



**TURKISH EFL TEACHERS' WRITING ASSESSMENT LITERACY,
BELIEFS, STRATEGIES AND PRACTICES**

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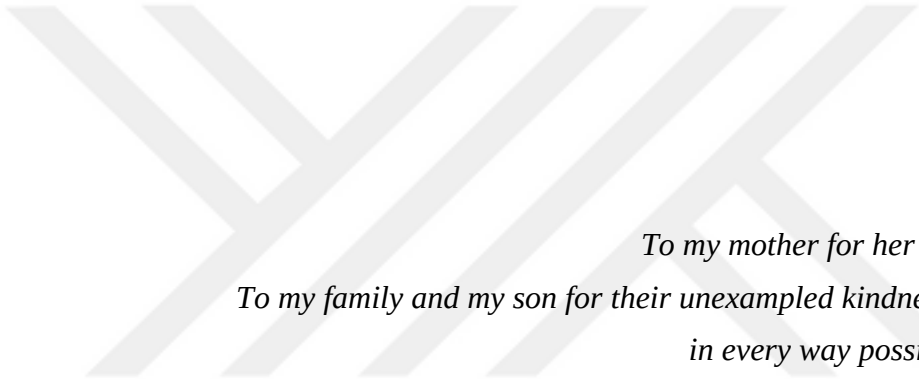
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in every way possible throughout
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TURKISH EFL TEACHERS' WRITING ASSESSMENT LITERACY, BELIEFS, STRATEGIES AND PRACTICES

(Ph. D. Thesis)

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ABSTRACT

Second language assessment literacy has received a lot of attention in the past few decades. In this respect, the present study was an attempt to investigate instructors writing assessment literacy, beliefs, strategies, and practices of EFL university instructors in the Turkish context. The study employed a sequential explanatory mixed methods design, including both qualitative and quantitative approaches with respect to the data collection and data analysis phases of the study. To achieve more accurate results, four instruments were employed in the present study based on the theoretical principles of EFL teacher writing assessment literacy in the literature. The instruments were writing assessment literacy inventory (Crusan, Plakans & Gebril, 2016), a semi-structured interview with the EFL instructors taking part in the study, a semi-structured interview with EFL learners taking part in the study, L2 writing assessment rubric, and EFL learners' writing portfolios. In the first step of the quantitative phase of the current study, the sample participants who were EFL instructors, experts, and students were selected. Hence, 315 EFL instructors working in the preparatory schools affiliated to different universities in Turkey were randomly selected from among a total number of 900 EFL teachers. Moreover, 32 EFL instructors of Preparatory School of Gazi University in Ankara were randomly selected to take part in the pilot study phase in which reliability of the inventory was estimated. In addition, three TEFL PhD holders experienced in teaching and assessing L2 writing were consulted in the expert judgment validity process. In the qualitative phase of the study, which followed the quantitative phase, ten EFL instructors (5 males and 5 females) teaching at preparatory schools also took part in the study as the focus group based on a criterion-based selection method. These EFL instructors were interviewed in terms of their views concerning the EFL teachers' challenges

in assessing writing and their needs in assessing writing. In another step of the qualitative phase of the study, 10 randomly selected EFL students (5 males and 5 females) took part in the study. Likewise, these EFL learners were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom. The quantitative data were analyzed through employing SPSS software. In this respect, strategies, knowledge, beliefs, and practices were taken into consideration. Also, a conceptual model was developed based on the quantitative data analysis through employing a Structural Equation Model (SEM) which encompassed beliefs, practices, and knowledge as the underlying constructs estimating writing assessment literacy (knowledge) of the EFL instructors taking part in the study. The qualitative data were analyzed using thematic and content analyses. The study results revealed that EFL instructors of Preparatory Schools in Turkey are equipped to have moderate knowledge of writing assessment literacy. Also, their beliefs in employing assessment literacy standards in L2 writing assessment and its related methods are valuable and appreciated presenting their awareness of the issue. In addition, they claim to have used specific assessment-related strategies and practices in the L2 classroom. However, the results of interviews with the students and real classroom conducts of the teachers do not concord with what they claim. In fact, the study findings indicated a significant difference between claimed and real assessment practices of English instructors. The findings imply that EFL instructors' writing assessment literacy on educational assessment is inadequate as in practice they cannot perform well, while theoretically, they are knowledgeable enough. Therefore, continuous in-service training programs on educational assessment and writing assessment literacy should be taken into consideration to cater to problems of low level of writing assessment literacy.

Keywords : Assessment literacy, Teachers' beliefs, Writing assessment
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TÜRKİYE’DEKİ İNGİLİZCE ÖĞRETMENLERİNİN YAZMA DEĞERLENDİRME OKURYAZARLIĞI, İNANÇLAR, STRATEJİLER VE UYGULAMALAR

(Doktora Tezi)

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ÖZ

İkinci dil değerlendirme okuryazarlığı son birkaç on yılda çok fazla ilgi görmüştür. Bu bağlamda, bu çalışma, hazırlık sınıfı İngilizce öğretmenlerinin öğretmen yazma değerlendirme okuryazarlığını, inançlarını, stratejilerini ve uygulamalarını Türkiye bağlamında incelemeye yönelik bir girişimdir. Araştırmanın veri toplama ve veri analizi aşamaları açısından hem nitel hem de nicel yaklaşımları içeren sıralı açıklayıcı karma yöntem deseni kullanılmıştır. Daha doğru sonuçlara ulaşmak için, literatürdeki İngilizce öğretmenliği yazma değerlendirme okuryazarlığının teorik ilkelerine dayanan bu çalışmada dört araç kullanılmıştır. Araçlar, değerlendirme okuryazarlığı envanteri yazma (Crusan, Plakans & Gebril, 2016), çalışmaya katılan İngilizce öğretmenleri ile yarı yapılandırılmış görüşme, araştırmaya katılan İngilizce öğrenenler ile yarı yapılandırılmış görüşme, ikinci dil yazma değerlendirme listesi ve İngilizce öğrenenlerin yazma portföyleri yer almaktadır. Mevcut çalışmanın nicel aşamasının ilk adımında, İngilizce okutmanı, uzmanı ve öğrencisi olan örneklem katılımcıları seçilmiştir. Bu nedenle, Türkiye'deki farklı üniversitelere bağlı Hazırlık okullarında görev yapan 315 İngilizce okutmanı, toplam 900 İngilizce öğretmeni arasından rastgele seçilmiştir. Ayrıca, envanterin güvenilirliğinin tahmin edildiği pilot çalışma aşamasında yer almak üzere Ankara'da Gazi Üniversitesi Hazırlık Okulu'nun 32 İngilizce okutmanı rastgele seçilmiştir. Ayrıca üç TEFL Ph.D. Uzman kararı geçerlilik sürecinde ikinci dil yazma öğretiminde ve değerlendirilmesinde deneyimli kişilere danışıldı. Araştırmanın nicel aşamayı takip eden nitel aşamasında, anaokullarında öğretmenlik yapan 10 İngilizce okutmanı (5 erkek ve 5 kadın) da odak grup olarak ölçüt temelli seçim yöntemiyle çalışmaya katılmıştır. Bu İngilizce öğretmenleri, İngilizce öğretmenlerinin

yazmayı deęerlendirmedeki zorlukları ve yazmayı deęerlendirme ihtiyalarıyla ilgili grşleri aısından grştler. Araştırmının nitel aşamasının bir dięer aşamasında, rastgele seilen 10 İngilizce ğrencisi (5 erkek ve 5 kadın) alıřmaya katılmıştır. Aynı řekilde, bu İngilizce ğrenenler, ğretmenlerinin EFL sınıfındaki gerek deęerlendirme uygulamalarına ilişkin grşleri aısından grşmeler yapılmıştır. Nicel veriler SPSS yazılımı kullanılarak analiz edildi. Bu doęrultuda stratejiler, bilgiler, inanlar ve uygulamalar dikkate alınmıştır. Ayrıca, araştırmaya katılan İngilizce ğretmenlerinin yazma deęerlendirme okuryazarlığını (bilgisini) tahmin eden temel yapılar olarak inanları, uygulamaları ve bilgiyi kapsayan Yapısal Eşitlik Modeli (SEM) kullanılarak nicel veri analizine dayalı bir kavramsal model geliştirilmiştir. Nitel veriler tematik ve ierik analizleri kullanılarak analiz edilmiştir. Araştırma sonuları, Trkiye'deki hazırlık okullarının İngilizce okutmanlarının yazma deęerlendirme okuryazarlığı konusunda orta dzeyde bilgiye sahip olduklarını ortaya koymuştur. Ayrıca, ikinci dil yazma deęerlendirmesinde deęerlendirme okuryazarlığı standartlarını ve bununla ilgili yntemleri kullanma konusundaki inanları, konuyla ilgili farkındalıklarını sunmaları aısından deęerli ve takdir edilmektedir. Ek olarak, ikinci dil sınıfında deęerlendirmeyeyle ilgili belirli stratejiler ve uygulamalar kullandıklarını iddia ederler. Ancak ğrencilerle yapılan grşmelerin sonuları ve ğretmenlerin gerek sınıf davranışları onların iddia ettikleri ile rtüşmemektedir. Aslında, alıřma bulguları İngilizce ğretmenlerinin iddia edilen ve gerek deęerlendirme uygulamaları arasında nemli bir fark olduğunu gstermiştir. Bulgular, İngilizce okutmanlarının eęitsel deęerlendirme zerine yazma deęerlendirme okuryazarlığının pratikte iyi performans gsteremedikleri iin yetersiz olduğunu, teorik olarak ise yeterince bilgili olduklarını gstermektedir. Bu nedenle, dřk dzeyde yazma deęerlendirme okuryazarlığı sorunlarına hitap etmek iin eęitimsel deęerlendirme ve yazma deęerlendirme okuryazarlığı konusunda srekli hizmet ii eęitim programları dikkate alınmalıdır.

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LIST OF ABBREVIATIONS

AES	Administrative and Educational Support (AES) Assessment
AID	Action-Impact-Desired Outcome
AL	Assessment Literacy
B.A.	Bachelor of Art
CAF	Complicity, Accuracy, and Fluency
CEFR	The Common European Framework of Reference
CF	Corrective Feedback
CLA	Communicative Language Ability
CLT	Communicative Language Teaching
CFI	Comparative Fit Index
DVR	Digital Voice Recorder
ELT	English Language Teaching
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
EFT/T	EFT, error-free T-units per T-unit
E/T	Errors per T-unit
EAP	English for Academic Purposes
ESL	English as a Second Language
IEA	Intelligent Essay Assessor
IFI	Incremental Fit Index
ELTE	European Language Teaching Exchange
GFI	Goodness of Fit Index
L2	Second Language

LAKS	Language Assessment Knowledge Scale
LAL	Language Assessment Literacy
LTA	Long Term Agreement
M.A.	Master of Art
NFI	Normed Fit Index
PCLOSE	Probability of Close Fit
PD	Professional Development
PEG	Project Essay Grader
RFI	Relative Fit Index
PhD.	Doctor of Philosophy
PSSA	Pennsylvania System of School Assessment
RMSEA	Root Mean Square of Error Approximation
SD	Standard deviation
SEM	Structural Equation Model
SPSS	Software Package for Statistics and Simulation
SRMR	Standardized Root Mean Residual
TAL	Teacher Assessment Literacy
TEFL	Teaching English as a Foreign Language
TLI	Tucker-Lewis Index
TLU	Target Language Use
WCF	Written Corrective Feedback

CHAPTER I

INTRODUCTION

1.1. Background and Purpose of the Study

Teachers have tremendous effect on students' learning and achievement. As Darling-Hammond (2000) stated, the most important factor which affects student learning is the teacher. On the other hand, according to Eckhout Davis, Mickelson, and Goodburn (2005), one of the main components of the learning processes is classroom assessment: "good teaching is impossible in the absence of good assessment" (p. 3) because as Stiggins (1999) stated, "the quality of instruction in any classroom turns on the quality of the assessments used there" (p. 20).

Assessment literacy was firstly originated from Stiggin's (1991) work. He argued that teachers with assessment literacy know how to assess, why they assess, what they assess, what the possible problems with assessment are, and how to avoid the possible problems. Likewise, Stiggins (1995) argued that assessment literacy could help teachers to understand the negative consequences of inaccurate and poor assessment. Taking the same path, Popham (2014) believed that assessment literacy deals with teacher's understanding of the principles of assessment in order to develop assessment, which can convert learning purposes into assessment activities and precisely indicate learner achievement and understanding. Further, Paterno (2001) stipulated "literacy assessment demands teachers to possess the knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques" (p. 140).

Second language assessment literacy is of paramount significance (Scarino, 2013) because as Falsgraf (2005) puts forward, it helps teachers "to understand, analyze and apply

information on student performance to improve instruction” (p. 6). Besides, assessment literacy helps teachers to adopt the most effective and reliable instruments to meet their learning objectives (Siegel & Wissehr, 2011). Mertler (2009) believed that teachers’ assessment literacy can be considered as an important link, which makes connection between student achievement and assessment quality. Thus, teachers should have an appropriate level of assessment literacy in order to be effective.

English as a Foreign Language (EFL) teachers need assessment literacy in general and language skills' assessment literacy in particular so that they could find the problems of their classes and moving toward improvement in their work through running modifications (Scarino, 2013). Taylor (2013) signified that both English as a Second language (ESL) and EFL instructors should be equipped with various forms of assessment to be more to the point in the process of teaching which exert an influence in process of teaching-learning process.

Among assessment literacy (AL) knowledge scopes within the ELT domain writing assessment literacy is of prime significance as L2 writing itself represents formal language knowledge of the L2 learners in this respect (Adams et al., 2021) and both EFL / ESL teachers need high command of writing assessment literacy to assess their learners and diagnose their problems (Barrot, 2016). Accordingly, EFL instructors require an advanced level of assessment literacy knowledge in communicating the theory, practice and principles of assessing L2 writing to test stakeholders, when the EFL writing testing and assessment is considered in a large scale (Carrero, 2018). Referring to the significant features of AL for the EFL writing instructors, Gao and Zhang (2020) proposed that the essentials of AL are embedded in the agreement required between testers and users. They then emphasized that EFL/ ESL teachers with higher AL knowledge can better fill the gaps and contrasts between the testers and the users.

Second language writing has been taken into consideration as a performance assessment. Therefore, assessing L2 writing as both a process and a product have been attractive enough for the EFL /ESL researchers to follow (Atak, 2019). Likewise, writing assessment has moved from a holistic and subjective orientation toward an atomistic view which tries to be as objective as much as possible (Bachman, 2014). In fact, in writing ability measurement, English Language Teaching (ELT) practitioners usually make a distinction between testing culture which relies on the EFL learners' achievements through their scores in the exams or tests and assessment culture which is more performance based and mainly focuses on L2 writing as a criterion-based phenomenon (Hyland, 2019; Shepard, 2013).

Assessment literacy incorporates the information and abilities instructors need to 1) distinguish, select, or make assessment ideally intended for different purposes, for example, responsibility, instructional program assessment, learners development observing as well as advancement, and determination of explicit learners needs (learning gaps), 2) examine, assess, and utilize the quantitative and subjective evidence produced by external summative and between time evaluations, classroom summative evaluations, and instructionally installed developmental assessment practices to settle on fitting choices to improve projects and explicit instructional ways to deal with advance learners learning (Kahl, Hofman & Bryant, 2013). Hence, proper choices rely on a good comprehension of test quality considerations and similarity issues. In the same vein, Bachman (2014) signifies the importance of AL in L2 acquisition by specifying it as one of the essential modules of teacher education which later could account for at least one-third of the instructional time a teacher allocates to the teaching process.

In fact, no teaching could be conducive to the desired results unless it is accompanied by a well-developed assessment process (Earl, 2013). Likewise, preparing ESL/EFL learners for a lifelong L2 development requires embedding assessment in teaching and creating an ever present dynamic perspective in the L2 classroom; something based on which L2 learners could move toward the valuable objective of self-assessment (Ergun & Dewaele, 2021). As Bachman and Damböck (2018) argue, such a perspective toward assessment cannot be achieved, unless the EFL teacher gains mastery over various forms of testing and assessment.

As Nurdiana (2021) argued, it is a rule that instructors and authorities need equivalent degrees of mastery in assessment knowledge. While teachers must work with the information and abilities every day in their classes, administrators must 1) give the proper opportunities to proficient development of events and progressing joint effort to continue this competency, (2) practice it at the school or region level, and (3) assess instructors' evaluation practice for both developmental and summative purposes.

Assessment literacy (Stiggins, 1991) refers to the variety of talents and skills that a number of benefiteres need so as to cope with the new horizons of assessment. However, there is little conformity on what 'assessment literacy' would possibly include, in spite of a growing variety of methods that are recommended to inspire its improvement (Walters, 2010).

The number and range of stakeholders who need a degree of assessment literacy has increased. Taylor (2013) included college admissions officials, policy makers and

government departments, as well as to the ones proficiently involved in testing and evaluation, and instructors. However, there are few textbooks and learning materials available for non-experts or the ones new to checking out and assessment. Taylor (2013) argued that the majority of textbooks are “extremely technical for language teachers seeking to recognize basic principles of evaluation” (p. 403).

It additionally appears that instructors of language testing are gradual to abandon texts with which they are acquainted. Research by Brown and Bailey (2008) showed that textbooks are hardly ever modified. In addition, the content material of language testing courses does not seem to be modified very much, possibly reflecting the identical conservatism. Brown and Bailey (2008) reveal that the identical subjects are emphasis: critiquing and analyzing assessments, measuring the four abilities, validity (specifically a more conventional ‘types’ approach), item evaluation (facility value, discrimination index, and content evaluation), and fundamental test statistics such as descriptive statistics, reliability.

In Davies (2008) ‘skills + knowledge’ method *Skills* refers to practical facets in analysis of tests and production of them; and ‘knowledge’ refers to the background of the test analysts. In the same vein, American Federation of Teachers (1990) offered the first definition of assessment literacy for instructors was offered by the, in spite of the fact that the term ‘assessment literacy’ was not common that time. The required capabilities consisted of choosing tests, developing them for the classroom, administering and scoring them, the use of scores to help educational choices, communicating outcomes to stakeholders, and being aware of irrelevant and unethical uses of tests.

Brindley (2001) was the principal language analyzer who examined assessment literacy. He concentrated on 'educational program related evaluation'. Despite the fact that textbook material covers the prerequisites of classroom educators, they regularly portray techniques drawn from huge scope standard testing, a ton of which are not pertinent to the classroom needs. As an example, such statistical investigations offered in the classrooms (Hughes, 2003) require immense n-sizes, to which educators scarcely have access. The idea of which material should be covered is that educators will ordinarily be keen on the turn of events and assessment of 'norm-referenced tests'. While it seems sensible that all educators require to have a proper comprehension of large-scale testing and the test improvement practices identified with it, it is by all accounts a need to present all the more a soundness among regulating and talk room-fundamentally based techniques (Brindley, 2001).

Afterwards, Lam (2019) contended for a discussion of the social setting of testing, notwithstanding the necessities to characterize capability, construct tests, and use assessment to quantify attainment against an educational program. With respect to the assessment research in the past few years (Ashraf & Zolfaghari, 2018; Fard & Tabatabaei, 2018; Gao & Zhang, 2020; Giraldo, 2018a; Mohamed, Kamis & Ali, 2017; Pastore & Andrade, 2019), most fundamentally, it can be argued that educators work inside time and help limitations. Hence, it is of prime significance that testing instructors be encouraged to comprehend they have to extend adaptable techniques to their assessment exercises (Levi & Inbar-Lourie, 2020). These rules respond Davies (2008) challenge for a spread of the customary content material of books on language testing to satisfy the rising necessities of the twenty first century.

The attitude that the 'testing' and the 'assessment' societies are contrary is much the same as that of Shepard (2000). The issue with postmodern strategies for this sort is that they arise as being more coercive than the powers they expect to substitute.

While it is contended that language appraisal and testing is an activity that has developed to determine social issues, and that the social parts of evaluation are basic, we should not receive a viewpoint epistemology that lessens the meaning to a group or individual discernment. In a nutshell, if knowledge or fact is the thing that we comprehend and can make with others, there might be no reality or information in any regard, and no norms through which to study the appropriacy of contending validity (or ethical) contentions. This postmodern technique to assessment education shows a swing of the pendulum to another outrageous that at last can fail educators as a strategy that organizes the huge scope normalized psychometrically determined worldview (Fulcher, 2012).

Davies (2008) stated that language evaluation education incorporates three essential aspects, for example, knowledge, skills, and principles. Fulcher (2012) additionally expresses that assessment of literacy has three viewpoints. The principal aspect is "knowledge, skills and capacities to design, create, keep up or assess huge scope normalized or potentially classrooms-based tests" (p. 113). The second aspect is "familiarity with test processes, and familiarity with standards and ideas that manage and support practice, including morals and codes of practice" (Fulcher, 2012, p. 114). The third aspect is the expertise to put "information, abilities, principles, concepts and ideas inside more extensive authentic, social, political and philosophical systems to comprehend why practices have emerged as they have, and to assess the role and effect of testing on society, organizations, and people" (Fulcher,

2012, p. 115).

When the argument of assessment literacy deals with assessing language skills, EFL/ESL teachers' literacy in this respect is likely to be less than comprehensive (Karaca & Uysal, 2021). The reason might lie in the fact that becoming more specific in this respect and dealing with assessment of language skills such as reading, writing, or speaking requires a more atomistic and analytical view (Kim & Kim, 2021). With regard to assessing language skills, Shahzamani and Tahririan (2021) focused on medical ESP practitioners' reading comprehension assessment literacy and evaluated perceptions and practices of the mentioned L2 learners. Likewise, Bacha (2001) studied second language writing evaluation from both analytic and holistic essay scoring and found the analytic one more comprehensive. In an almost recent study, Carrero (2018) argued writing assessment literacy for multilingual and L2 writers and found that any linguistic bias should be deconstructed in this respect. Likewise, Lam (2019) investigated writing assessment literacy of ESL teachers in Hong Kong with regard to knowledge and practices of classroom-based writing and investigated EFL teachers' writing proficiency and assessment ability in the Iranian context.

In this respect, Valizadeh (2019) focused on EFL teachers' writing assessment literacy beliefs and training needs in the Turkish context. In another study, Atak (2019) concentrated on the stages of writing Turkish EFL learners go through and the complexity of each of those stages. However, the notions of writing assessment literacy knowledge, teachers' beliefs, and their practices have not been delved into and investigated thoroughly in a single study. Hence, the present study intended to investigate L2 writing assessment literacy, beliefs and practices of EFL instructors at Prep schools in the Turkish context. In addition, the present study aimed at investigating teachers' writing assessment strategies, beliefs, knowledge, and practices in this respect.

The assumption was that there would be a positive correlation between EFL teachers' L2 writing assessment literacy, beliefs, and their practices with regard to L2 classroom.

1.2. Problem of the Study

As mentioned by Bachman (2014) instructors spend most of their classroom time on assessment related issues, therefore their knowledge of language assessment literacy is particularly important. Assessment literacy seems to be necessary skill for the EFL/ESL instructors, especially nowadays when we are witnessing a shift from testing orientations

which are mainly quantitative assessment in nature to the assessment perspective in which the qualitative view on assessment is more focused on. (Walters, 2010; Vogt & Tsagari, 2014).

As Wang, Wang, and Huang (2008) declared, even though the advantages of assessment literacy are known, it seems that many teachers lack the assessment literacy and are not familiar with proper assessment practices. To fill this gap in literature, many researchers (e.g., Braden, Huai, White & Elliot, 2005; Fulcher, 2012; Levi & Inbar-Lourie, 2020; Mertler, 2009; Nurdiana, 2021; Pastore & Andrade, 2019; Shahzamani & Tahririan, 2021; Stiggins, 1991) have investigated the multiple aspects of teacher assessment literacy, considering how it works, what it implies, and how teacher training programs can promote teacher literacy assessment.

In particular, studies on teacher assessment literacy have been accomplished in second language literature since the 1990s (Stiggins, 1991). A plethora of studies have also been conducted on assessment literacy as an outcome of professional development or teacher training programs (Braden et al., 2005; Brindley, 2001; Wang et al., 2008; Wang, Kao & Lin, 2010), and some studies have also looked at assessment literacy as something related to student achievement (Braney, 2010). Assessment literacy has also been measured by comparing the assessment literacy of different teachers such as novice and experienced teachers (Mertler, 2005).

The history of writing assessment has not been separated from the total history of testing which started with objective tests where the focus was on reliability, and gradually moved toward more valid tests which focused more on scoring procedure (Healy & Mulholland, 2019). The first phase of assessment of writing which was prolonged till 70s started with indirect testing, coincided with multiple choice tests. The major characteristics of such tests were their objectivity. Indirect testing lost its ground when attempts to improve the quality of direct tests were increased. Direct tests of writing and speaking which were later known as “performance tests” (Hyland, 2016), were considered to be a valid form of speaking and writing assessment, at least, more valid than the use of highly standardized multiple choice tests. In performance-based tests, the test tasks are designed in a way to create a communicative situation that resembles “target language use (TLU)” (Bachman & Palmer, 2010, p. 23) as closely as possible.

As L2 writing development is a complicated cognitive activity (Eysenck & Keane, 2018;

Poehner & Swain, 2016) which requires frequent assessment, especially when it is considered as a process-oriented task (Hyland, 2019), assessing L2 writing gains a special position in the EFL teacher professional development. Deficiency in assessment literacy in general and writing assessment literacy in particular may create problems of the EFL teachers in their lesson planning (Carrero, 2018; Stobart, 2008). Likewise, the teachers with less interest in assessment in their classes are likely to be to some extent strict and create an atmosphere of competition rather cooperation for their learners; something which surely leaves negative effects on the students' learning and second language development (Ellis, 2008).

Assessment literacy is claimed to be the key to effective teaching (Popham, 2006, 2009). By the same token, AL is pivotal in how effective language teaching can be implemented and evaluated, especially so given the new perspectives on testing such as assessment for learning (Stobart, 2008), assessment as learning (James, 2008), and dynamic assessment (Lantolf & Poehner, 2008). As the concept of L2 writing AL is rather new in the field, EFL teachers, in the Turkish context require to get acquainted with the concepts pertained to AL. They need to know what a consensual definition for AL is and how it is to be defined for groups with different needs and levels of involvement in language assessment practices. Therefore, the Language Assessment Literacy (LAL) required of a professional testing scholar is different from the LAL expected of classroom teachers; the demands are much higher for the former (Malone, 2013). Inbar-Lourie (2013) identified two dimensions to the LAL construct: generic and specific. The former dimension entails the knowledge base in assessment, which is common to other areas of educational testing, but the specific dimension constitutes the body of L2 writing assessment knowledge that is required for EFL lecturers to employ in language assessment domain. To date, few studies have been done on demystifying teacher assessment literacy of EFL teachers in the Turkish context.

Thus, this gap in the literature and the paucity of research in this area in the Turkish context, and teachers' lack of familiarity with assessment practices in this context are the factors which motivated the researcher to conduct the present study with the hope of contributing to the body of literature and helping teachers to become more familiar with writing assessment practices. The present study was aimed at determining the writing assessment literacy of EFL teachers. The assumption was that the teachers' beliefs and assumptions as well as their achieved knowledge in L2 writing AL might affect their assessment performance (Atak, 2019; Valizadeh, 2019).

Another purpose of the present study was to find out the beliefs, knowledge, and practices of EFL instructors about L2 writing assessment literacy, as this issue shows how well they are familiar with the ups and downs of AL in this respect (Inbar-Lourie, 2008b; Taylor, 2013). Likewise, the study intends to find a probable pattern of Turkish EFL instructors' writing assessment literacy. In addition, challenges and needs of the aforementioned instructors in assessing L2 writing have been taken into consideration in the present study.

1.3. Significance of the Study

The significance of this study lies in its theoretical contribution to the second language assessment research and the pedagogical implications for second language teachers and learners. The present study may contribute to the growing body of research focusing on writing assessment literacy. Moreover, this study intends to help EFL teachers get familiar with literacy assessment and assessment types which can affect student learning, outcome, and teaching instruction in the Turkish school domain. The results of this study will gain significance because language assessment literacy helps teachers “to understand, analyze and apply information on student performance to improve instruction” (Falsgraf, 2005, p. 6). Besides, familiarity with different assessment types allows teachers to adopt the most effective and appropriate instruments to meet the learners’ needs and to accomplish learning objectives (Siegel & Wissehr, 2011).

Given the potential importance of assessment literacy, it is of prime significance to the teachers to get acquainted with different types of assessment, especially writing AL and enhance their knowledge in this respect (Zhang & Zhan, 2021). The present study can provide a broader and more comprehensive analysis of L2 writing assessment literacy in language classroom. Besides, the findings of this study are deemed to provide a deep understanding about the nature of assessment and its relationship with EFL teachers in terms of their perceptions, beliefs, and classroom practices.

Taking into consideration the aforementioned points, it seems of utmost importance to extend the research studies done on assessment literacy with a particular focus on EFL teachers. Briefly speaking, the empirical findings of the current research might affect language instructors, language educators and materials developers in the Turkish context. EFL instructors might use the findings to increase their knowledge of L2 writing assessment and this way they can energize their classes through moving away from the testing

orientations and create an atmosphere of cooperation and coordination in their classrooms through employing assessment (Olinger, 2021).

To the best knowledge of the researcher, the present research work is the first empirical study of EFL classroom writing assessment literacy within the school educational settings in the context of Turkey. The study follows a mixed methods approach in evaluating EFL teachers' classroom writing assessment literacy development within a classroom-based context. In spite of the fact that the present study will be carried out in a specific language educational setting, the findings will contribute to the general understanding of classroom writing assessment literacy in the educational system of Turkey.

The present study is also likely to improve the development of L2 writing quality in the classroom context in the Turkish EFL context as the results of the teachers' appraisal in this respect could be witnessed in the learners' development. In fact, EFL learners' writing development can increase, should the EFL teachers providing them with corrective feedback employ dynamic assessment in the L2 writing courses (Hyland, 2019). Furthermore, the results of the current study would help language educators and program administrators to provide appropriate teacher education programs and provide incentives for the development of writing AL. Finally, since the problems and issues, which are under investigation in the current study are very important for improvement of language instruction and achievement of learners, the finding and conclusion of this study will provide insightful and meaningful references for future research.

1.4.Theoretical Framework

Among the most considerable responsibilities of classroom teachers is assessment of student performance because it has a great impact on whatever teachers do (Mertler, 2009). Spolsky (1995) stated, "In the event that a teacher is acceptable in teaching a language, the individual in question is acceptable in evaluating the students too" (as cited in Jafarpour, 2003, p. 59). Popham (2006) declared that teachers should have an appropriate level of evaluation education in order to assess learners appropriately.

In classroom, where evaluation for learning is drilled, learners are urged to be more dynamic in their learning and related appraisal. In this regard, Bozorgian (2014) stated that "a definitive reason for assessment for learning is to make self-managed students who can leave school capable and sure to keep learning for the duration of their lives" (p. 2).

Teachers assess students not only to see what they have learned, but also to design the next steps they are going to take. This implies that teacher assessment is of high significance during the time spent instruction and learning. Learners are guided on what they are required to realize and what quality work resembles. The educator will work with the students to comprehend and distinguish any holes or confusions (Bachman & Palmer, 2010). Within the socio-cultural framework and the role peers play in the second/foreign language development of each other *peer assessment* takes significance. Stobart (2008) defined peer assessment as a cycle whereby students or their friends grade tasks or tests dependent on teacher's benchmarks. The training is used to save educators time and improve students' metacognitive capacities. They way diverse students assess their classmate(s) both advances self-assessment and learning and clears the ground for the student to be more cognizant and mindful of the way toward learning

Another concept which can be focused on in the classroom assessment is peer assessment and in more advanced level of L2 classrooms, self-assessment. Both of these assessment types have their origin in the sociocultural theories (Leung, 2014). Hence, TAL which covers the teacher's knowledge in various aspects of assessment deals with informing the EFL learners with peer assessment and self-assessment issues. Likewise, dynamic assessment could also be introduced to the EFL classroom in an attempt to motivate students move towards dynamic learning (Lantolf & Thorne, 2006).

Consequently, TAL can be considered as a scientific trend sharing principles such as enabling learners in learning and techniques such as scaffolding with sociocultural theory.

With respect to theoretical notions, the present study relies on the combination of idea presented in agentic theory (Bandura, 2008; Kögler, 2012), planned theory of behaviors (Ajze, 2019; Sussman & Gilfford, 2019), theory of reasoned action (Hale, Householder & Greene, 2002; Yzer, 2013, 2017), and social cognitive theory (Bandura, 1986, 1997, 2005; Schunk, 2012).

Agentic theory as proposed by Kögler (2012) notifies that individual teachers could be considered as vital and powerful agencies or persons dealing with their own performances while affecting theirs on learners. In fact, teachers are paying contribution to the success and effectiveness of learners both in terms of assessment for learning and assessment of learning. Hence, teachers play a significant role in presenting ideals of assessment and increasing assessment qualities in the second language writing classroom.

Within reasoned action (Yzer, 2017) and planned behaviors theories (Ajzen, 2020), personal beliefs or attitudes of the individual teachers have been argued as a good predictor of their behaviors/ performances. That is, personal beliefs or attitudes of teachers can powerfully influence the ways in which they implement their classroom assessment. Sussman and Gifford (2019) defined personal beliefs/attitudes as the representation of information that individuals hold about any object, thing and other people surrounding them. Personal beliefs could be broadly defined as propositional attitudes, which refer to the attitudes of individuals toward a proposition about any object, thing and other people (Ramnarain & Hlatwayo, 2018).

Reasoned action proposed by Yzer (2013) and expanded (Yzer, 2017) deals with the fact that teachers' personal beliefs and attitudes could leave impacts on classroom practices and this action is so significant that it can lead classroom assessment, specifically writing assessment, to success or failure. Assessing L2 writing would be affected by thoughts and perspectives of the teachers toward teaching, learning, and assessing writing. On the other hand, Ajzen (2020) presented idea of planned behaviors in terms of his own planned behavior theory emphasizing that teacher assessment literacy is manifested not only through the beliefs, knowledge, and strategies teachers claim, but also through the practices they follow in reality in the classroom context. It is also worth mentioning that Sussman and Gifford (2019) defined personal beliefs as information individuals present about the subject matter under investigation which in itself comes from the environment in which they are living. Such attitudes would be affected by the previous educational background, the in-service training projects, as well as teachers' perspective towards education and learning in general, and assessment in particular (Ramnarain & Hlatwayo, 2018).

Dasgupta (2013) commented that teachers' personal beliefs and attitudes have significant effect on their judgment, decision-making, and practices in writing assessment. Accordingly, teachers' personal beliefs about writing assessment could effectively and significantly impact their assessment practices.

Within social cognitive theory (Bandura, 1986, 1997), self-efficacy has been argued to influence every phase of the individuals' personal evolution by regulating their behaviors and performances through their cognitive, motivational, affective and decisional processes (Gotch & French, 2013). Self-efficacy determines whether individual teachers think of altering their assessment implementation, and whether they have the motivation and perseverance needed to succeed with their assessment implementation.

Bandura's social cognitive theory (1986) deals with the consequences of actions. Hence, self-efficacy is considered as one of the most significant parts of this theory. In fact, as Gotch and French (2013) argue, people evaluate themselves, their own behaviors and performances, and what they do with respect to the cognitive, affective, motivational, and decisional processes. This is the notion of self-efficacy which makes the teacher change his/her assessment methods or not. Likewise, teachers' success in the process of assessing learners' performances is bound to their self-efficacy, world-view, beliefs, and strategies they develop in this respect (Bandura, 1997). Under the scope of social cognitive theory, assessment is not just limited to assessing the learners' achievement, but also various aspects of cognitive and social issues will affect this endeavor. Accordingly, a successful assessment process, takes different aspects of teacher and learner behaviors into consideration (Bandura, 2005) and relies on various experiences of teachers and learners with respect to assessment as a process, its consequences on learners' development and its effect of learners' life. In this regard, teachers' mastery over assessment notions, both theoretically and operationally are of prime significance (Zwozdiak-Myers, 2012). That is why teachers' beliefs, knowledge, strategies, and practices altogether form one's assessment literacy in general and writing assessment literacy in particular.

1.5. Research Questions

The present study is undertaken in two distinct phases: A quantitative phase and a qualitative phase since a mixed methods approach can offer additional benefits for the understanding and application of the present research work (Creswell, 2018). In order to examine the assessment knowledge base and belief of the language teachers and the application of their assessment literacy in L2 learning context, the current study sets out to provide answers for the following questions:

1. What are Turkish EFL instructors' strategies in writing assessment?
2. What are Turkish EFL instructors' beliefs about writing assessment?
3. What are Turkish EFL instructors' knowledge of writing assessment?
4. What are Turkish EFL instructors' practices of writing assessment?
5. To what extent are Turkish EFL instructor's beliefs in writing assessment and their practices related?

6. What is an appropriate model of writing assessment knowledge for the EFL instructors in the Turkish EFL context?
7. What are the main challenges of Turkish EFL instructors in assessing writing?
8. What are the needs of Turkish EFL instructors in assessing writing?
9. To what extent are assessment practices claimed by the instructors and their reported practices in the classroom by their students compatible?

1.6. Research Hypothesis

Since research questions 1, 2, 3, 4, and 6 are descriptive and questions 7, 8, and 9 are exploratory in nature, a priori research hypotheses could not be formulated for these research questions. Indeed, according to Holliday (2002), “producing, rather than testing, hypotheses are more often the outcome of qualitative research” (p. 35). Yet, the following null hypothesis was formed on the basis of the fifth research question of the study:

H₀₁: There is no significant relationship between EFL instructors’ writing assessment literacy beliefs and practices.

H₁. There is no difference between beliefs and practices of Turkish EFL instructors.

H₂. There is no difference between beliefs and practices.

1.7. Definition of the Key Terms

The present section deals with defining the technical terms used in the present study. Hence both theoretical and operational definitions are presented as follows:

Assessment

Assessment is defined as “the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences” (Stobart, 2008, p. 23).

In the present study, assessment refers to the continuous and qualitative or quantitative evaluation of the learners’ development in the EFL classroom which is done by the Turkish

EFL high school teachers, or at least they are aware of its principles.

Assessment Literacy

Mertler (2002) defined classroom assessment literacy as the knowledge and skill necessary for compiling data about students' achievement and for effectively utilizing the assessment process and outcomes to develop and improve the quality of instruction of teachers and learning of students.

In the present study, writing assessment literacy of Turkish EFL teachers has been taken into consideration: Therefore, for these instructors, classroom assessment literacy is the knowledge they have and the skills they employ to collect the necessary data about students' achievement aiming at effectively applying the assessment process to their L2 writing courses and use the outcomes to improve the quality of their instructions. In this study, writing assessment literacy survey (Crusan, Plakans & Gebril, 2016) was used to measure the EFL teachers' L2 writing assessment literacy operationally.

Language Assessment Literacy

Language Assessment Literacy has been defined as a specific concept dealing with the skills, principles, and knowledge (Davies, 2008). Skills refers to providing training which is necessary and to the point in terms of the methodology which deals with writing statistics, analyzing tests, and most importantly employing new technologies in the assessment domain. Knowledge, on the other hand, deals with familiarity with theoretical background supporting the notion of assessment. Likewise, it deals with offering relevant background with respect to measurement and description of the language which is being taught. In addition, content setting could be taken into consideration in the domain of principles which deal with appropriate use of language assessment criteria and tests, test fairness and the impact it might leave on the learners' social life. Moreover, such principles argue ethics and the notion of professionalism (McMillan, 2014).

Teacher Assessment Literacy (Knowledge)

As DeLuca, LaPointe-McEwan and Luhanga (2016) proposed, Teacher Assessment Literacy (TAL) is defined as "the core professional requirement across educational systems which asserts that teachers should be knowledgeable in terms of various assessment standards

across the world and numerous assessment literacy measures that represent different conceptions of assessment literacy"(p. 251).

In the present study, TAL refers to the AL knowledge of the EFL teachers in Turkey which is assessed by the help of Teachers' writing assessment literacy survey developed by Crusan, Plakans, and Gebril (2016).

Writing Assessment Beliefs

Valizadeh (2019) states that writing assessment beliefs refer to second language teachers' ideas concerning writing assessment and more specifically it deals with the perceptions and assumptions EFL teachers enjoy with respect to second-language scoring and assessment process. In the present study, writing assessment literacy beliefs refer to the EFL teachers' beliefs in assessing writing in the Turkish school context.

Writing Assessment Practices

Assessment practices refer to actual process of assessment put into practice by language teachers (Alimova, 2021). In this respect, EFL teachers might rely on their background knowledge in terms of testing, evaluation, and assessment of second language. In addition, they might provide corrective feedback to the learners. Likewise, teachers' assessment practices might encompass choosing proper assessment methods, developing tests, scoring methods, developing assessment criteria, communicating assessment results, and relying on ethics of assessment.

In the present study, writing assessment practices of Turkish teachers of English as a foreign language will be taken into consideration. This will be operationalized through the ways through which the EFL teachers employ standards of assessment such as using applicable assessment procedures, administering, scoring, as well as interpreting the results of assessments, and recognizing unethical or illegal practices.

Writing Assessment Strategies

Writing assessment strategies are specific ways through which EFL teachers attack the problems of writing assessment in the second language classroom (Santos & Semana, 2015). Teachers feedback either in the form of the written corrective feedback (CF) or oral CF in order check the EFL learners' second language writing could be among the strategies

pertained to assessing L2 writing and the tactics dealing with checking the students' development throughout the process of second language writing (Adler-Kassner & O'Neill, 2010).

In the present study, assessment strategies refer to the strategies the Turkish EFL teachers teaching in the high schools employ while assessing second language writing of the EFL learners in that specific context.



1.8.Limitations and Delimitations of the Study

1.8.1 Limitations

Similar to any other research studies, the present study is constrained by some limitations as follows:

- 1) One of the study's data collection procedures is questionnaire. The main attraction of questionnaires is their efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources (Dornyei, 2007). By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people (Dornyei, 2007). However, data gathered during a long period of time from each individual concerning their selves and identities may be more valid.
- 2) The limitations including the effect of gender, culture, and age are not controlled in this study; the teachers are not homogeneous considering culture, gender (unequal number of males and females), and age. Therefore, culture, gender, and age might act as intervening variables in this study.
- 3) In addition, writing assessment literacy is generally a construct which is predominantly context-bound. Although this model can be reconfigured and used in other contexts, attention should be given to the intricate concept under study, too.
- 4) Because of the COVID-19 pandemic, most of the classes were being held in the virtual word and observation of assessment practices was not possible. Hence, the researcher was obliged to rely on the students' interviews in this respect and searched for instructors' practices through the interviews plus the documents pertained to the portfolios of the learners, the feedbacks they had received from their teachers, and the way they had been trained to react to the assessment rubrics they had been informed of.

1.8.2. Delimitations

In conducting the present study, the researcher deliberately narrowed down his focus and thus set delimitations to increase the internal validity of the study. Some of these delimitations are as follows:

- 1) The researcher deliberately selected English instructors who had received their B.A. degrees and had at least three years of experience in teaching writing skills or were graduate teachers at M.A. level majoring in TEFL program.
- 2) Moreover, the researcher employed technological tools to hold assessment courses for in-service teachers around Turkey using the equipment provided by Gazi University in Ankara, while the teachers taking part in the study were from different Prep schools affiliated to other universities.

The Structure of this Dissertation

The thesis is divided into six sections. The study's rationale, an overview of English language writing skill assessment demands in Turkish EFL society, a snapshot of English language taught in Turkish Preparatory schools and universities, and a description of the study's objective, proposed research questions, and importance are all presented in Chapter 1. The second chapter delves into the essential stages of writing assessment, assessment literacy, as well as a body of research on writing assessment practices in relation to the assessment process. Chapter three proposes the theoretical framework that underpins the design of the study as well as presents the methodology employed in the study, in terms of a mixed methods approach including quantitative and qualitative methods Chapter four elaborates findings and results of the study. Chapter five integrates the results from both quantitative and qualitative phases of the study and discusses it based on theoretical model and relevant literature review. Chapter six integrates the results from both quantitative and qualitative phases of the study and discusses the implications of the findings according to theory, policy and practice, and the design of pre-service teacher education programmes. This chapter also discusses the study's limitations and future directions for research in the area of classroom assessment literacy



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

One of the most challenging concerns in the field of education has been learners' output assessment. However, the issue of teacher assessment literacy has gained little attention in the history of language teaching, and in spite of the existence of many modern educational devices, teachers are often unable to appropriately conduct classroom-based assessments (Al-Malki & Weir, 2014; Susuwele-Banda, 2005). Nevertheless, this element has been found to be paramount over the time. Moreover, teachers as the main source of knowledge in education system should have ability to share the results of classroom assessments with both learners and parents and do appropriate adjustments and revisions in their teaching ways to make their instruction more efficient (Bastian, Henry, Pan, et al., 2016; Beziat & Coleman, 2015). Teachers may also feel they need to be equipped to sufficient assessment knowledge base which is known as assessment literacy (Karimi & Shafee, 2014; Razavipour, et al., 2011).

This chapter proceeds through discussing on teachers' assessment literacy focusing its influence on their perceptions of writing skill assessment. First, it is tried to present the background of language assessment literacy through providing a chronological definition and a conceptual framework talking about the purpose of teachers' language assessment literacy in writing skill. Then it proceeds through discussing on elements in assessment and language assessment methods concerning the writing skill.

2.2. Concepts of Literacy

Regarding the importance of literacy in the field of education, different definitions have been proposed for this concept (Collins, 1995; Brockmeier & Olson, 2009; Olson, 2009;

Nostrand, 1989; Kramsch, 1995; Tudge, Doucet, Odero, et al., 2006; Street, 2009; Wagner, 2009). Traditionally, literacy is defined as the process of expanding on individual's knowledge in reading and writing with the aim to develop their thinking and learning abilities. Therefore, it is considered as a prerequisite for educational achievement. In spite of a variety of definitions for the term literacy, there is no common definition for it and the lack of a single definition on the term "literacy" arises from the existence of different perceptions of literacy in different cultures and different ways through which people think about literacy. In English language, for example, reading comprehension is considered as the main part of literacy, but it might differ in other countries with different cultures.

According to Olson (2009), literacy is a multi-aspect concept. In one aspect, it can be defined as one's writing and reading ability as the basic personal competence. It can be also considered as one's ability to use several texts in order to derive their meaning and identity which is known as linguistic/academic literacy. On the other hand, it is also considered as people's capacity to perform different tasks based on their society's rules, norms, and procedures, which is known as social literacy. Street (2009) defined literacy as people's capability to detain activities in their social and cultural settings, which is known as cultural literacy. In sum, it can be claimed that the meaning of literacy is directly affiliated with beliefs, culture, behavior and perspectives of people.

2.3. Assessment Literacy

Teachers often spend a large part of their work life to assess their students' learning and performance which covers a variety of tasks for teachers, including task designing, monitoring students' progress as well as giving feedback to them (Stiggins & Conklin, 1992, Bachman, 2014). However, the majority of teachers are not well-equipped to assessment literacy, resulting in their lack of confidence in this area. Green (2014) also argues that there are two factors that might affect teachers' assessment quality, including the quality of instruction and students' learning. Taking these two factors into account, it is of great importance for teachers to be able to combine the results obtained from assessments with their students' learning and teaching activities to achieve academic goals and prepare students for learning more effectively (Binkley et al., 2012; Popham, 2014).

Initially, the concept of assessment literacy was introduced into general education, and it was later considered as an aspect of language teaching. The term "assessment literacy" was

first introduced by Stiggins in 1991 to show teachers' ability to distinguish between sound assessment and unsound assessment. Like the concept of literacy for which there is no single definition, the term assessment literacy is also difficult to be defined in a definite framework (Fulcher, 2012; Walters, 2010). However, researchers have tried to define this term from different perspectives. As a good starting point to define assessment literacy, Webb (2002) defined assessment literacy as "the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness."

Purpura (2016) also defined it as "teachers' understandings of assessment and assessment processes related to the identification and narrowing of learning gaps in instruction through formative assessment" (p.201). Further, Popham (2011) explained it as "an individual's understandings of the fundamental assessment concepts and procedures deemed likely to influence educational decisions" (p.265). Therefore, it might be said that the quality of education is determined through decisions made by teachers about assessment tools. Therefore, well assessment literate teachers can have a positive effect on the quality of education and learners' performance (Malone, 2013). This shows the necessity of having teachers with enough knowledge about high stakes tests and instruments.

According to White (2009), one of the most important responsibilities of teachers is to assess students' learning progress. Coombe et al. (2012) suggested some reasons to show the importance of teachers' assessment literacy, including (1) since assessing the quantity and quality of what students have learned is an inseparable part of every teacher's professional life, it is crucial for teachers to be equipped to assessment literacy consisting of theoretical and practical knowledge of assessment; (2) with equipping to this assessment knowledge, teachers will better and easily understand the results obtained from their assessment and share the results with their peers to give their assessment reliability and validity; and (3) well assessment literate teachers are able to integrate assessment knowledge with their teaching methods to make it more efficient and effective.

By gaining assessment literacy, teachers are more informed about efficient and appropriate teaching methods and approaches as well as the teaching materials (Stanford & Reeves, 2005). Unfortunately, teachers in all fields of education suffer from the lack of sufficient assessment literacy that negatively affects their teaching performance and the quality of their students' performance, because by not having a well-structured assessment literacy, teachers

will not be able to assess what their students have been learned from the materials taught and to modify or revise their instruction to enhance students' performance (Alderson, 2005, Çalışkan & Kaşıkçı, 2010; Farhady, 2019). In this regard, a vast number of researches have suggested that the levels of teachers' language assessment literacy and assessment-related professional development need to be investigated (e.g. Xu & Brown, 2017; Levi & Inbar-Lourie, 2020). Sultana (2019), for example, conducted a study on EFL teachers' language assessment literacy and concluded that teachers' lack of assessment knowledge makes it difficult for them to create and manage assessment-related assignments. Similarly, in another study, Vogt et al. (2014) examined the language assessment literacy level of EFL teachers and their training needs. They concluded that the training needs of teachers differ due to their diverse educational environments.

2.3.1. Knowledge-based Assessment

The most common version of classroom assessment is called knowledge-based assessment. In knowledge-based assessment, assessment is taken place in order to assess the performance of students in terms of doing a task based on what has been taught. In this way, students will receive feedback which helps them identify their strengths and weaknesses. In other words, knowledge-based assessment can be considered as a learning and motivating tool because it provides students with the quality of their performance.

According to Biggs & Tang (2007), teachers' knowledge-based assessment can be a determining factor for success of implementation of classroom assessments. Simply, teachers' knowledge-based assessment means they need to have a well-structured knowledge base about assessment that is in close relation to the quality of their teaching (Earl, 2013; Biggs & Tang, 2007). Having a good knowledge of assessment empowers teachers to implement high quality assessments resulting in high quality instruction and learning (Stiggins, 1995; Popham, 2009). As Price et al. (2012) stated, with a sufficient knowledge of assessment, teachers will be able to knowingly use assessment aiming to enhance their instruction, choose appropriate instruction methods and task, and their students' learning.

In spite of the importance of knowledge-based assessment, studies conducted in this area have revealed that teachers often lack enough knowledge related to classroom-based assessment which makes their assessments often inappropriate and unprofessional

(Davidheiser, 2013; Harding & Kremmel, 2016; Gotch & French, 2013; Mayo, 1967)

In addition to administering sound and professional classroom-based assessment, knowledge of assessments helps teachers interpret the assessment data correctly and minimize the bias in the process of scoring (Stiggins, 1995; Popham, 2009). Therefore, it can be inferred that knowledge base is the foundation of teachers' assessment literacy, because this knowledge informs teachers about the proper ways of preparing students for standardized testing and implementing classroom assessments (Lam, 2019).

2.3.2. Reliance on Assessment

Another key factor in assessment literacy is the issue of people's reliance on assessment. Two theories have been emphasized related to the trust of people on assessment, including reasoned action theory and planned behaviors theory (Fishbein & Ajzen, 2010). According to these theories, what drives and directs people's performance is their personal beliefs. This is beliefs of people that have a great effect on their motivation (Schunk & Pajares, 2004; Zimmerman & Clearly, 2006). According to theory of reasoned action, people believe that they can perform their behaviors whenever they want.

For a fair and sound assessment, the following beliefs are needed to be formed in people involved in the process of assessment (Plattsmouth Community Schools):

- Assessment is a supporting tool to enhance effective instruction and learning opportunities
- In assessment process, teachers need to prepare effective content, practice with testing format, teach test-taking strategies, and develop effective assessment.
- Adminstrating and handling assessment material carefully and see it as a professional responsibility.
- Providing a variety of opportunities for students that enable them to learn the content, know different forms of assessment, and learn test-taking strategies through authentic and relevant learning activities that are useful in promoting meta-cognition, self-awareness, and knowledge of testing structures and patterns.
- Assessment should be considered as a tool to provide useful and important information that are crucial in designing future learning opportunities.

2.4. Framework of Assessment Literacy

As a good starting point to define assessment literacy, Webb (2002) defines assessment literacy as “the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness”. Purpura (2016) also defines assessment literacy as "teachers’ understandings of assessment and assessment processes related to the identification and narrowing of learning gaps in instruction through formative assessment” (p.201). Popham (2011) also defines it as “an individual’s understandings of the fundamental assessment concepts and procedures deemed likely to influence educational decisions” (p.265). Based on these definitions, it can be stated that the quality of education is determined through decisions made by teachers about assessment tools. Therefore, it is good assessment literate teachers that can have a positive effect on the quality of education and learners’ performance (Malone, 2013). This shows the necessity of having teachers with enough knowledge about high stakes tests and instruments.

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Stiggins (1995) suggested some characteristics for teachers equipped to assessment literacy as follows:

- have enough knowledge about what is going to be measured and why it is going to be measured.
- know how to measure the skill under assessment.
- are knowledgeable to avoid errors that might occur during the assessment process.
- are aware of the consequences of wrong assessment

According to Price et al. (2012), assessment literacy consists of the following knowledge:

- knowledge of connecting assessment with learning
- knowledge of assessment principles, including validity and reliability
- knowledge of assessment methods and strategies
- knowledge of assessment criteria, standards, and policies
- knowledge of feedback purposes and processes

Popham (2011) also proposed six necessary understandings that are required to be mastered by well assessment-literate instructors, which are as follows:

- validity
- reliability
- fairness
- score reporting
- formative assessment
- measuring students' affect

Malone (2011) also defined assessment literacy as “an understanding of the measurement basics related directly to classroom learning”. Language assessment literacy extends this definition to issues specific to language classrooms. In the field of ELT, the assessment literacy is EFL/ESL teachers' knowledge about testing interpretation and employing such knowledge to classroom activities (Malone, 2013).

National Council on Measurement in Education in collaboration with the National Education Association and The American Federation of Teachers (1990) proposed some standards for teachers equipped to assessment literate. These standards are as follows:

- select those assessment methods that are in line with instructional decisions
- develop assessment method in accordance with instructional decisions
- administer, score, and interpret the results obtained from externally produced and teacher produced assessment methods and techniques
- develop credible grading procedures through using student assessments

- share the results of their assessment with their students, parents and other instructors.
- recognize invalid and unreliable assessment methods

Knowing these principles and standards, assessment literate teachers will be able to avoid assessment-based mistakes (Popham, 2018).

2.5. Teachers' Assessment Literacy

There are numerous aspects that are considered as prerequisites to provide a good educational environment, with teacher expertise being one of the most important. In the multidimensional process of language instruction, teachers and their knowledge play an important role. One part of a teacher's expertise is how to assess students' skills, often known as teacher literacy assessment. According to Masters (2013b), teachers should be able to assess students' learning using skills including creativity, critical thinking, decision-making, problem-solving, and collaboration. They should also have ability to construct well-organized assessment tasks in order to measure students' academic performance. To do so, proper assessment procedures are critical for ensuring that students are fulfilling instructional goals. The present Turkish educational system requires instructors to be proficient in several modes of classroom assessment.

In sum, the ability of a teacher to create, execute, and discuss assessment procedures, measuring methods, evaluation criteria, decision-making milestones, and assessment tests is referred to as assessment literacy. As Shepard (2013) stated, teachers mainly use tests to merely measure students' quantity of learning in a testing-oriented culture. In an assessment culture, on the other hand, they use assessment to promote and modify their instruction and improve students' learning outcomes.

Assessment literacy is also considered as a teacher's ability to understand and apply the basic concepts and methods of assessment influencing educational decisions. Teachers with good assessment literacy can use a range of assessment methods and approaches, design and pick relevant activities, and effectively analyze assessment data (Popham, 2009). Teachers can improve their instruction, increase learners' motivation to study, and raise their achievements by using appropriate assessment tools and grading methods. According to Dinther et al. (2015), assessment in the classroom context can be used for a variety of purposes, such as addressing learners' needs, grouping learners based on their language competency for subsequent educational levels, evaluating learners and training, and encouraging learners.

In order to measure learners' learning and establish the quality of their instruction, teachers should be able to construct and administer accurate and accurate assessments. Furthermore, they should be able to share the findings of their classroom assessment with students and their parents and use the assessments' results to prepare more appropriate and efficient instruction (Bastian et al., 2016; Beziat & Coleman, 2015). Unfortunately, despite the importance of assessment literacy in conducting a successful educational program, the majority of teachers neglect educational and classroom assessment. They often limit their classroom-based assessments to a few sessions in their teacher-education programs focusing on the theoretical underpinnings of the notion of assessment (Mellati & Khademi, 2018).

Several studies have been conducted on the skills necessary for teachers' language assessment literacy (Walters, 2010; Vogt & Tsagari, 2014). In a study, Walters (2010) emphasized the critical role of teachers' understanding of test architecture in establishing test requirements and took a bottom-up perspective in language teaching and testing approaches. Similarly, Vogt and Tsagari (2014) observed that a teacher's inability to critically analyze tests puts them at danger of taking over examinations without challenging their quality.

Scarino (2013) has lately recommended that assessment beliefs be included in the concept of assessment literacy. Apart from the base of assessment knowledge previously established within the literature on general education, this urgent need implies acceptance and strong belief in the vital role personal beliefs play in evaluation.

Surprisingly, teachers are aware of the shortcomings of the lesson, and students are aware of their weaknesses and strengths only after the semester has ended, when they are unable to eliminate or even change them. If teacher trainers are unable to improve teachers' assessment literacy as part of their teacher education programs, this shaky assessment system will continue to fail, and students will suffer from this defective system as a result (Mellati & Khademi, 2018). However, literate assessment teachers can respond appropriately to test results and make the best judgments in the middle of the course, when they can address the shortcomings in their own instruction and assessment method as well as the inadequacies of their students. Literate teachers felt confident in their ability to govern the assessment process, and this confidence stemmed from two factors.

2.6. Teachers' Beliefs in Assessment Process

Beliefs are considered as mental representation of reality that includes meanings, preferences, and attitudes that enable people to rationalize the complicated and varied categories of experience, such as appraisal (White, 1994; Thompson, 1992). Teachers' belief plays a striking role in assessment process. Teachers are independent individuals in terms of their thoughts and actions and take different positions to assessment regarding conducting, for example, formative or summative assessment. This difference might be related to their knowledge, values, attitudes, sexuality, age, principles, aims, and behaviors. Researchers have different perspectives on this issue. As McMillian and Nash (2000) argues teachers' beliefs and values are not related to their assessment practices in a direct manner. Others like McDonald et al. (2014) state that teachers' beliefs are an influencing factor regarding assessment. According to McMillian (2008), assessment practices vary while assessing students' abilities and learning.

