

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**SELF-ASSESSMENT OF WRITING SKILLS: A COMPARATIVE
STUDY ON TEACHER ASSESSMENT AND SELF-ASSESSMENT OF
PROSPECTIVE EFL TEACHERS' WRITING SKILLS AND THEIR
PERCEPTIONS OF SELF-ASSESSMENT**

PREPARED BY

ASIYE DİNÇEL

MASTER THESIS

ANKARA – 2022

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THESIS ADVISOR

ASST. PROF. DR. SEVGİ ŞAHİN

ANKARA – 2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
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ÖZET

ASIYE DİNÇEL

Yazma Becerisinin Öz-Değerlendirmesi: İngilizce Öğretmen Adaylarının Öz-Değerlendirme Algıları ve Öz-Değerlendirmelerinin Öğretmen Değerlendirmesiyle Karşılaştırılması

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
İngiliz Dili Öğretimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı**

2022

Bu çalışma, İngilizce Öğretmen adaylarının öz-değerlendirmeyi kavramsallaştırma biçimlerini, yazma becerilerinin öz değerlendirilmesine yönelik tutumlarını ve yarar algılarını inceleyerek öz-değerlendirme algılarını araştırmayı amaçlamaktadır. Ek olarak, bu çalışma İngilizce öğretmen adaylarının yazma becerilerindeki öz-değerlendirmelerinin öğretmen değerlendirilmesiyle tutarlılık düzeyini hem genel hem de yazma becerisinin farklı bileşenleri açısından değerlendirmeyi amaçlamaktadır. Yakınsak paralel karma yöntem olarak tasarlanan çalışma, Ankara’da özel bir üniversitede İngilizce Öğretmenliği programında Yazma Becerileri 2 dersine kayıtlı olan birinci sınıf öğrencileri ile yürütülmüştür. Katılımcıların öz-değerlendirme uygulamalarına yönelik görüş ve deneyimlerini ortaya çıkarmak için öz-değerlendirme uygulamalarından önce ve sonra bir öz-değerlendirme anketi uygulanmıştır. Yazma becerilerindeki öz-değerlendirmeleri ile öğretmen değerlendirilmesi arasında anlamlı bir fark olup olmadığını anlamak için ise katılımcılara bir öz-değerlendirme rubriği sunulmuştur. Öz değerlendirme anketinden elde edilen nitel veriler çok aşamalı sistematik içerik analizi ile analiz edilirken, İngilizce öğretmen adaylarının öz-değerlendirmeleri ve öğretmen değerlendirmelerini içeren nicel veriler SPSS kullanılarak analiz edilmiştir. Sonuçlar, birinci sınıf İngilizce öğretmen adaylarının sınırlı düzeyde “öz değerlendirme okuryazarlığına” sahip olduklarını ve İngilizce yazma becerilerini geliştirmek için öz değerlendirme kullanma konusunda farkındalık düzeylerinin ve deneyimlerinin yetersiz olduğunu göstermektedir. Bununla birlikte, birinci sınıf İngilizce öğretmen adaylarının öz değerlendirme düzenli uygulamalar yoluyla geliştirilebilecek bir beceri olarak kavramsallaştırdıkları, yazma derslerinde kendi değerlendirme sorumluluklarını üstlenmeleri ve gelecekteki değerlendirme uygulamalarına dahil etmeleri açısından öz değerlendirme uygulamalarına yönelik olumlu tutum gösterdikleri saptanmıştır. Ayrıca, öz değerlendirme uygulamalarının ve rubrik kullanımının İngilizce öğretmen adaylarının yazma becerilerini geliştirmelerine katkı sağlamasının yanı sıra gelecekteki değerlendirme uygulamalarına yönelik bilgi ve becerilerini de geliştirdiği ortaya koyulmuştur. Bu nedenle İngilizce Öğretmen adayları, biçimlendirici değerlendirme ve yazma becerisinin değerlendirilmesi konularında daha derin bir anlayışa sahip olmak için öğretmen

eđitimcilerine 6z deęerlendirme uygulamalarını m6fredatlarına dahil etmelerini 6nermektedir. Son olarak İngilizce 6đretmen adaylarının yazma becerilerini 6z-deęerlendirmelerinin 6đretmen deęerlendirmesiyle tutarlılık d6zeyi incelendięinde, genel not aısından anlamlı bir fark olmamasına raęmen, yazma becerisinin farklı bileęenleri aısından 6z-deęerlendirmeler ve 6đretmen deęerlendirmesi arasında istatistiksel olarak anlamlı fark olduęu g6r6lm6řt6r.

Anahtar Kelimeler: Dil 6đretiminde 6lme ve deęerlendirme, biimlendirici deęerlendirme, 6z-deęerlendirme, yazma becerisinin 6z-deęerlendirmesi, aday İngilizce 6đretmenleri



ABSTRACT

ASIYE DİNÇEL

Self-Assessment of Writing Skills: A Comparative Study on Teacher Assessment and Self-Assessment of Prospective EFL Teachers' Writing Skills and Their Perceptions of Self-Assessment

**Başkent University
Institute of Educational Sciences
Foreign Languages Major Science
English Language Teaching Master Program**

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This study aims to investigate the prospective EFL teachers' perceptions on self-assessment; accordingly, their conceptualization of self-assessment, attitudes towards and perceived benefits of practicing self-assessment of their writing skills. In addition, the study also aims to find out the level of consistency of the prospective EFL teachers' self-assessment of their writing skills with the teacher assessment in general and regarding different components of writing skills. The study was designed as convergent parallel mixed method research including a group of freshman students enrolled in a Writing Skills 2 course in an ELT program. The participants were administered a self-assessment questionnaire both before and after including self-assessment practices to their essay writing tasks to elicit their views and experiences considering the use of self-assessment, and a self-assessment rubric to determine whether there is a significant difference between prospective EFL teachers' self-assessment and the teacher assessment scores. While the qualitative data obtained from the self-assessment questionnaire were analyzed via multiple-phased systematic content analysis, the quantitative including prospective EFL teachers' self-and the teacher-assessments were analyzed using SPSS. The results show that freshman prospective EFL teachers who participated in the study had limited level "self-assessment literacy" and lacked the awareness of and experience in using self-assessment to improve their English writing skills. The data analyses also reveal that the freshmen prospective EFL teachers' conceptualization of self-assessment as a skill that can be developed through guided applications on a regular basis and have positive attitudes towards practicing self-assessment in their writing classes and using self-assessment in their future assessment practices. Besides, practicing self-assessment is shown not only to improve prospective EFL teachers' writing skills but also their language assessment literacy skills. For this reason, prospective EFL teachers suggested teacher educators to incorporate self-assessment practices into their curriculum to promote their students' understanding of the concept of formative assessment and writing assessment. Moreover, while the results show that there is no statistically significant difference between prospective EFL teachers' self-assessment scores and the instructor's scores in assessing their writing skills considering final scores, there is a

significant difference between the self- and instructor assessment scores regarding different components of writing skills.

Keywords: Language testing and assessment, formative assessment, self-assessment, self-assessment of writing skills, prospective EFL teachers



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LIST OF ABBREVIATIONS

CVR	Content Validity Ratios
EFL	English as a Foreign Language
ELT	English Language Teaching
ELP	European Language Portfolio
LAL	Language Assessment Literacy
MoNE	Ministry of National Education
SPSS	Statistical Package for Social Sciences



I. CHAPTER

INTRODUCTION

The first chapter of this study presents background to the study, statement of the research problem, purpose and significance of the study and the key constructs.

1.1. Background to the Study

The tendency to learner-centered instruction in language teaching pedagogy has featured the importance of students' learning process. This learner-centered perspective in language teaching has also affected the assessment procedures and led to the idea that using assessment solely for summarizing students' learning outcomes provides little information for planning instructional activities and supporting students for their growth (Heritage, 2007; Stiggins, 2005). Accordingly, assessment has also started to be used for formative purposes in students' learning process. Formative assessment, generally referred to assessment for learning, is conceptualized as "a systematic process to continuously gather evidence about learning" (Heritage, 2007, p.140). The gathered evidence through formative assessment is used in the learning process to identify students' needs and modify the instructional practices (Boston, 2002; Heritage, 2007). A considerable body of research demonstrated that this aspect of formative assessment has a significant effect not only in improving students' learning (Bennett, 2011; Black & Wiliam, 1998; Brown & Abeywickrama, 2019) but also in increasing their motivation (Brookhart, 1997; Cauley & McMillan, 2010). Therefore, there has been a growing interest in formative assessment in language teaching pedagogy in recent decades (Lau, 2016; Taras, 2005), and teachers are suggested to implement formative assessment techniques in their classes in various ways by observing students during class (Heritage, 2007; Hughes, 2003), assigning project works and portfolios to students (Dixson & Worrell, 2016), or directing them to perform self and peer assessment (Hughes, 2003; Sadler, 1989).

As a formative assessment type, self-assessment is defined as a process requiring students to reflect on their work, identify their strengths and weaknesses and review their learning strategies to minimize the difference between their current and targeted performances (McMillan & Hearn, 2008). In other words, self-assessment involves students

in assessing and decision-making process by accepting them as a source of feedback for themselves and guides them for revision and improvement in the learning process (Andrade & Valtcheva, 2009). It is also a widely accepted view about formative assessment that teacher-provided feedback is not solely sufficient for learning, and students should take an active part in evaluating their own work (McDonald & Boud, 2003). Hence, self-assessment is considered an important part of formative assessment. However, teachers are also warned because self-assessment should not be perceived as a way of students' self-grading or replacing teachers' assessment roles since the aim of self-assessment is to develop students' learning skills, not to grade their performances (Boud, 2013).

It was only during the 1980s that self-assessment started to be practiced and researched as a pedagogical tool in language testing and assessment (Oscarson, 2013). The Modern Languages Project of the Council of Europe, in which the student's own role in different stages of the learning process was emphasized, is believed to have played a significant role in this development (Blanche & Merino, 1989; Oscarson, 2013). Another effective factor has also been the interest in portfolio use as it explains the characteristics of students' evaluation of their own work (Oscarson, 2013). Early on, self-assessment was investigated only as a part of more extensive research or mostly practiced as a self-rating of students to enable curriculum designers to make more general needs analysis (Blanche & Merino, 1989). However, the changing role of students in the learning process and the change in function of feedback have led self-assessment to come to the fore in foreign language pedagogy (Oscarson, 2013). Hence, it has been investigated from different perspectives in recent decades, and this situation has contributed to expanding the concept and role of self-assessment as a distinct field of interest in language testing and assessment.

The interest in self-assessment has also been heightened with the growing understanding of its positive effects on students' learning and skills. To start with, self-assessment has a positive impact on promoting students' learning. Oscarson (1989) highlighted that self-assessment trains students in improving their evaluation skills and enables them to learn from their own performances; this aspect of self-assessment on its own is sufficient to enhance students' learning. Besides, involving students in assessing and decision-making process encourages them to think about the characteristics of good work (Boud, 2013) and understand the quality of the performance expected from them (Oscarson, 1989) so that they can diagnose their needs to enhance their learning. In this sense, teachers

should also clearly explain the assessment criteria to students, provide feedback for their self-assessment, and assist them in using self-assessment to enhance their learning (Ross, 2006).

Besides, self-assessment is an important skill for promoting life-long learning. As one of the basic considerations of 21st-century skills, life-long learning aims to raise students capable of learning to learn, directing their learning, and acting autonomously (Trilling & Fadel, 2009). In this respect, self-assessment helps students to become responsible learners who can control their own learning and make judgments about their own performance. Students who develop their self-assessment skills during their education prefer to continue their learning after graduation, know how to learn and reflect on their performance, and want to take full responsibility for their actions (Boud, 2013). Therefore, the ability to assess their own performance enhances students' life-long learning skills (Ndoye, 2017) and enables them to become “self-regulated and/or autonomous” rather than being “other-regulated” (Cameron, as cited in Chalkia, 2012).

Furthermore, self-assessment increases learners' motivation by engaging them in the learning process (Nunan, 1988; Oscarson, 1989). This is also referred to as involving learner self-investment in language learning (Tomlinson, 2011). Implementing self-assessment is an effective way to improve students' motivation and success by prompting them to determine the criteria, evaluate their own performance, and decide the appropriate methods to enhance their learning. This leads students to demonstrate better performances on tests with improved motivation besides developing self-efficacy and self-confidence in this process (McMillan & Hearn, 2008). In this regard, Ünalı (2016) emphasized that if creating a favorable learning atmosphere for students is important in language teaching, self-assessment is a vital part of the process to increase learners' motivation and reduce the negative effects of formal assessment.

Self-assessment has remained on the agenda of language teaching and assessment for decades with the change in language pedagogy, shifting from teacher-centered instruction to learner-centered instruction (Nunan, 1988), and understanding the importance of providing high-quality feedback to students (Sadler, 1989). On the other hand, self-assessment is still not a common practice in classroom settings. Students have become the active participants of the learning process with learner-centered instruction but the idea of involving them in

the assessment process has demonstrated slower progress. Black and Wiliam (1998) emphasized at this point that “focus on self-assessment by students is not common practice, even amongst those teachers who take assessment seriously” (p. 25). One of the important reasons for this situation is that teachers have lack of necessary training in language testing and assessment in general, especially in formative assessment tools such as self-assessment in their education (Hatipoğlu, 2015; Şahin, 2019), so they tend to implement more traditional forms of assessment in their classes (Graham, 2005; Hatipoğlu, 2017). Another reason is the belief that formal assessment is the most reliable way of determining the students’ foreign language proficiency level (Oscarson, 1989). However, a robust correlation was found between the students’ self-assessments and teachers’ assessments in several studies (Bachman & Palmer, 1989; Buck, 1992; LeBlanch & Painchaud, 1985; Ross, 1998). Hence, the ways of implementing effective self-assessment practices in classroom setting and improving students’ self-assessment of their language skills have also attracted increased attention in recent years.

To sum up, research shows that self-assessment has an important role in enhancing students’ learning, increasing their motivation, and improving their autonomous skills. When students are trained and given opportunities to practice their self-assessment skills, they can develop their autonomous learning skills and have an increased level of awareness related to what they know and what they need to study more. This, in return, can also increase the reliability of students’ self-assessment, especially for writing and speaking skills they have difficulty to self-assess (Başak, 2019; Kızıl, 2018). Additionally, it is also important to highlight the significant contribution of practicing self-assessment as prospective teachers. As future teachers, when they experience self-assessment processes as students themselves, they can have a chance to develop their language assessment literacy (LAL) skills because they become aware of the procedure, purpose, and benefits of self-assessment. In this way, they can implement such a student-centered assessment technique in their classes when they start their teaching careers. Research has shown that experiencing the self-assessment process through the lens of their own experiences has a positive effect on prospective EFL teachers’ future classroom culture and teaching skills (Balçıklı, 2010; Kiliç, 2016). Taking these as starting points, the present study aims to bring prospective EFL teachers’ self-assessment skills to the forefront and reveal their conceptualization of self-assessment, attitudes towards and perceived benefits of practicing self-assessment in their writing

classes, as well as the consistency of their self-assessment of writing skills with the teacher assessment in general and regarding different components of writing skills.

1.2. Statement of the Problem

Research on the use of self-assessment in language teaching and learning as an assessment tool has yielded contradictory results in its level of reliability and validity. A great amount of research indicates that students can assess their own language skills in a reliable and valid way (Bachman & Palmer, 1989; Buck, 1992; Ross, 1998; LeBlanch & Painchaud, 1985), especially when they are trained in self-assessment (Harris, 1997; McDonald & Boud, 2003; Ross, 2006). However, it is also suggested in other studies that students may not be realistic in assessing their language skills (Başak, 2019; Blue, 1994; Nurov, 2000; Kathy Heilenman, 1990). For example, some researchers have found that low-achieving students show a tendency to overestimate their performances, while high-achieving students are inclined to underestimate (Boud & Falchikov, 1989; Sadler & Good, 2006; Ünaldı, 2016). According to Ünaldı (2016), if medium-level students can provide more accurate self-assessment scores, there is still a place to develop self-assessment practices.

Besides, scrutiny of related literature shows more consistent results in students' self-assessment of reading and listening skills than speaking and writing skills (Ross, 1998). In a word, students can provide more accurate self-assessment scores in assessing their receptive skills. The studies particularly conducted on self-assessment of productive skills in Turkish context also revealed that EFL university students have difficulty in providing reliable self-assessment scores for their speaking (Başak, 2019) and writing skills (Kızıllı, 2017). As a productive skill, writing includes different components and requires students to show varied skills. In the writing process, students should not only consider how to develop and organize their ideas in a meaningful way but also how to use the language correctly and appropriately (Heaton, 1988). This complex nature of writing makes the assessment process more challenging for students and affects the accuracy of students' self-assessment skills in writing.

On the other hand, self-assessment practices have a positive effect on improving students' writing skills (Andrade, Du & Wang, 2008; Banlı, 2014; Fahimi & Rahimi, 2015;

Lin-Siegler et. al., 2015) because self-assessment enables students to have a deeper understanding of the assessment criteria, identify the features of a good writing product and develop strategies to revise their writing in the writing process (Andrade et. al. 2008; Arter, 1994). Therefore, learners should be trained to learn how to self-assess their written language products and given chances to practice their self-assessment skills (Ross et. al. 1999; Kaya Yıldırım, 2001). Harris (1997) stated that inconsistent self-assessment scores generally appear in situations where students have not received training. Students can improve their ability to assess their own performance and provide more accurate self-assessment scores when they are trained in self-assessment and practice self-assessment over a period of time (Brown et al., 2015). In this respect, it is probable that the inconsistency in EFL university students' self-assessment of speaking and writing skills in Turkey resulted from being inexperienced in self-assessment as it was not emphasized as an assessment technique in their previous education. However, they could also assess their own writing performance more accurately through practicing (Kızıl, 2018) and training (Kaya Yıldırım, 2001).

In this respect, teachers are the key agents of implementing effective self-assessment practices in classroom settings since they are responsible for providing necessary guidance and support to their students in the self-assessment process. However, teachers can implement self-assessment and guide their students properly in the self-assessment process only if they deeply understand and internalize the procedure and purpose of self-assessment. Hence, teachers should also practice self-assessment to apply this student-centered assessment technique effectively in classroom settings (Oscarson, 1989; Blanche&Merino, 1989). If teachers experience and practice self-assessment in their education as students, they can empathize with their students in self-assessment practices in regard to understanding the difficulties they have faced and also be aware of the contributions of self-assessment to students' learning. Accordingly, teacher educators are suggested to include self-assessment practices in their curriculum to make prospective EFL teachers familiar with the use of self-assessment practices and enhance their future assessment practices (Balçıkanlı, 2010). However, prospective EFL teachers in Turkey find their training relatively insufficient in terms of both assessing productive skills and using alternative assessment tools such as self-assessment (Şahin, 2019). Considering this shortcoming in teacher education, how accurately prospective EFL teachers can assess their own writing skills as future language assessors is a subject of inquiry in foreign language education in Turkish context.

In the light of the discussion above, there are some important points to take into consideration. Since self-assessment of writing skills shows lower consistency and, practicing self-assessment in teacher education can be regarded as the first step for implementing effective self-assessment practices and improving students' self-assessment skills, to what extent prospective EFL teachers can provide accurate self-assessment scores in assessing their own writing skills, what are their perceptions on self-assessment as students and teacher candidates need to be figured out.

1.3. The Purpose and Significance of the Study

Investigating the self-assessment of writing skills, the present study aims to make significant contributions to the related literature. First, there are different studies conducted on self-assessment of language skills in Turkish context. These studies are generally concerned with the accuracy of students' self-assessment (Başak, 2019; Karakaya, 2017; Kızıl, 2018; Nurov, 2000), the effect of self-assessment on improving students' language skills (Banlı, 2014; Cömert, 2017; Kaya Yıldırım, 2001), the effect of different self-assessment tools on students' attitudes towards learning English (Şentürk, 2017) and students' beliefs and perceptions about self-assessment (Karakaya, 2017; Kızıl, 2018). These studies aimed to investigate these constructs within the context of general foreign language teaching mostly with the EFL learners in preparatory classes from different departments and levels. The present study, however, will be carried out with prospective EFL teachers to gain a different perspective to the studies in Turkish context.

Second, even though the relevant literature demonstrated the positive effect of self-assessment in improving students' writing skills (Andrade et al., 2008; Fahimi & Rahimi, 2015; Lin-Siegler, Shaenfield & Elder, 2015), the number of the studies conducted on self-assessment of writing skills is still insufficient. Andrade et al. (2008) suggested that providing students with a self-assessment rubric in the writing process helps them to have a deeper understanding of the assessment criteria and become better writers. With this in mind, there is a need to understand the impact of self-assessment practices and using a self-assessment rubric in both enhancing students' writing and self-assessment skills. Hence, it is believed that this study will draw a detailed picture of the contributions of self-assessment practices and the use of a self-assessment rubric analytically describing the assessment criteria in improving prospective EFL teachers' writing skills and the effect of practicing

self-assessment over a period of time on prospective EFL teachers' self-assessment skills and perceptions on self-assessment.

Third, while there are various rubrics available for assessing writing skills, there is not a consensus as to the most effective rubric with necessary components (Bachman & Palmer, 1989; Heaton, 1988; Weigle, 2002). Teachers as experts construct, adopt, or adapt the rubrics according to their context of education to assess their students' writing skills. However, most of the rubrics seem to be impractical and incomprehensible for students to assess their own writing performance. Writing is a difficult task for students itself, and rubrics should provide the necessary guide to such an extent that students can understand the assessment criteria clearly and identify their learning needs to improve their skills. Considering the limited number of available self-assessment rubrics created for specific purposes in writing (e.g. Andrade et al., 2008; Kızıllı, 2018) and the context of education in the present study, there is a need to construct an appropriate, reliable, and valid rubric that guides students in their writing process for the targeted performance and can be used for different types of essays. In that vein, the present study aims to contribute to the related field of study by providing a self-assessment rubric that analytically describes the assessment criteria to students for different types of essays.

Fourth, there are also different important reasons for conducting the present study particularly with prospective EFL teachers. The developments in language assessment are heading toward formative assessment with an approach for assessment for learning, since different studies show the powerful effect of formative assessment on enhancing students' learning and building their skills for learning to learn. Formative assessment tools such as self-assessment are also highly emphasized for all levels in the English curriculum provided by the Ministry of National Education in Turkey (MEB-TTKB, 2018a, 2018b). For example, in the curriculum of primary and secondary education, each unit involves self-assessment checklist describing a list of achievements (MEB-TTKB, 2018a), and EFL teachers working at primary, secondary, and high schools in Turkey are expected to use the ELT curricula published by MoNE (Şahin, 2019). However, prospective EFL teachers receive a single course based on testing and assessment, and formative assessment instruments are not generally focused in English Language Testing and Evaluation Courses to train prospective language teachers for their language assessment literacy (Hatipoğlu, 2010; 2015; Şahin, 2019). Thus, practicing such a formative assessment tool in their initial education enables

prospective EFL teachers to experience and understand the concept of both formative assessment and writing assessment so that they can also form a basis for the pedagogical knowledge that they will receive in their following courses in the program.

Fifth, the importance of research also springs from highlighting the role of teachers in the self-assessment process. In addition to enhancing prospective EFL teachers' future assessment knowledge and skills, being involved in the assessment and decision-making process in their own education is believed to have a positive impact on prospective EFL teachers' future instructional practices and classroom culture (Balçıkanlı, 2010). Namely, experiencing the self-assessment process from the perspective of a student can help prospective EFL teachers to internalize the benefits of practicing self-assessment in enhancing their performance and promoting their self-learning skills. Since most of the teachers push self-assessment practices to the background (Black & Wiliam 1998), prospective EFL teachers experiencing this process in their initial education can be more inclined to implement these kinds of student-centered teaching and assessment techniques in their classes. To sum up, while prospective EFL teachers improve their own learning skills and writing performance, the skills they gain through self-assessment practices also benefit their future students through their instructional practices and teaching philosophy.

Due to the aforementioned reasons, this research aims to fill the significant gap in the field by particularly conducting the study with prospective EFL teachers. The aim of this study is two-fold: (1) to investigate prospective EFL teachers' perceptions on practicing self-assessment in their writing classes before and after applying self-assessment in their essay writing tasks, and (2) to shed light on whether there is a significant difference between prospective EFL teachers and the instructors' assessment in assessing their writing skills. Results of the study are believed to benefit foreign language teacher educators and in-service language teachers, prospective language teachers, curriculum designers, and the researchers interested in teacher and learner autonomy to get an insight into prospective EFL teachers' self-assessment skills and the benefits of practicing self-assessment in teacher education.

1.4. Research Questions

1. What are the prospective EFL teachers' perceptions on self-assessment?
 - 1.1. How do the prospective EFL teachers conceptualize self-assessment before and after the application of a self-assessment rubric?
 - 1.2. What are the prospective EFL teachers' attitudes towards self-assessment in writing before and after the application of a self-assessment rubric?
 - 1.3. What are the prospective EFL teachers' perceived contributions of self-assessment in writing?
2. Is there a significant difference between the prospective EFL teachers' self-assessment scores and the instructors' assessment scores on their writing skills in English?
 - 2.1. Is there a significant difference between the prospective English teachers' self-assessment scores and the instructors' assessment scores regarding components of writing skills?

1.5. Key Constructs

Since there are different definitions for certain key terms in the related literature, the following list of definitions of the key terminology presents the approached point of view in this thesis.

Assessment

Assessment “refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black & Wiliam, 1998, p.2). In this regard, assessment mainly aims to “improve performance, not just audit it” (Wiggins, 1998, p. 11).

Testing

It is an assessment tool for teachers to check students' mastery of learning objectives at specific times (Brown & Abeywickrama, 2019).

Summative Assessment

Summative assessment “is used at, say, the end of the term, semester or year in order to measure what has been achieved both by groups and by individuals.” (Hughes, 2003, p. 5).

Formative Assessment

Formative assessment “is carried out during the learning process as an intervention that is designed to encourage further learning and change.” (Fulcher & Davidson, 2007, p. 372).

Self-Assessment

Self-assessment “is a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it explicitly stated goals or criteria, and revise accordingly” (Andrade & Valtcheva, 2009, p. 13).

II. CHAPTER

LITERATURE REVIEW

In this chapter, a review of literature is presented and discussed in detail regarding the definition of testing and assessment, the place and purpose of self-assessment both in language teaching and teacher education, reliability and validity of self-assessment, the models of self-assessment as well as the studies on self-assessment. In addition, the ways of assessing writing skills and the national and international studies on self-assessment of writing skills will be presented in order to provide in-depth information about the place of self-assessment in particularly assessing writing skills.

2.1. Language Testing and Assessment

A growing body of research has revealed that testing and assessment play an essential role in second language education (Cheng & Fox, 2017; Heaton, 1988; Praphall, 1990). They serve as tools for teachers to evaluate their students' performance, identify their learning needs, diagnose their levels, and review the administration of the teaching programs (Cheng & Fox, 2017; Praphall, 1990). In addition, they also enable students to learn about their success, and understand the qualities of good work and what is important to learn (Cheng & Fox, 2017). Therefore, testing and assessment practices are complementary parts of the language teaching and learning process.

However, it is necessary to distinguish the terms testing and assessment to explain their place in the teaching and learning process. Although testing and assessment are related terms and are generally used interchangeably, these terms differ from each other in terms of their scopes. To start with, assessment refers to an ongoing process and encompasses all intended or incidental activities that provide information to enhance learning and teaching practices (Black & Wiliam, 1998; Brown & Abeywickrama, 2019). To illustrate, teachers can assess their students when they answer a question, comment on the topic, or use a new vocabulary or grammatical structure during the class (Brown & Abeywickrama, 2019). Teachers can also use tests as an assessment tool at specific times to check students' mastery of the learning objectives. In this regard, tests can be considered a subgroup of assessment or a way for teachers to assess students' performance (Brown & Abeywickrama, 2019).

