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**LANGUAGE ASSESSMENT KNOWLEDGE OF PRESERVICE TEACHERS OF
ENGLISH AS A FOREIGN LANGUAGE**

**THESIS BY
Burcu ÇETİN ARGÜN**

**Supervisor : Prof.Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Jury : Dr. Senem ZAHİMOĞLU
Member of Jury : Dr. Ömer EREN (Mustafa Kemal University)**

MASTER OF ARTS

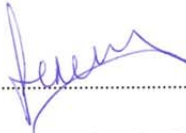
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Univ. Inside permanent member - Supervisor - Head of Examining Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



Univ. Inside permanent member: Dr. Senem ZAIMOĞLU



Univ. Outside permanent member: Dr. Ömer EREN

(Mustafa Kemal University)

I confirm that the signatures above belong to the academics mentioned.



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DEDICATION

This thesis is dedicated to the shining star of my sky....
My one and only ELA...



ETHICS DECLARATION**Student's**

Name&Surname: Burcu ÇETİN ARGÜN

Number: 20178060

Department: English Language Education

Program : Master Thesis

Thesis Title: Language Assessment Knowledge of Preservice Teachers of English
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Burcu ÇETİN ARGÜN

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09/ 01/ 2020

Burcu ÇETİN ARGÜN

ABSTRACT**LANGUAGE ASSESSMENT KNOWLEDGE OF PRESERVICE TEACHERS OF
ENGLISH AS A FOREIGN LANGUAGE****Burcu Çetin ARGÜN****Master of Arts, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****January 2020, 97 Pages**

The significance of language education is undeniable in today's contemporary world and as the boundaries of the countries has become less important, the ability of speaking English gains much importance. Language assessment is one of the key elements of language education and as one the main stakeholders, the assessment knowledge of language teachers is highly essential to implement sound assessment practices and to determine whether the language education is successful or not. Considering these facts, this study aimed to find out the general and skill-based language assessment knowledge level of preservice EFL teachers. Besides, since the only source of the language assessment knowledge of preservice EFL teachers was the Language Testing and Assessment course, it was tried to figure out the opinions about the course. The study adopted a survey-based research method and conducted a questionnaire to collect data, and two open-ended questions were also asked to support the quantitative data. 154 participants involved in the study. The quantitative data was analysed via SPSS programme and the content analysis was made to the responses of open ended questions. The results presented that the language assessment knowledge level of the participants was below average and they were in need of more detailed and comprehensive assessment related training activities and tasks.

Key Words: Language assessment literacy, language assessment knowledge, language testing and assessment course, preservice EFL teachers

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ DİLDE ÖLÇME DEĞERLENDİRME BİLGİSİ

Burcu ÇETİN ARGÜN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

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Dil eğitiminin önemi günümüzün çağdaş dünyasında yadsınamaz ve ülkelerin sınırları daha az önemli hale geldikçe, İngilizce konuşma yeteneği de önem kazanmaktadır. Dilde ölçme ve değerlendirme, dil eğitiminin anahtar öğelerinden biridir ve ana paydaşlar olarak, dil öğretmenlerinin ölçme ve değerlendirme bilgisi, güvenilir ölçme ve değerlendirme uygulamak ve dil eğitiminin başarılı olup olmadığını belirlemek için son derece önemlidir. Bu gerçekler göz önüne alındığında, bu çalışma İngilizce öğretmen adaylarının genel ve beceri tabanlı dil ölçme ve değerlendirme bilgi düzeyini bulmayı amaçlamıştır. Ayrıca, İngilizce öğretmen adaylarının dilde ölçme ve değerlendirme bilgilerinin tek kaynağı Dil Ölçme ve Değerlendirme dersi olduğu için, ders hakkındaki görüşleri anlamaya çalışılmıştır. Çalışma, ankete dayalı bir araştırma yöntemi benimsemiş ve veri toplamak için bir anket gerçekleştirilmiştir ve nicel verileri desteklemek için iki açık uçlu sorunun da cevaplandırılması istenmiştir. Çalışmaya 154 katılımcı katılmıştır. Nicel veriler SPSS programı ile analiz edilmiş ve açık uçlu soruların cevaplarına içerik analizi yapılmıştır. Sonuçlar katılımcıların dil değerlendirme bilgi düzeyinin ortalamanın altında olduğunu ve ölçme ve değerlendirmeye ilgili daha detaylı ve kapsamlı aktivitelere ihtiyaçları olduğunu ortaya koymuştur.

Anahtar Kelimeler: Dilde ölçme değerlendirme okur-yazarlığı, dilde ölçme değerlendirme bilgisi, dilde ölçme değerlendirme dersi, aday İngilizce öğretmenleri

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ABBREVIATIONS

LAKS	: Language Assessment Knowledge Scale
EFL	: English as A Foreign Language
ELT	: English Language Training
LTA	: Language Testing and Assessment
SPSS	: Statistical Package for the Social Sciences
ANOVA	: Analysis of Variance
N	: Sample Size
F	: Frequency
M	: Mean
P	: Significance Level

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Human beings have various reasons for language education and in today's world, the need for being competent in English is an undeniable necessity. As a major element of language learning, language teachers are expected to realize this fact and to renew and update their professional knowledge according to the reforms and changes which affect teaching strategies, language instruction and language assessment in language education policies all over the world. One of the keystones of these improvements is language test and assessment of which contribution to language education is essential. Assessment directly influences teachers by giving feedback about their instruction, the course and the progress of the students. Likewise, students' language improvement is influenced and they could monitor their learning (Thomas, Allma, & Beech, 2004).

As Stiggins (2008) indicates assessment is highly important for language education and it reports whether language learning is successful or not (Dochy, 2009). The studies have revealed that "the typical teacher can spend as much as a third to a half of his or her professional time with activities related to assessment" (Dorr-Bremme, 1983; Crooks, 1988; Stiggins, 1999, p.23; Newsfields, 2006). As a result, training of preservice English teachers in the field of language testing and assessment has been discussed in detail in recent years (Gullickson, 1984; Brindley, 2001). Assessment literature has proposed various significant reasons about the relationship between language testing and assessment and teacher training: Firstly, assessment is a highly abstract phenomenon for language teacher training students due to its theoretical principles as validity, reliability, practicality (O'Loughlin, 2006). Secondly, although language education encompasses language testing and assessment, it has different functions and developments (Johnson & Johnson, 2001). Thirdly, being a good assessor isn't an innate ability and language teachers need an adequate education of language testing and assessment (Jin, 2010). Lastly, as the notion of assessment develops and changes, the professional requirement of sound and accurate assessment from teachers increases (Bailey & Brown, 1996; Brindley, 2001; Newsfield, 2006).

Gronlund (1985) explained that "the construction of good test items is an art." (p.146), besides having the theoretical knowledge, understanding of students' psychology and creativity are needed. In this regard, the term "assessment literacy" was introduced as possessing the knowledge of the objectives, forms, and aims of the assessment (Stiggins, 1995). As the importance of assessment increases in the educational world, the language assessment has been affected by these innovations and language instructors are expected to have sufficient background and "language assessment literacy". Fulcher (2012) explains language assessment literacy (LAL) as following:

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 in order 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).

Language assessment literacy has a dominant role in language teacher training since, it gives chance to teachers to understand and interpret students' successes and failures with empowering language instruction (Falsgraf, 2005; Scarino, 2013). However, as research has noted most language teachers were found incompetent in terms of knowing and implementing assessment principles, and Volante and Fazio (2007) noted the lack of self competence of preservice language teachers during their undergraduate education because of restricted assessment education. Also, the level of assessment literacy is lower than the required level (Stiggins, 2001; Deluca & Klinger, 2012; Lam, 2015). Scholars have explained that participants of assessment literacy researches confirmed that their lack of ability of implementing sound assessment activities was due to their inadequate training in their undergraduate programmes; the courses about language testing and assessment were believed to be insufficient in terms of preparing preservice language teachers for assessment related activities in their professional life (Stiggins, 1999; Mertler & Campbell, 2005). It was claimed that among the language teachers language assessment literacy hasn't been developed agreeably (Malone, 2008; Tsagari & Vogt, 2014).

In Turkey, the Faculties of Education are responsible for the language teacher education and the teacher training programmes are four years long. Foreign language teacher education programmes use a curriculum standardized by The Council of Higher Education (YÖK). Accordingly, undergraduate students of foreign language education programmes are supposed to take only one Language Testing and Assessment (LTA) course. Even though lecturers are allowed to select the course material and instruct their courses in the way as they think the most suitable for their students, preservice teachers still are expected to learn all the fundamentals of assessment in theory and practice via only single course.

1.2. Significance of the Study

There are some various aspects to depict the significance of the study. To start with the influence of the assessment on language education, it is vital to state that language assessment literacy is essential and language teachers are required to be assessment literate in their future professional life. The education that preservice teachers take on language test and assessment has an important role for developing language assessment literacy and it leads them to implement accurate assessment practices which improve the quality of instruction. In this respect, exploring the language testing and assessment knowledge of the preservice teachers which is formed by the Language Testing and Assessment course is significant to understand the sufficiency of the course in depth.

Secondly, as one of the major components, language teachers' knowledge of forms, functions, and principles of language assessment is essential for the sound assessment. The only source of this knowledge for preservice language teachers is the Language Testing and Assessment course. Since preservice teachers directly involve in the implementation of the course itself, investigating their opinions about the course may be both enlightening and instructive to develop the language assessment literacy among them.

Finally, a limited number of studies have investigated the knowledge of language assessment principles of preservice language teachers in teacher training departments in Turkey. This study, to the author's best knowledge is among the few studies which aim to find out language assessment literacy of the preservice teachers and to investigate their skill-based language assessment knowledge in Turkey.

The findings of the study may provide a new perspective for policymakers and teacher educators in Turkey and lead them to reexamine the significance of language

assessment in teacher education programmes. It can contribute to increase the chance of preservice teachers to learn language assessment principles in a more detailed way and to enable them to benefit from the language assessment knowledge in their practicum experience. To conclude, this study will be significant in that it will make contributions to the existent language assessment literacy literature in the world and offer new deep insight into the very limited literature of Turkey.

1.3. Aim of the Study and the Research Questions

In language assessment literacy literature the inefficiencies and needs of language teachers have been mostly investigated. However, without defining their assessment knowledge it will be unreasonable to question what language teachers need. Language teacher's assessment knowledge is mainly based on the Language Testing and Assessment course at Foreign Language Education Departments. For this reason, further studies are needed to find out the language assessment knowledge of preservice EFL teachers in terms of the sufficiency of the course context and implementation. With this regard this study aims to explore about general and skill based language assessment knowledge of pre service English teachers. Additionally, it aims to discover preservice language teachers' opinions about their Language Testing and Assessment course and practicality of the course in their future assessment related activities. This study seeks an answer to the following research questions:

1. What level of general and skill-based language assessment knowledge do preservice EFL teachers have?
2. Does LAK level of preservice EFL teachers vary according to following demographic features?
 - a. Gender
 - b. Type of school they graduated from
 - c. Type of school they did their practicum
3. Do their levels of skill-based language assessment knowledge have a relationship among themselves?
4. What do preservice EFL teachers think about their Language Testing and Assessment course in their preservice education.
 - a. What are the reasons for their opinions?
5. In what ways (if any) do preservice EFL teachers think Language Testing and Assessment course would help their assessment practices in their future career?

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

In this chapter, related information and studies about the theoretical framework of this study are given. It is aimed to give literature review of assessment, language assessment and language assessment literacy.

2.2. Assessment

Assessment, which comprises an essential role in language education, includes many types of assessing procedures. (Clapham, 2000). Evaluating and measuring what learners have learned is at the very core of assessment. Measurement means to discover the quantified knowledge of learners by using quantitative or qualitative ways of assessment strategies; evaluation refers to the judgment of the assessment results and leads to determine whether learners are successful or not. Assessment is a constant process covering different practices of evaluation such as judging and examining learners' class participation or performance, grading and commenting on the learning performance of students (Black & William, 1998; Boston, 2002; Brown, 2004). The definitions of assessment may vary in literature. However, scholars agree that it is very essential in the education system in terms of clarifying the learners' level of knowledge, learning improvement; discovering the strong and weak sides of learning practices and being a kind of motivation tool (Wojtczak, 2002; Taras, 2005).

Mounting research has shown the significance of assessment in education from the aspect of learning and teaching. In the learning process assessment improves learning and motivates the learner. Learners are aware of their success or failure and this knowledge urges them to study more (McKay, 2006). Assessment in the role of feedback tool helps a teacher to diagnose the needs and weakness of teaching practices and to reform the teaching strategies according to the assessment results and reports the success of the teaching process by uncovering what learners can accomplish and this information gives administrators and policymakers idea about the curriculum (Mikre, 2010).

Assessment literature states "test impact" term, which is also known as backwash or washback, about the significance of assessment as an essential effect of assessment on education (Cheng, Watanabe, & Curtis, 2004). With this regard, backwash is presented as the effect of the exams on not only individuals but also on society, policymakers, and the whole system. On the other hand, washback affects teaching style and learning in either positive or in a negative way (Wall, 1997).

2.2.1. The Aim of the Assessment

Assessment is an umbrella term that affects learners, teachers, and society. The aim of the assessment is defined according to all these components. In literature, different scholars expressed the aims of assessment in different ways and from different aspects. Concerning this Conde and Barragan (2014) classified the purposes of assessment as "assessment as learning (AsL)", "assessment for learning (AfL)", and finally "assessment of learning (AoL)". Initially, assessment as learning is interpreted as a kind of tool of motivating learners by contributing them with their assessment results to make the learners realize the gap between what they have been taught and what they have learned. Learners may use the assessment to control and improve their learning (Gurski, 2008). Secondly, Wood (2007) depicts the assessment for learning as feedback of the language education. Assessment occurs during the learning process and learners may realize the weak and strong sides of their learning. Assessment for learning can assist teachers with their teaching methods and strategies. By watching the conditions of the students teachers try and develop new ways of teaching to meet the students' needs (Chappuis, & Chappuis, 2004). Finally, assessment of learning is explained as the result of what students have learned. Assessment of learning shows whether the objectives and purposes of the education of the institution have accomplished or not. Contrasting to assessment for learning, assessment of learning is a report of students' achievement for policymakers and institutions to demonstrate liability. On the other hand, AfL is feedback only for students, teachers and sometimes for parents and it enhances the learning process (Wood, 2007).

Another classification for the aims of assessment is made by Berry according to four different roles of assessment which are certification, evaluation, summative and formative roles of assessment. Certification and evaluation roles are mainly about the education system that is to make contributions to the performance and condition of the

institutions and the system as a whole. The other two roles, formative and summative, involves both during and end of the learning process and indicates the success of the process to teachers and learners as a kind of feedback (Berry, 2008). Similar to this categorization, Liljedahl (2010) states communicating, valuing teaching process, reporting out and not ranking as four aims of assessment. These purposes involve supplying information and evaluation not students and teachers but stakeholders without ranking the students according to the results.

The literature has defined many classifications for the aims of assessment. One of these is Hyland's five-purpose of assessment classification. Performance, diagnostic, achievement, proficiency, and placement are the aims of assessment that Hyland has clarified. According to this, performance demonstrates the ability of the learner to accomplish the given task; diagnostic aim is about giving feedback to learners on their weaknesses and strengths; achievement is about the progress of the learner in learning process; proficiency shows what learners can achieve and which level of skills they have reached and the last aim is placement that is to determine the suitable class for the learner in terms of his/her level of knowledge which is obtained as a result of tests (Hyland, 2010).

