

THE RELATIONSHIP BETWEEN EFL TEACHERS' LITERACY OF WRITING
ASSESSMENT AND STUDENTS' WRITING ACHIEVEMENT IN PORTFOLIO
ASSESSMENT



by
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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

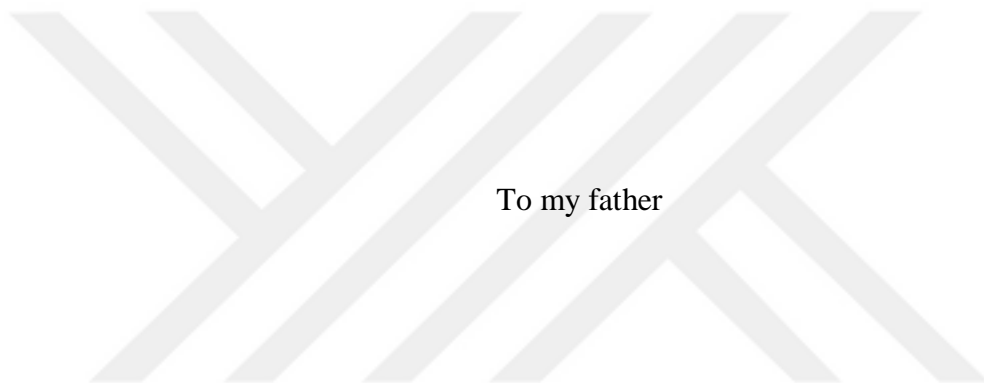
This study aimed to investigate the relationship between writing assessment literacy (WAL) of English as a foreign language (EFL) teacher and the performance of students in portfolio assessment. A mixed method approach was used, combining both quantitative and qualitative data collection analysis. The study used Crusan et al. 's (2016) WAL questionnaire, conducted semi-structured interviews with six teachers, and analyzed portfolio scores of 110 students as pre and post-tests. The results revealed that EFL teachers demonstrated a strong understanding of writing assessment and maintained a positive attitude towards it. Notable variations in student performance were observed, indicating different levels of achievement. A positive relationship was found between teachers' writing assessment literacy and students' success in portfolio assessment. Teachers' feedback provision, time allocation, and error correction strategies varied, with those who offered detailed and constructive feedback, invested adequate time and effort, and effectively addressed errors achieving better writing performance. Some teachers' reported actions did not align with observed feedback practices, indicating a narrow approach to writing assessment with not detailed or prescriptive feedback, leading to lower writing achievement. This study addresses the critical gap in the literature by examining the relationship between EFL teachers' WAL and student performance in Türkiye, highlighting the limited research in this domain. The results underscore the significance of teacher training and professional development in enhancing writing assessment practices, with implications for policies, initiatives, and instructional approaches in EFL contexts to enhance student writing achievement.

Keywords: Language assessment, L2 writing achievement, portfolio assessment, writing assessment literacy

ÖZET

Bu çalışma, İngilizceyi yabancı dil olarak öğreten öğretmenlerin yazma değerlendirme okuryazarlığı ile öğrencilerin portfolio değerlendirmesindeki performansı arasındaki ilişkiyi incelemeyi amaçlamıştır. Nicel ve nitel veri toplama ve analiz yöntemlerini birleştiren karma bir yöntem kullanılmıştır. Crusan ve diğerlerinin (2016) anketi kullanılmış, altı öğretmenle yarı yapılandırılmış görüşmeler yapılmış ve 110 öğrencinin portfolio puanlarını ön ve son testler olarak analiz edilmiştir. Sonuçlar, öğretmenlerin yazma değerlendirmesi konusunda güçlü bir anlayış ve olumlu tutum sergilediğini göstermektedir. Farklı başarı düzeylerini gösteren belirgin varyasyonlar gözlemlenmiş, öğrencilerin başarısında öğretmenlerin yazma değerlendirme okuryazarlığı ile pozitif bir ilişki bulunmuştur. Öğretmenlerin geri bildirim sağlama ve hata düzeltme stratejileri farklılık göstermiş, ayrıntılı ve yapıcı geri bildirimle bulunan, yeterli zaman ve çaba harcayan ve etkili bir şekilde hataları ele alan öğretmenlerin daha iyi yazma performansı elde ettikleri görülmüştür. Bazı öğretmenlerin bildirdiği eylemler, gözlemlenen geri bildirim uygulamalarıyla uyumlu bulunmamıştır, bu da yazma değerlendirmesinde dar bir yaklaşımı ve yetersiz veya aşırı yönlendirici geri bildirimleri işaret etmiştir ve buna bağlı olarak yazma başarısını düşürmüştür. Bu çalışma, Türkiye'deki İngilizce öğretmenlerinin yazma değerlendirme okuryazarlığı ve öğrenci performansı arasındaki ilişkiyi inceleyerek, sınırlı araştırmalara dikkat çekmektedir. Sonuçlar öğretmen eğitimi ve profesyonel gelişimin yazma değerlendirme uygulamalarını geliştirmedeki önemini vurgulayarak İngilizce öğrenilen ortamlarda öğrenci yazma başarısını artırmaya yönelik öneriler sunmaktadır.

Anahtar Kelimeler: Dil değerlendirme, ikinci dilde yazma başarısı, portfolyo değerlendirme, yazma değerlendirme okuryazarlığı



To my father

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LIST OF ABBREVIATIONS

AFL	Assessment for Learning
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
ESL	English as. a Second Language
FL	Foreign Language
L2	Second Language
LAK	Language Assessment Knowledge
LAL	Language Assessment Literacy
LTA	Language Testing and Assessment
MTE	Mid-track Exam
SPSS	Statistical Package for Social Sciences
TAT	Track Achievement Test
TA	Teacher Assessment
TOEFL	The Test of English as a Foreign Language
WAL	Writing Assessment Literacy

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Language assessment is an essential part of the language learning/teaching process that helps teachers to monitor learners' progress, make sound decisions about their achievement, and shape the ways of instruction and evaluation in class.

Language assessment firstly enables teachers to monitor students' development and spot areas of difficulty. Thus, teachers may give students individualized guidance and support to help them overcome different obstacles. By assessing the language competency of their students, teachers can decide on the level of instruction, in class-activities, and the resources that will best assist their students' learning. For instance, teachers can alter their teaching strategies to offer greater support to students who are having difficulty with a particular linguistic concept. The outcomes of assessment can help teachers by allowing them to reflect on the strengths and weaknesses in their ways of instruction and evaluation. Teachers can also use assessment results to evaluate the effectiveness of their assessment tools. This can assist them in deciding which assessment tools to utilize going forwards and how to enhance the ones they already employ. Additionally, teachers with effective assessment skills may help their students feel a sense of achievement because students get motivated as they see their development over time. Therefore, understanding teachers' assessment skills is crucial for estimating students' general or targeted language capabilities. The value of language assessment in the language learning and teaching process is supported by Brown (2004).

Language assessment is an integral part of the language teaching/learning process. It provides teachers with the information they need to identify students' strengths and weaknesses, plan instruction appropriate to students' needs, evaluate progress, and ensure that students receive an equitable and fair grading. (p.1)

The importance of teachers in assessment practices has led to the birth of the concept of language assessment literacy (LAL) in the literature. Recently there has been a spate of interest in investigating the language assessment literacy of EFL teachers, how they perceive themselves as assessors, and their language assessment training needs. It has been commonly suggested that most teachers had insufficient levels of LAL. Furthermore, the dissatisfaction with the status of EFL teachers' LAL has often been attributed to ineffective training in assessment. According to research, many EFL teachers do not receive enough instruction in language assessment during their pre-service training and they may be lacking the knowledge and abilities needed to conduct efficient assessments. This might make it challenging to make sound decisions about students' level of achievement, which can have a negative effect on the effectiveness of instruction and assessment.

Current LAL models tend to focus on general language assessment, but researchers are increasingly interested in investigating teachers' LAL levels in specific language skills, such as second/foreign language writing. One explanation is that multiple competencies are required to evaluate various levels of language domains and competence since language skills are not uniform. The fact that language assessment is a multi-stage, complex process requiring many knowledge and skill sets is another factor. As a result, as a sociocultural approach to LAL and adapting it to second language (L2) writing assessment, Crusan et al. (2016) developed the idea of

WAL as a specific assessment literacy need for teachers to carry out routine classroom writing assessment procedures and to make wise educational judgments based on students' performance. Writing assessment literacy refers to the comprehensive knowledge, skills, and comprehension that teachers require to proficiently assess and evaluate students' writing abilities. It encompasses a profound understanding of the writing process, including the various stages of producing a written piece and the developmental trajectory of writing skills. Teachers with strong writing assessment literacy possess expertise in recognizing the attributes of quality writing, understanding the conventions of different genres, and comprehending the standards used to evaluate writing achievement. Apart from the technical elements of assessment, writing assessment literacy also includes the capacity to interpret and effectively utilize assessment data. Teachers with high writing assessment literacy can examine students' writing samples, identify strengths and areas requiring improvement, and deliver tailored feedback to enhance students' writing skills. In summary, the notion of writing assessment literacy emphasizes the knowledge and skills that teachers must possess to adequately evaluate students' writing and make well-informed educational decisions.

1.2. Statement of the Problem

Existing literature indicates that EFL teachers face challenges in providing effective feedback during writing assessment due to their limited knowledge and skills in understanding the writing process, language aspects, and evaluation standards (Lam, 2019; Mede & Atay, 2017; Valizadeh, 2021). Giving students feedback that is relevant, precise, and focused on enhancing their writing abilities is a challenging endeavor that necessitates a thorough understanding of the writing process, the language aspects of writing, and the standards for evaluating students' writing

achievement. To comprehend the writing process, teachers need to be familiar with the various stages involved in creating a well-structured and coherent piece of writing, such as planning, drafting, revising, and editing. Insufficient knowledge in these stages can hinder teachers' ability to identify specific areas where students require improvement and offer targeted guidance accordingly. Language aspects of writing encompass grammar, vocabulary, sentence structure, and appropriate language use, which contribute to effective written communication. EFL teachers with inadequate knowledge in these areas may struggle to accurately identify and address language-related errors in students' writing, limiting their effectiveness in providing feedback. In addition, if teachers lack familiarity with the specific requirements and expectations of writing tasks or lack clarity on the assessment criteria, their ability to provide feedback that aligns with desired learning outcomes and accurately reflects students' writing achievements may be compromised.

To address these issues and deepen our understanding of teachers' writing assessment literacy, it is crucial to go beyond one-shot writing tests and employ an assessment approach that encompasses portfolio assessment. The process of compiling and evaluating a variety of student work throughout time, including drafts, revisions, and finished products is known as portfolio assessment. Compared to a one-shot writing test, which only measures a snapshot of students' performance at a certain point, this technique offers a more accurate and thorough view of learners' writing abilities and growth. Additionally, portfolio assessment gives teachers the chance to employ a variety of assessment tools and strategies, such as checklists, rubrics, and feedback protocols, allowing them to put their writing assessment literacy into practice. As a writing coach who helps students improve their writing skills throughout the course, the instructor in portfolio-based writing instruction is now

more than just the assessor (Lam, 2018). This means that the use of portfolio assessment creates a setting where teachers are more actively involved in the writing process. By engaging in portfolio assessment, teachers assume the roles of assessors and writing coaches, offering ongoing guidance and support to students. That is why portfolio assessment offers a rich and dynamic context for investigating teachers' writing assessment literacy, and how this, in turn, affects students' writing achievement. Through this investigation, valuable insights can be gained regarding the effectiveness of writing instruction and assessment, leading to the development of targeted training and support initiatives for EFL teachers to enhance their writing assessment literacy.

1.3. The Purpose of the Study

This study seeks to investigate the WAL of EFL teachers and its impact on student writing achievement. By examining how different levels of WAL influence writing assessment practices among teachers, the study aims to establish a connection between these practices and students' writing performance. Using a mixed-method approach involving various data sources, the research provides comprehensive insights into the teachers' assessment practices, attitudes, and beliefs. By triangulating the results, the study ensures the reliability of the findings and contributes to filling the research gap in writing assessment literacy.

1.4. Research Questions

This study seeks to answer the following questions.

1. How much writing assessment knowledge do EFL teachers have?

2. What are the differences between classroom practices of the teachers with different levels of WAL?
3. Is there any relationship between WAL levels of the EFL teachers and students' writing achievement in portfolio assessment?

1.5. Significance of the Study

According to Crusan (2022), the main obstacle to the efficient implementation of writing assessment is the lack of research in the field. While there has been a lot of research on general language assessment literacy, there has not been much focus on the specific knowledge and skills that teachers need to assess student writing. There is a growing body of research around writing literacy that seeks to understand the connection between student achievement and teachers' writing assessment literacy.

According to a study by Mellati and Khademi (2018), teachers' assessment literacy and their capacity to efficiently evaluate student writing are positively correlated. The researchers gathered data through teachers' assessment literacy inventory, semi-structured interview, observation, and Writing Competence Rating Scale (WCRS). Ten male EFL teachers and 75 male sophomores from four language schools were included as participants. The results of the study showed that teachers' assessment literacy has a statistically significant impact on learners' writing achievements.

To establish a distinct and reliable association, more study is required as the body of knowledge is currently quite small. In the context of Türkiye, where English is taught as a foreign language, there is a need for research specifically focused on EFL teachers' writing assessment literacy and practices within English preparatory programs. Since there is a research void in this area within the Turkish educational

context, it is challenging to create training and support initiatives for teachers that are effective and relevant, which may influence the standard of writing instruction and assessment. Additional studies that further illuminate the role of WAL in student writing achievement are needed. Studies have appeared previously in the literature, but their measurements were restricted to one-shot writing tests, which are not indicative of the context of continuous writing assessment. The use of portfolio assessment in this study can offer a more thorough understanding of the relationship between writing assessment literacy of teachers and student writing achievement because it allows for a continuous evaluation process that engages both the teacher and student in an ongoing conversation about the writing. Moreover, although some studies have used interviews or other qualitative methods in addition to questionnaires, there is still a lack of research that makes use of different data sources to examine teachers' writing assessment literacy. The mixed-method approach used in this study can offer a more thorough investigation of teachers' assessment practices, attitudes, and beliefs, assisting in the triangulation of results and providing a more reliable interpretation of the results.

The outcomes of this study will inform future training and support initiatives for teachers, ultimately enhancing the understanding of the relationship between WAL and student writing achievement. The study offers valuable insights into appropriate practices of writing assessment for EFL teachers, proposes recommendations for stakeholders, and highlights areas for further research that require investigation by future researchers. Overall, this study emphasizes the importance of enhancing EFL teachers' writing assessment literacy to improve students' writing achievement and serves as a foundation for further investigation in this field.

1.6. Definition of Terms

Assessment Literacy: The knowledge of the basics of assessment and the ability to apply them to education and behave appropriately in the context of assessment in education (Popham, 2013).

Language Assessment Knowledge: The knowledge, skills, and competencies necessary for the creation, development, maintenance, and evaluation of large-scale standardized tests as well as classroom-based assessments. It involves familiarity with test processes, awareness of principles and concepts that guide assessment practices, including ethics and codes of practice. LAL also entails the capacity to contextualize knowledge within historical, social, political, and philosophical frameworks, enabling an understanding of the origins of practices and evaluation of the impact of testing on society, institutions, and individuals (Fulcher, 2012).

Language Testing and Assessment: A systematic and purposeful procedure for acquiring data about individuals' linguistic skills and attributes, aimed at drawing conclusions regarding their language proficiency, progress, or performance within specific settings (Bachman, 1990).

Writing Assessment Literacy: The proficiency of teachers in various aspects of writing such as designing, implementing, and evaluating writing assessments. It encompasses their capabilities in formatting appropriate writing prompts that align with the intended objectives, as well as their understanding of the appropriate utilization and potential misuses of writing assessments (Weigle, 2007; Crusan, 2010).

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Background of LAL

Assessment is an essential component of education because it allows teachers to monitor students' progress, guide them to take the right steps at every stage of learning, detect their strengths/weaknesses, and finally reflect on their own professional knowledge to become more qualified teachers in class. Although the scope of teacher professional knowledge is not exactly identified in the field, in today's world of language education, teachers are expected to be active members of testing and assessment to be able to make sound decisions on students' success or failure. The American Federation of Teachers made the first attempt to define "assessment literacy for teachers" in 1990, even though the phrase was not yet in use. The skills of selecting assessments, developing assessment for the classroom, administering, and scoring tests, using test results to guide instructional decisions, communicating results with stakeholders, and being aware of inappropriate and unethical uses of assessments were all included in their definition. In the following year, Stiggins (1991) defined assessment literates as stakeholders who have a basic understanding of what high- and low-quality assessment imply and can apply that understanding to various measures of student achievement.

The idea of "language assessment literacy" emerged from discussions about language teachers' abilities to test students and gauge their language-learning progress. The concept of LAL was created by scholars working in the field of language education, who noted that it differs from the assessment of literacy in general education because the evaluation of language knowledge and communicative

competence presents its own challenges (Harding & Kremmel, 2016). In general, conceptual disagreements and research findings in LAL have provided insights for a perspective that is not at all limited to a certain definition. LAL was originally suggested in the decade from 2001 to 2010, and numerous conceptualizations emerged during this time.

Teachers' LAL initially included five components, according to Brindley (2001) who emphasized the social context in his definition. The two essential elements are the ability to define and characterize students' language skills and the comprehension of the social context of the evaluation. The skills to create and evaluate language examinations, development assessment in the language curriculum, and implement assessment are the three optional components. Three essential LAL components appeared to be widely accepted in language assessment. Firstly, Davies (2008) indicated that LAL requires *knowledge*, *skills*, and *principles* based on an analysis of language testing textbooks. The concept of "knowledge" refers to a background in educational measurement, comprehension of language and linguistic description, knowledge of language teaching methodologies, and familiarity with aspects of socio-cultural assessment. The term "skills" is abilities to create and analyze test items, apply statistics, and administer tests using technology. The validity of assessments, the effects of testing on stakeholders, and a sense of ethics and professionalism in the sector are the principles mentioned by Davies. Davies' (2008) components are now part of a standard definition and have been included in other lists and taxonomies for LAL.

Inbar-Lourie (2008) adopted a social constructivist approach and used what, how, and why questions to categorize the dimensions of LAL. The terms "what",

“how”, and “why” refer to the actions, information, or results of language acquisition that are to be assessed; “how” also refers to the assessment instruments, techniques, and analyses; and “why” refers to the rationale or framework for language assessment. Among these dimensions, “what” stands out the most as it is directly linked to the setting in which language instruction takes place. LAL, according to Inbar-Lourie (2008), should also include information on how a first language and its culture can influence language learning, as well as guidelines for English as an international language, the linguistic profile of multilingual learners, and contemporary techniques for teaching and assessing language, like task-based assessment. So, having an awareness of individual and contextual factors in language learning environments and assisting learners by applying modern language teaching methods is among the factors that affect the development of LAL as mentioned by Inbar-Lourie (2008).

Fulcher (2012) expanded the concept of LAL based on his comprehensive research and proposed a definition as:

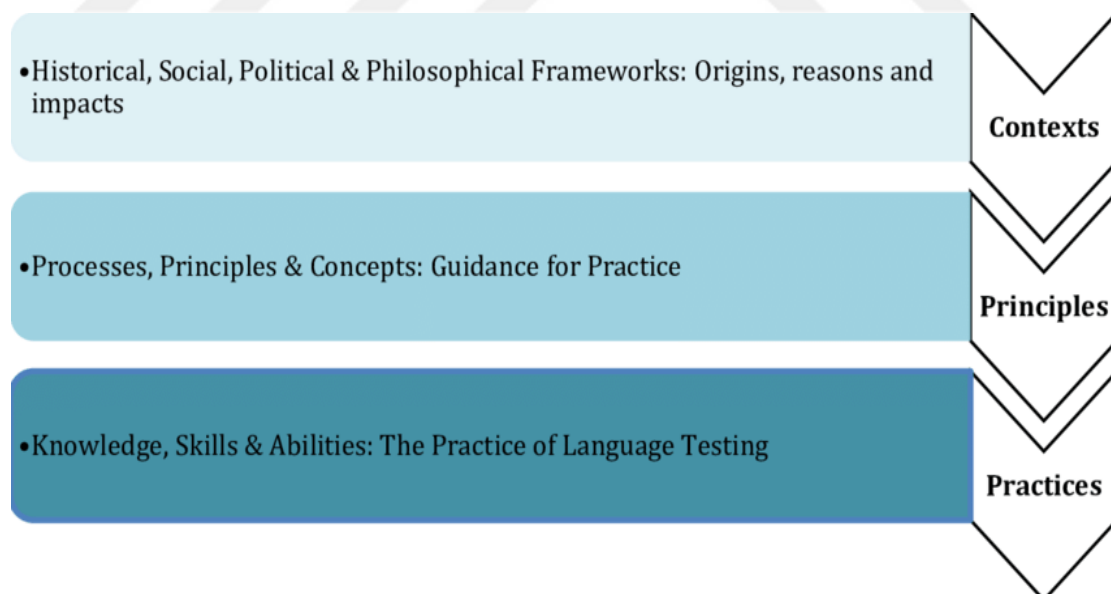
The knowledge, skills, and abilities required to design, develop, maintain, or evaluate large-scale standardized and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles, and concepts within wider historical, social, political, and philosophical frameworks to understand why practices have arisen as they have, and to evaluate the role and impact of testing on society, institutions, and individuals. (p. 125)

Fulcher (2012) expanded on Davies’ (2008) conceptualization and put forward

a hierarchical model of LAL consisting of three tiers (Figure 1). In expanding upon previous conceptualizations, Fulcher introduced a new dimension called contexts to the understanding of LAL. This dimension encompasses historical, social, political, and philosophical frameworks, enabling a comprehensive examination of the knowledge, skills, principles, and concepts involved in language assessment and their implications for society. While Brindley (2001) acknowledged the importance of social context as one of the components of LAL, Fulcher (2012) elevated its significance, considering it to be the most crucial criterion. However, it should be noted that Fulcher also recognized that the extent of engagement with social context may vary among different stakeholder groups, indicating that it may not be necessary for all stakeholders to have an equal level of emphasis on this aspect of LAL.

Figure 1

Fulcher's (2012) LAL Model



As research on LAL evolved and diversified, the recognition of different LAL profiles for various stakeholder groups emerged. Early contributions to the literature primarily focused on identifying the assessment knowledge and skills necessary for

teachers. This emphasis remains prevalent in recent research (Lam, 2015; Vogt & Tsagari, 2014), highlighting the crucial role of teachers as designers and users of language assessments. However, it is important to acknowledge that language assessment plays a vital role in decision-making across different domains, involving diverse stakeholders.

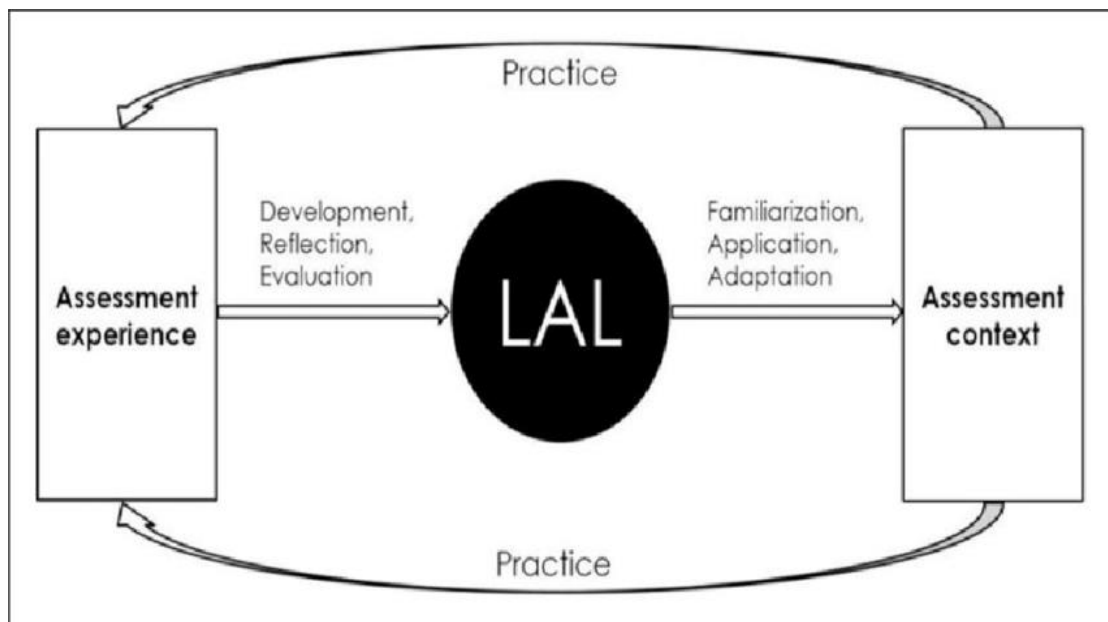
In response to the limitations of existing theoretical models of language assessment literacy (LAL), Benjamin Kremmel and Harding (2020) conducted a groundbreaking study. By focusing on the multidimensional nature of LAL and the specific needs across these dimensions, they developed the Language Assessment Literacy Survey—a tailored instrument for this purpose. The survey was administered on a large scale, involving 1086 respondents from diverse stakeholder groups worldwide. Their evaluations of LAL needs provided a comprehensive exploration of requirements. To validate the study's findings, an exploratory factor analysis was performed on the data collected during the large-scale administration, shedding light on the dimensionality of LAL. By bridging the gap between theoretical models and practical aspects, their study significantly contributes to the literature on LAL. The comprehensive survey instrument and direct involvement of stakeholders provide valuable insights into the practical implications of LAL and offer a deeper understanding of the specific needs across various stakeholder groups.

A significant advancement in the development of LAL profiles was the transition from viewing LAL as a collection of separate components to a focus on understanding the developmental trajectories of LAL. This shift in perspective recognizes that LAL is a dynamic process that evolves over time, highlighting the importance of considering the growth and progression of individuals' assessment

knowledge and skills. In line with this, Yan and Fan (2021) proposed an apprenticeship- and experience-based paradigm (Figure 2), providing a framework for understanding how individuals can enhance their LAL through practical experience and guided mentorship. This proposed model highlights that every stakeholder possesses a foundation level of LAL that is shaped by their previous assessment practices. It emphasizes the importance of stakeholders familiarizing themselves with the specific local contexts and adapting their assessment strategies accordingly. Notably, the assessment practices implemented by these stakeholders in local settings not only provide valuable assessment experiences but also facilitate the enhancement of LAL for other stakeholders. This process enables them to refine their own LAL, encouraging critical reflection on their assessment procedures and promoting continuous improvement (Yan & Fan, 2021).

Figure 2

Yan and Fan's (2021) Apprenticeship-based Model



In conclusion, the concept of LAL has evolved over time, recognizing the important of assessing language knowledge and communicative competence in

educational settings. LAL encompasses a range of knowledge, skills, and abilities required by stakeholders involved in language assessment, including teachers, administrators, and policy makers. Various researchers have proposed different components and dimensions of LAL, highlighting the need for a comprehensive understanding of assessment principles, procedures, and practices. The transition from viewing LAL as separate components to understanding its developmental trajectories underscores the importance of practical experience and guided mentorship in enhancing LAL. Additionally, the recognition of the social context and the impact of assessments on learners, educators, and educational systems further enriches the understanding of LAL. Moving forward, continued research and efforts to enhance LAL among stakeholders will contribute to the improvement of assessment practices and ultimately benefit language learners.

2.2. Previous Research on Teachers' LAL

The literature emphasizes the pivotal role of EFL teachers in language assessment and recognizes the significant impact their competence has on students' achievement and advancement in language learning. With a strong emphasis on the quality of teachers in testing and assessment, the literature primarily focuses on exploring the levels of LAL among teachers, identifying their specific training needs, and examining the factors that shape their development of LAL. By recognizing the critical link between their competence and effective assessment practices, these studies aim to enhance the understanding of LAL and contribute to the improvement of language assessment in EFL classrooms.

Tsagari and Vogt (2014) conducted a mixed-method study in certain European nations using questionnaires (N=63) and follow-up interviews to ascertain whether

language teachers' LAL levels are sufficient to fulfill their academic responsibilities. Data from seven European countries were obtained to determine the level of language testing and assessment (LTA) literacy possessed by foreign language (FL) teachers and their future training needs in this area. Despite some slight differences between the various countries, the findings indicated that teachers' LTA literacy is lacking in several critical areas, including "providing marks," "placing pupils," and "awarding certificates". Innovative LTA practices like the "ELP or Portfolio" or "peer-self" evaluation were highlighted as areas where teachers felt they needed further training. In this regard, the purpose of selecting a mixed-method design for this study is to offer more in-depth data regarding teachers' beliefs, status, and training requirements in LTA. The data is gathered in a setting where teachers are involved in portfolio assessment not only as assessors but also as teachers of the writing skills. Therefore, this study provides a fertile ground for assessing teachers' levels of LAL not only in theory but also in practice.

