and the real feedback that they provide learners, whereas summative assessment is implemented to sum up acquired knowledge with a grade at the end of course (Learning, 2019). Furthermore, direct assessment is used in order to assess what the learner is essentially doing, such as using a criteria grid in order to match the learners' performances with the most convenient categories whereas, indirect assessment implements a test, generally on paper, in order to assess facilitated skills. More than these, performance assessment asks the learner to supply an evidence of language in speaking or writing in a direct test, while knowledge assessment asks the learners to provide answers to the questions that can be a series of several item types on account of providing evidence of the degree of their linguistic knowledge and ability (Europe, 2001). Subsequently, subjective assessment is explained as an evidence of the excellence of a performance that is done by an assessor, while objective assessment is defined as the process that subjectivity is eliminated from the assessment (Avcı, 2019). On the other hand, during the ranking on a scale assessment process, "judging that a person is at a particular level or band on a scale made up of a number of such levels or bands" while ranking on a checklist assessment process an individual is judged in line with "a list of points deemed to be relevant for a particular level or module" (CoE, 2001, p. 191). Particularly, impression is defined as totally subjective evaluation made on the foundation of practice of the learners' achievement in lecture, besides reference to particular criteria in line with a particular assessment, whereas guided judgement that personal rater subjectivity is decreased by fulfilling impact with responsive assessment in line with a particular criteria (Avcı, 2019). Thenceforward, holistic assessment is explained as making universal synthetic judgement, where the several features are examined intuitively by assessor, while analytic assessment examines several features individually in terms of what is searched for and how a band, grade or score is reached at (CoE, 2001, p. 191). Significantly, category assessment contains an individual assessment task in that achievement is judged in line with the grouping in an assessment grid, whereas series assessment includes a range of separated assessment tasks that are rated with a basic holistic grade on an assorted scale of 1-4 or so on (CoE, 2001). Lastly, assessment by others can be identified as the judgements that are done by the instructor or assessor, whereas self-assessment can be defined as the judgements about the learners' own achievement (Avcı, 2019).

To summarize, there are several types of assessment based on the CEFR principles (CoE, 2001). In the light of the reviewed literature, all types of assessment should be carefully examined and analysed in order to help instructors to figure out the particular or common, interior or exterior, personal or universal targets to be directed and in deciding which types are more convenient, applicable and suitable to the circumstances in that they are utilizing in fact, the assessors are requested to take into consideration the most common types of assessment and the effects of the assessment procedures based on the CEFR principles on the EFL learners' academic achievement (Agenziascuola, 2013). In fact, by the help of the findings of this research, the researcher purposes to find out the most common types of assessment and their effects on the academic achievement of the EFL learners based on the CEFR principles.