2.2.2. Objectives of the Assessment

The literature on assessment has depicted two main objectives which are summative and formative assessment (Brown, 2004). To start with summative assessment such as final exams, end of unit tests, is identified as an evaluation of what students have learned and which skills they have obtained at the end of the learning process (Cheng, Rogers, & Hu, 2004; Taras, 2005). The summative assessment doesn't occur during the learning process, in other words, it isn't an element of learning, on the contrary, it is a final judgment of learning (Brown, 2004). The summative assessment aims to determine whether the objectives of the programme have been gained by identifying the test results of the students (Bardes & Denton, 2001). Summative assessment is designed to specify the what learners know in terms of standards which presents accountability (Davison & Leung, 2009).

The second objective is formative assessment which occurs in the language learning. Self-observation, self-reflection, self-assessment are some forms of formative assessment. It contributes to teaching strategies by providing information about learners'

weaknesses and strengths in learning (Cheng, Rogers, & Hu, 2004; Davison & Leung). It provides data to the programme about reaching its goals and to make the necessary arrangements like summative assessment. From the aspect of learners and teachers, formative assessment supplies the components of the process a kind of evidence that shows the problems without any judgment or ranking and lead them to make changes in their teaching strategies (Davison & Leung, 2009).

2.3. Language Assessment

Language assessment (LA) is highly important for language education both theoretically and in practice. Mounting literature has identified the significance of language assessment in language education. Language assessment helps to investigate the problems of learners in language learning and enables them to make the necessary arrangements which improve and enhance language education (Prapphal, 1990). Language assessment determines the level of students and they can be arranged in the proper class and use the suitable material according to their level. Finally, employing efficient language testing administrators, curriculum and policymakers may arrange and regulate the programme and course materials which are highly important for the improvement of the students. Language assessment gains growing importance mostly in the beginning of 2000s. Many factors such as social, educational, political issues affect this attraction and lead to professionalism in the field (Bachman, 1990; Taylor, 2009).

Language assessment and language education both affect each other that is, new theories and methods in language education bring about innovation in language assessment (Spolsky, 1995). For instance, the influence of behaviorism was seen not only on language education but also on language assessment. Shepard (2000) defined this effect by depicting tests as an evidence of learning success. Evaluation is a necessary action at the end of every programme to find out whether students make progress. Behaviourism affected types of testing as it happened for discrete-point testing. According to this if a language can be taught part by part like lexicon, morphology, discourse, syntax; these parts can be assessed separately (Brown, 2004). However, in the second part of the 1970s communicative language teaching became popular and contextualization gained importance. With a shift from behaviourism to cognitive social-constructivist model, psychometric testing environments mostly high-stakes standardized tests has changed into new assessment understanding which was

affected by Vygotsky's 'learning cultures' (Inbar-Lourie, 2008). This new understanding reveals a recognition of the need for various assessment forms for different aims in different contexts (Huerta-Macias, 1995). This conceptual shift brings out the notion of 'alternative assessment' which perceives that language assessment was constructed socially by assessment stakeholders in a local context (Leung, 2004; McNamara & Roever, 2006). As a result, learners are able to monitor their language education, comment on their classmates' performances. The teachers' are viewed as components who develop and scaffold learning according to the feedbacks from various assessment sources (Inbar-Lourie, 2008).

Improvements and changes in language education directly affect language assessment. Accordingly, administrators, curriculum and policymakers and language teachers take these developments into consideration and design and construct tests according to them to enhance and improve language education. Test makers and teachers pay attention to prepare and conduct tests properly. In this regard, there are some fundamental factors of language assessment.

One of the key factors is washback that claims that tests can have an impact on language education positively or negatively. Arshad (2004) explains that when language assessment enhances and improves the learning process then it has a positive washback effect. On the contrary, when the learners only aim to pass the test instead of focusing on learning then assessment affects learning negatively. Washback influences both the education system and society which is its macro effect and individuals, students and teachers, that is its micro effect (Heaton, 1975).

The second essential factor is the practicality. Language assessment design needs to be practical in terms of expenses and time. In other words, if a test is too expensive to take or too long to complete then it is impractical (Brown & Abeywickrama, 2010).

The third principle is reliability which is about the accountability and constancy of the tests. According to this, an effective assessment occurs when a test gives in similar scores at various times (Hughes, 2003; Brown & Abeywickrama, 2010). In order to make assessment reliable, there are some strategies. Firstly, instead of conducting the same test on different students at different times which decreases reliability, teachers can split the test into two parts and score them separately which is split-half reliability. Secondly, one test is conducted to the same group of students only once in order to gain test-retest reliability. Otherwise, conducting the same test on different groups of students

at different times disrupts reliability. A final strategy is parallel forms reliability which is preparing the two different tests having mostly the same points and analyzing the correlation between the results of these tests (Bachman & Palmer, 2000; Hughes, 2003; Fulcher & Davidson, 2007).

There are some elements that affect assessment reliability which is test administration reliability, student-related reliability, test reliability and raters reliability (Heaton, 1975; Brown, 2004). Physical conditions such as noise, temperature, and lightness of the class, quality of the test booklets all affect test administration reliability. Another factor is about the physical and psychological status of the students such as anxiety, tiredness, demotivation or illness decrease student-related reliability of the test. Mousavi (2002) claims "test-wiseness" of the students that is the use of question-solving strategies as an important element for the student-related reliability. The third factor is the reliability of the exam itself. In other words, some characteristics about test design whether it is too long or too short or the ambiguity of the questions are all effective for test reliability (Cohen, 2001). Lastly, the reliability of the raters is significant for assessment reliability. Scoring of the tests can be affected by human-related problems of raters such as being not objective, prejudice, fatigue or having too much workload. The fourth essential factor for language assessment is authenticity which emphasis the contextualization of the test tasks according to the real-world situations. Daily language usage, choosing proper contexts and suitable topics for the students ensure authenticity (Brown, 2004).

The last fundamental principle for effective assessment is validity. The relationship between the aim and form of the test that is assessing the intended skill or topic with a proper test enables validity (Stobard, 2012). Related literature has explained validity in these groups which are "content, criterion-related, and construct validity" (Brown 1996, pp. 231-249). According to this content validity is about the match of the content of the test to the skill aimed to be measured. To illustrate, if a test aims to assess the students listening skill then the test content should involve tasks to measure listening skill (Hughes, 2003; Coombe et al, 2012). The second category is constructed validity as Brown (1996) explains to obtain a construct validity an exam assesses the construct it aims to be assessing. Construct validity includes consequential validity that is about the impacts and interpretations of test results. By judging and interpreting the test results, the curriculum may be developed and language education will be improved (Messick, 1996; Mcnamara, 2000; Brindley, 2001a).

The final category is criterion-related validity which emphasizes the correlation of the test scores which is being conducted with an accepted independent another assessment tool having the same objectives. If both tests are held simultaneously then it is "concurrent validity"; yet if the purpose is to see the interaction among the results of the ongoing test and another future assessment tool then it is "predictive validity" (Brown, 1996; Fulcher & Davidson, 2007).

2.3.1. Assessment Types in Language Education

For an effective assessment determining the appropriate testing type which serves for the best to the purpose of the assessment is crucial. Scholars have introduced different test and testing categories for assessing different skills or knowledge (Hughes, 2003; Brown, 2004; Brown & Abeywickrama, 2010).

2.3.1.1. Norm-referenced Assessment

Norm-referenced assessment includes a comparison of the test takers with each other. In this kind of testing standard deviation, mean, percentile rank and median of the test results are examined and compared to each other (Bachman & Palmer, 2000; McNamara, 2000; Brown, 2004).

2.3.1.2. Criterion-referenced Assessment

In this assessment type students are not compared to each other. Yet they take feedback according to the score which is determined before the test. In this way, students can directly see their grades and what and how much they have learned (Hughes, 2003).

2.3.1.3. Direct Assessment

In direct testing test takers are expected to accomplish the task that is aimed to be evaluated directly. In other words, to assess writing skill students are supposed to write a task or to assess speaking skill they are supposed to talk in a given context. Direct testing has some advantages. Firstly, because testing is direct, evaluating is direct too. Students' success or failure can be seen straightforwardly. Secondly, the way of testing the skill that is aimed to be assessed is clear, the performance of the test takers

are easy to be interpreted and measured. Lastly, direct assessment has a positive washback that is students are motivated to study for the given task (Hughes, 2003).

2.3.1.4. Indirect Assessment

This testing type evaluates a skill or knowledge without authentic application. In other words, with indirect assessment, it is aimed to measure the sub-skills which underlie the skill that is being tested. By doing this with indirect assessment more than one ability can be measured (Hughes, 2003).

2.3.1.5. Integrative Assessment

According to some scholars language is a whole unit and it cannot be divided into components and language capability is a unit of various abilities that need to be evaluated as a whole. Hence language tests such as cloze tests, require students to combine different skills at the same time in order to accomplish them (Heaton, 1988; McNamara, 2000; Brown, 2004).

2.3.1.6. Discrete-point Assessment

This type assumes that language can be divided into its elements such as listening, speaking, lexicon, discourse and each element can be tested separately. Discrete-point tests aim to assess language abilities through different subtests that sample distinctive elements from each skill, and a component of the skill.

2.3.1.7. Objective & Subjective Assessment

Objective and subjective assessment are about making a judgment while evaluating. Some kinds of tests such as writing are required subjective evaluation, on the contrary, some tests like multiple choice are evaluated objectively (Madsen, 1983; McNamara, 2000; Hughes, 2003).

Apart from assessment types, there is a categorization in assessment literature about test types for language education. Hughes (2003) indicated diagnostics, achievement, placement and proficiency tests as a language assessment. To start with, diagnostics tests which is a way of formative assessment, are designed to show the students their weak and strong abilities in language learning process. Diagnostics tests

are used to interpret which skills are needed to develop and in what ways teachers or administrators can improve the strategies and curriculum (Hughes, 2003; Smith & Cumming, 2009). Secondly, achievement tests aim to identify whether the course objectives are reached by evaluating learners' knowledge at the end of a programme. In this aspect these tests are summative and their contents are expected to be based on the materials used during the lessons (Brown & Abeywickrama, 2010). Achievement tests indicate the knowledge and progress of the students and they have the role of feedback and they contribute to the improvement of students' language competence and the programme (Madsen, 1983). The next test is placement tests which are designed to determine the language competence of the students in order to arrange them in suitable programmes or classes (Hughes, 2003). Thus, placement tests are based upon the course curriculum and materials. Placement tests show whether the course material is too difficult or too simple for the students (Brown, 2004). The final category is proficiency tests whose purpose is to assess the general language competence of the test takers instead of measuring only programme objectives (Hughes, 2003). Proficiency tests are used for measuring test takers have the general language ability to progress the next level (Brown, 2004).

In addition to Hughes' categorization of language tests, Brown (2004) suggested language aptitude test which aims to measure test takers competency and capability before learning the language. Language aptitude tests are used to understand the possible success of the test takers.

2.3.2. Alternative Methods in Language Assessment

Measuring language competence only with tests has produced ambiguity in assessment literature since only tests sometimes may not be adequate to evaluate each skill in language education (Lynch, 2001; Brown & Abeywickrama, 2010). For this reason, some alternative methods in language assessment have been introduced to measure and to enable language teachers to find out more about what the students need.

To start with observation; teaching as an activity itself includes observation, it is a part of class management. First of all, like all other types of assessment observation needs an aim and according to this the data is collected and recorded for the assessing. Assessment with observation is systematic and needs a rubric to make the observation more objective (Brown, 2004). Maxwell (2001) pointed out that observation supplies

the teacher with rich and multi-way information not only about the students but also about the lesson and the teaching process. In this aspect, it has a formative function to improve language education.

Portfolios and journals are another way of assessment which improves learners' autonomy by making them being responsible for their learning. Portfolio creates a reflection of the success and failure of the learners which leads to making necessary adjustments to reform the lesson. Using portfolio creates more communication between the teacher and the learner and enhances the learning process. Journals like portfolios is a kind of self-reflection tool which motivates students to write about their opinions, emotions, beliefs by paying no attention to grammatical rules (Brown & Abeywickrama, 2010).

Another learner-autonomous measuring method is self-assessment which is a kind of formative assessment that enables learners to witness and judge their learning. By self-assessing learners see what they have learned and which skills they need to improve (Andrade & Du, 2007). Self-assessment is a fruitful process because it motivates learners, enhances learning and helps them gain the ability to thinking over their success or failure (Spiller, 2012).

2.3.3. Assessment of Language Skills

Language education aims to make the learner competent in that language. In other words, besides learning grammar and vocabulary, learners learn the four skills which are reading, listening, speaking and writing. Hence, it is significant to design the relevant tests and assess the skill aimed to be measured to identify the progress of the learners and the points that need to be developed more.

2.3.3.1. Assessment of Reading Skill

There are two essential points to consider while designing a reading test which is to measure the comprehension of the reading text and to evaluate the strategies that students used to comprehend the text. This comprehension process cannot be witnessed directly, an inference can be employed in the assessment of reading (Brown & Abeywickrama, 2010). Selecting the reading text is significant for test design in order to accomplish the assessment aim. There are four types of reading text: Interactive, perceptive, selective and extensive. Firstly, interactive reading text as its name suggests

tries to make a psycholinguistic connection between the text and the reader. Interactive texts are mainly long and complex which aim to assess learners' scanning, ordering or editing ability. The second type is perceptive text which emphasizes the discourse elements and involves tasks such as picture matching with the text. Thirdly, selective reading text requires marking true or false, matching questions which aim to judge the grammatical or lexical knowledge of the students. The last type is extensive texts which are long texts like essays, novels or articles. For the extensive texts, students are expected to get the general idea from text. In this regard summarizing or answering questions about the main idea of the text are some kind of tasks for this type.

2.3.3.2. Assessment of Listening Skill

For the assessment of listening, it is significant to consider the aim of the assessment and select and design the listening task accordingly. Like reading, listening tasks have different types. This study focuses on Brown and Abeywickrama's (2010) categorization and according to this, there are four types: Selective, intensive, responsive and extensive listening. Firstly, in selective listening students are expected to listen and identify particular information. Repetition tasks or transferring information are selective listening tasks. The second category is intensive listening which consists of a large part of listening track like a conversation and includes more than one task such as determining phonemes and morphemes. The third type is responsive listening during which test takers are required to listen and respond. Finally, during extensive listening, students are required to figure out the overall idea by note-taking or dictation. (Hughes, 2003).

2.3.3.3. Assessment of Writing Skill

Assessment of writing has a crucial role in order to realize the improvement in language education (Brown, 2004). Similar to other skills, selecting a suitable writing type for a sound assessment is critical. In this regard, writing categorization involves imitative and intensive writing tasks. For intensive writing, test takers need to combine their grammatical and vocabulary knowledge with the given context. Intensive writing task can be long like an essay consisting of paragraph building and paraphrasing using idioms, phrases, and word formation. In imitative writing tasks procedures of writing,

skill is measured. Test takers need to pay attention to spelling, sentence structure in a relatively short limited to a few paragraphs writing tasks.