Mede and Atay (2017) conducted a mixed-method study including EFL teachers at English preparatory programs in Türkiye. The researchers utilized the LTA questionnaire developed by Tsagari and Vogt (2014) to assess the language assessment literacy of the participating EFL teachers. In addition to the questionnaire, Mede and Atay conducted focus group interviews with the teachers. The interviews allowed for a deeper exploration of the teachers' perceptions, experiences, and practices regarding language assessment. The study aimed to investigate the literacy of EFL teachers in LTA domain, their LTA experience, areas they need more practice on as well as their perspectives on testing and assessment in their context. Their study is extremely comparable to this study in terms of its Turkish context and participants as it was conducted with EFL teachers working at tertiary level, language preparatory

programs in state (N=4) and private (N=7) universities in Türkiye. The findings showed that the EFL teachers' literacy LTA was minimal in crucial areas like creating examinations for the classroom and giving feedback (informal, self or peer feedback). However, when it came to testing, Turkish EFL teachers were perceived to be more qualified. They had received instruction in how to assign grades, place students, determine what they needed, and use evaluation rubrics. As in most language preparation programs, teachers are primarily involved in such practices, which makes them feel more knowledgeable in the subject matter for testing purposes. They were only confident in testing micro linguistic features, such as the grammar and vocabulary of the target language. One explanation for this outcome may be the fact that grammar education predominates in the majority of EFL programs in Türkiye.

Several studies have linked inadequate training in pre- and in-service teacher education programs to teachers' low levels of LAL. For instance, Lam (2015) made a general analysis of the language assessment training landscape in five Hong Kong teacher training institutes. Results revealed that Hong Kong still lacks adequate language assessment education, and that language assessment programs are not able to bridge the theory-practice gap in the context of assessment reform. Tsagari and Vogt's study (2017) was also a response to the need for further research into the training requirements of FL teachers across Europe made by Hasselgreen et al. (2005) to get an enhanced comprehension of the assessment literacy of active FL educators. Fulcher (2012) created a survey tool to determine teachers' needs for assessment. The outcome of this needs analysis suggested designing new teaching materials and online materials to support teacher education programs. Fulcher's survey instrument is just one approach that might be used to get a preliminary understanding of teachers' assessment literacy. Given that conclusions are based solely on teachers' self-reports,

surveys shouldn't be taken as definitive. Additional data gathering techniques, such as classroom observation, focus group interviews, or reflection diaries, could confirm the preliminary findings from the questionnaire. Additional various approaches in this study such as surveys and semi-structured interviews with teachers will help to paint a clearer picture of their LAL levels.

Despite extensive research on EFL teachers' language assessment knowledge (LAK) and a range of techniques to evaluate teachers' professional knowledge, there is not a single exam that precisely assesses teachers' LAK. Beginning from this, Farhady and Tavassoli (2018) adopted a data-driven strategy and used Fulcher's (2012) needs assessment questionnaire to identify the assessment needs of 246 EFL teachers in Iran. They created a scenario-based LAK test using information from the questionnaire and widely used language assessment textbooks. With a Cronbach's Alpha value of .71, the LAK test's reliability throughout the piloting stage was deemed adequate (Pallant, 2005). The results of the needs assessment stage showed that most EFL teachers claimed to have a basic understanding of language evaluation-related topics, but their poor performance on the LAK test revealed that most participants had low levels of LAK. It should be noted that the LAK test created and verified in their study can be viewed as a helpful tool for determining the EFL teachers' LAK proficiency.

Ölmezer-Öztürk and Aydın (2018) furthered the idea of measuring teachers' language assessment knowledge and conducted a study on the creation of a reliable LAK scale. As a follow-up study (2019), they employed qualitative research to investigate what EFL teachers thought about their knowledge and needs in the language assessment field. The findings revealed that the inadequate pre-service and

in-service teacher education programs were the primary contributor to the low level of language assessment knowledge among EFL teachers. A great number of research findings had the result that EFL teachers do not receive sufficient training in teacher education programs, and most are not adequately prepared for the expanding issues in language assessment (Farhady, 2019). Malone (2008) argues that simply increasing the amount of training will not be sufficient to fulfill the requirements for language assessment training. When providing such training, it is crucial that it "offers the required content for language teachers to apply what they have learned in the classroom and grasp the available resources to supplement their formal training when they join the classroom" (p. 235). To explain, it is necessary to provide teachers not solely with base information but also additional resources to help them put theory into practice. In addition, various previous studies were based on data gathered from surveys, that is teachers' self-reports. Further research is required to identify strengths and weaknesses of EFL teachers in the LTA field and suggests modifications in teacher education programs based on sound findings is required.

It is commonly suggested that most EFL teachers had insufficient knowledge of some LTA domains although they were aware of their training needs for improving their LAL status. This conclusion indicates that the general dissatisfaction with teachers' LAL levels may also be related to individual or contextual factors when considering teachers' self-reporting of areas, they need more practice on or they are good at. According to studies conducted by Crusan et al. (2016), and Xu and Brown (2017), various factors such as teachers' linguistic backgrounds, years of teaching experience, academic qualifications, training exposure, and areas of specialization can significantly influence LAL.

Tavassoli and Farhady (2018) have also investigated potential connections between teachers' LAK and factors such as their gender, area of expertise, level of education, classroom environment, and work experience. 246 EFL teachers' LAK test results demonstrated that several variables, such as gender and university major, did not significantly affect LAK test scores. The LAK scores of teachers were found to be strongly correlated with their teaching experience and settings. Their study is worth mentioning because of its contextual similarities to Türkiye regarding LTA and the sample size. In line with the previous study, the present study includes an extensive group of EFL teachers and students to gain more comprehensive results and to determine what causes the variations in teachers' LAK levels.

In terms of contextual factors, Tsagari and Vogt's study (2020) fills the gap in the literature by examining the effects of contextual factors on how teachers perceive LAL and their training needs. They emphasized the importance of context in assessment by giving an identical questionnaire to two teacher groups from Greece and Germany, two distinct schooling settings. Their study revealed that the major discrepancies between the teachers could be explained by numerous contextual factors. There appears to be a need for greater investigation into the personal and environmental variables that may have an impact, either directly or indirectly, on the LAL levels of EFL teachers in more varied circumstances.

In recent years, the study of LAL has witnessed the emergence of a skill-specific approach advocated by several academics. This perspective has significantly contributed to the development and expansion of LAL research by emphasizing the importance of focusing on specific assessment skills. Within this framework, one notable area of focus has been the assessment of writing proficiency, prompting calls

to advance the field of WAL. WAL recognizing the unique demands and challenges associated with assessing writing skills and highlights the need for specialized knowledge and skills in this domain. This theoretical background sets the stage for a deeper exploration of WAL, examining its key principles, methodologies, and implications for effective writing assessment practices. By further refining and broadening the scope of LAL research through specialized domains like WAL, a more comprehensive understanding of assessment practices can be achieved, ensuring the validity and reliability of writing assessments and ultimately enhancing language learning outcomes.

2.3. Theoretical Background of WAL

In the context of L2 writing assessment, Crusan et al. (2016) introduced a sociocultural approach to LAL. By adopting this perspective, they emphasized the influence of sociocultural factors on language assessment practices. Crusan et al. (2016) based their definition of WAL on Borg's (2003) theory of teacher cognition, which suggests that WAL is shaped by contextual and experiential factors and encompasses teachers' knowledge, beliefs, and practices regarding writing assessment. Writing assessment is very important for improving the quality of writing instruction and learning in EFL contexts (Lee, 2017), so it would be beneficial to investigate how much content knowledge teachers have about writing assessment, how much they can apply this knowledge in real-world situations, and whether their conception of evaluation is a factor that facilitates or inhibits the use of innovative assessment techniques.

Sociocultural theories assert that knowledge is socially created through behaviors rather than just being transmitted to learners by others (Vygotsky, 1978).

Based on this conceptualization, the base knowledge of assessment is shaped by teachers' conceptions of assessment and reflected in their classroom practices. Several academics from throughout the world have researched the WAL notion.

Crusan et al. (2016) conducted a survey of 702 second-language writing teachers to learn more about their knowledge, attitudes, and practices related to writing assessment literacy. Their study is worth mentioning because of its similarities to the present study in terms of the participants who work at the university level and the data collection method which is a 54-item survey instrument. The survey results painted a positive picture regarding the WAL levels of teachers. Despite assessing students' writing being an integral part of teachers' workload, it is interesting that the studies focusing on WAL of teachers revealed that most teachers had sufficient levels of WAL, although they need improvement in certain areas (Crusan et al., 2016). However, they only used teachers' self-reported data which might have been affected by social desirability reasons. When teachers provide self-reported data, the concept of social desirability refers to their tendency to offer responses that align with social norms and are seen as positive, rather than accurately reflecting their genuine beliefs or behaviors. This study gathers further information on teachers' WAL through interviews based on the survey results, thus providing in-depth understanding of their beliefs and classroom practices. In their study, teaching experience and linguistic background were found to be effective factors in the status and beliefs of teachers regarding WAL. Interestingly, teachers with higher education and experience claimed to know less about assessing writing. It might be due to the evaluation of education in time or insufficient in-service training.

Similarly, Lam (2019) conducted a comprehensive study and investigated the

knowledge, conceptions, classroom techniques used by Hong Kong secondary school teachers through a questionnaire, interviews, and observations. Results showed that participants had adequate understanding of writing assessments and favorable attitudes toward alternatives for writing assessments, which contrasts with the country's emphasis on summative and exam-focused writing assessments. The participants' views of alternative assessments were generally favorable, and they felt confidence about using classroom-based assessment to improve students' writing abilities. The chosen participants claimed to have used alternate methods of writing evaluation, while some claimed they were unable to continue their assessment methods due to a variety of school-related issues. So, having a feeling of eagerness toward alternative writing may not be enough to carry out all types of evaluation in class and school facilities are inhibitory in some cases.

Crusan (2022) claims that the absence of relevant research is the greatest barrier to the effective application of writing assessment. In Türkiye, research has already been conducted on general assessment literacy, but not particularly on WAL. One study in the Turkish context was by Valizadeh (2019) who conducted a quantitative survey study to assess WAL of 152 EFL teachers in Türkiye and, using a questionnaire, determined their training requirements in this area. The findings revealed that most teachers reported that they needed training in all of the researched WAL areas, "Using standardized integrated writing assignments", "Designing integrated writing tasks," "Giving feedback to students based on information from tests or assessments," "Designing good writing tasks or tests," "Using the scoring rubrics," "Designing the scoring rubrics," "Using self-assessment," "Using peer-assessment," and "Using assessment portfolio". Given that they said to have received prior training in WAL, additional research is needed to determine how effectively

'writing assessment' is taught in teacher education programs or how frequently they are exposed to in-service training.

On the other hand, it is crucial to investigate how teachers' WAL affects students' achievement in writing skills. In the literature, there are a few studies that discuss the relationship between WAL and student writing achievement in the Iranian context, which is similar in many respects to Türkiye. Even though corresponding data is not found in the Turkish context, similar contexts are worth mentioning to watch out for limitations and derive possible results.

In this regard, Mellati and Khademi (2018) have explored Iranian teachers' assessment of literacy and how it affected their practices and students' writing achievements in four language institutions in Iran. The participants were 75 male sophomores and ten male EFL teachers from Iranian EFL contexts. Their study promised to provide a deep understanding of the issue as they included non-participatory observation and semi-structured interviews as well as Teachers' Assessment Literacy Inventory and Writing Competence Rating Scale (WCRS). The findings showed that teachers' literacy of assessment have a statistically significant effect on students' writing skills. Their study highlights two crucial elements: teachers' beliefs about assessment and their assessment knowledge. In light of the study's findings, setting goals based on students' interests, conducting dynamic assessments using classroom exercises, and giving feedback were essential elements of the classrooms of knowledgeable teachers. Among these points, "Providing feedback" stands out the most as the present study centers on the portfolio assessment which requires continuous teacher feedback through the process. This study seeks to add to the body of existing literature by analyzing the connection between WAL

levels of teachers and student achievement in a Turkish education context.

Additionally, like Mellati and Khademi's study, the information gathered through interviews are used to provide a deeper insight into what classroom practices of teachers have an impact on student achievement in portfolio assessment or in what assessment areas teachers need further training.

To make meaningful connections between WAL levels of teachers and student achievement, other factors such as writing teachers' beliefs, self-conceptions of writing and its assessment as well as their classroom practices should be investigated. Thirakunkovit (2019) investigated Thai university teachers' classroom techniques and WAL. The survey responses from the teachers did not match their real classroom practices or their history in writing assessment in the classroom, even though most of them claimed to have formal training in this area. Similarly, Wang et al. (2020) investigated what Chinese teachers believe and practice in their EFL classrooms in writing assessment. Their study also highlighted the teachers' inconsistent beliefs, practices, and effective contextual factors. Sohrabi et al. (2022) investigated WAL perceptions of Iranian EFL teachers by using an altered version of the Crusan et al.'s (2016) questionnaire and concluded that despite their positive attitudes toward writing evaluation, their practice did not match their assessment literacy level. To contribute to the existing research, this study investigates the classroom procedures used by EFL teachers through ongoing interviews to explore if there is a consistency between their WAL levels, what they do in practice, and how teachers' self-conceptions of writing assessment affect students' achievement. To propose writing-specific LAL conceptualization, results depend on the data both from teachers of the writing course and students' grades on their original pieces of writing, portfolios, as part of an ongoing writing instruction.

2.4. Portfolio Assessment

There is a need to see how teachers apply their knowledge in writing assessment into their classroom practices rather than solely measuring their degree of knowledge or their needs in writing assessment. The current body of research is deficient in describing what writing teachers do in terms of evaluating the results of their students and how their WAL level relates to their students' progress. According to Farhady (2019), further study is required to investigate how teachers' assessment knowledge affects students' academic performance because he believes that this area is ignored in the field. WAL research might be limited due to several reasons: the challenges in developing writing skills, teachers' lack of knowledge or confidence in assessing learners' outcomes, or the nature of writing assessment that requires recognizing components of a good paper and providing continuous guidance to learners. After many years of study, researchers and educators have concluded that alternative assessment based on constructivist principles is crucial and that the learning process is more beneficial compared to a product-focused strategy (Keyvanfar et al., 2019). One of the most common alternatives to writing exams is the portfolio, particularly in communicative language instruction (Brown, 2004). Klenowski (2010) proposed a definition of 'portfolio' as:

A collection of student work, an opportunity for student selection of items for inclusion in the portfolio, active student engagement in the assessment process by demonstrating through evidence what he or she knows and can do, student self-assessment on progress and accomplishments, reflection on the process and the value of the learning itself. (p.1)

In terms of L2 writing, Hyland (2003) saw portfolio assessment as a response

to traditional, positivist, and one-shot exam concepts in which the students are not given enough freedom to choose the subject, draft again, and modify their written assignments. Although the relationship between the portfolio assessment technique and students' writing performance is outside the purview of this study, assessment of writing achievement using portfolios has been the subject of several studies (Crosby, 1997; Song & August, 2002; Elahinia, 2004; Fahed Al-Serhani, 2007; Yurdabakan & Erdoğan, 2009; Caner, 2010; Tabatabaei & Assefi, 2012; Biglari et al., 2021; Wijaya, 2022). In contrast to earlier studies, the goal of this investigation is to determine the degree to which the literacy levels of writing teachers have an impact on the performance of students in portfolio assessment. With portfolio-based writing instruction, the teacher takes on the additional role of writing coach beyond being just an assessor, helping students improve their writing skills throughout the course (Lam, 2018).

To properly implement a sociocultural approach to writing evaluation in the classroom, EFL writing teachers must increase their understanding of student-centered writing assessment and widen their repertoire of assessment knowledge. It goes without saying that writing teachers need assessment literacy to construct effective writing assessment practices (Lee, 2017). Herein, the portfolio assessment provides a rich setting to study teachers' WAL levels as it requires a systematic collection of student works, identifying strengths/weaknesses of students, grading, and making judgments on students' writing achievement. According to Huot (2002), formative evaluation, which involves reviewing numerous versions and offering feedback, is associated with improved writing. That is why, this study also further examines the effects of teachers' writing literacy, including giving appropriate feedback, on students' writing achievement in a portfolio assessment.

2.5. Feedback

According to Hyland and Hyland (2016), providing feedback is essential for teachers to support their learners in building their confidence and developing the necessary literacy skills to effectively engage in their desired communities. Feedback serves as a scaffolding tool for this process. Therefore, feedback given by teachers on student writing is an assessment that is designed to be helpful and forward-looking. It aims to guide students in their future writing endeavors and assist them in improving their writing processes. Essentially, it is a constructive evaluation that offers insights for the students' writing development (Hyland & Hyland, 2019, p. 1). The people involved are seen as a significant factor in writing assessment nowadays, instead of focusing on the methods used. Questions about when, what, and how to evaluate writing are frequently asked. The writer, the rater, and the teacher are all scrutinized. Because it involves all these parties and written feedback, which is frequently referred to as a "problematic practice" (Parr & Timperley, 2010, p. 69), has a prominent role in the assessment literature.

The value of feedback became apparent with the growth of student-centered writing approaches. The ultimate result, the cohesive, error-free text, is the focus of the product-oriented approach. However, in process approaches and genre-oriented approaches to writing, feedback from teachers should consider the intended audience, writing objectives, and the writer's individual processes. The primary focus should be on the creation of engaging content with appropriate genre structures, rather than prioritizing language accuracy over context and discourse-level writing. (Goldstein, 2004; Lee, 2017). Proponents of process writing, according to Nunan (1999), contend that while there will never be a flawless text, one can grow closer to it through creating, reflecting on, discussing, and revising subsequent revisions of a

text. Therefore, feedback takes an informatory role on the part of learners as well as a significant assessment tool for teachers in the development of L2 writing. Based on the ideas of test reliability, test validity, and test practicality in L2 writing, Weigle (2007) established the key elements of teachers' WAL. Weigle claims that one of these elements is that writing teachers must be able to provide students with useful feedback. Students should be able to identify their strengths and weaknesses using the teachers' comments as a reference. Insufficient WAL levels could lead writing teachers to make erroneous judgments about their students' grades and reduce the effectiveness of their instruction.

The amount, content, type and focus of feedback may provide diverse insights into teachers' WAL status and development of learners' writing skills. The effectiveness of teacher feedback in New Zealand's assessment for learning (AFL)-based writing classrooms was evaluated by Parr and Timperley (2010). They discovered a "significant association ... between teacher ability to provide quality evaluation for learning feedback and student achievement" (p. 80) and speculate that this competency may serve as a sign of a teacher's pedagogical expertise. Teachers were better equipped to give their students high-quality learning assessments when they had a solid understanding of the subject matter. It might be because knowledgeable teachers feel more confident in their ability to give feedback as they believe that it is useful in enhancing both present and upcoming activities of students.

Furthermore, knowledgeable teachers can implement formative assessment by setting learning objectives, soliciting, and interpreting student learning evidence, and offering efficient and detailed feedback (Herman et al., 2015; Bastian et al., 2016). That is why it is beneficial to draw attention to the areas that require improvement for

performance. Thus, students can monitor their own learning and keep a track on the goals set. In a qualitative study by Rae and Cochrane (2008), the opinions of the students on written evaluation comments were recorded and analyzed using focus groups. The research produced a framework of categories and themes ("Learning from," "The process of receiving," and "Making sense of written assessment feedback") that represented the feedback procedure. According to the results, there may be some misunderstanding of the goal of written assessment feedback on the part of both lecturers and students. The present study especially concerns the theme 'Making sense of the written assessment feedback'. It is because most students said they wanted comments that were easy to understand, straightforward, constructive, and informative. Unfortunately, teachers typically concentrated on the flaws in the work rather than providing sufficient justification or examples to fully inform the students. Herein, there is a need to underline the appropriacy of the feedback as part of the teachers' WAL. Rae and Cochrane's study suggested several strategies to teachers such as being consistent or making feedback more personalized. Similarly, Srichanyachon (2012) provides teachers with a number of recommendations in his essay that highlights the importance of teacher written feedback on the development of students' writing as well as its impact on students' motivation and language competency. For instance, he suggests that when providing comments, teachers should provide examples of how students may use those strategies to enhance their writing and allow them the chance to speak up in front of the class to share their thoughts and clarify any difficult analytical problems. That is, being a good model to students requires a certain level of knowledge and understanding of concepts.

It is evident that studies place a strong emphasis on the teacher's function as a facilitator who needs to be knowledgeable in assessment and capable of providing

feedback that promotes student development. Lecturers in the contemporary higher education environment should be motivated to ensure that feedback to students on their graded work broadens learning and fosters improvement (Orsmond et al., 2005). Despite the significant part that lecturers play in writing evaluation, the status of teachers and their viewpoints on this matter have received very little attention. This study contributes to the body of knowledge by examining the current WAL levels of writing teachers at university level, thus providing useful ways to increase the effectiveness of writing instruction and assessment.

However, the question of whether written corrective feedback influences students' writing abilities has been up for dispute for a long time. For instance, John Truscott (2020) contends that the empirical study demonstrating the beneficial impact of written corrective feedback is unconvincing. On the other hand, a recent meta-analysis by Lim and Renandya (2020) reveals that written corrective feedback has a moderate impact on enhancing student writing. Taking the dispute among scholars into account, this study includes interviews with teachers to elicit their feedback-giving beliefs and practices and to what extent they affect their students' performance.

Although prior studies have looked at how teacher feedback can improve student writing abilities and language acquisition, there has been a lack of attention paid to the viewpoint of teachers particularly in terms of what and how writing teachers can learn and gain from the experience of providing feedback to their students (Goldstein, 2016). Yu (2021) investigated how L2 writing teachers learn in a feedback-giving experience by including 27 English writing teachers in Chinese universities. The study revealed that most L2 writing teachers may learn from providing comments on students' writing. Most teachers thought that providing

feedback could enhance their feedback literacy and practices and help them better understand their students' writing issues, their instructional strategies, and their own writing abilities. By observing and learning from everyday teaching activities like providing feedback on L2 writing, teachers can advance their knowledge, perspectives, and abilities (Little & Horn, 2007). High-quality teacher feedback would provide more insights into L2 writing for learners, which eventually enhances their writing performance. According to Huot's (2002) theory, formative assessment components like many drafts and varied feedback sources such as teacher written comments can be utilized as chances to promote rather than evaluate student learning. In that vein, this study will look at if providing feedback on student writing may cause changes in the knowledge, orientation, and abilities of L2 writing teachers in relation to writing instruction as well as in how they view and approach teaching L2 writing.

On the other hand, according to Dempsey et al. (2009), teachers require practice conducting in-depth evaluations of student writing to increase their confidence in the process. In addition, because writing teachers do not get the kind of time-intensive, meaningful practice and feedback that comes from actual teaching, they feel that writing assessment and feedback are difficult processes that are out of their control, which then affects their confidence in incorporating writing into their classrooms. It might be because writing is frequently evaluated outside of the classroom and is taken into consideration when making decisions about where to place students in classes and in general examinations of English language competency as stated by Crusan and Gebril (2016).

According to Peregoy and Boyle (2005), giving constructive criticism to students' writing is one of the hardest parts of teaching writing for many teachers

because it can help students' write more effectively. Therefore, scholars have also investigated beliefs, practices, and problems of teachers in L2 writing and the efficacy of their corrective feedback. In a study (Lee, 2003), 206 secondary English teachers in Hong Kong received questionnaires, and 19 of them had telephone follow-up interviews. The study's findings indicate that error feedback is seen by teachers as a task with little long-term value. Teachers themselves are not entirely satisfied that their efforts result in student progress, despite investing a significant amount of time in grading students' work. Other researchers (Delante, 2017; Goldstein, 2010) discussed their own experiences providing comments. Delante (2017) discovered that his comments were a little more form- and error-focused than he had intended, which he acknowledged would discourage students from reworking their compositions and requesting additional feedback.

As evidenced in relevant studies, L2 writing teachers can pinpoint potential areas for development and gain new insight into their feedback-giving techniques, which will, hopefully, lead to changes in their WAL. Studies on L2 writing teachers' reflections of and on their strategies of providing feedback are still quite scarce. This study fills the void in the literature by gathering data from L2 writing teachers on their beliefs and practices regarding providing feedback, thus enabling them to reflect on their writing instruction and assessment processes.

CHAPTER 3

METHOD

3.1. Introduction

This section presents information related to the setting, data collection and analysis, and the participants of the current study.

The purpose of the study was to investigate the relationship between students' achievement in portfolio assessment and EFL teachers' literacy of writing assessment. In line with Xu and Brown's (2016) conceptual model of TAL, this investigation focused on three crucial components: *knowledge base*, *teachers' conceptions of assessment*, and *the role of teachers as assessors*. The study specifically aimed to analyze the knowledge, attitudes, and actions of the writing teachers while evaluating their students' work. The phrase "knowledge base" relates to the knowledge of L2 writing evaluation, feedback, grading, alternative assessment, and assessment strategies. This study also aimed to determine how much TAL/WAL affects students' writing achievement and to come to significant conclusions regarding that relationship. To achieve this, the study looked at how teachers assess writing in the classroom as well as their attitudes and beliefs in this area.

3.2. Participants and Setting

The participants of this study comprised 34 EFL teachers and 110 EFL students enrolled in the English Preparatory School of a private university in Türkiye. The study employed a multisampling method based on the research objectives. Convenience sampling was initially used to select survey respondents in a non-random manner based on their convenient accessibility and voluntary participation.

The criterion purposive sampling technique was subsequently employed to select representatives of the population, participants with specific characteristics including varied work experience and their familiarity with their student groups. None of the teacher variables, such as gender, age, academic degree, university major, or teaching experience, were controlled in the survey part of the study as they were not deemed relevant to the research objectives. However, future studies may choose to manipulate one or more of these factors to examine their potential impact on teachers' WAL levels. It is important to note that this study has obtained ethics approval (see Appendix A) from the relevant governing body, and it has been confirmed that the study adheres to appropriate ethical standards. In addition, all the participants, teachers, and students, voluntarily participated in the study, and signed the research consent form (see Appendix B).

3.2.1. Survey Respondents

The study surveyed EFL teachers to gather information about their teaching experience, degrees, and training. The sample included 34 participants (25 female, 9 male). The EFL teachers had a range of teaching experience, with 38.2% reporting teaching writing for 3-5 years, 26.5% for 6-10 years, 23.5% for 0-2 years, and 11.8% for 11-20 years. In terms of educational background, 11.8% had a Ph.D. degree, 20.6% had an MA degree in English (literature and/or creative writing), 2.9% had an MA in applied linguistics or linguistics, 11.8% had a TESOL/TEFL Certificate in addition to M.A., and 73.5% had a B.A. in English Language Teaching/English Language and Literature or similar fields.

The teachers reported receiving various types of training related to teaching writing, including graduate and undergraduate courses, practicum/internship courses, in-service workshops or training, and professional conference presentations and

workshops. Specifically, 52.9% had graduate course(s) in teaching second language writers, 79.4% had undergraduate courses in teaching writing, 35.3% had undergraduate courses in teaching ESL writers, 26.5% had practicum/internship courses in tutoring/teaching writing, and 14.7% had practicum/internship courses in tutoring/teaching in ESL writing. Additionally, 32.4% of teachers had in-service training in teaching ESL writing, whereas 47.1% had training in teaching writing. Finally, 38.2% of people had professional conference presentations and workshops on writing, and 26.5% had professional conference presentations and workshops on ESL writing.

In terms of training on assessment, most teachers (61.8%) said they had formal training in assessment as part of their academic studies, including graduate, undergraduate, practicum, or internship programs. In addition, 55.9% of respondents reported receiving training for a current or former work during their in-service time, and 29.4% reported attending professional conferences to get this training. 2.9% of respondents said they have never had any official training in assessment. 47.1% teachers reported having received formal instruction especially on writing assessment during their academic studies, 61.8% during their in-service time, and 17.6% via attending professional conferences. Only 8.8% of teachers had never taken a formal course on writing assessment.

3.2.2. Interview Participants

In accordance with their responses to the WAL questionnaire, six EFL teachers were chosen for interviews. They were thought to have the best chance of accurately reflecting the population and providing insightful answers to the study's research questions (RQs). The selection process used criterion sampling (Dornyei, 2007) to ensure that participants met specific requirements related to WAL. These

included experience in teaching EFL writing, familiarity with writing assessment tools, and awareness of writing assessment standards. The demographic information about the interview participants is shown in Table 1.

Table 1

Demographic Characteristics of Interview Participants

<i>Variables</i>	<i>Teacher 1</i>	<i>Teacher 2</i>	<i>Teacher 3</i>	<i>Teacher 4</i>	<i>Teacher 5</i>	<i>Teacher 6</i>
<i>Gender</i>	Female	Female	Male	Female	Female	Male
<i>Age</i>	33	26	29	24	32	27
<i>Degree</i>	MA	MA	PhD	MA	BA	BA
<i>Major</i>	ELL	ELT	ELT	ELT	ELL	ELT
<i>Job Experience</i>	7	5	4	2	7	2.5

Note. Abbreviations used in this table include ELT for English Language Teaching, ELL for English Language Literature, MA for master's degree, and PhD for doctoral degree.