Teachers' beliefs about assessment are viewed as a component of a complex multidimensional system consisting of contradictory ideas that may or may not materialize in practice, depending on individual or contextual conditions. According to Levin (2015), teachers' conceptions or beliefs become critical factors, serving as critical determinants of instructional activity and student learning. It begins with the concept that teachers hold a range of views, which has an effect on the quality of their performance. Teachers build their own convictions in this manner about their students, their standing as teachers, the content of their teaching materials and how they teach it, as well as a variety of other social aspects of teaching. Once developed, these ideas act as a filter, analogous to a process for interpreting and transforming curricular material (Nespor, 1987; Pajares, 1992; Skott, 2015), influencing their implementation technique. As Skott (2015) stated, teachers' beliefs are unique mental constructs that are value-laden and subjectively true, the product of certain significant social experiences that are relatively stable and exert a greater influence on teachers' interpretations and contributions in the context of their instruction.

As Brown (2003) stated, instructors' beliefs about the method and goal of assessment, as well as the nature of teaching and learning, influence all pedagogical activities. Brown (2002, 2003) argued that teachers generally have four major conceptions of assessment: a) assessment is useful because it can provide information for improving instruction; b) assessment is necessary for holding students accountable; c) assessment is necessary for holding institutions accountable; and d) assessment is irrelevant to teaching and learning. If

assessment practices are based on teachers' beliefs about the nature and purpose of assessment, it is necessary to identify these beliefs in order to reach a shared understanding of assessment and to determine whether there are discrepancies between teachers' conceptions of assessment and the assessment initiatives promoted by the institution or new developments in the field (Muñoz et al, 2011). Teachers with different beliefs about the issue of assessment select different types of assessment techniques to assess their students. Some teachers, for example, see norm referenced tests as applicable and useful in the classroom context (Tillema, Leenknecht, & Segers, 2011), while others trust in alternative assessment to identify and assess students' competences beyond the classroom environment (Haladyana et al., 1991). On the other hand, there are also some teachers who believe in criterion references test. These teachers are considered as contextual teachers (Tzuriel, 2000). There are also relativist teachers who believe in developmental theories to be used for the purpose of classroom-based assessment. In this view on assessment, different ways are chosen to be used in assessing students due to the different developmental stages (Schunk, 2008; Stein et al., 2008). According to Broko et al. (1997), teachers' evaluations of student behavior and performance, for example, are influenced by their views about teaching, assessment, and the nature of learning. As a result, visible attention to instructors' beliefs and how those beliefs impact their teaching is critical for professional growth.

As Clark and Peterson (1986) stated, understanding teachers' ideas and conceptions about their profession is crucial in order to make clear and apparent the frames of reference through which particular instructors see and process information. Teachers may be unaware of the potential clash between their fundamental beliefs and the philosophical grounds of suggested modifications to their practices since these frames of reference are implicit. Nonetheless, these frames serve as a repository for the organization's current knowledge. Additionally, they serve as filters for teachers who gain fresh experiences (Broko & Putnam, 1996). Studies on changes in beliefs have demonstrated that instructors would modify new practices in order to ensure that the suggested modifications align with their previous implicit beliefs (Eisenhart et al. 1988). As a result, we must make clear these ideas and theories in order to help students modify their ideas and behaviors and to better understand why modifications do not function as planned after they are implemented in the classroom. By exposing existing disparities between a teacher's beliefs and the philosophy of the new practices, it may be able to facilitate the assimilation of new practices into a teacher's repertoire. Studying teachers' views enables us to comprehend the relationship between instructors' views and student

outcomes, as well as get insight into instructors' classroom behaviors and pedagogy (Muis & Foy, 2010; Opre, 2010).

Four distinct sorts of teachers' conceptions can be defined about assessment based on an analysis of representative studies in this field (Brown, 2006; Davis & Neizel, 2011; Haris & Brown, 2009). These categories are exemplified succinctly by some assumptions, including (a.) assessment enhances the quality of teaching and learning; (b) assessment makes students accountable for their own learning; (c) assessment makes institutions and teachers accountable for students' teaching; and (d) assessment is ineffective; it has a detrimental effect on teachers, students, curriculum, and teaching.

According to the first category of teachers' beliefs, assessment is primarily and mainly intended to optimize students' learning processes. Indeed, it is believed that assessment provides useful feedback to students and enhances their engagement in assessment process through self- and or peer assessment (Dayal & Lingam, 2015). Simultaneously, assessment gives teachers with data that they can utilize to improve their own teaching activities.

In the second category, students are seen as responsible for their own learning and it emphasizes the importance of obtaining the relevant credentials in order to enter other educational levels. The emphasis, in this sense, is not on students' acquisition or learning process, but rather on their position in comparison to other students in the same year of study. The third category considers assessment in terms of its suitability/utility for evaluating instructors' performance and educational institutions in comparison to established standards (Brown, 2002). According to this concept, any shortfall in students' performance is attributed to teachers and educational institutions.

The fourth category considers assessment as an insignificant process. This position argues against the efficacy of assessment in education, believing that assessment has detrimental effects on the educational process, students, and teachers. It may be flawed; it may overlook kids' strengths and cause them concern. Additionally, assessment may have a variety of repercussions on instructors' autonomy and professionalism, as well as divert their attention away from stated goals related to student learning (Brown, 2002).

It is critical to recall that teachers formerly held different conceptions of assessment; for example, they may view assessment as a tool of optimizing learning, but also as a way of charging instructors with responsibility for their students' progress.

Apart from the variety of evaluation conceptions held by instructors, another topic of study was the development process and the factors that influence these various conceptions. According to some scholars (Brown, 2004), they are initially unaffected by the milieu in which they form or by prior experience. To be more explicit, the roles played by teachers, their years in education, their years of professional experience, and the socioeconomic situation of their schools had no effect on the assessment ideas held by instructors. In contrast to this view, additional research indicates that these conceptions can be influenced by a variety of factors, including the educational system in which teachers work, the manner in which students comprehend the content taught, teachers' beliefs in their students' abilities, and perceptions of community expectations (Vandeyar & Killen, 2007; Bright & Joyner, 1998).

Regarding the importance of teachers' beliefs in assessment, many studies have conducted to clarify the relationship between teachers' beliefs and assessment. Studies have revealed that teachers possess distinct ideas and thoughts related to assessment practices. In a study conducted by Brown et al. (2011) on 784 primary school teachers, the results showed that teachers are more advocates of formative assessment to improve the teaching and learning outcomes. Similarly, Antoniou and James (2014) conducted a study using classroom observation, document analyses and semi-structured interviews and concluded that teachers more believe in formative assessment as a tool to enhance productive teaching and learning.

In another study, Leighton et al. (2007) tried to investigate teachers' perceptions of assessment. Their results showed that the teachers were more interested in classroom assessment than those large-scale standardized tests.

In comparison of teachers' belief and perceptions about the traditional and modern assessment, Gullickson (1984) investigated 391 school teachers to test their confidence and view on instrumental use of test. The results showed that teachers preferred traditional assessment as their ideal method for assessing students' competence and development. These teachers believed that traditional way of assessment helps them improve their teaching and motivate students to be competitive. Similarly, Xu and Liu (2009) examined the perspectives of some college instructors about assessment and their findings indicated that these instructors believed that summative tests were the best assessment method to measure students' learning.

Schwager and Carlson (1994) in their study also found that instructor's beliefs on the

assessment vary depending on the way teachers see themselves to be either traditional or innovative. Cheng et al. (2014) and Rogers et al. (2007) also in their study showed that university instructors support both innovative and traditional assessment. Canadian ESL/EFL university teachers, for example, would prefer to implement innovative and advanced assessment, while Chinese instructors were more interested in using traditional assessment methods.

Crusan, Plakans, and Gebril's work is among the most recent (2016) scientific work on writing assessment literacy that studies 702 teacher's assessment knowledge, their class practice and their belief on feedbacks on writing. The purpose of their work was to generally to answer 4 questions of how the EFL and ESL teachers have acquired their assessment knowledge, what is their perception of writing assessment, what can be included in their assessment practice, and the last was about understanding of how the academic background and experience forms and influences writing assessment knowledge, perception and its practice. Considering the writing assessment knowledge, they identified that some about 80% of the teachers had received relative education and training on writing assessment and generally they had knowledge of the field and the concept. A similar proportion was reported knowing well about task design, rubric application, portfolio tasks and integrated writings. Regarding the teachers' perception of writing assessment, they have not very clear thoughts of scoring and assessing students writing. Approximately two third of participants believed that writing scoring is subjective and often is not correct. A sizable majority of instructors surveyed, consented that as of assessment methods, portfolio tasks serve as a great hand in writing assessment. 70 % of the respondents accepted that multiple choice items as an appropriate tool to assess students writing. Overall, the study ratified that instructors' linguistic competence and background, profoundly put marks on their assessment knowledge of the writing and also their classroom practice.

2.6.1. Relationship between Assessment Belief and Assessment Practice

Relying on the reasoned action theory (Fishbein & Ajzen, 1975, 2010) and planned behaviors theory (Ajzen, 1991, 2005), Teachers' beliefs can be an indicator of their performance and assessment-related behavior. In other words, the beliefs of teachers which are founded on their personal background have a great impact on the way they conduct an assessment.

To examine the interrelation between teachers' assessment belief and assessment practice, Rogers et al. (2007) conducted a study to analyze the ESL/EFL university instructors' assessment belief and assessment practice. Their findings revealed that their belief was a key factor which influenced their assessment practices. They concluded that teachers' beliefs were diverse and somehow contradictory. Moreover, an interconnection was identified between teachers' perception of priority and importance in assessment instruction and their students learning with authentic application and aim of the assessment. Teachers' authentic practice was highly related to teachers' expectation of the plan and procedure of the assessment, the allocated time, and their preparedness.

Brown et al. (2009) also conducted a study on 288 Hong Kong school teachers to investigate the existence of a relation between teachers' assessment beliefs and their actual practices. They tried to examine that whether there is any connection between teachers' beliefs and quality of assessment. The results obtained from their study showed that there is a direct and significant relation between teachers' personal beliefs, goals of assessment and the real assessment practice.

The majority of studies conducted on the investigation of an interconnection between teachers' assessment beliefs and assessment goals have revealed a constructive connection between teachers' beliefs and behaviors. For example, in a study conducted by Gray (1990) on school teachers in the United States, it was found that almost third of teachers believed that standardized achievement test had a high responsibility and risk-involved functions. These teachers ignored ethics and principles ruled on assessment practice and let their students speak during test. They stated that they had no supervision during the assessment practice and some of them tried to assist students with body language to help them in choosing the right answers.

In another study, Herold (2011) conducted a survey based on the administration of the Pennsylvania System of School Assessment (PSSA) exams. Teacher who was interviewed in this study stated that she tried to help students by providing definition of unfamiliar words because she had thought that the exam was based on teacher's accountability. Moreover, students were assisted on doing reading and writing sections. Surprisingly, teacher had also tried to help the students to answer the complicated and challenging questions. The findings of this study demonstrated that teachers' understanding and belief about accountability aims and high stakes in assessment were related to their participation in a wrong conduct during test administration.

In the contrary to the above-mentioned studies, there are also some researches that do not believe on the existence of a link between the teachers' assessment beliefs and their real assessment practice. (e.g. Rieg, 2007; Black et al., 2010)

Rieg (2007), for example, conducted a study on secondary school teachers to demonstrate the lack of an interconnection between teachers' assessment beliefs and their assessment practice. It's noteworthy that the teachers participated in this study believed in usefulness and efficiency of giving students the chance to select different assessment forms along with offering them some helps to correctly answer the assessment items in order to assess their learning competence. However, the findings of this study showed that these teachers did not actually apply such strategies in their assessment practice. Similarly, Black et al. (2010) stated that although teachers had supported the implementation of innovative assessments, they actually administrated traditional test formats in their assessment practices.

To sum up, it might be inferred that the lack of consistency between teacher's beliefs and perspectives and their real assessment practices might be derived from their lack of proper assessment knowledge base and shows their incompetence in applying their desired innovative assessments, in spite of their interest and support of such assessments.

2.7. Language Assessment Literacy

In addition to developments in the areas of "literacy" and "assessment literacy", some developments have also been taken place in language assessment literacy (Farhady, 2019). According to Black and William (1998a), the foundation of language assessment literacy is rooted from the basics of formative assessment in which the goal is to provide feedback to enhance learners' learning. The term "language assessment literacy" is a multi-faceted concept which is difficult to be defined in a single sentence (Coombe et al., 2020). According to Stiggins (1991a), the term "language assessment literacy" is the understanding of the basics of assessment affecting people's decision making in field of education. It is also defined as making the use of assessment practices in combination with theoretical and philosophical knowledge to measure the level of students' learning (DeLuca & Kinger; 2010; Volante & Fazio, 2007).

According to Purpura (2016), language assessment literacy is a systematic procedure in which data obtained from tests and other language assessment tools are elicited to make inferences. Taylor (2009) also defined language assessment literacy as "the level of

knowledge, skills and understanding of assessment principles and practice that is increasingly required by other test stakeholder groups, depending on their needs and contexts” (p.24). It is also defined as language teachers’ knowledge about the concept of testing that is prerequisite to assess learners’ learning in the classroom context (Malone, 2013). Language assessment literacy also refers to teachers’ ability to design and develop language tests in order to evaluate, measure and monitor assessments based on theoretical knowledge (Vogt & Tsagari, 2014).

As Inbar-Lourie (2017) stated, the concept of language assessment literacy is broader than the concept of assessment literacy, because in language assessment literacy we need to combine assessment literacy skills with language-related skills.

Davies (2008) suggested three elements for language assessment literacy as follows:

- Knowledge of measurement, language description, context setting, examining different language learning models, teaching and testing (e.g. CLT, performance testing)
- Skills: training in necessary methodology
- Principles: appropriate use of language tests, tests’ validity and reliability, ethical issues of tests, language testers’ responsibilities. (p.335)

As Pill & Harding (2013) and Inbar-Lourie (2008) suggested, language assessment literacy is considered as a series of competences, knowledge of using assessment methods, as well as using appropriate assessment tools to understand, assess, construct language tests, and analyze data obtained from these tests.

According to Taylor (2009, 2013), language teachers need to be trained on testing and assessment in order to effectively select, administrate, interpret, and share the results obtained from implementing large-scale tests designed by testing organizations, as well as develop, score, and improve their classroom-base assessment (also cited in Farhady, 2019)

Taylor (2013) also defined eight levels of knowledge related to language assessment literacy, including (1) knowledge of theory, (2) technical skills, (3) principles and concepts, (4) language pedagogy, (5) sociocultural values, (6) local practices, (7) personal beliefs/attitudes, and (8) scores and decision making.

In general, language assessment literacy involves teachers’ knowledge of skills and principles related to assessment practices that are required to make a sound assessment.

Coombe et al. (2020) classified the knowledge of language assessment literacy into six classes as follows:

1. assessment knowledge aimed to promote language learning (Poehner, 2008)
2. knowledge of classroom assessment aimed to promote process-oriented learning with an emphasis on task performance assessment (Wigglesworth & Frost, 2017).
3. knowledge of integrated language assessment aimed to assess all language skills together (Lee, 2015)
4. knowledge of content assessment in which content is complementary to the language other.
5. knowledge of multilingual assessment in which students are required to use their all language-learning knowledge and multilingual competence (Lopez et al, 2017)
6. knowledge of multimodal assessment in which texts in different languages are conceptualized in multifaceted modes (Chapelle & Voss, 2017)

Regarding the importance of language assessment literacy in terms of enhancing the quality of teaching and learning, teachers need to be equipped to the knowledge of language assessment so that they are enabled to assess their preconceptions, understand the nature of assessment, and recognize their knowledge and understanding which help them figure out their conceptualizations, interpretations, and decisions in assessing their students' language learning (Scarino, 2013).

Although the importance of language assessment literacy has been approved by many researchers in the area of education, language teachers still suffer from the lack of sufficient knowledge of language assessment. In this regard, it is of great importance to enhance language teachers' knowledge on language assessment in terms of assessment concepts, strategies, skills and knowledge (Odo, 2016). Therefore, more research is needed to be conducted in this area and several studies have also conducted in the context of turkey to examine the assessment knowledge of turkey's language teachers (Büyükkarcı, 2016; Mede & Atay, 2017; Vogt & Tsagari, 2014; Xu & Brown, 2017; Berry et al., 2019; Sarıçoban, 2011; Ölmezer-Öztürk & Aydın, 2019).

2.8. EFL/ESL Teachers' Assessment Literacy

In addition to developments in the areas of “literacy” and “assessment literacy”, some developments have also been taken place in language assessment literacy (Farhady, 2019). According to Purpura (2016), language assessment literacy is a systematic procedure in which data obtained from tests and other language assessment tools are elicited to make inferences. It is also defined as language teachers' knowledge about the concept of testing that is prerequisite to assess learners' learning in the classroom context (Malone, 2013). Language assessment literacy also refers to teachers' ability to design and develop language tests in order to evaluate, measure and monitor assessments based on theoretical knowledge (Vogt & Tsagari, 2014).

The boundaries of language assessment literacy are still a matter of debate, which require to be more investigated (Giraldo, 2018a; Flucher, 2012; Inbar-Lourie, 2017). As Inbar-Lourie (2017) stated, the concept of language assessment literacy is broader than the concept of assessment literacy, because in language assessment literacy we need to combine assessment literacy skills with language-related skills. According to Pill & Harding (2013) and Inbar-Lourie (2008), language assessment literacy is considered as a series of competences, knowledge of using assessment methods, as well as using appropriate assessment tools to understand, assess, construct language tests, and analyze data obtained from these tests. The language assessment literacy of language instructors should include reverse engineering and test specifications knowledge, skills required for analyzing tests and EFL standards, and transparency and democracy as assessment principles (Giraldo, 2018a). Moreover, the interpretive frameworks of language teachers which are heavily influenced by their attitudes, beliefs, and practices within the specificities of an educational context, should be included in language assessment literacy (Scarino, 2013). Similarly, Giraldo (2018a) also stated that language assessment knowledge, abilities, and concepts coexist alongside instructors' thinking styles and acting in an assessment procedure. On the flip side, there are top-down perspectives on knowledge base of language assessment literacy which is in contrast to this idea (Davies, 2008), because in Scarino's idea (2013) relies on bottom-up perspective on knowledge based of language assessment literacy in which the specifications of the contexts in which the assessment is performed should be considered as an essential aspect of the assessment act.

There are some stages in assessment that are needed to be taken into account to the notion of language assessment literacy. These stages include planning, implementation, monitoring,

recording and reporting assessment process and findings. In this hierarchy, setting assessment purposes and selecting the appropriate assessment method are both part of the planning process. Then teacher engages in actual assessment practice, while simultaneously attempting to scaffold as the assessment progresses, providing learners with feedback, and asking them to monitor themselves and their peers. The instructor then documents the assessment process and analyzes the data in order to improve teaching and learning through providing delayed feedback and commenting on his or her own teaching and assessment practices. Finally, the teacher may share the assessment practice reports to those who require them (Rea-Dickins, 2007; Giraldo, 2018a; McNamara & Hill, 2011).

Davies (2008) suggested three elements for language assessment literacy as follows:

- Knowledge of measurement, language description, context setting, examining different language learning models, teaching and testing (e.g. CLT, performance testing)
- Skills: training in necessary methodology
- Principles: appropriate use of language tests, tests' validity and reliability, ethical issues of tests, language testers' responsibilities. (p.335).

Similarly, Giraldo (2018) also suggest a list of elements required for language assessment literacy. These elements include:

- Knowledge of awareness of fundamental issues in applied linguistic, theory and concepts, and own language assessment context (Hill & McNamara, 2012)
- Skills: instructional skills, design skills for language assessments, and skills in educational measurement (Flucher, 2012; Taylor, 2009)
- Principles: awareness of and actions towards critical issues in language assessment (Arias et al, 2012)

However, it is should be noted that this list is not intended to be comprehensively describe the concept of language assessment literacy in the viewpoint of language teachers. It merely scratches the surface of what the construct entails for language teachers in terms of theory and practice (Giraldo, 2018a). It goes without saying that quality assessment practice is heavily reliant on language assessment literate teachers, particularly when the main issue is to make decisions about students' performance and ability.

Inbar-Lourie's (2013) also suggests some elements of language assessment literacy are follows:

1. An understanding of the social role of assessment and the language tester's responsibilities, political and social forces, and power and consequences of the test.
2. Knowledge of writing, administrating, and analyzing of tests skills, as well as the ability to publish test results and ensure test quality.
3. Gaining a better understanding of large-scale test data.
4. Being qualified for Language Assessment in the Classroom.
5. Understanding and applying language acquisition and learning theories in the assessment process.
6. Aligning assessment with language teaching and learning strategies.
7. Understanding difficulties in assessment process, including form of assessment, validity and reliability of assessment with regard to actual language use
8. Understanding the language assessment literacy as an individualized phenomenon affected by teachers' knowledge, perceptions, experience, and beliefs.

A number of studies have also been carried out to broaden the range of competencies required for teachers' language assessment literacy (Walters, 2010; Care & Griffin, 2009; Cheng, Rogers, & Wang, 2008; Earl, 2013; Fulcher, 2012; Jiang, 2017; Malone, 2013; Vogt and Tsagari, 2014; Scarino, 2013). Walters (2010), for example, underlined the importance of teachers' awareness and comprehension of test construction in developing test requirements and critiqued top-down language teaching and testing methodologies. Although the importance of language assessment literacy has been approved by many researchers in the area of education, language teachers still suffer from the lack of sufficient knowledge of language assessment. In another study, Vogt and Tsagari (2014) suggested that teachers who lack the ability to critically analyze examinations run the risk of taking over assessments without question and without regard for their quality.

Based on the results of such studied, it is quite clear that language teachers need to be trained on testing and assessment in order to effectively select, administrate, interpret, and share the results obtained from implementing large-scale tests designed by testing organizations, as well as develop, score, and improve their classroom-base assessment (Scarino, 2013; Taylor,

2013, also cited in Farhady, 2019). In this regard, it is of great importance to enhance language teachers' knowledge on language assessment in terms of assessment concepts, strategies, skills and knowledge (Odo, 2016). Therefore, more research is needed to be conducted in this area and several studies have also conducted in the context of turkey to examine the assessment knowledge of turkey's language teachers (Büyükkarcı, 2016; Mede & Atay, 2017; Vogt & Tsagari, 2014; Xu & Brown, 2017; Berry et al., 2019; Sarıçoban, 2011; Ölmezer-Öztürk & Aydın, 2019).

2.9. Factors Affecting Teacher's Assessment Literacy

As many issues in the education that are affected by the external and internal factors, teachers' assessment literacy is also affected by a variety of factors that some of them are discussed in the following. These factors include pre-service assessment training, gender and pre-assessment background, teaching lengthy in terms of hours, class dimension, skills and education, and academic achievements.

2.9.1. Pre-service Assessment Training

As the technology and science grow, the need for high literate teachers is felt more in this modern world. The shape of classroom assessment has been changed from summative assessment to formative assessment. Therefore, teachers need to be trained and equipped with new assessment techniques and strategies. A good pre-service assessment training course helps teachers implement effective classroom-based assessment practices providing them with useful data related to their instruction and students' learning progress (Andrade & Cizek, 2010; Stiggins, 2005). According to Zhang & Burry-Stock (2003), providing pre-service teachers with high quality assessment training guarantees the effective assessment of their students. Therefore, pre-service teachers need to be trained related to the assessment purposes, learning purposes and targets, learners' learning capacity and so on to enhance their assessment competence.

Unfortunately, as Brown (2008) asserts teachers often do not receive appropriate and effective pre-service training related to assessment literacy. Regarding the increasing importance of pre-service assessment training, several studies have been conducted to examine and demonstrate the effect of pre-service assessment training on teachers' assessment knowledge base (Brookhart, 2013; Duncan & Noonan, 2007; Guskey, 2013;

Gullickson, 1984; Masole, 2011; Stiggins, 2005; Zhang & Burry-Stock, 2003; Schaff, 2006). Some of these studies have concluded that pre-service teachers do not receive adequate assessment training during their training course (Gullickson, 1984). In these kinds of studies, it has been also mentioned that those pre-service teachers who had received appropriate and adequate assessment-based knowledge possess higher assessment competence compared to those who did not receive such a training course (Masole, 2011).

Despite the importance of pre-service assessment training in education system, the majority of pre-service training courses do not provide pre-service teachers with adequate training on assessment knowledge base that in turn, results in inefficiency of teachers in implementing effective and productive classroom-based assessments (Gullickson, 1986).

On the other hand, there is a problem with the books based on their content the pre-service teachers are trained on assessment knowledge. Unfortunately, the content of these books are not in accordance with new developments in field of education and the majority of them have been designed and compelled based on outdated principles and methods of assessment. Therefore, they fail to equip pre-service teachers with adequate and efficient assessment knowledge base (Masters, 2013b). According to Campbell and Collins (2007), textbooks used in pre-service curriculums to train novice teachers are based on old approaches to assessment. As an overall interpretation, it is highly important to equip teachers with appropriate and efficient assessment knowledge in order to empower them to effectively assess their students' learning and progress (Koloi-keaitse, 2012).

2.9.2. Teaching Experience

It is clearly evident that teaching experience has a direct relation to teachers' assessment competence. Teaching experience can be considered as a key element in successful classroom assessment and self-perceived assessment proficiency (Alkharusi, 2011; Chapman, 2008). Moreover, an interconnection has been also demonstrated between self-confidence and teaching experience so that teachers with more years of experience have higher level of self-confidence compared to lower experienced teachers in implementing successful classroom assessments (Bol-Stephenson, O'Connel, & Nunnery, 1998). In a study conducted by Zolfaghari et al. (2015), they concluded that teachers with more teaching experience are more knowledgeable in assessment practices. Therefore, it can be inferred that there is a direct relationship between teaching experience and teachers' assessment

competence.

On the contrary, there are some scholars and researchers that have questioned the existence of such an interconnection between teachers' experience and their assessment literacy. The opposite view takes such a front that having teaching experience without having training related to new assessment methods and strategies might have a shrinking effect on teachers' assessment literacy, because teachers' pre-service assessment training cannot meet new requirements related to assess students' learning (Chapman, 2008; Gotch & French, 2013; King, 2010).

Overall, there are two contrary views on the effectiveness of teaching experience to their assessment literacy. This calls for more research to be conducted on investigating the existence of interconnection between the factor of teaching experience and teachers' assessment competence.

2.9.3. Academic Qualification

As the third factor, academic qualification of teachers is another striking element that can affect teacher's assessment knowledge base (Noordin & Jusoff, 2009). According to King (2010), teachers with a strong academic background such as MA or Ph.D. degree are more qualified to better administer assessment practices because of their well-structured assessment knowledge base compared to those with lower academic degrees. As Sato et al. (2008) argue, it is possible to enhance teachers' knowledge-based assessment through enhancing teachers' academic qualification. According to Soodmand Afshar et al. (2018), there is an interconnection between teachers' academic level and their assessment literacy, so that teachers with higher academic qualification have higher levels of assessment literacy. Totally, it might be inferred that there is a close relation between teachers' academic qualification and their assessment knowledge base.

2.9.4. Pre-teaching Experience of Assessment

As the fourth that is assumed to be effective in teachers' assessment literacy is their prior experience of assessment. The previous assessment that teachers might have had in their student time can affect their belief about implementing assessment in their own classes. As Green and Stager (1986) stated, teachers' previous teaching experience is an effective factor on their beliefs about classroom assessment ways. This claim has been searched and

approved in some studies. Xu and Liu (2009), for example, investigated the effect of prior teaching assessment experience of teachers and concluded that assessment experience from student time has a great effect on their belief and understanding of assessment and its implementation as a teacher. However, there are also other studies that reject the existence of such an affiliation. Soodmand Afshar et al (2018), for example, in their study conducted on EAP teachers concluded that prior assessment experience has no effect on teachers' assessment literacy. Regarding conflicting perspectives on the existence of any relationship between teachers' prior teaching assessment experience and their assessment literacy, there is a need to conduct more research to enrich the results of previous studies conducted in this area.

2.9.5. Gender

It might be surprising to claim that there might be a relationship between the gender and teachers' assessment knowledge base. However, there are some studies claimed that there is such an interconnection between gender and self-reported assessment capability (Alkharusi, 2011; Chapman, 2008). Meanwhile, there are also some studies that claim an opposite view and argue that there is no significant relationship between the gender and teacher's assessment literacy. Soodmand Afshar et al. (2018), for example, conducted a study on the effect of gender and EAP teachers' assessment literacy. They concluded that there is no significant difference between male and female EAP teachers in terms of their assessment literacy. In contrary, in another study by Alkharusi (2011), it was found that female teachers are more potent in designing test items and conveying assessment compared to male teachers. Regarding opposite views on this issue, more research is needed to be conducted in this area to strengthen and enrich the available data in the literature.

2.9.6. Class Size

As a physical factor, teachers' academic practices are affected by the size of the class. That is, the number of students present in the class can be an interfering factor and might positively or negatively affect the results of teachers' assessment (Duncan & Noonan, 2007; Haller & Monk, 1993; Black & William, 1998b). The relation between the teachers' assessment literacy and the class size has been investigated in several studies (Masole, 2011, Gibbs & Simpson, 2004; Gibbs & Lucas, 1997; Nakabugo et al., 2007).

According to these studies, the greater is the class size, the lower is the quality of classroom assessment. In this way, classes with a large number of students are considered as a threat to the quality of teachers' assessment practices that can negatively affect the nature of assessment and results in bias in the results of teachers' classroom assessment practices. According to Masole (2011), the large size of classes makes the teachers' assessment poor. In a study, Gibbs and Lucas (1997) also showed that teachers are often forced to change the form of their assessment in order to fit the assessment with the class size. Therefore, large size classes might lead to the inappropriate and poor use of assessment techniques and materials. Nakabugo et al. (2007) also argued that classes with a large number of students negatively affect both the quantity and quality of the classroom assessment.

As a remedy to this bias in the teachers' assessment, one way is to reduce the class size that can result in improved assessment and students' learning outcome (Masole, 2011).

In addition to the negative effects of class size on the way of assessment, classes with the large number of students might force teachers to administer less classroom assessments compared to small-sized classes because in large-sized classes the workload is high. For example, teachers might be forced to use less performance-based assessments. This causes teachers to rarely administer and implement new and innovative ways of assessment in their classes that are highly effective in providing productive feedback to both teachers related to their teaching methods and students related to their quality of learning. Although this factor can significantly affect the quality of teachers' assessment, there is no direct evidence to verify the impact of this factor on teachers' assessment literacy.

2.9.7. Teaching Hours

Research on the effect of external and internal factors on teachers' assessment literacy has shown that the amount of teaching hour might influence the quality of classroom assessment (Rath, 2010; Haing, 2012). According to Rath (2010), excessive teaching hours can negatively affect teachers' classroom assessment in this way that by conducting classes in excessive teaching hours, teachers might find little time to be assigned to give students proper feedback on their performance. Giving feedback has an importance role in motivating teachers to revise their instruction and students to enhance their learning. Therefore, as it is important to provide enough teaching hours to students, implementing assessment to provide students with feedback on their learning quality is of great importance as well.

2.10. Writing

As a productive skill in language learning, writing is a challenging and complex process that requires a high level of proficiency and unfortunately, the majority of students have difficulties with writing. As Myles (2002) stated, writing is a skill for which learners need to continuously learn and practice. In the field of EFL/ESL language learning, it has been demonstrated that the cognitive process of writing is same in people's both first language and second language (Silva & Leki, 2004; Pennington & So, 1993). However, there are theories and approaches in learning writing in first language that have often been used to learn this skill in second/foreign language learning process. Scholars in this area have proposed three main approaches to learn writing in a second language, including product, process, and genre (Badger & White, 2000; Flower & Hays, 1980; Paltridge, 2001). In product approach which has a traditional view to writing learning, students are motivated to use a text as a model to produce their own text. On the other hand, genre approach takes a communicative based approach to learning the writing skill and its focus is on motivating writer to make a good connection with their readers. Finally, the process approach mainly emphasizes the composing process through which people try to express and transfer their ideas, thought, and feelings (Liu & Hansen, 2002; Gabrielatos, 2002).

Speaking specifically, writing is not merely the process of producing a written text, rather it is composed of different processes of thinking, composing, and encoding language into a written text. According to White and Arndt (1991), writing is considered as a thinking process that is accomplished through intellectual effort. As a thinking process, writing involves several tasks including composing, transcribing, evaluating, and revising. White and Arndt (1991) also argues that it is also a problem solving process which needs a variety of cognitive and linguistic skills.

2.11. Factors Affecting Writing Performance

There are several factors that might affect the writing performance of EFL learners. Some of these factors that directly affect the final product of writing are learners' differences, motivation, learning styles, proficiency level, cultural and educational background, time limitations, assessment type, and teachers' approaches and strategies to teach writing skill.

One of the main factors that highly affect learners' writing performance is learners' motivation. Learners with high degree of motivation actively engage in writing activities and

try to develop their writing skill. Learners with sufficient motivation to learn are more successful in their learning process and play an active role compared to students with low level of motivation (Otoshi & Heffernan, 2011).

As the second factor, environment can also have a great impact on learners' writing performance. In the classroom environment, teachers need to provide a fruitful atmosphere for their students. According to Brannon (2008), classroom environment with having less stress load helps students more focus on their learning. In this regard, it is on the shoulders of teachers to create a supporting and fruitful environment in which students are more motivated to collaborate with each other to do an activity (Rollinson, 2005).

As another influential factor, the relationship between teacher and students is effective in acquisition of language skill (Dhanya & Alamelu, 2019). Teachers need to create a sound relationship with their students in the way that this relationship can act as a leverage to promote students actively participate in their learning process and develop their competence. By making positive interactions with students, teachers can help them develop their writing (Hamre et al., 2007).

Similarly, technology and media significantly influence the acquisition manner of students. Teachers can make benefit from using media and new technologies to encourage their students to actively participate in their learning process. Digital technologies such as social networks and smart phones help students to be spontaneously engaged in learning writing skill in a foreign language, especially in English language, because these media encourage students to produce written texts in order to make a connection in virtual cyberspace and express their thoughts, feelings and ideas by producing written text. In a study conducted by Kabilan et al. (2010), they showed that learners like using social media such as Facebook, because they find opportunity to practice writing and provide comments in English. Therefore, teachers can use technology-based learning methods to promote their students actively participate in learning process

As the last but not least, assessment and feedback is another key factor that can be used as a supporting tool to identify the students' strengths and weakness as well as the best way of instruction. In teaching and learning of the writing skill, assessment can provide immediate and necessary feedback on students' writing performance so that they can revise their mistakes and improve the quality of their writing product.

2.12. The Role of Feedback on Learners' Writing

Giving feedback plays an important role in improving learners' writing performance. The writing is not a skill that can be acquired in a natural way (Boughey, 1997). This skill is normally acquired by instruction and it is the final production of the relationship between writer, reader, text and the real life and it is not possible to propose a fixed framework for its acquisition because of its ever changeable nature. Providing feedback to students writing is pivotal and critical part of writing in second language and with the cognitive theory of writing of Flower and Hayes's (1981), it has become even more important. In the field of language teaching and learning, feedback as a corrective tool can facilitate the process of learning a language (Hyland, 1990; Ur, 1996). Feedback is defined as a kind of information given to the learners about the quality of their performance that plays a corrective role and improves learners' performance (Ur, 1996).

In learning writing skill in a second/foreign language, feedback is considered as a boosting lever to develop L2 writing skill (Hyland & Hyland, 2006). According to Hyland & Hyland (2006), in new approaches to second language acquisition, teachers' feedback on their students' performance is combined with peers' feedback, oral conferences, writing workshops, and technology-based feedback. In this way, traditional way of providing summative feedback has been replaced by the formative feedback. In summative feedback, the focus was on the product, while in formative feedback the focus is on the process.

Feedback is a key element of new second language writing courses in which process approach is taken to teaching and learning writing skill by providing formative feedback from teachers and peers. In teaching writing skill, two elements play a crucial role, including writing assignment and feedback on students' writing performance. Giving feedback on learners' writing is aimed to enhance their writing competence by identifying learners' errors and giving them opportunities to remove their mistakes (Williams, 2004).

Broadly speaking, there are two commonly used feedback-giving methods, including feedback on form and feedback on content. Feedback on form includes: (a) providing immediate feedback from teachers to correct surface errors, in which teachers highlight the errors and provide the right forms of errors (b) providing feedback on the place and type of errors without correcting through markings in which it is the student who correct his/her errors himself/herself and (c) providing feedback on the existence of errors through

underlining, in which it is again the student who are responsible to correct the underlined errors (Williams, 1999).

When immediate feedbacks on students' errors are provided by teacher, students take a passive role in the process of writing learner and they only copy the corrections. In this way, the chance of recognizing and or correcting the errors is taken from students (Fregeau, 1999). On the other hand, using other two feedback-giving methods, i.e. highlighting the presence or types of errors and underlying errors without giving any kind of correction might have a disadvantage, because these two methods cause students to focus on surface errors (Fregeau, 1999; Williams, 2003).

Regarding the method of feedback on content, teachers might provide their students with feedback in the form of comments on their errors that are usually unclear, unsystematic and contradictory. These kinds of comments as feedback on content might confuse or frustrate students and they might prefer to ignore their teacher's comment and make no effort to find and correct their errors, because they have encountered with problem in understanding their teacher's comments or they might understand the comment but do not know how to respond to the comment.

In spite of the dark side of these kinds of feedbacks, they can have positive effect as well. Written feedback, for example, can be effective in combination with a discussion between teacher and student (Fregeau, 1999). Moreover, corrective feedback provided by teachers on students' L2 writing tasks can create useful results in their writing development.

In general, students often prefer to receive those kinds of feedback on their writing that allow them to think critically to find their mistakes and, in this way, participate in their learning process. They prefer to be provided with the opportunity to rewrite their written products and receive feedback in the form of underlining and marking errors to correct errors on their own. (Williams, 2003; Freague, 1999). According to Enginarlar (1993), students prefer detailed feedback on their writing. Lee (2008) also argued that students appreciate explicit feedback. They want to receive comments on their language-related errors in writing tasks as well as comments on content and ideas (Hedgcock & Lefkowitz, 1994). Nicol & Macfarlane-Dick (2006) proposed key principles of feedback as follows:

- (1) feedback should explain the features of a good performance
- (2) feedback should be a facilitator of self-assessment development

- (3) feedback should provide useful information about students' learning progress,
- (4) feedback should encourage dialogues between teacher and peers
- (5) feedback should increase students' motivation and self-esteem
- (6) feedback should provide students with opportunities to achieved a desired performance
- (7) feedback should allow teachers modify and improve their teaching manner.

According to Williams (2003), writing assessment needs more systematic type of feedback based on process approach instead of traditional correction methods such as immediate correction of surface errors and vague responses on content. Teachers need to familiarize their students with the nature of feedback and teach them how to effectively use these feedbacks in improving their writing skill.

2.12.1. Types of Writing Corrective Feedback

According to Hyland and Hyland (2006), there is no clear and definite way of correcting students' writing in second language learning. Although it has generally accepted that giving feedback is a positive effect on the improvement of second language writing competence, literature related to feedback on writing development is not in agreement with this idea.

Eliss (2009) has proposed a typology of options used to correct L2 learners' errors in their writing through reviewing teacher handbooks and studies published on feedback on writing skill (e.g., Ferris, 2006; Ur, 1996). According to Ellis (2006), corrective feedback is classified into six classes as follows:

1. Direct corrective feedback: in direct feedback teachers provides students with the correct form of their errors,
2. Indirect corrective feedback: teacher only informs the students on the existence of an error without providing their correct forms
3. Metalinguisitic feedback: teachers provide students with some metalinguistic clues related to the nature of the error. For example, telling the students that their error is on a type of a verb or an article wrongly used in their written text.
4. Focused or unfocused feedback: unfocused feedback is extensive in which teachers tries to correct the majority of students' errors, while focused feedback is intensive in which one or two errors are addressed to be corrected.

5. Electronic feedback: teacher shows the errors of students and provides a hyperlink in which they can find the correct form of their errors.
6. Reformulation: a native speaker corrects the written text of students to rewrite it as native-like text.

Another classification for corrective feedback is defined as oral corrective feedback and written corrective feedback (Sheen, 2007). According to Sheen (2007), oral corrective feedback is a kind of immediate feedback which is immediately provided when an error is produced, while written corrective feedback is of delayed one. The cognitive load of oral corrective feedback is more than written corrective feedback. On the other hand, oral corrective feedback tends to target students' wrong statements, while written corrective feedbacks tends to target grammatical errors of students.

Types and source of the provided feedback like teacher provided one, peer check, teacher-student conference, and the self-assessment one is crucial topics in L2 writing. The classic one and the most popular one perhaps is the feedback provided by instructors on their students' writing. It was Zamel (1985) seminal work that the commence of the written feedback dates back to. In a study Zamel working on 15 English writing instructors, figured out a defect on remarks teachers had on their students writing. According to this researcher, their remarks were inconsistent and conceptual-free of any concrete measures. In this study, Zamel found that instructors tended to their students' writing as the final work, since they regarded them not as in progress writer, but merely as a language learner. Ferris and Hedgcock (2005) believed that the feedback provided by instructors help the points melt into the very pressing needs of learners in in-person discussion and meeting of instructors and students writing conference, and also through the draft-response-revision cycle in which instructors help their learners by written commentary (p. 185). Conversely, for some scholars' feedback doesn't seem as functional and effective (Knoblauch & Brannon, 1981, p. 1). They regard teachers' feedback as inconsistent and peculiar and individualistic (Sommers, 1982, p. 149), being culminated in appropriation of students' texts (Brannon & Knoblauch, 1982; Sommers, 1982; Zamel, 1985) that is grossly emphasized the sentence-level points (Diab, 2005a; Goldstein & Kohls, 2009), and they are vague and odd (Zamel, 1985), missing any redrafting plan (Zamel, 1985), unproductive and improper (Goldstein, 2006; Goldstein & Kohls, 2009), that given all indirect provided solely in indirectly (Hyland & Hyland, 2006). There are numerous experimental researches on productivity and impact of teachers' feedback. One research suggests that students are already provided the chance

to reflect the feedback provided by their teachers on their forthcoming works (e.g., Ferris, 1997). Most of the participants in Ferris research used the feedback their instructor had provided them on the revision and redraft works. Considering the mindset and thoughts of students in response to their instructors' feedback both in L1 and L2 writings, there are a number of studies conducted (Arndt, 1993; Cohen & Cavalcanti, 1990; Enginarlar, 1993; Ferris, 1995; Hedgcock & Lefkowitz, 1996). For the most part, the sore finding of these researches highlight the point that students are grateful of the feedbacks and they regard them valuable notes in which they expect it entails both commentary and constructive points as well praising and appreciating their works by their instructors.

Having the teachers' written feedback at the center of attention, Ferris and Hedgcock (2005) proposed the below standards to be taken into consideration on giving written feedback: (p. 190):

- the feedback should not be limited to only teachers.
- there should seek other options along with written comments.
- not all problems are required to be addressed by teachers.
- feedback should be provided based on what student has written and it should not entail unnecessary formal cliché comments.
- teachers are expected not to appropriate and take over the text.

Students should be allowed to have the free hand on deciding over the content and revisions.

- the feedback teachers provide should not be single-sided, beside criticizing the text, it should be the source of support and encouragement for the students.
- students should be respected as individuals and teachers should regard their writing as the continuum of a dialogue in the classroom.

Face-to-face conferencing on students writing by the student and the instructor, is another method of giving feedback. Conferencing in the words of White and Arndt (1991, p.131), is collaboration of reader and writer on the written text, in which the writer-student's aim and mean is to be elaborated reciprocally in which both analyze the meaning as like they are negotiating. In Zamel's view (1985), conferencing is a dynamic exchange of ideas where the reader and writer free from very constraining written scopes and framework, they discuss and make remarks (Sommers, 1982, p. 155). These reciprocal conferences are rich with

advantages and merits. From time and energy perspectives, these types of conferences are more beneficial (Ferris & Hedgcock, 2005). The other positive point is that it usually requires the reader and writer to meet not so long after the draft studied, therefore no time gap is the subject (Conrad & Goldstein, 1999). And eventually, conferencing type of providing feedback best suits the interests of the auditory attitude learners group. Researchers like Arndt and Zamel, (Arndt, 1993; Zamel, 1985) by studying the learners view and approach to conferencing feedback, enriched the conferencing and came up with the idea that conferencing feedback as a pedagogical tool are precious matters of elaboration and negotiation.

Arndt (1993) conducted a study and figured out that while learners are open for both written and conferencing as feedback, teachers intended to pick conferencing to the written feedback. Yet there are some points that should be stated about conferencing. Generally, these lecture type feedbacks seem suitable for most students and even for a sizable number of students, oral feedbacks function much better than the other types. However, there are some students who are shy or for whatever reason, these feedbacks seem intimidating them and are quite struggle for these groups. By the same token, Goldstein and Conrad (1990) argue that, in the learning process of the second language, usually student because of their diverse sociocultural background, are somehow inevitable of carrying their first language and culture into the classroom atmosphere, hence these features are likely to affect how students interact and conference and in return how their instructor responds to them (p. 459). Asian society acts as a good example in which learners cannot question their teachers or sometimes asking questions might seem inappropriate. So, we can understand how the conferencing is going to be in similar cases.

Error correction occupies a considerable place in second language learning. Students might appreciate and value the correction done by their teachers, (Ferris & Roberts, 2001; Hyland, 1998; Lee, 2004). Nonetheless the studies done in the field don't conclude on decisive existence of any concern or tangible progress in developing learners writing by error correction (Chandler, 2003; Ferris, 2004; Hyland, 2016). The views on whether error correction would lead to a successful academic achievement and improvement of the students writing, has made the atmosphere polarized. The first argument is rejecting any long-term progress of students writing and works of Fazio, 2001; Polio, Fleck, & Leder, 1998; Truscott, 1996, 2007; Truscott & Hsu, 2008 are an indication for such hypothesis. Conversely, according to Bitchener, 2008; Bitchener & Ferris, 2012; Ferris, 2006, 2010; and

Ferris & Hedgcock, 2005, error correction has both long-term and short-term effects. In Zamel (1985) words, the teacher provided feedback suffered a number of issues like being arbitrary and it was found not complete often. Also, it was idiosyncratic and not always correct. In similar fashion, Truscott (1996, 2007) put forward that instructor in giving feedbacks and prescribing instructions, they should better take a correction-free-approach and trying on having more writing practice outweighs correcting their students' errors in writing. In his belief, allocating time for correcting writing is vein and the time spent for such a purpose it just wasted. He held that instructors better set their sight on more important issues like producing ideas and thoughts in writing meetings. At the other side of the pole, right against Truscott's (1996) stance, Ferris and Hedgcock (2005) in shrining and praising error correction, they claimed that based on the available empirical evidence, error correction does a lot of good to writing development and both in short and long-term its benefits are a lot. In like manner, Bitchener and Ferris (2012, p. 96) reason that thanks to error correction, students will have the opportunity to review and modify their writings, so they will acquire such great skills and strategies that will serve them on a lot on different issues for the time to come in future. The other note-worthy issue is that error correction put positive marks on learners' accuracy in the long run. It can be inferred that written correction feedback is favored by both learners and teachers, thereby they might be driven to use it so practically (p. 96). In their studies they haven't faced any issue regarding any drawbacks posed by the harmful effects of written correction feedback.

On a similar manner, referring to the findings of some scholars, straightforward and clear feedbacks were found much more effective on accuracy in writing (e.g., Farrokhi & Sattarpour, 2012), whereas according to some others, less clear, however a feedback merged with metalinguistic explication proved to be more prominent and important on learners' writing accuracy (e.g. Bitchener & Ferris, 2012). The available evidences suggest that learners who received feedback on the content and form, in their next draft they managed to fix the issues (e.g. Ashwell, 2000; Fathman & Whalley, 1990; Ferris, 1997). Yet teachers should not confuse the feedback on content and form as the same (Ferris & Hedgcock, 2005). Errors come in treatable and untreatable forms. In the treatable ones' issues like tense, pronouns, subject-verb-agreement, articles, etc. are frequently found in the writings and since they happen in rule governed way, they are treatable. However, untreatable errors include those associated with patterns like word choice and order, that learners can easily find their remedy on any specific book or reference to get them fixed (Ferris, 1999, p. 6).

Hence the nature of the errors urging the treatable errors being marked implicitly, whereas errors with the other type are noted explicitly so learners should make amends and treat them. Explicit and direct feedback contains plain and precise correction for errors with linguistic or structural base and often times are involved with removing the unfitting word, placing a missing one or a right structure form (Bitchener & Ferris, 2012, p. 65) notwithstanding in implicit feedback, teachers note that an error is occurred, however they don't cite a direct meta-linguistic information or correction (p. 65). The outcome of many research ushers that it is the Implicit feedback that provide development in second language and metalinguistic knowledge (Ferris & Hedgcock, 2005). The findings on the part of the students as well suggested a similar result (Ferris & Roberts, 2001; Leki, 1991). The point is that all these efforts, toil and mil is about student learning how to use language, in a sense the only important thing is using language proficiently. All the feedbacks are to raise students' proficiency in second language, yet some of these feedbacks fail to offer any change in different proficiency level, in parallel to this thought, Ferris and Hedgcock (2005) argued that explicit and direct feedback functions much better in lower-level proficiency and the reason behind it is that they are not able to self-edit. In case, Ferris (2006) noted that learners Implemented explicit and direct feedback steadily and successfully than the implicit one. Reports and researches are suggesting that implicit and indirect feedback functions better in long-run development (Ferris, 2006). The reason behind this statement might be the fact that it needs more cognitive engagement in problem. Beuningen, de Jong, and Kuiken (2008, 2012) and Bitchener and Knoch (2010) have noted that despite having immediate short-term effect, implicit and indirect feedback entails more long-term impact than the direct feedback. The literature encompasses similar research with contradictory findings (e.g. Chandler, 2003; Lalande, 1982). Therefore, to dive in a clear way and come up with a clear conclusion, further researches are needed to enrich the literature and usher the way out (Bitchener & Ferris, 2012; Hyland, 2016). Ferris and Hedgcock (2005) believe that selective checking and correction is picked by many, since it doesn't require more cognitive engagement both for instructors and their learners. Furthermore, to ease and promote growth in writing, grave and critical mistakes should be spotted and fixed. According to a survey research, students will be incredibly happy if all of their mistakes and errors are corrected (Komura, 1999; Leki, 1991). Nonetheless, researched that studies the impact of direct and indirect feedbacks, have led to ambiguous outcomes, (Bitchener & Ferris, 2012). Therefore, the urgency of having more empirical research on the topic is felt more than ever (Bitchener & Ferris, 2012).

Peer feedback is also a new source of providing feedback that is produced by other students, which has gained a great attention in the last decades as a corrective feedback on students' writing (Ur, 1996; Celce-Murcia, 2001). In a writing classroom, students first produce their writing draft and then all students' work in pairs to review each other's work and provide their suggestion to each other to improve their works (Richards & Lockhart, 1994). According to Zehng (2012), peer feedback provides cognitive, linguistic and social benefits. It helps students realize their ability related to revision (Villamil and de Guerrero, 2006).

Peer-check or peer feedback is an alternative way of addressing errors and mistakes. Review and feedback provided by peers on both first language and the second language learning are of utmost important and advantage (e.g. Brannon & Knoblauch, 1982; Elbow, 1973, Sommers, 1982; Zamel, 1985). It is also considered as a source of information that helps students improve their writing (Hyland & Hyland, 2006). In the writing of the second language, process approach proponents like (e.g., Zamel, 1985) was attracted to peer feedback, and in his view, peer feedback because of being interactive was regarded more effective than the feedback provided by teachers. In theory, peer feedback corresponds well with the principles of writing cognitive theory and the social constructivism (Emig, 1971; Flower & Hayes, 1981; Zamel, 1985, 1987). The fact that, this type of feedback ameliorates both linguistic and academic states of the learners, is in parallel with the Vygotskian statement of "cognitive development results from social interaction" (Carson & Nelson, 1994, p. 18; Mangelsdorf, 1992; Vygotsky, 1978). In action, peer check or feedback can effectively lift the responsibility of instructors in writing sessions (Erten, 2000).

Also, in line the concept of autonomous learning, learners can be a dynamic part to this process (Hirvela, 1999). Another point is that learner may gain the opportunity to have their work read by an authentic reader (Mittan, 1989). Furthermore, they acquire a critical skill when they are exposed to their peers works (Leki, 1990). This method will help learner to cut down on stress and become more confident since they are witnessed to their friends' vulnerabilities and strength (Leki, 1990). And eventually, peer check and feedback make cooperation and collaboration run in the class, so it can turn into a sense of community among learners (Hirvela, 1999; Liu & Hansen, 2002). However, teachers should be wary of applying the tactics were implemented in the first language context (Silva, 1993, 1997). Applying peer feedback in the second language due to linguistic and cultural constrains, is likely to pose challenge (Ferris & Hedgcock, 2005). The other point is that peer feedback is not appropriate tool to develop students writing academically. (Connor & Asenavage, 1994),

and even there are concerns that applying this method, may weaken learners (Leki, 1990). Yet according to the Villamil and de Guerrero (1998) experiment, this method actually paid off in the final draft and it positively affected their writing. Some may consider that peer feedback functions as “inviting the blind to lead the blind” (Bitchener & Ferris, 2012, p. 135). Moreover, learners from academic perspective may fail to respond adequately to their friends’ papers. Also, cultural background factor shouldn’t be overlooked. Learners from different socio-cultural background could have distinct expectations. Collectivist cultures like the Japanese and Chinese cultures, highlight the harmony and group cooperation, while the American one that represents individualistic culture, value more individual learning. (Carson & Nelson, 1994). One more important factor is the fear and anxiety in peer check method. It is to say that students may not feel comfortable either to give or receive feedback from their peers and it’s a mixed feeling of fear and anxiety. In a sense, they are found more intended to receive comments from an expert as instructor than their peers and classmates (Bitchener & Ferris, 2012). In a similar case, Erten (2000) studying peer check perception on Turkish context, found that most of the pre-service instructors view the peer check quite affirmatively, yet some learners are not that keen on this issue, and they seem skeptic about applying their peers’ feedback. Zhang (1995) who studied 81 college and university students, asserted that students greatly support being assessed and judged by their instructors. In Zhang idea, they even don’t want themselves to check their own works critically.

Breakthroughs in recent years in the field of technology have grossly altered assessment and feedback and delivery approaches in writing (Hyland, Nicolas- Conesa, & Cerezo, 2016). Thus, likely pros and cons of computer-mediated feedback have been the subject of many scholarly works like Burston, 2001; Milton, 2006; Ware & Warschauer, 2006. A prominent point of computer-mediated response and feedback is the mutual or reciprocal synchronous and asynchronous responses of both instructors and students. Another advantage of computer-mediated assessment is that this reality eases the access to priceless online resources that ameliorates the provided feedback by instructors and quality of students’ writings as well and finally will culminate in easing writing problems in a more independent mode (Hyland et al., 2016). Hyland and the colleagues stressed that due to technology, a reflective, active reactions and feedbacks are fostered; hence these responses from instructors facilitated and increased learners’ awareness on genre-specific dialogues, developing independent learning skills, and fostering students’ written works (p. 439). The most rewarding feature of computer-mediated feedback mechanism is that through this

system, learners are backed and supported to take more active role in assessment and shouldering more independent role in writing assessment. Nonetheless, instructors could have some concerns about the merit and desirability of such a feedback. The reason is that it seems not highly likely to conduct a working and functional psychological relationship between learners and the program.

Therefore, it is believed that the computer-based writing feedback will bear fruits if it is associated with in-person meeting of students and their instructors as well peer check (Hyland & Hyland, 2006).

Zhang (1995) asserted the difference between first language and the second one learner in cognitive, affective and linguistic dimensions; therefore, the writing teachers should be more critical. Some other researchers take a moderate view and suggesting not to take extreme measures of either just using peer feedback or totally cancelling it (Ferris, 2003, p. 112; Zhang, 1995). The position and the contribution teachers' pay to feedback ought to be examined thoroughly. The reason is that their belief and understanding have a profound effect on the procedure and the exercise of any feedback. There are studies focus on both teachers and learners understanding and their perception of written feedback. Vanlı (2013) conducted a study in Turkey's setting where students attitude, belief and preference of the feedback their instructors perform, and also the instructors own belief and sense of the written feedback went under scrutiny. Her study yielded that based on what area teachers reflect on their feedback, learners are considerably sensitive to grammatical accuracy, punctuation and vocabulary. She further noted that learners were very much appreciative when their teacher corrected all parts, and they wanted more feedback from their instructors. In this regard, teacher is viewed as the game changer and main source to comply with. She observed that students not only were enthusiastic on receiving positive feedbacks, also they welcomed negative ones. In the matter of feedback perception factors like students' gender and the faculty they studied had a role in forming such belief. According to Vanlı (2013), a very positive correlation was enjoyed between the learner's self-perception and their view of feedback. Generally, this study proved that Turkish students believe teachers and their feedback provide pivotal role in development of students' writing practice and skill.

Zacharias (2007) had a case study of Indonesian teachers and students' feedback perception toward teachers. The result of this study showed that both groups of teachers (95%) and learners (93%) strongly believe that the role of teacher as the feedback provider is crucially important in improving students writing ability.

These researchers leading to such results are not surprised, because in general perception of students toward the teachers and the feedback that their teachers provide, they are regarded as highly competent and proficient from linguistic perspective, also in the matter of confidentiality and security, teachers believe to make poor students more secure and also confident. Teacher as the greater who relatively enjoys power because of his position as a teacher and also the one who grades students, is another factor you're forming similar perceptions in all these studies. So, the conclusion one can derive is that in the eyes of students, teachers are knowledgeable and experienced and the feedback they provide is reliable and accurate (p.51). The feedbacks teachers provide for student's writings, are not affect free and they have emotional implications. Some 75% students stated that the feedback teacher gave them altered their mood and they were excited. Consequently, taking the qualitative data received from the research as the source, it can easily be stated that teacher's feedback on the students writing gravely had marks on the students' feelings.

Gul, Tharani, Lakhani, Rizvi, and Ali (2016) within a survey try to measure up the perception of written feedback by teachers. In their survey spotted that teacher regard written feedback is it crucially important tool in ushering the way and directing their students in order to enhance their writing skills. Based on their research, both written and verbal feedbacks enjoy more or less the same significance unimportance. They underline that how significant it is to discuss the written feedback with students individually, how did there is always a matter of time limit, and this constrain Sims doesn't let teachers to go with their pupils individually. Therefore, because of such limit they figured out that teachers had to skip this part. Quite a sizable number of teachers applied direct feedback. They didn't find teachers using grading rubrics. In their survey they underline some determining factors that affects the quality have they given feedback. The most pressing of these determining factors, is the education, or better say proper training teachers should have received. Strikingly 17% of teachers did not have a proper training for providing written feedbacks. Some other determining factors can be listed as personal and also contextual factors, the reciprocal relationship of both students and teachers, have the cultural background and generally dominant culture along with the institutions policy are among the other determining factors.