2.3.3.4. Assessment of Speaking Skill

For the assessment of speaking, as it can be examined precisely, it is important to obtain validity and reliability which depend on the listening competency of the test takers and design of assessment (Brown, 2004). There are five different speaking categories that Brown and Abeywickrama (2010) suggested: Firstly, interactive speaking that is a long and compound communicative activity in a real context tries to assess learners' speaking capability with interviews, role plays, and discussions. The second one is intensive speaking which is a way of controlled, limited and mechanical oral production. In this type, the interaction is in a minimal form and aims to measure semantic, syntactical and phonological aspects of language. To illustrate, directed-response tasks, read-aloud tasks or picture-cued oral production are examples of intensive speaking. The third category is imitative speaking which focuses on pronunciation instead of an expression of meaning by repeating a word or a sentence. The next type is extensive speaking which includes the production of complex, relatively lengthy stretches of discourse. Monologues such storytelling and presentations are extensive speaking tasks. The last category is responsive which is a brief interaction between the interlocutors. In this type oral production is limited and controlled; small talks or greetings and question-answer tasks are examples for responsive speaking.

2.3.3.5. Assessment of Grammar

In language education apart from teaching four skills, teaching grammar is at the very core of the language learning process. Assessing grammar knowledge is significant in terms of learners' progress (Rimmer, 2006; Brown & Abeywickrama, 2010). For measuring the grammatical competence, it is crucial to identify the aim of assessment and determine the appropriate type of grammar task categories. In this regard, there are three different grammar task types which are extended production, selected response and limited production. For the extended production, it is aimed to make test-takers produce a large amount of target language with information gap tasks or role-play activities. The other category is selected response in which students are required to

select the most suitable answer. Multiple-choice, true/false or matching tasks are all selected response examples. The final one is limited production tasks such as filling the blanks, short answer or completing the dialogue in which students are expected to produce limited and directed use of language.

2.3.3.6. Assessment of Vocabulary

Assessing vocabulary has a dominant role in measuring learners' progress since vocabulary knowledge is at the core of language learning process. Qian (2002) stated that vocabulary knowledge involves learning a word with its, meaning, spelling, syntax, sound structure. For the language teacher, it is significant to determine the aim of the assessment and target words and design the test accordingly (Brown & Abeywickrama, 2010). Literature suggested to categorize vocabulary knowledge with the aspect of its use in reading, writing, listening and speaking skills. As a result receptive and productive vocabulary which identified vocabulary in terms of function, word structure, and meaning have emerged (Laufer & Paribakht, 1998; Henriksen, 1999; Schmitt, 2014). Firstly, for receptive vocabulary knowledge meaning is understood during reading or listening activity. Learners learn the word since it helps them understand the idea of the text and learners learn the meaning, spelling, and pronunciation of the words (Nagy, Anderson & Herman, 1987; Webb, 2005). With this regard, receptive vocabulary assessment tasks consist of matching exercises and word associations which require learners to remember the meaning and spelling of the words. The other one is productive vocabulary knowledge which accepts that the words understood by learners can be used in speaking and writing activities (Laufer et al., 2004; Webb, 2008). Assessment tasks that expect test takers to use the word instead of only understanding the meaning such as fill in the blank tasks may assess the productive vocabulary knowledge of the test takers.

2.4. Assessment Literacy

The literature has proposed many definitions for assessment literacy accordingly it has been stated that by having the basic knowledge in theory and philosophy of assessing what learners have learned with the appropriate assessment methods and conceiving the essential foundations of assessment (Stiggins, 2002; Popham, 2004; Volante & Fazio, 2007). Davies (2008) proposes 'skill + knowledge' approach to

assessment literacy that is knowing how to design and analyze a test and having the related information about language education and assessment. Assessment is a multi-layered process which affects many stakeholders such as teachers, learners, and test developers. For a teacher assessment is to measure what students have learned precisely and objectively; on the other hand, students view assessment literacy as the way that helps them to succeed in the tests and test developers may need to know all these aspects (Newfields, 2006).

The aims and objectives of the assessment may vary and it is significant to be aware of them and employ the assessment accordingly (Volante & Fazio, 2007). Traditionally, assessment literacy was described as the capability of designing or choosing the assessment for the students, conducting and scoring the test ethically and accurately. However, with the paradigm shifts in language education, the meaning of assessment literacy has changed. The implications of assessment have become important for improving language learning and using the results for pedagogical arrangements, informing the stakeholders about the scores and realizing the improper and unfair use of test are also involved in assessment literacy (Stiggins, 1991; Boyles, 2005; Fulcher, 2012). Correspondingly, assessment literacy is illustrated as not only understanding assessment principles in theory but also being competent in applying them correctly in practice and benefit from the scores for the improvement of education (Siegel & Wissehr, 2011).

2.4.1. The Significance of Assessment Literacy

Literature about assessment literacy has proposed countless reasons for the significance of assessment literacy. To exemplify, assessment as being one of the major parts of the education occupies too much time of teaching practice, teachers devote excessive time and effort for assessment (Stiggins, 1995). Being assessment literate in theory and practice may become both a necessity and a convenience for teachers and being competent in assessment enables teacher to perceive the test scores and share them with the stakeholders accurately which increases validity, reliability, and accountability of the tests (Deluca & Killinger, 2010; Combe et al., 2012). Additionally, being an assessment literate is directly connected to understanding educational principles and assessment literacy is a necessity both for the teacher and the learner's benefit (Newfields, 2006; Popham, 2010; Combe et al., 2012).

Assessment literacy is essential for the implications of assessment on teaching practice. As a positive washback, integrating assessment with teaching practices may improve learners' success and motivation (William, 2011). Assessment and instruction may empower each other; assessment literate teacher by identifying the test scores can realize the weaknesses of the learners and reinforce his/her teaching and the quality of the education. (McMillan, 2000; Mertler, 2003). Another point is that assessment literacy allows the teacher to define the aim of the assessment. For a sound assessment it is significant to determine the purpose of the assessment according to the goals and objectives of the programme. Additionally, assessment literate teacher may select the assessment task to fulfil the aim of the assessment. As a result, the assessment will be accurate and reflect the students' performance correctly (Stiggins, 2002; Mertler & Campbell, 2005; Gottheiner & Siegel, 2012).

To sum up, for the sound assessment process and improved teaching practice assessment literacy instruction is a necessity for teachers. Being able to design and select the assessment tool according to its goals and aims, having the knowledge of assessment methods and how to conduct them in a classroom environment and using the test scores to enhance and develop the education is essential for teacher candidates (Popham, 2004).

2.4.2. Language Assessment Literacy

Language assessment literacy (LAL) has been explained from different aspects and in many ways. To illustrate, the most general and inclusive definition is that for a language teacher knowing assessment procedures and to be able to conduct the measuring principles precisely (Stiggins, 2001; Inbar-Lourie, 2008; Taylor, 2009; Malone, 2013). LAL requires different abilities such as designing the assessment tool, understanding and judging the scores, additionally interpretation of assessment aspects and objectives in the teaching process (O'Loughlin, 2013). With this regard, LAL consists of the capabilities that enable the language teacher to perceive the assessment principles and benefit from them while preparing language tests and make judgments according to performance of the test takers (Pill & Harding, 2013).

Inbar-Lourie (2008) suggested two different aspects for LAL which are generic and specific. A generic aspect includes basic principles of assessment which are similar in other fields of education while specific aspect encompasses conducting and

application of assessment. Since assessment has various components scholars has introduced an outline for administrating LAL. According to this outline the responses for 'why', 'what' and 'how' questions are crucial to understanding the essential principles and implementations of LAL. To start with 'why', it underlies the causes of the need for LAL and the importance of it for language teachers and it emphasizes that LAL constructs the assessment perception of a language teacher and shapes future assessment practices accordingly. Secondly, 'what' for LAL entails that language teacher needs to be aware of the recent developments in assessment and be familiar with current theories. Thus he/she can measure the test takers according to new accountability standards. The last 'how' question is about the conducting assessment principles in a classroom environment. Language assessors are expected to implement the precise assessment task according to the programme objectives. For a sound assessment, both theoretical and practical competence in the assessment is essential. Shortly, language assessor needs to know the reason, aim, and method of assessment concerning new theories and judgments (Brindley, 2001b; Inbar-Lourie, 2008).

2.4.3. The Significance of Language Assessment Literacy

As Fulcher (2012) states the research on language assessment literacy (LAL) is still in its infancy, parallel with this the studies on the significance of LAL has been expanding (Herrera & Macias, 2015). Literature has proposed many reasons to explain the crucial place of language test and assessment in education and the impact of LAL on identifying the difference between the effective and ineffective assessment (Stiggins, 1995).

The importance of LAL is investigated from different aspects in literature. Firstly, LAL directly affects the validity and reliability of the assessment procedure. To measure learners' language competence accurately, it is necessary to select the appropriate assessment tool and have the knowledge of assessment types with their aims, functions, fundamentals, their advantages and disadvantages to witness the weak and strong sides of learners (Siegel & Wissehr, 2011).

The second point is washback of assessment on instruction. A mounting amount of research has indicated the benefits of assessment for an effective teaching process (Wilson, Floden,& Ferrini-Mundy, 2001; DeLuca & Klinger, 2010). Accordingly, LAL enables teachers to integrate assessment with teaching and to establish a connection

between assessment and teaching strategies an interpretation of test scores is needed. Assessment literate teachers integrate assessment principles with language teaching and as Malone (2013) presented assessment and instruction may empower each other (Coombe et al., 2012; Herrera & Macias, 2015).

Another effect of LAL is about the professional development of language teachers. In parallel with the paradigm shifts in language education, test and assessment skill for teachers has evolved. Language teachers need to renew and develop their perceptions, awareness, and knowledge about assessment (Scarino, 2013). Throughout their professional life language teachers are engaged in many assessment processes (Cheng, Rogers, & Hu, 2004; Rea-Dickins, 2004; Davison & Leung, 2009). They are expected to design, organize and conduct an assessment moreover, they are required to administer and mark some high-stake exams or they have the role as a counselor for guiding students about external proficiency exams (Vogt & Tsagari, 2014). LAL enables language teachers to be familiar with these tests in terms of their context, strong and weak sides.

To conclude, for a language teacher being an assessment literate is a necessity for his/ her professional development, improving learners' performance and achieving programme objectives (Mertler & Campell, 2005; Otero, 2006; Siegel & Wissehr, 2011). Thus acquiring LAL skills needs to be a major concern for language teachers as well as teacher education programmes (Siegel & Wissehr, 2011).

2.4.4. The Importance of Language Assessment Literacy For Teacher Candidates

Language assessment literacy literature claims that due to the improvements and increasing significance of assessment in language education, assessment literacy for language teachers gains a crucial role in terms of a professional demand. Considering that teacher candidates start their professional life immediately after graduation, teacher training programmes need to integrate assessment courses to the curriculum in order to provide teacher candidates sound assessment knowledge and principles (Schafer & Lizzitz, 1987; Brindley, 2001b; Sato, Wei, & Darling-Hammond, 2008; Deluca & Klinger, 2010; Odo, 2016). In professional life teachers are required to be an expert in terms of assessment principles regarding that assessment has become one of the fundamental fields of education. Therefore teacher training programmes supply teacher candidates with thorough assessment training and help them to be an assessment literate

teachers (Brindley, 2001a; Newfields, 2006; O'Loughlin, 2006; Herrera & Macias, 2015).

Many scholars have introduced different reasons for the importance of assessment literacy in teacher training programmes. To start with, as Jin (2010) stated assessment literacy isn't a kind of innate ability, teacher candidates need a training programme on assessment principles, theories, notions, and skills (Deluca & Bellera, 2013). The major purpose of the programmes is training competent and skilled teachers in every field of language education, integration of assessment literacy to the teacher education programme is highly essential (Odo, 2016). Secondly, even though language assessment is a part of language teaching, it is a distinct field in terms of its principles and functions. Therefore to gain assessment knowledge, the curriculum of the programme involves the current developments and ideas of the assessment literacy (Johnson & Johnson, 2001).

Teacher training programmes need to regulate their curriculum contents in order to make teacher candidates as assessment literates. In this regard, Popham (2009) suggested that the curriculum needs to include functions and methods of assessment, designing the appropriate assessment type for the skill or knowledge that aimed to be measured, evaluating the test scores without bias and using them to improve the effectiveness of the language education. Assessment training considers the improvements and innovations and adapt the changes to the curriculum. Hence teacher candidates may obtain the current knowledge and update their assessment literacy accordingly (Fan, Wang & Wang, 2011).

As a consequence, to create an effective assessment, the implementation of the assessment practice fairly and adequately is necessary. In this respect, the education of the teacher candidates needs to involve required knowledge and principles of assessment. For preparing the students for the high-skate exams and interpreting the test scores, assessment literacy is indispensable. All in all, teacher training programmes empower their students with assessment literacy and make the necessary adjustments for this purpose.

2.4.5. Related Studies About Assessment Literacy in Turkey

This section introduces the studies having been conducted about LAL. A specific investigation of the literature indicated that there are not many pieces of

research on language assessment literacy (LAL) of preservice teachers conducted in Turkey. Among one of them is Yetkin's (2015) study about English as a foreign language (EFL) preservice teachers' perceptions of assessment strategies. This study focused on the perceived use of assessment strategies according to the setting and the opinions and suggestions of preservice EFL teachers about the effect of the curriculum on assessment literacy. For the study, a questionnaire with three close-ended questions was conducted to 30 teacher candidates. Then, five teacher candidates were asked five open-ended questions. As a result of the research, it was found that preservice teachers believed in the significance of the classroom assessment as an observation tool for students' performance. It was also discovered that the participants' training programme has enabled them to understand the principles of language assessment in theory and has contributed to their practicum from the respect of language assessment. However, participants stated that there was still a need for more training about assessment approaches. Another perception research was implemented by Cirit (2015) on preservice EFL teachers about alternative, online and traditional assessment methods. The research had 40 participants and it was found that both alternative and traditional assessment techniques were thought to be significant when they were used together. However, using alternative assessment tools were more popular among the participants than traditional and online assessment techniques. Another study investigating perceptions and opinions of preservice EFL teachers about the assessment course in their programme in Middle East Technical University (METU) was made by Hatipoğlu (2010). For this purpose, a questionnaire consisting of demographic and opinion questions about the content and implementation of the course was conducted with 81 students. Then to collect more detailed data 16 students were interviewed. As a result, students stated their opinions and suggestions about the testing course in their programme that was lack of practice, having too much theoretical information and the intensity of the course content. Besides taking the language assessment course only in the fourth grade was criticized and it was offered to take the course from the beginning of the teacher training programme.

In addition, to uncover perceptions, Hatipoğlu (2015) explored the needs of preservice EFL teachers about assessment literacy. In this regard, longitudinal research between 2009 and 2012 was made with a questionnaire. 124 participant was required to answer questions about their demographic information, experience about language testing training and their opinions about the course that they took. As for the findings it

was stated that the participants accepted the significance of the assessment course and its contributions to their future career. However, most of them didn't make any recommendations about the course and thought that only one language testing and assessment course would be sufficient.