## Statement of the Problem

English language education plays an important role all around the world as it is considered as the language of globalization (Afip, Hamid & Renshaw, 2019). This is for why, majority of the countries give priority to the EFL learning process (Naved, 2015). Further, assessment is considered as one of the most important pieces of the EFL educational process which has key challenges and roles in the field of education (Putri, Pratolo & Setiani, 2019). Generally, assessment should be implemented into the field of education by every EFL instructor (Gultom, 2016). As it is believed, assessment process shouldn't be considered only as a tool to provide learners a diploma, but it should also considered as a process that guides and helps the learner to boost their language learning performance, achievement and language proficiency level as well as, improved learning applications and conditions (Charvade, Jahandar & Khodabandehlou, 2012). Importantly, the CEFR provides a guideline with a good foundation for grouping and defining the procedures that should be taken into consideration for an effective assessment and instructional process (Piccardo, 2012). The CEFR has existed as a worldwide policy in language education that has been adopted or adapted by nations around the world (Afip, Hamid & Renshaw, 2019). Majority of the nations, started to follow CEFR guidelines in order to revise and develop their countries' educational and language policies as it provides scales and descriptors that enable the teachers to assess the language skills and performances of the learners (Fleckenstein, Leucht & Köller, 2018; Hai & Nhung, 2018). As it is agreed by the Fleckenstein, Leucht and Köller (2018), the CEFR enables the instructors to become "fair judges of students' EFL competence, tapping the full potential of criterion-referenced assessment" (p. 98). In line with these, although the language assessment literacy is an indispensable part of language teacher education, EFL teachers have difficulties as they are not trained about the assessment process based on the CEFR principles during their educational process (Babaii & Asadnia, 2019; Tavassoli & Farhady, 2018). In spite of, majority of the educators are not trained about the usage of CEFR for the assessment process, the CEFR has rapidly been implemented in instructor education, target language curriculum and instructional tools as the instructors are hoped to adapt and adopt CEFR for usage in curriculum development, pedagogy and assessment for the advancement of the target language performances and language proficiency level of the EFL learners (Fleckenstein, Leucht & Köller, 2018). As a consequence, there is a gap in the context of education about the administration of the assessment practices based on the CEFR principles in the teacher education process as well as, language education policies, curriculum, examination guidelines and also researches in the field of education (Araújo & Costa, 2013; Fleckenstein, Leucht & Köller, 2018; Babaii & Asadnia, 2019). Additionally, as the CEFR influences the lives of millions, and many studies highlights the significance of the CEFR principles on the EFL assessment process there is a need for the research that will examine the effects of assessment procedures based on the CEFR principles regarding the academic achievement of the EFL learners (Baldwin & Apelgren, 2018; Deygers, Zeidler, Vilcu & Carlsen, 2018). Moreover, the CEFR suggests that there are various assessment types that can be implemented into the assessment process and all types of assessment should be carefully examined and analysed in order to help instructors to figure out the particular or common, interior or exterior, personal or universal targets to be directed and in deciding which types are more convenient, applicable and suitable to the circumstances in that they are utilizing (Agenziascuola, 2013; Piccardo, Berchoud, Cignatta, Mentz, & Pamula, 2011). In other words, although there are some researches about the usage of the CEFR principles for the assessment of the EFL learners, there is a lack of studies that will provide information about the most common types of assessment in the EFL classes based on the CEFR principles (Baldwin & Apelgren, 2018). As a result, this research purposes to find out information about the assessment procedures in EFL classes based on the CEFR principles, on account of providing useful insights into the field of EFL education process. In particular, this study intended to find out the most common types of assessment based on the CEFR principles and the effects of the assessment procedures based on the CEFR principles on the academic achievement of the EFL learners.

## Research Questions

By carrying out this research, the researchers aim to find out the most common types of assessment and the effects of the CEFR oriented assessment procedures on the academic achievement of the EFL learners.

On account of achieving the purpose of the study, the following questions comprise the research questions of this study:

1. What are the most common types of CEFR oriented assessment types in the EFL classes?
2. What are the effects of the CEFR oriented assessment practices on the EFL learners' academic achievement?

## Method

### Research Design

A meta-analysis design is employed as a design of the research. Haidich (2010) identifies the meta-analysis as a kind of design that “a quantitative, formal, epidemiological study design used to systematically assess previous research studies to derive conclusions about that body of research” (p. 29). In other words, the study used meta-analysis design through analysing the information from the previous literature through the use of a particular database namely, Taylor and Francis. In fact, the collected articles were the data collection tools of the study. By the analysis of the previous literature as its data collection tool, the researcher purposes to collect and analyse quantitative data which purposes to transform the data into numeric form. Further, as the research was based on the quantitative data collection, a quantitative data analysis was employed (Green, 2015).