3.2.3. Student Participants

A demographic form (see Appendix C) was used to gather data on the background and individual traits of the student participants. The student sample for this study consisted of 110 EFL learners (60 males, 50 females), ranging in age from 18 to 25 years old, with diverse ethnic backgrounds including Turkish, Arab, African, Iranian, Azerbaijani, and Russian. Six EFL teachers who were included in the study had writing classes, thus participants were drawn from those classes. The students were separated into three groups based on their English proficiency levels, determined by a proficiency test taken at the beginning of the academic year: low, intermediate, and high. Based on their examinations outcomes, the participants were assumed to be pre-intermediate to intermediate levels of English ability, as determined by the

Common European Framework of Reference for Languages (CEFR). Most respondents began learning English as a foreign language during their primary school years and they have been studying English for at least 10 years. It was also reported that only a small number of participants reported having someone at home who spoke English fluently. Many Turkish students are primarily exposed to English in a classroom setting.

The academic year was divided into four tracks, each consisting of 9 weeks. At the end of each track, students were reclassified based on their average grades for the track. The weekly timetable included 20-28 hours of instruction, with students beginning with General English in the first track before moving on to the other three tracks, which focused on the four primary skills (reading, speaking, writing, and grammar). Teacher assessment (TA), track projects, portfolios, mid-track exams (MTE), and track achievement tests (TAT) were some of the tools utilized to assess students' achievement. This study focused specifically on portfolio assessment, as it examined the relationship between teachers' WAL levels and students' writing achievement.

3.3. Research Design

This study's research approach used a mixed-method and included both quantitative and qualitative data. This indicates that both forms of data were gathered and examined to offer a thorough comprehension of the study subject. The quantitative aspect utilized the adapted WAL questionnaire (Crusan et al., 2016) to determine the EFL writing teachers' WAL status. The purpose of the questionnaire was to ascertain the teachers' understanding, attitudes, and instructional strategies about writing assessment. This approach was crucial to gather statistical information

and draw general inferences about the population based on a representative sample. In contrast, semi-structured interviews were done to get more detailed information about the teachers' understanding of, attitudes toward, and beliefs regarding writing assessment.

Some of the participants who had completed the questionnaires were selected based on purposive sampling for the interviews. Semi-structured interviews provided an opportunity to investigate the target concepts more closely and allowed for better clarification and elaboration of the teachers' views on writing assessment. For this study, the qualitative approach was chosen to better understand participant views and examine their experiences with writing assessment. To determine how the variables are related to one another, two portfolio assignments were used as pretest and posttest to evaluate students' writing achievement. This approach allowed for a comparison of the students' writing abilities in portfolio assessment, providing valuable insights into the effectiveness of the writing assessment methods used by the teachers.

3.4. Data Collection Procedure

3.4.1. Instruments

3.4.1.1. The WAL Questionnaire

The WAL questionnaire was utilized as a data collection tool in this study to investigate the writing assessment knowledge, attitudes, and practices of EFL teachers. The questionnaire used in this study (see Appendix D) was an adaptation of Crusan et al.'s (2016) questionnaire, specifically designed to align with our research objectives. Prior to its implementation, explicit permission was obtained from the original researchers (see Appendix E). However, given the differences in the Turkish context, some items were modified, and redundancies were removed to tailor the questionnaire to the current study's RQs.

Prior to the actual administration of the adapted WAL questionnaire, a pilot test was conducted to ensure its validity and reliability. The pilot test involved a small group of EFL teachers (N=10) who were not part of the main study sample. The purpose of the test was to identify any potential issues or ambiguities in the questionnaire and to gather feedback on its clarity and comprehensibility. The pilot test results indicated that the adapted questionnaire was well-received and deemed suitable for assessing the writing assessment knowledge, attitudes, and practices of EFL teachers in the Turkish context. Consequently, the revised version of the questionnaire was considered appropriate for use in the main study, and the necessary improvements were implemented before its administration to the target sample of EFL teachers (N=34).

The revised questionnaire comprised 47 items, including 30 Likert-type items, 8 multiple-choice questions, and 9 demographic-related multiple-choice items. The instrument was delivered electronically to EFL teachers (N=34), with an initial information notice and a mandatory consent question included in the questionnaire to ensure respondents' informed consent. To gather in-depth and informative data, two comment boxes were added to the questionnaire: one for respondents to identify writing assessment activities (Item 9) and the other to assess participants' approaches to evaluating language issues in student writing (Item 18).

The questionnaire was sent via email to available EFL teachers after the necessary improvements were made. The questionnaire responses provided valuable quantitative data that were utilized to make general inferences about the population based on a representative sample.

3.4.1.2. Semi-structured Interviews

To address RQ2 regarding the classroom practices of writing teachers, six teachers were chosen from the survey respondents for the semi-structured interviews based on predetermined criteria, such as relevance, accessibility, and diversity. These standards were utilized to make sure that the teachers could offer insightful responses to the research question. The interview questions (see Appendix F) generally focused on the participants' strategies and challenges in assessing writing, beliefs regarding the significance of WAL, their perceived level of WAL, their ability to apply their knowledge in the context of their classroom settings, and feedback practices. The interview questions aimed to explore how teachers perceive themselves as assessors of writing in portfolio assessment, how they plan to improve their WAL, which areas of writing instruction/assessment they want to improve, how they use assessment data to measure student achievement, and the extent to which their feedback affects student achievement.

The semi-structured interviews allowed the respondents to speak freely and the researcher to gather additional information as necessary. The duration of the one-on-one, in-person interviews ranged from 15-25 minutes based on how much information the participants offer. The interviews were audio recorded and subsequently transcribed for qualitative data analysis following the procedures of thematic analysis.

3.4.1.3. Portfolio Assessments

To collect additional data on students' writing performance and feedback practices, two portfolio assessments were administered to the participant students, and their pre and post-test scores were recorded. The teachers evaluated the students' writing assignments using a portfolio follow chart and grading sheet, and teaching

materials, portfolio assessment rubrics, and students' portfolio packs were collected as artifacts. A rubric (see Appendix G) was provided to the teachers as a scoring guide to assess the students' writing performance and portfolio products. The rubric consisted of primary components such as organization, sentence structure, word choice, mechanics, and overall improvement.

Additionally, the teachers used a list of correction codes (see Appendix H) to identify the kind and position of the problems in the students' writing. The rubric and correction codes used by the teachers allowed for consistent and objective evaluation of the students' writing performance. This allowed the students to fix their errors and produce better writing in future assignments.

To supplement self-reported interview data on writing assessment techniques and contextual factors, students' portfolio packs were used as data for document analysis. The portfolio packs provided additional information on the relationship between students' success in portfolio assessment and the various forms of feedback techniques used by teachers.

3.4.2. Procedures

First, an adapted version of the WAL questionnaire (Crusan et al., 2016) was distributed to 34 EFL teachers in the university two weeks after Track 2 began. Considering the teachers' busy schedules, the questionnaire was sent via email to allow for completion at their convenience.

Second, portfolio assessments were conducted four weeks after Track 2 started. Students attended four "Academic Writing" classes each week, and every two weeks, they were tasked with producing a portfolio assignment. The students were given specific writing prompts for each assignment and instructed to compose essays based on predetermined criteria stated in their portfolio packs. They were given a time

limit of 45 minutes to generate their compositions, ensuring that they stayed within the specified word range of 250-400 words before submitting their works to the teacher. The participants utilized the same course book, National Geographic Great Writing 2, along with supplementary materials during their writing classes. The course materials provided students with the tools to develop strong sentences, paragraphs, and essays, along with improved vocabulary education and National Geographic content to generate ideas. Students received formal writing training during the portfolio assessment period, as well as teacher feedback on each student's initial draft of each assignment in class and individually. A portfolio rubric, list of correction codes, and an area for the teacher's comments were utilized to ensure consistency in the evaluation process. Following teacher feedback, students revised their initial drafts to enhance the quality of their work before final submission. Students' initial and final portfolio grades were recorded on an excel sheet, serving as pre- and post-test scores, respectively. This data was collected to assess and compare the progress in writing skills among various student groups.

Finally, one week after the completion of the portfolio assessments, six writing teachers participated in individual, semi-structured interviews with the researcher to gain a deeper understanding of their perspectives on the writing course, evaluation, and student progress. The interviews were conducted over Zoom, at the teachers' convenience, and each participant received an email prior to the appointment to provide guidance on the interview process. Furthermore, student portfolio packs were checked to determine any notable differences in teachers' evaluation methods (such as the amount, content, type or focus of feedback). This allowed for a more thorough examination of the connections between the interview data and what really happens in practice.

3.5. Data Analysis and Interpretation

3.5.1. Quantitative Data Analysis

This study sought to determine the association between teachers' WAL status and student achievement on portfolio assessments. A questionnaire given to teachers and the marks students obtained on their portfolio assignments served as the primary sources of the quantitative data used in this study. Descriptive statistics including frequencies, means, and standard deviations were used to examine the questionnaire data. Meanwhile, the student achievement data on the portfolio assessments were recorded on a Microsoft Excel sheet by their writing teachers, and a paired-samples t-test was performed on IBM Statistical Package for Social Sciences (SPSS) Version 26.0. to compare pre- and post-test scores for each group of students. The statistical significance of the mean difference between two sets of measurements gathered from the same population of people was assessed using the paired samples-t-test.

The Kruskal-Wallis test was then employed to compare the writing performance of six independent classes with varying class sizes. A non-parametric test called the Kruskal-Wallis test was used to see if there are any significant differences between groups based on their median scores. It is commonly used when the data does not follow a normal distribution or when the assumptions of parametric tests cannot be met. Given the study design's inclusion of six groups with differing numbers of students, it was essential to determine which groups differed from each other. Therefore, comparisons of students' portfolio grades across groups were made, allowing for a detailed investigation of the correlation between teachers' WAL status and students' achievement.

After the Kruskal-Wallis test, post-hoc pairwise comparisons were conducted between the six groups using the Mann-Whitney U test. The Mann-Whitney U test is

a statistical analysis that contrasts the median values of two distinct and unrelated groups rather than depending on specific characteristics. This makes it a useful tool for figuring out important variations between these groups. The test was run separately for each pair of groups on SPSS until all possible pairwise comparisons were made. The results of the Mann-Whitney U test were utilized to further examine the results of the Kruskal-Wallis test by showing which specific groups differ significantly from one another.

The Bonferroni adjustment was used to control for the possibility of making false discoveries when conducting multiple statistical comparisons. The significance level was set at 0.05. To account for the multiple comparisons, the adjusted significance level was calculated by dividing 0.05 by the number of comparisons ($N=15$). Each comparison's results were evaluated based on whether the p-value was less than or equal to the adjusted significance level ($0.05/15=0.003$). This adjustment helped maintain the desired level of confidence while considering the increased likelihood of chance findings due to multiple comparisons.

3.5.2. Qualitative Data Analysis

Thematic analysis was used to examine the qualitative data obtained from the semi-structured interviews. The process is a four-step study of the data, which includes transcription of the voice-recorded data (see Appendix I), coding, category construction, and writing up the analysis. The process of analyzing the qualitative data followed the step-by-step guide provided in Merriam and Tisdell's (2015) book. They compared qualitative data analysis to a dialectic in which we alternate between seeing the overall picture (the "forest") and the specifics (the "trees").

Initially, the data were scanned broadly several times, and only then were the most crucial elements brought to light in the analytical process. Throughout the

coding process, each interview's transcript was read, and as they were being read, notes, comments and observations that strike out as notable or possibly fascinating were highlighted. Any information that stands out as relevant to the study and important was coded and noted in the margins. While forming the categories, the codes in each transcript were examined, themes were then developed by looking for trends within them. At this stage, some of the codes were discarded because they were too vague or did not appear very often in the data. Themes were reviewed to make sure that they were accurate representations of the data. After going through all the transcripts in this way, codes that seem to make sense together were categorized. The challenge was to build categories or themes that have a recurrent pattern running through all the data.

Next, file folders were created on the computer, and each labeled with a category name. Then, each piece of data that has been coded was cut out and placed in the appropriate file folder. Finally, the data analysis was written up in line with related themes and each theme was given a descriptive name. It is worth noting that the data was repeatedly analyzed critically, as judgments are made on the relevance and accuracy of the codes and themes to the RQs.

3.6. Validity and Reliability

Based on the study's objectives and research concerns, reliability and validity issues were carefully considered and addressed as much as possible. The main aim of reliability is to ensure consistency, dependability, and replication of the results obtained from the study (Nunan, 1999, p. 14). The most popular technique for determining and quantifying reliability is Cronbach's Alpha which measures the internal consistency reliability coefficient. Cronbach's Alpha score of 0.75 for Crusan

et al.'s (2016) WAL questionnaire indicates an acceptable level of internal consistency, suggesting that the items may assess the same trait. In this study, the internal consistency of the adapted WAL questionnaire was found to be moderate, with a Cronbach's Alpha score of 0.6. Although this score falls slightly below the commonly accepted threshold of 0.7, the internal consistency of this study might be affected by the sample characteristics. As the sample size was small and the participants had similar characteristics, resulting in limited response variability, it could impact the reliability estimation. Enhancing the sample size or incorporating greater diversity within the sample would yield more reliable estimates of internal consistency.

Sampling size and response rate were also critical factors in ensuring the highest level of research reliability. The number of respondents was kept as high as possible by following Dorniyev's (2003) guidelines for increasing mail survey return rates. The questionnaire was distributed to all teachers with an explanation of its purpose and format, and the mailing date was carefully considered in advance. Respondents' confidentiality and the importance of their answers were emphasized. The questionnaire received enough responses to ensure an acceptable return rate.

In this study, a mixed-method approach was employed to balance out the drawbacks of each method. According to Johnson and Onwuegbuzie (2004), researchers should gather numerous data using various approaches, strategies, and techniques so that when they are combined, they are more likely to produce accurate results with fewer errors than when they are used separately. These various methods of information collecting can complement one another and hence increase the reliability and validity of the data.

In quantitative research, validity is the question of whether certain measurements measure what they are intended to measure, and reliability is the consistency of those measurements. However, there is continuous discussion regarding the appropriateness of terms like validity, reliability, and generalizability in qualitative research. To maintain the credibility of the data, the strategy of triangulation was used. This essentially means that the study used various techniques such as interviews and questionnaires to gather data from a variety of sources, including students and teachers. The choice of a semi-structured interview was made because it is more adaptable in terms of modifying the sequence of questions, for the posing of additional questions during the interview in response to the participants' comments and is neither extremely limiting nor too open-ended.

A pilot test was conducted for the questionnaire, and trial interviews were done to find any potential errors early in the study process that might call for instrument adjustments. The development of different themes, data analysis, data collection, and outcomes were all fully explained in the report. Descriptive analyses were applied to evaluate the quantitative data, and descriptive and thematic interpretations were used to analyze the qualitative data. To maintain the validity of the qualitative data analysis findings, the researcher gave copies of the qualitative data collected through the questionnaire and the transcripts of the interviews to a colleague who helped with the process by serving as the second rater and generated her own themes. Then, two raters got together to evaluate the categories they had made. Both raters came to nearly identical conclusions as the subjects in the interviews provided specific responses. In conclusion, the reliability and validity of the study were carefully considered and addressed as much as possible. Different methods, such as

the pilot test, triangulation, and mixed-method approach, were employed to enhance the credibility of the data.

3.7. Researcher's Position

This research is a well-thought-out and original effort to expand the body of knowledge on assessment literacy and to increase awareness of writing assessment. The researcher's perspectives are informed by her professional experience working with students of various ages, as well as informal observations made in the course of her work. From the researcher's perspective, writing is a complex cognitive activity that teaches students to exercise control over a range of variables, and teachers serve not only as instructors but also as facilitators and guides. This view may be influenced by the researcher's experience with young learners. Writing assessment, in the researcher's opinion, should be seen as a collaborative activity in which teachers and students work together to achieve comprehension and that good writing assessment can enhance students' writing abilities. It is crucial to keep in mind that the research outcomes may be influenced by contextual circumstances and teachers' perceptions on the writing assessment procedure, as well as the researchers' interpretations of the collected data. The researcher's personal and theoretical beliefs are consistent with constructivist and sociocultural theories, which provide fresh perspectives on learning and aim to produce graduates with strong critical-thinking, problem-solving, and communication skills. However, the Turkish educational system is centralized and exam-focused, with teachers acting as authority figures who transmit knowledge and students acting as passive recipients. This has motivated the researcher to explore this area further and to increase teachers' role in language assessment to promote more independent and successful L2 writers.

CHAPTER 4

RESULTS

4.1. Introduction

The findings of this research, which investigated the relationship between students' writing accomplishments in portfolio assessments and EFL teachers' assessments of writing literacy, are presented in this section. The goal of the study was to determine whether EFL teachers' writing assessment knowledge, practices and criteria affects the quality of students' writing in portfolio assessment. The study was carried out in a private university and involved EFL teachers and their students in a writing course. Since a mixed-method research design was applied, the data was collected using both quantitative and qualitative methods. The EFL teachers' literacy of writing assessment questionnaire and a study of the students' portfolio scores provided the quantitative data, while semi-structured interviews with the writing course teachers provided the qualitative data.

The results of the study provide insights into the connection between EFL teachers' literacy of writing assessment and students' writing success in portfolio assessment. The study's findings are systematically presented in the following sections. The first section analyzes student writing performance in the portfolio assessment using the paired-samples t-test, Kruskal-Wallis test, and Mann-Whitney U test. The second section focuses on teachers' WAL and presents descriptive statistics from questionnaire results, important themes and conclusions from the interviews, and illustrative quotes drawn from the interview data. By examining both quantitative and qualitative data, this study aims to provide a full understanding of the relationship between EFL teachers' WAL and students' writing success in portfolio assessments.

It is essential to examine the results pertaining to RQ3 before RQ1 and RQ2 to gain a contextual understanding of students' writing achievement. Acquiring a comprehensive understanding of comparative results presented at the outset is crucial for accurately interpreting the subsequent research question outcomes in their proper context. Investigating RQ3, which investigates the correlation between teachers' WAL and students' writing achievement, the results indicated that there were variations in pre-test outcomes among different groups initially. However, significant advancements were observed across all groups throughout the term, resulting in a significant distinction between three specific pairs.

4.2. Writing Achievement of Students in Portfolio Assessment

4.2.1. Within Group Comparisons of Portfolio Scores

The paired-samples t-test was used to compare the pre- and post- portfolio assessment scores within each of the six student groups to see if there was a significant improvement in students' writing performance. Table 2 presents the outcomes of the paired-samples t-test performed on six distinct groups.

Table 2

Comparison of Test Scores with T-Test

<i>Student Groups</i>		<i>Mean</i>	<i>N</i>	<i>SD</i>	<i>MD</i>	<i>T</i>	<i>df</i>	<i>Sig.</i>
<i>Group 1/T1</i>	<i>Pre-test</i>	73.8	19	2.4	-15.52	-9.01	18	.000
	<i>Post-test</i>	89.3	19	1.0				
<i>Group 2/T2</i>	<i>Pre-test</i>	80.3	21	10.9	-12.04	-8.52	20	.000
	<i>Post-test</i>	92.3	21	5.8				
<i>Group 3/T3</i>	<i>Pre-test</i>	68.8	28	6.5	-23.60	-22.46	27	.000
	<i>Post-test</i>	92.4	28	5.5				
<i>Group 4/T4</i>	<i>Pre-test</i>	74.5	17	9.3	-12.58	-14.18	16	.000
	<i>Post-test</i>	87.1	17	9.0				
<i>Group 5/T5</i>	<i>Pre-test</i>	53.0	19	14.4	-29.68	-10.94	18	.000
	<i>Post-test</i>	82.7	19	11.1				

<i>Group 6/T6</i>	<i>Pre-test</i>	66.6	6	12.1	-19.16	-4.83	5	.005
	<i>Post-test</i>	85.8	6	9.7				

Note. N=number of participants, T=teacher, SD=standard deviation, df=degrees of freedom, Sig=significance. Statistical significance ($p \leq 0.05$) is denoted by values in bold.

There are pre- and post-tests for each group, and for each group, the mean, SD, MD, t values, and p values are given. In general, the post-test scores are higher than the pre-test scores, given the negative MD values. The results show a statistically significant difference between pre-test and post-test scores for most of the six groups, with t -values ranging from -4.83 to -22.46 and p -values between .005 and .000. This indicates that students' performance has improved between the pre- and post-portfolio assessment.

Group 5 exhibits pre- and post-test findings that differ, with a mean difference (MD) of -29.68, and Group 2 exhibits the least difference, with an MD of -12.04. In Group 6, where the sample size is quite tiny ($N=6$), resulting in a low df value and decreased statistical power, there is still a significant difference between the results of the pre- and post-tests scores.

4.2.2. Between-Groups Comparisons of Portfolio Pre-Test Scores

In this research, six groups of students ($N=110$) were examined to see if there were any differences between their pretest scores. When the assumption of normality is not met as is the case when the sample size is small or the data is skewed, a non-parametric test called the Kruskal-Wallis test can be used to compare three or more groups. Since the number of students in each group was not equal and the data was not normally distributed, Kruskal-Wallis test was employed to compare the groups. Table

3 provides a summary of the main findings of the Kruskal-Wallis test for the pretest scores.

Table 3

Comparison of Pre-Test Scores with Kruskal-Wallis Test

	<i>Ranks</i>			<i>Test Statistics</i>		
	<i>Student Group</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal-Wallis</i>	<i>df</i>	<i>Sig.</i>
<i>Pretest-Score</i>	1	19	63.45	40.580	5	.000
	2	21	81.31			
	3	28	50.04			
	4	17	65.85			
	5	19	20.89			
	6	6	45.75			
	Total	110				

Note. N=number of participants, df=degrees of freedom, Sig=significance. Statistical significance ($p \leq 0.05$) is denoted by values in bold.

According to the findings of the Kruskal-Wallis test, there is a statistically significant difference between the pre-test results of the six groups of students ($H=40.580$, $df=5$, $p=.000$). It appears that Group 3 had the lowest pre-test scores (mean rank=50.04), while Group 2 had the highest pre-test scores (mean rank=81.31), based on the mean rank scores that were given for each group. The remaining groups fall in between these two extremes. It is important to note that The Kruskal-Wallis test is a non-parametric test that does not rely on the assumption that the data are distributed normally. It is used to compare the medians of two or more groups. Therefore, the mean rank can be interpreted as the average rank of the observations within each group.

4.2.2.1. Post-Hoc Comparisons of Pre-Tests

The Mann-Whitney U test is a statistical test used for conducting pairwise comparisons between two independent groups or conditions. It is a non-parametric test,

meaning that it does not assume any specific distribution of the data. The Mann-Whitney U test was applied to all possible pairs (N=15) in the sample. In addition, the Bonferroni adjustment is applied to mitigate the increased likelihood of obtaining significant results by chance when conducting pairwise comparisons. This adjustment involves dividing the reference significant level, 0.05, by the number of comparisons being conducted. In this study, the adjusted significance level for determining statistical significance in each individual comparison was determined to be 0.003.

Table 4

Post-Hoc Comparisons of Pre-Test Scores

	<i>Pair</i>	<i>N</i>	<i>Mean Rank</i>	<i>U Statistic</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
4	<i>Group 1</i>	19	26.76	42.500	-4.032	.000
	<i>Group 5</i>	19	12.24			
6	<i>Group 2</i>	21	34.50	94.500	-4.037	.000
	<i>Group 3</i>	28	17.88			
8	<i>Group 2</i>	21	28.38	34.000	-4.489	.000
	<i>Group 5</i>	19	11.79			
11	<i>Group 3</i>	28	30.89	73.000	-4.186	.000
	<i>Group 5</i>	19	13.84			
13	<i>Group 4</i>	17	26.12	32.000	-4.112	.000
	<i>Group 5</i>	19	11.68			

Note. N= number of participants, Asymp. Sig.= Asymptotic significance. Statistical significance ($p\text{-crit} \leq 0.003$) is denoted by values in bold.

Five pairs of groups with the most significant differences in pretest scores were found (Table 4). There is a statistically significant difference between the

groups, as shown by the p-values that are less than 0.003 for each of the pairs in the table. The full table of pairs with both significant and non-significant values can be found in Appendix J.

4.2.3. Between-Groups Comparisons of Portfolio Post-test Scores

Table 5 provides a summary of the main findings of the Kruskal-Wallis test for the posttest scores.

Table 5

Comparisons of Post-Test Scores with Kruskal-Wallis Test

	<i>Ranks</i>			<i>Test Statistics</i>		
	<i>Student Group</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal-Wallis</i>	<i>df</i>	<i>Sig.</i>
<i>Posttest-Score</i>	1	19	52.03	17.268	5	.004
	2	21	67.55			
	3	28	69.16			
	4	17	47.76			
	5	19	36.03			
	6	6	44.17			
	Total	110				

Note. N=number of participants, df=degrees of freedom, Sig=significance. Statistical significance ($p \leq 0.05$) is denoted by values in bold.

The Kruskal-Wallis test revealed a significant difference between the six groups' post-test scores ($H= 17.268$, $df = 5$, $p = .004$). The results show that Group 3 has the highest mean rank, indicating that it outperformed other groups on the post-test. On the other hand, Group 5 has the lowest mean rank, suggesting that it performed worse on the posttest than the other groups. The Mann-Whitney U test was employed as a post-hoc analysis to determine which groups differ from each other.

4.2.3.1. Post-Hoc Comparisons of Post-Tests

Table 6

Post-Hoc Comparisons of Post-Test Scores

<i>Pair</i>	<i>N</i>	<i>Mean Rank</i>	<i>U Statistic</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
4 <i>Group 1</i>	29	26.76	42.500	-4.032	.000
<i>Group 5</i>	19	12.24			
8 <i>Group 2</i>	21	25.95	85.500	-3.110	.002
<i>Group 5</i>	19	14.47			
11 <i>Group 3</i>	28	29.43	114.000	-3.303	.001
<i>Group 5</i>	19	16.00			

Note. N=number of participants, T=teachers, SD=standard deviation, df=degrees of freedom, Asymp.Sig= Asymptotic significance. Statistical significance ($p\text{-crit} \leq 0.003$) is denoted by values in bold.

Three pairs of groups with the most significant differences in posttest scores were found (Table 6). There is a statistically significant difference between the groups, as shown by the p-values that are less than 0.003 for each of the pairs in the table.

The full table of pairs with both significant and non-significant values can be found in Appendix K. This is supported by the non-significant p-values for all pairs, which are all greater than 0.003. Additionally, the mean ranks for each group do not show a clear pattern of difference between groups. It is important to note that a high U statistic indicates a difference between the two groups, as previously stated, but if the p-value is high it means that this difference is not statistically significant. In other words, the high U statistic in Pair 1 and Pair 15 alone is not sufficient to draw the conclusion that the two groups vary significantly.

It is also worth noting that Group 6 has a relatively smaller sample size compared to Group 4 and 5, which can affect the power of the Mann-Whitney U test.

Even if there is a substantial difference between the two groups, a smaller sample size could result in the test having less power and less ability to identify it. Matching participants in the two groups on relevant characteristics would be an alternative to create more similar groups. However, this was not possible in this study as the groups were pre-determined and not under the control of the researcher.

The teachers were divided into two categories: *Group 1* consisted of *teacher 1, 2, and 3*, while *Group 2* consisted of *teacher 4, 5, and 6*. This categorization was based on observed differences among the teachers in advance. A point-biserial correlation analysis was conducted using Pearson correlation to investigate the relationship between the teacher group and student scores. The findings revealed a significant correlation between the teacher group and students' scores in both pre-test and post-test scores. However, the correlation observed in the post-test scores ($r = -.392$, $n = 110$, $p = .000$) was stronger than the correlation observed in the pre-test scores ($r = -.351$, $n = 110$, $p = .000$).

4.3. Writing Assessment Literacy of Teachers

4.3.1. Survey Results

4.3.1.1. Introduction

This section presents the summary statistics for the questionnaire data collected from 34 EFL teachers who were invited to participate. The questionnaire consisted of 47 questions designed to gather information on EFL teachers' literacy of writing assessment. The initial section of the questionnaire obtained consent statements and gathered demographic information from the participants, including their educational background, work experience, and any prior training or experience in assessment. The information collected in the first section of the questionnaire,

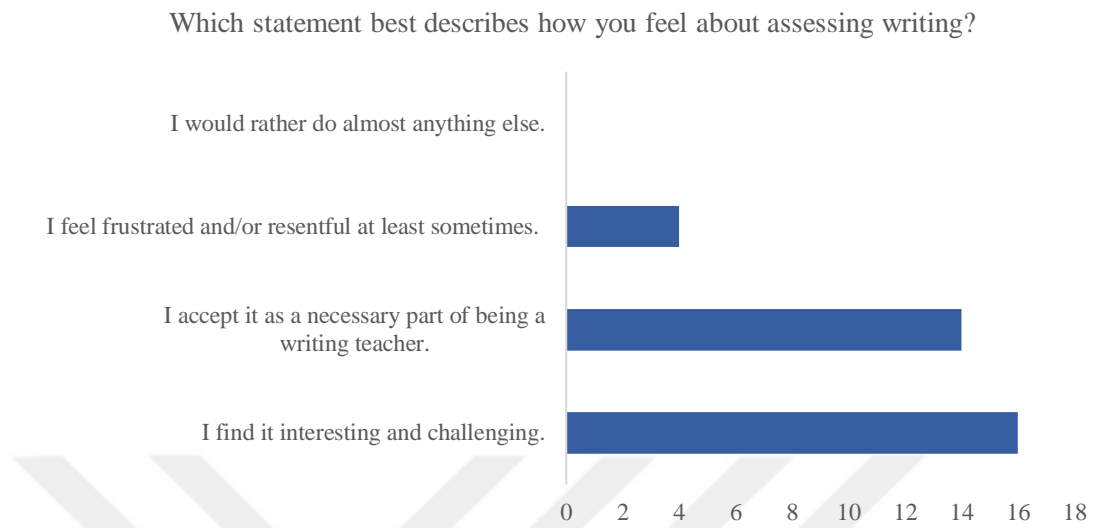
including participants' demographic details, was presented in the participants/method section of this paper.