Another similar research was conducted on written feedback provided by teachers by Kaivanpanah, Nemati, and Sharifi (2014) on a number of 3012 TOEFL and IELTS teachers in Iran. They examined about 300 written feedbacks on the same number of students, and they figured out that can all the participant teachers view to this survey, they firmly believe

that teachers must provide feedback for their students. Above the 76% of the participants where in opinion that comprehensive feedback is quite important and teachers should provide such feedbacks for their students, whereas 23% were in favour of selective feedbacks. Nearly all of these teachers (above 96%) asserted that on writing the feedback should be provided mainly addressing organization, all the students' papers. 76% of these teachers suggested the focus should be on the content of the writings. and about the error correction part, more than 76% are in favour of providing direct feedback instead of the indirect one. Roughly 43% of participants to this survey are happy with written feedbacks, almost some 70% went with writing conferences and only 40% favoured applying both written feedback and conferences. In the place of giving feedback, most of them highlight it grammatical accuracy and fixing mechanical errors than focusing on organization. This is an indicator of existing a significant discrepancy on instructors' perception and classroom practices in case of providing written feedback. Since roughly all of the participant teachers in the survey wanted to give direct feedback rather than indirect one, so the outcome of the survey highlights that the instructors perception not to be consistent with their classroom practices. Also, the other point that should be noted about the survey is that there is an inconsistency going between the classroom practices and teachers' perception about coded and uncoded feedbacks. Generally, it can be inferred that the perception that teachers have feedback in their mind does not correspond well but the practice they implement in the classroom, and their classroom practices tell a different story.

2.13. Writing Assessment

Assessment as a broad term includes different ways of collecting information related to students' performance and ability. Assessment is highly important in education system. Generally, students are assessed for five reasons, including (Bachman and Plamer, 2010):

- (a) to place students in appropriate level of proficiency that is done through using diagnostic tests.
- (b) to identify the students' weaknesses and strengths
- (c) to provide students with the opportunity to demonstrate their progress and efficiency of the course
- (d) to evaluate learners' ability

(e) to measure learners' level of proficiency

Speaking briefly, assessment is carried out to motivate students or revise the instruction or material.

Writing assessment is a challenging area which is done subjectively. Behizadeh & Engelhard (2011) defined writing assessment as “an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task.” Writing assessment was first introduced as a classroom practice in 20th century. The final product of an effective writing assessment should be a sound writing product. In the midst of the 20th century and onward because of the widespread influence of measurement theory, the scoring reliability was at the center of attention and writing tests were much more under the effect of grammar tests and it shouldn't escape from the attention that this era was heavily influenced by the growing effects of behaviorists (Yancey, 1999). Yet it was the outbreak of cognitive psychology in 1970s that exposed writing assessment and instruction to further changes. So, direct measures were heading and as a side advantage, timed essays were then started to be scored holistically (Weigle, 2016). Under the influence of social cultural theory in the second language writing, in closing of the 20 century, portfolio assessment started to shape out (Hamp-Lyons & Condon, 2000). With the cognitive psychology and then the direct assessment, writing works produced by students were to be measured. However, in the indirect assessment form verbal logic, error recognition, grammatical accuracy in writing indirectly is to be evaluated (Ferris & Hedgcock, 2005, p. 303). Since direct measure tests and evaluates students' actual writing works, they are more acceptable and holds more credit by all involved parties from teachers to parents (Hamp-Lyons & Condon, 2000, p. 11). Yet, the direct writing measurement cannot escape blames because of their reliability problem. Still, direct writing tests, because of (likely lack of) teachers' consistency in scoring are criticized for their reliability issues (Weigle, 2002). A “clear, specific, and level-appropriate scoring criteria” can be devised by instructors, so instructors' consistency in assessment get enhanced (Ferris & Hedgcock, 2005, p. 303). Validity and reliability are in parallel with each other and non is taken supreme to the other, also both are intertwined and correlated. In a different tone, one without the other doesn't make a sense. Portfolio writing tasks are great source of checking students writing. They usually encompass an array of multiple-writing samples worked on through a definite time taken from distinct types and they elaborate on learners' progress on a specific context (p. 220). Portfolio writings are important part of convergence of assessment and instruction. A fun and rewarding feature of it is that

instructors and learners can be part of the assessment process. Plus, they are considered to be a sound substitute for indirect writing measure like multiple choice tests, also for single-essay writing scored in a holistic way (Brown & Hudson, 1998). Hyland (2015) holds that portfolio writings serve as a great advantage in order for inciting and provoking learners' metacognitive awareness during the process of writing. Thus, it's easy to grasp that portfolio writing assessments in comparing with traditional and summative evaluation, enjoys a great deal of benefits that can generate interactive, analytical, and recurrent elements of process-based pedagogy (Ferris & Hedgcock, 2005, p. 339). Regarding Hamp-Lyons and Condon (2000) view of portfolio writings, their common features go as follows:

- Collection: It possesses variety of learners' works as sample, so it is pivotal base of portfolio assessment validity.
- Range: learners generate works in an array of types, objectives addressing readers and audience.

These tasks portray denotes the high face validity of portfolios.

- Context Richness: This joins the assessment and the teacher in writing classes.
- Delayed Evaluation: Within this, learners get enough time to go through their work and implement changes wherever required, so it will boost their motivation.
- Selection: it grants learners a chance to represent themselves and develop a self-assessment potentiality. representation and promotes self-assessment ability.
- Student-Centred Control: within the assessment process students happen to benefit some sort of control.
- Reflection and Self-Assessment: portfolio writing makes learners provide feedback for their own work and manage to rule and check their, therefore they will grow to be more self-reliant on assessment.
- Growth Along Specific Parameters: the growth students secure are in portfolio assessment, is shaped and regulated by special parameters and features.
- Development Over Time: portfolios help to measure learner's growth during time

Despite this much advantage, they have their checks and limits. From reliability and validity perspectives, there seem some challenges on portfolio writings. It is true that because of multiple writing tests and samples, portfolio writings may seem appropriate with validity,

yet their reliability posing challenges. Since there is a large sway of papers, thus rating may be negatively affected. On the same token, instructors as well go through some problems when they weigh up their learners' chosen writings. Therefore, to counter such drawbacks, they can openly and explicitly be told to students so that reliability and consistency are met (Ferris & Hedgcock, 2005).

Generally, in assessing writing five variable need to be assessed in parallel to each other, including fluency, content, conventions, syntax, ad vocabulary (Isaacson, 1984). Unfortunately, most of teachers focus their attention to the surface features of students' writing such as mechanical aspects of writing and conventions. An effective writing assessment should take all these five aspects together. The five aspect of writing defined by Isaacson that are required to be taken into account in writing assessment procedure are as follows:

- Fluency: ability to translate one's thoughts, feeling and ideas into words.
- Content: is composition's organization, cohesion, accuracy, and originality
- Conventions: include correct spelling, punctuation, and capitalization that make a written product as readable
- Syntax: includes use of sentence patterns, adverbial phrases, infinitives, object complements, etc.
- Vocabulary: involves the uniqueness ad maturity of the words used in composition.

In assessing students' writing, formative assessment plays an important role because it provides students with useful feedback on their writing (Lockwood et al., 2015; Black & William, 1998; Hamp-Lyons, 2003). Balck and William (1998) also stated that "There is a body of evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement" (P.12) (as cited in Lockwood et al. 2015). Formative assessment not only provides feedback for students on their writing but also it provides teachers with feedback on their instruction. Formative assessment can result in feedback from both teacher and peers (Chandler, 2003; Truscott et al., 2008).

Assessment of writing needs to have both validity and reliability. Regarding the reliability, two kinds of reliability need to be considered, including reliability of performance and scorer reliability. Reliability of performance in writing assessment can be guaranteed through using different techniques such as taking adequate number of samples, limiting the topics that can

be selected by learner, as well as giving instruction and format (Hughes, 2003). On the other hand, scorer reliability in writing assessment is of two kinds, including inter-rater reliability and intra-rater reliability.

The inter-rater reliability means assessing the writing task by two independent raters, while in intra-rater ability, the same rater is the responsible to scoring the writing task at two different times.

The validity of writing assessment means having evidence that supports the results obtained from test scores. It means that the rubrics used in writing assessment should reflect the tested features and the raters should score the writing tasks based on the rubrics.

There are different kinds of validity that among them, five types of validity need to be considered in designing a writing task that ensure the validity of that task. These four factors are as follows:

- Face validity: suitability of the content with its aims
- Content validity: test content should representative of what is aimed to measure
- Criterion-related validity: correspondence of the results to a different test of the same thing
- Construct validity: the extent to which an assessment measures certain skill.
- Consequential validity: refers to the assessment potential washback effect on learners

In designing a good writing assessment test, teachers need to observe the following features:

- Instruction: clarifying the way by which the writing tasks should be carried out
- Prompts: materials that are needed to complete the task
- Rubrics: criteria applied in performance assessment
- Post-task evaluation: assessing the assessment test' efficiency

2.14. Writing Assessment Literacy

As language assessment literacy, the writing assessment literacy also puts its emphasis on teachers' knowledge, practices and skills in assessing students' writing performances. The second language teachers' assessment literacy is defined in three areas, including (1)

knowledge and skills necessary to construct, implement, and score writing tests and share the results obtained from tests with students, (2) knowledge and skills required to assist students in their writing practice and make them ready and qualified to take traditional writing tests such as TOFEL and IELTS exams which are considered as timed essay written exams, and (3) the knowledge and skills that are required to assess students' learning development in a formative way throughout the curriculum (Weigle, 2007).

According to Weigle (2007), in writing assessment practices, assessment literate teachers are expected to know the content of written exams and are competent to help students in preparing them to take exams. In classroom assessment, teachers with assessment literate are needed to have a clear definition of teaching objectives and assess their students' learning and progress on the basis of those objectives throughout the course.

In spite of the demonstrated importance of teacher assessment literacy in foreign/second language teaching, only a few studies have focused on writing assessment literacy of English language teachers. The current consensus among studies on this issue is that, while second language writing teachers suffer from sufficient and effective assessment illiteracy, pre-service and in-service teacher training programs have failed in providing adequate training in writing assessment. (Lee, 2017; Crusan & Gebriel, 2016; Talebi & Moradi, 2020)

Crusan, et al. (2016), for example, were encountered with the terms "the second language writing assessment literacy" while studying L2 writing teachers' knowledge, beliefs and practices of writing assessment. They stated that discussions on assessment literacy of second language writing teachers not only need to focus on the content and implementation procedures of assessments, but also on the way the content is captured with teachers' knowledge, beliefs and practices. The necessity of considering these three factors derives from their significant impact on teachers' decision making related to what they want to do in the classroom.

In addition, relying on Borg's (2013) teacher cognition concept, Crusan et al. (2016) asserted that second language teachers' knowledge, beliefs, and practices of writing assessment are affected by their prior experience and context. In their study, it was revealed that a large number of teachers did not receive enough training on writing assessment literacy when compared to other language skills. The reason to this shortcoming in training second language teachers on writing assessment literacy might be due to the neglecting this kind of training by language training entities. Their study also revealed that second language

teachers' writing assessment literacy is also affected by their linguistic background and teaching experience. In other words, teachers whose first language was English tended to use less writing assessment practices compared to non-native teachers.

In other studies, conducted by Volante & Fazio (2007) and DeLuca & Klinger (2010), it was revealed that teachers were less confident in administering classroom-based assessment. In contrary, Crusan et al. (2016) in their study showed that second language writing teachers are both familiar with classroom-based assessment practices and are comfortable with using a specific type of classroom assessment tool such as student self-assessment and integrated writing tasks.

The conflicting results obtained from these above-mentioned studies calls for more studies to be conducted in this area. Further research on language assessment literacy and writing assessment literacy will help to develop the current theoretical frameworks and new theoretical frameworks and designs are expected to emerge in the future.

2.15. Second/Foreign Language Teachers' Writing Assessment Literacy

Communication via writing has been on the rise and its receiving growing care and priority as it goes by, so both a sound assessment and effective instruction on writing is becoming a pressing concern. Within almost a score years, writing assessment of second language has too much been beefed with research and inquiry (Weigle, 2016). Effective writing assessment is a process that goes beyond normal scoring a piece of student's work, rather it requires the engagement if both instructors and their students deeply involved into (Ferris & Hedgcock, 2005, p. 300). The assessment of writing and its instruction are in parallel with each other; however, the assessment part is responsible for picking up the soft spots and areas where is likely to be misunderstood, in a sense writing assessment shows teachers their class and teaching performance in bringing about students with related abilities whereas writing instruction makes students ready for the assessment to show their acquired and learnt performances. Hence, according to Ferris & Hedgcock, instructors should merge assessment and instruction, so they can draw unique ways of assessing students' writings (Ferris & Hedgcock, 2005).

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English tended to use less writing assessment practices compared to non-native teachers. In this survey, non-native writing teachers also gave themselves higher ratings in writing assessment literacy compared with native teachers.

Against the face value perception of language competence-that good speaker presumably native speakers, believed to have satisfactory level of language and consequently assessment practices, non-native EFL and ESL instructors are found enjoying a considerably higher level of assessment literacy and an extensive and far-reaching writing assessment practice. What can be taken away from all the research, survey and practices done in the field of writing language and assessment and more specifically, writing assessment, it can be inferred that instructors with academic and occupational experiences have had a grave significance as well effect on forming and enriching their perception of assessment literacy and writing assessment. Age and experience is taken as an important factor in writing assessment. It is because less experienced and younger teachers' perception, practice and knowledge of the writing assessment were found relatively different from their older and experienced colleagues. From the assessment literacy perspective, older teachers knew less about the assessment and their younger peers happened to be more knowledgeable. As a takeaway from all the works done and mentioned, it could be summed up that training programs should give these factors a proper place to think and practice upon, so that they can arm teachers and teaching candidates with necessary knowledge to meet the challenges ahead in the educational environment. Just a simple example relevant to the topic, they should raise teacher awareness of writing assessment literacy, so they can be more functional in responding to situations and addressing problems.

Considering the existing literature on teaching writing and the perception of second language writing assessment, instructors' perception on curricular-specific domains like vocabulary, grammar was studied. In relation with the second language writing teaching, topic specific studies which are quite rampant, were done on the teachers and students' perception and belief about writing assessment, written feedback provided by instructors, peer check, approached toward writing and strategies. The aforementioned issues were regarded more important than the instructors' perception of writing teaching as a single entity (Crusan, Plakans, & Gebril, 2016; Lee, 2009, 2011; Tsui, 1996; Vanlı, 2013). Its noteworthy that former investigations and research were topic specific and limited scholarly works that could barely contemplate miscellaneous multilateral essence of the second language writing. Hence an ostensible and direly important gap exists in the realm of writing literature that

study instructors' perception and belief. So, highlighting the lack of scientific research on teachers' perception on second language writing instructions, the current research set the sight on studying instructor's perception on writing, its teaching, assessing it in the context of Turkish EFL setting. I hope that by applying a more all-inclusive and far-reaching approach, this work will be able to portray an absolute and downright explicit state of EFL instructors' perception of writing instruction.

2.16. Models of Performance Assessment of Writing

As previously mentioned, writing performance assessment is subjective which causes unwanted biases in scoring the test. According to Bachman et al. (1995), performance testing has potential of variability in different situations and people. Baker et al. (1996) proposed the following concerns about performance assessment:

1. difficulty and expensiveness of developing performance assessments
2. difficulty in judging performance assessment that is due to their open-ended nature
3. the lack of teachers' qualifications in teaching in the way performance assessment imply
4. less rigorous nature of performance assessment in evaluating students compared to other kinds of assessment tests such as multiple-choice tests. (p.3)

Therefore, there are a variety of factors that can affect the final result of performance testing. This has raised some concerns related to reliability and validity of performance assessment. Different language background and gender of learners, for example, might be causes biases in the results of performance assessment. To mitigate these kinds of concerns, the following models can be used.

2.16.1. McNamara's Model

McNamara (1996) developed a model for performance assessment which is based on Bachman's (1990) communicative language ability (CLA) model (Figure 3).

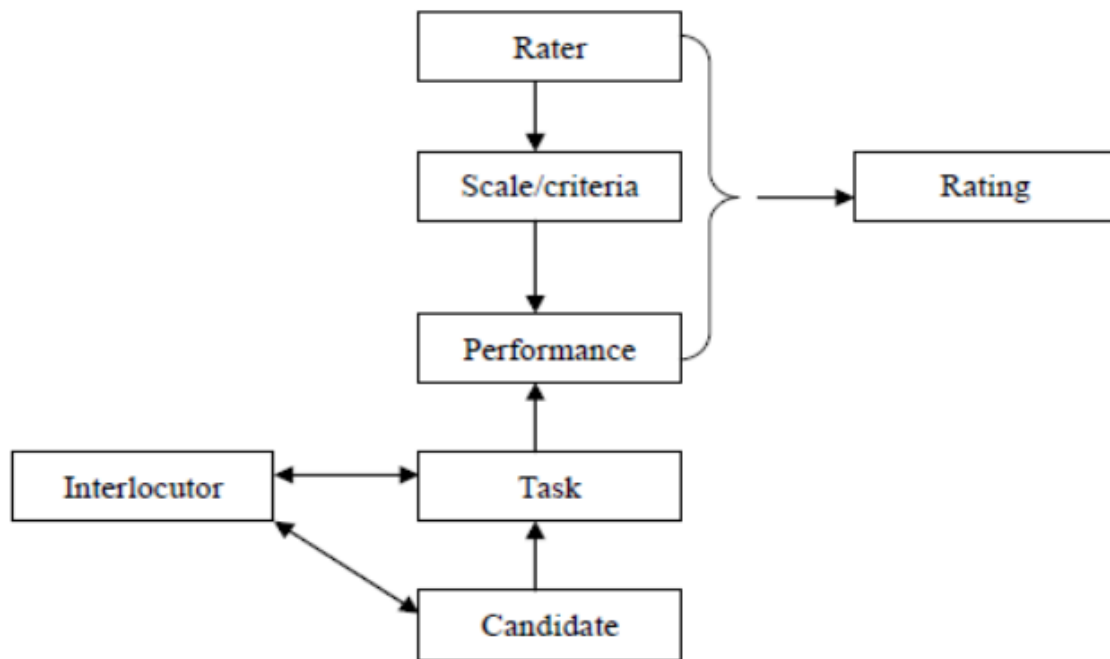


Figure 2.1. Factors affecting performance assessment (McNamara, 1996, p. 86)

As it is clear from Fig.3, performance has the central role in this model. In this model, performance is surrounded by factors affecting it. These factors are rater, scale, instruction, candidate context, and rating and the final product is the score resulted from three elements of performance, scale, and rater. Raters are also the consumers of rating scales and criteria by choosing performance. In this diagram, score is the final index of performance.

Other factors such as test taking conditions and test taker's motivation have a great impact on the performance. According to this model, it is the candidate that calls underlying competence in a direct manner. The interactions between candidate and task, candidate and interlocutor, and candidate and rater play an important in the final score. These interactions should be considered in the interpretation process of test scores.

This model consists of two processes of a writing test. The first is the candidate's test-taking process and the second is the rater's rating process. In the first process, the way the candidates interact with the interlocutor to complete the task is shown. On the other hand, in the second process, there is the way the rater scores the candidate's performance based on the scales and criteria. These two processes need to be followed in order to give the reliability ad validity to the writing test.

2.16.2. Skehan's Model

Based on Kenyon-McNamara model (1996), Skehan (1998) also proposed a model of test performance that can be used to assess students' writing performance (Figure 4).

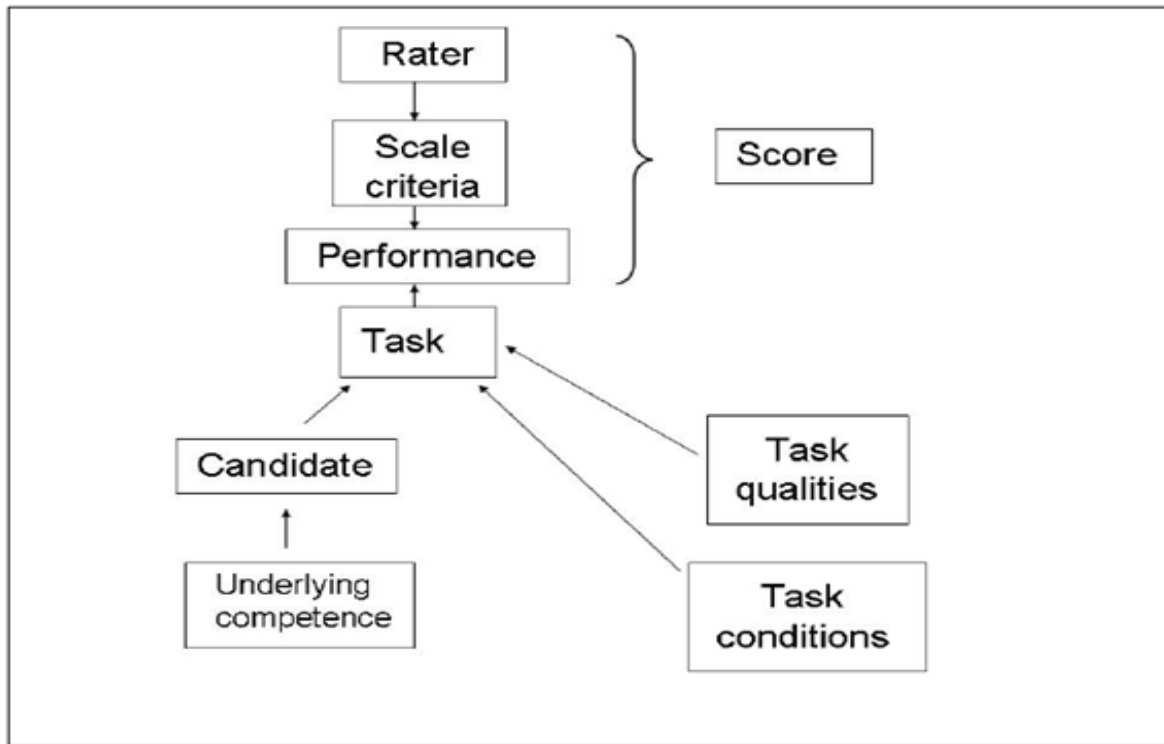


Figure 2.2. Skehan's Model of writing performance (Skehan, 1998, p. 172)

According to Skehan (1998), McNamara's model (1996) needs to be refined in two ways in order to explore the complexity of the writing task more comprehensively. First, tasks need to be analyzed to give a report on task characteristics and task implementation conditions. Second, McNamara's model doesn't account for what Skehan calls the dual-coding capacities of the learner. Skehan (1998, p.171) also argues that "second language learners' skills need not merely an assessment of competences, however additionally an assessment of ability for use". There are three factors in Skehan's model that affect test scores, including interactive conditions of the performance, test taker's abilities, and the task itself which are key element to elicit the performance (Flucher, 2003). Moreover, there are some factors that affect task, including task qualities, characteristics of test takers, and task conditions which have direct impact on task difficulty. Therefore, it is possible to improve the task difficulty by changing task conditions and task qualities (Norris, 2001).

2.16.3. Flucher's Model

Fulcher (2003) further revised Skehan's model in order to provide more detailed description of factors affecting the final scores of a writing test (Figure 5).

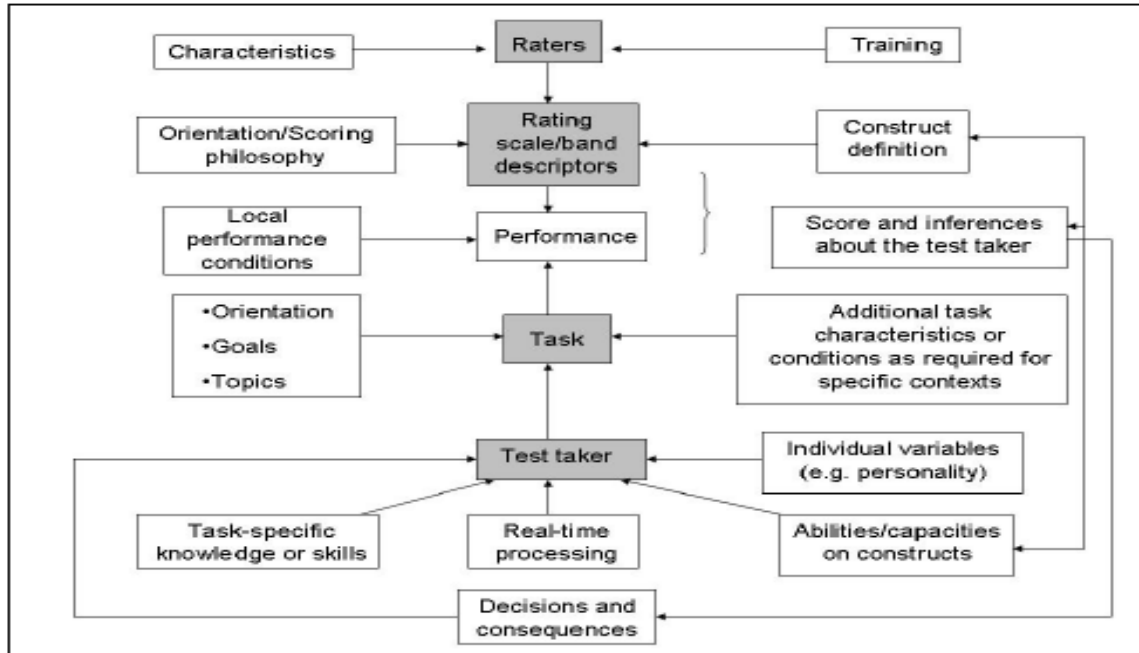


Figure 2.3. Flucher's expanded model of writing performance (Flucher, 2003, p. 115)

In Flucher's model, the evaluation philosophy and the construct definition of the rating scale for the result of the rating process are given importance and they are placed at the center of rating-scale and band-descriptor design. According to this model, there is an interaction between the rating scale and student's performance which results in the final score and inferences made regarding the test taker. In this model, context is of great importance in test performance through incorporating performance conditions. The aspects that influence the task are also included in this model, including task orientation, topics, goals, and context-specific task characteristic and conditions. There are also variables affecting the test taker. These variables are also included in Flucher's model, including differences between candidates in terms of their personality, actual ability within the constructs tested, their ability for real-time operation and any task-specific data or skills they may possess. Overall, Flucher's model is more comprehensive than McNamara and Skehan's models. In the following the elements which have a place in the above-mentioned models are discussed below.

2.17. Elements in Writing Assessment Models

2.17.1. Tasks

According to Hamp-Lyons (1990), there are some variables which need to be manipulated and controlled in order to allow the test takers present their best performance. Some of these variables include the mode of writing (i.e., complementing the writing task by hand or a word processor), the length of your time offered to students to complete the writing task, and the subject and the prompt; however, the most controversial variable of topic.

Several studies have been conducted on the variations in students' performance during complementing a task. On the other hand, there are some researchers who have claimed the existence of variations in the content quality and quantity in terms of variation in topic (Pollitt et al., 1985).

According to Hamp-Lyons (1990), it is unacceptable to not have any difference in students' performance while doing different task. The non-existence of such differences might be resulted from scoring procedure or the influence that task raters can have on the final score.

Wigglesworth (2000) classified the impact of task variability in terms of the sources of errors into two classes: (1) characteristics of the task including options internal to the task resembling structure, psychological feature load or familiarity of content, (2) task conditions including conditions resulted from the time and or native/non-native.

According to Skehan & Foster (2001), task characteristics of familiarity of information, degree of structure, transformation complexity of outcome have no effect on the accuracy, while complexity of structure has a great effect on the task complexity. On the other hand, the element of degree of structure has an effect on fluency, while the elements of transformations, complexity of outcome don not have any effect on influence.

In the area of writing assessment, in a study conducted by O'Loughlin and Wigglesworth (2003) it was shown that the amount and manner of presentation of data within the writing affect the candidates' writing. They concluded that students write additional complicated texts when the task provides less information. Ellis and Yuan (2004) also investigated the effect the task characteristics on the written output. They showed that pre-task planning improves fluency and complexity, while on-line planning increases accuracy.

2.17.2. Test Takers

Another striking element in writing assessment model is test taker. According to Kroll (1998), test takers can have a great effect on the students' written output that might be resulted from different levels of their linguistic skills, cultural background, writing proficiency, knowledge, opinions and ideas, socioeconomic statues, cultural integration, temperament and learning vogue (Kroll, 1998; Hamp-Lyons, 1990, 2003). The high effect of these characteristics in test takers has been neglected in the models of writing development and many researchers (Hamp-Lyons, 1990; Porter, 1991) have criticized these models for failing to account for these factors.

2.17.3. Raters

Raters are the users of the scales and they are considered as important factors affecting the rating results (Heejeong, 2019). The characteristics of raters and the factors which affect their ratings are discussed in the following.

2.17.3.1 Rater Variation

Raters vary based on their different aspect. Several studies have investigated numerous ways within which raters will vary (McNamara, 1996; Myford & Wolfe, 2003, 2004). Regarding these studies, some of these factors which cause a kind of variation in raters are listed in the following.

- The first rater effect is referred to severity effect. Based on this effect, raters systematically rate either too roughly or too leniently when compared to alternative raters or established benchmark ratings.
- The second rater effect is called as the halo effect. The halo effect occurs when a rater fails to make a distinction between variety of conceptually distinct traits. In this case, the rater rates the student's performance on the premise of a general and overall impression.
- The third rater effect is referred to the central tendency impact. Landy and Farr (1983) described this effect as 'the turning away of utmost (favorable or unfavorable) ratings or a preponderance of ratings at or close to the dimensions' midpoint' (p.63).

- The fourth rater effect is known as inconsistency or randomness. In this kind of rater effect, the rater uses one or more rating scale classes in a way that is not consistent with the way through which other raters apply a similar scale. This rater might exhibit more random variation than what is expected.
- The fifth rater effect is called as the bias effect. In this effect, rater tends to rate very roughly or leniently on one facet of the rating situation. For instance, raters might consider a cluster of test takers or they might invariably rate too strictly or leniently on one class of the rating scale in use.

2.17.3.2 Rater Background

Raters might differ from each other based on their personal background, work experience, professional training, as well as rating background that can result in differences in their decision making and performance in rating a writing assignment (Hamp-Lyons, 2003). Several studies have shown the ways in which ESL teachers and English Faculty staff rate the written tasks (O'Loughlin, 1994; Song & Caruso, 1996; Sweedler-Brown, 1993).

In a comparison, for example, made between the process of decision-making in skilled and novice raters it was indicated that skilled raters more consider higher order aspect of writing, whereas novice raters pay more attention to lower order aspects (Cumming, 1990).

Other studies have also shown that native speakers are stricter compared to non-native speakers in terms of their rating behavior. Native raters put more stress on rating scale, while are more affected by their intuitions (Barnwell, 1989). According to Brown, ESL teachers rate grammar, expression, vocabulary and fluency more strictly.

Moreover, raters are also affected by their own cultural background (Kobayashi & Rinnert, 1996) or other superficial aspects of the writing script such as handwriting (Brown, 2003; Shaw & Weir, 2007).

2.17.3.3. Rater Training

Considering the importance and effect of raters on the students' final assessment outcome, it is deserved to train raters. In this regard, a variety of procedures are employed to train raters in order to present a good performance, especially in large-scale writing assessments (Weigle, 2002; Alderson, et al., 1995). In a well-structured rater training course, sample scripts are provided to a group of raters and they are first asked to rate the samples in teams,

and in the next step they need to rate the sample scripts individually. It should be noted that some variation is acceptable in the results of ratings. Then the relevant options of the standards are discussed. The raters with high or low rates need to change their rating standards to reach a standard level. These kinds of rater training programs are very useful to enhance the validity of the rating outcome (Lumely & McNaman, 1995). According to Weigle (1994a; 1994b), rater training provides opportunity to extend self-consistency of individual raters by reducing random error, to reduce extreme variations between raters in terms of leniency and harshness, to clarify understanding of the rating criteria, and to change rater expectations in terms of each the characteristics of the writers and also the demands of the writing tasks.

Wigglesworth (1993) used the approach of giving feedback to raters on their rating patterns through performance reports supported bias analysis. The bias analysis is considered as an element of output provided by the computer programs (Linacre, 2006). The bias analysis calculates the statistical analysis supported multi-faceted Rasch measuring (Linacre, 2006; Linacre & Wright, 1996). It allows to examine whether the rating state of affairs elicit a continual biased pattern on the part of the rater. Several studies have conducted on the effect of giving feedback on raters' rating patterns (Wigglesworth, 1993; Lunt, Morton, & Wigglesworth, 1994; Elder, et al, 2005). In a study conducted by Wigglesworth (1993, p.318) within the context of an oral test, it was found that raters showed completely different behaviors once rating the tape and also the live version of the interview and in general, they gave the impression to be able to incorporate the feedback into their succeeding rating sessions. Therefore, in several cases, bias existing in numerous aspects of their ratings is reduced. In another study conducted in the context of writing assessment, Elder et al. (2005) showed that giving feedback to raters resulted in improved rating behavior.

To sum up, since different characteristics of raters have a great impact on the rating outcome, it is crucial to train raters so that their different characteristics do not results in biases in rating results.

2.18. Methods for Scoring Writing

For scoring the writing assessment tests, four scoring methods are generally applied which have specific and unique characteristics. These methods have been at the centre of proceeding discourse and debate. Instructors are undecided whether they should put into

practice a unique scoring approach as holistic one with a single score for all the writing or they should apply analytic approach that they will have to score parts like content, delivery, or organization, etc. differently.

2.18.1. Impression or Holistic Scoring

Impression scoring method which is also known as holistic scoring is a method in which tester takes a quick look at student's writing and rates using scales like excellent/very good/good/weak/very weak. In this scoring method, which is also known as impressionistic scoring, a single score is assigned to a writing task by taking an overall look at the final task (Farhady et al., 2005). The superiority of this scoring method to other scoring method is its rapidity. However, like any method in the field of education, this method also suffers from some disadvantages. One disadvantage with holistic method is that only a single score is assigned to the writing activity and no diagnostic information is provided to the students so that they can revise their errors and enhance their writing competence. The second disadvantage is that they are based on different criteria used by the rater, so that some raters might give more importance to structural accuracy, while others might prefer to consider fluency (Hughes, 2003).

From the process writing supporters' point of view, they vote for the holistic one because of its emphasis on competence and strength and its applicability within multiple draft process. Conversely, in holistic type, dimensions like organization, content, vocabulary, etc. partially is left unnoticed and this approach cannot focus on each of those dimensions separately with the existing scales of papers and writings (Ferris & Hedgcock, 2005).

2.18.2. Analytical Scoring

In analytical scoring method, a systematic plan is used. For scoring a writing task with analytical scoring method, the rater reviews the writing activity and individually assigns a mark to different components of writing such as organization, logical development of ideas, punctuation, structure, spelling, etc. Then all these scores assigned to each component are averaged in order to obtain the final score (Farhady, 2005). Generally, the main aspects of a writing activity for which a score is assigned are grammar, vocabulary, mechanics, fluency, and form. Of the advantages of this method are removing the unequal development of sub-

skills in writers, considering the aspects of performance by raters, more reliability of scoring due to assigning distinct scores to different parts of assignment (Hughes, 2003).

Regarding the disadvantages of analytical scoring method, it can be said that this method is time consuming because each component needs to be checked and read separately and a score should be assigned to each part individually. Additionally, the writing assignment might be neglected as a whole text because of considering each of its elements separately. The analytical scoring is more useful when the purpose of assessment is of diagnostic (Hughes, 2003).

To address students' vulnerabilities as well their ability and competence for some scholars, analytic writing assessment better serves the aims and interests. (e.g., Hamp-Lyons, 1991). Yet, evidences do not suggest if analytical scoring as a working option for exams with a high number of participants like placement tests (Weigle, 2016). In analytical approach all dimensions of writing like content, vocabulary, grammar, delivery, cohesion, and coherence need to be checked separately; hence it sounds more assertive and accurate. It better would help freshly recruited and young teachers with less experience, and it is because this approach entails a very clear and obvious grade. By using analytic approach as an assessment tool for writing, students will have a chance to get the benefit of much more plain and direct feedback from their instructors or graders. However, this method of scoring is not innocent in the eyes of its critics, and they claim that "the quality of a writing sample is much more than the sum of its parts" (Ferris & Hedgcock, 2005, p. 314). It is to state that the discourse may get exposed to some distress or impairment if the text is dissected and get fractionated.

2.18.3. Primary and Multiple-Trait Scoring

When the focus of a writing assignment is on a particular aspect of writing, form, the use of a certain semantic group or objective of the writing such as persuasiveness, clarity, primary-trait scoring helps both teacher and students concentrate on their feedback, revisions and attention very specifically (Scott, 1996).

Burce (2018) expressed that primary-trait scoring is used to assess constructed responses which are scored based on one or more specific aspects of performance that are critical for completing a writing task successfully. This scoring method is very common in assessing the writing assignments, which was developed by Richard Lloyd-Jones and colleagues in 1970s.

The underlying philosophy of primary-trait scoring method is the importance of finding the way through which students are made able to write in a narrowly defined range of discourse such as persuasion and explanation (Weigle, 2002). This scoring method is based on rating writing tasks according to the degree of success with which the students has completed the assignment. As Brown & Bailey (1984) state:

This method is rhetorically and situationally specific ... in those compositions are evaluated in terms of a particular trait, or traits, determined by the desired effect on the intended audience. For instance, workbook instructions for conducting a chemistry experiment must be clear and sequential, so a primary trait analysis of such written discourse might entail ratings on chronological order and clarity of referents. (p.22)

In multiple trait and primary is it is tried to analyse different parts and segments, and from this perspective it is somehow in parallel with analytic scoring approach. However, there are clear divergence and distinctions between the multiple trait and primary approach and the holistic and analytic ones in writing assessment and scoring. Multiple trait and primary approach is free of any dominant or predetermined scoring standard (Hamp-Lyons, 2003). Trait-based writing assessment may shed light on spotting qualities and features which are significant in some specific contexts (Hamp-Lyons, 2003, p. 176). Accordingly, in such cases the writing is to be assessed based on the given prompts and topics or the require context that makes writers follow specific rules and requirements (Weigle, 2002). Be it argumentative writing, then the primary trait assessment is mainly going to focus on how the argument is nourished and developed in form and meaning to meet the end, whereas in multiple trait scoring, areas like thesis, argument development or counter arguments are at the spotlight (Ferris & Hedgcock, 2005). Nonetheless, figuring out the defect with the trait-based assessment, it should never let to escape from the attention that instructors would have to spend exponential time and energy on designing and coming up with multiple scoring instructions for each and every writing.

2.18.4. Automated Essay Scoring

Putting all side, the writing assessment is getting introduced to an automated cyber assessor being called Automated Essay Scoring (AES) and it is disputed and contentious among the experts of the field. The AES is literally computer involved assessment of writing (Shermis & Barrera, 2002; Shermis & Burstein, 2003). Based on the research being done on computer-based writing assessment, it can be summed those computers and cyber systems are very functional and productive cognitive mechanisms (Attali, 2004). More particularly, with process-oriented approach affecting the writing in second language, instructors are going to

suffer with a high load of papers to be checked and feedbacks to be made. Several drafts written by students require several feedbacks to be given for each. Here the AES comes for help and it has proven to be more functional and productive in giving feedback in a quite short time for a high number of writers (Page, 2003). The high point is that AES based assessment systems like IntelliMetric, E-rater, Project Essay Grader (PEG), and Intelligent Essay Assessor (IEA), are certified with a considerable accuracy and reliability (Dikli, 2006). As mentioned before, the AES is quite controversial and critics of it point that AES systems are not able to identify and see the writers' creativity and it can't identify well in case of cheating by students and the other point is that AES systems apply statistical standards off from the direct control and the hold of writing (Page & Petersen, 1995). Generally, taking McAllister and White's (2006) view on AES "virtually none of the work in computer-assisted writing assessment is automatic to the point of being autonomous yet, but rather requires numerous human-computer interactions; thus, computers are assisting in the partially automated writing assessment process" (p. 246). It can be inferred that the AES systems have a long way to walk, and it is perhaps early a bit to put the full spot. They are growing and they have potential to be more and more effective in future.

2.18.5. Rubrics in Scoring

Rubrics and their implementation in writing assessment has been the subject of long talks and arguments. Rubrics provide a very functional and productive identification of the errors and mistakes students make while writing and they are a great tool in diagnostic and summative feedback for students works (Ene & Kosobucki, 2016). As Crusan puts it, they are as specific instructional tools for checking and scoring academic products like projects, papers and tests and through rubrics students' performance is put on scale (Crusan, 2015, p. 1). In a sense, they are scales and guide that diagnose where the problems are and what should be done to get them fixed.

It will arguments that rubrics can be a better substitute for scoring guides because they tend to be more objective and are not judgmental. Also, in comparison to scoring guides rubrics are more reliable and their validity rate seems to be much higher (Dempsey, Pytlik, Zillig, & Bruning, 2009). In the eyes of experts and scholars' rubrics for the benefits and advantages they enjoy outweigh other scoring tools. As an example, the first of these advantages are rubrics objective stance and their consistency in assessing academic papers and writings (Crusan, 2010). The second point might be their transparency in implying instructors

intended standards and criteria, so that students will get to know how their writings are going to be assessed (Ferris & Hedgcock, 2014; Weigle, 2002), hence it raises stable and consistent feedback flow from teachers to students (Rezaei & Lovorn, 2010). And as mentioned earlier, through applying such mechanism, the transparency will increase (Crusan, 2015).

An exponential number of research continue regarding rubrics as a device that by shedding light on the path, make teachers view and expectations quite clear for students, therefore learners as well are supported to look critically over their own products and analyse through these rubrics' mechanism (Andrade & Du, 2005; Reddy & Andrade, 2010; Sundeen, 2014; Wang, 2014). Rubrics as both assessment and instructional mechanism enjoy a substantial place and significance in implementing formative assessment in order to enhance learning (Reddy & Andrade, 2010). Rubrics act as mechanism by which incorporate writing assessment is turned into instructions that enable students and learners to grasp what is expected from them and they can act upon it by assessing their own performance. Furthermore, since students are aware of assessment criteria, rubrics will raise the validity of evaluation. Andrade (2001) conducted a research on rubrics to evaluate and understand the impacts instructional rubrics have on assessment and he mobilized a participant team of 242 students who were studying at grade eight. Generally, the research found out that when students are informed about the instructional rubrics, a sensible progress in their writing can be recorded and their writing standards is likely to get better. Apart from this, rubrics have been the subject of a study conducted by Jonsson and Svingby (2007), and their study revealed that rubrics serve increasing stability and consistency in assessment and also, they ameliorate learning quality and validate it even further. To meet the requirement of their research and the purpose of the study, Jonsson and Svingby ran an extensive research, working on a number of databases and got accession to some 75 rubric studies. Studying all thoroughly, the result they reached was that the scoring reliability can positively be affected when rubrics are applied; also, scoring validity stayed unchanged, however rubrics facilitated learning and the teachers' expectations and instructions hit the target in a transparent and clear mode. Teachers are another side of this big whole and applying rubrics make them see things that they wouldn't see otherwise, in a sense rubric provide teachers with information about their teaching quality and they can learn whether their efforts in the classroom were effective or not. Panadero and Jonsson (2013) conducted a meta-analysis on 21 rubrics studies to research on how formative rubrics can lead to positive performance change, and they found out that applying rubrics help students fight better with stress and

anxiety; build-up self-efficiency and cut down on hesitation and scepticism by providing better instructions. It's not only students who are regarded as beneficiary to rubrics, teachers also are enjoying its advantages on their planning and figuring out students' performances and learning quality. By the same token, studying Lebanese EFL students on application and using rubrics, Diab and Balaa (2011) noticed that these students are fond with rubrics and its application positively affected their writing state. However, all the merits can't save it from the clever looks and points of its critics. There are statements that rubrics might hamper teachers' writing assessment (Wilson, 2006). Another drawback is that normalize the scoring of student writing. Hence this normalization can give ways to systematize the text (Kohn, 2006).



2.19. Research Conducted in the Context of Turkey

Reviewing the literature revealed that there is a bulk of studies conducted in Turkey on language assessment literacy. Some of these studies are elaborated in the following.

In a study, Demir et al. (2011) examined the perspectives of ninety-nine primary school teachers in an in-service training course related to alternative measurement and evaluation techniques. The found that teachers who undergone in-service training were more knowledgeable in alternative measurement and evaluation techniques compared to other teachers without taking this course.

In another study, Han and Kaya (2014) investigated Turkish EFL teachers' assessment practices and preferences. Their results revealed that teachers considered listening and writing skills as less important ones, while speaking skill was mentioned as the most challenging one in terms of its assessment. Moreover, it was revealed that although teachers had pre- and in-service assessment training, it did not have any effect on their personal assessment preferences.

Mertler & Campbell (2005) also studied the knowledge of pre-service teachers and application of classroom assessment concepts. Their findings showed that teaching experience has a great impact on teachers' assessment literacy. In their study, in-service teachers presented higher performance in the administrating, scoring and interpreting procedures of assessment and lower performance on developing valid grading procedures.

In a current study conducted by Doğru (2020) as a master thesis, the language assessment literacy needs of language teachers in Turkey were investigated with a special focus on their assessment practices, assessment beliefs, and discrepancies between their assessment applications and beliefs. The results obtained from qualitative and quantitative data showed the insufficiency of their assessment knowledge base in spite of reviving training in language testing and assessment. This study also revealed that the assessment beliefs and practices of these teachers did not overlap.

In a similar way, Tamerer (2019) investigated the assessment needs and knowledge of the 4th-grade students who studied English Language at a Turkish state university. Thirty student teachers were participated in this study and a mix method was used to collect the necessary data. According to the results of the study, the majority of pre-service teachers had a little experience in developing and designing classroom-based test. Moreover, it was

revealed that almost all of the participants did not receive any training in portfolio assessment as well as self or peer assessment.

Regarding the language assessment literacy, Ölmezer-Öztürk (2018) conducted a study in Turkey in which he developed and validated a scale called Language Assessment Knowledge Scale (LAKS) including 60 items related to the assessment of four skills. This study was conducted on 542 university teachers in a mixed method. A questionnaire was used to get information about what teachers think about language assessment knowledge. The data obtained from this questionnaire showed that their reading assessment literacy was more than their listening assessment literacy. This study revealed found inadequate pre- and in-service education in Turkish education system. Similarly, Sarıyıldız (2018) also conducted a research on pre-service language teachers' levels language assessment literacy and their needs. The data in this study was collected both quantitatively and qualitatively. Totally 126 pre-service teachers were participated in this study. The results of this study showed that in spite of receiving training on language testing and assessment, these student teachers needed more training in these two areas. Moreover, they were unable to practically use their theoretical knowledge in testing and assessment practices.

Şahin (2019) also investigated the status quo of ELTE courses in Turkey regarding the language assessment literacy of the student teachers. Totally, 846 student teachers participated in this study. To collect data, a questionnaire and an interview were used. The findings revealed that training teachers only in one LTA course is not sufficient to equip them in terms of both theoretical and practical knowledge. The results also indicated that traditional testing tools were overemphasized compared to alternative assessment, and practical aspects were considered enough due to time constraints.

In another study, Mede and Atay (2017) tried to determine the language assessment literacy of English language teachers in Turkey. They used the necessary data through using a questionnaire and conducting focused group interviews. The participants in this study included 350 English language teachers graduated from ELT department with approximately five years of teaching experience. Their findings showed the lack of training in classroom based activities such as test preparation and feedback giving. The results also revealed that they were not enough competent in preparing skill-based tests.

Recently, Kavaklı and Arslan (2019) investigated how Action-Impact-Desired Outcome (AID) model affects the professional development of candidate English teachers. To do so,

18 undergraduate university students were participated in this study. To collect data, peer feedback forms were examined with teachers' observation reports and semi-structured interviews were also conducted to explore the effect of AID model of feedback on students' development. The results revealed that the theory-orientees of ELT education program in Turkey was not successful and efficient in training student teachers for real-life classroom. In this study, it was suggested that pre-service teachers need to take more active roles in their practicum years.

In a study on the assessment practices and beliefs of pre-service English language teachers, Yetkin (2015) also investigated the perceptions of 30 student teachers about the implementation of various assessment strategies. To do so, questionnaires were used to collect the necessary data. The findings revealed that teachers see classroom assessment as a tool for observing student development and teacher success in their instruction. It was also shown that teachers use assessment to increase students' motivation and modify their own teaching strategies in order to enhance learning in their students. Moreover, participants expressed that ELT programs are useful in increasing their theoretical knowledge and language assessment literacy. As a final finding, it was also revealed that pre-service teachers more relied on observation than other assessment techniques.

Summary of Chapter

According to the findings of the literature analysis, there appears to be a disconnect between teachers' actual classroom assessment practices and the desired theoretical underpinnings of the assessment process. Overall, instructors' assessment procedures in connection to each critical stage of the assessment process, both in language and general education, are causing significant concern. Teachers in school and university contexts are most concerned about the following evaluation practices:

- fail to consider the implications of their judgments' validity and dependability.
- create tasks that assess students' learning at a lower level of thinking
- in assessing students' learning, use standard assessment methods such as tests/exams and a few creative assessment methods such as performance-based assessments, portfolios, and self- and peer assessments.

Can be inconsistent in their assessment of students' work (resulting in intra-rater and inter-rater reliability issues);

- when grading students' work, be influenced by different non-academic learning elements (e.g., effort and mood).
- integrate academic learning achievement elements with non-academic learning characteristics (e.g., effort) to establish an overall course grade based on overall achievement as determined by commonly used score totals
- convey academic learning achievements to students primarily in terms of numerical grades rather than descriptive feedback, as well as providing students with late feedback.
- disregard quality assurance and apply inadequate quality control.

These assessment techniques can be taken as evidence of the teachers' lack of classroom assessment literacy. As a result, it may be argued that instructors' classroom assessment literacy has a substantial impact and/or consequence on the quality of teaching and learning. In order to better understand the nature of t, more research on classroom assessment literacy of instructors is needed.



CHAPTER III

METHODOLOGY

3.1. Introduction

Language testing and assessment have experienced drastic changes in different paradigms. In fact, since English language teaching is actively going on in the Post-Method Era (Kumaravadivule, 1999) which is enriched by the notion of critical pedagogy, assessment and testing perspectives have changed from measurement culture to assessment or assessment for learning culture. The present study, which may seem an embarking step to explore teachers' beliefs, knowledge, and practices in assessing L2 writing in Turkish Preparatory schools, tries to highlight probable deficiencies in L2 writing assessment views and procedures.

The aims of the study are to 1) to identify EFL instructors' L2 writing assessment strategies, 2) to explore the EFL instructors' knowledge of assessing L2 writing, 3) to explore the EFL instructors' beliefs about writing assessment and its related notions, 4) to identify EFL instructors' practices based on their own impression, 5) to find the way EFL instructors classroom behaviors in assessing writing are seen by their students, 6) to identify the teachers' needs regarding their writing assessment literacy in Turkish educational context from the perspective of EFL instructors teaching in Prep schools, 7) to tabulate the difference between EFL instructors' assumption of their own assessment practices in the classroom context and those reported by their students, 8) to examine the relationship between EFL instructors' beliefs about writing assessment and their practices assumed, and finally 9) to develop a model of writing assessment knowledge for the EFL instructors in the Turkish EFL context. To meet the objectives of the study, data were collected both qualitatively and quantitatively from various participants through different instruments.

3.2. Design of the Study

The current study employed a *Sequential Explanatory Mixed Methods design* based on (Creswell & Clark, 2017), including both qualitative and quantitative approaches with respect to the data collection and data analysis phases of the study. A mixed-methods approach is one type of inquiry in which both quantitative and qualitative approaches are merged in one single study (Creswell, 2018). Considering the several definitions proposed by various scholars, Creswell and Clark (2017) present the major features of the mixed methods approach as follows:

1. Collection and analysis of both quantitative and qualitative data
2. Collection and integration of both types of data in concurrent or sequential form, or one is embedded in another
3. Emphasis of the study whether on the quantitative part or qualitative or both
4. One phase or multiple phases of research
5. Identification of philosophical worldviews
6. Development of a research design

Mixed methods study, based on current literature, has vast potential for research in the social sciences (Dornyei, 2007). The justification for pursuing a mixed methods approach is that both quantitative and qualitative research methods by themselves cannot be adequate for demonstrating and explaining the complexity of language studies (Creswell & Clark, 2017), in particular, the issues discussed in this study. Therefore, to gain a comprehensive and detailed understanding of teacher autonomy construct and teaching style, the mixed methods approach is selected. In addition, the integration of both research methods can compensate for their shortcomings. In the sequential explanatory design, first, the quantitative data are collected and analyzed. In the second phase, by considering the results obtained in the first phase, the qualitative data are collected and analyzed (Creswell, 2018).

Furthermore, the qualitative data can support the findings from the first phase of the study and illustrate the unexplored parts of the study. As for timing, it is sequential, i.e. first quantitative phase and then qualitative one is completed. The priority is assigned to the quantitative data. In addition, the quantitative and qualitative data were connected in terms of mixing, that is, the results of the quantitative part were used to identify the participants for the follow-up interviews (Creswell, 2018).

In the present study, backgrounds and operational context of the participants (teaching EFL in the Turkish Prep school context) was accounted as independent variables and EFL teachers' L2 writing assessment literacy was the dependent variable. Gender and age were the controlled variables. In fact, the study particulates were from both genders i.e., males and females and their age ranged from 22 to 60.

Regarding the quantitative part, the researcher used a writing assessment literacy inventory (Crusan, Plakans & Gebril, 2016) in an attempt to survey Turkish EFL teachers' knowledge, beliefs, and practices. However, for the qualitative part of the study, focus-group interviews were done with both EFL instructors and students. Moreover, in another qualitative attempt, a document analysis was done in which the teachers' views and practices were analyzed based on their personal documents and notes, rating rubrics, feedback keys, and portfolio analysis of the students' writings and EFL learners' views about instructors' practices.

3.3. Participants

With regard to the nature of the study, which was a mixed method one, three groups of participants, namely EFL instructors, experts, and EFL students, took part in the study. A total number of 315 Turkish EFL instructors (n=315) teaching in preparatory schools affiliated to İstanbul Medeniyet University, 18 Mart University, Hacettepe University, Gazi University, İstanbul University, Ankara Sosyal Bilimler University, Yıldırım Beyazıt University, Ankara Social Sciences University, Çukurova University, İstanbul Technical University, Yıldız Technical University, Ufuk University, Atılım University, Altınbas university, İstanbul-Cerrahpasa University, as educational centers, were randomly selected from among a total number of 900 EFL teachers (N=900) and requested to fill out the modified version of writing assessment literacy inventory (Crusan et al., 2016). At the end of process, 306 of the aforementioned participants completed the questionnaire anonymously and returned them. Nine respondents who did not agree to cooperate were dropped out. Table 3.1 displays the participant EFL teachers' background information. Table 3.1 below displays the participant teachers' background information.

Table 3.1

Teachers' background information (percentages in parentheses)

Gender	Female	185 (60.5)
	Male	121 (39.5)
Type of School	Private	149 (48.7)
	State	157 (51.3)
Degree	B.A.	54 (17.6)
	M.A.	183 (59.8)
	Ph.D.	69 (22.5)
Teaching Experience	0-3 years	62 (20.3)
	3-6 years	55 (18.0)
	6-10 years	96 (31.4)
	10 -16 years	47 (15.4)
	16 years above	45 (14.7)

The participant instructors were also asked about their previous likely formal training in assessment. Table 3.2 displays the frequencies and percentages for how Turkish Prep school instructors have received formal training in assessment in general. Majority of the teachers; 46.7 % claimed that they received formal training in assessment in general as part of a course, practicum or internship. This was followed by 18 % of teachers who stated that they received formal training in assessment in general as part of a course, practicum, internship, or pre- or in-service training. The least frequent method for acquiring formal training in assessment in general was as a part of pre- or in-service training and professional conferences.

Table 3.2

Frequency and percentages of methods of acquiring formal training in assessment in general (percentages are in parentheses)

I have never received any formal training about assessment in general	22(7.2)
As part of a course, practicum, internship	143(46.7)
As part of a course, practicum, internship, pre- or in-service training	55(18.0)
As part of a course, practicum, internship, pre- or in-service training, professional conference	15(4.9)
As part of a course, practicum, internship, professional conference	11(3.6)
As part of pre- or in-service training	39(12.7)
As part of pre- or in-service training, professional conference	6 (2.0)
At a Professional conference	14(4.6)

Table 3.3 displays the frequencies and percentages of methods of acquiring formal training in assessment of writing. Majority of the Turkish EFL teachers, i.e. 54.9 %, believed that they received formal training in assessment of writing as part of a course, practicum or internship. The results also showed that 34.6 % of EFL teachers acquiring formal training in assessment of writing as part of pre- or in-service training for current or former job. The least frequent one was at professional conference (10.5 %).

Table 3.3

Frequency and Percentages of Methods of Acquiring Formal Training in Assessment of Writing (Percentages are in Parentheses)

As part of a course graduate, undergraduate practicum , internship	168 (54.9)
As part of pre-service or service training for current or former job	106 (34.6)
At a Professional conference	32 (10.5)

Regarding activities that are considered as writing assessment, Turkish EFL teachers were asked to select one or any number of the following eight choices; revisions, peer review, portfolios, timed in-class writing, out of class assignments, final exams, teacher conferences and quizzers. The results as displayed in Table 3.4 indicated that the most frequent activities were final exams (222 times), timed in-class writing (215 times), and out of class assignments (205 times). The least frequent one was teacher conferences (75 times).

Table 3.4

Activities Considered as Assessment of Writing (Frequencies Refer to Times an Option Was Selected; Not Participants)

Revisions	113
Peer reviews	146
Portfolios	202
Timed in-class writing	215
Out of class assignments	205
Final exams	222
Teacher conferences	75
Quizzers	104

Likewise, a randomly selected group of 32 EFL teachers at Gazi University Prep school in Turkey (9 male and 23 female teachers) who were all M.A. holders of TEFL took part in the piloting phase of the study in an attempt to estimate the reliability indices of the three components of the Inventory Questionnaire, i.e. *Beliefs about Writing Assessment*, *Writing Assessment Practices* and *Writing Assessment Knowledge*.

Likewise, three TEFL PhD holders experienced in teaching and assessing L2 writing were consulted to present their views concerning the interview items and content validity of the questionnaire used to collect the data. Hence, these participants helped the researcher in the expert judgment validity process.

In the qualitative phase of the study, which followed the quantitative phase, ten EFL instructors (5 males and 5 females) teaching at Preschools also took part in the study as the focus group. They were selected from among the main study participants who had already completed the writing assessment literacy questionnaire. In this respect, a criterion-based selection method, rather than a random one, was chosen as the sampling method for the interview phase. In this method, the researcher specified the criteria essential to the purposes of the task and sought for participants fulfilling those specific attributes (Creswell & Clark, 2017). The criteria included: 1) being expert in assessment skills, 2) holding M.A. or PhD degrees in applied linguistics, and 3) having teaching experience of writing courses in the Preschools in Turkey. These participants were 8 experts in language testing in general, and assessing writing, in particular. Six of experts held an M.A. degree in TEFL and two of them held PhD in applied linguistics and they were teaching assessment courses in different

Preschools in Turkey. Nearly all of them had published books and articles on assessment issues in general and assessing writing in particular. These EFL instructors were interviewed two times; in the first time their information helped the researcher develop the interview items to be included in the instructors' and students' interview guides and in the second time, they provide the researcher with their views concerning the EFL teachers' challenges in assessing writing and their needs in assessing writing. Moreover, 27 instructors from diverse universities were participate in open-ended questionnaire. Both state and private universities were involved, and male and female participants joined the responding of aforementioned questionnaire.

