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AN INVESTIGATION ON ELT TEACHER CANDIDATES' ASSESSMENT LITERACY

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DEDICATION

To my beloved parents,

Zahide and Cemal Gürsel YETKİN…

ÖZET

İNGİLİZCE DERSİ ÖĞRETMEN ADAYLARININ DEĞERLENDİRME OKUR YAZARLIĞI ÜZERİNE BİR ARAŞTIRMA

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Bu çalışma öğretmen adaylarının ilkokul/ortaokul düzeyindeki sınıflarda kullanacağı değerlendirme stratejileri algılarını ölçmeyi amaç edinir. Bu çalışma Mersin Üniversitesi'nde öğrenim gören 30 öğretmen adayı ile yürütüldü. Çalışma, 3 gün sürdü. Önce, 30 öğrenciye 3'ü kapalı uçlu, 5'i açık uçlu olmak üzere 8 soruluk bir anket uygulandı. Anketin ilk sorusu öğretmen adayları ile ilgili gerekli bilgileri temin etmek amacını güdüyordu. Daha sonraki aşamada 5 öğrenciye açık uçlu sorular yöneltilerek mülakat yapıldı. Öğretmen adaylarının Gözlem Tekniğine diğer değerlendirme stratejilerinden daha fazla önem verdiği bulgusuna ulaşıldı.

Anahtar kelimeler: Öğretmen Adayları, Değerlendirme, Değerlendirme Okur-Yazarlığı, Değerlendirme Algısı

ABSTRACT

AN INVESTIGATION ON ELT TEACHER CANDIDATES' ASSESSMENT LITERACY

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This study aims to investigate the perceptions of candidate English teachers on the utilization of assessment strategies in primary/junior settings. This study was carried out with 30 pre-service English language teachers in Mersin University and lasted for 3 three days. Firstly, the questionnaire, which consisted of 3 close-ended and 5 open-ended questions was distributed to 30 candidate English teachers. The first question aimed to elicit background information about the participants of the study. For the next step, open-ended questions were asked to 5 candidate English language teachers in the interview format. In the study, it was seen that candidate English teachers give more importance to Observation Techniques than any of other assessment strategies.

Keywords: Candidate Teachers, Assessment, Assessment Literacy, Perceptions On Assessment

ABBREVIATIONS

ELT: English Language Teaching

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER I

CHAPTER II

CHAPTER III

CHAPTER IV

CHAPTER V

CHAPTER I

1. INTRODUCTION

This chapter firstly presents the background of the study, the statement of the problem, the purpose of the study and its significance. Then the research questions and operational definitions of the terms are introduced.

1.1. Background of the Study

Nobody can deny the role of assessment in learning environments. Teachers and instructors utilize a variety of assessment methods both in schools and universities and in other environments where teaching occurs. Teachers use a variety of assessment approaches in order to learn whether learning has occurred or not. As known, assessment is an important part of instruction; it cannot be evaluated apart from instruction.

Derakhshan, Rezaei, and Alemi (2011) state that ''language testing literature is undoubtedly replete with a variety of alternative assessments which would, in turn, lead to a bone of contention among language testing experts about the benchmarks differentiating alternative assessments from traditional assessments" (p. 173). Actually, there are so many differences between traditional and alternative assessment techniques. According to Ferro (2004)

alternative assessment differs from standardized test in that it is an interactive process between the teacher and the student. Assignments related to alternative assessment are based on real life experiences. Most importantly, grading criteria are distributed to the students beforehand so that they know exactly the assessment process (p. 1).

As it is emphasized in the quotation above, to Ferro (2004; p.1) this characteristic of alternative assessment is important especially for the teachers to understand because the

students become more confident through the language learning process and their self-esteem increases.

Teaching practice and theoretical knowledge differ from each other. A teacher may be theoretically well developed but it does not mean that the teacher will put into practice his/her theoretical knowledge in an appropriate way. There aren't enough studies on assessment practices and assessment- related perceptions. Teachers have to deal with a broad range of activities in the classroom environment. In assessment, "some activities need much more attention than other activities which are specific to the grade levels and content areas for the curriculum and the teaching goals'' (as cited in Zhang and Burry-Stock, p. 4). It can be understood from the quotation that teachers hesitate to declare their inadequacy in using alternative assessment methods in the classroom environment. In Turkey, English language teaching covers many hardships. A first step to overcome these difficulties might involve the employment of new approaches taken by the higher education regarding teacher education programs. That is, English language teaching programs in universities should be well adapted to the needs of English language teachers for primary/junior settings. Joshi (2013) argues that ''Assessment must integrate the skills of listening, speaking, reading and writing. Any language assessment should give students a chance to show what they know and can do with language" (p. 3). He further adds, ''Teachers should use kinds of assessment techniques to determine the students' level and objectives for instruction, to monitor students' language growth and development, and to give feedback to students so they can monitor their own development'' (p. 3).

1.2. Statement of the Problem

Teachers are the key factors in language teaching. Especially for young learners, English language teachers have responsibilities for the students in language teaching environments which includes capturing the students' interest, providing an appropriate

learning environment, motivating them to the class, breaking their prejudices if they have, and raising their interest for the course, and most importantly determining and implementing the objectives of the course in terms of instruction and assessment. To do this, teachers have to take care of their attitudes both to the class and to the students.

They need to know that their behaviors, willingness, and personal thoughts affect students' learning. In addition to these issues, teachers have to be theoretically well developed in terms of language proficiency. Language proficiency is not satisfactory in language teaching environments on its own. Assessment is an important part of learning.

So, teachers have to know how to assess the students during the educational process. As mentioned above, assessment is a significant part of instruction and teachers have to give importance to assessment. Abbas (2012) points out the limitations and obstacles regarding the alternative assessment. He states that:

There are some limitations regarding the use of alternative forms of assessment into classroom. Today, alternative assessment is relatively new for most instructors, undeveloped and yet to be studied systematically, i.e. Instructors may face some obstacles of how to implement types of forms of alternative assessment within the constraints of classroom life. Applying the different types of assessment depend on the instructors skill in identifying students competencies, gleaning information about students strategic behavior and relating observation to specific instructional technique (pp. 2-3).

In addition to the criteria, as Abbas (2012) states, teachers have to cope with the difficulties which are encountered in the classes and adapting the course syllabus by taking into consideration the conditions of the learning environment.

1.3. Purpose of the Study

This study aimed to investigate ELT teacher candidates' views on assessment methods and the contributions of university programs to the development of ELT teacher candidates' assessment literacy. In order to achieve this aim, the study explores the findings of the following research questions:

1. What are candidate English language teachers' perceived understandings of the purposes of classroom assessment?

2. What are the contributions of ELT program on students' assessment literacy?

3. What are candidate teachers' most favored assessment approaches?

4. What are candidate English language teachers' perceived needs for further training in the classroom assessment approaches?