The second section focused on the writing assessment strategies used by the participants, while the third section examined their beliefs about writing assessment. The fourth section explored the writing assessment practices employed by the participants, and the final section assessed their knowledge of writing assessment. By presenting the summary statistics for each section of the questionnaire, this analysis provides insight into EFL teachers' perceptions and practices regarding writing assessment.

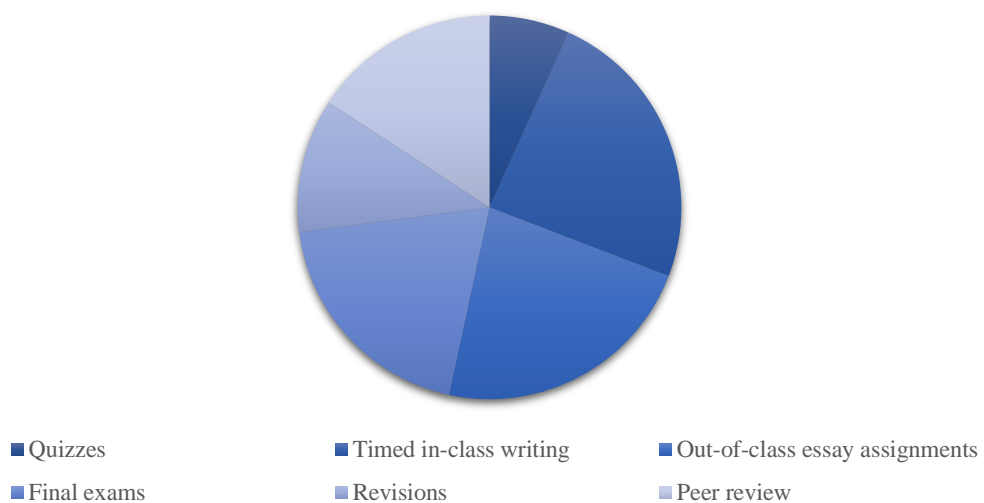
Addressing RQ1, the survey results showed that teachers are confident in their knowledge of certain forms of writing assessment, such as scoring rubrics, integrated writing tasks, and portfolio assessment. Additionally, the findings showed that teachers maintain a positive attitude towards writing assessment.

4.3.1.2. Survey Data

Question 10 was used initially to gather information on EFL teachers' feelings towards assessing writing. The responses were shown in Figure 3 as follows: 41.2% of the teachers reported accepting it as a necessary part of being a writing teacher, 47.1% reported finding it interesting and challenging, and 11.8% reported feeling frustrated and/or resentful at least sometimes. Most teachers (47.1%) found assessing writing to be an interesting and challenging task.

Figure 3*Teachers' Sentiments for Writing Assessments*

Question 9 asked teachers to indicate which activities they consider to be writing assessment. As shown in Figure 4, the most selected forms of writing assessment were timed in-class writing (94.1%), out-of-class essay assignments (88.2%), and final exams (76.5%). Peer review (61.8%) and revisions (44.1%) were chosen less frequently as forms of writing assessment.

Figure 4*Preferred Writing Assessment Activities*

Note. Multiple answers were allowed.

Writing Assessment Strategies of EFL Teachers

This section includes multiple-choice questions mostly centered on the use of rubrics by EFL teachers and their overall approach in assessing writing. The results indicate that most teachers (79.4%) reported using a multiple-draft approach to writing assessment, whereby students receive feedback and can revise one or more times before their work is graded or placed in a final portfolio.

In terms of rubric use, 58.8% of teachers reported providing criteria/rubrics but not for every assignment. When it comes to creating rubrics, the data show that 44.1% of teachers reported creating some of the rubrics they use. Only 17.6% of teachers reported creating all the rubrics they use. In addition, 85.3% of teachers reported providing an informal introduction to the rubric in use, although they did not necessarily consider it to be formal training. When asked about the effects of using rubrics for grading writing assignments, most teachers (82.4%) reported that they feel rubrics are important tools for promoting accountability and helping students understand why they received the grades they did.

In response to the question of whether they assess international students' writing differently from that of Turkish L1 students, 55.9% of teachers reported that they have the same approach to assessment for all students. 32.4% of teachers said that they sometimes assess international students' writing differently, depending on the student. A small percentage of teachers (5.9%) answered affirmatively to this question. Table 7 presents the response percentages to Question 17, which asks about teachers' approaches to assessing language issues in student writing. Teachers were allowed to select all options that applied to their assessment strategies.

Table 7*Teachers' Writing Assessment Strategies*

<i>Items</i>	<i>Response Percentage</i>
Mark errors with some coding scheme to mark errors and identify patterns.	82.4%
Write end comments focusing on patterns.	67.6%
Write in correct forms for student language errors.	55.9%
Circle language errors and ask students to correct them.	%50
Put a check in the margin by a sentence containing error(s).	23.5%
Ignore errors unless they cause major confusion.	14.7%

Note. Multiple answers were allowed.

The next section of the questionnaire contains 30 Likert-scale items divided into three parts, which are EFL teachers' beliefs about writing assessment, their assessment practices, and knowledge. To facilitate comparison and analysis, the data for each of the three sections are presented in separate tables.

EFL Teachers' Beliefs about Writing Assessment

There were 18 items in this section of the questionnaire, and the response options ranged from 1 (Strongly Agree) to 5. (Strongly Disagree). The results are shown in Table 8.

Table 8*Teachers' Beliefs about Writing Assessment*

<i>Items</i>	<i>SA(%)</i>	<i>A(%)</i>	<i>NS(%)</i>	<i>D(%)</i>	<i>SD(%)</i>	<i>M</i>	<i>SD</i>
Writing can be assessed indirectly through multiple-choice questions.	2.9	23.5	44.1	23.5	11.8	3.1	1.02
Scoring of writing is always inaccurate.	2.9	14.7	26.5	47.1	8.8	3.4	.95
Scoring of writing is subjective	5.9	32.4	14.7	38.2	8.8	3.1	1.14
Essay exams are best when it comes to assessing writing skills.	14.7	23.5	26.5	32.4	2.9	2.8	1.13
Writing is best assessed when integrated with other skills like reading and listening.	20.6	50	20.6	8.8	0	2.1	.86
Self-assessment can be a good technique for assessing writing.	23.5	50	14.7	11.8	0	2.1	.92

In general, writing exams provide a good estimate of writing ability.	5.9	67.6	17.6	8.8	0	2.2	.71
Writing assessment provides good feedback for writing instruction.	29.4	70.6	0	0	0	1.7	.46
Rater training is not helpful for writing teachers.	2.9	2.9	41.2	41.2	11.8	3.5	.85
A portfolio is a good tool for assessing writing.	70.6	26.5	2.9	0	0	1.7	.49
When scoring writing, I believe content should receive more weight than accuracy (grammar).	8.8	47.1	14.7	29.4	0	2.6	1.01
Self-assessment provides an accurate picture of student writing ability.	20.6	29.4	35.3	14.7	0	2.4	.99
Assessment plays an important role in writing classes.	32.4	64.7	2.9	0	0	1.7	.52
Assessment is an important capability that writing teachers should master.	26.5	70.6	0	2.9	0	1.7	.59
Writing assessment is time-consuming.	2.9	38.2	8.8	29.4	20.6	3.2	1.26
It is difficult to work with other colleagues during the scoring of writing exams.	17.6	17.6	17.7	47.1	0	2.9	1.17
Teacher-made writing tests are better than large-scale writing exams.	8.8	35.3	35.3	20.6	0	2.6	.91

Note. SA=Strongly Agree, A=Agree, NS=Not sure, D=Disagree, SD=Strongly Disagree, M=Mean, SD=Standard deviation

The results show mixed opinions on various aspects of writing assessment. The respondents agreed that writing assessment is best integrated with other skills like reading and listening, and that self-assessment can be a good technique. However, they disagreed on whether writing can be indirectly assessed through multiple-choice questions and whether scoring of writing is always inaccurate. Most respondents, 67.6% agreed that writing exams provide a good estimate of writing ability, and 70.6% agreed that writing assessment provides good feedback for writing instruction. Additionally, 70.6% strongly agreed and 26.5% agreed that a portfolio is a good tool for assessing writing. 47.1% agreed and 29.4% disagreed with the statement that when assessing writing, content should be given more weight than grammar. The importance of assessment in writing classes was acknowledged by 64.7% of

respondents, and 70.6% agreed that assessment is a crucial skill for writing teachers to acquire.

EFL Teachers' Writing Assessment Practices

There were 7 items in this section of the questionnaire, and the response options ranged from 1 (Strongly Agree) to 5. (Strongly Disagree). The results are shown in Table 9.

Table 9

Teachers' Writing Assessment Practices

<i>Items</i>	<i>SA(%)</i>	<i>A(%)</i>	<i>NS(%)</i>	<i>D(%)</i>	<i>SD(%)</i>	<i>M</i>	<i>SD</i>
I use scoring rubrics when grading essays.	47.1	50	2.9	0	0	1.5	.56
I discuss with colleagues the results of my writing exams.	29.4	47.1	14.7	8.8	0	2.0	.90
We do rater training in our program.	14.7	47.1	23.5	8.8	5.9	2.4	1.05
I like using portfolios as a tool of assessment in writing classes.	38.2	58.8	0	0	2.9	1.7	.75
I integrate writing with other skills when I design writing exams.	14.7	41.2	14.7	23.5	5.9	2.6	1.17
I ask students to do self-assessment in writing classes.	26.5	47.1	17.6	0	8.8	2.1	1.11
I use computer technology in writing assessment.	17.6	38.2	11.8	20.6	11.8	2.7	1.31

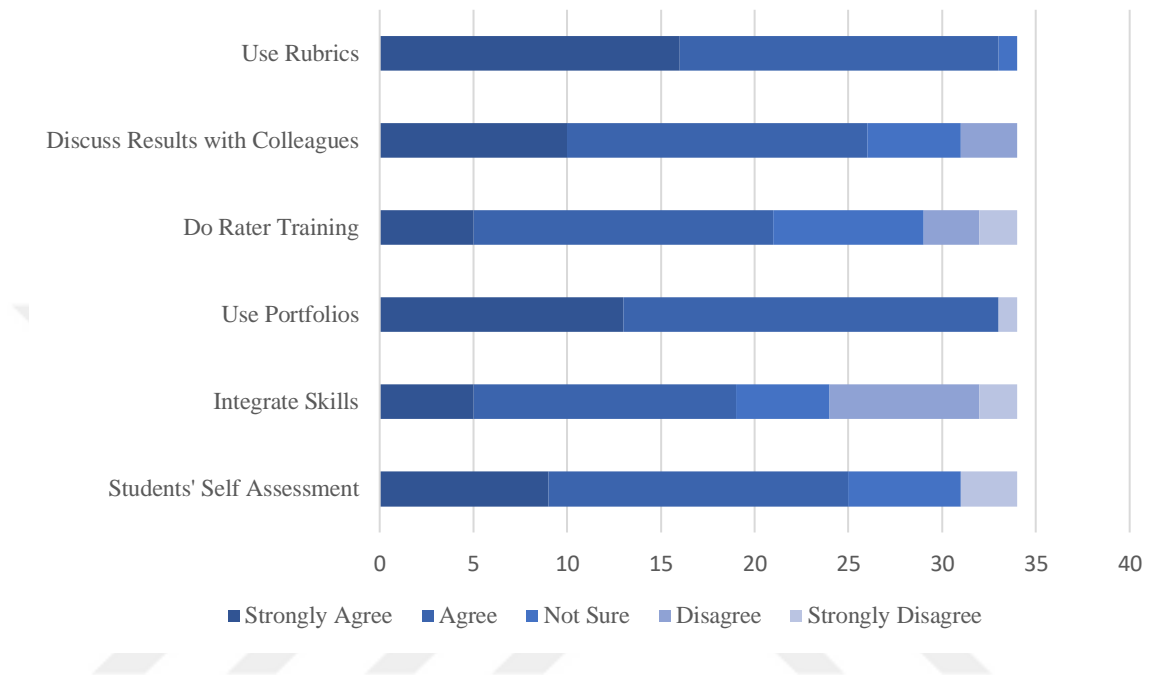
Note. SA=Strongly Agree, A=Agree, NS=Not sure, D=Disagree, SD=Strongly Disagree, M=Mean, SD=Standard deviation

Most respondents agreed with using scoring rubrics (47.1% strongly agreed, 50% agreed) and conducting rater training in their program (58.8%). They also liked using portfolios as an assessment tool (58.8%) and discussed writing exam results with colleagues (47.1%). 41.2% agreed with integrating writing with other skills, and 47.1% agreed that students should do self-assessment. Only 38.2% agreed with using

computer technology in writing assessment. Figure 5 offers a visual representation of the same data presented in Table 9.

Figure 5

Teachers' Writing Assessment Practices: Raw Numbers



EFL Teachers' Writing Assessment Knowledge

This part of the questionnaire included 6 items, with response options ranging from 1(Strongly Agree) to 5 (Strongly Disagree). Results are presented in Table 10.

Table 10

Teachers' Writing Assessment Knowledge

Questions	SA(%)	A(%)	NS(%)	D(%)	SD(%)	M	SD
I understand the concept of portfolio assessment.	67.7	35.3	0	0	2.9	1.4	.78
I know what is meant by integrated writing tasks.	58.8	38.2	2.9	0	0	1.4	.56
I comprehend the concept of scoring rubrics.	58.8	41.2	0	0	0	1.4	.49
I understand the concept of alternative assessment.	44.1	47.1	2.9	5.9	0	1.7	.79

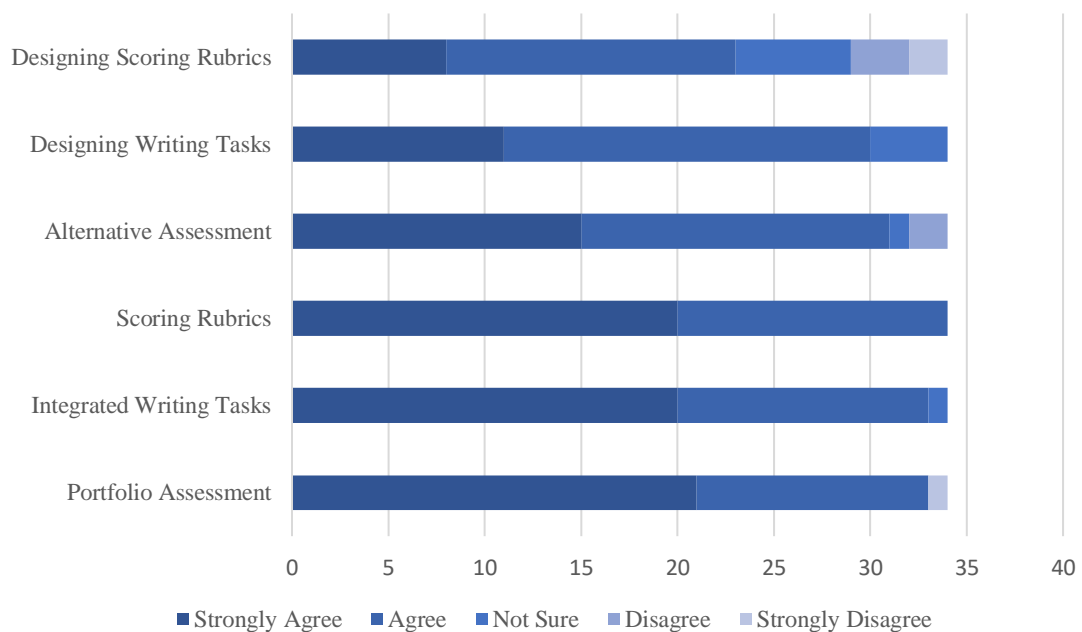
I know how to design good writing tasks.	32.4	55.9	11.8	0	0	1.7	.64
I know how to design scoring rubrics.	23.5	44.1	17.6	8.8	5.9	2.2	1.12

Note. SA=Strongly Agree, A=Agree, NS=Not sure, D=Disagree, SD=Strongly Disagree, M=Mean, SD= Standard deviation

The results indicate that most respondents agreed with their understanding of portfolio assessment (67.7%), integrated writing tasks (58.8%), and scoring rubrics (58.8%). 44.1% strongly agreed with their understanding of alternative assessment, while 47.1% simply agreed. Additionally, 55.9% of respondents agreed they knew designing good writing tasks and 44.1% agreed they knew how to design scoring rubrics. Overall, it seems that many respondents report having a strong understanding of certain assessment concepts. Figure 6 offers a visual representation of the same data presented in Table 10.

Figure 6

Teachers' Knowledge of Writing Assessment: Raw Numbers



4.3.2. Thematic Analysis of Interviews

4.3.2.1. Introduction

The findings of the interviews with six EFL teachers regarding their WAL are presented in this section. The aim of the interviews was to gain a thorough grasp of the teachers' classroom practices, beliefs, and knowledge of assessing writing. Addressing RQ2 which investigates the differences between classroom practices of teachers regarding writing assessment, the interviews unveiled teachers' strong awareness of the qualities that contribute to being an effective writing teacher/assessor, which aligns with the positive findings from the survey regarding their general understanding of writing assessment principles. This section provides a concise overview of the specific domains where teachers demonstrate both alignment and variation in their approaches.

The interviews revealed several themes and categories related to teachers' WAL. These included:

1. Teachers' Writing Instruction
 - a) Planning Writing courses and Syllabus
 - b) Perceptions of Good writing instruction
2. Teachers' Writing Assessment and Feedback
 - a) Perceptions of Good writing assessment/assessor
 - b) Portfolio assessment and feedback
 - c) Rubrics
 - d) Challenges

4.3.2.2. Teachers' Writing Instruction

Planning Writing Courses and Syllabus

The teachers all agree that L2 writing is an important course in their teaching context. They believe that it is necessary for the English teaching purposes and that it helps students communicate effectively in written form in the target language. They also emphasize that writing is a complex activity which requires the combination of grammatical, lexical, and structural knowledge. T3 makes an analogy to illustrate the complex nature of L2 writing.

Our students are just like a chef or cook, I mean, to be a good chef or a cook what is essential? I might say I am a good chef. Is that enough? I mean, before preparing something we should have the ingredients, right? I mean fruits, vegetables, eggs, or other items, or to make or cut them, we need some other devices. So, we can say these eggs, or salt, sugar, or whatever it is... They are just like vocabularies, and cutting, mixing, or putting, these actions, we can say, are grammar structures. Therefore, I mean to prepare them, we should have other requirements as well. As a result, we can conclude that writing is a complex activity in our context and in general. (T3)

So, T3 compares writing to cooking, where students need to have the necessary ingredients, such as vocabulary, and know the right techniques, such as grammar and structures. The teachers acknowledge that writing is a challenging task for students. However, they also mention some strategies they use to overcome the challenges of L2 writing. For instance, T6 encourages students to write at least one sentence and gradually increase the number of sentences and enjoys using free writing exercises to facilitate students' learning. T5 reports using a few techniques including brainstorming, freewriting, peer review and rewriting. Therefore, they stress the

importance of preparing students for writing by providing necessary information and assistance.

Additionally, the teachers state their opinions regarding writing courses currently being taught at the university. They generally agree that the course's main objective is to help students improve their writing abilities across a variety of writing types, including paragraph and essay writing. The course is also beneficial for students to practice writing, receive feedback and produce better writings thanks to the portfolio assignments. In addition, some teachers appreciate the writing book used in the writing course because it focuses both on writing aspects and lexical variety. Although all teachers agree that they must adhere to the syllabus set by the university, their opinions vary when it comes to the syllabus in the writing course specifically. T1 and T2 believe that sticking to the syllabus is necessary and they follow it strictly. However, T2 mentions that the syllabus is quite loaded and restricts them in many ways in terms of importance to certain parts because they are rushing to catch up with the plan. T3, on the other hand, disregards the syllabus occasionally because some exercises could be boring for students and instead uses his own techniques to boost motivation and writing performance. T4 also agrees that syllabus can be monotonous for students and suggests improvements to make the environment more fruitful. Overall, the teachers have varying opinions on the effectiveness and limitations of the syllabus in the writing course. While some find it necessary to adhere to the syllabus set by the university, others believe that flexibility and adaptation to student needs can enhance the effectiveness of the writing course.

Perceptions of Good Writing Instruction

Based on the opinions of teachers, a good writing teacher should have the following qualities:

- Knowledgeable: Having the knowledge of writing genres, styles, essential writing components, and other writing-related skills.
- Feedback-oriented: Evaluating students' work and offering feedback on how to get better.
- Patient and supportive: Creating a positive learning environment where students feel encouraged to write and express themselves.
- Objective and constructive: Providing constructive criticism that is fair and unbiased.
- Experienced: Receiving professional writing training.

For instance, the emphasis of T2 is on the writing instructor's awareness of writing elements and capacity to offer constructive feedback to students.

Okay, first, I believe a good writing teacher needs to be knowledgeable as in other areas of teaching. When it comes to writing, a teacher needs to be aware of writing styles, genres, the key elements of writing, and personally, I believe that writing teachers should be enthusiastic. I find it as a matter of passion, because personally, I love writing a lot, and I love to teach, so I think it has an effect, and the most important issue is providing feedback. I believe a good writing teacher needs to be feedback-oriented, because it's the only way for students to improve themselves. They may not be aware of their own mistakes. (T2)

Similarly, T5 focuses on encouraging students to write and convey their thoughts with confidence, correcting errors with patience and encouragement, giving constructive comments to offer suggestions for progress.

A good writing teacher is knowledgeable about writing, patient and supportive. He or she should patiently and repeatedly correct the mistakes made by the students. He or she should also be able to create a positive learning environment that encourages students to write and express their ideas with confidence, which I think is essential for any classroom environment. A good writing teacher should be fair, objective, and constructive in his or her feedback. What else can I say? A good writing teacher should also be able to identify students' strengths and weaknesses and make suggestions for improvement. (T5)

T6 focuses on the necessity of professional writing education and experience to become an effective writing teacher.

I believe a good writing teacher should have experience in professional writing training. Maybe a TOEFL writing test. For example, for myself, I took some TOEFL writing lessons which helped me in college, and now I'm able to give some feedback to my students. So, a good writing teacher should at least be familiar with all kinds of essays and paragraphs such as opinion paragraphs and problem-solving essays. Yeah, that's all I can say about that question. (T6)

Overall, based on the teachers' opinions, a good writing teacher should have a blend of expertise, enthusiasm, tolerance, and a feedback-focused methodology to help students improve their writing abilities.

4.3.2.3. Teachers' Writing Assessment and Feedback

Perceptions of Good Writing Assessment/Assessor

Teachers were asked to share their thoughts on what makes an effective writing assessment. A good writing assessment should be fair, objective, and focused on achieving the needs or learning objectives, according to the common beliefs and themes among the teachers. They also agree that a good writing assessment should be

valid, reliable, and relevant to learning objectives. Additionally, they mention the value of constructive feedback as students work to improve their writing abilities. According to T3, it is more challenging to be a good writing assessor than it is to be a good writing teacher as it calls for additional abilities such as critical thinking and familiarity with reliable tests. To ensure a good assessment of writing, the teacher highlights how crucial it is to comprehend the terms like validity and reliability in assessment.

Teachers are also asked to reflect on themselves as writing assessors and share thoughts on their strengths and weaknesses. Self-evaluations of teachers revealed three common opinions about being a good writing assessor.

- Providing detailed feedback
- Being knowledgeable about writing assessment
- Being consistent and following grading standards

Herein, T2's comment encompasses all three themes derived from all interview transcripts. The teacher states she feels competent in writing assessment and connects it to various factors.

I mentioned being knowledgeable, so I feel knowledgeable in that sense, because I trust my educational background here, and I try to apply the technical background I have into practice...I'm consistent in my feedback, and my students know what to expect from my written feedback. They know how to evaluate my feedback, so I believe this is also an important aspect of being an assessor... Also, I stick to the rubric and codes given. So, my students are familiar with my style. I try to focus on long-term achievements here. Instead of focusing on errors one by one, I try to improve my students' L2 writing in the long-term. So, giving feedback

here becomes even more important because you need to focus on content, organization, writing style along with errors themselves. (T2)

T2 underlines the importance of the educational background of teachers to have a reliable assessment procedure. Similarly, T3 highlights the importance of educational background by stating that the master's degree courses provided new perspectives that helped him to assess students' writing performance more effectively. However, there are variations in how the teachers evaluate themselves. For instance, T5 mentions her weaknesses and areas she needs to improve while others do not. T5 thinks she needs to do better at giving feedback that focuses on the writing skills of the students and giving them more chances to revise and edit their work.

Additionally, T1, T2, and T3 think that writing assessment is closely related to classroom practices and learning involves more than just error correction. T1 places an importance on dedication towards assessing writing:

I think students do realize when you put in an extra effort, and they realize especially that you deal with them individually. They realize that they can get their English better, because when you're doing your writing, it's not only the writing that you are improving, but other parts of English, too. (T1)

Similarly, T2 indicates how teachers' values and style affect their teaching and writing assessment.

So, I believe classroom practices are closely related with teachers' teaching style, and of course, values in the classroom. So, for instance, if a teacher places value on creativity, of course all attention won't be just on error or error correction codes. So as a teacher, I believe that learning is a combination of all skills and strategies. So, this view is closely related with my writing assessment, as well. I

don't just focus on errors, or simply count how many errors they made in the writing. (T2)

T3 believes that teachers tend to look for elements in student writing that correspond to their own writing, organizational and thought processes. The teacher suggests that this may have an impact on students' performance and grades.

In my opinion there is a strong correlation between teachers' classroom practices and their writing assessment. I mean, when we look at students' products, we want to see our style, way of thinking, or organizational ideas. From this, we can deduce that it can affect students' performance and grades positively or negatively. (T3)

Portfolio Assessment and Feedback

Teachers were asked to comment on the portfolio assessments they carry out as part of the writing course. Since it is a process, teachers provide continuous feedback via error correction codes and other techniques. Therefore, teachers' comments on students' portfolios provide information on their assessment style and ways of giving feedback. The portfolios were examined and used as supporting qualitative documents in this study. For this reason, all teachers' students' portfolios were pre-photographed to confirm the method in which the teacher provided feedback.

Teachers generally agree that portfolios are a crucial tool to assess how well the students are developing their writing abilities. They assess the portfolios based on several criteria, including organization, structure, grammar, vocabulary, content, language style and mechanics. Table 11 presents a summary of the teachers'

priorities, emphasis, and expectations in portfolio assessment. The table is generated considering the criteria outlined in the scoring rubrics.

Table 11

Teachers' Portfolio Evaluations

<i>Teacher</i>	<i>Priorities</i>	<i>Emphasis</i>	<i>Expectations</i>
<i>T1</i>	Structure of academic writing	Context and structure	Understanding the difference between academic and informal writing
<i>T2</i>	Organization, coherence, writing style, mechanics	Grammar, vocabulary, content-related paragraphs	Better grammar and lexical variety
<i>T3</i>	Well-organized paragraphs	Structure over grammatical errors	Clear transitions and structures
<i>T4</i>	Advanced vocabulary	Teaching sophisticated vocabulary	Use of advanced words
<i>T5</i>	Organization, grammar, vocabulary, content, structure, mechanics	Entire writing process with all aspects	Completing all requirements for essay writing
<i>T6</i>	Basic guidelines (using an outline, topic sentence)	Indenting, using a topic sentence, supporting sentences, strong conclusion	Following basic guidelines and creating a catchy title

It is clear from the teachers' comments that they regard feedback as an essential part of the writing process. They claim that giving feedback is an ongoing process that takes time and work but ultimately aids students in improving their writing abilities.

The data derived from the interview transcripts revealed several themes related to feedback. These included:

- Personalized Feedback
- Constructive Feedback
- In-class feedback sessions/Peer reviews
- Students' responsibility of correcting mistakes

Even if the teachers concentrate on comparable elements of portfolio writing, their techniques for giving feedback, the time and effort they devote to it, and ways of correcting errors differ. This is especially true if students fail to make the necessary corrections in their second drafts in response to teacher feedback.