All in all, assessment, as an umbrella term, can serve different purposes in the teaching and learning process. The purpose of the assessment can be correcting students' misunderstandings, summarizing students' achievements, or directing their learning. In this regard, different assessment tools and techniques can be used to make implications about students' performance. According to its purpose in the teaching and learning process, assessment types can be presented as summative and formative (Harlen, 2005). Each of the assessment types is explained in detail below.

2.1.1. Summative assessment

Summative assessment, also known as assessment of learning, is used at the end of the learning process to understand to what extent students have been successful (Fulcher & Davidson, 2007). Namely, it focuses on summarizing students' learning outcomes and provides information about students' final achievement to teachers, students themselves and parents at specific times (Harlen, 2005). Summative assessments are based on paper-pen measures (Volante et al., 2010). Therefore, they are generally high-stakes, graded, and evidence-based (Dixson & Worrell, 2016; Gardner, 2012; Harlen & James, 1997).

Harlen (2005) divided the summative use of assessment into two as "internal" and "external" to the school community. Internal use of summative assessment is mostly based on teachers' judgment and involves using regular grading for record-keeping, informing decisions about courses if there are different options within the school, and notifying the final outcomes both to students and parents. On the other hand, external uses of summative assessment, which are typically dependent on the results of externally developed tests or examinations, include certification by examination bodies, selection for profession or higher education, monitoring the school's performance, and school accountability (Harlen, 2005).

Tests are one of the most common assessment tools used for summative assessment purposes (Harlen, 2005). Some other types of summative assessment tools can be listed as final exams, state tests, college entrance exams, and term papers (Dixson & Worrell, 2016). While summative assessment tools provide valuable information to review learning and teaching practices by reporting the final outcomes (Qu & Zhang, 2013), using assessment also for formative purposes in the learning process to make instructional adjustments and

support students' learning has been on the agenda of language teaching and assessment for decades.

2.1.2. Formative assessment

Formative assessment, mostly referred to assessment for learning, is defined as the progress of evaluating students' performances to improve their competencies and direct their learning (Gipps, 1994; Sadler, 1989). While summative assessment is generally used at the end of a course to make a final decision on students' performance, formative assessment concerns the learning progress of students to help them for remediation and reinforcement of their performance in the learning process (Fulcher & Davidson, 2007; Sadler, 1989).

Black and Wiliam (1998) stated that the key point of formative assessment is the provided information in the learning and teaching process that enables both students and teachers to adapt and enhance their practices. Accordingly, the provided information through formative assessment benefits teachers obtaining detailed information about students' learning, identifying their needs, and diagnosing their readiness (Hughes, 2003; Sadler, 1989;). In this way, teachers can modify their future teaching plans and determine to go over the task/concept again, practice more on it or pass on the next stage (Gipps, 1994). In addition, students can realize the strong and weak aspects of their performances utilizing the provided information in this process and close the gap between their actual and desired performances. In other words, formative assessment guides students to promote their learning in the learning process rather than simply presenting their success at the end of the course study. Thus, the provided information through formative assessment enables both teachers and students to reflect on and enhance their practices.

There are different strategies to apply formative assessment in the classroom setting. The use of formative assessment can be spontaneous or planned. For example, teachers can unconsciously observe students during the class while they are working on different tasks and make inferences about their learning (Heritage, 2007; Hughes, 2003). On the other hand, students can be assigned quizzes, homework, or portfolios including their works (Dixson & Worrell, 2016) and they can also carry out self and peer assessments to monitor their own learning (Hughes, 2003; Sadler, 1989)

2.1.3. Traditional and alternative assessment

Traditional assessment is an approach to assessment which requires students to recall or apply knowledge within a certain amount of time (Abbott, 2012), and it is based on one-shot standardized tests (Brown & Abeywickrama, 2019). Çalışkan and Kaşıkçı (2010) mentioned that traditional assessment tools are commonly used in the educational settings since teachers are familiar with the preparation and application process of these assessment tools and believe that traditional assessment tools measure students' knowledge in a reliable way. Some of the traditional assessment tools can be listed as open-ended, short answer, true-false, multiple-choice and matching tests (Çalışkan & Kaşıkçı, 2010). Although it is easy to administer and score traditional assessment tools, the studies suggest that they are not suitable for assessing all people and all skills (Brown & Abeywickrama, 2019). Also, traditional assessment tools do not provide students with any feedback on their performance; they just present the students' learning outcomes (Bailey, 1998). Therefore, there was a need for "an alternative to standardized testing and all the problems found with such testing" (Huerta-Macias, 1995, p. 8 as cited in Brown & Abeywickrama, 2019).

In this respect, alternative assessment has come into prominence in foreign language education. Contrary to traditional assessment, alternative assessment is performance-based or authentic (Hancock, 1994). Namely, it indicates a continuous assessment process rather than making a one-shot judgment within a specific time. Alternative assessment requires students to perform, create or do something so it promotes students' higher-order and problem-solving skills by triggering them to discover the new possibilities in the problems and make their own inferences (Herman, 1992). It brings teachers new instructional and assessment roles as well as it puts forward the authentic use of the language and focuses on authentic performance in which students are likely to encounter in their daily lives (Herman, 1992). Alternative assessment can be administered in various ways such as portfolios, journals, observations, self-assessments, and peer assessments (Brown & Abeywickrama, 2019).

Brown and Abeywickrama (2019, p.17) summarized the difference between traditional and alternative assessment as it is shown in the table below.

Table 2.1. Traditional and alternative assessment

Traditional Assessment	Alternative Assessment
One-shot, standardized exams	Continuous, long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative tasks
Scores sufficient for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on discrete answers	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Noninteractive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

Note. Adopted From “Language Assessment Principles and Classroom Practices (Third edition, p.17)” by H. Douglas Brown & Priyanvada Abeywickrama, 2019, Person Education ESL.

2.2. Self-Assessment: Its Concept and Purpose in Language Teaching

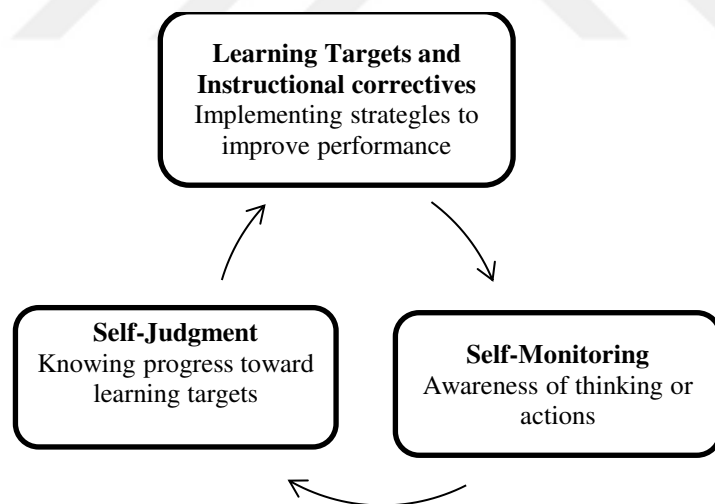
As an alternative assessment type, self-assessment is the self-appraisal of students about their own work products and learning processes (Brown & Harris, 2014). It is defined by Boud (1991) as “the involvement of students in identifying standards and or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards” (as cited in Boud, 2013). Accordingly, self-assessment indicates a broader concept than students are simply assessing themselves. It requires students to incorporate in the decision-making process, monitor their own learning progress, and make judgments of their performance. Thus, students can think about their current level in comparison with their starting and target levels, and realize the progress they have made within the process with the help of self-assessment practices (Blue, 1994).

However, students are used to traditional forms of assessment such as proficiency tests, quizzes, and getting feedback from their teachers. Their teachers, as experts, generally evaluate their progress and guide them for further stages. For this reason, students can feel uncomfortable in the self-assessment process because of being inexperienced and lack of enough expertise to make judgments about their own performance (Blue, 1994). Sadler

(1989) indicated that the shift from teacher-provided feedback to self-monitoring does not happen spontaneously and requires three conditions. Firstly, students should clearly understand the quality of the work expected from them to perform; namely, they should be aware of the goal or level of the targeted performance. Second, they should know the discrepancy between their actual and expected performances, so they should clearly understand where they are at now and where they should be to achieve the learning goals. Third, students should decide on the appropriate strategies to enhance their performances and become closer to the expected level. These three conditions are critically important for students to self-assess their work (Sadler, 1989).

In this sense, an effective self-assessment process indicates a cyclical process where students should reflect on their progress concerning the learning objectives, assess their performance and identify the difference between their current and targeted performances, and finally modify their further learning strategies to enhance their performances (McMillan & Hearn, 2008, p. 41). The process is shown in Figure 2.1:

Figure 2.1. Students' self-assessment process



Note. Reprinted From "Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement", James H. McMillan & Jessica Hearn, 2008, Educational Horizons, Vol. 87, p.41.

There are different reasons both for students and teachers to implement self-assessment in the classroom setting. To begin with, self-assessment has been shown to enhance students' learning (Black & Wiliam, 1998; Boud, 2013; Taras, 2010; Oscarson, 1989). At this point, it is important to ask what the scope of this learning is: is it about

comprehending the content, performing the learning outcomes, or contributing to personal development? (Taras, 2010). In fact, self-assessment encompasses all of these improvements in learning because students are the ones in the self-assessment process who actively make decisions to identify and meet their own learning needs (Taras, 2010). To self-assess their own performance, students reflect on how well they are doing, what they need to review and what they should do to promote their learning so that they not only raise their awareness of their own learning process but also improve their goal orientation (Oscarson, 1989). In this way, self-assessment helps students to enhance their learning. The positive effect of self-assessment on students' learning can be observed in the short-term on students' assignments or in the long-term as students get more self-controlled in their learning process (Andrade & Valtcheva, 2009).

In addition, learner autonomy is one of the significant concerns of language learning in recent years (Balçıkanlı, 2010; Holec, 1981; Little, 1991), and self-assessment is commonly accepted as a major learning strategy for autonomous language learning (Harris, 1997). Henri Holec (1981), who asserted first the notion of learner autonomy, defined it as "the ability to take charge of one's own learning" (p.3). According to Little (1991), autonomous learners know the aim of their learning agenda, agree on taking responsibility for their own learning, take an active part in determining the learning objectives, and evaluate the effectiveness of their learning; in this way, learning becomes more individual and focused for them. Therefore, since self-assessment enables learners to take an active role in monitoring and assessing their individualized progress (Gardner, 2000), it is also regarded as an essential part of developing learner autonomy and improving students' self-learning skills (Ndoye, 2017).

Besides, self-assessment practices have also a positive effect on increasing students' motivation in the learning process (Dickinson, 1995; Gardner, 2000; McMillan & Hearn, 2008). Dickinson (1995) highlighted that self-assessment helps students to understand their success or failure depends on their own efforts and strategies, not to external factors; hence, focusing on their own efforts promotes students' motivation and self-efficacy beliefs. Also, when students take the responsibility of their own assessment by deciding what, when and how to assess, they can realize their success in particular learning tasks; therefore, they can strengthen their confidence and feel more motivated (Gardner, 2000).

Furthermore, self-assessment benefits teachers by providing them extra time for focusing on the other aspects of teaching such as preparing class materials because of sharing the assessment burden with students (Blue, 1994; Oscarson, 1989). However, it should be kept in mind that teachers involve students in the assessment process not to diminish their workload but to make students aware of their own learning progress. Self-assessment practices can also be useful for teachers in crowded classes where it is quite difficult to observe students' performances individually and provide feedback (Harris, 1997). To illustrate, self-assessment practices can be used in academic and professional practices to improve students' reflective abilities as some skills require regular practicing and, teachers may have limited time to observe students' individual performances (Boud, 2013). Thus, when teacher-provided feedback is insufficient, students can also follow their own learning without completely depending on their teachers' judgment and provide their own feedback regarding the learning objectives with the help of self-assessment practices.

Last but not least, self-assessment can be used at different times of a course study for various purposes (Blue, 1994). For example, self-assessment can be implemented at the beginning of a course study to decide on the learning priorities of students or place them in classes according to their levels; it can be used as an ongoing process during a course study to make students aware of their progress and also understand their strengths and weaknesses; and lastly, it can be used at the end of a course study to clearly inform students what they have achieved and what were their shortcomings in their language learning process; accordingly, further stages can be planned for the students' needs (Blue, 1994). Besides, in some self-directed learning programs, students can be assigned to write a self-assessment essay in order to integrate their learning of different courses; so that they can strengthen their learning over a different range of contexts (Boud, 2013).

In conclusion, it can be suggested that self-assessment can be practiced for various purposes in the classroom settings and these practices are beneficial not only for promoting students' learning but for engaging them in the learning process.

2.2.1. Reliability and validity of self-assessment

Although self-assessment practices benefit students in different ways, there is still not a consensus on the reliability and validity of self-assessment in language teaching. Some

studies suggest that students can assess their performance reliably and validly (Bachman & Palmer, 1989; Buck, 1992; LeBlanc & Painchaud, 1985; Ross, 1998), while other studies show that self-assessment is not a reliable and valid assessment tool (Blue, 1994; Sadler & Good, 2006; Ünalı, 2016). Boud and Falchikov (1989), and Stefani (1994) reported that low-achieving students overestimate their performance and high-achieving students underestimate their performance. Therefore, the related literature shows inconsistent results regarding the accuracy of students' self-assessment skills. On the other hand, self-assessment accuracy is essential for developing learner autonomy because students can direct their learning and inform their teachers about their learning needs, only if they are able to assess their performance accurately (Blanche, 1988). In this regard, the factors affecting the accuracy of students' self-assessment were investigated in different studies.

Blue (1994) stated different factors to take into consideration affecting the reliability and validity of self-assessment: The first one is the importance of nationality, the characteristics of some nations may incline to overestimate or underestimate their language levels; another important factor is the person or the group the students compare themselves with, if students compare themselves with native speakers, they may not be satisfied with their progress because of having higher expectations; additionally, students may think that they can win teachers' favor with their self-assessment scores, so they may regard it as a way of impressing their teachers and overestimating their performance (Blue, 1994). MacIntyre, Noels & Clément (1997) also indicated that students' level of anxiety affects the accuracy of their self-assessment scores; anxious students tend to underestimate their language ability in comparison to less anxious students, who tend to overestimate their ability. Hence, due to the complicated nature of language learning, not only students' personality traits but also their emotional attitudes may affect their self-assessment scores (Blanche, 1988).

However, there are also different factors to consider in order to increase the accuracy of students' self-assessment skills. The studies showed that there is a positive correlation between students' language proficiency levels and their self-assessment accuracy; as students become more proficient in the language, their self-assessment accuracy increases (Başak, 2019; Blue, 1994; Kathy Heilenman, 1990). Additionally, in the studies carried out by Brown et al. (2015), Blatchford (1997), Ross et al. (2002), and Ross (2006), it is suggested to consider students' age for the reliability of self-assessment and revealed the positive

correlation between students' age and the consistency of their scores with the teacher assessment.

Practicing is also another factor for students to provide more objective self-assessment scores. Most of the students are not used to applying self-assessment practices, so it could be difficult for them to be non-subjective about their own language levels (Blue, 1994). However, when self-assessment practices are applied on a regular basis in their classes, they can assess their performance in a more objective way over time (AlFallay, 2004; Blue, 1994; Brown et. al, 2015). In this respect, self-assessment training is one of the major concerns for increasing the accuracy of students' self-assessment skills as well. Different studies point out that training student in self-assessment helps them to improve their performance and provide more reliable self-assessment scores (McDonald & Boud, 2003; Ross, 2006). In the self-assessment process, teachers should explain the assessment criteria to students clearly, teach how to perform self-assessment, provide feedback for their self-assessment, and assist them in using this information to enhance their learning (Ross, 2006). For example, students can be provided with some examples of the target performances in the self-assessment process, so the examples may serve as benchmarks for them and they can make more realistic judgments understanding the targeted performance (Brown et al., 2015).

Furthermore, another important factor for self-assessment accuracy is to keep the self-assessment process formative (Andrade & Valtcheva, 2009; Brown et al., 2015). Students should focus on their learning process rather than their scores while assessing their performance. Otherwise, they may tend to distort their evaluations to get a high mark (Brown et al., 2015). Also, it is suggested to provide students a self-assessment rubric in the assessment process to make them aware of the assessment criteria and have a deeper understanding of the targeted performance (Andrade, 2001; Andrade et al., 2008). For example, in order to use self-assessment for formative purposes, teachers can encourage their students to assess and revise their own written products using a checklist, and then prepare a portfolio presenting this process (Can Daşkın, 2022).

All in all, self-assessment is still not a common assessment technique in most educational settings due to the doubts about its reliability and validity. Even though there are various factors affecting the reliability and validity of self-assessment, the studies have also shown its powerful effect on students' learning. For this reason, teachers should also

have a deeper understanding of the concept and purpose of self-assessment to guide and encourage their students in the self-assessment process.

2.2.2. Models of self-assessment

Oscarson (1989) suggested different kinds of techniques to enable students to assess their own language skills in a learner-centered way. The table below summarizes the stated techniques and materials.

Table 2.2. Self-assessment techniques and materials

Models	Details
1. Progress cards and other record keeping devices	Progress cards include various short-term learning goals and classify the learning goals according to their difficulty levels in the learning blocks. Learners tick the columns when they think they can achieve the stated learning goals.
2. Questionnaires, rating scales and check-lists	Questionnaires, rating-scales and checklists are used to identify learners' perceived level of their language ability. Accordingly, learners are expected to tick the level in questions that they find appropriate for themselves.
3. Diaries and log books	Diaries and log books are suggested for the systematic use of self-assessment. Learners write about their performances, the parts they have difficulty and their plans for the further stages to improve their performance.
4. Informal self-assessment	Informal self-assessment involves learners' perception and evaluation of their learning in natural situations without a printed material. For example, learners may realize the problematic areas of their speaking skills while they are trying to explain a topic in the target language.
5. Video and audio cassettes	In this type of self-assessment, students record videos of themselves and each other, and do short role-plays. These recordings give them the opportunity to assess their progress over time.
6. Computer-assisted assessment	With computer-assisted language learning (CALL), it is suggested to apply self-assessment with the help of computer programs. The parts that students need to review are recognized either by students or the program automatically.

Note. Adapted from "Self-Assessment of Language Proficiency: Rationale and Applications", by Mats Oscarson, 1989, Sage Journals, Vol. 6, p. 1-13.

Besides, the Council of Europe put forward a self-assessment checklist named as European Language Portfolio (ELP). ELP is a kind of learner journal consisting of "I can"

statements based on the proficiency levels of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001; Little, 2007). ELP has three main components: a language passport, a language biography, and a dossier (Little, 2002). Little (2002, p. 182) explained the components of ELP as follows:

- a language passport, which summarizes the owner's linguistic identity by briefly recording second/ foreign languages learnt, formal language qualifications achieved, significant experiences of second/ foreign language use, and the owner's assessment of his/her current proficiency in the second/foreign languages he/she knows;
- a language biography, which is used to set language learning targets, monitor progress, and record specially important language learning and intercultural experiences;
- a dossier, which contains a selection of work that in the owner's judgment best represents his/her second/foreign language proficiency (Little, 2002, p.182).

Moreover, Taras (2010) identified the stronger and weaker models of self-assessment. The classification of the models does not aim to discredit either of the models. This discrimination is about to what extent the models involve students in the decision-making process. Accordingly, the weaker models of self-assessment were identified as self-marking and sound standard. In self-marking, students assess and grade their works in relation to the feedback sheets including assessment criteria with the model answers prepared by their teachers. Sound standard also refers to providing learners with a descriptive of sound standard that corresponds to medium level of work. Students are provided with two exemplars representing works below and above average without being informed which is which as well, and they use the exemplars to assess their work. Since these models include systematic answer-checking progress and are insufficient to give students freedom to assess their work, they are considered as behaviorist models.

In addition, Taras (2010) identified standard model as a median model. In this model, students are given criteria to judge and grade their work before submitting it to their teacher, so they inform their teacher about their expected mark and their judgments of their

performance. The final evaluation is carried out by the teacher considering both students' work and self-assessment. On the other hand; the stronger forms of self-assessment were defined as self-assessment with integrated tutor feedback and learning contract design. In the former model, students reflect on their work and harmonize their assessment with teacher and peer assessments. The latter model, learning contract design (LCD) is based on self-directed learning and gives all the assessment responsibility to students by deciding their own criteria. These two models were identified as stronger models because of involving students in the assessment process as decision-makers and enhancing learner autonomy in this way (Taras, 2010).

The stronger and weaker models of self-assessment suggested by Taras (2010) are summarized in Table 2.3 below.

Table 2.3. Stronger and weaker models of self-assessment

Stronger Models	Median Model	Weaker Models
Integrated Tutor Feedback	Standard Model	Self-marking
Learning Contract Design		Sound Standard

Note. Adapted from “Student Self-Assessment: Process and Consequences”, by Maddalena Taras, 2010, *Teaching in Higher Education*, Vol. 15, p. 199-209. Copyright 2010 by Taylor & Francis.

2.2.3. The importance of practicing self-assessment in teacher education

Self-assessment is also a powerful technique to support prospective teachers for their professional growth in their initial education because incorporating self-assessment practices into teacher education enables prospective teachers to acquire different skills that are considered essential for effective teaching (Kiliç, 2016; Kelaher-Young & Carver, 2013). Thus, it is important to train prospective teachers in self-assessment in their education.

First of all, teachers have realized the importance of learner autonomy and possessed new roles in their teaching with the tendency to learner-centered theories in recent decades (Yang, 1998). Teachers are not only in charge of directing their students to learn the content but also teaching them how to learn the content (Kelaher-Young & Carver, 2013). If it is believed that teachers teach as they are taught (Lortie 1975), all teacher education programs

need to represent the pedagogical expectations for prospective teachers and create a learning environment for prospective teachers to improve their autonomous learning skills (Dembo, 2001; Lynch et al., 2012). In this respect, prospective teachers should also learn and experience learner autonomy in their initial education in order to meet their student's needs in their future classes (Balçıkanlı, 2010). Practicing self-assessment in their education also enables prospective teachers to connect the theoretical concepts they learned with practice (Kelahe-Young & Carver, 2013). For example, prospective teachers can have a deeper understanding of self-regulated learning and critical thinking through the lens of their own learning experiences (Kelahe-Young & Carver, 2013; Lynch et al., 2012). Therefore, as one of the pillars of learner autonomy, self-assessment practices should be implemented in teacher education to help prospective teachers to understand the concept of autonomous learning and the learner-centered assessment techniques (Balçıkanlı, 2010; Kiliç, 2016; Şahin, 2019).

In addition, practicing such a student-centered assessment technique in their education has an effect on improving prospective teachers' understanding of the assessment process (Seifert & Feliks, 2018). Even though teacher candidates are trained in language assessment and have taken different examinations during their education, they still have inadequate knowledge to assess their students' language skills (Hatipoğlu, 2015). However, Seifert and Feliks (2018) have revealed in their study that prospective teachers not only realize the complexity and the required investment of time for the assessment process with the help of self-assessment practices but also have a greater understanding of assessing their skills. To sum, the outcomes of self-assessment practices in teacher education empower prospective teachers' skills and knowledge by encouraging them to make implications from self to their students.

Moreover, prospective teachers' self-assessment practices provide valuable information to teacher educators about prospective teachers' beliefs and perceptions about teaching and learning because when self-assessment practices are a part of their course, prospective teachers may tend to regard these practices as a way of getting their ideas to consider rather than as particular ideologies (Kelahe-Young & Carver, 2013). According to Kelahe-Young and Carver (2013), teacher educators can realize whether prospective teachers have any bias about teaching and learning through self-assessment practices, observe prospective teachers' needs and guide them for improvement.

What's more, studies show that prospective teachers can provide consistent self-assessment scores. To illustrate, Kiliç (2016) carried out a study with fifteen prospective teachers enrolled in a course titled ‘‘ Principles and Methods of Teaching’’ and revealed that there is no significant difference between teacher and self-assessment scores. Similarly, in the study conducted by Podgoršek and Lipovec (2017), prospective teachers studying at Primary Education Program performed self-assessment for their seminars and mathematics classroom performance and the results demonstrated that the deviation of their self-assessment from the teachers’ assessment was on average. On the other hand, the study carried out by Ng (2016) with 76 early-childhood prospective teachers in their first year suggested that although prospective teachers’ mean self-assessment scores relatively improved over time, they were not confident about their performance.

In conclusion, there are a very limited number of studies conducted on the implementation of self-assessment in teacher education. Self-assessment practices are suggested to incorporate into teacher education because of their potential effects on prospective teachers future teaching and assessment practices (Kiliç, 2016; Şahin, 2019). In order to guide their students in the self-assessment process, prospective teachers should experience and internalize the concept, purpose, and benefits of self-assessment in their education. In this way, they can also relate abstract theoretical concepts of their learning with their own experiences, and promote their professional growth.

2.2.4. Studies on self-assessment

There are numerous studies in the related literature conducted on self-assessment. To start with the studies conducted on the reliability and validity of self-assessment, LeBlanc and Painchaud (1985) examined the use of self-assessment as a placement instrument with 200 students studying at Ottawa University. The data collection tools were a self-assessment questionnaire and a proficiency test administered to the students. The findings showed a positive correlation between the self-assessment questionnaire scores and the proficiency test results. In particular, listening, reading, and cloze test parts of the proficiency test showed a relatively higher correlation. Accordingly, the results suggested that self-assessment is a reliable assessment tool and can be used as a placement instrument. It is also mentioned in the study that since self-assessment gives students responsibility for their own

placement, it involves students more in the assessment process than the other placement instruments

Besides, Chang, Liang & Chen (2013) examined the reliability and validity of Web-based portfolio self-assessment with 72 senior high school students. Students were expected to generate learning portfolios, examine their peers' work, and carry out self-assessment on a web-based system. Two units of the course were taught during the study and students performed self-assessment twice for each of the units. There was a one week period between two self-assessment tasks. According to the results, there was a strong correlation between the two self-assessment scores of the students. A strong correlation was also found between students' and teachers' assessment scores. Additionally, students' self-assessment scores were consistent with the end-of-course exam. In this respect, it is suggested that Web-based portfolio self-assessment can be used as a reliable and valid assessment tool.

On the contrary, Boud and Falchikov (1989) suggested in their meta-analysis of 48 studies investigating the agreement between self and teacher assessment that students may tend to over- or underestimate their performance in some situations. For example, low-achieving students tend to inflate their grades, while high-achieving students tend to underrate themselves. However, they conceptualized self-assessment as an improvable skill and asserted that students' self-assessment accuracy increases over time when they are trained and as they get more expertise in self-assessment. Sadler and Good (2006) also found similar results in their study conducted with four groups of seventh-grade students in general science classrooms. In the study, teacher-provided grades were compared with the self-assessment grades and peer grades. The results showed that although low-achieving students tend to overestimate their scores, the correlation between student and teacher grades increased when students were trained in using scoring rubrics for self-assessment. (Sadler & Good, 2006).

There are also various researches focusing on different aspects of self-assessment. For instance, AlFallay (2004) conducted research with 78 students learning English as a foreign language to explore the role of different psychological and personality traits on the accuracy of students' self-and peer- assessments. The participants were involved in oral presentation tasks for thirteen weeks. As one of the investigated traits, the significant effect of students'

motivation was found on their self-assessment accuracy, and the students with higher motivation for learning provided more accurate self-assessment scores.