5. What are candidate English language teachers' suggestions to improve assessment literacy?

1.4. Operational Definitions

Assessment: ''In schools, assessment is a process that teachers use to identify the learners' current levels of understandings and to target areas for further teaching and learning'' (Ali, 2011, p. 1) and [it] involves the "documentation of student performance that is planned, collected, and interpreted by language teachers as part of the instructional cycle"; (Gottlieb, 2006, p. 11)

Alternative Assessment: For Kavaliauskienė, Kaminskienė, and Anusienė (2007) ''alternative assessment is often understood as the utilization of non-traditional approaches in judging students' performance in various tasks such as essays, oral presentations, demonstrations, portfolios, etc.'' (as cited in Abbas, p. 27). In addition, Örsdemir (2010) says that ''they are used to check where the students are and what should be done for the better'' (p. 8).

Portfolio assessment: Callison (1998, p. 3) defines portfolio as ''a focused collection of student work to show progress over time'' and [they are] "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for judging merit, and evidence of student self-reflection" (as cited in Dikli, 2003, p. 14).

Performance Assessment: ''Performance assessment encompasses a very wide range of activities, from completing a sentence with a few words (short-answer), to writing a thorough analysis (essay), to conducting and analyzing a laboratory investigation (hands-on)'' (Darling-Hammond and Adamson, 2010, p. 7).

Constructed Response: ''CR items require the examinee to produce a written response to a stimulus, usually a question or a statement'' (Downing, 2002, p. 2).

Selected Response: ''Selected response and short answer methods consist of those in which students select the corrector best response from a list provided. Formats include multiple choice, true/false, matching, short answer, and fill-in questions'' (Stiggins, Arter, Chappuis, and Chappuis, 2004, p. 91).

Personal Communication: ''Gathering information about students through personal communication is just what it sounds like—we find out what students have learned through interacting with them'' (Stiggins, Arter, Chappuis, and Chappuis, 2004, p. 93).

Observation Techniques: ''Observation involves teachers in observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students' demonstrations of learning outcomes'' (as quoted in Maxwell, 2001, p. 3).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter firstly presents definition of assessment and its history. Then, it discusses the assessment practices in English language teaching in Turkey. Finally, the challenges in putting assessment into practice and the teachers' role in using assessment methods are presented.

2.2. Definition of Assessment

The Gordon Commission Report on the Future of Assessment in Education (2013) put forward an important issue:

modern social and psychological sciences force us to analyze or assess human performance with greater respect for the influence of affective, motional, situative and social processes. Evidence mounts in support of the fact that these processes are effective for the character and the quality of human performance, yet they are these instances of objectively documented human performance that are the source of the data of traditional assessments in education(pp. 7-8).

With the rapidly developing technological changes and developments in social life, assessment is everywhere. Both personally and socially, behaviors, declarations and relationships of the people in everyday life capture the researchers' attention and are investigated by them. In education, assessment is done to define the students' level of achievement or to determine the next step for the instructional goal. Teachers assess their students by using different assessment methods in order to ''enhance performance or competence of learners'' (Aydoğdu, 2007, p. 48). For Powell-Davies (2011), ''assessment and evaluation are significant and inseparable parts of the education system and as such need to be reliable and fit for purpose'' (p.6). Teachers should adapt the kind of assessment

techniques, which are appropriate for the course objectives. The assessment strategies that the teachers utilize in the learning environments have to be proper and design the assessment according the purpose. Similarly, it is stated that, ''Alternative assessment strategies determine both process and product of learning providing useful, informative information, motivating learners by involving them in the assessment process'' (as quoted in Moradan and Hedayati, p.116). Alternative assessment strategies provide students to be engaged in the grading process. The focus on both the process and the product drives students' attention to the process and removes the uncertainty about the process, increasing students' self-esteem and naturally raising their interest to the class.

At the beginning and during the assessment process, the students should be informed about the ongoing purpose and feedback forms a crucial part of this process so the students can see where they are and what they will do next. The rubric gives important details to the students for the process.

The recent tendencies in assessment do not any more support the view that language involves a passive accumulation of skills, put the direction in assessment strategies put the direction in assessment strategies which alters quite drastically from standardized norm-referenced measures of language proficiency (as quoted in Hamayan, 1995, p. 212).

Most of the time, the grading systems used in education show the single skill at the end of the procedure. In contrast to the practice, all skills should be evaluated and graded separately to see what the students can do and where the students are in the teaching process. Pellegrino (2004) claims that, ''Multiple streams of influence, including social policy and societal goals, theories of the mind, and computational capacities intervenes with the assessment practice'' (p. 7). Pellegrino's (2004, p. 7) view has similar ways to The Gordon Commission Report on the Future of Assessment in Education (2013, p. 7). Indeed,

assessment practices are affected and shaped by newly changes in education system day by day and teachers have to follow these changes and put their position according to these improvements.

Volante and Fazio (2007) support this idea that ''teachers should change their criteria in assessment in order to see how assessment runs instruction and positively affect student learning and performance'' (p. 752). In order to adapt the teaching strategies to the newly changes in the educational area, teachers have to follow the new studies and revise the theoretical data.

In Subedi's (2009) study, it is seen that pre-service level teachers are able to connect ''the previous lesson [to] the subsequent one'' (p. 140). They can easily grasp their students' attention to the class. However, they cannot show the needed performance in adjusting the teaching format. Subedi (2009) found that ''many student teachers do not remember to summarize and assess the students to see whether the objectives have been implemented or not'' (p. 140). As is emphasized throughout this study, teachers' inadequacy in terms of theoretical data affects the students' learning in a negative way. Thus, the student learning cannot be achieved at the level, which was aimed at the beginning of the process. Zang and Burry-Stock's (2003) study talks in the same way in that they argue that ''teaching levels and teachers' assessment practices'' change ''the nature of classroom assessment'' (p. 335). The teachers have to implement their theoretical knowledge and practicum era in order to teach English to the students in an effective way.

Teacher candidates ''consider co-operating teachers as the most important part of their teacher preparation'' (as cited in Clarke, 2001, p. 237). This is an important issue because teacher candidates have the chance to put into practice what they have learned during the university program with the help of co-operating teachers in the classroom. Teacher candidates observe co-operating teachers in the class so they decide what to do and adapt the

theoretical data into the classroom environment. Teachers' assessment methods are mostly shaped during this era.