In another step of the qualitative phase of the study, 10 randomly selected EFL students (5 males and 5 females) took part in the study. In order not to be biased, the researcher chose these 10 students from different universities to probe whether there are any discrepancies between beliefs of instructors' and practices. Likewise, These EFL learners were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom.

It is worth mentioning that the participation in the study was on the voluntary basis and there was no obligation in participation. Hence, provided that those selected instructors gave their agreement for further cooperation they were asked to take part in the interview sessions; otherwise, other instructors were selected, instead. Moreover, 18 students from diverse universities participated in open-ended questionnaire in which instructors' beliefs and practices were asked. Both female and male students were participated, and also state and private universities were entailed.

3.4. Instrumentation

To achieve more accurate results, four instruments were employed in the present study based on the theoretical principles of EFL teacher writing assessment literacy in the literature. The instruments were writing assessment literacy inventory (Crusan, Plakans & Gebril, 2016), a semi-structured interview with the EFL instructors taking part in the study, a semi-structured interview with EFL learners taking part in the study, L2 writing assessment rubric, and EFL learners' writing portfolios. The instruments used in the study are described in the following sections.

3.4.1. Writing Assessment Literacy Inventory

Regarding the quantitative part, the researcher used the writing assessment literacy inventory (Crusan, Plakans & Gebril, 2016) in an attempt to survey Turkish EFL instructors' strategies, knowledge, beliefs, and practices. This instrument originally included 54 items and after the process of piloting and expert judgment validity, due to the data analysis and with respect to cultural issues and experts' views, it was reduced to 41 items to be used in the current study (see the piloting results as follows). The scale, all in all contains four sections: The first part encompasses 4 questions related to demographics (items 1 through 4) dealing with information about the participants' background, their likely training received in assessment and L2 writing assessment, their age, gender, educational degree, country of graduation, university affiliation, experience in teaching, years of experience in teaching L2 writing, and years of experience in assessing L2 writing. Likewise, the first section included 8 items (items 5-12) dealing with strategies EFL teachers use in the writing classroom to assess writings of their learners.

In the second part of the scale, 15 items were in the original scale which following the process of pilot study were reduced to 12 items focusing on *L2 writing assessment knowledge and strategies* of the EFL instructors filling out the questionnaire. These items could be answered by the participants through selecting Likert scale choices ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Part three encompasses 20 items (21-40) addressing the *beliefs of EFL instructors about writing assessment*. 13 items remained with high index of reliability after the piloting process. Notions such as self-assessment, the role of assessment in writing classes, teacher-made writing tests, and scoring of writing exams are among the main concepts addressed in this section of the inventory.

Part four of the questionnaire, relying on 7 items (41-47), deals with *EFL instructors' writing assessment practices*. Three items were deleted due to the results of the pilot study and 4 items represented belief in this section. Such practices are reported by the students attending the class. Concepts such as using scoring rubrics when grading, using portfolios, self-assessment, and computer are among the notions focused on in this section of the questionnaire.

The original questionnaire developed by Crusan et al. (2016) enjoyed 54 items which was administered through Survey Monkey® and was tested in terms of its reliability with 702 L2

writing instructors. The instrument included multiple choice, Likert-scale, and open-ended response items, which investigated teachers' backgrounds and perspectives on assessment" (p. 47). The reported reliability for this instrument was 0.75 in line with Cronbach's alpha. The content validity of the questionnaire was also reported to have been done by two experts in the assessment field, finding the items understandable and clear both in language and content. Likewise, statistical account of factor analysis to report construct validity of the scale was presented in its original form, specifying that the scale could measure three specific factors of knowledge, beliefs, and practices (Crusan et al., 2016).

3.4.1.1. Piloting Writing Assessment Literacy

In this part, the researcher tried to do pilot study in order to check the feasibility of the study and to ensure whether the inventory is socially and culturally appropriate for Turkish context. The questionnaire was piloted in a state university, and some items were removed, and all statistical analysis were done after removal of items.

3.4.1.1.1. Reliability Indices

The present section of study aimed at exploring the reliability indices of the three components of the Inventory Questionnaire, i.e. Beliefs about Writing Assessment, Writing Assessment Practices and Writing Assessment Knowledge. The questionnaire was piloted on a group of 32 EFL instructors at Gazi University, 9 male and 23 female teachers. They were all MA holders in TEFL and fully briefed in terms of the questionnaire purposes and its study domain. The content validity of the questionnaire was approved by three university professors in TEFL before piloting it. The results are discussed below.

Beliefs about Writing Assessment

The first 20 items of the questionnaire explored the EFL teachers' beliefs about writing assessment. Table 3.5 displays descriptive statistics for the 20 items of the questionnaire. The means ranged from a low of 2.41 for item 14 to a high of 3.34 for item 13. None of the standard deviations were zero. That is to say, none of the items were missed by all respondents, nor received constant responses from all respondents.

Table 3.5

Descriptive Statistics; Beliefs about Writing Assessment

	Mean	Std. Deviation	N
Be1	2.53	1.367	32
Be2	2.47	1.414	32
Be3	3.00	1.646	32
Be4	2.66	1.494	32
Be5	2.72	1.442	32
Be6	2.91	1.748	32
Be7	2.91	1.445	32
Be8	2.66	1.473	32
Be9	2.94	1.865	32
Be10	2.63	1.362	32
Be11	2.72	1.727	32
Be12	2.81	1.749	32
Be13	3.34	1.450	32
Be14	2.41	1.583	32
Be15	3.06	1.458	32
Be16	2.88	1.314	32
Be17	2.75	1.606	32
Be18	3.09	1.594	32
Be19	2.91	1.573	32
Be20	3.03	1.787	32

Table 3.6 displays the Cronbach's alpha reliability for the beliefs about writing assessment. The reliability index for the beliefs about writing assessment was .742.

It should be noted that Dörnyei and Taguchi (2009) and Tseng, Dörnyei, and Schmitt (2006) believe that .70 is the adequate reliability index for an instrument. George and Mallery (2020, page 244) believe that, "there is no set interpretation as to what is an acceptable alpha value. A rule of thumb that applies to most situations is; .9 = excellent, .8 = good, .7 = acceptable, .6 = questionable, .5 = poor and .5 = unacceptable". Based on these criteria, it can be concluded that the reliability index for beliefs about writing assessment was an acceptable one.

Table 3.6

Cronbach's Alpha Reliability; Beliefs about Writing Assessment

Cronbach's Alpha	N of Items
.742	20

Table 3.7 displays the item-total-correlations of the 20 items of the beliefs about writing assessment. The results showed that five items, i.e. 7, 13, 15, 6, and 18, had negative item-total-correlations. Moreover, the second and fifth items had item-total correlations less than .30. As noted by Pallant (2016) and Field (2018), an appropriate item-total correlation should be equal to or higher than .30.

Table 3.7

Item-Total Statistics; Beliefs about Writing Assessment

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Be1	53.88	151.661	.353	.729
Be2	53.94	154.512	.253	.736
Be3	53.41	145.862	.423	.722
Be4	53.75	144.323	.525	.715
Be5	53.69	156.028	.203	.739
Be6	53.50	141.871	.492	.715
Be7	53.50	170.516	-.191	.766
Be8	53.75	148.452	.412	.724
Be9	53.47	137.612	.556	.708
Be10	53.78	147.015	.501	.718
Be11	53.69	141.577	.507	.714
Be12	53.59	141.023	.513	.713
Be13	53.06	163.415	-.003	.754
Be14	54.00	144.839	.474	.718
Be15	53.34	175.007	-.304	.774
Be16	53.53	164.128	-.013	.753
Be17	53.66	149.330	.344	.729
Be18	53.31	169.835	-.168	.768
Be19	53.50	139.161	.641	.704
Be20	53.38	140.048	.524	.712

After removing the items which had negative or low item-total correlations, the Cronbach's alpha was computed again for the beliefs about writing assessment questionnaire. The reliability index, as displayed in Table 3.8 increased from .74 to .84.

Table 3.8

Cronbach's Alpha Reliability; Beliefs about Writing Assessment (after removing defective items)

Cronbach's Alpha	N of Items
.843	13

Writing Assessment Practices

The researcher tried to check feasibility of the study, pilot study was done and some items were discarded since they had not any use in Turkish EFL context.

Items 41 to 47 of the questionnaire explored the EFL teachers' writing assessment practices. Table 3.9 displays descriptive statistics for the seven items of the questionnaire. The means ranged from a low of 2.28 for item two to a high of 3.06 for item three. None of the standard deviations were zero. That is to say, none of the items were missed by all respondents, nor received constant responses from all respondents.

Table 3.9

Descriptive Statistics; Writing Assessment Practices

	Mean	Std. Deviation	N
Pr1	2.56	1.625	32
Pr2	2.28	1.508	32
Pr3	3.06	1.625	32
Pr4	2.72	1.611	32
Pr5	2.78	1.699	32
Pr6	2.94	1.564	32
Pr7	2.50	1.606	32

Table 3.10 displays the Cronbach's alpha reliability for the beliefs about writing assessment. The reliability index for the beliefs about writing assessment was .648 which is considered a questionable index by George and Mallery (2020). If number of items of an instrument is

less than 10, and the reliability index is low, Pallant (2016) suggested reporting the mean inter-item correlation. If the average inter-item correlations are within .20 to .40, the reliability index is an acceptable one. The average inter-item correlations were .20 (Appendix I), thus, it can be concluded that the Cronbach's alpha for the writing assessment questionnaire was an appropriate one.

Table 3.10

Cronbach's Alpha Reliability; Writing Assessment Practices

Cronbach's Alpha	N of Items
.648	7

Table 3.11 displays the item-total-correlations of the seven items of the writing assessment practices. The results showed that none of the items had negative contributions to writing assessment practices; however, three items; i.e. 3, 6, and 7 had item-total-correlations less than .30.

Table 3.11

Item-Total Statistics; Writing Assessment Practices

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pr1	16.28	31.112	.381	.605
Pr2	16.56	30.835	.451	.585
Pr3	15.78	33.144	.260	.642
Pr4	16.13	28.500	.556	.549
Pr5	16.06	29.673	.437	.586
Pr6	15.91	33.572	.256	.642
Pr7	16.34	34.491	.190	.661

After removing the items which had low item-total correlations, the Cronbach's alpha was computed again for the writing assessment practices questionnaire. The reliability index, as displayed in Table 3.12 did not change.

Table 3.12

Cronbach's Alpha Reliability; Writing Assessment Practices (after removing defective items)

Cronbach's Alpha	N of Items
.843	4

Writing Assessment Knowledge

The researcher did pilot study for reliability and feasibility of the study for writing assessment knowledge part of inventory of the study and findings reported.

Items 48 to 53 of the questionnaire explored the EFL instructors' writing assessment knowledge. Table 3.13 displays descriptive statistics for the 15 items of the questionnaire. The means ranged from a low of 2.50 for the second item to a high of 3.25 for item ten. None of the standard deviations were zero. That is to say, none of the items were missed by all respondents, nor received constant responses from all respondents.

Table 3.13

Descriptive Statistics; Writing Assessment Knowledge

	Mean	Std. Deviation	N
Kn1	2.84	1.668	32
Kn2	2.56	1.564	32
Kn3	2.84	1.668	32
Kn4	2.69	1.839	32
Kn5	2.88	1.699	32
Kn6	2.94	1.390	32
Kn7	2.97	1.713	32
Kn8	2.84	1.221	32
Kn9	2.94	1.664	32
Kn10	3.25	1.368	32
Kn11	2.63	1.737	32
Kn12	2.59	1.583	32
Kn13	3.00	1.884	32
Kn14	2.66	1.658	32
Kn15	2.78	1.453	32

Table 3.14 displays the Cronbach's alpha reliability for the writing assessment knowledge. The reliability index for the writing assessment knowledge was .800 which is considered a good index as suggested by George and Mallery (2020).

Table 3.14

Cronbach's Alpha Reliability; Writing Assessment Knowledge

Cronbach's Alpha	N of Items
.800	15

Table 3.15 displays the item-total-correlations of the 15 items of the writing assessment. The results showed that two of the items; i.e. 6, and 8, had negative item-total-correlations; and only one of them, item 15, had an item-total correlation less than .30.

Table 3.15

Item-Total Statistics; Writing Assessment Knowledge

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Kn1	39.56	131.157	.547	.778
Kn2	39.84	132.652	.547	.778
Kn3	39.56	133.028	.494	.782
Kn4	39.72	132.789	.440	.786
Kn5	39.53	132.515	.497	.782
Kn6	39.47	159.031	-.175	.824
Kn7	39.44	125.996	.673	.767
Kn8	39.56	154.060	-.024	.813
Kn9	39.47	138.709	.341	.794
Kn10	39.16	139.878	.404	.789
Kn11	39.78	125.467	.677	.766
Kn12	39.81	134.480	.486	.783
Kn13	39.41	132.378	.436	.787
Kn14	39.75	130.065	.582	.775
Kn15	39.63	149.790	.082	.810

After removing the items which had negative or low item-total correlations, the Cronbach's alpha was computed again for the writing assessment knowledge questionnaire. The reliability index, as displayed in Table 3.16 increased from .800 to .849.

Table 3.16

Cronbach's Alpha Reliability; Writing Assessment Knowledge (after removing defective items)

Cronbach's Alpha	N of Items
.849	12

3.4.1.1.2. Construct Validity

In order check the construct validity of the inventory, the researcher did pilot study and findings were reported.

As mentioned before, content validity of the questionnaire was approved by three university professors in TEFL before piloting it. However, for the construct validity notion, only the items and section related to the assessment literacy (knowledge, beliefs, and practices) were taken into consideration, not the questions pertained to the demographic issues. With regard to results of item total statistics presented in Table 3.11, Table 3.13, and Table 3.15, after removing the items which had negative or low item-total correlations, out of 42 items pertained to the L2 writing AL, 29 items remained in the questionnaire showing high reliability. Hence, 29 items shaped the L2 writing literacy assessment questionnaire for the EFL teacher. In this respect, knowledge can be measures through 12 items, beliefs through 13 items, and practice through 4 items.

It is worth mentioning that in the piloting phase, the construct validity of the questionnaire could not be taken into consideration completely as based on Field (2018), Exploratory Factor Analysis (EFA), which is usually used to calculate construct validity of the tests, is a subject-demanding analysis. The KMO index of sampling adequacy shows if the sample size adequate for running factor analysis. Field (2018) suggested the following guidelines for interpreting KMO index.

Marvelous: values in the 0.90s, *Meritorious*: values in the 0.80s, *Middling*: values in the 0.70s, *Mediocre*: values in the 0.60s, *Miserable*: values in the 0.50s, and *Merde*: values below 0.50.

Based on the mentioned criteria, the sample size of 32 for the pilot study was a miserable one. Field further noted that “the reliability of factor analysis depends on sample size” (p 1013). Thus, it can be concluded that the results of the factor analysis on pilot study were not reliable due to the sample size (n=32).

Table 3.17.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.555
Bartlett's Test of Sphericity	Approx. Chi-Square	839.601
	Df	507
	Sig.	.000

Tabachnick and Fidell (2014, p. 666) quoted MacCallum, Widaman, Zhang, and Hong (1999) as saying “that samples in the range of 100-200 are acceptable with well-determined factors (i.e., most factors defined by many indicators, i.e., marker variables with loadings > .80) and communalities (squared multiple correlations among variables) in the range of .5.” In other words, if all factor loadings are higher than .80, a sample size of 100-200 are required (Tabachnick & Fidell, 2014). Hence, the discussion of construct validity of the present scale was postponed to the main study in which 306 participants took part.

3.4.1.2. Main Study: Writing Assessment Literacy Inventory

3.4.1.2.1. Reliability

The researcher ensures the reliability of the study, he did another reliability study with main data, and findings reported.

As mentioned above, the writing assessment literacy instrument employed in this study included 29 items which measured three constructs. Table 3.18 displays the Cronbach's alpha reliability indices for the overall writing assessment literacy and its components. The overall instruments enjoyed a reliability index of .845. The components enjoyed reliability indices higher than .80.

Table 3.18

Reliability Statistics; L2 Writing Assessment Literacy and its Components (29 Items)

	Cronbach's Alpha	N of Items
Writing Assessment Knowledge	.864	12
Beliefs about Writing Assessment	.812	13
Writing Assessment Practices	.859	4
Total	.845	29

3.4.1.2.2. Construct Validity

In order to check the construct validity of the inventory, the researcher performed construct validity check with main study data, and findings reported.

Construct Validity of Beliefs

An Exploratory Factor Analysis (EFA) using principal axis factoring method and varimax rotation was carried out in order to probe the underlying constructs of the 20 items related

tie beliefs. Before discussing the results, it should be mentioned that factor analysis has three specific assumptions; sampling adequacy, lack of singularity and lack of identity which are reported in Table 3.19 The KMO index of .742 was higher than the minimum acceptable criterion of .60; indicating that the present sample size was adequate to run the factor analysis. The significant Bartlett's test ($\chi^2(78) = 768.67, p < .05$) showed that the correlation matrix was not an identity one; that is to say, there were not zero correlations among all 13 items measuring beliefs. The opposite of identity is the singularity; i.e. too high correlations among all variables. The determinant value of .082 ($> .00001$) indicated that the correlation matrix did not suffer from singularity.

Table 3.19

KMO and Bartlett's Test; Beliefs Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.742
Bartlett's Test of Sphericity	Approx. Chi-Square	768.677
	Df	78
	Sig.	.000
Determinant		.082

The SPSS extracted three factors as the underlying constructs of the 13 items of beliefs. This three-factor model accounted for 33.42 percent of the variance (Table 3.20). That is to say; the 13 items of beliefs measured their underlying constructs with an accuracy of 33.42 percent.

Table 3.20

Total Variance Explained; Beliefs Questionnaire

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.093	23.792	23.792	2.505	19.268	19.268	2.177	16.742	16.742
2	2.064	15.878	39.670	1.396	10.741	30.009	1.406	10.815	27.557
3	1.189	9.145	48.815	.443	3.410	33.420	.762	5.863	33.420
4	.987	7.594	56.409						
5	.862	6.631	63.040						
6	.789	6.067	69.107						
7	.749	5.763	74.870						
8	.714	5.492	80.363						
9	.666	5.126	85.489						
10	.607	4.672	90.161						
11	.513	3.948	94.108						
12	.418	3.214	97.323						
13	.348	2.677	100.000						

Extraction Method: Principal Axis Factoring.

And finally; Table 3.21 displays factor loadings of the 13 items under the three extracted factors. The six items loading under the first factor were related to the “difficulty of scoring writing papers”. The second factor included four items which measured “uses and practices of writing assessment”. And finally; the last two items under the third factor referred to two different issues of “integrating writing with other task”, and teachers’ “self-concept on writing assessment”.

Table 3.21

Rotated Factor Matrix; Beliefs Questionnaire

	Factor		
	1	2	3
It is difficult to achieve high rater agreement in writing assessment	.745		
Rater training is NOT helpful for writing teachers.	.661		-.312
Scoring of writing is subjective.	.627		
It is difficult to work with other colleagues during scoring of writing exams.	.511		
My students usually do poorly on writing exams.	.509		-.309
When scoring writing, I believe content should receive more weight than accuracy (grammar).	.372	.326	
Assessment plays an important role in writing classes.		.640	
Self-assessment can be a good technique for assessing writing.		.579	
Writing assessment provides good feedback for writing instruction.		.500	
A portfolio is a good tool for assessing writing.		.478	
Writing is best assessed when integrated with other skills like reading and listening.			.454
I consider myself to be a good writing instructor.			.434
Writing can be assessed indirectly through multiple-choice questions.			

Construct Validity of Practices

In order to check construct validity of practices of writing assessment, construct validity check with main data performed and findings reported.

An exploratory factor analysis using principal axis factoring method and varimax rotation was carried out in order to probe the underlying constructs of the four items related to practices. The KMO index of .454 (Table 3.22) was lower than the minimum acceptable criterion of .60; indicating that the present sample size was not adequate to run the factor analysis. The significant Bartlett's test ($\chi^2 (6) = 99.66, p < .05$) showed that the correlation matrix was not an identity one; that is to say, there were not zero correlations among all seven items measuring practices. The opposite of identity is the singularity; i.e. too high correlations among all variables. The determinant value of .726 ($> .00001$) indicated that the correlation matrix did not suffer from singularity.

Table 3.22

KMO and Bartlett's Test; Practices Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.454
Bartlett's Test of Sphericity	Approx. Chi-Square	99.664
	Df	6
	Sig.	.000
Determinant		.726

The SPSS extracted two factors as the underlying constructs of the four items of practices. This two-factor model accounted for 43.12 percent of the variance (Table 3.23). That is to say; the four items of practices measured their underlying constructs with an accuracy of 43.12 percent.

Table 3.23

Total Variance Explained; Practices Questionnaire

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.474	36.840	36.840	.961	24.037	24.037	.945	23.614	23.614
2	1.246	31.139	67.979	.763	19.084	43.121	.780	19.507	43.121
3	.760	19.006	86.985						
4	.521	13.015	100.000						

Extraction Method: Principal Axis Factoring.

And finally; Table 3.24 displays factor loadings of the four items under the two extracted factors. The first two items loading under the first factor tapped on “assessment techniques”. The two items under the second factor were related to “integrating writing assessment with other skills”, and “sharing assessment results with colleagues”.

Table 3.24

Rotated Factor Matrix; Practices Questionnaire

	Factor	
	1	2
I use scoring rubrics when grading essays.	.860	
I use portfolios in my writing classes.	.417	
I integrate writing with other skills when I design writing exams.		.755
I discuss with colleagues the result of my writing exams.		.445

Construct Validity of Writing Assessment Knowledge

The researcher in order to ensure the construct validity of assessment knowledge part of inventory, construct validity check with main study data performed and findings reported.

A factor analysis using principal axis factoring method and varimax rotation was carried out in order to probe the underlying constructs of the 12 items related tie writing assessment knowledge. The KMO index of .882 (Table 3.25) was higher than the minimum acceptable criterion of .60; indicating that the present sample size was adequate to run the factor analysis. The significant Bartlett's test ($\chi^2 (66) = 1384.97, p < .05$) showed that the correlation matrix was not an identity one; that is to say, there were not zero correlations among all 12 items measuring writing assessment knowledge. The opposite of identity is the singularity, i.e. too high correlations among all variables. The determinant value of .010 (> .00001) indicated that the correlation matrix did not suffer from singularity.

Table 3.25

KMO and Bartlett's Test; Writing Assessment Knowledge Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.882
Approx. Chi-Square		1384.97
Bartlett's Test of Sphericity	Df	66
	Sig.	.000
Determinant		.010

The SPSS extracted two factors as the underlying constructs of the 12 items of writing assessment knowledge. This three-factor model accounted for 44.89 percent of the variance (Table 3.26). That is to say; the 12 items of writing assessment knowledge measured their underlying constructs with an accuracy of 44.89 percent.

Table 3.26

Total Variance Explained; Writing Assessment Knowledge Questionnaire

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.021	41.838	41.838	4.521	37.673	37.673	3.453	28.775	28.775
2	1.368	11.398	53.236	.867	7.223	44.897	1.935	16.122	44.897
3	.919	7.657	60.893						
4	.823	6.855	67.748						
5	.769	6.412	74.160						
6	.685	5.709	79.869						
7	.516	4.304	84.173						
8	.457	3.810	87.982						
9	.431	3.593	91.576						
10	.400	3.331	94.906						
11	.320	2.667	97.574						
12	.291	2.426	100.000						

Extraction Method: Principal Axis Factoring.

And finally; Table 3.27 displays factor loadings of the 12 items under the three extracted factors. The first eight items loading under the first factor were relayed to “assessment abilities and techniques” that teachers should have. The next three items measured the “assessment knowledge” teachers should have.

Table 3.27

Rotated Factor Matrix ; Writing Assessment Knowledge Questionnaire

	Factor	
	1	2
I am good at establishing reliability of assessing writing in my classes.	.756	
I am good at establishing the validity of assessing writing in my classes.	.755	
I am proficient enough in analyzing students' portfolios	.726	
I am good at using scoring rubrics in assessing writing in my classes	.677	
I am good at designing integrated writing tasks in my classes	.651	
I know how to design good writing tasks.	.503	.368
I am good at using peer assessment in assessing writing	.458	
I am good at designing writing tasks for students	.436	.330
I know what is meant by integrated writing task		.738
I understand the concept of portfolio assessment.		.733
I comprehend the concept of scoring rubrics.	.352	.540
The concept of alternative assessment is confusing to me.		

See Appendix I for a copy of Writing Assessment Literacy Inventory in English.

3.4.2. Interviews

After administering the writing AL questionnaire and conducting data analysis, in the qualitative phase of the study, 10 EFL Prep school instructors were selected for an in-depth semi-structured interview (15-30 min). The interviewees were singled out based on some criteria such as the results of the quantitative data analysis and data saturation notion in line with Bachman (2005), provided that those selected instructors had given their consent for further cooperation. Likewise, 10 students taking part in the classes of the same teachers were randomly selected to take part in a separate interview in an attempt to elicit information concerning EFL instructors' practices of assessment literacy in the L2 writing classroom.

3.4.2.1. Instructors' Interview Guide

In order to develop the interview guide, the researcher carried out a thorough literature review to figure out the main components of writing assessment literacy for which any teacher of writing in Turkish EFL context should be prepared. Then, the researcher

interviewed 10 experts (EFL instructors in Prep schools) in the field to receive informed notions regarding the content of the writing assessment literacy items to be used in an interview. Likewise, the available writing assessment literacy inventory (Crusan et al., 2016) was used to write the interview items more meticulously.

The questions for the interview were developed by the researcher and the items were reexamined by three language experts to ensure appropriateness of content and language. Hence, the interview guide's content and construct validities were confirmed through expert judgment validity criteria (Creswell & Clark, 2017).

To ensure the reliability of the interview the researcher, who played the role of the interviewer, relied on the measures of minimizing biases and limits that were likely to impact on her decision-making (Dornyei, 2007). In this respect, the researcher welcomed all the answers and views presented, did not push the interviewees toward his own beliefs and intentions, and instead provided them with the sense of speech freedom (Creswell & Clark, 2017). This interview guide encompassed 7 items focusing on the notions such as 1) factors felt significant in assessing EFL students' writings, 2) assessment techniques which are more applicable in L2 writing classes, 3) the way EFL instructors react to the EFL students' errors while presenting their writings in the classroom, 4) implementing assessment knowledge in the L2 classroom, especially in the L2 writing courses, 5) considering psychological and sociocultural factors in the L2 classroom assessment, 6) the role of teacher's writing proficiency and teacher's assessment literacy in improving EFL students' writing skills, and 7) theoretical and practical needs for professional development in assessing writing. See Appendix II for the interview guide of instructors.

In semi-structured interviews, "the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information" (Mackey & Gass, 2016, p.173). The framework for carrying out the interview is based on Dornyei (2007) 's guideline. During the interview, the issues concerning the instructors' sense of autonomy and preferred assessing styles were fully discussed.

3.4.2.2. Students' Interview Guide

In addition, another interview guide was developed to interview 10 students randomly selected from among the students taking part in the study. This was done to delve into the teachers' assessment practices from the perspective of the learners in the L2 writing

classroom context. The items of this interview guide were also developed with regard to the significant concepts of literature on assessment theories and practices, and then the interview guide was put to the scrutiny of three TEFL PhD holders for an expert judgment validity. The modified version of the interview guide for students enjoyed five items addressing 1) learners' general view with regard to their writing class and the way their work was assessed, 2) learners' challenges in assessing writing processes carried out by their teachers, 3) learners' views about portfolio assessment, 4) their views about effective ways teachers use for providing feedbacks to students, and 5) challenges EFL learners might have in utilizing feedbacks they receive on the reformulated drafts of their writings. See Appendix III for the interview guide of students.

3.4.3. Rubric

The rubric used by the EFL instructors to score the learners' writing was labeled as "B1 Level Rubric of Writing Task 1" which was provided by the exam center of the Prep school in Gazi University. This rubric helps the teachers score the learners' writing papers. However, the school just gives feedback as a checklist to the learners, not a grade list. Hence overall points and student grades will not be announced.

Based on the rubric description, which concords with CEFR level B1, at B1 level, ESL/EFL learners are expected to write simple but connected texts on familiar topics that are of personal interest. Such topics might include forum posts, reviews, messages, short essays and emails. Accordingly, the rubric provides criteria for scoring writing ability of ESL/EFL learners in this respect. Then, Writing Task 1 is evaluated out of 7, 5 points totally. Here, teachers evaluate the first draft out of 7, 5 points and the final draft out of 7, 5 points. For the eventual grade for writing task 1, the average of the first and final draft grades are calculated. See Appendix IV for B1 Level Rubric of Writing Task 1.

3.4.4. Students' Writings (Portfolios)

Tasks written by the students dealt with topics at the intermediate level including forum posts, reviews, messages, short essays and emails. Each task was checked by the instructors and they commented on the tasks and provided learners with written corrective feedback (WCF) based on the rubric mentioned above (see 3.4.3). Meanwhile, they provided the learners with a combination of direct and indirect feedback types through reformulated copy

of the task. Then, the learners were asked to write the second draft of the task based on the CF feedback they had received and submit to the instructors as their final draft. See a copy of students' papers in Appendix V. To clarify the nature of written CF presented to the learners as an offshoot of L2 writing assessment, the present author has relied on the description of WCF strategies given by Sheen and Ellis (2011) depicted in Table 3.28.

Table 3.28

A Taxonomy of Written CF Strategies Adapted from Sheen and Ellis, 2011, p. 594)

	Direct	Indirect
Metalinguistic information	Provision of the correct form with brief grammatical explanation.	• Use of error code (e.g., symbols such as VT to signal a verb tense error or WO a word order error are inserted into the text). • Use of brief grammatical explanation (e.g., error types are numbered in the text and then a brief explanation of each type of error is provided at the end of the text).
No metalinguistic information	• Provision of the correct form only. • Reformation of the entire sentence or paragraph.	• Errors are indicated but not located and the correct form is not supplied (e.g., a cross is placed in the margin next to the line where an error has occurred). • Errors are indicated and located but the correct form is not supplied (e.g., an error is underlined in the place in the text in which it occurs).

3.5. Data Collection Procedure

3.5.1. Quantitative Phase

In the first step of the current study, ethical processes are followed, first the learners were assured all the data are for research purpose and all will be kept confidentially. After that, the researcher applied to universities to ethical committee to get permission to collect needed data (see appendix V), since it was confirmed by the ethical committee members, data collection procedures started, and it lasted for 6 months. The sample participants who were EFL instructors, experts, and students were selected. To do so, in the initial step, 315 EFL instructors working in the Prep schools affiliated to different universities in Turkey were randomly selected from among a total number of 900 EFL teachers (N=900). Likewise, 32 EFL instructors of Prep school in Gazi University in Ankara were randomly selected to take

part in the pilot study phase in which reliability of the inventory was estimated (see section 3.4.1.1 above). In addition, three TEFL PhD holders experienced in teaching and assessing L2 writing were consulted to present their views concerning the interview items and content validity of the questionnaire used to collect the data. Hence, these participants helped the researcher in the expert judgment validity process.

In the qualitative phase of the study, which followed the quantitative phase, ten EFL instructors (5 males and 5 females) teaching at Preschools also took part in the study as the focus group. They were selected from among the main study participants who had already completed the writing assessment literacy questionnaire. In this respect, a criterion-based selection method, rather than a random one, was chosen as the sampling method for the interview phase. These EFL instructors were interviewed in terms of their views concerning the EFL teachers' challenges in assessing writing and their needs in assessing writing.

In another step of the qualitative phase of the study, 10 randomly selected EFL students (5 males and 5 females) took part in the study. Likewise, These EFL learners were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom.

Prior to the treatment phase of the study, the researcher used the relevant inventory of teacher assessment knowledge of writing skills (Crusan et al., 2016). As for the content validity of the inventory, it was checked with three experts who TEFL Ph.D. holders experienced in teaching and assessing L2 writing. Then, the designed questionnaire was piloted for 32 EFL instructors who were teaching and assessing L2 writing. The irrelevant and weak items were removed, and following an item analysis, the reliability of the inventory components was estimated (see 3.4.1.1.1) According to Hatch and Lazarton (1994), 0.40 is an acceptable reliability. As for the construct validity, exploratory factorial analysis was employed to check the loading of constructs on theoretical model (See 3.4.1.1.2). This instrument originally included 54 items and after the process of piloting and expert judgment validity, due to the data analysis and with respect to cultural issues and experts' views, it was reduced to 41 items to be used in the current study (see the piloting results as follows).

The validated questionnaire was distributed among 315 EFL instructors of Prep schools affiliated to different universities in Turkey. The instructors were requested to complete the survey during non-instructional times at their convenience, enclose and return them to the researcher within 1 week of receipt. The respondents were guaranteed that their identity as

well as their responses would be kept confidential. Out of 315 questionnaires distributed 306 ones were completed and returned. The data were fed into SPSS package (version 25) in order to run various statistical methods to analyze the quantitative data. The results of the data analysis represented the reliability indices for the inventory components and an exploratory factor analysis (EFA) showed the construct validity of the inventory (as mentioned in section 3.4.1.2 above). In addition, the results revealed writing assessment knowledge, beliefs, and practices of the EFL instructors taking part in the study.

3.5.2. Qualitative Phase

In the qualitative phase which encompassed a treatment, the researcher held three sessions through which he taught the assessment procedures and techniques of writing skills to the participants (10 EFL instructors selected by criterion sampling). Since the participants were from different universities, the researcher made use of technological and computer-aided tools by means of new electronically-teaching software such as Zoom and held video-conferencing sessions to work with the teachers.

In so doing, the researcher, first of all, tried to change the belief of the teachers regarding testing culture and directed them to assessment culture, and based on his experience in teaching at secondary schools for more than fifteen years, he designed a straightforward syllabus for 10 sessions during which he introduced new concepts in writing assessment. The syllabus covered general backgrounds in assessment, validity and reliability, practicality, rating methods, dynamic assessment, performance assessment, portfolio assessment, alternative assessment, and classroom assessment. Likewise, the researcher provided the teachers with practical samples and examples regarding alternative assessment techniques.

The researcher worked both on the psychometric and Edu-metric language testing paradigms covering such terms as reliability and construct validity and the shift in the definitions of reliability and validity from testing culture to dynamic assessment culture. The problem with the teachers was that although they assigned grades for the students' essays during the classroom, they did not have a comprehensive rubric or model to do so. Hence, the researcher provided them with the rubric developed by level B1 in writing assessment at Gazi University (See the rubric features in section 3.4.3 above).

After administering the writing AL questionnaire and conducting data analysis, in the

qualitative phase of the study, 10 EFL Prep school instructors were selected based on criterion sampling method for an in-depth semi-structured interview (15-30 min). The questions extracted through literature reviewed and validated by three experts who PhD holders of TEFL were and experienced in assessment notions were asked and the study participants; EFL instructors answered the questions promptly. Hence, the data collected included their ideas and beliefs about challenges of assessing L2 writing and EFL teachers' needs in assessing L2 writing. The interviews were recorded on a Digital Voice Recorder (DVR) and were transcribed, categorized, and analyzed for the purpose of the study.

Since qualitative research was in line with grounded theory and anti-positive philosophies, the kind of methodology employed in this study was that of interpretive approach to analyzing data gathered by means of interviews. The researcher permitted greater freedom of expression since the range of possible answers could not be previously anticipated.

Likewise, 10 randomly selected EFL students were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom. The pupils received instructions orally to be well informed of the nature of the questions they were to answer. Then, the recorded interviews were transcribed and analyzed through content analysis (Mackey & Gass, 2016) employing Nvivo program. The results revealed the students' views concerning EFL instructors' writing assessment practices in the classroom context. In order to delve into the topic, the researcher used 7 question open-ended questionnaire to collect data about instructors' beliefs and practices in their schools. The instructors were from diverse universities. The collected data were analyzed by MAXQDA and presented in chapter four, part.4.3.

MAXQDA is a world-leading software package for qualitative and mixed methods research. Analyze all kinds of data – from texts to images and audio/video files, websites, tweets, focus group discussions, survey responses, and much more. Developed by and for researchers, MAXQDA is at once powerful and easy-to-use, innovative and user-friendly, as well as the only leading QDA software that is 100 percent identical on Windows and Mac.

Likewise, students' writings (portfolios) were taken into consideration. As mentioned before, each task was checked by the instructors, and they commented of the tasks and provided learners with written corrective feedback (WCF) based on the rubric mentioned above (see 3.4.3). Meanwhile, they provided the learners with a combination of direct and indirect feedback types through reformulated copy of the task. Then, the learners were asked to write

the second draft of the task based on the CF feedback they had received and submit to the instructors as their final draft.

After analyzing the qualitative data by Nvivo program, ideas and beliefs of EFL instructors about challenges of assessing L2 writing and EFL teachers' needs in assessing L2 writing were clarified. Moreover, the students' views concerning EFL instructors' writing assessment practices in the classroom context were revealed. The traits and constructs of assessing writing competence inventory in the Turkish context were also taken into consideration with regard to the findings of the quantitative study. Then, the findings of the two phases were triangulated to answer the relevant study questions.



3.6. Data Analysis

3.6.1. Quantitative Data Analysis

According to Mackey and Gass (2016), descriptive statistics provides a simple overview of data, thus allowing the researcher to expand her/his overall understanding of the data set. Therefore, in the quantitative phase of the present mixed methods study, in order to answer two research questions regarding the participants' awareness of the components of teacher assessment literacy in L2 writing; strategies, knowledge, beliefs, and practices, the mean, standard deviation, frequencies, and percentages of the questionnaire items pertained to each single component were calculated and reported to answer research questions 1, 2, 3, and 4. Likewise, a Pearson correlation was run between Turkish EFL teachers' beliefs in assessment of writing and their practices in an attempt to answer the fifth research question. Moreover, the Cronbach's alpha of the questionnaire components; beliefs, knowledge, and practices were computed to estimate the internal consistency (reliability) of the scale and the results were presented in the tabular form. In addition, three separate Exploratory Factor Analyses using principal axis factoring method and varimax rotation were carried out in order to probe the underlying constructs of the 13 items related tie writing assessment beliefs, 12 items pertained to writing assessment knowledge, and 4 items related to L2 writing assessment practices of the EFL teachers taking part in the study.

To answer the sixth research question, a structural equation model (SEM) was developed in order to explore the underlying constructs of the writing assessment literacy questionnaire. In this respect, the SEM model included three main constructs; i.e. assessment beliefs, practices and knowledge, which tapped on a higher order construct of writing assessment literacy. The items to include in the SEM model were selected based on the results of the reliability and exploratory factor analysis that were reported earlier (see section 3.4.1.2).

In this respect, the SEM model which included three main constructs of assessment *beliefs*, *practices* and *knowledge*, which tapped on a higher order construct of writing assessment literacy was supported by the findings of the qualitative study (needs and challenges) as discussed in chapter five.

3.6.2. Qualitative Data Analysis

To answer the qualitative research questions of the study in the second phase (questions 7 and 8 and 9), a content analysis (Anderson, 2018) of the interviews with EFL instructors and students as the focus- groups was conducted through employing Nvivo program. It should be noted that firstly, all interviews were transcribed and summarized. Then, based on open and axial coding systems the data were analyzed and categorized (see chapter 4). Such a categorization process led to the identification of the predominant general patterns (open codes) and the specific issues in this respect (axial codes) presented by the instructors concerning their views and perceptions about writing assessment literacy challenges and needs.

Likewise, the documents pertained to students' writings (portfolios) encompassing the feedbacks students had received in the two phases of L2 writing assessment were taken into consideration. As mentioned before, each task was checked by the instructors, and they commented on the tasks and provided learners with written corrective feedback (WCF) based on the writing assessment rubric they had received and practiced in the training syllabus.

The ninth research question of the study searched for the extent to which assessment practices claimed by the instructors and their reported practices in the classroom by their students were compatible. Accordingly, the results of students' interviews in this respect were compared to those of the EFL instructors presented in the questionnaire (the practice items).

Summary of Chapter

The researcher mentioned the design of the study, and also all used tools and data collection tools were mentioned. The researcher did pilot study to check validity and reliability of inventory and all procedures and numbers were reported. Moreover, Researcher elaborated on the design of the study and also procedures of the study in details. Meanwhile, the researcher explained the qualitative part of the study, data collection and all tools. In next chapter, the results of findings are presented.



CHAPTER IV

RESULTS

4.1. Introduction

In an attempt to investigate teacher writing assessment knowledge, beliefs, strategies and practices of Turkish EFL instructors, the present study aimed at answering the following research questions:

1. What are Turkish EFL instructors' strategies in writing assessment?
2. What are Turkish EFL instructors' beliefs about writing assessment?
3. What is Turkish EFL instructors' knowledge of writing assessment?
4. What are Turkish EFL instructors' practices of writing assessment?
5. To what extent are Turkish EFL instructors' beliefs in writing assessment and their practices related?
6. What is an appropriate model of writing assessment knowledge for the EFL instructors in the Turkish EFL context?
7. What are the main challenges of Turkish EFL instructors in assessing writing?
8. What are the needs of Turkish EFL instructors in assessing writing?
9. To what extent are assessment practices claimed by the instructors and their reported practices in the classroom by their students compatible?

The present chapter deals with analyzing the data gathered through the teachers' writing assessment literacy inventory, EFL instructors' semi-structured interview, and EFL students' semi-structured interview, and document analysis pertained to students' portfolios. In this chapter, details of the data analyses and results of the study based on quantitative analyses are reported. Then, the qualitative data analysis presented which is followed by the

triangulation of both qualitative and quantitative results. As Mackay and Gass (2016) note, "the value of triangulation is that it reduces observer or interviewer bias and enhances the validity and reliability (accuracy) of the information" (p. 182). By collecting data through a variety of means, the researcher helps address many of the concerns with the various qualitative data collection (Creswell & Hirose, 2019). In the present study triangulation was presented through employing the results of writing assessment literacy inventory and those of interviews with the focus groups and document analysis. In this respect, interviewing the participants (EFL instructors) was done in order to get ensured of the accuracy of what they had presented in the questionnaire regarding the study variables. Likewise, interviewing the students and analyzing their portfolios represented an accurate account of real EFL instructors' assessment practices in the EFL classroom.

4.2. Quantitative Data Analysis

The validated inventory used to collect the data from the study participants (n=306), included 4 items on demographic information which although answered none of the research questions of the study, provided the researcher with valuable information concerning the study participants and represented that their selection was random and this could increase the external validity of the study (Amiri, 2020; Mackey & Gass, 2016).). On the other hand, as different aspects of the participants' knowledge, training, and education were noticed in this sampling method, attempts were made to minimize the facets and consequently it can be argued that internal validity of the research has also increased (Amiri, 2020; Creswell & Clark, 2017). The demographic information of the study participants was reported in chapter three.

In addition, the inventory included 8 questions on the strategies EFL instructors reported to have used in their writing assessment. These items helped the researcher find the status quo of writing assessment literacy in the Turkish EFL context, especially in the Prep schools. Hence, Tables 4.1 to 4.8 represent the notions and concepts elicited from the questions of the inventory with regard to writing assessment strategies EFL teachers employed in their classes. Then, the data pertained to the main components of the questionnaire (beliefs =13 items, knowledge= 12 items, and practices =4 items) were analyzed through presenting frequencies, percentages, mean, and standard deviation for Turkish EFL teachers' beliefs, knowledge, and practices about assessing writing. Accordingly, the quantitative research questions of the study (questions 1, 2, 3, 4, 5 and 6) were answered. The results are presented

in the following sections.

4.2.1. RQ1: What are Turkish EFL instructors' strategies in writing assessment?

A total number of 306, out of a sample of 315, Turkish EFL instructors completed the questionnaire anonymously and returned them. Nine respondents who did not agree to cooperate were dropped out. The strategies Turkish EFL teachers employed to assess writing included eight items. The results displayed in Table 4.1 to Table 4.8 display the strategies used to assess writing as reported by the study participants.

a) Which statement BEST describes how you feel about assessing writing?

As displayed in Table 4.1, majority of EFL teachers (41.2%) accepted it as a necessary part of being a writing teacher. This was followed by 35.9 % who have found writing assessment interesting and challenging. Meanwhile, 17.3 % felt frustrated and/or resentful, at least sometimes; and finally, 5.2 % of EFL teachers would rather do almost anything else rather than assessing students' writings.

Table 4.1

Frequency and Percentages for Feeling about Assessing Writing (Percentage are in parentheses)

I accept it as a necessary part of being a writing teacher	126 (41.2)
I feel frustrated and/or resentful at least sometimes.	53 (17.3)
I find it interesting and challenging.	110 (35.9)
I would rather do almost anything else.	16 (5.2)

b) In your course, do you utilize a multiple-draft approach in which students receive feedback and revise one or more times before a paper is graded?

As displayed in Table 4.2, majority of EFL instructors reported to have employed a multiple-draft approach, while 42.5 % claimed that they sometimes employed the multiple-draft approach, and 12.7 % reported they have never employed it.

Table 4.2

Frequency and Percentages for Employing a Multiple-draft Approach (Percentage are in parentheses)

Never	39 (12.7)
Sometimes	130 (42.5)
Yes	135 (44.1)

- c) When you give a writing assignment, do you provide students with a rubric or a list of criteria for which they will be held accountable on the assignment?

As displayed in Table 4.3, majority of the Turkish EFL teachers (45.8 %) provided students with such rubrics or criteria; however, they did not do it for all assignments. Likewise, 40.2 % provided such rubrics, while 13.7 % did not introduce those rubrics to the learners.

Table 4.3

Frequency and Percentages for Providing Rubrics or Criteria (Percentage are in parentheses)

I seldom provide rubrics/criteria.	42 (13.7)
Yes but not for every assignment	140 (45.8)
Yes, I provide criteria/rubrics for every assignment.	123 (40.2)

- d) Do you create your own rubrics for your writing assignments?

As displayed in Table 4.4, majority of the EFL teachers (50 %) claimed that they sometimes created their own rubrics, while 11.1 % always created their own rubrics. On the other hand, 21.2 % did not create any rubrics, and 17.6 % never employed such rubrics.

Table 4.4

Frequency and Percentages for Creating Own Rubrics or Criteria (Percentage are in parentheses)

I create all the rubrics I use.	34 (11.1)
I create none of the rubrics I use	65 (21.2)
I create some of the rubrics I use	153 (50.0)
I don't use rubrics.	54 (17.6)

e) Do you use any strategies to ensure student comprehension of your assignment criteria/rubrics?

Table 4.5 displays the strategies Turkish EFL teachers employ to ensure students' comprehension of their assessment criteria/rubrics. Majority of the EFL teachers (45.4 %) regularly employed such strategies; moreover, 37.3 % occasionally used these strategies, and 17.3 % claimed that they did not provide students with such rubrics.

Table 4.5

Frequency and Percentages for Strategies to Ensure Students' Comprehension of Criteria (Percentage are in parentheses)

Not applicable as I do not provide rubrics/ criteria form my students	53 (17.3)
Yes, occasionally	114 (37.3)
Yes, regularly	139 (45.4)

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

As displayed in Table 4.6, majority of the EFL teachers, i.e. 55.6 % provided students with formal instruction on rubrics, while 11.6 % claimed that they had their own specific approach; and more than 32 % of EFL teachers either did not provide such rubrics, or did not use them at all.

Table 4.6

Frequency and Percentages for Training Students on Rubrics (Percentage are in parentheses)

I do not provide any training or introduction.	51 (16.7)
I do not use rubrics in my classes.	49 (16.0)
I provide an informal introduction to the rubric in use , but I wouldn't call it training	170 (55.6)
Yes, I have a specific approach	36 (11.8)

g) What is your approach to assessing language in student writing?

Table 4.7 displays the frequencies and percentages for approaches to assessing writing. The results showed that the most frequent strategies were marking errors with some coding scheme to help identify errors (30.4 %), writing correct forms of learners' language errors (25.5 %), and circling language errors and asking students to correct them (15.7), while ignoring errors unless they cause major confusion (6.9 %) was the least employed strategy.

Table 4.7

Frequency and Percentages for Approaches to Assessing Writing (Percentage are in parentheses)

Circle language errors and ask students to correct them	48 (15.7)
ignore errors unless they cause major confusion	21 (6.9)
Mark errors with some coding scheme to help identify errors	93 (30.4)
Put a check in the margin by a sentence containing errors	24 (7.8)
Write end comments focusing on patterns	42 (13.7)
Write in correct forms for student language errors	78 (25.5)

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

Table 4.8 displays the frequencies and percentages for the Turkish EFL teachers' attitude towards the effects of using rubrics for grading writing assignments. The most frequent ones were as follows; *I feel that rubrics are important tools for accountability and help students understand why they receive the grade they received* (40.2 %), *I think rubrics have potential*

to help students, I am not sure they pay adequate attention to them (16.7 %), and even if they do pay attention to rubric, students are not always able to utilize the information to improve their writing (14.7 %). The least frequent one was *I don't use rubrics* (3.9 %).

Table 4.8.

Frequency and Percentages for Effects of Rubrics for Grading Writing (Percentage are in parentheses)

Even if they do pay attention to rubric, students are not always able to utilize the information to improve their writing.	45 (14.7)
I don't think rubrics help that much.	25 (8.2)
I don't use rubrics	12 (3.9)
I feel that rubrics are important tools for accountability and help students understand why they receive the grade they received.	123 (40.2)
I feel that rubrics are important tools for accountability and help students understand why they receive the grade they received.	29 (9.5)
While I think rubrics have potential to help students, I am not sure they pay adequate attention to them.	51 (16.7)
While I think rubrics have potential to help students, I am not sure they pay adequate attention to them.	20 (6.5)

Based on the results of the qualitative group case study findings from question 2, the researcher discovered that corrective feedback provision (M7, M10, M12), level-based assesement (M2, M10, M21), assessment based on framework of tasks (M1, M6, M15, M18), individual assessment (M1, M16), and collaborative writing assessment (M8, M9, M25) are highly practiced by Turkish EFL instructors.

4.2.2. RQ2: What are Turkish EFL instructors' beliefs about writing assessment?

Table 4.9 displays the mean, standard deviation (SD) and frequencies and percentages for the 13 items related to the Turkish EFL teachers' beliefs about assessing writing. The highest percentage of agreement, i.e., 84.8% was on "Writing assessment provides good feedback for writing instruction", with a mean of 4.06 and 84.4 % on "Assessment plays an important role in writing classes", with a mean of 4.03. These were followed by 79.4 % of EFL teachers who believed that "A portfolio is a good tool for assessing writing" with a mean of 3.98 and

68.3% of the EFL instructors who believed that "Self-assessment can be a good technique for assessing writing" with a mean of 3.68. The least agreement, i.e., 29.2 %, concerned “Rater training is NOT helpful for writing teachers” with a mean of 2.80.

Table 4.9

Frequency and Percentages, Mean and Standard Deviation for Turkish EFL Teachers’ Beliefs about Assessing Writing (Percentage are in parentheses)

	Disagree	Not sure	Agree	Mean	SD
Writing can be assessed indirectly through multiple-choice questions.	132(41.9)	69(21.9)	114(36.2)	3.03	1.181
Scoring of writing is subjective.	48(15.2)	72(22.9)	195(61.9)	3.61	.979
It is difficult to achieve high rater agreement in writing assessment	61(19.4)	72(22.9)	182(57.8)	3.51	1.023
Writing is best assessed when integrated with other skills like reading and listening.	76(24.1)	62(19.7)	177(56.2)	3.47	1.132
Writing assessment provides good feedback for writing instruction.	10(3.2)	39(12.4)	265(84.8)	4.06	.708
Rater training is NOT helpful for writing teachers.	147(46.7)	76(24.1)	92(29.2)	2.80	1.200
A portfolio is a good tool for assessing writing.	16(5.1)	49(15.6)	250(79.4)	3.98	.810
Self-assessment can be a good technique for assessing writing.	41(13)	59(18.7)	215(68.3)	3.68	.908
When scoring writing, I believe content should receive more weight than accuracy (grammar).	86(27.3)	67(21.3)	162(51.4)	3.32	1.069
Assessment plays an important role in writing classes.	15(4.8)	33(10.5)	267(84.4)	4.03	.779
It is difficult to work with other colleagues during scoring of writing exams.	58(18.4)	72(22.9)	185(58.7)	3.54	1.010
I Consider myself to be a good writing instructor.	52(16.5)	82(26)	181(57.5)	3.44	1.034
My students usually do poorly on writing exams.	128(40.6)	52(16.5)	135(42.9)	3.11	1.129

All in all, to address the research question regarding instructors’ beliefs in assessing writing, questions 5 and 7 of the Focus Group Interview were employed. The findings suggest that emotions of learning (M3, M9, M16, M22), socio-cultural values (M7, M8, M11, M26), and learners’ multiple intelligences (M1, M6, M15, M18, M25). In terms of their beliefs on their needs for professional developments, the participants contended that understanding the context (M6, M15, M19, M25) monitoring learning activities (M3, M9, M16, M22), appropriate rubric use, assessing the quality of writing (M2, M5, M16, M20), designing rubrics (M2, M13, M19, M24), and quality assessment of writing (M3, M4, M6, M14) matter most.

4.2.3. RQ3: What is Turkish EFL instructors' knowledge of writing assessment?

Table 4.10 displays the Turkish EFL teachers' writing assessment knowledge. The most frequent one was 77.10 % who believed that "I comprehend the concept of scoring rubric" with a mean of 3.92. This was followed by 75.90 % who believed that "I know what it is meant by integrated writing task" with a mean of 3.92; and 71.70 % who believed that "I understand the concept of portfolio assessment". The least frequent one; 34.90 % was "The concept of alternative assessment is confusing to me" with a mean of 2.93.



Table 4.10

Frequency and Percentages, Mean and Standard Deviation for Turkish EFL Teachers' Writing Assessment Knowledge (Percentage are in parentheses)

	Disagree	Not sure	Agree	Mean	SD
I understand the concept of portfolio assessment.	20(6.30)	69(21.90)	226(71.70)	3.87	.835
I know what is meant by integrated writing task	28(8.90)	48(15.20)	239(75.90)	3.94	.913
I comprehend the concept of scoring rubrics.	30(9.50)	42(13.30)	243(77.10)	3.92	.920
The concept of alternative assessment is confusing to me.	128(40.60)	77(24.40)	110(34.90)	2.93	1.105
I know how to design good writing tasks.	30(9.50)	78(24.80)	207(65.70)	3.69	.821
I am good at designing writing tasks for students	33(10.60)	66(21.20)	213(68.30)	3.70	.866
I am good at using peer assessment in assessing writing	47(14.90)	81(25.70)	187(59.40)	3.54	.938
I am proficient enough in analyzing students' portfolios	51(16.20)	71(22.50)	193(61.30)	3.58	.982
I am good at designing integrated writing tasks in my classes	43(13.80)	61(19.60)	207(66.60)	3.65	.955
I am good at using scoring rubrics in assessing writing in my classes	33(10.50)	64(20.30)	218(69.20)	3.75	.892
I am good at establishing the validity of assessing writing in my classes.	43(13.70)	65(20.60)	207(65.70)	3.65	.934
I am good at establishing reliability of assessing writing in my classes.	39(12.40)	78(24.80)	198(62.90)	3.63	.912

4.2.4. RQ4: What are Turkish EFL Instructors' Practices of Writing Assessment?

Table 4.11 displays the Turkish EFL teachers' practices of assessing writing. The most frequent practice, i.e. 78.10 %, was "I use scoring rubrics when grading essays", with a mean of 3.94. This was followed by 66 % of the EFL teachers who believed in "I use portfolio in my classes" with a mean of 3.64. The third place was given to "I integrate writing with other skills when I design writing exams" (60.60%, M=3.35), while the fourth place was given to "I discuss with colleagues the result of my writing exams" (53.00%, M=3.23).

Table 4.11

Frequency and Percentages, Mean and Standard Deviation for Turkish EFL Teachers' Practices of Assessing Writing (Percentage are in parentheses)

	Disagree	Not sure	Agree	Mean	SD
I use scoring rubrics when grading essays.	25(7.90)	44(14.00)	246(78.10)	3.94	.858
I discuss with colleagues the result of my writing exams.	98(31.10)	50(15.90)	167(53.00)	3.23	1.074
I use portfolios in my writing classes.	58(18.40)	49(15.60)	208(66.00)	3.64	1.053
I integrate writing with other skills when I design writing exams.	83(26.30)	41(13.00)	191(60.60)	3.35	1.129

Regarding the third question, 3 questions in the Focus Group Interview were employed: Questions 1, 4, and 6. The findings evince that assessment and written feedback for learners' writing (M12, M14, M19), role of grammar and vocabulary in writing (M6, M11, M18, M21), learners' learning competencies (M3, M4, M22, M24, M25), paying attention to content of writing, (M8, M10, M13, M20), corrective feedback on writing (M15, M16, M23), level-based feedback and assessment (M2, M7, M8, M9), process-oriented feedback (M13, M17, M25, M27), assessment within the framework on the task (M5, M11, M27), dissemination of assessment literacy (M15, M18, M21, M25), and writing teaching and assessment (M1, M13, M22) form the instructors' knowledge base.

4.2.5. RQ5: To What Extent are Turkish EFL Instructors' Beliefs in Writing Assessment and their Practices Related?

Table 4.12 displays the Pearson correlation between Turkish EFL teachers' beliefs in assessment of writing and their practices in this respect. The results ($r(304) = .285$ representing a weak effect size, $p < .05$) indicated that there was a significant but weak correlation between Turkish EFL teachers' beliefs in assessment of writing and their practices. Hence, the only null hypothesis of the study as "There is no significant relationship between EFL instructors' writing assessment literacy beliefs and practices", was rejected.

Table 4.12

Pearson Correlation between Belief and Practices

		Practice
Belief	Pearson Correlation	.285**
	Sig. (2-tailed)	.000
	N	315

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

The Personal Document Analysis and learners' Focus Group Interview reveal that instructors employ error coding feedback (81.2 %) and that they even have conferences with their learners regarding the feedback they receive; however, they say that the codes mostly address learners' syntactic inaccuracies rather than the other aspects of their competence such as discourse competence or sociolinguistic competencies. Learners' Focus Group Interview, on the other hand, suggested that their instructors were not "practicing what they claim". They further added that the feedback they received was mostly based on instructors' personal experience and perception, and not the rubric provided.

4.2.6. RQ6: What is an appropriate model of Writing assessment knowledge for the EFL instructors in the Turkish EFL context?

A Structural Equation Model (SEM) was developed in order to explore the underlying constructs of the writing assessment knowledge questionnaire. The SEM model included three main constructs, i.e., beliefs, practices and assessment knowledge, which tapped on a

higher order construct of Writing Assessment Knowledge. The items included in the SEM model were selected based on the results of the reliability and exploratory factor analysis that were reported earlier. That is to say; the items with low or negative item-total correlations and the items which had negative factor loadings, and or loadings on multiple factors were not included in the SEM model. Table 4.13 displays the items included in this SEM model.