The study conducted by Goto Butler and Lee (2010) analyzed the effectiveness of self-assessment. The participants consisted of 250 young learners of English in South Korea. The 6th-grade students performed self-assessments regularly for a semester. Different pre-tests and post-tests were employed in the study to collect the data, and the data were analyzed by using different quantitative analyses. In addition, interviews were conducted with two teachers individually. The results showed that self-assessment affected students' English performance and their confidence in learning English positively. On the other hand, it was found teachers and learners viewed the effectiveness of self-assessment differently according to their teaching/learning contexts. Individual teachers' views about the effectiveness of self-assessment also affected the students' perceptions of new self-assessment practices.

Last but not least, Birjandi and Tamjid (2010) also investigated the role of self-assessment in promoting learners' motivation with 60 intermediate-level students. The self-assessment technique used in the study was journal writing. Students in the experimental group wrote weekly journals about the course, materials, the instructor, and their learning process. The findings showed that self-assessment not only increases learners' motivation but also raises their self-awareness about their capabilities.

Thus, the related literature presents various studies investigating self-assessment from different perspectives. The findings of these studies demonstrate that there is still not a consensus on the reliability and validity of students' self-assessment skills but when students practice self-assessment over time and are trained in self-assessment, they can provide more reliable self-assessment scores. On the other hand, self-assessment has positive effects on students' motivation and confidence in learning English.

2.2.5. Studies on self-assessment in Turkey

There are different studies investigating self-assessment from different perspectives in Turkish context. Some of these studies focus on the accuracy of students' self-assessment skills and the effects of self-assessment practices on improving students' language skills.

To start with, Nurov (2000) explored the relationship between students' self-assessment scores and teachers' estimates of students' achievement and achievement test results. The effect of students' gender and achievement on their self-assessment behavior was also examined. The data were collected through two different questionnaires: one for students' self-assessment and the other for teachers' estimates and students' achievement test scores. Based on the results, a weak correlation was found between students' self-assessment scores and teachers' estimates and achievement test scores. While there was no effect of gender on students' self-assessment behavior, the students who achieved better in achievement tests were less inclined to overestimate their language skills compared to those with lower test scores.

Ünaldı (2016) also examined the potential of self-assessment in deciding Turkish EFL learners' proficiency levels. The participants consisted of 239 learners studying in the Higher School of Foreign Languages at Gaziantep University, Turkey. Since the participants failed the exemption test applied at the beginning of the academic year, they were taking an intense English language program for a year. The data collection tools were a learner profile form, a proficiency test based on receptive skills, and a criterion-referenced self-assessment checklist. The results of the proficiency test were compared with the grades provided by instructors and the self-assessment scores. The results showed that even though there was a correlation between teachers' and self-assessment scores, teacher assessment was found more reliable in assessing students' actual proficiency levels. In addition, it was found that students with lower proficiency levels showed a tendency to overestimate their performance; in contrast, higher-level learners showed an inclination to underestimation (Ünaldı, 2016).

In addition, Karakaya (2017) investigated the impact and function of self-assessment practices on improving the speaking skills of intermediate-level Turkish EFL learners. The data was collected through self- and teacher assessment scores, think-aloud protocols, and semi-structured interviews. The results showed the positive effects of self-assessment practices on engaging students in their learning process and increasing their motivation for improving their speaking skills. Additionally, even though there was no significant difference between the experimental and control group with regard to the improvement of speaking skills, the experimental group still showed considerable progress. Accordingly, self-assessment can be an effective tool to enhance students' speaking ability and increase their motivation in the process of language learning.

In another study conducted by Başak (2019) with 549 Turkish learners of English at a private university, the aim was to investigate whether there is a significant difference between students' self-assessment of their speaking skills and teachers' assessment of students' speaking skills. The data were collected through a self-assessment scale and a speaking assessment scale used for teacher assessment. The results showed there was a discrepancy between the students' self-assessment and the teachers' assessment scores. Students' self-assessment scores were lower than the scores provided by their teachers. In addition, the study revealed the significant effect of gender on students' self-assessment of their speaking skills. The self-assessment accuracy of male students was higher than female students. The students who spent time in extracurricular activities showed higher accuracy in self-assessment as well. It was also found that students' self-assessment accuracy increases when they get more proficient in the language.

Moreover, Orhon (2016) investigated the effect of blogging and portfolio-keeping on EFL learners' autonomy levels and self-assessment of their language skills. It was also aimed to reveal the perceptions of learners towards the use of blogs and portfolios as well as to contribute to the learners' achievements through their applications. The participants were 60 prep class students divided into three groups as blog group, portfolio group and control group. The data were collected through the learner autonomy questionnaire, the self-assessment checklist, language proficiency exams, and post semi-structured interviews. According to the results, no significant difference was found in students' pre-test and post-test autonomy levels; however, a significant difference was found in students' pre and post-study language achievement scores only in portfolio and control groups. The self-assessment levels of blog users also enhanced after the learner blogging applications and were shown to be higher than the self-assessment levels of portfolio and control groups; namely, keeping blogs was found beneficial in promoting students' self-assessment skills. Besides, both blogging and portfolio-keeping contributed to improving students' writing skills and vocabulary knowledge.

On the other hand, Şentürk (2017) examined the effect of self-assessment via ELP, unit-based checklist, and learner style inventory on students' attitudes towards learning English, as well as the attitudes of students and teachers towards ELP and its implementation into the curriculum. The participants were thirty students and five teachers, and there were three data collection tools including questionnaires and interviews. The results revealed that

the ELP, unit-based checklist, and learner style inventory can boost self-assessment on the condition of being used effectively both by students and teachers, and accordingly these tools promote having more positive attitudes towards learning English. Although students showed positive attitudes towards the ELP, both students and teachers had limited knowledge about the effective use of ELP in their classes as a part of the curriculum. Due to being newly introduced in Turkey, teachers need support to have a deeper understanding of the use and effectiveness of ELP in language learning.

Lastly, İçden (2019) explored the effect of continuous self-assessment on the self-efficacy beliefs of pre-intermediate level EFL learners through certain assessment tools. The study was carried out with 102 students studying at the school of foreign languages. The data collection tool was a self-efficacy scale. The results showed the positive effect of continuous self-assessment on the self-efficacy beliefs of undergraduates in terms of four language skills.

2.3. Assessing Writing Skills

Since communicative language teaching has led to the idea that writing is a medium of communication in our global community, writing has been regarded as an important skill on its own in recent decades instead of being used as a tool for supporting oral language use, vocabulary, and grammar (Weigle, 2002). Accordingly, it is believed that students need more detailed scoring procedures in writing than receiving a single final score because they generally show a different level of achievement for different components of writing skills (Fulcher & Davidson, 2007). To illustrate, while a student can have good control of grammar and vocabulary, s/he can have relatively less semantic control in writing.

As writing includes different components and requires students to perform varied macro and micro skills, it is generally considered a difficult skill to teach and assess (Uluçay & Hatipoğlu, 2017; Knapp & Watkins, 2005; Hatipoğlu, 2021). The components of writing skills can be classified into five main headings as follow.

Table 2.4. Five main components of writing

Language use	Students are expected to produce grammatically and semantically correct sentences.
Mechanical skills	Students are expected to use the writing conventions correctly such as punctuation and spelling.
Treatment of content	Students are expected to develop their ideas in an organized way by avoiding redundant information.
Stylistic skills	Students are expected to connect the sentences and paragraphs properly with effective language use.
Judgement skills	Students are expected to write for a particular audience and purpose, and organize the manner of their writing accordingly.

Note. Adapted from Writing English Language Tests (p.13), by J. B. Heaton, 1988, Longman. Copyright 1988 by Longman Group UK Limited.

2.3.1. Direct and indirect assessment of writing skills

Writing skills can be assessed in various ways by using different task types. Weigle (2002, p.2) stated a number of questions to think about before designing reliable and valid writing tasks and scoring procedures. The stated questions are as follows:

- “What are we trying to test? That is, how are we defining writing ability for the purpose of the test – are we interested primarily in whether test takers can form grammatical sentences, or do we want to know how well they can use writing for a specific communicative function?
- Why do we want to test writing ability? What will we do with the information that we get from the test?
- Who are our test takers? What do we need to know about them in order to design tasks that allow test takers to perform at their highest ability?
- Who will score the tests, and what criteria or standards will be used? How can we ensure that raters apply the scoring standards consistently?

- Who will use the information that our test provides? In what form will the information be the most useful?
 - What are the constraints (of time, materials, money, and labor) that limit the amount and kind of information we can collect about test takers' writing ability?
 - What do we need to know about testing to make our test valid and reliable?"
- (Weigle, 2002, p.2)

In line with the questions above, the most accurate way of assessing students' writing skills is regarded to set tasks for getting students directly to write (Harris, 1969; Hughes, 2003). The tasks requiring students to produce a written text are considered the direct ways of assessing writing skills (Heaton, 1988). In order to assess students' writing skills directly, they can be assigned composition writing tasks with a clearly stated problem. In composition writing tasks, students can write about a given situation or a topic, keep diaries, interpret a graph, reply to a letter, or write a story about the given pictures (Heaton, 1988). Also, report-writing or letter-writing tasks can be used for professional purposes in composition writing tasks (Heaton, 1988). An example composition writing task is shown in Figure 2.2 below.

Figure 2.2. Composition writing task example

Write to your friends giving the best possible advice you can from your own knowledge and experience, with whatever special hints and warnings may be necessary. Make sure your friends know who they can write to for further information of an 'official' kind to help them to plan the best possible holiday.

Write your letter in the space below. It should be between 150 and 200 words in length. (A blank space follows.)

Note. Adopted From Writing English Language Tests (p.140), by J. B. Heaton, 1988, Longman. Copyright 1988 by Longman Group UK Limited.

Composition writing tasks are considered effective in assessing students' writing skills because they require students to show varied skills and increase their motivation for developing their writing skills; however, they are also criticized for being difficult to score in a reliable and practical way (Harris, 1969). For example, the results of an experiment showed that while native teachers are inclined to consider the number and types of errors in composition writing assessment, non-native teachers focus on the basic errors more such as

a grammar error in subject-verb agreement, and have a stricter attitude toward errors in their assessment (Heaton, 1988).

On the other hand, objective task types can be used to assess students' writing skills indirectly. Objective task types require students to recognize the language rather than produce it. For instance, the tasks including multiple-choice, gap-filling, or matching items can be used to get students to find appropriate punctuation marks, misspelled words, the correct style, and register in the texts (Heaton, 1988). The tasks such as error recognition, sentence completion, or sentence correction can be used to make students recognize the grammar and style of the given text (Harris, 1969). In addition, while paragraph organization tasks such as reordering the scrambled sentences can be used for assessing students' ability for organization in writing, sentence completion and correction tasks can also be used for assessing the mechanics of writing skills (Harris, 1969). An example of objective tasks is shown in Figure 2.3.

Figure 2.3. Objective Writing Task Example

A.	The report from Stratford that he "spent at the rate of a thousand pounds a year" is surely very far from the truth, being based no doubt on Stratford gossip.				
B.	On this income we may be sure that he lived well and comfortably in Strat-ford.				
C.	It is difficult to estimate Shakespeare's income in his last years.				
D.	Probably Shakespeare received from all sources less than a quarter of that sum, say two hundred pounds.				
•	Which sentence did you put first?	A	B	C	D
•	Which sentence did you put second?	A	B	C	D
•	Which sentence did you put third?	A	B	C	D
•	Which sentence did you put last?	A	B	C	D

Note. Adopted From Testing English as a Second Language (p. 75), David P. Harris, 1969, McGraw Hill. Copyright 1969 by McGraw Hill.

There are certain elements to consider while assessing writing skills in a balanced manner without favoring direct or indirect task types. Harris (1969) suggested that if students write for different samples of tasks in their compositions, and their compositions are assessed by different teachers, more reliable scores can be obtained in composition writing tasks; on the other hand, objective assessment tasks can still be used in situations where it is difficult

to score several essays. Hence, it will be better not to focus on either of the task types in writing but to combine them by providing different tasks to assess students' writing skills.

2.3.2. Types of writing performance

Brown and Abeywickrama (2019) explained the types of writing performance under four main headings as imitative, intensive (controlled), responsive, and extensive. First, imitative writing tasks aim to assess students' mastery of the mechanics of writing skills and require them to perform some basic tasks of writing, such as punctuation, capitalization, and writing simple words and sentences (Brown & Abeywickrama, 2019). Accordingly, copying tasks (e.g., copying words/phrases from examples, listening cloze selections tasks) or spelling tasks (e.g., multiple-choice reading-writing spelling tasks) can be given as examples for imitative writing tasks, and teachers can use these tasks not only for summative but also for formative purposes in their in-class activities (Hatipoğlu, 2021). For example, in a dictation task, students can check their peer's dictation sheets to decide whether his/her spelling is correct or not, and then they can collaborate with their peers to compare their corrections with the teacher-provided feedback (Hatipoğlu, 2021).

Second, intensive (controlled) writing tasks aim to assess students' ability to produce appropriate words within the context, collocations, and idioms and using correct grammatical structures (Brown & Abeywickrama, 2019). Intensive writing tasks mostly focus on form and require students to follow the instructions provided in the test design (Brown & Abeywickrama, 2019); for this reason, instructions should be short, clear and intelligible for students and include at least one example (Hatipoğlu, 2021). The most common intensive writing task types can be listed as dictations, dicto-comp, grammatical transformation, vocabulary assessment, sentence completion tasks, and picture cued tasks (Brown & Abeywickrama, 2019). Similar to imitative writing tasks, teachers can also use intensive writing tasks for formative purposes in their classes; to illustrate, in a grammar-translation task, students can exchange their sheets with their peers, check the correctness of their peer's sentences, and then they can take their sheets back and check their peer's corrections once again by reviewing their class notes (Hatipoğlu, 2021).

Third, responsive writing tasks are more at the discoursed level and students are expected not only to perform sentence-level grammar but also to put more emphasis on

context and meaning (Brown & Abeywickrama, 2019). Namely, some examples of responsive writing tasks requiring students to write two or three logically connected paragraphs can be brief narratives and descriptors, summaries, lab reports, and interpretations of charts or graphs (Brown & Abeywickrama, 2019). Hence, responsive writing tasks enable writers to “become involved in the art and science of real writing instead of display writing” (Hatipoğlu, 2021, p. 191). In order to use responsive writing tasks in formative assessment exercises, Hatipoğlu (2021) suggested teachers use guiding questions with the purpose of encouraging students to research the related texts and prepare reports presenting their writing skills.

Lastly, extensive writing tasks encompass all strategies and methods required for effective writing for all purposes such as a term paper, a major research project, or a thesis (Brown & Abeywickrama, 2019). In extensive writing tasks, writers concentrate on “achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and, in many cases, engaging in the process of creating multiple drafts” (Brown & Abeywickrama, 2019, p. 230). In order to use extensive writing tasks for formative purposes, students can be assigned a writing portfolio task as groups and, during the process of creating their portfolios, they can apply self-and peer assessment to enhance their performance and promote partnership in their learning process and, when they finish their work, a presentation day can be organized to make students present their portfolios to their parents (Hatipoğlu, 2021).

2.3.3. Scoring techniques for assessing writing skills

One of the fundamental issues in writing assessment is deciding on the appropriate assessment rubric based on the purpose of the assessment (Bacha, 2001). There are two common types of assessment rubrics in writing: holistic and analytic. Bacha (2001) stated that although both holistic and analytic rating rubrics are effective in providing reliable and valid scoring, the purpose of the writing task should be considered in order to choose either of the rubrics. Therefore, the purpose, advantages, and disadvantages of using holistic or analytic rubrics should be analyzed carefully before the assessment process.

In holistic scoring, students’ writing is assessed as a whole to give a single score according to the general impression; it is a more practical way of scoring writing than reading

the script several times by focusing on different specific criteria each time (Weigle, 2002). Namely, holistic scoring is generally employed for impressionistic evaluation (Bacha, 2001). White mentioned (1984) that holistic scoring has various positive features besides its practicality: first, readers mostly focus on the strengths of the writing rather than its imperfections; second, it is easier for readers to pay attention to some essential aspects of writing; third, it is claimed that holistic scoring provides more valid results than analytical scoring since readers assess writing as a whole rather than getting confused in details (as cited in Weigle, 2002). Therefore, holistic scoring is commonly used for writing assessment in large-scale assessment contexts and some example exams in which holistic scoring is implemented can be listed as the computer-based Test of English as a Foreign Language (TOEFL), Graduate Record Examination (GRE), and Graduate Management Admission Test (GMAT) (Ghalib & Al-Hattami, 2015). On the other hand, holistic scoring has some disadvantages as well. Holistic scoring provides a single score at the end of the assessment, and it is difficult to understand students' writing ability with a single score without distinguishing various aspects of writing; additionally, even if two raters give the same score for writing, their scoring features could be different from each other (Weigle, 2002). For example, while one assessor gives 5 for writing because of linguistic features, the other assessor can give 5 for rhetorical features. It makes interpreting holistic scores difficult. Hence, if two or more assessors assess the same paper, more reliable scores can be obtained in holistic scoring (Heaton, 1988).

However, it is not always possible to reach two or more assessors in classroom assessment, so analytic scoring is recommended for such situations (Heaton, 1988). Analytical scoring deals with more detailed aspects of writing on the contrary to holistic scoring, and it enables readers to get more specific information about students' writing performance; in analytical scoring, assessors focus on different components of writing such as content, organization, vocabulary, language use, and mechanics (Weigle, 2002). In this way, analytical scoring provides more specific information about students' writing skills, and focusing on different aspects of writing also enables assessors to get more reliable writing scores (Ghalib et al., 2015; Weigle, 2002). In analytic scoring, it is important to preserve flexibility because the priority of the components of writing can change according to the level of the students (Heaton, 1989). For example, while an assessor gives priority to grammar and vocabulary for an elementary level student, s/he may consider the organization more in assessing an intermediate level student and award more points for this component.

Nonetheless, using analytical scoring has also some drawbacks. Analytic scoring is not as practical as holistic scoring since it takes a longer time because of being more comprehensive, and if it is still aimed to reach a single score by using different scoring items, the value of the information provided by the analytical rubric loses its effectiveness. (Weigle, 2002).

In summary, using either a holistic or analytic scoring rubric provides more reliable and valid scores than not using any of them (Ghalib et al., 2015). When deciding on the type of rubric, teachers should consider their purpose of using the rubric, such as making a final decision on students' performance or providing feedback for further learning, and the amount of time that they have for creating or using the rubric (Kahyalar Gürsoy, 2022)

2.3.4. Studies on self-assessment of writing skills

Even though writing is a self-planned and self-sustained process (Zimmerman & Risemberg, 1997), self-assessment of writing skills shows a relatively lower correlation with the assessment criterion compared to the other language skills (Ross, 1998). Related literature presents a limited number of studies conducted on self-assessment of writing skills; however, still reveals the positive effect of self-assessment on improving students' writing skills and their writing autonomy.

Firstly, there are some studies focusing on training students and providing them with a self-assessment rubric to improve their self-assessment skills in writing. In this respect, Arter (1994) explored the impact of training students for six traits of writing skills: ideas, organization, voice, word choice, sentence fluency, and conventions. The participants were 132 fifth graders from different learning environments. The students in the treatment group were instructed in three of six traits: ideas, organization, and voice. The control group was not instructed for any trait. The results demonstrated that the treatment group showed improvement in three emphasized traits. In other words, the study reveals the importance of giving students instruction on the features of writing for an effective self-assessment process so that they can identify the characteristics of good and poor writing with regard to them.

In addition, Ross et al. (1999) examined the effect of training in self-assessment of narrative writing with fourth, fifth, and sixth-grade students. 148 students were trained in

how to self-assess their work for eight weeks. In the study, students completed a self-efficacy measure and wrote a short story. Afterward, they self-assessed their short story and completed a survey about their feelings in the writing process. Finally, they repeated the writing and self-assessment process. However, the students in the treatment group were taught some self-assessment techniques and involved in the process of deciding the assessment criteria. According to the findings, self-assessment training showed a greater effect on weaker writers. The weaker writers in the treatment group demonstrated better improvement than the weaker writers in the control group. Training in self-assessment contributed to their understanding of the teachers' expectations. Besides, the inclination of students to inflate their grades was reduced in this study as the students involved in the rubric construction process and received feedback for their performance on applying criteria correctly.

In another study conducted on self-assessment of writing, Lin-Siegler et al. (2015) aimed to reveal the effect of providing appropriate instructional support on students to overcome difficulties that they have in the self-assessment process. In the study, the participants were fifty-three sixth grade students in two history classrooms. They were randomly assigned to poorly-written stories and well-written stories and were asked to write a new story after assessing the assigned ones. The results showed that the students who were assigned to assess poorly written stories showed greater development in their writing skills and had a deeper understanding of the assessment criteria. Additionally, they showed better improvement both in assessing their writing accurately and applying different strategies for revision.

Andrade and Boulay (2003) also conducted a study with seventh and eighth graders to investigate the effect of self-assessment on their two essay tasks as well. All students were provided with a rubric identifying the assessment criteria and scales of quality for the essays. The treatment group attended two formal self-assessment courses and used rubrics to assess their essays. The results exhibited no significant difference, but the rubric training favored the treatment group to a small extent. On the other hand, there was an effect of gender on students' self-assessment scores that girls in the treatment group provided better self-assessment scores.

What's more, Andrade et al. (2008) examined the effect of analyzing a model-written essay and using a rubric on elementary school students' scores for a writing assignment. While both treatment and control groups were assigned to write an essay and self-assess their work, the treatment group analyzed a written essay, discussed the features of a good essay, and used a rubric for self-assessment. The findings showed that using a rubric and creating criteria on a model-written essay enables students to become more effective in writing.

There are also different studies investigating the benefits of practicing self-assessment for students' writing skills. To illustrate, Khodadady and Khodabakhshzade (2012) aimed to analyze the effect of portfolio and self-assessment on writing tasks with sixty undergraduate EFL students. Both the experimental and control groups wrote different essays and completed self-regulation questionnaires at the beginning and end of the course. Only students in the experimental group were asked to write portfolios and take a self-assessment questionnaire. According to the results, using self-assessment and portfolios as alternatives in assessment fosters students' writing ability and writing autonomy. It is also suggested to apply a self-assessment checklist as in class and out of class activities in order to improve students' self-regulation in writing.

The study held by Honsa (2011) with intermediate EFL students in Thailand aimed to explore the benefits of self-assessment in writing. The students were divided into an experimental and a control group. The experimental group received training to self-assess their essays using self-assessment checklists and guidance sheets; on the other hand, the control group was not trained in self-assessment. Two native speakers also graded the essays. Then, both learners and teachers were interviewed, and they answered the questions in a reflective journal. The results revealed that self-assessment enhances students' writing autonomy. In addition, the learners found receiving feedback and accessing writing samples beneficial for improving their writing skills. The study also recommended investigating the reliability of self-assessment scores in writing

Moreover, in the study conducted by Fahimi and Rahimi (2015) with 41 Iranian female EFL learners, the effect of self-assessment on improving students' writing skills was investigated. At the beginning of the study, students were expected to write a script and assess it without getting any instruction for self-assessment. In the following session, the learners were instructed in the writing model and the criteria, and they were assigned one

writing task to self-assess each week for four weeks. The teacher checked and marked their writings as well. The data was collected through self-assessment questionnaires before and after the treatment. According to the results, self-assessment instruction improved students' writing skills in this period, and both students and the teacher showed positive attitudes towards the use of self-assessment. Additionally, it is suggested for students to use self-assessment continuously to improve their metacognitive skills so that they can improve their writing competence.

Mazloomi and Khabiri (2018) also carried out a study with 60 university students in two homogenized essay writing classes. The study had a quasi-experimental study design. While the experimental group used a self-assessment and checklist to assess their performance, the control group received only teacher assessment. The results revealed the positive effect of self-assessment on improving students writing skills and proficiency levels. The study also highlighted the importance of training students in self-assessment and providing them feedback for their assessments. Gradually providing more reliable self-assessment scores, students also agreed on the benefits of self-assessment for their improvement in writing.

Although a few, related literature presents some studies on the reliability and validity of students' self-assessment of their writing skills. Longhurst & Norton (1997) carried out a study with 67 college students and showed in their study that while the college students could provide consistent self-assessment scores with their teacher for overall essay grades, their assessments were not so accurate regarding different assessment criteria in writing. Similar results were also achieved by Oi (2014) and Suziki (2009). Oi (2014) examined the topic development in students' writing through the consistency of their self-assessment with the teacher assessment. The participants were 169 Japanese high-school students, and the results demonstrated that students' self-assessment was consistent with teacher assessment in the aspect of the overall organization, but not for the other cohesive devices and overall coherence (Oi, 2014). Suziki (2009) also carried out a study with 24 Japanese second-year university students. The results of the study confirmed the weak correlation between self- and teacher assessments regarding vocabulary and word choice, length of sentence, and word correction; however, there was a robust correlation especially for two linguistic features between the assessments: punctuation and spelling, and organization and paragraphing (Suziki, 2009).

2.3.5. Studies on self-assessment of writing skills in Turkey

There are different studies on self-assessment of writing skills carried out in Turkish context as well. In the study conducted by Kaya Yıldırım (2001) with 25 Engineering and Science students, it was investigated how training students in self-assessment affects self-assessment skills. The treatment group consisted of 13 students and they were trained in how to self-assess their own writing. The students in the treatment group were also implemented an attitude questionnaire to understand their thoughts about the effectiveness of training and self-assessment practices. On the other hand, the students in the control group did not receive any self-assessment training. The analysis of the data demonstrated that the students in the treatment group improved their self-assessment skills consistently and provided more reliable self-assessment scores than the students in control group. The attitude questionnaire also revealed that students in the treatment group found self-assessment effective and showed positive attitudes towards self-assessment practices.

In addition, Bayram (2006) investigated the role of writing portfolios in increasing students' confidence in writing and both students' and teachers' attitudes towards using writing portfolios as a self-assessment tool. The participants were 60 pre-intermediate level students as one experimental and two control groups as well as their instructor. The results of a six-week portfolio implementation showed that while there was no significant difference between the groups in terms of their confidence in writing, the students in the experimental group and also their instructor showed positive attitudes towards using writing portfolios in their class.

Banlı (2014) also examined the effect of self-assessment practices on improving students' writing skills with 22 Automotive Engineering freshman students. Students self-assessed their own writing performance in eight different writing sessions. The self-assessment tools used in the study were a self-assessment checklist, student journals, teacher journals and a self-assessment questionnaire. The results demonstrated that self-assessment practices not only improved students' writing skills but also played a significant role in enhancing their task awareness in writing.

Similarly, Cömert (2017) aimed to find out the effect of self-assessment on students' writing skills. Selecting the participants from B1 level university students, the study

followed a pre-test post-test control group design. While the experimental group practiced self-assessment in their writing course, the control group was instructed in a traditional manner. The results indicated that the students in the experimental group improved their writing skills more than the students in the control group. Also, the interviews revealed that except for a few students, the experimental group had positive views about the effect of self-assessment on their writing skills.