Browder, Fallin, Davis, and Karnoven's (2003) study points out that ''strategies'' determine ''the criteria'' whether the students are evaluated ''qualitatively or quantitatively'' (p. 267). Teachers' deficiency comes into the discussion again at this point. They have to overcome their personal inadequacies and hardships, which are encountered in the class so the teaching may be realized.

Abbas' (2012) study reveals the inadequacy of Iraq instructors in using alternative assessment methods in classroom environments, which is a common problem among English teachers in Turkey, which are triggered by the factors mentioned above.
What's seen in Baker's (2010) study is the fact that the students are unwilling to attempt to ''engage in long-term tasks'' (p. 10). So, the failure is inevitable. For this reason, it seems very important that teachers must break their students' prejudices. There is no doubt that students are one of the most important factors in assessment.

Han and Kaya's (2014) newly study reveals that teachers see the students ''as a critical connectors in their teaching'' (p. 91). As the students are evaluated during the assessment process, teachers have to give importance to direct the students in an effective way and give effective feedback to them.

Volante and Fazio's (2007) findings suggest that teacher students' education does not provide them needed theoretical information but their ''observation'' skills are ''well-developed'' (p. 759). This issue is caused by the practicum era. Even if their theoretical knowledge is not at the appropriate level, teacher students think that they learn everything from the co-operating teachers in the in-service level.

2.3. History of Assessment

Generally speaking, the assessment started with the creation of humanity. The God gave responsibilities to Adam and Eve. After they ate the forbidden apple, they were punished and sent to the earth. Then, the sociological change and development arose. This issue is very broad and it is not related to the subject of this study. The matter under this topic is the history of assessment. According to Duboc (2007):

the concept of evaluation as a measurement seems to be the result of the positivist model of education in the late nineteenth century, whose origins are connected to the emerging scientific approach from that time, characterized by an emphasis on experimentation and fact observation on a strictly logical, rational and concrete basis (p. 3).

From the quotation above, it can be understood that the need and research for assessment were determined by experimental factors. When it comes to Alternative Assessment, Shavelson (2007) divides the assessment of learning into four separate categories in the twentieth century:"the origin of standardized tests of learning: 1900–1933; the assessment of learning for general and graduate education: 1933–47; the rise of test providers: 1948–78; and the era of external accountability: 1979–present'' (p. 5). For Shavelson (2007), ''in the first third of the twentieth century, in order to assess learning in higher education standardized, objective testing were used" (p. 6). What's more:

William Learned was the first to start the era by checking in the experimental school at the University of Missouri in arithmetic, spelling, penmanship, reading, and English composition using recognized tests, strategies, and scales, and a statistical treatment that though comparatively crude was indicative (as quoted in Shavelson, p. 6).

The first assessment procedure in education system covers many areas as it seen in the quotation. In the second phase, the assessment procedure comes to a wider level. Shavelson (2007) states that ''Pennsylvania Study assessed declarative and procedural knowledge, the Chicago examinations tested a much broader range of knowledge and abilities'' and he adds that ''The Chicago examination system'' addresses a wider range of assessment than ''Pennsylvania Study'' (p. 6-8). The development in the assessment practices flow by this way. The needs and changes improve and affect the assessment. Shavelson's (2007) study shows the development in a different way: ''After 1948, the era saw the development of ''testing business'' to ''an extraordinarily strong legacy of objective, group-administered, cost-efficient testing using selected response questions—now solely multiple-choice'' (p. 10). The improvements also affect other areas and assessment becomes a part of them. The era, 1978-present, are shaped by:

political tension to assess student learning and hold campuses accountable had integrated. While, in the 1980s, only a handful of states had some form of mandatory standardized testing, (e.g., Florida, Tennessee), public and political demand for such testing increased into the new millennium (as quoted in Shavelson, pp. 10-11).

As the time passes, the kinds of assessment strategies, which are, used change and start to affect other areas. The last phase shows that assessment is also shaped by political factors.

2.4. Assessment Practices in English Language Teaching in Turkey

Yıldırım and Örsdemir's (2013) study points out that teachers who lack adequacy in assessment should be ''trained with alternative assessment skills'' (p. 572). Teachers lack theoretical knowledge on alternative assessment methods. For this reason, they state, many students may face problems in the language learning process, which includes lack of self-esteem, losing interest in class activities and a decrease in willingness to learn English.

Erdoğan and Yurdabakan's (2011) study on portfolio assessment shows that ''students' views on portfolio assessment'' are relatively positive. The students think that ''portfolio assessment'' increases ''their responsibility and learning desire and motivates them'' (p. 68). The students' positive attributes to portfolio assessment may attract teachers' utilization of alternative assessment strategies in the classroom environment. Teacher should choose the appropriate alternative assessment strategies, which may affect student learning positively. Yal's (2011) study shows that:

English language proficiency testing has a little regularity although there are exams administered for just about everything in Turkish education (in both Turkish and English); there is very little standardization around English language proficiency testing. This issue causes the students study for a variety of exams depending on their individual educational route (p. 5).

Teacher factor takes an important role here. They have to adapt the environment, direct the route, remove the confusion in the students' mind, and make the students relaxed in order for the effectiveness of the teaching. Yal (2011) adds that:

Taking a good score on an internationally acknowledged English proficiency exam persuades the student to continue studying in a regular. Assuming that a Turkish student may wish to study abroad, then, he/she will be obliged to achieve an exam which is determined with the preference of the student in which country he/she will study. The students may prepare these exams with the help of hundreds of private institutions (p. 5).

Apart from this issue, many students take special courses from private institutions in order to develop their language skills. This issue results from the lack of the needed English language teaching, which is provided in state schools. Köksal (2004) proposes that ''in state schools, teachers are incompetent in ''testing and assessing their'' students. In contrast, ''in

private schools, there are testing offices and teachers are responsible for teaching only. Achievement tests are constructed, administered and marked by this office'' (p. 8).University programs should give importance to improve pre-service teachers' assessment skills. ''Researchers who study on the perfection of teachers on assessment admit that teachers should be equipped with the needed information on testing and assessment'' (Köksal et. all, 2004, p. 9). In my teaching experiences, I saw that teachers in primary schools give much more importance on standardized tests rather than using alternative methods, which show the inadequacy of theoretical information in using alternative methods. Students give importance to portfolio assessment in which they hope to raise their grades.

2.5. The Challenges in Putting Assessment into Practice

Assessment can be also a complex issue when theoretical knowledge is not enough. Language assessment includes so many abstract theoretical conceptualizations about the nature of the language to be assessed and the way in which the outcomes of measurement should be analyzed. The purpose of the assessment is often constructive and it should aim to help students rather than to sentence them (as cited in Ali and Hajmi, p. 133). The assessment in learning should put the students one step away at each level. It does not judge the students; in contrast, it motivates and directs the students for the next step.