Table 4.13

Items Included in Structural Model

Constructs	Items Included in SEM
Beliefs	3, 4, 8, 10, 11, 12, 14, 17
Practices	1, 2, 4, 5
Knowledge	1, 2, 9, 10, 11, 12, 13, 14

Figure 4.1 displays the SEM model. The model includes 20 items, as displayed in Table 4.13, and three latent variables; Beliefs, Practices, Knowledge (Assessment Knowledge), and a higher order latent variable; that is to say; Writing AK (Writing Assessment Knowledge).

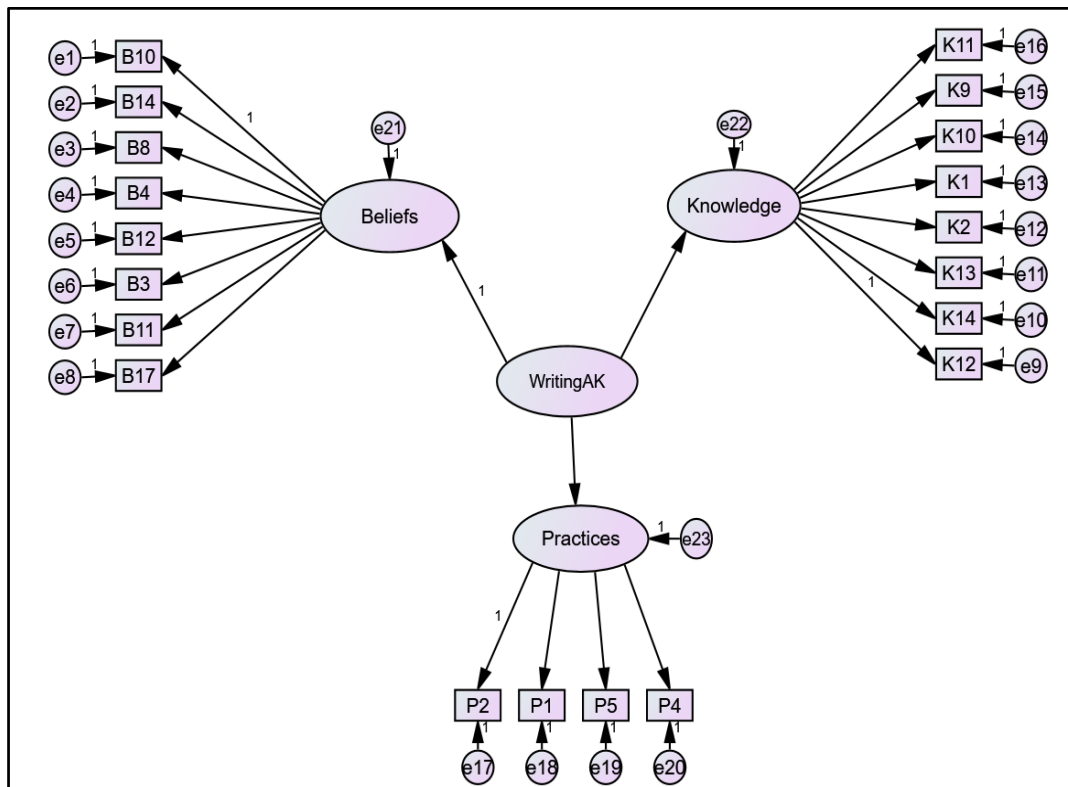


Figure 4.1. Conceptual diagram of writing assessment knowledge

Before discussing the results of the model, it should be noted that the assumptions of univariate and multivariate normality were retained. As displayed in Table 4.14, the absolute values of skewness and kurtosis were lower than 2 (Bachman, 2005; Bae & Bachman, 2010), and absolute value of the Mardia's index of multivariate normality of - .294 was lower than 3 (Bachman, 2005; Bae & Bachman, 2010). Thus, it can be concluded that the assumptions of univariate and multivariate normality were retained.

Table 4.14

Testing Univariate and Multivariate Normality

Variable	min	max	skew	kurtosis
P4	.000	5.000	.251	-1.190
P5	.000	5.000	-.012	-.370
P1	.000	4.000	-.726	2.133
P2	.000	5.000	-.643	-.395
K11	.000	5.000	.747	.576
K9	.000	4.000	-.927	-.238
K10	.000	5.000	.026	-.351
K1	.000	4.000	-.070	-.342
K2	.000	4.000	-.289	1.735
K13	.000	5.000	.204	-.117
K14	.000	5.000	.099	.068
K12	.000	5.000	.089	-.013
B17	.000	5.000	-.610	-.526
B11	.000	5.000	.214	-1.151
B3	.000	5.000	.109	-.233
B12	.000	4.000	-.208	-.372
B4	.000	5.000	.279	-.182
B8	.000	5.000	.299	-1.122
B14	.000	4.000	.818	.700
B10	.000	5.000	.496	.700
Mardia				-.249

Table 4.15 and Figure 4.2 display the standardized regression weights between the observed and latent variables, and between latent variables. The results showed that all paths connecting observed variables (indicators) to latent variables, and or connecting latent variables enjoyed moderate to large effect sizes; i.e. = > .30.

Table 4.15

Unstandardized and Standardized Regression Weights (Writing Assessment Knowledge)

			Unstandardized	S.E.	C.R.	P	Standardized
Knowledge	<---	WritingAK	.786	.446	1.763	.078	.385
Beliefs	<---	WritingAK	1.000				.462
Practices	<---	WritingAK	.879	.484	1.816	.069	.367
B10	<---	Beliefs	1.000				.750
B14	<---	Beliefs	.628	.050	12.593	.000	.711
B8	<---	Beliefs	1.148	.091	12.589	.000	.711
B4	<---	Beliefs	.888	.067	13.299	.000	.748
B12	<---	Beliefs	.943	.065	14.455	.000	.807
B3	<---	Beliefs	.907	.068	13.382	.000	.752
B11	<---	Beliefs	1.271	.095	13.443	.000	.755
B17	<---	Beliefs	1.064	.086	12.416	.000	.702
K12	<---	Knowledge	1.000				.777
K14	<---	Knowledge	.924	.067	13.795	.000	.751
K13	<---	Knowledge	.919	.067	13.727	.000	.748
K2	<---	Knowledge	.584	.044	13.342	.000	.730
K1	<---	Knowledge	.866	.065	13.372	.000	.731
K10	<---	Knowledge	.906	.066	13.719	.000	.747
K9	<---	Knowledge	.906	.080	11.264	.000	.629
K11	<---	Knowledge	1.039	.080	13.046	.000	.716
P2	<---	Practices	1.000				.730
P1	<---	Practices	.460	.046	9.987	.000	.675
P5	<---	Practices	.701	.070	10.055	.000	.682
P4	<---	Practices	1.082	.105	10.291	.000	.705

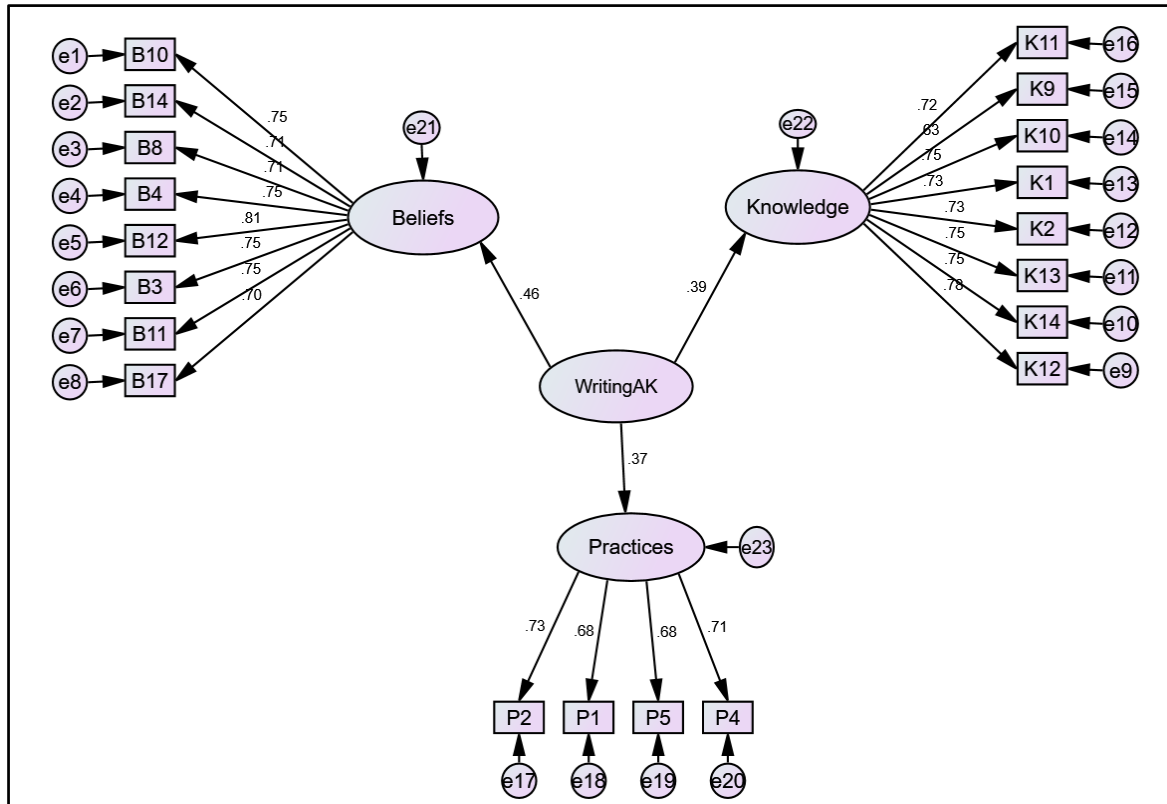


Figure 4.2. Writing assessment knowledge (standardized regression weights)

The results also showed that the SEM model enjoyed a good fit (Table 4.16).

A: The following absolute fit indices proved fit of the model;

- Non-significant results of chi-square (χ^2 (167) = 162.719, $p = .579$).
- The ratio of chi-square over the degree of freedom, i.e. $162.719 / 167 = .974$ was smaller than 3.
- The standardized root mean residual (SRMR) of .029 was lower than .10.
- The root mean square of error approximation (RMSEA) of .000 was lower than .05. Its 90 % confidence intervals; i.e. [.000, .024], were also lower than .05.
- The probability of close fit (PCLOSE) of 1.00 was higher than .05.
- The Goodness of fit index (GFI) of .950 was higher than .90.

B: The incremental fit indices also proved fit of the model.

- Tucker-Lewis index (TLI) of 1 was higher than .90.
- Comparative fit index (CFI) of 1 was higher than .90.

- Incremental fit index (IFI) of 1 was higher than .90.
- Normed fit index (NFI) of .946 was higher than .90.
- Relative fit index (RFI) of .938 was higher than .90.

C: The parsimony fit indices, which are used to compare models and to choose the simplest one, were not reported in this model because this study explored a single model. It should be noted that the present sample size was adequate for running the model. The Hoelter index of 383 was higher than 200 indicating the adequacy of the present sample size.

Table 4.16

Model Fit Indices; Writing Assessment Knowledge

Fit Indices	Labels	Statistic	D.F.	P-Value	Criterion	Conclusion
Absolute	X ²	162.719	167	.579	>.05	Good Fit
	X ² Ratio	.974	---	---	<=3	Good Fit
	SRMR	.029	---	---	<=.10	Good Fit
	RMSEA	.000	---	---	<=.05	Good Fit
	90 % CI for REMSEA	[.000, .024]	---	---	<=.05	Good Fit
	PCLOSE	1.00	---	---	=>.05	Good Fit
	GFI	.950	---	---	=>.95	Good Fit
Incremental	RFI	.938	---	---	=>.90	Good Fit
	TLI	1	---	---	=>.90	Good Fit
	CFI	1	---	---	=>.90	Good Fit
	NFI	.946	---	---	=>.90	Good Fit
	IFI	1	---	---	=>.90	Good Fit
Sampling Adequacy	Hoelter	383	---	---	=>200	Adequate

The components and dimensions of qualitative model comprise the following factors: a) assessing student writing (attention to content of writing, learning competencies, learning vocabulary and grammar, and feedback provision); b) assessment techniques (corrective feedback, level-based assessment, assessment within the framework of task, individual and collaborative assessment); c) responses to learners' errors (motivating and encouraging

learners, direct and indirect reaction to learners' errors, writing apprehension, and guidance to error); d) instructors' writing assessment knowledge (portfolio assessment, instructors' belief as a student, improving level of learning, level-based feedback, and learning context standard); e) psychological and socio-cultural factors (learners' emotions, learners' multiple intelligence, learners' socio-cultural values); f)improving learners' writing skill, dissemination of assessment literacy, writing skill and teaching assessment); g) professional development needs (in-service training courses, monitoring learners, and understanding context).

4.3. Qualitative Data Analysis

The qualitative phase of the study dealt with finding a) the main challenges of Turkish EFL Prep instructors in assessing writing, b) the needs of Turkish EFL Prep instructors in assessing writing, and c) the extent of compatibility of assessment practices claimed by the EFL instructors and their reported practices in the classroom by their students. The findings from data collection and analysis, as well as the information gathered, are examined separately in this chapter for each of the research questions. As discussed in Chapter 3, this study employs an exploratory sequential mixed method, methodology (qualitative-quantitative). Thus, in this chapter, sequential mixed -method design was utilized to analyze data. To this end, after implementing the text of the interviews, this chapter presents qualitative data based on an open, axial, and selective coding approach, as well as documentary evidence and components extracted from the research literature. After conducting qualitative data analysis, a fundamental model of Turkish EFL instructors' assessment literacy beliefs, practices, and strategies was developed.

The researcher performed content analysis, and all answers were critically studied and analyzed. The researcher first did open-coding, secondary coding, axial coding and selective coding.

4.3.1. RQ 7: What are the main challenges of Turkish EFL instructors in assessing writing?

In order to answer the above research question, the researcher administered an open-ended questionnaire consisting of seven questions and the following results were obtained, then the findings are presented as follow:

The questions are as follows:

1. What factors are important in assessing EFL students writing?
2. What assessment techniques are more applicable into the writing classes?
3. How do you react to EFL students' errors while presenting their writing in their classroom?
4. To what extent do you implement your assessment knowledge such as knowledge of portfolio assessment, teacher assessment, or dynamic assessment in the class?
5. To what extent do you consider psychological and sociocultural factors such as students' writing apprehension, teachers' emotional feedback, or intercultural competence in students' assessing writing?
6. Which one is more effective in improving EFL students' writing skills: teachers' writing proficiency or teachers' assessment literacy?
7. What are teachers' needs for professional development in assessing writing?

4.3.1.1. Interview's 1st Question: What factors are important in assessing EFL students writing?

a) Open Coding of Qualitative Data

In order to find the factors which are more important in assessing writing samples of EFL students first an open coding of qualitative data was done. The results can be seen in Appendix V. As the data displays, experts in the interviews cited a range of factors that were important in evaluating the writings of EFL students.

b) Secondary Coding

In this section different codes which was induced from the participants' interviews is presented, moreover the experts' evaluation regarding the EFL students writing samples are displayed in the following table.

Table 4.17.

Identified codes from interviews with experts related to the evaluation of EFL student writings

Secondary coding
reader`s friendly  accuracy and fluidity  coherence and content of words  format of the writings  the language (level)  student`s competency clear specifications standard while assessing preparation and specifications being able to measure organization, content and grammar give feedback to their writing students` grammatical and vocabulary  task fulfilment, rhetorical pattern and use  coherence and cohesion  grammar rules and writing regulations  vocab and grammar  vocabulary, grammar, and their perception of language  student`s production is the most important part of language lea knowledge and experience knowledge and experience rubrics should be carefully prepared beginner levels content and organization. students` levels rubric is one the stress of being correct while writing think content, organization and vocabulary use range of vocabulary and grammar accurately write a response appropriately write a response appropriately students' effective use of language content and organization Rubric motivation and assessment proficiency anxiety levels levels and proficiency the organization of the writing students` level of language, content, vocabulary and syntax. spelling and punctuation topic-related vocabulary- collocations Coherence Cohesion

from syntactic and semantic perspectives.
 language use and proficiency
 typical classroom settings.
 two major viewpoints for conducting evaluation: formal assessment
 teachers should do this as soon as possible after the assessment
 be provided feedback
 the procedure
 test task is designed and implemented
 progress on an individual level
 Content
 level of students
 writing proficiency and knowledge
 Language
 content and organization
 Rubric
 learners' language level
 social factors
 cognitive, psychological
 a mistake. grammar and punctuation
 as grammar and punctuation
 improving teaching and learning
 logical structure
 can present argument
 capitalization and punctuating.
 grammar, syntax
 as good spelling
 portfolio assessment
 spelling mistakes
 it has meaning and concept
 vocab use
 grammar check
 the importance of grammatical words
 the importance of the product
 rhetorical organization
 raters' factor
 assessing writing

As illustrated in Table 4.17, a diverse set of variables was identified in relation to the first research question (Assessment of EFL students' writing). Thus, in order to address the research's first question, the identified codes will be classified using the results of semi-structured interviews inspired by the subject's theoretical and experimental literature.

c) Axial Coding

In the following section the classification of codes is presented in the form of different categories in which the writing evaluation samples of EFL students is illustrated in the table 4.18.

Table 4.18.

Classification of identified codes in the form of categories related to EFL students' writing evaluation.

Dimensions	Components	Subcomponents	Interviewer code
Evaluate student writing	Pay attention to written content	the stress of being correct while writing	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18.M19.M20.M21.M22.M23M.24.M25.M26.M27
		grammar rules and writing regulations accuracy and fluidity coherence and content of words format of the writings organization, content and grammar give feedback to their writing content and organization. rubric is one	
		content and organization	
		students' level of language, content, vocabulary and syntax. cohesion content writing proficiency and knowledge content and organization think content, organization and vocabulary reader's friendly student's competency standard while assessing being able to measure coherence and cohesion	
Evaluate student writing	Students' competencies	knowledge and experience students' levels motivation and assessment proficiency levels and proficiency progress on an individual level level of students the language (level) students' grammatical and vocabulary Task fulfilment, rhetorical pattern and use vocab and grammar vocabulary, grammar, and their perception of language student's production is the most important part of language lea rubrics should be carefully prepared beginner levels Use range of vocabulary and grammar accurately Write a response appropriately	
	Learning vocabulary and grammar	write a response appropriately students' effective use of language Rubric the organization of the writing spelling and punctuation	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18.M19.M20.M21.M22.M23M.24.M25.M26.M27

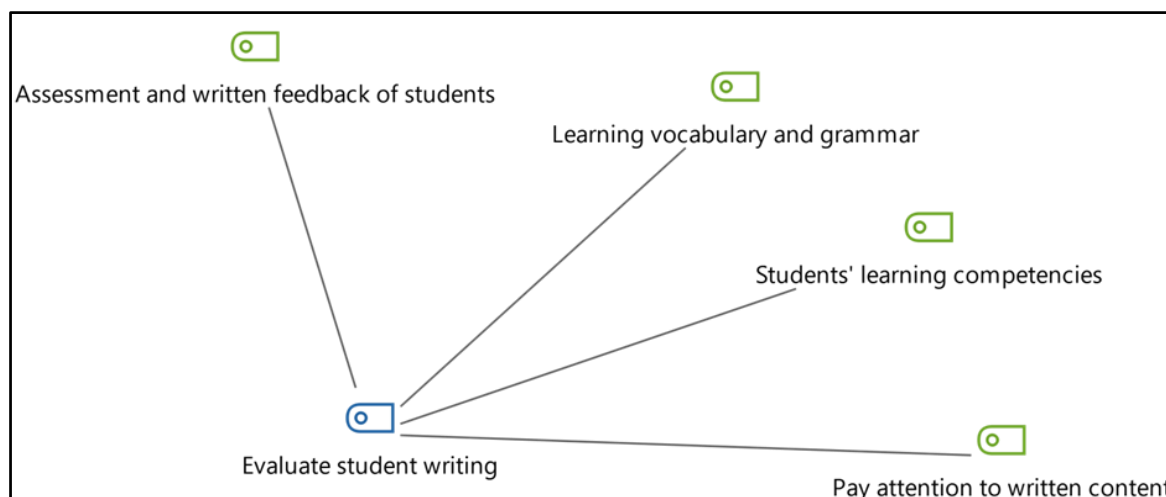
	topic-related vocabulary- collocations from syntactic and semantic perspectives. language use and proficiency Language Rubric learners' language level a mistake. grammar and punctuation as grammar and punctuation improving teaching and learning grammar, syntax spelling mistakes it has meaning and concept vocab use grammar check the importance of grammatical words typical classroom settings two major viewpoints for conducting evaluation: formal assessment teachers should do this as soon as possible after the assessment be provided feedback the procedure test task is designed and implemented social factors cognitive, psychological logical structure can present argument	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12. M13.M14.M15.M16.M17.M18.M19.M20.M21.M22. .M23M.24.M25.M26.M27
Assessment and written feedback of students	capitalization and punctuating. as good spelling portfolio assessment the importance of the product rhetorical organization raters' factor assessing writing raters' factor	

The identified codes are classified into four categories based on the results of semi-structured interviews and also on the theoretical and experimental literature on the subject. As illustrated in Table 3.4, the following are the influencing factors (EFL Student Assessment):

1. Pay close attention to the written content.
2. Students' abilities and competencies in writing.
3. Vocabulary and grammar instruction
4. Student assessments and written feedback.

d. Selective Coding

Based on the qualitative analysis done on the excerpts of the interview questions considering the assessments of students writing and also after doing open coding of the qualitative data, secondary coding, and axial coding the researcher come with a model presented in the following chart:



Qualitative Chart 4.1 Factors Affecting EFL Student Assessment

4.3.2. RQ8. What are the professional needs of Turkish EFL instructors in assessing writing?

4.3.2.1. Interview's 2nd Question: What assessment techniques are more applicable into the writing classes?

The researcher performed content analysis and all the answers were critically studied and analyzed. The participants' answers to the second question of the interview were analyzed in order to find assessment techniques that are more applicable in writing classes, the researcher first did an open-coding, secondary coding, axial coding and selective coding in order of magnitude, then the finding are displayed as follow.

a) Open Coding of Qualitative Data

In this part the researcher reports the open coding of the qualitative data. The data taken from the interview is illustrated in Appendix VI which shows the text and the basic coding of the interviewees. As depicted in Appendix VI, experts interviewed identified critical issues regarding the application of assessment techniques in writing classes. To assist in identifying the components, Table 4.20 contains the identified codes.

b) Secondary Coding

This segment deals with the information of codes identified from the interviews. Theses interviews are suitable in implementation of assessment techniques and can be used in EFL students' writing classes. Table 4.19 summarizes theses codes.

Table 4.19.

Codes identified from interviews with experts related to the application of assessment techniques in writing classes

V	Secondary coding
1	Written
2	level having a framework for assessing students is necessary
3	each instructor follows the criteria
4	error detection technique
5	state-mandated writing
6	muddiest point
7	minute paper
8	memory matrix
9	empty outlines
10	Misconception
11	preconception check
12	checked from grammar side, word use and some punctuation matter
13	from my university years
14	expected to review the feedback
15	correction codes and write feedback
16	the necessary information regarding
17	writing tasks in total
18	based on this scale
19	clear guideline
20	rubrics
21	formative or interim assessment
22	they check the number of tasks students
23	rewrite their writings
24	give feedback to their writing
25	portfolios which includes 6 writing tasks
26	right better paragraphs and then essays
27	writing is the achilles heel of the students
28	actually writing is the achilles heel of the students
29	content, organization, vocabulary, grammar, and delivery
30	some standards should be me
31	through some rubrics. and those rubrics special criteria
32	well-prepared rubric
33	students' self-assessment
34	as peer feedback
35	use rubrics in
36	students' self-assessments
37	peer check
38	using a rubric and checklist
39	define a rubric
40	prepare a portfolio
41	non-verbal assessments
42	non-verbal assessments
43	non-verbal assessments
44	oral presentations or performances
45	what assessment techniques are more applicable in your writing
46	feedback since students can learn from each other effectively
47	use peer checklists
48	give constructive feedback
49	use a rubric to be standard
50	graded or non-graded assessment
51	way to give feedback
52	peer editing
53	giving students writing tasks
54	teacher- assessment, dynamic- assessment and self- assessment.
55	meaningfulness and relevant coherent content, error free, sound
56	higher priority for me and my colleagues
57	includes students in the revision and editing
58	students can correct each other's work in pairs

59	controlled writing activities
60	reordering, open dialogues
61	reordering
62	gap filling
63	summative assessment
64	diagnostic writing assessment
65	summative assessment
66	formative assessment
67	learning objectives
68	peer check list
69	by observing them, giving feedback
70	peer/self-assessment
71	capstone experiences
72	as portfolios
73	assess carefully and explain more
74	to write more and more and practice
75	motivate for writing better
76	to recognize their errors
77	correct themselves
78	study best-practice examples
79	writing for clues
80	writing by reading aloud
81	read writing
82	listening –reading –sharing ideas by talking
83	fixing sentence structure and vocab selections.
84	monitor student progress
85	compliance with orders and tasks

As depicted in Table 4.21, a diverse range of factors pertinent to the research question were identified (application of writing techniques in the classroom). To address this question, the identified codes are classified using the results of semi-structured interviews inspired by the theoretical and experimental literature on the subject.

c) Axial Coding:

The other section under the category axial coding deals with the data taken from the interviews and is illustrated in table 4.20 which shows the text and the basic coding of the interviews.

Table 4.20.

The text and the basic coding of the interview

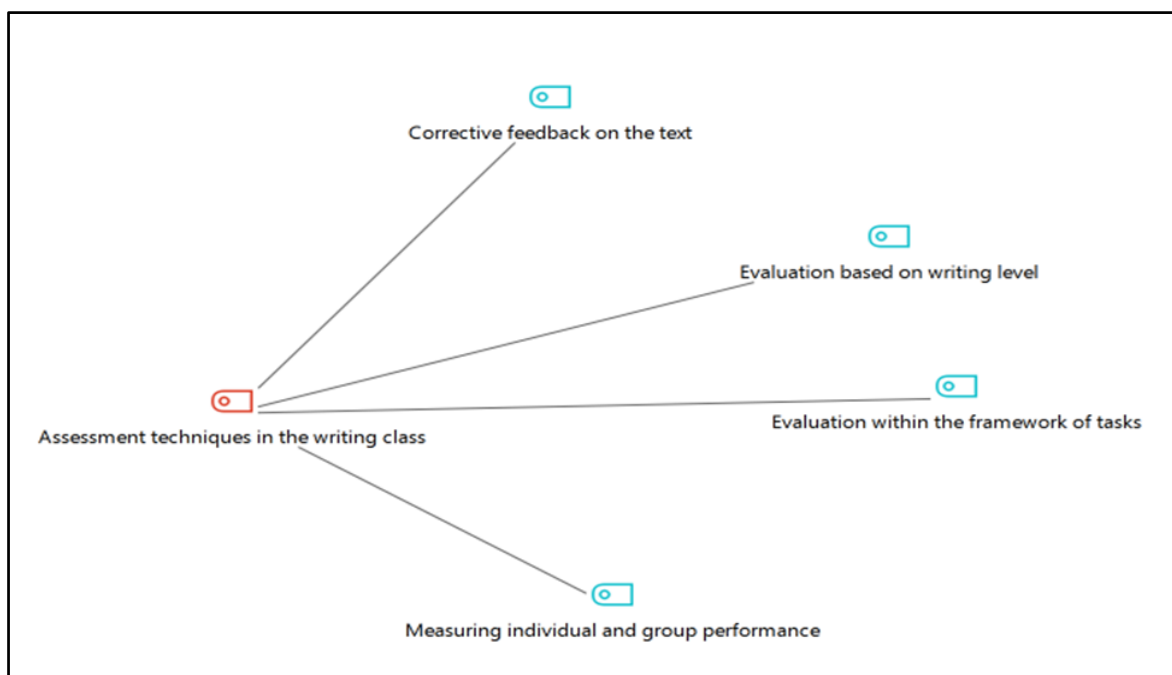
Dimensions	Components	Subcomponents	Interviewer code
Assessment techniques in the writing class	Corrective feedback on the text	Written	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18.M19.M20.M21.M22.M23M.24.M25.M26.M27
		state-mandated writing	M27
		correction codes and write feedback	
		clear guideline	
		rubrics	
		rewrite their writings	
		through some rubrics. and those	
		rubrics special criteria	
		use rubrics in	
		peer check	
Evaluation based on writing level	Peer editing	Peer editing	
		- students can correct each other's	
		work in pairs	
		controlled writing activities	
		diagnostic writing assessment	
		r writing by reading aloud	
		. read writing	
		fixing sentence structure and vocab	
		selections.	
		error detection technique	
Assessment techniques in the writing class	Memory Matrix	Paper writing	
		Browse written content	
		checked from grammar side, word	
		use and some punctuation matter	
		writing is the Achilles heel of the	
		students	
		writing for clues	
		level having a framework for	
		assessing students is necessary	
		Empty Outlines	
Assessment techniques in the writing class	Check the letters before writing	Check the letters before writing	
		Based on this scale	
		they check the number of tasks	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18.M19.M20.M21.M22.M23M.24.M25.M26.M27
		students	
		give feedback to their writing	
		some standards should be me	
		Using a rubric and checklist	
		graded or non-graded assessment	
		higher priority for me and my	
		colleagues	
Assessment techniques in the writing class	the necessary information regarding writing tasks in total	the necessary information regarding	
		writing tasks in total	
		formative or interim assessment	
		Portfolios which includes 6 writing	
		tasks	
		right better paragraphs and then	
		essays	

Evaluation within the framework of tasks	content, organization, vocabulary, grammar, and delivery well-prepared rubric as peer feedback students' self-assessments define a rubric way to give feedback Giving students writing tasks teacher- assessment, dynamic- assessment and self- assessment.	
	meaningfulness and relevant coherent content, error free, sound reordering summative assessment peer check list peer/self-assessment capstone experiences Assess carefully and explain more to recognize their errors Monitor student progress Compliance with orders and tasks Misconception Non-verbal Assessments b) Oral Presentations or Performances	
Measuring individual and group performance	feedback since students can learn from each other effectively	M1.M2.M3.M4.M5.M6.M7.M8. M9.M10.M11.M12.M13.M14.M 15.M16.M17.M18.M19.M20.M2 1.M22.M23M.24.M25.M26.M27
	give constructive feedback reordering, open dialogues Gap filling Formative assessment learning objectives by observing them, giving feedback to write more and more and practice Motivate for writing better Listening –reading –sharing Ideas by talking	

The identified codes are classified into four categories based on the results of semi-structured interviews and also on the theoretical and experimental literature on the subject. As illustrated in Table 4.22, the influencing factors (instructional use of writing techniques) are as follows: 1. Textual feedback for corrections 2. assessment based on writing ability 3. assessment within the context of tasks 4. assess the performance of individuals and groups.

d) Selective Coding

Here, in this part the researcher presents a model for the application of writing techniques in the classroom. The researcher performed content analysis and all answers were critically studied and analyzed. The model is demonstrated in chart 4.2.



Qualitative Chart 4.2 Application of writing techniques in the classroom

4.3.2.2. Interview's 3rd Question: How do you react to EFL students' errors while presenting their writing in their classroom?

To answer the third question of the interview which is mentioned in the previous section "How do you react to the EFL students' errors while presenting their writings in the classroom?" the following data analysis was run.

a) Open coding of qualitative data

In this part the researcher reports the open coding of the qualitative data. The data obtained from the interview is demonstrated in table Appendix VII, which indicates the text and the basic coding of the interviewees. As presented there, experts in interviews noted issues that were important in responding to EFL students' errors when presenting student writing in the classroom.

b) Secondary coding

This section mentions the information of codes identified from the interviews. The information is related to the identified codes taken from react to EFL students' mistakes when the writing samples of the students were presented in the classroom context. Table 4.21 summarizes theses codes as the followings:

Table 4.21.

Identified codes from React to EFL students' mistakes when presenting student writing in class

Row	Secondary coding
1	then I mostly give written feedback to my students using error
2	the students in each class
3	one of the most common ways which I use for error correction
4	toward direct feedback.
5	indirect feedback
6	read this part again
7	ask a question about the purpose or relevance of the paragraph
8	writing tips
9	accumulated and don't get fixed
10	check the mistakes
11	constructive approach
12	the common mistakes
13	check their papers for the feedback
14	students' writings anonymously
15	kahoot game
16	the most common errors
17	delayed feedback
18	student satisfaction for submitting articles
19	errors are valuable in learning and improving their knowledge
20	each error can be a great learning opportunity
21	afraid of making errors
22	risk-takers
23	highlight the mistakes
24	directly tell them
25	very constructive way
26	tolerated and mentored correctly
27	errors and mistakes are part of learning process and without ma
28	always encourage them
29	comfortable and ready them for my feedback
30	scan papers
31	appreciating their correct use
32	challenge for students' self-esteem
33	errors can be especially useful tools
34	I do correct them immediately
35	understandable feedback
36	some samples are given
37	reminding them the classroom practices and staying positive always
38	their errors and correction of them
39	reflect on each other's mistakes
40	mistakes are highlighted
41	with error codes
42	get written feedback
43	writing task is graded
44	written feedback
45	peer- correction
46	highlighting the errors
47	indirect feedback
48	grammatically correct
49	for me structure and meaning the bible
50	feedback directly or indirectly
51	global, local, treatable, and untreatable mistakes
52	common mistakes

53	organization and the use of mechanics
54	Content
55	grammar and vocabulary
56	grammatical mistakes
57	each other's paper and give feedback
58	an in-class writing
59	differ in terms of understanding and correcting their errors
60	supportive and positive
61	one-to-one basis
62	not to give a significant reaction
63	with positive attitude and encourage them
64	Anonymous
65	a fear of making mistakes
66	at the pre-writing stage
67	can tolerate errors
68	written feedback plays
69	error and correct with explaining
70	of learning and motivation
71	enough time in aspect of their level.
72	understandable feedback.
73	educational correction
74	prais them and be genuine
75	problem and students to fix it for later times
76	both direct and indirect error correction
77	in the classroom context, teachers may give oral feedback or ba
78	assess the level of students

As can be presented in Table 4.21, a wide range of factors were identified in relation to the third research question (reaction to EFL students' errors when presenting student writing in class). Therefore, to answer this research question and use the results of semi-structured interviews inspired by the theoretical and experimental literature on the subject, the identified codes are categorized.

c) Axial coding

Using the results of semi-structured interviews in the coding stage and also inspired by the theoretical and experimental literature of the subject, the identified codes are classified into 5 categories. As can be seen in Table 4.22, the influencing factors (Responding to EFL students' mistakes when presenting student writing in class) are: 1. Encourage and motivate students2. Direct reaction to errors3. Indirect reaction to errors 4. Guide to writing and presenting articles

5. Fear of writing error.

Table 4.22.

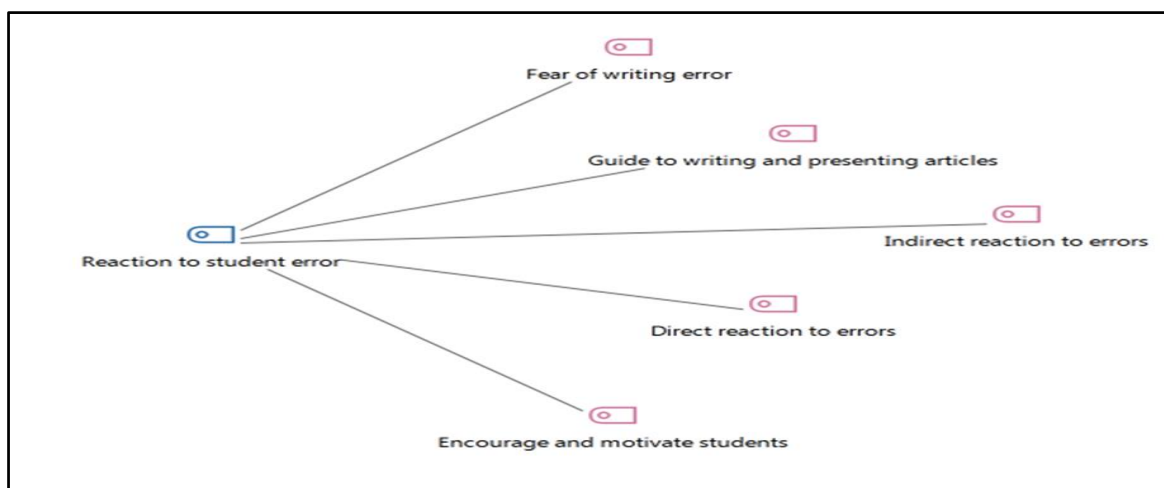
Classification of identified codes into groups related to reaction to EFL students' errors when presenting student writings in class

Dimensions	Components	Subcomponents	Interviewer code
Student erroneous feedback	Encourage and motivate students	always encourage them appreciating their correct use challenge for students' self-esteem	M1.M2.M3.M4.M5.M6.M7.M8.M9. M10.M11.M12.M13.M14.M15.M16. M17.M18.M19.M20.M21.M22.M23 M.24.M25.M26.M27
	Direct reaction to errors	reminding them the classroom practices and staying positive alw supportive and positive with positive attitude and encourage them then I mostly give written feedback to my students using error toward direct feedback.	M1.M2.M3.M4.M5.M6.M7.M8.M9. M10.M11.M12.M13.M14.M15.M16. M17.M18.M19.M20.M21.M22.M23 M.24.M25.M26.M27
	Indirect reaction to errors	indirect feedback Writing tips the common mistakes feedback directly or indirectly both direct and indirect error correction directly tell them accumulated and don't get fixed students' writings anonymously written feedback highlighting the errors indirect feedback a fear of making mistakes	M1.M2.M3.M4.M5.M6.M7.M8.M9. M10.M11.M12.M13.M14.M15.M16. M17.M18.M19.M20.M21.M22.M23 M.24.M25.M26.M27
		of learning and motivation enough time in aspect of their level. prais them and be genuine problem and students to fix it for later times educational correction check the mistakes constructive approach	
	Guide to writing and presenting articles	check their papers for the feedback Student satisfaction for submitting articles each error can be a great learning opportunity comfortable and ready them for my feedback understandable feedback their errors and correction of them peer- correction grammatically correct for me structure and meaning the bible	M1.M2.M3.M4.M5.M6.M7.M8.M9. M10.M11.M12.M13.M14.M15.M16. M17.M18.M19.M20.M21.M22.M23 M.24.M25.M26.M27
		content each other's paper and give feedback an in-class writing not to give a significant reaction at the pre-writing stage in the classroom context, teachers may give oral feedback or ba	

	assess the level of students the most common errors delayed feedback errors are valuable in learning and improving their knowledge afraid of making errors risk-takers highlight the mistakes very constructive way tolerated and mentored correctly	
Fear of writing error	errors and mistakes are part of learning process and without ma errors can be especially useful tools	M1.M2.M3.M4.M5.M6.M7.M8.M9. M10.M11.M12.M13.M14.M15.M16. M17.M18.M19.M20.M21.M22.M23 M.24.M25.M26.M27
	I do correct them immediately reflect on each other's mistakes mistakes are highlighted get written feedback writing task is graded global, local, treatable, and untreatable mistakes common mistakes organization and the use of mechanics grammar and vocabulary grammatical mistakes differ in terms of understanding and correcting their errors anonymous can tolerate errors error and correct with explaining	

d) Selective coding:

Furthermore, in this part the researcher mentions a model for the factors affecting responses to EFL students' mistakes when presenting student writing in the class. The researcher performed content analysis and all answers were critically studied and analyzed. the model is demonstrated in chart 4.3.



Qualitative Chart 4.3 Factors Affecting Responding to EFL students' mistakes when presenting student writing in class

4.3.2.3. Interview's 4th Question: To what extent do you implement your assessment knowledge such as knowledge of portfolio assessment, teacher assessment, or dynamic assessment in the class?

To answer the fourth question of the interview which is mentioned in the previous section "To what extent do you implement your assessment knowledge such as knowledge of portfolio assessment, teacher-assessment or dynamic assessment in the class?" the following data analysis was run.

a) Open coding of qualitative data

In this part the researcher reports the open coding of the qualitative data. The data obtained from the interview is demonstrated in Appendix VIII which indicates the text and the basic coding of the interviewees. As it is shown experts in interviews noted issues that were important in self-assessment knowledge.

b) Secondary coding

As can be presented in Table 4.23, a wide range of factors were identified in relation to the fourth research (classifying your assessment knowledge codes). Therefore, to answer this question and use the results of semi-structured interviews inspired by theoretical and experimental literature on the subject, the identified codes are categorized.

Table 4.23

Identified codes from in self-assessment knowledge

Row	Secondary coding
1	writing is a progress skill and has a process
2	can be a bit more difficult to implement due to having online w
3	level and situation
4	e-portfolio
5	classroom assessments
6	classroom assessments
7	lack of knowledge of research
8	level of the students
9	measure the students'
10	I use teacher assessment
11	or he can compare her or his writings as time goes and see how
12	online portfolio
13	rubrics to grading papers
14	give constructive feedback
15	to engage thoughtful and reflective interactions
16	evidence of learning
17	an uphill struggle to deal with that populated class
18	lee portfolio assessment
19	papers with positive attitude
20	or portfolio assessment due to time concern
21	as a result, i can say that i'm just trying to be as objective
22	individual knowledge
23	standardized approach
24	writing development is procedural skill
25	the learners' level
26	assessment knowledge is one of the inseparable aspects of class
27	portfolio assessment
28	the time constraints
29	students' knowledge by writing tasks
30	test-teach and retest
31	moving from the zpd into the zad according to vygotsky
32	Scaffolding
33	dynamic assessment
34	it is because the instructor can easily focus on development of
35	weak and strong domains
36	portfolio evaluation allows students to reflect on their actual
37	need improvement
38	corrective feedback
39	portfolio assessment
40	opportunity for this purpose

41	input,
42	teacher-assessment
43	the topic of writing task is universal and does not require bac
44	brainstorming, analyzing, paraphrasing, summarizing
45	to what extent do you implement your assessment knowledge so
46	promote students' success in writing
47	dynamic assessment procedure emphasizes the learning process
48	select appropriate assessment measure
49	and define the learning outcomes
50	interactive assessment and dynamic assessment
51	information about the culture of the students
52	the success of the student's writing
53	portfolio assessment
54	checking for errors
55	several forms of assessment have been implemented
56	a portfolio is a collection of student work that can exhibit a
57	including student efficacy.
58	language learning
59	profile or student profile

c) Axial coding

This section mentions the information of codes identified from the interviews. The information is related to Classification of your assessment knowledge codes. Table 4.24 summarizes theses codes as the followings:

Table 4.24

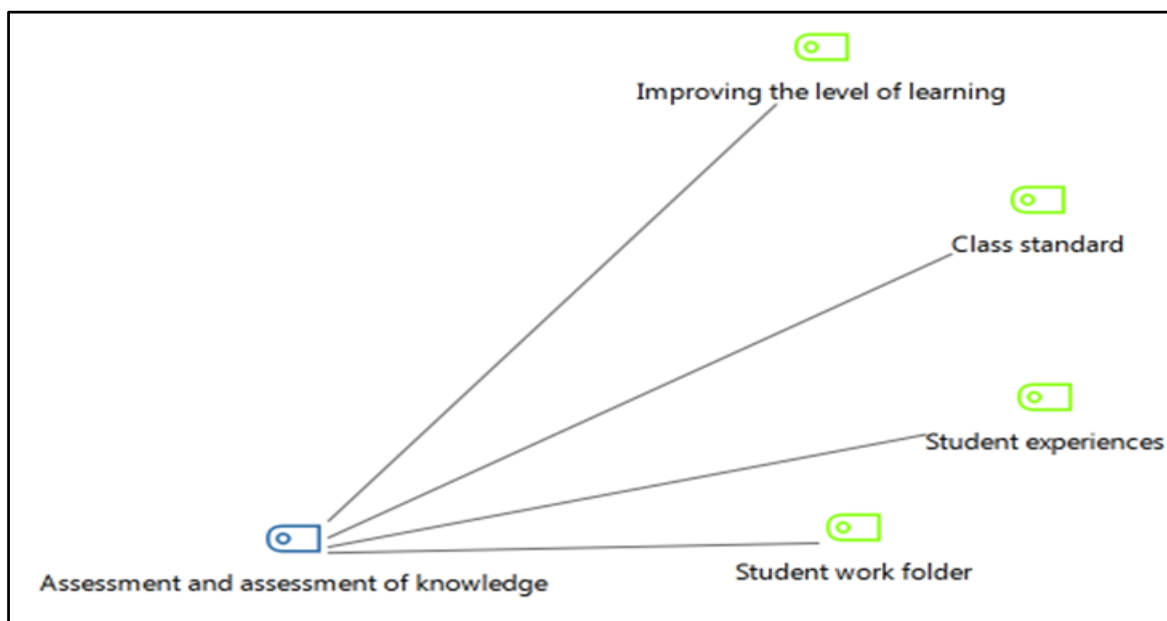
Classification of your assessment knowledge codes

Dimensions	Components	Subcomponents	Interviewer code
Assessment and assessment of knowledge	Student work folder	students' knowledge by writing tasks level and situation level of the students	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13 .M14.M15.M16.M17.M18. M19.M20.M21.M22.M23M. 24.M25.M26.M27
	Student experiences	measure the students' the success of the student's writing including student efficacy. profile or student profile Classroom assessments I use teacher assessment to engage thoughtful and reflective interactions papers with positive attitude individual knowledge assessment knowledge is one of the inseparable aspects of class the time constraints Test-teach and retest weak and strong domains the topic of writing task is universal and does not require bac	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13 .M14.M15.M16.M17.M18. M19.M20.M21.M22.M23M. 24.M25.M26.M27
	Class standard	brainstorming, analyzing, paraphrasing, summarizing Several forms of assessment have been implemented e-portfolio Lack of knowledge of research portfolio assessment due to time concern online portfolio rubrics to grading papers standardized approach	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13 .M14.M15.M16.M17.M18. M19.M20.M21.M22.M23M. 24.M25.M26.M27
		dynamic assessment portfolio assessment teacher-assessment To what extent do you implement your assessment knowledge su interactive assessment and dynamic assessment A portfolio is a collection of student work that can exhibit a or he can compare her or his writings as time goes and see how give constructive feedback evidence of learning portfolio assessment As a result, I can say that I'm just trying to be as objective writing development is procedural skill the learners' level portfolio assessment	

Improving the level of learning	Portfolio evaluation allows students to reflect on their actual	M1.M2.M3.M4.M5.M6.M7.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18.M19.M20.M21.M22.M23M.24.M25.M26.M27
	need improvement corrective feedback opportunity for this purpose promote students' success in writing dynamic assessment procedure emphasizes the learning process select appropriate assessment measure define the learning outcomes information about the culture of the students portfolio assessment Checking for errors language learning	

d) Selective coding:

Using the results of semi-structured interviews in the coding stage and also inspired by the theoretical and experimental literature of the subject, the identified codes are classified into 4 categories. As can be seen in the below chart, the influencing factors (your assessment knowledge) are: 1. Student workbook 2. Student experiences 3. Class standard 4. Improving the level of learning



Qualitative Chart 4.4. Factors affecting your assessment knowledge

4.3.2.4. Interview's 5th Question: To what extent do you consider psychological and sociocultural factors such as students' writing apprehension, teachers' emotional feedback, or intercultural competence in students' assessing writing?

To answer the fifth question of the interview which is mentioned in the previous section “To what extent do you consider psychological and sociocultural factors such as students' writing apprehension, teachers' emotional feedback or intercultural competence in assessing students' writings?” the following data analysis was run.

a) Open coding of qualitative data:

In this part the researcher reports the open coding of the qualitative data. The data obtained from the interview is demonstrated in Appendix IX which indicates the text and the basic coding of the interviewees. The experts in the interviews referred to items that were important in assessing the psychological and socio-cultural factor.

b) Secondary coding:

This segment deals with the information of identified codes of psychological and socio-cultural factors from the interviews. These interviews are suitable in operation of assessment techniques and can be used in EFL students' writing classes. Table 4.25 summarizes these codes.

Table 4.25.

Identified codes of psychological and socio-cultural factors

Row	Secondary coding
1	have to consider them
2	Instance
3	assessment in writing comprises
4	human intelligence
5	assessments used for summative purposes may be administered at
6	is praised because of her writing
7	I adhere to rubrics chosen by the university, and ignore the na
8	multi-cultural classes
9	the positive and strong aspects of the students' writing.
10	fear of making mistakes
11	avoiding plagiarism
12	sociocultural background
13	encouraging feedback
14	giving feedback on students

15	attitude towards writing in English
16	a great challenge
17	they feel anxious
18	the test-based university entrance exam
19	is test-oriented
20	Productive
21	that didn't require students
22	Writing place and evaluation
23	given a significant place in writing assessment it is true both
24	Assessing
25	Unfairness
26	to ensure equality while assessing
27	as a result, I can say that I'm just trying to be as objective
28	teachers' type and learners' type
29	some factors should be noted carefully
30	standardized processes
31	a student's efforts in
32	standardization meetings
33	cultural backgrounds
34	emotional feedback
35	participation level
36	Standardization
37	use themes to avoid teacher emotional feedback
38	support and affirm
39	feelings into account while proving feedback
40	double-edged sword
41	produced meaning cannot be separately analyzed from the context
42	of hermeneutics and discourse
43	social variables have a significant in-direct influence
44	family participation
45	dedication, emotional control
46	shy away from writing
47	competent in writing and expressing their ideas
48	a rubric and standardization
49	writing anxiety
50	individual differences
51	emotional issues, attitudes, motivation, behavior, and self-e
52	solving authentic problems and learning
53	interaction, negotiation, and collaboration
54	social norms and problems
55	wouldn't affect present or future judgements.
56	Familiarity with students' culture
57	the success of the student's writing

As can be seen in Table 4.24, a wide range of factors were identified in relation to the fifth research question and psychological and socio-cultural factors. Therefore, to respond to the first year of research and use the results of semi-structured interviews inspired by the

theoretical and experimental literature on the subject, the identified codes are categorized.

c) Axial coding:

The other section under the category of axial coding handles the data obtained from the interviews and is mentioned in table 4.26 which is the indications of the classification of identified codes in groups related to psychological and socio-cultural factors based on the text and the basic coding of the interviews.

Table 4.26

Classification of identified codes in groups related to psychological and socio-cultural factors

Dimensions	Components	Subcomponents	Interviewer code
psychological and sociocultural factor	Depends on the student's intelligence	have to consider them Human intelligence multi-cultural classes sociocultural background	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13. M14.M15.M16.M17.M18.M1 9.M20.M21.M22.M23M.24. M25.M26.M27
	Depends on the emotions	cultural backgrounds of hermeneutics and discourse Familiarity with students' culture the success of the student's writing is praised because of her writing they feel anxious emotional feedback	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13. M14.M15.M16.M17.M18.M1 9.M20.M21.M22.M23M.24. M25.M26.M27
		Use themes to avoid teacher emotional feedback feelings into account while proving feedback dedication, emotional control writing anxiety ... Emotional issues, attitudes, motivation, behavior, and self-e Instance	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13. M14.M15.M16.M17.M18.M1 9.M20.M21.M22.M23M.24. M25.M26.M27
		Assessment in writing comprises Assessments used for summative purposes may be administered at I adhere to rubrics chosen by the university, and ignore the na the positive and strong aspects of the students' writing. fear of making mistakes avoiding plagiarism	

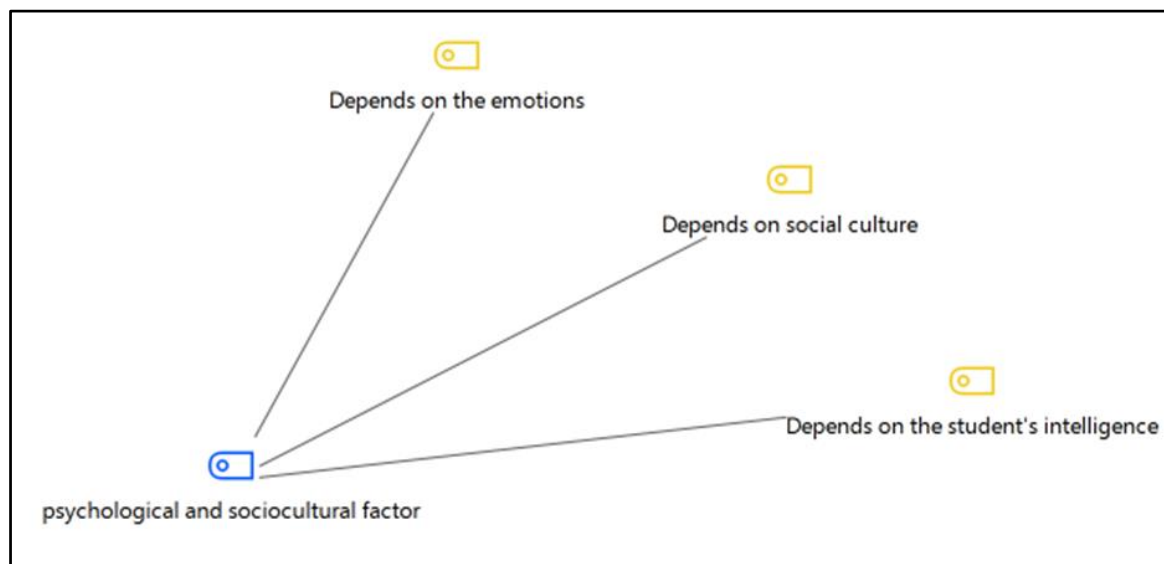
Depends on social culture	. Encouraging feedback giving feedback on students attitude towards writing in English a great challenge the test-based university entrance exam is test-oriented Productive didn't require students Writing place And evaluation given a significant place in writing assessment it is true both Assessing Unfairness to ensure equality while assessing As a result, I can say that I'm just trying to be as objective teachers' type and learners' type some factors should be noted carefully standardized processes a student's efforts standardization meetings participation level Standardization support and affirm double-edged sword produced meaning cannot be separately analyzed from the context social variables have a significant in-direct influence family participation shy away from writing competent in writing and expressing their ideas a rubric and standardization individual differences solving authentic problems and learning interaction, negotiation, and collaboration social norms and problems wouldn't affect present or future judgements.	M1.M2.M3.M4.M5.M6.M7. M8.M9.M10.M11.M12.M13. M14.M15.M16.M17.M18.M1 9.M20.M21.M22.M23M.24. M25.M26.M27
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Using the results of semi-structured interviews in the coding stage and also inspired by the theoretical and experimental literature of the subject, the identified codes are classified into 3 categories. As can be seen in Table 4.25, the influencing (factors psychological and socio-cultural factors) are: 1. Depends on social culture, 2. Depends on the emotions, and 3. Depends on social culture.

d) Selective coding:

Based on the qualitative analysis done on the interview questions considering the factors

which influenced psychological and socio-cultural factors and also after doing open coding of the qualitative data, secondary coding, and axial coding the researcher come with a model accessible in the following chart:



Qualitative Chart 4.5. Factors Affecting psychological and socio-cultural factors

4.3.2.5. Interview's 6th Question: Which one is more effective in improving EFL students' writing skills: teachers' writing proficiency or teachers' assessment literacy?

To answer the sixth question of the interview which is mentioned in the previous section "Which one is more effective in improving EFL students' writing skills: teacher's writing proficiency or teacher's assessment literacy?" the following data analysis was run.

a) Open coding of qualitative data:

In this part the researcher describes the open coding of the qualitative data. The data obtained from the interview is demonstrated in Appendix X which illustrates the text and the basic coding of the interviewees. Needless to say that the experts in interviews noted issues that were important in improving the writing skills of EFL students.

b) Secondary coding:

This section mentions the information of codes identified from the interviews. The information is associated with the identification of codes for improving the writing skills of EFL students. Table 4. 27 summarizes theses codes as the followings:

Table 4.27.

Identified codes improving the writing skills of EFL students

Row	Secondary coding
1	effective but teacher's writing proficiency
2	believe both teacher's
3	teacher for efficient and effective writing classes
4	both of them are complementary
5	most of them did not ask the learners to revise the texts which
6	the data analysis showed that the teachers
7	the data analysis showed that the teachers
8	teacher will make her job easier
9	teach the writing very good
10	both aspects are extremely important
11	assessment literate teachers are better educators
12	believe teachers' assessment literacy
13	because writing and assessing writing
14	read scientific articles and journals to evaluate writing
15	think teaches writing proficiency is more effective
16	appropriate writing tasks considering students' levels and need
17	I think both are equally important
18	be misled
19	to provide feedback
20	assessment literacy
21	dependence between teacher skills and literacy
22	but teacher's assessment literacy is more important than writing
23	lack of assessment literacy would lead to a total failure, such
24	both are crucial factors
25	are both major requirements
26	may not lead students effectively
27	a teacher with insufficient amount of assessment literacy wou
28	they are both equally
29	a bigger effect
30	constructive feedback
31	writing proficiency and teacher's assessment
32	understanding, interpretation, reflection, and strengthening of
33	a teacher's writing proficiency
34	need training in both knowledge and skills
35	scholars, across various educational contexts
36	How to teach better

As depicted in Table 4.27, numerous variables were identified in relation to the sixth research (Improve the writing skills of EFL students). To address this question, the identified codes are classified using the results of semi-structured interviews activated the theoretical and experimental literature on the concept.

c) Axial coding:

Using the results of semi-structured interviews in the coding stage and also stimulated by the theoretical and experimental literature of the subject, the identified codes are classified into 5 categories.

Table 4.28.

Classification of identified codes into groups related to written assessment of EFL students.