Kızıl (2018) examined the benefits of self and peer assessment in EFL writing classes and the correlation between self, peer, and teacher marks as well. The participants were seventeen B1-level students in the English preparatory program. First, students were trained in using a rubric to assess a writing assignment. For seven weeks, students assessed their own writing and one of their friends' writing in relation to peer assessment forms, and two teachers also marked their writing as experts. Through a questionnaire administered at the beginning of the study, it was aimed to understand whether students are aware of their strengths and weaknesses in writing and whether they can interpret the assessment criteria and the teachers' feedback. The same questionnaire was applied again at the end of the research. The students were also interviewed in the third and the last week to explore their impressions of self- and peer assessment processes. According to the results, students improved their performance in understanding the rubric, providing quality feedback to each other, understanding teacher feedback by practicing over time and they also participated to the lessons more willingly. In terms of marking, when students' marks were compared to the average of marks given by the two teachers, there was a weak correlation between teachers' and students' marks regarding their both self and peer assessments.

In brief, the studies mentioned above showed that implementing self-assessment in writing classes not only improves students' writing ability but also enhances their writing autonomy. The importance of training students is also mentioned for the accuracy of self-assessment in the studies. In the light of these studies, the present study aims to contribute to the related literature by focusing on practicing self-assessment of writing skills with prospective EFL teachers because the exam-oriented education system in Turkey causes writing skills to play second fiddle in most of the educational settings and this situation also affects how prospective EFL teachers approach language learning and teaching (Hatipoğlu, 2010). However, in foreign language education, the formative assessment of writing should be emphasized, properly planned, and implemented (Hatipoğlu, 2021). Therefore, this study

highlights the importance of writing skills and practicing self-assessment to improve students' writing skills, starting from the prospective EFL teachers' own experiences.



III. CHAPTER

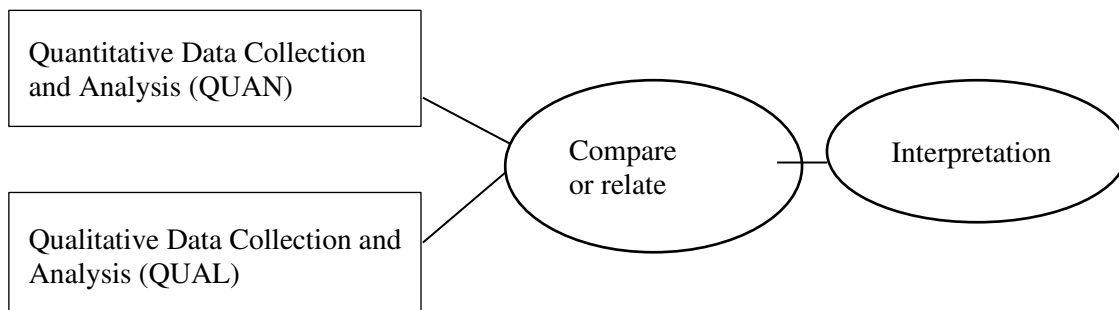
METHODOLOGY

This chapter presents the research design, the context of the study, the participants, the data collection and data analysis procedures in detail.

3.1. Research Design

This study has been designed as convergent parallel mixed methods study (Creswell, 2014). Mixed method research aims to gain a deeper understanding of the research questions by incorporating both quantitative and qualitative data in a single research study (Dörnyei, 2007; Creswell, 2014). One of the main benefits of using mixed method research is that since both qualitative and quantitative approaches are used in the study, the weaknesses of either of the approach can be compensated with the other approach and the strengths of the research can be increased (Creswell, 2014). As a type of mixed methods research, in convergent parallel mixed methods design, “a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other.” (Creswell, 2014, p. 269). Since the research questions of the present study requires collecting both quantitative and qualitative data to make several implications about students’ perceptions on self-assessment and their self-assessment skills, convergent parallel mixed methods design served best for the purpose of the study.

Figure 3.1. Stages of convergent parallel mixed method design



Note. Adapted from “Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Edition)” by Creswell, J. W., 2014, p.220. SAGE Publications.

3.2. Participants

The participants of this study were 36 freshmen prospective EFL teachers in English Language Teaching Program at a foundation university in Ankara, Turkey. The prospective EFL teachers were accepted to the program in line with the Undergraduate Placement Test applied in Turkey for admission to universities. The participants were in their second semester in the program and were attending the Writing Skills 2 course, a first-grade compulsory course at the English Language Teaching Program of the university in which the present study was carried out. In the course, the participants were expected to write four different types of essays: process, cause and effect, comparison-contrast, and argumentative essays. As a part of this study, the participants were also expected to self-assess each type of essay they wrote by using the provided self-assessment rubric.

The data were collected from a single section of the course. Although the classroom size of the section consisted of 40 students, 4 students did not volunteer to participate in the study. During the data collection period, some of the participants also did not attend the course, therefore, they could not complete the self-assessment rubric for some weeks for several reasons such as health issues and using their right for the leave of absence. As a result, the number of participants who completed the self-assessment rubric changed in each type of essay over the course of the data collection procedure.

The age of the participants ranged from 18 to 52 years old, with a mean age of 21,5. Of 36 prospective EFL teachers, 12 were male, while 24 were female. When the prospective EFL teachers were asked at the beginning of the semester for their opinions about practicing self-assessment in their writing classes, almost all of them were inexperienced in self-assessment and showed positive attitudes. There were only 5 participants who practiced self-assessment and assessed their essays or paragraphs in their previous writing classes. Those experienced participants in self-assessment stated that although it was difficult to assess their own performance in an objective manner, they found their previous self-assessment practices useful in terms of improving their writing skills and correcting their mistakes.

3.3. Data Collection Procedures

The data were collected in the 2020-2021 spring semester with freshmen prospective EFL teachers through a self-assessment questionnaire and a self-assessment rubric. The self-assessment practices were involved in the prospective EFL teachers' course syllabus and presented as a part of their course (see Appendix 6). The data were gathered using two major instruments and a slightly changed version of the first data collection tool:

(1) Firstly, a self-assessment questionnaire was implemented at the beginning of the semester before prospective EFL teachers practiced self-assessment in their writing classes to understand what their perceptions are on self-assessment, how they conceptualize self-assessment, and what their attitudes are towards practicing self-assessment in their writing classes.

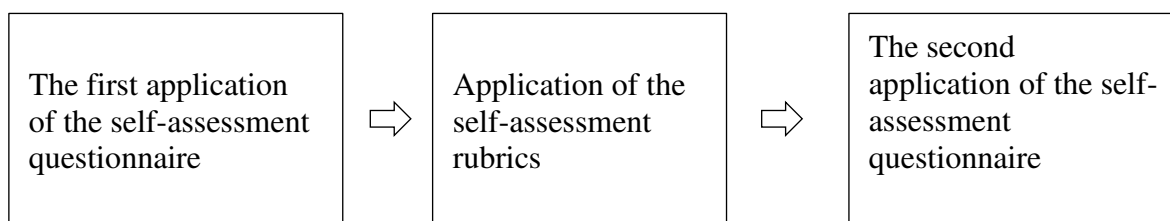
(2) Secondly, a self-assessment rubric was provided to participants to self-assess their own writing skills with the purpose of understanding whether there is a significant difference between prospective EFL teachers' self-assessment scores and the instructors' assessment scores.

(3) Third, the questionnaire implemented at the beginning of the semester was provided to the participants again when they completed their self-assessment practices at the end of the semester. A few changes were made in the questionnaire at the end of the semester to have a deeper understanding of prospective EFL teachers' self-assessment process, their perceived benefits of practicing self-assessment in their writing classes, and their opinions about the advantages and disadvantages of using the self-assessment rubric to assess their own writing skills. In other words, a few more questions were added about the prospective EFL teachers' experience in using the self-assessment rubric when assessing their writing skills and their self-assessment process, and the wording of the some questions was also changed.

All data in this study were collected online because the classes were carried out online in the pandemic of COVID-19. Hence, the researcher collaborated with the instructor of the course throughout the study, discussed all details about the requirements of the course, met

the participants in the first week online, and participated in some of the online lessons during the semester as well.

Figure 3.2. Data collection process of the study



3.3.1. The self-assessment questionnaire

The self-assessment questionnaire was developed by the researcher to collect data about the prospective EFL teachers' perceptions and conceptualization on self-assessment. The questionnaire was implemented twice during the data collection period, at the beginning and end of the study. However, the researcher adapted the questionnaire before implementing it at the end of the semester and added a few more questions about students' experience of using the self-assessment rubric in assessing their writing skills. An expert opinion was taken for both forms of the created questionnaires from an assistant professor holding her Ph.D degree in the field of testing and assessment.

The first form of the questionnaire implemented at the beginning of the semester consisted of seven open-ended questions. The prospective EFL teachers were asked about the definition of self-assessment, their opinions about self-assessment, the effects of self-assessment on improving their writing skills, and its contributions to their future assessment practices in general (see Appendix 1). Before sending the questionnaire to the prospective EFL teachers, the researcher attended the prospective EFL teachers' writing course in the first week of the semester. The researcher informed prospective EFL teachers about the study and explained self-assessment practices as a part of their course. The instructor of the course also encouraged the participants for self-assessment practices. Then, the researcher presented the questionnaire, explained everything in detail, and accepted their questions. After the course, the prospective EFL teachers were given a few hours to complete the self-assessment questionnaire and upload it to the online system of the course. The first form of questionnaire was answered by 36 participants at the beginning of the study.

Besides, the questionnaire was also implemented at the end of the course to understand prospective EFL teachers' perceptions on self-assessment after practicing it in their writing classes for a semester (see Appendix 2). While the first form of the self-assessment questionnaire consisted of seven questions, there were eleven questions in the second form of the questionnaire. In addition to the added questions related to their experience of using the self-assessment rubric, the prospective EFL teachers were also asked whether they would like to mention or suggest anything about their self-assessment experience. The same application process with the first form of the questionnaire was followed again, and the researcher participated in the course, gave instructions about the questionnaire, and accepted the prospective EFL teachers' questions before sending the questionnaire to them. After the course participants completed the questionnaire in a few hours and uploaded it to the online system of the course. The second form of the questionnaire was answered by 27 participants at the end of the study.

3.3.2. The self-assessment rubric

The self-assessment rubric administered in this study aims to gather information with regards to the difference between the prospective EFL teachers' self-assessment scores of their writing performance and the instructors' assessment scores. The self-assessment rubric consists of 20 descriptors as assessment criteria. While five descriptors were adopted from the rubric Kızıl (2018) used in his study, the other statements were created by the researcher in reference to the writing assessment rubrics provided by Weigle (2002, p.190), Andrade et al. (2008), and TOEFL IBT (2019).

To create the self-assessment rubric, the researcher reviewed a variety of available rubrics designed for assessing different types of essays. Considering the context of the study, the group of participants, and the purpose of the course, the researcher chose particular rubrics as a guide for several reasons in the rubric development process. First, the characteristics of a well-written essay are explained in different testing and assessment books (e.g. Heaton, 1988; Weigle, 2002). To illustrate, Heaton (1988) grouped the necessary skills for a good writing product into five main components as language use, mechanical skills, treatment of content, stylistic skills, and judgment skills; accordingly, the descriptors and categories of the chosen rubrics were appropriate for identifying necessary and a variety of skills for a well-written essay. In addition, since the purpose of the course was to equip

students with necessary qualifications pertaining to the mechanics of essay writing of various sorts and academic writing, the categories and descriptors of the chosen rubrics were also useful for the description of the course, level of the students and assessing different types of essays. The other reason was related to the clarity of the descriptors. Writing is a difficult skill for students to self-assess, so the descriptors of the chosen rubrics were clear enough for students to be aware of the targeted performance in detail and apply them in their actual writing. Hence, the self-assessment rubric was created particularly in line with the rubric Kızıl (2018) used in his study as well as the rubrics provided by Weigle (2002, p.190), Andrade et al. (2008), and TOEFL IBT (2019).

There are two sections in the created rubric. The first section includes four questions to collect background information about the participants (e.g. name, age, and gender), their previous self-assessment practices, and their attitudes towards these practices. The second section includes twenty descriptors specifying the assessment criteria to self-assess their essays in relation to the different components of writing skills: organization, cohesion & coherence, vocabulary, grammar, and mechanics. Accordingly, there are five main categories for different components of writing skills in the rubric, and the prospective EFL teachers are asked to tick one of the descriptors of the performance levels (5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, and 1-Strongly Disagree) in order to identify to what extent they think they meet the assessment criteria.

Table 3.1. Number of the descriptors for each category of the self-assessment rubric

Categories	Number of the Descriptors
1. Organization	9
2. Cohesion & Coherence	3
3. Vocabulary	2
4. Grammar	2
5. Mechanics	4
TOTAL	20

During the study, the prospective EFL teachers self-assessed their essays five times for four different types of essays: process, cause-effect, comparison-contrast and argumentative essays. Since the prospective EFL teachers wrote and self-assessed the process essay first at the beginning of the semester, the researcher excluded the first data set

by regarding it as an adaptation phase of participants to using the self-assessment rubric. The eliminated data compensated with the process essays that the prospective EFL teachers wrote for their midterm exam. Therefore, the data included in the study consisted of four types of essays including prospective EFL teachers' self-assessment scores. In addition to the prospective EFL teachers' self-assessment scores, the researcher herself as an EFL instructor assessed their essays using the same rubric.

The total self-assessment scores and the instructor's scores were calculated regarding the predetermined parameters for each category or statement in the rubric. In line with the predetermined parameters, the total scores of the categories are as follows.

Table 3.2. The total scores that students can get for each category of the rubric

Categories of The Rubric	Total scores
Organization	36
Cohesion & Coherence	26
Vocabulary	15
Grammar	15
Mechanic	8

Before providing the rubric to the prospective EFL teachers, the researcher participated in their course and trained them in self-assessing their writing skills by using the rubric. The researcher explained the descriptors one by one and informed them about the components of writing skills. Since the research was not an experimental study and the main purpose was not to investigate the effect of training on the participants' self-assessment skills, a long-term self-assessment training in the format of an experimental study was not planned in this research. The researcher requested participants to get five copies of the rubric, scan each of them after completing and upload them to the online system of the course. The instructor of the course also guided the participants in this process and opened sections in the online system to upload the rubrics. After the participants had completed writing each type of essay one week apart, they were given a few hours to complete their self-assessment rubric.

To provide the reliability and validity of the rubric before the actual data collection period, the researcher followed different steps. When the first version of the rubric was created (see Appendix 3), an expert opinion was taken from an assistant professor working

in the English Language Teaching Program and holds her Ph.D degree in the field of Testing and Assessment. Based on the suggestions and corrections, some changes were made in the wording of a few descriptors (6.,9.,18.,19.) in order to avoid misunderstanding and misinterpretation. Also, as statement 6 identified a general assessment criterion to decide whether the body paragraphs include sufficient and clearly explained supporting ideas, three sub-descriptors were added to statement 6 for the reason that the supporting ideas of each body paragraph should be assessed and scored separately. In this respect, the expert mentioned that students may present sufficient and clearly explained supporting ideas in a paragraph, but the supporting ideas might be insufficient or ambiguous in other body paragraphs. Therefore, both students and teachers can provide more reliable scores if they assess each of the body paragraphs separately.

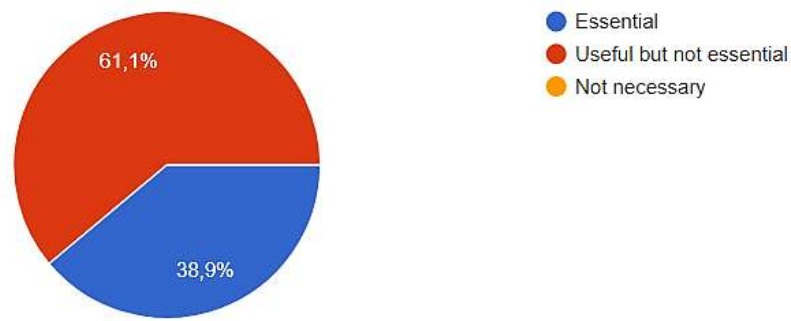
After the second version of the rubric was created in the light of the provided expert opinion, the researcher had online interviews with ten instructors from different universities, who are currently teaching writing and assessing their students' essays, and received comments about the new version of the rubric. The instructors generally commented on the intelligibility of the descriptors, the categories they were placed in as well as the practicality of the rubric. Considering their comments, some important changes were made to the rubric. To illustrate, the name of the categories was changed. The first category of the rubric, "content", was changed to "organization" and "organization" was changed to "cohesion & coherence" since the instructors thought some of the descriptors are not suitable for the categories. Moreover, the three sub-descriptors of descriptor 6 were found reliable but impractical for scoring. The majority of the instructors stated they would prefer to assess all three sub-descriptors just in one descriptor so they were eliminated. The descriptor 9 "The ideas are developed from a general statement to the specific details in the paragraphs." was found inappropriate for different essay types because of the reason that the sequencing of the ideas may change in different essay types. Therefore, the third version of the rubric was created (See Appendix 4).

Afterward, the researcher used the Lawshe approach to establish the content validity of the rubric. This approach is used in situations where it is difficult to carry out a pilot study for a developed scale and confirms the content validity of the scale by converting qualitative experts' opinions to quantitative analysis (Yurdugül, 2005). In this approach, experts are expected to read the descriptors of the developed scale carefully and rank them as

"Essential", "Useful but not essential" and "Not necessary". The experts can also add comments about the descriptors if they would like to mention anything else. Based on their rankings and comments, the Content Validity Ratio (CVR) is obtained for each descriptor by minus one of the ratio of the number of experts expressing "Necessary" opinions for the item to the total number of experts (Lawshe, 1975). Then, the obtained CVR ratio is compared to minimum values based on the number of experts to decide whether the item is valid or not (Veneziano & Hooper, as cited in Yurdugül, 2005). An example of the instructors' ranking for the descriptors is shown in Figure 3.3.

Figure 3.3. An example of the instructors' ranking for the descriptors

13. The essay presents a wide range of words.



In this regard, the researcher reached fifteen instructors working at different universities in different cities in Turkey. The answers were accepted on an online platform by sending the link of the online form to the instructors. The instructors' age ranged from 24 to 42. All of the instructors were experienced in teaching writing essays, and twelve of them were currently teaching writing essays as well.

The CVR ratio of each descriptor was calculated according to the CVR ratio determined for fifteen experts (see Table 3.3) considering the guide on the minimum values for content validity at a significance level of 0.05 (Veneziano & Hooper, as cited in Yurdugül, 2005). According to the obtained CVR ratio for each descriptor, the descriptors 13, 16, and 19 below the minimum value were eliminated (see Appendix 5). For statements 16 and 19, one of the experts commented as:

“ I think item 16 and item 19 sound very similar. Only one of those items would be enough to assess grammar. Personally, I also believe that “complex grammatical structures” is not very important in essay writing. Using difficult grammatical forms correctly is always an advantage; however, I wouldn’t want students to write sentences that are too complex to understand, or that would confuse the readers. They also tend to make more mistakes when they try to write overly complicated sentences. We want students to avoid being verbose”.

Although the descriptor 23 “I have adhered to the word limit assigned by the instructor.” is also below the minimum value, it was not eliminated to consider the fairness of the scoring. In addition, some experts wrote comments about the wording of the descriptors and they emphasized that some expressions might lead to subjective evaluation. One of the experts stated “...The words effectively and sufficiently lead the rater to be subjective in evaluation.” Another expert also criticized the wording of the statements by saying “ ...The word overall is too broad and subjective.” And added that “what one evaluator understand from the word ‘overall’ might be different from the others.” so these words that might lead evaluators to be subjective in their assessment were also eliminated in the rubric.

At the last step, the final version of the rubric was presented to the assistant professor, who provided expert opinion for the first version of the rubric, and approval was obtained for the application of this version of the rubric in prospective EFL teachers’ Writing Skills 2 course.

3.4. Data Analysis Procedures

In order to serve the aim of this research study, both qualitative and quantitative data were collected and analyzed to expand the understanding of the research questions. The qualitative data obtained from the self-assessment questionnaires implemented at the beginning and end of the semester were analyzed through systematic content analysis following the steps that Şahin (2019) summarized in her study. On the other hand, the quantitative data including both the prospective EFL teachers’ self-assessment scores and the instructor’s assessment scores were analyzed by using Statistical Package for Social Science (SPSS).

3.4.1. Qualitative data analysis

The qualitative data analysis mainly aims to extract a general meaning from the text or image by segmenting and recombining it together for a detailed understanding (Creswell, 2013). Accordingly, the qualitative data of this study (i.e., the responses of the open-ended questions from the self-assessment questionnaires) was carried out using qualitative content analysis in line with the steps that Şahin (2019) followed in her study by integrating the steps suggested by Creswell (2013, pp.197-200) and Tesch's coding steps (1990, pp. 142-149) as well as considering the suggestions provided by Miles and Huberman (1994:245-246), Auerbach and Silverstein (2003) and Vogt et al. (2014).

Table 3.3. Tesch's Eight Steps in the Coding Process

-
1. Get a sense of the whole. Read all the transcriptions carefully. Perhaps jot down some ideas as they come to mind as you read.
 2. Pick one document (i.e., one interview)—the most interesting one, the shortest, the one on the top of the pile. Go through it, asking yourself, "What is this about?" Do not think about the substance of the information but its underlying meaning. Write thoughts in the margin.
 3. When you have completed this task for several participants, make a list of all topics. Cluster together similar topics. Form these topics into columns, perhaps arrayed as major, unique, and leftover topics.
 4. Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.
 5. Find the most descriptive wording for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationships.
 6. Make a final decision on the abbreviation for each category and alphabetize these codes.
 7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.
 8. If necessary, recode your existing data.
-

According to the analysis steps that Şahin (2019) followed in her study, the researcher prepared the data for analysis in the first place and numerated each of the participants' questionnaires. Then, the researcher sequenced the questionnaires in relation to the given

numbers and separated all answers of the participants question by question. In other words, the researcher gathered all the given answers together for each question to make the analysis process easier. Then, the researcher read all data twice to get a sense of the overall meaning and wrote descriptive notes in the margins for the ideas. After gaining an overall insight about the prospective EFL teachers' ideas, the researcher read the whole data one more time by taking advantage of the descriptive notes. According to her understanding of the whole data and the descriptive notes written in the margins, the researcher clustered similar topics together. In the next step, the researcher started to code the whole data by bracketing chunks and writing representative words for the units of meaning. The researcher abbreviated the descriptive notes as codes and wrote the emergent codes in the relevant parts of the text. Afterward, the researcher gathered the similar codes together to turn them into categories. When the researcher made a final decision for the emergent categories and codes, an expert opinion was taken from an assistant professor working in English Language Teaching Department specialized in language testing and assessment and qualitative research. Finally, the researcher interpreted the whole data with regard to the emergent codes and categories. While interpreting the final data, the researcher merged the codes and categories into tables in order to present them in a proper way. Also, the researcher used different verbatim quotations to support her findings and make the interpretations more clear.

3.4.2. Quantitative data analysis

After the quantitative data were gathered, the researcher entered all data into Statistical Package for the Social Sciences for analysis. The prospective EFL teachers' self-assessment and the instructor's scores obtained from the assessment rubric were calculated by the researcher considering the parameters for different categories and descriptors. Then, the researcher followed the steps below to analyze the data.

Since the second research question aims to reveal the relationship between prospective EFL teachers' self-assessment scores and the instructors' assessment scores on their writing skills in English, the Kolmogorov-Smirnov test was used first to understand whether the gathered scores (prospective EFL teachers' self-assessment scores and the instructor's assessment scores) for all essay types show normal distribution or not. The hypothesis applied to the Kolmogorov-Smirnov test is as follows:

H0: The data are normally distributed.

H1: The data are not normally distributed.

The null hypothesis was rejected when $p \leq 0,05$. On the other hand, the null hypothesis cannot be rejected if $p > 0.05$. When the test results revealed the non-normal distribution of the data ($p < 0.05$), Mann Whitney U test was conducted. As a non-parametric test, Mann Whitney U test is used to understand the mean difference between two independent groups and determine the difference or equality between these groups. Hence, this test was conducted to compare the scores provided by the prospective EFL teachers and the instructor for all essays in this study. The hypothesis used is as follows:

H0: Two independent groups are equal.

H1: Two independent groups are not equal.

If the p-value is less than or equal to 0,05, the null hypothesis is rejected. Nonetheless, when the p-value is higher than 0,05, the null hypothesis cannot be rejected.

Afterward, the researcher aimed to find out if there is a significant difference between the prospective EFL teachers' self-assessment scores and the instructor's scores for different types of essays. In order to analyze the difference between the prospective EFL teacher's self- and the instructor's scores with regard to each type of essay, the Shapiro-Wilk test was applied to understand whether the data come from a normal distribution or not. The hypothesis applied to the Shapiro-Wilk Normality Test is as follows:

H0: The sample shows the normal distribution.

H1: The sample does not show normal distribution.

In the case of $p \leq 0.05$, H0 is rejected. However, in the case of $p > 0.05$, H0 cannot be rejected. In this direction, when the non-normal distribution of the data was revealed, the researcher used Mann Whitney U test again to understand if the prospective EFL teachers' self-assessment scores and the instructor's scores are different from each other with regards to each essay type or not.

Second, the researcher aimed to confirm whether there is a significant difference between the prospective EFL teachers' self-assessment scores and the instructor's scores regarding different components of writing skills. Accordingly, Shapiro-Wilk normality test was administered to determine if the data matched the characteristics of a normal distribution

or not. For different components of writing skills, the data sets demonstrate non-normal distribution ($p > 0.05$), and the researcher used the Spearman Rho Correlation test. Spearman Rho Correlation test is implemented to measure the strength of the relationship between two variables. In this study, this test was used to reveal the relationship between the prospective EFL teacher's self-assessment scores and the instructor's scores with respect to different components of writing skills. The hypothesis used is as follows:

H0: A relationship exists between the variables in the population.

H1: No relationship exists between the variables in the population.

In the case of $p \leq 0.05$, H0 is rejected, while in the case of $p > 0.05$, H0 cannot be rejected.



IV. CHAPTER

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of this study with regards to each research question formulated for this thesis. The research questions are listed in Table 4.1, along with the data collection tools employed to answer them.

Table 4.1. Research questions and data collection tools

Research Questions (RQ.)	Data Collection Tools
1. What are the prospective EFL teachers' perceptions on self-assessment?	
1.1. How do the prospective EFL teachers' conceptualize self-assessment?	The first form of Self - Assessment Questionnaire (Questions 1,2,4) The second form of Self-Assessment Questionnaire (Question 1,2,6)
1.2. What are the prospective EFL teachers' attitudes towards self-assessment in writing?	The first form of the Self – Assessment Questionnaire (Questions 3,7) The second form of Self-Assessment Questionnaire (Questions 1,2,4,5,7,7.1,7.2,8,9,11)
1.3. What are the prospective EFL teachers' perceived contributions of self-assessment in writing?	The first form of the Self - Assessment Questionnaire (Questions 5,6) The second form of the Self-Assessment Questionnaire (Questions 3,6,10)
2. Is there a significant difference between prospective EFL teachers' self-assessment scores and the instructors' assessment scores on their writing skills in English?	The self-assessment rubric, obtained total scores
1.4. Is there a significant difference between prospective English teachers' self-assessment scores and the instructors' assessment scores regarding components of writing skills?	The self-assessment rubric, obtained total scores for different components

4.1. Findings

This section presents the finding of the qualitative and quantitative data analysis results under each research question separately.

4.1.1. Research question 1.1: How do the prospective EFL teachers conceptualize self-assessment?

At the beginning of the semester, the prospective EFL teachers were asked to define self-assessment to understand whether they have any background knowledge about self-assessment or not. The preliminary results of this question showed that most of the prospective EFL teachers defined self-assessment as ‘‘an objective assessment of their own performance or actions’’. However, they also touched upon different points in terms of the procedure and purpose of self-assessment in their definitions as demonstrated in table 4.2.