T1 seems to have made an independent choice to extend the period provided for portfolio assessment comments to students. Even if there is not a set time for feedback in the syllabus, the teacher tries to make one so that students have adequate time to ask questions and get answers to their uncertainties. She states that:

I only communicate with them through the paper, I know that it wouldn't be enough. So even if there is no feedback hour in the syllabus, I try to create some, and if there is a feedback session, then maybe I try to make it longer, so that I can deal with each one of them separately. (T1)

The teacher also reports using error correction codes when explaining errors to students and thinks that they are satisfactory. For students to comprehend the reasoning behind the correct answer, the teacher includes additional comments explaining why the correct answer is what it is. The teacher additionally links the students' performance in the portfolio assessment to the individual feedback she provides. It is clear from the students' portfolios that the teacher uses error-correction codes widely and writes explanations on the margins of the students' paper. A representative sample (see Appendix L) shows that the teacher writes the corrected

version if the students have only minor errors and primarily focuses on grammar, vocabulary, and structure in explanations.

Similarly, T2 reports providing individual feedback to students during class hours but concentrates on long-term successes rather than correcting mistakes one at a time. Therefore, her comments are generally on content, organization, writing style and errors. According to T2, despite their value, error correction codes are just one component of a more comprehensive feedback approach. Additionally, the teacher provides long comments on organization, content, development of ideas, and even personal thoughts to make connections with students. The students' portfolios show that the teacher really gives feedback on various aspects of writing using correction codes, adds sentences including positive encouragement, and suggests corrections. For instance, she writes the following in one of the student works (see Appendix M):

Good job [student name]! It is a nice routine with well-organized paragraphs. Overall, it is okay, please do not start a new sentence with ‘but’, it is a linking word. Also, including a topic sentence would be better. (T2)

The teacher highlights the effectiveness of her feedback by indicating that students' final portfolios differ greatly from the initial writings. Students can also observe their own improvement and become capable of writing quicker and with less errors in progress.

T3 is also actively involved in fostering students' writing growth while giving feedback. Each student receives feedback that is tailored to them, with detailed explanations and use of error-correction codes. In addition, rather than only pointing out mistakes and telling students to learn the proper methods to write, the teacher emphasizes the significance of explaining the logic behind the corrections, rhetorical structure, and context of writing.

T4 believes that students learn best from their mistakes and pushes students to write an additional draft if they fail to make necessary corrections in initial drafts. To benefit from one another's work and advance their own, the teacher also emphasizes the use of peer reviews. T4 provides whole-class feedback so that students can ask questions regarding their mistakes. Student portfolios in T4's class (see Appendix N) show that the teacher does not generally make use of error correction codes and she writes the corrected versions on student writing. The "comments" part does not go beyond expressions of approval like "well done" or "thank you" in first drafts and the subsequent drafts are generally left without corrections and comments.

Like T4, T5 gives each individual feedback on their writing as well as peer review. The teacher provides detailed feedback on initial assignments to assist students improve their writing abilities for subsequent assignments and have students collaborate in pairs or small groups to offer feedback on each other's writing.

Without pointing out who the students are, I share some very bad, some average, and some very good portfolio work in the class, and I let the students comment on the paragraphs written by their friends. (T5)

The teacher thinks that it is the responsibility of the student to make sure that their writing is error-free. However, if a student fails to make the required change in their second draft, the teacher may do so. Student portfolios show that the teacher gives quite detailed feedback on student writing and supplies the corrected version of errors. The teacher's comments in certain works are as lengthy as the students' writing. (see Appendix P). She explains:

As a teacher of academic writing, when a student fails to make the necessary corrections in his or her second draft, I usually make the corrections myself and warn the student, verbally or in writing, not to make the same mistakes

in the following tasks. In my opinion, the teacher should not make corrections until the student corrects his or her own mistakes and gives a paper that is close to perfect. (T5)

T6 agrees on providing personalized feedback in-class and in-person but the time spent on feedback depends on the nature of the activity. The teacher reports providing personalized comments to each student on average for 1-2 minutes. He also thinks that using error correction codes is a beneficial practice as it enables students to identify their errors and correct them independently rather than relying on the teacher to do so. Student portfolios show that the teacher occasionally uses error correction codes and lists comments without further explanations. (see Appendix R) However, the teacher reports the students' appreciation of the feedback process and mentions the great comments from students who value the direction and insights offered.

Rubrics

Participants share their thoughts on scoring criteria known as rubrics, which teachers use to evaluate the written work of their students. Although there are many different views among teachers regarding the use of rubrics in writing assessments, there is a consensus that rubrics are crucial for giving systematic and clear evaluation criteria for students' work. The teachers are asked if they should create their own rubrics or adopt ones that have already been prepared by professionals. While T4, T5, and T6 contend that individualized rubrics adapted to specific teaching methods and student needs are more effective, T2 and T3 counter that standardized rubrics created by professionals are more objective and reliable. The best approach, according to many teachers, would combine the two approaches, using a standardized rubric as a

starting point that teachers may then adapt to their specific classroom needs. For instance, T6 discusses utilizing a rubric created by their school, which has been successful, but also acknowledges the need for personalization in certain situations, such as when students from diverse cultural backgrounds use different writing techniques or words. Overall, the teachers believe that rubrics are crucial for writing assessment and should be clear, transparent, and focused on evaluating the concepts and skills most crucial to student learning and achievement.

Challenges

Most teachers agree that providing insightful feedback is crucial even though assessing writing might be time-consuming. For instance, T2 claims that checking every student's draft takes the most time, which is the main obstacle to writing assessment.

It takes a lot of time for me to check all the drafts of all the students, because, as I mentioned before, I don't just focus on errors, I like to give content-related feedback regarding both the topic and organizational side of writing...I think this is the biggest challenge for me. (T2)

T4 emphasizes the time limit as well and claims that it takes a lot of time, focus, and effort to analyze portfolios and provide students with accurate feedback. Both T3 and T5 agree that ensuring fair and coherent assessment is difficult when assessing students' writing. T3 thinks that it is critical for teachers to have knowledge about various essay genres to evaluate students' writing achievement fairly and T5 takes extra time comparing similar papers to ensure fairness in writing assessment. T6 claimed to have difficulty identifying which of their students use plagiarism to finish their assignments. This is because the teacher is not able to point out the students'

mistakes, and in other cases, there are no errors to give feedback on. Overall, these various viewpoints illustrate the difficulties the teachers encounter while assessing students' work fairly and accurately in writing. As a result, assessing writing poses time-consuming challenges for teachers T1, T2, and T3, who prioritize providing detailed feedback, while T4, T5, and T6 encounter difficulties related to analyzing portfolios, ensuring fairness in assessment, and identifying plagiarism, highlighting the complexity of assessing students' work accurately and fairly. Table 12 provides an overview of the similarities and differences among six teachers based on various themes and categories.

Table 12

Comparison of Teachers Based on Themes and Categories

<i>THEMES</i>	<i>CATEGORIES</i>	<i>SIMILARITIES</i>	<i>DIFFERENCES</i>
<i>1. TEACHERS' WRITING INSTRUCTION</i>	a) Planning Writing Courses and Syllabus	*Importance of L2 writing in English teaching	*Approaches to grammar and vocabulary in writing
	b) Perceptions of Good Writing Instruction	*Qualities of effective writing teachers *Benefits of passion for teaching writing	*Perspectives on teaching specific writing techniques *Balancing creativity and accuracy.
<i>2. TEACHERS' WRITING ASSESSMENT AND FEEDBACK</i>	a) Perceptions of Good Writing Assessment	*Characteristics of good writing assessments. *Importance of constructive feedback for improvement *Skills and knowledge required for effective writing assessment	*Opinions on content and language accuracy in writing *Utilization of rubrics and grading criteria. *Self-perceived strengths and weaknesses as writing assessors

b) Portfolio Assessment and Feedback	<ul style="list-style-type: none"> *Importance of portfolios in assessing students' writing development *Emphasis on feedback: A priority for teachers *Emphasis on long-term improvement 	<ul style="list-style-type: none"> *Use of grading criteria * Frequency and timing of providing feedback * Level of detail and specificity in feedback
c) Rubrics	*Importance of rubrics in writing assessment	*Individualized vs standardized rubrics
d) Challenges	*Focus on time constraints	*Specific challenges

CHAPTER 5

DISCUSSION

The results of this study provide important insights into the relationship between writing literacy of EFL teachers and student achievement in portfolio assessment. The main findings of the study are summarized in this section, with an emphasis on the key results and their significance. The findings are then connected to the existing literature by examining previous research to provide a comprehensive picture of the subject.

The study used a WAL questionnaire and follow-up interviews to examine teachers' attitudes about writing assessment, their perceived level of WAL, and their classroom practices for writing assessment. Regarding the methods used for data collection and the research design, this study is in line with Tsagari and Vogt's (2014) study. As stated in their study, compared to using only one research method, using mixed methods gave a more thorough insight of language teachers' assessment literacy in this study. In their investigation, it was discovered that language teachers lacked adequate assessment literacy in several crucial areas such as "providing marks", "placing pupils" or "awarding certificates". However, in this study, the survey results paint a more positive picture regarding teachers' perceptions of and familiarity with writing assessment. The fact that Tsagari and Vogt's (2014) study was done in several different European countries may have contributed to a wider range of assessment literacy levels among the participating teachers. On the other hand, this study was carried out in a single educational context, which could explain the teachers' more positive opinions of writing assessment. Most teachers find assessing writing to be an essential part of being a writing teacher, even though some teachers may feel uncomfortable during the process. As a result, while interpreting the

findings, it is crucial to consider the context, the research design, and any social desirability biases that can arise from using self-reported data.

Mede and Atay (2017) investigated the attitudes of EFL teachers about testing and assessment in their classroom setting, as well as their literacy and experience in the LTA field. The participants were Turkish EFL teachers who worked in tertiary-level language preparation programs, which makes them relatively comparable to the participants in this study. They discovered that teachers had less literacy in critical areas like developing tests or providing feedback, while they were better at measuring micro linguistic aspects like vocabulary and grammar. They link the confidence of teachers in assessing these features to the prevalence of grammar instruction in EFL programs in Türkiye. In the same vein, this study shows that the teachers tend to use traditional forms of writing assessment as they predominantly consider timed in-class writing, out-of-class essay assignments, and final exams as appropriate tools of writing assessment. This could be because these activities have long been utilized in education, making teachers feel more comfortable with using them and grading student writing.

This study has also shown that there appears to be a disconnection between teachers' beliefs about effective assessment and what they perform in the classroom. Even though most teachers (79.4%) claimed to use a multiple-draft approach to writing assessment, peer review and revisions were chosen less frequently as effective assessment than other traditional methods. This gap could be the result of the curriculum alignment constraint which requires teachers to adhere to the prescribed set of objectives established by the school. Teachers may feel constrained by the curriculum requirements and more comfortable with traditional methods of assessment that align with those requirements. It is important to emphasize 'teacher

autonomy’’ and how to strike a balance between teachers’ own opinions and the curriculum requirements in this context. The findings of Lam’s (2015) comprehensive analysis of language assessment training in Hong Kong teacher training institutions support the notion that there is a gap between theory and practice in language assessment education. Lam found that language assessment programs are not effectively bridging this gap. This finding is relevant to the discussion of the disconnection between teachers’ beliefs and actual classroom practices because it raises the possibility that the predominance of traditional methods of assessment in the classroom may be due to a lack of proper training and education in language assessment. As a result, it is essential to not only strike a balance between teacher autonomy and curriculum requirements, but also to develop efficient training programs for language assessment.

The discrepancy between teachers’ opinions on effective writing assessment and their actual assessment practices can also be influenced by teachers’ ego and misperceptions. Teachers, being professionals in their field, may tend to overemphasize their strengths and present themselves as highly competent about effective writing assessment to create a favorable impression. However, this self-presentation can sometimes lead to a divergence between their perceived abilities and the actual implementation of effective assessment practices. To address this issue, it is essential to foster a culture of continuous professional development and critical reflection among teachers. Encouraging self-assessment, peer collaboration, and ongoing training can help teachers overcome their misperceptions and ego-driven biases. Providing opportunities for teachers to engage in research-based discussions, observe effective assessment practices, and receive feedback can facilitate a more

accurate understanding of their abilities and bridge the gap between their opinions and their classroom practices.

The lack of consensus among teachers regarding the integration of writing skills with other skills and the use of computer technology suggests another misalignment between theoretical beliefs and actual classroom practices, indicating a theory-practice gap. The theory-practice gap indicates that although there is knowledge supporting the integration of writing skills with other skills and use of computer technology in writing instruction or assessment, teachers may struggle to apply these ideas in their actual teaching practices. This gap can stem from various factors. It may arise from teachers' limited exposure to or understanding of the theoretical frameworks that endorse the integration of writing skills and technology. Additionally, teachers may encounter difficulties in finding effective ways to incorporate these elements within their existing curriculum. These results may suggest a need for increasing teachers' awareness of these areas. For instance, teachers explicitly indicated a need for online tools to complement their assessment techniques in Fulcher's 2012 needs analysis. The integration of writing with other skills can help students realize the significance of writing in a variety of contexts, and utilizing technology can give teachers fresh and creative ways to assess writing and provide feedback. (Fulcher, 2012)

Even though language assessment has received a lot of attention in recent years, research points to teachers' lack of proficiency in this area. (Farhady, 2019; Malone, 2013; Öztürk & Aydın, 2019). In this study, the survey data suggests that most teachers are confident in their knowledge of certain assessment types, including scoring rubrics, integrated writing tasks, and portfolio assessment. This is encouraging because these techniques are frequently employed and have been proven

to be successful in facilitating learning (Gomez, 2000). The teaching community's acceptance of these assessment techniques may be an indication of effective writing assessment procedures. T2 and T3 make a connection between their writing assessment skills and their academic backgrounds. Teachers' views are consistent with the findings of Tavassoli and Farhady's (2018) study, which found that teachers' educational backgrounds significantly influenced their levels of language assessment knowledge (LAK). Fewer respondents, on the other hand, expressed confidence in their understanding of alternative assessment, producing high-quality writing assessments, and developing scoring rubrics. Teachers may feel less confident because these types of assessment are less well-known or less commonly employed in their educational contexts. However, this is a speculative connection and requires further investigation to establish a causal relationship.

Semi-structured interviews were conducted as part of this study to learn more about what EFL teachers believe about writing assessment, how they really teach and assess writing in their classrooms. Therefore, the quantitative data derived from the students' portfolio assessment scores is compared to the interview data in the discussion. The portfolio evaluation results showed that the students' post-test performance varied significantly in a meaningful way. One striking result was that Group 3, 2, and 1 significantly outperformed Group 5 on the post-test. This result indicates that there might be certain elements that set these three groups apart from Group 5. On the other hand, the results demonstrated that there were no significant differences in the performance of Groups 4, 5 and 6. This finding raises the possibility that these three groups may have some similarities, which would help to explain why their post-test scores were so similar but not as high as the other three. The interviews

were used to pinpoint the specific factors that lead to these similarities or differences, establishing a link between teachers' WAL status and students' writing achievement.

This study found that the overall WAL levels of EFL teachers are moderate, indicating that there is room for improvement in their application of writing assessment principles. This finding is in line with Valizadeh's (2019) study titled 'EFL teachers' writing assessment literacy, beliefs, and training needs in the context of Turkey'. In their study, EFL teachers were found to have limited awareness of different types of writing tasks, scoring criteria, and methods of providing feedback although their overall WAL levels were found moderate.

Specifically, the findings show a high level of awareness of L2 writing as a critical aspect of learning English as a second language, and their approaches to assisting students' writing development are generally successful. However, T5 and T6's admittance that writing is a challenging task for students may be a result of teachers' attempt to avoid self-reflection and shift the responsibility to students.

Although they highlight techniques like free writing, brainstorming, peer review and rewriting to overcome the challenges of L2 writing, it is essential to serve as a mentor at all stages of the writing process. Herein, the connection made by T3 between writing and cooking is noteworthy since writing comprises a range of elements, such as vocabulary, syntax, sentence structures, and discourse markers just like ingredients in cooking. It is essential that the teacher places a strong emphasis on helping students become ready for writing by giving them the knowledge and support they need.

The perspectives of teachers on the course syllabus are important because they reveal how they plan to cover the necessary L2 topics in accordance with lesson objectives and within the allotted time. T1, T2 and T3 agree that planning syllabus is necessary, and they follow it strictly. This approach ensures that they pay attention to

covering all necessary content and making students ready for future learning. However, that much curriculum compliance may not be beneficial depending on the dynamics of the classroom and learning needs of the students. Notably, T3 occasionally employs his own strategies, disregarding the syllabus when it becomes monotonous. This approach might be useful for improving the learning process and boost students' motivation for writing. Overall, it is critical to modify lesson contents to meet the needs of students while still making sure that the necessary material is covered.

To learn more about how they teach writing and, consequently, how they evaluate the students' writing achievement, teachers are asked to share their thoughts on what makes an effective writing teacher. In general, the characteristics listed by the teachers demonstrate that they have a thorough understanding of writing instruction. Teachers identified being feedback-oriented, constructive, and objective critics as crucial aspects of writing instruction in addition to being knowledgeable, experienced, patient, and supportive. Themes derived from teachers' list of qualities show that teachers recognize that being a good writing teacher involves more than just teaching students how to write. It might be because, in their teaching context, writing assessment is integrated into several stages, such as prewriting, drafting, revising, editing, and publishing. Teachers may feel the necessity to have the qualities they mentioned because they play an active role in process-writing as both teachers and assessors. This could be the rationale behind teachers including assessment in teaching writing. The fact that teachers are not aware of the differences between teaching and assessing writing, on the other hand, might also be a contributing factor. But given their educational background, this is not really feasible. The differing viewpoints on what constitutes a successful writing teacher may reflect the variations

in teachers' classroom practices and teaching styles. Teachers bring their individualized approaches and methodologies to writing instruction, incorporating a variety of strategies, preferences, and priorities. These differences in instructional techniques and perspectives give rise to diverse opinions on the essential qualities and characteristics that define an effective writing teacher. Interestingly, T6 solely emphasizes the value of professional writing training and knowledge of TOEFL writing, but other teachers take a more thorough approach to being a successful writing teacher.

It is also critical to learn how teachers feel about creating quality writing assessments or about being effective writing assessors. The findings of Crusan et al. 's (2016) study indicate that teachers have various opinions and beliefs about writing assessment. Some teachers emphasized the importance of validity and reliability in carrying out assessments, while some other teachers placed a higher value on usability and practicality, demonstrating their belief that tests should be effective and simple to use. It is possible to identify certain similarities between the results of Crusan et al. (2016) and this study when it comes to teachers' attitudes toward writing assessment. Both studies emphasize the significance of fair, objective, goal-focused writing assessment that considers numerous characteristics of writing in addition to content. In this study, writing assessments should, in the opinion of teachers, be fair, objective, and focused on learning goals. Additionally, T3 emphasizes the concepts of reliability and validity, which implies that the teacher considers being accurate and consistent in his judgment. T3 is of the opinion that being a good writing assessor is more challenging than being a writing teacher in some circumstances. The teacher appears to be aware that writing assessment includes evaluating organization, coherence, style, and structure of the work in addition to its content. It is important to note that

the teacher also included other abilities including critical thinking, knowledge of test reliability, assessment design, administration, and scoring. This familiarity can be a sign of the teacher's strong understanding of the elements of writing assessment and the qualifications needed to be a competent writing assessor. Furthermore, the teacher's focus on reliability and validity may indicate a proactive approach to promoting effective student learning by integrating these principles into their assessments. Although the validity and reliability of the exams are not explicitly assessed here, the emphasis put on these factors implies a conscientious approach to addressing them. This attention to assessment quality could potentially contribute to the relatively higher success of the teachers' students compared to other groups.

Teachers were encouraged to evaluate their strengths and weaknesses as writing assessors. If teachers can judge their weaknesses and strengths, they could become more aware of their writing evaluation methods and gradually enhance them. There is a consensus on what it takes to be a good writing assessor as three themes stood out as being the most frequent when the teachers reflected on their assessment procedures. Results showed that good writing assessment requires a combination of knowledge, skills, and consistency. The idea of 'being consistent and following grading standards' emerged unexpectedly. Interestingly, teachers value understanding the standards for grading as much as they value being able to assign grades and giving students the most useful comments. The teachers' comments suggest that T2 and T3 have a strong sense of confidence in their abilities as writing assessors. Besides, T5's awareness that she needs to provide students with more writing-focused comments and give them more chances to edit their work, may result in numerous good consequences. Students may become better writers thanks to the guidance on areas that need development and feel comfortable in a supportive learning environment.

However, the teacher does not mention any steps to address these issues. These assertions appear to be limited to acknowledgement and self-evaluation.

Considering that teachers actively participate in evaluating students' work as writing instructors and assessors of their accomplishment, their comments on the portfolio assessment process offer insightful information about teachers' WAL. Additionally, the data is complemented with qualitative documentation, such as an examination of students' portfolio packs, as the interview data is only based on teachers' self-reports. To comprehend the teachers' approach to writing assessment as a whole and what they take into consideration when evaluating student writing, a summary of the teachers' priorities, emphasis, and expectations in portfolio assessment is provided in this study. Since teachers evaluate student performance using the standards they have in mind, what they expect from students may be a predictor of their writing achievement. Students would likely put in a lot of effort to complete the course requirements in accordance with the priorities and principles of the teachers to succeed in the course.

Teachers were compared to identify similarities and differences, revealing significant variations across their classes in terms of the pre- and post-test results of students. While T1, T2 and T3 concentrate on creating a solid foundation for academic writing and take a more all-encompassing approach to writing assessment, other teachers concentrate on enhancing writing abilities at a more fundamental level. For instance, T2 emphasizes structure, coherence, writing style, mechanics, language use and content, but T6 is more concerned with basic guidelines like using an outline or coming up with a catchy title. In the same vein, Valizadeh's (2019) study revealed that EFL teachers held a range of beliefs about writing assessment, highlighting a need for a more standardized approach to writing assessment in EFL classrooms. In

their study, some teachers emphasized the importance of accuracy and grammar, while others focused on the overall content and organization of the writing. This result indicates that teachers' considerations may influence how well students perform in writing, as seen in this study by the fact that students improved more in T1, T2 and T3's classrooms. Although there are some similar aspects of the teachers' focus on the portfolio assessment, there are significant differences in the ways that teachers provide feedback, invest time and effort, and correct errors. Similarly, Crusan et al.'s (2016) study discovered that while teachers usually had a solid grasp of fundamental ideas like validity and reliability, their opinions about the goals and applications of writing assessments varied. While some teachers perceived writing assessments as a tool to gauge their students' language proficiency, others saw them to promote learning and development. This finding appears to be consistent throughout this and Crusan et al.'s (2016) study. These discrepancies regarding perceptions of writing assessment make up the most significant portion of the debate because students engage in process-writing, which means that they attempt to enhance their writing in response to teacher comments. Herein, insufficient teacher knowledge and performance may have a negative impact on how well students demonstrate their potential or improve as writers.

Common themes from interview transcripts were personalized feedback, constructive feedback, in-class feedback sessions/peer reviews, and students' responsibility of correcting mistakes. Overall, the information and evaluation methods reported by teachers throughout the interviews have the potential to enhance writing abilities of the students. However, some teachers go beyond the constraints set by the school to improve their students' writing and put forth extra effort. Regarding concepts of assessment, the study discovered that teachers generally saw assessment

as a way to judge student learning and offer suggestions for development. However, some teachers also believed that assessment might be used to encourage students' own learning and motivation. When we look at the T1, T2 and T3's approach whose students show higher improvements in writing, we can understand that those teachers are aware of the limitations of giving feedback simply in the form of written comments on student papers which may not be adequate to fully meet each student's need. From the viewpoint of these teachers, it is crucial to offer opportunities for more individualized feedback. They seem aware that receiving specialized attention helps students become better writers.

The teachers' comments about planning feedback sessions even if they are not part of the course shows a dedication to giving each student insightful feedback. For instance, T1 and T2 are demonstrating a willingness to go above and beyond for their students by trying to organize longer feedback sessions and interacting with each student separately. They understand that each student has different strengths/weaknesses that need to be addressed and that feedback is not a one-size-fits-all strategy. Additionally, T2 emphasizes the importance of a holistic approach to evaluating student writing and considers long-term success rather than short-term error correction. The teacher reports that writing is a multifaceted process with many different components, and that for feedback to be useful, it must cover each of these components. The student portfolios from those teachers' classrooms show that the teacher feedback really goes beyond a simple list of mistakes to fix. Students also receive feedback that is personalized for them, with thorough explanations and encouraging words, along with error correction codes.

On the other hand, T4 and T5's feedback strategies are built on encouraging students to make the required corrections in later drafts and encouraging them to learn

from their mistakes. It can be helpful for students' writing achievement to encourage them to learn from their mistakes or peers, but it can also be dangerous to place too much reliance on them. According to Storch (2005), a limitation of peer reviews is that students tend to prioritize the written outcome of the writing task rather than the actual writing process itself. Storch's observation highlights the potential drawback of peer reviews, which can ignore insightful observations and writing process progress in favor of only assessing the final written product. Students may not write the corrected version of their writing if proper guidance and support is not provided. They may continue to make the same mistakes, which might result in discouragement and a lack of motivation. Unlike other teachers, instead of using error-correction codes, T4 and T5 often write the revised versions of the students' mistakes. This is where the gap lies. While teachers want students to make sure their writing is error-free, they are also willing to step in and fix errors if the students fail to do so. This approach may send contradictory messages to students because they might not feel fully empowered to take responsibility for their work.

In line with Lam's study (2019), this study uncovered that many teachers lacked a sufficient understanding of how to provide personalized feedback. While teachers were aware of the value of giving feedback, many of them concentrated more on correcting mistakes than on giving feedback that was specific, meaningful, and focused. This is especially true for T4, T5, and T6 who did not fulfill the requirements of giving appropriate feedback to improve writing achievement of students. Given that their study employed a mixed-method strategy to collect data from secondary school teachers, including a questionnaire, interviews, and classroom observations, their findings may be more trustworthy. Although this study used student portfolios to gather information, classroom observations could provide a more comprehensive

understanding of how teachers provide feedback and carry out assessment in real-time situations. However, the results should be interpreted cautiously because the participants of this study were university-level teachers, while the participants in the other study are secondary school teachers. It is possible that the varying levels of experience and training between the teachers could have influenced their perspectives on assessment and feedback practices.

The findings of this study were also paralleled by the results of Sohrabi et al.'s (2022) study, emphasizing a need for improving the WAL of teachers to enhance student writing achievement. Similar to their study, this study used an adapted version of Crusan et al.'s (2016) WAL questionnaire to investigate the knowledge, beliefs, and practices of teachers concerning writing assessment. According to their study, writing teachers had a positive attitude toward writing assessment and were aware of some fundamental concepts, but the analysis of the results showed that their level of assessment literacy was not reflected in practice when it came to the use of assessment rubrics. Sohrabi et al.'s (2022) and this study revealed that despite writing teachers' positive attitudes towards writing assessment and their awareness of crucial concepts, there exists a notable gap between their level of assessment literacy and actual implementation of assessment rubrics.

Additionally, the classification of teachers' feedback approaches into three main distinct categories in this study enhances the comprehension of the complexities and variations in feedback provision during the writing assessment procedure. This study identified three main categories into which teachers' approaches to feedback fall: not detailed feedback, prescriptive feedback, and relatively balanced feedback. It is interesting to observe how teachers are grouped together based on their ideologies and the writing achievement of their students. This is evident after examining the

feedback methods used by the teachers and corresponding student portfolios. With a balanced approach, T1, T2 and T3 give students just enough support to help them improve their writing while also giving them the freedom to be accountable for their own work. T5 and T6 provide minimal guidance and comments, which can lead to a lack of engagement and a lack of progress in students' writing abilities. At first glance, it could appear that T4's methods of providing feedback would greatly aid students' writing, yet in some works, it appears that the teachers' comments are just as lengthy as students' writing. This extensive feedback may overwhelm students and make it challenging for students to pinpoint the most important areas for improvement. Additionally, if the feedback is not specific enough, it might not be able to meaningfully assist students in understanding how to enhance their writing. As a result, students might experience discouragement or frustration, which would affect their writing achievement negatively. While the current study does not incorporate students' reflections on teacher feedback, insights from Rae and Cochrane's (2008) qualitative study on students' perceptions of written evaluation comments, analyzed through focus groups, can be employed. Rae and Cochrane (2008) found that students found individualized and precise feedback to be the most beneficial, while general comments and evaluations lacking in specific direction were perceived as unhelpful. Students also valued constructive criticism, specific ideas for development and timely comments that allowed for reflection and revision. Yu's study (2021) discovered that a professional development program helped L2 writing teachers at Chinese institutions enhance their feedback-giving abilities. The course placed a strong emphasis on giving detailed, personalized feedback, developing a constructive feedback style, and fostering a supportive feedback environment. As a result, by adding these components, T4, T5 and T6 can give more effective feedback to

students, leading to improved learning outcomes. Although John Truscott (2020) disputes the value of written corrective feedback in enhancing students' writing skills, the results of this study seem to support this notion. This is consistent with a recent meta-analysis by Lim and Renandya (2020) which discovered that improving student writing through written corrective feedback has a moderate effect. Thus, the findings of this study confirm the value of written corrective feedback, which can add to the continuing discussion about how it affects students' writing abilities.