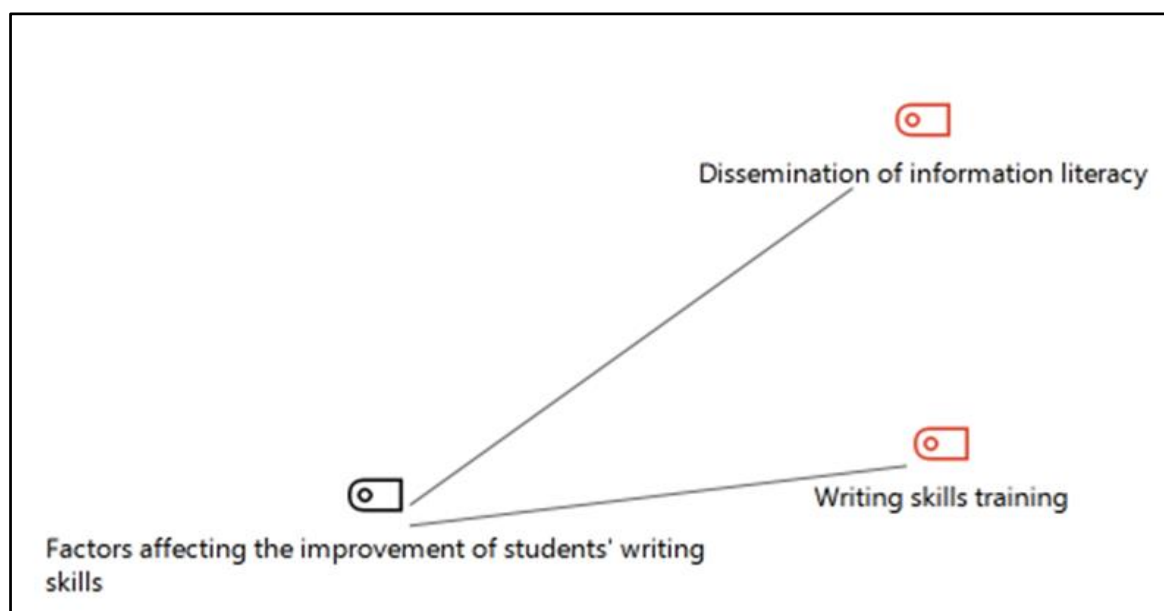
Dimensions	Components	Subcomponents	Interviewer code
Factors affecting the improvement of students' writing skills	Writing skills training	effective but teacher's writing proficiency believe both teacher for efficient and effective writing classes both of them are complementary think teaches writing proficiency is more effective	M1.M2.M3.M4.M5 .M6.M7.M8.M9.M 10.M11.M12.M13. M14.M15.M16.M1 7.M18.M19.M20.M 21.M22.M23M.24. M25.M26.M27
		appropriate writing tasks considering students' levels and need dependence between teacher skills and literacy writing proficiency and teacher's assessment a teacher's writing proficiency need training in both knowledge and skills teacher will make her job easier teach the writing very good both aspects are extremely important assessment literate teachers are better educators believe teachers' assessment literacy	
	Dissemination of information literacy	because writing and assessing writing	M1.M2.M3.M4.M5 .M6.M7.M8.M9.M 10.M11.M12.M13. M14.M15.M16.M1 7.M18.M19.M20.M 21.M22.M23M.24. M25.M26.M27
		read scientific articles and journals to evaluate writing i think both are equally important to provide feedback assessment literacy but teacher's assessment literacy is more important than writing lack of assessment literacy would lead to a total failure, such both are crucial factors are both major requirements may not lead students effectively . a teacher with insufficient amount of assessment literacy wou they are both equally a bigger effect constructive feedback understanding, interpretation, reflection, and strengthening of scholars, across various educational contexts how to teach better	

The identified codes are classified into four categories based on the results of semi-structured

interviews and also on the theoretical and experimental literature on the subject. As depicted in Table 4.28, the psychological and sociocultural factors that influence are: 1. Pay attention to written content 2. Students' competencies 3. Learning vocabulary and grammar 4. Assessment and written feedback of students.

d) Selected model

Additionally, in this section the researcher proposes a model for the factors affecting psychological and sociocultural factors when presenting student writing in the class. The researcher performed content analysis and all answers were critically studied and analyzed. the model is demonstrated in chart 4.6.



Qualitative Chart 4.6. Factors Affecting the improvement of students' writing

4.3.3. Interview's 7th Question: What are instructors' needs for professional development in assessing writing?

To answer the seventh question of the interview which is stated in the former unit "What are instructors' needs for professional development in assessing writing?" the following data analysis was done.

a) Open coding of qualitative data:

As depicted in Appendix VIII, instructors in interviews discuss issues critical to petrification development when writing assessments.

b) Secondary coding:

As can be presented in Table 4.29, a wide range codes identified from interviews with professional development experts in writing assessment. Therefore, to answer this question and use the results of semi-structured interviews supported by theoretical and experimental literature on the subject, the codes are characterized as it is presented in table 4.29.

Table 4.29

Codes identified from interviews with professional development experts in writing assessment

Row	Secondary coding
1	purpose of writing for assessing writing
2	workshops on assessment and evaluation for professional develop
3	The most crucial need that being a professional teacher require
4	instructional techniques
5	pre-service teacher organizations
6	self-evaluation
7	observing teachers
8	formative assessment
9	teachers should learn new ways and more effective
10	Webinars
11	a professional development unit to support the teachers.
12	training on how to analyze students' writings
13	to give feedback because
14	their experiences and the practices
15	need small sessions
16	interacting as many students
17	inset training to teachers to enrich their knowledge
18	assessing writing
19	apply different assessment methods which encourage and support
20	read scientific articles and journals to evaluate writing
21	psychological, and cultural factors
22	the formal and formative perception
23	different tools and techniques
24	experienced teachers
25	literacy, error correction and feedback
26	available supervision when
27	peer work
28	workshops like standardization
29	Iconoclast
30	Examiner
31	syllabus designer
32	materials developer
33	models of instructional strategies
34	deep content
35	decreasing students' writing anxiety
36	error correction types

37	assessment techniques
38	on their weaknesses or may not even realize them if there is no
39	the professional development units.
40	standard portfolios prepared
41	respond to students
42	interpret student
43	reflect on their concepts of classroom
44	of classroom assessment routines
45	using scales and standardization meetings can be solutions for
46	subjectively,
47	using assessment
48	sociocultural factors
49	the quality in assessing writing
50	sound assessment
51	critical factors
52	giving feedback
53	choosing proper assessment
54	activities teachers' practice
55	plan and implement activities that support
56	to have content knowledge
57	academic and emotional needs
58	course clarity in explanation
59	good feedback of knowledge
60	instructional practice
61	should be confident
62	teachers' written training
63	how to judge their students' writings
64	use these rubric
65	design writing task teachers
66	assessment of students' writings.

c) Axial coding:

The identified codes are classified into five categories based on the results of semi-structured interviews and also on the theoretical and experimental literature on the subject. As depicted in Table 4.30, the determining factors (professional development in writing assessment) are the following:

1. Quality assessment of writing assessment
2. Participate in in-service training courses
3. Assess the quality of knowledge
4. Monitoring activities
5. Understand the situation.

Table 4.30.

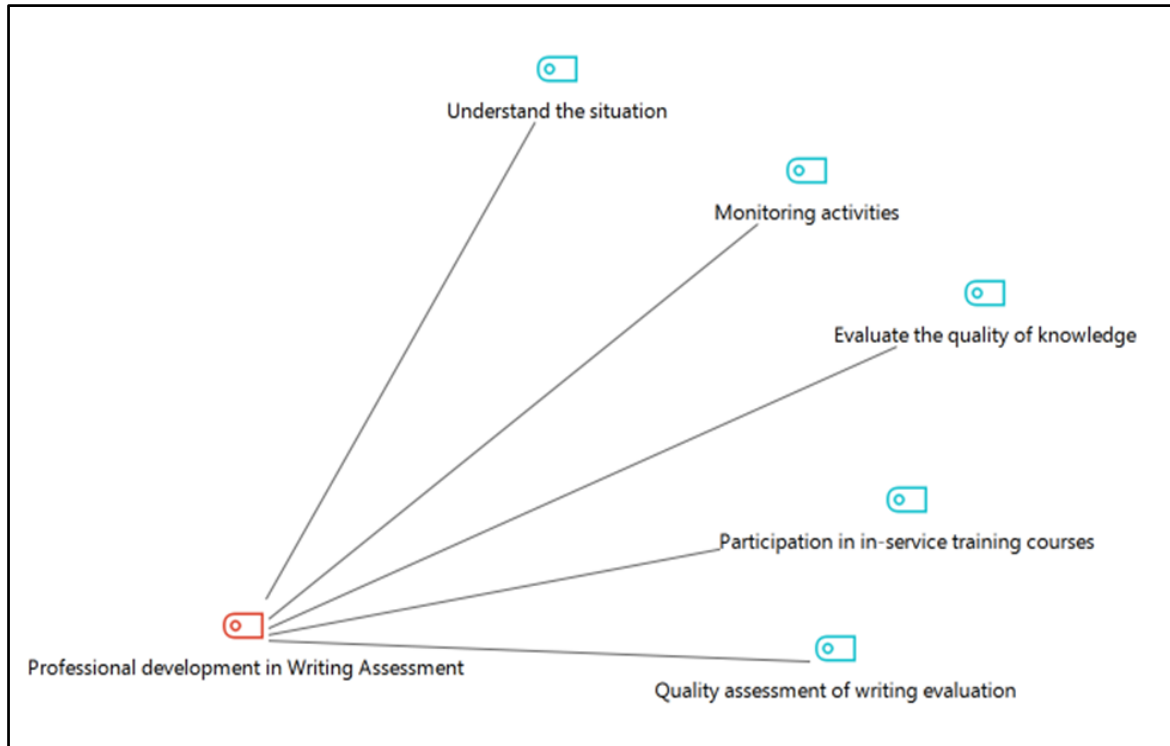
Classification of identified codes into groups related to factors affecting professional development in writing evaluation

Dimensions	Components	Subcomponents	Interviewer code
Factors Affecting Professional Advancement in Writing Assessment	Quality assessment of writing evaluation	purpose of writing for assessing	
		The most crucial need that being a professional teacher require self-evaluation	
		observing teachers	M1.M2.M3.M4.M5.M6.M7
			.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18
			.M19.M20.M21.M22.M23
			M.24.M25.M26.M27
	Participate in in-service training courses	formative assessment	
		a professional development unit to support the teachers.	
		training on how to analyze students' writings	
		Interacting as many students	
		assessing writing	
	Evaluate the quality of knowledge	apply different assessment methods which encourage and support psychological, and cultural factors	
		Examiner	
		models of instructional strategies	
		workshops on assessment and evaluation for professional develop	
		instructional techniques	
	Participate in in-service training courses	pre-service teacher organizations	
		teachers should learn new ways and more effective	
		Webinars	
		need small sessions	
		inset training to teachers to enrich their knowledge	M1.M2.M3.M4.M5.M6.M7
	Evaluate the quality of knowledge		.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18
			.M19.M20.M21.M22.M23
			M.24.M25.M26.M27
		Read scientific articles and journals to evaluate writing	
		different tools and techniques	
	Participate in in-service training courses	iconoclast	
		the professional development units.	
		course clarity in explanation	
		instructional practice	
		Teachers' written training	
	Evaluate the quality of knowledge	to give feedback because	
		deep content	
		standard portfolios prepared	M1.M2.M3.M4.M5.M6.M7
			.M8.M9.M10.M11.M12.M13.M14.M15.M16.M17.M18
			.M19.M20.M21.M22.M23
	Participate in in-service training courses		M.24.M25.M26.M27
		respond to students	
		the quality in assessing writing	
	Evaluate the quality of knowledge		

	choosing proper assessment to have content knowledge Good feedback of knowledge literacy, error correction and feedback available supervision when Workshops like standardization syllabus designer	M1.M2.M3.M4.M5.M6.M7 .M8.M9.M10.M11.M12.M1 3.M14.M15.M16.M17.M18 .M19.M20.M21.M22.M23 M.24.M25.M26.M27
Monitoring activities	materials developer error correction types assessment techniques interpret student sound assessment giving feedback use these rubric design writing task Teachers assessment of students' writings. activities teachers' practice Plan and implement activities that support their experiences and the practices the formal and formative perception experienced teachers Peer work on their weaknesses or may not even realize them if there is no reflect on their concepts of classroom subjectively,	M1.M2.M3.M4.M5.M6.M7 .M8.M9.M10.M11.M12.M1 3.M14.M15.M16.M17.M18 .M19.M20.M21.M22.M23 M.24.M25.M26.M27
Understand the situation	using assessment sociocultural factors critical factors academic and emotional needs should be confident how to judge their students' writings	

d) Selective coding:

Using the results of semi-structured interviews in the coding stage and also stimulated by the theoretical and experimental literature of the subject, the identified codes are classified into 4 categories. As can be seen in the chart 4.6, factors professional development in writing assessment the influencing factors (your assessment knowledge) are: 1. Understanding the situation, 2. Monitoring activities, 3. Evaluating the quality of knowledge, 4. Participation in in-service training courses, and 5. Quality assessment of writing evaluation.



Qualitative Chart 4.7. Factors affecting professional development in writing assessment

4.4. The Final Research Model

After doing all the steps and procedures which were mentioned in the previous sections of this dissertation the researcher proposed the final model as it is presented in the figures 4.3(a) and 4.3 (b) as follows:

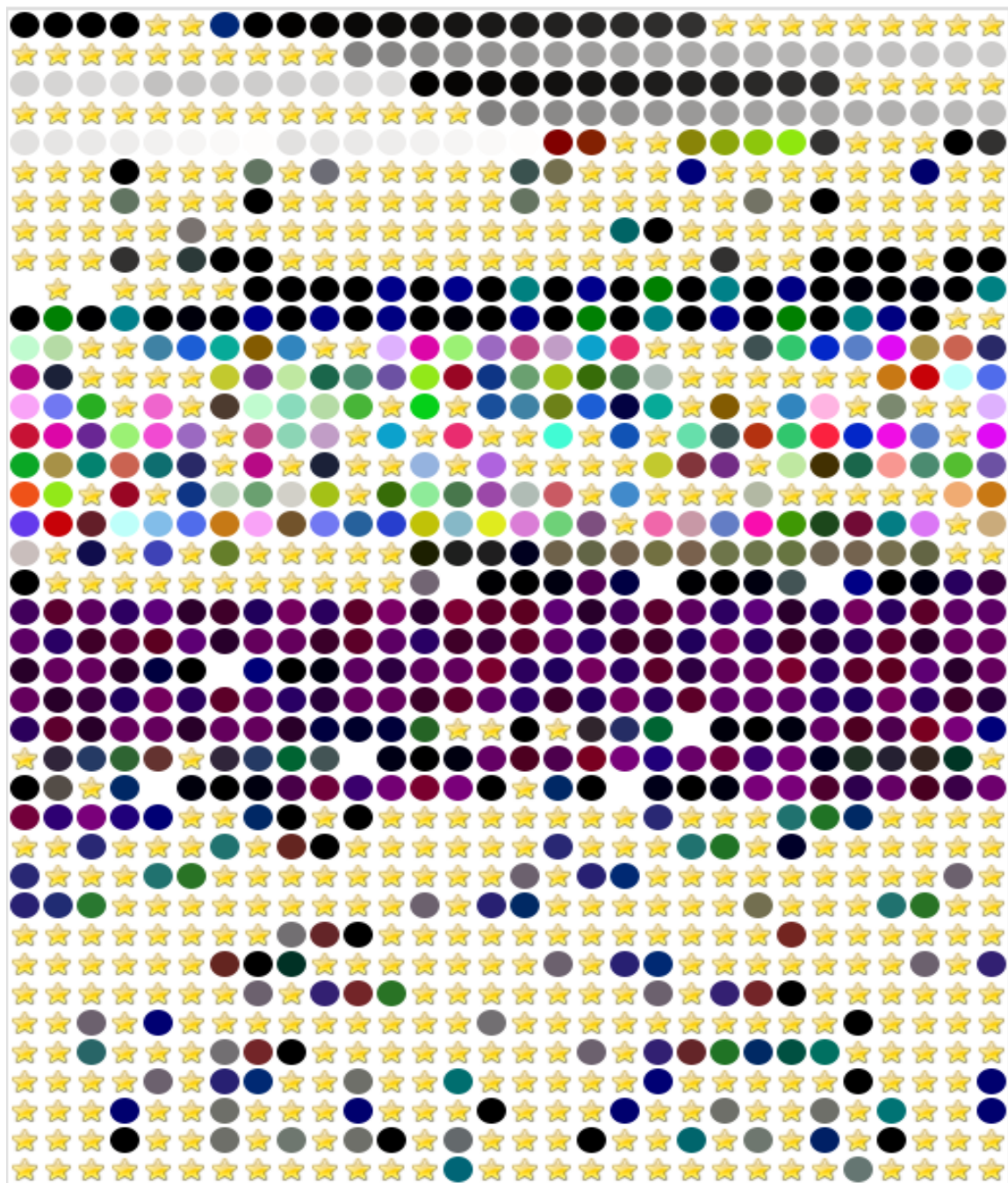


Figure 4.3 (a). Final model of qualitative phase of the study presented by the use of MAXQDA

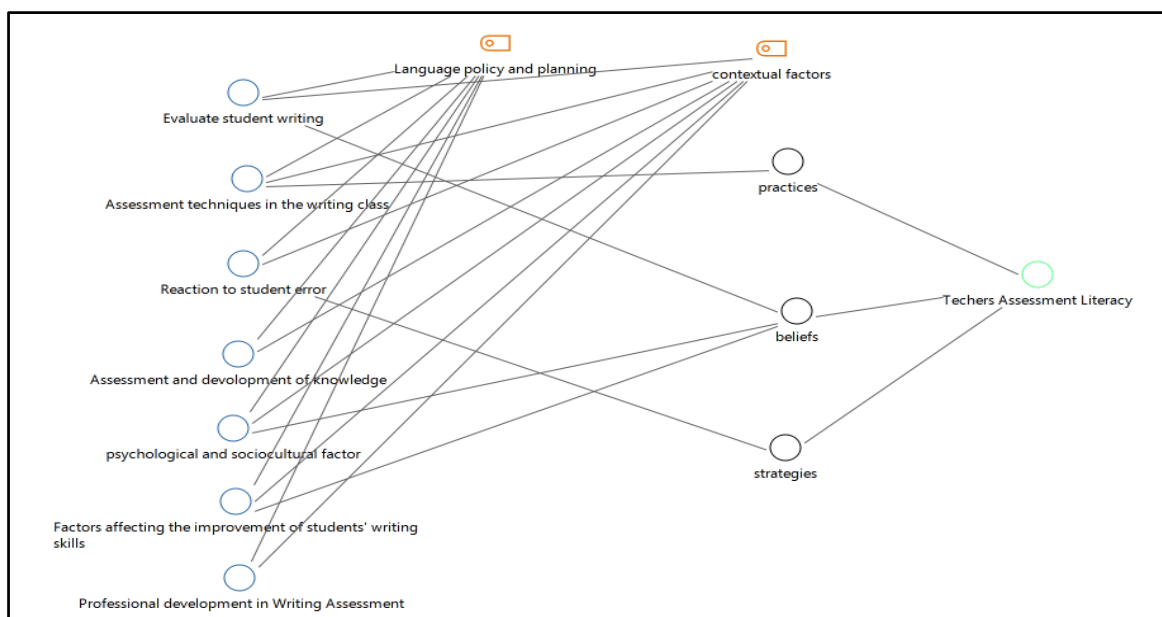


Figure 4.3(b). Qualitative model of research

4.5. Interpreting the Final Model and Answering the Questions

According to the final qualitative model of the present study, which is in line with mixed method-sequential design research, instructors in English language preparatory classes have pointed out some of the factors that exert an influence instructors' writing assessment literacy, beliefs, performance, and written assessment strategies. By carefully analyzing the interviews, the literacy model, beliefs, performance, and written assessment strategies of instructors were divided into several axes. The extracted model of writing assessment literacy based on qualitative part of data literacy, beliefs, performance, and written assessment strategies of Turkish EFL instructors consists of 7 components, including 1) assessing student writing, 2) assessment techniques in the writing classes, 3) responding to students' mistakes and errors when presenting, 4) instructors' writing assessment knowledge, 5) psychological and socio-cultural factors, 6) improving students' writing skills, and 7) needs for professional development in assessing writing. Education planners and managers should consider these factors.

As can be seen from the results of the qualitative model of the present study (table 4), each of the dimensions extracted has components that have been done in interviews with 27 interviewees. One of the most important components of learning is "Assessing student writing". In order to start writing, one has to learn several skills beforehand, many of which are already taught, including listening, understanding sounds, and the correct way to hold a pen, because in the language hierarchy, writing is the last step that must be learned. Useful

experiences in language skills of listening and reading are in fact a prerequisite for writing. The initial formation of this skill takes place in preschool education. Writing refers to a set of interrelated writing skills. What sets the stage for the writing process is a cognitive and physical condition, muscle mastery, and a pattern for imitation; Therefore, it is necessary to consider activities in order to prepare students to learn and assess these processes in English language teaching. In other words, the set of these activities provides the ground for reading and writing. Therefore, according to these concepts as well as research findings on assessing student writing, components such as “pay attention to written content, students' competencies, learning vocabulary and grammar, assessment, and written feedback of students” should be considered.

Table 4.31.

Components and dimensions of the final qualitative model

Dimensions	Components
Assessing student writing	Pay attention to written content
	Students' competencies
	Learning vocabulary and grammar
	Assessment and written feedback of students
Assessment techniques in the writing classes	Corrective feedback on the text
	Assessment based on writing level
	Assessment within the framework of tasks
	Measuring individual and group performance
Responding to students' mistakes when presenting	Encourage and motivate students
	Direct reaction to errors
	Indirect reaction to errors
	Guide to writing and presenting articles
Teachers' writing assessment knowledge	Fear of writing error
	Student work folder
	Student experiences
	Class standard
Psychological and socio-cultural factors	Improving the level of learning
	Depends on the student's intelligence
	Depends on the emotions
Improving students' writing skills	Depends on social culture
	Writing skills training
needs for professional development in assessing writing	Dissemination of information literacy
	Quality assessment of writing
	Participate in in-service training courses
	Assess the quality of knowledge
	Monitoring activities
	Understand the situation

Assessment techniques in the writing class is a set of specific activities that instructors can use to quickly assess students' understanding. The term class assessment refers to the

assessment that are designed or selected by instructors and are presented as an integral part of the classroom instruction. They are followed during an educational or unit activity. These assessments may include instructor-student interactions in the classroom, observations, student products that are directly resulted from ongoing learning activities. Content in the current course is used to assess students' understanding of them in general, but it can also be used in a course or program to assess students' knowledge with minor changes. Classroom assessment techniques are provided to provide quick feedback on the level of understanding of the whole class rather than individual students. Instructors can use this feedback to raise awareness, such as speeding up or slowing down lectures or explicitly addressing confusing areas. Among the components of assessment techniques in the writing class are corrective feedback on the text, assessment based on writing level, assessment within the framework of tasks, assessing individual and group performance, which are qualitative interviews related to class assessment techniques obtained in this research.

Of course, all students in the classroom make mistakes when presenting the course content that various factors cause this to happen. At this time, instructors should not damage their self-confidence and issues such as their assessment and should correct the issues that cause mistakes. Find the right way. Here, according to the findings of the present research on responding to students' mistakes when presenting, instructors can use different strategies such as encouraging and motivating students, direct reaction to errors, indirect reaction to errors, and guide to writing and presenting article.

Assessment knowledge such as instructor assessment, dynamic assessment or portfolio assessment enables students to reflect on their actual performance, show their strengths and weaknesses, and observe student progress during the learning process. Encourage your learning responsibilities. According to the findings of the present study, the components obtained from these dimensions are: student work folder, student experiences, class standard, and improving the level of learning.

Writing skills are considered by many to be the most difficult skills of any language, and in order to master them, one must have appropriate knowledge in other language skills as well. The general belief is that to strengthen writing skills we need to attend private classes and benefit from a capable teacher. The fact is that this skill, like listening skill, depends to a large extent on others. Writing skill means writing down your thoughts and ideas in the right way so that the reader can understand what you mean. In fact, writing skills help students use words correctly and write clear, fluent, and even beautiful texts. The importance of a

large vocabulary and high grammar knowledge shows itself more than anything else in your writings, because the written text reflects mistakes and inadequacies more than what is said. Writing skills, like listening skills, are secondary language skills that do not develop in the early stages. In other words, you will be able to write in that language only after you have mastered the basics of the target language (such as the alphabet, vocabulary, grammar, etc.). Since you need good language skills to write, strengthening your writing skills will help you develop your other skills as well. Therefore, according to the qualitative model obtained from the present study, the components that affect students' writing skills are: writing skills training, dissemination of information literacy, and quality assessment of writing.

Instructor's self-assessment and assessment needs in writing assessment can be an effective tool for instructors and principals who want to identify strengths and weaknesses in the classroom and lead to positive change. In other words, professional development and the need for instructor advancement refer to the training, certification, and education that an individual needs in order to succeed in his or her job, including assessment of writing evaluation, participate in in-service training courses, assess the quality of knowledge, monitoring activities, and understand the situation.

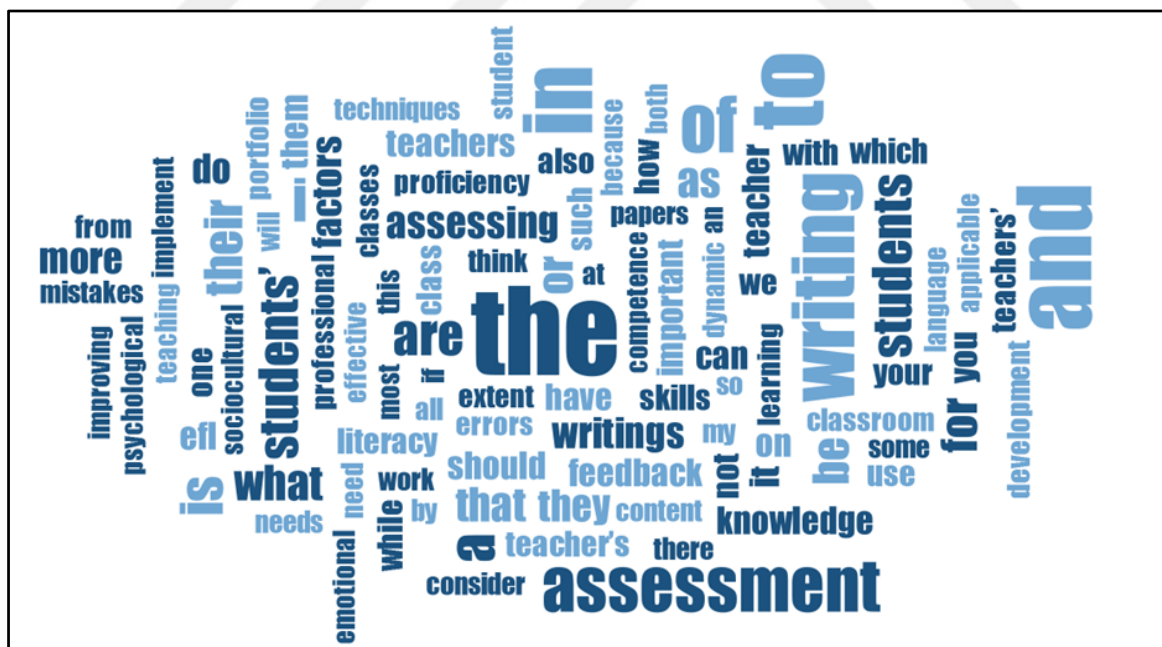


Figure 4.4. Word cloud model

As for the qualitative objective of the study regarding challenges of Turkish EFL instructors in assessing writing as well as the needs of Turkish EFL instructors in order to be improved professionally in assessing writing, the researcher made use of “theme-based categorization”

(Dörnyei, 2007, p. 245) to categorize the responses emerged from the open-ended interview questions. The inter-rater agreement and inter-rater reliability for coded transcripts were also taken care of. It is worth mentioning that the inter-coder agreement needs the two coders reach agreement through discussion (Dörnyei, 2007) and the inter-coder reliability requires that the two coders choose the same code for the same unit of text (Krippendorff, 2004). Finally, the researcher tried to find out the discrepancy between teachers' claims and their real classroom practice delving and digging into the responses provided by the interviewees. To answer the qualitative research questions of the study in the second phase (questions 7 and 8), a content analysis of the interviews with EFL instructors as the focus-groups was conducted through employing NVIVO program. It should be noted that firstly, all interviews were transcribed and summarized. Then, based on open and axial coding systems the data were analyzed and categorized. Such a categorization process led to the identification of the predominant general patterns (open codes) and the specific issues in this respect (axial codes) presented by the instructors concerning their views and perceptions about writing assessment literacy challenges and needs of Turkish EFL instructors.

4.5.1. RQ7: What are the main challenges of Turkish EFL instructors in assessing writing?

As for the first objective of the study regarding challenges of Turkish EFL instructors in assessing writing, the researcher constructed seven semi-structured open-ended questions, employing theme-based categorization, to analyze data (Dörnyei, 2007). Some of the statements made by the teachers along with the researcher's brief explanations are reported below:

1. What factors are more important in assessing EFL students' writings?

I think Coherence and cohesion are the most important factors should be taken into consideration in writing. Students should be able to make logical relations between sentences and paragraphs they write.

To me, there are two major factors in assessing students' writing including the software and the hardware of writing. The software which is more complex refers mainly to the generation and development of idea and the hardware refers to the mechanics of writing including syntactic and semantic issues.

2. What assessment techniques are more applicable in your writing classes?

They are expected to write grammatically correct sentences and they should care about the content and delivery. Putting a good set of vocabulary is also important.

I think that it depends to the assessment literacy of the teachers. For me working on portfolio assessment is useful and just recently I am practicing the dynamic assessment techniques in the classroom, unifying the assessment and instruction and highlighting assessment for learning not assessment of learning since in dynamic assessment any score is a learning score not a testing score.

3. How do you react to the EFL students' errors while presenting their writings in the classroom?

No doubt Students make mistakes in their writing, and it happens often times that the number of their errors and the mistakes they commit are high. But their mistake shouldn't be lionized and they shouldn't be demotivated by highlighting the number of the mistakes and errors found in their writings. Whatever the quality of the writing, they are encouraged to produce better works.

I believe that what is more important in accounting for students' errors is to provide both cognitive and emotional feedback to the students since focusing on cognitive feedback at the expense of emotional feedback may decrease students' engagement and focused attention. I analyze their errors in terms of complexity (lexical and syntactic), accuracy, fluency and cohesion including the collocational errors.

4. To what extent do you implement your assessment knowledge such as knowledge of portfolio-assessment, teacher-assessment or dynamic assessment in the class?

Due to the number of classes and existing number of students that we are dealing with, assessment is going to be the most challenging part of the writing. Despite all, I do my best to meet the aforementioned criteria as far as I can.

The bitter fact is that despite its theoretical significance, the implementation of assessment knowledge has been underrated in the EFL writing classrooms. The point is that most of the students are used to testing situations and worry about the final exams; however, I try to make use of a variety of assessment techniques. For instance, to increase their participation I ask them to assess their classmates' writings focusing on peer assessment. Moreover, I try to use task-based collaborative

output activities such as debating before students are supposed to work on their writings. Using task-based instruction we can assess them before they start to write.

5. To what extent do you consider psychological and sociocultural factors such as students' writing apprehension, teachers' emotional feedback or intercultural competence in assessing students' writings?

Teaching in an International University and dealing with international students from different countries and also local students from different parts of the country I have witnessed that students social and psychological background have a significant role in production of their writing works. Rabbit plus this, teachers emotional feedback is another crucial element. Usually because of long teaching hours, excessive number of students, and dealing with different assessment issues in their writings it is observed that teachers find it hard to transfer a very productive emotional feedback that works. All in all, the learners capacity an ability of writing combined with their cultural background and also the feedback they receive from their teachers, form and affect students writing quite differently.

Indeed, the question isn't easy to answer briefly. However, I think that psychological factors are very determining in students' writing development. Taking writing self-efficacy and writing anxiety into account, as teachers we should take care of individual differences and know how to increase their efficacy and to decrease their anxiety. The choice of topic, the type of assessment we adopt, the way we behave their errors and the way we teach them and integrate language skills all count in this regard. We also should realize students' problem from social perspective and act as scaffolding for the students since there are always students who are deprived of family support whether financially or emotionally.

6. Which one is more effective in improving EFL students' writing skills: teacher's writing proficiency or teacher's assessment literacy?

I'm not going to separate them and judge them differently. I think both are them are equally important.

I think that teachers' writing proficiency is a prerequisite for writing assessment literacy because it would be hard for the teachers to provide their students with effective assessment techniques if they do not know the constructs of proficiency in terms of complexity, accuracy and fluency and it is motivating and inspiring for the

commonalities and formulated rather similar findings with minor differences. Because the two coders arrived at the same conclusion, the inter-coder agreement of the findings was taken care of. In doing so, initially, following the guidelines suggested by Campbell, Murphy, and Holt (2013), the researchers divided the number of coding agreements by the number of agreements and disagreements combined, and they achieved 64 percent inter-rater reliability. There were 35 common themes that at least one of the researchers invoked a code and of these, there were 27 cases that both two coders had invoked the code. Therefore, the overall level of inter-coder reliability would have been 77 percent ($27/35=.77$). However, after negotiating discrepancies, they reached 88 percent inter-coder reliability ($24/27=.88$). Therefore, following the coding reliability and agreement, the number of common themes emerged from the instructors' responses reduced to 24 codes. Therefore, the common themes emerged from the teachers' responses included: 1) *Assessment knowledge*, 2) *assessment techniques*, 3) *idea development*, 4) *mechanics of writing*, 5) *teacher assessment*, 6) *motivation* 7) *coherence*, 8) *portfolio assessment*, 9) *sociocultural issues*, 10) *complexity*, 11) *accuracy*, 11) *emotional support*, 12) *teacher scaffolding* 13) *peer assessment*, 14) *engagement*, 15) *dynamic assessment*, 16) *cohesion*, 17) *writing self-efficacy*, 18) *feedback*, 19) *major errors*, 20) *collocational errors*, 21) *assessment rubrics*, 22) *good grades*, 23) *family support*, and 24) *writing anxiety*.

Out of these 24 codes, 10 were more frequent in terms of their features to be considered challenges for the EFL instructors' assessing L2 writing. They are listed as follows:

- 1) Increasing their assessment knowledge,
- 2) Using different assessment techniques,
- 3) Familiarity with mechanics of writing,
- 4) Employing portfolio assessment,
- 5) Being affected by sociocultural issues,
- 6) Receiving little emotional support,
- 7) Conceding teacher and peer scaffolding types,
- 8) Relying on dynamic, peer, self, and teacher assessment methods,
- 9) Developing assessment rubrics, and
- 10) Solving L2 learners' writing anxiety.

4.5.2. RQ8: What are the needs of Turkish EFL preparatory school instructors in assessing writing?

As for the second objective of the study regarding the needs of Turkish Preparatory EFL instructors in order to be developed professionally in assessing writing, the researcher constructed two semi-structured open-ended question, employing theme-based categorization, to analyze data (Dörnyei, 2007). Some of the statements made by the teachers along with the researcher's brief explanations are reported below:

1. What factors do you need to become professional in assessing students' writings from theoretical perspective?

Theoretically speaking, I need to be actively involved in testing and assessment issues including the leading textbooks and new papers to get acquainted with the major concepts of assessment such as reliability, validity, IRT, Rasch measurement, practicality, measurement-driven assessment, beyond testing or so. Indeed, to be able to assess students' writing professionally, I need to be gain mastery over both writing framework and writing assessment fundamental concepts.

The major problem is that I cannot interpret the information obtained from the students' writings in a systematic way and most of the time I resort to my intuition and personal experience but I think that I should study the assessment techniques and rubrics and follow the guidelines suggested by practitioners in this regard.

2. What factors do you need to become professional in assessing students' writings from practical perspective?

In my view, in language testing and assessment, there has been a shift from a psychometric, reductionist language testing paradigm to an eudiometric, anti-reductionist language assessment paradigm, focusing on assessment in practice issues. I try to help students to move forward especially for enhancing their productive skills including writing development. I opt for portfolio assessment, and I need to gain more experience in this type of assessment since then I can highlight the role of self-assessment for the students to be able to assess their own progress and in this way, I may elevate the level of their engagement in writing. I also feel the need to design function tests by creating scenarios and situations and assess students' pragmatic knowledge and take care of performance-based assessment.

I believe that I need to apply what I have already acquired from the assessment issues to classroom context and know how to construct tests, rubrics and scales by means of sophisticated statistics such as Rasch Model and SEM. Moreover, I am fond of dynamic assessment and computerized dynamic assessment so I need to know how I can implement this new version of dynamic assessment which provides hint for the students in a large class.

Thereafter, the researcher also entered the transcripts emerged from the participants' responses to the Nvivo software version 10 and he put the data in the Sources menu and organized the data by creating folders and sub-folders in the Nodes menu and then managing the coding procedure and finally running the Word Cloud by means of the Queries word frequency option, he came up with the following themes emerged from the teachers' responses (see Figure 4.4).

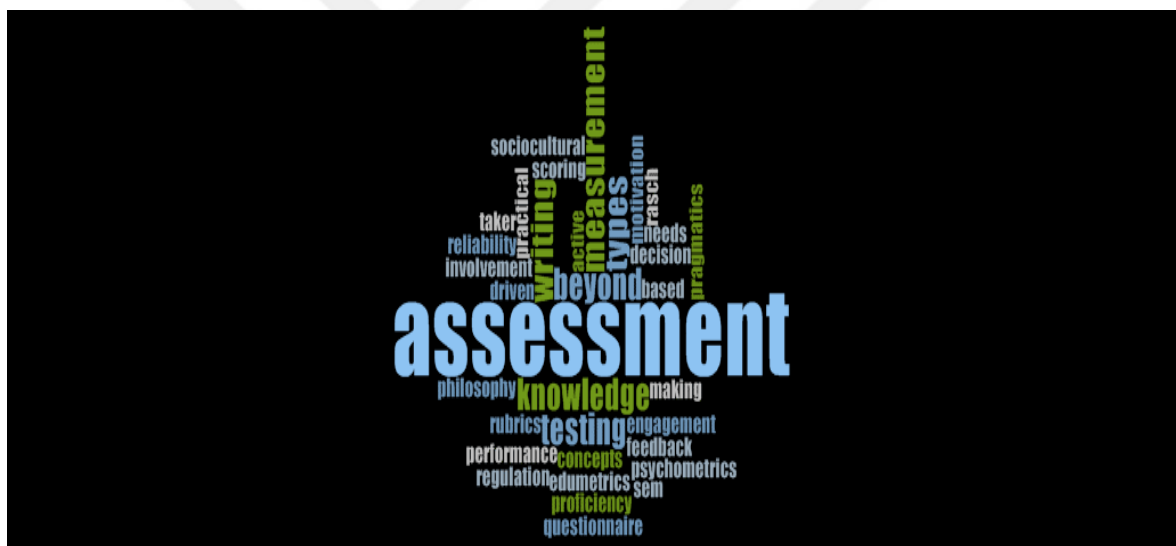


Figure 4.6. Content analysis for teachers' needs of writing assessment literacy

As illustrated in Figure 4.6, the common themes emerged by mean of the software included approximately 34 themes and the results of hand-coding included 29 cases elicited by two coders so that there was no remarkable discrepancy between the automatic coding and hand coding. Finally, having coded the data, the first researcher provided the second person with the data to code. Thereafter, the second researcher coded the responses by eliciting the commonalities and formulated rather similar findings with minor differences. Because the two coders arrived at the same conclusion, the inter-coder agreement of the findings was taken care of. In doing so, initially, following the guidelines suggested by Campbell et al. (2013), the researchers divided the number of coding agreements by the number of

agreements and disagreements combined, and they achieved 64 percent inter-rater reliability. There were 29 common themes that at least one of the researchers invoked a code and of these, there were 22 cases that both of the two coders had invoked the code. Therefore, the overall level of inter-coder reliability would have been 77 percent ($22/29=.77$). However, after negotiating discrepancies, they reached 81 percent inter-coder reliability ($18/22=.81$).

Therefore, following the coding reliability and agreement, the number of common themes emerged from the students' responses reduced to 18 codes. Therefore, the common themes emerged from the instructors' responses included: 1) assessment concepts, 2) writing rubrics, 3) reliability, 4) validity, 5) knowledge of feedback, 6) performance-based assessment, 7) active involvement, 8) scoring and decision-making, 9) Rasch Measurements, 10) , designing Rubrics, 11) beyond testing, 12) level based feedback, 13) edumetrics, 14) types of assessment, 15) sociocultural values, 16) writing proficiency, 17) practical knowledge, and 18) test taker needs.

4.5.3. RQ9: To what extent are assessment practices claimed by the instructors and their reported practices in the classroom by their students compatible?

The ninth research question of the study searched for the extent to which assessment practices claimed by the instructors and their reported practices in the classroom by their students were compatible. Accordingly, the results of students' interviews in this respect were compared to those of the EFL instructors presented in the questionnaire (the practice items).

Likewise, the documents pertained to students' writings (portfolios) encompassing the feedbacks students had received in the two phases of L2 writing assessment were taken into consideration. As mentioned before, each task was checked by the instructors, and they commented on the tasks and provided learners with written corrective feedback (WCF) based on the writing assessment rubric they had received and practiced in the training syllabus.

As for the third objective of the study regarding the discrepancy between teachers' claim and their real practice, having analyzed the data obtained from the interviews and documentation, the researcher found that:

1. EFL instructors taking part in the study, mostly focus on students' grammatical mistakes and care for the mechanics of writings. Likewise, they analyze students' writing in terms of writing framework having topic sentence and concluding sentence for each paragraph. It means that they assess students' writings in terms of accuracy, and unlike their claims about the importance of content and coherence, they evaluate the students' works mainly based on grammatical issues.
2. EFL instructors provide their students with direct feedback, although they maintain that indirect feedback type, the provision of hints, and leading questions would lead to more effective learning development. Also, they offer feedback for grammatical mistakes and ignore to provide feedback in terms of other factors such as the content fluency and complexity.

Instructors claim that students should enhance their writings in terms of writing Complexity, Accuracy, and Fluency (CAF), but in practice they do not present samples of lexical and syntactic complexity for the students and unfortunately, some of them do not assess fluency in writing and since most likely they do not enjoy adequate assessment knowledge, they do not know how to measure accuracy comprehensively via calculating the number of EFT, error-free T-units per T-unit (EFT/T), and errors per T-unit (E/T) (Hyland, 2019).

3. In assessing students' writings instructors claimed that students should avoid repetition of words and students' inadequate knowledge of collocations impedes their success in writing.

Based on students' reports in the interviews, the problems witnessed is that instructors do not assess students' writings in terms of both syntactic complexity and lexical complexity. They underrate the role of lexical complexity and underscore the role of syntactic complexity, instead. More than this, they even are not familiar with the automatic analyzers for measuring indices of accuracy such as the automatic L2 syntactic complexity analyzer (Lu & Ai, 2015).

While students expect their instructors to provide them with ample samples of writing proficiency indices in the classroom, they mostly provide students with the definitions of writing assessment, writing development, and writing proficiency. Hence, the students cannot establish a clear picture of what these concepts means.

4. In assessing students' writings EFL instructors theoretically claimed that students should use different kinds of clauses, connectors, and cohesive devices in their writings. But in practice and while assessing students' writings instructors are in favor of only coordination clauses and do not take subordination clause into account.
5. EFL instructors express that they employ a multiple-draft approach in assessing writing, provide students with a rubric or a list of criteria to assess writing, and sometimes create their own assessment rubrics. However, based on the learners' reports, instructors mostly provide grades for the students based on their personal experience and their intuitions in practice and they are unwilling to follow the writing rubrics and some of them claim that writing is a matter of correct spelling and dictation. So, they care for correct reconstruction of the text and neglect the importance of creative and critical writing in practice, while they assess students' writings.
6. Instructors claim that individual differences are important. However, in practice they fail to account for sociocultural values such as students' identity and ego. They have no practical idea of writing engagement and regulation of motivation for the learners. For instance, they do not know how to help students to deploy self-regulatory motivational strategies while working on writing tasks. Moreover, despite their claims regarding the importance of collaborative output activities and project-based learning, they mostly do not design relevant tasks based on the level of students' proficiency and ignore students' interests, wants and needs so that they cannot help students to have a focused attention and active participation in accomplishing the tasks.

Summary Of Chapter

In this chapter, following mixed method-sequential designs all research questions were answered based on obtained data. All quantitative and qualitative data went through a vigilant

data analysis. All 9 RQs were answered and in following chapters, the findings are being discussed based on the present literature review in the field of applied linguistics and writing assessment.

CHAPTER V

DISCUSSION

5.1 Introduction

The present chapter deals with discussing the study findings with regard to the research questions of the study. In this respect, findings pertained to each single concept investigated in the study (i.e., strategies, beliefs, knowledge, practices, needs, and challenges) supported by different quantitative and qualitative questions are presented and then they will be discussed in favor of the previous studies in the same domain. Accordingly, the discussion section relies on the triangulation of the findings in both quantitative and qualitative phases on any single notion and factor emphasized in the study questions which will be presented in an attempt to show the concordance of the findings which could be more reliable and generalizable relying on different notions and functions of writing assessment literacy of EFL teachers in Turkey. In this respect, the structural model of writing assessment literacy found through Structural Equation Modelling (SEM), which of course enjoyed a good fit, will be presented and discussed with respect to the qualitative findings and similar previous studies reported in the literature.

5.2. Discussions

5.2.1. Discussion of Findings Related to Instructors' Strategies in Writing Assessment

The notion of strategies was investigated by question one (What are Turkish EFL instructors' strategies in writing assessment?) and question seven (What are the main challenges of Turkish EFL instructors in assessing writing?).

The results of data analysis pertained to strategy use claimed by the study participants

revealed that majority of Turkish EFL instructors 1) accept writing assessment as a necessary part of being a writing teacher, 2) employ a multiple-draft approach in assessing writing, 3) provide students with a rubric or a list of criteria to assess writing, 4) sometimes create their own assessment rubrics, 5) provide students with formal instruction on rubrics in terms of Complicity, Accuracy, and Fluency (CAF), 6) mark errors with some coding scheme to help identify errors, 7) circle language errors and ask students to correct them, 8) write in correct forms for student language errors, 9) use explicit and direct written corrective feedback (WCF), and 10) use indirect WCF.

More specifically, based on the study findings, majority of EFL teachers (41.2%) accepted it as a necessary part of being a writing teacher. This was followed by 35.9 % who have found writing assessment interesting and challenging. 17.3 % of the instructors felt frustrated and/or resentful, at least sometimes, in assessing writing.

Majority of EFL teachers reported to have employed a multiple-draft approach, while 42.5 % claimed that they sometimes employed the multiple-draft approach, and 12.7 % reported they have never employed it. Based on the teachers' reports, majority of the Turkish EFL instructors taking part in the study (45.8 %) provided their students with writing assessment rubrics or criteria; however, they did not do it for all assignments. Likewise, 40.2 % provided such rubrics, while 13.7 % did not introduce those rubrics to the learners.

Another notable factor among the answers of the teachers was that majority of the EFL teachers (50 %) claimed that they sometimes created their own assessment rubrics. At the same time, majority of the EFL teachers, i.e. 55.6 % provided students with formal instruction on rubrics, while 11.6 % claimed that they had their own specific approach; and more than 32 % of EFL teachers either did not provide such rubrics, or did not use them at all.

Meanwhile, in terms employing strategies to ensure whether students comprehend their assessment criteria/rubrics, Majority of the EFL teachers (45.4 %) reported regularly employed such strategies; moreover, 37.3 % occasionally used these strategies, and 17.3 % claimed that they did not provide students with such rubrics. In addition, in terms of approaches to assessing writing, the results showed that the most frequent strategies were; marking errors with some coding scheme to help identify errors (30.4 %), writing correct forms of learners' language errors (25.5 %), and circling language errors and asking students to correct them (15.7), while ignoring errors unless they cause major confusion (6.9 %) was

the least employed strategy.

These findings are in line with Tseng, Dörnyei, and Schmitt's (2006) findings on assessing strategic learning in L2 development which emphasized that teaching and assessing strategies employed by teachers could significantly affect EFL learners' learning strategies. Though this could partially take support from the perspective of the scholars who have discussed the significance of washback effect and how testing could leave its impacts on teaching and learning processes (Bachman, 1990; Polat, 2009; Tsagari, 2009; Xu, 2021).

With regard to assessing writing, the present study findings are, into a high extent, in line with those of Al-Azani and Abdullah (2015) who explored EFL instructors' perceptions and actual practices with respect to different strategies used in assessing L2 writing in Omani EFL context. He also found that Omani EFL teachers enjoyed high tendency to use rubrics in assessing their learners' writings, to provide students with a rubric or a list of criteria to assess writing, to create their own assessment rubrics in some instances, to circle language errors and ask students to correct them, and to provide students with formal instruction on rubrics in terms of Complicity, Accuracy, and Fluency (CAF). In addition, he refers to some other strategies Omani EFL teachers reported such as "generating ideas about the assigned topic before the start of the task" and "asking students to make a pre-writing plan"(p. vi) which of course are mainly useful in teaching writing rather than assessing writing.

As these are the strategies reported by the EFL teachers themselves, they might be considered as the assumption teachers might have about what they do in the classroom. However, real practices of the teachers in assessing writing and providing learners with WCF could be different as both the present study and the one conducted by Al-Azani and Abdullah (2015) represented.

Based on the results obtained from the analysis of the interviews in terms of EFL teachers' challenges in terms of developing their strategies sin assessing L2 writing, the results of content analysis through Nvivo program revealed challenges of Turkish EFL Prep instructors in assessing writing in different domains such as 1) increasing their assessment knowledge, 2) using different assessment techniques, 3) familiarity with mechanics of writing, 4) employing portfolio assessment, 5) being affected by sociocultural issues, 6) receiving little emotional support, 7) conceding teacher and peer scaffolding types, 8) relying on dynamic, peer, self, and teacher assessment methods, 9) developing assessment rubrics, and 10) solving L2 learners' writing anxiety.

Results of the interview revealed that in cases such as case 2) "using different assessment techniques", case 3) "familiarity with mechanics of writing", case 4) "employing portfolio assessment (as a criterion)", case 9) "developing assessment rubrics" supported the views of the teachers in this respect presented or selected in the questionnaire. However, some other significant challenges presented in the interviews were not found among the factors specified in the questionnaire: Case 1) "increasing their assessment knowledge", case 5) "being affected by sociocultural issues", case 6) "receiving little emotional support", case 7) "conceding teacher and peer scaffolding types", case 8) "relying on dynamic, peer, self, and teacher assessment methods", and case 10) "solving L2 learners' writing anxiety", were among the notable challenges pertained to assessment strategies the EFL instructors might encounter. Hence, a new model of writing assessment knowledge, in terms of strategies to be developed in his respect, need take care of them.

The group of EFL instructors of prep schools taking part in the study interview believed more in portfolios and essays than in multiple choice tests as ways to assess students' writing. As one of the instructors mentioned, *"We like to use portfolios and essay writing in our classes, but our learners are not well familiar with such concepts and tasks"*. Another one presented that *"when we provide the learners with the assessment criteria, they forget about writing creativity, and mainly think of the product and the way their writings will be scored."* Such notions could be argued in the light of the perspective EFL instructors adopt or adapt in teaching and assessing writing. As Hyland (2019) argues, those who consider second language writing as a product-oriented activity will rely on writing mechanics, assessment rubrics, and any specific criterion which is likely to help EFL/ESL learners move toward satisfying the expectations of the raters. However, the instructors who believe in writing as a process-based task, rely on dynamic assessment and other models of assessing L2 writing such as peer and self-assessment to help learners improve their abilities in a slow but steady perspective.

The findings of the interview section, likewise, can take support from Lee (2017) study on assessment criteria emphasizing that a process-oriented approach in assessment of writing paves the ground for the learner to have their errors and mistakes checked frequently. This shows why corrective feedback (CF) which can take place in assessment-oriented tasks and not in testing-oriented activities takes significance (Athanasou & Lamprianou, 2002).

The findings of pertained to using portfolios among strategies in writing assessment is also supported by research conducted by other researchers in the ESL/ EFL domain (Al-Qadi &

Smadi, 2014; Al-Azani et al 2015; Nezakatgoo, 2011, Sabooni & Salehi, 2015; Sharifi & Hassaskhah, 2011; Tabatabaei & Assefi, 2012). In fact, such studies showed that portfolios can be considered as one of main assessment tools to teach and assess L2 language writing. Moreover, as Wu (2018) explored, one of the expertise L2 writing teachers need develop is making use of alternative assessment models including portfolios and reflective writing procedures.

In addition, the present study findings in terms of the reported strategies EFL teachers use in the EFL writing courses are in line with Santos and Semana's (2015) study on the learners' development of written communication on mathematical issues through expository writing relying on assessment approaches. They focused on four EFL students and three expository writing tasks and employed feedback supported by rubrics, assessment documents, and model. Learners were made familiar with the rubrics and assessment criteria ensuing any task submitted. The results of data analysis revealed significant development of written communication of the learners taking part in the study.

EFL teachers' strategy development in assessing writing, as Lee (2017) found, significantly affects their teaching L2 writing. In fact, making the learners aware of writing mechanics, rubrics in assessing writing, and providing those learners with WCF will help them perform better in developing a piece of written document. However, as Zhou (2015) argued, most of strategy supported writing courses move toward a product-oriented methodology and less attention might be paid to the processes of L2 writing development. In his study of teaching and assessing writing to 280 Chinese EFL learners, he studied the impact of training learners by means of process-oriented tactics and found that familiarity with rubrics enriched by WCF in a process-oriented mode relying on dynamic assessment and frequent corrections and take formulations helped EFL learners gain far better mastery over L2 writing. More specifically, the outcome of data analysis showed that writing assessment provides good feedback for writing instruction.

Overall, the findings for the first research question supported Fishbein and Ajzen's (1975, 2010) reasoned action theory, Ajzen's (1991, 2005) planned behavior theory, and Bandura's (1989, 1997) social cognitive theory, all of which postulate that an individual's knowledge/skills and beliefs/attitudes underpin their behavior and/or task performance and the strategies they use when teaching and assessing writing.

5.2.2. Discussion of Findings Related to Instructors' Beliefs and Practices in L2 Writing Assessment

The concept of EFL instructors' beliefs and practices in assessing L2 writing were investigated by question two (*What are Turkish EFL writing instructors' beliefs about writing assessment?*), question four (What are Turkish EFL writing teachers' practices of writing assessment?), question five (*To what extent are Turkish EFL teachers' beliefs in writing assessment and their practices related?*), and question nine (*To what extent are assessment practices claimed by the instructors and their reported practices in the classroom by their students compatible?*)

Findings of the second question revealed Turkish EFL writing instructors mainly believe that 1) writing assessment provides good feedback for writing instruction (84.8%, M=4.06, SD=.708), 2) assessment plays an important role in writing classes (84.4 %, M=4.03, SD=.779), 3) a portfolio is a good tool for assessing writing (79.4%, M=3.98, SD=.810), 4) Self-assessment can be a good technique for assessing writing (68.3%, M=3.68, SD=.908). The least agreement: i.e. 29.2 %, concerned "Rater training is NOT helpful for writing teachers" with a mean of 2.80 and SD=1.20.

It is also noteworthy to mention that 41.9% of the EFL instructors believed that "writing can be assessed indirectly through multiple-choice questions" (M=3.03, SD=1.181) and 51.4% believed that "in scoring writing, content should receive more weight than accuracy (grammar)" (M=3.32, SD=1.069).

The aforementioned findings are in line with what White and Bruning (2005) found in terms of the enhancement of ESL learners' writing quality and their beliefs in writing assessment as well as the criteria based on which L2 writing would be assessed. As they proposed, implicit writing beliefs of the learners ensued from the teachers' set criteria could affect the development of writing quality among ESL learners. This could energize the notion which believes that the criteria used for assessing writing may play the role of a feedback source (Hyland, 2019). Likewise, some other studies have already signified that writing assessment could provide proper feedback for L2 writing instruction (Barrot, 2016; Bitchener & Ferris, 2012; Büyükkarçi, 2014; Karaca & Uysal, 2021; Ko, 2019; Lee, 2007, 2017; McConlogue, 2020; Nemati et al., 2017; Sadeghi & Abdi, 2015; Sheen & Ellis, 2011). In this respect, Lee's (2007) study on the role of feedback in Hong Kong L2 writing classrooms could be considered as an implication of teachers' beliefs manifested in the learners' performance. In

fact, the study showed that assessment of EFL learners' writing promoted both assessment for learning and assessment of writing which shows the double benefit status of assessment in the L2 writing classroom. In the same vein, the results of Sheen and Ellis's (2011) study on Corrective Feedback (CF) in the L2 classroom also revealed similar results signifying the importance of assessment as a means of instruction.

Considering assessment as a process which not only evaluates learners' performance in L2 writing, but can help them enhance their writing quality, the present study findings are in one with Bitchener and Ferris's (2012) study on WCF in the L2 writing classroom where, the same notion has been put into application by FL teachers. Likewise, the present study findings in terms of assessment role in the L2 writing development can take support from Nemati et al.'s (2017) study in the Iranian context proving that EFL teachers' writing ability accompanied with their assessment beliefs and abilities could give way to the success of WCF in the L2 classroom. As the same notion was proposed by Lee (2017) and McConlogue (2020), it could be deciphered that irrespective of EFL/ ESL teachers' beliefs in assessment and its values as a mediating factor promoting WCF or a means of evaluation, it has proved effective in the EFL classroom. In addition, the present study participants' beliefs in the values of assessment criteria and its power to help learners in terms of providing CF is in line with Ko's (2019) study on examining dynamics of collaborative feedback in the L2 writing classroom.

In addition, the preset study findings in terms of using portfolio as a good tool for assessing L2 writing is in line with the findings of Al-Azani et al. (2015) in exploring English teachers' perceptions about teaching and assessing writing. Portfolio has been considered significant as it could provide a process-oriented view of EFL learners' writing development (Nezakatgoo, 2011). Likewise, as Sabooni and Salehi (2015) found, writing accuracy of the EFL learner could be increased through employing reflective learning portfolios.

The present study can take support from Muñoz et al. (2012) working on teachers' beliefs about assessment in Colombian's EFL context. His study results also indicated no significant difference between the beliefs of trained and untrained teachers in this respect, meaning that teachers with different abilities approved the usefulness of portfolio as an alternative assessment device in the language classroom. In addition, as Valizadeh (2019) probed, Turkish EFL teachers' beliefs about writing assessment writing assessment represented portfolio as a prime instrument most of the teachers believe in.

Self-assessment was also considered as a good technique for assessing writing by 68.3% of the study participants. This finding is in line with some of the previous findings in the literature (Dasgupta, 2013; Büyükkarci, 2014; Barrot, 2016; Sadeghi & Abdi, 2015) asserting that self-assessment could be a useful in importuning EFL learners' L2 writing. However, such a conclusion cannot be generalized for low proficiency level learners or even intermediate learners (Alimova, 2021) on the ground that the learner is not likely to have developed enough competence to produce corrective feedback on his/her own writing at those levels. Hence, teacher WCF and assessment knowledge supported by his/ her beliefs plays a truly significant role in his respect. Meanwhile, no scientific enquiry can reject the role of self-assessment in the development of L2 writing, especially when reviewing itself is a process of writing assessment (Kim & Kim, 2021).

In terms of practices, analysis of questionnaire data related to the fourth research question revealed that Turkish EFL writing instructors claim to practice writing assessment in terms of 1) using scoring rubrics when grading essays (78.10%, $M=3.94$, $SD=.858$), 2) using portfolio in their classes (66.00%, $M=3.64$, $SD=1.053$), 3) discussing the result of their writing exams with colleague (53.00%, $M=3.23$, $SD=1.074$), and 4) integrating writing with other skills when designing writing exams (60.60%, $M=3.35$, $SD=1.129$).

In terms of using writing rubrics in practice, these findings are in line with the results of similar studies conducted in different ESL/EFL contexts including Brookhart (1993) who considered the significance of EFL teachers' familiarity with writing rubrics which could lead to meaningful assessment of learners' performance. In addition, the present study findings can take support from Bol and Strage's (1996) study on the contradiction between teachers' instructional goals and their assessment practices which proved that most of what teachers do in the classroom would not follow what they propose when they are asked about their conducts in the classroom. In the present study, a high rank was given to rubrics in writing assessment in the teachers' beliefs (84.4%) which is supported by their own claims (78%), but it cannot be approved unless the real teachers' practices in the classroom could be observed. Meanwhile, these two findings and the concordance between beliefs and claimed practices could be found in line with some previous studies (Brookhart, 2011; Büyükkarci, 2014; Hussain, 2017; McMillan & Nash, 2000).