Table 4.2. Frequency of the purposes and the procedure of self-assessment at the beginning of the semester

Categories	Codes	Frequency (Times Mentioned)
Purpose of Self-Assessment	To understand their strengths and weaknesses	17
	To improve their skills and performance	11
	To give their own scores	3
	To a become self-regulated learner	1
	TOTAL	32
Procedure of Self-Assessment	Regarding certain criteria	3
	TOTAL	3

As demonstrated in Table 4.2, the findings revealed that the majority of the prospective EFL teachers focused on the purpose of self-assessment in their definitions. Accordingly, out of 34, 17 prospective EFL teachers considered self-assessment as a way of self-awareness and mentioned that they assess their own performance or behaviors to understand their strengths and weaknesses and make inferences about their academic or personal capabilities as voiced by the participant 12.

Participant 12 “Self-assessment is being aware of your mistakes and vice versa.”

Additionally, some of the participants either regarded self-assessment as a way of self-improvement and accentuated that they assess their own performance or behaviors to realize and remediate their shortcomings (n.11) as voiced by the participant 16, or defined self-assessment as a tool for self-scoring (n.3) as can be seen in the quotation from the response of the participant 13.

Participant 16 “Self-assessment is one of the best ways for learners to realize their mistakes, as learners evaluate themselves; they have the chance to make up for their mistakes.”

Participant 13 “People evaluate themselves via notes, projects, assignments, etc. Considering their rating scales, they give a mark to whole these works and tasks.”

What’s more, one of the participants conceptualized self-assessment as a way of self-regulation and reported that they assess their performance in order to “become active and independent learners” (Participant 28) because they can be independent of others’ judgment and guide themselves in their own learning process with the help of self-assessment practices.

Lastly, there were also 3 participants who focused on the procedure of self-assessment in their definitions and defined self-assessment as “the evaluation of one's own activities within the framework of certain criteria.” (Participant 29). Namely, they pointed out that self-assessment means more than simply reflecting on their own performance or behaviors; it requires them to evaluate themselves in regard to some predetermined criteria and make judgments accordingly.

At the end of the semester, prospective EFL teachers mostly focused on the purpose of self-assessment in their definitions again; however this time, the great majority of them conceptualized self-assessment as a way of self-improvement rather than self-awareness and mentioned that they assess their own performance not only to be aware of their current performance but also to make implications for their further improvement in writing. There was only one participant who regarded self-assessment as a way of self-awareness after self-

assessment practices. The number of the participants who mentioned the procedure of the self-assessment also increased at the end of the semester, and ten participants indicated they assess their own performance in reference to some criteria since they assessed their performance during the study by using a self-assessment rubric. On the other hand, 5 participants focused on the benefits of self-assessment and conceptualized self-assessment as a way of self-motivation in their learning process as well.

Table 4.3. Frequency of the purpose, benefits and procedure of self-assessment at the end of the semester

Categories	Codes	Frequency (Times Mentioned)
Purpose of Self-Assessment	To improve their skills and performance	24
	To understand their strengths and weaknesses	1
	TOTAL	25
Benefits of Self-Assessment	Increasing their motivation	5
	TOTAL	5
Procedure of Self-Assessment	Regarding certain criteria	10
	TOTAL	10

The prospective EFL teachers were also asked to share their opinions about the improvement of self-assessment skills. Before practicing self-assessment in their writing classes, all of the prospective EFL teachers conceptualized self-assessment as a skill that can be acquired and improved. However, they drew attention to five different points while explaining how to acquire and improve their self-assessment skills as exhibited in Table 4.4.

Table 4.4. Prospective EFL teachers' opinions about the ways of improving their self-assessment skills at the beginning of the semester

Category	Codes	Frequency (Times Mentioned)
Improving Self-Assessment As a Learned Skill	Through practicing	26
	On the condition of being objective	4
	By receiving training	4
	Through maturity	1
	TOTAL	35
Improving Self-Assessment As an Inborn Skill	Because of being curious innately	1
	TOTAL	1

First, a considerable number of participants mentioned that they could improve their self-assessment skills in time by practicing. In this respect, they regarded self-assessment as many other learned skills and stated if they constantly practice self-assessment, they can learn different points of assessment and also realize their strengths and weaknesses of their performance or behaviors. In this way, they can develop their self-assessment skills.

Participant 33 “I think self-assessment is a skill that can be improved because we improve ourselves more in a job we constantly do and we can see our mistakes more easily, in this way, we become professional.”

Participant 36 “Of course, self-assessment is something that people can develop. In the first place, evaluating yourself dispassionately is perhaps not the easiest thing in the world, but it is not very difficult. When you evaluate yourself step by step, you can advance it every time you do it and make a clearer comment toward yourself.”

Second, another 4 participants stated that students could improve their self-assessment skills only if they assess their performance in an objective manner. Thus, they considered objectivity as a condition to improve their self-assessment skills.

Participant 18 “In my opinion, self-assessment is a skill that we can gain and improve, provided that we are truthful and sincere with ourselves. Because I believe, even though some people look like they do not have the self-assessment skill, in their mind, they are aware of their mistakes or their good jobs.”

Third, 4 participants referred to the necessity of receiving training from people who have self-assessment skills because of feeling worried about the accuracy of students’ self-assessment skills.

Participant 20 “...While a student can evaluate himself very well, he can understand very well what is good and what is bad about him, another student may have difficulty evaluating himself. In this case, the help received will help the student evaluate himself better.”

Additionally, one of the participants looked at this process from a different perspective and emphasized the significance of maturity in improving their self-assessment skills.

Accordingly, the participant believed when people get older, they can observe, analyze and assess different situations around them better so he asserted that maturity could have a positive effect on the improvement of self-assessment skills.

Participant 35 “I believe self-assessment is a skill acquired and developed. Especially as we get older or observe the events in our environment, we improve our self-assessment skills.”

Lastly, another participant perceived self-assessment as an inborn skill and emphasized the effect of the curious nature of human beings in improving their self-assessment skills by stating:

Participant 8 “I think self-assessment is a skill that we are born with and I think it comes alive out of curiosity. Humans are very curious creatures. I think that at some point in our lives we start questioning ourselves like, “Why am I like this?”, “Why did I do this?” etc. These kinds of questions make us change our actions and improve in time.”.

To sum up, the prospective EFL teachers focused on five important factors that impact improving their self-assessment skills: 1) practicing, 2) being objective in their assessment, 3) receiving training, 4) maturity, and 5) being curious as human beings.

When prospective EFL teachers were asked for their opinions about the improvement of their writing skills at the end of the semester, all of the participants conceptualized self-assessment as an improvable skill. In this respect, the great majority of them (n.22) highlighted the importance of practicing their self-assessment skills as they experienced the positive effects of practicing on improving their own assessment skills during the semester. 5 participants also mentioned their teachers should train them on how to assess their performance. They thought that although the provided rubric helped them assess their performance and understand the targeted performance to some extent, it would be difficult to improve their self-assessment skills without the rubric, so teacher support is necessary for the self-assessment process.

Participant 15: “I think I wouldn't have improved myself if it wasn't for that sheet showing which aspects I should pay attention to. Teachers need to tell us how to evaluate ourselves.”

Besides, 3 participants added that being adult learners could be another influential factor on the improvement of their self-assessment skills and emphasized that self-assessment can also be improved with age. Accordingly, one of them suggested giving students a chance to practice their self-assessment skills starting from their early education.

The prospective EFL teachers were also asked at the beginning of the semester to mention their opinions about what they should focus on while assessing their own writing skills in order to reveal whether they are aware of the assessment criteria in writing or not. The results showed that the prospective EFL teachers have six main considerations in the self-assessment of their writing skills. Firstly, 18 of 36 prospective EFL teachers mentioned that they pay attention to grammar in their assessment as displayed in Table 4.4. In this respect, they emphasized that they focus on how accurately they form the sentences (n.15), whether they use complex grammatical structures or not (n.2) besides the formal and informal usage of the language (n.1).

The second consideration of the prospective EFL teachers in writing was related to vocabulary. While 15 prospective EFL teachers mentioned vocabulary as one of their considerations in their self-assessment, there were only 7 participants who explained from what aspects they should focus on vocabulary in their assessment. Accordingly, they noted they should pay attention to using advanced words (n.3), using appropriate words to convey the precise meaning (n.2), using a variety of words not to be repetitive (n.1), as well as using idioms and proverbs (n.1). An example of the use of appropriate words can be seen in the quotation from the prospective EFL teacher 11 below.

Participant 11 “In my opinion, when assessing writing skills, one thing to consider is the ability to write sentences with better words. This is a skill for me because when starting to write first, my sentences are always inaccurate. I need to learn more vocabulary and read more articles to improve this.”

The third consideration revealed from the responses of the prospective EFL teachers was related to organizational aspects of their writing. In this regard, they emphasized that they should develop their ideas in a logical order for the flow of their essays (n.7). Also, some of the participants concentrated on the agreement of their writing with the predetermined essay type (n.5). Lastly, another participant dwelled on the importance of using linking words as an assessment criterion for the flow of the essay (n.1).

Participant 4 “I think I should mostly focus on how I got my point across because sometimes I lose track of what I have written since I block my other thoughts and just keep writing. So, I need to go back and read it more often and in between of my writings, I might need to check what I wrote...”

Fourth, they mentioned the content of their writing the most. Accordingly, they remarked that they should regard how clearly they can convey the main idea of their writing (n. 6), whether they have enough knowledge about the topic to write about (n.4) and how creatively they can develop their ideas about the topic (n.1).

Participant 1 “I focus on whether I have the knowledge to write about.”

Participant 32 “I should focus on the rules that I was thought and also creativity.”

Although mentioned by very few participants, the fifth consideration of the prospective EFL teachers was related to mechanical parts of the language. However, prospective EFL teachers only mentioned the proper use of punctuation marks (n.3) and the page layout (n.2) in terms of mechanical parts of the language.

The final consideration was related to some considerations for self-assessment. 5 prospective EFL teachers focused on some requirements that they are expected to perform while assessing their own language skills rather than their considerations in assessing their writing skills. Thus, they stated that they should attach importance to assessing their writing skills in a practical way without spending too much time, in an objective way to realize their current performance, assessing their performance in relation to some predetermined criteria and their mistakes in general.

Participant 21 “I should focus on the objectives that were described in the criteria list before while assessing my writing skills.”

Table 4.5. Prospective EFL teachers’ considerations in assessing their writing skills

Category	Codes	Frequency (Times Mentioned)
Grammar	Accuracy	15
	Complexity	2
	Formal / Informal language usage	1
	TOTAL	18
Vocabulary	Vocabulary in general	8
	Using advanced words	3
	Using appropriate words	2
	Using varied words	1
	Using idioms/proverbs	1
	TOTAL	15
Organization	Logical Order	7
	Essay Format	5
	Linking Words	1
	TOTAL	13
Content	Clarity of the topic	6
	Knowledge about topic	4
	Developing creative ideas	1
	TOTAL	11
Mechanics	Punctuation	3
	Page layout	2
	TOTAL	5
Assessment-related	Practicality	2
	Objectivity	1
	Assessment Criteria	1
	Mistakes	1
	TOTAL	5

4.1.2. Research question 1.2: What are the prospective efl teachers’ attitudes towards self-assessment in writing?

In the light of the prospective EFL teachers’ answers to the previous research question, they were also asked at the beginning of the semester to state their opinion about taking responsibility as students for assessing their own writing skills. The prospective EFL teachers’ responses to this question revealed positive attitudes towards taking their own

assessment responsibility in assessing their writing skills. As it can be observed in Table 4.6, only %17 of the participants felt ambivalent or showed negative attitudes towards taking their own assessment responsibility in their writing classes. However, a good proportion of the participants thought before the self-assessment practices that implementing self-assessment in their writing classes would benefit them in various ways.

Table 4.6. Prospective EFL teachers' attitudes towards taking their own assessment responsibility before self-assessment applications

	Frequency	Percent
Positive	30	83
Undecided	1	3
Negative	5	14
Total	36	

The prospective EFL teachers who demonstrated positive attitudes towards taking their own assessment responsibility in writing especially underscored that the self-assessment practices would improve their writing skills by enabling them to realize and correct their mistakes in writing.

Participant 3 “Although we cannot see it as a teacher, it can make us see our mistakes more clearly. Seeing with our own eyes triggers us not to do this again.”

Although a few, the prospective EFL teachers also highlighted that taking their own assessment responsibility can contribute to their future assessment practices, feel them more confident and valuable as students, and also help them to learn how to take responsibility as demonstrated in the quotations below.

Participant 29 “I think it’s a useful way for us to see our mistakes by ourselves and learn how to grade because we are going to be the teachers that will grade their students in the future.”

Participant 4 “I think at some point this type of idea should have been born and someone should have taken action to make it happen since as students we barely get to speak our minds in these types of places and it can sometimes feel like our ideas

don't matter and even to some, it may feel like we as students don't matter. So, I think it would improve us even more to have the power to do so and not just have our teachers assessing us."

Participant 9 "I think it is important to take responsibility, because we are future teachers, and we are going to our student's responsibilities, learning how to take responsibility from our own experiences is a vital part of learning how to take responsibility."

Moreover, another participant thought implementing self-assessment would be useful for transferring their skills to real-life as it is a part of their daily lives as individuals.

Participant 18 "I think it is essential. I don't think it as homework, even if my teachers didn't ask for me to do it I would self-assess my writing and also everything I do in life because it is actually a lifestyle and an important skill to have in your life not just as a student but as an individual."

On the other hand, one of the participants was doubtful about taking the assessment responsibility and stated that it totally depends on the teachers' attitudes. If teachers judge students for their self-evaluations, it can be negative effects on students.

Participant 28 "At first glance, it seems strange to evaluate my own homework and assignments, but considering the philosophy behind it, I think it is actually a useful and necessary activity. The important point here is the teacher's attitude toward students' self-assessments. If he or she judges the evaluations, it can be harmful to the whole process. On the other hand, if he or she leads the students, the outcome can be very profitable."

There were also 5 participants showing negative attitudes towards their own assessment responsibility as students at the beginning of the semester. They regarded that self-assessment is a difficult task for students to provide objective results as they do not have enough expertise in the target language.

Participant 12 “It could be challenging for the students because they are still learning lots of grammar rules and they can make several mistakes even if they haven't done on purposely.”

Table 4.7. Prospective EFL teachers’ attitudes towards self-assessing their writing performance before self-assessment applications

Category	Codes	Frequency (Times Mentioned)
Positive	Improving writing skills	18
	Enhancing future assessment practices	5
	Feeling valuable as learners	5
	Learning to take a responsibility	5
	Transferring their skills to real-life	1
	TOTAL	34
Undecided	Depending on teachers’ attitude	1
	TOTAL	1
Negative	Objectivity problem	5
	TOTAL	5

After practicing self-assessment in their writing classes for a semester, the prospective EFL did not change their mind and a considerable amount of prospective EFL teachers showed positive attitudes again towards taking their own assessment responsibility (n.24), while 3 participants noted that they were not benefited from this process. Those who found taking their own assessment responsibility in their writing classes useful based their opinions on 3 different reasons. Firstly, out of 24, 12 participants called attention to self-assessing their writing skills more objectively after a period of time with the help of self-assessment practices and improving their writing skills in this way.

Participant 21 “...Basically, when we write a text, we cannot see the mistakes we make in the text the moment we write the mistakes, but after a little time, it is very valuable to look at this text and evaluate it more objectively in order to see and improve our mistakes.”

Second, another 11 participants emphasized that they raised their awareness about the assessment criteria in writing as they evaluated their essays.

Participant 13 “Frankly, I was biased towards this idea at first because as I was a first-grade student, I didn't know a lot about writing. Therefore, I had no idea how to evaluate myself, but after every essay I wrote, I learned what to consider in writing and how to evaluate myself.”

Third, one of the participants underscored taking her own assessment responsibility in writing made her feel confident as she was considered worthy to take this responsibility as a student.

Participant 29 “To be honest, it made me proud of myself more because my teacher trusted me for assessing my own writing skills.”

The prospective EFL teachers who voiced their opinions that they were not pleased with taking their own assessment responsibility in their writing classes (n.3) stated they had difficulty in not only identifying their shortcomings in writing and providing corrective feedback to themselves (n.2) but also being objective (n.1) in their assessments.

Participant 17 “To be honest, I would benefit more if someone else that is more proficient would assess me and give me feedback about things that I lack.”

Additionally, before practicing self-assessment in their writing classes, the prospective EFL teachers were asked to share their opinions about using self-assessment with their students when they start their teaching careers as well. Although most of the prospective EFL teachers stated they would prefer to use self-assessment with their students, there were 6 participants who felt undecided or showed negative attitudes towards it.

Table 4.8. Prospective EFL teachers who preferred to use self-assessment with their students

	Frequency	Percent
Yes	30	83
Undecided	5	14
No	1	3
Total	36	

The prospective EFL teachers who would prefer to use self-assessment with their students mostly focused on the effect of self-assessment on increasing students' awareness of their shortcomings and improving their writing skills in this way (n. 25).

Participant 18 “ Yes, I would use it. I think this is an effective way to show them their mistakes. I believe seeing their mistakes will have a bigger impact on students than me trying to fix their mistakes.”

In addition, some of the prospective EFL teachers dwelled on the importance of self-assessment for developing students' self-regulated learning skills and self-regulatory behaviors (n.4) as voiced in the quotations from the prospective EFL teachers below:

Participant 4 “I would say yes because as a teacher I am planning to give my students the idea of being your own criticizer since it's the most important quality someone can have. So, you are not dependent on someone to make those calls for you, you assess yourself you improve yourself. You see your mistakes, you close those mistakes and move on.”

Participant 23 “Yes because I want my students to take responsibility and gain experience at a young age.”

Furthermore, another participant dwelled on sharing the assessment responsibility with students in terms of reducing teachers' workload.

Participant 34 “I use because there are too many students and, only one teacher. Of course, there will be things that overload the teacher. That's why everyone's self-assessment helps the teacher to see the students' mistakes a lot.”

However, 2 participants were undecided about this issue and noted that they could not answer this question because of being freshman students, they can decide about using self-assessment in their future classes when they learn about teaching and assessment more in the following years of their education. Besides, another 3 participants also think that they can decide to use self-assessment in their classes according to the level and grade of their students.

Participant 15 “I cannot answer this question because I have many years ahead of me, I don't know.”

Participant 29 “Using the self-assessment technique with my students will depend on the level of the school I teach. I may not be able to use this technique if I am going to teach in elementary or secondary school, but I think I can use it in high school or higher. I think the mental development of the student is decisive in whether to apply this technique or not. ”

Last but not least, the other 2 participants do not prefer to use self-assessment in their future classes since they think that students’ self-assessment of their own performance may be subjective.

Participant 12 “I will not use the self-assessment because I think that humans cannot assess themselves as good as other people.”

After the self-assessment practices, almost all of the prospective EFL teachers also showed positive attitudes towards using self-assessment with their students in their future assessments (n.26). They expressed that they would prefer to use self-assessment to improve their students’ language skills as they experienced a significant improvement in their own writing skills with the help of self-assessment practices (n. 19). However, one of the participants also added that although self-assessment is quite useful for improving students’ language skills, teachers should decide to implement self-assessment in their classes by considering their students’ age.

Participant 19 “... I think that this assessment should only be applied to students who are university students because as the average age decreases, students will not assess themselves with devotion.”

They also emphasized that they want to apply self-assessment in their classes to make their students aware of their current performance and raise their awareness about the quality of performance expected from them in writing because students sometimes blame their teachers for their low grades (n.4). Some of the prospective EFL teachers want to use self-assessment in their future assessments to engage students in the lesson more by involving

them in the assessment process as well (n.2). However, one of the participants mentioned that he does not believe that students can assess their own performance objectively so he does not prefer to use self-assessment in his future assessment practices.

Participant 21 “In general, students do not know the teacher's assessment criteria and when they get a lower grade than expected, they blame the teacher. That's why I want my students to be able to evaluate themselves and understand me.”

Moreover, when they were asked about their opinions at the end of the semester on whether teacher educators should include self-assessment practices in their courses or not, the great majority of them thought self-assessment practices should be included in the curriculum. On the other hand, there were a few participants who stayed doubtful about it or showed negative attitudes towards it.

Table 4.9. Prospective EFL teachers’ opinions about including self-assessment practices in teacher education courses

	Frequency	Percent
Yes	20	74
Doubtful	3	11
No	4	15
TOTAL	27	

In this regard, while 20 of 27 prospective EFL teachers mentioned that teacher educators should exactly include self-assessment in their courses because self-assessment practices offer various benefits to prospective EFL teachers such as learning the main points of assessment during their education (n.18) and realize their own progress of their performance (n.2). However, 2 of the prospective EFL teachers who suggested teacher educators to include self-assessment practices in their courses warned about some factors to take into consideration. Accordingly, one participant noted that even if self-assessment practices are integrated into the courses, they should not be applied frequently. There was also another participant who warned about the length of the questions in the self-assessment rubric. She underlined that the long questions could be tiring for students and they may be unwilling to answer these kinds of questions.

Participant 1 “As it will improve the student's writing skills, it is useful to include it, provided that it is not done frequently.”

Participant 20 “Yes I think teachers should use self-assessment in their lessons, but the questions asked should not be long and should be short and clear because when the questions are long, students feel overwhelmed and do not want to answer questions. In short, students may hate self-assessment when questions are long and difficult.”

There were also 3 participants who stayed doubtful about to suggesting teacher educators to include self-assessment practices in their courses because they had difficulty in deciding about the necessity of self-assessment to be implemented in different courses and the appropriateness of self-assessment practices to the content of different courses.

Participant 24 “This practice is of course useful and important for developing evaluation capabilities. The Writing lesson was a very suitable lesson for this application, but the scope and teaching style of each lesson may not be suitable for this practice. Therefore, I cannot say that it should be applied in all lessons, but I think it will be useful in practical lessons such as writing.”

Participant 27 “As far as I am concerned, it would be perfect, on the other hand if there is no chance to do it, so no problem. I mean it's not something that necessary.”

However, 4 participants stated teacher educators should not include self-assessment practices in their courses by indicating that students have lots of responsibilities and that implementing self-assessment in different courses will increase their responsibilities.

Participant 23 “I do not think that it will be good because lesson load increases as the students move up the grade and they probably do not want to take the responsibility of rubric.”

What's more, the prospective EFL teachers' opinions about the provided self-assessment rubric after using it for a semester were also the focus of one of the questionnaire questions. Most of the prospective EFL teachers noted that the self-assessment rubric was useful and practical for assessing their writing skills (n.24).

Table 4.10. Prospective EFL teachers who found the self-assessment rubric practical and useful

	Reasons	Frequency	Percentage
Yes	Understanding assessment criteria	13	48
	Realizing their progress	11	41
	TOTAL	24	89
No	Challenging and tiring	3	11
	TOTAL		11

Accordingly, 13 participants out of 24 stated that the statements of the self-assessment rubric were clear enough to understand so that the rubric guided them properly about what points they are expected to pay attention to while assessing their own writing skills.

Participant 3 “Yes, I think some evaluations were point-to-point. For example, I did not care much about the use of punctuation marks before, but when I saw that item in the rubric, I realized that it was necessary to pay attention to it, and I worked on this issue more.”

Another 11 participants also found the self-assessment rubric useful because of both enabling them to make inferences about their current performance in writing and compare their current performance with their previous performance and realize their progress.

Participant 12 “Yes it is useful while writing the essay. When I saw my old self-assessments, I could notice the differences between my former and later essays.”

On the other hand, 3 participants did not directly comment on the practicality and usefulness of the rubric but they criticized the process of using the self-assessment rubric and found the process of using the self-assessment rubric for their own essays tiring. They expressed that writing an essay is a difficult task on its own as students are expected to show varied skills in writing. Thus, they stressed that they studied for hours to complete their essays and after completing them, it was quite challenging to assess their own performance by using the rubric.

Participant 13 “Unfortunately, no. After writing for 4 hours, it was really difficult for me to focus on self-assessing and thus, I just wanted to get it over with. I believe that was the case for most of the other students as well.”

The prospective EFL teachers were also asked if they have experienced any problems or difficulties in assessing their own writing skills by using the self-assessment rubric or not. As shown in the Table 4.11, while 19 participants reported that they did not experience any difficulties or problems in this process as the statements in the rubric were clear enough to understand and the rubric transparently showed them what to consider in their assessment, there were 8 participants who experienced some problems and difficulties in assessing their own writing skills by using the rubric.

Table 4.11. Prospective EFL teachers who experienced some difficulties while using the self-assessment rubric

	Frequency	Percent
Yes	8	30
No	19	70
TOTAL	27	

When the responses of the participants who have experienced difficulties or problems while using the self-assessment rubric were examined in detail, the appeared picture showed that they mostly had problems or difficulties in assessing their performance objectively (n.8) because it was challenging for them to identify and remediate their mistakes/shortcomings in their essays as they mentioned in the quotations below.

Participant 13 “Yes, I had some problems with grammar in particular because I could not realize what my grammar mistakes were while writing, so I was not sure what score I should give myself when evaluating myself.”

Participant 25 “Trying to be objective made it hard. Also, I had difficulty evaluating articles that I had difficulty while writing. I was aware that I could write something better, but I was not sure how to do it.”

The findings also revealed that out of 26, 16 prospective EFL teachers found the provided self-assessment rubric sufficient and practical after self-assessing their essays for a semester and did not want to make any changes to the rubric if they were to use it for their writing skills in another course. On the other hand, 10 prospective EFL teachers stated that they would prefer to make a few changes about not only some categories, parts and statements of the rubric but also its application process and intended purpose if they were to use self-assessment rubric for assessing their writing skills in another course.

In terms of the categories, parts and statements of the rubric, they mentioned that they would like to add a part at the end of the rubric to express their thoughts and feelings about their self-assessment process (n.2) and to give a final grade to their performance (n.1). Some participants also put emphasis on reviewing the “cohesion & coherence” category of the rubric by finding the number of the descriptors insufficient in this category (n.1), rewriting descriptors to make them more comprehensive (n.1), using different descriptors for each type of essay (n.1), adding a descriptor for using academic words in the category of vocabulary (n.1) and adding more descriptors for the performance levels to assess their performance instead of from 1 to 5 (n.1).

Participant 6 “...Point system can be changed. Giving maximum five points may be complex sometimes. I think it should be 1-10 points.”

However, there were 3 participants who mostly focused on the application process of the rubric rather than its categories and statements and stated that they would like to leave more time between the essay writing and self-assessing process to reflect on their performance in a more detailed way (n.1), add a statement about arranging their time limit for writing (n.1), implement the self-assessment rubric in an online platform (n.1) and discuss their self-assessment scores with their teachers after completing their self-assessment (n.1).

Participant 15 “...These would be: Has your essay writing time exceeded the time that have set by the teacher?”

Another participant underscored that he would like to change the intended purpose of the rubric. He highlighted that the provided rubric should only be used by teachers to assess their students' performance but it is not suitable for students to self-assess their essays (n.1).

Table 4.12. Prospective EFL teachers who would like to make some changes on the rubric

Frequency	Percent	Category	Codes	Frequency (Times Mentioned)
Yes	11	Changes About Categories and Descriptors	Adding a part for feelings	3
			Reviewing the cohesion part	1
			Changing descriptors for different essays	1
			Adding a descriptor for using academic words	1
			Adding more level of descriptors	1
			Adding a part for final mark	1
			TOTAL	8
		Changes About The Intended Purpose	Useful for teacher assessment	1
		TOTAL		1
No	16			
TOTAL	27			

4.1.3. Research question 1.3: What are the prospective EFL teachers' perceived contributions of self-assessment in writing?