### Population and Sample/Study Group/Participants

This research was used convenience sampling technique, as the researcher purposed to collect the specific kind of data from the 75 articles that were published in the journal of Language Assessment Quarterly between the years of 2010-2019 on language education and literature and available in the Taylor and Francis database. Convenience sampling can be defined as “a type of nonprobability sampling, where the members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate” (Etikan, Musa & Alkassim, 2016, p. 2). The purpose of choosing convenience sampling technique for the sampling and sample was to collect the data that the particular type of non-probability sampling leans on the data acquiring from occupant representatives that are handily accessible to take part in the research (Saunders, Lewis & Thornhill, 2012). All of the selected articles were reviewed and analysed to find out the most common types of assessment and their effects on the academic achievement of the EFL learners. The data was collected during the 2019-2020 fall semester, from the journal of Language Assessment Quarterly in the electronic database, Taylor and Francis, using the keyword “The Common European Framework of Reference for Languages”.

### Data Collection Tools

This research adopted a quantitative data analysis as the data was collected only quantitatively. The quantitative data was collected through the meta-analysis of the previous literature through the use of an electronic academic database namely, Taylor and Francis where the articles were selected randomly by the researcher from the journal of Language Assessment Quarterly and in order to reach the content that the researcher was focused on following keyword was entered “Common European Framework of References for Languages”. Significantly, the researcher was only collected the data from the studies that were done among the 2010-2019 years on language education and literature, on account of focusing on the related and up to date quantitative data.

### Data Collection

Primarily, the study was focused on the meta-analysis where the analysis of the previous literature was done to identify the most widely used type of assessment in EFL classes based on the CEFR principles, and also their effects on the academic achievement of the EFL learners. In brief, 75 articles published in the journal of Language Assessment Quarterly between the years of 2010-2019 on language education and literature and searched in the electronic database, Taylor and Francis, using the keyword “Common European Framework of References for Languages” were reviewed as the data collection tools of the investigation.

### Data Analysis

Data, regarding the meta-analysis of the previous literature were analysed through the following procedures. Initially, an electronic academic database was selected randomly by the researcher and then, the following keywords were entered on account of reaching to the content that the researcher was focused “Common European Framework of References for Languages”. Importantly, the researcher was only focalized on the articles that were conducted among 2010-2019 years, on account of reaching the up to date data. Next, these articles were analysed and grouped in line with their themes by the researcher. Thenceforward, the Statistical Package for Social Sciences (SPSS) software version 20.0; descriptive statistics was used on account of finding out the most commonly used type of assessment and their effects on the academic achievement of the EFL learners based on the CEFR principles.

## Findings

### The Most Common CEFR oriented Assessment Types in EFL Classes

As it is illustrated in the Table 1, the results of the investigation about the most common types of assessment based on the CEFR principles indicated that the proficiency assessment (40%) is the most widely used assessment type based on the CEFR principles, while achievement assessment, norm referencing assessment, criterion referencing assessment, continuum criterion referencing assessment, continuous assessment, fixed point assessment, indirect assessment, objective assessment, checklist rating assessment, impression assessment, and also guided judgement assessment types are taken into consideration by none of the reviewed articles (0%). Following to these, performance assessment (15%) based on the CEFR principles is found to be second most common assessment type based on the CEFR principles, whereas equal number of articles (4%) namely, formative assessment, performance rating assessment, analytic assessment, series assessment, category assessment, and also assessment by others based on the CEFR principles are implemented into the EFL classes. Additionally, holistic assessment (9%) is found to be third most commonly used assessment type based on the CEFR principles, and also almost equal number of the reviewed articles (7%) are implemented direct assessment based on the CEFR principles into their academic studies. Lastly, mastery learning criterion referencing, summative assessment, knowledge assessment, subjective assessment, and self-assessment (1%) are considered as the least common types of assessment based on CEFR principles. Significantly, these results are in line with the findings of Lai (2011) who agreed that the proficiency assessment is the most common type of assessment based on the CEFR principles. Contrarily, dissimilar to the findings of the Fastre, Klink and Merrienboer (2010) who claimed that performance assessment is more widely used than the proficiency assessment, the proficiency assessment (40%) is found to be the most common types of assessment based on the CEFR principles, following to these, performance assessment (15%) is another most common types of assessment based on the CEFR principles and majority of the types of assessment based on the CEFR principles are not investigated and/or implemented into the field of education.