Wilhelm (2005) expresses that:

> readers are persuaded to take assessment into consideration that assist the teacher
> in planning and revising instruction, in making teacher hopes clear, and in
> interpreting instructional objectives, and in providing assistance and scaffolding to
> assist with difficult or complex tasks. According to a learner, assessment is done
> to test and prompt learners, to develop metacognitive awareness of learning
> progress/needs, and to persuade learner input, preference and duty (p. 2).

Assessment is important for both the learners and teachers. Assessment specification defines the purpose both for the teachers and the students.

Different teacher attitudes and opinions about using alternative assessments might be related to variety of reasons, including their knowledge, training, as well as demographic variables such as subject area, experience, age, etc. The individual knowledge factor is seen as the most significant factor affecting attitudes of teachers. This suggests that the more that teachers are knowledgeable about functions and potential applications of using alternative assessments or new instructional ideas, such as projects, in classrooms, the more likely it is that they will accept and integrate those approaches in the curriculum and so in their classes(as cited in Gökçen, 2005, p. 56).

Teachers' inadequacy in using different types of methods may result from ''set beliefs about new innovational approaches; their reluctance to change their usual methods; lack of self-efficacy; their lack of training and support from their administration, and their lack of knowledge and experience'' (as quoted in Gökçen, p. 56, as quoted in Ali and Hajmi, p. 133). Örsdemir (2010) notes that ''to avoid the negative aspects of assessment, it is proposed that teachers should carry out assessment in a way that protects the positive atmosphere and attitudes towards English and learning in general'' (p. 34).

Örsdemir (2010) further notes:

language teachers prefer alternative ways of assessment for the purpose of reducing test anxiety that their learners experience. Alternative forms of assessment provide teachers with a way by which we can evaluate students in a more relaxed manner. Additionally, the fact that the level of each pupil cannot be predicted, or easily catered for by testing, also highlights the need for 'alternative' means of assessment (as quoted in Örsdemir, 2010, p. 34).

2.6. Teachers Role in Using Assessment Methods

When it comes to assessment, teachers play a crucial role in the process. For English language teachers, that planning lessons well, using proper lesson plans and assessing the students' level by using the proper strategies are most significant. On the other hand, the students who engage in the study declared that the perfection to teach English using the learners' mother tongue was most important characteristic of an effective language teacher. What's more, the students said that proficiency of the target language, having accurate pedagogical knowledge, and being able to use detailed strategies and methods were important and included a teachers positive personality (as quoted in Çelik, Arıkan and Caner, 2012; p. 289).

From the quotation above it can be understood that students are aware of the adequacy or inadequacy of the teachers' ability to perform the class. Theoretically well-developed teachers increase students' self-esteem. Çelik, Arıkan and Caner (2013) claim that:

in order to achieve successful learner outcomes in foreign language teaching, it is important both for teachers and teacher educators to observe a clear understanding of what learners regard as an effective classroom instructor. […] Attributes cited by students as characteristic of effective teachers were often at odds with the qualities that the teachers themselves found to be most important (p. 290).

From the students' point of view, the characteristics of an effective teacher may differ in terms of the teachers they encounter in state schools. In contrast, teachers' thoughts on the characteristics of an effective teacher may differ regarding their previous experiences or their university educations. It is normal that the students' and the teachers' views may differ in defining the characteristics of an effective teacher.

Assessment assists the teachers to reinforce the teaching done by teachers, and offers a genuinely positive experience that helps smooth forward for learning. It also, implies a substantive focus on student learning for the purpose of effective intervention. It is the process of gathering, interpreting, recording and using information about students' responses to educational tasks. In language classrooms assessment is done for the purpose of receiving feedback on teaching and learning so that we see strengths and weaknesses and see whether the goals have been achieved or not. Thus, it is the feedback which is provided for learners and teachers in order to develop the quality of teaching and learning that makes assessment important (as quoted in Örsdemir, 2010, p. 5).

Assessment is a process, which forms the in-class activities and includes a process and some essentials. In order to implement the assessment, the characteristics of it should be well-adapted.

Assessment can be checked firstly through syllabuses by putting clear learning objectives that will arrange that the candidates are being assessed on the same objectives. Secondly, indicating the weighting for practical work, oral work, project and other requirements or over the syllabus content as a whole, as well as any rules should not be involved for teachers and students to complete. Thirdly, standardization of assessment items and item banking can improve assessment quality and help comparability of results. Fourthly, recording and reporting procedures need to be standardized not only for the sake of comparability but also to provide administrative efficiency, such as using both numerical and grade marks (as cited in Ali and Hajmi, 2013, p. 135).

Then, it is added that

Finally, in-service training for teachers on issues such as marking, moderation, how to use item banks, how to ensure the reliability of individual marks as well as comparability across parallel sections and classes, and how to write a good test could help in achieving the desired results and build up quality assessment (as quoted in Ali and Hajmi, 2013; p. 135).

During the assessment process, the specification that assessment procedure needs have to be implement in a proper way. At the end, it should be thoroughly checked whether the aim is achieved or not. Leki (2001) suggests that:

almost all language teachers would be expected to have had experience listening, speaking, writing, and reading. It is quite possible that few language teachers are writers themselves, either in L1 or L2, and as a result, have few experimental resources to utilize besides what they might have practiced in elementary school with first language writing instruction, i.e., a focus on neatness, spelling, and grammatical correctness (p. 201).

English language teacher should be well equipped with utilizing the four skills in language teaching. Their experience and personal development affects the instructional area. Teaching also means learning for the teachers. Personally, teachers may see their inadequacies in the class and should develop themselves at each level of the instruction. Leki (2001) adds that:

the burden here, then, would come out for teacher trainers. In a kind of infinite regress, however, given a history of lack of focus on writing, the question becomes how teacher trainers will themselves learn how to teach writing. At a minimum a reasonable position from which to begin both for teachers and teacher trainers would seem to be to employ in some form of public writing themselves, to reflect carefully on that

experience, and to base classroom preferences as far as possible on principle rather than only on usage, only recreating what they themselves once experienced (p. 201).

Teacher trainers play an important role in the development of teachers. Both teachers and teacher trainers should employ the language skills in an appropriate way in order to achieve the desired goals in the learning environments.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This study aimed to investigate ELT teacher candidates' views on assessment literacy and the contributions of the ELT programs' to the development of the assessment literacy. This chapter firstly presents the research design, the context of the study, participants and the data collection instrument. Next, it gives information about the data analysis methods used in the study.