The most recent study was conducted by Sarıyıldız (2018) which aimed to find out language assessment literacy of preservice EFL teachers in a state university. For the quantitative part of the research 101, fourth-grade students were asked to fill in a questionnaire and for the qualitative research, a total of 25 participants were interviewed about the theoretical and practical implementation of the English Language Testing and Evaluation (ELTE) course in their teacher training programme in METU. Furthermore, their perception about the ELTE course and whether there was a need for more training about the assessment literacy, besides the contribution of the course to their practicum experience were also investigated. As for the findings, it was found out that the ELTE course was thought to be insufficient and further training was needed. Moreover, the participants found the ELTE course very important for their teaching career. However, it was revealed that they didn't have much chance to put their theoretical knowledge into practice in their practicum experience.

To conclude, as the studies mentioned above have indicated language assessment course has an essential role for teacher training programmes. Being an assessment literate language teacher contributes pre service teachers' professional ability and enable them to become sound assessors. By using their language assessment knowledge, they may measure their students fairly and accurately and enhance their instruction.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this chapter, the research design of the study, participants and the context of the study is explained thoroughly. The instrument that the researcher conducted to collect data and the procedures in which the data was analyzed is dealt with in detail.

3.2. The Design of the Study

This study aims to discover what preservice EFL teachers know about language assessment in general and in terms of reading, listening, writing and speaking skills. In this regard, the quantitative type of research was used to collect data. Quantitative research, apart from being systematic, involves precise calculation and brings about credible and reliable data which may be generalized to other contexts (Dörnei, 2007). Quantitative research design has four main types: Experimental research, causal-comparative research, correlation research, and survey-based research. Among these types, this study was adopted as a survey-based research type. Dörnyei and Csizér (2012) explain survey-based research as one of the quantitative research methods that explores to collect self-report data from participants. They also state that by the use of questionnaires, many features, ideas, manners and conscious activities of a large group of people could be analyzed. Survey-based research may be conducted either in cross-sectional or longitudinal time frames. This study was designed as cross-sectional research which was implemented at one time to previously selected participants since it did not aim to discover the changes in the variables over time as it is the case in longitudinal research.

In this study, a questionnaire that enables the researcher to collect data from a large group of people and increases the validity of the findings was conducted. As Dörnei (2007) explained there are some advantages of using a questionnaire. Firstly, using a questionnaire is practical in terms of designing and a large amount of data can be collected in a short time. Secondly, analyzing procedures of the data is less time consuming and using standardized questions prevents misunderstanding of the questions. Lastly, by not requiring the names of the participants, questionnaires provide a more comfortable atmosphere for the participants in answering the questions and increase reliability. Correspondingly, this study adopted a questionnaire to find out the

knowledge of the English language test and evaluation level of preservice EFL teachers in general and in four main skills.

Additionally, in order to gain some broad information about the sufficiency of the English Testing and Evaluation course in the curriculum of the participants, to discover the reasons underlying their opinions and to find out their views about the effect of the English Testing and Evaluation course in their future teaching careers open-ended questions were added to support the questionnaire with qualitative data.

3.3. Context of The Study and The Participants

The present study was conducted in the English Language Teaching (ELT) departments of a state and a private university in Turkey. These departments aim to train their students as fully developed and qualified English teachers at all levels of educational institutions. In Turkey undergraduate teacher training programmes last four years and their curricula are designed by The Council of Higher Education (YÖK). Accordingly, there are three groups of courses which are field courses, education courses, and general knowledge courses. As for the assessment literacy, only one course on Language Testing and Assessment is prescribed and compulsory at ELT departments. In Table 1 participants' demographic information is explained:

Table 1.

Demographic Background of The Participants

	N	%
Gender		
Male	51	33.11
Female	94	61.03
High School They Graduated		
Anatolian Teacher Training High School	20	12.98
Anatolian High School	82	53.24
Private High School	17	11.03
Other High School	22	14.28
Their Practicum School		
Primary School	20	12.98
Secondary School	69	44.80
High School	52	33.76

The participants of this study were chosen via convenience sampling strategy which is explained as selecting people that are suitable for the research (Mackey & Gass, 2005). The Language Testing and Assessment (LTA) course is taken in the eighth semester of the ELT departments, the fourth grade undergraduate students were chosen for the research. Specific consideration was given to collecting the whole data after the completion of this course. As a result 154 fourth grade undergraduate students participated in the study.

3.4. Data Collection Instrument

In this study, the data was collected via the Language Assessment Knowledge Scale (LAKS) in the second semester of the 2018-2019 academic year. LAKS was developed by Ölmezer-Öztürk & Aydın (2018) and it has a high reliability ($R=.91$) (See Appendix 3) and it consists of two parts: The first part is to gather demographic information about the participants and the second part is to discover the general language assessment knowledge of the participants and to find out their knowledge of assessing four main skills in language teaching which are reading, listening, writing and speaking.

As for the demographic information, the questions about the gender, the school that the participants graduated from and the level of the practicum schools of the participants were asked. Apart from the demographic background of the participants, to discover participants' in-depth opinions about their Language Testing and Assessment course and its influence on their future assessment practices, two open-ended questions were added to the first part of the questionnaire. The second part of the questionnaire consisted of 60 items, every 15 of which were separated for each skill. In this part, every item has only one right answer and the participants were expected to mark the items as 'True', 'False' or 'Don't Know'. After the some adaptations due to the context of the study and adding the open-ended questions, the instrument's reliability was found as $R= .80$ which can be accepted as reliable.

3.5. Data Analysis Procedure

This study employed a quantitative research method to find an answer to the research questions. The data obtained from Language Assessment Knowledge Scale (LAKS) was computer coded and before processing the data with Statistical Package for

the Social Sciences (SPSS), nine of the participants' questionnaires were excluded due to the excessive number of unattempted answers. In the following table, the statistical methods that were used to analyze the quantitative data of this study in line with the research questions are presented.

Table 2.

Data Analysis Procedure

The focus of the Research Question	Data Collection Tool	Analysis
1. The level of general and skill-based language assessment knowledge	Questionnaire	Descriptive Statistics
2. The effect of demographic features on LAK level of preservice EFL teachers	Questionnaire	
a. Gender		Independent Sample T-test
b. High school they graduated		One Way ANOVA
c. Their Practicum schools		One Way ANOVA
3. The relationship of their skill-based knowledge	Questionnaire	Pearson Correlation
4. a. Opinions about the LTA course	Questionnaire	One Way ANOVA
b. The reasons for their opinions?	Open-ended Questions	Content Analysis
5. The effects of LTA course on future career	Open-ended Questions	Content Analysis

To start with, for the first research question general and skill-based language assessment knowledge level of the participants were explained through descriptive statistics according to their total and skill-based scores in the questionnaire. For the second research question, the effect of demographic features in other words, gender, the

high school they graduated from and the type of practicum schools of the participants on their LAK levels were presented. In this regard, the effect of gender was analyzed through Independent Sample T-test whereas the impact of their high schools and practicum schools were analyzed via One Way ANOVA. For the third research question which was about finding out the relationship among the participants' knowledge of four skills Pearson Correlation was used and it was presented whether there was a positive or negative correlation among the reading, listening, speaking and writing skills and their total knowledge of LAK. The fourth research question tried to figure out participants' opinions about the Language Testing and Assessment course and the reasons of these opinions were investigated. The participants' opinions about the sufficiency or the insufficiency of the course were analyzed through One Way ANOVA and their responses for the open-ended question which explored the reasons for their opinions were interpreted with content analysis. Similarly, the data for the last research question which inspected the influence of the LTA course was collected via an open-ended question and a content analysis was used to find out the results. For both open-ended questions, answers were coded and the emerging themes were identified.

For the descriptive statistics the items of the questionnaire were assigned as '1= Right Answer; 2= Wrong Answer; 3= I Don't Know'. However for the rest of the analyses, in other words, for Pearson Correlation, Independent Sample T-test and One Way ANOVA, some of the items were reversed as '1= I Don't Know; 2= Wrong Answer; 3= Right Answer'. Therefore, it could be interpreted that the higher the results the more the participants know about that subject.

3.6. Ethical Issues

This study was designed as a quantitative research and the questionnaire Language Assessment Knowledge Scale (LAKS) was used to gather data. LAKS was conducted at ELT departments of a state and a private university. Before the implementation of the questionnaire, the researcher got the permission and the approval document from the institutions (See Appendix 4). Apart from the institutions, participants' approval of participating in the research was taken via a consent form (See Appendix 2).

CHAPTER IV

4. RESULTS

4.1. Introduction

In this chapter findings for each research question are explained in detail. The results of the statistically analyzed data derived from the questionnaire is presented in the form of the tables. The tables are interpreted and the focus of the related research question are clarified.

4.2. Research Question 1: What level of general and skill-based language assessment knowledge do preservice EFL teachers have?

The first research question of the study aimed to find out general and skill-based language assessment knowledge of the preservice EFL teachers from a state and a private university. In total, 147 participants' responses were statistically analyzed. Table 3 presents the statistical results for the general language assessment knowledge of the participants.

Table 3.

General Language Assessment Knowledge Level

Skills	Right	Wrong	Don't Know
	%	%	%
Reading	57.1%	26.5%	15%
Listening	40%	39.3%	19.9%
Writing	43.4%	37%	18.9%
Speaking	50.8%	30%	18.5%
Total	47.9%	33.2%	18.1%

N= 147

The participants' responses were analyzed through descriptive statistics and the results presented that 47.9% of the items were answered correctly by the participants whereas 33.2% of the items were answered wrongly and 18.1% of the items were

answered as 'Don't Know'. In other words, the general assessment knowledge level of the participants is average. Among the skills, assessing reading has the highest score (57.1%); whereas assessing listening has the lowest score (40%). In the following tables, results for each skill are interpreted in detail.

Table 4.

Language Assessment Knowledge Level for Assessing Reading

Items	Right	Wrong	Don't Know
	%	%	%
1	88.4%	9.5%	2%
2	48.3%	46.9%	4.1%
3	44.2%	40.8%	15%
4	34.7%	44.2%	20.4%
5	46.3%	37.4%	15.6%
6	62.6%	19%	17.7%
7	26.5%	49.7%	21.8%
8	72.8%	11.6%	15%
9	55.8%	18.4%	23.8%
10	65.3%	19%	14.3%
11	54.4%	28.6%	13.6%
12	47.6%	31.3%	19%
13	80.3%	10.9%	8.2%
14	71.4%	9.5%	17%
15	59.2%	21.8%	18.4%
Total	57.1%	26.5%	15%

Table 4 presents the results for the reading skill. In the questionnaire there are 15 items about assessing reading skill and the percentage for correctly answered items is 57.1%. Only 26.5% of the items were answered wrongly and 15% of the items were marked as 'Don't Know'. Among the items about assessing reading, Item 1 that is "Asking learners to summarize the reading text is a way of assessing their reading skills (True)" had the highest right score (88.4%); similarly, Item 13 "Reading texts in a reading exam include various genres (essay, article, etc.) (True)" had the second highest

score (80.3%). The next most correctly scored items were Items 8, 14, 10, and 6 respectively. This shows that learners had sufficient knowledge about the selection of reading text types and the development of the reading task. The least correctly scored item, Item 7 "Errors of spelling are penalized while scoring (False)" was related to scoring, which shows that the participants' knowledge of scoring a reading text is less than developing a reading assessment task.

The LAK level of assessing listening was evaluated with items 16-30 in the questionnaire. Accordingly, the results derived from the questionnaire were analyzed and the results are displayed in Table 5.

Table 5.

Language Assessment Knowledge Level for Assessing Listening

Items	Right	Wrong	Don't Know
	%	%	%
16	38.8%	42.9%	17%
17	36.7%	48.3%	13.6%
18	32.7%	47.6%	18.4%
19	36.1%	46.9%	15%
20	32%	52.4%	15%
21	72.1%	10.2%	17.7%
22	22.4%	60.5%	17%
23	23.1%	54.4%	21.8%
24	54.4%	15%	30.6%
25	40.8%	33.3%	25.2%
26	30.6%	55.8%	13.6%
27	33.3%	42.2%	24.5%
28	52.4%	22.4%	24.5%
29	24.5%	45.6%	29.9%
30	71.4%	12.9%	15.6%
Total	40%	39.3%	19.9%

From Table 5 it can be figured out that the total scores of right (40%) and wrong answers (39.3%) are very close to each other. Besides, 19.9% of the items were marked as 'Don't Know'. Only four out of 15 items' scores are above 50% and among these Item 21 "A listening cloze test is a way of selective listening (True)" was the most correctly

answered item (72.1%) and Item 30 "In selective listening, learners are expected to look for certain information (True)" had the second highest score (71.4%). Most of the items had a score below 50%. However, Item 22 "Phonemic discrimination tasks (e.g. minimal pairs such as sheep-ship) are examples of integrative testing (False)" was the lowest correctly answered (22.4%) and Item 23 "Scoring in note-taking is straightforward (False)" was the second lowest correctly answered item. Besides, Item 29 "Asking learners to listen to names or numbers is called intensive listening. (False)" is also among the lowest scores (24.5%). It is possible to infer from the results that the participants' knowledge of assessing listening was below average except that they knew what to consider for *selective listening* type.

The third quarter of the questionnaire consists of items 31-45 which are about assessing writing. For the participants' LAK level for writing assessment, their responses were analyzed and the results are clarified in Table 6.

Table 6.

Language Assessment Knowledge Level for Assessing Writing

Items	Right	Wrong	Don't Know
	%	%	%
31	23.1%	68.7%	8.2%
32	67.3%	16.3%	15.6%
33	44.9%	40.8%	14.3%
34	25.9%	54.4%	19.7%
35	43.5%	33.3%	23.1%
36	34.7%	45.6%	19%
37	18.4%	66.7%	14.3%
38	44.2%	37.4%	18.4%
39	63.3%	17%	18.4%
40	57.8%	19.7%	22.4%
41	23.8%	52.4%	21.1%
42	48.3%	17.7%	33.3%
43	17.7%	52.4%	29.3%
44	68%	16.3%	15.6%
45	72.1%	17%	10.9%
Total	43.4%	37%	18.9%

According to Table 6, it can be inferred that participants' LAK level for the writing assessment is 43.4% which is below average and the score for wrong answers is 37%. Out of 15 items, 10 of them had scores below 50%; among them Item 43 "Irrelevant ideas are ignored in the assessment of initial stages of a written work in process writing (False)" received the lowest right score (17.7%) and Item 37 "Giving learners an opinion and asking them to discuss it is a valid way of assessing their writing skills (False)" received 18.4% score. Additionally, Item 31 (23.1%), Item 41 (23.8%) and Item 34 (25.9%) are all among the low results which imply that participants did not have adequate knowledge about finding out the proper task to assess writing skill. However, Item 45 " Mechanical errors (e.g. spelling and punctuation) are dealt with in the assessment of later stages of a written work (True) " has the highest score (72.1%), and Item 44 (68%), Item 32 (67.3%) and Item 40 (57.8%) were all above 50% which possibly indicates that participants had a proper idea about how to evaluate the tasks for writing assessment.