In terms of teachers' assessment practices, using portfolio in the classes, discussing the result of writing exams with colleague, and integrating writing with other skills when designing writing exams are among the factors which have been approved by previous studies as well

(Crusan et al., 2016; Karaca & Uysal, 2021; Al-Azani, 2015; Hussain, 2017; Lam, 2019; Shahzamani & Tahririan, 2021). As Giraldo (2018a) argued, making use of alternative assessment practices, discussing the results of learners' writing assessment with colleagues, and promoting assessment criteria in the language institutes are among the duties of EFL teachers and can represent their professionalism. In this respect, the present findings can take support from other studies such as \ Al-Azani (2015), Lam (2019), and Shahzamani and Tahririan (2021) who argued that EFL teachers not only should enjoy a relatively complete knowledge of L2 writing assessment, but also need put it into practice adroitly.

In terms of the relationship between Turkish EFL teachers' beliefs in writing assessment and their practices, the result of Pearson correlation showed a significant but weak correlation in this respect. These findings are in line with Al-Azani's (2015) study on EFL instructors' views and practices in teaching and assessing L2 writing in Oman. The aforementioned study also revealed that such a correlation is weak, though beliefs and practices of the teachers pertained to assessing L2 writing in some cases coordinate, most of the time what teachers believe in and what they really can do in the classroom or prefer to do are not alike. Likewise, the significant but weak correlation between L2 writing assessment beliefs and practices of the EFL teachers in the present study can take support from Crusan et al.'s (2016) study in the Turkish context showing that most of the experienced teachers presented sophisticate beliefs which were rarely followed in practice. As Braden et al. (2005) found an effective professional development (PD) can be manifested in EFL teachers' practices. Hence, in line with Giraldo's (2018a) teachers' beliefs shape the core concept which is just partially mirrored in the teachers' real practices.

Most of the researchers (Büyükkarci, 2014; Barrot, 2016; Widiastut et al., 2020) agree that concordance between EFL teachers' beliefs in assessing L2 writing and their real practices is an ideal expectation. However, as Hussain (2017) found a significant correlation was found between writing assessment literacy (AL) and classroom assessment practices of teacher trainers; However, "no significant relationship was found among teacher trainer AL knowledge, classroom assessment practices, and students' academic achievement" (p. 145). In fact, based on some studies on teacher writing assessment literacy (Büyükkarci, 2014; Crusan et al., 2016; Karaca & Uysal, 2021; Widiastut et al., 2020), connecting the ideal situation manifested in the perceptions and beliefs of the EFL teachers proposed and real practices either manifested in the learners' achievements or observed in the EFL classroom, is not easily possible. It seems that most of the practitioners, instructors, or teachers are

theoretically informed of some assessment ideals, which can be representing their knowledge at the first level of Bloom's taxonomy of learning (Forehand, 2010). Meanwhile, when it comes to application or practice and innovation, which show higher cognitive abilities, the aforementioned educators are not well prepared. The reason might lie in the expectations of the educational systems from teachers (Ajzen, 2020), lack of real assessment practices of the teachers (Doğru, 2020), and unescapable interest of EFL teachers in testing rather than assessment and alternative assessment models (Levi & Inbar-Lourie, 2020).

Comparison of practices claimed by the study participants (Pep school EFL instructors) and practices reported by their students was pursued through the ninth question of the study. The results of both qualitative and quantitative data analysis revealed that assessment practices claimed by the instructors themselves and their reported practices in the classroom by their students are not compatible in different aspects including, lack of using rubrics, little amount of attention paid to learners' individual differences, no concordance between the feedback types claimed and the ones provided for the students in reality, and little practices in terms of providing students with samples of writing complexity, accuracy, and fluency. These findings are in line with some of the previous studies in the same domain as reported in the literature: for instance, Xu and Liu (2009) also found that Chinese college EFL teachers' beliefs about assessment and their knowledge in this respect differed from their practices in the classroom and they could only partially keep fidelity to the beliefs they had proposed or the practices they had claimed. However, the authors contended that teachers' prior knowledge would affect their classroom conducts and assessment practices. Likewise, the context and situation in which a teacher deals with the job of assessing learners' achievement also affects his/her reliance on well-organized assessment practices.

The present study findings, in terms of the compatibility of the assessment literacy practices proposed by the teachers and those found in the real practices in the classroom can take support from Tajeddin et al.'s (2018) study investigating assessment speaking knowledge and practices of EFL teachers in the Iranian context. In fact, experienced teachers could represent more convergence in what they claimed and what they really did in the classroom context. However, for the novice teachers the beliefs and practices claimed were different from what they were dealing with in the real classroom context. Similar findings have been reported by Shahzamani and Tahririan (2021) who investigated ESP practitioners' reading assessment literacy in Iranian medical centers and from comparing the perceptions and practices of the ESP teachers in the classroom, they found that assessment practices cannot

really mirror the perceptions, or the practices claimed by the teachers. As they reported, although the instructors with an English educational background enjoyed higher theoretical knowledge in assessment concept, "they did not implement their knowledge in their assessment activities" (p. 57). The reason as proposed by Shahzamani and Tahririan (2021) is the distance between theory and practices: For a long time, ELT instructors have been asked to deal with specific notions in testing rather than alternative assessment methods, they have focused on developing test development techniques, statistical concerns, theories of standardized and formal testing, and psychometric testing. Hence, less attention has been paid to qualitative assessment, portfolios, performance, and self-assessment.

EFL instructors taking part in the present study, mostly focused on students' grammatical mistakes and cared for the mechanics of writings. Likewise, they analyzed students' writing in terms of writing framework having topic sentence and concluding sentence for each paragraph. It means that they assessed students' writings in terms of accuracy, and unlike their claims about the importance of content and coherence, they evaluated the students' works mainly based on grammatical issues. This represents a gap between assessment practices claimed and real assessment practices which is in line with what Shahzamani and Tahririan (2021) argued under the title of weak connection between theorizing and practicing which can be found support in Lam (2019) reporting on the status quo of EFL writing assessment literacy in Hong Kong. As Lam argues, based on their self-reports, most of the teachers taking part in the study, had pertinent knowledge of writing assessment techniques such as classroom observations, note taking, presenting feedback, portfolios, and promoting self-assessment in classroom-based writing assessment. However, close observations of classrooms revealed that some of these teachers were not well informed of what they pretended to know and had a partial and superficial understanding of the assessment issues. Their partial knowledge was also limited to assessment for learning, not assessment as learning (Lam, 2019). The gap between what teachers claim and what they really do might take root from their inability to internalize their theoretical knowledge which is energized through their attempt to show off truth they believe in, while the reality they are involved in represents differences and contrasts (Giraldo, 2018a).

The present study findings revealed that Prep school English instructors claimed that individual differences were important. However, in practice they failed to account for sociocultural values such as students' identity and ego. They had no practical idea of writing engagement and regulation of motivation for the learners. Moreover, despite their claims

regarding the importance of collaborative output activities and project-based learning, they mostly did not design relevant tasks based on the level of students' proficiency and in most of the cases ignored students' interests, wants and needs. Hence, they could not help students to have a focused attention and active participation in accomplishing the writing tasks.

Given the importance of writing assessment literacy in the Turkish context (Karaca et al., 2021), low practical writing assessment ability of the study participants need be taken into consideration in teacher training programs. The findings showed that the instructors participating in the study only enjoyed a basic and rudimentary perceived level of assessing L2 writing, irrespective of the training they had received, their solid academic profile, and their relevant experiences in teaching English as a foreign language. Although the Turkish Prep school system urges the EFL teachers holding M.A. degrees in language related studies, the self-reports and claims of the teachers elicited from the assessment questionnaire are in sharp contrast with the profiles of their in-service training, their professional training, and their experiences, given that Turkish EFL teachers typically enjoy high academic qualifications (Atak, 2019).

Such findings are in line with other studies in the same domain in different parts of the world including Iran (Akbari & Tavassoli, 2014; Shahzamani & Tahririan, 2021; Tajeddin et al., 2018), Hong Kong (Coniam & Falvey, 2013; Davison, 2007; Lam, 2019; Qian, 2014), Thailand (Cheng & Wang, 2007), Queensland (Brown, Lake & Matters, 2011), Poland and Mexico (Ruecker & Crusan, 2018), Egypt (Crusan et al., 2016), Eastern Europe (Vogt & Tsagari, 2014), Turkey (Alkharusi, 2011; Birgin & Baki, 2007; Han & Kaya, 2014; Şahin, 2019; Sarıyıldız, 2018; Tamerer, 2019; Valizadeh, 2019). In almost all of the studies aforementioned, participants have been reported to have both high language proficiency and subject training qualifications. Nevertheless, as Qian (2014) reported even after teacher training services in terms of assessment and alternative testing methods, EFL teachers mainly remain insecure to implement their assessment knowledge into practice and take up the role of independent assessors rather than testers.

Such a gap between theory and practice in assessing second language writing calls for a real concern. In some cases, (e.g., Vogt & Tsagari, 2014) the source of such a weakness and low practical level in assessment notions lie in lack of in-service training for the teachers and they say, language teachers in Eastern Europe tended to have lower levels of writing assessment literacy as they predominantly counted on colleagues, assessment experience on the job, and testing materials in the textbooks, because they had inadequate professional

training (Vogt & Tsagari, 2014). However, in the Turkish context, like many other contexts, the difference between writing assessment beliefs and practices of the EFL instructors might be further discussed with regard to the fact that irrespective of taking part in alternative assessment courses, the teacher participants neither undergo a shift in their identities as assessors of writing (Büyükkarci, 2014) nor increase their self-awareness to become assessment-capable by acquiring context-specific assessment knowledge (Scarino, 2013). In this respect, Crusan et al. (2016) argued that EFL teachers are required to be informed of both pedagogical content knowledge in writing and assessment practices specified for the classroom context, should they perform an effective and efficient level of assessment in the L2 classroom which involve theoretical and practical knowledge in terms of data collection, data interpretation, decision- making, critical judgment, and providing corrective feedback.

Another suggestion to fill the gap between writing assessment practices claimed by the teachers and real practical classroom conducts could be reflective practices (Lam, 2019; Yan, Zhang & Fan, 2018) which of course requires special in-service training for EFL teachers as transforming learners' assessment outputs into inputs which can be used in teaching and assessment processes and its pertained knowledge demands reflective practices and constant exposure to pertinent assessment training. Accordingly, it can be argued that in case EFL instructors equip themselves with the idea of assessing as learning (Lam, 2019) and not just assessment for checking learners' development, they could connect assessment theories to their practices in the classroom context. This can be possible through reflection which instead of making the teacher be just a mere user of others' thoughts and ideas and move from theories top practices, can theories practices and promote writing assessment in the L2 context. In fact, as Xie and Lei (2021) proposed, such a reflection is considered as a critical aspect of teacher development and pedagogical knowledge and could be enriched through teacher-generated information, reports, and findings.

5.2.3. Discussion of Findings Related to Instructors' Knowledge in L2 Writing Assessment

Two of the study questions dealt with the notion of knowledge in terms of writing assessment literacy: Question 3 asked for Turkish EFL writing teachers' knowledge of writing assessment through the questionnaire in a quantitative attempt and question 8, in a qualitative effort, sought for the needs (the assumed knowledge) of Turkish EFL Prep instructors in assessing writing.

The results of data analysis revealed that Turkish EFL writing teachers' knowledge of writing assessment was comprehensive in 1) comprehending the concept of scoring rubric, 2) understanding the notion of integrated writing task, 3) understanding the concept of portfolio assessment, and 4) designing writing tasks for students. However, majority of the participants found the concept of alternative assessment confusing. These findings are in line with a lot of previous related studies: Marso and Pigge (1993) who studied teachers' testing knowledge, skills, and practices, Mertler (2009) who investigated teachers' assessment knowledge and their perceptions of the impact of classroom assessment professional development, and Gotch and French (2013) who worked on teachers' assessment knowledge and their self-efficacy for measurement concepts have come to similar results in terms of assessment literacy of EFL teachers. It seems that in terms of theory and knowledge, the EFL teachers are well-informed of testing and assessment issues. However, as Inbar-Lourie (2008a) argued, most of this knowledge is related to psychometric testing, scoring procedures, and summative assessment rather than formative assessment, alternative assessment, using portfolios, performance assessment, and interviewing. That is why he suggested "constructing a language assessment knowledge base through a focus on language assessment courses" (Inbar-Lourie (2008a, p. 385).

The findings of the present study in terms of instructors' knowledge of writing assessment literacy components are in line with some of the previous studies such as Azadi (2018), Plake (1993), Plake and Impara (1993), Mertler (2003), Razavipour, Riazi, and Rashidi (2011), Campbell et al. (2013), Elshaw, Heng, Abdullah, and Rashid (2016), DeLuca et al. (2016), Crusan et al. (2016), Mohamed, Kamis, and Ali (2017), Carrero (2018), Fard and Tabatabaei (2018), Ashraf and Zolfaghari (2018), Lam (2019), and Çelik & Coombe (2021).

Most of the ESP, EFL, or ESL instructors taking part in the aforementioned studies give priority to test methods, scoring rubrics and tests functions than to the communication of the test results or ethical aspects of testing learners' knowledge of the materials taught in the classroom context (Pastore & Andrade, 2019) or providing learners with appropriate feedback (Ko, 2019). Likewise, for the EFL/ESL instructors, assessment is considered as an ongoing process which mainly deals with the process of developing tests and testing the learners to improve their abilities. Mertler's (2003) study focusing on pre-service versus in-service instructors' assessment literacy found that both in-service and pre-service instructors performed highest on recognizing the assessment instruments, and developing tests, respectively, while they had the lowest performance on developing valid grading procedures

or alternative assessment notions.

Some of the results of this study parallel those of earlier studies (Plake, 1993; Plake, Impara 1993) that used similar instruments (questionnaires and interviews) and focused on the assessment literacy of in-service instructors, of course they were not limited to assessing writing solely. In those studies, the highest mean performance was on standard of choosing appropriate assessment methods and the lowest performance was on communicating assessment results. In the present study, the highest mean performance was on comprehending the concept of rubrics and choosing appropriate assessment methods, understanding the notion of integrated writing task, and understanding the concept of portfolio assessment, while the lowest mean was on misunderstanding of the concept of alternative assessment. This might show the high theoretical writing assessment knowledge of the participants of the present study. The reason might lie in the significance of assessment literacy in the Turkish context under discussion. However, Turkish Prep school instructors are accustomed to working with testing issues rather than assessment concepts (Tamerer, 2019).

The present study findings can also take support from Razavipour, Riazi, and Rashidi's (2011) study investigating the interaction of test wash back and teacher assessment literacy among Iranian EFL secondary school instructors found that "instructors are suffering from a poor knowledge base in assessment and no matter how assessment literate they are; they do tailor their English teaching and testing to the demands of external tests" (p. 156).

However, the present study findings, in terms of the significance of writing assessment literacy components, are against the findings of some other studies such as Harris and Brown (2009), Adie (2013), Scarino (2013), Taylor (2013), Tao (2014), Barnes, Fives, and Dacey (2015), and Xu and Brown (2016). In fact, in all of the studies mentioned above, *ethical aspects of AL* as well as *communicating the test results* have been considered as the most significant concerns of assessors and instructors and the *test methods* have been given less priority over these two. In contrast in the present study, based on the results obtained from the quantitative phase (interviews with Prep school instructors), the least attention has been paid to the ethical issues of assessment and communicating the test results. This can be likely pursued in the cultural norms of educational context where the assessment is being taken into consideration and how the results of the assessment process are used (Firoozi et al., 2019).

Likewise, the qualitative data analysis results revealed that the needs of Turkish EFL Prep school instructors in assessing writing are familiarity with 1) assessment concepts, 2) writing rubrics, 3) reliability, 4) validity, 5) knowledge of feedback, 6) performance-based assessment, 7) active involvement, 8) scoring and decision-making, 9) Rasch Measurements, 10) , designing Rubrics, 11) beyond testing, 12) level based feedback, 13) edumetrics, 14) types of assessment, 15) sociocultural values, 16) writing proficiency, 17) practical knowledge, and 18) test taker needs. As the results show, a lot of the notions felt as needs of assessment knowledge by the instructors' interviews are testing-oriented rather than assessment based. These findings are in line with Lam's (2019) argument stressing the partial awareness of EFL teachers concerning assessment knowledge and practices and Shahzamani and Tahririan's (2021) argument concerning the gap between theorizing and practicing.

In the same vein, Barnes et al. (2015) found that EFL/ESL instructors' assessment beliefs and the structure of those beliefs are shaped by the policies/practices as well as social and cultural priorities in a society. This idea has been supported by other authors (Harris & Brown, 2009; Scarino, 2013). In fact, understanding the larger, national assessment context can help to explain cross-cultural differences in instructors' conceptions of assessment. Also, Fox (2008) found that even instructors from similar contexts and exposed to the same socio-political influences and expectations reflected varied and mixed beliefs about the purpose of assessment. Taken together, these studies suggest the need for further research to examine the structure and nature of beliefs within and across cultures.

Xu and Brown's (2016) specified that teacher assessment literacy of nonnative instructors of English does not differ from the native instructors. However, the present study results revealed that compared to some other studies conducted in the native speaking situations (Adler-Kassner & O'Neill, 2010; Bachman & Damböck, 2018) only testing literacy, and not assessment literacy, of EFL instructors might be similar to the native ones. This difference in result might be due to the nature of educational milieu and the fact the EFL contexts like Turkey, might create a difference which would be slightly different from an ESL context. As such a context affects both instructors and learners (Taylor, 2013).

The results of quantitative data analysis showed that EFL instructors taking part in the study had relatively high knowledge of writing assessment literacy. In general, based on the results of the writing assessment knowledge inventory, all of the EFL instructors taking part in the study were moderately familiar with writing assessment concepts, though such a familiarity does not guarantee its practicality.

In a nutshell, the results of this study's two phases revealed that instructors' writing assessment literacy was limited. When instructors' classroom assessment knowledge was examined, it was discovered that they had little writing assessment knowledge for conducting high-quality exams. These findings backed a myriad of earlier research that found university teachers lacked the necessary assessment skills to perform high-quality tests for more than five decades (Alkharusi et al., 2012; Chapman, 2008; Davidheiser, 2013; Gotch & French, 2013; King, 2010; Mayo, 1967; Mertler, 2005; Plake, 1993; Quilter & Gallini, 2000; Schaff, 2006).

5.2.4. Discussion of Findings Related to the Instructors' Practices of Writing Assessment.

Given that these instructors had insufficient writing assessment knowledge and were thus influenced by their implicit personal biases, such findings were not surprising. These findings backed up prior study (Dennis, 2007; Harlen, 2005; Read, Francis, & Robson, 2005) and the notion among educational assessment specialists (Popham, 2014; Price, 2005; Sadler, 2005) that instructors' implicit personal beliefs and attitudes influenced how they graded students' work. These findings corroborated previous studies, which found that instructors factored both academic and non-academic accomplishment variables into their assessment of writing (Brookhart, 1993; Cross & Frary, 1999; Greenstein, 2004; McMillan & Nash, 2000; McMillan, 2001; Sun & Cheng, 2013).

Kim and Kim (2021) researched Korean university instructors' overall cognition about EFL writing teaching and aimed to study the relationship between their thinking, decision-making, and classroom practices. Their attitudes and classroom activities were examined for consistency and inconsistency. She also looked at how contextual elements and instructors' prior knowledge, such as past language acquisition, teaching experiences, and teacher education, influenced their cognition and actions. Quantitative and qualitative data collection methods were used to accomplish this. It is possible to speculate that the participants are well-aware of the importance of socio-cultural aspects that influence learners' ability to write effectively.

5.2.5. Discussion of Findings Related to the Model of Instructors' Knowledge in L2 Writing Assessment

Developing a comprehensive conceptual model in terms of Turkish EFL instructors' knowledge in L2 writing assessment relied on both quantitative and qualitative aspects. Question 6 of the study searched for an appropriate conceptual model of writing assessment knowledge for the EFL instructors in the Turkish EFL context. This in itself, covered, the three concepts of knowledge, beliefs, and practices. On the other hand, in the qualitative phase of the study, to enrich the model, question 7 searched for the main challenges of Turkish EFL Prep instructors in assessing writing and question 8 sought for the needs of Turkish EFL Prep instructors in assessing writing.

The conceptual model which was developed based on the quantitative data analysis through employing a Structural Equation Model (SEM) encompassed beliefs, practices, and knowledge as the underling constructs estimating writing assessment literacy (knowledge) of the EFL instructors taking part in the study. In addition, based on the views of instructors, needs and challenges of assessing L2 writing could be added to the model and develop a more comprehensive conceptual model for writing assessment knowledge of EFL teachers.

Figure 5.1 displays the SEM model. The model includes 20 items, as displayed in Table 5.1) below and three latent variables; Beliefs, Practices, Knowledge (Assessment Knowledge), and a higher order latent variable; that is to say; Writing Assessment Knowledge.

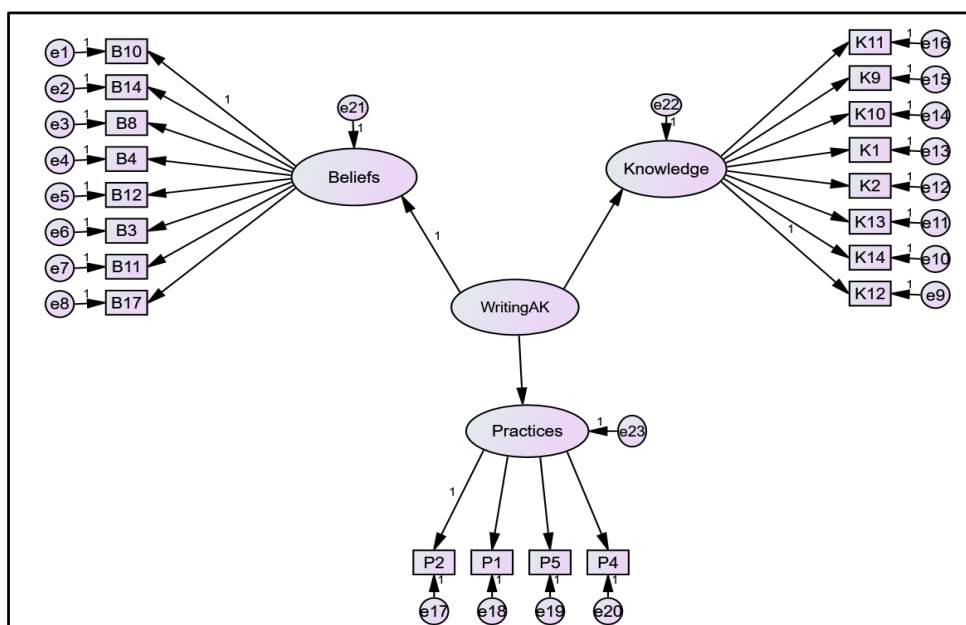


Figure 5.1. Conceptual diagram of writing assessment knowledge

Table 5.1

Items Included in the Model

Constructs	Items
Beliefs	3. Writing assessment provides good feedback for writing instruction.
	4. Assessment plays an important role in writing classes.
	8. A portfolio is a good tool for assessing writing.
	10. Self-assessment can be a good technique for assessing writing.
	11. It is difficult to work with other colleagues during scoring of writing exams.
	12. It is difficult to achieve high rater agreement in writing assessment
	14. Scoring of writing is subjective.
Practices	17. I Consider myself to be a good writing instructor.
	1. I use scoring rubrics when grading essays.
	2. I discuss the result of my writing exams with colleagues.
	4. I use portfolios in my writing classes.
	5. I integrate writing with other skills when I design writing exams.
Knowledge	1. I understand the concept of portfolio assessment.
	2. I know what is meant by integrated writing task
	9. I comprehend the concept of scoring rubrics.
	10. I am good at using scoring rubrics in assessing writing in my classes
	11. I am good at establishing the validity of assessing writing in my classes.
	12. I am good at establishing reliability of assessing writing in my classes.
	13. I am good at using peer assessment in assessing writing
	14. I am proficient enough in analyzing students' portfolios

5.2.6. Discussion of Findings Related to the Challenges of Turkish EFL Preparatory Instructors in Assessing Writing

The results of content analysis through Nvivo program revealed *challenges of Turkish EFL Preparatory instructors* in assessing writing in different domains. Challenges such as 1) increasing assessment knowledge, 2) using different assessment techniques, 3) familiarity with mechanics of writing, 4) employing portfolio assessment, 5) being affected by sociocultural issues, 6) receiving little emotional support, 7) conceding teacher and peer scaffolding types, 8) relying on dynamic, peer, self, and teacher assessment methods, 9) developing assessment rubrics, and 10) solving L2 learners' writing anxiety were reported in the interviews.

Some of these challenges could be observed in the undying notion of practices in the model. As the quantitative data represented in Table 4.10 (knowledge of assessing writing), Table

4.11 (Turkish EFL instructors' assessment practices) and Table 5.1 above show most of the notions in both qualitative and quantitative findings are comparable. Hence, the practices and knowledge affecting comprehensive writing assessment knowledge (literacy) can find support in both quantitative and qualitative findings.

As comparison of the qualitative and quantitative results show two of the notions presented in challenges could be added to the conceptual model; *"being affected by sociocultural issues"* and *"solving L2 learners' writing anxiety"* as they were reported in the interviews, but not taken into consideration in the questionnaire.

5.2.7. Discussion of Findings Related to the Needs of Turkish EFL Instructors in Assessing Writing

Likewise, with regard to the needs of Turkish EFL instructors in assessing writing, the qualitative data analysis results (derived from interviews with instructors to answer question number 8) revealed that these needs encompass familiarity with 1) assessment concepts, 2) writing rubrics, 3) reliability, 4) validity, 5) knowledge of feedback, 6) performance-based assessment, 7) active involvement, 8) scoring and decision-making, 9) Rasch Measurements, 10) , designing Rubrics, 11) beyond testing, 12) level based feedback, 13) edumetrics, 14) types of assessment, 15) sociocultural values, 16) writing proficiency, 17) practical knowledge, and 18) test taker needs.

With regard to the results of the questionnaire pertained to knowledge and beliefs of the participant teachers (see Table, 5.1 above), most of the qualitative and quantitative notions are compatible. Meanwhile, the notions such as familiarity with *Rasch Measurements*, *edumetrics*, *sociocultural values*, *writing proficiency*, and *test taker needs* were among the factors not focused on in the quantitative phase. It seems, however, that some of the instructors taking part in the study were more interested in mathematical modeling such as Rasch Measurements and edumetrics (checking text cognitive complexity). Meanwhile, it can be notified that such level of knowledge and expertise would be helpful to the researchers dealing with complicated surveys in language testing or advanced assessment studies. Hence, involving Prep school teachers in such notions is not practically supported. Nor have such concepts been supported as parts of writing assessment knowledge of EFL teachers in the previous studies (Crusan et al., 2016; DeLuca et al., 2016; Karaca & Uysal, 2021).

Sociocultural values, writing proficiency, and test taker needs are interesting points which

could be considered as parts of EFL teachers' beliefs and knowledge in teaching and testing L2 writing. Meanwhile, they might differ in various contexts. As Lam (2019) argued, sociocultural values and test taker needs are affected by the assessment functions and purposes which are hugely influenced by educational policies, ELT community requirements, and learners' differential purposes (Fishbein & Ajzen, 2010; Hyland, 2019).

5.2.8. Discussion of Findings Related to the Discrepancy Between Stated Belief and Practiced Belief in Assessing Writing

The analysis of focused group interview and group cases study and also document analysis revealed that there is a major discrepancy between stated beliefs and practice beliefs (M7, 8, 15, 24, 25). Moreover, the quantitative analysis of inventory reveal that there is a weak correlation between belief and practice. The students argue that instructors should use rubrics in assessing writing; nonetheless, they are scoring papers intuitively without using robust rubric (M7, 9, 12, 17, 22, 25). Most of the instructors claimed that they are providing the students with direct feedback, whereas the analysis of documents focused group interview with students illustrated that most of the instructors are providing indirect feedback for the students. Uysal's (2008) study demonstrated that most of the instructors are not familiar with multiple drafts and revision practices, meanwhile, Turkish EFL instructors of the present study believe that feedback provision is essential part of assessing writing (M 2, 8, 12, 13, 21, 24). Feedback should be tailored according to the learners need and preferences, however, students of focused group interview mentioned that learners preferences and the instructors' practices are in sharp contrast. Moreover, the instructors claim that they are fully cognizant about portfolio assessment in their classroom context, whereas, document analysis and focused group interview with learners depicted that the students' writings are assessed in first draft which is logic of summative assessment (Hyland, 2019).

There are only a few studies in the language education literature that have looked at school instructors self-reported measures of assessment expertise and professional development needs in terms of assessment.

With regard to the conceptual model developed and finalized in the present study, it can be argued that this model includes theoretical notions in terms of agentic theory (Bandura, 2008; Kögler, 2012), reasoned action theory (Ajzen & Kruglanski, 2019; Yzer, 2017), planned behaviors theory (Ajzen, 2020; Sussman & Gifford, 2019) and social cognitive

theory (Bandura, 1986, 1997; 2005). In addition, the model is supported by pedagogical notions and functions presented in the theoretical framework (Crusan et al., 2016; DeLuca et al., 2016; Karaca & Uysal, 2021). Hence, in line with Kivunja (2018) the conceptual model can distinguish between pedagogical theory, theoretical framework, and conceptual framework giving way to the emergence and development of a comprehensive conceptual model representing EFL instructors' writing assessment literacy in terms of knowledge, beliefs, and practices.

The closing section of the present chapter is devoted to the general discussion of the results in the mirror of the previous related studies: Research has shown that traditional teacher preparation courses in classroom assessment are not well matched with what instructors need to know for classroom practice (Barrot, 2016). The traditional focus has historically been on large-scale (standardized) testing (Brown, Lake & Matters, 2011), although this trend is changing. One course in assessment and measurement may truly be insufficient to cover everything instructors need to know (Mertler, 2003). Mertler and Campbell's (2005) study on measuring instructors' knowledge and application of classroom assessment concepts also confirmed that in a lot of cases instructors were not well familiar with assessment literacy principles. "This fact is made even more troublesome when considering that many teacher preparation institutions and states in America do not even require a course in assessment" (Campbell, Murphy, & Holt, 2013). Of course, in the Turkish ELT context, EFL teacher education has paid attention to the testing and assessment notions and EFL student teachers pass a two-credit course in language testing principles (Valizadeh, 2019), though in some universities and educational centers such as Gazi University, this is extended to six credits covering classroom assessment, testing, measurement, and evaluation (Atak, 2019).

The present study can also take support from Volante and Fazio's (2007) study which explored teacher candidates' assessment literacy and examined the assessment literacy of primary/junior teacher candidates in all four years of their concurrent program. The results revealed that levels of self-efficacy remained relatively low for teacher candidates across each of the four years of this program. Most candidates suggested summative purposes for assessment and only a minority expressed formative purposes. They favored observational techniques and personal communication. In case some of the instructors taking part in the study are considered low experienced, the result of the present study will match the results of some of the previous studies (Mertler, 2003; Mertler & Campbell, 2005; Volante & Fazio, 2007).

In terms of practical difficulties English instructors experience in assessing students' writing, backwash effect of the exams and rubrics is highlighted. Assessment gets harder because of unfamiliarity of individuals with the assessment issues intensified with their high expectations. Based on the interview results, lack of expertise on the side of instructors to which is added the non-homogeneous classes in terms of L2 writing development endangers assessment in the context studied. The results of teacher interviews have also shown that building relationship with students, dealing with issues ensued from social status and identity of the students and their previous experiences, and coping with traditional perspective of managers and inspectors toward assessment are among the most frequent assessment challenges for the ELT instructors taking part in the study.

The interview results, all in all, revealed that all the EFL instructors taking part on the present study were in urgent need of in-service training courses in L2 writing assessment concepts. It can be concluded that in-service training is required for EFL instructors, especially in the areas such as performance testing, assessment ethics, test and task development, test administration, qualitative evaluation, and grading.

To sum up, the results of this study indicated that EFL instructors had moderate to low level of writing assessment literacy practice. In this study, the findings are similar to the previous research investigating in-service instructors' writing assessment literacy (Crusan et al., 2016; Karaca & Uysal, 2021) or the studies focusing on the assessment literacy of in-service teacher (Alimova, 2021; Ashraf & Zolfaghari, 2018; Mertler, 2003; Mertler & Campbell, 2005). The findings on low practices and performance at the presence of high knowledge with regard to writing assessments literacy of Turkish Prep school teachers can be pursued in their lack of reflective practices in this respect, which in turn, highlights a weakness in the teacher educational program in this context not being able to connect theories to practical activities.

Summary of Chapter

The findings of the study were discussed based on literature review. There were some studies which were in the same line of research, still there were some other findings which were not in concordance with the present study.



CHAPTER VI

CONCLUSION AND IMPLICATIONS

6.1. Overview

In the first part of chapter six, restatement of the problem, as well as research questions, hypotheses, and an overview of the procedures followed for the study will be presented. Then, the findings will be presented, and conclusions will be drawn. In the next part, the pedagogical implications will appear which will be followed by suggestions for further research.

6.2. Restatement of the Problem and Research Summary

The present study was an attempt to investigate teacher writing assessment literacy, beliefs, strategies and practices of Prep school EFL instructors in Turkish context. The study employed a Sequential Explanatory Mixed Methods design based on (Creswell & Clark, 2017), including both qualitative and quantitative approaches with respect to the data collection and data analysis phases of the study.

Considering the review of the related literature and what happens in real EFL classes in the target context, the following quantitative and qualitative research questions were put forward:

1. What are Turkish EFL instructors' strategies in writing assessment?
2. What are Turkish EFL instructors' beliefs about writing assessment?
3. What is Turkish EFL instructors' knowledge of writing assessment?
4. What are Turkish EFL instructors' practices of writing assessment?
5. To what extent are Turkish EFL instructors' beliefs in writing assessment and their practices related?

6. What is an appropriate model of writing assessment knowledge for the EFL instructors in the Turkish EFL context?
7. What are the main challenges of Turkish EFL instructors in assessing writing?
8. What are the needs of Turkish EFL instructors in assessing writing?
9. To what extent are assessment practices claimed by the instructors and their reported practices in the classroom by their students compatible?

To achieve more accurate results, four instruments were employed in the present study based on the theoretical principles of EFL teacher writing assessment literacy in the literature. The instruments were writing assessment literacy inventory (Crusan, Plakans & Gebril, 2016), a semi-structured interview with the EFL instructors taking part in the study, a semi-structured interview with EFL learners taking part in the study, L2 writing assessment rubric, and EFL learners' writing portfolios.

In the first step of the quantitative phase of the current study, the sample participants who were EFL instructors, experts, and students were selected. Hence, 315 EFL instructors working in the Prep schools affiliated to different universities in Turkey were randomly selected from among a total number of 900 EFL teachers. Moreover, 32 EFL instructors of Prep school in Gazi University in Ankara were randomly selected to take part in the pilot study phase in which reliability of the inventory was estimated. In addition, three TEFL PhD holders experienced in teaching and assessing L2 writing were consulted in the expert judgment validity process.

In the qualitative phase of the study, which followed the quantitative phase, ten EFL instructors (5 males and 5 females) teaching at Preschools also took part in the study as the focus group based on a criterion-based selection method. These EFL instructors were interviewed in terms of their views concerning the EFL teachers' challenges in assessing writing and their needs in assessing writing.

In another step of the qualitative phase of the study, 10 randomly selected EFL students (5 males and 5 females) took part in the study. Likewise, These EFL learners were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom.

Prior to the treatment phase of the study, the researcher used the relevant inventory of teacher assessment knowledge of writing skills (Crusan et al., 2016). As for the content validity of

the inventory, it is checked with three experts who TEFL PhD holders experienced in teaching and assessing L2 writing. Then, the designed questionnaire was piloted for 32 EFL instructors who were teaching and assessing L2 writing. The validated questionnaire was distributed among 315 EFL instructors of Prep schools affiliated to different universities in Turkey. Out of 315 questionnaires distributed 306 ones were completed and returned. The data were fed into SPSS package (version 25) in order to run various statistical methods to analyze the quantitative data.

In the qualitative phase which encompassed a treatment, the researcher held three sessions through which he taught the assessment procedures and techniques of writing skills to the participants (10 EFL instructors selected by criterion sampling). Then, after administering the writing AL questionnaire and conducting data analysis, in the qualitative phase of the study, 10 EFL Prep school instructors were selected based on criterion sampling method for an in-depth semi-structured interview (15-30 min). The questions extracted through literature reviewed and validated by three experts who PhD holders of TEFL were and experienced in assessment notions were asked and the study participants; EFL instructors answered the questions promptly. Hence, the data collected included their ideas and beliefs about challenges of assessing L2 writing and EFL teachers' needs in assessing L2 writing. The interviews were recorded on a Digital Voice Recorder (DVR) and were transcribed, categorized, and analyzed for the purpose of the study. Likewise, 10 randomly selected EFL students were interviewed in terms of their views concerning the real assessment practices of their teachers in the EFL classroom. The pupils received instructions orally to be well informed of the nature of the questions they were to answer. Then, the recorded interviews were transcribed and analyzed through content analysis (Mackey & Gass, 2016) employing Nvivo program. The results revealed the students' views concerning EFL instructors' writing assessment practices in the classroom context.

In addition, students' writings (portfolios) were taken into consideration. As mentioned before, each task was checked by the instructors, and they commented of the tasks and provided learners with written corrective feedback (WCF) based on the rubric they had received. Meanwhile, they provided the learners with a combination of direct and indirect feedback types through reformulated copy of the task. Then, the learners were asked to write the second draft of the task based on the CF feedback they had received and submit to the instructors as their final draft.

After analyzing the qualitative data by Nvivo program, ideas and beliefs of EFL instructors about challenges of assessing L2 writing and EFL teachers' needs in assessing L2 writing were clarified. Moreover, the students' views concerning EFL instructors' writing assessment practices in the classroom context were revealed. The traits and constructs of assessing writing competence inventory in the Turkish context were also taken into consideration with regard to the findings of the quantitative study. Then, the findings of the two phases were triangulated to answer the relevant study questions.

In the quantitative phase of the study, in order to answer two research questions regarding the participants' awareness of the components of teacher assessment literacy in L2 writing; strategies, knowledge, beliefs, and practices, the mean, standard deviation, frequencies, and percentages of the questionnaire items pertained to each single component were calculated and reported to answer research questions 1, 2, 3, and 4. Likewise, a Pearson correlation was run between Turkish EFL teachers' beliefs in assessment of writing and their practices in an attempt to answer the fifth research question. Moreover, the Cronbach's alpha of the questionnaire components; beliefs, knowledge, and practices were computed to estimate the internal consistency (reliability) of the scale and the results were presented in the tabular form. In addition, three separate Exploratory Factor Analyses using principal axis factoring method and varimax rotation were carried out in order to probe the underlying constructs of the 13 items related to writing assessment beliefs, 12 items pertained to writing assessment knowledge, and 4 items related to L2 writing assessment practices of the EFL teachers taking part in the study.

To answer the sixth research question a structural equation model (SEM) was developed in order to explore the underlying constructs of the writing assessment literacy questionnaire. In this respect, the SEM model which included three main constructs of assessment *beliefs*, *practices* and *knowledge*, which tapped on a higher order construct of writing assessment literacy was supported by the findings of the qualitative study (needs and challenges) as discussed in chapter five.

To answer the qualitative research questions of the study in the second phase (questions 7 and 8), a content analysis (Anderson, 2018) of the interviews with EFL instructors and students as the focus-groups was conducted through employing Nvivo program. It should be noted that firstly, all interviews were transcribed and summarized. Then, based on open and axial coding systems the data were analyzed and categorized. Such a categorization process led to the identification of the predominant general patterns (open codes) and the specific

issues in this respect (axial codes) presented by the instructors concerning their views and perceptions about writing assessment literacy challenges and needs.

6.3. Findings and Conclusion

The present study was an attempt to demystify teacher writing assessment literacy among EFL instructors in the Turkish Prep school context. In this respect, strategies, knowledge, beliefs, and practices were taken into consideration. In terms of strategies, the results revealed that majority of Turkish EFL instructors 1) accept writing assessment as a necessary part of being a writing teacher, 2) employ a multiple-draft approach in assessing writing, 3) provide students with a rubric or a list of criteria to assess writing, 4) sometimes create their own assessment rubrics, 5) provide students with formal instruction on rubrics in terms of Complicity, Accuracy, and Fluency (CAF), 6) mark errors with some coding scheme to help identify errors, 7) circle language errors and ask students to correct them, 8) write in correct forms for student language errors, 9) use explicit and direct written corrective feedback (WCF), and 10) use indirect WCF. These findings are in line with Tseng, Dörnyei, and Schmitt's (2006) findings on assessing strategic learning in L2 development which emphasized that teaching and assessing strategies employed by teachers could significantly affect EFL learners' learning strategies. Though this could partially take support from the perspective of the scholars who have discussed the significance of washback effect and how testing could leave its impacts on teaching and learning processes (Bachman, 1990; Polat, 2019; Tsagari, 2009).

As these are the strategies reported by the EFL teachers themselves, they might be considered as the assumption teachers might have about what they do in the classroom. However, real practices of the teachers in assessing writing and providing learners with WCF could be different as both the present study and the one conducted by Al-Azani et al. (2015) represented.

Findings of the second question revealed that Turkish EFL writing instructors mainly believe that 1) writing assessment provides good feedback for writing instruction, 2) assessment plays an important role in writing classes, 3) a portfolio is a good tool for assessing writing, and 4) Self-assessment can be a good technique for assessing writing. The aforementioned findings are in line with what White and Bruning (2005) found in terms of the enhancement of ESL learners' writing quality and their beliefs in writing assessment as well as the criteria

based on which L2 writing would be assessed. This could energize the notion which believes that the criteria used for assessing writing may play the role of a feedback source (Hyland, 2019). Likewise, some other studies have already signified that writing assessment could provide proper feedback for L2 writing instruction (Barrot, 2016; Bitchener & Ferris, 2012; Büyükkarci, 2014; Karaca & Uysal, 2021; Ko, 2019; Lee, 2007, 2017; McConlogue, 2020; Nemati et al., 2017; Sadeghi & Abdi, 2015; Sheen & Ellis, 2011).

In addition, the preset study findings in terms of using portfolio as a good tool for assessing L2 writing is in line with the findings of Hamed Al-Azani (2015) in exploring English teachers' perceptions about teaching and assessing writing. Portfolio has been considered significant as it could provide a process-oriented view of EFL learners' writing development (Nezakatgoo, 2011). Likewise, as Sabooni and Salehi (2015) found, writing accuracy of the EFL learner could be increased through employing reflective learning portfolios.

With regard to the third research question, the results of data analysis revealed that Turkish EFL writing teachers' knowledge of writing assessment was comprehensive in 1) comprehending the concept of scoring rubric, 2) understanding the notion of integrated writing task, 3) understanding the concept of portfolio assessment, and 4) designing writing tasks for students. However, majority of the participants found the concept of alternative assessment confusing. The findings of the present study in terms of instructors' knowledge of writing assessment literacy components are in line with some of the previous studies such as Azadi (2018), Plake & Impara (1993), Plake and Impara (1993), Mertler (2003), Razavipour, Riazi, & Rashidi (2011), Campbell et al. (2013), Elshawwa, Heng, Abdullah, & Rashid (2016), DeLuca et al. (2016), Crusan et al. (2016), Mohamed, Kamis, and Ali (2017), Carrero (2018), Fard and Tabatabaei (2018), Ashraf and Zolfaghari (2018), Lam (2019), and Çelik & Coombe (2021).

The outcome of data analysis revealed that the study participants are theoretically familiar with assessment procedures. In the present study, the highest mean performance was on comprehending the concept of rubrics and choosing appropriate assessment methods, understanding the notion of integrated writing task, and understanding the concept of portfolio assessment, while the lowest mean was on misunderstanding of the concept of alternative assessment. This might show the high theoretical writing assessment knowledge of the participants of the present study. The reason might lie in the significance of assessment literacy in the Turkish context under discussion. However, Turkish Prep school instructors are accustomed to working with testing issues rather than assessment concepts (Tamerer,

2019).

In terms of practices, analysis of questionnaire data related to the fourth research question revealed that Turkish EFL writing instructors claim to practice writing assessment in terms of 1) using scoring rubrics when grading essays, 2) using portfolio in their classes, 3) discussing the result of their writing exams with colleague, and 4) integrating writing with other skills when designing writing exams. These are among the factors which have been approved by previous studies as well (Crusan et al., 2016; Karaca & Uysal, 2021; Al-Azani, 2015; Hussain, 2017; Lam, 2019; Shahzamani & Tahririan, 2021). As Giraldo (2018b) argued, making use of alternative assessment practices, discussing the results of learners' writing assessment with colleagues, and promoting assessment criteria in the language institutes are among the duties of EFL teachers and can represent their professionalism. In this respect, the present findings can take support from other studies such as Al-Azani (2015), Lam (2019), and Shahzamani and Tahririan (2021) who argued that EFL teachers not only should enjoy a relatively complete knowledge of L2 writing assessment, but also need put it into practice adroitly.

In terms of the relationship between Turkish EFL teachers' beliefs in writing assessment and their practices, the result of Pearson correlation showed a significant but weak correlation in this respect. Likewise, the results of both qualitative and quantitative data analysis revealed that assessment practices claimed by the instructors themselves and their reported practices in the classroom by their students are not compatible in different aspects including, lack of using rubrics, little amount of attention paid to learners' individual differences, no concordance between the feedback types claimed and the ones provided for the students in reality, and little practices in terms of providing students with samples of writing complexity, accuracy, and fluency. Such findings are in line with other studies in the same domain in different parts of the world including Iran (Akbari & Tavassoli, 2014; Shahzamani & Tahririan, 2021; Tajeddin et al., 2018), Hong Kong (Coniam & Falvey, 2013; Davison, 2007; Lam, 2019; Qian, 2014), Thailand (Cheng & Wang, 2007), Queensland (Brown, Lake & Matters, 2011), Poland and Mexico (Ruecker & Crusan, 2018), Egypt (Crusan et al., 2016), Eastern Europe (Vogt & Tsagari, 2014), Turkey (Alkharusi, 2011; Birgin & Baki, 2007; Han & Kaya, 2014; Şahin, 2019; Sarıyıldız, 2018; Tamerer, 2019; Valizadeh, 2019). In almost all of the studies aforementioned, participants have been reported to have both high language proficiency and subject training qualifications. Nevertheless, as Qian (2014) reported even after teacher training services in terms of assessment and alternative testing methods, EFL

teachers mainly remain insecure to implement their assessment knowledge into practice.

Finally, with respect to knowledge, beliefs, and practices of writing assessment literacy, latent variables of the construct were revealed through Structural Equation Modeling. This was enriched and supported through the qualitative data concerning challenges and needs of EFL instructors in the domain of writing assessment literacy. The final conceptual framework was confirmed both qualitatively and quantitatively.

In general, the study found that EFL instructors of Prep schools in Turkey enjoy moderate knowledge of writing assessment literacy. Also, their beliefs in employing assessment literacy standards in L2 writing assessment and its related methods are valuable and appreciated presenting their awareness of the issue. In addition, they claim to have used specific assessment-related strategies and practices in the L2 classroom. However, the results of interviews with the students and real classroom conducts of the teachers do not concord with what they claim. In fact, the study findings indicated a significant difference between claimed and real assessment practices of English instructors.

It was indicated although instructors teaching English in the Prep schools hold qualified degrees and have received training in terms of language testing and assessment concepts, and they are aware of assessment methods, they were not highly successful in developing appropriate assessment methods in assessing L2 writing.

The results of interviews also showed that English instructors experience difficulties in their students' assessment with regard to the backwash effect of the exam systems on their classroom assessment. This problem is intensified by unfamiliarity of the learners with the assessment issues and their high expectations in terms of grades they receive. Low practices of the EFL instructors could be pertained to their inability to bridge between theories and practices (Lam, 2019).

In general, it was found that the Turkish Prep school EFL instructors taking part in the study, irrespective of their experience and background, were not well familiar with practical standards of teacher competencies presented by Plake and Impara (1993). Nor were they well familiar with the standards of assessment literacy in practice (Mertler, 2003; Şişman & Büyükkarçı, 2019). This gets more troublesome when considering that almost all of these instructors who had a background of teaching EFL and enjoyed a TEFL background, and surely they had passed courses in language testing and assessment in their undergraduate and graduate levels. Hence, an in-service training course in terms of writing assessment

literacy is suggested for the instructors taking part in the study and other EFL instructors being active in the Prep schools. Specifically, it is important that they understand assessing writing is an integral component of instruction and goals for student learning (Shahsavari, 2019; Shohamy, 2001). EFL instructors studied by Pastore and Andrade (2019), in terms of their assessment literacy, have indicated that they are more concerned with the day-to-day issues related to the application of assessment processes and less with fundamental measurement principles. Hopefully, then, those who teach courses in assessment and measurement can teach EFL instructors the principles of assessment to see this vital connection between assessment and instruction, making assessment more applicable to their views of teaching (Sternberg & Grigorenko, 2002).

6.4. Pedagogical Implications

According to the results of the present study, some implications for teaching and learning assessment literacy through in-service training and purposeful instruction of writing AL can be suggested:

The findings imply that EFL instructors' writing assessment literacy on educational assessment is inadequate as in practice they cannot perform well, while theoretically, they are knowledgeable enough. Therefore, continuous in-service training programs on educational assessment and writing assessment literacy should be taken into consideration to cater to problems of low level of writing assessment literacy. Although the EFL instructors with an EFL background in this study had taken courses in assessment and language testing in their undergraduate, graduate, and post graduate studies, which are educational assessment courses, two or three courses in assessment and measurement is not sufficient to cover everything that EFL instructors need to know. Mertler (2005) stated that the trend of educational measurement is changing towards assessment. The traditional focus of pre-service assessment courses has been more on standardized test. Since EFL instructors deal with modern trends in assessment such as competency-based assessment (Carraccio et al., 2016) and performance assessment (Tosuncuoglu, 2018), the content of pre-service training and in-service training programs on educational assessment should focus more on alternative assessment and cover notions such as competency-based assessment and performance assessment.

Many experienced teachers' beliefs and pedagogy have been established over time and they are often resistant to change (Britton, 1988; Pajares, 1992; Freeman, 1996). We should try to raise their awareness of this. To achieve this, as Bailey et al. (1996) suggest, we can start the course by making teachers write "autobiographies including timelines of their learning and teaching histories to identify trends, critical incidents, and salient factors influencing their development as teachers" (p. 13). According to Bailey et al., this conscious awareness will help teachers realize the areas that they need to improve. This conscious knowledge may help them overcome the tendency to imitate their past role models (Bailey et al, 1996). It may also be helpful for teachers to share autobiographies with peers to facilitate an understanding of different perspectives (Britton, 1988). Raimes (2002) suggests, a key component of any teacher-training course should be a massive amount of writing and reflecting on writing. Therefore, teachers should go through a series of meaningful writing activities through which they can recognize that writing is a skill that needs to be developed through constant revisions in order to communicate ideas fully (Flower, 1979; Morss & Murray, 2001). In addition, teachers should experience the fact that although writing is thought to follow a general sequence of prewriting, drafting, revising, and editing, it is not a linear process, but is composed of many overlapping recursive processes (Perl, 1980). While learning writing, teachers should use and understand the necessity of readings both to generate ideas and to serve as models for writing in a specific genre (Krashen, 1984; Hyland, 2003). They should experience not only expressive, but also academic writing. In order to fully understand that writing is a social activity, student teachers should be involved in peer collaboration that may provide them with a sense of audience and a purpose for communication (Englert et al, 1991; Susser, 1994; Raimes, 2002), and they should explicitly learn the requirements of certain genres and the expectations of the reader from a targeted audience.

Accuracy and appropriateness should also be emphasized. Direct strategies and clear feedback, related to writing and editing, should be offered to enable student teachers to develop metacognitive awareness about writing and become self-regulated writers (Englert et al, 1991; Raphael, 1989; Raimes, 2002). However, we should be very careful not to organize the class around a single approach like the previous studies did, but we should use eclectic approaches by providing a rationale for each. Research indicates that focusing on only process approaches will decrease accuracy, and this single focus sends the message that other areas are not as important (Freeman & Richards, 1996). Using a variety of approaches

may also help teachers gain “coherent perspectives, principles, models – tools for thinking about L2 writing, and analyzing and evaluating competing views” (Silva, 1990, p. 11). During this learning process, teachers can be asked to reflect on their processes of writing (Raimes, 2002) and compare them to their old experiences to further raise awareness. Freeman (1996) states that a teacher education program needs a “unified discourse” (p. 236) or a professional language to operate from a common view of teaching and learning. We can achieve this by including reading and discussions of recent literature on L2 writing and L2 writing pedagogy and connecting these to L2 teachers’ past learning and teaching experiences. As Raimes (2002) suggests, we can also discuss institutional constraints such as curricula, textbooks, and proficiency exams, ways of reconciling theoretical implications with classroom realities, and possible strategies to cope with these constraints. In addition, we can have discussions about the ideological consequences of teaching or imposing English writing conventions as well as the differences in writing styles across the world, and the fact that writing is a reflection of an entire system of beliefs in a culture and identity (Raimes, 2002). As a very crucial last step of this education program, we should give teachers tools to continue to reflect on their thinking and teaching behaviors through conducting classroom research and writing teacher narratives in future practice (Johnson & Golombek, 2002; Raimes, 2002). Socially situated perspectives or constructivist views suggest that “teachers not only possess knowledge, but they can also be creators of knowledge” (Johnson & Golombek, 2002, p. 2); therefore, these teachers can take what they have learned from their writing course and construct their own understanding of these experiences by combining them with their classroom experiences and personal attributes. That is why the second step of our education plan should target the actual teaching. Teachers should be encouraged to engage in classroom research such as action research and writing teacher narratives in which they will reflect on their practices and try to find connections between their past learning environment, teacher education experiences, and current practices as a way of professional development. We should also provide them with information about research methods in regard to collecting, analyzing, and reflecting on data in order to conduct action research.

Instead of traditional tests and testing services, English instructors could employ assessment literacy in their classes to assess the learners’ performances and this may facilitate learning for the learners. This way a less stressful situation based on learners’ actual performance in reading, writing, listening, and speaking will be created, and classroom interactions could be enriched and would help subsequent EFL development of the learners.

Materials developers in the EFL domain also could employ the findings of the present study and those of the similar ones to present tasks in which learners' awareness toward learning is enhanced. Such tasks may help the learners move towards performance, self-correction, autonomy, and meaningful learning (Pastore & Andrade, 2019).

6.5. Suggestions for Further Research

The findings of the present study have some limitations as mentioned in chapter I, and further research is needed for investigations:

1. The same hypothesis can be formulated for Turkish EFL instructors and professors teaching at different levels of language proficiency in the private institutes, high schools, and universities. It is worth investigating whether providing the English language teachers with instruction concerning writing AL and its related practices has any positive and significant effects on the learners' L2 writing development.
2. Future studies might consider examining the residual effects of in-service training and instruction of the EFL instructors in terms of writing AL to explore whether and how long-term these effects actually could be. A semi-longitudinal study of the concept of writing AL on a specific group of instructors can reveal if this theory energizes retention of writing assessment literacy in the teachers' mentality or not.
3. In addition, the present study focused on the EFL instructors of Prep schools in the Turkish context with different experiences. Future studies may be needed to replicate the findings with general English university professors. In this respect, O'Loughlin (2013) argued that developing a comprehensive assessment literacy test for university test users is a must.
4. Further research is recommended to explore the role of writing AL instruction in developing teachers' competency-based assessment and its relationship with teachers' autonomy, self-regulatory factors of teaching, and learner motivation as proposed earlier by Malone (2008).

To sum up, in order to make writing assessment literacy training (in terms of beliefs, knowledge, strategies, and practices) more relevant to the EFL teachers' classroom performances, Lam (2015) recommended that non-traditional assessment topics and new trend of assessment be more important than traditional testing-oriented topics covered by educational measurement courses.

Summary of Chapter

The implications of the study findings for theory, policy, and practice, as well as the design of pre-service teacher education programs, are presented in this concluding section. Finally, it analyzes the limits of the study as well as future research prospects in the field of classroom assessment literacy.





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APPENDICES



Appendix I. TEWBI used for Exploratory Factor Analysis

Welcome to Our Survey

We are surveying current and former writing teachers at PREP schools in Turkey , and other levels assessing writing. Your candid responses to these questions will be extremely helpful to our research. Except where specified, please select only ONE option that BEST answers the question for you. Also feel free to add additional comments in the supplied text boxes.

The survey should take approximately fifteen (15) minutes to complete.

Should you have any questions or would like a copy of the findings, contact kaveh Jalilzadeh at _____

Thank you for your help

Appendix II. Informed Consent Form

Informed Consent Form

I agree to participate in this study. I understand the purpose of the study, and I am participating voluntarily. I understand that I can withdraw from the study at any time without any penalty, or consequences.

YES

NO

Appendix III. Questions used in interview from students

Dear Students, you should write 60 words for each questions. You do not need to write your name. It is for research purposes.

- 1.What factors are more important in assessing EFL students' writings?
- 2.How you are assessed in your writing classes?
3. How teacher provide feedback to you?
4. How Teacher can help you more in assessing writing?
5. Explain some activities for assessing writing which can improve your writing?

Appendix IV. Questions used in interview of EFL instructors

Dear EFL instructors, please answer the following questions thoroughly.

1. What factors are more important in assessing EFL students' writings?
2. What assessment techniques are more applicable in your writing classes?
3. How do you react to the EFL students' errors while presenting their writings in the classroom?
4. To what extent do you implement your assessment knowledge such as knowledge of portfolio assessment, teacher-assessment or dynamic assessment in the class?
5. To what extent do you consider psychological and sociocultural factors such as students' writing apprehension, teachers' emotional feedback or intercultural competence in assessing students' writings?
6. Which one is more effective in improving EFL students' writing skills: teacher's writing proficiency or teacher's assessment literacy?
7. What are teachers' needs for professional development in assessing writing?