3.2. Research Design

This is a survey-based research. In this research, we employed both quantitative and qualitative data collection methods to find an answer to our research questions. ''According to Maykut and Morehouse (2005; p. 20), qualitative research discovers patterns which emerge after close observation, careful documentation, and thoughtful analysis of the research topic.'' Quantitative research, on the other hand, explains ''a phenomenon by collecting quantitative (numerical) data that are analyzed using mathematically based methods such as statistic'' (as cited in Boutellier, Gassmann, Raeder, Zeschky, 2013, p. 3). Among the survey-based methods we used a questionnaire to investigate ELT teacher candidates' assessment literacy.

3.3. Setting and Participants

This study was conducted with 30 ELT teacher candidates in Mersin, Turkey in 2014-2015 academic year. Convenience sampling strategy was used when choosing the participants. Convenience sampling strategy is ''the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher'' (Ed. Ross, 2005, p. 7). The reason to choose the convenience sampling strategy was that it enabled me the available and appropriate participants for the study.

The participants were all 4-year student teachers in the department of ELT in Mersin University. In ELT programs in Turkey, practicum is obligatory and it takes two academic terms. During their fourth year ELT programs, the teacher candidates attend their courses for three days their departments and they are on practicum for two days in a week. The teacher candidates who participated in this study were all trainee teachers in primary schools. At the time of the study, six of the teacher candidates were working for some private institutions as English language teachers at weekends. None of them failed in the class during their university education. The participants' age ranged from 22-26. When it comes to the genders, sixteen of the student teachers were female and fourteen were male.

3.4. Data Collection Instrument

In this study, Volante and Fazio's (2007) Exploring Teacher Candidates' Assessment Literacy questionnaire was adapted to find out the teacher candidates' perceptions on assessment in primary or junior settings (see Appendix 1). The questionnaire consisted of nine questions. We didn't use Question 9 of the original questionnaire in the present study, as the question was irrelevant to the aim of the study. The first question aimed to elicit background information about the participants of the study. Questions 4 and 6 were close-ended questions based on a 10 point Likert-type rating scale, with 1 equal to "not at all" and 10 equal to "very often." Question 4asked teacher candidates to indicate how often they make use of the assessment approaches that were listed. Question 6 asked teacher candidates to rate their perceived need for further training in the assessment approaches that were listed. Questions 2, 3, 5, 7 and 8 were open-ended questions and they aimed to elicit the meanings teacher candidates attached on to classroom assessment.

A Turkish version of the questionnaire (see Appendix 2) was used to help teacher candidates to answer the questions comfortably. Before distributing the Turkish version of the questionnaire back translation technique was used. For Harkness and Glusberg (1998), ''back

translation [is] what the (back) translation product can be used for rather than the translatory goals and method involved in producing the back translation text itself. It is not an approach for arriving at a translation in the way that committee (parallel) translation or decentering can be seen to be'' (p. 98). Additionally, five teacher candidates were interviewed using the open-ended questions in the questionnaire in order to triangulate the responses given to the open-ended questions.

3.5. Data Analysis

The data gathered through the closed-ended questions were subjected to descriptive statistics including frequencies and. ELT teacher candidates' answers to open-ended questions were analyzed through content analysis. Das and Bhaskaran (2008) define content analysis as ''the study of the content with reference to the meanings, contexts and intentions contained in messages'' (p. 1).

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This study aimed to investigate ELT teacher candidates' views on assessment methods and the contributions of university programs to the development of ELT teacher candidates' assessment literacy. This chapter presents the findings of the study. The findings are presented in five sections: Candidate English Language Teachers' Perceived Understandings of the Purposes of Classroom Assessment (Section 4.2.), Contributions of ELT program on Students' Assessment Literacy (Section 4.3.), Candidate Teachers' Most Favored Assessment Approaches (Section 4.4.), Candidate English Teachers' Perceived Needs for Further Training in the Classroom Assessment (Section 4.5.) and Candidate English Language Teachers' Suggestions to Improve Assessment Literacy (Section 4.6.).

4.2. Candidate English Language Teachers' Perceived Understandings of the Purposes of Classroom Assessment

This section presents the findings elicited through Question 2 of the questionnaire. The question asked the participants to list three main purposes for classroom assessment in an open-ended format. The participants' responses to the questionnaire question included: *to observe the development or level of the students* (28), *to observe my success as a teacher* (23), *to change the teaching strategies that I use if they are not useful* (18), *to understand what I can do to increase my students' consciousness* (17), *to determine the subjects which are not learned at a needed level* (3) and *to motivate my students* (1).Reflecting on the findings of the questionnaire question, we may state that candidate English language teachers are aware of the importance of students' individual development in the language learning process. In addition, they seem to be interested in using assessment as a tool to involve the students in the lessons. Most importantly, there were no huge differences among candidate English teachers'

responses for the purposes of classroom assessment. It was seen that they give importance to classroom assessment and they have necessary and basic theoretical knowledge on assessment, at least, they could express themselves in terms of assessment skills.

The participants' responses given to the interview questions are pointed out as: *to observe the development or level of the students* (5), *to observe my success as a teacher* (4), *to understand what I can do to increase my students' consciousness* (2), *to change the teaching strategies that I use if they are not useful* (3), and *to motivate my students* (1).The responses given to the interview question supported the responses given to the questionnaire question. For example, one participant mentioned: ''Assessment is done to grasp the students' attention to the class so they can be motivated''. According to the participant, assessment is viewed as one of the important aspects of language lessons to engage the students fully in the tasks to be completed. Finally, teacher candidates seemed to value summative assessment strategies.

4.3. Contributions of ELT program on Students' Assessment Literacy

This section introduces the findings elicited through Question 3.The question asked candidate English language teachers to state the contributions of ELT program on their assessment literacy. According to the responses given to the question, the ELT program was found to be *very useful on both the theoretical development of the students and the practicum experience* (29). Candidate English teachers mentioned *the useful effect of practicum experience on assessment literacy* (29). In addition, they stated that *presentations* (27), *term projects* (5) and *the article reviews* (20) were also helpful. In addition, the participants pointed out that the *instructors' assessment criteria that they use in classes also expanded their vision in terms of assessment* (9). The responses given to the questionnaire question demonstrated that candidate English language teachers develop their vision on assessment literacy during pre-service teacher education program.