The last skill in the questionnaire was speaking which covered items between 46 and 60. Participants responded to the items and the data was analyzed with descriptive statistics and the results are shown in Table 7. For the speaking assessment knowledge, the score for correctly answered items is 50.8% on the other hand, 30% of the items were answered wrongly and 18.5% of the items were marked as 'Don't Know'. Speaking skill has the second highest score among the skills with eight items above 50%. Among these, Item 55 "In a speaking exam, production and comprehension are assessed together (True)" was the most correctly answered item (76.2%) and Item 57 "Discussion among learners is a way of assessing speaking skills (True)" had 74.1% score. The next most correctly scored items were Items 51, 52, 56, 58, and 59 respectively. This shows that participants knew different speaking assessment tasks such as reading aloud, discussion, role plays and repetition of the words. On the other hand, Item 46 "When the interlocutor does not understand the learner, giving that feeling or saying it poses a problem (False)" had the lowest correctly answered score (23.1%). Items 48, 50, 53 and 54 had low scores which emphasize that participants needed more information about the implementation of writing assessment and how to react and direct to learners during the exam.

Table 7.

Language Assessment Knowledge Level for Assessing Speaking

Items Right	Wrong	Don't Know	
	%	%	%
46	23.1%	62.6%	12.9%
47	50.3%	39.5%	10.2%
48	34.7%	46.3%	19%
49	40.8%	27.9%	31.3%
50	32%	36.1%	32%
51	63.9%	23.8%	10.9%
52	61.9%	15%	22.4%
53	36.7%	40.8%	21.8%
54	31.3%	45.6%	21.8%
55	76.2%	10.9%	10.2%
56	66.7%	22.4%	10.9%
57	74.1%	15%	10.9%
58	63.9%	14.3%	21.8%
59	66%	15%	10%
60	41.5%	36.1%	22.4%
Total	50.8%	30%	18.5%

To conclude, the participants' general LAK level is average (47.9%) which shows that they needed to improve their assessment knowledge in general. For the skill-based LAK level, listening (40%) and writing skills (43.4%) are also below average; the LAK levels of speaking (50.8%) and reading skills are above average (57.1%) that indicates participants knew what to consider for skill-based assessment. However, they still needed to develop their assessment knowledge in this aspect.

4.3. Research Question 2: Does the LAK level of preservice EFL teachers vary according to some demographic features?

This research question of the study investigated the impact of demographic features of the participants on their LAK level. In this regard, how gender, type of school participants graduated from, and their practicum schools affected the LAK level of the participants were dealt with. As a result, the findings for each variable are displayed and interpreted one by one.

4.3.1. The Impact of Gender on The LAK Level

This research question aims to figure out the impact of participants' gender on their general and skill-based LAK level. In Table 8 the relationship between gender and participants' LAK level is presented.

Table 8.

Language Assessment Knowledge According To Gender

	Gender	N	Mean of Sum	S.D.	t-value	p-value
Reading	Female	94	36.32	4.27	1.349	.180
	Male	51	35.33	4.19		
Listening	Female	94	32.89	3.66	.186	.853
	Male	51	32.76	4.55		
Writing	Female	94	34.39	4.29	2.447	.016
	Male	51	32.62	3.87		
Speaking	Female	94	35.15	4.53	1.656	.100
	Male	51	33.90	4.03		
General	Female	94	138.77	11.82	1.960	.052
	Male	51	134.62	12.78		

As it is shown in Table 8, from the 145 participants 94 of them are female and 51 of them are male. The mean in the table refers to the mean of sum scores for each group. Considering the participants' general LAK level, female participants have a higher mean score with 138.77 than the male participants with 134.62 mean. For the general LAK level, it can be said that the mean scores for each skill are close to each other; still, it is possible to state that this small difference is statistically significant

($p=.05$). When the skills are considered separately, it is evident that gender is not an effect for assessing reading ($m^{\text{female}}=36.32$; $m^{\text{male}}=35.33$; $t=1.349$; $p>.05$), assessing listening ($m^{\text{female}}=32.89$; $m^{\text{male}}=32.76$; $t=.186$; $p>.05$) and assessing speaking ($m^{\text{female}}=35.15$; $m^{\text{male}}=33.90$; $t=1.656$; $p>.05$) as the mean difference for these skills is not statistically significant. The only statistically significant difference is observed for writing skill ($m^{\text{female}}=34.39$; $m^{\text{male}}=32.62$; $t=2.447$; $p<.05$).

As it can be inferred from the table, only for the writing assessment and general assessment knowledge the mean difference is statistically significant; in both the females scored higher than the males.

4.3.2. The Impact of The High Schools on The LAK Level

The second variable of this research question is the type of high schools that the participants graduated from. Participants had graduated from various types of high schools including Anatolian Teacher Training High School (ATTS), Anatolian High School (AHS), Private High School (PHS) and other types of high schools (OTHER) such as Science High School, Social Science High School, and Anatolian Religious High School. In Table 9, One Way ANOVA results for the impact of the participants' high schools on their language assessment knowledge are presented.

Table 9 indicates that 20 participants graduated from Anatolian Teacher Training High School (ATTS), 82 of them graduated from Anatolian High School (AHS), 17 of them graduated from a private high school (PHS), and 22 of them graduated from other types of school. In Table 9, the mean refers to the mean of sum scores for each group. The mean scores of general assessment knowledge of the participants for the school types show small differences ($m^{\text{ATTS}}=133.30$; $m^{\text{AHS}}=139.14$; $m^{\text{PHS}}=128.58$; $m^{\text{other}}=141.00$; $f=5.154$; $p<.05$); but, it is clear that these differences are statistically significant ($p=.002$) which shows that the school that the participants graduated from affected their LAK level.

When the analysis for each skill is considered, it is possible to state that there was a statistically significant difference among the groups for reading, writing, and speaking skills.

As seen in the table, for reading skill the mean score for ATTS was 35.15, AHS, 36.65; PHS, 33.29; and other schools, 36.54; for writing skill the mean scores for ATTS was 32.80; AHS, 34.26; PHS, 31.64; and other 34.77. Similarly, for speaking skill the

mean scores for ATTS was 33.45; AHS, 34.98; PHS, 31.47; and other 36.86. In all these three skills, PHS scored the lowest, which was statistically significant. This shows that the students coming from PHS had less knowledge about language assessment than the other groups. Only for listening skill, there was not a statistically significant difference among the groups ($m^{ATTS}= 31.90$; $m^{AHS}= 33.23$; $m^{PHS}= 32.17$; $m^{other}= 32.81$; $f= .776$; $p=.509$). In other words, the type of school does not influence the participants listening LAK level.

Table 9.

Language Assessment Knowledge According To High Schools They Graduated

		N	Mean of Sum	S.D	F-value	P-value
Reading	Anatolian Teacher Training	20	35.15	4.80	3.673	.014
	Anatolian High School	82	36.65	3.65		
	Private	17	33.29	4.04		
	Other	22	36.54	4.70		
Listening	Anatolian Teacher Training	20	31.90	4.73	.776	.509
	Anatolian High School	82	33.23	3.78		
	Private High School	17	32.17	3.77		
	Other	22	32.81	4.38		
Writing	Anatolian Teacher Training	20	32.80	4.47	2.669	.050
	Anatolian High School	82	34.26	4.49		
	Private High School	17	31.64	2.49		
	Other	22	34.77	3.35		
Speaking	Anatolian Teacher Training	20	33.45	4.91	6.025	.001
	Anatolian High School	82	34.98	4.38		
	Private High School	17	31.47	2.69		
	Other	22	36.86	3.62		
General	Anatolian Teacher Training	20	133.30	14.51	5,154	.002
	Anatolian High School	82	139.14	11.59		
	Private High School	17	128.58	7.71		
	Other	22	141.00	13.03		

4.3.3. The Impact of The Practicum Schools on The LAK Level

The last variable for this research question is participants' practicum schools. As fourth grade students, participants had practicum experience in the last semester of their training programme. Table 10 presents the results about whether the level of practicum schools affected general and skill-based LAK levels of the participants. The mean in the table refers to the mean of sum scores for each group.

Among the participants 20 of them did a practicum at a primary school (PS), 69 of them at a secondary school (SS) and 52 of them at a high school (HS). It can be understood from Table 10 that participants' general LAK levels do not show much difference ($m^{PS} = 133.75$, $m^{SS} = 137.72$, $m^{HS} = 137.42$) which indicates that the type of school that the participants did their practicum did not affect their general LAK level.

For the skill-based LAK level, Table 10 implies that the LAK level for reading is higher than the other skills ($m^{PS} = 35.00$, $m^{SS} = 36.47$, $m^{HS} = 35.30$, $f = 1.665$, $p = .195$). For the other three skills, LAK levels of the participants are nearly close to each other. (Listening $m^{PS} = 31.55$, $m^{SS} = 33.34$, $m^{HS} = 32.67$; Writing $m^{PS} = 33.55$, $m^{SS} = 33.21$, $m^{HS} = 34.46$; Speaking $m^{PS} = 33.65$, $m^{SS} = 34.68$, $m^{HS} = 34.98$). None of these differences showed statistical significance. To sum up, it can be interpreted from the results that the type of school that the participants did their practicum does not have much impact on their general and skill-based language assessment knowledge level.

Table 10.

Language Assessment Knowledge According To Practicum Schools

		N	Mean of Sum	S.D.	F-value	p-value
Reading	Primary School	20	35.00	4.93	1.655	.195
	Secondary School	69	36.47	3.89		
	High School	52	35.30	4.15		
Listening	Primary School	20	31.55	5.39	1.681	.190
	Secondary School	69	33.34	3.48		
	High School	52	32.67	3.90		
Writing	Primary School	20	33.55	3.34	1.389	.253
	Secondary School	69	33.21	3.08		
	High School	52	34.46	5.34		
Speaking	Primary School	20	33.65	5.48	.686	.505
	Secondary School	69	34.68	3.77		
	High School	52	34.98	4.53		
General	Primary School	20	133.75	16.74	.878	.418
	Secondary School	69	137.72	10.20		
	High School	52	137.42	12.32		

4.4. Research Question 3: Do their levels of skill-based language assessment knowledge have a relationship among themselves?

In the Language Assessment Knowledge Scale (LAKS) the assessment knowledge of reading, listening, writing and speaking are evaluated separately. This research question aimed to discover how assessment knowledge of each skill correlated among themselves and general assessment knowledge. Table 12 shows the results of the Pearson Correlation analysis of the data.

Table 11.

The relationship between The Skills and The General Knowledge

	Reading	Listening	Writing	Speaking	General
Reading	1	.37**	.22**	.38**	.68**
Listening	.37**	1	.40**	.40**	.73**
Writing	.22**	.40**	1	.46**	.71**
Speaking	.38**	.40**	.46**	1	.78**
General	.68**	.73**	.71**	.78**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The results displayed in Table 11 show that all skills had a significant correlation with each other. It is also found that assessment knowledge level of the all skills was highly correlated with general assessment knowledge. The highest correlation was between general assessment knowledge and speaking skill (.78), and the lowest one was between reading skill (.68). It can be understood that all the skills had an important role in general assessment knowledge and if participants improved one of the skill then their general assessment knowledge would probably increase. Additionally, it was also discovered that all the skills except reading and writing had moderate positive correlations among themselves. The highest correlation was between speaking and writing skill (.46), the correlation between reading and speaking was moderate (.38) and reading and listening skills also had a moderate correlation (.37). The lowest correlation was between reading and writing (.22). These findings confirmed that whether moderate or low all the skills had relationships among themselves. In other words, when knowledge of one of the skills improves, this will affect the others positively.

4.5. Research Question 4: What do preservice EFL teachers think about their Language Testing and Assessment course in their preservice education? What are the reasons for their opinions?

The major factor that forms and influences general and skill-based LAK level of the participants is their Language Testing and Assessment (LTA) course that they took in the last semester of their higher education. This research question tried to understand participants' opinions about their course and the reasons for their opinions.

4.5.1. Opinions about Language Testing and Assessment Course

In this part of the study, the main aim was to figure out the opinions of the participants about their LTA course. In the questionnaire they were expected to mark the course as 'very sufficient', 'sufficient', 'not very sufficient' and 'not sufficient'. In Table 12 the results of participants' opinions about the sufficiency of their LTA course are shown.

Table 12.

Opinions about The Language Testing and Assessment Course

	N	Mean	S.D
Very Sufficient	41	141.90	7.80
Sufficient	76	137.14	11.70
Not Very Sufficient	20	132.15	16.74
Not Sufficient	7	128.14	15.48

According to descriptive results of the data, 41 participants found the course 'very sufficient' (m=141.90); 76 participants thought the course was 'sufficient' (m=137.14). In other words, the majority of the participants had positive opinions about their LTA course whereas, 27 of them thought negatively about their course that is 20 of the participants indicated that the course was 'not very sufficient' (m=132.15) and according to seven of them the LTA course was 'not sufficient' (m=128.14).

4.5.2. Analysis of The Qualitative Data

In order to find out the reasons which affect the participants' opinions about sufficiency and insufficiency of the course, participants were expected to answer an open-ended question. Among the 147 participants, 50 of them answered this question and the data was analyzed via content analysis. The responses were coded and categorized. Then the emerging themes were identified. Accordingly, positive and negative opinions of the participants were interpreted with their reasons and examples from the participants' responses.

4.5.2.1. Positive Opinions

Considering the responses of the participants, it can be said that the majority of the participants indicated that their course provided them with necessary theoretical assessment knowledge and helped them develop instructional decisions while teaching. Moreover, they emphasized the role of their instructor and found the course itself as an enjoyable activity. In the following sub-sections, the reasons for participants' positive opinions are explained by giving examples from participants' responses.

4.5.2.1.1. Impact of The Course on Participants' Theoretical Knowledge

For a sound language assessment, the teacher needs to have sufficient knowledge about how to assess his/ her students. Without forming the essential basis for assessment, neither the teacher nor the students may benefit from the advantages of the assessment. This essential basis can be achieved by providing the EFL students with the necessary theoretical knowledge of assessment. In other words, by training the EFL students as assessment literate teachers, in their own teaching career they would implement proper assessment practices. In this regard, the LTA course was the only source for the participants to gain the theoretical knowledge of the assessment and the majority of the participants found their course sufficient in teaching them language assessment. To exemplify, participants said the following about this issue:

... This course gives information about assessment and tools. (PT3)

...This course is very important to improve our knowledge to assess our students sufficiently. It leads to create a criterion while assessing students. (PT21)

...It is very important knowing the official ways of testing and evaluation. (PT17) Moreover, their course taught them how to prepare an exam according to the level of the students and the aim of the assessment. Apart from preparing the exams. they indicated that they were informed about the evaluation such as forming a rubric. For example, participants said:

...We have learnt how to prepare an exam and rubric. This is very important thing for education life. (PT10)

...We learn how to prepare appropriate exam& quiz to our student. (PT22)

...You may know your students' level, background knowledge, proficiency with testing/ assessment. (PT32)

To conclude, participants thought that their language testing and assessment course would contribute to their preparation of exams by teaching them the necessary assessment knowledge.

4.5.2.1.2. Impact of The Course on Participants' Instructional Decisions

Assessment is one of the crucial elements of teaching and covers much of a teachers' time. It highly affects the teaching practices since by evaluating the assessment results, teachers need to reform and revise their instructional decisions. Language teachers manage their teaching experience by interpreting their students' exams. Therefore, it is essential to learn and perform proper language assessment techniques. For the language teacher candidates, it is the LTA course that creates the insight of assessment. Nearly most of the participants defined their course as useful to form their own instructional decisions. About these participants commented the following:

...This is very important thing for education life. (PT11)

...It helped me to evaluate my students in practicum school. (PT20)

...With this course I could try new things while teaching. (PT18)

As a result, most of the participants realized the impact of assessment on their teaching and they found their course significant in terms of forming their instructional decisions.