Like in other categories, teachers have different views on the use of rubrics. T2 and T3 argue that professionally generated standardized rubrics are more objective and reliable, while T4, T5 and T6 disagree, arguing that customized rubrics tailored to teaching methods and student needs are more effective. This outcome may clarify the teaching and evaluation strategies of the teachers, but it does not present the complete picture in terms of the teachers' assessment practices. This is because the school created the criteria in advance and distributed the rubrics to teachers before the assessments. Therefore, if teachers use predetermined rubrics provided by the school, future studies might consider omitting the question of rubric use from interviews.

When determining how well-equipped they are to handle unforeseen problems in the classroom, teachers should be questioned about the difficulties they face in teaching and assessing writing. Surprisingly, there is little disagreement among teachers regarding the difficulties in teaching or assessing writing. Time restrictions, the challenge of ensuring fair and consistent assessment, and the requirement for familiarity with many writing styles are some of the limits faced by teachers. These limitations may result in a lack of thorough feedback, inconsistent grading, and an unfair assessment of students' writing abilities. As a result, students might not get the support they need to develop their writing abilities, which would be hazardous for

their writing achievement. This outcome prevents us from drawing any conclusions about the relationship between student achievement and teachers' WAL. However, it gave us a better understanding of the issues that writing teachers face in the classroom, which helped us to comprehend the justification for their choice of assessment methods. Therefore, even if the teachers encounter similar difficulties in teaching/assessing writing, this will not affect the ability of the study to compare the effectiveness of their assessment methods in improving students' writing.

As a result, the study found that EFL teachers' WAL had a positive relationship with students' writing achievement in portfolio assessment. Teachers who had a better understanding of writing assessment and its principles were able to impart this knowledge to their students, resulting in improved writing performance. Notably, T1, T2, and T3's students demonstrated better writing performance than other groups, underscoring the effectiveness of their teaching and assessment methods.

Consistent findings were observed in Mellati and Khademi's study (2018) which employed teachers' assessment literacy inventory, semi-structured interviews, and non-participatory observation to examine Iranian EFL teachers' WAL and its impact on student achievement. Their findings supported the idea that teachers with high or low WAL have quite different classroom practices. Assessment-literate teachers are found to be more aware of setting appropriate learning goals based on learners' interests and giving appropriate feedback. As a result, both studies indicate that teachers' literacy of writing assessment is an important factor in improving students' writing abilities.

CHAPTER 6

CONCLUSION

6.1. Summary

This study set out to investigate the relationship between EFL teachers' literacy of writing assessment and their students' writing accomplishments. Given the scarcity of research that specifically focused on WAL and the critical importance of improving it among language teachers, this study aimed to contribute to the growing body of literature with a thorough approach. The study has given useful insights into what EFL teachers know about writing assessment and how they apply it in actual classroom settings through a survey and semi-structured interviews. Comparing different teachers' literacy and strategies for writing assessments enables a more comprehensive understanding of the potential effects on students' writing achievement. This study pinpoints the best practices and areas for development by examining the similarities and variations in the teachers' approaches to writing assessment. This study employed a unique method of cross-referencing teachers' responses with actual student portfolio packs to minimize the possibility of social desirability bias in teachers' self-reported data. This approach offered a more objective way of verifying the accuracy of teachers' feedback and assessment techniques in writing, in contrast to earlier research that only relied on teachers' self-reports.

The survey conducted in this study shed light on several critical aspects of EFL teachers' WAL. Overall, the findings indicate that, despite some potential difficulties, teachers have a positive attitude toward writing assessment, feel familiar with it and consider it as an essential component of their role. However, there is a discrepancy between some of the teachers' opinions on how to assess writing

effectively and the practices they do in the classroom, which may be attributed to various factors, including curriculum limitations and teachers' ego-driven tendencies, such as an overemphasis on their expertise. This misalignment requires a collective effort involving reflection, professional development, collaboration, and curriculum enhancements.

The use of technology and the integration of writing skills with other skills should be made clearer to teachers, who should also receive more training in these areas. On a positive note, the survey showed that teachers are confident in their comprehension of certain forms of writing assessment, such as scoring rubrics, integrated writing tasks, and portfolio assessment. These results emphasize the necessity for continued professional development and assistance for EFL teachers to improve their WAL and, as a result, the writing performance of their students.

The results of the survey and interviews are consistent. The interviews revealed that teachers have a solid awareness of the traits that make a successful writing teacher and assessor, just as the survey paints a favorable picture of teachers' understanding of general principles about writing assessment. However, variations were observed among teachers when it comes to their perspectives, beliefs, and methods related to the portfolio assessment and feedback. This section offers a summary of the specific aspects where teachers align or diverge in their approaches.

6.2. Conclusions

In terms of perceptions of good writing teachers, most teachers agree that they should be knowledgeable, feedback-focused, patient, encouraging, objective, constructive and experienced. According to the teachers' self-evaluations, being an effective writing assessor requires giving detailed feedback, being knowledgeable,

and consistent about writing assessment, and adhering to grading criteria. The promotion of student writing achievement in portfolio assessment may be more successful for teachers who have these traits. However, according to findings, there is a difference between what teachers with low assessment literacy claim to perform and what they actually do. In other words, there is a difference between the actions that these teachers actually do in practice and the actions that they self-report in terms of assessment. This misalignment between self-reported and observed practices of some teachers underscores the importance of enhancing their assessment literacy. This misalignment highlights the issue of teachers overemphasizing their skills and abilities in assessment. When teachers self-report their practices, they may tend to portray themselves in a more favorable light, emphasizing their knowledge and proficiency in assessment. However, when their feedback techniques are observed through student portfolios, it becomes apparent that there is often a gap between their claims and their actual implementation of assessment strategies. Regarding the use of rubrics, teachers have a variety of opinions. Some contend that professionally created rubrics are more reliable and objective, while others contend that customized rubrics tailored to teaching strategies and student needs are more beneficial. The limitations that teachers confront when teaching and assessing writing include time constraints, the difficulty of providing fair and consistent assessment, and the need for expertise with a variety of writing styles. These limits can influence the quality of feedback provided to students, which in turn may influence their success in portfolio assessment.

The relationship between the writing teachers' techniques, beliefs, and practices of assessing writing and how well their students perform in portfolio assessment were revealed through the examination of student scores and interviews

with each teacher. The study found significant differences between the pre- and post-test scores of classes and discovered a positive relationship between teachers' WAL status and students' writing achievement in portfolio assessment. Despite some similarities in the teachers' focus on portfolio assessment, the study discovered considerable variations in the ways that teachers give feedback, devote time and effort to fix errors. Teachers who provided detailed and constructive feedback, put in enough time and effort, and effectively fixed errors were more successful in promoting better writing performance in portfolio assessments. The study identified three categories of teacher feedback approaches: not detailed, prescriptive, and relatively-balanced. The relatively-balanced feedback strategy utilized by T1, T2, and T3 has proven successful in promoting student development and advancement in writing because they give students just the right amount of direction and encouragement while keeping them accountable. While T5's and T6's approaches are inadequately specific, which results in a lack of engagement and progress in students' writing skills, T4's approach is overly prescriptive, discourages and frustrates the students. In addition, T1, T2, and T3 had a comprehensive approach to writing assessment and were focused on building a solid basis for academic writing. On the other hand, T4, T5, and T6 focused on enhancing writing abilities at a more basic level. Students had a stronger foundation in academic writing, because of a comprehensive approach to writing assessment, which led to higher accomplishment in portfolio assessment.

The study identified three common characteristics in teachers' approaches to providing feedback: personalized and constructive comments, in-class reviews, and holding students accountable for correcting mistakes. To improve their students' writing achievement, T1, T2, and T3 went beyond school constraints and their

students showed better performance in writing. Those teachers appear to use a more effective method of feedback and correction when assessing student writing in portfolios. They recognize that feedback is not a one-size-fits-all strategy and organize feedback sessions even if they are not required for the course. They are aware of the value of focused attention and fair distribution of feedback. On the other side, T4, T5, and T6 either depend too much on students for error correction or they intervene themselves to correct students' errors when required. Teachers' differing perspectives on writing assessment had also an effect on student writing achievement in portfolio assessment. T1, T2, and T3, who view writing assessment to promote growth and progress, gave their students more constructive feedback and encouragement, which helped students develop their writing abilities over time. T4, T5, and T6 just saw it as a test of linguistic competence, which could limit the students' ability to improve their writing abilities. Based on the analysis of interviews and student portfolios, it was also found that T1, T2, and T3 who treat feedback as an opportunity for more personalized input had more success in helping students improve their writing skills compared to teachers who merely provide written comments on student papers. As a result, WAL of T1, T2, and T3 was discovered to be higher than that of T4, T5, and T6 based on their knowledge, beliefs, and practices of writing assessment. The anticipated WAL status of teachers is correlated with the portfolio assessment scores of their students.

6.3. Implications

Several implications can be drawn from the study's findings upon discovering the positive correlation between teachers' WAL and student achievement. Even though the overall picture of teachers' level in WAL is positive, it is obvious that

some areas still require improvement. This is especially true for teachers who are aware of the difficulties and limitations that prevent them from conducting writing assessments efficiently, which results in low student achievement in writing.

To begin with, seeking out professional development opportunities may help teachers better grasp writing assessment and get familiar with new assessment methods and technologies. As this study's findings demonstrate, teachers who have students showing better performance in writing use a variety of teaching and assessment strategies to manage the course more effectively. If teachers do not have access to personal development resources, additional options include working together with co-workers to share information and experiences, discussing effective assessment methods, and integrating modern assessment tools and procedures into the curriculum. Additional insights and contributions to the current research could come from future studies that examine how teachers assess student writing in the classroom or how they collaborate with colleagues. Direct observations of the classroom practices would provide a more accurate picture of the teaching and learning environment to the educational policy and practice.

This study also revealed teachers' reluctance to include technology in writing assessment processes. However, teachers can increase the effectiveness of their writing instruction and assessment strategies by utilizing software or online platforms to teach the essential components of academic writing or to offer comments on students' writing. Using technology in writing can help to create a more interactive and supportive environment where students learn collaboratively and refine their writing skills. Using technology can also be a solution for teachers who are complaining about time constraints and struggling to conduct fair and consistent writing assessments. Using software could save time and help ensure more consistent

and objective grading. However, it is important to use technology to support teacher assessment rather than to replace it, and teachers should receive adequate training on how to use these tools efficiently. It is also true that teachers must follow curricular guidelines or other institutional criteria and are forced to carry out pre-established tasks set by the institution. Here, it is crucial to make the required curricular adaptations and to match the assessment tasks to the learning objectives and the needs of the students. In addition, teachers can use ongoing self-reflection as an alternative method to raise student achievement and their WAL. Ultimately, they will be better able to comprehend the demands of the students and adjust their teaching and assessment methods, leading to improved student achievement. Teachers can increase their WAL and, as a result, the writing achievement of their students by putting these ideas into practice.

Giving feedback is a crucial component of the writing assessment process. According to the study's conclusions, it can be concluded that students' writing achievement is directly influenced by the strategies and techniques utilized to teach it, as well as the standard of the feedback given. To motivate students and create awareness of areas for improvement, teachers must be aware of students' writing skills and limitations. Teachers should motivate students by highlighting their strengths in addition to the areas in which they need to improve. To ensure that students succeed in writing, teachers must provide feedback that is both thorough enough to be helpful and not so overwhelming to be counterproductive. Students may feel overwhelmed and disappointed if teachers offer too many thorough edits, which can have a negative effect on their writing abilities. On the other side, students might not have a clear concept of how to improve their writing if teachers merely offer broad recommendations, which can also impede students' progress.

In terms of the use of rubrics, the study investigated teachers' preferences on whether they want rubrics created by experts or make their own. It can be challenging to decide which kind of rubric is best for boosting student accomplishment in portfolio assessment because it depends on several variables, including the context, instructional methods, and student needs. It might be more advantageous for teachers to combine the two strategies and modify their rubrics to meet the individual needs of their students while making sure that the grading standards are uniform and in line with the learning objectives. If participants are given predetermined standards for student writing achievement, future research may not concentrate on the usage of rubrics as a component of WAL. However, they might look at how teachers modify the rubric to fit the needs and learning goals of the students.

It is critical to possess the required knowledge and abilities, as well as to approach writing assessments positively. As their professional experience grows, teachers frequently lag in terms of new innovations and cutting-edge practices because they do not attend seminars or teacher training courses. Lack of motivation can be one reason for this. To further explain, as teachers get more experience, they can believe they already have a solid understanding of effective teaching methods and do not require further instruction. On the other hand, novice teachers may be resistant to change and dubious of new ideas, particularly if they have not seen any proof of their efficacy. They can also doubt the trainings' applicability or usefulness in their teaching context. This emphasizes the requirement for teacher training courses that concentrate on developing assessment strategies and procedures as well as how to link assessment procedures with curriculum objectives.

The study found significant differences in how teachers provide feedback and spend time and effort correcting errors, despite certain similarities in the teachers'

focus on portfolio assessment. Schools and educational institutions can offer training and assistance for teachers to improve their WAL status to increase students' achievement in writing. Workshops, seminars, access to tools and information that might assist teachers in strengthening their assessment procedures can all fall under this category. Teachers can also be trained about successful ways of giving feedback, including encouraging them to reflect on their own writing, giving them specific and individualized criticism. Furthermore, schools and educational organizations might offer policies or standards that detail the essential components of successful portfolio assessment to address variances in the ways that teachers focus on it. The best practices for portfolio assessment, such as how to create clear objectives, give useful feedback, and use portfolios to enhance student learning and development, can be available to teachers.

Due to time restrictions, teachers frequently find writing assessment challenging since it can be difficult to provide thorough feedback and evaluate student work comprehensively. By establishing reasonable standards and offering teachers resources to aid in time management, school administrators can assist teachers in handling their workload. Workshops or courses might be provided about time management techniques and strategies including prioritizing tasks, controlling distractions, or setting realistic objectives. Additionally, if teachers lack access to reliable professional development resources, it is up to other relevant stakeholders to promote teacher growth. In this case, a multi-pronged strategy may be necessary to overcome the obstacles, including financing and resources for professional development, better communication and understanding of opportunities, and the promotion of a culture of ongoing learning and improvement within schools and districts.

According to this study, the discrepancy between teachers' beliefs and actual actions about writing assessment may be the result of curriculum restrictions and limitations. This implies the necessity for an evaluation of the current writing curriculum and perhaps an update that considers the best methods for writing assessment. It is crucial to involve teachers in actual decision-making and assign them roles to effectively prepare a writing course. Teachers can offer original suggestions and make use of their understanding of the various needs of students as well as potential difficulties that can develop during the teaching and assessment of writing. Given that not all teachers are equally qualified to contribute to the curriculum, it is crucial to distribute the workload among them in a balanced manner rather than giving them a complete charge.

6.4. Limitations of the Study

Despite the thorough research design and methods employed in this study, there are still issues that need to be addressed. A few of the limitations are the sample size, the generalizability of the findings, and time constraints. Even though a wider group of teachers was initially surveyed to get a broad grasp of the background and attitudes of the target population, this study relied on a smaller sample size for the qualitative part of the study. Although small sample sizes can still produce insightful results and give preliminary signs of trends or patterns, it is crucial to understand their limitations and proceed with caution when interpreting the results. Therefore, future research could consider including larger sample size and more variety, or perhaps in a cross-cultural setting. A larger and more varied sample size would increase the study's generalizability and offer a wider spectrum of viewpoints. Additionally, the study used interviews to collect qualitative information on teachers' knowledge,

beliefs, and practices regarding writing assessment. Future studies, however, could also consider obtaining qualitative information from students, which may provide a more comprehensive picture of the topic under investigation. Since many students participated in the study, it was not feasible to collect qualitative data from all.

One limitation of this study is the exclusive reliance on portfolio assessment scores as the primary measure of student achievement. The absence of a criterion exam or alternative standardized assessment limits the scope of the study's findings and restricts the ability to compare students' performance across different contexts. An important consideration related to the limitation of relying solely on portfolio assessment scores is that it does not provide a direct indication of the causal relationship between students' improvement in their portfolios and the influence of teachers' assessment literacy. While the study aims to explore the potential connection between teachers' WAL and student achievement, the absence of additional data sources hinders the ability to establish a clear cause-and-effect relationship. Therefore, the findings should be interpreted with caution, acknowledging that the association between teachers' WAL and student achievement is correlational rather than causal.

The use of self-report measures in surveys and interviews was another methodological restriction. Since the data was based on teachers' subjective assessments of their experiences, attitudes, behaviors, and beliefs, their answers could be influenced by social desirability biases. This means that they might not express their genuine opinions, but rather those that the institution would find acceptable or desirable. Several strategies were employed to lessen the possible effects of biases, including ensuring participant anonymity, using well-validated measures and a variety of data sources in this study. However, to gain a more comprehensive understanding

of the role of teachers' WAL, future research could incorporate additional measures, such as observational methods, to directly examine the instructional strategies or feedback provided by teachers and their impact on students' progress in writing.

Due to time constraints, it was also not likely to investigate creating a writing assessment knowledge test for teachers, which may have affected the breadth and depth of the study. Future research, however, might consider developing a WAL test to assess teachers' assessment knowledge while supplementing the quantitative data with qualitative measurements like interviews, observations, or focus groups. As a result, it is important to recognize potential constraints to offer a more accurate evaluation of the study's strengths and weaknesses and to suggest areas for further investigation. By acknowledging and overcoming these constraints, we hope to advance the ongoing research in this area.

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APPENDICES

Appendix B: Research Consent Form

RESEARCH CONSENT FORM

This study is a master's thesis study conducted by Esra Seferinoğlu under the supervision of Assist. Prof. Dr. Yavuz Kurt (Yeditepe University). The aim of the study is to examine the relationship between the writing assessment literacy of the teachers who teach Academic Writing at the English Preparatory School and the success of the students in portfolio assessment. It is predicted that learning about the writing assessment skills, beliefs, and practices of English teachers will make an important contribution to scientific English language teaching research. Participation in the study is completely voluntary. Your answers will be kept completely confidential and evaluated only by the researcher. The information obtained will be used in scientific publications. Data for this study will be obtained through a combination of questionnaire responses and interviews conducted with teachers. For the study, the data collected from the teachers will be analyzed to be associated with the portfolio grades of the students. All data collected in the study (questionnaire answers, audio recordings, portfolio grades) and the identities of the participants will be kept completely confidential. However, if you feel uncomfortable during the research due to questions or any other reason, it will be sufficient to tell the researcher that you do not want to complete the research. If there is anything you would like to ask before giving your approval, do not hesitate to ask. Thank you in advance for your participation in this study.

For more information about the study, you can contact Yeditepe University English Language Teaching Department faculty member Assist. Prof. Dr. Yavuz Kurt, researcher Esra Seferinoğlu, or Yeditepe University Humanities and Social Studies Research Ethics Committee.

I participate in this study completely voluntarily and I know that I can withdraw from the study at any time. I accept the use of the information I have provided in scientific publications. (After completing and signing the form, return it to the practitioner.)

Date:

Signature:

Name-Surname:

Appendix C: Student Demographic Information Form

As this study is intended for research purposes only, participation is completely voluntary, and your personal information is considered confidential and will not be disclosed to third parties without your permission.

1. Name-Surname _____
2. Age _____
3. Gender Male Female
4. Are you a Turkish citizen? Yes No
If no, where are you from? _____
5. Is Turkish your first language? Yes No
If no, what's your first language? _____
6. How long have you been learning English? ____ years
7. Is English spoken at your house? Yes No
8. Is there anyone in your home who speaks English? Yes No
9. I started to learn English at:
Kindergarten Primary Schoo Secondary School High School
University
10. Have you taken English writing course before? Yes No

Appendix D: WAL Questionnaire

The Relationship between EFL Teachers' Literacy of Writing Assessment and Students' Writing Achievement in Portfolio Assessment

My name is Esra Seferinoğlu. I am an instructor at Medipol University Language School. I am kindly requesting your participation in a thesis study that I am conducting titled: The Relationship between EFL Teachers' Literacy of Writing and Students' Writing Achievement in Portfolio Assessment. The intention is to investigate knowledge, beliefs and practices of writing teachers at the university level about assessing writing. The study includes a WAL survey and interviews with volunteer teachers.

Your candid responses to these questions will be extremely helpful to the research. Except where specified, please select only ONE option that BEST answers the question for you.

As this study is intended for research purposes only, participation is completely voluntary and the information provided is considered confidential and will not be disclosed to third parties without your permission.

PART 1: About You

Email*

Statement of Consent

I have read the above information. I feel I understand the study well enough to make a decision about my involvement. I understand and agree to the terms described above. I participate in this study completely voluntarily and I am free to withdraw at any time, without giving a reason and without cost.

1. Do you confirm the above statements?*

Choose only one oval.

- I confirm.
- I do not confirm.

2. In what kind of program/institution do you currently teach writing?*

Choose only one oval.

- English Preparatory Program
- Four-year University
- College
- Other

3. Which of the target courses have you taught at the institution indicated in #1?*

Check all that apply.

- Beginner Writing
- Intermediate Writing
- Advanced Writing
- I do not teach any of these courses.
- Other

4. How long have you been teaching writing? (Include graduate school teacher assistant experience, if applicable.)*

Check all that apply.

- 0-2 years
- 3-5 years
- 6-10 years
- 11-20 years
- 21+ years

5. What degree qualified you for your current teaching position(s)?*

Check all that apply.

- Ph.D.
- ABD
- M.A. in English (literature and/or creative writing)
- M.A. in TESOL (or English with TESOL emphasis)
- M.A. in Applied Linguistics or Linguistics
- M.A. in Composition/Rhetoric or similar
- TESOL/TEFL Certificate in addition to M.A.
- Composition Certificate in addition to M.A.
- B.A. in English Language Teaching/English Language and Literature or similar field.
- Other

6. What kinds of training prepared you to teach writing?*

Check all that apply.

- Graduate course (s) in teaching second language writers
- Undergraduate course (s) in teaching writing
- Undergraduate course(s) in teaching ESL writers
- Practicum or internship course (s) in tutoring/teaching writing
- Practicum or internship course(s) in tutoring/teaching ESL writing
- In-service workshops or training on teaching writing
- In-service workshops or training on teaching ESL writing
- Professional conference presentations or workshops on writing
- Professional conference presentations or workshops on ESL writing
- None of the above

- Other

7. Have you ever received formal training in assessment in general?*

Check all that apply.

- Yes, as part of a course (graduate, undergraduate, practicum, internship)
- Yes, as part of in-service training for a current or former job
- Yes, at a professional conference
- No, I have never received any formal training about assessment

8. Have you ever received formal training in the assessment of writing?*

Check all that apply.

- Yes, as part of a course (graduate, undergraduate, practicum, internship)
- Yes, as part of in-service training for a current or former job
- Yes, at a professional conference
- No, I have never received any formal training about writing assessment

9. Check all the activities that you consider to be writing assessment.*

Check all that apply.

- Quizzes
- Timed in-class writing
- Out of class essay assignments
- Final exams
- Revisions
- Peer review
- Other _____

10. Which statement BEST describes how you feel about assessing writing?*

Choose only one oval

- I find it interesting and challenging.
- I accept it as a necessary part of being a writing teacher.
- I feel frustrated and/or resentful at least sometimes.
- I would rather do almost anything else.

PART 2: Your Assessment Strategies

11. In your course, do you utilize a multiple-draft approach in which students receive feedback and revise one or more times before a paper is graded or placed in a final portfolio?*

Choose only one oval

- Yes
- Sometimes
- Never

12. When you give a writing assessment, do you provide students with a rubric or a list of criteria for which they will be held accountable on the assignment?*

Chose only one oval

- Yes, I provide criteria/rubrics for every assignment.
- Yes but not for every assignment.
- I seldom provide rubrics/criteria.
- I never provide criteria/rubrics.

13. Do you create your own rubrics for your writing assignments?*

Choose only one oval

- I create all the rubrics I use.
- I create some of the rubrics I use.
- I create none of the rubrics I use.
- I don't use rubrics.

14. Do you use any strategies to ensure student comprehension of your assignment criteria/rubrics?*

Choose only one oval

- Yes, regularly
- Yes, occasionally
- Not sure
- No
- Not applicable as I do not provide rubrics/criteria for my students.

15. If you have international students in your classes, do you assess their writing any differently than that of other students with Turkish L1?*

Choose only one oval

- Yes
- Sometimes, depending on the student
- No, my approach to assessment is the same with all students
- I am not really sure
- I teach only students with Turkish L1

16. If you use rubrics as a tool for writing assessment, do you provide any training to students regarding the information on the rubric?*

Choose only one oval

- Yes, I have a specific approach.
- I provide an informal introduction to the rubric in use, but I wouldn't call it training.
- I do not provide any training or introduction.
- I do not use rubrics in my classes.

17. What is your approach to assessing language issues in student writing.

Check all that apply

- Circle language errors and ask students to correct them
- Write in correct forms for student language errors
- Mark errors with some coding scheme to help identify errors
- Put a check in the margin by a sentence containing error(s)
- Ignore errors unless they cause major confusion
- Write end comments focusing on patterns (e.g. You have a problem with subject/verb agreement; see Chapter X in the text or see me to work on this)
- Other _____

18. Regardless of your overall approach to assessment, which statement BEST describes the effects of using rubrics for grading writing assignments?*

Choose only one oval

- I feel that rubrics are important tools for accountability and help students understand why they receive the grade they received.

-
- I am not sure they pay adequate attention to them or are able to use the information to improve their writing.
 - I don't think rubrics help that much.
 - I don't use rubrics.

PART 3: Your Beliefs about Writing Assessment

19. Writing can be assessed indirectly through multiple choice questions.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

20. Scoring of writing is always inaccurate.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

21. Scoring of writing is subjective.*

Choose only one oval

- Strongly Agree

- Agree
- Not Sure
- Disagree
- Strongly Disagree

22. Essay exams are best when it comes to assessing writing skills.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

23. Writing is best assessed when integrated with other skills like reading and listening.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

24. Self-assessment can be a good technique for assessing writing.*

Choose only one oval

- Strongly Agree

- Agree
- Not Sure
- Disagree
- Strongly Disagree

25. In general, writing exams provide a good estimate of writing ability.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

26. Writing assessment provides good feedback for writing instruction.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

27. Rater training is not helpful for writing teachers.*

Choose only one oval

- Strongly Agree
- Agree

- Not Sure
- Disagree
- Strongly Disagree

28. A portfolio is a good tool for assessing writing.

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

29. When scoring writing, I believe content should receive more weight than accuracy (grammar).*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

30. Self-assessment provides an accurate picture of student writing ability.*

Choose only one oval

- Strongly Agree
- Agree

- Not Sure
- Disagree
- Strongly Disagree

31. Assessment plays an important role in writing classes.

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

32. Assessment is an important capability that writing teachers should master.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

33. Writing assessment is time-consuming.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure

- Disagree
- Strongly Disagree

34. It is difficult to work with other colleagues during scoring of writing exams.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

35. Teacher-made writing texts are better than large-scale writing exams.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

PART 4: Your Writing Assessment Practices

36. I use scoring rubrics when grading essays.*

Choose only one oval

- Strongly Agree
- Agree

- Not Sure
- Disagree
- Strongly Disagree

37. I discuss with colleagues the results of my writing exams.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

38. We do rater training in our program.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

39. I like using portfolios as a tool of assessment in my writing classes.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure

- Disagree
- Strongly Disagree

40. I integrate writing with other skills when I design writing exams.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

41. I ask students to do self-assessment in writing classes.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

42. I use computer technology in writing assessment.

Choose only one oval

- Strongly Agree
- Agree
- Not Sure

- Disagree
- Strongly Disagree

PART 5: Your Writing Assessment Knowledge

43. I understand the concept of portfolio assessment.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

44. I know what is meant by integrated writing tasks.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

45. I comprehend the concept of scoring rubrics.*

Choose only one oval

- Strongly Agree
- Agree

- Not Sure
- Disagree
- Strongly Disagree

46. I understand the concept of alternative assessment.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

47. I know how to design good writing tasks.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

48. I know how to design scoring rubrics.*

Choose only one oval

- Strongly Agree
- Agree
- Not Sure

- Disagree
- Strongly Disagree

49. Is there anything you would like to add?

Appendix E: Permission E-mail

MA Thesis External Inbox x ✕ 🖨 📧

E **ESRA SEFERİNOĞLU** Mon, Oct 10, 11:30 PM (13 days ago) ☆ ↶ ⋮
to deborah.crusan ▾

Dear Crusan,

I am a master student in the English Language Teaching Department of Yeditepe University in İstanbul, Turkey. I currently work at _____ University as an instructor in the PREP Program. I am going to write my thesis this year and it is about "Investigating Writing Assessment Literacy of EFL Instructors and Prep School Students' Writing Achievement". Your research "Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices,2016" is a source of inspiration for my thesis outline. However, I could not have access to the survey you used for the data collection process. Would you mind sharing it with me? I would be honored if I have this opportunity.