During the interviews all of the participants (5) stated that the ELT program was *very useful on both the theoretical development of the students and the practicum experience* (5).All of the candidate English language teachers (5) also mentioned *the useful effect of practicum experience on assessment literacy*. Moreover, they stated that *presentations* (4), *the article reviews* (3) and *term projects* (1) were also helpful. Two of the participants stated that *instructions' assessment criteria in classes also expanded their vision in terms of assessment*. The responses given to Question 3 in the interview shows parallelism with the responses given to questionnaire question. All in all, they pointed out the contributions of the program on their assessment literacy.

4.4.   Candidate   Teachers'   Most   Favored   Assessment   Approaches

Candidate English language teachers' most favored assessment approaches were elicited through the responses given to Question 4 and Question 5. Question 4 was a close-ended question. The question asked the participants to describe their utilization of the assessment approaches that they were provided with on a 10-pointscale, with 1 equal to not at all and 10 equal to very often. The options the participants were provided included: *Selected response; Constructed response; Performance assessment; Portfolio assessment; Personal communication* and *Observation techniques*. Table 1 reveals the responses given to this question.

Table 1. Participants' responses given to question 4

Item	Not at all	Rarely	Sometimes	Often	Very often
Selected Response	30	-	-	-	-
Constructed Response	6	24	-	-	-
Performance Assessment	-	-	30	-	-
Portfolio Assessment	-	-	30	-	-
Personal Communication	-	-	26	4	-
Observation Techniques	-	-	-	2	28

Table 1 shows that none of the candidate English language teachers (30) declared any interest for Selected Response. When it came to the frequency ratings of Constructed Response, candidate English language teachers' attitudes changed slightly. More specifically, six of the candidate English language teachers chose ''not at all'' and 24 of them selected ''rarely'' in their choices. Candidate English language teachers who participated in the study declared that they would ''rarely'' utilize Constructed Response as an assessment method. Regarding the frequency distribution of Performance Assessment, all of the participants (30) expressed positive attitudes towards its use in language teaching. All of the candidate English language teachers who participated in the study suggested that their possible utilization of Performance Assessment in their classes is defined as ''sometimes''. What's surprising for candidate English language teachers' choices in the possible utilization of Performance Assessment was that all of the participants selected their ratings as ''sometimes''. The frequency distribution of Portfolio assessment was similar to the ratings of Performance Assessment. All of the participants (30) chose ''sometimes'' for their possible utilization of Portfolio Assessment in their teaching methods. Regarding Personal Communication

technique, candidate English language teachers showed positive interest in its use. Although 26 of the candidate English language teachers chose ''sometimes'', four of the participants expressed their choices as ''often'', which showed that they would tend to utilize Personal Communication as an assessment method in the future. The frequency distribution of Observation Techniques demonstrated that all of the candidate English language teachers hold positive attitudes towards the use of Observation technique as an assessment tool. That is, while almost all of the candidate English language teachers (28) believe they would use Observation Techniques ''very often'', only two of them opted for "often". This finding is similar to that of Volante and Fazio (2007). Volante and Fazio (2007) stated, ''Observation Techniques, as assessment methods, covered a huge area in candidate English teachers' mind (often=2, very often=28) for their future teaching practices'' (p. 760). Candidate English language teachers' responses to Question 4 demonstrated that they would prefer Observation Techniques to Constructed Response, Portfolio Assessment, Performance Assessment, and Personal Communication. Surprisingly, the participants expressed direct objection to Selected Response.

As for the questionnaire question, the participants' responses to Question 5 demonstrated that candidate English language teachers' favorite assessment approach in primary/junior settings is Observation Techniques (30). For question 5, there was an option for the participants who might point out more than one assessment approach for the question. However, there was an exception. Only one participant stated that ''*Observation Techniques and Performance Assessment are my favorite assessment approaches in primary/junior settings*'' *(1)*. The findings of Question 4 demonstrate the same results with question 5. Question 5 was an open-ended question and asked the participants to indicate the types of assessment approaches that they favor in primary/junior settings. Taking Question 5 into consideration, the participant's responses demonstrated that candidate English language

teachers favored Observation Techniques for their possible assessment method in primary/junior settings (5). While Question 5 asked candidate English language teachers' favorite assessment approach (-es) in primary/junior settings, four of the participants preferred to answer for single assessment approach. The choice of the fourth respondent was exceptional as he chose both Performance Assessment and Observation Techniques. The fourth participant stated that *Observation Techniques and Performance assessment are the two assessment approaches I favor in primary/junior settings*. The statistical data of close-ended Question 4 showed the similar findings with the open-ended Question 5. Teacher candidates seemed to prefer using Observation Techniques for their further practices in the classroom environment.

4.5. Candidate English Language Teachers' Perceived Needs for Further Training in Classroom Assessment

Candidate English language teachers' perceived needs for further training in the classroom assessment was obtained from the responses given to Question 6. Question 6 was a close-ended question. The question asked the participants to define their perceived needs for further training in the area of classroom assessment that they were provided with on a 10-pointLikert-type scale with 1 equal to very low and 10 equal to very high. The options the participants were provided included: *Selected Response; Constructed Response; Performance Assessment; Portfolio Assessment; Personal Communication* and *Observation Techniques.*. Table 2 demonstrates the responses given to this question.

Table 2. Participants' responses given to question 6

Item	Very low	Low	High	Very high
Selected Response	30	-	-	-
Constructed Response	1	29	-	-
Performance Assessment	-	2	28	-
Portfolio Assessment	-	27	3	-
Personal Communication	-	-	30	-
Observation Techniques	-	-	-	30

As it is demonstrated in Table 2, all of the participants (30) chose the option "Very low" which suggests that they think they would not need to train themselves for Selected Response as an assessment strategy for further training. As for the Constructed Response, the participants (very low=1, low= 29) mostly chose ''low'' rate. One of the teacher candidates chose ''very low'' for further training. The results changed slightly when it came to the frequency distribution for Performance Assessment. The participants (low=2, high=28) expressed their needs for Performance Assessment at a high degree. As for Portfolio Assessment, frequency rating of candidate English language teachers seemed rather low. While almost all of the teacher candidates(27) chose the option ''low'' when expressing their need for further training on Performance Assessment, three of them expressed their needs as ''high'' (3).In contrast to the first four assessment strategies, all of the candidate English language teachers(30)chose ''high'' for further training on Personal Communication. Similarly, all of the teacher candidates (30) emphasized great interest for further training on Observation Techniques. The rating was ''very high''.

4.6. Candidate English Language Teachers' Suggestions to Improve Assessment Literacy

This section presents the findings on candidate English language teachers' suggestions to improve assessment literacy during pre-service language teacher education programs. The findings were achieved using Question 7 and Question 8.Question 7 and Question 8 were both open-ended questions. Question 7 aimed to uncover the participants' suggestions to improve their assessment literacy during university instruction *while* Question 8 focused on participants' suggestions regarding practicum supervision that they believe would help them improve their assessment literacy.