4.5.2.1.3. The Role of The Course Instructor

One of the things that shape participants' positive opinions about their course was the course instructor(s) and the way of teaching that h/she employed. Participants were generally satisfied with the course instructor(s) and they stated about the variety of the resources that their instructor(s) used. Some examples from the participants' responses about this issue are:

...Our teacher provides several sources and instructions. (PT17)

...Teacher provides key points, gives examples, provides materials. (PT41)

Another point about the role of the instructor is the tasks that participants were expected to fulfil in which they would put their theoretical knowledge about language assessment into practice. The LTA course involves theoretical knowledge of the assessment. However, only supplying the students with information without any implementation would create an insufficient experience. In this regard, the role of the

instructor is crucial in terms of creating tasks in which participants could perform real assessment practices and giving feedback about their performance. Participants commented about the sufficiency of their instructor:

...My teacher is a well-educated person in this field. Her information helps me so much. My teacher is meticulous. She makes enough preparation. (PT7)

...We were given detailed task on preparing types of exams and also very detailed feedback on our performance. (PT5)

...I created my own exam and activity papers. (PT42)

I learnt a lot from my mentor teacher. I followed my teacher's instructions. (PT12) Some of the participants stated that they had no reason. However, they found the course itself enjoyable which is another influence of the course instructor. By creating interesting tasks and amusing classroom atmosphere, s/he helped the participants get pleasure from their course. Some participants responded:

...The course gives me pleasure. I liked it. (PT24)

...No reason. I kinda feel like it. (PT36)

To conclude, participants mentioned various reasons for their sufficiency in the course. Yet they mostly agreed that their language testing and assessment course was effective in teaching them assessment principles and helped them to employ that knowledge while preparing their tasks about preparing exams.

4.5.2.2. Negative Opinions

As it can be seen in Table 12, twenty-seven participants had negative opinions about the sufficiency of the course. They stated mostly about the insufficiency of the course content. For instance, the number of the course about assessment was found inadequate. As teacher candidates, participants had only one LTA course in their teacher training programme and it was claimed that only one course would not be sufficient enough to teach a subject as broad as language assessment. One participant commented like this:

...I think there are many subjects about assessment. It had better more courses. (PT35)

Another negative opinion reason was about the curriculum of the course. Language assessment covers many different scopes both for general language assessment and for each skill. Considering the limited time devoted to teaching

language assessment principles, only one course would not be enough to teach all the principles thoroughly. Here is an example from the participants' responses:

...I don't know how to rate speaking assessment. (PT45)

As it can be inferred from the response, only one course for language testing and assessment would not meet the participants' needs.

Considering that the language testing and assessment course covers only one semester, time is too limited to give all the principles in theory and make the students put them into practice. The tasks of preparing exams or the activities related to language assessment would not sufficient enough to make the participants gain proper assessment experience. Two participants said:

...It can be a lot of tasks in this course. And it can be a lot of activities. (PT13)

...I don't have enough experience about assessment. (PT18)

To conclude, participants who thought the course as 'not sufficient' and 'not very sufficient' commented on the lack of activities and the tasks for preparing exams that led to inexperienced teacher candidates. Having only one course about language testing and assessment was the other point mentioned about the insufficient aspects of the course.

4.6. Research Question 4: In what ways (if any) do preservice EFL teachers think Language Testing and Assessment course would help their assessment practices in their future careers?

This study was designed as quantitative research but the questionnaire also included two open-ended questions to support the statistical results. The data provides an answer to this research question deprived of one of the open-ended questions. Among the participants, 60 of them responded to this question and their responses were analyzed and emerging themes were interpreted. As a result, most of the participants believed the benefits of the language testing and assessment course for their future teaching career. Although they expressed different reasons, they mainly agreed that the course would be beneficial.

4.6.1. Impacts on the Participants' Teacher Selves

The assessment has an essential role in language education for a teacher. It is an indispensable part of teaching. As teacher candidates, the participants accepted the Language Testing and Assessment (LTA) course as a means of development. The

course helped them improve themselves as teachers. Assessment may also be seen as feedback for what teachers teach and to what extent his/her students learn. Therefore, by evaluating the exams of the students, the teacher explores and criticizes him/herself; also, h/she may see the weak sides of teaching experience and try to adjust and develop it. Assessment not only measures what students learn, but it also gives the teacher a chance of re-thinking about his/her way of teaching. Participants stated this aspect of the course by saying:

...It improves self evaluation in myself. (PT14)

I would use information of this course in my future teaching. Because It's develops

self-autonomy.(PT41)

...As a teacher I will always need feedbacks from my students and I will give feedback to my students so assessment course is indispensable part of my career. (PT43)

In conclusion, it might be said that the participants' opinions that the language testing and assessment course would help them to improve their own qualifications as teachers and use the language assessment knowledge as a kind of criticism tool for their teaching techniques.

4.6.2. Impacts on the Participants' Assessment Knowledge

For preservice EFL teachers, the LTA course is the only source to learn the sound assessment process. The majority of the participants indicated that the course was beneficial for them in terms of learning how to assess appropriately. Participants said:

...This course is so useful in terms of learning the basis of testing. (PT14)

...This course includes many techniques and instructions which will guide me through the teacher experience. Thanks to this lesson there are many useful suggestions.(PT 7)

...I think assessment course would develop my assessment practices. With this lesson we will know what to do and how to assess them. (PT 24)

... If we know how much we teach we can do more for our students. (PT22)

... This course helps us to evaluate our efficiency in courses. (PT 21)

...It helps me focus on teaching and learning objectives more carefully. (PT17)

One of the benefits that the course brought in the participants was the ability to prepare an exam which is proper to the level of the students and their background. In other words, with the help of the course participants claimed that they would be fair assessors in terms of the content of their course and they would evaluate what they would teach. For this issue participants mentioned that:

...Evaluating students is a part of being a teacher. Thus, I know how I evaluate.
(PT 11)

Because I have learned in this lesson is to know your student's learner behaviours and their levels. (PT 26)

...I mean while preparing assessment, I will focus on my ss' background information, level and gender. (PT 15)

...Thanks to this course; I learned how to prepare rubric & how to used it.
(PT28)

To sum up, participants claimed that their course enabled them to measure their students properly and helped them to understand the significance of the assessment and one of them said:

... Teaching is a cycle and the last part of cycle is assessing. This course help me a lot. (PT32)

4.6.3. Impacts on Teaching Practices

The second theme indicates the role of the course in teachers' professional life. As assessment has a crucial role in teachers' professional life and needs pretty much devoted time, a teacher needs to manage this time efficiently. By the means of the LTA course, participants claimed that they could know the assessment principles and techniques that they would use when they start teaching. One of the participants responded like this:

...Assessment is an important issue in teaching so that the more we assess, the more we will benefit from it. (PT38)

Apart from these, 17 participants commented that they found the course as useful and beneficial for their future teaching career. However, only one participant thought the course as unnecessary. S/He claimed that there would be no need for assessment in the future due to technological developments. S/He said that:

...I don't think it would develop, because computers are doing everything nowadays. (PT48)

As a conclusion, the responses of the participants clarified that they mostly believe in the benefits of the course on their future teaching career. It improves their qualifications as teachers and enables them to be more efficient language teachers.



CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the summary of the study and the discussions of the results in relation to the research questions are dealt with. Besides, the pedagogical implementations of the study, as well as recommendations for further research are presented.

5.2. Summary of the Study

This study aimed to find out what pre service EFL teachers know about language assessment in general and in terms of reading, listening, writing and speaking skills. Additionally, their opinions about their language testing and assessment course were tried to be discovered. A quantitative method was employed to collect data. Language Assessment Knowledge Scale (LAKS) was conducted to 154 participants from a private and a state university. Apart from the questionnaire, two open-ended questions were asked to explore the participants' opinions as a support for the quantitative data. The data obtained from the questionnaire was analyzed using Statistical Package for the Social Sciences (SPSS) and content analysis was applied to the answers of open-ended questions. As a result, pre service EFL teachers' general, listening and writing assessment knowledge was found below average, whereas reading and speaking assessment knowledge was above average. The relationship between the four skills was examined and it was found that all the skills had a positive correlation with each other. Additionally, the impacts of participants' gender, the type of school they graduated from, and their practicum schools were investigated. Finally, the participants' opinions about their language testing and assessment course and its impact on their future assessment and teaching practices were explored. In the following sections, the results of each research question are discussed in detail.

5.3. Discussion of The Results

5.3.1. General Language Assessment Knowledge Level of Pre Service EFL Teachers

The first research question investigated the general Language Assessment Knowledge (LAK) level of pre service EFL teachers from a state and a private university. It was found that the general LAK level of the participants was below average (47.9%, see Table 3). This shows that less than half of the participants answered the items correctly which indicates more than half of the participants did not have adequate knowledge about language assessment. This result supports Vogt and Tsagari (2014) who claimed that the language assessment literacy of preservice English language teachers was not developed enough and there was a need to train teacher candidates more in terms of language assessment. Similarly, in his study Lam (2015) found out that pre service English teachers in Hong Kong context did not take sufficient training of language assessment despite the compulsory courses they had. In Turkish context, Saryıldız (2018), in her study on language assessment literacy with 124 pre service EFL teachers, found out that the participants were in need of more comprehensive language assessment training. Pre service teachers would have their own perceptions about the language assessment which rooted in their student stages. For instance, they might ignore the formative assessment and accept the evaluation of the learners' knowledge as the only purpose of the assessment or they might not use assessment as feedback for all stakeholders. Such kinds of perceptions might form a barrier in front of learning language assessment (Gunn & Gilmore, 2014). The alarming point about low general language assessment knowledge of pre service EFL teachers is that this would affect their future in-service assessment practices. Considering that these participants could be the teachers of the future, lack of proper assessment knowledge would create improper assessment practices and affect language education negatively. Popham (2009), Tao (2014), Xu and Brown (2017) all stated that most language teachers do not have adequate language assessment knowledge. For instance, in Turkish context, in their study with 542 EFL teachers in higher education context Ölmezer-Öztürk and Aydın (2018) found that teachers had approximately low level of language assessment knowledge, besides, in this study, the participants stated that their lack of enough knowledge of language assessment was due to their poor language assessment education. In addition, Mede and Atay (2017), Öz and Atay (2017) claimed that Turkish

EFL teachers' language assessment knowledge was completely limited. These studies approve that low assessment knowledge in pre service stage might lead to lack of proper assessment practices in in-service stage.

5.3.2. Skill-Based Language Assessment Knowledge Level of Pre Service EFL Teachers

In this study, the skill-based language assessment knowledge of the participants was investigated. As a result, reading skill had the highest score (57.1%, see Table 3) among all skills. This shows that participants knew more about assessing reading than the other skills. Through reading assessment, learners can encounter various grammatical structures and vocabulary and they need to use different major and minor skills to understand the text (Coombe & Humbley, 2004). Therefore, the participants might think reading assessment is more significant than the other skills and learn about theoretical information about assessing reading more. According to the results, in the questionnaire nine out of 15 items were above the average (see Table 4). Considering these items, it is clear that the participants had adequate knowledge about task selection and design in reading assessment. As Alderson (2000) suggested for a valid and reliable measurement, there need to be various types of tasks in reading assessment. Bachman and Palmer (1996) expressed that for a proper assessment in reading, the text's role is crucial. The test method factors, which are also known as test-task characteristics, could affect the reading performance and in reading, the text is a major method factor; thus selection and designing the task according to the level and the interest of the learners directly affect reading scores. Since, reading mainly is an interaction between the learners and the text (Bachman,1990). Moreover, the high scores about task design and selection show that the participants might implement these tasks in their LTA course or their practicum. As a result, both in terms of theory and practice, they had the adequate ability to select and design a reading text.

In the current study, the participants were the least successful in assessing listening (40%, see Table 3). More than half of the items about listening were answered wrongly in the questionnaire. This score is not very surprising, considering the unique nature of the listening ability among the skills. First of all, listening ability includes the general language ability, in order to understand a listening text, grammar or vocabulary knowledge is required, on the other hand, only grammar or vocabulary knowledge is not sufficient to assess listening specifically (Rost, 2011). Buck (2001) claimed that

listening assessment is more complex than any other language units, so test-developers or teachers mostly ignore it. Additionally, preparing a listening text requires more technical facilities and backgrounds such as audio or video equipment.

The items that the participants mainly answered wrong were about the task selection and design in the questionnaire. This is probably due to the task characteristics for listening assessment. According to Bachman and Palmer's (1996) framework of language task characteristics, test developers need to consider the characteristics of the input which are the vocabulary or the grammar unit of the tasks. All in all, owing to the difficulty of preparing the listening exams and the rarity of the tasks in the field, assessing listening got the lowest score and it is obvious that, as teacher candidates, the participants needed to improve themselves in this field.

For the writing and speaking, it can be inferred from the results that participants needed to improve their assessment knowledge, since their LAK level for writing was below average (%43.4, see Table 6) and for speaking was average (%50.8, see Table 7). For writing assessment, the participants had problems about task design, task selection and scoring, so they needed more extensive training for writing assessment. Weigle (2007) claimed that to be an assessment literate in writing skill, a language teacher need to know how to develop, carry out and evaluate the writing tasks. Crusan (2010) added that a language teacher could design various tasks which fulfil the different purposes of writing assessment and teachers should believe in the importance of writing skill in language education and require more training related to assessing writing.

The low scores for speaking assessment is not surprising, since speaking skill is accepted as one of the most difficult areas in language learning to assess properly (Bachman & Palmer, 1981). There are various issues that still needs to investigate about assessing speaking such as subjectivity of the evaluation, absence of validity and development of scales (Henning, 1987). According to the results, participants did not know what to consider for task selection, design and scoring for speaking assessment and they needed further training in these points.

5.3.3. Discussion with Gender, The High Schools, The Practicum Schools, and LAK Level

In the current study, some demographic features of the participants were dealt with to understand whether the participants' assessment literacy would change accordingly or not. Therefore, participants' gender, their high schools and the type of

practicum schools' relationship with their general and skill-based LAK level were explored. As a result, it was found that participants' gender did not have much influence on their general and skill-based LAK level (see Table 8). When the scores of male and female participants were investigated, it was figured out that females were more successful than the males. This small difference probably resulted from the females' more effective use of different strategies in language learning. According to the literature, females tend to adopt more learning strategies and use them more effectively than males (Erhman & Oxford, 1989; Oxford, 1994). Similarly, Bacon and Finnemann (1992) claimed that females are eager to use strategies and more motivated than males in second language education. Thus, it would not be wrong to state that female participants in this study might use different strategies in learning how to assess and as a result their scores were higher. Besides, due to their level of motivation, females were found more motivated in second language acquisition and were more advantageous over males (Kissau, 2006). As a result, their higher motivation and use of more strategies might result in higher scores in LAKS.