Best Regards,
Esra Seferinoğlu

C **Crusan, Deborah J.** Mon, Oct 10, 11:34 PM (13 days ago) ☆ ↶ ⋮
to me ▾

Hello Esra,

I have attached the questionnaire to this email. Best of luck with your research. Please keep me informed on your progress.

Deborah Crusan, Ph.D.


Appendix F: Interview Questions

1. How do you perceive L2 writing as a course in your teaching context?
2. What do you think about the writing course currently being taught at this university?
3. What kind of practices do you usually apply in your writing classrooms? Do you stick to the syllabus provided by the school?
 - a. YES: Why?
 - b. NO: In what areas do you find it weak? How do you compensate for these weaknesses?
4. What comes to your mind when I say ‘‘a good writing teacher’’ and ‘‘a good assessor of writing’’?
5. How do you evaluate yourself as an assessor of writing?
6. What do you think are the key points of good writing assessment?
7. How competent do you feel about yourself regarding different areas of writing assessment?
8. How do you think teachers’ classroom practices influence their writing assessment?
9. What do you expect your students to achieve in portfolio assignments? Can you tell us the criteria you consider while assessing your students’ writing? (Grammar, vocab, content, L1, etc.)
10. ‘‘Portfolios are perceived as useful tools of process writing in which students create multiple drafts and receive their teachers’ continuous feedback’’. How much time do you spend giving feedback to your students? Do you think portfolio assessment serves its purpose? How do you think students benefit from it?
11. What do you think about the ‘‘error correction codes’’?
12. What do you do with the students who fail to make necessary corrections in their second drafts?
13. What other ways do you use to correct your students’ mistakes?
14. How do you think your feedback affects students’ writing achievement?
15. What are challenges while assessing writing?
16. Do you think that teachers should have a certain rubric prepared by the professionals or create their own rubrics considering their classroom practices?

Appendix G: Portfolio Grading Rubric

	17-25 pts	11-16 pts	6-10 pts	0-5 pts
Organization & Focus	<p>*Clearly addresses all parts of the writing task.</p> <p>*Demonstrates a clear understanding of purpose and audience.</p> <p>*Maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions.</p> <p>*Includes a clearly presented central idea with relevant facts, details, and/or explanations.</p>	<p>*Addresses all parts of the writing task.</p> <p>*Demonstrates a general understanding of purpose and audience.</p> <p>*Maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of transitions.</p> <p>*Includes a central idea with mostly relevant facts, details, and/or explanations.</p>	<p>*Addresses only parts of the writing task.</p> <p>*Demonstrates little understanding of purpose and audience.</p> <p>*Maintains an inconsistent point of view, focus, and organizational structure, which may include ineffective or awkward transitions that do not unify important ideas.</p> <p>*Suggests a central idea with limited facts, details, and/or explanations.</p>	<p>*Addresses only one part of the writing task.</p> <p>*Demonstrates no understanding of purpose and audience.</p> <p>*Lacks a point of view, focus, organizational structure, and transitions that unify important ideas.</p> <p>*Lacks a central idea, but may contain marginally related facts, details, and/or explanations.</p>
Sentence Structure Word Choice	<p>*Sentences reflect variety in length and kind: (compound and complex sentences)</p> <p>*Few if any tense/subject verb agreement errors:</p> <p>*Word choice is rich and varied.</p>	<p>*Sentences reflect some variety in length and kind: (more compound than complex sentences)</p> <p>*Occasional if any tense/subject verb agreement errors:</p> <p>*Word choice is clear and reasonably precise.</p>	<p>*Sentences reflect little variety in length and kind: (mostly simple sentences)</p> <p>*Contains tense/subject verb agreement errors.</p> <p>*Word choice is basic.</p>	<p>*Sentences are simple and fragmented.</p> <p>*Errors obstruct meaning.</p> <p>*Word choice is vague.</p>
Mechanics	<p>*Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>*Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.</p>	<p>*Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.</p>	<p>*Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.</p>
Overall Improvement	<p>*No/few mistakes in use of English and task content/organization are made in different tasks. Learner considers all the feedback given and does not repeat the same mistakes in</p>	<p>*Not many mistakes in use of English and task content/organization are made in different tasks. Learner considers the feedback in general to a great extent and applies it in</p>	<p>*Some mistakes in use of English and task content/organization are made in different tasks. Learner considers the feedback in general to some extent and applies it in</p>	<p>*Same/similar mistakes in use of English and task content/organization are made in different tasks. Learner does not consider the feedback in general.</p>

Appendix H: Error Correction Codes

WRITING ERROR CORRECTION CODE			 MEDIPOL UNV ISTANBUL MEDIPOL UNIVERSITY ENGLISH PREPARATORY PROGRAM
SYMBOL	ERROR	EXAMPLE	CORRECT SENTENCE
WO	Word Order	I like <u>very much</u> music.	I like music very much .
Gr	Grammar	You're <u>gooder</u> than me at maths. She talked to <u>he</u> in the pub.	You're better than me at maths. She talked to him in the pub
T	Verb Tense	Last week I've <u>been</u> to Madrid.	Last week I went to Madrid.
MW	Missing Word	After she kissed him, took a shower and left for work	After she kissed him, she took a shower and left for work
WW	Wrong Word	It is a <u>difficult</u> kind of animal.	It is a different kind of animal.
EW	Extra Word (Not necessary)	We live in <u>the</u> another city.	We live in another city.
WF	Word Formation	He is an <u>ambition</u> person.	He is an ambitious person.
S	Spelling	It is a <u>chaep</u> restaurant.	It is a cheap restaurant
P	Punctuation	I bought a car, <u>because</u> I do not want to walk to work.	I bought a car because I do not want to walk to work
N	Countable-Uncountable (Number)	We need some <u>informations</u> .	We need some information .
A	Article	She <u>is</u> English teacher at İstanbul Medipol University.	She is an English teacher at İstanbul Medipol University.
C	Capitalization	london	London
Pr	Preposition	Do not laugh <u>to</u> me.	Do not laugh at me.

Appendix I: Interview Transcripts

Transcript 1 (T1)

I: So, my first question is, how do you perceive L2 writing as a course in your teaching context?

T1: Well, I think that it's one of the necessary parts for the English teaching purposes, and I think that if it is a match with the level of the students, I think it's a requirement.

I: Okay, so what do you think about the writing course currently being told at this university?

T1: I think it is according to their levels. And when we check them by the subjects, the topics they are talking about, and the topics that it's teaching in terms of the writing's skills, I think that it is satisfactory.

I: As far as I know, you also stick to a syllabus provided by the school. So, do you stick to that syllabus in your classrooms?

T1: When it comes to writing, actually, I strictly follow the syllabus, because, first of all, because of the number of the lessons that we have, and also because they are prepared according to every detail in terms of the students level, and the syllabus of the whole year, I think is something that should be strictly followed, and that is what I do in my lessons. I just try to cover whatever is written for that hour, and usually it fits. There's no time problem, either.

I: Okay, so what comes to your mind when I say "a good writing teacher" or a good assessor of writing?

T1: The thing is that writing is a very individual lesson. So, it requires the teacher to be able to deal with every student specifically so what I would say for a good writing teacher is somehow trying to take care of every student, and for the good assessor of writing I think 2 things should be assessed separately while reading students' writings. The first one should be in terms of only the writing, meaning if it has a topic sentence or supporting ones. So, it should be covered in that way to see that if the student has understood the structure of it or not, and then, as the secondary thing, the grammar and all the other stuff can be checked.

I: So, you mentioned personalized teaching right according to students' interests, so if I ask you to evaluate yourself as an assessor of writing, what would you say?

T1: I would say that I am comfortable with the work that I do for that lesson especially for grammar and writing, because I have strong skills when it's comes to teaching. I probably do a little bit more efforts than what I supposed to do, which sometimes cost me or my break times, to be honest. I try to deal with each one of them separately, because I know that especially when it comes to that assessment part, only giving the right answer and then passing away wouldn't be enough. You need to explain that to the student especially if it's about the logic. It is something that you need to talk to the student about, because the way to show the logic in writing is especially something that they should have acquired before. But if they don't have it at that point, then you need to teach it.

I: So, can you tell me some key points of good writing assessment?

T1: Good writing assessment, well, being fair I would say as the first one and not focusing on whatever the student is saying in terms of the context. If the writing fits the requirements, and I think that would be all.

I: How competent do you feel about yourself regarding different areas of writing assessment?

T1: Actually, as a literature student, I also know what we are teaching in a very detailed way. So, for that one, if it's not going to be too proud, I'm going to say I don't need.

I: So, you're doing all these in a restricted time. So how do you think your classroom practices, all these efforts influence your students' writing achievement?

T1: Well, this is what I have discovered. I think students do realize when you put in an extra effort, and they realize especially that you deal with them individually. They realize that they can get their English better, because when you're doing your writing, it's not only the writing that you are improving, but other parts of English, too. So, I think the way that I assist them and help them throughout the track makes them work more because they get clear instructions, clear feedbacks. So, they do understand it. And I think it really motivates them.

I: You also conduct some portfolio assignments in the writing classrooms. So, what do you expect your students to achieve in those? Can you tell me some criteria you consider while assessing your students?

T1: The priority would, of course, whatever the syllabus is telling in terms of the writing skill. So, the first thing I check is if they understood the structure of writing academically, because they tend to not know the difference between just writing and writing academically. So, first, the structure, the topic of the lesson. That is what I'm checking when I'm assessing. But as the secondary thing, because they are all combined, the grammar especially, or the punctuation that they are also all followed, too, but they are the secondary thing. First, the structure and the context, and then the grammar and punctuation and vocabulary.

I: Okay, so how much time do you spend giving feedback to your students?

T1: Well, except for the one that we do for the first and second check, this is what I do as an individual decision, when it says the feedback hour in our syllabus after writing a portfolio, I usually try to let's say, okay, let me tell you again, I usually make it a little bit longer. I arrange the lesson according to that because I know that most of the students are going to come and ask something. I mean, if I only communicate with them through the paper, I know that it wouldn't be enough. So even if there is no feedback hour in the syllabus, I try to create some, and if there is a feedback session, then maybe I try to make it longer, so that I can deal with each one of them separately.

I: So, you give individual feedback in the class?

T1: Yes, as an extra, even if it's not written in the syllabus.

I: Okay, so what do you think about the error correction codes that you use to give feedback?

T1: Yes, and we share it with students at the very beginning, so that they can get used to it.

And at first maybe it can create a little bit problem for this, to that, not the teacher.

When they try to understand what the mistake is, but the thing is, they can get used it very quickly, and I think the codes, that list, is satisfactory and explaining all clearly.

I: So, can they benefit from your feedback? My question is what do you do with the students who fail to make necessary corrections in their second drafts?

T1: So, first, I apply this school rule in that one which is at the first draft. We just write the correction code. But in the second one we must write the correct answer in a clear way. So, I do follow it. But as an extra, sometimes I create some notes either it is for the online one or for the class, usually even at the first drafts check, I can write some notes, because sometimes it is not a mistake that is or that can be listed in the error correction code, but it's something about the logic. For example, so I do that in the second one, too, I do write the correct answer, but next to it sometimes I try to explain why the students should do that, so that they can understand it, they do not only learn the correct answer.

I: Okay, so do you face any challenges while assessing writing? And what are those?

T1: There's usually not so much challenge when teaching writing. When students first start learning and how to write something academically, it can get some time for them to understand it is something different, and there are some strict rules that they should apply while writing, but after they get used to that, usually there is no problem.

I: Okay? So, my last question is about the improvement observed in your class in terms of writing achievement in the portfolio assignment. What do you connect this improvement to the most?

T1: The most, I would say individual feedback for the most, because what I think about writing is that students can get very shy when they talk. So, when you have a speaking lesson, for example, even though they know a lot of things in terms of the grammar or the vocabulary, because of that stress, they might say things wrong, but when it comes to writing they have that opportunity to use whatever they know and show it without stress, and if they are doing something wrong, and when you give that individual attention to that student when they really understand the logic behind it, and what they need to do then I think it really helps them, not only for the writing, but also for their general English improvement, too.

I: Do you get any reflections from students on this individual feedback? Do they say anything about it?

T1: Yes, they are really appreciating that situation.

Transcript 2 (T2)

I: How do you perceive L2 writing as a course in your teaching context?

T2: Hmm! I find it quite essential in my teaching context since writing is a mixture of all other skills and structures. So, in my context, since it's an L2 context, since students are learning it as a second language, it becomes even more challenging for them. So, we as teachers, aim to develop their writing ability to communicate in a written form, so it's challenging for them to combine their grammatical, lexical, and structural knowledge.

So, I find it quite essential, and I give importance to teaching writing in and out of the context.

I: Okay. So, what do you think about the writing course currently being told at this university, you mentioned this a little bit. Do you have any other comments?

T2: Yeah, I do. It is quite loaded. I can say our writing course has a loaded schedule. In writing, we start to introduce key elements first, then, even like we start from sentence structures, then we immediately move to paragraph writing, then hopefully essay writing if things work well. So, we follow many steps, and we have many resources that we use. And the books are thick, and so it becomes quite challenging for the instructor to keep up with everything. So, if we mention the objectives, we, I can say we reach the objectives like we can clearly observe their improvement, but I think it goes quite fast, and we don't, let's say we cannot make the most of it I believe.

I: Okay, so you also focused on the general procedures the school follows right?

T2: Yeah.

I: So personally, what are the practices do you usually apply in your writing classrooms? I know there is a syllabus. Do you stick to it?

T2: Definitely, I do, because, as I mentioned before, we have a busy schedule, so it becomes nearly impossible to include an additional activity in the syllabus. But I give importance to, especially after portfolio writings, I give importance to giving a whole class feedback.

So, I include it in the syllabus, even if we don't have time. Other than that, additional practices as I mentioned. I don't have enough time to apply them. I mostly stick to the syllabus I can say.

I: Do you observe any weakness, or in what areas let's say, do you find it weak?

T2: The syllabus. Hmm, yeah, I don't find it weak, but I find it quite loaded. So, being loaded, restrict us in many ways, because we cannot give enough time, or let's say we cannot give enough importance to some units or some parts, or we just quickly must skip some parts. So, we can maybe consider this as a weakness like my, the most, the biggest issue for me is time regarding syllabus. Because you seem to be like in a rush, catching up with the plan. Yes.

I: Okay, so what comes to your mind when I say, a good writing teacher, what makes a good writing teacher and a good assessor of writing?

T2: Okay, so let's start with a good writing teacher. First, I believe a good writing teacher needs to be knowledgeable as in other areas of teaching. When it comes to writing, a teacher needs to be aware of writing styles, genres, the key elements of writing, and personally, I believe that writing teachers should be enthusiastic. I find it as a matter of passion, because personally, I love writing a lot, and I love to teach, so I think it has an effect, and the most important issue is providing feedback. I believe, a good writing teacher needs to be feedback-oriented, because it's the only way for students to improve themselves. They may not be aware of their own mistakes. So, a good teacher is overall that for me. But when it comes to a good assessor, it's connected to having assessment skills. So, it's essential for a teacher to have assessment skills. We can connect it with the teachers' assessment backgrounds, or we can say the educational background. If the teacher doesn't know how to assess of course we cannot expect a reliable assessment procedure, there. So, having the knowledge of assessment as theoretical background, I believe, is important.

I: So, do you feel like you fulfil all these requirements? Or if I ask you to evaluate yourself as an assessor of writing, what can you say?

T2: So, I mentioned being knowledgeable, so I feel knowledgeable in that sense, because I trust my educational background here, and I try to apply the technical background I have into practice. So, I also believe I am a consistent instructor in that case. I'm consistent in my feedbacks, and my students know what to expect from my written feedbacks. They know how to evaluate my feedback, so I believe this is also an important aspect of being an assessor. Your students need to know how to get

enough from your feedback. In that case I feel quite competent with it. Also, I'm quite stick to the rubric and codes given. So, my students are familiar with my style. Also, I try to focus on long-term achievements here instead of focusing on errors one by one, I try to improve my students L2 writing in the long-term progress. So, giving feedback here becomes even more important because you need to focus on content, organization, writing style along with errors themselves. So overall, I believe I feel competent with it.

I: You consider yourself competent, and knowledgeable in that field, right, based on educational backgrounds.

T2: Yeah, I do.

I: Okay, so how competent do you feel about yourself regarding different areas of writing assessment?

T2: Hmm! I couldn't come up with any. Oh, I might have, probably, but I couldn't come up with any specific area right now.

I: Okay, so how do you think that teachers' classroom practices influence their writing assessment?

T2: Hmm! So, I believe classroom practices are closely related with teachers' teaching style, and of course, values in the classroom. So, for instance, if a teacher places value on creativity, of course all attention won't be just on error or error correction codes.

So, and there are other criteria coming with that. So as a teacher, I believe that learning is a combination of whole skills and strategies. So, this view is closely related with my writing assessment, as well so I don't just focus on errors, or simply just how many errors they made in the writing. So, this view, or the views that all teachers have in their mind, are closely related with their writing assessments, so I believe we cannot deny the fact that we have personal differences also the other skills are in progress. We cannot deny it in writing, so it is closely related with my writing assessment, and I believe the values of other teachers are also affected by their writing assessments.

I: Okay. So, when it comes to your portfolio assignments, do you have a specific criterion in mind while assessing your students writing? It could be like grammar, vocabulary, content, which one outweighs the other? Do you have a specific criterion?

T2: As I mentioned, we have the rubric and codes, but personally, what I expect from them, I expect them to improve their grammar for sure, and I want I expect them to use a wide range of vocabulary in their writing. I don't want them to repeat the same vocabulary. Also, I expect them to form a content related writing. I give importance to coherence, also organization of writing, writing style, and mechanics, are quite important for me personally.

I: So, do you think portfolio assessment serves its purpose?

T2: Definitely. I do. Because it's a process writing, and while working on it, for like in one track, we have around 8 weeks. While working on it, I can clearly observe the

difference between the first drafts and the last, second drafts. So, if you ask the effectiveness, I strongly support the power of process writing, portfolio writing, because I can clearly observe students' improvement throughout the process. They can also observe it by themselves when I conduct a feedback session on the last week, and these are the feedbacks I get that they can clearly observe their improvement. Also, I can as their instructor observe their improvement, so they clearly serve their purpose.

I: Okay, do you give it back only through error correction codes? Do you have any other way?

T2: Not only. I find them quite effective, but I don't only use them. There are also comment sections on our portfolio packs, so I give quite long comments. I provide long comments to my students regarding their organization, content, and their overall ideas, like what they include, or I love to comment on their daily life issues as well. So, it's kind of like a way of communication on the paper for us. So, error correction codes are part one, yes, in part 2.

I like to provide long comments which include everything rather than codes.

I: So, you must spend a lot of time giving feedback.

T2: A lot. I spend a long time on them. So yesterday, I think it took around like 3 h. Yeah, I spent a long time on them.

I: You mentioned students' improvement in that sense. So, do you think your feedback affects their writing achievement?

T2: Definitely. As I mentioned before, they also observe their own improvement. Also, I can observe their improvement when I check their first drafts, and the scores I give to them. Also, the last one, there is a huge difference between them. Also in the process, in the writing classes, we also have in-class practices rather than portfolios, so we can also observe that students are capable of writing let's say quicker and with less errors in the progress. So, it helps them a lot, I believe. But again, I need to mention that it depends on the teacher and how students receive feedback, and how they evaluate the feedback given to them. It's quite important.

I: Okay, what about the challenges? Do you face any challenges while assessing writing? And what are those?

T2: I do. But the biggest one again. I'll mention time. It takes a lot of time, takes a long time for me to check all the drafts of all the students, because, as I mentioned before, I don't just focus on errors, I want to. I like to give content-related feedback regarding both the topic and organizational side of writing. So, it takes a long time for me to assess them all. I think this is the biggest challenge for me.

I: Okay, so do you think that teachers should have a certain rubric prepared by the professionals like the syllabus or creating their own rubrics considering their classrooms' dynamics, values as you mentioned, or classroom practices?

T2: So, I believe rubrics need to be standardized. So, most teachers might be capable of preparing their own. But we cannot trust objectivity of them so I don't believe that teachers should create their own. And okay, classroom practices are quite important and essential, and they need to be provided as feedback to the professionals. But other than that, I think it's the job of content creators or let's call them professionals in general. It's their job to prepare rubrics, I believe, because in that case it won't be objective, or it won't be reliable to use.

Transcript 3 (T3)

I: So, my first question is how do you perceive L2 writing as a course in your teaching context?

T3: Well, is the first thing I can say is that it is necessary in my context, as you know, because they are at university level. I mean when they go to their faculty after prep. class, their departments will be in English, I mean all the subjects will be covered in English, so it is challenging for them, since they don't have enough background and English knowledge and writing competence. Therefore, I think it should be mandatory for them. And here to explain, let's say, this situation better, I want to make an analogy. Our students are just like a chef or cook, I mean, to be a good chef or a cook. What is, let's say, what is essential, I might say I am a good chef. Isn't that enough? I mean, before preparing something they should have the ingredients, right? I mean fruits, vegetables, eggs, or other items, or to make or cut them, they need some other devices, so we can say that these eggs, or let's say, salt, sugar, whatever it is. They are just like vocabularies, and like cutting, mixing, or putting, these actions, we can say that are grammar structures. Therefore, I mean to prepare them, we should have other

requirements as well. As a result, from this we can conclude that writing is a complex activity in our context and in general.

I: So, in your scenario. Where do you put the recipe? I mean, do the teachers provide the recipes or students try to find them?

T3: Actually, with right guidance. Students try these recipes.

I: Okay. So, what do you think about the writing course currently being taught at this university?

T3: Well, it depends on the class, I mean, which level you are currently teaching. And when we look at in terms of material, I mean, I can say that I like the book, the writing book, because it focuses on not only writing aspects, but also vocabulary, I mean lexical variety. As we know, we have another problem nowadays. Our writing sessions are online. I mean handwriting and online writing are totally different. So, it brings us, let's say another scenario or situation. I mean for handwriting. We need some different criteria for online writing. I think we have some different criteria. I mean, we cannot put them into the same marks.

I: Okay. As I know, the school provides a syllabus. So, do you stick to this syllabus?

T3: Yes. At this point in institutions, as we know I can't say that following syllabus is very significant. However, I sometimes ignore syllabus, because I believe that some activities are boring and exhausting for my students and they don't learn anything. I

mean, they just fill in the gaps. So, I don't like the situation to improve their writing competence, and what I do? I usually demonstrate my own teaching style by ignoring the book, therefore, I mean being a role model increases their motivation and their writing performance. The key point here is being a role model for the students.

I: Okay, then, what comes to your mind when I say a good writing teacher or a good assessor?

T3: Wow! This is a challenging question. I mean, it is very difficult to identify the difference between...Sure when we say a good writing teacher, I think, he or she is the one who is aware of all the elements of writing. For example, he should know how to teach sentence structures, cohesion, organizational ideas or content knowledge, lexical variety, sometimes punctuation. So, we understand that teacher should have other competences as well to be a good writing teacher. On the other hand, when we say a good assessor of writing, I think that it is more difficult than being able to be a good teacher. Again, if we say why, because it requires some other skills, such as critical thinking, knowledge about, let's say, reliable assessments. I mean validity or reliability of the activity or task or having a rubric, or just having a rubric. Of course, is that enough? I mean, how to use this rubric is a critical point for a good assessment of writing.

I: Okay, I see. So, if I ask you to evaluate yourself as an assessor of writing, what would you say?

T3: Hmm! Of course, I am a good assessor of writing, I think, or I believe, like this. Because I have, let's say, approximately 6 years of experience of teaching at university level. It means that I have encountered hundreds of essays and students so far. Also, I get, I gain new perspectives thanks to my master's degree, MA courses, I mean. If we combine all of these, I think that I'm good at assisting writing performance. Of course, I have some weaknesses.

I: Okay, how do you think teachers' classroom practices influence their writing assessment? or, do you believe that it affects?

T3: In my opinion there is a strong correlation between teachers' classroom practices and their writing assessment. I mean when we look at the paper, I mean students products, we want to see let's say, our style, our way of thinking, or our organizational ideas. For example, let's say, cohesion or organization ideas like firstly, secondly, also, besides, as a result. From this, we can deduce that it can affect students' performance and grades positively, let's say, on the other hand, it may affect negatively.

I: You also conduct some portfolio assignments. So, what do you expect your students to achieve in those assignments? Can you tell us some criteria you consider while assessing your students' writing?

T3: In portfolio assignments, organization of ideas and paragraphs are very important for me. I mean, I usually ignore grammar mistakes. To give an example, students should be able to convey their ideas in a systematic way. I mean, when we look at a

paragraph or overall essay, how can, if you ask me how you can understand this, the first important thing is that, for example, if my students use the first important cause to explain. For example, therefore, for example...when I see these structures in a paragraph, I can easily say that he or she follows a certain structure. Yeah, I mean, having a well-organized paragraph brings success.

I: So, can we say that you pay more attention to meaning or organization than grammar?

T3: Yes. Exactly.

I: Okay, so how much time do you spend giving feedback to your students?

T3: While writing their portfolios, you mean, or for feedback?

I: For feedback.

T3: I understand. Let me think! Since the portfolios are the process-oriented products, they are very beneficial for our students. I mean one of the prominent reasons for this is that they can improve their writing skills thanks to feedback provided by the teacher, as we know, and when we come to the amount of time it changes from student to student. I mean for some students I try to write long explanations let's say feedback. I think portfolio serves, it's or their purpose, because students are exposed to writing more than 5 times thanks to these activities here, so we can say that exposure let's say improves their writing competence.

I: You also use error correction codes. Do you use any other techniques than these?

Or what do you think about these codes, first?

T3: At the first glance, they are quite beneficial and practical for the students. Thanks to these codes, they have chances to discover their own mistakes. By doing this as teachers, we avoid spoon-feeding. Nevertheless, I mean to, to reach our goal, we should explain these codes very well in the beginning of the term, or at the beginning of the session to get maximum benefit from it. I mean, if they don't understand it, it is useless.

I: Alright! So, does every student benefit the same from your feedback? For example, what do you do with the students who fail to make necessary corrections in their second drafts?

T3: Hmm! Second time, you mean and still you see some mistakes, right? So, if I see same mistakes again, I try to explain why we cannot do it that way. I mean, I try to make them understand the logic behind it, not memorization. I mean they are novice writers. They write whatever they know about the subject. However, my aim is to make them experienced writers. It means that they are aware of rhetorical structure such as purpose, audience, context. So, I try to increase their let's say, perspective in these areas. Of course, it is challenging for me.

I: Hmm, hmm! Okay. Then you must have some following tasks for them for them to be aware of all this rhetorical structure, etc. Do you do some follow up tasks in the classroom?

T3: Exactly. For example, I sometimes suggest online platforms to correct their mistakes. Maybe this is the easiest one and, I write some common mistakes on board when we are in the class, and let's say, by direct them some questions to increase their awareness. Then we have a let's say, short-class discussion. Why we cannot use like this, or what other alternatives can we use in a certain essay or paragraph.

I: So, it's not individual, but it's more like a whole class...

T3: Activity, yes, like, and brainstorming activity combining brainstorming. And, let's say, bringing discussion together.

I: Okay, so how do you think your feedback all the things you cover to improve your students' writing achievements. How do you think all these affect your students' achievements?

T3: So, you say you do all these things, but in the end so what? So, what do you see, the product? But, as we all know, the role of feedback is very vital in students writing achievement, because, as teachers, if we can provide enough explanation and motivate them, they will try to do this best to improve their writing skills. At this point, feedback is like a mirror, I mean, when they look at this mirror they should see not only their mistakes, but also their, let's say, but also compensation for these mistakes.

I mean when they look at this mirror, okay, they say I don't like my hair, or I have a problem with my eyes or face. So, this is the mistake. But as a second step or stage we should, let's say, provide a suggestion. How can we deal with it?

I: Okay, so do you face any challenges while assessing writing?

T3: Sometimes. Yes, for example, as we know, we have different types of essays like cause and effect, opinion, or discussion. So, to be fair, I mean, we as teachers, we should have and let's say different knowledge about each of them. I mean by looking at only one rubric we cannot evaluate all of them.

I: So, when it comes to rubrics, do you think that teachers should have a certain rubric prepared for the professionals, or create their own rubrics considering their classroom practices, their students' levels.

T3: Okay, as we said, a rubric is essential thing in writing let's say classes, or while evaluating their student's product to be a fair or in order not to miss any important points, I say that teachers should have a certain rubric prepared by the professionals. Of course, they can prepare, but I think it is not an easy task for them. I mean maybe they can get help from professionals. I think this is a challenging task for them. As a result, having a reliable rubric will be good for them.