**Table 1.** The Most Common CEFR Oriented Assessment Types

Types of Assessment	F	%
Achievement Assessment	-	-
Proficiency Assessment	30	40
Norm Referencing Assessment	-	-
Criterion Referencing Assessment	-	-
Mastery Learning Criterion Referencing Assessment	1	1
Continuum Criterion Referencing Assessment	-	-
Formative Assessment	3	4
Summative Assessment	1	1
Continuous Assessment	-	-
Fixed Point Assessment	-	-
Direct Assessment	5	7
Indirect Assessment	-	-
Performance Assessment	11	15
Knowledge Assessment	1	1
Subjective Assessment	1	1
Objective Assessment	-	-
Checklist Rating Assessment	-	-
Performance Rating Assessment	3	4
Impression Assessment	-	-
Guided Judgement Assessment	-	-
Holistic Assessment	6	9
Analytic Assessment	3	4
Series Assessment	3	4
Category Assessment	3	4
Assessment by Others	3	4
Self-assessment	1	1
Total	75	100

Key: F- Frequency      % - Percentage



### Effects of the CEFR Oriented Assessment on the EFL Learners' Academic Achievement

As it is demonstrated in the Table 2, the effects of the CEFR oriented assessment on the academic achievement seem to be highly positive. Majority of the studies (75%) reported strong relationship among the academic achievement and assessment procedures based on the CEFR principles, while minority of them (7%) revealed both positive effects and negative effects of the CEFR oriented assessment on the academic achievement of the EFL learners. Significantly, equal number of the articles (9%) indicated negative effects of the CEFR oriented assessment on academic achievement and no relationship among the assessment and academic achievement. In contrast to the findings of Uri and Aziz (2018) who agreed that assessment based on the CEFR principles might affect the academic achievement of the learners in a negative way as there were some challenges and difficulties regarding the implementation of it, this research indicated a positive relationship between the EFL learners' academic achievement and assessment procedures based on the CEFR principles. These findings were in line with the Afip, Hamid and Renshaw's (2019) research findings, who agreed that the CEFR based assessment procedures created opportunities for best practices in line with the higher-level English proficiency and language learning achievement.

**Table 2.** Effects of the CEFR Oriented Assessment Practices on Academic Achievement

<b>Effects of the Assessment Procedures</b>	<b>F</b>	<b>%</b>
Positive	56	75
Negative	7	9
Both Positive and Negative	5	7
Neither Positive nor Negative	7	9
<b>Total</b>	<b>75</b>	<b>100</b>

*Key: F- Frequency      % - Percentage*

### Discussion and Conclusion

The results regarding the first research question about the most common types of assessment in EFL classes based on the CEFR principles, illustrate that the proficiency assessment the most common and it is followed by the performance assessment and the holistic assessment. Following to these, the data related to the second question about the effects of the assessment practices based on the CEFR principles on the EFL learners' academic achievement shows a positive effect of the CEFR oriented assessment on the EFL learners' academic achievement. In fact, results of the study should be taken into consideration especially for the syllabus design and educational policy development as there is a positive relationship among the academic achievement and assessment procedures, and these findings has potential to embolden the policy makers' educational organizations to plan their assessment practices based on the CEFR principles. Significantly, this research is limited with the 75 articles that are published in the journal of Language Assessment Quarterly between the years of 2010-2019 on language education and literature. As a matter of the fact that the study is reviewed the previous literature conducted in a limited time and via limited electronic database namely, Taylor and Francis. Once the year of publication date of the reviewed articles extended and the data sources are varied and increased in number, it may be possible to obtain a different and deeper results. Moreover, using the keyword "The Common European Framework of Reference for Languages" cannot be enough to universalize the results of the study to the whole literature. Further studies are strongly recommended to investigate the effectiveness of different types of assessment based on the CEFR principles.

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