The data collected from the responses given to Question 7 revealed that the participants believe *writing reflection papers* (20), *the assessment strategies the instructors utilize in the class* (4), *preparing term-projects* (3) and *presentations* (3) help pre-service teacher candidates improve their assessment literacy during university instruction. On analyzing the participants' responses given during the interviews, we came up with the same categories: *writing reflection papers* (2), *preparing presentations* (1), *preparing term-projects* (1) and *the strategies my instructors utilize in the class* (1). Two of the participants' responses showed similarity during the interviews. However, three of the participants responded to the question in a different way.

Analyzing candidate English language teachers' suggestions related to practicum supervision that would help them improve your assessment literacy, we found out that the participants think *observing their co-operating teachers at schools* (29) and *getting help from them*(1) is an important part of their education. The interview findings were the same. That is, the participants mentioned the importance of co-operating teachers during the practicum experience in the last year of ELT program. This finding is similar to that of(*as cited in Clarke, 2001*) the study that *''teacher candidates ''consider co-operating teachers as the*

most important part of their teacher preparation'' (p. 237). Candidate English language teachers views' on assessment literacy related to practicum supervision suggested that pre-service teachers saw their relationship with their co-operating teachers as an important factor before they were in-service teachers and co-operating teachers were seen as a bridge in candidate teachers' mind before they were in-service teachers.

CHAPTER V

5. CONCLUSIONS

5.1. Introduction

This chapter firstly presents the summary of the study and the conclusions based on the research questions. Then it offers the limitations of the study and recommendations for further studies.

5.2. Summary of the Study

This study aimed to investigate ELT teacher candidates' views on assessment methods and the contributions of university programs to the development of ELT teacher candidates' assessment literacy. In order to achieve this aim, the study explores the findings of the following research questions:

1. What are candidate English language teachers' perceived understandings of the purposes of classroom assessment?

2. What are the contributions of ELT program on candidate English language teachers' assessment literacy?

3. What are candidate English language teachers' most favored assessment approaches?

4. What are candidate English language teachers' perceived needs for further training in the classroom assessment approaches?

5. What are candidate English language teachers' suggestions to improve assessment literacy?

This study was conducted with 30 ELT teacher candidates in Mersin, Turkey in 2014-2015 academic year. An adapted version of Volante and Fazio's (2007) Exploring Teacher Candidates' Assessment Literacy questionnaire was used to find out the teacher candidates'

perceptions on assessment literacy in primary or junior settings (see Appendix 1). The original questionnaire consisted of nine questions. However, we didn't use Question 9 of the original questionnaire in the present study, as the question was irrelevant to the aims of the study. The first question aimed to elicit background information about the participants of the study. Questions 2, 3, 5, 7 and 8 were open-ended questions and they aimed to elicit the meanings teacher candidates attached on to classroom assessment literacy. Questions 4 and 6 were close-ended questions based on a 10 point Likert-type rating scale, with 1 equal to "not at all" and 10 equal to "very often." Question 4asked teacher candidates to indicate how often they make use of the assessment approaches that were listed. Question 6 asked teacher candidates to rate their perceived need for further training in the assessment approaches that were listed. A Turkish version of the questionnaire (see Appendix 2) was used to help teacher candidates to answer the questions comfortably.

5.3. Conclusions

The first aim of the study was to find out candidate English language teachers' perceived understandings of the purposes of classroom assessment. We achieved our aim through the responses given to the Question 2 of the Questionnaire. The analysis of the participants' responses to the question revealed that, candidate English language teachers view classroom assessment mainly as a tool to observe the development or the level of the students, to observe their success as a teacher, to understand what they can do to increase their students' consciousness, to change the teaching strategies that they use if they are not useful, and to motivate their students in the language learning process. Regarding this finding, we may conclude that the participants give importance both to the individual development of the students and the teachers' success in students' language learning process. This conclusion is line with that of Georgiou (2011). Georgiou (2011) stresses that ''a summative exam, no matter how well-meaning, is a source of anxiety for young students. [On the other hand],

formative assessment can, therefore, be the main form of assessment helping children and teachers to improve the learning process, keeping assessment directly linked to what happens in the classroom and promoting self-reflection and self-assessment'' (pp. 43-47). We may also conclude from the participants' understandings of the purposes of classroom assessment that candidate English teachers want to establish an effective language learning environment within which the students are motivated to learn the target language. Moreover, we may state that the candidate English language teachers are aware of the negative and the positive effects of the types of assessment used on students' language learning.   Finally, it might be appropriate to conclude that the candidate English language teachers are aware of the classroom assessment strategies that they need to use in their future teaching practice at theoretical level.

The second aim of the study was to find out candidate English language teachers' perceptions of the contributions of ELT program on their assessment literacy. We achieved our aim using the responses given to Question 3. On analyzing the responses given to this question, we found out that candidate English language teachers believe the courses that they take and the practicum experience in the ELT program help them to develop an understanding of the theories behind classroom assessment. In addition, they think involvement in giving and listening to presentations, reviewing articles and preparing term projects are also helpful activities in developing assessment literacy. The study also revealed that the rubrics used by the university instructors help students in developing assessment literacy. However, the conclusions we arrived regarding the contributions of ELT program on candidate English language teachers' assessment literacy contradicts with the findings of Volante and Fazio (2007).Volante and Fazio (2007) conducted a study with second, third and fourth year students. Their findings indicated, ''the program's contribution was not enough for developing assessment literacy'' (p. 759).

The third aim of the study was to uncover candidate English language teachers' most favored assessment approaches in primary/junior settings. We used the responses given to Questions 4 and 5 to achieve our aim. On analyzing the findings (see Section 4.4.); we came up with four main conclusions. The first conclusion is related to the participants' most favored assessment approach. That is, all of the participants perceive Observation technique as their most favored assessment approach. Secondly, Personal Communication, Performance assessment and Portfolio assessment are the participants' second most favored assessment approaches. Finally, we concluded that the participants' least favored assessment approaches are Selected Response and Constructed Response. More specifically, while all of the participants think they would not consider using Selected Response approach in their future teaching practice, most of them think they might use Constructed Response rarely. This conclusion is inline with the results of Volante and Fazio's (2007) study. However, Volante and Fazio note that ''the dominance of these methods is partly attributable to the younger age (i.e., primary/junior) of the students being taught. Nevertheless the utilization/training dichotomy suggests teacher candidates may utilize assessment approaches to a greater/lesser extent depending on their perceived self-efficacy with those approaches'' (p. 758). The reason under the choices of assessment approaches of candidate English teachers is obvious. Candidate English teachers chose and favored to utilize observation techniques because their theoretical knowledge for other assessment approaches is weak.