Transcript 4 (T4)

I: So, my first question is, how do you pursue L2 writing as a course in your teaching context?

T4: Alright. So, in the teaching contexts, I think, like L2 writing is critical and crucial in helping students learn how to communicate effectively in a foreign language, so I believe that there's a correlation between communication and the writing skills. So, I think, L2 writing should provide students with the necessary tools and strategies to express themselves in writing in their target language. And that's why I said, like communication also plays a great role in the writing skills. Shall I add something more?

I: Yeah, please.

T4: So, how? And I tell you that L2 writing also takes into students' needs and goals of each student and provides personalized feedback and support. That's all I want to say.

I: Okay, so what kind of practices do you usually apply in your writing classrooms? I know that you follow a syllabus provided by the school, so do you stick to it most of the times, or do you just apply your own practices?

T4: I must stick to the syllabus, you know, like we must do that. But sometimes, you know, when I stick to the syllabus, the students are likely to become bored. That's why I need to change the syllabus a little bit to, you know, make the environment fruitful.

I: Okay. So, what comes to your mind when I say a good writing teacher, or a good assessor of writing? What makes a good writing teacher, I mean?

T4: When I heard this term, like a good writing teacher and a good assessor of writing, I think that kind of person has the ability to provide clear feedback and guidance to their students, and also a good writing teacher should have a strong understanding of the writing process, and also that person must be able to identify areas of improvements and help their students' development, need to voice through their writing, and also like additionally, that teacher should be able to provide objective and constructive feedback and evolve students writing based on the established criteria. That's my opinion, yeah.

I: Okay. If I ask you to evaluate yourself, then, as an assessor of writing, what would you say?

T4: Alright, when I'm thinking about myself, I can say that I think I am. I'm a very patient teacher when the topic comes to the writing. And I think I'm a little bit knowledgeable about the writing classes. Because when I was a university student, I really tried to improve myself in terms of writing. That's why. Oh, I think I am a knowledgeable teacher. At teaching writing, and I think I'm a little bit meticulous, and I pay really attention to my students' drawbacks. So, yeah.

I: Okay, so what do you expect your students to achieve especially in portfolio assignments? Can you tell me some criteria that you consider while assessing your students' writing? It might be on grammar, vocabulary, content, etc.

T4: So, I think vocabulary. I really pay attention to vocabulary. I really tried to teach different kind of vocabulary, advanced vocabularies. And that's why I am expecting them to like, let's say, to write such kind of vocabularies on their portfolios. So, yeah, I really pay attention to their vocabulary part.

I: Okay, so, how much time do you spend giving feedback to your students? You mentioned giving feedback and you're very, careful about that process. So, do you think portfolio assessment serves its purpose in that way? Do you think it benefits students' writing skills?

T4: Okay. So, you know, I have been teaching like, almost for seven months or something and that's why I'm a little bit, you know. I need practice to read the portfolios. That's why I can say that it takes at least 2 h to read the all the portfolios, and it's quite effective, the students, I think, learn best by making some mistakes and learn from their mistakes. So yeah, I think feedbacks play a great role in this, like success of writing process. When I give feedback to my students at class, they have a chance to ask a couple of questions regarding their mistakes. Therefore, they can put the right inputs like right let's say, knowledge in their heads, and that's why yeah, feedback is right important for me.

I: You also have some error correction codes, and you use them while assessing your students' writing, right?

T4: Yes.

I: You expect them to get a better writing in the second, in the upcoming tasks. So, what do you do with the students who fail to make necessary corrections in their second drafts, or third drafts let's say they didn't recognize the mistakes that you signed on their paper. So, what do you do with those students?

T4: So, I mean, like the students who fail to make necessary corrections in their second drafts. Right, so they need to write the third draft. Of course, I push them to write a third draft to reinforce the information, you know, and reinforce the knowledge. So yes, they must write a third draft.

I: Okay, so do you use any other ways to correct your students mistakes other than those?

T4: I think, okay, I use some ways, I think the pair works. I make use of pair works. So, this involves the students reading and creating each other's works. So, I can facilitate peer review by providing guidance to ensure this, students participation in feedback.

I: Okay, so how do you manage this process? I think it's an in-class procedure, right? You invite them to get together with their peers and talk about the mistakes they made. Is it something like that?

T4: Yeah.

I: Okay, so I want to come back to your feedback, how do you think your feedback affects students' writing achievements? You're saying that they benefit from it? But in what ways?

T4: Oh, right! So, as I said before, I, as I have mentioned before, I think feedback plays a crucial role in the learning process, because the key objective of providing feedback is to inform the learners' concerns regarding their performance and give them the objective opinions it helps them to understand their strengths and weaknesses, and you are twice their capabilities to the optimum. So, it increases self-growth. That's why, yeah, feedback. As I said, I think it's a very, very important for these students, EFL students.

I: You also said that you're a novice teacher.

T4: Yeah.

I: You have 7 months' work experience. So, what are the challenges you face while assessing writing? How do you deal with those? Can you mention them a little bit?

T4: Yes. Oh, yeah. I have like experienced some challenges, of course, the most challenging thing for the writing process is that it's time consuming, you know. I must pay a lot of attention to all the portfolios. Also, I need to give some feedback correctly. So, this is a hard work also it is time-consuming.

I: Okay. So, my last question is, yeah, some teachers have certain rubrics prepared by the professionals and some teachers have their own rubrics according to the classroom dynamics and students' levels. So, which one would you prefer?

T4: Alright, for this question...I think there's no straightforward answer to this question, because both options have pros and cons. So, a rubric prepared by professionals can provide teachers with a clear and systematic structure and criteria for evaluating students' work, however it's may not align perfectly with each teacher's individual teaching, style, or specific classroom needs. So that's the disadvantages. On the other hand, developing a rubric allows us to tailor the evaluation criteria to our students needs and learning objectives and curriculum. And it provides us with an opportunity to reflect on students. As I said before, needs, and teaching practices and identify areas for the growth. But so, this approach, this idea, requires more time and efforts and might result in less standardization among the teachers. So, yeah, I have 2 ideas. And that's why I said that. I think there are some pros and cons.

Transcript 5 (T5)

I: How do you perceive L2 writing as a course in your teaching context?

T5: In my teaching context, L2 writing is a crucial course for language learners, it enables individuals to communicate effectively in writing form in the target language, which is vital for their academic and professional progress. Also, it increases their vocabulary, strengthens their critical thinking abilities, and sharpens their language and sentence structures.

I: What do you think about the writing course currently being taught at this university?

T5: In general, the writing course currently being taught at this university focuses on developing learners' writing skills including different genres, such as paragraph writing and essay writing. It also provides students opportunities to practice writing, receive feedback, and revise their work thanks to the portfolio assignments.

I: What kind of practices do you usually apply in your writing classrooms? Do you stick to the syllabus provided by the school?

T5: Yes, exactly.

I: Why?

T5: In my writing classes, I frequently use several techniques including brainstorming, freewriting, peer review, and rewriting. I also encourage students to read extensively, and I provide them with models of different writing tasks. As for the syllabus, I try to balance between meeting the school's requirements and allowing students enough time to practice and develop their writing skills.

I: What kind of writing tasks do you apply in your class?

T5: Well, I usually use Padlet as an extra curriculum writing activity in my classes.

I: I see. What comes to your mind when I say “a good writing teacher” and “a good assessor of writing”?

T5: A good writing teacher is knowledgeable about writing, patient and supportive. He or she should patiently and repeatedly correct the mistakes made by the students. He or she should also be able to create a positive learning environment that encourages students to write and express their ideas with confidence, which I think is essential for any classroom environment. A good writing teacher should be fair, objective, and constructive in his or her feedback. What else can I say? A good writing teacher should also be able to identify students' strengths and weaknesses and make suggestions for improvement.

I: How do you evaluate yourself, then, as an assessor of writing?

T5: As a writing evaluator, I evaluate myself according to various criteria, such as the accuracy and clarity of my feedback. In my portfolio feedback, I always provide detailed information to my students about the format, content, language, and genre. In addition, I adhere to the rubric when evaluating writing exams. Because I know that the common and standard assessment of our school is in this direction, and I stick to the details in the rubric prepared for a fair scoring.

I: You mentioned rubrics and fair scoring. So, other than that, what do you think are the key points of good writing assessment?

T5: The qualities of a good writing assessment are that it is valid, reliable, and relevant to the learning objectives. Moreover, it should provide students with clear and detailed feedback to help them develop their writing competences.

I: Do you think that teachers should have a certain rubric prepared by the professionals or create their own rubrics considering their classroom practices?

T5: Ultimately, the goal is to create a rubric that is clear, transparent, and focussed on assessing the skills and concepts that are most important to student learning and achievement. I believe it is important to create rubrics that are tailored to our specific classroom practices and goals.

I: How competent do you feel about yourself regarding different areas of writing assessment?

T5: Uhh. I believe that I still need to get better at giving students feedback that emphasizes their strengths and giving them more chances to edit their work.

I: How much time do you spend giving feedback to your students?

T5: Depending on the task and the needs of each student, I may spend more or less time providing them with feedback, but I always aim to do so in a way that helps them improve their writing skills.

I: How do you think students benefit from it?

T5: I always try to give detailed and constructive feedback so that students can apply my feedback in their next drafts. In addition, without pointing out who the students are, I share some very bad, some average, and some very good portfolio work in the class, and I let the students comment on the paragraphs written by their friends.

I: What do you expect your students to achieve in portfolio assignments?

T5: I expect my students to show improvement in their writing and, of course, the ability to apply what they have learnt in class to their portfolio projects. I assess their work on a range of factors. These factors are grammar, vocabulary, content, language format, mechanics, and organization.

I: How do you think your or, let's say, teachers' classroom practices influence their writing assessment?

T5: A lot. I think teachers' classroom practices play a very important role in writing assessments. The way they teach writing, provide feedback, and create opportunities for learning all influence assessment results.

I: You also use some error correction codes while giving feedback, right?

T5: Yeah, we do.

I: What do you think about those codes?

T5: I think they can be useful tools for providing feedback on students' writing. I believe that they also make the error correction stages in the classroom faster and easier.

I: You have mentioned that you expect your students to show some improvement in their writing. So, what do you do with the students who fail to make necessary corrections in their second drafts?

T5: As a teacher of academic writing, when a student fails to make the necessary corrections in his or her second draft, I usually make the corrections myself and warn the student, verbally or in writing, not to make the same mistakes in the following tasks. This is also a regulation of our school, in my opinion, the teacher should not make corrections until the student corrects his or her own mistakes and gives a paper that is close to perfect.

I: I understand. What other ways do you use to correct your students' mistakes?

T5: I might have students work in pairs or small groups to review and provide feedback on each other's writing or provide model texts for analysis and discussion.

I: How do you think your feedback affects students' writing achievement?

T5: In portfolio work, I give very detailed feedback on the first portfolio task so that I think the students will adapt it to their later work, which is usually the case. By the

time the students write the second drafts of their first portfolio task, they have already grasped a lot of things.

I: Do you face any challenges while assessing writing?

T5: Sure. I face a number of challenges.

I: What are those challenges?

T5: One of the biggest challenges is to ensure that my assessments are fair and coherent between all students and that I give meaningful feedback to help students improve their writing skills. I am usually the last to leave the school when I am marking exams. This is because after I have finished marking, I go through all the class papers again and compare similar papers to ensure a fair and coherent assessment.

Transcript 6 (T6)

I: Okay? So, my first question is, how do you perceive L2 writing as a course in your teaching context?

T6: Sometimes I perceive this as a huge opportunity for students, because sometimes they feel like speaking is easy, but when it comes to writing they have some trouble, even sometimes writing one sentence might be complex for them. So sometimes I let my students write at least one sentence on a huge paper, I tell them "Please write at

least one sentence'' and from time to time they increase that sentences. Then I believe this is a huge opportunity for them.

I: So, as far as I know, there's a syllabus that the school provides. So, do you stick to this syllabus, or what kind of practices do you usually apply apart from this syllabus?

T6: Well, apart from that, I like free writings. For example, there's one activity that I really love, and it is not a part of the syllabus. We don't need to have a syllabus, for example, I give them a sheet of paper to the whole class. Only one paper. Okay. And they write one sentence. For example, it's going to be like a story. I start the story. For example, there was a boy named Alex. Then I give it to the next student. Then a student is supposed to read that sentence and write and continue with the story. This is one of the activities that I like about writing, and they need to read, and continue with the story which encourages them to write and write something relevant to that and other than that there are some activities which I follow for example, I sometimes give them small papers. And they need to write a question. Okay? And they need to make it random, or they can just use their nicknames. And these questions can be like silly questions. They can write anything they want. Of course, it needs to be an appropriate question. They are all right questions. They write a fake name, or like a nickname. Then they fold this paper, and they give it to me then I read the questions, and then they answer. So, with that I have both writing and speaking at the same time.

I: So, the first one, the first activity that you mentioned. Do you conduct any kind of assessment in those, or do you give feedback, for example?

T6: Sometimes I give feedback to the whole class, not one by one. I say them ‘’ this was a nice activity I hope you liked it, and how can we improve ourselves?’’ Then I give some like a couple comments, but, like I said, these are not personal. These are just to the whole class.

I: Okay. So, when I say a good writing teacher or a good assessor of writing what comes to your mind?

T6: Well, I believe the good writing teacher first, I don't know. I mean, okay. So, maybe they should have, experienced some professional writing training. Maybe like a TOEFL writing, for example, for myself, for example, I took some TOEFL writing lessons which helped me to the college, and now I'm able to give some feedback to my students. So, a good writing teacher should at least be faced with all some kind of like essays and the paragraphs like an opinion paragraph like problem solving and such. Yeah, that's as far as I can say about that question.

I: So, if I ask you to evaluate yourself as an assessor of writing, what would you say?

T6: Well, I will say that I'm not the best for sure, because I still need to learn many things. But like I said, I took some TOEFL writing lessons. So, when it comes to like an organization, and such, I'm good at it. I would say to myself, like, I'm decent when it comes to writing, it's probably one of my strongest English language skills.

I: How competent do you feel about yourself regarding different areas of writing assessment?

T6: Well, I'm sure there is. But let me think. Let me see. Maybe when it comes to complex essays. Sometimes I try to find many details in such let's say there's one sentence and I try to make it into a meaningful something like that. Yeah, probably I shouldn't do that, because sometimes students are just going off topic and try to make into sense. I should just say, like an off topic for that one. Yeah, that's what comes to my mind.

I: Okay. So, you mentioned that you've been conducting a wide range of activities in the class. So how do you think your classroom practices influence your writing assessment?

T6: Well can you ask the question one more time?

I: I mean, is there any relationship between the way you teach and the way you assess students writing?

T6: Okay, well, but it's sometimes it's up to students. We had many activities like I said before. And look when they give like a part of feedback to me and when they say, like teacher, that was fun, that was good and such comments, I try to improve those activities. And sometimes I even take some notes. I prepare some word documents to take some notes and keep those writing activities in a safe place like this, and I try to improve myself more and more when they say such good things. I improve myself because I see that they love it, and these activities helped them to get better to improve themselves.

I: So, you put the favorite activities aside and you keep them for later use. That's nice. Okay, so what do you expect your students to achieve in portfolio assignments? Can you tell me some criteria that you consider while assessing your students writing?

T6: Well, I hope them to at least follow the simple instructions, such as not forgetting that outline like, starting with the topic sentence and yeah, especially in the paragraph the portfolio writings. So far, we have written portfolios, and I always remind them to start with a nice title. A title should be really appealing, so that the reader would want to read that.

Then I always remind them 'please do not forget the outline, start with the indent then continue with the topic sentence, at least, write one or 2 supporting sentences, then always finish with a good conclusion. Right now, we are going to write an essay. I'm always telling them do not forget the outline, because, if you remember, and if you memorize how to write an outline, you can just get some help from that. Yeah, that's how I use it.

I: So how much time do you spend giving me feedback to your students?

T6: Well, it changes. It's just like a group, or like a whole class activity. It might be like a 5 min or something, but in our class, for when we have, like a face-to-face lesson, I really like to give it personal. And for feedback sometimes it takes like a one or 2 min per student. But right now, we are having online classes. So, in one lesson, I use at least like a 5 min to talk about some general stuff. And if students want to have some personal feedback, I spend 10 min or something.

I: So, what do you think about the error correction codes that you use in like giving feedback?

T6: I believe they're useful at least for teachers, and we share those error corrections with the students as well. I believe some students had some hard time with those little aggravations. Even though they are familiar with it, they still have some hard time when they see that gr for the grammar. But yeah, in total, I believe it's a nice trying to have it, not for only for teachers, but also for students, because they can just see those mistakes. And they can just look at the paper and correct for themselves rather than the teacher is correcting for them.

I: So, on the part of the students, how do you think your feedback affects them, their writing achievements?

T6: Well, I believe it affects them quite well, because I had some feedbacks, one week ago, especially for about the writing, the portfolio writing. One of my students said that teacher I'm grateful that you told my mistakes, and you gave me some insightful comments, because I'm not just error correcting their mistakes, but I also give them some personal feedback, as well. For example, one of our students is starting with some personalized comments in every portfolio writing. I told him " please do not use it, because sometimes you are losing focus, and you are going off topic" and the last portfolio he did was great. He didn't do the mistake that he made before, and then, after the portfolio ended, he said "Teacher, I'm so grateful to you". You told my

mistakes. You gave me some comments on it. Yeah, I believe my feedbacks are working.

I: So, in terms of challenges, do you face any challenges while assessing writing or giving feedback?

T6: Well, yes, some students are really... I am facing many challenges right now, especially maybe you heard of it before, the ChatGpt. I cannot prove some of my students' mistakes.

And in some of them there are almost no mistakes, so when I'm giving some feedback, I can't even give feedback, because in their writings there's no mistake, so I cannot give any feedback to them. Sometimes I give feedback rather than I'm speaking about the ChatGpt, I mean, I'm trying to think another...something that give me a hard time. Hmm!

What could it be? But this track. The only thing was the only hard thing was the ChatGpt because I couldn't prove if they are using it or not. Other than that, students are, I mean, yeah, maybe their handwriting and other stuff that comes to my mind.

I: Okay. So, my last question is, do you think that teachers should have a certain rubric prepared by the professionals, and maybe a team of like content creators or create their own rubrics, considering their classroom practices, dynamics?

T6: Well, I think it should be both like a mixture of both of those options. For example, right now I'm using the one that is prepared by our school and I'm using it. And so far, it was great, so, it's a nice rubric. But, for example, now we are going to

write essays, then sometimes the students are using some different methods to write like different certain phrases, and I can't even see any difference in these sentences. Maybe they should be a little bit personalized because we have some students from abroad, and, according to their beliefs maybe I don't know, they said, teacher it's hard because we use that way in our school. And some of our students say, this is how we learned so there's a little bit like a mismatch between students. And it's also, we are clear in those readings, and I'm sorry writings. I think it should be like a mixture of both professionals and some personalized according to a teacher and their classroom.



Appendix J: Post-Hoc Comparisons of Pre-Test Scores

<i>Pair</i>		<i>N</i>	<i>Mean Rank</i>	<i>U Statistic</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
1	<i>Group 1</i>	19	16.89	131.000	-1.858	.063
	<i>Group 2</i>	21	23.76			
2	<i>Group 1</i>	19	27.55	198.500	-1.465	.143
	<i>Group 3</i>	28	21.59			
3	<i>Group 1</i>	19	18.05	153.000	-.271	.787
	<i>Group 4</i>	17	19.00			
4	<i>Group 1</i>	19	26.76	42.500	-4.032	.000
	<i>Group 5</i>	19	12.24			
5	<i>Group 1</i>	19	14.18	34.500	-1.437	.151
	<i>Group 6</i>	6	9.25			
6	<i>Group 2</i>	21	34.50	94.500	-4.037	.000
	<i>Group 3</i>	28	17.88			
7	<i>Group 2</i>	21	22.81	109.000	-2.050	.040
	<i>Group 4</i>	17	15.41			
8	<i>Group 2</i>	21	28.38	34.000	-4.489	.000
	<i>Group 5</i>	19	11.79			
9	<i>Group 2</i>	21	15.86	24.000	-2.284	.022
	<i>Group 6</i>	6	7.50			
10	<i>Group 3</i>	28	19.89	151.000	-2.044	.041
	<i>Group 4</i>	17	28.12			

11	Group 3	28	30.89	73.000	-4.186	.000
	Group 5	19	13.84			
12	Group 3	28	17.79	76.000	-.362	.717
	Group 6	6	16.17			
13	Group 4	17	26.12	32.000	-4.112	.000
	Group 5	19	11.68			
14	Group 4	17	13.21	30.500	-1.459	.145
	Group 6	6	8.58			
15	Group 5	19	11.34	25.500	-2.007	.045
	Group 6	6	18.25			

Note. N=number of participants, Asymp.Sig= Asymptotic significance. Statistical significance ($p\text{-crit} \leq 0.003$) is denoted by values in bold.

Appendix K: Post-Hoc Comparisons of Post-Test Scores

<i>Pair</i>		<i>N</i>	<i>Mean Rank</i>	<i>U Statistic</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
<i>1</i>	<i>Group 1</i>	19	17.89	150.000	-1.347	.178
	<i>Group 2</i>	21	22.86			
<i>2</i>	<i>Group 1</i>	19	17.87	149.500	-2.536	.011
	<i>Group 3</i>	28	28.16			
<i>3</i>	<i>Group 1</i>	19	19.79	137.000	-.781	.435
	<i>Group 4</i>	17	17.06			
<i>4</i>	<i>Group 1</i>	19	26.76	42.500	-4.032	.000
	<i>Group 5</i>	19	12.24			
<i>5</i>	<i>Group 1</i>	19	13.42	49.000	-.513	.608
	<i>Group 6</i>	6	11.67			
<i>6</i>	<i>Group 2</i>	21	24.93	292.500	-.030	.976
	<i>Group 3</i>	28	25.05			
<i>7</i>	<i>Group 2</i>	21	22.60	113.500	-1.922	.055
	<i>Group 4</i>	17	15.68			
<i>8</i>	<i>Group 2</i>	21	25.95	85.000	3.110	.002
	<i>Group 5</i>	19	14.47			
<i>9</i>	<i>Group 2</i>	21	15.21	37.500	-1.496	.135
	<i>Group 6</i>	6	9.75			
<i>10</i>	<i>Group 3</i>	28	25.64	164.000	-1.740	.082
	<i>Group 4</i>	17	18.65			

11	Group 3	28	29.43	114.000	-3.303	.001
	Group 5	19	16.00			
12	Group 3	28	18.88	45.500	-1.750	.080
	Group 6	6	11.08			
13	Group 4	17	20.18	133.000	-.905	.366
	Group 5	19	17.00			
14	Group 4	17	12.21	47.500	-.248	.804
	Group 6	6	11.42			
15	Group 5	19	12.61	49.500	-.478	.633
	Group 6	6	14.25			

Note. N=number of participants, Asymp.Sig= Asymptotic significance. Statistical significance ($p\text{-crit} \leq 0.003$) is denoted by values in bold.

Appendix L: T1's Feedback

Word Limit for Levels: L & M:120-150 words / H:125-175 words

FIRST DRAFT

DATE: 09.01.2023

Learning English

English will be ^{EW} together with us during ^{WW(our) or lifetime} a life and you can make this "so" but still it doesn't give you a topic sentence. It should tell the reader what the paragraph is about. This is a bit general

we must learn ^{EW} to English. English ^{GP} spoken all the world so learning English is a ^{MW} necessary. ^{GP} If you go ^{WF} abroad, you will speak a new language. ^{MF} So many people prefer ^{MF} learn English. ^{MF} Some students need English because some schools or universities ^S education is English. For example, I am a student at Medipol university and my ^S department is medicine but my education is thirty percent ^S English. ^{MW} Some students go ^{MW} Erasmus ^{MW} program. This program ^{MW} wants to you speak English. ^{MW} If you are a boss, you ^{GP} will sign a contract with global company. ^{GP} The contract ^{GP} is writing with a global language. Most people didn't speak English but learn to English anymore. English will be future life and we need them.

don't switch from you-we

incomplete sentence

M?

MF & T

M? & GP

-130

INSTRUCTOR'S COMMENTS

[Empty box for instructor's comments]

Appendix M: T2's Feedback

Word Limit for Levels: L & M: 120-150 words / H: 125-175 words

FIRST DRAFT

DATE:

My Daily Routine

I always get up at about half past six. After get up, I put on my best clothes and I have ^{gaw} breakfast at seven o'clock. Then, I go to the bus station ^{for} get on 5007. This bus is too crowded. ^{Pr} After ^{mu} arrive, I go to English lesson. I like come to school because I spend time with my new friends. This ^{only} wednesday, thursday and friday. I have online lessons in monday and tuesday. A

After school, my classmate and I go to the Besketag Ustador or Kadkoy at about 1 pm. This time is the best part of day. We spend ^{joyable} time. So, I like this, ^{But} my best day of all week is Sunday as everyone ^{ew}.

Finally, I have a dinner with my family at about half past eight. Then, I do homework and spend free time with my brother. I look ^{to} do list for tomorrow before I go to ^{the} bed. I sleep at about 1 am. or 2 am. ^{ew}

INSTRUCTOR'S COMMENTS

Good job, Sena! It is a nice routine with well-organized paragraphs. Overall, it is okay, please do not start a new sentence with "but", it's a linking word. Also, including a topic sentence would be better.

E.A.

Appendix N: T4's Feedback

Word Limit for Levels: L & M:120-150 words / H:125-175 words

FIRST DRAFT

DATE: 18/01/2023

ISTANBUL'S SPLENDOR → THE BEAUTY OF ISTANBUL

✓ Istanbul is the best travel destination which reflects beauty and awareness. ^{such as; some popular} palaces and some buildings. ^{→ no comma}

First of all, Istanbul ^{has been known} ~~has~~ ^{been} known its historical places.

^{such} Such as; Topkapi Palace, Galata Tower and Sultanahmet Mosque. ✓ Every couple can visit Galata Tower if they

want marriage in the future. I want to visit with my boyfriend ^{to get married} this tower in this year. Second of all, this city's the most ^{???} ~~convenient~~ areas and places in Sariyer.

People should visit Emirgan, Yeniköy, Büyükdere and Bahçeköy.

For example, there is a forest called Belgrad Forest in Bahçeköy, and it is cleaner and ^{prettier?} ~~prettier~~ than every forest in Istanbul. If people want to relax, they should visit this forest. Also, Sariyer ^{has been known} ~~has~~ ^{known} its seaside. People can swim or can take a walk in this place. ✓

In summary, Istanbul has very important and splendor travel destinations for every aspects.

INSTRUCTOR'S COMMENTS

Thank you!)

Appendix P: T5's Feedback

FIRST DRAFT

DATE: 28.12.2022

DIFFERENT CITIES

Istanbul and Ankara are very different cities. Firstly, Istanbul is more crowded than Ankara. Istanbul is a mega city. Ankara is a capital city. Secondly, Ankara is very politic city. Istanbul is very historical places. Ankara has more forest compared to Istanbul. Ankara is colder than Istanbul. Ankara is very cold and windy city in winter. The weather is changeable in Istanbul. Istanbul is very hot city in summer. Istanbul is more popular than Ankara. Because, there are more people in Istanbul. In my opinion, Ankara is more serious than Istanbul. Because, Istanbul's people are more relaxing than Ankara's people. In conclusion, both of them are very beautiful city but there are many differences.

→ Your first supporting sentence could be this:

"Firstly, population is the biggest difference between Istanbul and Ankara."

→ Your second supporting sentence could be this:

"Secondly, the weather is different in Istanbul and Ankara."

→ Your last supporting sentence could be this:

"Lastly, Istanbul and Ankara are different from each other because of their location and history."

You can use the example supporting sentences I wrote above or you can make similar sentences. Then you can add the ideas you have written as supporting details in relevant places.

INSTRUCTOR'S COMMENTS

Istanbul: crowded, historical places, weather, people, popular

* It is better to group these ideas. There are so many ideas, they need an organization. That's why grouping them is a good idea.

Ankara & Istanbul

1. population -
2. weather -
3. importance of these cities

Ankara: capital, politic, forest, weather, serious

T.
1.S → popu : for a D
2.S → we : for
3.S → impa : for
C.

Appendix R: T6's Feedback

Word Limit for Levels: L & M:120-150 words / H:125-175 words

SECOND DRAFT DATE:

One Of My Day

I wake up at 6 a.m. First I go to bathroom I take a shower before brushing my teeth. I go to kitchen and I make a sandwich. I open a video on Youtube and eat the sandwich. Second I get dressed and I go to school. My first lesson starts at 12.45 and finish 14.05. I have a 15 minute break time and I go out and smoke this time. I have lunch at second break time and I eat toast and black tea. My lessons finish at 17.15 and I go home by bus. I arrive home at 18.20 and I have dinner. Last I go to gym at Marriott Hotel. I usually swim and do exercise I go home at 22.00 and I go to sleep. In conclusion, I like to spend my day orderly.

INSTRUCTOR'S COMMENTS

- Good examples.
- Small details to change.