The second concern was about the type of graduation school of the participants and its impact on their LAK level. According to the results, the least successful participants were graduated from private schools (See Table 9). Private schools are the institutions that offer more intense academic conditions, better social activities and performance compared to state schools (Dag, 2015). Relatedly, these lowest scores were a bit surprising. This result might be due to the differences of the higher education context from the high school. Higher education setting involves more autonomy than high schools for students. As university students, learners could define their objectives for language learning, form *a personal agenda for learning* and control their progress. In other words, as autonomous learners they involve in all the stages of the learning process (Little, 1994; Chan, 2003). Having showed too much interest by private high schools, the participants could have difficulties in the establishment of learner autonomy and as a result they were less successful. This situation may also affect their studying habits. The more autonomous course implementation in higher education might have affect private high school graduates negatively and they could not organize their learning process as well as others. On the other hand, the highest scores were got by the ones who graduated from other types of school. Other type includes Science High Schools and in Turkey students who get the highest scores from the high school entrance exam (LGS) mainly choose Science High Schools. In other words, Science

High School students are mostly thought as more successful than the other high school students. Hence, the participants from other schools were the most successful in answering the items correctly.

The last concern was the impact of the level of practicum schools of the participants. The practicum period is accepted as a kind of journey towards more extensive forms of thinking to prepare teacher candidates for the real teaching environment (Fang, 1996; Grudnoff, 2011). During this period, pre service teachers are expected to perform some teaching activities under the control of a supervisor teacher and they experience a real classroom environment as a teacher. The practicum period is a very important element in teacher training in terms of constructing both negative and positive opinions and beliefs about teaching experience which affect the mastery experience in teaching career (Bandura, 1993; Gratch, 1998; Mewborn, 1999; Lowery, 2002). In the current study, it was understood that the level of participants' practicum schools did not have much influence on their LAK level since the mean scores for the type of the schools are so close to each other (See Table 10). Secondary and high school practicum participants got nearly the same score whereas, the participants who did their practicum at primary school got the lowest score. The minor difference between the schools suggests that it probably resulted from not because of the level of the practicum school but due to the practicum itself. Some differences between the characteristics of pre service and supervisor teachers and the uniqueness of the content may result in some problems in practicum (Burant & Kirby, 2002). Besides, the literature claimed that teacher candidates encounter some problems during their practicum such as individual differences of learners, time management and lesson planning (Farrell, 1999; Tang, 2002). All these factors might have role in the scores of the participants and the ones who did their practicum at primary schools might be affected by them more than the others.

5.3.4. Discussion with The Relationship Among The Skill-Based LAK Levels

This study also dealt with whether the LAK level of each skill had an impact on the other skills or not. The results show that there was a positive correlation among the skills, in other words, if the LAK level of a skill increased, this would affect the LAK level of others positively (See Table 12). There are two parameters to categorize the skills: The mode of communication which is oral and written, and the direction of

communication which is reception and production. Accordingly, writing and speaking are classified as receptive, reading and listening are accepted as productive skills. The knowledge of each skill overlaps each other and mostly, improvement of one skill leads to improve the other. Relatedly, researchers have found that there is a strong relationship between reading and writing; learners who are successful in reading are mostly successful in writing (Loban, 1963; Stotsky, 1983). Similarly, listening and speaking skills promote each other; that is, listening activities have positive effects on speaking abilities (Yan Zhang, 2009). This interrelation among the skills results in a positive correlation among the assessment knowledge of each skill. To exemplify, if a participant is capable of selecting or designing a task for a skill, then s/he could use this knowledge for assessing other skills; likewise the knowledge of scoring one skill influences another one. All in all, it is highly possible for the participants to use assessment knowledge of one skill for the others which leads to a positive correlation among the LAK level of the skills.

5.3.5. Discussion with The Opinions about The Language Testing and Assessment Course

For this research question, the participants were asked to evaluate their Language Testing and Assessment (LTA) course in terms of the sufficiency of the course in providing them proper knowledge about language assessment both in theory and practice. It was found that the majority of the participants thought that the course was sufficient (See Table 11). This result contradicts their LAK scores. Although the participants found the course sufficient, their general LAK score was below average (47.9%). This result is consistent with Hatipoğlu's study (2015) in which the participants were found to have limited knowledge about assessment. However, they still claimed that their LTA course was sufficient. This could be due to the unfamiliarity of the participants with real assessment practices. Considering that they had only one LTA course during their four-year training programme, their chance of preparing and conducting exams was limited. Therefore, they had no idea about the assessment workload of a language teacher during his/her teaching career and with their limited knowledge, they evaluated the LTA course sufficient. There is mounting research in literature about the LTA course which accepts the course as the major concern about developing an aspect for the assessment, characteristics factors (e.g. the instructor, the course materials and coursebooks) and pedagogical implementations of the assessment

(Schaffer, 1991; Brookhart, 1999; Brown & Bailey, 2008; Jin, 2010; Popham, 2011; Deluca & Bellera, 2013). Greenberg and Walsh (2012) stated that the LTA courses have been criticized for being too theoretical whereas, experienced instructors, carefully planned course content and pedagogical implementations can make a bridge between the theory and practice and make the LTA course as an indispensable part of assessment education. Unfortunately, there is no chance for preservice teachers to learn about language assessment apart from this course.

Considering the reasons that the participants claimed for the sufficiency of the course, it was understood that the course content, the instructor of the course and the idea that the course would affect their instructional decisions were effective for their evaluation. Many participants found their course adequate in terms of providing them with related assessment knowledge (see PT 3, PT 17, PT 21, section 4.5.2.1.1). The knowledge base has an essential role in assessment literacy since it constitutes a basis for the other elements of assessment literacy. Knowledge base creates standardized and proper exams that result in an effective assessment (Maclellan, 2004; Fulcher, 2012). The other reason was the qualifications of the course instructor. The LTA course is found as highly theoretical in meeting the needs of preservice teachers when they start their careers. However, as it is inferred from the participants' results, a well-trained instructor(s) could make connections between theoretical knowledge and practice (Greenberg & Walsh, 2012). By creating different assessment tasks, introducing various assessment related materials and being a mentor for the participants, the course instructor(s) became a reason for the sufficiency of the course (see PT 5, PT 7, PT 12, PT 42, section 4.5.2.1.3). The last reason for the participants' positive opinions about the LTA course was its impact on their instructional decisions. A growing body of literature accepts assessment as one of the central elements in student learning; by using assessment, a language teacher could promote language education. To help students to improve themselves in language education, a teacher could adopt a role as an assessment agent and adjust and regulate his/her teaching accordingly (Stiggins, 1995; Black & William, 1998, Leung, 2014). Most of the participants agreed on the idea that their LTA course would help them in the way they would adopt while teaching and using the assessment as feedback of his/her teaching (see PT 11, PT 18, PT 20, section 4.5.2.1.2).

Some of the participants claimed that the course was insufficient (See Table 11). This result is in line with Mertler's study (2003) in which 67 pre service EFL teachers'

opinions about their LTA course were investigated and it was found that the participants did not believe that their course prepared them to real classroom assessment practice. Similarly, Hatipoğlu (2010) found that 81 ELT students agreed upon the insufficiency of the LTA course in terms of meeting their needs for language assessment. The main reason for this was that the LTA course is taken only one semester. Considering that the scope of language assessment, it is inadequate time to figure out all the principles and put them into practice (See PT 35, section 4.5.2.2). Moreover, pre service teachers could expect to learn how to select or design an appropriate task, evaluate students fairly, and in an exam-focused education system, want to prepare their students for high-stake exams. However, their expectations might not be fulfilled, so they found their LTA course insufficient (Hatipoğlu, 2016) (See PT 13, PT 18, PT 45, section 4.5.2.2).

As a result, it could be inferred that most of the participants were satisfied with their course content, instructor(s), the implementations they did during their assessment training, and its positive impact on their teaching experience. All these led them to find the LTA course as sufficient. On the other hand, there were some negative opinions about the number of the course and its insufficiency in involving all the important points about language assessment.

5.3.6. The Impact of The Language Testing and Assessment Course on Participants' Future Career

This research question examined the participants' thoughts about the impacts of the LTA course on their future careers. Accordingly, the participants mentioned about three fields which were influenced by the LTA course positively. Firstly, the participants believed in the positive impact of the LTA course on their teacher identity. Being an assessment literate teacher is an element of professional development which improves and facilitates teaching professional. The participants stated that with the help of the course, in the future they would be more successful teachers (See PT 14, PT 41; PT 43, section 4.6.1). Moreover, assessment literacy would enable them to consider their teacher selves and to realize the development in their teaching profession. 'Possible teacher selves' theory was introduced by Kubanyiova (2007) which tries to examine the improvements and changes in a teacher's career. According to the theory, there are three selves which identify the teacher identity: *Ideal self* represents the future identity that a teacher wants to become; *ought to self* is a kind of extrinsic expectations of others from a teacher in the way that s/he should behave; and *feared self* represents the fear of lack

of knowledge or experience in the future. In other words, the possible self is a kind of self-knowledge that individuals consider their possible professional identity in the future (Markus & Nurius, 1986). Developing an identity as an assessor is a part of developing an identity as a teacher, thus, participants' idea about the impact of the LTA course on their future professional identity was related to their ideal self in the future (Scarino, 2013). With the help of the LTA course, participants would have the perspective of reaching an ideal teacher self and keeping away from the feared self in the future.

The second impact was on the participants' assessment knowledge. The participants admitted that the LTA course was beneficial for their assessment literacy (See PT 7, PT 14, PT 17, PT 21, PT 22, PT 24, section 4.6.2). The major aim of the course was to train pre service teachers as assessment literate teachers (Greenberg & Walsh, 2012). During the course, they were expected to learn about the theoretical principles of the language assessment and put them into practice by the tasks and activities. However, when the results of the Language Assessment Knowledge Scale (LAKS) were examined, it was interpreted that the participants did not have adequate knowledge about general and skill-based assessment. This might be due to the abstract and extensive concept of language assessment. Being an assessment literate teacher involves the knowledge of assessment purpose, content, methods, scoring and the role of feedback. Besides, it is a process in which the teacher needs to balance his/her own beliefs with external demands (McMillan, 2003; Xu & Brown, 2016). Even though the participants had been informed about the theoretical basis of the assessment, they might not blend it with their own implementation due to the limited time devoted to the LTA course. As Lyon (2013) states assessment education needs to be comprehensive enough to engage teacher candidates in a complicated and broad learning of assessment. Additionally, this education ought to connect this knowledge to practice. As a result, the participants of the study knew about the significance of how the LTA course would affect their future assessment practices. Nevertheless, because of the limited time and their lack of sufficient real classroom experience, they would not reflect their opinions on the LAKS results.

The last impact was about the teaching practices of the participants. The literature claimed that assessment practices directly affect the teaching practices of teachers. It has a central role in students' learning and correspondingly teaching by

helping students improve their language education (Stiggins, 1991; Black & William, 1998). The Standards for Teacher

Competence in Educational Assessment of Students (AFT, NCME, & NEA, 1990 as cited in Xu & Brown, 2016) defined that language assessors ought to use assessment results to make decisions about students, plan to teach, develop curriculum, and school improvement. The participants claimed that with the help of the LTA course they would enhance their teaching practices (See PT 38, section 4.6.3). Assessment for learning (AfL) emphasizes the improvement of teaching by interpreting the results and identifying the weaknesses of their teaching strategies and objectives (Earl, 2003). The responses of the participants present that they were aware of the formative role of the assessment and would use their assessment knowledge to improve their instruction.

5.4. Pedagogical Implementations of The Study

The findings of the current study could be used to make adjustments and regulations in the EFL teacher training programmes in terms of language assessment literacy. To start with the significance of assessment in second language education, it is highly crucial for an EFL teacher to have adequate knowledge about the language assessment. The only source of learning language assessment for teacher training students is the Language Testing and Assessment (LTA) course. Since teacher candidates are expected to learn both general assessment principles and the proper techniques to assess the students according to the aim of the assessment, the number of the course could be increased. It is apparent that teacher candidates are in need of more extensive assessment education.

The findings of the study present that the semester of the course could be regulated. The LTA course is taken in the last semester of the programme. As an exam-focused country, in Turkey the fourth-grade students mostly prepare for the Public Personnel Selection Exam to start their teaching career; their exam anxiety might lessen their focus to the department courses and hinder them to learn about the language assessment. Therefore, it would be more beneficial and effective to spread out the course to previous semesters. Additionally, this would enable a more detailed and in-depth implementation of the course both in theory and practice.

Finally, language assessment education should include a knowledge basis and actual implementation of it to facilitate assessment literacy (Deluca & Klinger, 2010).

The course itself involves selecting and designing tasks and preparing exams. However, all these would not reflect real classroom performance. Considering that the practicum experience of the teacher candidates, it could involve assessment practices, since the practicum could be thought as a bridge which decreases the gap between theory and practice (Lam, 2015). In their practicum, under the control of the supervising teacher, pre service teachers could prepare, perform, and evaluate an exam and they could figure out their weaknesses and need-to-improved parts of their assessment knowledge. All in all, by doing some arrangements, the LTA course could become more effective to foster pre service language assessment knowledge and raise awareness among them to train as assessment literate language teachers.

5.5. Recommendations for Further Research

This part of the study includes some recommendations that may shed light on further research due to the limitations of the current study. First of all, the study was limited to the ELT department of two universities. For further research, to include a larger sample of pre service teachers from other universities in Turkey would produce more general results. Besides, the study investigated only the opinions of the pre service teachers. The inclusion of other stakeholders such as test developers or instructors could enrich the data and be more beneficial for making arrangements about the LTA course.

Another recommendation is about the methodology of the study. This study was designed as survey-based research, thus only a questionnaire was used for data collection. To understand the issue better and interpret the opinions about the LTA course and its impact, other data collection tools such as follow-up interviews with students and teachers, analysis of the exams or tasks prepared by pre service teachers and classroom observation including practicum experience could be conducted.

Finally, in order to realize how participants of the study put their language assessment knowledge into practice, the questionnaire would be conducted to them for the second time when they start teaching career. This would also show the difference/improvement of language assessment knowledge between the pre service and in service stages.