The fourth aim of the study was to elicit candidate English language teachers' perceived needs for further training in the area of Classroom Assessment. Regarding the findings presented in Section 4.5., we concluded that candidate English language teachers perceive a need for further training mainly on three assessment strategies. These three assessment strategies include Observation Techniques, Performance Assessment and Personal Communication. When we compare the findings we achieved from Question 6 and Question

5, we clearly see that candidate English language teachers demonstrate a need for further training for the assessment strategies that they think they would consider using in their future teaching practice.

The last aim of the study was to learn candidate English language teachers' suggestions to improve assessment literacy at pre-service language teacher education. Reflecting on the findings regarding this aim, we may first of all conclude that candidate English language teachers find the pre-service language teacher education program very helpful for their theoretical development ton topics such as Classroom Assessment. In addition, we concluded that candidate English language teachers give a lot of importance to their co-operating teachers. That is, the participants believe the practicum experience contributes their development of assessment practice. This conclusion is in line with that of Beck and Kosnik (2002). For Beck and Kosnik (2002, p. 85), the ''support and useful feedback from the associate teachers, and collaboration with them'' help candidate English teachers develop teaching practice. Similarly, Subedi (2009) emphasizes that ''teaching practice is an essential component which provides opportunity to prospective teachers to implement the theories, instructional techniques and share the experiences for developing confidence, teaching attitudes and skills under the supervision and guidance of the expert educators'' (p. 141).

5.4. Limitations of the Study and Recommendations for Further Studies

This study had two main limitations. The first one was the number of the participants. That is, the conclusions drawn in this study are limited only to the 30 candidate English language teachers. The second one was the context of the study. That is the participants were all from the same university. For these reasons, the conclusions drawn from the study are context-specific and therefore they cannot be generalized. In further studies, the same topic can be explored with an increased number of students from different universities.

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7. APPENDICES

7.1. Appendix 1: Exploring Teacher Candidates' Assessment Literacy (Louis Volante &

Xavier Fazio, 2007)

Appendix A

Assessment Literacy Survey

1. Background Information:

a) Age: _____

b) Gender: _____

c) Year in the Program: 1 2 3 4

d) Years of classroom teaching experience: _____

2. List three main purposes for classroom assessment.

3. Assessment literacy is defined as an understanding of the principles of sound assessment.

List three main ways the program has helped you develop assessment literacy.

4. Describe your utilization of the following assessment approaches on a 10-point

scale, with 1 equal to not at all and 10 equal to very often.

a) Selected response 1 2 3 4 5 6 7 8 9 10

b) Constructed response 1 2 3 4 5 6 7 8 9 10

c) Performance assessment 1 2 3 4 5 6 7 8 9 10

d) Portfolio assessment 1 2 3 4 5 6 7 8 9 10

e) Personal communication 1 2 3 4 5 6 7 8 9 10

f) Observation techniques 1 2 3 4 5 6 7 8 9 10

5. Which assessment approach(es), if any, do you favour in primary/junior settings? Why?

6. Rate your need for further training in the following assessment approaches on a 10-Point scale, with 1 equal to very low and 10 equal to very high.

a) Selected response 1 2 3 4 5 6 7 8 9 10

b) Constructed response 1 2 3 4 5 6 7 8 9 10

c) Performance assessment 1 2 3 4 5 6 7 8 9 10

d) Portfolio assessment 1 2 3 4 5 6 7 8 9 10

e) Personal communication 1 2 3 4 5 6 7 8 9 10

f) Observation techniques 1 2 3 4 5 6 7 8 9 10

7. Provide one suggestion at the pre-service level related to university instruction that would help you improve your assessment literacy?

8. Provide one suggestion at the pre-service level related to practicum supervision that would help you improve your assessment literacy?

9. Describe your overall level of assessment literacy on a 10-point scale, with 1 equal to very low and 10 equal to very high.

1 2 3 4 5 6 7 8 9 10

7.2. Appendix 2: Öğretmen Adaylarının Değerlendirme Okur-Yazarlığı Araştırması

(Louis Volante &Xavier Fazio, 2007)

1- Kişisel Bilgiler

Yaş:

Cinsiyet:

Sınıf:

2- Sınıf değerlendirmesinin üç ana amacını yazınız.

3-Bölümünüzün değerlendirme yeterliliğinize katkısını üç madde halinde yazınız.

4- Öğretmen olduğunuzda kullanma ihtimalinize göre, aşağıda yer alan değerlendirme metodlarını 10 puan üzerinden değerlendiriniz. (1-2-3=hiç kullanmayacağım; 4-5= Nadiren kullanacağım; 6-7=Sık sık kullanacağım; 8-9-10= Çok sık kullanacağım)

a) Seçili Yanıt   1 2 3 4 5 6 7 8 9 10

b) Kurgu-Yanıt Maddesi 1 2 3 4 5 6 7 8 9 10

c) Performans Değerlendirme 1 2 3 4 5 6 7 8 9 10

d) Portfolyo Değerlendirme 1 2 3 4 5 6 7 8 9 10

e) Kişisel Değerlendirme 1 2 3 4 5 6 7 8 9 10

f) Gözlem Yoluyla Değerlendirme 1 2 3 4 5 6 7 8 9 10

5- İlkokul/Ortaokul sınıflarında hangi değerlendirme metod ya da metodlarını kullanmayı uygun görüyorsunuz?

6- Kendinizi daha fazla geliştirmeye ihtiyaç duyduğunuz aşağıdaki değerlendirme metodlarını 10 puan üzerinden değerlendiriniz. (1-2-3-=Çok düşük; 4-5= Düşük; 6-7= Yüksek; 8-9-10= Çok yüksek)

a) Seçili Yanıt   1 2 3 4 5 6 7 8 9 10

b) Kurgu-Yanıt Maddesi 1 2 3 4 5 6 7 8 9 10

c) Performans Değerlendirme 1 2 3 4 5 6 7 8 9 10

d) Portfolyo Değerlendirme 1 2 3 4 5 6 7 8 9 10

e) Kişisel Değerlendirme 1 2 3 4 5 6 7 8 9 10

f) Gözlem Yoluyla Değerlendirme 1 2 3 4 5 6 7 8 9 10

7- Son sınıf öğrencisi olarak, üniversite öğreniminizin değerlendirme yeterliliğinize katkısını 1 madde ile açıklayınız.

8- Staj döneminin değerlendirme yeterliliğinize katkısını 1 madde ile açıklayınız.