All of the prospective EFL teachers, except one, had a consensus at the beginning of the semester that self-assessment practices would enhance their writing skills. The great majority of the prospective EFL teachers supposed that self-assessment would have a positive effect on improving their writing skills because of guiding them in identifying and remediating their shortcomings (n. 26) as well as realizing their progress in writing (n. 1). One of the participants who found self-assessment useful for overcoming their weaknesses in writing also underlined that identifying their mistakes in writing by themselves would make their learning more permanent.

Participant 25 “Of course, if we evaluate the texts we have written ourselves, we will be aware of our shortcomings and we will write them by paying attention to those points in the texts we will write later. I think as we continue to self-evaluate over time, we can build up from our mistakes and write more understandable and less erroneous texts.”

Participant 3 “Yes, because as we see our mistakes, it will be clearer for us to what to do about it. We can search and find a better way and just because we did it ourselves, it will be more memorable. “

In addition, some prospective EFL teachers think self-assessment practices can improve their writing skills only if some conditions are met. For example, 4 participants expressed they can improve their writing skills with the help of self-assessment practices when they receive feedback from their teachers about their self-assessment because they think they may not be objective in their evaluations or cannot identify their shortcomings properly.

Participant 2 “I think every self-assessor needs a teacher to ask questions about his own mistakes and he should learn with the teacher.’

Likewise, another 3 participants regarded being objective as a condition to improve their writing skills through self-assessment, and one participant put emphasis on understanding the assessment criteria as well.

Participant 8 “Yes, I think it will help me to develop my writing skills. I have never written anything in English long as an essay. If I am honest with myself while doing the assessing and not biased I think I can improve myself.”

Participant 28 “I think that self-assessment can improve my writing skills since it enables me understanding the process deeply. If I know and understand the criteria that the teacher evaluates my writing, I can use them to improve my writing skills.”

Nonetheless, only one participant reported that self-assessment can only increase their awareness of their performance in writing but it would not have any significant effect on improving their skills.

Table 4.13. Prospective EFL teachers' opinions about the effects of self-assessment on their writing skills

Category	Codes	Frequency (Times Mentioned)
Effective	Focusing on mistakes/shortcomings	26
	Understanding the progress	1
	TOTAL	27
Conditionally Effective	Needs teacher-provided feedback	4
	Requires to be objective	3
	Provided to understand criteria clearly	1
	TOTAL	8
Ineffective	Providing only self-awareness	1
	TOTAL	1

When the prospective EFL teachers were asked their viewpoints about practicing self-assessment in developing their writing skills at the end of the semester, the great majority of them also emphasized the positive effect of self-assessment practices for their progress in writing (n.24) as displayed in the Table 4.14.

Table 4.14. Prospective EFL teachers who found self-assessment practices useful in developing their writing skills

	Frequency	Percent
Yes	24	89
No	3	11
TOTAL	27	

In this regard, the prospective EFL teachers who found self-assessment practices beneficial in developing their writing skills mostly focused on understanding their strengths and weaknesses in writing and overcoming their weaknesses with the help of self-assessment practices in their following essays (n.15). In this sense, they emphasized that self-assessment enabled them to realize their weaknesses in their essays in terms of grammar (n.3), vocabulary (n.3), cohesion and coherence (n.1), organization (n.1) and punctuation (n.1).

Participant 7 “I notice what I’m bad and good at. Then when I’m writing the next essay I pay attention to my previous mistakes and try not to repeat them.”

Participant 10 “As I mentioned before, it helped me to put my essay in a particular order and to recognize and correct my mistakes.”

In addition, 4 participants stressed that they internalized the assessment criteria in writing and understood what they should pay attention to improve their writing skills so that they increased their motivation in writing (n.4).

Participant 2 “I can identify the qualities that should be in a good essay and I feel more motivated because I want to write better each time.”

However, the prospective EFL teachers who showed negative attitudes towards taking their own assessment responsibility in assessing their writing skills at the end of the semester also found self-assessment practices ineffective in developing their writing skills by mentioning the objectivity problem again as in the previous question. They emphasized that they as students could not objectively assess their own writing skills and detect their own mistakes properly so self-assessment practices did not have any positive effect on improving their writing skills.

Furthermore, almost all of the prospective EFL teachers had a consensus at the end of the semester that implementing self-assessment in their writing classes affected their self-assessment skills positively (n.24) as well. They highlighted that they started to assess their performance more objectively each time they assessed another essay since they got used to using the self-assessment rubric (n.3) and raised their understanding of the assessment criteria and identified their weaknesses in their writing more easily (n.24).

Participant 28 “In the first implementation, I had more difficulty because I had never self-assessed before and it was the first time I was using a self-assessment rubric. In later applications, I both mastered the rubric and understood better what to pay attention to while making the assessment. For this reason, I think I have improved my assessment gradually.”

When the benefits of self-assessment practices on prospective EFL teachers' future language assessment literacy skills were investigated, 35 of 36 prospective EFL teachers thought at the beginning of the semester that self-assessment practices would contribute to their future assessment knowledge and skills. As can be seen in Table 4.15, the majority of the prospective EFL teachers stated that they think self-assessment practices would help them to have a deeper understanding of the writing process so they can be aware of the difficulties that their students may face in the process of writing their essays. Besides, they mentioned that if they become more proficient in writing thanks to self-assessment practices, they can identify and correct their students' mistakes in writing more easily.

Participant 8 "Yes, I definitely do. If I practice self-assessment, I will know what my students go through while writing. I would understand their struggle better and help them."

Participant 32 "Yes, it will. With this method, I can detect and reduce my mistakes. So I can become a better teacher and correct my students' mistakes better."

In addition, the prospective EFL teachers thought that self-assessment practices enable them to internalize not only the assessment process but also the assessment criteria in writing.

Participant 29 "I think self-assessment practices will help me develop the assessment skills that I will need when I become a teacher. At least I will have the opportunity to practice the assessment process, which is an undeniable opportunity to educate myself on this issue."

Moreover, 2 participants stated that realizing their own shortcomings in writing with the help of self-assessment practices gives them an idea for their future teaching practices as well.

Participant 17 "Yes it will, when it comes to learning and noticing my faults and also learning these faults, I'm thinking about my future like when I become a teacher I think that what will I be or what will I teach to my students or to someone. Slowly I'm getting over these thoughts and this task will help me also."

Nonetheless, one of the participants propounded that self-assessment practices can only be useful for increasing students' awareness of their own performance but they would not have any effect on prospective EFL teachers' future assessment skills.

Table 4.15. Contributions of Self-Assessment to Prospective EFL teachers' LAL skills

Category	Codes	Frequency (Times Mentioned)
Contributory	Understanding assessment process	21
	Understanding writing process	12
	Improving teaching skills	2
	TOTAL	35
Non-contributory	Providing only self-awareness	1
	TOTAL	1

After practicing self-assessment for a semester, 26 of 27 participants thought self-assessment practices contributed to their future assessment knowledge and skills as prospective EFL teachers as displayed in Table 4.16.

Table 4.16. Prospective EFL teachers who thought self-assessment practices contributed to their LAL skills

	Frequency	Percent
Yes	26	96
No	1	4
Total	27	

In this respect, they highlighted the importance of gaining experience in assessment and learning the main points of writing assessment with the contributions of self-assessment practices. Accordingly, they stated they had the chance to get familiar with the assessment process and this experience would help them to assess their own students' language skills more consciously and guide their students' more easily for their shortcomings in writing. In addition, some of them also added that it is a kind of pre-condition for prospective EFL teachers to internalize the assessment criteria and be able to evaluate their own performance in an objective manner in order to assess someone else's performance (n.2).

Participant 23 “...A teacher who can evaluate herself can evaluate her students with the same sensitivity, so I think it has a great contribution.”

Participant 24 “I think it definitely contributed to my skills. As I am currently a student, I could not find an opportunity to improve my assessment skills, but thanks to this study, I got this opportunity. I will also benefit from this experience when evaluating my students in the future.”

Nevertheless, there was one participant who found self-assessment practices useless for his future assessment knowledge and skills. Accordingly, he thought self-assessment practices were beneficial for improving his skills for assessing his own writing skills but it did not have any effect on his future assessment practices.

4.1.4. Research question 2: Is there a significant difference between the prospective EFL teachers’ self-assessment scores and the instructor’s assessment scores on their writing skills in English?

The second research question aimed to examine whether there is a significant difference between the prospective EFL teachers’ self-assessment scores and their instructor’s scores on their writing skills. To answer this question, the prospective EFL teachers assessed their own writing skills based on the provided rubric for four different types of essays and their instructor also assessed their writing skills by using the same rubric. Firstly, the data gathered from the prospective EFL teachers’ self-assessment scores on their own writing skills and the instructor’s scores were analyzed together with Kolmogorov-Smirnov Test to understand whether the obtained scores resemble a normal distribution or not. The results are shown in the table below.

Table 4.17. Normality test results of - prospective EFL teachers’ self- and the instructor’s assessment scores

Assessors		Kolmogorov-Smirnov		
		Statistic	Df	p
Total Scores	Prospective EFL teachers	,080	124	,048
	The Instructor	,180	124	,000

The results showed that the total scores given by the prospective EFL teachers and their instructor for four different types of essays showed non-normal distribution ($p < 0.05$). Accordingly, Mann Whitney U Test, as one of the non-parametric tests, was used in order to understand whether there is a significant difference between the prospective EFL teachers' self-assessment scores and the instructor's assessment scores on their writing skills. The results are demonstrated in Table 4.18.

Table 4.18. Non-parametric test results of prospective EFL teachers' self- and the instructor's assessment scores

Assessors		N	Mean	S. Deviation	Median	U	p
Total Scores	Prospective EFL teachers	124	81,17	10,85	80,90	7574,000	0,840
	The Instructor	124	79,92	12,30	85,05		

Due to the non-normal distribution of the data, the median value of the prospective EFL teachers' self-assessment scores and their instructor's scores was taken into consideration. The total scores provided by the instructor were relatively higher than the prospective EFL teachers' self-assessment scores of their writing skills in terms of the median value. However, as it can be seen in Table 4.18, there was no statistically significant difference between the total scores provided by the instructor and prospective teachers for their own writing skills ($p > 0.05$).

With the purpose of having an in-depth understanding of the data, the prospective EFL teachers' self-assessment scores of their writing skills and their instructor's scores were also analyzed separately on the basis of four different types of essays. Shapiro-Wilk Test was carried out to examine whether the data was normally distributed or not.

Table 4.19. Normality test results of prospective EFL teachers' self- and the instructor's assessment scores

Essay Type			Shapiro-Wilk		
			Statistic	Df	p
Cause & Effect Essay	Total Scores	Prospective Teachers	,952	31	,178
		The Instructor	,840	31	,000
Process Essay	Total Scores	Prospective Teachers	,955	31	,211
		The Instructor	,884	31	,003
Comparison & Contrast Essay	Total Scores	Prospective Teachers	,732	31	,000
		The Instructor	,774	31	,000
Argumentative Essay	Total Scores	Prospective Teachers	,966	31	,418
		The Instructor	,796	31	,000

According to the results, the data presented non-normal distribution ($p < 0.05$). In this regard, Mann Whitney U Test was conducted to find out if there is a significant difference between the prospective EFL teachers' self-assessment scores and the instructor's scores on the basis of each type of essays. Table 4.20 illustrates the findings of the test:

Table 4.20. Difference between prospective EFL teachers' self- and the instructors' assessment scores

Essay Type		N	Mean	S. Deviation	Median	U	p
Cause & Effect Essay	Prospective Teachers	31	79,54	9,68	78,60	434,000	,513
	The instructor	31	77,11	12,80	84,90		
Process Essay	Prospective Teachers	31	83,71	9,50	81,20	456,000	,730
	The instructor	31	81,21	9,79	85,40		
Comparison & Contrast Essay	Prospective Teachers	31	80,22	14,43	80,70	465,000	,827
	The instructor	31	79,10	13,98	84,00		
Argumentative Essay	Prospective Teachers	31	81,20	8,96	81,80	387,500	,190
	The instructor	31	82,27	12,19	86,20		

The median value of the instructor's scores for cause & effect essay, process comparison & contrast essays, and argumentative essays were relatively higher than the instructor's scores. However, there was no statistically significant difference between the total scores provided by the instructor and the prospective EFL teachers for cause & effect essay, process, comparison & contrast and argumentative essays ($p>0.05$).

4.1.5. Is there a significant difference between the prospective English teachers' self- assessment scores and the instructors' assessment scores regarding components of writing skills?

41 data sets were analyzed through the Shapiro-Wilk normality test. The results showed that although 7 data sets show normal distribution, 33 data sets resemble non-normal distribution. In the table below, while the red signs indicate the non-normal distribution of the data sets, the green signs indicate normal distribution. As seen in Table 4.21, it would be appropriate to apply non-parametric statistical methods to obtain meaningful outcomes.

Table 4.21. Normality test results of prospective EFL teachers' self- and the instructor's assessment scores regarding different components of writing skills

Shapiro-Wilk				Shapiro-Wilk				Shapiro-Wilk				Shapiro-Wilk			
Tür	Statistic	df	p	Tür	Statistic	df	p	Tür	Statistic	df	p	Tür	Statistic	df	p
GNO	0,932	31	 0,05	Cause Effect-Total O (Rb=1)	0,966	31	 0,424	CC-Total O (Rb=1)	0,963	31	 0,355	Mt-Total O (Rb=1)	0,935	31	 0,059
Argumentative-Total O (Rb=1)	0,975	31	 0,68	Cause Effect-Total C (Rb=1)	0,966	31	 0,426	CC-Total C (Rb=1)	0,911	31	 0,014	Mt-Total C (Rb=1)	0,949	31	 0,144
Argumentative-Total V (Rb=1)	0,923	31	 0,028	Cause Effect-Total V (Rb=1)	0,901	31	 0,008	CC-Total V (Rb=1)	0,909	31	 0,012	Mt-Total V (Rb=1)	0,897	31	 0,006
Argumentative-Total G (Rb=1)	0,875	31	 0,002	Cause Effect-Total G (Rb=1)	0,9	31	 0,007	CC-Total G (Rb=1)	0,939	31	 0,077	Mt-Total G (Rb=1)	0,921	31	 0,025
Argumentative-Total M (Rb=1)	0,893	31	 0,005	Cause Effect-Total M (Rb=1)	0,241	31	 0,001	CC-Total M (Rb=1)	0,907	31	 0,011	Mt-Total M (Rb=1)	0,916	31	 0,018
Argumentative-Total O (Rb=2)	0,808	31	 0,001	Cause Effect-Total O (Rb=2)	0,857	31	 0,001	CC-Total O (Rb=2)	0,744	31	 0,001	Mt-Total O (Rb=2)	0,827	31	 0,001
Argumentative-Total V (Rb=2)	0,875	31	 0,002	Cause Effect-Total C (Rb=2)	0,896	31	 0,006	CC-Total C (Rb=2)	0,794	31	 0,001	Mt-Total C (Rb=2)	0,877	31	 0,002
Argumentative-Total G (Rb=2)	0,879	31	 0,002	Cause Effect-Total V (Rb=2)	0,805	31	 0,001	CC-Total V (Rb=2)	0,857	31	 0,001	Mt-Total V (Rb=2)	0,798	31	 0,001
Argumentative-Total M (Rb=2)	0,625	31	 0,001	Cause Effect-Total G (Rb=2)	0,905	31	 0,01	CC-Total G (Rb=2)	0,927	31	 0,036	Mt-Total G (Rb=2)	0,85	31	 0,001
				Cause Effect-Total M (Rb=2)	0,783	31	 0,001	CC-Total M (Rb=2)	0,803	31	 0,001	Mt-Total M (Rb=2)	0,93	31	 0,044

 The data shows non-normal distribution
 The data shows normal distribution

The relationship between the prospective EFL teachers' self-assessment scores and the instructor's scores regarding different components of writing skills was analyzed through the Spearman Rho Correlation test and shown with the p-value matrix for different types of essays. The analysis of the essay types is listed below according to the order they were written.

Starting with the first type of essay in the study, cause & effect essay, the prospective EFL teachers' self-assessment of their writing skills (Rb=1) was consistent with the instructor's assessment (Rb=2) only for the categories of 'organization' and 'mechanics'. For the other categories, there was a statistically significant difference between the prospective EFL teachers self- (Rb=1) and the instructor's assessments (Rb=2).

Table 4.22. Relationship between the assessments regarding different components of writing skills for cause & effect essay

	Organization (Rb = 1)	Cohesion & Coherence (Rb = 1)	Vocabulary (Rb = 1)	Grammar (Rb = 1)	Mechanics (Rb = 1)
Organization (Rb = 2)	● 0,007 (N=31)	● 0,170 (N=31)	● 0,074 (N=31)	● 0,003 (N=31)	● 0,011 (N=31)
Cohesion & Coherence (Rb = 2)	● 0,049 (N=31)	● 0,363 (N=31)	● 0,351 (N=31)	● 0,004 (N=31)	● 0,028 (N=31)
Vocabulary (Rb = 2)	● 0,091 (N=31)	● 0,945 (N=31)	● 0,804 (N=31)	● 0,097 (N=31)	● 0,085 (N=31)
Grammar (Rb = 2)	● 0,212 (N=31)	● 0,813 (N=31)	● 0,766 (N=31)	● 0,605 (N=31)	● 0,382 (N=31)
Mechanics (Rb = 2)	● 0,094 (N=31)	● 0,799 (N=31)	● 0,647 (N=31)	● 0,168 (N=31)	● 0,007 (N=31)

● $p \leq 0,05$; There is a positive correlation between two variables
 ● $p \geq 0,05$; There is no statistically significant correlation between two variables

For the second type of essay in the study, the process essay, the prospective EFL teachers' self-assessment scores (Rb=1) were consistent with the teacher's assessment (Rb=2) only for the category of 'Mechanics'. There was a statistically significant difference between the prospective EFL teachers' self-assessment and the teacher's assessment for the other categories of the rubric.

Table 4.23. Relationship between the assessments regarding different components of writing skills for process essay

	Organization (Rb = 1)	Cohesion & Coherence (Rb = 1)	Vocabulary (Rb = 1)	Grammar (Rb = 1)	Mechanics (Rb = 1)
Organization (Rb = 2)	● 0,443 (N=31)	● 0,261 (N=31)	● 0,366 (N=31)	● 0,075 (N=31)	● 0,965 (N=31)
Cohesion & Coherence (Rb = 2)	● 0,866 (N=31)	● 0,253 (N=31)	● 0,741 (N=31)	● 0,849 (N=31)	● 0,490 (N=31)
Vocabulary (Rb = 2)	● 0,481 (N=31)	● 0,758 (N=31)	● 0,900 (N=31)	● 0,923 (N=31)	● 0,888 (N=31)
Grammar (Rb = 2)	● 0,932 (N=31)	● 0,442 (N=31)	● 0,849 (N=31)	● 0,201 (N=31)	● 0,411 (N=31)
Mechanics (Rb = 2)	● 0,561 (N=31)	● 0,696 (N=31)	● 0,218 (N=31)	● 0,152 (N=31)	● 0,007 (N=31)

● $p \leq 0,05$; There is a positive correlation between two variables

● $p \geq 0,05$; There is no statistically significant correlation between two variables

The third type of essay in the study was a comparison & contrast essay. As it is indicated in Table 4.24, the prospective EFL teachers' self-assessment (Rb=2) was inconsistent with the instructor's assessment (Rb=1) for all categories. In other words, there was no statistically significant relationship between the prospective EFL teachers' self-assessment (Rb=1) and the instructor's assessment (Rb=2).

Table 4.24. Relationship between the assessments regarding different components of writing skills for comparison & contrast essay

	Organization (Rb = 1)	Cohesion & Coherence (Rb = 1)	Vocabulary (Rb = 1)	Grammar (Rb = 1)	Mechanics (Rb = 1)
Organization (Rb = 2)	● 0,934 (N=31)	● 0,844 (N=31)	● 0,320 (N=31)	● 0,441 (N=31)	● 0,725 (N=31)
Cohesion & Coherence (Rb = 2)	● 0,808 (N=31)	● 0,794 (N=31)	● 0,100 (N=31)	● 0,326 (N=31)	● 0,705 (N=31)
Vocabulary (Rb = 2)	● 0,755 (N=31)	● 0,976 (N=31)	● 0,230 (N=31)	● 0,068 (N=31)	● 0,986 (N=31)
Grammar (Rb = 2)	● 0,535 (N=31)	● 0,801 (N=31)	● 0,195 (N=31)	● 0,416 (N=31)	● 0,843 (N=31)
Mechanics (Rb = 2)	● 0,693 (N=31)	● 0,361 (N=31)	● 0,564 (N=31)	● 0,268 (N=31)	● 0,590 (N=31)

● $p \leq 0,05$; There is a positive correlation between two variables

● $p \geq 0,05$; There is no statistically significant correlation between two variables

The last type of essay in the study was argumentative essay. As it is shown in table 4.25, there was a statistically significant relationship between the prospective EFL teacher's self-assessment and the instructor's assessment in relation to the categories of "Organization" and "Mechanics". When statistical relationships between other departments are examined, there is a statistically significant difference between the prospective EFL teacher's self-assessment (Rb=1) and the instructor's assessment (Rb=2). On the other hand, a robust correlation was observed especially in the category of "Mechanics" between the self- and the instructor- assessments.

Table 4.25. Relationship between the assessments regarding different components of writing skills for argumentative essay

	Organization (Rb = 1)	Cohesion & Coherence (Rb = 1)	Vocabulary (Rb = 1)	Grammar (Rb = 1)	Mechanics (Rb = 1)
Organization (Rb = 2)	● 0,013 (N=31)	● 0,360 (N=31)	● 0,123 (N=31)	● 0,921 (N=31)	● 0,008 (N=31)
Cohesion & Coherence (Rb = 2)	● 0,250 (N=31)	● 0,955 (N=31)	● 0,557 (N=31)	● 0,258 (N=31)	● 0,314 (N=31)
Vocabulary (Rb = 2)	● 0,386 (N=31)	● 0,742 (N=31)	● 0,347 (N=31)	● 0,905 (N=31)	● 0,029 (N=31)
Grammar (Rb = 2)	● 0,735 (N=31)	● 0,425 (N=31)	● 0,542 (N=31)	● 0,769 (N=31)	● 0,063 (N=31)
Mechanics (Rb = 2)	● 0,008 (N=31)	● 0,032 (N=31)	● 0,220 (N=31)	● 0,081 (N=31)	● 0,000 (N=31)

● $p \leq 0,05$; There is a positive correlation between two variables
 ● $p \geq 0,05$; There is no statistically significant correlation between two variables

4.2. Discussions

This part of the study presents a detailed discussion of the results of the data in line with the related literature following the order of the research questions of the thesis.

4.2.1. The prospective EFL teachers' conceptualization of self-assessment

Self-assessment is defined as a process in which students reflect on their learning process, understand their strengths and weaknesses, and identify strategies to improve their performance (Andrade & Valcheva, 2009; McMillan & Hearn, 2008). Namely, self-assessment mainly aims to promote students' learning (Boud, 2013). In order to implement effective self-assessment practices, students should know what to consider in the self-assessment process, and how to use the provided information through self-assessment for their improvement (Ross, 2006). For this reason, students should be trained in self-assessment in necessary cases to enable them to assess their own performance in a more reliable way (Harris, 1997; McDonald & Boud, 2003; Ross, 2006). Taking this as a starting point, one of the sub-research questions attempted to find out how prospective EFL teachers conceptualize self-assessment. The aim was to understand whether the prospective EFL teachers have any background information about the procedure and purpose of self-assessment for their learning or not. Namely, it was intended to understand the prospective EFL teachers' level of "self-assessment literacy", a concept used for the first time in the present study. Hence, prospective EFL teachers were asked about their conceptualization of self-assessment through a self-assessment questionnaire at the beginning of the semester.

When the prospective EFL teachers were asked for the definition of self-assessment at the beginning of the semester, the preliminary results showed that most of them defined it as "an objective assessment of their own performance or actions". While the prospective EFL teachers provided relatively sufficient information about the concept of self-assessment in their definitions, they were partially successful in explaining the procedure and purpose of self-assessment as a whole.

In terms of the purpose of self-assessment, the majority of the prospective EFL teachers put emphasis on realizing their strengths and weaknesses of their performance or behaviors in their definitions. In short, they regarded self-assessment as a tool for self-answer

checking or self-questioning. However, they did not mention anything about how they can use the obtained information through self-assessment or why they need it for their learning or daily lives. Also, while some prospective EFL teachers mentioned that the purpose of self-assessment is to improve their skills or behaviors, only a few of them could provide detailed information about how they can use the obtained information through self-assessment for their own improvement as well. Therefore, although prospective EFL teachers' definitions are consistent with Andrade and Valtcheva's (2009) and McMillan and Hearn's (2008) definitions to a certain extent at the beginning of the semester, their definitions were insufficient in explaining the main purpose of self-assessment to enhance their learning, performance, or behaviors. On the other hand, a few prospective EFL teachers also highlighted two other important key points and mentioned that the purpose of self-assessment is to give their own scores to their assignments or become an independent learner by taking their own assessment responsibility. This finding of the study is contrary to Boud (2013)'s conceptualization of self-assessment. Boud (2013) suggested self-assessment is not primarily related to self-grading. It indicates a process of involving students in the assessment process with the purpose of enhancing their performance. However, the findings of the study support the findings of Andrade and Valtcheva's (2009) and Harris' (1997) research in terms of becoming independent learners. According to Andrade and Valtcheva (2009), and Harris (1997), self-assessment is a core element of self-regulation because it informs students about their learning goals and requires them to follow their own learning progress.

There were only two prospective EFL teachers who mentioned the procedure of self-assessment in their definitions. In this respect, they stated that self-assessment requires them to assess their own skills in relation to predetermined criteria. This finding is also in line with Boud's (2013) definition in which he emphasizes that students should be involved in the process of determining the assessment criteria and decide to what extent their work meets the determined criteria in the self-assessment process. Even though the prospective EFL teachers did not focus on being involved in the process of determining the assessment criteria, they emphasized assessing their work regarding some certain criteria in their definitions.

At the end of the semester, the great majority of prospective EFL teachers indicated that the main purpose of self-assessment is to improve their skills by reflecting on their

current performance and making implications for their further learning. Accordingly, prospective EFL teachers enhanced their understanding of the concept of self-assessment at the end of the semester, and their conceptualization of self-assessment was more consistent with the definitions provided by Andrade and Valtcheva (2009) and McMillan and Hearn (2008) compared to the beginning of the semester. There were also more students who focused on the procedure of self-assessment at the end of the semester and expressed the necessity of assessing their performance in reference to some criteria. Additionally, a few prospective EFL teachers focused on the benefits of self-assessment at the end of the semester and considered self-assessment as a way of increasing their motivation in their learning process in line with the studies of Dickinson (1995), Gardner, (2000), McMillan & Hearn, (2008).