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7. APPENDIX

Appendix 1: Ethics Committee Approval

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİN / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU																																									
ÖĞRENCİ BİLGİLERİ																																									
T.C. NOSU	41251467280																																								
ADI VE SOYADI	Burcu ÇETİN ARGÜN																																								
ÖĞRENCİ NO	20178060																																								
TEL. NO' LARI	5396126963																																								
E - MAIL ADRESLERİ	cbn_burcu@hotmail.com																																								
ANA BİLİM DALI	İngiliz Dili Eğitimi																																								
PROGRAM ADI	İngiliz Dili Eğitimi																																								
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İSTEKTE BULUNDUĞU DÖNEME AIT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018-2019 Eğitim Öğretim Yılı Bahar Dönemi ders kaydını YENİLEDİM.																																								
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER																																									
TEZİN KONUSU	İngilizce Öğretmenliği bölümü dördüncü sınıf öğrencilerinin dilde ölçme ve değerlendirme bilgisini araştırmak.																																								
TEZİN AMACI	İngilizce Öğretmenliği bölümü dördüncü sınıf öğrencilerinin dilde ölçme ve değerlendirme bilgisini genel bağlamda ve dört temel beceri (okuma, dinleme, yazma ve konuşma) bağlamında araştırmak. Aday öğretmenlerin aldığı Ölçme ve Değerlendirme dersinin, öğrenen adaylarının gelecekteki öğretmenlik kariyerleri için ne derece yeterli olduğunu bulmaya çalışmak.																																								
TEZİN TÜRKÇE ÖZETİ	Bu çalışma İngilizce öğretmenliği bölümü dördüncü sınıf öğrencilerinin aldıkları Ölçme ve Değerlendirme dersi sonucunda İngilizce'yi ölçme ve değerlendirme bilgi seviyelerini araştırmayı amaçlamaktadır. Bu konu ile ilgili veri 60 maddeli ve dört boyutlu dilde ölçme ve değerlendirme bilgi ölçeğiyle toplanacak olup, çalışmanın bir özet üzü devlet olmak üzere dört yükseköğretim kurumunun İngilizce Öğretmenliği bölümlerinde dördüncü sınıf öğrencileriyle yapılması planlanmaktadır.																																								
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Atatürk Üniversitesi, Çağ Üniversitesi, Çukurova Üniversitesi, Mersin Üniversitesi																																								
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Erzurum, Çağ Üniversitesi Fen Edebiyat Fakültesi İngilizce Öğretmenliği Bölümü Tarsus/ Mersin, Çukurova Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Adana, Mersin Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilimdalı Mersin																																								
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAK/ GİBİ AYRINTILI BİLGİLER	Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Erzurum, Çağ Üniversitesi Fen Edebiyat Fakültesi İngilizce Öğretmenliği Bölümü Tarsus/ Mersin, Çukurova Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü Adana, Mersin Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilimdalı Mersin. İlgili bölümlerin 4. sınıf öğrencilerine Language Assessment Knowledge Scale (LAKS) uygulanacaktır.																																								
UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİNİ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAKI	Language Assessment Knowledge Scale (LAKS) 1. Language Assessment Knowledge Scale (Altı sayfa) 2. Consent Form (Bir Sayfa)																																								
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR - GİBİ EVRANLARIN İSMİLERİLE BİRLİKTE KAÇ ADET/ SAYFA OLUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1. Language Assessment Knowledge Scale (Altı sayfa) 2. Consent Form (Bir Sayfa)																																								
ÖĞRENCİNİN ADI - SOYADI: Burcu ÇETİN ARGÜN	ÖĞRENCİNİN İMZASI: <i>B. Çetin</i>																																								
TARİH: 25 / 04 / 2019																																									
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU																																									
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Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyeleriince incelenmiş olup, 25 / 04 / 2019 - 27 / 04 / 2019 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.							
ETİK KURULU JÜRİ YEDK ÜYESİ							
AFKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.							
EKLER: Sayfa Ölçeği. Sayfa Anket. Sayfa Formları.							

50AE-798

Appendix 2: Consent Form

Language Assessment Knowledge Scale

Consent Form

Dear,

You are invited to participate in this research study. If you confirm that you want to participate, please sign in.

The aim of current study is to find out what preservice EFL teachers know about language assessment in general and in terms of reading, listening, writing and speaking skills. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

Participation is completely voluntary. You can choose whether or not to be in this study. You may also refuse to answer any questions you do not want to answer. A summary of the results will be presented to you upon your request.

VOLUNTARY CONSENT (SIGNATURE): _____

By completing and submitting this questionnaire to the researcher, you are voluntarily agreeing to participate. If you have any questions about the study, please contact the researcher.

Thank you very much for participating in this study.

Burcu ÇETİN ARGÜN

Phone: 5336126963

E-mail: ctn_burcu@hotmail.com

Appendix 3: Language Assessment Knowledge Scale

Dear Participant,

The aim of the following questionnaire is to investigate your knowledge in language testing and assessment. In the first part of the questionnaire there are no 'right' or 'wrong' answers. In the second part there is only one 'right' answer of the each questions. Please be convinced that all the information included in this questionnaire is confidential.

Your answers will have a valuable contribution to the study. Thank you very much for your participation.

Burcu Çetin Argün

Cag University-English Language Education Department

PART I: DEMOGRAPHIC INFORMATION

1. Gender _____

2. Age _____

3. High school:

- a) Anatolian Teacher Training High School
- b) Anatolian High School
- c) Private High School
- d) Other

4. University _____

5. Level of education at which you are doing practicum

- a) Primary School
- b) Secondary School
- c) High School

8. How do you evaluate your testing/assessment course in pre-service education?

- a) very sufficient b) sufficient c) not very sufficient d) not sufficient

Please give your reason(s): _____

10. Do you think the testing/ assessment course would help you develop your assessment practices in your future career?

a) yes **b)** no **c)** no idea

Please write in what ways would it help.

11. How do you evaluate your language assessment knowledge in the following areas/subskills?

a) reading (1) very sufficient (2) sufficient (3) not very sufficient (4) not sufficient

b) listening (1) very sufficient (2) sufficient (3) not very sufficient (4) not sufficient

c) writing (1) very sufficient (2) sufficient (3) not very sufficient (4) not sufficient

d) speaking (1) very sufficient (2) sufficient (3) not very sufficient (4) not sufficient

PART II: LANGUAGE ASSESSMENT KNOWLEDGE SCALE

ITEMS	True	False	Don't Know
ASSESSING READING			
1. Asking learners to summarize the reading text is a way of assessing their reading skills.	X		
2. When asking several questions about a reading text, all the questions are independent of each other.	X		
3. Cloze test is used for assessing the main idea of the text.		X	
4. In a reading exam, using a text learners have encountered before is not a problem.		X	
5. One reading text is enough to be included in a reading exam.		X	
6. The language of the questions is simpler than the text itself.	X		

7. Errors of spelling are penalized while scoring.		X	
8. Taking vocabulary difficulty into consideration is necessary in assessing reading skills.	X		
9. Including “not stated/doesn’t say” along with “true/false” items has advantages over “true/false” items.	X		
10. The more items a reading text is followed, the more reliable it becomes.	X		
11. Using the same words in the correct option as in the text is not a problem.		X	
12. Simplification of reading texts is avoided.		X	
13. Reading texts in a reading exam include various genres (essay, article, etc.).	X		
14. In top-down approach, assessment is on overall comprehension of the reading text.	X		
15. Using ungrammatical distractors in multiple choice questions in a reading exam is a problem.	X		
ASSESSING LISTENING			
16. Using reading texts for listening purposes poses a problem.	X		
17. Including redundancy (e.g. what I mean to say is that) in a listening text poses a problem.		X	
18. Any type of listening text is used for note-taking.		X	
19. Spelling errors are ignored in scoring the dictation.	X		
20. Errors of grammar or spelling are penalized while scoring.		X	
21. A listening cloze test is a way of selective listening.	X		
22. Phonemic discrimination tasks (e.g. minimal pairs such as sheep-ship) are examples of integrative testing.		X	
23. Scoring in note-taking is straightforward.		X	
24. In discrete-point testing, comprehension is at the literal/of local level.	X		
25. Using dictation diagnostically in assessing listening skills does not pose a problem.	X		
26. Giving learners a transcript of the listening text is a valid way of assessing listening skills.		X	
27. Dictation is a kind of discrete-point testing.		X	
28. Inference questions based on intelligence are avoided in listening tests.	X		

29. Asking learners to listen to names or numbers is called intensive listening.		X	
30. In selective listening, learners are expected to look for certain information.	X		
ASSESSING WRITING			
31. Giving two options to learners and asking them to write about one ensure reliable and valid scoring.		X	
32. Analytic scoring is used to see the strengths and weaknesses of learners.	X		
33. The parts of a scoring scale and the scores in each part do not change for different levels of learners.		X	
34. When there is a disagreement between the scores of the two raters, they score the written work again.		X	
35. Learners are required to write about at least two tasks in the exam rather than one task.	X		
36. Giving restrictive prompts/guidelines to learners for the writing task is avoided.		X	
37. Giving learners an opinion and asking them to discuss it is a valid way of assessing their writing skills.		X	
38. Using visuals which guide learners for writing poses a problem.		X	
39. Holistic scoring is used to see whether the learner is proficient or not at the end of the term.	X		
40. Analytic scoring leads to greater reliability than holistic scoring in writing.	X		
41. In controlled writing, learners have the chance to convey new information.		X	
42. Classroom evaluation of learning in terms of writing is best served through analytic scoring rather than holistic scoring.	X		
43. Irrelevant ideas are ignored in the assessment of initial stages of a written work in process writing.		X	
44. Providing a reading text for writing is a way of assessing writing skills.	X		
45. Mechanical errors (e.g. spelling and punctuation) are dealt with in the assessment of later stages of a written work.	X		
ASSESSING SPEAKING			
46. When the interlocutor does not understand the learner, giving that feeling or saying it poses a problem.		X	

47. Giving learners one task is enough to assess speaking skills.		X	
48. Interlocutors' showing interest by verbal and non-verbal signals poses a problem.		X	
49. When it becomes apparent that the learner cannot reach the criterion level, the task is ended.	X		
50. Using holistic and analytic scales at the same time poses a problem.		X	
51. Reading aloud is a technique used to assess speaking skills.	X		
52. In interlocutor-learner interviews, the teacher has the chance to adapt the questions being asked.	X		
53. In interactive tasks, more than two learners pose a problem.	X		
54. The interlocutor gives the score when the learner is in the exam room.		X	
55. In a speaking exam, production and comprehension are assessed together.	X		
56. Asking learners to repeat a word, phrase or a sentence is a way of assessing speaking skills.	X		
57. Discussion among learners is a way of assessing speaking skills.	X		
58. A checklist is a means of scoring oral presentations in in-class assessment.	X		
59. When the focus is to assess discourse, role plays are used.	X		
60. In peer interaction, random matching is avoided.	X		

Appendix 4: Permission To Conduct The Questionnaire



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ *526-311*
KONU: Tez Anket İzini Hakkında

30.04.2019

(DAĞITIM YERLERİNE)

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20178060 numaralı **Burcu ÇETİN ARGÜN**, “İngilizce Öğretmenliği Bölümü Dördüncü Sınıf Öğrencilerinin Dilde Ölçme ve Değerlendirme Bilgisini Araştırmak” konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütülmektedir.
2. Adı geçen öğrencinin bu tez çalışması kapsamında Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi ile Yabancı Diller Eğitimi bölümündeki 4. Sınıf öğrencileri, Çukurova Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi bölümü 4. Sınıf öğrencileri ile Mersin Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Anabilim Dalında öğrenim gören 4. Sınıf öğrencileri kapsamak üzere kopyası Ek’te sunulan anket uygulamasının yapılması planlanmıştır.
3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek’lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi hususunda bilginizi arz ederim.

[Signature]
Prof. Dr. Ünal AY
Rektör

EKLERİ: 6 (Altı) Sayfa Anket Formu Listesi.

DAĞITIM:

Gereği:

Atatürk Üniversitesi Rektörlüğüne

Çukurova Üniversitesi Rektörlüğüne

Mersin Üniversitesi Rektörlüğüne



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : 88179374-300-E.1900153735
Konu : Anket Uygulaması (Burcu ÇETİN
ARGUN)

22.05.2019

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Öğretmenliği Bölümü 20178060 nolu yüksek lisans öğrencisi Burcu Çetin ARGUN'un **"İngiliz Öğretmenliği Bölümü Dördüncü Sınıf Öğrencilerinin Dilde Ölçme ve Değerlendirme Bilgisini Araştırmak"** konulu anket çalışmasının uygulamasını yapma talebine cevaben Üniversitemiz Kazım Karabekir Eğitim Fakültesinin 21.05.2019 tarih ve 29202147-300-E.1900153281 sayılı yazısı ekte sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

Sosyal Bil. Enst. Md. Argun
R. 27/5/2019

Prof.Dr. Ömer ÇOMAKLI
Rektör

Ek : 21.5.2019 tarihli 29202147-300-E.1900153281 sayılı belge



1023-5036
DR. J. MAN

Atatürk Üniversitesi Merkez Yerleşkesi 25240 Erzurum
Tel: +90 442 2311601
Elektronik Ağ: <http://www.atauni.edu.tr/#!birim=ogrenci-isleri-daيره-baskanligi>
Kep Adresi: atauni@hs01.kep.tr

Bilgi: Cevahir KARTA
Faks: +90 442 2361026
E-Posta: odaire@atauni.edu.tr





T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Kâzım Karabekir Eğitim Fakültesi Dekanlığı



Sayı : 29202147-300-E.1900153281
Konu : Anket Uygulaması (Burcu ÇETİN
ARGUN)

21.05.2019

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 10.05.2019 tarihli ve 88179374-300-E.1900145518 sayılı belge.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Öğretmenliği Bölümü 20178060 nolu yüksek lisans öğrencisi Burcu Çetin ARGUN'un "İngiliz Öğretmenliği Bölümü Dördüncü Sınıf Öğrencilerinin Dilde Ölçme ve Değerlendirme Bilgisini Araştırmak" konulu anketini Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalında uygulaması, ders akışını bozmayacak şekilde bizzat kendisi yapması koşuluyla Dekanlığımızca uygun görülmektedir.

Bilgilerinizi arz ederim.

Prof.Dr. Kemal DOYMUŞ
Dekan

Atatürk Üniversitesi Kâzım Karabekir Eğitim Fakültesi 25240 Erzurum
Tel: +90 442 2314001
Elektronik Ağ: <http://www.atauni.edu.tr/#kazim-karabekir-egitim-fakultesi>

Kep Adresi: atauni@hs01.kep.tr

Bilgi: Lütfi Yaşar TUTUK
Faks: +90 442 2314288
E-Posta: kkegtfak@atauni.edu.tr



Bu belge, 5070 sayılı Elektronik İmza Kanununun 5. maddesi gereğince güvenli elektronik imza ile imzalanmıştır.
<https://ubys.atauni.edu.tr/ERMS/Record/Confirmation/Confirmation?code=D5758F9>



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ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/485
KONU: Tez Anket İzini Hakkında

30.04.2019

REKTÖRLÜK MAKAMINA

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20178060 numaralı **Bureu ÇETİN ARGÜN**, "İngilizce Öğretmenliği Bölümü Dördüncü Sınıf Öğrencilerinin Dilde Ölçme ve Değerlendirme Bilgisini Araştırmak" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütülmektedir.
2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversitemiz Fen Edebiyat Fakültesi İngilizce Öğretmenliği Bölümü 4. Sınıf öğrencileri kapsamak üzere kopyası Ek'te sunulan anket uygulamasının yapılması planlanmıştır.
3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi hususunda bilginizi arz ederim.

Uygundur/ (SOBE)
6/5/2019/H.A. (Fen. Ed. Fak.)
Rektör

[Signature]
Doç. Dr. Murat KOÇ
Sos. Bil. Enst. Müdürü

858-508E

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DAĞITIM:
Gereği:

Fen Edebiyat Fakültesi Dekanlığı

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Gideceği Birim :

8. CURRICULUM VITAE

PERSONAL DATA

Name : Burcu ÇETİN ARGÜN

Telephone : +90 5336126963

Email 1 : ctn_burcu@hotmail.com

Email 2 : burcuargun@mersin.edu.tr

Address : Mersin Üniversitesi Yabancı Diller Yüksekokulu, Çiftlikköy

Yerleşkesi, Mersin

EDUCATION INFORMATION

1995-2002: Anamur Anatolian High School

2002-2007: Hacettepe University, Faculty of Letters, Department of English Language and Literature

PROFESSIONAL EXPERIENCE

2009-2016: Mersin- Mersin University, Erdemli Vocational School, Instructor

2016- : Mersin- Mersin University, School of Foreign Languages, Instructor