Appendix V. Ethics Committee Approval from Gazi University

Evrak Tarih ve Sayısı: 15.02.2021-E.27768



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-27768
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 08.01.2021 tarihli ve 80287700-302.08.01- 3968 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Doktora Öğrencisi Kaveh JALILZADEH'in, Doç. Dr. Asuman AŞIK'ın danışmanlığında yürüttüğü "*Türk Yabancı Dil Öğretmenlerinin Yazma Değerlendirmesi Okuryazarlığı, İnancı ve Uygulaması*" adlı tez çalışması ile ilgili konu Komisyonumuzun 26.01.2021 tarih ve 02 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021-160

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

Belge Doğrulama Kodu :BEZPAM2NY

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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**GAZİ ÜNİVERSİTESİ
ETİK KOMİSYONU KATILIM LİSTESİ**

TOPLANTI TARİHİ : 26.01.2021		TOPLANTI SAYISI : 02	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA Başkan			
Prof.Dr.Kemal ÖZTEMEL Başkan Yardımcısı			
Prof.Dr.C.Haluk BODUR			
Prof.Dr.Seçil ÖZKAN			
Prof.Dr.Cevriye TEMEL GENCER			
Prof.Dr.İsmet YÜKSEL			
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Prof.Dr.Makbule GEZMEN KARADAĞ			
Prof.Dr.Zehra GÖÇMEN BAYKARA			
Prof.Dr.İlyas OKUR			
Doç.Dr.Nihan KAFA			

Appendix VI. The text and basic codes of the first question of the interview

Row	Interview text
Interviewee 1	Assessing writing is one of the most difficult assessments among other skills. Surely, there are factor such as the raters' factor, writing tasks (interests, difficulty level of the task and prompt given for the writing tasks) and rhetorical organization.
Interviewee 2	Accuracy of the final product is important. But to achieve the desired level of accuracy in writing, one should be checked from grammatical, vocab use, delivery, and meaningfulness. Spelling mistakes, first language interference and general structure are parts that I want my students get them fixed.
Interviewee 3	Writing skill assessments depends on some fundamental factors:A-The use of proper writing conversation, such as good spelling, grammar, syntax, capitalization and punctuating.B-the writing knowledge of vocabulary.C-How a person can present argument.D-using logical structure
Interviewee 4	Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design for I believe that some factors are important and should be considered such as grammar and punctuation. These are the most important factors. So most of the students made a mistake. Grammar and punctuation should be considered as well as they begin to write.
Interviewee 5	A set of cognitive, psychological and social factors may affect the learners' achievement; thus these elements must be considered in assessing the skill while it should not be forgotten learners' language level.
Interviewee 6	Some factors related to the students, teachers and class environment might play important roles in assessing EFL students. We try to decrease negative effects of these factors and to be standardized in assessing writing papers, we form a rubric. While teaching writing and assessing the papers we think that the importance of content and organization is more than language use because we expect our students to understand the context and structure of each writing type. Teachers' writing proficiency and knowledge on writing assessment are also the factors affecting assessing students' papers.
Interviewee 7	I find it critical to determine the current level of students in terms of which aspect of their writing will be measured first is critical. This would allow for a better organization of the content to be used during

	the lessons. Additionally, measuring progress on an individual level is essential since students have varying levels of progress.
Interviewee 8	The way the test task is designed and implemented is important for a proper assessment. Students must be informed about the procedure. For example, they should know what is expected of them for the assessment, how the process will be completed, which materials/tools will be used for the assessment etc. They should also be provided feedback after the assessment is completed. Teachers should do this as soon as possible after the assessment, otherwise, students forget what they write, and the feedback won't be so effective.
Interviewee 9	The scholars established two major viewpoints for conducting evaluation: formal assessment and informal assessment. Outlining formal assessment basics is obviously an oversimplification of this vastly complex field of study. In some circles, formal evaluation is considered to be the same as testing. Formal evaluation, according to Brown (2004), involves "exercises or processes particularly designed to tap into a treasury of skills and knowledge." Informal assessment, on the other hand, is carried out by teachers in everyday situations and in typical classroom settings.
Interviewee 10	As far as I am concerned, language use and proficiency go at the top. It is to say that a student is expected to come up with ideas and put those ideas into words. Then these concepts can be analysed both from syntactic and semantic perspectives.
Interviewee 11	There are a few factors. To me, the major factor is cohesion and coherence, that is, whether the writer has endeavored to employ topic-related vocabulary- collocations- referencing and the link between paragraphs. The second most critical factors are spelling and punctuation respectively. However, I am still grappling with writing assessment.
Interviewee 12	The important factors while assessing students' writings can be listed as; students' level of language, content, vocabulary and syntax. Instructors may have an idea about students' level by implementing in class writing activities. The organization of the writing is also evaluated in writing tasks so while content is being considered, organization of the text should also be assessed.
Interviewee 13	While assessing writings, students' levels and proficiency, their anxiety levels, teachers' motivation and assessment proficiency, whether there is a criterion to be used like a rubric and if any standardization meetings are held are the important factors. While grading students' writings, content and organization of a paper; if it is related to the topic

	given/subject learnt and if the ideas are given in a logical order should be considered. Students' effective use of language is another important factor to be considered while grading.
Interviewee 14	Assessment can be undertaken at various stages in a course to accomplish well-defined objectives. To assess a wide range of writing skills, including how well EFL students a) Write a response appropriately b) Organize ideas c) Use range of vocabulary and grammar accurately
Interviewee 15	I think content, organization and vocabulary are more important than other factors such as mechanics and language use while assessing EFL's students' writings. Writing as a production of language learned is a very important output for assessors. If students don't get rid of the stress of being correct while writing, they turn into grammar police for themselves and it leads to limited results. Instead, students can feel more relaxed and can focus content and organization and use the target language as a tool which should be the aim.
Interviewee 16	Rubric is one of the important ones and it depends on our lesson objectives and students' levels. For instance, considering that students are expected to write a reaction essay, then we could give more weight to content and organisation, and spelling mistakes might have less point value compared to content and organisation. Our focus is the content in this case. Or, for beginner levels, the case might be the opposite. So, in any case, rubrics should be carefully prepared. On the other hand, we can mention some other factors related to the assessors (teachers), such as teacher's knowledge and experience, time (whether they are given enough time to mark the papers), and whether the standardisation session is held. I suppose all these factors play important roles.
Interviewee 17	When I think about writing, productivity comes at the top. for me be student's production is the most important part of language learning, and I think that writing very effectively I makes my student produce what they think of language and they put into practice what they have learned. Therefore, through my students' writings I have a chance to check their vocabulary, grammar, and their perception of language. All in all, the most important factors that I would like to assess in works of my students, is there vocab and grammar.
Interviewee 18	Factors like general grammar rules and writing regulations are important I think. I think teachers can focus on the way students write their paragraphs. because in paragraph writing there are many things

	that teachers should pay attention. for example, weather students start with a topic sentence, or have this topic sentence is as stated and how support followed. Like coherence and cohesion are important factors that all teachers should look for in their students writings.
Interviewee 19	Task fulfilment, rhetorical pattern and use of language are the key factors that need to be assessed in EFL students' writing. First, task fulfilment shows whether students have understood the task and how much their ideas that they have put forward in their writing are relevant, accurate and fully developed. Secondly, rhetorical pattern is important as it shows how much the language of a student's rhetorical pattern is appropriate and accurate. Successful language learners should be able to use a wide range of rhetorical devices to connect their ideas / sentences. Therefore, rhetorical pattern is crucial in assessing EFL students' writings. Last but not least, use of language needs to be a part of assessing writing where teachers can assess students' grammatical and vocabulary range and accuracy.
Interviewee 20	Organization, Content and Grammar
Interviewee 21	I believe that being able to measure what has been studied/taught is one of the most important factors in assessing EFL learners' writing. For this reason, test preparation and specifications are highly important. Moreover, assessors should be trained well to make sure they are standard while assessing. If the latter is overlooked, an assessor might penalize a student for using a higher-level grammar topic. To be fair and guide students effectively, the prep program should have clear specifications and make sure that all the assessors can assess students' writing within these level-based guidelines.
Interviewee 22	The important factors while assessing writings are; student's competency of the language (level), topics that are related to today's agenda or the ones that can be discussed by the target students. Also, it is important to accustom the students to the format of the writings. Once they are familiar with the expected format, students tend to be more confident when dealing with an assessment. That results in clear production of a writing, which eases the process for the instructor as well.

-
- Interviewee 23 A writing should be evaluated by the words used in it, coherence and cohesion and its content, its grammar accuracy and fluidity. I think a good writing should respect all these factors. Also, it should be reader's friendly and it doesn't confuse the readers.
- Interviewee 24 Student writing can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres.
- Interviewee 25 Fluency, content, conventions, syntax, and vocabulary are the important criteria in assessing writing. In fact, teachers should pay attention to evaluate the structure and content of the writing as well. Besides, writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres.
- Interviewee 26 The most important factors in assessing EFL students' writings are content and use of English. The organization of the paragraphs or essays are also significant; however, the ideas and the elaboration on the ideas are the actual and core components determining the factors in assessing EFL students' writings. In relation to the use of language, it is the second prominent component since grammar and lexis appropriateness can help in evaluating students' level of English. Organization of a writing piece is also important, yet it is not more important than content and use of English as it is mostly composed of chunks and phrases which students can easily memorize and then make use of in their writings.
- Interviewee 27 First of all, for assessing EFL learners we should have a framework and according to that frame work we can do our assessing. Moreover, according to the level of students we can have the form of special frame work. For example, the materials which we are teaching in the class are important to be assessed such as: spelling, punctuation, the grammatical structure of a sentence (accuracy), unity, coherence and how to organize ideas.
-

Appendix VII. The text and basic codes of the second interview question

Row	Interview text
Interviewee 1	There should be match between instructions and tasks. What you have taught should be given in writing task. Students 'progress should also be monitored frequently by applying different tasks.
Interviewee 2	Whether the student wants to improve their writing skill for general English or internationally recognized exams like IELTS, TOEFL, PTE, or SAT they changes. Normally for general English classes the sensitivity comparing the later ones is considerably less and generally we end up fixing sentence structure and vocab selections. But those exams require a very different tool. Depending on the exams requirement and scoring policies, I try to teach writing accordingly and hence its assessment is destined to be different.
Interviewee 3	Listening –reading –sharing Ideas by talking. Summarizing and then think in mother language and write in second language.
Interviewee 4	1. read writing. ... 2. Study best-practice examples. ... 3. Assess your writing by reading aloud. ... 4. Study old writing for clues. ... 5. Using an online readability checker. ... 6. Take a writing course that includes personalized feedback. ... 7. Correct themselves... 8. Help them to recognize their errors... 9. Motivate for writing better... 10. Try to write more and more and practice ... 11. Assess carefully and explain more and more
Interviewee 5	Direct assessment methods as portfolios, capstone experiences. Indirect Assessment Methods as survey, peer/self-assessment,
Interviewee 6	We start teaching from smaller pieces to more structured writing tasks. We first show how to make sentences and forming a paragraph. Then, we move on underlining the organizational rules of writing an essay. If it is an ungraded task, we assess the students writing performance in their practice time by observing them, giving feedback to the sample papers or peer check list. If it is a graded task, we assess the students' papers by using a rubric formed according to our learning objectives.

Interviewee 7	Formative assessment can be employed more efficiently during our classes to track the gains of students in real-time. For our lessons which include writing academic and professional documents such as technical reports, CV, cover letter and inquiry e-mails, it proves to be efficient. Summative assessment is also more applicable to test the students' learning at the end of the unit.
Interviewee 8	For diagnostic purposes, diagnostic writing assessment might be applicable firstly. Most frequently used ones are formative and summative assessment. Some in-class writings can be examples of formative assessment practice in my writing classes and writing tests students take in midterms and final exams can be the examples of summative assessments.
Interviewee 9	Gap filling, reordering, open dialogues, and other somewhat controlled writing activities may easily be corrected orally in class - students can correct each other's work in pairs, and then the entire class looks through the solutions together. This form of correction not only decreases the workload of the instructor, but it also includes students in the revision and editing of their own works of writing, allowing them to learn from their mistakes. There are occasions, though, when pupils must write more freely in English and their work must be corrected personally. Then there seem to be no way out of the monotony of marking compositions.
Interviewee 10	Since I teach to translation students, structure and sentence formation places a higher priority for me and my colleagues. Also, the context in which a meaning is produced casts a higher importance. But, for my private students whom I prepare them for academic exams like IELTS and TOEFL, all the parts are required in these assessments like; meaningfulness and relevant coherent content, error free, sound organization, ... are worked with applicants.
Interviewee 11	Eclectic methods of assessment are applied, including teacher-assessment, dynamic- assessment and self- assessment.
Interviewee 12	-Giving students writing tasks to be graded on a regular basis is one of the techniques that we use in our school. Instructors are to check the writings of students and grade them. -Peer editing can be one of the techniques that we use in-class writing activities and it is a useful way to give feedback

Interviewee 13	-In my opinion, it depends on whether it is a graded or non-graded assessment. In our classes, we give importance to moving from simpler tasks to the harder ones as students first learn writing a paragraph and after that they learn how to write an essay and while grading these when they submit their assignments, we use a rubric to be standard. For in-class practices, student practice writing paragraphs/essays in a process like starting with intro parts and etc. and I give constructive feedback to their writings and also, we use peer checklists and peer feedback since students can learn from each other effectively.
Interviewee 14	a) Rubrics and Performance Criteria. Using rubrics and performance criteria is a great way to assess a variety of student work. ... b) Oral Presentations or Performances. ... c) Non-verbal Assessments. ... d)Written Assessments. ... e) Portfolios I myself prepare a portfolio and ask them to write a writing due to sessions' aim and assign them to complete their portfolio individually and before sessions start, I define a rubric and assign my class objectives. According to rubric and their progress, evaluation of them can be accomplished. Mostly, ELTS band descriptor is more applicable.
Interviewee 15	Using a rubric and checklist are the two techniques I use this term. I used peer check, students' self-assessments time to time in the past. Yet especially during distant education using a rubric is the most suitable one.
Interviewee 16	We use rubrics in our classes. I think it is the best and most applicable technique for us. Other techniques such as peer feedback, or students' self-assessment can be applicable (we do apply them in our classes from time to time) for the in-class non-graded practices. When it comes to graded assessment, a well-prepared rubric is the best one
Interviewee 17	In the school where I teach, we as a whole try to assess students' writings through some rubrics. and those rubrics special criteria should be addressed, and some standards should be met for students in order to get a good score in writing. The rubric generally is made up of five parts: content, organization, vocabulary, grammar, and delivery. Also students are required to hand two drafts of writing. the first draft is checked but they given rubrics but not a scored, students are too check the required parts and rewrite it. it is the second draft of their students writing that are scored.
Interviewee 18	The place I teach is a private school and students usually suffer in their writings. to put it differently, actually writing is the Achilles heel of the

	students and most of them don't know very much have to write a good paragraph let alone writing essay. Therefore, we are struggling with basic problems in writing and other priority in the school for both me and my colleagues is to encourage them and make them right better paragraphs and then essays. All these is to say that we have a long way to take assessment techniques in our schools for our struggling students in their writings.
Interviewee 19	In the institution where I work, we have Learning Portfolios which includes 6 writing tasks that students need to complete in one semester. When students complete the task, their instructors have tutorials with them and give feedback to their writing. Instructors usually ask their students to rewrite their writings to improve their writing skills. The portfolio is evaluated twice a course and it weighs 5% of students' overall grade. When instructors evaluate portfolios, they check the number of tasks students have submitted for that evaluation period and their development in writing in response to feedback. Portfolio tasks are powerful learning experiences and assessment tools. They aim to give students lots of opportunities to practice writing, develop students' writing skills and we can gather various samples of students' work to follow their development over a period of time. They also help students to be prepared for the writing exams which are evaluated by using writing criteria. Writing exams prepare students for the requirements of their faculty needs.
Interviewee 20	Usually formative or interim assessment techniques, except from prep. writing classes diagnostic methodologies are not applicable.
Interviewee 21	We use rubrics while assessing students' writing in the exams. This helps us have a clear guideline and see what we should expect from the learners. Students also have access to these rubrics. This way, they can see what they are good at and what they need to improve. Based on this scale, they can design their study plan and focus on areas they need to improve.
Interviewee 22	During the modules, the students are to complete three writing tasks in total. Prior to the tasks, they are given the necessary information regarding the type of the writing. The instructors evaluate the papers with error correction codes and write feedback. The students are expected to review the feedback given. During the in-class activities of writing, the students check each other's papers with a pair.

Interviewee 23	I personally doesn't have any unique technics, what I try to implement in my classes are what I learnt from my university years and they are very classic. On this account I check my student's writings meet the criteria I mentioned in question no. 1. That is studets writings are mostly checked from grammar side, word use and some punctuation matters. I highlight them and ask students to check and control them.
Interviewee 24	1-Misconception/Preconception Check: Intended to uncover prior knowledge or beliefs that may hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values/ 3-Empty Outlines: In a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment/ 4-Memory Matrix: Students complete a table about course content in which row and column headings are complete but cells are empty/ 5-Minute Paper: The most frequently used CAT; students answer 2 questions (What was the most important thing you learned during this class? What important question remains unanswered?)/ 6-Muddiest Point: Considered by many as the simplest CAT; students respond to the question "What was the most unclear or confusing point in (lecture, homework, discussion)?"
Interviewee 25	Generally, I use error detection technique and sometimes for final exam I use rubric of a reliable test to score students' writing. There are several ways to assess writing. The most common method is to use some sort of rubric. Items on the rubric range from state-mandated writing standards to individual items specific to an assignment. Other forms of writing assessment use checklists or rating scales.
Interviewee 26	In the institution I work for, there is a rubric and / or criteria for each level's writing classes. Thus, each instructor follows the criteria in order to be standard. Before and after writing exams, there are standardization sessions for each task of writing. Hence, the use of a set criteria, the components of which are Organization, Content, Grammar, and Lexis, is more applicable in my writing classes. In addition to the criteria, I also prepare a checklist for my students so that they can use this checklist for such specific details as the Thesis Statement, Topic Sentences, Concluding Sentences, Use of Transitions and Linkers etc.
Interviewee 27	According to the students' level having a framework for assessing students is necessary. Written assessment is necessary too.

Appendix VIII. The text and basic codes of the third question of the interview

Row	Interview text
Interviewee 1	In the classroom context, teachers may give oral feedback or based on the level of the students, students are asked to discover their errors by peer checking and they can work with pair, small groups or whole class.
Interviewee 2	I opt to both direct and indirect error correction. Because writing unlike speaking has less frequency, and students not always have chance to practice writing in the classroom, therefore I have to directly state the problem and students to fix it for later times. So everything should be to the point and student should know where the problem is coming from, so they can set their sight in fixing it.
Interviewee 3	1-prais them and be genuine. 2-DO what is called educational correction. 3- Make understandable feedback. 4- Given enough time in aspect of their level.
Interviewee 4	We know that Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviors they will use. For assess their errors I try to explain his/her error and correct with explaining without any prejudice we should consider that they want to learn and Knowing is not a fault, not knowing is a fault.
Interviewee 5	It is no doubt that teacher written feedback plays an essential role in teaching writing skill as well it is not like speaking skill in which we can tolerate errors. It must be taken serious in writing skill as I do this in different stage of writing : 1-at the pre-writing stage 2- at the drafting stage 3- at the revising stage 4- at the evaluation stage.
Interviewee 6	Students have a fear of making mistakes while writing and they do not want to show them to their peers, so I check the students' papers one by one during practice or if it is practice and they send me their papers on online platform, I give them to be anonymous, so they feel more comfortable in making errors. I also approach to students' writing mistakes with positive attitude and encourage them by saying mistakes will be a guide for them and they can eliminate the errors in the next writing task.

Interviewee 7	I try not to give a significant reaction at first in order not to affect their attitude towards learning English negatively. Instead of correcting their errors in presence of their peers, I state their mistakes on a one-to-one basis. While correcting their errors, I try to be as supportive and positive as possible while highlighting the importance of writing in an error-free way. I also keep in mind that students differ in terms of understanding and correcting their errors.
Interviewee 8	If it is an in-class writing, I swap papers between the students, encourage them to check each other's paper and give feedback. In general, they focus on the grammatical mistakes and sometimes suggest a change even for the correct structures in the original document. To prevent this, I walk around the class and check their work. Apart from that, I correct the most general and repetitive ones in the tasks. If it is homework, I give feedback separately for grammar and vocabulary use, content, organization and the use of mechanics. After giving detailed feedback, I focus on the most common mistakes in the class and inform them about these.
Interviewee 9	There are many different sorts of written mistakes. We may divide mistakes into four categories to make it easier for students to improve their writing: global, local, treatable, and untreatable mistakes. Also according to Elis (2009) we as teachers can give feedback directly or indirectly. Knowing the kind of errors students make and their level of language skill, as well as their feedback preferences, can assist me to use successful feedback approaches.
Interviewee 10	Having a translation background, for me structure and meaning the bible. Any presented work should be grammatically correct, also the form and type of words being used concomitantly weigh the same significance. So, directly their mistakes are told, and several times similar structures and scenarios are practiced with them until they get the issue resolved.
Interviewee 11	In terms of typology of corrective feedback, at first, I give indirect feedback by that I mean errors are pointed out by highlighting the errors, at times, using different coded colours. By and chance or feasibly, peer- correction is employed with aim of improving the erroneous language forms. At last, direct written feedback, that is, the corrected version of the erroneous language forms is provided.

Interviewee 12	-If the writing task is graded, the students get written feedback with error codes and their mistakes are highlighted on their original paper. I list the common mistakes and show examples of their mistakes during the lessons. -With in-class writing activities, I tend to group my students to work on the same paper and come up with one paragraph or essay. Then the groups reflect on each other's mistakes by highlighting or discussing the errors.
Interviewee 13	-As writing is an activity which most of the students do not like, when it comes to their errors and correction of them, I try to motivate the students and to do that, I welcome errors and encourage the students to make mistakes as they can learn better from them. I think providing examples, reminding them the classroom practices and staying positive always work.
Interviewee 14	To begin with before asking them to write, some samples are given and write on the board some topic-related lexis. I make sure my corrections are educational then collect their error while presenting and give them understandable feedback. However, I avoid correcting them on the spot, sometimes based on the setting I do correct them immediately. Sometimes, peer feedback is most applicable.
Interviewee 15	If they are used properly, errors can be especially useful tools for students to learn. But it might be a challenge for students' self-esteem if they get all the attention. I try to make sure that students become aware of their errors and think about & correct them while appreciating their correct use of the target structures.
Interviewee 16	I wouldn't prefer my students to present their own writings in the classroom. Instead, I scan the papers with the names covered and reflect them to the board myself. By doing that, I can make the SS feel comfortable and ready them for my feedback. I always encourage them and tell them that we all learn from our mistakes and there is nothing wrong with it.
Interviewee 17	Errors and mistakes are part of learning process and without making them, I don't think learning would happen. I believe that errors should be tolerated and mentored correctly so the frequency any pass of time it would fade away. But how these errors addressed and help students get this message are two different things. I think errors should be addressed in a very constructive way so students learn from them And later times provide no room for the occurrence of these errors.
Interviewee 18	I directly tell them what's wrong with their writing. I try to highlight the mistakes and ask them to fix it.

Interviewee 19	I always tell my students that they should be risk-takers and not be afraid of making errors. Since each error can be a great learning opportunity and show where they need help the most, errors are valuable in learning and improving their knowledge and skills. However, sometimes students can be sensitive and they may not want their work to be shared in class. Therefore, I always get my students consent before if I am planning to present their writing in class. If the student agrees, I share their paper in class and tell all the students that we are going to work on the paper together to improve this paper which will help all of us improve our writing skills. Rather than telling students to find the errors in the writing and correct them, I prefer to present the paper as a learning opportunity for all of us.
Interviewee 20	Delayed feedback, I refrain from immediate feedback in order not to discourage them. I also use drafting to help them improve their writing skills after they receive written feedback.
Interviewee 21	So far, I have observed that collecting samples from the students and finding the most common errors work the best. In order to do that, I usually create a Kahoot game, especially if it is a common grammar mistake or incorrect use of connectors. Other than that, I show some good examples from the students' writings anonymously. This way, all students can see what is expected from them. Also, choosing some sections from different students' writings and editing them in the classroom also help the students realize what they need to focus on.
Interviewee 22	After the writings are graded, the students are told to check their papers for the feedback. Then, they are expected to ask questions if there is any. Following that, a general feedback is given which includes the common mistakes made by the students. I try to reflect a constructive approach to help them ask their questions freely.
Interviewee 23	the mistakes. Because I believe that if their mistakes get accumulated and don't get fixed, they will not be able to learn about their mistakes. Or by not checking, they assume they are doing the right thing and they will continue like that. Therefore, whenever they make a mistake, especially a critical one, I don't hesitate to interfere.
Interviewee 24	If you are interested in responding more facilitatively to student writing, examine your response style. If you find that you are too often directing your students in the writing process—or, indeed, that you are rewriting sentences for them—try to determine ways that you might transform your remarks into facilitative questions. For example, instead of simply asking a student to omit a paragraph, raise the question of the paragraph's purpose or relevance. Instead of noting that a paragraph lacks coherence, ask a student what the main idea of the

	paragraph is and if she thinks that each sentence in the paragraph contributes to that idea.
Interviewee 25	I say that please read this part again. If she does not understand her mistake, I will tell her please pay attention to this part and finally I will provide complete answer for her in order to find out her errors and avoid making mistake again. In fact, at first I use indirect feedback and I move toward direct feedback. With indirect correction, you conversationally repeat back what your child has said, with correct use of grammar and pronunciation. This way, your child is able to hear the correct way to say something, without interrupting the flow of conversation and causing frustration.
Interviewee 26	One of the most common ways which I use for error correction while my students are presenting their writings in the classroom is the use of peer-correction. I have the students swap their paragraphs or essays and then ask them to find each other's mistakes. It can be a group work in groups of four-five, or it can be pair work depending on the number of the students in each class. Furthermore, I mostly prefer giving instant spoken feedback just at the same time the students are writing in the classroom. This method, I believe, is more beneficial for students since they have the opportunity to correct their mistakes instantly leading them to self-correction, as well. However, some students would rather have written feedback than spoken feedback. In relation to this, if I assign any homework to write, then I mostly give written feedback to my students using error codes and commenting on their contents.
Interviewee 27	First, I will have a look to their writing then I will notice their common mistakes among their writing. I will choose one of them and ask to write on the board and found the errors together. FOR EXAMPLE: focus on the form – identify the problem and I will write types of error on the board, so they will be familiar and can recognize their mistakes.

Appendix IX. The text and basic codes of the fourth question of the interview

Row	Interview text
Interviewee 1	If there is a portfolio assessment, I would ask myself how students improved themselves during the term/academic year and are they able to analyze what have been learned and taught.
Interviewee 2	I may not be fully aware of the assessment knowledge. Yet I think interactive assessment and dynamic assessment considerably can help out the problems in testing students ability and skills learning.
Interviewee 3	As I got the question, I clearly identify and define the learning outcomes and then select appropriate assessment measure as a program and model. Then take the outcomes.
Interviewee 4	I try to do that because the dynamic assessment procedure emphasizes the learning process and accounts for the amount and nature of examiner investment. And many times we know that teacher's first responsibility is to provide opportunities for writing and encouragement for students who attempt to write. A teacher's second responsibility is to promote students' success in writing.
Interviewee 5	Several forms of assessment have been implemented in order to satisfy the need of evaluating students' development in the teaching and learning process; Portfolio assessment is a term with many meanings, and it is a process that can serve a variety of purposes. A portfolio is a collection of student work that can exhibit a student's efforts, progress, and achievements in various areas of the curriculum. A portfolio assessment can be an examination of student-selected samples of work experiences and documents related to outcomes being assessed so I do address and support progress toward achieving academic goals, including student efficacy. Changes in language teaching methods have always brought about changes in language testing and assessment. As expected such changes in language teaching orientation did not leave the assessment orientation untouched and along with teaching methods their corresponding testing or assessment systems also moved from product-oriented to process-oriented ones. But still as a result of focusing on wide-spread and commonly used product-oriented testing, I as an assessor have no access to the needed information on performance of different learners because the only data provided for me by product-oriented testing is the final result of that test as a single score and nothing about the details of test task performance is in hand. To solve this problem, DA in language learning derived from

	sociocultural theory of Vygotsky and his idea on cognitive development offers new insights into assessment in the language classroom. All in all I try to take all methods owing to the situation.
Interviewee 6	Several forms of assessment have been implemented in order to satisfy the need of evaluating students' development in the teaching and learning process; Portfolio assessment is a term with many meanings, and it is a process that can serve a variety of purposes. A portfolio is a collection of student work that can exhibit a student's efforts, progress, and achievements in various areas of the curriculum. A portfolio assessment can be an examination of student-selected samples of work experiences and documents related to outcomes being assessed so I do address and support progress toward achieving academic goals, including student efficacy. Changes in language teaching methods have always brought about changes in language testing and assessment. As expected such changes in language teaching orientation did not leave the assessment orientation untouched and along with teaching methods their corresponding testing or assessment systems also moved from product-oriented to process-oriented ones. But still as a result of focusing on wide-spread and commonly used product-oriented testing, I as an assessor have no access to the needed information on performance of different learners because the only data provided for me by product-oriented testing is the final result of that test as a single score and nothing about the details of test task performance is in hand. To solve this problem, DA in language learning derived from sociocultural theory of Vygotsky and his idea on cognitive development offers new insights into assessment in the language classroom. All in all I try to take all methods owing to the situation.
Interviewee 7	I mostly try to implement teacher-assessment in order to determine the potential areas of improvement and set the pace of my lesson accordingly. It is not possible to carry this out effectively when the content of the lesson is mostly based on input, however, independent practice provides a solid opportunity for this purpose.
Interviewee 8	I implement portfolio assessment in the class as part of the curriculum. Each portfolio task consists of two drafts. In the first one, I give corrective feedback and write comments as to which parts are good or which ones need improvement, then, I expect students to take these into account and make necessary changes in line with the feedback they get from the first draft. Students sometimes think that they should change at least a couple of things in the second draft, or there should definitely be a mistake in their first draft. Last year, a student of mine wrote two tasks for draft 1 and 2 and submitted them at the same time

	assuming that there should be two separate paper, but they include exactly the same text which I didn't give feedback for. For such cases, I remind students the logic behind these draft stages.
Interviewee 9	Portfolio evaluation allows students to reflect on their actual performance, to display their weak and strong domains, to track their development throughout the learning process, and to encourage students to take ownership of their own learning. Because portfolios allow me to collect information from a variety of sources, including students' parents, friends, instructors, and himself, it allows me to have accurate information on my students.
Interviewee 10	On different situations different assessments sources are taken. Depending on the number of students I am dealing with, usually the portfolio assessment is picked for private tutoring. It is because the instructor can easily focus on development of several angles. Usually in translation we try to have a dynamic one which I think it must be close-knitted with the one in EFL.
Interviewee 11	Ideally, I tend to apply dynamic assessment. Ideally, by interactive assessment the learners' error is pointed out and also learners become aware of their errors (Scaffolding). In fact, my ultimate goal is to encourage dependent learners to perform more independently within a few years- moving from the ZPD into the ZAD according to Vygotsky.
Interviewee 12	-Test-teach and retest work very well especially in face-to-face teaching environment. In online setting, I try to use webtools to understand the students' writing proficiency. Then I focus on the given writing topic and skill. After introducing and discussing the specific writing materials and topics, we evaluate the students' knowledge by writing tasks.
Interviewee 13	-Because of the time constraints and the number of the students in the classrooms, it is hard for us to use portfolio assessment, so I use my knowledge of teacher-assessment techniques; based on my observations about the students' learning capacities and their levels, I try to adjust my teaching methods and update materials accordingly.
Interviewee 14	However, assessment knowledge is one of the inseparable aspects of class, it should be completely logical and based on class objectives. To the extent that learners' progress is tangible. Considerably, the learners' level should never be forgotten. I myself believe that writing development is procedural skill and over assessment maybe cause learner lose their motivation

Interviewee 15	As a teacher who teaches same course with more than one colleague, we try to reach a standardized approach while assessing our students' papers. We can make use of our individual knowledge while we develop a common approach during standardization meetings.
Interviewee 16	We cannot apply process writing or portfolio assessment due to time concern in MLD. However, we implement dynamic assessment, that is we approach to the students' papers with positive attitude aiming not only to mark them but also help SS' learning though our feedback.
Interviewee 17	To an extent Lee portfolio assessment and teacher assessment are effective in assessing my students' writings. Even there sometimes it tends to be an uphill struggle to deal with that populated class individually, dynamic writing assessment seem to be function much more productively and it is deeply engaged with problem solving of the writings.
Interviewee 18	I don't think the class profile or student profile that we are dealing with will allow us to consider the above mentioned issues. all we do is to encourage them to take writing seriously. I think their oral production is good but when it comes to practicing writing they seem like stop.
Interviewee 19	I frequently implement my assessment knowledge in class because I always look for evidence of learning. In my lessons, I aim to engage thoughtful and reflective interactions which focus on exploring students' understanding and to give constructive feedback to them. I usually ask open-ended questions, phrased to help them explore their thinking as well as follow-up questions to elaborate, clarify and connect their ideas. I am patient and don't rush students to respond; I always allow time for thinking and extend pauses after my questions.
Interviewee 20	I think even in the simplest task I have to implement what I studied during my BA in terms of writing assessment. From creating rubrics to grading papers, I apply my knowledge, although dynamic assessment is not possible to apply in one of my classes.
Interviewee 21	Thanks to Microsoft Teams, the students can have an online portfolio as they can keep all their writings in one tab which is available only to the student and me. This way, she or he can compare her or his writings as time goes and see how she or he improves in time. Teacher assessment is also highly used especially when we need to prepare the students for the exams. The reason is that they need to learn a certain format and they should follow the guidelines to be able to write an academic essay. If I use teacher assessment, I make sure that all

	students know that it is for them to see the areas they are good at and the points they need to improve.
Interviewee 22	The first step I take is to measure the students' control over the language. In that case, my assessment knowledge takes place. It is crucial for an instructor to act upon the level of the students. Otherwise, the assessment made would not be meaningful. So as to gather the necessary information regarding the students' capability, the in class writing exercises are done.
Interviewee 23	Honestly I don't know theses and I can't answer very well to this.
Interviewee 24	Classroom assessments can be designed primarily to guide instruction (formative purposes) or to support decisions made beyond the classroom (summative purposes). Assessments used for formative purposes occur during the course of a unit of instruction and may involve both formal tests and informal activities conducted as part of a lesson. They may be used to identify students' strengths and weaknesses, assist educators in planning subsequent instruction, assist students in guiding their own learning by evaluating and revising their own work, and foster students' sense of autonomy and responsibility for their own learning. Assessments used for summative purposes may be administered at the end of a unit of instruction.
Interviewee 25	In some classes that feel comfortable with students, and I think they are familiar with technology, I use e-portfolio. But in some other level, I use sometimes portfolio assessment. Since, students are eager to see how much they progress in the course. I mostly do this in my writing class. Sometimes, in some other classes, I rate the students' writing and mostly my technique depends on the students' level and situation.
Interviewee 26	As a teacher who has developed professionally for many years and still has been developing especially in terms of assessment, I must admit that sometimes it can be difficult to implement all the theories and assessment knowledge that I have learned so far because the real classroom environment and the profiles of various students may not allow so. Nevertheless, I still try my best to use especially portfolio assessment for my students which I believe has a huge role in improving their writings since they write more than one draft and because they have the chance to correct their writings as a whole. In my opinion, dynamic assessment, though, can be a bit more difficult to implement due to having online writing pieces coming from our students and since mostly we, as teachers, depend on written feedback during online education.
Interviewee 27	According to my learners' progress, I will do assessment because writing is a progress skill and has a process.

Appendix X. The text and basic codes of the fifth question of the interview

Row	Interview text
Interviewee 1	In general, I prefer to give importance to the success of the student's writing rather than acting emotionally while giving feedback to students. When it comes to intercultural competence, we have many students from different countries in our classes, and in this case, if there is not enough information about the culture of the students while assessing their writings, it may be difficult to understand some examples or statement in the content of their writing and we may think the content is off topic.
Interviewee 2	I can't deny that past experience and decisions wouldn't affect present or future judgements.
Interviewee 3	Ok, what is important is social norms and problems. Social features are larger force than other effects. WHICH effect on thought, feeling, behaviors? It also effects beliefs and value systems. SO Would affect interpersonal relations, experiments, stress coping and ... So, the teacher should know the society.
Interviewee 4	The sociocultural views learning as taking place through interaction, negotiation, and collaboration in solving authentic problems and learning. So psychological factor work with learners to find out how they learn and process information and look for ways to improve their performance. And it's not just intelligence that affects learning outcomes... Emotional issues, attitudes, motivation, behavior, and self-esteem all contribute to learning.
Interviewee 5	I did not understand the question very well. I could not figure out whether the question wants to know the psychological and sociocultural factors on teachers' perception of assessment or students writing. However, taking it from teachers to students, I think that psychological factors should be given a significant place in writing assessment it is true both for teachers and students.
Interviewee 6	I try to identify the individual differences of the students during teaching writing process. I observe that writing anxiety affects student's writing performance negatively. I speak to students to find ways to relieve it and I get their suggestions about this topic. However, we need to follow a rubric and standardization to be fair to all students while assessing their papers. Sometimes, teacher's attitudes and beliefs might have effects on assessing writing. For example, if the teacher is aware of the student's efforts on learning, s/he can have more positive attitudes while checking writing papers. To avoid it, I mostly assess students' papers without checking their names.

Interviewee 7	I take intercultural competence into consideration significantly while assessing students' writing. Foreign students who study at our university seems to be more competent in writing and expressing their ideas. Even if foreign students do not have proper command of grammar and mechanics, they still do not hold back in terms of stating their ideas or doing their best to complete the task. As for Turkish students, some might easily shy away from writing and completing the task if they do not have good command of English.
Interviewee 8	I think they play an important role in writing and as the assessment is a part of this process, a teacher should be aware of all these. If students show a general avoidance of writing, the teacher should try to overcome the problem. by looking for some solutions and encourage the student for writing. Also, while assessing the papers, the teacher should be as much objective as possible; being emotional during the process of assessment might negatively affect both the student and the result of the assessment. Lastly, the teacher should have intercultural competence so as to address students from various backgrounds and introduce these to all the students s/he addresses so that everyone gains new perspectives while learning a foreign language.
Interviewee 9	Academic dedication, emotional control, family participation, and school atmosphere, in my opinion, are all factors that influence children' current and future academic achievement. Furthermore, these impacts would be greater in females than males. Furthermore, according to Social Cognitive Theory, social variables have a significant in-direct influence on subsequent academic success via psychological aspects.
Interviewee 10	In the scope of hermeneutics and discourse that can encompass both EFL and translation studies, psychological and sociocultural factors are great players. In a sense, the produced meaning cannot be separately analyzed from the context of production or the state of the producers. I strongly believe that these factors are key in our understanding of the meaning. Both the producer and the assessor relying on their social background would try to produce a meaning or understand and assess it. Hence its inevitable.
Interviewee 11	Writing has always been an intimidating skill for majority of learners. Consequently, the assessment procedure and methods for any teachers might be a double-edged sword. Having said that, I strongly take the learners' feelings into account while proving feedback. I would take the view that, by considering these factors, teachers would be able to more deeply support and affirm even diverse students in their classes.

Interviewee 12	Rubrics must be used to avoid teachers' emotional or biased feedback. There must be a standardization while assessing and grading students' writings. If student is active during the lessons, as instructors, we tend to assess students' performance not only by their work but also with their participation level and or sometimes even with their manners. Teachers' emotional feedback is never useful for student's learning progress. Instructors should be aware of the students' cultural backgrounds and the writing topics must be chosen accordingly.
Interviewee 13	-As we have standardization meetings together with all the colleagues, we grade students' writings according to a rubric, so I think we do not consider the factors mentioned so much since we try to grade papers equally. However, sometimes we may be affected by some factors while grading papers; for example, if I know a student's efforts in his/her classroom practices and cannot decide to choose between 3 and 4 points for a part, I prefer 4 considering his/her writing anxiety level; this is actually something that we mostly agree on in our standardization meetings, too. Those factors are important to be considered I think, but as we have standardized processes, it is not easy to do that for each student.
Interviewee 14	Writing is a demanding process that involves several specialized principals. As a teacher, some factors should be noted carefully, having vital roles in the classroom. In fact teachers' role is one of the significant features in it such as teachers' type and learners' type. Therefore, these mentioned factors must be consider as well.
Interviewee 15	Unfortunately, during online teaching it is not as possible as it was during face-to-face education. Recently I've graded writings of students that I've never met even in online classes. As a result, I can say that I'm just trying to be as objective as I can be.
Interviewee 16	These mentioned factors affect students' writings, obviously but I try to do the best of my ability to ensure equality while assessing them. For this, I assess the papers by covering SS' names, so I don't let any of these factors create unfairness in my assessing.
Interviewee 17	I did not understand the question very well. I could not figure out whether the question wants to know the psychological and sociocultural factors on teachers' perception of assessment or students writing. However, taking it from teachers to students, I think that psychological factors should be given a significant place in writing assessment it is true both for teachers and students.
Interviewee 18	Motor psychological and social cultural factors I think the problem runs deep into the education system of the country or perhaps did school

	policies that didn't require students to be more productive. With the ongoing situation of course students competence or their lack of interest in developing a good writing can affect the way the teacher is assessing them.
Interviewee 19	Psychological and sociocultural factors do have effects on assessing students' writing. First of all, Turkish education system is test-oriented and students in high school are educated for the test-based university entrance exam which they need to take after they graduate from high school. However, they are expected to write academic paragraphs and / or essay in English at university. Therefore, when they start studying at an English-medium university and learn about what is expected from them, they feel anxious. Writing in a language which they don't know much and in a style which they are not familiar with can be a great challenge for them and cause them to develop negative attitude towards writing in English. In addition, the language that teachers use while giving feedback on students' writings might affect students' writing skills. Encouraging feedback can help students improve their attitude towards writing as well as their writing skills. Also, sometimes teachers look for some specific language and/or vocabulary in students' writing and once they cannot find it in the writing or see the wrong use of it, they are prone to penalize the students' writing. Therefore, there should always be a rubric for assessing the writing skill and a standardization session should be offered to teachers before starting grading
Interviewee 20	Students' sociocultural background is reflected directly in their written works because while they convey their ideas, they also foster the perspective they're looking from; therefore, a teacher must know how to react those different cultural backgrounds. I think this awareness will definitely affect the way a teacher provides feedback. For instance, in a writing class, I teach APA format and ways of avoiding plagiarism, however, some of the international students experience struggles with the notion of plagiarism as they think it's normal and acceptable by their teachers to copy and paste and the writer of that work is them because "they" copied and pasted that work, it now belongs to them so they reject giving credit to the original source.
Interviewee 21	There are so many factors that affect students' writings. One of them is the fear of making mistakes. Because of that, while giving feedback, I always balance my comments with the positive and strong aspects of the students' writing. If a student uses a newly learned grammar point in her or his next writing or implements a new way of writing, I make sure that I write comments on those strengths of the students. I believe that this way they are more motivated to write and writing becomes a more positive experience for them.

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- Interviewee 22 - As an instructor who teaches in multi-cultural classes, I believe it is crucial to be standard towards each student. An emotional approach would be unfair, and it would affect the dynamic of the classroom. To achieve such a standard, I adhere to rubrics chosen by the university, and ignore the names written in the papers/files.
- Interviewee 23 Of course they are. It is true that checking a students writing and telling her the mistakes and errors can discourage her, which it shouldn't at all. But when a student is praised because of her writing is better and she is doing good, it will have a great positive effect on her next works. I don't know how much sociocultural factors or teachers intellectual competence are effective in assessment.
- Interviewee 24 It's too important and should be considered with things like; •Drawing on one's personal experience is often very important in making things interesting and comprehensible to one's pupils; more generally, being able to understand and empathize with one's pupils' experiences is crucial in helping them to make sense of things. •Sensitivity to emotional aspects of learning is also important: the frustrations, efforts, successes and excitements of pupils need to be recognized and sympathized with. •Human intelligence is important in working out what's happening in a classroom and in deciding what to do.
- Interviewee 25 I mostly act objective in the class and I try to look my work professionally. Objective assessment is a form of questioning which has a single correct answer. There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, multiple-response and matching questions. One major purpose of assessment is to inform. The results from an assessment process should provide information that can be used to determine whether or not intended learning outcomes that faculty have set are being achieved. The information can then be used to determine how programs can be improved.
- Interviewee 26 Assessment in writing comprises many different aspects of language as well as including other factors as the necessities of life and the requirements of being an individual. Thus, psychological and sociocultural factors have an undeniable effect while assessing writing most of the time. For instance, even though we, as teachers, try to avoid being subjective, our emotions while giving feedback can sometimes show minor changes depending on the student. If the teacher knows this very specific student's capacity or eagerness for learning or if the teacher is fully aware of the sociocultural or even socioeconomic factors which affect the student's learning process, the teacher, then, may not refrain from being subjective.
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Interviewee 27 As a nonnative speaker sometimes is necessary to consider some factors, for example; there are not some concepts in English but we have in Persian so, we have to consider them.



Appendix XI. The text and basic codes of the sixth question of the interview

Row	Interview text
Interviewee 1	When teachers lack of writing proficiency, it is not possible that his/her students will improve writing skills. The fact that the teacher does not have a writing proficiency can also affect the assessment of students' writings.
Interviewee 2	As a teacher with years of experience I don't think one has supremacy over the other. Students need s great teacher who knows better how to teach them writing. But there is another case to note, and it is the point that without assessment literacy or "know how" point, the first case doesn't fully get settled.
Interviewee 3	Teachers must have attentions of scholars, across various educational contexts. They should practice national assessments. They should replace traditional discrete points with new performance. Teachers need training in both knowledge and skills of speaking and writing. They also need to develop literacy .I mean better English aural/ oral skills.
Interviewee 4	I think a teacher's writing proficiency is more effective in improving EFL student's writing skills because involves understanding, interpretation, reflection, and strengthening of current knowledge, experience, skills, values, concepts, and preferences. It is calculated through synthesizing and following a pattern of growth and development. Furthermore, teacher's assessment literacy is important too .because teacher can evaluate knowledge of the learner and interpret the result. 7. What are teachers' needs for professional development in assessing writing? I think a teacher needs to know what students to be able to do and why. ... (proficiency in writing skills)Teachers provide students with opportunities to develop content knowledge for their writing not only need control of the process of writing, but they also need to have content knowledge to engage in the writing act. Plan and implement activities that support students in the learning goals. ...
Interviewee 5	I think both of them are important and I put them in my assessment use in classroom.
Interviewee 6	Both teacher's writing proficiency and teacher's assessment literacy is important in improving EFL students' writing skills. However, I think that even if teacher is very proficient at writing skills, they cannot contribute to students' writing skills if they have lack of information about how to create a writing test, organize it and give constructive

	feedback. Any person might be proficient at writing, but a teacher needs to improve his/her assessment literacy in addition writing proficiency.
Interviewee 7	Teacher's assessment literacy has a bigger effect in improving writing in my opinion. I certainly do not claim that only assessment literacy would be enough. They are both equally important. I consider this from the point of view that assessment literacy would make a significant difference since the teacher can assess better and set their future lessons accordingly. A teacher with insufficient amount of assessment literacy would not be able to do it properly despite having high writing proficiency level.
Interviewee 8	I think the latter is more effective for the improvement of students' writing skills. Being a teacher already requires being a proficient user of language, therefore, I assume that a teacher already possesses this skill. However, without assessment literacy, a teacher may not lead students effectively, so this might hinder students' improvement of writing skills.
Interviewee 9	Teachers' writing competency and capacity to assess writing, as well as their involvement in enhancing writing instruction in second language learning classes, are both major requirements.
Interviewee 10	Teachers' writing competency and capacity to assess writing, as well as their involvement in enhancing writing instruction in second language learning classes, are both major requirements.
Interviewee 11	Both are crucial factors which directly affect the learners' performance. Firstly, a proficient writer would directly and indirectly inspire and boost learners' confidence. Secondly, assessment literacy can play a predominant role. for instance, dynamic assessment can dramatically assist learners to manage and take responsibility of their own learning so that they become more independent, that is to say to become 'autonomous'. Plus, lack of assessment literacy would lead to a total failure, such as hypercorrection.
Interviewee 12	-Both of them are important while assessing writing skills but teacher's assessment literacy is more important than writing proficiency. As being an EFL teacher, writing proficiency must be on an advanced level. Assessment literacy is a more detailed and complex for teachers to develop themselves.
Interviewee 13	-I think both are equally important because if a teacher is not proficient enough to teach how to create good written works, s/he cannot assist students appropriately. Also, in my opinion, giving appropriate writing tasks considering students' levels and needs and giving feedback are as important as teaching in terms of helping students gain writing

	proficiency because gaining it is a process and during this, students need the assistance of their teachers in terms of understanding the good and weak sides of their works and learn from their mistakes, so this is possible with teacher's assessment literacy.
Interviewee 14	Teachers' writing proficiency and writing assessment literacy and their role in improving writing are issues that have not been investigated empirically. Both of them are interdependent and related in a reciprocal way. Teachers' proficiency can learn them linguistic features in appropriate way and teachers' assessment give them correct feedback based on educational one.
Interviewee 15	Assessment literacy, since writing proficiency of a teacher may lead subjectivity and teachers may expect more from students.
Interviewee 16	Both are equally important. First, a teacher should be proficient enough in writing to teach how to write because students take their teachers as their models. Meanwhile, teachers should have enough assessment literacy, too to provide feedback to the papers and guide SS to improve themselves in writing. Without teacher's assessment literacy, students may be misled, and they are not aware how good/bad their writings are.
Interviewee 17	I think both are equally important. Literacy and assessment are two arms of a body and their function together will yield a great deal of help for students. A teacher must be academically proficient in writing. Also, they should enjoy a sound level of assessment knowledge in order to have a great problem-solving skill in their students works.
Interviewee 18	In a desired place where students and learners taking their writing seriously I think teaches writing proficiency is more effective. The reason why I choose this factor, is the effect that a good teacher place in classroom atmosphere and their students heart and mind.
Interviewee 19	Both are very important because writing and assessing writing are related to one another and teachers need to be familiar with both for good quality feedback. In order to assess students' writings, teachers need to have writing proficiency first to judge how much the student demonstrates good writing skills and then apply that knowledge to the criteria to assess student's writing and give constructive feedback.
Interviewee 20	I believe teachers' assessment literacy is more effective than their writing proficiency.
Interviewee 21	It is a difficult decision to make. I think teachers should have writing proficiency. However, it is not enough by itself. Assessment literacy is highly crucial because this way, teachers can use the data they get from the students' writings in order to shape the way they teach in the class. I believe that assessment literate teachers are better educators as they

	can use the write assessment methods and use the data they get from the writings in order to have an idea of the student's progress and plan the course accordingly.
Interviewee 22	- Both aspects are extremely important. Without proficiency level in writing, a teacher would not be able to provide the writing essentials to his/her students. An information could only be transferred when it is present. Also, assessment literacy is vital in teaching, it is an aspect which guides the students. Also, it evolves and extends in time depending on the class and the students. So, a teacher must be extremely diligent with assessment literacy.
Interviewee 23	In the first place a teacher should be able to teach the writing very good, because it has longer effects than learning how to check and assess. Yet, it doesn't mean that assessment literacy is not important. If a teacher knows how to teach writing, her students will do better. I want to say that a good writing instruction by teacher will make her job easier and students will make less mistakes. In this way the teacher will not even need to receive education on assessment too.
Interviewee 24	In the first place a teacher should be able to teach the writing very good, because it has longer effects than learning how to check and assess. Yet, it doesn't mean that assessment literacy is not important. If a teacher knows how to teach writing, her students will do better. I want to say that a good writing instruction by teacher will make her job easier and students will make less mistakes. In this way the teacher will not even need to receive education on assessment too.
Interviewee 25	I think both of them are complementary. It means that teachers should be at a proper level in respect to writing and also she needs to have good assessment literacy. I think a good teacher needs both of these skills in order to satisfy the needs of their students.
Interviewee 26	I believe both teacher's writing proficiency and teacher's assessment literacy have the same amount of effectiveness in improving EFL students' writing skills since a teacher without being competent at writing a paragraph or essay himself/herself may convey incorrect or incomplete notions to the students; sometimes even cannot be a good sample for them. Furthermore, a teacher lacking assessment literacy while grading the students' papers may lead to misunderstandings and also unfairness among students. Hence, I think both qualities should be found in a teacher for efficient and effective writing classes.

Interviewee 27 I think both of them are effective but teacher's writing proficiency more because if a teacher, her/his level of writing proficiency will not be enough will effect on students' writing and learning too. They will learn the way which they have been taught.



Appendix XII. The text and basic codes of the seventh question of the interview

Row	Interview text
Interviewee 1	Teachers should get training on how to design writing task, how to design rubrics for scoring and how to use these rubric while assessing students' writing.
Interviewee 2	Assessment and testing is a separate unit in language learning and teaching. A teacher can teach better, but the same teacher might fail to recognize a sound method for approaching and removing or lessening mistakes and errors in writing. So, I think all teachers should take some courses on how to judge their students' writings. Teachers receiving education and training in writing assessment, for sure would make them teach better writing as well.
Interviewee 3	A teacher should be confident. This confidence comes from instructional practice not only Good feedback of knowledge and of course clarity in explanation. With knowing academic and emotional needs of countries students.
Interviewee 4	A teacher should be confident. This confidence comes from instructional practice not only Good feedback of knowledge and of course clarity in explanation. With knowing academic and emotional needs of countries students.
Interviewee 5	Within these needs for professional development from the teachers' perceptions of professional development, the most common professional development activities teachers' practice, factors that hindered teachers from attending professional development activities, the most difficult skill to teach and assess to the teachers' preferences for delivery methods are especially important.
Interviewee 6	Teachers are required to be qualified with enough information about assessment literacy, choosing proper assessment techniques in terms of lesson objectives and teaching technique, the ways of giving feedback. Teachers also should be proficient at writing skills. They can participate in various types of trainings to develop themselves on these issues.
Interviewee 7	I believe that teachers should not only be familiar, but also proficient in the critical factors of a sound assessment of writing at the beginning of their careers. In addition to this, principles and methods about how to further increase the quality in assessing writing would prove to be highly useful. Finally, making teacher aware of the effects of sociocultural factors would also be fruitful if they are teaching a class with students coming from different countries.

Interviewee 8	To my experience, teachers sometimes focus on the mistakes so much that they tend to mark the tasks accordingly. They should be trained for using assessment scales, to be consistent while assessing student papers. They might assess papers subjectively, which is not desirable for a teacher. Using scales and standardization meetings can be solutions for objective assessments. For the implementation of more objective assessment practices, they can apply various types of assessment. They should be informed about these via seminars, webinars, trainings etc.
Interviewee 9	Teachers as students need professional developments in learning and also teaching. Unfortunately, teachers frequently develop a set of classroom assessment routines with little time to examine and reflect on their concepts of classroom assessment and how this informs their decisions about question and task selection and design, how they interpret student responses, and how they respond to students through instruction and feedback. I believe that teachers need some standard portfolios prepared for each lesson in detail and specially.
Interviewee 10	First of all, the teacher should be academically proficient in teaching writing. He or she should know the needs of the students and act accordingly. On the other hand, the instructors are expected to know some assessment skills that their students will be assessed by. Learning the assessment procedure, will help the instructors better serve their students' needs. That is how they will address the problems and students would be able to walk smoothly.
Interviewee 11	· Being a fluent and competent writer. · Knowing the qualities of effective writing. · Assessment throughout the writing process and at the end of the project. · Employing various assessment methods (formative and summative assessment). · Writing for writing or writing for learning must be considered while giving feedback.
Interviewee 12	- The necessary information and education can be given by the school and the professional development units. The meetings, conferences or the webinars can focus on assessment in details to prepare teachers for more standardized assessment in writing. Teachers may not focus on their weaknesses or may not even realize them if there is not enough training for assessment.
Interviewee 13	-I think for professional development, teachers need to be provided with the trainings related to teacher assessment techniques, assessment literacy, error correction types and strategies and also, decreasing

	students' writing anxiety and increasing their motivation to write. They should also be guided about creating tasks and materials which can lead effective teaching and assessment.
Interviewee 14	Improvement by teachers for professional development in assessing in general will usually involve a significant change in the way they plan and carry out their teaching. Getting organized, solving problems, engaging and caring about students, deep content knowledge; different models of instructional strategies and assessment practices are among the key life skills that teachers' need. As I mentioned, teachers' type is really on of the most significant aspects of teaching process. Teacher metamorphosis was conceived as the reimagining the teacher as a collection of roles that included materials developer, syllabus designer, examiner, and iconoclast. These roles are considerable for teachers as a part of their development in general which are needed for professional development in assessment especially in writing.
Interviewee 15	Workshops like standardization meetings that teachers can work on some writings together and share their opinions and knowledge, would be very effective for teachers. Peer work and available supervision when needed are also important for teachers to develop their assessing skills.
Interviewee 16	Teachers should update their knowledge on assessment techniques, assessment literacy, error correction and feedback. It could be a good idea for them to work with experienced teachers and assess the papers together
Interviewee 17	Teachers in order to have a comprehensive assessment of students works they should be armed with different tools and techniques. it should be confessed that merely assessing students writing based on their grammar or use a vocab wouldn't be helpful at all. Writing as a product should be studied from several angles and perspectives. Apart from the formal and formative perception regarding the writing assessment, psychological, and cultural factors should be taken into consideration. another very important issue in writing assessment is that most teachers who assess their students works, haven't received a proper writing assessment education, so it is likely that their assessment fall into misunderstanding and misperception.
Interviewee 18	I guess reading articles and scientific magazines that try to shed light on writing assessment is it good option. Because I don't think writing is there skill that is bound to his very specific geography, I think it's an ongoing problem in most places in countries where English is tout as a second or foreign language. therefore by devising panels and meetings with their foreign colleagues and exchanging opinion and

	experiences could be a great deal of help in developing sort of assessing writing.
Interviewee 19	Teachers should know and apply different assessment methods which encourage and support the development of their students' writing skills. Therefore, they should get training in assessing writing. One way of providing training for teachers is that schools can regularly invite consultants to support work and development in assessment. Another way is that schools can offer inset training to teachers to enrich their knowledge on assessment and to help them become more efficient on assessing students' writing skills. Also, teachers can attend conferences regularly.
Interviewee 20	·Interacting as many students as possible to see how different their perception and performance of writing could be to develop new assessment tools. Attending writing workshops as a student apart from reading other papers on assessing writing or attending seminars
Interviewee 21	I think the teachers need small sessions where they can share their experiences and the practices that have worked best for them. They need to see some examples especially on how to give feedback because it is important to know the useful techniques to comment on students' writing constructively. Newly graduate teachers may also need training on how to analyze students' writings and use the data to construct their future lessons.
Interviewee 22	With the online teaching environment, the standard approach towards teaching has completely changed. This transition showed the teachers that there is always so much to learn, and it is a never-ending process. In an educational institution it is a necessity to have a professional development unit to support the teachers. Also, as teachers, we should keep up with webinars and recent articles to improve ourselves.
Interviewee 23	Beside teaching good, I think teachers should understand why student are making mistakes. As I noted above I check immediately, but I am aware that this way may not always be working. So, teachers should learn new ways and more effective ways in which students are not discouraged and also mistakes are not repeated. This means that they should both meet psychological need of students and technical side of assessment, like how they can give a working and positive feedback.
Interviewee 24	Just as there is powerful evidence that formative assessment can improve students' learning and achievement, it is just as clear that sustained professional development for teachers is required if they are to improve this aspect of their teaching. Clear goals are necessary, along with well-understood criteria for high-quality student work. To accurately gauge student understanding requires that teachers engage

	in questioning and listen carefully to student responses. It means focusing the students' own questions. It means figuring out what students comprehend by listening to them during their discussions about science. They need to carefully consider written work and what they observe while students engage in projects and investigations. The teacher strives to fathom what the student is saying and what is implied about the student's knowledge in his or her statements, questions, work and actions. Teachers need to listen in a way that goes well beyond an immediate right or wrong judgment.
Interviewee 25	teachers should engage in professional development activities that expand existing understanding of teaching and learning concepts (e.g., observing teachers, planning for self-evaluation, using the Internet to locate instructional activities, joining pre-service teacher organizations, locating instructional techniques in educational .
Interviewee 26	The most crucial need that being a professional teacher requires in terms of assessing writing is standardization. Thus, the teacher who are in their first or second years of teaching and assessing writing should be provided with standardization sessions by their seniors or by professional teacher trainers. The experienced teachers may also want to have more standardization sessions if they feel the need because there is no end to learning and there is always room for improvement. Moreover, since experience does not come out only in one day, all English instructors should follow and attend seminars, webinars, or workshops on assessment and evaluation for professional development.
Interviewee 27	Teachers need to have knowledge about rubric, lexical competency, grammatical competency, linguistic, style of writing, socio linguistic, genre, cognitive and purpose of writing for assessing writing



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