Moreover, the prospective EFL teachers were asked at the beginning of the semester whether they thought they could improve their self-assessment skills or not. Accordingly, the great majority of the prospective EFL teachers also conceptualized self-assessment as a learned skill and thought they could improve their self-assessment skills in various ways. In this regard, most of them stated they could improve their self-assessment skills over time by practicing. This result of the study is in line with the findings of AlFallay (2004), Blue (1994), Brown et al. (2015), Honsa (2011) and Kızıl (2018), who found that since most of the students are not used to self-assessment practices, practicing self-assessment over a period of time promotes students' self-assessment skills and enables them to provide more reliable self-assessment scores. A few prospective EFL teachers also mentioned that they could improve their self-assessment skills on the condition of being objective in their assessment. This result also supports Blue's (1994) research in which he suggests that students who realistically assess their own language skills are more likely to stick with language learning than the students whose assessment is inconsistent. In this respect, Blance and Merino (1989) also emphasized the importance of objectivity in self-assessment and regarded self-assessment accuracy as a condition for students to become autonomous learners and inform their teachers about their learning needs. There were some participants who believed that they could improve their self-assessment skills by receiving training. There are different studies in the literature consistent with this finding of the study and revealed that students should be trained in self-assessment to enhance their self-assessment skills and increase the accuracy of their self-assessment (Brown et al, 2015; Harris, 1997; Honsa, 2011; Ross et al.,1999; McDonald & Boud, 2003; Kaya Yıldırım, 2001;). On the

other hand, one of the prospective EFL teachers related this process to maturity and highlighted that as people get older, they can understand everything around them more comprehensively so that they can improve their self-assessment skills. Ross (2006) confirmed the positive relationship between students' age and their self-assessment skills and suggested that older students can provide more reliable self-assessment scores due to being ahead in terms of mental development. In conclusion, the prospective EFL teachers had realistic predictions about the ways of improving their self-assessment skills.

However, another prospective EFL teacher looked at this process from a different perspective and considered self-assessment as an inborn skill. Accordingly, she claimed that the curious nature of human beings triggers them to question everything so that they improve their self-assessment skills by themselves without any effort. However, there is no evidence presented in the related literature to accept self-assessment as an inborn skill in educational settings. According to Holec (1981), the ability to take responsibility of one's own learning is not an inborn skill; it should be acquired by natural means or in a formal learning environment.

At the end of the semester, all of the prospective EFL teachers regarded self-assessment as an improvable skill. Since they practiced self-assessment for a semester, they emphasized the significant effect of practicing their self-assessment skills over a period of time on increasing their understanding of the targeted performance and remediating their weaknesses in writing. Although this result of the present study was consistent with the studies conducted by AlFallay (2004), Blue (1994), Brown et al. (2015), Honsa (2011) and Kızıl (2018), the prospective EFL teachers could not improve their self-assessment skills and could make realistic judgments for their own writing performance regarding different components of writing skills in time. They may have improved their writing skills by practicing self-assessment and using a self-assessment rubric over a period of time, but there was no significant improvement in their self-assessment skills in the present study. Similar to the results obtained at the beginning of the semester, some of the participants also emphasized the importance of receiving training from their teachers and the positive correlation between their self-assessment skills and maturity after practicing self-assessment for a semester.

Furthermore, the prospective EFL teachers were also asked at the beginning of the semester what they should consider while assessing their own writing skills with the purpose of understanding whether they are aware of the assessment criteria in writing or not. Heaton (1989) summarized the components of writing skills under five main headings as language use, mechanical skills, treatment of content, stylistic skills, and judgment skills. Namely, students are expected to produce grammatically and semantically correct sentences, develop their ideas in an organized way, connect the sentences and paragraphs properly using the language effectively, use writing conventions correctly, and write appropriately for a particular audience and purpose (Heaton, 1989). Therefore, writing skills mean more than simply producing and combining sentences for students.

Considering the five components of writing summarized by Heaton (1988), none of the prospective EFL teachers mentioned all of the components they need to pay attention to in writing. They moderately referred to some components of writing skills such as grammar, vocabulary, organization, content, and mechanics. In that vein, the findings showed that prospective EFL teachers principally focus on grammar, thereby producing grammatically correct sentences in writing. Although a few, they also consider using advanced grammatical structures and using pragmatically appropriate language with regards to grammar. After grammar, they pay attention to vocabulary the most. While some of them did not specify from what aspect they consider vocabulary in their writing, a few prospective EFL teachers mentioned they regard using advanced words, appropriate words, a variety of words, as well as idioms and proverbs. A relatively lower number of prospective EFL teachers also stated some considerations related to the organization and content of their writing. For organization, their considerations were related to sequencing their ideas in a logical order, considering the essay format and using linking words effectively. In terms of content, they concentrated on the clarity of the topic, their knowledge about the topic, and developing creative ideas. In addition, a few prospective EFL teachers stated some considerations related to the mechanics of writing, but they only focused on punctuation and page layout. Hence, their considerations in assessing their own writing skills were insufficient compared to the components of writing stated by Heaton (1988). This may be because of the fact that the prospective EFL have generally ignored writing and speaking skills in their language learning process till now due to being selected to the program through a test including multiple-choice questions (Hatipoğlu, 2015).

There were a limited number of prospective EFL teachers as well who put emphasis on assessment related considerations rather than the components of writing skills. They noted that they regard how practically and objectively they can assess their own writing skills, the predetermined assessment criteria and their mistakes while assessing their own writing skills. These considerations are also important to provide reliability and validity of the assessment (Hughes, 2003) while they are not directly related to the writing assessment. Therefore, the results confirmed that prospective EFL teachers are not completely aware of the assessment criteria in writing.

4.2.2. The prospective EFL teachers' attitudes towards and perceived benefits of taking their own assessment responsibility in assessing their writing skill

The prospective EFL teachers were asked for their opinions about taking their own assessment responsibility in their writing classes both before and after self-assessment practices. Although most of the prospective EFL teachers showed positive attitudes towards taking their own assessment responsibility at the beginning of the semester, there were also a few students who were indecisive about it or showed negative attitudes towards it.

The majority of the prospective EFL teachers showing positive attitudes towards taking their own assessment responsibility at the beginning of the semester predicted that self-assessment practices would enhance their writing skills by enabling them to realize and remediate their weaknesses in writing. This expectation of the prospective EFL teachers was in line with the results of different studies in the related literature. In line with the results found by Andrade et al. (2008), Banlı (2014), Cömert (2017), Fahimi and Rahimi (2015), Khodadady and Khodabakhshzade (2012), Lin-Siegler et al. (2015), Mazloomi and Khabiri (2018), Honsa (2011), and Ratminingsih et al. (2018), practicing self-assessment in writing classes is useful for students to improve their writing skills and raise their awareness of the quality of a good writing product. Having a deeper understanding of the assessment criteria and the quality of the expected work in writing enables students to apply different strategies to revise their writing products so that they can enhance their writing skills (Lin-Siegler et al., 2015; Honsa, 2011; Ratminingsih et al., 2018). Some prospective EFL teachers also thought practicing such an assessment technique in their writing classes would enhance their future assessment practices and promote their confidence in their learning process by taking their own assessment responsibility. These considerations of the prospective EFL teachers

coincide with the studies carried out by Kelaher-Young and Carver (2013), and Kiliç (2016) that self-assessment practices not only support teacher candidates for their professional growth by enabling them to connect the theoretical concepts they have learned with practice but also make them feel more confident by giving them their own assessment responsibility. Moreover, a few prospective EFL teachers expected that self-assessment practices would help them improve their real-life skills such as learning to take responsibility, thereby transferring their skills to real life. Self-assessment is also shown in different studies to enhance students' real-life skills by encouraging them to behave autonomously and take their own responsibility for their learning (Boud, 2013; Harris, 1997; Ndoeye, 2017) because engaging the students in the assessment process makes them realize that they are obviously responsible for their own learning (Harris, 1997). Hence, controlling their own learning process not only makes students active learners but also help them become life-long learners (Ndoeye, 2017).

On the other hand, some of the participants were indecisive about taking their own assessment responsibility at the beginning of the semester and indicated self-assessment practices might be useful for improving their writing skills if their teachers provide feedback on their self-assessment. This concern of the prospective EFL teachers supports Ross' (2006) claim that teachers should provide feedback to their students' self-assessment and guide them using the obtained information through self-assessment to improve their performance. Besides, one of the participants alleged that he was indecisive about taking his own assessment responsibility because befitting from the self-assessment process totally depends on the teachers' attitudes. If teachers judge the students for their assessment results, it can be harmful to the whole self-assessment process. This finding of the study is in line with those of Andrade and Valtcheva, (2009), and Brown et al., (2015) who suggested teachers to keep the self-assessment process formative with the purpose of making students focus on their learning process rather than their grades. Otherwise, students may tend to distort their self-assessment scores (Andrade & Valtcheva, 2009; Brown et al., 2015).

However, five prospective EFL teachers showed negative attitudes towards taking their own assessment responsibility at the beginning of the semester. They noted that they did not believe they could objectively assess their writing skills. This concern of the prospective EFL teachers about their self-assessment skills coincides with Blue's (1994) claim that in situations where students have inadequate self-assessment experience, they may

feel uncomfortable assessing their own performance and making objective judgements. Ndoye (2017) also showed in his study that students' lack of confidence to assess their own performance accurately is one of the potential barriers to implement effective self-assessment practices.

After practicing self-assessment in their writing classes for a semester, the prospective EFL teachers did not still change their minds, and a great majority of them still showed positive attitudes towards taking their own assessment responsibility in their writing classes. In this regard, most of them mentioned that they could provide more reliable self-assessment scores and had a deeper understanding of the assessment criteria in writing over time as confirmed by Andrade et al. (2008), Banlı (2014), Honsa (2011), Fahimi and Rahimi (2015), and Lin-Siegler et al. (2015). One of the prospective EFL teachers also stated that she enhanced her confidence and was proud of herself due to being responsible for her own assessment process. This finding also coincides with the results of the studies carried out by Gardner (2000) and Kiliç (2016) in which they reported that since students are the ones in the self-assessment process who decide what, when and how to assess, they promote their confidence for their learning.

However, there were a few participants at the end of the semester who showed negative attitudes and claimed that they did not benefit from the self-assessment process because of having difficulty in identifying their weaknesses in their essays and assessing their writing skills objectively. In this regard, the results of the studies conducted by Blue (1994), Boud and Falchikov (1989), Ünaldı (2016), and Sadler and Good (2006) with different groups of students support this concern of the prospective EFL teachers by revealing that students' self-assessment scores may not be reliable as their teachers because of different factors such as their language proficiency level, achievement level as well as their training and experience in self-assessment. To illustrate, students can assess their own performance more realistically if they are trained in self-assessment, provided feedback, given chances to practice self-assessment regularly or as their proficiency level and achievement increases. (Blue, 1994; Boud & Falchikov, 1989; Ünaldı, 2016; Sadler & Good, 2006).

4.2.3. The prospective EFL teachers' attitudes towards and perceived benefits of using self-assessment in their future assessment practices

The prospective EFL teachers were also asked for their opinions about using self-assessment in their future assessment practices both at the beginning and end of the semester. The great majority of the prospective EFL teachers showed positive attitudes towards using self-assessment in their future assessment practices at the beginning of the semester similar to the previous results, and they based their opinions on four different reasons. While most of them focused on using self-assessment in their future assessment practices for increasing their students' awareness of their weaknesses in writing, some of the prospective EFL teachers put emphasis on using self-assessment to enhance their students' autonomous skills by making them responsible for following their own learning and assessment process. Similar results were achieved by Andrade et al. (2008), Banlı (2014), Fahimi and Rahimi (2015), Lin-Siegler et al. (2015), Kiliç (2016) and Gardner (2000) as it is indicated in the previous section. One of the prospective EFL teachers also emphasized that she would share her workload with students through self-assessment practices. This finding is also drawn in Oscarson's (1989), Blue's (1994) and Kızıl's (2018) research in which they demonstrated that although the main purpose of self-assessment is not to share their assessment responsibility with students to reduce teachers' workload, self-assessment practices provide teachers extra time for focusing on other aspects of teaching.

On the other hand, two prospective EFL teachers noted at the beginning of the semester that they had insufficient assessment knowledge to answer this question because of being freshmen students. This is in alignment with the research results obtained by Hatipoğlu (2015) that prospective EFL teachers still have very limited knowledge about English testing in spite of taking different exams and receiving training for four years in the English Language Teaching Department. Thus, prospective EFL teachers may also feel uncomfortable answering this question in their second semester at the department.

Moreover, two prospective EFL teachers also showed negative attitudes towards using self-assessment in their future assessment practices at the beginning of the semester due to its subjectivity. As Blue (1994), Boud and Falchikov (1989), Ünalı (2016), and Sadler and Good (2006) have also shown in their studies that students may have difficulty in making objective judgments of their performance and the accuracy of their self-assessment can be

affected by different factors such as their age, proficiency level, as well as their training and experience in self-assessment.

At the end of the semester, similar results were found as at the beginning of the semester, and the majority of the prospective EFL teachers still showed positive attitudes towards using self-assessment in their future assessment practices by underlining the effect of self-assessment practices on improving their writing skills. However, one of them emphasized at this point that teachers should decide to implement self-assessment in their classes considering their students' age, namely their mental development. Likewise, Blatchford (1997), Ross et al. (2002), Ross (2006) and Brown et al. (2015) concluded in their research that students' consistency in self-assessment improves with age. Ross (2006) revealed that while grade 6 students focused on their achievement and how to improve their performance, grade 2-4 students mostly considered their final grades in their self-assessment. Moreover, a few prospective EFL also highlighted they would use self-assessment for increasing their students' awareness of writing because when students are not aware of what is expected from them, they can blame their teachers for their low grades. However, one of the prospective EFL teachers still showed negative attitudes because of finding self-assessment subjective in his own experience.

In terms of the contributions of self-assessment practices to their future assessment practices, almost all of the prospective EFL teachers mentioned at the beginning of the semester that they expected to internalize the assessment process by realizing their weaknesses and progress in writing with the help of self-assessment practices. In this way, they can identify their students' needs more easily, understand the difficulties their students may face during the writing process and guide their students properly in writing. In this regard, a few of them also put emphasis on making some implications about their future teaching practices for writing based on their self-assessment experiences. These expectations of the prospective EFL teachers about the ways of improving their assessment literacy can be supported by Balçıkanlı's (2010) research in which he stressed that practicing such student-centered assessment techniques in their initial education guides and encourages prospective EFL teachers to apply these techniques in their future teaching and assessment practices.

When prospective EFL teachers were asked for their opinions at the end of the semester about if teacher educators should include self-assessment practices into their curriculum or not, the great majority of the prospective EFL teachers noted that self-assessment practices should exactly be involved into the curriculum of teacher education. In that vein, Şahin (2019) has also drawn attention to this issue in order to enhance prospective EFL teachers' assessment literacy during their education and stated that having a deeper understanding of the alternative assessment tools is a prerequisite for prospective EFL teachers to carry out the requirements of the curriculum provided by Ministry of Education; however, prospective EFL teachers demonstrate less satisfaction for their training in terms of alternative assessment tools, formative assessment and assessing productive skills in Turkey. In this direction, the prospective EFL teachers also found the self-assessment process beneficial enhancing their understanding of the process and the main points of writing assessment. They thought self-assessment practices drew a detailed picture of the writing assessment process for them.

However, two of the prospective EFL teachers suggesting teacher educators to involve self-assessment into their curriculum warned teacher educators for not to apply self-assessment frequently in their classes and not to add long descriptors in the self-assessment rubric. This suggestion of the prospective EFL teachers is contrary to the results obtained by Blue (1994), Boud and Falchikov (1989), AlFallay (2004), and Brown et al., (2015) since they confirmed that students could improve their self-assessment skills and provide more consistent self-assessment scores if they practice self-assessment over a period of time.

On the other hand, three participants were also doubtful about incorporating self-assessment into their curriculum during their education because they were not sure whether implementing self-assessment would be appropriate for different courses or not. This appears to be inconsistent with that of a study conducted by Stefani (1994); permanent use of self-assessment should be encouraged in different courses at different stages of undergraduate education. Moreover, there were also a few participants who thought teacher educators should not involve self-assessment into their curriculum as it would increase students' responsibility during the semester.

4.2.4. The prospective EFL teachers' attitudes towards and perceived benefits of using the provided self-assessment rubric

The prospective EFL teachers were also asked for their opinions about the provided self-assessment rubric after using it for a semester. In that vein, the great majority of them found it useful and practical and mentioned that using a self-assessment rubric guided them in their writing process to understand what to pay attention to and realize their progress in writing. This result was also drawn in Andrade et al.'s research (2008) research, in which it was found out that using a rubric in the self-assessment process helps students to become more effective in writing by understanding the features of a good essay. There were only a few participants who found using self-assessment rubric in their writing process challenging and tiring. Since they think writing is a difficult skill by itself, self-assessing their writing skills in relation to a rubric made the writing process more difficult and tiring for them. However, this finding does not coincide with the study carried out by Mazloomi and Khabiri (2018) in which students thought that assessing their own writing skills through a checklist was easy to handle and less time-consuming.

The majority of the prospective EFL teachers also stated that they did not have any difficulty in assessing their writing skills by using the provided rubric since the categories and descriptors in the rubric were clear enough to understand. On the other hand, eight prospective EFL teachers also noted that they had some difficulty in identifying their weaknesses in writing and scoring their own performance accordingly.

When the prospective EFL teachers were asked whether they wanted to make any changes in the rubric if they were to use it in another course to assess their own writing skills or not, most of them did not prefer to make any changes in it as well. In this respect, they found the self-assessment rubric sufficient and practical. However, some of the prospective EFL teachers put emphasis on making some changes about the descriptors, categories, application process and the intended purpose of the rubric. While they suggested adding some parts or changing the categories of some descriptors, they also put emphasis on the application process of the rubric and recommended teachers to give their students more time to assess their essays, use this rubric in an online platform and provide feedback on students' self-assessment scores.

Hence, the findings of this study also confirmed the positive effect of providing students with a self-assessment rubric to assess their writing skills on understanding the assessment criteria in writing. In this respect, the prospective EFL teachers also suggest teachers to give students enough time to assess their performance, provide feedback on students' self-assessment and add a part in self-assessment rubrics for their feelings about self-assessment.

4.3. The Relationship between the Prospective EFL Teachers' Self-Assessment and the Instructors' Assessment Scores

In the present study, the prospective EFL teachers assessed their own writing skills by using the provided rubric and their instructor also assessed their performance in relation to the same rubric. The prospective EFL teachers' self-assessment scores and the instructor's scores were compared with regards to four different types of essays. The results showed that although the instructor's scores were relatively higher in all essay types in terms of the median value, there is no statistically significant difference between the prospective EFL teachers' self-assessment scores and the scores provided by their instructor. Therefore, prospective EFL teachers could provide realistic self-assessment scores for their writing skills. In this respect, the results of the studies conducted by Ng (2016), Kiliç (2016), and Podgoršek and Lipovec (2017) show that prospective teachers could also assess their performance accurately in different courses for different skills. According to Kiliç (2016), the ability of making realistic judgments of their own performance enables prospective teachers to be more equipped to make objective assessments of their students' performance in their future professional careers.

Actually, students' self-assessment of their writing skills shows relatively a lower correlation with teacher assessment (Ross, 1998; Kızıl, 2018) although the prospective EFL teachers provided consistent self-assessment scores for their writing skills with the instructor in the present study. It may be because of the fact that prospective EFL teachers have a good command of English. Blue (1994), Başak (2019), and Kathy Heilenman (1990) revealed in their studies that as students get more proficient in English, they can assess their own language skills more accurately. Namely, there is a positive correlation between students' self-assessment skills and their proficiency levels, and the prospective EFL teachers'

proficiency level in English can be a possible factor for the consistency of their self-assessment scores.

Another reason could be related to the prospective EFL teachers' age. Scrutiny of the related literature suggests that older students can assess their language skills more reliably (Blatchford, 1997; Ross, HogaBoam-Gray & Rolheiser, 2002; Ross, 2006; Brown et al., 2015). Ross (2006) claims that older students focus on improving their performance in the self-assessment process while younger students mostly consider their final marks. In the present study, the age of the participants ranged from 18 to 52 years old, and the mean age was 21,5. Hence, the prospective EFL teacher's age, accordingly their mental development, may have an effect on the accuracy of their self-assessment skills.

Moreover, self-assessment practices were implemented in this study throughout the Writing Skills 2 course, a compulsory course for first-year students at the English Language Teaching Department. The prospective EFL teachers received Writing Skills 1 course in their first semester and Writing Skills 2 course in their second semester at the department. While they wrote different types of paragraphs in the first semester, they wrote different types of essays in the second semester. Practicing their writing skills for a semester in the Writing Skills 1 course could have made them feel more comfortable in the second semester to assess their own writing skills and affected their accuracy of self-assessment skills.

4.3.1. The relationship between the prospective EFL teachers' self-assessment and the instructors' assessment scores regarding different components of writing skills

The prospective EFL teachers could provide consistent self-assessment scores with the instructor for their overall performance in different essay types. However, when the prospective EFL teachers' self-assessment scores were examined regarding different components of writing skills, there was a statistically significant difference with the instructor's assessment scores. To clarify, the prospective EFL teachers' self-assessment scores were consistent with the instructor's assessment scores only for the components of organization and mechanics in some essays. The self-assessment scores for the other components such as cohesion & coherence, vocabulary, and grammar were inconsistent in all four essay types.

Longhurst and Norton (1997) found out in their study that the mismatch between the students' and the instructor's assessment scores regarding different assessment criteria in writing can result from two different reasons; first, students may fail to understand the precise meaning of the assessment criteria so they may fail to assess their performance accurately; second, students' low motivation levels may cause them to have more difficulty in considering any specific criterion in their writing due to their unwillingness to deeply understand it (Longhurst & Norton, 1997). Thus, in the present study, the prospective EFL teachers' self-assessment scores can be different from the instructor's assessment scores regarding different components of writing skills because of their misunderstanding of the assessment criteria or their low level of motivation for writing.

Başak (2019) also investigated the relationship between the students' self-assessment scores and the teachers' scores regarding different components of speaking skills and presented parallel findings to this study that there was a statically significant difference between the assessments with regards to different the components of speaking skills such as vocabulary, grammar, fluency, pronunciation and communication skills.

Although there is a statistically significant difference between the prospective EFL teachers' self-assessment scores and the instructor's scores regarding different components of writing skills, the most robust correlation was found in the component of "mechanics". Namely, the prospective EFL teachers could relatively make realistic judgments about their performance for the component of mechanics. After the component of "mechanics", "organization" was the second component that the prospective EFL teachers could provide consistent scores with the instructor the most in the present study. Similar results were achieved by Suziki (2009) that the accuracy of students' self-assessment in writing was higher particularly with the teacher assessment in two linguistic features: punctuation and spelling, and organization and paragraphing. Additionally, the results of the present study are in line with the findings of Oi (2014) that students' self-assessment scores were consistent with the teacher assessment with regards to organization, but not for cohesive devices and overall coherence.

What's more, the prospective EFL teachers' self-assessment skills did not show a systematic improvement regarding different components of writing during the semester. The results of the study conducted by Honsa (2011) revealed that students believe they improve

their writing skills in organization, cohesion & coherence with the help of self-assessment practices over time, and they show more corrections for word-level morphological errors, word choice, spelling, and punctuation. Andrade and Du (2007) also demonstrated in their study that practicing self-assessment has a positive effect on improving the qualities of the students' writing for ideas and content, organization, voice, and mechanics. Although the prospective EFL teachers also mentioned at the end of the semester that they could understand the assessment criteria better and remediate their weaknesses in writing thanks to the self-assessment practices, the accuracy of their self-assessment regarding different components of writing skills did not improve progressively. Thus, even if they improved their writing skills by having a deeper understanding of the assessment criteria, they failed to provide consistent self-assessment scores with the instructor and increase their consistency for different components of writing skills by practicing.

In a nutshell, the prospective EFL teachers' self-assessment scores were different from the instructor's assessment scores regarding different components of writing skills. However, it is believed that inconsistency between the students' and the teacher's assessment in any criteria can be a powerful source for teachers to provide more effective feedback to their students because it indicates that what the criteria mean for students and the teacher is quite different from each other (Longhurst & Norton, 1997).

V. CHAPTER

CONCLUSION

5.1. Conclusion

This chapter presents the conclusion of the study in line with the research questions. Accordingly, the chapter will be followed by four main subheadings: 1) summary of the study, 2) summary of the results, 3) pedagogical implications and 4) limitations and suggestions for further research.

5.2. Summary of the Study

Using convergent parallel mixed-method research design, the primary purpose of the current study was to explore the prospective EFL teachers' perceptions on and conceptualization of self-assessment and the relationship between prospective EFL teachers' self-assessment scores and their instructor's scores on their writing skills. To this end, the data were collected in the Writing Skills II course in which freshman prospective EFL teachers were required to write four different types of essays. The data were collected through a self-assessment questionnaire and a self-assessment rubric designed by the researcher. The data collection process lasted for 12 weeks in the 2020-2021 academic year, spring term. The data collection procedures were as follows: first, prospective EFL teachers were provided with a self-assessment questionnaire at the beginning of the semester in order to understand their conceptualization of self-assessment, their attitudes towards and perceived contributions of practicing self-assessment in their writing classes. Then, they wrote four different types of essays and self-assessed their writing skills using the provided self-assessment rubric during the semester. The researcher also assessed and scored their essays using the same rubric to have comparable data with those coming from the prospective EFL teachers' self-assessments. At the end of the semester, the prospective EFL teachers were provided with the self-assessment questionnaire again to examine the effects of the self-assessment process on their perceptions of practicing self-assessment in their writing classes. While the qualitative data gathered from the self-assessment rubric were analyzed using qualitative content analysis, Statistical Package for Social Science (SPSS)

was used to analyze the quantitative data including the prospective EFL teachers' self-assessment scores and the instructor's scores.

5.3. Summary of the Results

The main purpose of this study was to uncover the prospective EFL teachers' perceptions on and conceptualization of self-assessment of writing and the relationship between their self-assessment scores and the instructor's scores in assessing their English writing skills. In this respect, this part of the study intends to summarize and highlight the critical findings and discussions of the study.

First, the findings demonstrated that although the prospective EFL teachers had an overall idea about the concept of self-assessment, they had lack of awareness of and experience in using self-assessment to improve their performance at the beginning of the semester. To clarify, the prospective EFL teachers generally regarded self-assessment as a way of realizing the strengths and weaknesses of their performance. However, in an effective self-assessment process, students are also expected to identify further learning targets and strategies for promoting their learning (McMillan & Hearn, 2008). Even though there were some prospective EFL teachers who mentioned the purpose of self-assessment is to improve their skills at the beginning of the semester, their definitions of the concept of self-assessment were also relatively insufficient to provide detailed explanations about how to improve their skills through self-assessment practices. It was seen that the prospective EFL teachers had inadequate knowledge and skills to use the obtained information through self-assessment to develop strategies for reviewing their learning progress and providing systematic improvement of their performance. Accordingly, the prospective EFL teachers can be said to have limited level of 'self-assessment literacy' to assess their own performance and a narrow understanding of the concept of self-assessment before the self-assessment practices. However, after practicing self-assessment for a semester, they mostly conceptualized self-assessment as a way of self-improvement by reflecting on their own performance and making implications for their further learning. They also focused more on the procedure of self-assessment and its contribution to their learning processes in their definitions at the end of the semester. Therefore, prospective EFL teachers enhanced their understanding of the concept of self-assessment; namely, internalized the main purpose of self-assessment in their learning process.

Second, the prospective EFL teachers were partially aware of what to consider in writing when self-assessing their writing performances at the beginning of the semester. The majority of them only consider grammatical accuracy and the choice of vocabulary in the self-assessment of their writing skills. For this reason, they had difficulty identifying the characteristics of a good writing product and understanding the quality of the performance expected from them. In this regard, it can also be concluded that the prospective EFL teachers also had limited level of ‘‘self-assessment literacy in writing’’ before the self-assessment practices.

After practicing the prospective EFL teachers stated that the provided self-assessment rubric guided them in their writing process to understand the assessment criteria and realize their progress as stated by Andrade et al. (2008). They found the provided self-assessment rubric practical and useful assessing their own English writing skills and understanding the characteristics of a well-written essay. The great majority of the prospective EFL teachers also did not demand to make any changes on the provided rubric if they were to use it in another course. Only a limited number of prospective EFL teachers preferred to make some changes about the categories and descriptors of the rubric besides its intended purpose. Hence, the prospective EFL teachers found using a rubric in their self-assessment process useful in terms of guiding them for the targeted performance and increasing their autonomy in writing.

Third, prospective EFL teachers conceptualized self-assessment as many other learned and improvable skills both before and after the self-assessment practices. In that vein, the great majority of the participants emphasized the importance of practicing their self-assessment skills through guided applications on a regular basis. They believed that practicing their self-assessment skills over a period of time would enable them to understand the main points of the assessment process and make more accurate judgments about their own performance as confirmed by the studies of AlFallay (2004), Blue (1994), and Brown et al., (2015). In addition, although a few, some of the prospective EFL teachers mentioned that assessing their performance in an objective way, receiving training in self-assessment, and growing mature could have a positive effect on improving their self-assessment skills. These assumptions of the prospective EFL teachers also coincide with the results of the studies carried out by Blue (1994), McDonald and Boud (2003), and Ross (2006). In line

with the related literature, it can be indicated that the prospective EFL teachers made realistic assumptions about the ways of improving their self-assessment skills.

Fourth, the results of the present study also revealed the prospective EFL teachers' positive attitudes towards practicing self-assessment in their writing classes, both before and after incorporating self-assessment into their writing tasks. The freshmen prospective EFL teachers were pleased to take their own assessment responsibility in their writing classes at the beginning of the semester. They highlighted assessment should not be considered solely the responsibility of teachers, and students should also take an active part in the assessment process. They expected at the beginning of the semester that self-assessment practices would benefit them to improve their writing skills by enabling them to realize and correct their mistakes in writing. When they completed the self-assessment practices, they corroborated their thoughts and still showed positive attitudes towards practicing self-assessment in their writing classes similar to the results of the studies conducted by Bayram (2006), Fahimi and Rahimi (2015), and Kaya Yıldırım (2001). Accordingly, the freshmen prospective EFL teachers agreed on two major points at the end of the semester: (1) they enhanced their writing and self-assessment skills, and (2) had a deeper understanding of the assessment criteria in writing with the help of self-assessment practices. As a result, the prospective EFL teachers not only showed positive attitudes towards practicing self-assessment in their writing classes but also had a consensus on the benefits of self-assessment practices in improving their writing skills.

Fifth, the prospective EFL teachers also showed positive attitudes towards using self-assessment practices with their students when they start their teaching careers, both before and after practicing self-assessment in their writing classes. They believed that implementing self-assessment would be useful for their students to identify and remediate their shortcomings in writing. However, a few prospective EFL teachers emphasized the importance of considering their current language assessment literacy because of being freshman students, their students' age, and language proficiency levels to decide about practicing it with their students as well. When they completed their self-assessment practices at the end of the semester, the freshmen prospective EFL teachers did not still change their minds and stated that they would prefer to implement self-assessment practices with their students to improve their writing skills, make them aware of the assessment criteria in writing and engage them in the learning process more.

Besides, prospective EFL teachers also suggested teacher educators to include self-assessment practices into their curriculum because they experienced various benefits of self-assessment practices both as students and teacher candidates. Accordingly, they raised their awareness of self-assessment as a formative assessment tool and had a deeper understanding of the writing assessment in their initial education through the self-assessment practices. Balçıkanlı (2010), Kiliç (2016), and Şahin (2019) underscored the necessity of practicing such student-centered assessment techniques in teacher education programs to make prospective teachers internalize the concept and application process of these assessment tools as well. In this respect, the prospective EFL teachers also agreed on the contributions of self-assessment practices to their future assessment literacy in terms of understanding the concept of formative assessment and writing assessment.

Last but not least, with regards to the comparison of the prospective EFL teachers' self-assessment scores with the instructor scores, it was revealed that there was no statistically significant difference between the self-assessment and instructor scores. On the other hand, although prospective EFL teachers thought they improved their self-assessment skills over time, there was a weak correlation between the prospective EFL teachers' self-assessment scores and the instructor scores regarding different components of writing skills. In spite of the overall inconsistency between the self- and the instructor assessment scores for different components of writing skills, the self-assessment scores for the components of mechanics and organization demonstrated a relatively higher consistency with the instructor assessment. Such inconsistency between self- and teacher assessment scores regarding different components of writing skills is considered a source of feedback for teachers to make implications about their students' understanding of the assessment criteria in writing (Longhurst & Norton, 1997). In short, while the prospective EFL teachers could make realistic judgments in assessing their writing skills for final essay scores in the present study, their self-assessment scores were not accurate for different component of writing skills. Thus, even if students are given chances to practice their self-assessment skills and provided a self-assessment rubric that analytically describes the assessment criteria, providing feedback on their self-assessment or regularly checking their understanding of the assessment criteria during the self-assessment process can help students to make more accurate judgments of their own performance.

5.4. Implications

The scrutiny of the literature presents a limited number of studies investigating the prospective EFL teachers' self-assessment skills in Turkish context. The present study aimed to fill in this significant gap in the related field of study and uncovered illuminating results to draw several implications for teachers, teacher educators and curriculum designers.

To start with, incorporating self-assessment practices into students' writing tasks is believed to have a powerful effect on enhancing students' writing skills. Since studies show the inconsistency of students' self-assessment of their writing skills with the teacher assessment (Ross, 1998; Kızıl, 2018), teachers mostly tend to ignore self-assessment practices in their teaching practices (Black & Wiliam, 1998) and give their students feedback for their writing skills as experts. However, as the results of the present study suggest when self-assessment practices are involved in the course syllabus and students are given chances to practice their self-assessment skills on a regular basis as a part of their writing course, they can have a deeper understanding of the quality of the performance expected from them for their writing skills. Accordingly, they can increase their autonomy in writing to revise their written products and remediate their weaknesses in writing. Therefore, involving self-assessment practices in adult EFL learners' writing classes may help create a learning environment in which they can practice their self-assessment skills regularly and internalize the self-assessment process as part of their course rather than regarding it as extra work. This can allow students to improve their learning strategies, especially meta-cognitive strategies (Fahimi & Rahimi, 2015) and develop as autonomous learners (Boud, 2013).

There are also some important points for teachers to take into consideration while incorporating self-assessment practices into their syllabuses in writing classes. Although self-assessment practices were integrated into the course syllabus in the present study, students were informed that their self-assessment scores would not be added to their final marks. They were expected to identify their learning needs to improve their writing performance with the help of self-assessment practices. In that vein, as Andrade and Valtcheva, (2009), and Brown et al. (2015) suggest, it was aimed to make students focus on their learning process rather than their grades in the self-assessment process and encourage them to assess their performance in a reliable way. It was seen that the formative use of self-assessment practices felt students comfortable in the assessment process and affected their

perceptions of self-assessment positively. This situation may have a great impact on students' positive attitudes towards practicing self-assessment both at the beginning and end of the semester in the present study. Hence, using self-assessment practices for formative purposes in adult EFL learners' writing classes can be effective to prevent the negative influences of the implementation process and distortions in their self-assessments.

In addition, since it is highlighted for the first time as a concept in the present study, it is also crucial for teachers to consider their students' "self-assessment" literacy while giving them their own assessment responsibility for their writing skills. In this respect, teachers are suggested to train their students in self-assessment (Harris, 1997) or provide them a self-assessment rubric (Andrade et al., 2008) as a guide in necessary cases to increase the reliability of their self-assessment skills. In the present study, while students could hardly identify the characteristics of a well-written work at the beginning of the semester, they found using a self-assessment rubric practical and useful for their self-assessment process at the end of the semester. In short, in situations where students have inadequate knowledge and experience to assess their own English writing skills, informing them about the assessment criteria in writing; namely, the quality of the expected performance, training them on how to assess their writing performance in reference to a self-assessment rubric, and providing feedback to their self-assessments have positive effects on adult learners' self-assessment of their writing skills. Hence, teachers can promote their students' "self-assessment literacy" skills and enable them to make more reliable judgements of their own performance.

Providing students with a self-assessment rubric is also shown to help students for producing more effective writing (Andrade et al., 2008). Even though students were provided an analytic self-assessment rubric to assess their own writing skills in the present study, and they found the provided rubric useful in terms of guiding them for the targeted performance in the writing process, they failed to assess their own performance accurately regarding different components of writing skills by using the self-assessment rubric. Andrade (2001) recommended involving students in the process of designing rubrics because simply handing out a self-assessment rubric to students can boost their understanding of the assessment criteria in writing, but it can be still challenging for students to apply that knowledge to their actual writing. For this reason, it is probable that adult EFL learners can internalize the assessment criteria and provide more reliable self-assessment scores if

teachers involve them in the process of deciding on assessment criteria and creating the rubric.

Since practicing their self-assessment skills and using a rubric throughout the semester improved students' writing skills but did not affect their self-assessment skills in the same way, using different feedback practices in different stages of the self-assessment process can help students enhance their self-assessment skills and implement more effective self-assessment practices in the classroom setting as well (Yan & Carless, 2021). While the prospective EFL teachers were quite enthusiastic to practice self-assessment from beginning to the end in the present study, there was no significant improvement on their self-assessment skills. However, teachers have little information about the implementation and the effectiveness of different self-assessment tools in Turkey (Şentürk, 2017), although self-assessment is a suggested assessment practice in the national ELT curriculum (MEB-TTKB, 2018a, 2018b). Despite the necessity of integrating self-assessment into language teaching and assessment, it is also seen that students have difficulty objectively assessing their language skills (Başak, 2019; Kızıl, 2018), and they are not aware of the procedure and purpose of self-assessment. In order to serve the main purpose of self-assessment, both students and teachers should first internalize why and how to integrate and use self-assessment practices in educational settings. Only if they understand the importance of self-assessment practices for their learning and improvement, they can seek ways to implement effective self-assessment practices. Otherwise, self-assessment is regarded as a simply answer-checking process for students and a necessity of the curriculum for teachers to implement. Since self-assessment is a skill that requires certain knowledge, skills, and principles on its own besides being a part of formative assessment, teachers should increase not only their own understanding of the concept of self-assessment to train their students but also their students' understanding to enable them to use the obtained information for making reliable judgments of their own performance. As a result, this study is believed to be a call for accepting and providing the definition of “self-assessment literacy” as a concept and further investigating it with more experimental studies and with different participant groups.

To this end, as indicated by (Kılıç, 2014, Şahin, 2019), practicing self-assessment in teacher education bears great importance promoting prospective EFL teachers' future teaching and assessment practices as well. It is believed that practicing such student-centered assessment techniques in their education helps prospective teachers to relate what they have

learned theoretically with practice (Kelahe-Young and Carver, 2013) and also affects their future teaching and assessment philosophies by encouraging them to apply these techniques in their classes (Balçıkanoğlu, 2010; Şahin, 2019). According to the results of the present study, practicing self-assessment in their initial education benefited the prospective EFL teachers not only to understand the concept of self-assessment through the lens of their own experiences but also to realize the procedure and challenges of the writing assessment. The prospective EFL teachers mentioned that they could understand the difficulties their students may face in the writing process, the requirement of writing assessment and the necessity of giving students their own assessment responsibility. As a result, if teacher educators involve self-assessment practices in their courses, the prospective EFL teachers can form a basis for the theoretical knowledge they will receive during their education such as self-regulated learning (Kelahe-Young and Carver, 2013) and enhance their language assessment literacy in terms of formative assessment, alternative assessment as well as writing assessment (Şahin, 2019). This, in return, can have an impact on their future teaching and assessment cultures.

5.5. Limitations and Suggestions for Further Research

There are some limitations and delimitations to take into consideration in the present study. To begin with, this study was conducted at a foundation university. Even though the number of participants can be considered sufficient for this study, different studies can also be carried out with different groups of participants in other universities to make generalizations for larger groups in various contexts.

The other limitation of the study was related to the research process. The research process was planned according to the course syllabus, so there was limited time to observe the participants' improvement in self-assessment. For this reason, another study can be carried out to analyze the effect of self-assessment in improving students' language and self-assessment skills in a longer process. The writing tasks were determined regarding the course syllabus as well. Different results may be obtained with different writing tasks or in a different writing course having different learning goals for writing skills.

In addition, the present study mainly examined the self-assessment of the prospective EFL teachers' writing skills as a productive skill. However, there are a few studies in Turkish

context investigating the prospective EFL teachers' self-assessment skills and the benefits of practicing self-assessment in teacher education. Thus, further research can concentrate on self-assessment of receptive skills such as listening and reading in teacher education. In this respect, more detailed implications can be suggested about the effects of practicing self-assessment in teacher education on improving prospective teachers' language skills besides their future teaching and assessment skills.

Furthermore, the researcher developed an analytic writing assessment rubric in the present study that can be utilized by students to assess their own performance, as well as instructors to assess their students' writing performance for different types of essays. The role of the rubric on the results of the study should also be considered. Different results may be achieved if data is collected using a different rubric in another study, such as a holistic rubric or a rubric with different categories and descriptions.

Lastly, the participants of this study were freshmen prospective EFL teachers in their second semester in English Language Teaching Program. Since they are freshman prospective EFL teachers and have received a limited number of courses in their field, a different study can be conducted with senior students to provide a better understanding of how prospective EFL teachers relate their theoretical knowledge with practice through the self-assessment practices, to what extent self-assessment practices have an effect on enhancing the prospective EFL teachers' future teaching and assessment skills and shaping their future teaching and assessment philosophies.

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APPENDICES

APPENDIX 1: THE FIRST FORM OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-Assessment Questionnaire

Dear student,

This questionnaire aims to investigate the self-assessment skills of prospective EFL teachers. There are no right or wrong answers for the questions. We expect you to read the questions carefully and provide an answer for each question. Participation in the study must be on a voluntary basis. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers is given below:

Assist. Prof. Sevgi Şahin

Instr. Asiye Dinçel

I am told what the study is about and I am participating in this study totally on my own will and I am aware that I can quit participating at any time I want. I also know that my responses will be used for only the study. I give my consent for the use of the information I provide for scientific purposes.

☐ **I agree to participate in this study.**

1. What is self-assessment?
2. Do you think that self-assessment is a skill that can be acquired and improved? Why? Why not?
3. What do you think about taking responsibility as students for assessing your own writing skills?
4. What do you think you should focus on while assessing your writing skills?
5. Do you think self-assessing your essays will develop your writing skills? Why and how?
6. Do think self-assessment practices will contribute to your future assessment knowledge and skills as a prospective teacher?
7. When you start your teaching career, would you use self-assessment with your students? Why? Why not?

APPENDIX 2: THE SECOND FORM OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-Assessment Questionnaire

Dear student,

This questionnaire aims to investigate prospective EFL teachers' perceived benefits of using self-assessment in their writing classes as learners and prospective teachers. There are no right or wrong answers for the questions. We expect you to read the questions carefully and provide an answer for each question. Participation in the study must be on a voluntary basis. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers is given below:

Assist. Prof. Sevgi Şahin

Instr. Asiye Dinçel

I am told what the study is about and I am participating in this study totally on my own will and I am aware that I can quit participating at any time I want. I also know that my responses will be used for only the study. I give my consent for the use of the information I provide for scientific purposes.

☐ **I agree to participate in this study.**

1. What are your viewpoints about practicing self-assessment in developing your writing skills?
2. Do you think assessment is only the responsibility of the teacher?
3. What do you think about taking responsibility as students for assessing your own writing skills?
4. Have you found the self-assessment instrument useful and practical while assessing your essays? Please explain with your reasons and specific examples.
5. Have you experienced any problems and/or difficulties while using the self-assessment rubric? Why? Why not?
6. How does using self-assessment in your writing process affect your self-assessment skills? Explain with your reasons.
 - 6.1. Have you observed any improvements in your self-assessment skills each time you assessed another essay? (Remember your first and the last self-assessment tasks; what were the differences?)

7. What are the contributions of using self-assessment for your own essays to your writing skills?
 - 7.1. How would you describe the experience of using self-assessment rubric for your essay?
 - 7.2. What was the most useful aspect of using self-assessment of your own essays for you? Why?
8. If you were to use the self-assessment rubric for your writing skills in another course, what would you like to have differently?
9. Would you like to use self-assessment with your students in your future assessments? Explain with your reasons.
10. Do think using self-assessment rubric contributed to your future assessment knowledge and skills as a prospective EFL teacher?
11. Do you think that teacher educators should include self-assessment practices in their courses for assessment procedure? Explain with your reasons.
12. Is there anything else you would like to add or mention

APPENDIX 3: THE FIRST VERSION OF THE RUBRIC

5: Strongly agree 4: Agree 3: Not sure 2: Disagree 1: Strongly disagree

Categories	Descriptor	1	2	3	4	5
Content	1. The essay consists of 1 introduction paragraph, 2 or 3 body paragraphs and 1 conclusion paragraph.					
	2. The introduction paragraph draws attention and gives background information about the topic.					
	3. The introduction paragraph has a clear thesis statement.					
	4. Each of the body paragraphs has a topic sentence supporting the thesis statement					
	5. My conclusion paragraph restates the main points and summarizes the main idea.					
	6. The body paragraphs include well-chosen and clearly explained examples / details to support ideas.					
	7. The essay effectively addresses the topic.					
Organization	8. All the information in the essay is provided in a logical order that makes it easy to follow the ideas.					
	9. The ideas are developed from a general statement to the specific details					
	10. The essay is in agreement with the format of the essay type.					
Vocabulary	11. The essay presents a wide range of words.					
	12. The essay presents appropriate and accurate words and phrases to convey the precise meaning.					
	13. Linking words are used to the link the sentences to arrange the ideas in a meaningful way.					
	14. All the words in the essay are presented in the accurate word forms.					
Grammar	15. The paragraph presents a wide range of grammatical structures.					
	16. All of the sentences are grammatically accurate (in terms of subject-verb agreement, tense, number, word order, article, pronouns and prepositions, linking words etc.)					
	17. The grammatical structures used in the paragraph convey the intended meaning accurately and appropriately.					
	18. The paragraph presents a mixture of simple and complex grammatical structures.					
Mechanics	19. The words are correctly spelled in the essay.					
	20. The sentences are correctly capitalized in the essay.					
	21. The sentences are correctly punctuated in the essay.					
	22. It is adhered to the word limit assigned by the instructor.					

APPENDIX 4: THE THIRD VERSION OF THE RUBRIC

5: Strongly agree 4: Agree 3: Not sure 2: Disagree 1: Strongly disagree

Categories	Descriptor	1	2	3	4	5
Organization (0.8)	1. The essay consists of 1 introduction paragraph, 2 or 3 body paragraphs and 1 conclusion paragraph.					
	2. The introduction paragraph draws attention and gives background information about the topic.					
	3. The introduction paragraph has a clear thesis statement.					
	4. Each of the body paragraphs has a topic sentence supporting the thesis statement					
	5. Each body paragraphs include sufficient and clearly explained supporting ideas.					
	6. Each of the body paragraphs has a concluding sentence summarizing the main idea.					
	7. The conclusion paragraph of the essay restates the main points and summarizes the main idea.					
	8. The essay addresses the topic.					
	9. The essay is in agreement with the format of the essay type					
Cohesion & Coherence (2.6) (2.4) (1)	10. The ideas are organized following a logical sequencing in the paragraphs (e.g. from general to specific, in a chronological order etc.)					
	11. All of the ideas presented in the paragraphs are relevant to the thesis statement.					
	12. Linking words /conjunctions are used to link the sentences to arrange the ideas in a meaningful way.					
Vocabulary (1.5)	13. The essay presents appropriate and accurate words and phrases to convey precise meaning.					
	14. All the words in the essay are presented in the accurate word forms (noun, adjective, verb, adverb etc).					
Grammar (1.5)	15. All of the sentences are grammatically accurate (in terms of subject-verb agreement, tense, number, word order, article, pronouns and prepositions etc.)					
	16. The grammatical structures used in the essay convey the intended meaning accurately and appropriately.					
Mechanics (0.2)	17. The words are correctly spelled in the essay.					
	18. The sentences are correctly capitalized in the essay.					
	19. The sentences are correctly punctuated in the essay.					
	20. It is adhered to the word limit assigned by the instructor.					

APPENDIX 5: THE LAST VERSION OF THE RUBRIC

Self-Assessment Rubric

Dear student,

In this research, it is aimed to investigate how prospective EFL teachers assess their own English writing skills. The results of the rubric will be used only in this research, and all the information will be kept confidential. The reason your name is requested is that the information obtained from this rubric will be compared with the teacher assessment scores. We expect you to read the statements carefully and give an answer. Participation in the study must be on a voluntary basis. If you feel uncomfortable, you are free to quit at any time and if you do so, please inform the researcher. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers is given below:

Assist. Prof. Sevgi Şahin

Instr. Asiye Dinçel

I am told what the study is about and I am participating in this study totally on my own will and I am aware that I can quit participating at any time I want. I also know that my responses will be used for only the study. I give my consent for the use of the information I provide for scientific purposes.

☐ **I agree to participate in this study.**

Section One

Name / Surname:

2. Your age :

3. Your gender (please tick) : ☐ female ☐ male

4. Have you ever assessed your own paragraphs or essays in any writing classes?

(Please tick): ☐ yes ☐ no

4.1. If yes, what is your attitude toward this assessment or grading? (Please indicate)

.....
.....
.....
.....

Section Two

1: Strongly Disagree **2:** Disagree **3:** Not Sure **4:** Agree **5:** Strongly Agree

Categories	Descriptor	1	2	3	4	5
Organization (0.8)	1. The essay consists of 1 introduction paragraph, 3 body paragraphs and 1 conclusion paragraph.					
	2. The introduction paragraph draws attention and gives background information about the topic.					
	3. The introduction paragraph has a clear thesis statement.					
	4. Each of the body paragraphs has a topic sentence supporting the thesis statement					
	5. Each body paragraphs include sufficient and clearly explained supporting ideas.					
	6. Each of the body paragraphs has a concluding sentence summarizing the main idea.					
	7. The conclusion paragraph of the essay restates the main points and summarizes the main idea.					
	8. The essay addresses the topic.					
	9. The essay is in agreement with the format of the essay type					
Cohesion & Coherence (2.6) (2.4) (1)	10. The ideas are organized following a logical sequencing in the paragraphs (e.g. from general to specific, in a chronological order etc.)					
	11. All of the ideas presented in the paragraphs are relevant to the thesis statement.					
	12. Linking words /conjunctions are used to link the sentences to arrange the ideas in a meaningful way.					
Vocabulary (1.5)	13. The essay presents appropriate and accurate words and phrases to convey precise meaning.					
	14. All the words in the essay are presented in the accurate word forms (noun, adjective, verb, adverb etc).					
Grammar (1.5)	15. All of the sentences are grammatically accurate (in terms of subject-verb agreement, tense, number, word order, article, pronouns and prepositions etc.)					
	16. The grammatical structures used in the essay convey the intended meaning accurately and appropriately.					
Mechanics (0.2)	17. The words are correctly spelled in the essay.					
	18. The sentences are correctly capitalized in the essay.					
	19. The sentences are correctly punctuated in the essay.					
	20. It is adhered to the word limit assigned by the instructor.					

APPENDIX 6: WRITING SKILLS 2 COURSE SYLLABUS

Weeks	Course Content	Task	Submission
W1	-Introduction to the course	Discussion	
W2	-From paragraph to essay -Basics of essay writing (thesis statement, outlines etc.)	Brainstorming Creating Outlines	
W3	Process Essays & Outline	How to write? + Brainstorming and creating outlines	Assignment: Please upload the outline on the online platform
W4	In-Class Writing (online)	In-class writing of process essay + Self-Assessment Rubric (hw)	Assignment: Please upload the paragraph on the online platform+ HW
W5	Cause Effect Essays & Outline	How to write? + Brainstorming and creating outlines	Assignment: Please upload the outline on the online platform
W6	In-Class Writing (online)	In-class writing of cause effect essays+ Self-Assessment Rubric (hw)	Assignment: Please upload the paragraph on the online platform + HW
W7	MIDTERM WEEK		
W8	Feedback Session		
W9	Comparison-Contrast Essay & Outline	How to write? + Brainstorming and creating outlines	Assignment: Please upload the outline on the online platform
W10	In-Class Writing (online)	In-class writing of comparison-contrast essay + Self-Assessment Rubric (hw)	Assignment: Please upload the paragraph on the online platform + HW
W11	Argumentative Essay & Outline	How to write? + Brainstorming and creating outlines	Assignment: Please upload the outline on the online platform
W12	In-Class Writing (online)	In-class writing of argumentative essay+ Self-Assessment Rubric (hw)	Assignment: Please upload the paragraph on the online platform + HW
Exam Week	FINAL EXAM		

APPENDIX 7: ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 23.01.2021-5171



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : B-62310886-302.14.03-5171
Konu : Tez Önerisi (Asiye Dinçel)

23.01.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 11.01.2021 tarih ve 1706 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Asiye Dinçel'in, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmeyi planladığı, "Yazma Beccrisinin Öz-Değerlendirmesi: İngilizce Öğretmeni Adaylarının Öz-Değerlendirme Algıları ve Öz-Değerlendirmelerinin Öğretmen Değerlendirmesiyle Karşılaştırması" başlıklı tez önerisi, değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Sayı : 17162298.600-09
Konu : Tez Önerisi

18 OCAK 2021

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Asiye Dinçel'in, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmeyi planladığı, "Yazma Becerisinin Öz-Değerlendirmesi: İngilizce Öğretmeni Adaylarının Öz-Değerlendirme Algıları Ve Öz-Değerlendirmelerinin Öğretmen Değerlendirmesiyle Karşılaştırması" başlıklı tez önerisi, değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/ Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Asiye Dinçel'in, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmeyi planladığı, "Yazma Becerisinin Öz-Değerlendirmesi: İngilizce Öğretmeni Adaylarının Öz-Değerlendirme Algıları Ve Öz-Değerlendirmelerinin Öğretmen Değerlendirmesiyle Karşılaştırması" başlıklı tez önerisini yapabileceğini; ancak, araştırmacının katılımcılardan onama formu ile izin alması gerektiği görüşündeler.



APPENDIX 8: RESEARCH APPROVAL

Evrak Tarih ve Sayısı: 22.02.2021-12893



Sayı : E-17284067-605.01-12893
Konu : Araştırma İzni(Asiye Dinçel) Hk.

22.02.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.02.2021 tarih ve 12785 sayılı yazınız.

Enstitünüz ilgi yazı gereği, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Öğretimi Yüksek Lisans öğrencisi Asiye Dinçel, "Self-Assessment Of Writing Skills: A Comparative Study On Teacher Assessment And Self-Assessment Of Prospective Efl Teachers And Their Perceptions Of SelfAssessment (Yazma Becerisinin Öz Değerlendirmesi: İngilizce Öğretmeni Adaylarının Öz Değerlendirme Algıları ve Öz Değerlendirmelerinin Öğretmen Değerlendirmesiyle Karşılaştırılması)" konulu tez çalışması kapsamında Fakültemiz, Yabancı Diller Eğitimi Bölümü, İngilizce Öğretmenliği Programı, 1. sınıf öğrencilerine rubrik uygulama ve yarı yapılandırılmış görüşme yapabilmesi uygun görülmüştür.

Gereği için bilgilerinize rica ederim.

Saygılarımla

Prof. Dr. Sadegül AKBABA ALTUN
Dekan

Bu belge, güvenli elektronik imza ile imzalanmıştır.